## Vancouver Community College
### EDUCATION COUNCIL
### MEETING AGENDA - DRAFT
#### June 9, 2015, 3:30 am-5:30 pm, Room 240 DTN

<table>
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<th>Item</th>
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<th>Speaker</th>
<th>Pre-reading materials</th>
<th>Action</th>
<th>Pages</th>
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<tr>
<td>1.</td>
<td>Call to Order</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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<td>2.</td>
<td>Adopt Agenda</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>May 12, 2015 Agenda</td>
<td>Approval</td>
<td>1-2</td>
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<td>3.</td>
<td>Approve Past Minutes</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>April 14, 2015 Minutes</td>
<td>Approval</td>
<td>3-11</td>
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<td>4.</td>
<td>Enquiries &amp; Correspondence</td>
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<td>5.</td>
<td>Business Arising</td>
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<td>a)</td>
<td>David Fushtey-Governance</td>
<td>10 min</td>
<td>David Fushtey</td>
<td>Verbal Report</td>
<td>Information</td>
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<td>b)</td>
<td>Enrolment Plan</td>
<td>10 min</td>
<td>Judith McGillivray</td>
<td>Verbal Report</td>
<td>Advice</td>
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<td>c)</td>
<td>Replacement of Faculty on Sick Leave</td>
<td>5 min</td>
<td>Judith McGillivray</td>
<td>Information Note</td>
<td>Information</td>
<td>12-14</td>
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<td>d)</td>
<td>Education Technology Committee Update</td>
<td>10 min</td>
<td>Judith McGillivray</td>
<td>Information Note</td>
<td>Information</td>
<td>15-21</td>
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<td>e)</td>
<td>Performing Arts Degree Cancellation</td>
<td>5 min</td>
<td>Peter Nunoda</td>
<td>Decision Note</td>
<td>Advice</td>
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<td>f)</td>
<td>Denturist Program Suspension Update</td>
<td>10 min</td>
<td>Debbie Sargent</td>
<td>Information Note, Documents</td>
<td>Advice</td>
<td>36-48</td>
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<td>g)</td>
<td>Affiliation Agreement with VCC &amp; VSB</td>
<td>5 min</td>
<td>Debbie Sargent</td>
<td>Information Note</td>
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<td>49-54</td>
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<td>6.</td>
<td>Committee Reports</td>
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<td>a)</td>
<td>Education Policy Standing Committee</td>
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<td>i)</td>
<td>Grading Progression and Withdrawal</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Information Note, Policy, Procedures</td>
<td>Information</td>
<td>55-69</td>
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<td>ii)</td>
<td>Curriculum Development and Approval Process</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Information Note, Policy, Procedures</td>
<td>Information</td>
<td>70-99</td>
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<td>b)</td>
<td>Curriculum Standing Committee</td>
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<td>h)</td>
<td>ASL &amp; Deaf Studies Part-Time Program.</td>
<td>5 min</td>
<td>David Branter</td>
<td>Decision Note, Curriculum Documents</td>
<td>Approval</td>
<td>100-112</td>
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<td>ii)</td>
<td>Heavy Mechanical Trades Foundation Certificate</td>
<td>5 min</td>
<td>David Branter</td>
<td>Decision Note, Curriculum Documents</td>
<td>Approval</td>
<td>113-281</td>
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<td>Speaker</td>
<td>Pre-reading materials</td>
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<td>iv)</td>
<td>Acute Care Skills for Health Care Assistants</td>
<td>5 min</td>
<td>David Branter</td>
<td>Decision Note, Curriculum Documents</td>
<td>Approval</td>
<td>307-334</td>
</tr>
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<td>v)</td>
<td>LINC 7 &amp; 8</td>
<td>5 min</td>
<td>David Branter</td>
<td>Decision Note, Curriculum Documents</td>
<td>Approval</td>
<td>335-353</td>
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<td>vi)</td>
<td>Career Gateways course</td>
<td>5 min</td>
<td>David Branter</td>
<td>Decision Note, Curriculum Documents</td>
<td>Approval</td>
<td>354-363</td>
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<td>vii)</td>
<td>Curriculum Approval Trial</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
<td>Verbal Report</td>
<td>Approval</td>
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<td>viii)</td>
<td>Appeals Standing Committee</td>
<td></td>
<td>Brian Beacham</td>
<td>No report</td>
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<td>ix)</td>
<td>Program Review and Renewal Ad Hoc Committee</td>
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<td>Todd Rowlatt</td>
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<td>x)</td>
<td>Curriculum Development and Approval Process Ad Hoc Committee</td>
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<td>Todd Rowlatt</td>
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<td>Information</td>
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7. Chair Report | 5 min | Todd Rowlatt | Verbal Report | Information |

8. Student Representative Report | 2 min | Damien Otis | Verbal Report | Information |

9. Pending Items
   a) Strategic Enrolment Mgmt. (September) | 10 min | Peter Nunoda | Verbal Report | Information |
   b) Aboriginal Culinary Arts Suspension Update (September) | 5 min | Dennis Innes | Verbal Report | Information |
   c) Adult Education Diploma Suspension Update (September) | 5 min | Susie Findlay | Verbal Report | Information |
   d) Education Plan (September) | 5 min | Judith McGillivray | Verbal Report | Information |
   e) Five Pillars (September/October) | 10 min | Peter Nunoda | Verbal Report | Information |

11. Next meeting: September 8, 2015, 3:30-5:30, Room 5025 BWY-A | 1 min | Todd Rowlatt | |

12. Adjournment | 1 min | Todd Rowlatt | |
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<th>Discussion</th>
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| 1.   | Call to Order | The meeting was called to order at 3:31 p.m.  
Todd Rowlatt announced that David Branter, Mike Tunnah and Taryn Thomson were attending today’s meeting via conference call. |
| 2.   | Adopt Agenda | **Motion:** Moved by Jan Weiten and seconded THAT the agenda be adopted.  
Changes: No Changes  
All in favour. **Motion carried.** |
| 3.   | Approve Past Minutes | **Motion:** Moved by Jan Weiten and seconded THAT the minutes of April 14, 2014 be adopted.  
Changes: On page 2 of the minutes correct the spelling of Dennis Innes last name.  
All in favour. **Motion carried.** |
| 4.   | Enquiries & Correspondence | No enquiries or correspondence received  
Deanne Bates requested that on the future agendas under ‘Pending Items’ that the pending month be added. |
| 5.   | Business Arising | a) Education Technology Committee Update  
Judith McGillivray reported that the sub-committee has now met three times after a 12-16 month hiatus and has made good progress. This committee has put forward a draft which is being circulated to the various stakeholders throughout the college.  
Jan Weiten asked if there would be an opportunity to provide feedback on the draft at the next meeting. Judith agreed to discuss further at the June meeting.  
Todd Rowlatt asked if the items in the accomplishments section are things that the college has achieved in the last three years or if they are goals. Judith McGillivray answered that they are a combination of both. |
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<td>b)</td>
<td>Academic Schedule Committee</td>
<td>Judith McGillivray reported that the committee has met and that the department leader should be receiving an outline of what will be required for them to submit by the end of the first week of June. The department leaders will be receiving the 2016-2017 calendars that will include all of the VCC dates (VCC Day, etc.) and holidays. The schedule will be finalized over the summer and will come back to Education Council in September and then on to the Board for approval. Jan Weiten asked for clarification on how this would work with courses that have continuous intake. Judith suggested setting a monthly intake dates.</td>
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<td>c)</td>
<td>Curriculum Development Funds 2013-14</td>
<td>Judith McGillivray reported that unfortunately last year $104,000 was not spent, but went back into the college coffers. The lesson that we have learned from this is that we need to be very diligent and monitor the funds. Deanne Bates asked what measures are going to be takne so this doesn’t happen again. Judith proposed that a committee meet quarterly with Deans and Directors to monitor what funds have and have not been used. This way funds that are not used in one quarter can be re-allocated in the next quarter. Deanne Bates asked if this information could be communicated so others can have their proposals ready in case funds are available. Judith suggested meeting in December to see what funds might be available the next semester. Todd Rowlatt asked if funds could be allocated by school rather that by specific project. Judith replied that this was discussed by the committee and it was decided that it would not be done this year but would be put on the agenda for a future meeting.</td>
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<td>d)</td>
<td>Curriculum Inventory Project Update</td>
<td>Nicole Degagne presented an overview of this project which was established in January 2015 to address concerns regarding curriculum quality, accuracy and currency. Nicole explained that she has been tasked with locating, cataloging and centralizing the PCGs and course outlines that fall under EDCO jurisdiction. Through this process 115 programs have been identified along with 1506 course outlines.</td>
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<td>David Branter asked for an explanation of what was meant that 29 programs are in violation of policy C.1.3 Granting of Credentials. Nicole provided an example of a certificate program with 10 credits but the policy states that all certificates should be 20 credits.</td>
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<td>Jan Weiten asked what inconsistencies were noted on page 19 of the package. Nicole gave the example of course credits missing on some course outlines.</td>
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<td>Deanne Bates asked why Access was being used rather than Banner. Nicole answered that finding the list of programs was not possible in Banner and that she needed an accessible place to keep the information. Nicole is working with Elmer Wansink and he is backing up the data.</td>
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<td>Jan Weiten asked what Terminal 4 is. Nicole answered that it is VCC’s new web content management system.</td>
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<td>Todd Rowlatt asked Nicole what the next step are in her project. Nicole answered that she is currently working on a credit ratio analysis project with the Policy Committee. She said that there will be an omnibus motion coming forward in June with the minor changes that are being identified in the course outlines and PCGs.</td>
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<td>e) Fashion Arts Certificate Cancellation</td>
<td>Michael Yue explained that due to industry changes this part-time program has become outdated and no longer meets the student’s needs.</td>
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<td>David Branter asked if the Fashion Arts Diploma supersedes the Fashion Arts Certificate. Andrea Korens answered that the decision was made to have the part-time and Diploma program work together as opposed to having two separate programs. In the past, due to low enrolment some students ended up becoming unable to move forward in the program which impacted quite a few students negatively.</td>
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<td>Deanne Bates stated that the policy is clear on the process of program cancelation and that is supposed to come to Education Council first for advice to the Board. These impacts negatively across the college.</td>
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<td>Todd Rowlatt asked if more information could be provided regarding the statement that the “Students were not running on schedule...” Andrea Korens answered that the PCG does say that</td>
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<td>this is a two year program but in practice students were taking 3-5 years.</td>
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<td>Todd Rowlatt asked what the student outcomes were for this program. Andrea Korens explained that the part-time program ran with an April intake and a September intake so there would be two first year group running separately and would combine into one second year group due to attrition and large drop-out rates. This program carries a very large work load and makes it not possible to complete at the part-time rate. Students that do make it all the way through the program are quite successful and finding employment but are lacking a lot of the skills necessary in the current industry such as computer aided drafting.</td>
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<td><strong>Motion:</strong> Moved by Judith McGillivray that the Education Council advise the Board of Governors to approve the cancellation of the Fashion Arts Certificate Program and proceed with the renewal of the Fashion Arts Diploma program.</td>
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<td>In Favour: 12</td>
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<td>Opposed: 1 (Ghezal Sorkhabi)</td>
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<td>Abstentions: 3 (Deanne Bates, Greg Hamilton and Jason Devisser)</td>
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<td>Motion carried.</td>
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<td>f)</td>
<td>Kitchen and Bath Diploma Cancellation</td>
<td>Michael Yue explained that due to industry changes for the minimum education requirements this program has become outdated and no longer meets the student’s needs. This program is also very specific to kitchen and bath design and that graduation from the program does not qualify the student for entry-level into degree programs in other institutes. However, Interior Design Certificate Program is acceptable into BCIT and the Arts Institute.</td>
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<td>Jason Devisser asked if this was the same program that received funding in June 2013. Joanne Nevill confirmed that it was. David Branter added that he may be able to provide more information as to why the funding was provided once he does some research and will provide information at the June meeting if possible.</td>
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<td>Jan Weiten voiced concern about the program being cancelled without bringing it to EDCO first.</td>
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|      | Judith McGillivray added that there is a Review and Renewal Sub-Committee that will look at all
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<td>of the reports and bring to EDCO for advice.</td>
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<td>Ghezal Sorkhabi added that she would like to see more research done before starting a program.</td>
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<td>Deanne Bates stated that in the budget that was presented earlier it indicated that $450,000 was going to Continuing Studies for renewal.</td>
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<td><strong>Motion:</strong> Moved by David Wells that the Education Council advise the Board of Governors to approve the cancellation of Kitchen and Bath Diploma and the creation of a new Interior Design Diploma.</td>
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<td>In Favour: 14</td>
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<td>Abstentions: 2 (Deanne Bates and Jason Devisser)</td>
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<td><strong>Motion carried.</strong></td>
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<td>g)</td>
<td>Denturist Program Suspension</td>
<td>Debbie Sargent explained that this is a two year diploma program and is currently the only Denturist program in BC and that there are only a total of 3 in Canada. This program is staffed by 2 full time faculty and one Instructional Assistant. In February VCC received formal notification of retirement from the two Denturist faculty and the Instructional Assistant’s contract ends in June. Additionally, the expenditures do not capture any overhead expense including capital and the college continues to subsidize this program with larger costs each year. Therefore it has been decided that the program will be suspended so that program viability and sustain ability can be examined.</td>
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<td>Nona Coles asked if this program is suspended will it affect the Dental Technician program.</td>
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<td>Debbie Sargent answered that it has no effect on the Dental Technician program.</td>
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<td>Todd Rowlatt asked if there are concerns around suspending since we are 1 of 3 in Canada. Debbie answered that the department felt that with the retirement of the instructors it would be a good time to review the program rather than hiring new faculty with the possibility of laying them off if the program was suspended. She explained that the accreditation of the program would be delayed.</td>
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<td>Jo-Ellen Zakoor asked how many students are currently wait-listed and what options do they have</td>
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<td>if this program is suspended. Debbie Sargent answered that there were 66 applicants and that about 40 of them met the requirements and that we would have only taken in 12. These 12 will be given other program options within VCC.</td>
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<td>Taryn Thomson stated that she would like more detail behind the decision to suspend the program.</td>
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<td>Louis Chow came forward from the gallery to address the committee and share his and his colleges’ concerns about the suspension.</td>
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<td>Todd Rowlatt suggested that this be discussed again at the June meeting so that more information can be presented.</td>
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<td>6.</td>
<td>Committee Reports</td>
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<td>a) Education Policy Standing Committee</td>
<td>No Report</td>
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<td>b) Curriculum Standing Committee</td>
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<td>i) Concept Paper for a Bachelor of Applied Science in Dental Hygiene degree program</td>
<td>Lisa Supeene provided a summary of the concept paper and explained that this proposed program will offer a 3 plus 1 model that will offer students a diploma exit option at year 3 and/or the opportunity to pursue an advanced 4th year degree option.</td>
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<td>Damien Otis asked if students could transfer in from other institutions. Lisa answered that UT courses from other institutions were accepted.</td>
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<td>Nona Coles asked if there would be separate pre-requisites to get into the first year. Lisa replied that his is something that can be considered in the planning of this program.</td>
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<td>Nona Coles then asked for clarification of the student outcome. Lisa Supeene answered that with the regulatory changes made by the College of Dental Hygienists of BC in 2012, it is now possible for a Dental Hygienist to become independent practitioners as long as they meet the 365-day exempt rule.</td>
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<td>After discussion it was stated by Todd Rowlatt that this proposed program would follow the new policy for the development of a new program which is that it comes to Education Council and then to the Board prior to the curriculum development.</td>
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<td><strong>Motion:</strong> Moved by David Branter and seconded THAT the Education Council recommend that Concept Paper for a Bachelor of Applied Science in Dental Hygiene degree program continue to the next stage of the process. All in favour. <strong>Motion carried.</strong> David Branter, Mike Tunnah and Taryn Thomson left the meeting.</td>
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<td>ii)</td>
<td>ECCE/Infant Toddler Diploma &amp; Special Needs Diploma Programs</td>
<td>Katerina Jovanovic presented this proposal which contains a change to the program completion requirement, the addition of immunization, criminal records check and CPR and first aid training to the admission s requirements, simplified language regarding English language requirements and deletion of a volunteer/work experience admissions requirement. Debbie Sargent asked why the program duration was changed from 5 years to 2 years. Katerina explained that each program was 1 year and could be completed within 2 years. Jan Weiten stated that in the past while discussing criminal records check with Health Sciences programs specific and clear wording was created and should be used in all documents going forward. Jo-Ellen confirmed that the wording would be changed. Jan Weiten asked if the immunizations listed on page 45 of the package were suggested or required. Jo-Ellen Zakoor explained that immunization cannot be forced but are strongly recommended. <strong>Motion:</strong> Moved by Jo-Ellen Zakoor and seconded THAT the Education Council approve the changes to Early Childhood Care and Education Diploma (Infant and Toddler) and the Early Childhood Care and Education Diploma (Special Needs). All in favour. <strong>Motion carried.</strong></td>
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<td>iii)</td>
<td>Chemistry</td>
<td>Elle Ting presented on behalf of Andy Sellwood the proposed changes to chemistry courses CHEM 0861, 0871, 0983 and 0993. These changes include corrections, deletions, addition of the qualifier “optional” and additions to topics plus moving topics form one course to another. This proposal also includes some rewrites to course descriptions.</td>
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<td><strong>iv) ENGL 1127/1229 (UT English)</strong></td>
<td>Elle Ting presented this proposal to change ENGL 1127 and ENGL 1229 to ENGL 1100 and ENGL 1200 and the updated course outlines.</td>
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<td><strong>Motion:</strong> Moved by Jo-Ellen Zakoor and seconded THAT the Education Council approve the updated Course Outlines and new Course Numbers for ENGL 1127 and 1229. All in favour. <strong>Motion carried.</strong></td>
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<td><strong>v) January-April Resolutions</strong></td>
<td>Todd Rowlatt asked the committee to review the resolutions from the Curriculum Committee in the package.</td>
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<td><strong>c) Appeals Oversight Committee</strong></td>
<td>Brain Beacham provided an update on this newly formed committee. He said that the committee had decided that it would be useful to hold another training session to document the different types of appeals and their processes. The next committee meeting will be held in late June or early July.</td>
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<td><strong>d) Program Review and Renewal Ad Hoc Committee</strong></td>
<td>No Report</td>
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<td><strong>e) Curriculum Development and Approval Process Ad Hoc Committee</strong></td>
<td>No Report</td>
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<td><strong>7. Chair Report</strong></td>
<td>Todd Rowlatt reported that the Admissions and Flexible Admissions policies were approved by the Board and that the Admissions Review policy was rescinded. He also noted that Auto Collision program was approved at the Board.</td>
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<td><strong>8. Faculty Report</strong></td>
<td>Jan Weiten reported that faculty members from around the province are working to get the government decision to allow institutions to charge tuition for Adult Basic Education (ABE) reversed. Faculty and students from the Lower Mainland went to the Legislature in Victoria on May 4th to witness a lively debate about ABE tuition fees. The Federation of Post-Secondary Educators and the VCC Faculty Association paid for the trip and replacement for faculty. Students from a dozen different public postsecondary institutions from around the province also watched the live telecast from the Legislature.</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Topic</td>
<td>Discussion</td>
</tr>
<tr>
<td>------</td>
<td>------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9.</td>
<td>Student Representatives Report</td>
<td>Damien Otis spoke about the importance of education and how necessary it is becoming in the work force. He also reported that there was a Lunch and Learn held about Indigenous Opposition to the Trans-Canada Pipeline and encouraged everyone to vote on the Transit Referendum by the end of this month.</td>
</tr>
<tr>
<td>10.</td>
<td>Next meeting</td>
<td>June 9, 2015, 3:30-5:30 pm, 240 DTN</td>
</tr>
<tr>
<td>11.</td>
<td>Adjournment</td>
<td>The meeting adjourned at 5:40 p.m.</td>
</tr>
</tbody>
</table>

**ATTENDEES:**
Todd Rowlatt  
Deanne Bates  
David Branter  
Taryn Thomson  
David Wells  
Debbie Sargent  
Greg Hamilton  
Damien Otis  
Jason Devisser  
Jan Weiten  
Nona Coles  
Brian Beacham  
Judith McGillivray  
Ghezal Sorkhabi  
Jo-Ellen Zakoor  
Mike Tunnah  
Jan Theny

**REGRETS:**
Doug Mauger  
Monika Paripovic  
Peter Nunoda

**GUESTS:**
Andrea Korens  
Lisa Supeene  
Louis Chow  
Joanne Neville  
Katrina Jovanovic  
Nicole Degagne  
Michael Yue  
Denise Beerwald  
Elle Ting

**RECORDING SECRETARY:** Beth Boyd

Todd Rowlatt, Chair  
VCC Education Council
Faculty Sick Leave Replacement Practice

September 1, 2015:

The practice below applies to all departments with the exception of the Industry Training Authority sponsored courses and the Provincial Instructors Diploma Program both of which are required to deliver a minimum number of course hours. Programs that require exceptions to this practice to meet program outcomes will be identified and discussed with the Vice President Academic and an approval given in writing prior to implementation. This practice also applies to planned sick days e.g. scheduled medical appointments.

Day One:

1. The Faculty Member will email the Department Leader and Program Assistant to inform them of their absence by 08:00 of that duty day or one hour before the scheduled instruction if earlier than 08:00. They will also outline their anticipated return to work date. A replacement will not be arranged except as noted above.

2. The Department Leader will forward a copy of the email to the Dean and Dean’s Assistant.

3. The Dean’s Assistant will be responsible for tracking the absence on a spreadsheet.

4. The Department Leader or Program Assistant will post a sign on the classroom door advising the class has been cancelled. They will also update Banner to ensure the absence is recorded.

5. The Faculty Member will email all students by 08:00 of the sick day to inform them that class has been cancelled for that day. If the faculty member is unable to email or otherwise contact the students, the Department Leader or Program Assistant will endeavor within reason to contact the students.

6. If an anticipated return to work date has not been provided with the initial notification of sickness or if their status has changed, the Faculty Member will update/email the Department Leader and Program Assistant by 4:00 pm to ensure they have adequate time to cover the class on the following day. A copy of this email will be forwarded to the Dean and Dean’s Assistant.

Day Two:
If the absence continues past day one the Department Leader will be responsible for arranging appropriate coverage.
Contents
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  Reporting ......................................................................................................................... 5
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Introduction

Over the last several years, educational technology has become deeply integrated into the fabric of Vancouver Community College, essential for teaching and learning as well as supporting administrative processes. While the use of educational technology on its own is not an aim, innovation in education at Vancouver Community College will be difficult to sustain and will likely stall without it. It is essential that educational technology become a priority in terms of future planning to ensure that it continues to help the College realize its vision and reach its goals and objectives.

This plan sets out priorities, goals and objectives for the application of educational technology at Vancouver Community College for the period of 2015-2018. This is the College’s third three-year Educational Technology Plan, which builds on the success of earlier plans (Distributed Learning @ VCC – Towards a Vision for 2010, dated May 2006 and Distributed Learning Plan 2009-2012, dated Sep 2009). The previous plans focused mainly on distributed learning, and the development of a framework for its successful implementation. In those years, the issues involved in delivering distributed learning services were much more challenging than today.

This document aims to provide a framework of goals and principles to be followed when decisions are made about the acquisition, deployment and management of educational technologies.

Together with the 2013-2016 Education Plan, this Plan will constitute a basis for decision-making concerning educational technology during a 3-year period.

Vision

The Horizon Report: 2015 Higher Education Edition (the Report) identifies significant trends and technologies that will drive educational change and the various challenges that institutions will have to overcome in order to advance. The Horizon Report is informed by both primary and secondary research and draws on the expertise of 56 international experts from across the world with diverse backgrounds and experience. Working together as a panel, they systematically review the literature on emerging technology, examining in detail dozens of trends, challenges, and emerging technologies to identify the final set in the report. The topic must be relevant to teaching, learning, and creative inquiry in higher education in order to be included in the report. The Report classifies each issue as short-, mid-, or long-term within the context of the next five years. The Report combined with values from the Colleges’ 2013-2016 Education Plan creates the vision for the Educational Technology Plan.

The VCC Education Plan 2013-2016 outlines two broad commitments:

1. An innovative college for higher and further education, offering a wide range of quality, relevant career and applied/academic programming.

2. A learner-centered college, engaging learners and providing multiple, flexible pathways to advancement.
Accomplishments

By aligning the goals of 2013-2016 Education Plan with short-term and solvable issues found in the Horizon Report we have determined seven key strategies and success indicators. Underpinning these strategies will be the continued need for the College to enhance its wireless network and upgrade its infrastructure to meet these demands.

1. Increase use of blended learning
   - Educational technology policy outlining best practices in online learning (policies currently under review)
   - Faculty adoption of a range of online learning methods
   - Streaming video server integration with Moodle

2. Redesign learning spaces
   - Design physical and virtual learning environments to accommodate active learning pedagogical approaches
   - Upgrade wireless bandwidth to create smart classrooms that support web conferencing, digital projects, presentations, and other forms of remote collaborative communication

3. Flip classrooms
   - Faculty are able to design learning opportunities using the flipped classroom model
   - Students’ access to online tools and resources frees class time for more challenging, hands-on and individualized learning

4. Teach complex thinking
   - Faculty are able to design and deliver courses that emphasize higher order thinking (e.g., analysis, synthesis, problem-solving)
   - The Centre for Instructional Development (CID) hosts a collection of digital resources on critical thinking, systems thinking, problem-finding, visualizing, improving, creative problem-solving, and adaptation
   - An investigation of visualization technologies (e.g., infographics, visual data analysis, 3D printing) has been completed

5. Digital literacy as an essential skill
   - Workshops and tutorials on digital literacy have been created
   - Computers, laptops, and digital devices are accessible by all students
   - Digital literacy is incorporated by the Library and Learning Commons as part of essential services.
6. **Integrate open educational resources (OER) into program/course design**
   - An increased awareness and accessibility of OER exists
   - Curriculum consultation with Library/Learning Commons identifies appropriate OERs

7. **Bring Your Own Device (BYOD)**
   - Updated IT infrastructure and college policies exist to accommodate BYOD

**Administration**

One of the most important key success factors for the implementation of this Plan is the process whereby Educational Technology is administered and how decisions are made with respect to setting priorities, developing policies, coordinating a wide range of school, centre and department activity, and providing advice and direction to key units.

The Educational Technology Committee provides a forum for discussion that is open, fluid and engaged, and is central to the development of the Educational Technology vision. For the future, this committee needs to be formalized and supported in its work. The following Terms of Reference for the new Educational Technology Advisory Committee are therefore proposed.

**VCC Educational Technology Committee**

The Education Technology Committee is a standing College-wide committee reporting to the Vice President Academic. The Committee will assist and make recommendations in terms of long and short term goals in education technology at the College and School level. These goals will take into account the following criteria:

1. **Assuring quality**: Establishing protocols, best practices, and a support system to ensure a sound pedagogical approach to the implementation of educational technology in teaching and learning, and in the development of curriculum and educational support services.

2. **Supporting innovation**: Exploring ways to showcase innovative and pedagogically sound uses of educational technologies.

3. **Supporting educational technology**: Establishing institutional support structures, guidelines, standards and protocols to ensure effective implementation, training and exploration of education technology. Any major technical changes that has the potential to impact instructional delivery and/or education support services will be discussed with the Committee and their recommendations taken into account.

4. **Ensuring compliance and development of College policies**: Reviewing existing and upcoming College policies from an educational technology users perspective and recommending revisions if necessary.
5. **Identifying efficiencies and gaps:** Developing an inventory of educational technology software and licenses currently available to VCC personnel. Identifying gaps and potential efficiencies (i.e., site licenses versus many individual licenses, underutilized software due to lack of training, etc.).

6. **Establishing communities of practice:** Developing and promoting a community of practice that brings information technology and education together to foster sustainable growth of educational technology. Develop training guidelines to improve adoption rates of current and new technology options for teaching and learning.

* Teaching and learning styles refer to both pedagogical and andragogical approaches.

**Membership**

Members shall be appointed by the Vice President Academic to provide a fair cross section of the College community and will resemble:

- Vice President Academic
- Dean Centre for Instructional Development
- Chief Information Officer
- Manager Classroom technology
- 1 Academic Dean
- Director of Library and Learning Centre
- 2 Faculty members
- 1 VCCFA representative
- 1 CUPE representative
- 1 SUVCC representative

**Quorum**

A quorum shall consist of fifty percent of the appointed members.

**Meeting frequency**

Meetings will be scheduled once a month. All meeting activities will be coordinated by the Office of the Vice President Academic.

**Reporting**

The Committee will provide regular updates to the Leadership Team and to Education Council.
Goals for 2015-2018

Support for Teaching and Learning

The Centre for Instructional Development will support the development of distributed learning. The Dean of the CID will have specific responsibilities in relation to this Plan. These will include but not be limited to the provision of project-related instructional design and related support and a comprehensive schedule of workshops and other activities that help faculty and staff in both academic and educational service sectors to develop their skills and understanding.

College IT Infrastructure

Each year, Information Technology (IT) tables a rolling three–year tactical plan for the overall improvement of the IT infrastructure at VCC, from the provision and maintenance of individual workstations, to technical support for employees and students, to ensuring the security and integrity of our systems, to the management and support of business applications, and to the development of a comprehensive portal. To this end, the following priorities have been established by IT:

1. Infrastructure and architecture changes to support Educational Technology initiatives and improve the reliability and access to information systems.
2. MyVCC needs to integrate student and employee access to information and services.
3. Servers will be acquired, where necessary, via existing capital funding.
4. Investigate options for effective online learner support services.
5. Technology support requirements for the Centre for Instructional Development will be constantly reviewed, particularly with respect to the desktop equipment, which has the potential to define standards.
6. A faculty laptop program will be investigated over the lifetime of this Plan and appropriate deployment strategies put in place.
7. The annual Educational (Classroom) Technology funding will be aligned with the Educational Technology Plan's objectives.
8. The annual Technology funding for Educational Services (e.g. library) need to be aligned with the Educational Technology Plan's objectives.
Educational Services

a) Centre for Instructional Development

The Centre for Instructional Development (CID) assists the VCC community in developing and maintaining the quality of its courses and instruction.

- Curriculum project support
- Quality course assurance support
- Quality instruction assurance
- Program review support
- Support for learning accreditation
- Workshops and workshop series on related topics
- Research and follow-up for College and departmental initiatives

b) Office of the Registrar

The following key functions need to be universally developed and implemented in order to achieve the 2018 Vision:

- On-line registration for all courses must be enabled
- Grades must be entered on-line for all courses
- The BCcampus “Connector” server needs to be implemented
- All Registrial forms must be available on the Web.

c) Library Services and Learning Centres

- Provide more “in person” services to all students regardless of location
- Enhance visibility of learning resources and services to students taking distributed courses
- Keep pace with information technologies and information technology applications favoured by learners
- Facilitate easy access to appropriate electronic resources and services
- Learning Centre to provide synchronous tutoring sessions through chat (Moodle, MSN, or similar)

d) Student Services

- Make various students services available through distributed learning to increase flexibility and success for students and maximize face to face support that VCC provides
- Re-development of the VCC Web site to enhance information for new and existing students and employees, including but not limited to the expansion of MyVCC for registered students as the basis for online Student Services
- Analyse the potential of distributed systems to extend the reach of the Assessment Center
• Re-develop the Student Orientation booklet to become comprehensive and interactive
• Enhance Advising by development of FAQs and a re-design of the VCC Web Site is under way
• Investigate if/how Peer tutoring can be facilitated through Educational Technology
• Explore the opportunities to better intersect on-line technologies and Disability Services

e) Aboriginal Education

• Develop online learning modules and e-portfolio system for those wishing to complete the Adult Dogwood High School completion program
• Explore potential to broaden access for Aboriginal learners across the province who wish to stay in their communities or would like to shorten their time away.

Conclusion

Vancouver Community College is strong in the effective use of Educational Technology. This strength is a result of good planning in the past few years, and support for the execution of those plans. The Educational Technology Plan 2015-2018 envisions further progress to ensure that VCC maintains its leadership position in the effective use of technology to meet pedagogical and student service goals.
DECISION NOTE

PREPARED FOR: Education Council
DATE: June 9, 2015
ISSUE: Cancellation of Bachelor of Performing Arts

BACKGROUND:

In January 2005 a Memorandum of Understanding was signed by VCC, Langara College, Capilano University and Douglas College for a collaborative performing arts degree. There is no record of a signed formal program affiliation agreement. In April 2007, the Financial Plan for the Joint Bachelor of Performing Arts (BPA) Degree was approved by the Chief Financial Officers of the four institutions. The BPA curriculum was approved by Education Council in June 2007 based on a cohort of 22 students per year. The degree was approved by the Ministry of Advanced Education in July 2008 and the first cohort began at Capilano in May 2012.

VCC’s financial contribution to the BPA is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>$16,250 (one time start-up cost)</td>
</tr>
<tr>
<td>2012/13</td>
<td>$7,335</td>
</tr>
<tr>
<td>2013/14</td>
<td>$9,562</td>
</tr>
<tr>
<td>2014/15</td>
<td>$23,000</td>
</tr>
<tr>
<td>2015/16</td>
<td>$40,625 to $56,250 (Proposed Budget as of Feb/15)</td>
</tr>
</tbody>
</table>

ANALYSIS:

In the lifetime of the Bachelor of Performing Arts Program, VCC has contributed approximately $56,000 (2008-2015) to its operational costs. In the same period, the net gain for VCC has been 0 FTE and no tuition revenue. Furthermore, VCC does not have the facilities to host the program. The estimated contribution for VCC in the 2015-16 fiscal year is over $40,000 based on an enrolment of 10 students in the program and could be as high as $56,000 (variation is due to the cost of faculty). This contribution is likely to rise even further as enrolment has dropped to 9 students.

Vancouver Community College has decided to withdraw from the Bachelor of Performing Arts consortium with immediate effect because of the lack of benefit to the institution. The consortium has given written notice to the Ministry’s Degree Quality Assurance Board of VCC’s decision to withdraw (letter from Douglas College dated May 8, 2015).

At the May 27, 2015 Board of Governors Public Meeting, a motion was approved for the Board to seek the advice of Education Council on the cancellation of this program.
RECOMMENDATION:

THAT the Education Council provide advice to the Board of Governors on the cancellation of the Bachelor of Performing Arts Program as per Policy C.3.3 Criteria for Development or Cancellation of Programs.

ATTACHMENTS:

1. MOU with Consortium
2. Financial Plan Proposal 2008-2012 approved by CFOs of the Partner Colleges
3. Draft Operating Budget 2015-2016
4. Letter from Douglas College to Degree Quality Assurance Board

PREPARED BY:  Dr. Peter Nunoda, President & CEO

DATE:       June 2, 2015
MEMORANDUM OF UNDERSTANDING

COLLABORATIVE PERFORMING ARTS DEGREE

Introduction

The collaborative degree initiative is designed to increase student access to innovative performing arts programming. This proposal builds upon institutional expertise and strengths and creates opportunities for students by increasing the range of academic offerings through increased inter-institutional mobility. In addition, it will provide opportunities for inter-institutional faculty innovation and program creation.

Range of Collaborative Activities

Capilano College, Douglas College, Langara College, and Vancouver Community College will work together in creating a collaborative performing arts degree and each institution will contribute a member to the steering committee at the executive level.

Each consortium member will provide appropriate support to the project in the form of budget support for proposal development and project implementation. A financial contribution and financial contingency formula will be developed and monitored by the Collaborative Performing Arts Degree Consortium Steering Committee.

The four collaborative institutions do not intend that this program replaces or supersedes any program initiative at any one of the institutions. The collaborative degree project relies upon each institution developing/enhancing diplomas and degrees that provide courses toward a collaborative degree.

Stages in Collaboration

- involve faculty in the degree concept design and curriculum design
- conduct a feasibility study
- provide management guidelines with regard to:
  - students’ registration,
  - conflict resolution,
  - student appeals mechanism
  - human resource component
  - institutional policies and governance
  - program/course articulation
- develop a degree proposal
- submit the proposal to the Ministry of Advanced Education for approval
- implement the new degree.
The Steering Committee will review and choose the steering committee chair every six months, or as required.

Dr. Greg Lee, President
Capilano College

Susan Witter, President
Douglas College

Linda Holmes, President
Langara College

Dale Dorn, President
Vancouver Community College

Date

Jan 14, 2005

Date

05-01-2005
APPENDIX
Collaborative Performing Arts Degree

Presidents
Dr. Greg Lee – Capilano College
Susan Witter – Douglas College
Linda Holmes – Langara College
Dale Dorn – Vancouver Community College

Consortium Structure:
Linda Arnold, Dean of Instruction – Langara College
Dave Donaldson, Dean, School of Music – Vancouver Community College
Bill Gibson, Vice President, Academic Affairs – Capilano College
Dorothy Jantzen, Dean of Fine & Applied Arts – Capilano College
Jan Lindsay, Vice President, Education – Douglas College
Joan McArthur-Blair, Vice President of Education (Chair) – Vancouver Community College
Lorna McCallum, Dean, Language, Literature & Performing Arts – Douglas College

Steering Committee
Linda Arnold, Dean of Instruction – Langara College
Dorothy Jantzen, Dean of Fine & Applied Arts – Capilano College
Joan McArthur-Blair, Vice President of Education (Chair) – Vancouver Community College
Lorna McCallum, Dean, Language, Literature & Performing Arts – Douglas College

Note: Chair rotates every 6 months.

Initial Sub-Committee
Linda Arnold, Dean of Instruction – Langara College
Gillian Barber, Co-ordinator, Theatre – Capilano College
Kathryn Cernauskas, Co-ordinator of Music – Douglas College
Bill Gibson, Vice President – Capilano College
Wendy Grant, Instructor, UT Music – Capilano College
Lars Kaario, Co-ordinator of Music – Capilano College
Allan Lysell, Co-ordinator – Douglas College
Joan McArthur-Blair, Vice President of Education – Vancouver Community College
Lorna McCallum, Dean, Language, Literature & Performing Arts – Douglas College
Grace McNab, Co-ordinator of Jazz Studies – Capilano College
Ken Morrison, Department Head, Music – Vancouver Community College
Des Price, Chair, Visual & Performing Arts – Capilano College
Kathryn Shaw, Artistic Director, Theatre Arts – Langara College
Drew Young, Co-ordinator, Stagecraft – Douglas College

Sub-Committee of Faculty and Consultant:
A Sub-Committee will be developed as needed to implement degree; a consultant will be hired to write the proposal.

December 2004/January 2005
Bachelor of Performing Arts

Financial Plan Proposal 2008-2012

Approved by Chief Financial Officers of the Partner Colleges on
April 2, 2007

Revised April 19, 2007
BACHELOR OF PERFORMING ARTS

In contemporary performing arts, the boundaries between artistic disciplines are becoming increasingly blurred and a new cultural form, interdisciplinary performance, is emerging. Performing arts worlds include, but are not limited to, music, theatre, film & video media, dance, storytelling, ritual, pageantry, magic and circus. The vision of the proposed degree is that its graduates are highly talented and trained artists in this exciting and highly competitive new cultural world. They acquire the skills and knowledge necessary to succeed within the performing arts milieu and acquire a breadth of knowledge that enables them to think critically, make decisions and solve problems. Students learn with the current performing arts industry in mind. They examine the historical-cultural context of the performing arts, critique the socio-political and cultural environment of the performing arts industry, and acquire skills and tools to navigate their way and build careers within this industry.

BACHELOR OF PERFORMING ARTS FINANCIAL PLAN, 2008-2012

The BPA Steering Committee has prepared the attached financial plan for the BPA program. The Committee recognizes that the Chief Financial Officers of the Partner Colleges will utilize whatever financial information is necessary to ensure that no partner college is disadvantaged through the operationalizing of the BPA degree. The SC has discussed and examined a number of perspectives that may influence the financial support for the BPA degree and have provided documentation with recommendations for consideration.

Figure 1 provides the 2008-2012 budget overview. Attachments 1-4 provide additional information as follows:
- Attachment 1: BPA Program Annual Operating Budget
- Attachment 2: BPA Program Tuition Revenues
- Attachment 3: BPA Program One-Time Start-up Costs
- Attachment 4: BPAC 4007 (Interdisciplinary Performance Production/12 credits)
  Annual Production Costs

The BPA Steering Committee based its calculation of projected tuition revenues on current 2006-2007 budget figures, with the understanding that tuition revenues should approximately cover instructional costs. The tuition fee used in the budget is, therefore, $179.00 per credit, a figure considered a reasonable tuition fee by the Committee. Attachment 2 includes data re comparable programs at the Partner Colleges and at other colleges and universities in the Lower Mainland.

The Steering Committee also reviewed options on budget sharing among the four partner colleges. The Committee recommends that the four institutions divide the risk equally each year, both revenue and expenses, rather than have one institution take on all budget responsibilities for the year, once every 4 years.
FIGURE 1: BPA FINANCIAL PLAN, 2008-2012

<table>
<thead>
<tr>
<th>PROGRAM OPERATING BUDGET</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues:</strong></td>
<td></td>
</tr>
<tr>
<td>Provincial Grants ($7,000 x 22 FTE)</td>
<td>154,000</td>
</tr>
<tr>
<td>Tuition Fee Revenue ($179 x 33 x 22 FTE)</td>
<td>129,954</td>
</tr>
<tr>
<td>Attrition Allowance (2 FTE shortfall)</td>
<td>(11,814)</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>272,140</strong></td>
</tr>
<tr>
<td><strong>Expenditures:</strong></td>
<td></td>
</tr>
<tr>
<td>Instructional Costs</td>
<td>241,640</td>
</tr>
<tr>
<td>Supplies</td>
<td>2,500</td>
</tr>
<tr>
<td>Travel (Faculty)</td>
<td>1,000</td>
</tr>
<tr>
<td>Equipment¹/Capital Renewal</td>
<td>15,000</td>
</tr>
<tr>
<td>Library Resources</td>
<td>2,000</td>
</tr>
<tr>
<td>Program Marketing &amp; Recruitment</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>272,140</strong></td>
</tr>
<tr>
<td><strong>Net surplus (deficit)</strong></td>
<td><strong>0 0</strong></td>
</tr>
<tr>
<td>FTE Enrolment</td>
<td>22</td>
</tr>
</tbody>
</table>

**ONE-TIME START-UP COSTS:**

<table>
<thead>
<tr>
<th>Contributions per College</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capilano College</td>
<td>16,250</td>
</tr>
<tr>
<td>Douglas College</td>
<td>16,250</td>
</tr>
<tr>
<td>Langara College</td>
<td>16,250</td>
</tr>
<tr>
<td>Vancouver Community College</td>
<td>16,250</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65,000</strong></td>
</tr>
</tbody>
</table>

¹ Equipment includes purchases (annualized over the useful life) and maintenance/upgrade costs
# ATTACHMENT 1: BPA PROGRAM ANNUAL OPERATING BUDGET

*(based on 2006-2007 budget figures)*

<table>
<thead>
<tr>
<th>REVENUE</th>
<th>$$$s</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial Grant</td>
<td>154,000</td>
<td>Allocation from Block Grant</td>
</tr>
<tr>
<td>Tuition Fee Revenue</td>
<td>129,954</td>
<td>22 FTE x 33cr x $179/credit (see Att 2)</td>
</tr>
<tr>
<td>Attrition Allowance (2 FTE shortfall)</td>
<td>(11,814)</td>
<td>2 FTE x 33cr x $179/credit</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>272,140</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENDITURE</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Instructional Costs</td>
<td>241,640</td>
<td></td>
</tr>
<tr>
<td>Instructional Support</td>
<td>[121,000]</td>
<td>Total includes</td>
</tr>
<tr>
<td></td>
<td>[77,000]</td>
<td>▪ 11, 3-credit section equivalents x</td>
</tr>
<tr>
<td></td>
<td>[43,640]</td>
<td>▪ 7, 3-credit section equivalents x</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ $11,000/section for program</td>
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<td></td>
<td></td>
<td>▪ ‘coordinator/advisor,’ and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Support staff</td>
</tr>
<tr>
<td>Supplies</td>
<td>2,500</td>
<td></td>
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<tr>
<td>Travel (faculty)</td>
<td>1,000</td>
<td></td>
</tr>
<tr>
<td>Equipment/Capital Renewal</td>
<td>15,000</td>
<td>Equipment includes purchases (annualized</td>
</tr>
<tr>
<td></td>
<td></td>
<td>over the useful life) and maintenance/upgrade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>costs One-third of multi-media equipment is</td>
</tr>
<tr>
<td></td>
<td></td>
<td>renewed each year</td>
</tr>
<tr>
<td>Library</td>
<td>2,000</td>
<td></td>
</tr>
<tr>
<td>Program Marketing &amp; Recruitment</td>
<td>10,000</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>272,140</strong></td>
<td></td>
</tr>
<tr>
<td><strong>BALANCE</strong></td>
<td><strong>0</strong></td>
<td></td>
</tr>
</tbody>
</table>
The BRA Steering Committee based its calculation of projected tuition revenues on current 2006-2007 budget figures, with the understanding that tuition revenues should approximately cover instructional costs. The tuition fee used in the budget is, therefore, $179.00 per credit, a figure considered a reasonable tuition fee by the Committee. The data below is drawn from comparable programs at the Partner Colleges, and other colleges and universities in the Lower Mainland.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Programs</th>
<th>$$/credit</th>
<th>Other Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner Colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capilano</td>
<td>Performing Arts</td>
<td>102.00</td>
<td>Up to an additional $75.00/credit for some music and theatre courses</td>
</tr>
<tr>
<td>Douglas</td>
<td>All Programs</td>
<td>81.90</td>
<td>No additional fees</td>
</tr>
<tr>
<td>Langara</td>
<td>‘1’- or ‘2’-level courses</td>
<td>77.00</td>
<td>Materials fees TBD</td>
</tr>
<tr>
<td>Langara</td>
<td>‘3’-level courses</td>
<td>100.00</td>
<td>Materials fees TBD</td>
</tr>
<tr>
<td>VCC</td>
<td>Music Diploma &amp; Degree</td>
<td>71.25</td>
<td>Private Instruction $560 for instrumental and $630 for vocal</td>
</tr>
<tr>
<td>Comparable Programs at Other BC Post-secondary Institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KC</td>
<td>All Programs</td>
<td>112.00</td>
<td>None found</td>
</tr>
<tr>
<td>UCFV</td>
<td>All Programs</td>
<td>114.34</td>
<td>None found</td>
</tr>
<tr>
<td>SFU</td>
<td>School of Contemporary Arts</td>
<td>148.10</td>
<td>Some additional cost per course from $20.00 to $100 per course</td>
</tr>
<tr>
<td>UBC</td>
<td>B Music</td>
<td>157.70</td>
<td>Music programs include private instruction at no additional cost</td>
</tr>
<tr>
<td></td>
<td>B Fine Arts</td>
<td>139.13</td>
<td>No additional fees found</td>
</tr>
<tr>
<td>UVic</td>
<td>B Music</td>
<td>164.20</td>
<td>No additional fees found</td>
</tr>
<tr>
<td></td>
<td>B Fine Arts</td>
<td>144.15</td>
<td>No additional fees found</td>
</tr>
</tbody>
</table>
### ATTACHMENT 3: BPA PROGRAM ONE-TIME START-UP COSTS

<table>
<thead>
<tr>
<th>EXPENDITURE</th>
<th>$$$s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multi-Media Equipment</strong></td>
<td></td>
</tr>
<tr>
<td>The resources listed below are critical to the success of the program as an interdisciplinary, imaginative and innovative program. Required equipment both reflects the knowledge and expertise that students bring with them to the program as well as trains students for what they may expect to work with in the performing arts environment after graduation.</td>
<td>40,000</td>
</tr>
<tr>
<td>Cameras/digital</td>
<td></td>
</tr>
<tr>
<td>Program needs 2 cameras w/ direct link to hard drives</td>
<td></td>
</tr>
<tr>
<td>Computers</td>
<td></td>
</tr>
<tr>
<td>Program requires Mac computers particularly for their graphic capabilities. Both a laptop and desktop are required, as well as high capacity memory and software, sound card and speakers</td>
<td></td>
</tr>
<tr>
<td>Lighting System</td>
<td></td>
</tr>
<tr>
<td>Program requires theatrical lighting board, dimmers, and digital video lighting</td>
<td></td>
</tr>
<tr>
<td>Sound System &amp; speakers</td>
<td></td>
</tr>
<tr>
<td>CD players and burners are all required. As well, program may require rental of musical instruments such as piano to compose and create</td>
<td></td>
</tr>
<tr>
<td>Video &amp; Digital Projectors &amp; Screens</td>
<td></td>
</tr>
<tr>
<td>Requires 2 workstations for sound editing, digital video dual processor, speakers and sound card</td>
<td></td>
</tr>
<tr>
<td>Studio Mats</td>
<td></td>
</tr>
<tr>
<td>For choreography, dance. Important for safety and security of students</td>
<td></td>
</tr>
<tr>
<td><strong>Program Launch &amp; Marketing</strong></td>
<td></td>
</tr>
<tr>
<td>Critical expenditures to ensure program success</td>
<td>20,000</td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>65,000</td>
</tr>
</tbody>
</table>
ATTACHMENT 4: BPAC 4007/12 CREDITS (INTERDISCIPLINARY PERFORMANCE PRODUCTION) ANNUAL PRODUCTION COSTS

<table>
<thead>
<tr>
<th>REVENUE</th>
<th>$$$$s$$</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Revenues</td>
<td>50,000</td>
<td>Projected revenues include sponsorships, tickets sales, in-kind donations, grants, etc</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENDITURE G/L</th>
<th>$$$$s$$</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>7,500</td>
<td>All standard production costs</td>
</tr>
<tr>
<td>Costumes</td>
<td>2,500</td>
<td></td>
</tr>
<tr>
<td>Props</td>
<td>2,000</td>
<td></td>
</tr>
<tr>
<td>Sets</td>
<td>2,500</td>
<td></td>
</tr>
<tr>
<td>Lights</td>
<td>3,000</td>
<td></td>
</tr>
<tr>
<td>Professional Expertise</td>
<td>15,000</td>
<td>Contract-based, according to annual needs of program</td>
</tr>
<tr>
<td>(may include Set Designers/Technical Directors, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rental/Performance Space</td>
<td>3,500</td>
<td>I week, figure based on rental charges for Vancouver East Cultural Centre</td>
</tr>
<tr>
<td>Rental/Rehearsal Space</td>
<td>7,500</td>
<td>1 term [5d/wk, 40 hrs/wk] A recurring expense if new studio space is not built for program use</td>
</tr>
<tr>
<td>Sound (e.g live musicians &amp; CDs)</td>
<td>1,500</td>
<td></td>
</tr>
<tr>
<td>Video</td>
<td>2,000</td>
<td>Multimedia productions</td>
</tr>
<tr>
<td>PR/Advertising</td>
<td>3,000</td>
<td>Publicity dedicated to this event only</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50,000</td>
<td></td>
</tr>
</tbody>
</table>
Bachelor of Performing Arts Degree  
DRAFT - Annual Operating Budget:  
Budget 2015-2016 (Total Partnership)  

<table>
<thead>
<tr>
<th># of Students</th>
<th>10</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution's Contribution</td>
<td>$225,000.00</td>
<td>$162,500.00</td>
</tr>
<tr>
<td>Tuition fees (33 credits x # students x tuition rate)</td>
<td>71,000.00</td>
<td>71,000.00</td>
</tr>
<tr>
<td>Ticket Sales</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td>$296,000.00</td>
<td>$233,500.00</td>
</tr>
</tbody>
</table>

| **EXPENDITURES** |     |    |
| Instruction (11 se) and Coordination (3 se) (14 se total) | 184,000.00 | 130,000.00 |
| Instructional Support - 50% position | 30,000.00 | 30,000.00 |
| Honoraria | 3,000.00 | 2,000.00 |
| **TOTAL LABOUR** | $217,000.00 | $162,000.00 |
| Supplies | 2,500.00 | 2,500.00 |
| Library | 2,000.00 | 2,000.00 |
| Program Marketing and Recruitment | 4,000.00 | 4,000.00 |
| Travel | 1,000.00 | 1,000.00 |
| Equipment/Capital Renewal | 10,000.00 | 7,000.00 |
| Production | 50,000.00 | 50,000.00 |
| Contingency | 9,500.00 | 5,000.00 |
| **TOTAL OPERATING COSTS** | $79,000.00 | $71,500.00 |

<table>
<thead>
<tr>
<th><strong>TOTAL EXPENDITURES</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Per institution Contribution</td>
<td>$56,250.00</td>
<td>$40,625.00</td>
</tr>
</tbody>
</table>

| Per institution Contribution at 20 students | $38,500.00 | $22,875.00 |

**Notes:**

1) According to original agreement - budget is based on Tuition plus $154,000 Contribution from Institutions (based on 22 students at $7000/FTE - the AVED funding the Institutions are subsidizing). This allows for sufficient budget for Instruction costs at current, regular section rates (i.e. not contract rates) and inflation. Budget increases by an amount equal to the annual tuition fee increase.

2) Modifying original agreement where Instruction costs are based on 2014/15 estimated actuals received from Capilano University.
May 8, 2015

Dorothy Rogers  
Director, Quality Assurance  
Ministry of Advanced Education  
PO Box 9157 Stn Prov Govt  
Victoria BC V8W 9H2

Dear Ms. Rogers,

I am writing to inform you of a change in membership associated with the Bachelor of Performing Arts (BPA) degree partnership program. As you are aware, Douglas College, Vancouver Community College, Capilano University, and Langara College offer a BPA through a unique partnership. Recently, VCC has decided to withdraw from the partnership for financial reasons. Simply put, from VCC’s perspective, the costs outweigh the gains.

In a conference call involving the Presidents of all four original partners, the parties accepted VCC’s withdrawal. The remaining three partners agreed to continue in the partnership and to provide ongoing financial support for the collaborative BPA program. This year, Douglas College will host the program. Douglas has already begun to identify some cost savings, which will allay some of the financial impact of VCC’s withdrawal. The remaining parties also have planned a meeting involving the Vice Presidents Academic and Deans to address operational matters (e.g., recruitment strategies) that may enhance enrolments and further reduce costs in the future.

It is important to note that the program curriculum and delivery is not at all affected by VCC’s decision to leave the partnership. Although VCC participated in approving the program content (all partners approved the program content through their educational governance processes), VCC has not participated in the delivery of the program and was not scheduled to host the program in the future.

The remaining three institutions are sorry to see VCC withdraw, but we respect their decision. We remain committed to the program and seek the Ministry’s support to recognize the credential given the change in membership.

Please let me know if you require any additional information to support this request.

Sincerely

Kathy Denton,  
President
BACKGROUND: At the last Ed Co meeting on May 12th, 2015, Ed Co members asked for more information about the suspension of the Denturist program. More information was requested about the financial aspects of the program and about the impact of suspension on the current accreditation status of the program.

DISCUSSION: Attached is the most current “Attachment 1” from the VCC Letter of Expectation, outlining the “Targeted Program FTE Details” from the Ministry of Advanced Education. Also attached is a report titled, “VCC Health Program Profile from 2001/02 till 2012/13”, also from the Ministry of Advanced Education. In 2001-02, VCC was allocated $695,585 to deliver 60 FTEs in the Dental Technician program (this included the Denturist program). This equates to $11,593.08/student per year. In 2002-03, a reduction of 19 FTEs took place and the expectation dropped to 41 FTEs. By 2006-07, all targeted funding for Allied Health programs became grouped under “Non-targeted Allied Health” giving the college the opportunity to fluctuate enrolment in the allied health programs based on institutional priorities. For the past number of years, the Non-targeted Allied Health FTE expectation was 343 and the base funding tied to this is $2,595,850. These numbers have remained relatively constant over the past number of years. Using this table, the funding for 12 Denturist students would be $11,593.08 x 12 or $139,117/year. Tuition for 12 students is $40,420.80/year. Total base funding and tuition revenue = $179,537.80. Expenses for 2013-14 were $210,451.00. The college is subsidizing the program by over $30,000 plus approximately $80,000 in overhead expenses each year.

Also attached please find a letter from the Curriculum Advisory Committee. This is the Accrediting body for the Denturist program. This letter addresses the questions that were raised about the impact of suspension on Accreditation. If the program starts up again, VCC would re-apply for accreditation.

Two other letters are also attached; one from the Denturist Association of Canada and one from a denturist software provider.

RECOMMENDATIONS: Suspension of the Denturist program will enable VCC to do a full review of the program in the fall 2015 term. It will also positively contribute to the 2015-16 budget shortfall. If a decision is made by the end of February, 2016, to move forward with this program, then new faculty will
be hired to respond to recommendations of the review and prepare for delivery of a renewed program in the fall of 2016.

**MOTION:** That Education Council support the suspension of the Denturist program beginning September 2015 so that a review can be done with the expectation that a recommendation to re-instate the program, or cancel the program, will be brought forward to Education Council at the February, 2016, meeting.

**ATTACHMENTS:**

1. Attachment 1 As at September 27, 2013 Vancouver Community College Fiscal 2013/14-2015/16 Operating Grant and Student FTE Targets (1 page)
2. VCC Health Programs Profile from Year 2001/02 till 2012/13 (3 pages)
3. Letter from the Curriculum Advisory Committee (2 pages)
4. Letter from The Denturist Association of BC (2 pages)
5. Letter from Dean Fenwick, denturist software company owner and CEO (3 pages)

**PREPARED BY:** Debbie Sargent  
Dean, School of Health Sciences
# Fiscal 2013/14 - 2015/16 Operating Grant and Student FTE Targets

## Total Operating Grant and Student FTE Targets

<table>
<thead>
<tr>
<th></th>
<th>2013/14</th>
<th>2014/15</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVED FTEs &amp; Operating Grants</td>
<td>6,537 FTEs</td>
<td>$54,452,111</td>
<td>TBD FTEs</td>
</tr>
</tbody>
</table>

## Details of Change from Prior Year

<table>
<thead>
<tr>
<th>Change in Operating Grant and Student FTEs</th>
<th>2013/14</th>
<th>2014/15</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health One-Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acute Care Skills for Health Care Assistants - one-time</td>
<td>(13)</td>
<td>($102,452)</td>
<td></td>
</tr>
<tr>
<td>Foundation Skills and Trades Discovery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heavy Duty Mechanic</td>
<td>(16)</td>
<td>($109,440)</td>
<td>(16)</td>
</tr>
<tr>
<td>Heavy Duty / Commercial Transport Mechanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-secondary Sector Administrative Efficiencies</td>
<td></td>
<td>($147,540)</td>
<td>TBD</td>
</tr>
<tr>
<td>Subtotal of Change from Prior Year</td>
<td>(13)</td>
<td>($249,992)</td>
<td>(16)</td>
</tr>
</tbody>
</table>

## Targeted Program FTE Details

<table>
<thead>
<tr>
<th>FUNS Code</th>
<th>Health Programs</th>
<th>2013/14</th>
<th>2014/15</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS</td>
<td>RNs, PNs and HCAs</td>
<td>129</td>
<td>129</td>
<td>129</td>
</tr>
<tr>
<td>NLPN</td>
<td>Practical Nurse</td>
<td>210</td>
<td>210</td>
<td>210</td>
</tr>
<tr>
<td>NHCA</td>
<td>Health Care Assistant</td>
<td>108</td>
<td>108</td>
<td>108</td>
</tr>
<tr>
<td>NHCA</td>
<td>Health Care Assistant - ESL</td>
<td>28</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Subtotal</td>
<td>Health Programs</td>
<td>475</td>
<td>475</td>
<td>475</td>
</tr>
<tr>
<td>HLTH</td>
<td>Acute Care Skills for Health Care Assistants</td>
<td>23</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>HLOT</td>
<td>Acute Care Skills for Health Care Assistants - one-time</td>
<td>(13)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH</td>
<td>Non-Targeted Allied Health</td>
<td>343</td>
<td>343</td>
<td>343</td>
</tr>
<tr>
<td>Subtotal</td>
<td>Allied Health Programs</td>
<td>(13)</td>
<td>366</td>
<td>366</td>
</tr>
<tr>
<td>DEV</td>
<td>Developmental Programs</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Subtotal</td>
<td>Developmental Programs</td>
<td>(13)</td>
<td>841</td>
<td>841</td>
</tr>
<tr>
<td>TRDI</td>
<td>Foundation Skills and Trades Discovery</td>
<td>(16)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRDI</td>
<td>Heavy Duty Mechanic</td>
<td>16</td>
<td>16</td>
<td>(16)</td>
</tr>
<tr>
<td>TRDI</td>
<td>Heavy Duty / Commercial Transport Mechanic</td>
<td>(16)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>Foundation Skills and Trades Discovery</td>
<td>16</td>
<td>(16)</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>Total Targeted Program FTE</td>
<td>(13)</td>
<td>3,375</td>
<td>(16)</td>
</tr>
<tr>
<td>3,162</td>
<td>Total Non-Targeted AVED FTE</td>
<td>5,680</td>
<td>5,680</td>
<td></td>
</tr>
<tr>
<td>6,537</td>
<td>Total Student FTE Target</td>
<td>(13)</td>
<td>6,537</td>
<td>(16)</td>
</tr>
</tbody>
</table>
### VCC Health Program Profile from Year 2001/02 till 2012/13

<table>
<thead>
<tr>
<th>Program Fundings</th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Funded</td>
<td>Delta FTE</td>
<td>Grant $</td>
<td>Grant Total</td>
</tr>
<tr>
<td></td>
<td>FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nursing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science - Nursing</td>
<td>161</td>
<td>34</td>
<td>195</td>
<td>195</td>
</tr>
<tr>
<td>Licenced Practical Nurse</td>
<td>293,552</td>
<td>42</td>
<td>122</td>
<td>122</td>
</tr>
<tr>
<td>Resident Care Attendant</td>
<td>235,847</td>
<td>12</td>
<td>105,000</td>
<td>105,000</td>
</tr>
<tr>
<td>Health Care Assistant - ESL</td>
<td>529,399</td>
<td>12</td>
<td>105,000</td>
<td>105,000</td>
</tr>
<tr>
<td><strong>Subtotal Nursing</strong></td>
<td>1,076,411</td>
<td>88</td>
<td>329</td>
<td>2,309,934</td>
</tr>
<tr>
<td><strong>Allied Health</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acute Care Skills for HCAs</td>
<td></td>
<td>(4)</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>Dental Hygienist (Ex)</td>
<td></td>
<td>(19)</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>Dental Technician</td>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td></td>
<td>643,798</td>
<td>20</td>
<td>120</td>
</tr>
<tr>
<td>Dental Reception Coordinator</td>
<td></td>
<td></td>
<td></td>
<td>120</td>
</tr>
<tr>
<td>Medical Lab Assistant</td>
<td></td>
<td>33</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Pharmacist Assistant</td>
<td></td>
<td>27</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Sterile Supp</td>
<td></td>
<td>42</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Hospital Unit Clerk</td>
<td></td>
<td>48</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>Non-targeted Allied Health</td>
<td></td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td><strong>Subtotal Allied Health</strong></td>
<td>1,839,602</td>
<td>24</td>
<td>337</td>
<td>2,393,881</td>
</tr>
<tr>
<td><strong>Total Health</strong></td>
<td>554</td>
<td>112</td>
<td>666</td>
<td>4,124,724</td>
</tr>
</tbody>
</table>

**Notes:**
1. Block funding is based on the 2001/02 Program profile which includes Instructional + General Support costs.
2. Instructional costs are associated with the direct delivery of regular instructional offerings.
3. General support costs include other facility costs, such as learning resource centres, and faculty travel allowances related to instructional delivery.
4. In 2002/03, Allied Health programs were reprofiled and adjusted for FTE seats amongst Dental Hygienist, Dental Technician, Sterile Supp & Hospital Unit Clerk.

There was no impact to the overall Allied Health budget $ in 2002/03.
<table>
<thead>
<tr>
<th>Profile Funding</th>
<th>2005/06</th>
<th>2006/07</th>
<th>2007/08</th>
<th>2008/09</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A FTE</td>
<td>Funded</td>
<td>Δ Grant $</td>
<td>Grant $ Total</td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science - Nursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Licenced Practical Nurse</td>
<td>(7)</td>
<td>200</td>
<td>60,000</td>
<td>1,604,536</td>
</tr>
<tr>
<td>Resident Care Attendant</td>
<td>(14)</td>
<td>108</td>
<td>750,398</td>
<td>108</td>
</tr>
<tr>
<td>Health Care Assistant - ESL</td>
<td>12</td>
<td>105,000</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Subtotal Nursing</td>
<td>(21)</td>
<td>320</td>
<td>60,000</td>
<td>2,459,934</td>
</tr>
<tr>
<td>Allied Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acute Care Skills for HCAs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Hygienist (Ex)</td>
<td>(40)</td>
<td>-</td>
<td>(25,000)</td>
<td>-</td>
</tr>
<tr>
<td>Dental Technician</td>
<td>(41)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>(120)</td>
<td>-</td>
<td>(771,798)</td>
<td>-</td>
</tr>
<tr>
<td>Dental Reception Coordinator</td>
<td>-</td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Medical Lab Assistant</td>
<td>(45)</td>
<td>-</td>
<td>(244,138)</td>
<td>-</td>
</tr>
<tr>
<td>Pharmacist Assistant</td>
<td>(45)</td>
<td>-</td>
<td>(242,844)</td>
<td>-</td>
</tr>
<tr>
<td>Sterile Supp</td>
<td>(45)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Hospital Unit Clerk</td>
<td>(53)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Non-targeted Allied Health</td>
<td>366</td>
<td>366</td>
<td>1,351,980</td>
<td>2,777,081</td>
</tr>
<tr>
<td>Total Health</td>
<td>- 44</td>
<td>686</td>
<td>128,200</td>
<td>5,237,015</td>
</tr>
</tbody>
</table>

Notes:

1 In 2005/06 - A new method for calculating FTEs was introduced. As a result, FTE targets were retroactively recalibrated to the new model, which resulted in a reduction of 15 LPN seats, 14 RCA seats and 31 Allied Health seats. This was offset by the growth of 8 LPN and 8 Allied Health seats, for an overall reduction of 44 seats.

Various Allied Health programs were combined into a single "Non-targeted Allied Health" category for reporting purposes.

2 In 2008/09 - 11 FTEs were added to the 3-year BSN program.
<table>
<thead>
<tr>
<th>Year</th>
<th>Nursing</th>
<th>Allied Health</th>
<th>Total Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Granted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010/11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Granted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Granted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012/13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Granted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Nursing

- Bachelor of Science - Nursing
- Licenced Practical Nurse
- Resident Care Attendant
- Health Care Assistant - ESL

### Allied Health

- Acute Care Skills for HCAs
- Dental Hygienist (Ex)
- Dental Technician
- Dental Assistant
- Dental Reception Coordinator
- Medical Lab Assistant
- Pharmacist Assistant
- Sterile Supp
- Hospital Unit Clerk
- Non-targeted Allied Health

### Total Health

The table provides a breakdown of funding allocations by program and year, including FTE, Granted, and Total amounts for each category.
May 25, 2015

Vancouver Community College
Denturist Technology
City Centre, 250 West Pender Street
Vancouver, BC
V6B 1S9

Attention: Mr. Allan White - Department Head
Attention: Ms. Debbie Sargent - Dean of Health Sciences

Dear Mr. White and Ms. Sargent:

In response to your email of April 22, 2015, wherein Vancouver Community College (VCC) has formally withdrawn from the scheduled on-site accreditation visit scheduled for the spring of 2016. In this email you informed the Curriculum Advisory Committee (CAC) that due to financial considerations the Denturist Program at VCC is being suspended effective June 30, 2015.

We are disheartened with VCC’s decision to suspend their Denturism Program and subsequently cancel the accreditation site visit. We recently have had several students attending VCC or wishing to attend VCC, come forward to say that they are quite disappointed with the College and their decision to suspend the program. With this being said the CAC would like to provide its support in the above matter, as the education of Denturists is at the forefront of our minds. We feel that VCC suspending the program will diminish the profession substantially and allow for subpar education institutions that are publically (or privately) funded to offer a denturism program that will not fit the requirements to be accredited for at least 2 years. This is not, and will not be, in the best interest of the profession.

We have taken the liberty to use the VCC’s DACSO Survey from 2009-2013 with regards to the Dental Health Sciences Programs offered at VCC. We have found that there are 5 programs that are offered at the downtown campus ranging from 5 Months in length to 2 Years in Length. The CAC would like to take some time to outline the statistics between the two most related programs within this survey:

<table>
<thead>
<tr>
<th>Program</th>
<th>Length</th>
<th>Tuition</th>
<th>Eligible Students / Respondents</th>
<th>% Employed in Field</th>
<th>% Had Current Job During Studies</th>
<th>% State Program Difficult</th>
<th>Average Time to Find Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Tech.</td>
<td>24 Months</td>
<td>$13,467.56</td>
<td>53 / 27</td>
<td>92%</td>
<td>28%</td>
<td>17%</td>
<td>1-2 Months</td>
</tr>
<tr>
<td>Denturist</td>
<td>2 Years</td>
<td>$13,571.40</td>
<td>28 / 20</td>
<td>82%</td>
<td>8%</td>
<td>75%</td>
<td>Less Than 1 Month</td>
</tr>
</tbody>
</table>
As you can see from the above, the difficulty of the Denturism Program vs. the difficulty of the Dental Technology Program is substantially higher therefore suggesting that the program is operating at a caliber that is providing the Denturist students with a true education in the field of Denturism, while still having a high success rate of 82%. Also, if it is a financial reason why the program is being suspended then it would be a suggestion that you look at the cost of tuition that is being offered to students. This is much lower than the rest of Canada i.e. George Brown College 3 Year Program, Tuition Totals approx. $45,000.00. Thus, we would encourage VCC to re-evaluate their financial position. If VCC were to increase tuition fees for the Denturism Program slightly, it would be nothing but beneficial to the students, the profession and mostly to VCC to have the Denturism Program still in existence.

The CAC has recently had a meeting and have come to the conclusion that we will, if the program is re-instated and has an intake of Denturism Students in September of 2015 extend the program Accreditation Status until September of 2016 wherein an accreditation site visit must take place.

Unfortunately, if the program is not re-instated, and does not have an intake class in September of 2015, the CAC will have no choice but to revoke the accreditation status for the Denturism Program at Vancouver Community College, effective September 1, 2015. This date has been chosen because current 2nd year students, who are eligible to graduate and write the licensing exams, are enrolled in your program under the premise that it was an accredited program; however this will not be the case for any currently enrolled 1st year students.

With that being said, we would strongly suggest that VCC re-evaluate their decision to suspend the Denturism Program, which therefore withdrew them from the CAC Accreditation Process, and re-instate the program with an intake class in September 2015. Further, if the program is re-instated and has an intake class in September of 2015 then an automatic accreditation site visit will take place in September of 2016, we will work with the VCC on the cost recovery basis to ensure that costs are kept to a minimum, as we did for previous site visits at educational institutions (the last two site visits were under $13,500.00 each).

The CAC has and will always provide any support to VCC that they require or request. We sincerely hope that VCC re-evaluates their decision to suspend such a noteworthy and successful program that has provided the profession of Denturism with such remarkable and successful Denturists, with some being on the Regulatory Bodies Board of Directors, CAC members, The DAC Board of Directors etc. It would be a true shame to deny students the experience of attending the Denturist Program at Vancouver Community College.

Again, we wish VCC nothing but success in having the Denturism Program re-instated and if we can be of any assistance or provide any necessary support, please do not hesitate to contact CAC office at dacdenturist@bellnet.ca or myself directly at nathanjh@shaw.ca or by telephone at 306-955-3366.

Regards,

Nathan J. Hoffer, DD
Chair, Curriculum Advisory Committee

cc. Hounourable Terry Lake, BC Minister of Health
Email hlth.minister@gov.bc.ca

Mr. Daniel Robichaud DD, President of The DAC
Email dentureguy@nb.aibn.com
The Denturist Association of Canada

Member Associations membres

L’Association des denturologistes du Canada

The Denturist Association of Newfoundland and Labrador • Denturist Society of Nova Scotia • The New Brunswick Denturists Society

The Denturist Society of Prince Edward Island • L’Association des Denturologistes du Quebec • The Denturist Association of Ontario

The Denturist Association of Manitoba • The Denturist Society of Saskatchewan • The Denturist Association of Alberta

The Denturist Association of British Columbia • Yukon Denturist Society

BY EMAIL to awhite@vcc.ca & dsargent@vcc.ca

May 25, 2015

Vancouver Community College
Denturist Technology
City Centre, 250 West Pender Street
Vancouver, BC
V6B 1S9

Attention: Mr. Allan White - Department Head
Attention: Ms. Debbie Sargent - Dean of Health Sciences

Dear Mr. White and Ms. Sargent:

The Denturist Association of Canada (The DAC) has been contacted by our Curriculum Advisory Committee (CAC) regarding an email of April 22, 2015, wherein Vancouver Community College (VCC) formally withdrew from the scheduled on-site accreditation visit for the spring of 2016. Further, this email informed the CAC that due to financial considerations the Denturist Program at VCC is being suspended effective June 30, 2015.

As you are aware, upon receiving this information we are particularly disappointed and felt that VCC did not do everything in its power to keep the Denturist Program running. The DAC would like to offer its support to the VCC in order to assist in re-instating the program. Although we are aware of the obvious financial issues that VCC faces as being a Publicly Funded Program, it has come to our attention that one of the large issues with the program is finding Denturists who are willing to take on an intern in their practices. This is a major downfall in student retention, success of the students meeting requirements of the program and their success challenging the licensing exams. In order to ease this burden of the VCC, The DAC is willing to facilitate efforts with the Denturist Association of British Columbia together with the VCC, to establish a program in which we can help reach out to Denturists not only in British Columbia but across Canada to petition for Internship opportunities.

The DAC is unsure if the VCC Board of Directors took into consideration the multitude of concerns that the program being suspended has brought forth. The DAC has received a multitude of telephone calls and emails from the CAC, Provincial Associations and current students requesting information on why the program was suspended. The DAC was disheartened that the VCC had not reached out to The DAC, as the National Association, who has a membership of over 1750 denturists, we feel that we could have been a major support system as our Mission Statement is "To be the authoritative voice of Denturism in Canada; to pursue advancement of the profession through education, communication amongst members, and liaison with external agencies; and to encourage excellence in provision of denture services to all Canadians."

We are passionate as the leaders of Denturism in Canada that it would be in the best interest of the public of British Columbia and all Canadians that VCC allow The DAC to
fulfill its Mission Statement. It is not, however, in the best interest of the public to suspend a Denturist Program that truly provides the public with much needed and positive dental health care services. The Denturist Program at VCC, in our professional opinion, is by far the most beneficial of all allied health programs offered by VCC and has an immediate positive effect on not only VCC but the public and government especially with the overwhelming aging population of Canadians being 14% over 65 in 2012 (stats Canada) and rising to a staggering 24.5% by 2041. Further, this decision flies in the face of the profession as programs across the country are currently expanding their programs and new programs are being established, as such VCC suspending its program is counterproductive and will negatively affect our profession.

As you may be unaware, approximately 90% of Denturists own and operate their own practices and have an annual income (if successful business person) of well over $65,000.00 per year which is above the national average of Dental Health Care Professionals (excluding Dentists and Specialists). This is an astounding number as compared with other dental health professions and most programs offered at VCC. As practice owners/operators there is an immediate return on investment to the community, the government and the College.

It is our unwavering opinion that the Denturist Program at VCC should be reinstated as it should never have been suspended in the first place based on the benefit to the taxpayer and in-turn the government alone. We support the VCC in fulfilling their mission statement which is "Vancouver Community College serves a diverse urban community by providing excellent programs and services that prepare learners for ongoing education, direct entry into employment, career advancement and greater participation in the community".

VCC must keep in mind that with the median age of a Denturist being 56 years old and close to retirement that there is a dire need for denturists entering the profession. As VCC is well aware, it is one of three prestigious Accredited Denturist Programs in Canada and as such these students, once graduated and licensed, are able to practice in any province in Canada. It is more apparent, now than ever, that there is a vast need for Accredited Denturist Programs graduating well diverse, educated and enthusiastic Denturists into the well respected and established profession of Denturism.

It is The DAC’s fear that with the VCC Denturist Program being suspended there will be a deficit in Denturists entering the practice and the Profession may, very well, be ill-prepared for the surge of retiring denturists and the increasing aging population.

The Profession and the Public needs VCC to keep the Denturist Program in full force and effect with an intake class each year in order to service the aging population not only in British Columbia but across Canada.

We are hopeful that VCC will re-evaluate their decision to suspend the Denturist Program and if we can be of any assistance or provide any necessary information, please do not hesitate to contact our office at 613-968-9467 or by email at dacdenturist@bellnet.ca.

Yours in Denturism,

Daniel Robichaud, DD
President

cc. Hounourable Terry Lake, BC Minister of Health
Email htlth.minister@gov.bc.ca

Mr. Nathan Hoffer DD, Chair CAC
Email nathanjh@shaw.ca
Vancouver Community College
Program Directors/Decision Makers

May 27th, 2014

Subject: Importance of the Denturist Program at Vancouver Community College

I am writing to you to provide some valuable information to decision makers regarding the denturist program at Vancouver Community College (VCC). My name is Dean Fenwick, I am the CEO of Specialized Office Systems Inc. I am an expert in practice management for denturists. I have been providing practice management services for denturists since 1998. Our firm currently works directly with over 450 denturist clinics across Canada. I believe the decision makers have not been given all the correct facts for their decision to suspend the well respected and fully accredited denturist program at VCC.

Denturist Career Income + Economic Multiplier / Subsidy

One of VCC's missions is to address situations where the number of jobs exceeds available skilled people. Taxpayers will want to see students graduate with a favorable Career Income to pay back the community investment in subsidies. The higher this ratio is, the more successful, economically speaking, a program will be.

My first concern is that decision makers may not have accurate information on the career prospects for denturism. The VCC website has only the following reference for denturists: http://www.vcc.ca/media/vancouver-community-college/content-assets/documents/institutional-research/Denturist-Summary-Outcomes.pdf. This report lists the median wage for a denturist to be $14 per hour. That is grossly inaccurate. Our firm works directly with over 450 clinics across Canada and most of our established clients are making over $100,000 per year.

Debbie Sargent has explained to me that closing the VCC denturist program is largely a budgetary issue. The challenge being that the tuition is capped and the program runs at a deficit depending on government subsidies. The Denturist program is not the only program at VCC depending on government subsidies. So when cutting programs for budgetary concerns taxpayers will want to know how much return on investment each subsidized student will give back to the government. Naturally the students in programs with lowest payback ratio should be considered to be cut first unless the community need over rides the budgetary concern (as discussed later).

The fact is that a graduating denturist student will be able give far more back to the government than most if not all of the other graduates from programs offered at VCC. It is very important to note that 90% of denturists own their own business. This is a high percentage when compared to other programs at VCC. For business owners the payback is not as simple as just income tax on the denturist. There is a positive economic multiplication factor via the operating expenses of the business – more direct employment; more services purchased etc. The ratio of the Denturist Career Income + Economic Multiplier / Subsidy = a very good investment for community dollars. The well respected and accredited denturist program at VCC is a shining success for VCC. Students graduate to profitable careers which ultimately pays back the government with a higher economic surplus to subsidy ratio than any other program at VCC.

Aging Population

Stats Canada documented 14% of the population to be over 65 years of age in 2012. This number will rise to 24.5% by 2041. Stats Canada estimates at least one in 5 people between 60 and 79 will require full dentures and significantly more requiring partial dentures.
Denturism Industry in BC
There are only 225 denturists in BC and only a total of only 1300 outside of Quebec (950 in Quebec). The average age of the denturists working in BC is currently 49. This means many are expected to retire very soon in a sector that is already under served and becoming even more under served as our aging population grows

For more information you may contact
Jennifer Roff, the Registrar for the College of Denturists of BC
604-515-0533

Carson Walker has a successful denture clinic. He is trying to retire and cannot find a single denturist to even look at his practice. He is not alone. I know of other clinics in BC and many across Canada just as profitable, wanting to retire, and no denturists available at all. The income tax generated from just 3 of the clinics known to be closing alone would pay for the entire subsidy of the VCC denturist program

For more information you may contact
Carson Walker, denturist
250-395-1190

Zahn Canada, a division of Henry Schen has market research indicating that the supply side alone for removable dental prosthetics in Canada is currently well over 100 million and expected to grow at a similar rate as the elderly population. Of that figure, denturists spend over 40 million per year on just the types of supplies that Zahn Canada offers. This figure does not account for other expenses; jobs created, office leases; and a sundry of other economic boons and multiplication effects from running a business. 90% of your graduating denturists will run their own business

For more information you may contact
Bill Dowe, Director, Zahn Canada
Ph. 1-800-496-9500 Ext 3141
Cell: 416-884-1572

Community Need / Subsidy
We have proven the economic payoff over subsidy, however, another mission of VCC is to respond to existing and emerging community needs (which may not necessarily be defined economically). Taxpayers want to know what “community needs” a graduating student will fulfil. While each program at VCC has its merits, it is hard to beat the denturist program in the category of addressing a community need. The need to service our growing aging population with health care is staggering. Denturism is one of the most under represented areas in the health care sector. Closing one of only three accredited schools of denturism in Canada will not serve our aging population well. Contrary to most people’s perception it is not just the elderly requiring dentures. In general, the further North you go in BC the younger the average denture patient is. In Quesnel (in the center of BC) the average denture patient is 45 years old.

Losing all your teeth is one of the most demoralizing things that can happen to a person. They are the most challenging dental patient to help. A denturist is a specialist in helping the edentulous population. Denturism is a noble profession whereby denturists take the time to service chairside (in person) an edentulous patient with specialized care and understanding. The whole industry was created because dentists are not trained in making dentures and the edentulous person is their least favorite patient to deal with. Our elderly population needs a profession dedicated to making them feel better. This is what denturists do. They do a very hard job and they do it well and help our elderly live with the most dignity and comfort possible. When you are comparing community needs via available programs at VCC then your denturist program receives top marks!
NAIT in Alberta and George Brown in Toronto are the only other two accredited schools for denturism in Canada. Together these schools graduate less than 50 students per year and employment rate of graduating students at both of these schools are 100%. There is currently one other non-accredited private facility in Toronto with less than 20 students.

**Subsidy vs Privatization?**

VCC is a publically funded college committed to addressing the needs of our community. At present VCC has a fully accredited and respected denturist program. There may be future privatized options for denturists to get trained, but even if one were to start now, they would be at least 3 years away from becoming accredited. There is a shortage now that is only getting worse. VCC’s mandate is to bridge gaps just like this. The denturism program is a shining example of a VCC success.

**Instructors**

Vancouver is a desirable place to live. VCC can reach out to the national denturist community for instructors. But I understand there was at least one instructor already set to fulfil this position.

**Internship**

I have heard concerns of difficulty with internships in the lower mainland. Internships are often a challenge in a lot of programs. VCC could and should be reaching out more effectively to communities outside of the lower mainland to advertise denturism as a career opportunity. Students from these areas are more apt to work outside the lower mainland both for internship and careers. When publicizing denturism as a career opportunity more realistic numbers should be used (not $14 per hour). As a separate issue, VCC could consider improving the program to graduate fully licensed denturists.

**Summary**

Vancouver Community College is one of only three accredited educational facilities for denturists in Canada. At present BC, and Canada in general, is not graduating nearly enough denturists to service the aging population. I recognize that when an administrator looks at a budget it that it may be tempting to cut programs with higher subsidy per student rate. As I have made clear the more important criteria and the mandate of VCC is to look at the career payback ratio divided by subsidy coupled with the community need. It is quite possibly your most successful program based on the VCC’s two part mission:

1) Career Payback to the government / Subsidy
2) Community Need / Subsidy

As a taxpayer, I challenge the decision makers to prove all the other programs at VCC have a higher Career payback to subsidy ratio and/or meet a higher community need. In today’s economic climate and need for senior care, this potential closure could easily get a lot of press coverage and a show of support for a very successful VCC program!

Kind Regards,

Dean Fenwick, CEO
Specialized Office Systems Inc.
DOMx - practice management solutions
www.denturistsoftware.com
dean@specializedoffice.com
1.855.494.0057
PREPARED FOR: Education Council

DATE: June 9, 2015

ISSUE: A Memorandum of Understanding (MOU) has recently been signed by Vancouver Community College (VCC) and Vancouver School Board (VSB). The School of Health Sciences will be accepting two VSB students into the Health Care Assistant program in August 2015. An Affiliation Agreement has been developed outlining the details of this agreement and needs to be approved by Education Council.

BACKGROUND: Representatives from VCC met with VSB and an agreement to work together was established to support high school students in obtaining dual credits. Faculty from VCC subsequently met with VSB staff to outline a pilot project to take two VSB students into the Health Care Assistant Program in August 2015. Two VSB students have been chosen by VSB and interviewed by VCC staff. These two students are exceptional candidates and are prepared to begin their studies at VCC in August 2015.

DISCUSSION: Details of the agreement between VCC and VSB are laid out in the attached Affiliation Agreement. The Risk Management branch of the Ministry of Advanced Education has reviewed and sanctioned this Agreement.

MOTION: That Education Council endorses this Affiliation Agreement and support the entry of two VSB students into the VCC Health Care Assistant program August 2015.

ATTACHMENTS: Affiliation Agreement between Vancouver Community College and the Vancouver School Board

PREPARED BY: Debbie Sargent, Dean of Health Sciences
AFFILIATION AGREEMENT

BETWEEN:

The Board of Education School District No. 39 Vancouver
1580 West Broadway
Vancouver B.C.  V6J 5K8
(Herein referred to as VSB)

AND:

Vancouver Community College
School of Health Sciences
1155 East Broadway
Vancouver B.C.  V5T 4V5
(Herein referred to as VCC)

1. INTRODUCTION AND PURPOSE:

The Board of Education School District No. 39 Vancouver and Vancouver Community College have agreed to work together on dual credit program development and delivery. A Memorandum of Understanding (MOU) was established and signed with the aim to provide smooth transitions from secondary to post secondary education by working in partnership to develop and deliver dual credit educational experiences.

This Affiliation Agreement outlines the details of offering two secondary school students the opportunity to enter and participate in the Health Care Assistant (HCA) program in the School of Health Sciences at VCC, in the program running August 31, 2015, to March 25, 2016.

2. APPROVAL OF THIS AGREEMENT:

This agreement must be approved by Education Council at VCC (June 2015) and the VSB Superintendent.

3. OPERATIONAL CONDITIONS:

The Health Care Assistant program at VCC is a 7 month, full time program that enables students to develop the knowledge, skills and attitudes necessary to function effectively as a front-line care-provider and a respected member of the healthcare team in community and facility settings. Under the direction and supervision of a health professional, graduates provide person-centred care aimed at promoting
and maintaining the physical, emotional, cognitive, and social well-being of clients/residents. Upon completion of the program, graduates are prepared to work in settings such as adult day care, assisted living, long term care and complex care (including special care units).

Two students from VSB have been selected by VSB, and interviewed by the VCC Dean of Health Sciences and Department Head of Continuing Care, for suitability to enter the program in August 2015.

Prior to registration, students must meet the admission requirements for the program including a Criminal Record Check through the Ministry of Justice. See [http://www.vcc.ca/programscourses/program-areas/health-sciences/health-care-assistant/#admissionReqs](http://www.vcc.ca/programscourses/program-areas/health-sciences/health-care-assistant/#admissionReqs)

Program tuition will be paid by VSB to VCC prior to August 31st as per the fee schedule for the HCA program. Students will be responsible for all program fees outlined on the program website, including costs of textbooks, uniforms and supplies. See [http://www.vcc.ca/programscourses/program-areas/health-sciences/health-care-assistant-home-supportrca/#fees](http://www.vcc.ca/programscourses/program-areas/health-sciences/health-care-assistant-home-supportrca/#fees)

Once registered, students will have all rights and privileges extended to all VCC students, including student support from Counselling, Disability Services, the Learning Centre, etc. Students will belong to the Student Union of VCC (SUVCC) and will be able to attain student support from the SUVCC, as well as participate in all SUVCC events.

Students will participate in the Health Care Assistant program at the Broadway campus in a class with other registered students and will receive the same quality of programming as all other HCA students. Classes are generally held from 8:00 a.m. - 3:00 p.m., Monday - Friday. Clinical practicum hours are 7:00 a.m. - 2:00 p.m. There is an evening shift in Clinical 3. Class times are subject to change. Practicum placements will be at various locations in the Lower Mainland of BC. Students will be responsible for their own transportation to and from VCC and to and from practicum placement sites.

VCC will count these students as full time equivalents (FTE) in the HCA program.

Student academic records will be the property of VCC. VSB will provide a signed “Consent for Release of Information” form (attached to the Memorandum of Understanding) for each student signed by the student and their parent/guardian. Upon receipt of this form, VSB will have all rights to student information while the students are participating in dual credit programming.

The VCC Health Care Assistant program belongs to VCC and cannot be copied, reproduced, or used by VSB for any purpose other than for the delivering of the program to registered dual credit students.

4. COURSE, CREDENTIAL AND CREDIT REQUIREMENTS:

Upon successful completion of the HCA program, students will receive a VCC Health Care Assistant Certificate and an official transcript specifying all grades achieved.

Graduates will be invited to participate in a convocation ceremony along with their classmates.

Graduates will become VCC Alumni.
5. QUALITY ASSURANCE AND EVALUATION:

Vancouver Community College delivers a provincially developed and recognized HCA program. The curriculum has been approved by the VCC Education Council and the VCC Board of Governors.

All policies and procedures of VCC will be adhered to in the delivery of this program. Students must achieve the standard expected of all students as described in the Program Content Guide and in Course Outlines. Requirements for progression from one term to the next are outlined in the student information package handed out in the first week of class.

Students will have access to the Arbiter of Student Issues to discuss any academic or behavioural concerns. Students will be entitled to appeal any failing or unsatisfactory grades as per the Final Grade Appeal policy and should seek advice and support from the Arbiter of Student Issues and/or the SUVCC student advocate if wishing to submit an appeal.

Any student behavioural concerns will be addressed as per the “Student Code of Conduct” policy.

To be eligible to work as a HCA in any publicly-funded health care setting in BC, applicants must be registered with the BC Care Aide & Community Health Worker Registry. The VCC Health Care Assistant program is evaluated and approved by the BC Care Aide and Community Health Worker Registry. Graduates will receive a Registry Number upon successful completion of the VCC Health Care Assistant program, indicating that they have graduated from an approved program.

6. ACADEMIC SCHEDULE:

VSB students selected to enter the HCA program must apply to the program and be eligible for registration at least 3 months prior to the program start date of August 31, 2015, thus May 31, 2015. The program schedule runs August 31, 2015, to March 25, 2016.

7. AGREEMENT TIMEFRAMES:

This agreement will commence January 2, 2015, and will continue for a period of 28 months until June 30, 2016, unless terminated early in accordance with Section 8. The parties shall review this Agreement from time to time and revise if necessary by mutual agreement. The parties may agree, in writing, to renew this Agreement for further periods of one or more years.

In the event of this agreement needing to terminate before the program completion date, students in process will be provided the opportunity to complete the academic year unless they have behavioural issues or are deemed to be unsafe in practicum settings.

8. CONFLICT RESOLUTION:

All efforts will be made to ensure a smooth entry and program delivery for students. If conflicts arise, both parties will work toward positive resolution with mutual respect for each other. If the parties are unable to come to resolution at the senior administration level, the parties will agree to a mutual mediator or arbitrator to assist in resolving the conflict. Students will continue in the program during such mediation/arbitration as per Section 7 above.
9. INSURANCE:

VCC and VSB acknowledge that they each shall be responsible for maintaining comprehensive general liability insurance, inclusive of educator’s liability coverage for the purposes of this Agreement and both VCC and VSB shall provide evidence of coverage each to the other upon the request of the other party. Both VCC and VSB shall be at liberty from time to time to request that either party provide such additional coverage upon such terms and in such amounts as may appear necessary or prudent at such time whereupon both parties will provide same.

10. INDEMNIFICATION:

VSB agrees to indemnify and save harmless VCC, its Board of Governors, employees, agents or contractors from any and all damages for bodily injury (including death), personal injury and/or property damage to which VCC, its Board of Governors, employees, agents and contractors or students may become subject or liable for as a result of the negligent acts, omissions, default, conduct or neglect of VSB, its Board of Governors, employees, agents, contractors or students, unless the negligent acts, omissions, default, conduct or neglect is occasioned by the specific direction of VCC, its Board of Governors, employees, agents, contractors or students.

VCC agrees to indemnify and save harmless VSB, its Board of Governors, employees, agents, contractors or students from any and all damages for bodily injury (including death), personal injury, and/or property damage to which VSB, its Board of Governors, employees, agents, contractors or students may become subject or liable for as a result of the negligent acts, omissions, default, conduct or neglect of VCC, its Board of Governors, employees, agents, contractors or students, unless the negligent acts, omissions, default, conduct or neglect is occasioned by the specific direction of VCC, its Board of Governors, employees, agents, contractors or students.

11. CONTACT INFORMATION:

Operational contacts are as follows:

For Vancouver School Board:

Karen Larsen
Career Education Coordinator
604 713 5060 (office) 604 753 8924 (cell)
kmlarsen@vsb.bc.ca

For Vancouver Community College:

Debbie Sargent
Dean, School of Health Sciences
604 871-7000 Ext. 5028 (office) 778-877-3407 (cell)
dsargent@vcc.ca
12. SIGNATURES AND APPROVAL

The Board of Education School District No. 39 Vancouver

_________________________________    _________________
Superintendent        Date

Vancouver Community College

_________________________________    _________________
President or Delegate       Date
PREPARED FOR: Education Council

ISSUE: NEW Grading, Progression and Withdrawal policy and procedures

BACKGROUND:
This is a new policy which combines C.1.1 Grading and D.4.4 Withdrawal into one comprehensive policy. This policy clearly establishes program/course grading standards, progression standards, and withdrawal requirements. Education Policy struck a sub-committee to develop this extensive policy and ensure that it was student focused and at the same time captured the breadth of courses and programs at Vancouver Community College.

DISCUSSION:
This new policy has been in development for over a year at the policy committee level. As mentioned previously, Policy Committee established a working sub-committee to tackle this extensive policy. Combining grading and withdrawal into one policy will make it easier for the college community to see how the two previously separate policies are connected. Significant changes include the adoption of a standard grading practice which still allows for course and program flexibility. It was also decided that RW(Required to Withdraw) be removed as this grade is prejudicial. If a student is required to withdraw than a W grade will be used instead.

RECOMMENDATION:
Education Policy Committee provides Grading, Progression and Withdrawal policy to Education Council for information and recommends it be posted for community feedback.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
CONTINUITY AND PURPOSE

Vancouver Community College (VCC; the College) supports students in achieving success in their courses and programs by providing:

- A framework of evaluation and a clear definition of what constitutes success in a course and/or program
- Timely feedback so that students may assess their academic status and seek help in meeting a course and/or program expectations
- Support structures and processes to assist students in achieving success
- A clear process for withdrawing from programs or courses

This policy informs the College community about the program/course grading standards; standards for progression; support for student success; and withdrawal requirements. It also enables student achievement to be recognized meaningfully beyond the institution and enables the College to make consistent decisions regarding students’ progress and achievement level.

SCOPE AND LIMITS

This Policy applies to all students and instructors involved in VCC courses and programs.

STATEMENT OF POLICY PRINCIPLES

1. The College supports students in achieving success in their courses and programs.

2. The College is required to inform students about program and course standards, grading standards, and progression requirements at the beginning of each course/program. These are listed in the approved Program Content Guides and Course Outlines. Students may request information or clarification about standards throughout their course/program.

3. The College establishes general standards for educational progression that will apply to all VCC courses and programs and those standards will be clearly communicated to students. Students who do not meet the educational requirements for progression in
their course/program may be required to withdraw. Feedback will be timely and sufficient to allow student to assess their progress.

4. Instructors will provide assistance to students in educational difficulty and inform them of other College services available to them.

5. Changes in the grading or progression standard will not occur once a course/program has commenced unless imposed by an external governing body.

6. Instructors and departments will follow the College’s recordkeeping requirements with regard to grades and evaluative instruments, will ensure confidentiality for students, and will ensure reasonable access for students to review their work.

7. Instructors will evaluate students in a consistent and fair manner and provide timely feedback to students on their progress. Students must be given reasonable access to review their graded work.

8. Student work is evaluated according to one of the College’s approved grading standards (see Appendix A). Students must meet the grading and progression standards for the course or program in order to advance.

9. Evaluations are spread throughout the duration of a course and no single evaluation activity should count for more than 35% of the total grade assigned for a course.

10. Students may appeal a final grade through the College’s Appeal of Final Grade Policy C.1.2.

DEFINITIONS
Refer to the related Procedures document for definitions which will enhance the reader’s interpretation of this Policy.

RELATED POLICIES & LEGISLATION
Legislation:
College and Institute Act, Section 24(2)(a)

Policies:
Policy A.2.1 Appeal to Education Council on Educational Matters
Policy A.3.9 Records Management
Policy C.1.2 Appeal of Final Grade
Policy C.1.3 Granting of Credentials
Policy C.3.6 Course/Program Documentation
Policy D.4.1 Students with Disabilities
Policy D.4.6 Requirements for Student Attendance and Participation
NEW Involuntary Withdrawal (in development)

RELATED PROCEDURES
Refer to Grading, Progression and Withdrawal Procedures.
DEFINITIONS

Banner: The software system used at VCC to administer information on students, financial aid, finance, human resources and student advancement.

Course Outline: The official document that contains the essential features of a course, including course name, course number, a statement of course learning outcomes, grading system, and information regarding student evaluation methods.

Extenuating Circumstances: Unusual events or situations typically beyond a student’s control. Such circumstances may include, but are not limited to; a death in the student’s immediate family, an illness, an accident, or a serious mental health episode. Students are expected to provide documentation in support of any request made on the basis of extenuating circumstances. Because requests can be made for a wide range of reasons, each request will be adjudicated by the appropriate decision maker on its own merits.

Grading Standard: A measure of achievement in a course.

Mitigating Factors
- Are factors that a Dean will take into account if an instructor does not submit final grades within the time period identified. These extenuating circumstances include, but are not limited to ill health, serious family emergency and bereavement.

Official Transcript: The record of a student’s academic history. Transcripts are considered official when they are in an envelope sealed by the sending institution. The only exceptions are official translations and transcripts from institutions where retrieval is not possible.

Passing Grade
- The minimum grade, based on a final course average of assignments, that allows the student to progress to the next course.
Program Content Guide (PCG): The official document that contains the general description of a program of study, including program name, program purpose, a statement of program learning outcomes, admission requirements, grading system, information on the evaluation of student learning, and the credential received upon completion of the program.

Progression Grade:
- At a course level a progression grade is the grade required to progress to the next course.
- At a program level a progression grade is the minimum level of achievement, across a prescribed course path, required for students to continue in the program. This does not preclude the possibility that a student may also be required to achieve a minimum grade in specific course(s).

Registration Area: The following areas of the College are responsible for registering students into specific programs:
- Registrars’ Office (RO)
- Continuing Studies (CS)
- International Education (IE)
- School of Instructor Education (SIE)

Student Academic File: A record held by the Registrar’s Office that contains a complete record of student academic matters at the college in accordance with prudent and acceptable standards within the field of academic records.

Temporary Grades: Assigned for specific or extenuating circumstances, temporary grades are converted to a final grade according to the grading standard being used in the course. There are two types of temporary grades: Incomplete grade (‘I’) and In Progress grade (‘IP’). See grading chart (Appendix ZZZ) for more detail.

PROcedures

SECTION A: GRADING

Grading Standard:
1. The Program Content Guide and/or Course Outlines will outline which grading standard is used by the department (i.e. Letter Grades (A-F), Percentage Grades or Satisfactory/Unsatisfactory (S/U)).
2. Departments will identify a percentage range for each grade in the PCG and Course Outline.
   a. The recommended percentage range for Letter Grades (A-F) is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95-100%</td>
</tr>
<tr>
<td>A</td>
<td>90-94%</td>
</tr>
<tr>
<td>A-</td>
<td>85-89%</td>
</tr>
<tr>
<td>B+</td>
<td>80-84%</td>
</tr>
</tbody>
</table>
b. The recommended percentage for Satisfactory/Unsatisfactory (S/U) is: S is equal to or greater than 70%.

c. If proposing to use a different percentage range, the Dean will ensure that these are documented with a rationale as part of the course and program approval process, and brought forward for the review and approval of Education Council.

d. Where external bodies require a different grading standard (such as reporting percentages only to the ITA), this grading standard will be reflected in approved Program Content Guides and Course Outlines.

e. If no other grading standard is identified, the recommended percentages listed above will apply.

3. Departments will identify the minimum progression grade for all courses on the approved Course Outlines. If a program has a minimum GPA requirement for receiving a credential, this must be identified in the PCG as well.

4. The grade received in the course, whether or not it meets the minimum progression grade established, will be reflected in the transcript.

5. Departments that have progression (course/term) requirements will identify them on the course outline and PCG respectively.

6. The Dean of each academic unit is responsible for ensuring that all College grading requirements, as well as any approved variations for a particular course or program, are prominently displayed in the Program Content Guide and, where applicable, in the Course Outline(s) for all programs and courses in their academic unit.

7. Department leaders will ensure that all instructors are adhering to the grading standard(s) approved in the relevant PCGs and course outlines.

RESPONSIBILITIES OF INSTRUCTORS DURING A COURSE:

8. Within the first week of a program the Program Content Guide will be provided to all students in order to review the grading standard and any other requirements.

9. Within the first week of each course, the instructor provides the Course Outline to all students and reviews the course evaluation procedures, attendance requirements and grading standard. The instructor will also inform students about other College services that are available to assist their learning and the grade appeal process.

10. Instructors are expected to administer various forms of assessment throughout the duration of a course with no single assessment activity counting for more than 35% of the total grade assigned for the course. Exceptions to this rule must be approved by Education Council and detailed in the Course Outline.

11. Instructors will plan assessments and provide feedback from these assessments in a timely manner and, whenever possible, in such a way that provides students with the opportunity to assess their academic status in the course and to seek additional help to pass the course.
12. The department/instructor will maintain individual student records in support of any grades that are assigned (i.e. assignments, tests, assessments, student meeting notes, remedial action taken, etc.) during the course and the department will retain these records for a minimum period of one year as directed by A.3.9 Records Management Policy.

13. The instructor provides grades and graded work to students in a manner that is consistent with the Freedom of Information and Protection of Privacy legislation:
   a. Written student work must be handed back directly to the student and not left for students to retrieve in an unsecured area.
   b. Student grades and instructor comments must be placed in an area of the student’s work that is not directly visible by others (e.g. inside pages).
   c. Student grades must be handed back directly to the student or entered to a College-approved, secure, on-line environment.
   d. Student grades must not be posted, even with the sole use of identification by student numbers.
   e. Students must be given reasonable access to review their graded work. In the event that work is not being returned permanently (such as a final examination), students have the right to view their work in the presence of a College employee for a reasonable period of time.

SUBMISSION OF FINAL GRADES
14. Instructors will report final grades to the Registrar’s Office by entering them into Banner within five (5) working days of the last day of classes or the final evaluation (whichever comes last), unless there are mitigating factors. In such cases, the Dean/Director may extend the reporting period. This timeframe may also be impacted by external governing bodies.

15. Final grades will usually be reported as a letter grade but can be reported in other ways, such as a percentage or as both a letter grade and a percentage.

16. Deans and Department Leaders will be advised by the Registration Area when final grades have not been submitted by the deadlines.

GRADE CHANGES:
17. There are three circumstances for which grades can be changed: (1) through the conversion of a temporary grade to a final grade; (2) through a final grade appeal; and (3) a grade entry error.

18. There are two temporary grades: Incomplete (I) grades and In Progress (IP) grades.
   a. Please see “Temporary Grades” section of these procedures below.
   b. The instructor will complete a “Change of Grade” form available online from the Registrar’s Office to change a temporary grade to a final grade.

19. Students may appeal a final grade through C.1.2 Appeal of Final Grade Policy.

20. If a grade is entered into Banner incorrectly, the instructor will complete a “Change of Grade” form available online from the Registrar’s Office to request a correction.

RESPONSIBILITIES OF REGISTRAR’S OFFICE:
21. Letter grades will be converted to a grade point average by the Registrar’s Office according to a Grade Designation Chart attached as Appendix A.
22. The Registrar’s Office is the sole authority for official communication with students concerning their academic record, final grades, and official transcripts.
SECTION B: PROGRESSION

23. In order to progress to the next level/term of a program:
   a. The student must achieve the minimum progression grade as listed in the approved Course Outline and/or Program Content Guide.
   b. The student must obtain a minimum Weighted Grade Point Average (defined in Appendix B) of 2.00, unless a higher Weighted Grade Point Average is specified in the approved Course Outline and/or Program Content Guide.
   c. A student, who has enrolled and failed a course twice, may be allowed to enroll in it a third time only with written permission from the relevant Dean/Director (or delegate). The student will receive a written agreement detailing any special considerations or conditions, and a copy is kept in the Student Academic File.

TEMPORARY GRADES

24. Incomplete (I)
   a. Prior to the end date of a course, students may request an ‘I’ grade when, due to serious or unavoidable circumstances, they are unable to complete a course within the scheduled course dates.
   b. If the instructor of the course agrees, an ‘I’ contract between the student and the instructor will be established. An ‘I’ contract acts as an extension of the due date(s) of the individual tests, assignments, essays or other learning activities stipulated in the ‘I’ contract, and is not meant to disregard any course work the student has already completed.
   c. The ‘I’ contract:
      i. Explicitly states what course work (assignments, tests, projects, etc.) must be completed.
      ii. States a completion date of not more than two months beyond the course end date. Permission for a completion date beyond these parameters must be approved by the Associate Registrar.
      iii. Is signed by the student and the instructor.
      iv. Is submitted by the instructor to the Registrar’s Office to be included in the Student’s Academic File, and copied to the Department Leader.
   d. At the conclusion of the ‘I’ contract:
      i. The instructor will mark the ‘I’ Contract course work that has been submitted by the student.
      ii. Any course work that has not been submitted by the deadline will receive a grade of zero.
      iii. The instructor will calculate the student’s overall course grade including all previous course work submitted in addition to the completed ‘I’ Contract course work. The instructor will record the student’s overall course grade on the ‘I’ Contract.
      iv. If, and only if, the PCG stipulates that all course work must be completed for a student to receive a passing grade, and the student does not complete all of the course work, the instructor will assign a ‘F’ grade as the final grade for the course.
v. The instructor will forward the results to the Registrar’s Office for conversion of the ‘I’ grade on the Student’s transcripts to a final grade for the course as reflected on the ‘I’ Contract.
e. The student may appeal the final grade through C.1.2 Appeal of Final Grade Policy.

25. Course in Progress (IP)
a. ‘Course In Progress’ grades can be used for students in courses whose content and/or methodology allows a student to complete the course over an extended timeframe (i.e. self-paced courses, beyond one term or session, etc.).
b. Use of a ‘IP’ grade is at the discretion of the instructor and must be approved by both the Department Leader and the Dean.
c. Students must be making satisfactory progress which can be measured by the assessment methodology/course rubric for an instructor to use an ‘IP’ grade. ‘P’ may not be used indefinitely.
d. ‘IP’ grades must be converted into a final grade either when the student has completed the course or when the student has ceased to make satisfactory progress.
e. The instructor must communicate to the student during the course to inform them that the instructor might use an ‘IP’ grade and explain the reasons.
f. The student may appeal an ‘IP’ grade through C.1.2 Appeal of Final Grade Policy.

TIME LIMIT TO COMPLETE A CREDENTIAL
26. VCC programs may establish a maximum time limitation for students to complete a credential to ensure student skills and competencies are both up to date and relevant. The time limitation must be listed in the approved Program Content Guide for the credential. Please see C.1.3 Granting of Credentials Policy and Procedures for additional details.

27. Student requests for exceptions from a maximum time limitation will be reviewed by the Registrar’s Office and the relevant Dean. The Dean will consult with the Department Leader and any other relevant unit (i.e., Student Services such as Disability Services), and make a recommendation to the relevant Vice President (or designate), who makes the final decision.

SECTION C: WITHDRAWALS
28. Student who withdraw or are required to withdraw from a course and/or program will have a Withdrawal (W) grade entered on their transcript to indicate an official withdrawal has taken place.

29. The Registrar’s Office establishes withdrawal deadlines for all programs and courses. Deadlines will be available on the College website and from the Registrar’s Office.

30. A “W” is not calculated into a student’s GPA.

31. Prior to the withdrawal deadline, a student may withdraw from a course or from a program by completing the “Request to Withdraw” form available on the College website and from the Registrar’s Office.
   a. The Registrar’s Office will inform the instructor and/or Department Leader that the student has withdrawn.
32. After the withdrawal deadline, a student may request to withdraw from a course by submitting a “Request to Withdraw” form available on the College website and from the Registrar’s Office. Withdrawals after the deadline will only be considered for extenuating circumstances.
   a. Requests for withdrawal after the deadline must be approved by both an Associate Registrar and the relevant Department Leader.
   b. When reviewing requests for withdrawal after the deadline, consideration should be given to the amount of course work already completed by the student, to the extenuating circumstances, and to the reasons and supporting documentation that the student has identified to substantiate their request to withdraw past the published deadline.
   c. Requests to avoid failing or low grades will not be accepted.
   d. If the request is denied, the student remains registered in the course and will receive a final grade, calculated as outlined by the Course Outline or Program Content Guide.

33. A student can be required to withdraw from a course or from the entire program for failure to meet educational and/or non-educational standards outlined in VCC policies, the Course Outline or the Program Content Guide.
   a. This can include, but is not limited to, the following
      i. Failure to meet the attendance or participation requirements of a course;
      ii. A serious breach of institutional policy (such as behaviour defined as misconduct in the Student Code of Conduct Policy D.4.3 or the Student Educational Policy D.4.5) which leads to the student’s removal from the program/course or the College;
      iii. Unsafe and/or unprofessional practice; and/or
      iv. Breach of a contract that had been previously established between the student and the program.
   b. The instructor is responsible for notifying the student and the Department Leader of the requirement to withdraw. The instructor will provide the Department Leader with a completed “Require to Withdraw Form” stating the reasons for requiring the withdrawal.
   c. The Department Leader is responsible for approving the “Required to Withdraw” form and for notifying the Registrar’s Office and the Dean responsible for the course/program, and providing the Registrar’s Office with a copy of the “Require to Withdraw” form.
   d. The Registrar’s Office will notify the student in writing within three (3) business days of receiving the “Require to Withdraw” form, conveying the reasons that the student is being required to withdraw, and will be included in the Student Academic File.
   e. A student who has been required to withdraw from two or more courses in the same term or from an entire program may not re-register into the same program or course(s) at VCC within a one year period. Exceptions can be approved by the relevant Dean/Director.
   f. A student may appeal a requirement to withdraw from a course or a program under the Appeal of Final Grade Policy C.1.2.
RELATED POLICY
Refer to Grading, Progression and Withdrawal Policy.
## Grade Designation Charts

### Grading Standard

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failing Grade *see note below</td>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
</tr>
</tbody>
</table>

* Refer to Program Content Guide for progression grade.  
**Refer to Program Content Guide for percentage range associated with letter grades, if applicable.  
***Effective 2008 all Industry Training Authority-funded apprenticeship course grades are recorded as a percentage value 0% - 69% Fail, 70% - 100% Pass (no letter grades are assigned).
CALCULATION OF WEIGHTED GRADE POINT AVERAGE:

The grade point average is a weighted average and is calculated as follows:

Grade Point Average (GPA) is calculated by multiplying the grade points associated with the letter grade assigned for a course by the number of term credit value assigned to that course, adding those values for all courses taken, and dividing the result by the total number of term credit hours taken. Some types of grades (such as withdrawals) are not included in the calculations; please see Appendix A.

Term Grade Point Average (TGPA) is the GPA calculated for all courses taken in a specific term.

Cumulative Grade Point Average (CGPA) is the GPA calculated over all the courses in which the student has been enrolled. All attempts at a course are calculated into the GPA as separate courses.

1. The course grade points shall be calculated as the product of the course credit value and the grade value.
2. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values (refer to example of calculation below).
3. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or term.
4. If a course is repeated to replace a failed or other grade, the higher grade will be used to calculate cumulative and program/term grade point average or to determine standing.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
<th>LETTER GRADE</th>
<th>GRADE POINTS</th>
<th>GRADE POINTS X CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>A-</td>
<td>3.67</td>
<td>11.01</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>B+</td>
<td>3.33</td>
<td>9.99</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>C+</td>
<td>2.33</td>
<td>9.32</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>A</td>
<td>4.00</td>
<td>8.00</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>C</td>
<td>2.00</td>
<td>6.00</td>
</tr>
<tr>
<td>Totals</td>
<td>15</td>
<td></td>
<td>44.32</td>
<td></td>
</tr>
</tbody>
</table>

Weighted Grade Point Average = 44.32/15 = 2.95
Grading, Progression and Withdrawal Policy Appendix ‘A’

Incomplete Grade (‘I’) Contract

INSTRUCTIONS:

1. Please refer to the ‘Temporary Grades’ Procedures section in the VCC Grading, Progression and Withdrawal Policy for detailed information about the ‘I’ contract.
2. The student and instructor execute the contract PRIOR TO THE END DATE OF THE COURSE.
3. The student retains the bottom pink copy.
4. The instructor retains the middle yellow copy.
5. The instructor forwards the top white copy to the Registrar’s Office when the contract is signed.
6. A change of grade form and the instructor’s copy of the “I” contract, indicating completion of the contract and the grade awarded, must be submitted to the Registrar’s Office within seven days of the expiry date of the contract.

An ‘I’ Grade will be allotted for the above course. Upon completion of the contract as stipulated by the contract end date, the ‘I’ Grade will be converted to a Final Course Grade on the Student’s Transcript.

The Student and the Instructor agree that the student will complete the following listed detailed assignment(s), test(s), assessment(s), or activity(s) by the end date of the Contract:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>GRADE AWARDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td></td>
</tr>
</tbody>
</table>
B. ____________________________________

___________________________________________

___________________________________________

___________________________________________

___________________________________________

C. ____________________________________

___________________________________________

___________________________________________

___________________________________________

D. USE ADDITIONAL PAGE TO LIST FURTHER ITEMS

NOTE:

Both parties understand that the final course grade to be given upon satisfactory completion of the listed items will conform to the course outline and/or Program Content Guide.

Contracts not completed by their end dates will result in a grade of zero being allotted for each Item Listed and calculated accordingly into the Student's overall course grade.

Contracts are to be perfected within two months of issuance. Any extension to the two month period is at the discretion of the instructor and upon approval of the Associate Registrar.

Student Signature: ___________________________________________________

Instructor Signature: _________________________________________________

*****************************************************************************

Contract completed satisfactorily?  ☐Yes  ☐No

Final Grade Calculated for Entire Course: __________

Date of Determination & Submission to the Registrar’s Office: ________________

Instructor Signature: ________________________________
BACKGROUND:
This is a new policy which clearly communicates the process for curriculum development at Vancouver Community College. The policy captures all minor and major curriculum development projects and establishes each constituent’s role in the process. The process established in the attached documents has been worked on by a subcommittee of Education Policy.

DISCUSSION:
This new policy has been in development for well over a year at the policy committee level. As mentioned previously, Policy Committee established a working sub-committee to tackle this extensive policy. In addition to the extensive committee work this policy has been piloted over the past 6 months and has received anecdotal support from Curriculum Committee and from those faculty and administrators who have been part of the pilot. Of note, this policy establishes a clear process when curriculum changes are deemed to be major (new program, new courses) or minor revisions. For major changes the policy establishes a process including a concept paper, implementation plan and business case. All of these documents as well as a flow chart are included in this package.

RECOMMENDATION:
Education Policy Committee provides Curriculum Development and Approval process policy to Education Council for information and recommends it be posted for community feedback.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
POLICY

February 16, 2015

CONTEXT AND PURPOSE
The programs and courses of Vancouver Community College (VCC; the College) make up the curriculum (systems of organized learning experiences) through which the College meets the needs of the community for education and training, and maximized student mobility and success. VCC strives to achieve its mission, goals and objectives through the programs and courses it offers.

SCOPE AND LIMITS
This policy applies to all developers of curriculum at Vancouver Community College, and establishes the requirements for the development of new curriculum, and the revision of existing curriculum.

STATEMENT OF POLICY PRINCIPLES

1. VCC is committed to the establishment and use of systematic practices and procedures for the development of curriculum that
   a. engages relevant stakeholders;
   b. is transparent; and
   c. aligns with the College’s governance processes.

2. VCC will ensure that all curriculum
   a. is consistent with the College’s mission, goals, educational priorities and plans;
   b. meets the College's standards of excellence;
   c. is based on community needs;
   d. supports student success; and
   e. promotes responsible use of College resources.

3. Meaningful consultation is critical to ensure high quality curriculum and a smooth approval and implementation process.
4. The development of curriculum is guided by needs as expressed by the communities served by VCC as well as demand from existing and prospective students.

5. Curriculum development is guided by Provincial Ministry guidelines, professional and industry association requirements, accreditation bodies and credentialing policies at other postsecondary institutions with which the College may wish to articulate.

6. The Program Content Guide and Course Outlines are official contracts with students and therefore are legal in nature and can be contested through VCC appeal processes and/or by law.

DEFINITIONS
Refer to the related Procedures document for definitions which will enhance the reader’s interpretation of this Policy.

RELATED POLICIES & LEGISLATION
Legislation:
College and Institute Act, (RSBC 1996) Chapter 52

Policies:
C.1.1 Course/Program Grading
C.1.3 Granting of Credentials
C.1.4 Assignment of Credits to Courses
C.3.1 Program Advisory Committees
C.3.2 Program Review and Renewal
C.3.3 Criteria for Development or Cancellation of Programs Leading to Certificates, Diplomas or Degrees
C.3.4 Changes of Length or Hours for Courses or Programs
C.3.5 Programs Offered Under Service Contract
C.3.6 Course/Program Documentation
C.3.8 Criminal Records Check
C.3.9 Degree Standards
C.3.10 Affiliation Agreements
D.3.6 Admissions

RELATED PROCEDURES
Refer to C.3.11 Curriculum Development and Approval Process Procedures.
Minor revisions to Curriculum

1. Consultation and Development
   - Faculty conceive & validates idea with peers
   - Curriculum Developer consults with required internal stakeholders
   - Curriculum Developer and Department Leader revise curriculum and complete the Curriculum Development Approval Form

2. Review and Final Approval
   - Department Leader submits curriculum documents to Curriculum Committee
   - Curriculum Committee makes decision re: approval
New Courses and Revisions to Programs and Courses
(and Standalone courses requiring tuition)

1. Consultation and Development

- Faculty conceive and validate ideas with peers
- Curriculum Developer consults with required internal stakeholders
- Current Developer and Department Leader revise curriculum and complete the Curriculum Development Approval Form
- If new standalone course
- Dean and Department Leader complete draft Business Case with VP Finance

2. Final Review and Approval

- Department Leader submits curriculum documents to Curriculum Committee
- Curriculum Committee makes recommendation to EDCO
- EDCO makes decision re: approval of curriculum
- If new standalone course
- VP Finance submits Business Case to Tuition & Fees Committee
- Tuition & Fees Committee makes recommendation to Finance & Audit Committee
- Finance & Audit Committee makes recommendation to Board
- Board makes decision re: fees and implementation
1. Approval of Credential

- Faculty conceive & validate idea

- Curriculum Developer completes Concept (Part 1 of PNP) and validates with dept. and Dean

- Dean presents Concept to Leadership Team

- Dean presents Proposal for New Program to EDCO

- EDCO makes recommendation / VP presents Proposal for New Program to Board

- Board makes decision re: Credential

2. Program Development and Approval of Curriculum

- Curriculum Developer consults with CID to map and design curriculum

- Curriculum Developer consults with internal and external stakeholders, and begins work on PCG and course outlines

- Dean and Department Leader review, consult with and validates final Business Case with VP Finance

- Curriculum Developer and Department Leader complete curriculum documentation and submit to Curriculum Committee

- Curriculum Committee makes recommendation to EDCO

- EDCO makes decision re: approval of curriculum and recommendation for implementation

3. Review and Final Approval

- PSIPS review (for diplomas, and certificates that ladder into diplomas)

- College responds to feedback

- VP Academic reports on outcome of the provincial peer review. If no major changes, proceed to fee review. If major changes, return to stage 2.

- VP Finance submits final Business Case to Tuition & Fees Committee

- Tuition & Fees Committee makes recommendation to Finance & Audit Committee

- Finance & Audit Committee makes recommendation to Board

- Board makes decision re: fees and implementation
**DEFINITIONS**

**Consultation:** The process to ensure that in the development of curriculum, deliberate feedback is sought from internal and external stakeholders, and thoughtful feedback is received and considered in a timely manner. Deans/Directors and Department Leaders are responsible for ensuring appropriate consultation takes place.

**Course Outline:** The official document that contains the essential features of a course as outlined in an approved template. Such a template generally includes the course name and number, credits, course description, admission requirements, course learning outcomes, grading standard, and information regarding student evaluation methods. Course Outlines fall within the jurisdiction of the Education council under both its sole powers as well as its advisory role to the Board of Governors.

**Curriculum:** The instructional or learning plan of a program or course. Curriculum comprises learning objectives or outcomes, teaching and learning methodology, and strategies or methods for evaluating student learning. At VCC, the key curriculum documents are the Program Content Guide and the Course Outline.

**Curriculum Development Approval Form:** The document used to track the governance approval process for new and revised curriculum.

**Curriculum Developer:** The lead in creating/revising the curriculum for a program or course and the main person preparing the curriculum documentation. This is typically an instructor or Department Leader.

**Degree Quality Assessment Board (DQAB):** An independent advisory board appointed by the Minister of Advanced Education that oversees the quality assurance process for degree level education in British Columbia.

**Governance:** A prescribed process that identifies who has primary and/or advisory responsibility
for select decisions at various stages. The College and Institute Act defines the governance bodies at VCC as the Board of Governors and Education Council. The Board Finance and Audit Committee and EDCO’s Curriculum Standing Committee are also governance bodies at VCC.

**Minor Revision:** Changes to curriculum that have limited impact on the educational quality or direction of a course or program. Minor revisions have an expedited path through the governance process. Refer to Appendix B for the types of revisions that qualify.

**New Course:** A course that has never been offered before at VCC and is part of an existing program or is a replacement course that is equivalent to the course it replaces in a student’s academic record.

**New Program:** A new credential or significant and extensive changes to a program, where these changes impact the nature or overall direction of a program. Education Council makes the final determination whether proposed changes to an existing program are substantial enough to qualify as a new program.

**Post-secondary Institution Proposal System (PSIPS):** A web-based system designed to manage and support the post-secondary submission and review processes for degree and non-degree diploma programs, or a certificate that leads to a diploma.

**Program Content Guide (PCG):** The official document that contains the general description of a program of study as outlined in an approved template. Such a template generally includes the program name, program purpose, number of credits, program duration, a statement of program learning outcomes, admission requirements, grading system, information on the evaluation of student learning, and the credential received upon completion of the program. The Program Content Guide falls within the jurisdiction of the Education Council under both its sole powers as well as its advisory role to the Board of Governors.

**Proposal for New Program:** The official document that is used to help conceptualize, plan and project the outcomes and costs of a new program. It is completed by the Curriculum Developer, Department Leader and Dean/Director in consultation with the Vice President Finance. It includes three parts:

- **Part 1: Concept Paper:** This section provides an overview of the work done to assess/evaluate the necessity/viability of offering a new program. It outlines the research, input (through consultation and peer input), marketability and other related issues related to the request for a new credential.

- **Part 2: Implementation Plan:** This section details the activities, costs and schedules that are required to achieve the implementation of a program. The Implementation Plan falls within the jurisdiction of the Education Council under its advisory role to the Board of Governors.

- **Part 3: Business Case:** This section represents the financial case for a new program, and presents expected revenue, tuition and fees. The Business Case falls within the jurisdiction of the Board of Governors as part of its obligation to manage, administer and control the proper, revenue, expenditures, business and affairs of the institution.
**Sign Off:** Indicates that the signatory has read and comprehends the relevant documentation, and assumes responsibility as per the Final Review and Sign Off section of these procedures.

**Standalone Course:** A course that is not a part of an existing program and does not have an approved fee structure (i.e. tuition).

**Start Date:** The month and year the program/course will first be taught after governance approval.

---

**PROCEDURES**

**GENERAL**

1. To ensure student success and the College’s ability to market and register students in a timely manner, the Department Leader and Dean/Director work to ensure a reasonable and timely opportunity for consultations, and for stakeholders to provide feedback and recommendations.

2. The design, development, approval, and implementation of programs and courses takes anywhere from one (1) month (for minor revisions) to 18 months, depending on the development type. External approval bodies such as the Degree Quality Assessment Board (DQAB) and the Ministry of Advanced Education may extend these timelines. Deans/Directors and Department Leaders should create an initial timeline using pre-existing meeting dates, length of time for peer review, etc.

3. Education Council is the final approval body for all new courses and revised curriculum per the Resolution of the Board of Governors dated May 29, 2013. The Board of Governors approves all new programs and credentials with advice from Education Council.

4. The Centre for Instructional Development (CID) supports the design and development of curriculum.

5. The Dean provides the final sign off for documentation that is entering the governance process, thus ensuring that all procedures have been followed and all policy requirements have been met.

6. The Curriculum Developer and/or Department Leader prepare the required curriculum documentation for submission to the College’s Governance bodies.

7. The Education Council Office will assist Department Leaders through the governance approval process.

**CONSULTATION**

8. New curriculum and changes to curriculum require a series of consultations to ensure educational quality, and that students are fully supported in their programs.

9. Early and thorough internal consultation helps to identify implementation and operational needs and allows areas like the Registrar’s Office and Institutional Research to begin work that will facilitate the process (see Appendix A).

10. Where applicable, engaging in external consultations helps to verify that curriculum meets the quality standards of academic peers, and existing and potential new partnerships and agreements.

11. The amount of consultation required depends on the Development Type.
12. Curriculum Developers are expected to exercise due diligence in seeking input, and stakeholders within the College are expected to respond in a timely manner.
13. Faculty within the department must be consulted.
14. It is recommended that Department Leaders and/or Curriculum Developers hold group consultations with similar service area representatives where possible.
15. Curriculum Committee and Education Council have the authority to request further consultations as they see fit.

DEVELOPMENT TYPE
There are four (4) development types:
   a. New Programs;
   b. New Courses and Changes to Programs and Courses;
   c. Minor Revisions to Programs and Courses; and
   d. Non-Credit Courses in Continuing Studies

A. New Program
16. New programs are approved by both the Board of Governors and Education Council.
17. The documentation required is:
   a. Proposal for New Program (see Appendix C);
   b. Curriculum Development Approval Form (see Appendix B);
   c. New or revised Program Content Guide; and/or
   d. New or revised course outline(s).
18. The development of a new program requires full consultation with internal and external stakeholders, and involves additional governance steps to ensure that the College Board of Governors is supportive before significant time and resources are spent developing the full program proposal. Overall, the proposal will be presented two (2) times to both the Board of Governors and Education Council for review and approval.

Stage 1 – Approval of Credential
19. After initial discussions with colleagues (including external experts as appropriate), the Curriculum Developer and Department Leader complete the Concept Paper (Part 1 of the Proposal for New Program, see Appendix C).
20. The Dean/Director, in consultation with the department, validates the Concept Paper and presents it to the Leadership team for review and comment.
21. The Dean/Director and Department Leader complete the Implementation Plan and Business Case (Parts 2 and 3 of the Proposal for New Program, see Appendix C), and validates with the Vice President Finance.
22. The Dean/Director presents the Concept Paper and Implementation Plan ) to Education Council for advice on the credential type, on whether the Proposal meets the objectives of the College’s Strategic and Education Plans, and on the priorities for implementation.
23. The Chair of Education Council and the Vice President Academic present the full Proposal for New Program (Parts 1, 2 and 3) to the Board of Governors for approval of the credential. If the Board is supportive of the concept, the development of the program can continue. If possible, the Dean/Director attends the Board meeting in person to answer questions.
24. After discussion, the Board may:
a. Approve the credential and ensure that the needed resources are available to begin development of the program;
b. Require additional revisions and return the proposal to the Dean/Director, to return at a subsequent meeting of the Board and/or Education Council (depending on the nature of the revisions); or
c. Reject the New Program.

25. If the Board approves the program, formal written notification by the Board Chair will be forwarded to the Education Council Office.

Stage 2 – Program Development and Approval of Curriculum

26. The Curriculum Developer consults with CID to design and map the curriculum.
27. The Curriculum Developer consults with internal stakeholders and external stakeholders (including Institutional Research (IR) on the FTE divisor) and begins work on the PCG and Course Outlines.
28. The Dean and Department Leader, in consultation with the Vice President Finance, review, revise and complete the Implementation Plan and Business Case.
29. The Curriculum Developer and Department Leader complete the curriculum documentation and submit it to Curriculum Committee.
30. Curriculum Committee reviews the curriculum. If possible, both the Curriculum Developer and the Department Leader attend the Curriculum Committee meeting in person to answer questions.
31. Curriculum Committee may:
   a. Recommend approval of the curriculum to Education Council;
   b. Recommend additional revisions that must be completed and reviewed by the Curriculum Committee Chair before going to Education Council;
   c. Recommend significant revisions that are returned to the Department Leader, to be brought back to Curriculum Committee at a subsequent meeting.
32. The Chair of Curriculum Committee presents the recommendation and curriculum documentation to Education Council. If possible, the Department Leader and Curriculum Developer attend the Education Council meeting in person to answer questions.
   Education Council may:
   a. Approve the curriculum;
   b. Approve the curriculum with additional revisions that must be completed and reviewed by the Curriculum Committee Chair prior to implementation; or
   c. Require significant revisions that are returned to the Department, to be brought back to Curriculum Committee at a subsequent meeting, before returning to Education Council;
33. At the same meeting of Education Council, the Dean presents the Implementation Plan.
34. Education Council may:
   a. Provide advice on the priorities for implementation to the Board of Governors;
   b. Not recommend implementation of the new program to the Board of Governors.

Stage 3 – Review and Final Approval:

35. After Education Council’s approval, the curriculum for most credentials is sent for provincial peer review.
a. Proposals for diplomas and certificates that ladder into diplomas are posted on PSIPS for thirty (30) days.
b. Institutions planning to offer new degrees will submit a ministry review template to the Ministry of Advanced Education.
   i. Once the mandate is approved, the full program proposal is posted on the PSIPS website and forwarded to DQAB for review.
   ii. DQAB submits their recommendation to the Minister of Advanced Education for approval.

36. The Vice President Academic reports on the outcome of the provincial peer review process.
   a. If major revisions are required by the peer review, the proposal will return to Stage 2, above.
   b. If no major revisions are required, the proposal will proceed to fee review.

37. The Dean and Department Leader, in consultation with the Vice President Finance, review, revise and complete the final Implementation Plan and Business Case.

38. The Vice President Finance submits the final Implementation Plan and Business Case to the Tuition and Fees Advisory Committee for a recommendation to the Board Finance and Audit Committee.

39. The Board Finance and Audit Committee will review and submit the final recommendation of fees the Board of Governors.

40. The Board reviews the proposed New Program, including the recommendations from the Finance and Audit Committee (for fees), Education Council (for implementation) and the VP Academic (for due process, i.e. provincial peer review). If possible, the Dean/Director attends the Board meeting in person to answer questions.

41. The Board may:
   a. Approve the fee structure;
   b. Approve implementation of the program; or
   c. Based on a budget review, determine a separate timeline for implementation of the program.

42. The Board Chair will forward formal written notification of its decision to the Education Council Office.

B. New Courses and Changes to Programs and Courses

43. Development of new courses and changes to programs and courses require Education Council approval.

44. New Standalone courses that involve a fee structure (i.e. tuition), and changes that extend the financial requirements beyond the School’s budgetary capacity, also require Board approval.

45. The documentation required is:
   a. Curriculum Development Approval Form (see Appendix B);
   b. Revised Program Content Guide as required; and/or
   c. New or revised course outline(s) as required
   d. Business Case (for new Standalone courses or changes that extend financial requirements beyond the School’s budgetary capacity).

46. The Curriculum Developer consults with CID to design and map the curriculum.

47. The Curriculum Developer conducts consultation with internal and external stakeholders as needed (see Appendix A).
48. The Curriculum Developer and Department Leader complete the required documentation and submit to Curriculum Committee. If possible, both the Curriculum Developer and the Department Leader attend the Curriculum Committee meeting in person to answer questions.

49. Curriculum Committee may:
   a. Recommend approval of the curriculum to Education Council;
   b. Recommend additional revisions that must be completed and reviewed by the Curriculum Committee Chair before going to Education Council;
   c. Recommend significant revisions that are returned to the Department Leader, to be brought back to Curriculum Committee at a subsequent meeting.

50. The Chair of Curriculum Committee presents the recommendation and required documentation to Education Council. If possible, the Department Leader attends the Education Council meeting in person to answer questions.

51. Education Council may:
   a. Approve the curriculum;
   b. Approve the curriculum with additional revisions that must be completed and reviewed by the Curriculum Committee Chair prior to implementation; or
   c. Require significant revisions that are returned to the Department, to be brought back to Curriculum Committee at a subsequent meeting, before returning to Education Council.

52. For new Standalone courses that involve approval of a fee structure (i.e. tuition):
   a. The Vice President Finance submits the Business Case to the Tuition & Fees Advisory Committee for recommendation to the Board Finance and Audit Committee.
   b. The Board Finance and Audit Committee will make a recommendation to the Board of Governors on the fee structure, and the Board of Governors will make a decision prior to implementation of the course.

53. If the changes to a program or course have financial requirements (either ongoing or one-time) that are outside the scope of the School’s budgetary capabilities:
   a. The Vice President Finance submits a Business Case to the Board Finance and Audit Committee.
   b. The Board Finance and Audit Committee will make a recommendation to the Board of Governors on the new fee structure, and the Board of Governors will make a decision prior to implementation.

C. Minor Revisions to Programs and Courses

54. Minor revisions require Curriculum Committee approval.

55. The documentation required is:
   a. Curriculum Development Approval Form (Appendix B);
   b. Revised Program Content Guide as required; and/or
   c. Revised course outline(s) as required.

56. The Curriculum Developer conducts consultation with internal stakeholders as needed (see Appendix A).

57. The Curriculum Developer and Department Leader complete the required documentation and submit to Curriculum Committee. Multiple minor revisions can be made in one submission. If possible, both the Curriculum Developer and the
Department Leader attend the Curriculum Committee meeting in person to answer questions.

58. Curriculum Committee may:
   a. Approve the curriculum as presented;
   b. Approve the curriculum with additional minor edits that must be completed and reviewed by the Curriculum Committee Chair prior to implementation; or
   c. Decide the proposal does not qualify as a minor revision and send to Education Council for approval.

59. The Chair of Curriculum Committee reports approved minor revisions to Education Council at least every three (3) months. The documentation for these minor revisions is not included in the EDCO package.

60. Education Council may, at any time:
   a. Request to review any “minor revision” documentation approved by Curriculum Committee; and/or
   b. Decide a proposal does not qualify as a minor revision and require that it be submitted to Education Council for approval.

D. Non-Credit Courses in Continuing Studies

61. Non-credit courses taught in Continuing Studies are exempt from these procedures.

62. The Education Council Office will maintain a record of all non-credit course outlines. Program Coordinators are required to send copies of all new and revised course outlines to the Education Council Office within one (1) month after implementation of that non-credit course.

FINAL REVIEW AND SIGN OFF

63. Documentation without required sign off will not enter the Governance stage.

64. The sign off of the Registrar (or delegate) certifies that:
   a. Documentation meets the institutional standards for entry requirements, course numbering and credit calculation.

65. The sign off of the Department Leader certifies that:
   a. Thorough consultation has taken place and all stakeholders approve of the proposed new or revised curriculum.
   b. The curriculum meets institutional standards and the educational needs of students.

66. The sign off of the Dean/Director certifies that:
   a. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   b. Resources required to offer and support the course/program have been assessed. If additional resources are needed, the Dean/Director has initiated steps to secure the needed resources.

COMMUNICATION OF DECISIONS

67. Following approval of all new and revised curriculum and programs a formal resolution is signed by the respective Chair.

68. The signed resolution is forwarded by the Education Council Office to key implementation areas within the College.
69. The Education Council Office catalogue and archive approved curriculum documentation and store a copy of Program Content Guides and Course Outlines where they are accessible to VCC students and staff.

70. All supporting documents for approved curriculum will be stored in the Education Council Office (e.g. Curriculum Development Approval Forms, Proposal for New Program, official Resolutions, etc).

71. The Library will maintain a permanent record of all Program Content Guides.
CONSULTATIONS

The purpose of thorough consultation in the curriculum development and approval process is to ensure educational quality, and smooth communication, implementation and delivery of curriculum. This document is intended to be a guideline for effective consultation. Additional information may be requested or presented based on the nature of the development type and/or changes being made.

For New Programs, New Courses and changes to Programs and Courses, consultation with all internal areas is expected. Consultation with the Centre for Instructional Development, the Registrar’s Office, Institutional Research and the Vice President Finance is required.

For Minor Revisions, an expansive consultation process is not expected. Curriculum Developers are, however, required to consider all aspects of the change being made and engage relevant stakeholders as appropriate. The Registrar’s Office should be engaged as early as possible in the revisions process.

NOTE: Curriculum Committee and/or Education Council can request additional consultation as they see fit.

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>How they can help</th>
</tr>
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<tbody>
<tr>
<td><strong>Faculty/School</strong></td>
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<tr>
<td>Department Faculty</td>
<td></td>
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<tr>
<td>Broader school(s) as needed, e.g.</td>
<td></td>
</tr>
<tr>
<td>School curriculum committee</td>
<td></td>
</tr>
<tr>
<td><strong>Educational and Student Services</strong></td>
<td></td>
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<tr>
<td>Aboriginal Education and Community</td>
<td>Any curriculum development regarding Aboriginal People, Aboriginal content,</td>
</tr>
<tr>
<td>Engagement (AECE)</td>
<td>Aboriginal Learners, First Nations communities and/or First Nations Organizations</td>
</tr>
<tr>
<td></td>
<td>must be done in consultation with the AECE department.</td>
</tr>
<tr>
<td>Assessment Centre</td>
<td>The Assessment Centre undertakes various assessments for many programs and can</td>
</tr>
<tr>
<td></td>
<td>help to determine which assessments would be appropriate for entry into your</td>
</tr>
<tr>
<td></td>
<td>program.</td>
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<tr>
<td>Centre for Instructional Development</td>
<td></td>
</tr>
<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
<td>CDS can offer input about program pre-requisites and other program information</td>
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<tr>
<td></td>
<td>based on experience with career counselling and decision making with prospective</td>
</tr>
<tr>
<td></td>
<td>students (ie. immigrants, Foreign Trained Professionals, people with disabilities,</td>
</tr>
<tr>
<td></td>
<td>etc.). CDS can also assist with determining the level of counselling support</td>
</tr>
<tr>
<td></td>
<td>required for student success.</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>British Columbia’s Ministry of Advanced Education approval is required for any</td>
</tr>
<tr>
<td></td>
<td>program offering financial aid to any student. Students must meet specific</td>
</tr>
<tr>
<td></td>
<td>requirements to be eligible for financial aid. Familiarize yourself with the</td>
</tr>
<tr>
<td></td>
<td>eligibility requirements to ensure student access to financial assistance for your</td>
</tr>
<tr>
<td></td>
<td>program.</td>
</tr>
<tr>
<td>Learning Centre</td>
<td>• What kind of support will your students need from the Learning Centre tutors?</td>
</tr>
<tr>
<td></td>
<td>• What textbooks or computer software are used in your</td>
</tr>
<tr>
<td>Department</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Library</td>
<td>The Library will determine if resources are currently available in the Library to support the topics covered, and, if not, will provide an estimate of the cost of acquiring new print and/or electronic resources. The Library can also provide support on any copyright issues.</td>
</tr>
<tr>
<td>Registrar’s Office (including Advising and Recruitment)</td>
<td>The Registrar’s Office oversees all student records, course numbering and reviews student applications for specific programs. They will assist you in the development of program entrance requirements and creation of courses. Consult with the Advising Department to determine how students will be informed about your program.</td>
</tr>
<tr>
<td>Student Services</td>
<td>Consideration should be given to the level and nature of student services required for new courses or programs, as well as to agreements with external student service partners.</td>
</tr>
<tr>
<td>VCC International and Immigrant Education</td>
<td>Students are expected to meet English Language proficiency requirements according to program admission requirements. Courses which provide additional or integrated language support provide greater accessibility for international students or immigrants. A program must be at least 6 months in length for international students to be eligible to apply for a Study Permit and 8 months for a post graduate work permit. If there is a required practicum or work experience included in this program, students may require a work permit. Tuition fees for international students are different between base and cost recovery programs.</td>
</tr>
<tr>
<td>Communications and Marketing</td>
<td>The Marketing team can assist you with student recruitment and program marketing based on target students and proposed roll-out dates.</td>
</tr>
</tbody>
</table>
| Facilities                                                                | Discuss the availability of general classrooms, designated space/labs, equipment, etc.  
  • Which campus is program to be offered at?  
  • Is additional office space required for instructors?  
  • What are the requirements for storage of course related materials?  
  • Do you require special classroom furnishing or other accommodations for disabled or special needs students?  
  • Will be course run during off hours? (i.e. weekends? evenings?)  
  • Is there an anticipated impact on energy use?  
  • Is any specialized equipment required (e.g. electrical/ventilation requirements)?  
  • Will the program generate special / hazardous waste?  
  • Will there be any impact on Receiving (e.g. early morning deliveries, couriers between campuses)  
  • Does the program include any special events? |
<table>
<thead>
<tr>
<th><strong>Finance / Vice President Finance</strong></th>
<th>Financial Services must conduct a financial review and costing of all programs to determine financial sustainability and tuition rates. Before a program goes to the full Board for approval, a financial decision on the program must be made by the Finance and Audit Committee of the Board.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information Technology (IT)</strong></td>
<td>IT will help you determine the technology that best meets teaching and learning requirements.</td>
</tr>
<tr>
<td><strong>Institutional Research (IR)</strong></td>
<td>Institutional Research can provide you with labour market information that will help ensure your program’s success. Discuss any changes in FTE counts/divisor, schedule, and graduate outcomes. What is the market viability of your program?</td>
</tr>
</tbody>
</table>
| **Safety and Security**            | • Will any chemicals/materials be used that require approval?  
• Will any equipment be used that will necessitate specialized safety training for faculty, staff and/or students?  
• Will special access or additional staffing be required? |
| **Required External Consultations**|                                                                                                                                                                                                                                                                                                                                         |
| **Industry and Community, such as Program Advisory Committee or Community Engagement Group** |                                                                                                                                                                                                                                                                                                                                         |
| **Affiliation, Articulation and/or Accreditation bodies** | • To verify new/revised curriculum meets the quality standards of existing partnerships and agreements.  
• To develop new partnerships and agreements that maximize student mobility and success. |
| **Post-secondary Institution Proposal System (PSIPS)** | • Proposals for non-degree programs (Certificates and Diplomas) are posted on PSIPS for review.  
• Speak to the Office of Vice-President Academic for details. |
| **Degree Quality Assessment Board (DQAB)** | • Proposals for new and revised degree or associate degree programs must be reviewed by DQAB, both at the time of the initial proposal and again after final governance approval.  
• Speak to the Office of Vice-President Academic for details. |
Curriculum Development Approval Form

Use this form to outline revisions to existing curriculum or to describe the development of new curriculum. Complete one form for each submission to Curriculum Committee.

PROGRAM/COURSE NAME(S): _______________________________________________________

ANTICIPATED START DATE: _______________________________________________________

Curriculum Developer: _____________________________ Title: ___________________________

School/Centre: ___________________________________ Department: ___________________

E-mail: ___________________________ Phone/Ext.: _________________________________

A) DEVELOPMENT TYPE (select all that apply)

☐ NEW PROGRAM  Program has never been offered before at VCC or program has undergone significant and extensive changes to its PCG and/or course outlines, where these changes impact the nature or overall direction of a program.

☐ NEW COURSE(S)  Course has never been offered before at VCC either as a standalone course or as part of a new or existing program; or is a replacement course. This course replaces: ______________________________________________

☐ CHANGE TO A PROGRAM AND/OR COURSE (select all that apply)

☐ Program/Credential

☐ Prior Learning Assessment and Recognition (PLAR)

☐ Program Admission Requirements

☐ Program Learning Outcomes (Indicate outcome number(s): __________)

☐ Grading system (at variance with policy C.1.1 Course/Program Grading)

☐ Program duration/maximum allowable time for completion

☐ Program GPA requirements

☐ Program/Course Credit Hours

☐ Course Evaluation Plan (at variance with policy C.1.1 Course/Program Grading)

☐ Course sequencing (that impacts the year the course is offered in)

☐ Other: _________________________________________________________________

☐ MINOR REVISION TO A PROGRAM AND/OR COURSE (select all that apply)

☐ Program/Course Description

☐ Program Purpose

☐ Recommended Student Characteristics

☐ Course Sequencing (that does not impact year the course is offered in)

☐ Course Name/Number

☐ Course Pre-requisite(s)/Co-requisite(s)

☐ Course Learning Outcomes

☐ Course Evaluation Plan (within policy C.1.1 Course/Program Grading)
B) ATTACHED DOCUMENTATION

- Program Content Guide
- Course Outline(s)

All new, revised or replacement courses must be approved in advance with the Registrar’s Office.

Course name and number: ________________________________
Course name and number: ________________________________
Course name and number: ________________________________
(Add additional lines if required)

C) RATIONALE

1. For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change.
   For new courses, provide a rationale for developing the course.

2. Are there any expected costs as a result of this proposal?
D) **CONSULTATION CHECKLIST** (select all that apply) See Appendix A for consultations guidelines.

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK</th>
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<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty/Department</td>
<td></td>
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<tr>
<td>Other Department(s)</td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
<td></td>
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<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
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<tr>
<td>Assessment Centre</td>
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<tr>
<td>Centre for Instructional Development</td>
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<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
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<tr>
<td>Financial Aid</td>
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<td>Learning Centre</td>
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<td>Library</td>
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<td>Registrar’s Office / Advising / Recruitment</td>
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<td>Student Services</td>
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<tr>
<td>VCC International and Immigrant Education</td>
<td></td>
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<tr>
<td><strong>FINANCIAL AND OPERATING</strong></td>
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<tr>
<td>Communications and Marketing</td>
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<tr>
<td>Facilities</td>
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<td>Finance</td>
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<td>Institutional Research (IR)</td>
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<tr>
<td>Safety and Security</td>
<td></td>
</tr>
<tr>
<td><strong>EXTERNAL CONSULTATIONS</strong></td>
<td>FEEDBACK</td>
</tr>
<tr>
<td>PAC/CEG</td>
<td></td>
</tr>
<tr>
<td>Affiliation, Articulation and/or Accreditation bodies</td>
<td></td>
</tr>
<tr>
<td>PSIPS</td>
<td></td>
</tr>
<tr>
<td>DQAB</td>
<td></td>
</tr>
</tbody>
</table>
E. Implementation Information

THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES

COMPLETED BY REGISTRAR’S OFFICE:

1. Course Identifier:

<table>
<thead>
<tr>
<th>Subject Code:</th>
<th>Course #:</th>
<th>Credits:</th>
<th>Effective Term:</th>
</tr>
</thead>
</table>

2. College Code: ________________ Level: ________________

Division Code: ________________ Major: ________________

COMPLETED BY FINANCE:

3. Which of the following fee structure applies?

- UT
- Applied
- ABE
- Differential
- Cost Recovery
- IE
- Contract

4. Finance Org Code: ________________

5. Tuition for all courses: Domestic: ________________ International: ________________

6. College Initiative fee to be charged?  □ Yes  □ No

7. Student Society fees?  □ Yes  □ No

COMPLETED BY INSTITUTIONAL RESEARCH:

8. FTE Divisor: ________________

9. Classification Code: ________________

10. Taxonomy: ________________
E) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy (policy #)

1. **As Department Leader I certify that:**
   a. Faculty in the department (and School, if appropriate) have been consulted and approve of the proposed changes; and
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.
   c. The curriculum meets institutional standards and the educational needs of students.

<table>
<thead>
<tr>
<th>Name</th>
<th>Sign off</th>
<th>Date</th>
</tr>
</thead>
</table>

2. **As Dean/Director I certify that:**
   a. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   b. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

<table>
<thead>
<tr>
<th>Name</th>
<th>Sign off</th>
<th>Date</th>
</tr>
</thead>
</table>
### CURRICULUM COMMITTEE

**Date:** _________________________

#### Minor Revision
- [ ] Approved as presented, proceed with implementation
- [ ] Approved with additional minor revisions
  - [ ] Revisions approved by Curriculum Committee Chair, proceed with implementation  **Date:** _________
  - [ ] Reclassified as a *significant change*

#### New Course or Significant Change to a Program/Course
- [ ] Recommend to EDCO as presented, proceed to EDCO
- [ ] Recommend to EDCO with additional minor revisions
  - [ ] Revisions approved by Curriculum Committee Chair, proceed to EDCO  **Date:** _______________
  - [ ] Recommend significant changes, return to Department Leader

#### New Program
- [ ] Recommend to EDCO as presented, proceed to EDCO
- [ ] Recommend to EDCO with additional minor revisions
  - [ ] Revisions approved by Curriculum Committee Chair, proceed to EDCO  **Date:** _______________
  - [ ] Recommend significant changes, return to Department Leader

### EDUCATION COUNCIL

**Date:** _________________________

#### Minor Revision
- [ ] Received as Information
- [ ] Request review of documentation from Curriculum Committee
- [ ] Reclassified as *major*, return to Curriculum Committee

#### New Course or Significant Change to a Program/Course
- [ ] Approved as presented, proceed with implementation
- [ ] Approved with additional minor changes
  - [ ] Revisions approved by Curriculum Committee Chair, proceed with implementation  **Date:** _________
  - [ ] Recommend significant changes, return to Department Leader

#### New Program
- [ ] Recommend to Board as presented, proceed to Board
- [ ] Recommend to Board with additional changes
  - [ ] Revisions approved by Curriculum Committee Chair, proceed to Board  **Date:** _______________
  - [ ] Recommend significant changes, return to Dean

### BOARD OF GOVERNORS

**Date:** _________________________

#### New Credential/Program
- [ ] Approved, proceed to implementation
- [ ] Not approved (provide reason)  ____________________________________________
INSTRUCTIONS

1. Curriculum development is a consultative process. Therefore, it is understood that this is a living document which will be refined as it moves through the development process.

2. Additional material may be included as appendices.

3. There are three parts to completing this Proposal for New Program document:
   a. Part 1: Concept Paper
   b. Part 2: Implementation Plan
   c. Part 3: Business Case

4. Additional work includes:
   a. Ongoing consultation
   b. The design and development of curriculum. The Centre for Instructional Development should be involved as early as possible as they will assist in the mapping/design of your curriculum.

5. The approval stages are:
   a. Approval of Credential: The Board of Governors approves all new credentials based on the concept, a sound business case, and a recommendation from Education Council.
   b. Approval of Curriculum: Education Council approves the final curriculum, followed by a recommendation to the Board of Governors for implementation of the new program.
   c. Peer Review and Final Approval: New programs (Certificates leading to diplomas, diplomas and degrees) must receive feedback (and final approval for degrees) from the Minister of Advanced Education. Following successful peer review, the Board’s Finance and Audit Committee will make a recommendation to the Board of governors regarding the approval of fees.
   d. The Board of Governors makes the final decision on the fee structure and implementation of the program.
Proposal for New Program

Name of Program: _____________________________________________

Credential Level: ______________________________________________

Anticipated Start Date: _________________________________________

PART 1: CONCEPT PAPER

Department Leader: ____________________________________________

Curriculum Developer / Faculty: ________________________________

Dean: ______________________________________________________

Proposal Date: ______________________________________________

If this is a joint educational offering, name of other institution (refer to Affiliation Agreement Policy C.3.10):

A. Purpose and Context

1. Describe in detail the program’s objectives and a description of the program outcomes, including a list of
   the occupations or roles that graduates will be prepared for.

2. Explain how this program adheres to principles and priorities as indicated in the College’s strategic,
   educational or ministerial planning documents.

3. Identify how the program supports VCC’s mission, core values, and strategic objectives?

4. How does this program relate to and/or support other programs at VCC?

B. Program Need

5. What educational gap, if any, is this program intended to fill?

6. What evidence is there of student demand for the program?

7. What evidence is there of labour market, professional or community demand for graduates?

C. Competitive Analysis

8. Which related programs are available in the lower Mainland and/or on-line: how do they compare in terms
   of focus, intended outcomes, length, costs and size?

9. Is there an existing articulation committee for this program? Is this committee recognized by the British
   Columbia Council on Admissions & Transfer (BCCAT)?
10. Is this concept supportable and sustainable with existing and/or available resources?

11. Is this a cohort, selective entry, or open access program? How will the program be rolled out if you are not using a cohort model?

12. What is the expected length of program (in months/years)? What is the maximum allowable time for completion?

13. How many students would you expect to enroll in each year of the program?

D. Student Profile

14. Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, mature students, transfers from other institutions)? How do you plan to recruit or attract these students? Are there other characteristics applicants should have that you identify as important?

15. How will the program address the needs of under-prepared students? How will you get these students into appropriate upgrading courses or programs? What options are available?

16. How will the program address equity by decreasing systemic barriers? Is this type of program traditionally or historically underrepresented in specific cohort groups (e.g., gender and/or age imbalance, First Nations)? How will the program address these issues?

E. Quality

17. How will the program ensure educational effectiveness (e.g., retention, progression, completion)?

18. Describe how the program incorporates work experience, practicum, clinical practice, etc. (if applicable).

19. List all accreditations, affiliations or articulations for this program.

20. Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry?

21. Explain how current faculty are qualified to deliver the program. If they are not qualified, how will this issue be addressed?

F. Admission and Delivery

22. Provide admission requirements, including language proficiency levels and assessment scores.

23. Identify pathways that assist in meeting these requirements.

24. Identify potential courses, if any, that could be developed to assist in meeting these requirements.

25. Will the structure of the program allow for full-time, part-time, evening, weekend, on-line, mixed-mode delivery methods, or a combination of any of these? (Identify each as appropriate).

26. Will the structure of the program allow for multiple entry and exit points? If there are multiple entry points, please specify requirements for each.

27. Does this program include Prior Learning Assessment and Recognition (PLAR) as per policy D.3.5 Prior Learning Assessment & Recognition or Flexible Admissions as per policy ???
28. Provide an outline of course sequence, demonstrating any leveling from lower to advanced courses. This is particularly important for diploma and degree programs.

G. Consultation (refer to Appendix A, Consultations)

29. With whom have you consulted *internally* regarding this proposal? What were the results of these consultations? Provide names, dates, and summary of feedback.

30. With whom have you consulted *externally* regarding this proposal? What were the results of these consultations? Provide names, dates, and summary of discussions.

H. Phase In/Phase Out Plan

31. For existing programs that are being substantially changed (and are therefore treated as ‘new programs’ in development), describe in detail the phase in/phase out of new/old versions of the program (teach outs):
PART 2: IMPLEMENTATION PLAN

This document outlines associated resources required to adequately implement the proposed curriculum.
It is submitted to Education Council to provide advice to the Board of Governors on the implementation of the program, and to the Finance and Audit Committee to provide advice to the Board of Governors on a fee structure.

1. NON-RECURRING COSTS (provide accurate estimates)

<table>
<thead>
<tr>
<th>Academic non-recurring start-up costs</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
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<tbody>
<tr>
<td>Program development</td>
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<tr>
<td>Faculty development</td>
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<tr>
<td>Staff development</td>
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<tr>
<td>Sub-total</td>
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<table>
<thead>
<tr>
<th>Capital Costs (Equipment, Renovations, Facilities, Library, Technology)</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Sub-total</td>
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<table>
<thead>
<tr>
<th>Totals</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Sub-total</td>
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2. ONGOING OPERATING COSTS (provide accurate estimates)

<table>
<thead>
<tr>
<th>Item</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Faculty</td>
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<tr>
<td>Required service courses</td>
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<tr>
<td>Administrative Support</td>
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<td>Student Services</td>
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<td>Marketing</td>
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<td>IT Support</td>
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<td>Library</td>
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<td>Lab operating costs - Salary</td>
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<tr>
<td>Other (Marketing, Facilities)</td>
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<tr>
<td>Sub-total</td>
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<tr>
<td>Grand Totals</td>
<td></td>
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</table>
PART 3: BUSINESS CASE

This document outlines the sources of revenue for the program. It is submitted to the Fees Advisory Committee and the Board Finance and Audit Committee to provide advice to the Board of Governors on a fee structure. This document is then submitted to the Board of Governors, to be reviewed alongside the Implementation Plan and approved curriculum, to make a final decision on the fees and implementation of the program.

1. REVENUE

What is the source of funding for this program?

2. TUITION AND FEES

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Courses</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td></td>
<td></td>
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</tbody>
</table>

3. SIGN OFF

Dean/Director: ______________________________________________
VP Academic: _________________________________________________
VP Finance: _________________________________________________
BACKGROUND:
This proposal, presented by David Wells, involves a redistribution of course content as well as renaming and renumbering two courses. The redistribution has been triggered by a major revision to the main curricular materials used by the courses, the *Signing Naturally* textbooks and teaching materials. The new course names and numbers are American Sign Language Level 1 (SIGN 1000) and American Sign Language Level 2 (Sign 2000). In addition each course will go from 0.0 credits to 6.0 credits to enable transfer.

DISCUSSION:
This proposal came to Curriculum Committee at the April meeting. At that meeting the full implications of moving to credit courses did not appear thoroughly presented in the proposal so the committee sent it back to ensure that all stakeholders understood the nature and direction of the proposal, especially the move to credit. The question of establishing how many credits each course should receive also appeared to need discussion. The proposal came back to the committee at the May meeting and, after a brief summary by David Wells, the committee recommended without further discussion that the proposal go through to EdCo.

RECOMMENDATION:
Curriculum Committee recommends Education Council approve changes to ASL and Deaf Studies courses.

Prepared by:
David Branter
Chair, Curriculum Committee
Curriculum Control Sheet

Use this control sheet to describe the revisions being made to courses or programs, or the curriculum being developed for new courses. Complete one control sheet for each submission to Curriculum Committee.

For New Programs, refer to the Proposal for New Program document.

Curriculum Developer: __Julie Martin___________________________ Title: __Department Head_________
School/Centre: ____School of Access____________________________ Department: __ASL & Deaf Studies__
E-mail: __         _jmartin@vcc.ca_______________                  _________
Phone/Ext.: ___          7443________

A) DOCUMENTATION (select all that apply)

☐ Program Content Guide

Program Name(s):  ___________________________________________

Anticipated Start Date:

☒ Course name and number: _ American Sign Language Level 1 & SIGN 1000_ Credits: __ 6.0__
*All new or revised course numbers must be validated in advance with the Registrar’s Office

Course name and number: _ American Sign Language Level 2 & SIGN 2000_ Credits: __ 6.0__

Course name and number: ________________________________________  Credits: _______

(Add additional lines if required)

B) DEVELOPMENT TYPE (select all that apply)

☐ New Course(s) Course has never been offered before at VCC (either as a standalone course or as part of a program)

☒ New Non-Credit Course(s) Course has never been offered before at VCC and is/are not Articulated, Affiliated or Accredited (does not apply to Continuing Studies)

☒ Replacement Course(s) A Replacement course will be equivalent to the course it replaces in a student’s academic record. It will be used for GPA calculation and to track course duplications and repetitions. These course replace: ___________ SIGN 010 and SIGN 020_________

☐ Revision to Program Content Guide (PCG) Major Revision (check all that apply):

☐ Program/Credential
Curriculum Control Sheet

☒ Revision to Course Outline(s)
☐ Program Purpose
☐ Program Admission Requirements
☒ Program/Course Learning Outcomes
☐ Prior Learning Assessment and Recognition (PLAR)
☒ Program/Course Credits/Instructional Hours
☐ Program Duration/Maximum Allowable Time For Completion
☐ Program GPA Requirement
☐ Course Pre-Requisite(s)/Co-Requisite(s)
☐ Course Evaluation Plan At Variance With Policy
☐ Course Credit Hours
☒ Revised Curriculum Documentation (e.g., updating to current format)
☐ Other: __________________________________________________

Minor Revision (check all that apply):
☒ Program/Course Description
☐ Recommended Student Characteristics
☐ Course Sequencing
☒ Course Name/Number
☐ Pre-requisite/Co-requisite Name or Equivalencies
☐ Course Learning Outcome in Non-Credit Course
☐ Course Evaluation Plan Within Policy
☐ Instructional Delivery Mode
☐ Language (e.g., Typos, Spelling Errors, etc.)
☐ Addition of Program Map
☐ Other: ______________________________

C) RATIONALE AND NEED
• For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change.
• For new courses, provide a rationale for developing the course.
• Who have you consulted (internally and externally) and provide a brief summary of the feedback.
• Are there any expected costs as a result of this proposal?

We wish to re-distribute the instructional content of our current Prep 010, Basic 020 and Intermediate 030 ASL evening courses. The distribution will include curriculums, course credits and course name changes. This re-structing is precipitated by the release of an updated version of the main curricular materials we utilize in these courses. The Signing Naturally (SN) ASL curriculum has added curricular content at all levels. In order to continue using the SN textbooks and teaching materials, we must re-structure the evening classes. Instructional hours for each course will remain the same at 120 hours. The change will be in the re-distribution at instructional units from the SN curriculum. The rational for the proposed course name changes from Prep, Basic and Intermediate to ASL Level 1, ASL Level 2 and ASL Level 3 is to reduce confusion for potential students regarding the instructional level of each course. The current edition of Units 7 – 12 will be discontinued soon and we must be prepared for new edition of Units 7-12 which is more “beefed up”. The current course will not be able to handle two new editions of Units 1-6 and Units 7-12.
D) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy (policy #)

1. As Centre for Instructional Development Dean or delegate I certify that:
   a. Documentation meets the standards and policies for program/course documentation and there is educational alignment within the program/course.

   __________________________ ___________________________ _____________________
   Print Name                      Signature                      Date

2. As Registrar or delegate I certify that:
   a. Documentation meets the institutional standards for entry requirements, course numbering and credit calculation required for implementation once approved.

   __________________________ ___________________________ _____________________
   Print Name                      Signature                      Date

3. As Department Leader I certify that:
   a. Faculty in the department have been consulted and approve of the proposed changes; and
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.

   __________________________ ___________________________ _____________________
   Print Name                      Signature                      Date

4. As Dean/Director I certify that:
   a. Faculty in the department (and the School, if appropriate) have been consulted and approve of the proposed changes;
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.
   c. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   d. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

   __________________________ ___________________________ _____________________
   Print Name                      Signature                      Date
Curriculum Control Sheet

*** FOR EDUCATION COUNCIL OFFICE USE ***

**CURRICULUM COMMITTEE**  
Date: _________________________

**Minor Revisions**
- ☐ Approved as presented, proceed with implementation
- ☐ Approved with additional minor edits
- ☐ Revisions approved by Curriculum Committee Chair, proceed with implementation  Date: ________
- ☐ Reclassified as *not minor*

**Major Revisions**
- ☐ Recommend to EDCO as presented, proceed to EDCO
- ☐ Recommend to EDCO with additional changes
- ☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO  Date: ______________
- ☐ Recommend significant changes, return to Department Leader

**New/Replacement Course(s)**
- ☐ Recommend to EDCO as presented, proceed to EDCO
- ☐ Recommend to EDCO with additional changes
- ☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO  Date: ______________
- ☐ Recommend significant changes, return to Department Leader

**EDUCATION COUNCIL**  
Date: _________________________

**Minor Revisions**
- ☐ Received as Information
- ☐ Request review of documentation from Curriculum Committee
- ☐ Reclassified as *Major Revisions*, return to Curriculum Committee

**Major Revisions**
- ☐ Approved as presented, proceed with implementation
- ☐ Approved with additional minor changes
- ☐ Recommend significant changes, return to Department Leader

**New/Replacement Course(s)**
- ☐ Recommend to EDCO as presented, proceed to EDCO
- ☐ Recommend to EDCO with additional changes
- ☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO  Date: ______________
- ☐ Recommend significant changes, return to Department Leader
Course Name: American Sign Language Level 1

Department Head/Coordinator: Julie Martin  
Effective Date: September 2015

<table>
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<th>Department:</th>
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<td>ASL &amp; Deaf Studies</td>
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Course Pre-requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☒ No ☐ Yes (details below):

Course Description:

This 120 hour course includes vocabulary development, manual alphabet, numeral system, simple structures and grammatical forms of ASL, as well as insight into the culture and community of Deaf people. In addition, laboratory or group practice, drills, exercises, and dialogues to develop the grammatical forms and syntax are included. This course follows the Signing Naturally Units 1-6 curriculum.
Instructional Strategies:

- Lecture
- Video
- Pairs Activity
- Group Interaction

Course Learning Outcomes:

Upon successful completion of this course, students will be able to:

1) Introduce themselves and exchange personal.
2) Identify others.
3) Fingerspell the English alphabet.
4) Express the numbers 1-100 using basic numbering systems.
5) Describe simple shapes and indicate the placement of objects.
6) Give basic commands and instructions.
7) Describe daily activities.
8) Narrate childhood and travel experiences from a personal perspective.

Program Learning Outcomes:
## Evaluation/Grading System

(Click on drop down box arrows to see list of options)

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
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</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>Letter Grade - C</td>
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## Components and Weighting of the Assessment/Evaluation Plan:

(Click on drop down box arrows to see list of options)

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
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<tr>
<td>Other</td>
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<td>Pop quizzes</td>
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<td>Quizzes/Tests</td>
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<tr>
<td>Midterm Exam</td>
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<td>Final Exam</td>
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<td></td>
</tr>
<tr>
<td>Project</td>
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<td>group project</td>
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</table>

Total 100

## Learning Environment/Type

(Select all that are used within the course)

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<th>Instruction Type</th>
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<th>Comments</th>
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<tr>
<td>L - Classroom</td>
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<td></td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>E - Seminar</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Enter Total Hours 120

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

Unit 1: Getting to Know You
Unit 2: Exchanging Personal Information
Unit 3: Discussing Living Situations
Unit 4: Talking about Family
Unit 5: Talking about Activities
Unit 6: Storytelling

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:
http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Date Approved by Education Council:  
Date Approved by VCC Board (if applicable):

Course Name: American Sign Language Level 2

Department Head/Coordinator: Julie Martin  Effective Date: September 2015

School or Centre: School of Language Studies  Department: ASL & Deaf Studies

Course History: Access

Name of Replacing Course (if applicable): SIGN 020

Course Number: SIGN 2000

Number of Credits: 6.0

Course Pre-requisites (if applicable):

SIGN 1000 or Equivalent

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  □ No  ☑ Yes (details below):

Course Description:

This 120 hour course includes vocabulary development, fingerspelled words, numeral incorporation, basic structures and grammatical forms of ASL, as well as insight into the culture and community of Deaf people. In addition, laboratory or group practice, drills, exercises, and dialogues to develop the grammatical forms and syntax are included. This course follows the Signing Naturally Untis 7-12 curriculum.
Note to instructors: An instructional strategy is an approach that an instructor uses to achieve the learning outcomes (e.g., lecture, case study, video, group work).

**Instructional Strategies:**
- Lecture
- Video
- Pairs Activity
- Group Interaction

**Course Learning Outcomes:**

Upon successful completion of this course, students will be able to:

1. Fingerspell basic vocabulary items.
2. Demonstrate the numbers using intermediate numbering systems.
3. Describe places, people and items with increased detail.
4. Use appropriate semantic verbs in requests and advice.
5. Express an opinion on given topics.
6. Describe future personal goals and plans.
7. Narrate stories that include multiple perspectives.

**Program Learning Outcomes:**
### Evaluation/Grading System

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<th>Specify Passing Grade:</th>
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</table>

Total 100

### Learning Environment/Type

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<td></td>
</tr>
<tr>
<td>E - Seminar</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Enter Total Hours 120

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

Pre-Unit: Review Units 1-6

Unit 7: Describing People and Things

Unit 8: Making Requests and Asking for Advice

Unit 9: Describing Places

Unit 10: Giving Opinions About Others

Unit 11: Discussing Plans and Goals

Unit 12: Storytelling

VCC Education and Education Support Policies

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
PREPARED FOR: Education Council

ISSUE: Changes to the Heavy Mechanical Trades Foundation Certificate

BACKGROUND:
This proposal, presented by Rick Cyr, involves revising courses, creating new courses, changing Course Learning Outcomes and changing the delivery calendar for the program. The new delivery calendar specifies a one week per course structure. This is all in response to a new program profile and content from the ITA. The details are in the proposal document and the Curriculum Change Chart found in the meeting package. Changes to Course learning Outcomes do not appear in the Change Chart because the outcomes have been extensively revised. Council members are advised to look at Course Outlines for the new Course Learning Outcomes.

DISCUSSION:
This proposal caused discussion mainly on the new delivery calendar. Rick Cyr explained that breaking bundled courses into one week, single subject courses eased the possibility of students inserting back into the program if they failed a component. The fact that no insertion language exists in the PCG was noted by the committee. Rick Cyr said the program has an insertion process statement given to students. Curriculum Committee chair viewed that document and thought it best rests outside of the PCG. A concern was also raised regarding one week courses and the possibility of truly comprehending a subject as potentially broad and complex as “Transmissions”. Rick Cyr stated that this is a “Foundation” program and students are introduced to the subjects and not expected to achieve mastery at this level.

RECOMMENDATION:
Curriculum Committee recommends Education Council approves changes to the Heavy Mechanical Trades Foundation Certificate.

Prepared by:
David Branter
Chair, Curriculum Committee
Use this control sheet to describe the revisions being made to courses or programs, or the curriculum being developed for new courses. Complete one control sheet for each submission to Curriculum Committee.

For New Programs, refer to the Proposal for New Program document.

Curriculum Developer: Rick Cyr  
Title: Department Head
School/Centre: School of Trades  
Department: Heavy Mechanical Trades
E-mail: rcyr@vcc.ca  
Phone/Ext.: _____________

A) DOCUMENTATION (select all that apply)

☒ Program Content Guide
  Program Name(s): Heavy Mechanical Foundation Certificate

Anticipated Start Date:

☒ Course name and number: _______________________________   Credits: ______

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<td>HMEC 1107</td>
<td>Tools &amp; Equipment 2</td>
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<td>Equipment Operation</td>
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B) DEVELOPMENT TYPE (select all that apply)

☒ New Course(s) Course has never been offered before at VCC (either as a standalone course or as part of a program)

☐ New Non-Credit Course(s) Course has never been offered before at VCC and is/are not Articulated, Affiliated or Accredited (does not apply to Continuing Studies)

☐ Replacement Course(s) A Replacement course will be equivalent to the course it replaces in a student’s academic record. It will be used for GPA calculation and to track course duplications and repetitions.

This course replaces: ______________________________________________

☐ Revision to Program Content Guide (PCG) Major Revision (check all that apply):

☐ Program/Credential
☐ Program Purpose
☐ Program Admission Requirements
☒ Program/Course Learning Outcomes
☐ Prior Learning Assessment and Recognition (PLAR)
☐ Program/Course Credits/Instructional Hours
☐ Program Duration/Maximum Allowable Time For Completion
☐ Program GPA Requirement
☐ Course Pre-Requisite(s)/Co-Requisite(s)
☐ Course Evaluation Plan At Variance With Policy
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☐ Other: __________________________________________________

Minors Revision (check all that apply):

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☐ Course Sequencing
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☐ Instructional Delivery Mode
☐ Language (e.g., Typos, Spelling Errors, etc.)
☐ Addition of Program Map
☐ Other: __________________________________________________

C) RATIONALE AND NEED

• For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change.
Curriculum Control Sheet

- For new courses, provide a rationale for developing the course.
- Who have you consulted (internally and externally) and provide a brief summary of the feedback.
- Are there any expected costs as a result of this proposal?

Courses from the existing program have been modified to align with the updated ITA program outline for Heavy Duty Mechanical Trades Foundation Program. Additionally, the new courses are now each one-week in length to promote student success by allowing students to easily re-insert into failed course section without having to return for a 3-4 week course when only a one week section would be required.

D) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy (policy #)

1. As Centre for Instructional Development Dean or delegate I certify that:
   a. Documentation meets the standards and policies for program/course documentation and there is educational alignment within the program/course.

   Susie Findlay_____________ signed via email_____________ April 14, 2015
   Print Name                     Signature                     Date

2. As Registrar or delegate I certify that:
   a. Documentation meets the institutional standards for entry requirements, course numbering and credit calculation required for implementation once approved.

   Stephen Salem_____________ signed via email_____________ April 29, 2015
   Print Name                     Signature                     Date

3. As Department Leader I certify that:
   a. Faculty in the department have been consulted and approve of the proposed changes; and
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.

   Richard Cyr_____________ signed via email_____________ May 6, 2015
   Print Name                     Signature                     Date

4. As Dean/Director I certify that:
Curriculum Control Sheet

a. Faculty in the department (and the School, if appropriate) have been consulted and approve of the proposed changes;
b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.
c. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
d. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

Dennis Innes ______________ signed via email ______________ May 7, 2015 ______________
Print Name ______________ Signature ______________ Date ______________
Curriculum Control Sheet

*** FOR EDUCATION COUNCIL OFFICE USE ***

CURRICULUM COMMITTEE  Date: _________________________

Minor Revisions
☐ Approved as presented, proceed with implementation  
☐ Approved with additional minor edits  
☐ Revisions approved by Curriculum Committee Chair, proceed with implementation  Date: ________  
☐ Reclassified as not minor

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☐ Recommend to EDCO with additional changes  
☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO  Date: ______________  
☐ Recommend significant changes, return to Department Leader

EDUCATION COUNCIL  Date: _________________________

Minor Revisions
☐ Received as Information  
☐ Request review of documentation from Curriculum Committee  
☐ Reclassified as Major Revisions, return to Curriculum Committee

Major Revisions
☐ Approved as presented, proceed with implementation  
☐ Approved with additional minor changes  
☐ Recommend significant changes, return to Department Leader

New/Replacement Course(s)
☐ Recommend to EDCO as presented, proceed to EDCO  
☐ Recommend to EDCO with additional changes  
☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO  Date: ______________  
☐ Recommend significant changes, return to Department Leader
This chart assists in the clarification of changes being presented to Curriculum Committee and Education Council. It highlights the extent and depth of each change by comparing the current wording in curriculum documents (Program Content Guides and Course Outlines) to the new or proposed wording, and also references any changes to course names and/or numbers. Completing the chart as comprehensively as possible will help expedite the approval process.

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>PCG</th>
<th>Current (old) Wording/Numbers</th>
<th>Proposed (new) Wording/Numbers</th>
<th>Rationale</th>
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<td>Frames and Wheel Assemblies</td>
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| X              | HMEC 1155 | Suspension Systems           | HMEC 1240 Suspension Systems 1  
HMEC 1241 Suspension Systems 2 | New courses created for updated schedule and grading scheme |
| X              | HMEC 1215 | Hydraulic Systems            | HMEC 1245 Hydraulic Systems   
HMEC 1250 Hydraulic System Service  
HMEC 1275 Hydraulic Brake Systems | New courses created for updated schedule and grading scheme |
| X              | HMEC 1220 | Electrical Systems           | HMEC 1255 Electricity        
HMEC 1260 Batteries and Electrical Test Instruments  
HMEC 1265 Starters and Charging Systems | New courses created for updated schedule and grading scheme |
| X              | HMEC 1225 | Trailer and Cab Components   | HMEC 1270 Electrical Circuits, Cab and Protective Structures  
HMEC 1325 Landing Gear, Trailers and Coupling | New courses created for updated schedule and grading scheme |
| X              | HMEC 1230 | HVAC Systems                 | HMEC 1320 Heating and Air Conditioning Systems | New course created for updated schedule and grading scheme |
| X              | HMEC 1300 | Engines                      | HMEC 1335 Diesel Fuel and Engine Support Systems  
HMEC 1340 Diesel Engine Removal  
HMEC 1345 Diesel Engine Installation  
HMEC 1350 Gasoline Fuel Systems and Ignition | New courses created for updated schedule and grading scheme |
| X              | HMEC 1305 | Drive Train Systems          | HMEC 1355 Transmissions      
HMEC 1360 Drivelines              
HMEC 1365 Drive Axles and Differentials | New courses created for updated schedule and grading scheme |
| X              | HMEC 1310 | Employment Preparation Part 2 | HMEC 1370 Employment Preparation | New course created for updated schedule and grading scheme |

(add rows as required to complete the chart)
Heavy Mechanical Trades Foundation Certificate

Program Content Guide

Effective Date: September 2014
Purpose

The Heavy Mechanical Trades Foundation Certificate prepares students for work and apprenticeships in the Heavy Duty, Truck and Transport, Diesel Engine, and Transport Trailer trades. Upon successful completion of this 36 week- full-time program, graduates will possess the basic knowledge and skills required to safely service, maintain, diagnose, repair, and operate the equipment or vehicles related to these trades at an apprentice Level One. Additionally, they will have completed the Industry Training Authority (ITA) Level One technical training for apprenticeship in any of the four transportation trades.

Heavy Mechanical Trades Foundation students inspect, service, and repair heavy trucks, commercial trucks, buses, diesel engines, transport trailers, cranes, graders, drills, bulldozers and other heavy equipment for proper performance. They may also perform limited diagnostics on vehicles and equipment to determine the extent of the required repair. Students have the opportunity to develop the ability to work on engines and engine support systems, hydraulic systems, pneumatics, and drive trains and perform general maintenance and repairs including adjusting equipment, welding and cutting, repairing or replacing defective parts, components or systems, and using hand and power tools and test equipment.

Program Learning Outcomes

Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
7. Service, diagnose, and repair trailer landing gear, accessories, systems and components
8. Diagnose and repair heating, ventilation and air conditioning systems and components
9. Service engine supporting systems
10. Remove and install diesel engines
11. Service drive train systems
12. Remove and install transmissions, drivelines, differentials, and final drives
13. Service cab structures and components

Instructional Activities, Design and Delivery Mode

Instructional activities throughout the program include hands-on practice in school and the workplace, student-led group discussions and presentations, interactive lectures, work report projects, case studies, reflective journaling, and role-play.

Red Seal Essential Skills for Success are integrated throughout the program.

The program is delivered in the classroom, VCC shop, online, and in the workplace.
Program Duration

This full-time program is delivered over 3 terms for a total of 36 weeks. Classes are held 4 days per week. Students have a maximum of 2 years to complete the program.

Evaluation of Student Learning

Learning is evaluated through practical assignments, projects, theory quizzes and exams, and practical exams. Students are also evaluated on their attendance, active participation, and teamwork. Safe work practices are assessed on an ongoing basis throughout the program.

Students must complete all courses with a minimum grade of 70%, consistent with ITA standards.

Credential

Heavy Mechanical Trades Foundation Certificate

Admission Requirements

• English 10 or equivalent
• Apprentice and Workplace Math 10, or equivalent

Prior Learning Assessment & Recognition (PLAR)

PLAR is not available in this program.

Recommended Characteristics of Students

Good physical condition is important because the work often requires considerable standing, bending, crawling, lifting, climbing, pulling and reaching. It is strongly recommended that the applicant take the ITA ‘essential skills’ assessment or equivalent self-assessment. This will help in determining if additional education prior to attending this program is required.

Some important attributes of the Heavy Mechanical Foundation Student are:

• Reliability
• Analytical skills
• Ability to read and understand service manuals
• Mathematical aptitude
They also demonstrate the ability to:

- Communicate effectively
- Work with little or no supervision
- Contribute to a team approach
- Plan and work sequentially
- Adapt to changing technology
- Problem solve

Key attributes for people entering this trade are mechanical aptitude, manual dexterity, hand-eye coordination, stamina and agility. Communication skills and patience are also important. Other assets are good vision, hearing, and sense of smell to diagnose problems. This occupation may require a valid driver's license with air endorsement and/or a forklift operator's certificate.
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<thead>
<tr>
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<th>Course Name</th>
<th>Credits</th>
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<td>Safe Work Practices</td>
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<td>Tools &amp; Equipment 1</td>
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**Program Total Credits:** 36.0

This guide is intended as a general guideline only. The college reserves the right to make changes as appropriate.
Course Descriptions

HMEC 1101  **Safe Work Practices**  1.0
This course introduces students to the concepts of safe work practices, occupational health & safety, environmental practices, math, science and electronic media. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections A1, A2, A3, A12, and A13. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.

HMEC 1106  **Tools & Equipment 1**  1.0
This course introduces students to the use of protective equipment, lock out procedures and the use and maintenance of hand tools. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section A4. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.

HMEC 1107  **Tools & Equipment 2**  1.0
This course introduces students to the use of measuring instruments, power tools, drill bits and shop equipment. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections A4. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.

HMEC 1111  **Fasteners and Fittings**  1.0
This course introduces students to imperial and metric fasteners, internal and external threads, tubing, pipe and fittings, hose and hose fittings. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section A5. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.

HMEC 1116  **Equipment Operation**  1.0
This course introduces students to pre-start and walk around inspections, starting aids, start up procedures, emergency shut down procedures, starting, operating, and shut down of equipment, heavy duty equipment lock out, forklift operation. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section A7. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
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<td>This course introduces students to lubricant identification, bearing and seal service procedures. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections A10, and A11. See: <a href="http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf">http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf</a> for more information.</td>
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<td>This course introduces students to shop resources, record keeping practices, job action, diagnostic procedures, and employment preparation. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections A8, A15, A16, and A17. See: <a href="http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf">http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf</a> for more information.</td>
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<td>This course introduces students to welding regulations, metals, oxy-acetylene components, equipment, cutting, welding and brazing. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section A14. See: <a href="http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf">http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf</a> for more information.</td>
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<tr>
<td>HMEC 1161</td>
<td>Cutting and Welding 2</td>
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<td>This course introduces students to tubing and sheet metal soldering, the shielded metal arc welding (SMAW) process, SMAW equipment, mild steel electrodes for SMAW, mild steel welding with SMAW, mild steel welding wire feed processes, and air-arc gouging. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section A14. See: <a href="http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf">http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf</a> for more information.</td>
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<td>This course introduces students to math and science for trades, load supporting and lifting, servicing winch wire rope and the removal of undercarriages. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections A12, A6, A9, and E5. See: <a href="http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf">http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf</a> for more information.</td>
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</table>
HMEC 1170  **Final Drives and Undercarriages**  1.0
This course introduces students to the installation of undercarriages, removal and installation of final drives, and final drive service. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections I5, I15, and I22. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.

HMEC 1175  **Frames, Wheels, Tires and Hubs**  1.0
This course introduces students to the service and diagnosis of wheels, tires, hubs and the diagnosis and repair of frames. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections E6, and E1. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.

HMEC 1235  **Steering Systems**  1.0
This course introduces students to basic steering system fundamentals, and steering system service. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section E2. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.

HMEC 1240  **Suspension Systems 1**  1.0
This course introduces students to wheeled equipment suspension systems, diagnosis and repair of wheeled equipment suspension systems, and the diagnosis and repair of auto-lube systems. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section E4. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.

HMEC 1241  **Suspension Systems 2**  1.0
This course introduces students to truck and trailer steering axle suspension systems, repair of truck and trailer steering axle suspension systems, truck and trailer rear axle suspension systems and repair of truck and trailer rear axle suspension systems. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section E4. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
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<td></td>
<td>This course introduces students to the principles of hydraulics, basic operation of a hydraulic system, types of hydraulic systems, and the interpretation of hydraulic diagrams. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section C1. See: <a href="http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf">http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf</a> for more information.</td>
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<tr>
<td>HMEC 1250</td>
<td>Hydraulic System Service</td>
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<td>This course introduces students to hydraulic components, hydraulic fluids, hydraulic hoses and fittings, safe work practices, and scheduled maintenance. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section C2. See: <a href="http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf">http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf</a> for more information.</td>
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<td></td>
<td>This course introduces students to electrical terminology, basic theory concepts, circuit calculations, magnetic theory, electrical and electronic components, wiring diagrams and symbols. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section D1. See: <a href="http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf">http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf</a> for more information.</td>
<td></td>
</tr>
<tr>
<td>HMEC 1260</td>
<td>Batteries and Electrical Test Instruments</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>This course introduces students to electrical test instruments, and the diagnosis and service of batteries. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections D2, and D3. See: <a href="http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf">http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf</a> for more information.</td>
<td></td>
</tr>
<tr>
<td>HMEC 1265</td>
<td>Starters and Charging Systems</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>This course introduces students to charging system service and starter systems service. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections D6, and D4. See: <a href="http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf">http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf</a> for more information.</td>
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<tr>
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<tr>
<td>HMEC 1270</td>
<td>Electrical Circuits, Cab and Protective Structures</td>
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<tr>
<td>HMEC 1275</td>
<td>Hydraulic Brake Systems</td>
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<td>HMEC 1280</td>
<td>Power Brakes</td>
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<tr>
<td>HMEC 1285</td>
<td>Air Brakes 1</td>
<td>1.0</td>
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<tr>
<td>HMEC 1315</td>
<td>Air Brakes 2</td>
<td>1.0</td>
</tr>
<tr>
<td>HMEC 1320</td>
<td>Heating and Air Conditioning Systems</td>
<td>1.0</td>
</tr>
</tbody>
</table>

This course introduces students to electrical circuits, cab structures and protective structures. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections D8, J1 and J2. See: [http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf](http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf) for more information.

This course introduces students to the foundations of hydraulic brake systems. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section B1. See: [http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf](http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf) for more information.

This course introduces students to the diagnosis and repair of power brake systems. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections B1, and B2. See: [http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf](http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf) for more information.

This course introduces students to the foundations of air brake systems. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section B3. See: [http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf](http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf) for more information.

This course introduces students to the air brake system service and inspection. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section B3. See: [http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf](http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf) for more information.

This course introduces students to the diagnosis and repair of heating and air conditioning systems. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections G1, and G2. See: [http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf](http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf) for more information.
<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>HMEC 1325</td>
<td>Landing Gear, Trailers and Coupling</td>
<td>1.0</td>
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<tr>
<td></td>
<td>This course introduces students to accessories,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>lift gates, landing gears, winches, hitches and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>couplers. Topics included are from the Industry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training Authority Heavy Mechanical Trades</td>
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<tr>
<td></td>
<td>Foundation Program sections F1, and F2. See:</td>
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<tr>
<td></td>
<td>march-2014.pdf for more information.</td>
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<tr>
<td>HMEC 1330</td>
<td>Trailer Components</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>This course introduces students to trailer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>body components and trailer heating and</td>
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<tr>
<td></td>
<td>refrigeration systems. Topics included are from</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the Industry Training Authority Heavy Mechanical</td>
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<td>Trades Foundation Program sections F3, and F4.</td>
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<td>See: <a href="http://www.itabc.ca/sites/default/files/docs/">http://www.itabc.ca/sites/default/files/docs/</a></td>
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<td></td>
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<tr>
<td>HMEC 1335</td>
<td>Diesel Fuel and Engine Support Systems</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>This course introduces students to engine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>support systems, two and four stroke combustion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cycles, characteristics of diesel fuel, diesel</td>
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<td></td>
<td>fuel supply circuits and their components. Topics</td>
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<tr>
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<td>included are from the Industry Training Authority</td>
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<tr>
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<td>Heavy Mechanical Trades Foundation Program</td>
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<tr>
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<tr>
<td>HMEC 1340</td>
<td>Diesel Engine Removal</td>
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<td></td>
<td>This course introduces students to diesel engine</td>
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<tr>
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<td>removal. Topics included are from the Industry</td>
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<tr>
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<tr>
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<tr>
<td>HMEC 1345</td>
<td>Diesel Engine Installation</td>
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<tr>
<td></td>
<td>This course introduces students to diesel engine</td>
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</tr>
<tr>
<td></td>
<td>installation. Topics included are from the</td>
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<tr>
<td></td>
<td>Industry Training Authority Heavy Mechanical</td>
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<tr>
<td></td>
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<td>march-2014.pdf for more information.</td>
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<tr>
<td>HMEC 1350</td>
<td>Gasoline Fuel Systems and Ignition</td>
<td>1.0</td>
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<tr>
<td></td>
<td>This course introduces students to gasoline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>fuel injection systems, and electronic ignition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>systems. Topics included are from the Industry</td>
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<tr>
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<td>Training Authority Heavy Mechanical Trades</td>
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<td></td>
<td>partners/RTO/heavy-mechanical-foundation-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>march-2014.pdf for more information.</td>
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</tbody>
</table>
HMEC 1355  Transmissions
This course introduces students to clutches, manual transmissions, torque converters, torque dividers, powershift and automatic transmissions. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections I2, I4, I7, and I8. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.

HMEC 1360  Drivelines
This course introduces students to drivelines and transmission removal and installation. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections I20, and I11. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.

HMEC 1365  Drive Axles and Differentials
This course introduces students to drive axles and differential servicing. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections I13, and I21. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.

HMEC 1370  Employment Preparation
This course introduces students to areas and types of vehicles and equipment maintained and repaired, business types, business relationships, government relationships, labour relationships, employee attributes, employer responsibilities, resume and job search resources and preparing for an interview. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section A17. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Transcript of Achievement

An evaluation of the learning outcomes of each student is prepared by the instructor. This evaluation is by a combination of assignments, presentations, projects, theory exams and/or practical exams.

All evaluations at completion of semesters are reported to the Student Records Department. The transcript is organized to show a percent grade for each course. The grade point equivalent for a course is obtained from the percent grades as follows:

Grades

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grade Point Average</th>
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<tr>
<td>A+</td>
<td>Distinguished</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
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<td>4.00</td>
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<tr>
<td>A-</td>
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<tr>
<td>B+</td>
<td>Above Average</td>
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<tr>
<td>B</td>
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<td>3.00</td>
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<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
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<tr>
<td>C+</td>
<td>Average</td>
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<tr>
<td>C</td>
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<td>2.00</td>
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<tr>
<td>C-</td>
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<tr>
<td>D</td>
<td>Minimum pass. May not proceed to next level.</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failing grade</td>
<td>0.00</td>
</tr>
<tr>
<td>N</td>
<td>Ceased to attend and did not complete requirements.</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory. In accordance with departmental evaluation procedures.</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory. In accordance with departmental evaluation procedures.</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Official withdrawal</td>
<td>N/A</td>
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<tr>
<td>R</td>
<td>Audit. No credit</td>
<td>N/A</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete. Contract agreement for extra time. Recorded as “F” if not fulfilled</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td>In progress</td>
<td>N/A</td>
</tr>
<tr>
<td>@</td>
<td>Non-payment of fees</td>
<td>N/A</td>
</tr>
<tr>
<td>RW</td>
<td>Required to withdraw</td>
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<tr>
<td>NA</td>
<td>No grade available at time of printing</td>
<td>N/A</td>
</tr>
<tr>
<td>ANC</td>
<td>Anecdotal evaluation</td>
<td>N/A</td>
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<tr>
<td>TC</td>
<td>Transfer credit</td>
<td>N/A</td>
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</table>
Grade Point Average (GPA)

1. The course grade points shall be calculated as the product of the course credit value and the grade value.

2. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.
# COURSE OUTLINE

*Please save a copy onto your computer before filling in the form*

**Course Name:** Safe Work Practices  

**Department Head/Coordinator:** Rick Cyr  

**Effective Date:** September 2015  

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Heavy Mechanical Trades Department</th>
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<tbody>
<tr>
<td>School of Transportation Trades</td>
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**Course History:**  

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Name of Replacing Course (if applicable)</th>
<th>Course Number</th>
<th>Number of Credits</th>
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<tbody>
<tr>
<td>New Course</td>
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<td>HMEC 1101</td>
<td>1.0</td>
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**Course Pre-requisites (if applicable):**  

Admission to the program  

**Course Co-requisites (if applicable):**  

**PLAR (Prior Learning Assessment & Recognition):**  

- No  
- Yes (details below):  

**Course Description:**  

This course introduces students to the concepts of safe work practices, occupational health & safety, environmental practices, math, science and electronic media. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections A1, A2, A3, A12, and A13. See: [http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf](http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf) for more information.
### Instructional Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

### Course Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Use safe work practices
2. Apply occupational health and safety
3. Use environmental practices
4. Apply math and science skills
5. Use electronic media

### Program Learning Outcomes:

Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
7. Service, diagnose, and repair trailer landing gear, accessories, systems and components
8. Diagnose and repair heating, ventilation and air conditioning systems and components
9. Service engine supporting systems
10. Remove and install diesel engines
11. Service drive train systems
12. Remove and install transmissions, drive lines, differentials and final drives
13. Service cab structures and components
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
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<tbody>
<tr>
<td>Percentages</td>
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### Components and Weighting of the Assessment/Evaluation Plan

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<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>50</td>
<td>Includes: quizzes, assignments and summative evaluation</td>
</tr>
<tr>
<td>Lab Work</td>
<td>50</td>
<td>Practical assignments (e.g., preparation, task completion, cleanup, document writing-service report)</td>
</tr>
</tbody>
</table>

Total: 100%

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>17.5</td>
<td>Classroom and learning labs</td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>7.5</td>
<td>Heavy equipment shop and external compound</td>
</tr>
</tbody>
</table>

Enter Total Hours 25

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Safe Work Practices
2. Occupational Health and Safety
3. Environmental Practices
4. Math and Science
5. Electronic Media

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:
http://www.vcc.ca/about-vcc/policies/index.cfm

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
Course Name: Tools and Equipment 1

Department Head/Coordinator: Rick Cyr
Effective Date: September 2015

School or Centre: School of Transportation Trades
Department: Heavy Mechanical Trades Department

Course History: New Course
Name of Replacing Course (if applicable):

Course Number: HMEC 1106
Number of Credits: 1.0

Year of Study: 1st Year Post-secondary

Course Description:
This course introduces students to the use of protective equipment, lock out procedures and the use and maintenance of hand tools. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section A4. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Use protective equipment associated with the use of tools and shop equipment
2. Apply lock-out procedures to shop equipment
3. Select, use and maintain hand tools

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
7. Service, diagnose, and repair trailer landing gear, accessories, systems and components
8. Diagnose and repair heating, ventilation and air conditioning systems and components
9. Service engine supporting systems
10. Remove and install diesel engines
11. Service drive train systems
12. Remove and install transmissions, drive lines, differentials and final drives
13. Service cab structures and components
## Learning Environment/Type

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</table>

Enter Total Hours 25

## Components and Weighting of the Assessment/Evaluation Plan:

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<td>Lab Work</td>
<td>50</td>
<td>Practical assignments (e.g., preparation, task completion, cleanup, document writing-service report)</td>
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</table>

Total 100

## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Protective equipment
2. Lock out procedures
3. Hand tools

VCC Education and Education Support Policies

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
### Course Name:
Tools and Equipment 2

### Department Head/Coordinator:
Rick Cyr

### Effective Date:
September 2015

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Department:</th>
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<tbody>
<tr>
<td>School of Transportation Trades</td>
<td>Heavy Mechanical Trades Department</td>
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<tbody>
<tr>
<td>HMEC 1107</td>
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### Course Pre-requisites (if applicable):

Admission to the program

### Course Co-requisites (if applicable):

---

### PLAR (Prior Learning Assessment & Recognition)

- ☒ No
- ☐ Yes (details below):

---

### Course Description:

This course introduces students to the use of measuring instruments, power tools, drill bits and shop equipment. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections A4. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Select, use and maintain measuring instruments
2. Select, use and maintain power tools
3. Select, use and maintain drill bits
4. Select, use and maintain shop equipment

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
7. Service, diagnose, and repair trailer landing gear, accessories, systems and components
8. Diagnose and repair heating, ventilation and air conditioning systems and components
9. Service engine supporting systems
10. Remove and install diesel engines
11. Service drive train systems
12. Remove and install transmissions, drive lines, differentials and final drives
13. Service cab structures and components
Evaluation/Grading System  
(Click on drop down box arrows to see list of options)

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Components and Weighting of the Assessment/Evaluation Plan:  
(Click on drop down box arrows to see list of options)

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Total 100

Learning Environment/Type  
(Select all that are used within the course)

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<td>7.5</td>
<td>Heavy equipment shop and external compound</td>
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<tr>
<td></td>
<td></td>
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</table>

Enter Total Hours 25

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Measuring instruments
2. Power tools
3. Drill bits
4. Shop equipment

VCC Education and Education Support Policies

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |

# Fasteners and Fittings

**Department Head/Coordinator:** Rick Cyr  
**Effective Date:** September 2015

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## Course Pre-requisites (if applicable):

Admission to the program

## Course Co-requisites (if applicable):

## PLAR (Prior Learning Assessment & Recognition)

- No  
- Yes (details below):

## Course Description:

This course introduces students to imperial and metric fasteners, internal and external threads, tubing, pipe and fittings, hose and hose fittings. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section A5. See: [http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf](http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf) for more information.
Note to instructors: An instructional strategy is an approach that an instructor uses to achieve the learning outcomes (e.g., lecture, case study, video, group work).

Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Select and use imperial and metric fasteners
2. Cut and repair internal and external threads
3. Select use and repair tubing, pipe and fittings
4. Select and use hose and hose fittings

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
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Includes: quizzes, assignments and summative evaluation

Practical assignments (e.g., preparation, task completion, cleanup, document writing-service report)

### Learning Environment/Type

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### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Imperial and metric fasteners
2. Internal and external threads
3. Tubing, pipe and fittings
4. Hose and hose fittings

VCC Education and Education Support Policies

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*Course Outline, 20 August 2013* - [http://cid.vcc.ca/p2-cd/curriccomm.html](http://cid.vcc.ca/p2-cd/curriccomm.html)*
COURSE OUTLINE

Please save a copy onto your computer before filling in the form

Course Name: Equipment Operation

Department Head/Coordinator: Rick Cyr  
Effective Date: September 2015

School or Centre: School of Transportation Trades  
Department: Heavy Mechanical Trades Department

Course History:

New Course
Name of Replacing Course
(if applicable):

Year of Study: 1st Year Post-secondary
Course Number: HMEC 1116
Number of Credits: 1.0

Course Pre-requisites (if applicable):

Admission to the program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
☒ No ☐ Yes (details below):

Course Description:

This course introduces students to pre-start and walk around inspections, starting aids, start up procedures, emergency shut down procedures, starting, operating, and shut down of equipment, heavy duty equipment lock out, forklift operation. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section A7. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Describe pre-start and walk around inspections
2. Describe starting aids
3. Describe start up procedures
4. Describe emergency shut down procedures
5. Start, operate and shut down selected equipment
6. Lock-out heavy duty equipment prior to service
7. Operate a forklift

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
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Enter Total Hours 25

### Components and Weighting of the Assessment/Evaluation Plan

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<tr>
<th>Type</th>
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<tr>
<td>Assignments</td>
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Total 100

### Evaluation/Grading System

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<tbody>
<tr>
<td>Percentages</td>
<td></td>
<td>70%</td>
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</table>

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Pre-start and walk around inspections
2. Starting aids
3. Start up procedures
4. Emergency shut down procedures
5. Equipment start up, operation and shut down
6. Heavy duty equipment lock-out
7. Forklift operation

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### Course Outline

**Course Name:** Lubricants and Bearings

**Department Head/Coordinator:** Rick Cyr

**Effective Date:** September 2015

<table>
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**Course History:**

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<tr>
<td>New Course</td>
<td>1st Year Post-secondary</td>
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**Name of Replacing Course (if applicable):**

**Course Number:** HMEC 1126

**Number of Credits:** 1.0

**Course Pre-requisites (if applicable):**

Admission to the program

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition):**

- No
- Yes (details below):

**Course Description:**

This course introduces students to lubricant identification, bearing and seal service procedures. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections A10, and A11. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
**Instructional Strategies:**
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

---

**Course Learning Outcomes:**
Upon successful completion of this course, students will be able to:

1. Identify lubricants
2. Service bearings and seals.

---

**Program Learning Outcomes:**
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
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### Components and Weighting of the Assessment/Evaluation Plan

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<th>Percentage</th>
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Total 100

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Enter Total Hours 25

### Resource Material(s):

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Course Name: Employment Skills

Department Head/Coordinator: Rick Cyr
Effective Date: September 2015

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<td>HMEC 1131</td>
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Course Pre-requisites (if applicable):

Admission to the program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☒ No ☐ Yes (details below):

Course Description:

This course introduces students to shop resources, record keeping practices, job action, diagnostic procedures, and employment preparation. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections A8, A15, A16, and A17. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Note to instructors: An instructional strategy is an approach that an instructor uses to achieve the learning outcomes (e.g., lecture, case study, video, group work).

Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Use shop resources and record keeping practices
2. Prepare job action
3. Describe diagnostic procedures
4. Prepare for employment

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
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Enter Total Hours 25

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Shop resources and record keeping practices
2. Job action
3. Diagnostic procedures
4. Employment preparation

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
Course Name: Cutting and Welding 1

Department Head/Coordinator: Rick Cyr  
Effective Date: September 2015

School or Centre: School of Transportation Trades  
Department: Heavy Mechanical Trades Department

Course History: New Course  
Name of Replacing Course (if applicable): 
Course Number: HMEC 1160  
Number of Credits: 1.0

Year of Study: 1st Year Post-secondary

Course Pre-requisites (if applicable):
Admission to the program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☐ No  ☐ Yes (details below):

Course Description:
This course introduces students to welding regulations, metals, oxy-acetylene components, equipment, cutting, welding and brazing. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section A14. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Instructional Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Identify regulations with respect to welding
2. Identify metals
3. Identify oxy-acetylene components
4. Use oxy-acetylene equipment
5. Cut mild steel with oxy-acetylene equipment
6. Weld mild steel with oxy-acetylene equipment
7. Braze lap joints with oxy-acetylene equipment

Program Learning Outcomes:

Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
7. Service, diagnose, and repair trailer landing gear, accessories, systems and components
8. Diagnose and repair heating, ventilation and air conditioning systems and components
9. Service engine supporting systems
10. Remove and install diesel engines
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13. Service cab structures and components
### Evaluation/Grading System

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### Components and Weighting of the Assessment/Evaluation Plan:

(Click on drop down box arrows to see list of options)

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<td>Lab Work</td>
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### Learning Environment/Type

(Select all that are used within the course)

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### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Welding regulations
2. Metals
3. Oxy-acetylene components
4. Oxy-acetylene equipment
5. Mild steel cutting with oxy-acetylene equipment
6. Mild steel welding with oxy-acetylene equipment
7. Lap joint brazing with oxy-acetylene equipment

VCC Education and Education Support Policies

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http://www.vcc.ca/about-vcc/policies/index.cfm

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: Cutting and Welding 2

Department Head/Coordinator: Rick Cyr
Effective Date: September 2015

School or Centre: School of Transportation Trades
Department: Heavy Mechanical Trades Department

Course History:
New Course
Name of Replacing Course (if applicable):

Year of Study: 1st Year Post-secondary
Course Number: HMEC 1161
Number of Credits: 1.0

Course Pre-requisites (if applicable):
Admission to the program

Course Co-requisites (if applicable): 

PLAR (Prior Learning Assessment & Recognition)
☑ No ☐ Yes (details below):

Course Description:
This course introduces students to tubing and sheet metal soldering, the shielded metal arc welding (SMAW) process, SMAW equipment, mild steel electrodes for SMAW, mild steel welding with SMAW, mild steel welding wire feed processes, and air-arc gouging. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section A14. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Describe the SMAW process
2. Identify SMAW equipment
3. Identify mild steel electrodes for SMAW
4. Weld mild steel with shielded metal arc
5. Weld mild steel using wire feed processes
6. Describe air-arc gouging

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
7. Service, diagnose, and repair trailer landing gear, accessories, systems and components
8. Diagnose and repair heating, ventilation and air conditioning systems and components
9. Service engine supporting systems
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Enter Total Hours: 25

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. The SMAW process
2. SMAW equipment
3. Mild steel electrodes for SMAW
4. Mild steel welding with shielded metal arc
5. Mild steel welding using wire feed processes
6. Air-arc gouging

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
Course Name: Math, Science and Loads

Department Head/Coordinator: Rick Cyr

Effective Date: September 2015

School or Centre: School of Transportation Trades

Department: Heavy Mechanical Trades Department

Course Number: HMEC 1165

Number of Credits: 1.0

Course History: New Course

Year of Study: 1st Year Post-secondary

Name of Replacing Course (if applicable):

Course Pre-requisites (if applicable):

Admission to the program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition):

☐ No ☐ Yes (details below):

Course Description:

This course introduces students to math and science for trades, load supporting and lifting, servicing winch wire rope and the removal of undercarriages. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections A12, A6, A9, and E5. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Apply math and science
2. Lift and support loads
3. Service winch wire rope
4. Remove undercarriages

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
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5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
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### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Math and science
2. Loads
3. Winch wire rope
4. Undercarriages

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<tr>
<th>Course Name:</th>
<th>Final Drives and Undercarriage</th>
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<tr>
<td>Department Head/Coordinator:</td>
<td>Rick Cyr</td>
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<td>Effective Date:</td>
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**Course Pre-requisites (if applicable):**

Admission to the program

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition):**

☑️ No  ☐ Yes (details below):

**Course Description:**

This course introduces students to the installation of undercarriages, removal and installation of final drives, and final drive service. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections I5, I15, and I22. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Note to instructors: An instructional strategy is an approach that an instructor uses to achieve the learning outcomes (e.g., lecture, case study, video, group work).

Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Install undercarriages
2. Remove and install final drives
3. Service final drives

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
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13. Service cab structures and components
## Evaluation/Grading System

(Click on drop down box arrows to see list of options)

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Total 100

## Learning Environment/Type

(Select all that are used within the course)

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<td>K - Shop/Teaching Kitchen</td>
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<td>Heavy equipment shop and external compound</td>
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Enter Total Hours 25

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Undercarriages
2. Final drive service
3. Final drive removal and installation

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Course Outline, 20 August 2013 - [http://cid.vcc.ca/p2-cd/curriccomm.html](http://cid.vcc.ca/p2-cd/curriccomm.html)
Course Name: Frames, Wheels, Tires and Hubs

Department Head/Coordinator: Rick Cyr

Effective Date: September 2015

School or Centre: Heavy Mechanical Trades Department

Course History:

New Course

Name of Replacing Course
(if applicable):

Number of Credits:

Course Description:
This course introduces students to the service and diagnosis of wheels, tires, hubs and the diagnosis and repair of frames. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections E6, and E1. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Service and diagnose tires
2. Service and diagnose wheels
3. Service and diagnose hubs
4. Diagnose and repair frames

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
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### Components and Weighting of the Assessment/Evaluation Plan:

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### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Tires
2. Wheels
3. Hubs
4. Frames

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
Course Name: Steering Systems

Department Head/Coordinator: Rick Cyr

Effective Date: September 2015

<table>
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<tr>
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Course Pre-requisites (if applicable):

Admission to the program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☑ No ☐ Yes (details below):

Course Description:

This course introduces students to basic steering system fundamentals, and steering system service. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section E2. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
### Course Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Describe basic steering system fundamentals
2. Service steering systems

---

### Program Learning Outcomes:

Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
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Enter Total Hours 25

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Steering system fundamentals
2. Steering system service

VCC Education and Education Support Policies

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
Course Name: Suspension Systems 1

Department Head/Coordinator: Rick Cyr  
Effective Date: September 2015

<table>
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<td>Heavy Mechanical Trades Department</td>
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Course Pre-requisites (if applicable):

Admission to the program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☐ No  ☐ Yes (details below):

Course Description:

This course introduces students to wheeled equipment suspension systems, diagnosis and repair of wheeled equipment suspension systems, and the diagnosis and repair of auto-lube systems. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section E4. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
**Instructional Strategies:**

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

---

**Course Learning Outcomes:**

Upon successful completion of this course, students will be able to:

1. Describe wheeled equipment suspension systems
2. Diagnose wheeled equipment suspension systems
3. Repair wheeled equipment suspension systems
4. Diagnose and repair auto-lube systems

---

**Program Learning Outcomes:**

Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
7. Service, diagnose, and repair trailer landing gear, accessories, systems and components
8. Diagnose and repair heating, ventilation and air conditioning systems and components
9. Service engine supporting systems
10. Remove and install diesel engines
11. Service drive train systems
12. Remove and install transmissions, drive lines, differentials and final drives
13. Service cab structures and components
## Evaluation/Grading System

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## Learning Environment/Type

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## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
**Course Topics and Sequence Covered:**

1. Wheeled equipment suspension systems
2. Auto-lube systems

---

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Course Outline, 20 August 2013 - [http://cid.vcc.ca/p2-cd/curriccomm.html](http://cid.vcc.ca/p2-cd/curriccomm.html)
**Course Name:** Suspension Systems 2

**Department Head/Coordinator:** Rick Cyr

**Effective Date:** September 2015

**School or Centre:** School of Transportation Trades

**Department:** Heavy Mechanical Trades Department

**Course History:**
- 1st Year Post-secondary

**Name of Replacing Course (if applicable):**

**Course Number:** HMEC 1241

**Number of Credits:** 1.0

**Course Pre-requisites (if applicable):**

Admission to the program

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition):**

- No
- Yes (details below):

**Course Description:**

This course introduces students to truck and trailer steering axle suspension systems, repair of truck and trailer steering axle suspension systems, truck and trailer rear axle suspension systems and repair of truck and trailer rear axle suspension systems. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section E4. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.

**Instructional Strategies:**
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

**Course Learning Outcomes:**
Upon successful completion of this course, students will be able to:

1. Describe truck and trailer steering axle suspension systems
2. Repair truck and trailer steering axle suspension systems
3. Describe truck and trailer rear axle suspension systems
4. Repair truck and trailer rear axle suspension systems

**Program Learning Outcomes:**
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
7. Service, diagnose, and repair trailer landing gear, accessories, systems and components
8. Diagnose and repair heating, ventilation and air conditioning systems and components
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#### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Truck and trailer steering axle suspension systems
2. Truck and trailer rear axle suspension systems

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Course Name: Hydraulic Systems

Department Head/Coordinator: Rick Cyr
Effective Date: September 2015

School Centre: Heavy Mechanical Trades Department
School or Centre: School of Transportation Trades
Department: Heavy Mechanical Trades Department

Course History:
New Course
Name of Replacing Course (if applicable):

Year of Study:
1st Year Post-secondary

Course Number:
HMEC 1245

Number of Credits:
1.0

Course Pre-requisites (if applicable):
Admission to the program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No
Yes (details below):

Course Description:
This course introduces students to the principles of hydraulics, basic operation of a hydraulic system, types of hydraulic systems, and the interpretation of hydraulic diagrams. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section C1. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Note to instructors: An instructional strategy is an approach that an instructor uses to achieve the learning outcomes (e.g., lecture, case study, video, group work).

Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Describe the principles of hydraulics
2. Describe the basic operation of a hydraulic system
3. Describe types of hydraulic systems
4. Interpret basic hydraulic diagrams

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
7. Service, diagnose, and repair trailer landing gear, accessories, systems and components
8. Diagnose and repair heating, ventilation and air conditioning systems and components
9. Service engine supporting systems
10. Remove and install diesel engines
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13. Service cab structures and components
Evaluation/Grading System  
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Learning Environment/Type  
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Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Principles of hydraulics
2. Hydraulic system operation
3. Hydraulic system types
4. Hydraulic diagrams
Course Name: Hydraulic System Service

Department Head/Coordinator: Rick Cyr  
Effective Date: September 2015

School or Centre: School of Transportation Trades  
Department: Heavy Mechanical Trades Department

Course History: New Course  
Name of Replacing Course (if applicable):  
Course Number: HMEC 1250  
Number of Credits: 1.0

Course Pre-requisites (if applicable): Admission to the program

Course Co-requisites (if applicable): 

PLAR (Prior Learning Assessment & Recognition)  
☐ No  ☐ Yes (details below): 

Course Description: 

This course introduces students to hydraulic components, hydraulic fluids, hydraulic hoses and fittings, safe work practices, and scheduled maintenance. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section C2. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Describe hydraulic components
2. Select hydraulic fluids
3. Select hydraulic hoses and fittings
4. Assemble hydraulic hoses and fittings
5. Demonstrate safe work procedures
6. Perform scheduled maintenance

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
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Enter Total Hours **25**

## Resource Material(s)

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Hydraulic components
2. Hydraulic fluids
3. Hydraulic hoses and fittings
4. Safe work procedures
5. Scheduled maintenance

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |

Course Name: Electricity

Department Head/Coordinator: Rick Cyr
Effective Date: September 2015

School or Centre: School of Transportation Trades
Department: Heavy Mechanical Trades Department

Year of Study: 1st Year Post-secondary
Course Number: HMEC 1255
Number of Credits: 1.0

Course Pre-requisites (if applicable):
Admission to the program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition) ☒ No ☐ Yes (details below):

Course Description:
This course introduces students to electrical terminology, basic theory concepts, circuit calculations, magnetic theory, electrical and electronic components, wiring diagrams and symbols. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section D1. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Define electrical terminology
2. Explain basic circuit concepts
3. Perform circuit calculations
4. Describe magnetic theory
5. Identify common electrical and electronic components
6. Interpret wiring diagrams and symbols

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
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**Enter Total Hours** 25

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Electrical terminology
2. Basic circuit concepts
3. Circuit calculations
4. Magnetic theory
5. Electrical and electronic components
6. Wiring diagrams and symbols

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
Course Name: Batteries and Electrical Test Instruments

Department Head/Coordinator: Rick Cyr

Effective Date: September 2015

School or Centre: School of Transportation Trades

Department: Heavy Mechanical Trades Department

Course History: New Course

Name of Replacing Course (if applicable):

Course Number: HMEC 1260

Number of Credits: 1.0

Year of Study: 1st Year Post-secondary

Course Description:

This course introduces students to electrical test instruments, and the diagnosis and service of batteries. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections D2, and D3. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Instructional Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Describe how to use electrical measuring devices
2. Diagnose electrical circuits
3. Describe battery design and operation
4. Select, test and maintain batteries
5. Diagnose causes of battery failure
6. Remove and replace batteries
7. Use booster batteries

Program Learning Outcomes:

Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
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<tr>
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<td>14</td>
<td>Heavy equipment shop and external compound</td>
</tr>
</tbody>
</table>

**Enter Total Hours**: 25

### Resource Material(s)

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Electrical measuring devices
2. Electrical circuits
3. Batteries
4. Booster batteries

VCC Education and Education Support Policies

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

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Course Name: Starters and Charging Systems

Department Head/Coordinator: Rick Cyr
Effective Date: September 2015

School or Centre: School of Transportation Trades
Department: Heavy Mechanical Trades Department

Course History:
New Course
Name of Replacing Course (if applicable):

Year of Study: 1st Year Post-secondary
Course Number: HMEC 1265
Number of Credits: 1.0

Course Pre-requisites (if applicable):
Admission to the program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
☒ No ☐ Yes (details below):

Course Description:
This course introduces students to charging system service and starter systems service. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections D6, and D4. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Describe charging circuits
2. Maintain charging circuits
3. Identify components of starting circuits
4. Describe the design and operation of starting circuits
5. Inspect starting circuits

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
7. Service, diagnose, and repair trailer landing gear, accessories, systems and components
8. Diagnose and repair heating, ventilation and air conditioning systems and components
9. Service engine supporting systems
10. Remove and install diesel engines
11. Service drive train systems
12. Remove and install transmissions, drive lines, differentials and final drives
13. Service cab structures and components
## Evaluation/Grading System

(Click on drop down box arrows to see list of options)

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## Components and Weighting of the Assessment/Evaluation Plan:

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Total 100

## Learning Environment/Type

(Select all that are used within the course)

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Enter Total Hours 30

## Resource Material(s):  
Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Charging circuits
2. Starting circuits

VCC Education and Education Support Policies

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
**Course Name:** Electrical Circuits, Cab and Protective Structures

**Department Head/Coordinator:** Rick Cyr

**Effective Date:** September 2015

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**School or Centre:** School of Transportation Trades

**Department:** Heavy Mechanical Trades Department

**Course History:**

New Course

**Year of Study:** 1st Year Post-secondary

**Name of Replacing Course (if applicable):**

**Course Number:** HMEC 1270

**Number of Credits:** 1.0

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**Course Pre-requisites (if applicable):**

Admission to the program

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**Course Co-requisites (if applicable):**

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**PLAR (Prior Learning Assessment & Recognition)**

☑ No ☐ Yes (details below):

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**Course Description:**

This course introduces students to electrical circuits, cab structures and protective structures. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections D8, J1 and J2. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
**Instructional Strategies:**

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

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**Course Learning Outcomes:**

Upon successful completion of this course, students will be able to:

1. Service electrical circuits
2. Identify protective structures
3. Service cab structures

---

**Program Learning Outcomes:**

Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
7. Service, diagnose, and repair trailer landing gear, accessories, systems and components
8. Diagnose and repair heating, ventilation and air conditioning systems and components
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### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Electrical circuits
2. Protective structures
3. Cab structures

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
**Course Name:** Hydraulic Brakes Systems

**Department Head/Coordinator:** Rick Cyr  
**Effective Date:** September 2015

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<td>Heavy Mechanical Trades Department</td>
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**Course History:**  
New Course  
Name of Replacing Course  
(if applicable): |

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**Course Number:** HMEC 1275  
**Number of Credits:** 1.0

**Course Pre-requisites (if applicable):**  
Admission to the program

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition):**  
☒ No ☐ Yes (details below):

**Course Description:**  
This course introduces students to the foundations of hydraulic brake systems. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section B1. See: [http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical.foundation.march-2014.pdf](http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical.foundation.march-2014.pdf) for more information.
Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Describe the principles of braking
2. Describe the foundation brake
3. Review hydraulic principles
4. Describe the hydraulics of a brake system
5. Select brake fluids
6. Describe parking brake systems

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
7. Service, diagnose, and repair trailer landing gear, accessories, systems and components
8. Diagnose and repair heating, ventilation and air conditioning systems and components
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**Total 100**

### Learning Environment/Type

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**Enter Total Hours 25**

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Principles of braking
2. The foundation brake
3. Hydraulic principles
4. Hydraulics of a brake system
5. Brake fluids
6. Parking brakes

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: Power Brakes

Department Head/Coordinator: Rick Cyr  Effective Date: September 2015

School or Centre: School of Transportation Trades  Department: Heavy Mechanical Trades Department

Course History: New Course  Year of Study: 1st Year Post-secondary

Name of Replacing Course (if applicable):

Course Number: HMEC 1280  Number of Credits: 1.0

Course Pre-requisites (if applicable):

Admission to the program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  No  Yes (details below):

Course Description:

This course introduces students to the diagnosis and repair of power brake systems. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections B1, and B2. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Note to instructors: An instructional strategy is an approach that an instructor uses to achieve the learning outcomes (e.g., lecture, case study, video, group work).

Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Diagnose hydraulic brake systems
2. Repair hydraulic brake systems
3. Service parking brake systems
4. Perform preventive maintenance
5. Describe the power brake systems
6. Diagnose and repair power brake systems
7. Describe hydraulic anti-lock braking systems
8. Diagnose and repair anti-lock braking systems

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
7. Service, diagnose, and repair trailer landing gear, accessories, systems and components
8. Diagnose and repair heating, ventilation and air conditioning systems and components
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**Evaluation/Grading System**  
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Enter Total Hours 25

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Hydraulic brake systems
2. Parking brake systems
3. Preventive maintenance
4. Power brake systems
5. Anti-lock braking systems

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: Air Brakes 1

Department Head/Coordinator: Rick Cyr
Effective Date: September 2015

School or Centre: School of Transportation Trades
Department: Heavy Mechanical Trades Department

Year of Study: 1st Year Post-secondary

Course Name: Air Brakes 1
Course Number: HMEC 1285
Number of Credits: 1.0

Course Pre-requisites (if applicable):
Admission to the program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
☑ No ☐ Yes (details below):

Course Description:
This course introduces students to the foundations of air brake systems. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section B3. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Describe the principles of braking
2. Describe the principles of pneumatics
3. Describe a basic air brake system
4. Describe the basics of air brake schedules

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
7. Service, diagnose, and repair trailer landing gear, accessories, systems and components
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Enter Total Hours: 25

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Principles of braking
2. Principles of pneumatics
3. Basic air brake system
4. Basics of air brake schedules

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Course Name: Air Brakes 2

Department Head/Coordinator: Rick Cyr  
Effective Date: September 2015

**School or Centre:** School of Transportation Trades  
**Department:** Heavy Mechanical Trades Department

**Course History:**  
New Course  
1st Year Post-secondary

**Name of Replacing Course (if applicable):**

**Course Number:** HMEC 1315  
**Number of Credits:** 1.0

**Course Pre-requisites (if applicable):**

Admission to the program

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition):**

☐ No  ☐ Yes (details below):

**Course Description:**

This course introduces students to the air brake system service and inspection. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section B3. See: [http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf](http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf) for more information.
Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Repair foundation brake assembly
2. Service and inspect air brakes
3. Describe tractor trailer pre-trip brake inspection
4. Perform a tractor trailer pre-trip brake inspection

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
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### Learning Environment/Type

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<td>Heavy equipment shop and external compound</td>
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</tbody>
</table>

**Enter Total Hours 25**

### Resource Material(s)

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Foundation brake assemblies
2. Air brakes
3. Tractor trailer pre-trip brake inspection

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
Course Name: Heating and Air Conditioning Systems

Department Head/Coordinator: Rick Cyr  
Effective Date: September 2015

School or Centre: School of Transportation Trades  
Department: Heavy Mechanical Trades Department  
Year of Study: 1st Year Post-secondary

Name of Replacing Course (if applicable):

Course Number: HMEC 1320  
Number of Credits: 1.0

Course Pre-requisites (if applicable):

Admission to the program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☒ No ☐ Yes (details below):

Course Description:

This course introduces students to the diagnosis and repair of heating and air conditioning systems. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections G1, and G2. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Describe Heating and Air Conditioning Fundamentals
2. Diagnose and Repair Heating and Air Conditioning Systems

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
7. Service, diagnose, and repair trailer landing gear, accessories, systems and components
8. Diagnose and repair heating, ventilation and air conditioning systems and components
9. Service engine supporting systems
10. Remove and install diesel engines
11. Service drive train systems
12. Remove and install transmissions, drive lines, differentials and final drives
13. Service cab structures and components

Note to instructors: An instructional strategy is an approach that an instructor uses to achieve the learning outcomes (e.g., lecture, case study, video, group work).
### Components and Weighting of the Assessment/Evaluation Plan:

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**Total 100**

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**Enter Total Hours 25**

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Principles of heating and air conditioning
2. Design and operation of heating and air conditioning systems
3. Chloro-fluoro-carbons

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
Course Name: Landing Gear, Trailers and Coupling

Department Head/Coordinator: Rick Cyr

Effective Date: September 2015

School or Centre: School of Transportation Trades

Department: Heavy Mechanical Trades Department

Course History: New Course

Year of Study: 1st Year Post-secondary

Name of Replacing Course (if applicable):

Course Number: HMEC 1325

Number of Credits: 1.0

Course Pre-requisites (if applicable):

Admission to the program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☐ No ☐ Yes (details below):

Course Description:

This course introduces students to accessories, lift gates, landing gears, winches, hitches and couplers. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections F1, and F2. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
### Instructional Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

### Course Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Describe the construction and operation of accessories
2. Service and repair lift gates, landing gears and winches
3. Describe and service hitches and couplers

### Program Learning Outcomes:

Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
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### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Construction and operation of accessories
2. Lift gates, landing gears and winches
3. Hitches and couplers

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Course Name: Trailer Components

Department Head/Coordinator: Rick Cyr
Effective Date: September 2015

School or Centre: School of Transportation Trades
Department: Heavy Mechanical Trades Department

Course History: New Course
Year of Study: 1st Year Post-secondary

Name of Replacing Course (if applicable):
Course Number: HMEC 1330
Number of Credits: 1.0

Course Pre-requisites (if applicable):

Admission to the program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☐ No ☐ Yes (details below):

Course Description:

This course introduces students to trailer body components and trailer heating and refrigeration systems. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections F3, and F4. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
### Instructional Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

### Course Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Describe the purpose and operation of trailer body components
2. Install and remove trailer body components
3. Diagnose and repair or replace trailer body components
4. Identify heating and refrigeration components
5. Diagnose refrigeration units
6. Repair heating and refrigeration systems

### Program Learning Outcomes:

Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
7. Service, diagnose, and repair trailer landing gear, accessories, systems and components
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Enter Total Hours 25

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
### Course Topics and Sequence Covered:

1. Trailer body components
2. Heating and refrigeration components
3. Heating and refrigeration systems

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*Course Outline, 20 August 2013 - http://cid.vcc.ca/p2-cd/curriccomm.html*
Course Name: Diesel Fuel and Engine Support Systems

Department Head/Coordinator: Rick Cyr
Effective Date: September 2015

School or Centre: School of Transportation Trades
Department: Heavy Mechanical Trades Department
Year of Study: 1st Year Post-secondary

Course Number: HMEC 1335
Number of Credits: 1.0

Course Description:
This course introduces students to engine support systems, two and four stroke combustion cycles, characteristics of diesel fuel, diesel fuel supply circuits and their components. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections H2, and H4. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Describe engine support systems
2. Service engine support systems
3. Describe combustion of two and four stroke
4. Identify characteristics of diesel fuel
5. Identify diesel fuel supply circuits and their components
6. Perform limited service on diesel supply circuits

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
7. Service, diagnose, and repair trailer landing gear, accessories, systems and components
8. Diagnose and repair heating, ventilation and air conditioning systems and components
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### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Engine support systems
2. Two and four stroke cycles
3. Diesel fuel
4. Diesel fuel supply circuits and components

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |

Course Name: Diesel Engine Removal

Department Head/Coordinator: Rick Cyr  
Effective Date: September 2015

School or Centre: School of Transportation Trades
Department: Heavy Mechanical Trades Department

Course History: New Course
Year of Study: 1st Year Post-secondary

Name of Replacing Course (if applicable):
Course Number: HMEC 1340
Number of Credits: 1.0

Course Pre-requisites (if applicable):
Admission to the program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☒ No ☐ Yes (details below):

Course Description:
This course introduces students to diesel engine removal. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section H9. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Describe the procedures to prepare a diesel engine for removal
2. Remove engines in trucks and heavy equipment applications

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
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Evaluation/Grading System  (Click on drop down box arrows to see list of options)

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Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Diesel engine removal

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
# Course Outline

**Course Name:** Diesel Engine Installation  
**Department Head/Coordinator:** Rick Cyr  
**Effective Date:** September 2015  
**Year of Study:**  
**Course Pre-requisites (if applicable):**  
Admission to the program  
**Course Co-requisites (if applicable):**  
**PLAR (Prior Learning Assessment & Recognition):**  
- No  
- Yes (details below):  
**Course Description:**  
This course introduces students to diesel engine installation. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section H9. See: [http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf](http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf) for more information.
Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:
1. Describe the procedures to prepare a diesel engine for installation
2. Install engines in trucks and heavy equipment applications

Program Learning Outcomes:
Graduates of this program will be able to:
1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
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Course Topics and Sequence Covered:

1. Diesel engine installation

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
Course Name: Gasoline Fuel Systems and Ignition

Department Head/Coordinator: Rick Cyr  
Effective Date: September 2015

School or Centre: School of Transportation Trades  
Department: Heavy Mechanical Trades

Course History:
New Course  
Year of Study: 1st Year Post-secondary

Name of Replacing Course (if applicable):
Course Number: HMEC 1350  
Number of Credits: 1.0

Course Pre-requisites (if applicable):
Admission to the program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☐ No  ☐ Yes (details below):

Course Description:
This course introduces students to gasoline fuel injection systems, and electronic ignition systems. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections H6, and H16. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Note to instructors: An instructional strategy is an approach that an instructor uses to achieve the learning outcomes (e.g., lecture, case study, video, group work).

### Instructional Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

---

### Course Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Describe the characteristics of gasoline
2. Describe gasoline fuel injection systems
3. Service gasoline fuel injection systems
4. Describe the design and operation of electronic ignition systems
5. Perform limited inspection and repair of electronic ignition systems

---

### Program Learning Outcomes:

Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
7. Service, diagnose, and repair trailer landing gear, accessories, systems and components
8. Diagnose and repair heating, ventilation and air conditioning systems and components
9. Service engine supporting systems
10. Remove and install diesel engines
11. Service drive train systems
12. Remove and install transmissions, drive lines, differentials and final drives
13. Service cab structures and components
Evaluation/Grading System  (Click on drop down box arrows to see list of options)

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Components and Weighting of the Assessment/Evaluation Plan:  (Click on drop down box arrows to see list of options)

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Total 100

Learning Environment/Type  (Select all that are used within the course)

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<td>8</td>
<td>Classroom and learning labs</td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>17</td>
<td>Heavy equipment shop and external compound</td>
</tr>
</tbody>
</table>

Enter Total Hours 25

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Gasoline fuel injection systems
2. Electronic ignition systems

VCC Education and Education Support Policies

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Course Outline, 20 August 2013 - [http://cid.vcc.ca/p2-cd/curriccomm.html](http://cid.vcc.ca/p2-cd/curriccomm.html)
# Course Outline

## Please save a copy onto your computer before filling in the form

**Course Name:** Transmissions

**Department Head/Coordinator:** Rick Cyr  
**Effective Date:** September 2015

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Transportation Trades</td>
<td>Heavy Mechanical Trades Department</td>
</tr>
</tbody>
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## Course History:

<table>
<thead>
<tr>
<th>New Course</th>
<th>Course Number:</th>
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<tbody>
<tr>
<td>1st Year Post-secondary</td>
<td>HMEC 1355</td>
</tr>
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<table>
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<tr>
<th>Name of Replacing Course (if applicable):</th>
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<tbody>
<tr>
<td>HMEC 1355</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
</tr>
</tbody>
</table>

## Course Pre-requisites (if applicable):

Admission to the program

## Course Co-requisites (if applicable):

No

## PLAR (Prior Learning Assessment & Recognition)

☐ No  ☐ Yes (details below):

## Course Description:

This course introduces students to clutches, manual transmissions, torque converters, torque dividers, powershift and automatic transmissions. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections I2, I4, I7, and I8. See: [http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf](http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf) for more information.
Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Identify clutches and related components
2. Service clutches and related components
3. Identify the operation of manual transmissions
4. Service manual transmissions
5. Identify purpose of torque converters and dividers
6. Service torque converters and dividers
7. Identify the operation of powershift and automatic transmissions
8. Service powershift and automatic transmissions

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
7. Service, diagnose, and repair trailer landing gear, accessories, systems and components
8. Diagnose and repair heating, ventilation and air conditioning systems and components
9. Service engine supporting systems
10. Remove and install diesel engines
11. Service drive train systems
12. Remove and install transmissions, drive lines, differentials and final drives
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### Evaluation/Grading System

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### Components and Weighting of the Assessment/Evaluation Plan

<table>
<thead>
<tr>
<th>Type</th>
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<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
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<tbody>
<tr>
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Total 100

### Learning Environment/Type

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<tbody>
<tr>
<td>L - Classroom</td>
<td>9</td>
<td>Classroom and learning labs</td>
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<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
<td>16</td>
<td>Heavy equipment shop and external compound</td>
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</tbody>
</table>

Enter Total Hours 25

### Resource Material(s): Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Clutches and related components
2. Manual transmissions
3. Torque converters and dividers
4. Powershift and automatic transmissions

VCC Education and Education Support Policies
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The policies are located on the VCC web site at:
http://www.vcc.ca/about-vcc/policies/index.cfm

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: Drivelines

Department Head/Coordinator: Rick Cyr
Effective Date: September 2015

School of Centre: School of Transportation Trades
Department: Heavy Mechanical Trades Department

Course History:
New Course
Name of Replacing Course (if applicable):
Course Number: HMEC 1360
Number of Credits: 1.0

Year of Study: 1st Year Post-secondary

Course Pre-requisites (if applicable):
Admission to the program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☑ No ☐ Yes (details below):

Course Description:
This course introduces students to drivelines and transmission removal and installation. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections I20, and I11. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Identify transmissions
2. Remove and install transmissions
3. Identify drivelines and components
4. Service drivelines and components

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
7. Service, diagnose, and repair trailer landing gear, accessories, systems and components
8. Diagnose and repair heating, ventilation and air conditioning systems and components
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### Learning Environment/Type

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**Enter Total Hours 25**

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Transmission removal and installation
2. Drivelines and components

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*Course Outline, 20 August 2013* - [http://cid.vcc.ca/p2-cd/curriccomm.html](http://cid.vcc.ca/p2-cd/curriccomm.html)
### Course Name:
Drive Axles and Differentials

### Department Head/Coordinator:
Rick Cyr

### Effective Date:
September 2015

#### School or Centre:
School of Transportation Trades

#### Department:
Heavy Mechanical Trades Department

#### Year of Study:
1st Year Post-secondary

#### Course History:
Name of Replacing Course (if applicable):

#### Course Number:
HMEC 1365

#### Number of Credits:
1.0

### Course Pre-requisites (if applicable):
Admission to the program

### Course Co-requisites (if applicable):

### PLAR (Prior Learning Assessment & Recognition)

- [ ] No
- [ ] Yes (details below):

### Course Description:
This course introduces students to drive axles and differential servicing. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program sections I13, and I21. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Instructional Strategies:
Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Identify drive axles
2. Service drive axles
3. Remove drivelines and differentials
4. Install drivelines and differentials

Program Learning Outcomes:
Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
7. Service, diagnose, and repair trailer landing gear, accessories, systems and components
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Note to instructors: An instructional strategy is an approach that an instructor uses to achieve the learning outcomes (e.g., lecture, case study, video, group work).
### Evaluation/Grading System

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Enter Total Hours 25

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Drive axles
2. Differentials

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Course Name: Employment Preparation

Department Head/Coordinator: Rick Cyr

Effective Date: September 2015

School or Centre: School of Transportation Trades

Department: Heavy Mechanical Trades Department

Year of Study: 1st Year Post-secondary

Course History:

New Course

Name of Replacing Course (if applicable):

Course Number: HMEC 1370

Number of Credits: 1.0

Course Pre-requisites (if applicable):

Admission to the program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☐ No  ☐ Yes (details below):

Course Description:

This course introduces students to areas and types of vehicles and equipment maintained and repaired, business types, business relationships, government relationships, labour relationships, employee attributes, employer responsibilities, resume and job search resources and preparing for an interview. Topics included are from the Industry Training Authority Heavy Mechanical Trades Foundation Program section A17. See: http://www.itabc.ca/sites/default/files/docs/partners/RTO/heavy-mechanical-foundation-march-2014.pdf for more information.
Course Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Describe the areas and types of vehicles and equipment maintained and repaired
2. Describe the current heavy mechanics trade
3. Describe the range of working conditions
4. Describe types of businesses
5. Describe labour groups
6. Describe legislation affecting employment
7. Describe positive employee attributes
8. Describe employer responsibility
9. Prepare a resume
10. Prepare a cover letter
11. Identify job search sources
12. Prepare for an interview
13. Follow up on an interview

Program Learning Outcomes:

Graduates of this program will be able to:

1. Apply foundational and essential job skills
2. Work in accordance with occupational health and safety standards
3. Service and repair brake systems (hydraulic and air)
4. Service hydraulic systems
5. Service and diagnose electrical systems and components
6. Service, diagnose, and repair frames, steering and suspensions
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Enter Total Hours 25

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. Areas and types of vehicles and equipment maintained and repaired
2. The current heavy mechanics trade
3. Range of working conditions
4. Types of businesses
5. Labour groups
6. Legislation affecting employment
7. Positive employee attributes
8. Employer responsibility
9. Resumes and cover letters
10. Jobs search
11. Interviews

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
PREPARED FOR: Education Council

ISSUE: Changes to the First-Year University Transfer Computing Science and Software Systems Certificate

BACKGROUND:
This proposal, presented by Andy Sellwood, involves removing the possibility of PLAR for two math courses, dropping a course in computer design and the addition of 3 credits of electives to the requirements for the Certificate. To help accommodate that two existing VCC UT courses (Macroeconomics and Sociology 2) were added to the electives available for certificate completion. These changes are driven by changes to and requirements of the SFU computing Science program.

DISCUSSION:
This proposal caused discussion regarding making changes to VCC programs in response to changes in programs at other institutions. Andy Sellwood stated he thought this proposal made sense because the VCC certificate has the possibility of guaranteed entrance to the SFU program therefore responding to changes in a program at SFU specifically made sense to maintain this advantage. Curriculum Committee, of course, does not consider this a ground-breaking precedent of any sort.

A correction regarding VCC residency requirements has been made to the PCG as well.

RECOMMENDATION:
Curriculum Committee recommends Education Council approves changes to the First-Year University Transfer Computing Science and Software Systems Certificate.

Prepared by:
David Branter
Chair, Curriculum Committee
Use this control sheet to describe the revisions being made to courses or programs, or the curriculum being developed for new courses. Complete one control sheet for each submission to Curriculum Committee.

For New Programs, refer to the Proposal for New Program document.

<table>
<thead>
<tr>
<th>Curriculum Developer: Andy Sellwood</th>
<th>Title: Dept. Head, Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Centre: School of Access</td>
<td>Department: Science</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:asellwood@vcc.ca">asellwood@vcc.ca</a></td>
<td>Phone/Ext.: 7293</td>
</tr>
</tbody>
</table>

A) DOCUMENTATION (select all that apply)

- ☑ Program Content Guide
  - Program Name(s): First-Year University Transfer Computing Science and Software Systems Certificate
  - Anticipated Start Date: September 2015

- ☑ Course name and number: Sociology 2: Canadian Society (SOCI 1200) Credits: 3.0
  - *All new or revised course numbers must be validated in advance with the Registrar’s Office

- Course name and number: Macroeconomics (ECON 1200) Credits: 3.0
  - *All new or revised course numbers must be validated in advance with the Registrar’s Office

(Add additional lines if required)

B) DEVELOPMENT TYPE (select all that apply)

- ☐ New Course(s)
  - Course has never been offered before at VCC (either as a standalone course or as part of a program)

- ☐ New Non-Credit Course(s)
  - Course has never been offered before at VCC and is/are not Articulated, Affiliated or Accredited (does not apply to Continuing Studies)

- ☐ Replacement Course(s)
  - A Replacement course will be equivalent to the course it replaces in a student’s academic record. It will be used for GPA calculation and to track course duplications and repetitions.
  - This course replaces: ____________________________________________

- ☑ Revision to Program Content Guide (PCG)
  - Major Revision (check all that apply):
    - ☐ Program/Credential
    - ☐ Program Purpose
C) RATIONALE AND NEED

- For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change.
- For new courses, provide a rationale for developing the course.
- Who have you consulted (internally and externally) and provide a brief summary of the feedback.
- Are there any expected costs as a result of this proposal?

The changes being requested are:

1. That PLAR not be accepted for Calculus 1 (MATH 1100) or Calculus 2 (MATH 1200) for the certificate.
2. Removal of the course ‘Introduction to Computer Design’ from the certificate. This required a change in program learning outcome #7 (from ‘Apply problem-solving in math, computer programming and computer design’ to ‘Apply problem-solving in math and computer programming.’)
3. Increase of possible electives to include Sociology 2 and Macroeconomics (courses already in existence at VCC).

The rationale for these changes is that 1) SFU will not accept students who transfer with the certificate if
Curriculum Development and Approval
Pilot Project November 2014 to June 2015

they have received PLAR for MATH 1100 or 1200, and 2) SFU has removed their equivalent of ‘Introduction to Computer Design’ from their 1st year program and asked us to do likewise. 3) With the removal of ‘Introduction to Computer Design’ SFU recommended that VCC students take two electives to complete the 30 credits required. It was noticed that Sociology 2 and Macroeconomics would also work well for VCC students in completing their degrees at SFU so these were added to the list of electives (which already included Sociology 1, Microeconomics and Psychology 1) SFU Computer Science has been consulted. There are no expected costs.

D) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy (policy #)

1. As Centre for Instructional Development Dean or delegate I certify that:
   a. Documentation meets the standards and policies for program/course documentation and there is educational alignment within the program/course.

   Susie Findlay ___________  signed via email ___________  April 28, 2015 ___________
   Print Name            Signature                   Date

2. As Registrar or delegate I certify that:
   a. Documentation meets the institutional standards for entry requirements, course numbering and credit calculation required for implementation once approved.

   Stephen Salem ___________  signed via email ___________  April 1, 2015 ___________
   Print Name            Signature                   Date

3. As Department Leader I certify that:
   a. Faculty in the department have been consulted and approve of the proposed changes; and
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.

   Andy Sellwood ___________  signed via email ___________  April 20, 2015 ___________
   Print Name            Signature                   Date

4. As Dean/Director I certify that:
   a. Faculty in the department (and the School, if appropriate) have been consulted and approve of the proposed changes;
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.
   c. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
d. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Wells</td>
<td>signed via email</td>
<td>April 27, 2015</td>
</tr>
</tbody>
</table>
Curriculum Control Sheet

*** FOR EDUCATION COUNCIL OFFICE USE ***

**CURRICULUM COMMITTEE**

Date: _________________________

Minor Revisions
- ☐ Approved as presented, proceed with implementation
- ☐ Approved with additional minor edits
- ☐ Revisions approved by Curriculum Committee Chair, proceed with implementation  Date: ________
- ☐ Reclassified as *not minor*

Major Revisions
- ☐ Recommend to EDCO as presented, proceed to EDCO
- ☐ Recommend to EDCO with additional changes
- ☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO  Date: _____________
- ☐ Recommend significant changes, return to Department Leader

New/Replacement Course(s)
- ☐ Recommend to EDCO as presented, proceed to EDCO
- ☐ Recommend to EDCO with additional changes
- ☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO  Date: _____________
- ☐ Recommend significant changes, return to Department Leader

**EDUCATION COUNCIL**

Date: _________________________

Minor Revisions
- ☐ Received as Information
- ☐ Request review of documentation from Curriculum Committee
- ☐ Reclassified as *Major Revisions*, return to Curriculum Committee

Major Revisions
- ☐ Approved as presented, proceed with implementation
- ☐ Approved with additional minor changes
- ☐ Recommend significant changes, return to Department Leader

New/Replacement Course(s)
- ☐ Recommend to EDCO as presented, proceed to EDCO
- ☐ Recommend to EDCO with additional changes
- ☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO  Date: _________________
- ☐ Recommend significant changes, return to Department Leader
First-year University Transfer
Computing Science and Software Systems Certificate

Program Content Guide

Effective Date: Sept 2015
Program Map – Option A

Vancouver Community College – First Year University Transfer (UT) Computing Science and Software Systems Certificate

Program Values: applied learning, knowledge, professionalism

Entry Requirements:
- Grade 12 graduation, or equivalent
- English 12 with a "C+" or greater and English Language Proficiency or equivalent
- Precalculus 12 with a B, or VCC Math 0883/0893 with a B, or VCC Math 1020 with a C, or VCC Math Precalculus Test (MPH) with a 75%
- One of the following:
  - Physics 12 with a C+, or VCC Physics 0883/0993 with a C+, or equivalent
  - Chemistry 12 with a C+, or VCC Chemistry 0883/0993 with a C+, or equivalent
  - Biology 12 with a C+, or VCC Biology 0883/0993 with a C+, or equivalent

Corequisites

Prerequisites

Term 1
- Calculus 1
  - MATH 1100
- Discrete Mathematics
  - MATH 1120
- Engineering Technology & Society
  - SCIE 1100
- Professional Communication
  - SCIE 1100
- Introduction to Computer Programming 1
  - CMPT 1010

Term 2
- Calculus 2
  - MATH 1200
- Applied Linear Algebra
  - MATH 1221
- Elective
  - One of: SOCI 1100, SOCI 1200, ECON 1100, ECON 1200, or PSYC 1100
- Elective
  - One of: SOCI 1100, SOCI 1200, ECON 1100, ECON 1200, or PSYC 1100
- Introduction to Computer Programming 2
  - CMPT 1020

Intended Learning Outcomes:
1. Incorporate critical thinking into theoretical reasoning and decision making
2. Work collaboratively in computing laboratory activities
3. Demonstrate information literacy abilities to determine the nature and extent of information required
4. Apply the appropriate presentation style to produce clear and accurate written, verbal, and visual communication for clients and other professionals
5. Utilize accepted research process and abilities in all professional inquiries, communications, and scholarship
6. Apply scientific and quantitative methodology as well as the analytical skills
7. Apply problem-solving in math and computer programming

Critical Thinker, Problem Solver, Professional Analyst
Purpose

The First–year, University Transfer, Computing Science and Software Systems Certificate is offered to provide students with the opportunity to explore options and demonstrate success at the first year level of university studies. Students will gain transfer credits to the second year of the SFU Computing Science and Software System programs. Students who have completed all program requirements must contact the Registrar’s Office to apply for graduation. For 2nd year transfer agreements with other public, post-secondary colleges, institutes and universities, please see our website: www.vcc.ca. Students will

- increase readiness for degree-level study
- gain advanced standing into specified university programs through signed articulation (transfer) agreements
- gain transfer credits to the SFU Computing Science and Software Systems degree programs or others as follows:

Assured SFU Computing Science and Software Systems Degree 2nd year Admission Pathway

Assured admission under this pathway requires completion of the VCC Computer Science and Software Systems Certificate with a VCC GPA of 2.75 (calculated based on the best attempt for each course). All credits must be obtained within sixteen months, and for at least two of the terms at VCC, students need to meet a minimum course load of 12 credits.

The following courses must be taken: CMPT 1010, CMPT 1020, MATH 1100, MATH 1120, MATH 1200, MATH 1221, SCIE 1100, SCIE 1110, and two of the following electives; SOCI 1100, SOCI 1200 ECON 1100, ECON 1200 or PSYC 1100.

The following core courses must be taken at VCC: SCIE 1110, SCIE 1100, CMPT 1010 and CMPT 1020. Other (non-core) courses in the certificate that are taken at post-secondary institutions other than VCC may be used towards completion of the VCC/SFU pathway, providing that they transfer independently to SFU and receive the same credit at SFU as does the VCC pathway course.

Competitive Computing Science and Software Systems Degree 2nd year Admission Pathway

VCC students who do not meet the assured admission pathway criteria will be considered for entry to the SFU Computing Science and Software Systems program using the existing college transfer criteria for admission (presently 24 credits of transferable work plus meeting the GPA set for that term of admission). For competitive admission into 2nd year of the SFU Computing Science and Software System Degree students must have one mathematics course chosen from MATH 1120, MATH 1100, MATH 1200 and MATH 1221; one computing course chosen from CMPT 1010 and CMPT 1020; one additional mathematics or computing science course chosen from the above lists.

Applicants from both pathways must meet the general SFU English language and
quantitative admission requirements.

The required GPA for transfer to other post-secondary institutions may vary based on transfer agreements with other institutions.

Program Learning Outcomes

Graduates of the University Transfer Computing Science and Software Systems Certificate will be able to:

1. Incorporate critical thinking into theoretical reasoning and decision making.
2. Work collaboratively in computing laboratory activities.
3. Utilize information literacy abilities to determine the nature and extent of information required.
4. Develop appropriate presentation styles to produce clear and accurate written, verbal, and visual communication for clients and other professionals.
5. Utilize accepted research process and abilities in all professional enquires, communications, and scholarship.
6. Apply scientific and quantitative methodology as well as analytical skills
7. Apply problem-solving in math and computer programming.

Instructional Activities, Design and Delivery Mode

The courses are delivered using a variety of instructional strategies, resources and activities including lectures, demonstrations, guest speakers, case studies, and applied computing experiences.

Program Duration

The time limit on completion is sixteen months for assured admission to SFU. The time limit on completion is three years for competitive admission to SFU.

The maximum allowable time for students to complete the program is three years.

Evaluation of Student Learning

Evaluation of the courses is determined by the instructor and may include a combination of practical assignments, projects, theory exam and/or practical exams.

The required GPA for transfer may vary based on transfer agreements with other post-secondary institutions. Please see our website, www.vcc.ca.
Successful completion of a minimum of 30 credits of university transfer articulated first year courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate.

Credential

VCC University Transfer First Year Computing Science and Software Systems Certificate

Admission Requirements

All students must meet the general college entrance requirements.

- Grade 12 graduation or equivalent.
- English 12 with a ‘C+’ or greater and English Language Proficiency, or equivalent (http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/)
- Precalculus 12 with a B or:
  - VCC Math 0983/0993 with a B, or
  - VCC Math 1020 with a C, or,
  - VCC Math Precalculus Assessment Test (MPT) with a 72%.
- One of the following:
  - Physics 12 with a C+, or VCC Physics 0983/0993, or equivalent, or
  - Chemistry 12 with a C+, or VCC Chemistry 0983/0993, or equivalent, or
  - Biology 12 with a C+, or VCC Biology 0983/0993, or equivalent

Prior Learning Assessment & Recognition (PLAR)

None.

Recommended Characteristics of Students

- Motivated and disciplined.
- Possess analytical and critical thinking skills.
- Some word processing experience.
Course Credits

Successful completion of a minimum of 30 credits of university transfer articulated first year courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate. Credit distribution in the following courses is required:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1100</td>
<td>Calculus 1</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 1120</td>
<td>Discrete Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td>SCIE 1110</td>
<td>Professional Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>CMPT 1010</td>
<td>Introduction to Computer Programming 1</td>
<td>3.0</td>
</tr>
<tr>
<td>SCIE 1100</td>
<td>Engineering, Technology and Society</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Term Two**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1200</td>
<td>Calculus 2</td>
<td>3.0</td>
</tr>
<tr>
<td>CMPT 1020</td>
<td>Introduction to Computer Programming 2</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 1221</td>
<td>Applied Linear Algebra</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Electives (2)  
Sociology 1: Intro Sociology, or Sociology 2: Canadian Society, or Psychology 1, or Microeconomics, or Macroeconomics  
6.0

**Program Total Credits:**  
30.0
Course Descriptions

TERM ONE

MATH 1100  **Calculus 1**  3.0
This course focuses on the fundamental concepts of differential calculus. Topics include the concepts of limit and continuity; rates of change; basic differentiation rules; derivatives of algebraic and transcendental functions; applied optimization problems; implicit differentiation and related rates; the Mean Value Theorem; linear approximations; curve sketching; simple differential equations and models; antiderivatives; simple parametric equations and polar coordinates.

MATH 1120  **Discrete Mathematics**  3.0
This course introduces students to mathematical logic, mathematical induction, relations and functions, basic counting techniques, probability, graphs and trees, with an emphasis on applications in computer science.

SCIE 1100  **Engineering Technology and Society**  3.0
This course introduces students to the practice of engineering, surveying its history and its current state. The social and political aspects of engineering decisions will be illustrated by a number of case studies. The course also includes examples related to the field of computer science.

SCIE 1110  **Professional Communication**  3.0
This course introduces students to the principles of effective communication with special emphasis on the writing process, informative and persuasive writing, research papers, oral presentations, and resumes and cover letters. In conjunction with SCIE 1100, the course also explores current social and ethical issues in engineering and computer science.

CMPT 1010  **Introduction to Computer Programming 1**  3.0
This course introduces students to computing science and computer programming, using a systems oriented language, such as C or C++. This course introduces basic computing science concepts. Topics will include: elementary data types, control structures, functions, arrays and strings, fundamental algorithms, computer organization and memory management.
TERM TWO

MATH 1200  Calculus 2  3.0
This course covers the fundamental concepts of integral calculus. Topics include antidifferentiation; the definite integral; the Fundamental Theorem of Calculus, areas and volumes; integration techniques; improper integrals; applications of the integral; numerical approximations; linear differential equations and applications; sequences and series; polynomial approximations; Taylor series and power series; calculus with parametric curves and polar coordinates.

PSYC 1100  Psychology 1  3.0
This course introduces students to the discipline of psychology and provides an overview of the major areas and perspectives in the field. It is an overview of the history, systems and theories, research methods, evolution and genes, the brain and nervous system, body rhythms and states of consciousness, sensation and perception, learning theory, and behaviour.

CMPT 1020  Introduction to Computer Programming 2  3.0
This course builds upon the foundation set in CMPT 1010 using a systems-oriented language such as C or C++. Topics include a review of the basic elements of programming; introduction to object-oriented programming (OOP); techniques for designing and testing programs; use and implementation of elementary data structures and algorithms; introduction to embedded systems programming.

MATH 1221  Applied Linear Algebra  3.0
This course introduces students to linear equations, matrices, determinants, vector spaces and linear transformations and bases. The course also includes complex numbers, eigenvalues and eigenvectors; diagonalization as well as inner products and orthogonality; least squares problems. Applications involving matrix and vector calculations are emphasized.

ECON 1100  Microeconomics  3.0
This course is an introduction to the principles and tools of microeconomic analysis. Microeconomics provides students with the analytical perspective to think critically about how individuals and firms make economic decisions in a world of scarce resources. Students learn to apply basic principles of microeconomics to one's day-to-day decision making. This course in economics is designed to give students a working knowledge of the subject and to increase their understanding of the market economy, as well as their individual role within this system.
ECON 1200  Macroeconomics
Macroeconomics is a branch of economics that aims to explain the functioning of the national economy as a whole. Macroeconomics looks at the behavior of a nation's economic aggregates, whereas microeconomics studies decisions made by individual consumers and business firms. Microeconomics and Macroeconomics can be taken concurrently or in any order.

SOCI 1100  Sociology 1: Intro Sociology
Sociology 1 (SOCI 1100) - Introductory Sociology - This course introduces the discipline of sociology, its major social theories and research methods, to study social structure and social processes, with an emphasis on formal organizations, culture and identity, and social stratification. The main theories in sociology are employed to examine the following areas: socialization, organizations and bureaucracy, gender and sexuality, culture and mass media, deviance and crime, race and ethnicity, and social stratification and inequality in a Canadian and global context.

SOCI 1200  Sociology 2: Canadian Society
Sociology 2 (SOCI 1200) - Canadian Society - This course examines Canadian society, its social institutions and processes, in historical and global context, with a focus on social inequality, social change and current issues. The main sociological theories are employed to examine the following areas: economy and work, government and politics, First Nations and Aboriginal issues, Quebec society, family, health and medicine, religion, and social change, particularly social movements, technology, urbanization and the environment.
Transcript of Achievement

An evaluation of the learning outcomes of each student is prepared by the instructor. This evaluation is by a combination of assignments, presentations, projects, theory exams and/or practical exams.

All evaluations at completion of semesters are reported to the Student Records Department. The transcript is organized to show a letter grade for each course. The grade point equivalent for a course is obtained from the letter grades as follows:

Letter Grades

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Distinguished</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Above Average</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>Minimum pass. May not proceed to next level.</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failing grade</td>
<td>0.00</td>
</tr>
<tr>
<td>N</td>
<td>Ceased to attend and did not complete requirements.</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory. In accordance with departmental evaluation procedures.</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory. In accordance with departmental evaluation procedures.</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Official withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>R</td>
<td>Audit. No credit</td>
<td>N/A</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete. Contract agreement for extra time. Recorded as “F” if not fulfilled</td>
<td>N/A</td>
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<td>IP</td>
<td>In progress</td>
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<tr>
<td>@</td>
<td>Non-payment of fees</td>
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<td>RW</td>
<td>Required to withdraw</td>
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<td>NA</td>
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<tr>
<td>ANC</td>
<td>Anecdotal evaluation</td>
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<tr>
<td>TC</td>
<td>Transfer credit</td>
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</tr>
</tbody>
</table>
Grade Point Average (GPA)

1. The course grade points shall be calculated as the product of the course credit value and the grade value.

2. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.
Course Name: Sociology 2: Canadian Society

Department Head/Coordinator: Elle Ting  
Effective Date: Sept 2015

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Arts and Science</td>
<td>Humanities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course History:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revised Course</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

Name of Replacing Course (if applicable):

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>Number of Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 1200</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Course Pre-requisites (if applicable):
None.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☑ No  ☐ Yes (details below):

Course Description:
Sociology 2 (SOCI 1200) - Canadian Society - This course examines Canadian society, its social institutions and processes, in historical and global context, with a focus on social inequality, social change and current issues. The main sociological theories are employed to examine the following areas: economy and work, government and politics, First Nations and Aboriginal issues, Quebec society, family, health and medicine, religion, and social change, particularly social movements, technology, urbanization and the environment.
Instructional Strategies:
The course is a combination of lectures, class and group based discussion, films, and library research.

Course Learning Outcomes:
By the end of this course students will be able to:
- Review, summarize and integrate the history of sociology in Canada and its related major theories and research methods into sociology practice.
- Explain and critique how the major theories are applied in one or more of the sociology areas studied.
- Utilize research findings in writing and speaking about topics in Canadian sociology.
- Explain how social change effects Canadian society.
- Develop critical thinking skills to explain social structure, social processes and social change.
- Critically examine, integrate and communicate orally and in writing, research evidence and statistics about social issues in various areas of sociology.
- Apply to sociology practice, theory and evidence relating to economy and work, government and politics, regional issues, First Nations and Aboriginal issues, Quebec society, family, health, religion, and social change, especially with respect to urbanization, technology, social movements and the environment.
- Practice information literacy and research skills in library searches.
- Research and critically analyze current sociological articles in peer reviewed journals.

Program Learning Outcomes:
If this course is taken as a requirement or an elective in the following first year, University Transfer Certificate programs, the learning outcomes are found in the Program Content Guides available at the Counselling and Advising Service areas.

University Transfer Arts Certificate
University Transfer Pathway to Health Sciences Certificate
University Transfer Computing Science and Software Systems Certificate
**Evaluation/Grading System**  
(Click on drop down box arrows to see list of options)

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D</td>
</tr>
</tbody>
</table>

**Components and Weighting of the Assessment/Evaluation Plan:**  
(Click on drop down box arrows to see list of options)

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
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</thead>
<tbody>
<tr>
<td>Assignments</td>
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<td>Written</td>
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<tr>
<td>Midterm Exam</td>
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<tr>
<td>Project</td>
<td>25</td>
<td>Library Research Paper</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Small Group Discussions</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td></td>
</tr>
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</table>

Total 100

**Learning Environment/Type**  
(Select all that are used within the course)

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

Enter Total Hours 60

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

History of sociological theory and research methods in Canada
Economy and work in global context
Work and social stratification
Government, power and politics
Family
Health and medicine
Religion
Social change: including urbanization, technology, social movements and the environment

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

<table>
<thead>
<tr>
<th>Date Approved by Education Council:</th>
<th>Date Approved by VCC Board (if applicable):</th>
</tr>
</thead>
</table>
Course Name: Macroeconomics

Department Head/Coordinator: Elle Ting

Effective Date: Sept 2015

School or Centre: School of Arts and Science

Department: Humanities

Year of Study: 1st Year Post-secondary

Course History:

Name of Replacing Course:

Course Number: ECON 1200

Number of Credits: 3.0

Course Pre-requisites (if applicable):

Pre-calculus 11; or Math 0861 and Math 0871; or 72% on the VCC Intermediate Algebra Assessment Test.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☑ No ☐ Yes (details below):

Course Description:

Macroeconomics is a branch of economics that aims to explain the functioning of the national economy as a whole. Macroeconomics looks at the behavior of a nation's economic aggregates, whereas microeconomics studies decisions made by individual consumers and business firms.

Microeconomics and Macroeconomics can be taken concurrently or in any order.
Course Learning Outcomes:
At the end of this course students should be able to:
• Analyze the tools used by economists.
• Apply the economic principles pertinent to many real-world problems and issues regarding public policy.
• Apply abstract theories to events and actual situations.
• Identify the relationship between unemployment and inflation data and how those data are collected and computed.
• Describe the construction of the aggregate expenditures model in an open economy with government.
• Identify the structure and operation of the banking system.
• Explain how monetary and fiscal policies play out in the Canadian economy.
• Analyze the relationship between the Canadian economy and the global economy.

Program Learning Outcomes:
If this course is taken as a requirement or an elective in the following first year, University Transfer Certificate programs, the learning outcomes are found in the Program Content Guides available at the Counselling and Advising Service areas.

University Transfer Arts Certificate
University Transfer Pathway to Health Sciences Certificate
University Transfer Computing Science and Software Systems Certificate
**Evaluation/Grading System**

(Click on drop down box arrows to see list of options)

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D</td>
</tr>
</tbody>
</table>

**Components and Weighting of the Assessment/Evaluation Plan:**

(Click on drop down box arrows to see list of options)

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>40</td>
<td>2 x 20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

Total 100

**Learning Environment/Type**

(Select all that are used within the course)

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

Enter Total Hours 60

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Outline:

<table>
<thead>
<tr>
<th>Course Topics and Sequence Covered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Economics</td>
</tr>
<tr>
<td>Review of Microeconomics</td>
</tr>
<tr>
<td>Measuring Economic Activity</td>
</tr>
<tr>
<td>Output Gap</td>
</tr>
<tr>
<td>Business Cycles</td>
</tr>
<tr>
<td>Unemployment</td>
</tr>
<tr>
<td>Price Level and Inflation</td>
</tr>
<tr>
<td>Aggregate Expenditure Model</td>
</tr>
<tr>
<td>Aggregate Demand and Aggregate Supply</td>
</tr>
<tr>
<td>Multiplier</td>
</tr>
<tr>
<td>Fiscal Policy</td>
</tr>
<tr>
<td>Money and Banking</td>
</tr>
<tr>
<td>Monetary Policy</td>
</tr>
<tr>
<td>Balance of Trade</td>
</tr>
<tr>
<td>Exchange Rate and the Open Economy</td>
</tr>
</tbody>
</table>

VCC Education and Education Support Policies

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

[http://www.vcc.ca/about/governance--policies/policies/](http://www.vcc.ca/about/governance--policies/policies/)

To find out how this course transfers, visit the BC Transfer Guide at [www.bctransferguide.ca](http://www.bctransferguide.ca).

FOR COMMITTEE USE ONLY

<table>
<thead>
<tr>
<th>Date Approved by Education Council:</th>
<th>Date Approved by VCC Board (if applicable):</th>
</tr>
</thead>
</table>
BACKGROUND:
This proposal, presented by Jim Olson, involves reducing a work experience admissions requirement from 1800 to 800 hours and the addition of a 1.0 credit course, Acute Personal Care and Assistance (HRCA 1325). The proposal document contains a strong, concise rationale for these changes so this note will not repeat that. Please view the proposal document included in the meeting package. The addition of a 1.0 credit course brings the program credits to 6.0. This allows the program to be eligible for the designation “Citation” by policy.

DISCUSSION:
Discussion mainly revolved around aspects of Admission Requirements. Changes requested by the committee have been made. Some style/font updates were also required plus some corrections to course hours in Course Outlines.

RECOMMENDATION:
Curriculum Committee recommends Education Council approves changes to the Acute Care Skills for Health Care Assistants program.

Prepared by:
David Branter
Chair, Curriculum Committee
Curriculum Control Sheet

Use this control sheet to describe the revisions being made to courses or programs, or the curriculum being developed for new courses. Complete one control sheet for each submission to Curriculum Committee.

For New Programs, refer to the Proposal for New Program document.

Curriculum Developer: _____Jim Olson________________________ Title: ___Department Head_________
School/Centre: _____Health Sciences________________________ Department: _Continuing Care_____
E-mail: _____jolson@vcc.ca______________________ Phone/Ext.: __5129___________

A) DOCUMENTATION

X Program Content Guide
Program Name(s): _____Acute Care for Health Care Assistants Citation___________________
Anticipated Start Date: ______March 1, 2016___________________________________

X Course name and number: Acute Personal Care and Assistance HRCA 1325 Credits: __1.0_____
*All new or revised course numbers must be validated in advance with the Registrar’s Office
Course name and number: ________________________________________  Credits: _______
Course name and number: ________________________________________  Credits: _______
(Add additional lines if required)

B) DEVELOPMENT TYPE (select all that apply)

X New Course(s) Course has never been offered before at VCC (either as a standalone course or as part of a program)

☐ New Non-Credit Course(s) Course has never been offered before at VCC and is/are not Articulated, Affiliated or Accredited

☐ Replacement Course(s) A Replacement course will be equivalent to the course it replaces in a student’s academic record. It will be used for GPA calculation and to track course duplications and repetitions. This course replaces: __________________________________________

X Revision to Program Content Guide (PCG) Major Revision (check all that apply):
X Program/Credential
☐ Program Purpose
Curriculum Control Sheet

X Revision to Course Outline(s)

□ Program Admission Requirements
□ Program/Course Learning Outcomes
□ Prior Learning Assessment and Recognition (PLAR)
X Program/Course Credits/Instructional Hours
X Program Duration/Maximum Allowable Time For Completion
□ Program GPA Requirement
□ Course Pre-Requisite(s)/Co-Requisite(s)
□ Course Evaluation Plan At Variance With Policy
X Course Credit Hours
X Revised Curriculum Documentation (e.g., updating to current format)
□ Other: __________________________________________________

Minor Revision (check all that apply):
X Program/Course Description
□ Recommended Student Characteristics
□ Course Sequencing
  Course Name/Number
□ Pre-requisite/Co-requisite Name or Equivalencies
□ Course Learning Outcome in Non-Credit Course
□ Course Evaluation Plan Within Policy
□ Instructional Delivery Mode
□ Language (e.g., Typos, Spelling Errors, etc.)
X Addition of Program Map
□ Other: __________________________________________________

C) RATIONALE AND NEED

• For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change.
• For new courses, provide a rationale for developing the course.
• Who have you consulted (internally and externally) and provide a brief summary of the feedback.
• Are there any expected costs as a result of this proposal?

In consultation with industry, faculty and graduates of this program, it has been determined that there is a need for a higher level of personal care skills of students prior to providing care in the acute care clinical setting.

Students that enter this program have graduated from a variety of Health Care Assistant programs and have varied work experience as a Health Care Assistant. Consequently, students have learned and practiced at various standards of care. Adding a basic care skill refresher course to the program will standardize and improve student performance and will endorse safe care-giving practice in the acute care clinical setting.

Presently, the admission requirement is 1800 hours or two years of work experience as a Health Care Assistant. This requirement is proving difficult for many prospective students to achieve and
Curriculum Control Sheet

does not necessarily prove that students have the level of skill required for an Acute Care clinical setting. However, reducing the admission requirement to 800 hours of work experience with the addition of the basic care skills’ training in the Acute Care Skills program will make the program more accessible to students, while standardizing the skill set of the Health care Assistants. It has become apparent that working the extra 1000 hours in the same job does not necessarily improve care-giving skills, but with the option of lowering the work experience hours and with the addition of further training, this combination will support student intake and raise the standards of Health Care Assistants.

With the 1.0 credit course added to this program, an additional 30 hours of instructor time will be required to teach this course. However, by having the students better prepared with the additional lab skills, the extra cost will be offset by reducing the number of hours normally required by a second instructor in the clinical course.

College policy regarding credentials has a set minimum number of 6.0 credits. Presently the Acute Care Skills for HCA’s program is only 5.0 credits, and is being offered as a certificate program. The addition of the Acute Personal Care and Assistance course will raise the program to 6 credits which meets the requirements of College policy.

D) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy (policy #)

1. As Centre for Instructional Development Dean or delegate I certify that:
   a. Documentation meets the standards and policies for program/course documentation and there is educational alignment within the program/course.

   Susie Findlay_____________ Signed via email___________ April 20, 2015
   Print Name Signature Date

2. As Registrar or delegate I certify that:
   a. Documentation meets the institutional standards for entry requirements, course numbering and credit calculation required for implementation once approved.

   Stephen Salem___________ Signed via email___________ May 04, 2015
   Print Name Signature Date

3. As Department Leader I certify that:
   a. Faculty in the department have been consulted and approve of the proposed changes; and
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.

   Jim Olsen_______________ Signed via email___________ April 30, 2015
4. **As Dean/Director I certify that:**
   a. Faculty in the department (and the School, if appropriate) have been consulted and approve of the proposed changes;
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.
   c. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   d. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

   Debbie Sargent__________ Signed via email___________ April 14, 2015_________

   Print Name Signature Date
Curriculum Control Sheet

*** FOR EDUCATION COUNCIL OFFICE USE ***

<table>
<thead>
<tr>
<th>CURRICULUM COMMITTEE</th>
<th>Date: _________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minor Revisions</strong></td>
<td></td>
</tr>
<tr>
<td>□ Approved as presented, proceed with implementation</td>
<td></td>
</tr>
<tr>
<td>□ Approved with additional minor edits</td>
<td></td>
</tr>
<tr>
<td>□ Revisions approved by Curriculum Committee Chair, proceed with implementation Date: ________</td>
<td></td>
</tr>
<tr>
<td>□ Reclassified as <em>not minor</em></td>
<td></td>
</tr>
<tr>
<td><strong>Major Revisions</strong></td>
<td></td>
</tr>
<tr>
<td>□ Recommend to EDCO as presented, proceed to EDCO</td>
<td></td>
</tr>
<tr>
<td>□ Recommend to EDCO with additional changes</td>
<td></td>
</tr>
<tr>
<td>□ Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: ______________</td>
<td></td>
</tr>
<tr>
<td>□ Recommend significant changes, return to Department Leader</td>
<td></td>
</tr>
<tr>
<td><strong>New Program</strong></td>
<td></td>
</tr>
<tr>
<td>□ Recommend to EDCO as presented, proceed to EDCO</td>
<td></td>
</tr>
<tr>
<td>□ Recommend to EDCO with additional changes</td>
<td></td>
</tr>
<tr>
<td>□ Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: ______________</td>
<td></td>
</tr>
<tr>
<td>□ Recommend significant changes, return to Department Leader</td>
<td></td>
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<tr>
<td>□ Received as Information</td>
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</tr>
<tr>
<td>□ Request review of documentation from Curriculum Committee</td>
<td></td>
</tr>
<tr>
<td>□ Reclassified as <em>major</em>, return to Curriculum Committee</td>
<td></td>
</tr>
<tr>
<td><strong>Major Revisions</strong></td>
<td></td>
</tr>
<tr>
<td>□ Approved as presented, proceed with implementation</td>
<td></td>
</tr>
<tr>
<td>□ Approved with additional minor changes</td>
<td></td>
</tr>
<tr>
<td>□ Revisions approved by Curriculum Committee Chair, proceed with implementation Date: ________</td>
<td></td>
</tr>
<tr>
<td>□ Recommend significant changes, return to Department Leader</td>
<td></td>
</tr>
<tr>
<td><strong>New Program</strong></td>
<td></td>
</tr>
<tr>
<td>□ Recommend to Board as presented, proceed to Board</td>
<td></td>
</tr>
<tr>
<td>□ Recommend to Board with additional changes</td>
<td></td>
</tr>
<tr>
<td>□ Revisions approved by Curriculum Committee Chair, proceed to Board Date: ______________</td>
<td></td>
</tr>
<tr>
<td>□ Recommend significant changes, return to Dean</td>
<td></td>
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</table>

<table>
<thead>
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<th>BOARD OF GOVERNORS</th>
<th>Date: _________________________</th>
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<td><strong>New Program</strong></td>
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<tr>
<td>□ Approved as presented, proceed to implementation</td>
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</tbody>
</table>

Curriculum Development and Approval
Pilot Project November 2014 to June 2015

5 of 6
Curriculum Control Sheet

☐ Requires significant changes, return to Dean
☐ Rejected
Acute Care for Health Care Assistants Citation

Program Content Guide

Effective Date: March 1, 2016
Program Map

Vancouver Community College – Acute Care for Health Care Assistants Citation

Entry Requirements:

Health Care Assistant Certificate, or equivalent, from a recognized (i.e. follows provincial curriculum) community college. An equivalent certificate may be any of these programs:
- Home Support/Resident Care Program
- Resident Care Attendant
- Home Support Attendant

Minimum of 800 hours experience as a Health Care Assistant, or its equivalent, in a complex care facility or home support agency, as certified by a letter from the employer. All BC HCA program applicants are required to demonstrate English language proficiency as set by the B.C. Care Aide and Community Health Worker Registry. VCC will adhere to the entry requirements set out by the Registry [link]

- Proof of completion of Grade 10 English
- Proof of meeting English Language Competency Requirement
- Standard First Aid (Red Cross or St. John Ambulance)
- CPR level C or HCP
- BC Food Safe Certificate Level 1

Upon Acceptance:
- A Criminal Record Check (CRC) is required.
- Submission of a negative TB skin test.
- A completed immunization history
- Immunizations (details in PCG)
- Mask fit testing

Mapping Conventions:

Cluster Course Pre-requisite Co-requisite

Intended Learning Outcomes:

Graduates of the program will have the knowledge, skills, and attitudes to:
- Practice within acute care settings in a professional, ethical, and legal manner.
- Utilize a problem-solving approach to provide safe client care under the supervision of a nurse.
- Demonstrate basic observation and reporting skills while providing care for a client.
- Communicate effectively with members of the health team regarding client status.
- Provide appropriate nutrition for surgical and/or acute care clients who are on special diets.
- Respond appropriately and within the scope of practice, to common medical emergencies.
- Effectively manage client pain.
- Establish appropriate relationships with clients and members of the health care team.
Purpose

This part-time program is intended for individuals who have a Health Care Assistant certificate and are working in the continuing care field. This program will provide students with the knowledge and skills to be able to function effectively in the role of a Health Care Assistant in an acute care setting, under the direct supervision of a health care professional. Students learn how to assist in care of acutely-ill clients and work as a member of a nursing team.

Program Learning Outcomes

Graduates of the program will have the knowledge, skills, and attitudes to:
• Practice within acute care settings in a professional, ethical, and legal manner.
• Utilize a problem solving approach to provide safe client care under the supervision of a nurse.
• Demonstrate basic observation and reporting skills while providing care for a client.
• Communicate effectively with members of the health team regarding client status.
• Provide appropriate nutrition for surgical and/or acute care clients who are on special diets.
• Respond appropriately and within the aide scope of practice, to common medical emergencies.
• Effectively manage client pain.
• Establish appropriate relationships with clients and members of the health care team

Instructional Activities, Design and Delivery Mode

This program is divided into three courses. The first course consists of theory related to the care of acutely ill patients. The theory component is delivered through discussion groups, student presentations, demonstrations, and lectures. Students apply the theory component in the second course which features care skills being taught and practiced in the nursing skills laboratory. During the lab sessions students will practice on each other. The third course is a clinical experience in an acute care setting, where students have the opportunity to apply knowledge or skills from the first and second course.

Program Duration

The Acute Care Skills for Health Care Assistants Program is six weeks in length, or the equivalent in part-time. Maximum allowable time for students to complete the program is one year.

Evaluation of Student Learning
The theory course is evaluated by written exams, quizzes and assignments. The lab course is evaluated by observation of performance of acute care skills in accordance with established criteria. Clinical experience is assessed by instructor observations of students in work experience situations. All courses are evaluated consistent with the College Grading System. Learners must achieve a minimum C+ in the theory course and satisfactory in the lab and clinical course in order to graduate.

**Credential**

Students receive a VCC citation upon successful completion of the program.

**Admission Requirements**

Health Care Assistant Certificate, or equivalent, from a recognized (i.e. follows provincial curriculum) community college. An equivalent certificate may be any of these programs:

- Home Support/Resident Care Program
- Resident Care Attendant
- Home Support Attendant

Minimum of 800 hours experience as a Health Care Assistant, or its equivalent, in a complex care facility or home support agency, as certified by a letter from the employer.

All BC HCA program applicants are required to demonstrate English language proficiency as set by the B.C. Care Aide and Community Health Worker Registry. VCC will adhere to the entry requirements set out by the Registry at: [http://www.cachwr.bc.ca/getattachment/Educators/English-Language-Competency_HCA-Program-Entry.pdf.aspx](http://www.cachwr.bc.ca/getattachment/Educators/English-Language-Competency_HCA-Program-Entry.pdf.aspx)

- Proof of completion of Grade 10 English
- Proof of meeting English Language Competency Requirement
- Standard First Aid (Red Cross or St. John Ambulance)
- Current CPR level C or HCP certificate
- BC Food Safe Certificate Level 1

Upon Acceptance:

- A Criminal Record Check (CRC) is required in accordance with the Criminal Records Review Act. All individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to this program should be aware that some practicum placement in hospitals and schools may require completion of a Criminal Records Check indicating no relevant criminal record. After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply and pay for a Criminal Record Check online.
- Submission of a negative TB skin test. If the skin test is positive, proof of a negative TB Chest x-ray is required.
- A completed VCC Health Sciences immunization history (forms and more detail
obtained per Registrar’s Office)

- Immunizations in the following are strongly recommended, and may be required for practice placement in the program:
  - Diphtheria/Tetanus
  - Polio
  - Measles, Mumps, and Rubella
  - Chicken Pox
  - Hepatitis B
  - Influenza (required on an annual basis)

- Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections. The respiratory mask must be a N95 respirator that is individually fitted by a trained and certified person. This individual mask fitting should be done just prior to beginning your program and is good for one year and must be performed annually. The original certificate must be presented to your program during the first week of classes. Please view online list of approved fit test service providers.

Prior Learning Assessment & Recognition (PLAR)

Prior Learning Assessment is not available at present for courses in this program.

Recommended Characteristics of Students

- Skilled in providing personal assistance to clients
- Effective command of oral and written English
- Ability to work under close supervision
- Ability to act with initiative
- Physical stamina
- Ability and willingness to adapt to changing shifts
- Ability to work in a fast paced health care environment
- Free from latex sensitivity or allergy
- Flexibility
<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HRCA 1320</td>
<td>Working in Acute Care*</td>
<td>3.0</td>
</tr>
<tr>
<td>1</td>
<td>HRCA 1325</td>
<td>Acute Personal Care and Assistance*</td>
<td>1.0</td>
</tr>
<tr>
<td>2</td>
<td>HRCA 1331</td>
<td>Acute Care Clinical</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Program Total Credits:** 6.0

*These courses are a prerequisite to Course HRCA 1331 Acute Care Clinical.

This guide is intended as a general guideline only. The college reserves the right to make changes as appropriate.
Course Descriptions

HRCA 1320 Working in Acute Care  
This course builds on the knowledge and skills developed as a Health Care Assistant. It introduces learners to a hospital environment and provides them with the additional information that they will be required to know in order to assist nurses who are working with clients that are acutely ill but stable. This course will enhance the learner’s awareness of the changes in the health status of patients and become more confident working with acutely ill patients.

HRCA 1325 Acute Personal Care and Assistance  
This practical course provides students with the opportunity to upgrade their personal care and assistance skills that are required in a hospital setting. Students will learn the care skills that are expected of them within the parameters of the Health Care Assistant role in the acute care setting. In a supervised laboratory environment, students learn to build on previously acquired basic care principles and learn to refine their care-giver skills in order to maintain and promote the comfort, safety, independence, and well-being of clients in an acute care setting.

HRCA 1331 Acute Care Clinical  
This course is a clinical experience that provides learners with the opportunity to apply the knowledge and skills learned and practiced in the classroom and nursing lab. Students will work in a hospital as a member of the nursing team, under the direct supervision of a clinical instructor from Vancouver Community College. Focus is placed on the role and skills of Health Care Assistant and the scope of practice in a hospital setting.
Transcript of Achievement

An evaluation of the learning outcomes of each student is prepared by the instructor. This evaluation is by a combination of assignments, presentations, projects, theory exams and/or practical exams.

All evaluations at completion of semesters are reported to the Student Records Department. The transcript is organized to show a letter grade for each course. The grade point equivalent for a course is obtained from the letter grades as follows:

Letter Grades

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
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<td>A+</td>
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<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Above Average</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>Minimum pass. May not proceed to next level.</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failing grade</td>
<td>0.00</td>
</tr>
<tr>
<td>N</td>
<td>Ceased to attend and did not complete requirements.</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory. In accordance with departmental evaluation procedures.</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory. In accordance with departmental evaluation procedures.</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Official withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>R</td>
<td>Audit. No credit</td>
<td>N/A</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete. Contract agreement for extra time. Recorded as “F” if not fulfilled</td>
<td>N/A</td>
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<tr>
<td>IP</td>
<td>In progress</td>
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<tr>
<td>@</td>
<td>Non-payment of fees</td>
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<tr>
<td>RW</td>
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<td>ANC</td>
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<tr>
<td>TC</td>
<td>Transfer credit</td>
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</tbody>
</table>
Grade Point Average (GPA)

1. The course grade points shall be calculated as the product of the course credit value and the grade value.

2. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.
**COURSE OUTLINE**

*Please save a copy onto your computer before filling in the form*

**Course Name:** Working in Acute Care

**Department Head/Coordinator:** Jim Olson  
**Effective Date:** March 1, 2016

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Health Sciences</td>
<td>Continuing Care</td>
</tr>
</tbody>
</table>

**Revised Course**

**Name of Replacing Course (if applicable):**

**Course History:** 1st Year Post-secondary

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>Number of Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRCA 1320</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Course Pre-requisites (if applicable):**

Admission to the Acute Care for Health Care Assistants Citation program

**Course Co-requisites (if applicable):**

Acute Personal Care and Assistance HRCA 1325

**PLAR (Prior Learning Assessment & Recognition):**

☑️ No ☐ Yes (details below):

**Course Description:**

This course builds on the knowledge and skills developed as a Health Care Assistant. It introduces learners to a hospital environment and provides them with the additional information that they will be required to know in order to assist nurses who are working with clients that are acutely ill but stable. This course will enhance the learner’s awareness of the changes in the health status of patients and become more confident working with acutely ill patients.
Course Learning Outcomes:

Upon successful completion of this course, students will be able to:
1. Describe acute care and post acute environments.
2. Describe the surgical environment including risks, anesthetics, and classification of surgery.
3. Differentiate between medical asepsis and surgical asepsis.
4. Describe general post operative complications, observations, and interventions.
5. Describe the concept of wound healing.
6. Describe the nutritional needs of the acute care client.
7. Describe the concept of pain, as well as observations and management of pain.
8. Describe and practice basic assessment skills.
9. Describe appropriate response to medical emergencies.
10. Describe accurate and appropriate reporting and documentation of observations relating to care of clients.

Program Learning Outcomes:

Graduates of the program will have the knowledge, skills, and attitudes to:
• Practice within acute care settings in a professional, ethical, and legal manner.
• Utilize a problem solving approach to provide safe client care under the supervision of a nurse.
• Demonstrate basic observation and reporting skills while providing care for a client.
• Communicate effectively with members of the health team regarding client status.
• Provide appropriate nutrition for surgical and/or acute care clients who are on special diets.
• Respond appropriately and within the aide scope of practice, to common medical emergencies.
• Effectively manage client pain.
• Establish appropriate relationships with clients and members of the health care team.
Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

Enter Total Hours 90

Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>30</td>
<td>An examination pertaining to modules 1-4 and includes multiple choice, matching, and short answer questions.</td>
</tr>
<tr>
<td>Exam</td>
<td>35</td>
<td>An examination pertaining to modules 5-7 and includes multiple choice, matching, and short answer questions.</td>
</tr>
<tr>
<td>Exam</td>
<td>35</td>
<td>An examination pertaining to modules 8-9 and includes multiple choice, matching, and short answer questions.</td>
</tr>
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</table>

Total 100

Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>C+</td>
</tr>
</tbody>
</table>

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

1. The Health Care Assistant's role in acute care
2. Medical and surgical asepsis
3. Surgical care
4. Observation and reporting skills for the Health Care Assistant
5. Complications, observations, and interventions
6. Wound healing
7. Nutritional needs of the acute care client
8. Common medical emergencies
9. Pain management

VCC Education and Education Support Policies

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http://www.vcc.ca/about-vcc/policies/index.cfm

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Date Approved by Education Council: ____________________________ Date Approved by VCC Board (if applicable): ____________________________
Course Name: Acute Personal Care and Assistance

Department Head/Coordinator: Jim Olson

Effective Date: March 1, 2016

School or Centre: School of Health Sciences

Department: Continuing Care

Course History: New Course

Course Number: HRCA 1325

Number of Credits: 1.0

Year of Study: 1st Year Post-secondary

Course Description:

This practical course provides students with the opportunity to upgrade their personal care and assistance skills that are required in a hospital setting. Students will learn the care skills that are expected of them within the parameters of the Health Care Assistant role in the acute care setting. In a supervised laboratory environment, students learn to build on previously acquired basic care principles and learn to refine their care-giver skills in order to maintain and promote the comfort, safety, independence, and well-being of clients in an acute care setting.
Course Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Perform Health Care Assistant personal care skills in an organized manner ensuring the comfort and appropriate independence of a client.

2. Apply an informed problem-solving process to the provision of personal care and assistance.

3. Provide personal care and assistance in ways that maintain safety for self and others in an acute care care setting.

4. Perform care skills expected within the Health Care Assistant scope of practice in an acute care setting.

Program Learning Outcomes:

Graduates of the program will have the knowledge, skills, and attitudes to:

• Practice within acute care settings in a professional, ethical, and legal manner.
• Utilize a problem solving approach to provide safe client care under the supervision of a nurse.
• Demonstrate basic observation and reporting skills while providing care for a client.
• Communicate effectively with members of the health team regarding client status.
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<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Work</td>
<td>100</td>
<td>Must demonstrate mastery of skills to a satisfactory level in an integration exercise in nursing lab</td>
</tr>
</tbody>
</table>

**Total 100**

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

**Enter Total Hours 30**

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Perform following skills safely and according to established criteria:
1. personal care skills
2. medical and surgical asepsis
3. application and removal of personal protective equipment,
4. pre and postoperative care
5. body mechanics
6. perform a basic head to toe observation and report observations
7. measuring and recording vital signs
8. changing IV gowns
9. non-sterile dressing change
10. specimen collection
11. measuring and recording intake and output
12. care of indwelling urinary catheter
13. measuring and recording weight
14. enema and rectal suppository administration
15. common emergency skills

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: Acute Care Clinical

Department Head/Coordinator: Jim Olson
Effective Date: March 1, 2016

Year of Study: 1st Year Post-secondary

Course History:
School or Centre: School of Health Sciences
Department: Continuing Care
Course Number: HRCA 1331
Number of Credits: 2.0

Course Pre-requisites (if applicable):
Working in Acute Care HRCA 1320 and Acute Care Personal Care and Assistance HRCA 1325

Course Co-requisites (if applicable):
none

PLAR (Prior Learning Assessment & Recognition)
☐ No ☐ Yes (details below):

Course Description:
This course is a clinical experience that provides learners with the opportunity to apply the knowledge and skills learned and practiced in the classroom and nursing lab. Students will work in a hospital as a member of the nursing team, under the direct supervision of a clinical instructor from Vancouver Community College. Focus is placed on the role and skills of Health Care Assistant and the scope of practice in a hospital setting.
Instructional Strategies:
Lecture and lab skills demonstrations and practice. Students practice on other students in lab sessions.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:
1. Provide person-centered care and assistance that recognizes and respects the uniqueness of each client.
2. Use an informed problem-solving approach to provide care and assistance for up to five acute care clients.
3. Provide care and assistance for clients experiencing complex health challenges.
4. Provide care and assistance for clients experiencing cognitive and/or mental health challenges.
5. Interact with other members of the health care team in ways that contribute to effective working relationships and the achievement of goals.
6. Communicate clearly, accurately and in sensitive ways with clients and families.
7. Provide personal care and assistance for up to five acute care clients in a safe, competent and organized manner
8. Recognize and respond to own self-development, learning and health enhancement needs

Program Learning Outcomes:
Graduates of the program will have the knowledge, skills, and attitudes to:
• Practice within acute care settings in a professional, ethical, and legal manner.
• Utilize a problem solving approach to provide safe client care under the supervision of a nurse.
• Demonstrate basic observation and reporting skills while providing care for a client.
• Communicate effectively with members of the health team regarding client status.
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<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>C - Clinical</td>
<td>60</td>
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</tr>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Enter Total Hours</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>Satisfactory = 100% completion of tasks on the clinical checklist.</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Examination</td>
<td>100</td>
<td>Clinical evaluation of performance as satisfactory or unsatisfactory.</td>
</tr>
</tbody>
</table>

Specify Passing Grade:

- Specify if 'Other':

- Specify if 'Other':

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Clinical practice of the following skills: hand washing, application and removal of personal protective equipment, application and removal of sterile gloves, opening a sterile package, preparing a post operative bed, log rolling a client, moving a client from bed to stretcher, deep breathing and coughing exercises, performing a basic head to toe assessment, measuring and recording vital signs, changing IV gowns, assisting with leg exercises and leg dangle, non-sterile dressing change, specimen collection, measuring and recording intake and output, assessment of pain, common emergency skills.

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FOR COMMITTEE USE ONLY

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<thead>
<tr>
<th>Date Approved by Education Council</th>
<th>Date Approved by VCC Board (if applicable)</th>
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</thead>
</table>

PREPARED FOR: Education Council

ISSUE: New Courses: LINC 0607F, LINC 0617H, LINC 0608F and LINC 0618H

BACKGROUND:
This proposal, presented by Jan Theny, involves offering LINC courses at levels 7 and 8. The curriculum is not new but VCC has not offered these levels before. They are being proposed to meet a perceived strong demand.

DISCUSSION:
There was discussion regarding mainly on the appropriate course prefix. The proposal had SETL but the committee and Jan Theny felt that LINC was optimum. The documentation in the meeting package uses the LINC prefix. Prior to the meeting there was much discussion and work done on the course outlines to bring them to a current format and language content state. The practice of offering LINC courses in full-time and half-time modes was also discussed before the Curriculum Committee meeting and a decision was made to create four courses as indicated in this note and the proposal in the meeting package.

RECOMMENDATION:
Curriculum Committee recommends Education Council approve new courses: LINC 0607F, LINC 0617H, LINC 0608F and LINC 0618H.

Prepared by:
David Branter
Chair, Curriculum Committee
PREPARED FOR: Education Council

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RECOMMENDATION:
Curriculum Committee recommends Education Council approve new courses: LINC 0607F, LINC 0617H, LINC 0608F and LINC 0618H.

Prepared by:
David Branter
Chair, Curriculum Committee
Course Name: LINC 7 Full Time

Department Head/Coordinator: Jan Theny
Effective Date: September 2015

School or Centre: LINC
Department: LINC

New Course

Course History:
Name of Replacing Course (if applicable):

Course Number: LINC 0607F
Number of Credits: 0.0

Course Pre-requisites (if applicable):
Three Level 6 Benchmarks as determined by a CLB placement test or a LINC course completion with recommendation to enter Level 7

Course Co-requisites (if applicable):
NA

PLAR (Prior Learning Assessment & Recognition)
☐ No ☐ Yes (details below):
NA

Course Description:
LINC 7 is offered to new immigrants and Permanent Residents of Canada. Students study at Canadian Language Benchmark 7 for listening, speaking, reading and writing. The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of 'real' life materials and situations, to ensure learning encompasses socio-cultural understandings and is relevant to the lives of the students and situations they may encounter.
**Instructional Strategies:**

The LINC program is based on the Canadian Language Benchmarks and is task-based and interactive. The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies can be both on-line and face-to-face.

**Course Learning Outcomes:**

Upon successful completion of this course, students will be able to:

1. Identify and access community resources and services.
2. Participate in Canadian society with confidence.
3. Demonstrate competency in their language learning.
4. Use essential skills, such as inter-cultural skills, working with others and following instructions.


**Program Learning Outcomes:**

NA
## Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>summative listening test</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>summative speaking test</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>summative reading test</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>summative writing test</td>
<td>25</td>
<td></td>
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</table>

**Total 100**

## Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>300</td>
<td>25 hours/week for 12 weeks</td>
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</tbody>
</table>

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
The LINC 7 Curriculum covers a range of themes and topics such as:
- Body and Mind
- Employment and Workplace
- Immigration and Multiculturalism
- Family and Relationships
- Education and Training
- Human Rights and the Law
- Aboriginal Communities
- Science, Technology and Environment
- History and Geography of Canada
- Business and Consumerism

-Within all topics grammar is embedded and shown in context. LINC classes recognize that learners have diverse needs, and students undergo needs assessment in their classes to determine what the most relevant and meaningful topics are for the group. In addition students will be learning socio-cultural information about their new community. They will develop pragmatic skills that help mitigate communication breakdown and support their language acquisition.

VCC Education and Education Support Policies

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http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: LINC 7 Half Time

Department Head/Coordinator: Jan Theny  Effective Date: September 2015

<table>
<thead>
<tr>
<th>School or Centre</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Language Studies</td>
<td>LINC</td>
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</tbody>
</table>

Course History:

<table>
<thead>
<tr>
<th>New Course</th>
<th>ESL Course</th>
</tr>
</thead>
</table>

Course Pre-requisites (if applicable):

Three Level 6 Benchmarks as determined by a CLB placement test or a LINC course completion with recommendation to enter Level 7

Course Co-requisites (if applicable):

NA

PLAR (Prior Learning Assessment & Recognition)

☑ No ☐ Yes (details below):

NA

Course Description:

LINC 7 is offered to new immigrants and Permanent Residents of Canada. Students study at Canadian Language Benchmark 7 for listening, speaking, reading and writing. The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of ‘real’ life materials and situations, to ensure learning encompasses socio-cultural understandings and is relevant to the lives of the students and situations they may encounter.
Instructional Strategies:
The LINC program is based on the Canadian Language Benchmarks and is task-based and interactive. The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies can be both on-line and face-to-face.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:
1. Identify and access community resources and services.
2. Participate in Canadian society with confidence.
3. Demonstrate competency in their language learning.
4. Use essential skills, such as intercultural skills, working with others and following instructions.

Program Learning Outcomes:
NA
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>Where S = 70% in 3 of the 4 summative tests.</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
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</tr>
</thead>
<tbody>
<tr>
<td>summative listening test</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>summative speaking test</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>summative reading test</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>summative writing test</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Total 100

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
<td>150</td>
<td>Half-Time: 12.5 hours/week in classroom OR 6 hours in class and 6.5 hours on-line/week</td>
</tr>
</tbody>
</table>

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
The LINC 7 Curriculum covers a range of themes and topics such as:
- Body and Mind
- Employment and Workplace
- Immigration and Multiculturalism
- Family and Relationships
- Education and Training
- Human Rights and the Law
- Aboriginal Communities
- Science, Technology and Environment
- History and Geography of Canada
- Business and Consumerism

Within all topics grammar is embedded and shown in context. LINC classes recognize that learners have diverse needs, and students undergo needs assessment in their classes to determine what the most relevant and meaningful topics are for the group. In addition students will be learning socio-cultural information about their new community. They will develop pragmatic skills that help mitigate communication breakdown and support their language acquisition.

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<table>
<thead>
<tr>
<th>Date Approved by Education Council</th>
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</thead>
</table>

*Course Outline, June 25, 2014 - http://cid.vcc.ca/p2-cd/curriccomm.html*
Course Name: LINC 8 Full Time

Department Head/Coordinator: Jan Theny
Effective Date: September 2015

School or Centre: School of Language Studies
Department: LINC

Course History:
New Course: ESL Course
Name of Replacing Course (if applicable):

Course Pre-requisites (if applicable):
Three Level 7 Benchmarks as determined by a CLB placement test or a LINC course completion with recommendation to enter Level 8

Course Co-requisites (if applicable):
NA

PLAR (Prior Learning Assessment & Recognition)
☐ No ☐ Yes (details below):
NA

Course Description:
“LINC 8 is offered to new immigrants and Permanent Residents of Canada. Students study at Canadian Language Benchmark 8 for listening, speaking, reading and writing. The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of ‘real’ life materials and situations, to ensure learning encompasses socio-cultural understandings and is relevant to the lives of the students and situations they may encounter.”
Instructional Strategies:
The LINC program is based on the Canadian Language Benchmarks and is task-based and interactive. The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies can be both on-line and face-to-face.

Course Learning Outcomes:
Students who successfully complete LINC 8:

1. Upon successful completion of this course, students will be able to:
2. Identify and access community resources and services.
3. Participate in Canadian society with confidence
4. Demonstrate competency in their language learning.
5. Use essential skills, such as intercultural skills, working with others and following instructions.


Program Learning Outcomes:
NA
### Evaluation/Grading System

(Click on drop down box arrows to see list of options)

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>Where S = 70% in 3 of the 4 summative tests.</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

(Click on drop down box arrows to see list of options)

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25</td>
<td>summative listening test</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>summative speaking test</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>summative reading test</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>summative writing test</td>
</tr>
</tbody>
</table>

Total 100

### Learning Environment/Type

(Select all that are used within the course)

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>300</td>
<td>25 hours/week for 12 weeks</td>
</tr>
</tbody>
</table>

Enter Total Hours 300

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
The LINC 8 Curriculum covers a range of themes and topics such as:
- The Media
- Career and Personal Planning
- Sustaining Canadian Communities
- Interpersonal and Group Dynamics
- Lifelong Learning
- Justice and the Courts
- Global Communities
- Ecology and Climate Change
- Governance and Citizenship
- Taxes and Finance
- Within all topics grammar is embedded and shown in context. LINC classes recognize that learners have diverse needs, and students undergo needs assessment in their classes to determine what the most relevant and meaningful topics are for the group. In addition students will be learning socio-cultural information about their new community. They will develop pragmatic skills that help mitigate communication breakdown and support their language acquisition.

VCC Education and Education Support Policies

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http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
## Course Outline

### Course Name:
LINC 8 Half Time

### Department Head/Coordinator:
Jan Theny

### Effective Date:
September 2015

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Language Studies</td>
<td>LINC</td>
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<table>
<thead>
<tr>
<th>Course History:</th>
<th>Year of Study:</th>
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<tbody>
<tr>
<td>New Course: ESL Course</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Replacing Course (if applicable):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LINC 0618H</td>
<td></td>
</tr>
</tbody>
</table>

### Course Pre-requisites (if applicable):

Three Level 7 Benchmarks as determined by a CLB placement test or a LINC course completion with recommendation to enter Level 8

### Course Co-requisites (if applicable):

NA

### PLAR (Prior Learning Assessment & Recognition)

☐ No  ☐ Yes (details below):

NA

### Course Description:

LINC 8 is offered to new immigrants and Permanent Residents of Canada. Students study at Canadian Language Benchmark 8 for listening, speaking, reading and writing. The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of 'real' life materials and situations, to ensure learning encompasses socio-cultural understandings and is relevant to the lives of the students and situations they may encounter.
Note to instructors: An instructional strategy is an approach that an instructor uses to achieve the learning outcomes (e.g., lecture, case study, video, group work).

**Instructional Strategies:**
The LINC program is based on the Canadian Language Benchmarks and is task-based and interactive. The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies can be both on-line and face-to-face.

**Course Learning Outcomes:**
Upon successful completion of this course, students will be able to:
1. Identify and access community resources and services.
2. Participate in Canadian society with confidence.
3. Demonstrate competency in their language learning.
4. Use essential skills, such as intercultural skills, working with others and following instructions.

**Program Learning Outcomes:**
NA
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if ‘Other’:</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>Where S = 70% in 3 of the 4 summative tests.</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>summative listening test</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>summative speaking test</td>
<td>25</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>summative writing test</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Total 100

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
<td>150</td>
<td>Half-Time: 12.5 hours per week OR 6 hours in class and 6.5 hours on-line/week</td>
</tr>
</tbody>
</table>

Enter Total Hours 150

### Resource Material(s)

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The LINC 8 Curriculum covers a range of themes and topics such as:
- The Media
- Career and Personal Planning
- Sustaining Canadian Communities
- Interpersonal and Group Dynamics
- Lifelong Learning
- Justice and the Courts
- Global Communities
- Ecology and Climate Change
- Governance and Citizenship
- Taxes and Finance

- Within all topics grammar is embedded and shown in context. LINC classes recognize that learners have diverse needs, and students undergo needs assessment in their classes to determine what the most relevant and meaningful topics are for the group. In addition students will be learning socio-cultural information about their new community. They will develop pragmatic skills that help mitigate communication breakdown and support their language acquisition.

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**FOR COMMITTEE USE ONLY**

<table>
<thead>
<tr>
<th>Date Approved by Education Council:</th>
<th>Date Approved by VCC Board (if applicable):</th>
</tr>
</thead>
</table>

*Course Outline, June 25, 2014 - http://cid.vcc.ca/p2-cd/curriccomm.html*
PREPARED FOR: Education Council

ISSUE: New Course: Career Gateways AEST 0101

BACKGROUND:
This proposal, presented by Tami Peirce and Allison Schubert, presents a new course that was developed for learners who are considering post-secondary, need to secure employment or who seek a career change but are, for various reasons under-prepared or in need of support. This originated as part of a partnership that the AECE department has with the five surrounding First Nations and Aboriginal learners in the urban environment. This is a flexible, self-paced online career exploration and decision making course and has been piloted by participants from VSB and Raycam Community Centre with extremely positive results.

DISCUSSION:
There was discussion regarding aspects of assessment, faculty contact hours and what school this should fall into. This question remained unresolved due to some uncertainty in the committee as to what the VCC schools currently, officially exist. Some other minor changes were requested and have been made on the Course Outline.

RECOMMENDATION:
Curriculum Committee recommends Education Council approves New Course: Career Gateways AEST 0101.

Prepared by:
David Branter
Chair, Curriculum Committee
Curriculum Control Sheet

Use this control sheet to describe the revisions being made to courses or programs, or the curriculum being developed for new courses. Complete one control sheet for each submission to Curriculum Committee.

For New Programs, refer to the Proposal for New Program document.

Curriculum Developer: __Kory Wilson__________ Title: Director__________________________________

School/Centre: __ Aboriginal Education & Community Engagement Department: __n/a_______________

E-mail: kowilson@vcc.ca___________________ Phone/Ext.: _604-307-5048___________

A) DOCUMENTATION (select all that apply)

☐ Program Content Guide

Program Name(s): _____________________________

Anticipated Start Date:

☒ Course name and number: ___ Career Gateways: AEST 0101____ Credits: ___0.0____

*All new or revised course numbers must be validated in advance with the Registrar’s Office

Course name and number: _____________________________ Credits: _______

Course name and number: _____________________________ Credits: _______

(Add additional lines if required)

B) DEVELOPMENT TYPE (select all that apply)

☐ New Course(s) Course has never been offered before at VCC (either as a standalone course or as part of a program)

☒ New Non-Credit Course(s) Course has never been offered before at VCC and is/are not Articulated, Affiliated or Accredited (does not apply to Continuing Studies)

☐ Replacement Course(s) A Replacement course will be equivalent to the course it replaces in a student’s academic record. It will be used for GPA calculation and to track course duplications and repetitions.

This course replaces: _____________________________

☐ Revision to Program Content Guide (PCG) Major Revision (check all that apply):

☐ Program/Credential

☐ Program Purpose
C) RATIONALE AND NEED

- For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change.
- For new courses, provide a rationale for developing the course.
- Who have you consulted (internally and externally) and provide a brief summary of the feedback.
- Are there any expected costs as a result of this proposal?

“Career Gateways” was developed for Learners, who are considering post-secondary, need to secure employment or who seek a career change. “Career Gateways” originated as part of partnership that the AECE department has with the five surrounding First Nations and Aboriginal learners in the urban environment. The AECE department identified a gap in the ability of many of the learners to transition into post-secondary and or into a job. Many had not finished high school or if they did, graduated several years ago and neither group knew where to start. Under the Coastal Corridor Consortium, AECE at VCC was able to secure funding and develop a face-to-face “Career Gateways” program to be delivered in communities. This was done through
extensive consultation with the communities, various stakeholders and a large cross-section of learners. This program was very successful and many learners were able to transition down the pathway to further education and or job training. However, AECE felt we could do more and reach more learners if “Career Gateways” was delivered in a non-cohort model and if it was online.

External funding was secured to enable us to develop online Modules for “Career Gateways” made available to learners through Moodle. Currently, there are six ‘Modules’ developed and ready to go. It is important to note that these are not stand alone modules per se but rather six topics/sessions that each contribute to the 42 hour “Career Gateways” course. AECE has piloted these modules with great success. Though these modules were initially developed with Aboriginal learners in mind hence the imagery, they are intended for use by all. We have piloted with many groups and it has been effective whether completed face-to-face or online.

Increasingly over the years it has become difficult to secure a job without grade 12 thus many learners are caught without grade 12 and the means to get themselves qualified for further education and training. In addition, with the shift in BC’s economy and increased job opportunities in trades, there is increased interest in trades programming. Individuals without a high school diploma and no post-secondary experience are at a disadvantage as they have a limited education (less than grade 10), have not been exposed to the post-secondary system and are reluctant to apply because they are afraid, do not know where to begin or what knowledge or skills are required for employment in trades. These individuals need “Career Gateways” to address their limitations and get them on a path to an education or a career.

In addition, “Career Gateways” can be a valuable resource for current students who seek to change educational goals. Students who are not able to achieve success are often withdrawn or choose to withdraw without a clear plan or support. “Career Gateways” ensures that a student leaving a program has suitable and attainable goals going forward.

This is a flexible, self-paced online career exploration and decision making course. It can be accessed online anytime and anywhere or, delivered in remote and urban settings face-to-face to community groups. Upon completion of “Career Gateways” students have a greater understanding of their own interests, values, skills and increased knowledge around education and career options and choices. Learners research both education and career options, look for appropriate sources of funding and gather relevant information.

Numerous groups were consulted during the development of this course: Vancouver School Board; Coastal Corridor Consortium Partners; Not-for-profit organizations like the Federation of Aboriginal Foster Parents, Pinnacle, Artira, Raycam and Aboriginal Mothers Centre Society; First Nations Leadership and Chiefs in various First Nations from all across BC; PSI Aboriginal Directors and Managers; and Immigrants.

The feedback from these groups supports our belief that this tool is a valuable course for the
populations they serve and two of the organizations are currently piloting the course with a select group of participants from Vancouver School Board and Raycam Community Centre. The feedback from both pilot groups has been extremely positive with a significant number of participants following up with Aboriginal services staff and creating action plans for further education.

Finally, there are no expected costs as a result of this proposal.
Curriculum Control Sheet

D) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy (policy #)

1. As Centre for Instructional Development Dean or delegate I certify that:
   a. Documentation meets the standards and policies for program/course documentation and there is educational alignment within the program/course.

   Susie Findlay
   Print Name
   Signed via email
   May 11, 2015
   Date

2. As Registrar or delegate I certify that:
   a. Documentation meets the institutional standards for entry requirements, course numbering and credit calculation required for implementation once approved.

   Stephen Salem
   Print Name
   Signed via email
   May 11, 2015
   Date

3. As Department Leader I certify that:
   a. Faculty in the department have been consulted and approve of the proposed changes; and
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.

   Allison Schubert
   Print Name
   Signature
   May 11, 2015
   Date

4. As Dean/Director I certify that:
   a. Faculty in the department (and the School, if appropriate) have been consulted and approve of the proposed changes;
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.
   c. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   d. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

   Kory Wilson
   Print Name
   Signature
   May 7, 2015
   Date
### Curriculum Control Sheet

#### CURRICULUM COMMITTEE

| Action                                                                 | Date: __________________________
|------------------------------------------------------------------------|----------------------------------
| Minor Revisions                                                       |                                  |
| ☐ Approved as presented, proceed with implementation                   |                                  |
| ☐ Approved with additional minor edits                                 |                                  |
| ☐ Revisions approved by Curriculum Committee Chair, proceed with implementation Date: __________ |                                  |
| ☐ Reclassified as *not minor*                                          |                                  |
| Major Revisions                                                       |                                  |
| ☐ Recommend to EDCO as presented, proceed to EDCO                      |                                  |
| ☐ Recommend to EDCO with additional changes                            |                                  |
| ☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: __________ |                                  |
| ☐ Recommend significant changes, return to Department Leader           |                                  |

| New/Replacement Course(s)                                            | Date: __________________________
|-----------------------------------------------------------------------|----------------------------------
| ☐ Recommend to EDCO as presented, proceed to EDCO                      |                                  |
| ☐ Recommend to EDCO with additional changes                            |                                  |
| ☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: __________ |                                  |
| ☐ Recommend significant changes, return to Department Leader           |                                  |

#### EDUCATION COUNCIL

| Action                                                                 | Date: __________________________
|------------------------------------------------------------------------|----------------------------------
| Minor Revisions                                                       |                                  |
| ☐ Received as Information                                              |                                  |
| ☐ Request review of documentation from Curriculum Committee            |                                  |
| ☐ Reclassified as *Major Revisions*, return to Curriculum Committee    |                                  |
| Major Revisions                                                       |                                  |
| ☐ Approved as presented, proceed with implementation                  |                                  |
| ☐ Approved with additional minor changes                               |                                  |
| ☐ Recommend significant changes, return to Department Leader           |                                  |
| New/Replacement Course(s)                                             | Date: __________________________
| ☐ Recommend to EDCO as presented, proceed to EDCO                      |                                  |
| ☐ Recommend to EDCO with additional changes                            |                                  |
| ☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: __________ |                                  |
| ☐ Recommend significant changes, return to Department Leader           |                                  |
Course Name: Career Gateways

Department Head/Coordinator: Kory Wilson
Effective Date: June 30, 2015

School or Centre: School of Arts and Science
Department: Aboriginal Education and Community Engagement

Course History:

New Course
Name of Replacing Course (if applicable):

Course Number: AEST 0101
Number of Credits: 0.0

Course Pre-requisites (if applicable):

n/a

Course Co-requisites (if applicable):

n/a

PLAR (Prior Learning Assessment & Recognition)

☑ No ☐ Yes (details below):

n/a

Course Description:

The course will focus on developing students' ability to develop plans and set educational and career goals. Students will gain an understanding of their own values, strengths, skills, abilities and knowledge and apply those within the context of education and careers. The course will also help students develop their research skills.

It is recommended that students have a minimum of a grade 8 reading level & basic computer skills.
Instructional Strategies:
Instructional strategies include: self-paced learning via online activities and feedback, video presentations, case study and occupational research. A learning facilitator will be present to help ensure students are progressing as they should and to offer encouragement and support.

Course Learning Outcomes:
This course will help learners:
- Pin-point their employment and education goals
- Examine their personal and career interests
- Identify their values
- Explore career options
- Research post-secondary institutions and their programs
- Research different occupations for interest and suitability
- Learn about the challenges and successes of fellow Aboriginal graduates
- Create a resume
- Write an effective cover letter
- Prepare and arrange for an information interview
- Develop an action plan with their Learning Facilitator
- Record all course information in personal inventory

Program Learning Outcomes:
n/a
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>S (where &quot;S&quot; = 100%)</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>50</td>
<td>Personal inventory and action plan completed with a facilitator</td>
</tr>
<tr>
<td>Assignments</td>
<td>50</td>
<td>Students will receive a satisfactory if they complete all components of each module</td>
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</table>

**Total 100**

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I - Internet/eLearning (Fully Online)</td>
<td>10</td>
<td>Self-paced, faculty managed and monitored</td>
</tr>
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</table>

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Gateways is comprised of the following six modules:

Module 1: Welcome - includes welcome to program, explains why you should take the program, introduces facilitator, introductions and introduces personal inventory

Module 2: Knowing Yourself - Use of Holland Code Career, RIASEC, Knowdell Work Values Card Sort, explores what inspires the learner and looks at personal values

Module 3: Making Choices - researches school or work options, informational interviews, creating a work profile

Module 4: Identifying Strength & Overcoming Challenges: - looks at supports and challenges, creating idea map, other learners stories

Module 5A: Strategies for Success: Attending School - next steps

Module 5B: Strategies for Success: Finding Work - next steps

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| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |