<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Time</th>
<th>Speaker</th>
<th>Pre-reading materials</th>
<th>Action</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Acknowledgement</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Adopt Agenda</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>November 14, 2017 Agenda</td>
<td>Approval</td>
<td>1-2</td>
</tr>
<tr>
<td>4.</td>
<td>Approve Past Minutes</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>October 10, 2017 Minutes</td>
<td>Approval</td>
<td>3-8</td>
</tr>
<tr>
<td>5.</td>
<td>Enquiries &amp; Correspondence</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>Information Note</td>
<td>Information</td>
<td>9</td>
</tr>
<tr>
<td>6.</td>
<td>Business Arising</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Update on eTextbooks</td>
<td>10 min</td>
<td>Shirley Lew</td>
<td>Information Note</td>
<td>Information</td>
<td>10-11</td>
</tr>
<tr>
<td></td>
<td>b) Program Renewal Schedule</td>
<td>10 min</td>
<td>Kathryn McNaughton</td>
<td>Information Note</td>
<td>Information</td>
<td>10-11</td>
</tr>
<tr>
<td>7.</td>
<td>Committee Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Curriculum Standing Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>i) New Program Documents: Early</td>
<td>5 min</td>
<td>David Branter</td>
<td>Decision Note, CDAF, PCG,</td>
<td>Approval</td>
<td>12-178</td>
</tr>
<tr>
<td></td>
<td>Childhood Care and Education Program</td>
<td></td>
<td></td>
<td>course outlines</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii) New Program Documents: HMT Diploma</td>
<td></td>
<td></td>
<td>Decision Note, CDAF, PCG,</td>
<td>Approval</td>
<td>179-434</td>
</tr>
<tr>
<td></td>
<td>iii) New Course: CLFE 0311 Career Literacy Foundations</td>
<td></td>
<td></td>
<td>course outlines</td>
<td>Approval</td>
<td>435-443</td>
</tr>
<tr>
<td></td>
<td>b) Policy Standing Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>i) D.1.2 Selection of Library Materials</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Information Note, policy,</td>
<td>Information</td>
<td>444-449</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii) A.3.2 Policy Development &amp;</td>
<td>5 min</td>
<td>Kathryn McNaughton</td>
<td>Information Note, policy,</td>
<td>Information</td>
<td>450-458</td>
</tr>
<tr>
<td></td>
<td>Maintenance</td>
<td></td>
<td></td>
<td>Procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Appeals Oversight Committee</td>
<td>2 min</td>
<td>Debbie Sargent</td>
<td>Verbal report</td>
<td>Information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Program Review and Renewal</td>
<td>2 min</td>
<td>Jo-Ellen Zakoor</td>
<td>Verbal report</td>
<td>Information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Chair Report</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
<td>Verbal report</td>
<td>Information</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Student Report</td>
<td>5 min</td>
<td></td>
<td></td>
<td>Information</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Topic</td>
<td>Time</td>
<td>Speaker</td>
<td>Pre-reading materials</td>
<td>Action</td>
<td>Pages</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------</td>
<td>------</td>
<td>------------------</td>
<td>-----------------------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>10.</td>
<td><strong>Education Council Planning Day November 24, 2017</strong>&lt;br&gt;Education Council Session: 8:00am-12:00pm&lt;br&gt;Catered Lunch: 12:00-1:00pm&lt;br&gt;Next Regular Meeting:&lt;br&gt;December 12, 2017, 3:30-5:30, Room 240 DTN</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Adjournment</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Vancouver Community College**  
**EDUCATION COUNCIL**  
**MEETING MINUTES - DRAFT**  
October 10, 2017, 3:30 – 5:30 pm, Room 240 DTN

<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 3:31pm.</td>
</tr>
<tr>
<td>2.</td>
<td>Acknowledgement</td>
<td>T. Rowlatt acknowledged that the meeting is being held on the traditional unceded territory of the Skwxwú7mesh Úxwumíxw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples.</td>
</tr>
<tr>
<td>3.</td>
<td>Adopt Agenda</td>
<td><strong>Motion:</strong> Moved by P. Yeung and seconded THAT Education Council adopt the October 10, 2017 agenda as amended. D. Sargent was away, so there would be no report from Appeals Oversight. All in favour. <strong>Motion carried.</strong></td>
</tr>
<tr>
<td>4.</td>
<td>Approve Past Minutes</td>
<td><strong>Motion:</strong> Moved by P. Yeung and seconded THAT Education Council approve the September 12, 2017 minutes as presented. All in favour. <strong>Motion carried.</strong></td>
</tr>
</tbody>
</table>
| 5.   | Enquiries & Correspondence | P. Yeung enquired about a potential scenario with paid cross-listed courses. As the cross-listed courses are taught in the same environment as the tuition-free ABE courses, he asked what would happen if a UT student wanted to move into the ABE version of the course. D. McMullen said there would be flexibility, but this would be considered on a case-by-case basis. This would also be the case with an ABE student wishing to receive PLAR, or challenge the UT course later in their academic career. He noted that the key is to provide students with clear information at the outset.  

P. Yeung also enquired about any updates regarding VCC collaborating with George. T. Rowlatt said he had contacted M. Yue in the Partnership Development Office, but has not received a response yet. He will update the Council at the next meeting. |
| 6.   | Business Arising |  
| a)   | Update on Enrolment Plan | K. McNaughton noted that there was good growth in enrolment numbers from April to June, and increasing enrolment is also forecasted for the next year. |
| b)   | Update on Integrated Plan | K. McNaughton updated the Council on the College’s progress. Much has been achieved over the past quarter, with a high level of accountability – all of the yellow blocks represent achievements.  

K. McNaughton also updated the Council on the success of the President’s Research Symposium, and she thanked everyone for participating and highlighting the talent and commitment of VCC’s faculty, instructors and staff. |
<p>| c)   | Education Services Renewal Schedule | K. McNaughton outlined the process to the Council, and noted that the first group of renewals were volunteers who will undertake this six month process in January 2018. She explained that all the renewals will have an external component. |</p>
<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Candel asked how the timeline was established. K. McNaughton explained it was a collaborative process between the service areas.</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Financial Report Q1 Update</td>
<td>T. Rowlatt explained that this update is part of a regular financial update to the Council, and the overall theme is that VCC is generating more revenue than expected. D. Branter asked for clarification on what it means that revenue was “cleaned up” (page 69). D. McMullen said he had spoken to J. Choi about this, and this was linked to revenue that may have been missed, and then caught, during the transition of programs that flow from one fiscal year to the next. M. Tunnah asked if the operating overview section could be broken up into domestic and international revenue streams. T. Rowlatt noted that this was the case on page 70. M. Tunnah found it odd that the International Education numbers were separate, and not part of the individual schools. P. Yeung noted that international students seem to offset revenue from domestic students, and asked if there were any thoughts on how to resolve this. K. McNaughton gave the example of the Professional Cook 1 and Professional Cook 2 programs, and how the leadership are having ongoing discussions with employers and finding new and innovative methods to attract domestic students, including summer camps for younger students, and a potential integrated admissions initiative. She noted there are currently many initiatives underway to address this issue, and she can see it transferring to other schools in the future.</td>
</tr>
</tbody>
</table>
| 7. | Committee Reports | Motion: Moved by D. Branter and seconded THAT Education Council approve the updates to the OPTA program. D. Branter noted that this proposal contains an excellent example of how consultations should be done for a major revision to a program. S. Aro and C. Kimoto presented on the proposal. S. Aro noted that there have been significant changes to the field in the last ten years since the program was updated. The changes to the program are also driven by meeting accreditation requirements, as the current program does not meet them. Accreditation occurs next year. S. Aro noted that significant changes have been made to the program, and content has been added, merged, and removed. She noted that the
<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>comparison chart outlines the changes made, and that the program remains the same length. They have met with L. Apouchtine in the Registrar’s Office to ensure the semester dates matched. The program updates are going to the PAC on November 9.</td>
</tr>
<tr>
<td></td>
<td>T. Thomson asked if tuition will increase with these updates. S. Aro assured the Council that despite the credits increasing, tuition would not increase. T. Rowlatt added that tuition will not increase beyond the standard 2% every year should the College decide to increase tuition on a College-wide level. D. Branter noted that the information note will need to be edited.</td>
</tr>
<tr>
<td></td>
<td>There was some discussion around the feasibility of attending an information session as admission requirement, and how this information would be submitted to the Registrar’s Office. C. Kimoto explained that they are able to Skype with students who are unable to attend the info session, or do a one-on-one interview. She explained the session is imperative so students are fully aware of what the program entails before they apply, as many are misinformed as to what being an OT/PT Assistant involves. S. Aro noted that this process is already in place with the Health Unit Coordinator program, and that the coordinator for the information session is in constant contact with the Registrar’s Office. The OPTA program would follow the same model.</td>
</tr>
<tr>
<td></td>
<td>There were suggestions to include “or equivalent” or a line at the bottom reading “if you are uncertain about any of the admission requirements, please contact the Department administration.” S. Aro expressed some nervousness over including these, due to the potential for misunderstanding. It was decided to leave the requirement in its current language.</td>
</tr>
<tr>
<td></td>
<td>P. Yeung asked for clarity on the Biology 12 with a C+ within the last five years requirement. C. Kimoto explained that they want to set students up for success, particularly with the human anatomy course in the first semester. She also noted that the Nursing anatomy course would be transferable on a case-by-case basis.</td>
</tr>
<tr>
<td>ii)</td>
<td>All in favour. <strong>Motion carried.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Motion:</strong> Moved by D. Branter and seconded THAT Education Council approve the new courses HSAP 1100 Hairstylist Level 1 Apprenticeship and HSAP 1200 Hairstylist Level 2 Apprenticeship.</td>
</tr>
<tr>
<td></td>
<td>B. Griffiths and L. Dannhauer presented on the proposal. B. Griffiths explained that the ITA has finalized the creation of a Red Seal Hairstylist program, and these courses have been designed based on the ITA course outcomes.</td>
</tr>
<tr>
<td>Item</td>
<td>Topic</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>D. Branter noted that there had been some concerns regarding consultation at Curriculum Committee, and that L. Griffith had updated the Committee verbally on meeting such as the frequent meetings with Communications and Marketing, which were not noted in the consultation page. T. Rowlett asked B. Griffiths to collect more information from L. Griffith when she returns and submit updated documentation. B. Griffiths noted one amendment needed to be made to the HSAP 1100 Level 1 Hairstylist prerequisites. He asked that “Students must be registered in the hairstylist trade and have an active apprenticeship record with the Industry Training Authority, and have received an ITA number” be added as the course prerequisite. After some discussion, it was decided to remove the reference to the ITA number due to previous concerns about it being the College’s responsibility, not the student’s, to obtain the ITA number. The approved language addition was: “Students must be registered in the hairstylist trade and have an active apprenticeship record with the Industry Training Authority.” All in favour. <strong>Motion carried.</strong></td>
</tr>
<tr>
<td>b)</td>
<td>Policy Standing Committee</td>
</tr>
<tr>
<td>Item</td>
<td>Topic</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii) Terms of Reference Updates</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Appeals Oversight Committee</td>
</tr>
<tr>
<td></td>
<td>d) Program Review and Renewal Committee</td>
</tr>
<tr>
<td>8.</td>
<td>Chair Report</td>
</tr>
<tr>
<td></td>
<td>a) Call for Suggestions: EdCo Planning Day Topics</td>
</tr>
<tr>
<td></td>
<td>b) CourseLeaf Demo</td>
</tr>
<tr>
<td>9.</td>
<td>Student Report</td>
</tr>
<tr>
<td>10.</td>
<td>Next meeting</td>
</tr>
<tr>
<td>Item</td>
<td>Topic</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Adjournment</td>
</tr>
</tbody>
</table>

**ATTENDEES:**
- Todd Rowlatt
- Dave McMullen
- Taryn Thomson
- Jonard Bernardo
- David Branter
- Kathryn McNaughton
- Paul Yeung
- David Wells
- Mike Tunnah
- Andrew Candela
- Janet Theny
- Rick Cyr
- Charly Jadranin
- Elle Ting

**REGRETS:**
- Jo-Ellen Zakoor
- Nona Coles
- Debbie Sargent

**GUESTS:**
- Brett Griffiths
- Marilyn Heaps
- Dennis Innes
- Louise Dannhauer
- John Demeulemeester
- Karen Shortt
- Carmen Kimoto
- Nicole Degagne

**RECORDING SECRETARY:** Carlie Deans
PREPARED FOR: Education Council

ISSUE: Decanal Representation on Education Council

This is to advise that the administrative representatives to Education Council for the term January to December 2018 will be:

<table>
<thead>
<tr>
<th>Committee</th>
<th>Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Council</td>
<td>David McMullen, Registrar</td>
</tr>
<tr>
<td>Education Council</td>
<td>Debbie Sargent, Dean, School of Health Sciences</td>
</tr>
<tr>
<td>Education Council</td>
<td>David Wells, Dean, School of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Education Council</td>
<td>Kathryn McNaughton, VP Academic, Students &amp; Research</td>
</tr>
<tr>
<td>Policy Committee</td>
<td>Shirley Lew, Dean, Library, Teaching &amp; Learning Services</td>
</tr>
<tr>
<td>Curriculum Committee</td>
<td>Dennis Innes, Dean, School of Hospitality, Food Studies &amp; Applied Business</td>
</tr>
<tr>
<td>Appeals Oversight</td>
<td>Dennis Innes, Dean, School of Hospitality, Food Studies &amp; Applied Business</td>
</tr>
</tbody>
</table>

PREPARED BY:

Kathryn McNaughton
Vice President, Academic, Students & Research
INFORMATION NOTE

November 1, 2017

PREPARED FOR: Education Council

ISSUE: Program Renewal and Accreditation Schedule 2017-2022

Background:

The Program Renewal and Accreditation schedule has been developed from the initiatives identified in the 5-year Academic Plan and in consultation with the Deans to ensure we have the appropriate resources within the Department as well as support from the Centre for Instructional Development and Institutional Research. The schedule, as with any planning document, will be updated each year. It will also form part of the documentation that will be compiled for purposes of the Ministry's Quality Assurance audit in 2018.

We anticipate Departments will be seeking Curriculum Development funding to implement the recommendations arising from these renewals and accreditation processes.

Policy C.3.2 Program Review and Renewal will guide Departments in the renewal process. This policy is currently under revision, we hope to bring the policy documents forward to EDCO for feedback and approval in early 2018.

NEXT STEPS:

The Renewal and Accreditation schedule is presented to the Education Council for information and will be shared with the Program Review and Renewal Committee. The reports, recommendations and action plans arising from the individual program renewals and accreditation process will be shared with both governing bodies.

ATTACHMENTS: Program Renewal and Accreditation Schedule

PREPARED BY:
Kathryn McNaughton
VP Academic, Students & Research
Program Renewal (R) and Accreditation (A) schedule as of November 1, 2017. Some renewals might extend over two fiscal years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuing Studies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Network Technology (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Administration (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Leadership (including Event Planning) (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makeup Artistry (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interior Design (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paralegal (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and Technical Writing (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Manager (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fashion Merchandising (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Device Reprocessing (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fashion Design &amp; Production (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Trades, Technology &amp; Design</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jewellery Art &amp; Design (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAD &amp; BIM (A)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmetology (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Arts &amp; Sciences</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf &amp; Hard of Hearing (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Diploma and Degree (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABE, Basic Education, College &amp; Career Access (including ABE Youth, Access to Career Education, Academic Upgrading Computers (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TESOL (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAL Pathways (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Health Sciences</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Physical Therapist Assistant (A)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Hygiene (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denturist (A)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to Practical Nursing (A)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Nursing (A)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Reception Coordinator (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Assistant (A)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Assistant ESL (A)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Nursing (A)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certified Dental Assisting &amp; Distance Delivery (A)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Hygiene (A)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Laboratory Assistant (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School of Instructor Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provincial Instructors Diploma &amp; e-Learning Instruction (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hospitality, Food Studies &amp; Applied Business</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baking &amp; Pastry Arts (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Assistant (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal Assistant (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PREPARED FOR: Education Council

ISSUE: New Program Documents: Early Childhood Care and Education (ECCE) Post-Basic Diploma

BACKGROUND:
This proposal, presented by Katarina Jovanovic and Gordon McIvor, describes changes to and a reorganization of the ECCE programs offered in Continuing Studies. The Post-Basic Certificate that includes both the post-basic specialties is amalgamated with the Basic Certificate to create a diploma. The diploma allows a certificate exit. Since the certificate exit is still desire by many students two separate PCGs are retained by this proposal.

DISCUSSION:
The committee asked about the requirement for two reference letters plus a physician’s note. K. Jovanovic stated that had been a topic for discussion but that it is viewed as a ministry requirement. The inclusion of a TB skin test result and criminal record check as Admission Requirements was also raised. The issue here, as has been raised and discussed regarding other proposals, is that an applicant cannot be refused admission to a program on these bases but should be told that they may not be able to complete the program without submitting that information. The PCG language should state that clearly. Some clarification on English Admission Requirements was also requested. Some redundancy in Course Learning Outcomes was noted and consistency of style in the topics lists in course outlines was requested. All of these changes have been made to the curriculum documents.

RECOMMENDATION: That Education Council approve the curriculum documents for the New Program: Early Childhood Care and Education Post-Basic Diploma.

Prepared by:
David Branter
Chair, Curriculum Committee
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): Early Childhood Education Diploma

ANTICIPATED START DATE: September 2018

Curriculum Developer: Katarina Jovanovic
Title: Program Coordinator

School/Centre: Continuing Studies
Department: ECCE

E-mail: kjovanovic@vcc.ca
Phone/Ext.: 8660

A) DEVELOPMENT TYPE (select all that apply)

X 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.

X 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: ______________________________________________

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

x Program/Credential
x Prior Learning Assessment and Recognition (PLAR)
☐ Program Admission Requirements
x Program Learning Outcomes (Indicate outcome number(s): 2&7
☐ Grading system (at variance with policy C.1.1 Course/Program Grading)
X Program duration/maximum allowable time for completion
☐ Program GPA requirements
X 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: _____________________

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

X Program/Course Description
☐ Program Purpose
☐ Recommended Student Characteristics
☐ Course Sequencing (that does not impact year the course is offered in)
X Course Name/Number
X Course Pre-requisite(s)/Co-requisite(s)
X Course Learning Outcomes
☐ Course Evaluation Plan (within policy C.1.1 Course/Program Grading)
☐ Instructional Delivery Mode
X Language (e.g., Typos, Spelling Errors, etc.)
☐ Other: _____________________
B) ATTACHED DOCUMENTATION

X Program Content Guides
- Early Childhood Care and Education Certificate
- Early Childhood Care and Education Post-Basic Diploma

X Course Outline(s)

Course names and numbers:
- ECCE 1301 Foundations in ECCE
- ECCE 1302 Field Study 1
- ECCE 1303 Communications
- ECCE 1304 Observing and Recording
- ECCE 1305 Child Growth 1
- ECCE 1306 Field Study 2
- ECCE 1307 The Learning Child
- ECCE 1308 Field Study 3
- ECCE 1104 Child Growth 2
- ECCE 1107 Guiding and Caring
- ECCE 2305 Practicum 1
- ECCE 2301 Creative Art
- ECCE 2302 Exploring Learning Environments
- ECCE 2303 Field Study 4
- ECCE 2304 Integrated Program Planning
- ECCE 2306 Practicum 2
- ECCE 2102 Music and Movement
- ECCE 2309 Ecology of Family
- ECCE 2308 Language and Literature
- ECCE 2106 Field Study 5
- ECCE 2115 Health, Safety and Nutrition
- ECCE 2307 Practicum 3
- ECCE 2313 Advanced Child Growth and Development IT/SN
- ECCE 2314 Advanced Field Study IT/SN
- ECCE 2315 Advanced Health, Safety and Nutrition
- ECCE 2200 Enhancing Family Relationships
- ECCE 2300 Childcare Administration
- ECCE 2320 Professional Perspectives
- ECCE 2316 Role of the Caregiver IT
- ECCE 2317 Role of the Caregiver SN
- ECCE 2235 Infant Practicum
- ECCE 2230 Special Needs Practicum 1
- ECCE 2330 Special Needs Practicum 2
- ECCE 2335 Toddler Practicum
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.

   In August 2016, the decision was made to restructure the two ECCE diplomas into one Advanced Certificate, the ECCE Post-Basic Advanced Certificate.
   The ECCE Post-Basic Advanced Certificate would provide graduates with an enriched and comprehensive knowledge of child development and best practices in both areas: working with infants and toddlers as well as children with exceptionalities. Each course in the program would cover integrated competencies from both specialty areas, which would result in a higher level of professional competence for graduates of the program.
   Many exceptionalities are diagnosed in early years, and research shows that early identification and early intervention have a significant effect on development in children with disabilities. Disabilities can and do occur at any age, and front-line ECCE professionals can do their job more effectively when they have basic knowledge of both special needs and infant/toddler care and education.

   Through analysis of the credit structure of the ECCE Basic Certificate and proposed ECCE Post-Basic Advanced Certificate, it has become clear that the combined Basic and Post-Basic programs have the necessary credits and an appropriate level of outcomes to warrant a Diploma. This Curriculum Development Approval Form is for a Diploma in Early Childhood Care and Education that will cover the Basic ECCE Certificate and the Post-Basic ECCE programs and will have a certificate exit, which is the existing (basic) ECCE Certificate Program.

   The following changes were made in the ECCE Basic Certificate Program:

   - Minor additions are included in the Program Learning Outcomes for more clarity and comprehensiveness (#2 – “modelling effective problem solving skills” and #8 – “promoting team work and professional communication”, Early Childhood Education Certificate, Program Content Guide).
   - All the course outlines were placed on the current course outline template.
   - Five Field Studies and Three Practicums (ECCE 1302, ECCE 1306, ECCE1308, ECCE 2303, ECCE 2106, ECCE 2305, ECCE 2306 and ECCE 2307) changed the number of credits to comply to the current Education Policy. If calculated according ratios laid out in the Assignment of Credits to Courses (C.1.4), which states that practicum learning experiences (in an actual work setting) credits are 30 hours per credit.
   - ECCE 1304 Observing and Recording: the number of hours is increased from 20 to 40 (2 credits). The instructional time of 20 hours has not been sufficient to prepare the students for extensive documentation assignments and practicum expectations in accordance with the essential role of pedagogical narration outlined by BC Early Learning Framework.
   - ECCE 1303 Communications: the number of hours is increased from 20 to 30 based on the need for more instructional time dedicated to interpersonal communication, which is one of the crucial skills for early childhood education professionals.
   - ECCE 2304 Integrated Program Planning 1 was changed into Integrated Program Planning as there is no Integrated Program Planning 2 in the actual Early Childhood Education Certificate Program.
   - ECCE 2304 Integrated Program Planning: the number of hours is increased from 10 to 20 to comply with the current Education Policy. According to Policy No.C.14. stated in the Assignment of Credits to Courses “courses will not be assigned credit lower than one (1.0) i.e. no 0.5 credit”.
   - ECCE 2115 Health, Safety and Nutrition: the course prerequisites have been removed. This
course will be also offered as an individual course which leads to the Early Childhood Educator Assistant Certification granted by the ECCE Registry.

- Course Assignments: the assignments for some courses were changed or renamed to be more up-to-date with current trends in technology and the early childhood education profession.
- Language: some of the course descriptions and course outlines were reworded to accomplish higher accuracy and comprehensiveness. Some typos and spelling errors were corrected.
- The Admission Requirements in the Program Content Guide were updated to equal the changes made in the Early Childhood Education Diploma Program Guide in 2015:
  a) Proof of English Proficiency: English 12 with a minimum ‘C’ or equivalent (http://www.vcc.ca/applying/registration-services/englishlanguage-proficiency-requirements/)
  b) A VCC Immunization Record must be completed. Immunizations in the following are strongly recommended:
     Diphtheria/Tetanus
     Polio
     Measles, Mumps, and Rubella
     Hepatitis B
     Influenza (on an annual basis)
     Chicken Pox

The following changes were made in the ECCE Post Basic Program:

- ECCE 2313 Advanced Child Growth and Development IT/SN integrates the competencies for both Infant Toddler and Exceptional development as compared with Advanced Child Growth and Development in the actual Special Needs and Infant Toddler diplomas which are two entirely separate subjects.
- ECCE 2314 Advanced Field Study IT/SN integrates observations of both infants and toddlers and children with exceptionalities while the actual Advanced Field Studies require two separate observations: for an infant or toddler and for a child with an exceptionality.
- ECCE 2315 Advanced Health, Safety and Nutrition integrates the competencies for health, safety and nutrition related to both infants and toddlers and children who need extra support while the actual Advanced Health, Safety and Nutrition courses instructed as part of the two diplomas treat separately infant/toddler health and the health of children with exceptionalities.
- ECCE 2316 Role of the Caregiver IT and ECCE 2317 Role of the Caregiver SN have increased in the number of hours (from 40 to 60 for each of the courses).
- The program also consists of the three common courses and four practicums, which are not being changed at this time (ECCE 2200 Enhancing Family Relationships, ECCE 2300 Childcare Administration and ECCE 2320 Professional Perspectives, ECCE 2235 Infant/Toddler Practicum 1, ECCE 2335 Infant/Toddler Practicum 2, ECCE 2230 Special Needs Practicum 1 and ECCE 2330 Special Needs Practicum 2).
- The Field Study and Four Practicums (ECCE 2314, ECCE 2235, ECCE 2335, ECCE 2230 and ECCE 2330) changed the number of credits to comply to the current Education Policy. If calculated according ratios laid out in the Assignment of Credits to Courses (C.1.4), which states that practicum leaning experiences (in an actual work setting) credits are 30 hours per credit.
- The PCG for the initially proposed post basic ECCE program, Advanced Post-Basic Certificate, was presented at the Curriculum Committee meeting on February 21, 2017. The following changes have been made:
  a) The Admission Requirements includes both ECCE Basic Certificate and ECCE Post Basic Diploma Programs.
  b) Program Duration includes both ECCE Basic Certificate and ECCE Post Basic Diploma Programs and outlines that: after successfully completing the ECCE Basic Certificate
program students will have the option of exiting the program with the **ECCE Certificate**; ECCE Post-Basic Diploma Program: Students continuing with advanced, post-basic education (Infant Toddler and Special Needs will graduate with the **ECCE Post-Basic Diploma**).

c) Program Learning Outcomes were changed to reflect the Diploma.

2. Are there any expected costs as a result of this proposal?

The anticipated cost will be $5,000. The funding for curriculum development has been approved.

**D) CONSULTATION CHECKLIST** (select all that apply) See Appendix A for consultations guidelines.

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>SCHOOLS</strong></td>
</tr>
<tr>
<td></td>
<td>Gordon McIvor, Dean, Continuing Studies (Ongoing since March, 2016): the IT/SN Diplomas issue was presented to the new Dean. In April, 2016 the Briefing Note was submitted to Irene Young (Appendix #3). Ongoing consultations with Gordon have occurred since then.</td>
</tr>
<tr>
<td></td>
<td>Claire Sauve, Senior Program Coordinator (July 2016 and ongoing): discussed the steps in the restructuring process internally and the timeline.</td>
</tr>
<tr>
<td></td>
<td><strong>ECCE Team Meeting (May, 2017):</strong> The Program Coordinator updated the ECCE team on the new developments in the program restructuring:</td>
</tr>
<tr>
<td></td>
<td>The Post Basic Restructuring Proposal went to the Curriculum Com and was received well. The suggestion came in the same meeting that due to the quality of the proposed program and the number of credits for both Basic and Post Basic there is a possibility to extend the restructuring process and do the laddering: the students would finish the basic 2 year program and earn the certificate but if they continue with the post basic program they can be granted a diploma. The next step would be to meet with the group of instructors and look at all the current course outlines and decide on any changes needed to be done to the program. The instructors were pleased with the news and expressed that the upgrade of the credential given to the ECCE Program – will also elevate the reputation that this profession has in the eyes of public.</td>
</tr>
<tr>
<td></td>
<td><strong>ECCE Meeting with the Group of ECCE Instructors (June, 2017):</strong> The Program Coordinator met with Marketa Soldat, Shahnaz Qayumi and Yvonne Adebar to look at all current course outlines for the Basic ECCE Program and discussed the potential changes that can lead to better program quality.</td>
</tr>
<tr>
<td></td>
<td><strong>ECCE Instructors (September 13, 2017):</strong> the ECCE Faculty was</td>
</tr>
</tbody>
</table>
Curriculum Development Approval Form

<table>
<thead>
<tr>
<th>Department Support Staff</th>
<th>informed that the Concept Paper for the new program was approved by the Education Council. The feedback from many instructors indicated that they considered Diploma in Early Childhood Education as an important step forward for the department and for the field of Early Childhood Education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Department(s)</td>
<td>Meeting with Todd Rowlatt, Education Council Chair, Gordon McIvor, Dean of Continuing Studies and Claire Sauve, Senior Program Coordinator, CS (March, 2017) to discuss the opportunity for the Diploma in Early Childhood Education. The Concept Paper for the Diploma in early Childhood Education was approved by the Education Council on September 12, 2017.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDUCATIONAL AND STUDENT SERVICES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
<td></td>
</tr>
<tr>
<td>Assessment Centre</td>
<td>Rachel Warick, Assessment Centre (July 26, 2017): Rachel was contacted by the program coordinator and informed about the new program. Rachel requested the information on the admission requirements for the new program. This information was emailed to Rachel on July 26, 2017.</td>
</tr>
<tr>
<td>Centre for Instructional Development</td>
<td>Elle Ting, CID (July 7 2016): discussed the steps and timeline for the restructuring project. Passed the proposal to Elle for review in September. Elle thought that it was very well written. Elle Ting, CID (September 15, 2017): Elle revised all the course outlines and PCG-s for the new program and made some minor changes in the documents.</td>
</tr>
<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td></td>
</tr>
<tr>
<td>Learning Centre</td>
<td>Emily Simpson, Learning Centre (July 26, 2017): Emily asked if the diploma program was running daytime and inquired if the new courses included any resume/job cover letter writing. The program coordinator informed Emily that all the courses would run in the evenings and that there would be no additional courses requiring resume/cover letter preparation. Emily stated that based on that information – there was no concern from the Learning Centre about their support ability.</td>
</tr>
<tr>
<td>Library</td>
<td>Todd Rowlatt, VCC Library (July 31, 2017): stated that the library should be fine for resources for this new program, assuming that no additional components were added to the program requiring research materials for the students.</td>
</tr>
<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
<td>Dave McMullen, Registrar’s Office (September 12, 2017): was present at the Education Council meeting. He had read the Concept Paper and attended the program coordinator’s presentation.</td>
</tr>
<tr>
<td>Related additional Student Services</td>
<td>Dave Stevenson, Student Services (July 26, 2017): was informed about the new program on July 26 and asked if he had any questions or concerns.</td>
</tr>
</tbody>
</table>
### Curriculum Development Approval Form

<table>
<thead>
<tr>
<th>VCC International and Immigrant Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FINANCIAL AND OPERATING</strong></td>
<td></td>
</tr>
<tr>
<td>Communications and Marketing</td>
<td>Danielle Libonati, Marketing (July 26, 2017): was informed about the new program and asked if she had any questions or concerns about it.</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>Stefan Valcev, Manager Financial Projects (March 2016): was consulted and developed a draft for the Advanced Post Basic Certificate costing model. Based on this model Erin Lenz, Operation Managers for CS, made adjustments to reflect the new Early Childhood Education Diploma Program (July, 2017). Jag Mundi, Budget and Finance Accounting Specialist and Andre Duinkerke, Manager Financial Planning and Projects (October 3, 2017) in consultation with the program and Erin Lenz.</td>
</tr>
<tr>
<td>Information Technology (IT)</td>
<td></td>
</tr>
<tr>
<td>Institutional Research (IR)</td>
<td>Brian Beacham, Institutional Research (July 26, 2017): was informed about the new program and asked if IR had any questions or concerns. Brian forwarded the information to Janet Latter and suggested that she was going to contact us if she had any questions about the new program.</td>
</tr>
<tr>
<td>Safety and Security</td>
<td></td>
</tr>
<tr>
<td><strong>EXTERNAL CONSULTATIONS</strong></td>
<td><strong>FEEDBACK (include date received)</strong></td>
</tr>
</tbody>
</table>
| PAC/CEG | ECCE PAC (July, 2016): presented the plan to the ECCE PAC The Program Coordinator presented the restructuring plan to the PAC members, and the following questions were discussed:  
  1. Will the students be able to transfer credits to other institutions like Capilano so students can complete a degree?  
  2. If we combine the ECCE Basic Certificate with the newly restructured program, will there be enough hours for a Diploma?  

   After discussing the questions above, the PAC expressed support for the post-basic program restructuring plan with the note that the ECCE Diploma program should be the long-term goal.  

   ECCE PAC (October, 2016):  
   The PAC agreed to endorse the ECCE PC to continue working on the Advanced Post Basic Certificate for Fall, 2017. The motion was approved unanimously. The PAC supports the development of the ECCE Diploma Program as a long-term project.  

   ECCE PAC (June, 2017):  
   The information about the new initiative to further restructure |
the entire ECCE program and to upgrade it to Diploma in Early Childhood Education – was discussed at the recent PAC meeting on June 21. The PAC members were all in favor and endorsed the project.

Ministry of Children and Family Development (March, 2016 – on going) – received initial approval on the restructuring plan for the post basic ECCE program on May 31th, 2016. Janet Fox, Ministry of Child and Family, responded with the following: “VCC could revise the Advanced Child Growth and Development and Advanced Health, Safety and Nutrition courses to cover both the ITE and SNE competencies and therefore be offered as core courses for both the ITE and SNE programs. For example, as Advanced Child Growth and Development would be a core course, the course description and learning outcomes should be directed to both infants and toddlers and children with exceptionalities...”

Ministry of Children and Family Development (September 24, 2016): the feedback from the Registry after the first review was that it was “well-thought out “ and that the Registry did not have any concerns with VCC moving forward with their plans to restructure the program.

Ministry of Children and Family Development (September 22, 2017): the Concept Paper, approved by the Education Council was emailed to the ECE Registry.

E) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval 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.

   Katarina Jovanovic
   Name
   05/10/17
   Sign off
   Date

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.

   Gordon McIvor
   Name
   October 5, 2017
   Sign off
   Date
Goal
The purpose of the Early Childhood Care and Education (ECCE) Certificate Program, offered through VCC Continuing Studies, is to prepare graduates to work in licensed preschools and childcare centers with children three to five years of age. Our program offers students the knowledge and skills to provide high quality service for young children and their families.

On completion of the ECCE Certificate Program, students may continue their studies to obtain the ECCE Post-Basic Diploma.

Admission Requirements

- High school graduation or equivalent
- Proof of English Proficiency: English 12 with a minimum ‘C’ or the English Language Assessment (http://www.vcc.ca/applying/registration-services/englishlanguage-proficiency-requirements/)
- 19 years or older
- Canadian citizen or Permanent Resident
- 40 hours of volunteering work in a licensed childcare facility in BC
- Successful interview with the Program Coordinator based on criteria.

Required for field observations and practicums:

- Proof of a negative Tuberculosis skin test. If the skin test is positive, proof of a negative chest x-ray is required
- Physician’s Report (proof that individual is physically healthy and emotionally mature to meet the demands of working with young children)
- A VCC Immunization Record must be completed. Immunizations in the following are strongly recommended:
  - Diphtheria/Tetanus
  - Polio
  - Measles, Mumps, and Rubella
  - Hepatitis B
  - Influenza (on an annual basis)
  - Chicken Pox
- Minimum two written letters of reference indicating suitability for the program
- 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 will be responsible for any costs incurred in the Criminal Record Check. 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.

Prior Learning Assessment & Recognition (PLAR)
This program does not accept PLAR at this time.

Program Duration
Two years of part-time or one year of full-time study. Students have a maximum of three years to complete the program.

Successful graduates are eligible to apply for the Early Childhood Educator Certification from the Ministry for Children and Family Development, Early Childhood Education Registry.

Graduates who decide to upgrade their education can continue into the ECCE Post-Basic Diploma Program.
Program Learning Outcomes
On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs
5. Integrate knowledge of current child growth and development theory and research into work and child care settings
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Contribute to the effective management and administration of early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings

Instructional Activities, Design and Delivery Mode
Courses combine classroom lectures, presentations, discussions, practical exercises, and individual and group work. Students take an active role, learning by observing early childhood programs during field trips and off-site field studies.

Practicum students receive on-site support and supervision from college instructors and sponsors who are qualified early childhood educators.

Evaluation of Student Learning
Students are evaluated through a variety of methods including:

- Quizzes
- Tests
- Essays
- Assignments
- Projects
- Presentations
- Participation
- Group work

Students will not be allowed to progress if the minimum 1.67 GPA requirement is not met.

Recommended Characteristics of Students
The Early Childhood Care and Education Certificate is designed to meet the needs of adult learners who reflect the cultural and linguistic diversity of our community.

The following attributes are recommended:

- Desire to work with children and families in early childhood programs and services
- Previous experience in working with young children
- Ability to communicate effectively in English
# Courses

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ECCE 1301</td>
<td><strong>Foundations in ECCE</strong></td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course provides an overview and introduction to the theories and practices of early childhood care and education profession. Key themes include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Types and terminology of child care services</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. BC Early Learning Framework</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The structure and organization of child care in BC</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Historical figures and their contributions to the profession</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Current Canadian and international research, trends and approaches in early childhood education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Current issues in the early childhood educator profession</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Goals and objectives of quality early childhood programs.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>ECCE 1302</td>
<td><strong>Field Study 1</strong></td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The purpose of this community-based observation is to broaden students' understanding of early childhood settings, to experience and reflect upon similarities and differences in these environments and to apply critical thinking skills and analyses in linking early childhood theory to practice. The course relates specifically to content in the Foundations course offerings in this given term.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>ECCE 1303</td>
<td><strong>Communications</strong></td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The purpose of this course is to identify and develop self-awareness, attitudes, knowledge base and skills for effective communication with adults and children. Personal growth, interpersonal skills mastery and communication theory are introduced as the cornerstone for facilitating positive relationships and enhancing effectiveness. Tools for building successful relationships with children, parents, coworkers, administrators and the broader community will be practiced and refined.</td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td>Course #</td>
<td>Course Name and Description</td>
<td>Credits</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>1</td>
<td>ECCE 1304</td>
<td><strong>Observing and Recording</strong>&lt;br&gt;This course focuses on the critical role of observing and recording in programs for young children. Course content highlights the value of observing and recording in understanding child development as well as its role in assessing the design, responsiveness and quality of programs offered in our community.</td>
<td>2.0</td>
</tr>
<tr>
<td>2</td>
<td>ECCE 1305</td>
<td><strong>Child Growth 1</strong>&lt;br&gt;This course presents a comprehensive overview of human development from conception through five years of age with particular emphasis on the early childhood years. Course content focuses on current research, trends, and issues, and introduces students to the importance of observation and individual variations in the developmental process.</td>
<td>2.0</td>
</tr>
<tr>
<td>2</td>
<td>ECCE 1306</td>
<td><strong>Field Study 2</strong>&lt;br&gt;The purpose of this community-based observation is to broaden students’ understanding of young children and to apply critical thinking skills and analyses in linking early childhood theory to practice. The course relates specifically to content in ECCE 1305 Child Growth 1 offered in this given term.</td>
<td>1.0</td>
</tr>
<tr>
<td>2</td>
<td>ECCE 1307</td>
<td><strong>The Learning Child</strong>&lt;br&gt;This course will focus on the attitudes, knowledge and skills needed for planning, implementing and promoting play-based learning for young children.</td>
<td>2.0</td>
</tr>
<tr>
<td>2</td>
<td>ECCE 1308</td>
<td><strong>Field Study 3</strong>&lt;br&gt;The purpose of this community-based observation is to broaden students’ understanding of early childhood settings, to experience and reflect upon similarities and differences in these environments and to apply critical thinking skills and analyses in linking early childhood theory to practice. The course relates specifically to content in ECCE 1307 The Learning Child offered in this given term.</td>
<td>1.0</td>
</tr>
<tr>
<td>Term</td>
<td>Course #</td>
<td>Course Name and Description</td>
<td>Credits</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>3</td>
<td>ECCE 1104</td>
<td><strong>Child Growth 2</strong>&lt;br&gt;This course presents a comprehensive overview of human development from six to twelve years of age with particular emphasis on middle childhood. Course content focuses on current research, trends and issues, and introduces students to the importance of observation and individual variations in the development process</td>
<td>2.0</td>
</tr>
<tr>
<td>3</td>
<td>ECCE 1107</td>
<td><strong>Guiding and Caring</strong>&lt;br&gt;This course introduces students to a variety of theoretical perspectives and positive approaches to prevention and intervention strategies in guiding children's behavior and promoting their healthy emotional and social development. It focuses on best practices that ensure a positive and encouraging approach.</td>
<td>2.0</td>
</tr>
<tr>
<td>3</td>
<td>ECCE 2305</td>
<td><strong>Practicum 1</strong>&lt;br&gt;This course offers the opportunity to participate in the role of “Active Observer” in a child care center. Observing and participating in program activities enables application of theories, concepts and principles of best early childhood education practice.</td>
<td>2.5</td>
</tr>
<tr>
<td>4</td>
<td>ECCE 2301</td>
<td><strong>Creative Art</strong>&lt;br&gt;This course will introduce the attitudes, knowledge base, and skills for effectively integrating creative arts in the curriculum and program planning for young children. The course highlights the importance of a perspective that promotes a process oriented, open ended, and non-competitive approach.</td>
<td>2.0</td>
</tr>
<tr>
<td>4</td>
<td>ECCE 2302</td>
<td><strong>Exploring Learning Environments</strong>&lt;br&gt;The purpose of this course is to introduce the knowledgebase and skills for effectively integrating physical, life, social sciences and pre-math skills into the curriculum and program planning for young children.</td>
<td>2.0</td>
</tr>
<tr>
<td>Term</td>
<td>Course #</td>
<td>Course Name and Description</td>
<td>Credits</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
</tbody>
</table>
| 4    | ECCE 2303  | **Field Study 4**  
The purpose of this community-based observation is to broaden students’ understanding of early childhood settings, to experience and reflect upon similarities and differences in these environments and to apply critical thinking skills and analyses in linking early childhood theory to practice. The focus relates specifically to content in ECCE 2302 Exploring Learning Environments offered in this given term. | 1.0     |
| 4    | ECCE 2304  | **Integrated Program Planning**  
The purpose of this course is to consolidate best practices for program planning with young children. Students are provided with structured opportunities to integrate their classroom learning, with practical experience and to apply these to personal and professional goals. | 1.0     |
| 4    | ECCE 2306  | **Practicum 2**  
This course builds on the experiential opportunities in ECCE 2305 Practicum 1. An expectation of growth in confidence, competency and techniques will be confirmed. | 2.5     |
| 5    | ECCE 2102  | **Music and Movement**  
The purpose of this course is to introduce the attitudes, knowledge base and skills for effectively integrating creative movement, drama, dance and music in curriculum and program planning for young children. The course highlights the importance of these experiences to the development of positive self-concept, confidence, creativity and learning in all domains of growth and development. | 2.0     |
| 5    | ECCE 2309  | **Ecology of Family**  
This course explores the attitudes, knowledge and skills for building positive relationships with families; planning for meaningful parent involvement and ensuring effective and appropriate links with community resources. The themes of family-centered care, culturally sensitive care, inclusive practice and honouring diversity are highlighted. | 2.0     |
<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>ECCE 2308</td>
<td><strong>Language and Literature</strong>&lt;br&gt;The purpose of this course is to introduce the attitudes, knowledge base, and skills for effectively integrating language and literature experiences in curriculum and program planning for young children. The course highlights the importance of understanding language acquisition, understanding of the process of additional language learning, and the provision of language rich learning environments.</td>
<td>2.0</td>
</tr>
<tr>
<td>6</td>
<td>ECCE 2106</td>
<td><strong>Field Study 5</strong>&lt;br&gt;The purpose of this community-based observation is to broaden students’ understanding of early childhood settings, to experience and reflect upon similarities and differences in these environments and to apply critical thinking skills and analyses in linking early childhood theory to practice. The focus relates specifically to content in the ECCE 2102 Music and Movement course in this given term.</td>
<td>1.0</td>
</tr>
<tr>
<td>6</td>
<td>ECCE 2115</td>
<td><strong>Health, Safety and Nutrition</strong>&lt;br&gt;The purpose of this course is to provide students with the knowledge and skills to establish and maintain healthy and safe environments for young children and to provide healthy and nutritious food. Key topics include prevention, universal precautions, working in partnership with families and community resources.</td>
<td>2.0</td>
</tr>
<tr>
<td>6</td>
<td>ECCE 2307</td>
<td><strong>Practicum 3</strong>&lt;br&gt;This course builds on the experiential opportunities in ECCE 2306 Practicum 2. Students will extend their knowledge and participate as an “Assistant Teacher” in a licensed child care center. An expectation of growth in confidence, competency and techniques will be confirmed.</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**Total Program Credits:** 41.0
Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td>Minimum Pass</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Course Standings

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<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>TC</td>
<td>Transfer Credit</td>
<td>N/A</td>
</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.

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 website at: [http://www.vcc.ca/about/governance--policies/policies/](http://www.vcc.ca/about/governance--policies/policies/)
ECCE Post - Basic Diploma

Program Content Guide

Effective Date: September 2018
Goal
The purpose of the Early Childhood Care and Education (ECCE) Post-Basic Diploma is to prepare graduates to work in licensed infant toddler and inclusive childcare settings. The ECCE Post-Basic Diploma includes three components: the Basic ECCE, and the integrated Post-Basic ECCE Infant Toddler and Special Needs.

The ECCE Post-Basic Diploma will provide graduates with an enriched and comprehensive knowledge of child development and best practices in both areas: working with infants and toddlers as well as children with exceptionalities. Each course in the program will cover integrated competencies from both specialty areas, which will result in a higher level of professional competence for graduates of the program.

Admission Requirements
There are two entry pathways into the ECCE Post-Basic Diploma: Basic Entry and Post-Basic Entry.

A) For Basic Entry, the admission requirements are:

- High school graduation or equivalent
- Proof of English Proficiency: English 12 with a minimum ‘C’ or the English Language Assessment (http://www.vcc.ca/applying/registration-services/englishlanguage-proficiency-requirements/)
- 19 years or older
- Canadian citizen or Permanent Resident
- Minimum two written letters of reference indicating suitability for the program
- 40 hours of volunteering work in a licensed childcare facility in BC
- Successful interview with the Program Coordinator based on criteria.

Required for field observations and practicums:

- Proof of a negative Tuberculosis skin test. If the skin test is positive, proof of a negative chest x-ray is required
- Physician’s Report (proof that individual is physically healthy and emotionally mature to meet the demands of working with young children)
- A VCC Immunization Record must be completed. Immunizations in the following are strongly recommended:
  - Diphtheria/Tetanus
  - Polio
  - Measles, Mumps, and Rubella
  - Hepatitis B
  - Influenza (on an annual basis)
  - Chicken Pox
- 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 will be responsible for any costs incurred in the Criminal Record Check. 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.
B) For Post-Basic Entry, the admission requirements are the same as above (with the exception of 40 hours of volunteering work) and:

- Early Childhood Care and Education Certificate from Vancouver Community College or other approved training institution as per BC Ministry of Children and Family Development Early Childhood Education Registry

Prior Learning Assessment & Recognition (PLAR)
This program does not accept PLAR at this time.

Program Duration
The ECCE Post-Basic Diploma is typically completed in 39-months (10 terms) of part-time study. The maximum time for completion is five years.

1) ECCE Basic Certificate Exit: After successfully completing the courses in the ECCE Certificate program students will have the option of exiting the program with the ECCE Certificate. This credential qualifies for the Early Childhood Educator Certification granted from the Ministry of Children and Family Development. The duration of this program is two years of part-time or one year of full-time study (960 hours of combined lecture, field observation, and practicum). The maximum time for completion is three years.

2) ECCE Post-Basic Diploma Program: Students continuing with advanced, post-basic education (Infant Toddler and Special Needs will graduate with the ECCE Post-Basic Diploma. This credential additionally qualifies for the Infant Toddler and Special Needs Educator Certifications granted from the Ministry of Children and Family Development. The duration of the post-basic program is 15 months, part-time (830 hours of combined lecture, field observation, and practicum). The maximum time for completion is two years. The maximum time between completion of the ECCE Certificate and enrolling to the ECCE Post Basic Diploma is five years.

Program Learning Outcomes
On completion of the ECCE Post-Basic Diploma, graduates will be able to:

1. Protect and promote the psychological and physical safety, health and well-being of infants and toddlers and children with exceptionalities
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children
3. Administer daily experiences that support and promote children’s physical, emotional, social, communication, cognitive, ethical and creative lives
4. Use pedagogical narrations to interpret and respond to every child's skills, abilities, interests and needs with special focus on infants and toddlers and children who need extra support
5. Analyze variations in development among infants and toddlers
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Practice administrative and management skills as related to early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings

**Instructional Activities, Design and Delivery Mode**
Courses combine classroom lectures, presentations, discussions, practical exercises, and individual and group work. Students take an active role and learn by observing early childhood programs during field trips and off-site field studies. Students are exposed to the new ECCE resources SECD (Science of Early Child Development). Guest speakers are invited for every course in order to provide community awareness and connections for the students.

Practicum students receive on-site support and supervision from college instructors and sponsors who are qualified early childhood educators.

**Evaluation of Student Learning**
Students are evaluated through a variety of methods including:

- Quizzes
- Tests
- Essays
- Assignments
- Projects
- Presentations
- Participation
- Group work

Students must maintain a minimum GPA of 1.67 (55-59%) C-. If this level of achievement is not reached, students may be placed on probation.

Students failing to maintain a minimum GPA in each semester may be required to withdraw from the ECCE program, or may be prevented from registering for the following term.

**Recommended Characteristics of Students**
The ECCE Diploma is designed to meet the needs of adult learners who reflect the cultural and linguistic diversity of our community.

The following attributes are recommended:

- Desire to work with children and families in early childhood programs and services
- Previous experience in working with young children
- Ability to communicate effectively in English
<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ECCE 1301</td>
<td><strong>Foundations in ECCE</strong>&lt;br&gt;This course provides an overview and introduction to the theories and practices of early childhood care and education profession. Key themes include:&lt;br&gt;1. Types and terminology of child care services&lt;br&gt;2. BC Early Learning Framework&lt;br&gt;3. The structure and organization of child care in BC&lt;br&gt;4. Historical figures and their contributions to the profession&lt;br&gt;5. Current Canadian and international research, trends and approaches in early childhood education&lt;br&gt;6. Current issues in the early childhood educator profession&lt;br&gt;7. Goals and objectives of quality early childhood programs.</td>
<td>2.5</td>
</tr>
<tr>
<td>1</td>
<td>ECCE 1302</td>
<td><strong>Field Study 1</strong>&lt;br&gt;The purpose of this community-based observation is to broaden students’ understanding of early childhood settings, to experience and reflect upon similarities and differences in these environments and to apply critical thinking skills and analyses in linking early childhood theory to practice. The course relates specifically to content in the Foundations course offerings in this given term.</td>
<td>1.0</td>
</tr>
<tr>
<td>1</td>
<td>ECCE 1303</td>
<td><strong>Communications</strong>&lt;br&gt;The purpose of this course is to identify and develop self-awareness, attitudes, knowledge base and skills for effective communication with adults and children. Personal growth, interpersonal skills mastery and communication theory are introduced as the cornerstone for facilitating positive relationships and enhancing effectiveness. Tools for building successful relationships with children, parents, coworkers, administrators and the broader community will be practiced and refined.</td>
<td>1.5</td>
</tr>
<tr>
<td>Term</td>
<td>Course #</td>
<td>Course Name and Description</td>
<td>Credits</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>1</td>
<td>ECCE 1304</td>
<td><strong>Observing and Recording</strong>&lt;br&gt;This course focuses on the critical role of observing and recording in programs for young children. Course content highlights the value of observing and recording in understanding child development as well as its role in assessing the design, responsiveness and quality of programs offered in our community.</td>
<td>2.0</td>
</tr>
<tr>
<td>2</td>
<td>ECCE 1305</td>
<td><strong>Child Growth 1</strong>&lt;br&gt;This course presents a comprehensive overview of human development from conception through five years of age with particular emphasis on the early childhood years. Course content focuses on current research, trends, and issues, and introduces students to the importance of observation and individual variations in the developmental process.</td>
<td>2.0</td>
</tr>
<tr>
<td>2</td>
<td>ECCE 1306</td>
<td><strong>Field Study 2</strong>&lt;br&gt;The purpose of this community-based observation is to broaden students’ understanding of young children and to apply critical thinking skills and analyses in linking early childhood theory to practice. The course relates specifically to content in ECCE 1305 Child Growth 1 offered in this given term.</td>
<td>1.0</td>
</tr>
<tr>
<td>2</td>
<td>ECCE 1307</td>
<td><strong>The Learning Child</strong>&lt;br&gt;This course will focus on the attitudes, knowledge and skills needed for planning, implementing and promoting play-based learning for young children.</td>
<td>2.0</td>
</tr>
<tr>
<td>2</td>
<td>ECCE 1308</td>
<td><strong>Field Study 3</strong>&lt;br&gt;The purpose of this community-based observation is to broaden students’ understanding of early childhood settings, to experience and reflect upon similarities and differences in these environments and to apply critical thinking skills and analyses in linking early childhood theory to practice. The course relates specifically to content in ECCE 1307 The Learning Child offered in this given term.</td>
<td>1.0</td>
</tr>
<tr>
<td>Term</td>
<td>Course #</td>
<td>Course Name and Description</td>
<td>Credits</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>3</td>
<td>ECCE 1104</td>
<td><strong>Child Growth 2</strong>&lt;br&gt;This course presents a comprehensive overview of human development from six to twelve years of age with particular emphasis on middle childhood. Course content focuses on current research, trends and issues, and introduces students to the importance of observation and individual variations in the development process</td>
<td>2.0</td>
</tr>
<tr>
<td>3</td>
<td>ECCE 1107</td>
<td><strong>Guiding and Caring</strong>&lt;br&gt;This course introduces students to a variety of theoretical perspectives and positive approaches to prevention and intervention strategies in guiding children’s behavior and promoting their healthy emotional and social development. It focuses on best practices that ensure a positive and encouraging approach.</td>
<td>2.0</td>
</tr>
<tr>
<td>3</td>
<td>ECCE 2305</td>
<td><strong>Practicum 1</strong>&lt;br&gt;This course offers the opportunity to participate in the role of “Active Observer” in a child care center. Observing and participating in program activities enables application of theories, concepts and principles of best early childhood education practice.</td>
<td>2.5</td>
</tr>
<tr>
<td>4</td>
<td>ECCE 2301</td>
<td><strong>Creative Art</strong>&lt;br&gt;This course will introduce the attitudes, knowledge base, and skills for effectively integrating creative arts in the curriculum and program planning for young children. The course highlights the importance of a perspective that promotes a process oriented, open ended, and non-competitive approach.</td>
<td>2.0</td>
</tr>
<tr>
<td>4</td>
<td>ECCE 2302</td>
<td><strong>Exploring Learning Environments</strong>&lt;br&gt;The purpose of this course is to introduce the knowledge-base, and skills for effectively integrating physical, life, social sciences and pre-math skills into the curriculum and program planning for young children.</td>
<td>2.0</td>
</tr>
<tr>
<td>Term</td>
<td>Course #</td>
<td>Course Name and Description</td>
<td>Credits</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>4</td>
<td>ECCE 2303</td>
<td><strong>Field Study 4</strong></td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The purpose of this community-based observation is to broaden students’ understanding of early childhood settings, to experience and reflect upon similarities and differences in these environments and to apply critical thinking skills and analyses in linking early childhood theory to practice. The focus relates specifically to content in ECCE 2302 Exploring Learning Environments offered in this given term.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>ECCE 2304</td>
<td><strong>Integrated Program Planning</strong></td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The purpose of this course is to consolidate best practices for program planning with young children. Students are provided with structured opportunities to integrate their classroom learning, with practical experience and to apply these to personal and professional goals.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>ECCE 2304</td>
<td><strong>Practicum 2</strong></td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course builds on the experiential opportunities in ECCE 2305 Practicum 1. An expectation of growth in confidence, competency and techniques will be confirmed.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>ECCE 2102</td>
<td><strong>Music and Movement</strong></td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The purpose of this course is to introduce the attitudes, knowledge base and skills for effectively integrating creative movement, drama, dance and music in curriculum and program planning for young children. The course highlights the importance of these experiences to the development of positive self-concept, confidence, creativity and learning in all domains of growth and development.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>ECCE 2309</td>
<td><strong>Ecology of Family</strong></td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course explores the attitudes, knowledge and skills for building positive relationships with families; planning for meaningful parent involvement and ensuring effective and appropriate links with community resources. The themes of family-centered care, culturally sensitive care, inclusive practice and honouring diversity are highlighted.</td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td>Course #</td>
<td>Course Name and Description</td>
<td>Credits</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>-----------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>6</td>
<td>ECCE 2308</td>
<td><strong>Language and Literature</strong></td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The purpose of this course is to introduce the attitudes, knowledge base, and skills for effectively integrating language and literature experiences in curriculum and program planning for young children. The course highlights the importance of understanding language acquisition, understanding of the process of additional language learning, and the provision of language rich learning environments.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>ECCE 2106</td>
<td><strong>Field Study 5</strong></td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The purpose of this community-based observation is to broaden students’ understanding of early childhood settings, to experience and reflect upon similarities and differences in these environments and to apply critical thinking skills and analyses in linking early childhood theory to practice. The focus relates specifically to content in the ECCE 2102 Music and Movement course in this given term.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>ECCE 2115</td>
<td><strong>Health, Safety and Nutrition</strong></td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The purpose of this course is to provide students with the knowledge and skills to establish and maintain healthy and safe environments for young children and to provide healthy and nutritious food. Key topics include prevention, universal precautions, working in partnership with families and community resources.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>ECCE 2307</td>
<td><strong>Practicum 3</strong></td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course builds on the experiential opportunities in ECCE 2306 Practicum 2. Students will extend their knowledge and participate as an “Assistant Teacher” in a licensed child care center. An expectation of growth in confidence, competency and techniques will be confirmed.</td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td>Course #</td>
<td>Course Name and Description</td>
<td>Credits</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>-----------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>7</td>
<td>ECCE 2313</td>
<td>Advanced Child Growth &amp; Development IT/SN</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course focuses on current theories and research related to the growth and development of children from birth to three years of age (infants and toddlers) and the development of children with exceptionalities from prenatal to six years of age. Students will expand their understanding of internal and external influences on development of infants and toddlers with exceptionalities and learn theory-based practice in a childcare context.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>ECCE 2314</td>
<td>Advanced Field Study IT/SN</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The purpose of these two community-based observations is to broaden students' understanding of the content studied in Advanced Child Growth IT/SN course. Through the observation of infant or toddler childcare setting, the students will reflect upon similarities and differences in these environments and apply critical thinking skills and analyses in linking early childhood theory to practice. The observation of the inclusive child care setting will expand the students' knowledge and understanding of the best practices when working with children who need extra support.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>ECCE 2315</td>
<td>Advanced Health, Safety and Nutrition IT/SN</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course focuses on the advanced health, hygiene and safety of infants and toddlers and children who need extra support in childcare settings. Students will analyze children's rights including cultural and individual needs, abuse indicators and vulnerabilities of infants and toddlers and children with exceptionalities.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>ECCE 2200</td>
<td>Enhancing Family Relationships</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course develops students' knowledge and skills in building positive relationships with families in a childcare context. Students will deepen insight into family dynamics, community and cultural influences, anti-bias approaches and the critical role of family/caregiver partnerships.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>ECCE 2300</td>
<td>Childcare Administration</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course provides students with broad knowledge of the principles and practices involved in the administration and management of a childcare centre. Students will learn the necessary skills to fulfill the role of administrator of an early childhood education program.</td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td>Course #</td>
<td>Course Name and Description</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>ECCE 2320</td>
<td><strong>Professional Perspectives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course provides students with an understanding of professional perspectives in the field of early childhood education. Students will identify principles of professional conduct and articulate supporting practices and ethics to implement in their own childcare context.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>ECCE 2316</td>
<td><strong>Role of the Caregiver IT</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course focuses on the role of the caregiver for children 0-3 years of age. Course content includes the ethics of care, and the principles of centering children, including families and incorporating the values of cultural communities in providing experiences for infants and toddlers.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>ECCE 2317</td>
<td><strong>Role of the Caregiver SN</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course focuses on the role of the caregiver for children 0-5 years of age with special needs. Course content includes principles of family centered care, inclusion, cultural competence and developmentally appropriate practice for children with special needs.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>ECCE 2235</td>
<td><strong>Infant Practicum</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course builds on the experience gained through practicums in the basic program and the knowledge of infant development acquired in class. Students will extend their knowledge and apply what they have learned through full participation as an assistant teacher in a licensed infant childcare setting. An expectation of growth in confidence, competency and techniques will be confirmed.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>ECCE 2230</td>
<td><strong>Special Needs Practicum 1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course builds on the experience gained through the basic program practicums and the knowledge on exceptionalities acquired in class. Students will extend their knowledge and apply what they have learned through full participation as an assistant teacher in an inclusive licensed childcare setting. An expectation of growth in confidence, competency and techniques will be confirmed.</td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td>Course #</td>
<td>Course Name and Description</td>
<td>Credits</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>----------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>10</td>
<td>ECCE 2330</td>
<td>Special Needs Practicum 2</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course builds on the experience gained through Special Needs Practicum 1 and the knowledge on inclusive practice acquired in class. Students will extend their knowledge and apply what they have learned through full participation as an assistant teacher in an inclusive licensed childcare setting. An expectation of growth in confidence, competency and techniques will be confirmed.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>ECCE 2335</td>
<td>Toddler Practicum</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course builds on the experience gained through the Infant Practicum and the knowledge on toddler development acquired in class. Students will extend their knowledge and apply what they have learned through full participation as an assistant teacher in a licensed toddler childcare setting. An expectation of growth in confidence, competency and techniques will be confirmed.</td>
<td></td>
</tr>
</tbody>
</table>

Total Program Credits: 74.0
Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

### Grading Standard

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>90-100 - A+</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>85-89 - A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>80-84 - A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td>76-79 - B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td>72-75 - B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td>68-71 - B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td>64-67 - C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td>60-63 - C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td>55-59 - Minimum Pass</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>50-54 - Failing Grade</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0-49 - Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater</td>
<td>70 or greater - Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Course Standings

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<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>TC</td>
<td>Transfer Credit</td>
<td>N/A</td>
</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.

---

**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 website at: http://www.vcc.ca/about/governance--policies/policies/

---

This document is not to be copied or transmitted in any form without the consent of VCC ©
Course Name: Child Growth 2

Course Number: ECCE 1104  Number of Credits: 2.0  Effective Date: September 2018

Course Description: This course presents a comprehensive overview of human development from six to twelve years of age with particular emphasis on middle childhood. Course content focuses on current research, trends and issues, and introduces students to the importance of observation and individual variations in the development process.

Course Pre-requisites (if applicable):
ECCE 1305

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☒ No  ☐ Yes (details below):
Instructional Strategies:
Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:
1. Describe the four developmental domains and their effects on middle childhood development
2. Explain the effects of the risk indicators on middle childhood development
3. Discuss genetic and environmental influences related to child growth and development in middle childhood.

Program Learning Outcomes:
On completion of the Early Childhood Care and Education Certificate graduates will be able to:
1. Protect and promote the psychological and physical safety, health, and well-being of each child
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs
5. Integrate knowledge of current child growth and development theory and research into work and child care settings
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Contribute to the effective management and administration of early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
### 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>

### 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>Assignments</td>
<td>30</td>
<td>Group Presentation on Research Topic</td>
</tr>
<tr>
<td>Other</td>
<td>30</td>
<td>In-Class Journal Reflections</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Partner Article Sharing</td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
<td>Professional Behavior and Participation</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>40</td>
<td></td>
</tr>
</tbody>
</table>

**Total 40**

**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. Developmental domains and the effects on middle childhood development
   a. Key developmental stages within middle childhood
   b. Key components of each of the developmental stages within middle childhood
2. The effects of the developmental domains on middle childhood development
   a. Developmental domains
   b. Developmental process for each of the following domains: social/emotional, physical, cognitive and language.
   c. Effects of the developmental domains on middle childhood development
3. The effects of the indicators of risk on middle childhood development
   a. The indicators of risk in middle childhood
   b. Effects of the risk indicators on middle childhood development
   c. Impact of media on child development
4. Genetic and environmental influences related to child growth and development in middle childhood.
   a. Genetic influences and environmental influences on middle childhood growth and development
   b. Explain the impact of genetic and environmental influences on middle childhood growth and development

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

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Guiding and Caring

Course Number: ECCE 1107  
Number of Credits: 2.0  
Effective Date: September 2018

Course Description:
This course introduces students to a variety of theoretical perspectives and positive approaches to prevention and intervention strategies in guiding children's behavior and promoting their healthy emotional and social development. It focuses on best practices that ensure a positive and encouraging approach.
Course Learning Outcomes:

At the end of this course students will be able to:

1. Define terms related to guiding and caring for young children
2. Summarize the theoretical perspectives to guide children’s behavior
3. Identify developmentally appropriate expectations of young children
4. Select appropriate intervention strategies that guide behaviors and support the development of positive self-concept
5. Apply prevention and intervention strategies in guiding children's behavior
7. Apply knowledge of child growth and development to the implementation of developmentally appropriate strategies

Program Learning Outcomes:

On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs
5. Integrate knowledge of current child growth and development theory and research into work and child care settings
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Contribute to the effective management and administration of early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
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>

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>Assignments</td>
<td>30</td>
<td>Guidance Intervention: Role Play Scenario Group Assignment</td>
</tr>
<tr>
<td>Field Experience</td>
<td>25</td>
<td>Observation of Challenging Behaviour</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Problem Based Learning In-Class Assignment</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
<td>Guidance Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong> 100</td>
</tr>
</tbody>
</table>

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>40</td>
<td></td>
</tr>
</tbody>
</table>

Total 40

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:

1. Terms related to guiding and caring young children.
4. Factors Affecting Behavior.
5. Direct and Indirect Guidance; the importance of physical environment.
6. Intervention Strategies
7. Canadian Theoretical Perspectives
8. Guidance and Self-Concept
9. Resilience and Stress in Childhood

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
</table>
Course Name: Foundations in ECCE
Course Number: ECCE 1301  
Number of Credits: 2.5  
Effective Date: September 2018

Course Description:
This course provides an overview and introduction to the theories and practices of early childhood care and education profession. Key themes include:

1. Types and terminology of child care services
2. BC Early Learning Framework
3. The structure and organization of child care in BC
4. Historical figures and their contributions to the profession
5. Current Canadian and international research, trends and approaches in early childhood education
6. Current issues in the early childhood educator profession
7. Goals and objectives of quality early childhood programs.

School or Centre: Centre for Continuing Studies
Year of Study: 1st Year Post-secondary
Course History: Revised Course

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

Course Co-requisites (if applicable):
ECCE 1302 Field Study 1

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

At the end of this course students will be able to:

1. Explain child care services in BC
2. Describe the role of the Early Childhood Educator in the provision of quality child care
3. Explain the impact of culture and diversity in the provision of child care services
4. Explain the concept of developmentally appropriate practice.
5. Explain the concepts of anti-bias, theme-based, and emergent curricula in an integrated program planning approach.
6. Describe and compare historical and current trends and approaches in early childhood education
7. Refer to BC Early Learning Framework

Program Learning Outcomes:

On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs
5. Integrate knowledge of current child growth and development theory and research into work and child care settings
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Contribute to the effective management and administration of early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
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>

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>Program Models: Group Project and Presentation of One Educational Program Model</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Attendance, Participation and Professional Behavior</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Total 100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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>50</td>
<td></td>
</tr>
<tr>
<td>Total 50</td>
<td></td>
<td></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:

1. Role of professional early childhood educators in the community context in BC and BC Early Learning Framework
2. Current Canadian and international research, trends and approaches in early childhood education
3. Current issues in the early childhood educator profession
4. Impact of culture and diversity in the provision of child care services
5. Concept of developmentally appropriate practice (DAP)
6. Concepts of anti-bias, theme-based, and emergent curricula in an integrated program planning approach
7. The opportunities for an integrated approach to program planning across all curriculum areas

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
</table>

VCC-CD-20150910
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Field Study 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>ECCE 1302</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>1.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
</tr>
<tr>
<td>Course Description:</td>
<td>The purpose of this community-based observation is to broaden students’ understanding of early childhood settings, to experience and reflect upon similarities and differences in these environments and to apply critical thinking skills and analyses in linking early childhood theory to practice. The course relates specifically to content in the Foundations course offerings in this given term.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Centre for Continuing Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of Study:</td>
<td>1st Year Post-secondary</td>
</tr>
<tr>
<td>Course History:</td>
<td>Revised Course</td>
</tr>
</tbody>
</table>

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

| Course Co-requisites (if applicable): | ECCE 1301 Foundations in ECCE |

| PLAR (Prior Learning Assessment & Recognition) | No | Yes (details below): |
Instructional Strategies:
View a variety of licensed early childhood programs.

Course Learning Outcomes:
At the end of this course students will be able to:

1. List and describe the characteristics of a variety of childcare programs and environments
2. Describe how to observe in a childcare context
3. Identify childcare centers where there is potential for developing a professional relationship
4. Complete a childcare observation report

Program Learning Outcomes:
On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs
5. Integrate knowledge of current child growth and development theory and research into work and child care settings
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Contribute to the effective management and administration of early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
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 (S) where S = 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>Field Experience</td>
<td>100</td>
<td>Observation Reports</td>
</tr>
<tr>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>S - Self-paced</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td></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:

1. Description of the characteristics of a variety of childcare programs and their differences
2. Relationship between physical settings and child-staff interactions
3. Professional attitudes and skills in relationships with colleagues
4. Protocols and strategies for observing in a childcare context
5. Establishing professional relationships with staff in a variety of settings

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).

<table>
<thead>
<tr>
<th>FOR COMMITTEE USE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Curriculum Committee:</td>
</tr>
</tbody>
</table>
### Course Name:
Communications

### Course Number:
ECCE 1303

### Number of Credits:
1.5

### Effective Date:
September 2018

### Course Description:
The purpose of this course is to identify and develop self-awareness, attitudes, knowledge base and skills for effective communication with adults and children. Personal growth, interpersonal skills mastery and communication theory are introduced as the cornerstone for facilitating positive relationships and enhancing effectiveness. Tools for building successful relationships with children, parents, coworkers, administrators and the broader community will be practiced and refined.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre for Continuing Studies</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course History:</th>
<th>Name of Replacing Course (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revised Course</td>
<td></td>
</tr>
</tbody>
</table>

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

### Course Co-requisites (if applicable):
ECCE 1304 Observing and Recording

### PLAR (Prior Learning Assessment & Recognition)
- ☐ No
- ☑ Yes (details below):
Instructional Strategies:
Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

Course Learning Outcomes:
At the end of this course students will be able to:

1. Explain the key concepts related to communication.
2. Explain the impact of emotions in the communication process.
3. Identify a personal communication style and analyze its impact on the role of the ECE.
4. Demonstrate appropriate sensitivity in communicating effectively with culturally diverse families in early childhood settings.
5. Select communication strategies appropriate for the following audiences: coworkers, parents, children, administrators and the broader community.

Program Learning Outcomes:
On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child.
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills.
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives.
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs.
5. Integrate knowledge of current child growth and development theory and research into work and child care settings.
6. Establish and maintain an open, cooperative relationship with each child’s family.
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication.
8. Establish and maintain collaborative relationships with other community service providers working with the child.
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change.
10. Contribute to the effective management and administration of early care and learning settings.
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings.
## 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>

## 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>Assignments</td>
<td>30</td>
<td>Writing and Presentation Skills</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Journals on Non-Verbal Communication</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Conflict Resolution: Presentations</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Attendance, participation and professional practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

## 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>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Total**        | **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.
1. Key concepts related to communication in an ECE context
2. The impact of emotions in the communication process
3. Culturally sensitive communication in dealing with all families in early childhood settings
   a. A range of culturally diverse communication styles
4. Personal communication style and analyze how it impacts the role of the ECE
5. Communication strategies appropriate for the following audiences: coworkers, parents, children, administrators, and the broader community
   a. The 5 step problem solving process
   b. When to implement the problem solving process
   c. Elements of problem solving and conflict resolution
   d. The components of positive written communication
   e. The "sandwich" method of providing feedback in written communication
   f. I-messages in interpersonal communication
   g. Active listening and paraphrasing

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.bc转让guide.ca.

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
**Course Name:** Observing and Recording

**Course Number:** ECCE 1304  
**Number of Credits:** 2.0  
**Effective Date:** Fall 2018

**Course Description:**
This course focuses on the critical role of observing and recording in programs for young children. Course content highlights the value of observing and recording in understanding child development as well as its role in assessing the design, responsiveness, and quality of programs offered in our community.

---

**School or Centre:** Centre for Continuing Studies

**Year of Study:** 1st Year Post-secondary

**Course History:** Revised Course

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

ECCE 1303 Communications

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

**PLAR (Prior Learning Assessment & Recognition):** ☑ No ☐ Yes (details below):
Instructional Strategies:
Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

Course Learning Outcomes:
At the end of this course, students will be able to:

1. Describe the principles of observing and recording
2. Observe and record, through pedagogical narrations, experiences connecting to the Early Learning Framework
3. Interpret pedagogical narratives

Program Learning Outcomes:
On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs
5. Integrate knowledge of current child growth and development theory and research into work and child care settings
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Contribute to the effective management and administration of early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
**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>Assignments</td>
<td>20</td>
<td>Documentation #1</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Documentation #2</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Documentation #3</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Documentation #4</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Documentation #5</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total 100</strong></td>
</tr>
</tbody>
</table>

**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>40</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total 40**

**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. The principles of observing and recording children's activities
   a. Observation and recording in terms of children's activities
   b. The different types of observation techniques
   c. The appropriate terminology to describe observation techniques
   d. Ethical approach to observing and recording (e.g. confidentiality)
   e. Guidelines that provide a framework for objective and reliable observation
2. Observe and record pedagogical narrations
   a. Purpose of pedagogical narratives
   b. How to create a pedagogical narrative
3. Interpret pedagogical narratives
   a. A child's perspective during ordinary moments in the early childhood setting
   b. A child's ordinary moment
   c. How children use their senses
   d. Observe and record a child using his/her senses to explore and construct his/her world
   e. Interpret observations to plan curriculum and learning activities

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

Approved by Curriculum Committee:  
Approved by Education Council:
Course Name: Child Growth 1

Course Number: ECCE 1305  Number of Credits: 2.0  Effective Date: September 2018

Course Description:
This course presents a comprehensive overview of human development from conception through five years of age with particular emphasis on the early childhood years. Course content focuses on current research, trends, and issues, and introduces students to the importance of observation and individual variations in the developmental process.

School or Centre: Centre for Continuing Studies

Year of Study: 1st Year Post-secondary

Course History:
Revised Course

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

Course Co-requisites (if applicable):
ECCE 1306 Field Study 2

PLAR (Prior Learning Assessment & Recognition)  ☒ No  ☐ Yes (details below):
Instructional Strategies:
Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

Course Learning Outcomes:
At the end of this course students will be able to:

1. Explain the key developmental theories from birth to age five – historical and current
2. Describe a range of historic and current theoretical approaches to child growth and development
3. Describe the developmental domains from prenatal to five years (physical, social/emotional, cognitive, language)
4. Discuss genetic and environmental influences related to child growth and development
5. Analyze children’s activities from different perspectives of developmental theory

Program Learning Outcomes:
On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs
5. Integrate knowledge of current child growth and development theory and research into work and child care settings
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Contribute to the effective management and administration of early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
### 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>

### 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>Assignments</td>
<td>25</td>
<td>Journal Article</td>
</tr>
<tr>
<td>Field Experience</td>
<td>25</td>
<td>Observation and Analysis of an ECCE Program</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>40</td>
<td>Two quizzes</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Personal Contribution, attendance and active participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

### 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>40</td>
<td></td>
</tr>
</tbody>
</table>

| **Total**              | **40**                     |          |

### 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. Key developmental theories from birth to age five - historical and current:
   a. Key developmental theories/theorists
   b. Concept and/or characteristics for each theory
   c. Methods used to conduct research into child development
   d. Research Design
2. Major historical influences on modern theories of child development
3. The developmental domains from prenatal to five years (physical, social/emotional, cognitive, language)
   a. Birth and prenatal development
   b. Developmental domains: prenatal, physical, social, emotional, cognitive, language
   c. Developmental processes for: prenatal, physical, social, emotional, cognitive, language
4. Genetic and environmental influences related to child growth and development:
5. Children's activities from different perspectives of developmental theory

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

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Field Study 2

Course Number: ECCE 1302

Number of Credits: 1.0

Effective Date: September 2018

Course Description:
The purpose of this community-based observation is to broaden students’ understanding of early childhood settings, to experience and reflect upon similarities and differences in these environments and to apply critical thinking skills and analyses in linking early childhood theory to practice. The course relates specifically to content in ECCE 1305 Child Growth 1 offered in this given term.

School or Centre: Centre for Continuing Studies

Year of Study: 1st Year Post-secondary

Course History: Revised Course

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

Course Co-requisites (if applicable):
ECCE 1305 Child Growth 1

PLAR (Prior Learning Assessment & Recognition)

☐ No  ☐ Yes (details below):
Instructional Strategies:
Observe a child in a child care program using running records, audio recording, visual recordings, photos and videos.

Course Learning Outcomes:
At the end of this course students will be able to:

1. Complete a childcare observation report specifically focusing on the child’s age and stage while a child is engaged in an ordinary moment
2. Interpret observations through the framework of pedagogical narrations
3. Expand and refine their ability to record their observations of children
4. Develop confidence in establishing professional relationships with staff in a variety of settings
5. Begin the process of identifying potential mentors and role models in the field

Program Learning Outcomes:
On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs
5. Integrate knowledge of current child growth and development theory and research into work and child care settings
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Contribute to the effective management and administration of early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
### 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 (S) where S = 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 (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Experience</td>
<td>100</td>
<td>Observation Reports</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>S - Self-paced</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Total: 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.
1. Childcare observation reports
   a. Two different children between the ages of 6 months and 6 years engaged in an 'ordinary moment'
   b. Expand ability to record their observations of children
2. Framework of pedagogical narrations
   a. A child's perspective during ordinary moments using the theoretical perspective of pedagogical narrations
3. Childcare centers where there is potential for developing a professional relationship
   a. Professional relationships with staff in a variety of settings
   b. Potential childcare centers for future observations and practicums
4. Building professional relationships with staff in a variety of settings and for future observations and practicums.
5. Process of identifying potential mentors and role models in the field
   a. Outline of students own childcare philosophy
   b. Potential staff with similar philosophy regarding childcare practices

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.
<table>
<thead>
<tr>
<th><strong>Course Name:</strong></th>
<th>The Learning Child</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number:</strong></td>
<td>ECCE 1307</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
<td>September 2018</td>
</tr>
</tbody>
</table>

**Course Description:**
This course will focus on the attitudes, knowledge, and skills needed for planning, implementing, and promoting play-based learning for young children.

**Course Pre-requisites (if applicable):**
Successful completion of Term 1.

**Course Co-requisites (if applicable):**
ECCE 1308 Field Study 3

**PLAR (Prior Learning Assessment & Recognition):**
- [ ] No
- [ ] Yes (details below):
Course Learning Outcomes:

At the end of this course students will be able to:

1. Explain the value, characteristics, and history of play-based learning
2. Explain how learning occurs through play
3. Plan and implement and evaluate a developmentally appropriate program that meets the observed needs of children
4. Demonstrate awareness of diversity, physical needs, culture, and gender when planning

Program Learning Outcomes:

On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs
5. Integrate knowledge of current child growth and development theory and research into work and child care settings
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Contribute to the effective management and administration of early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
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>

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>Assignments</td>
<td>20</td>
<td>Program Presentation -</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Pedagogical Narration of a learning Child at Play</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>Learning Center Presentation</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>10</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>10</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

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>40</td>
<td></td>
</tr>
</tbody>
</table>

Total 40

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. The value characteristics and history of play-based learning
   a. Importance and value of play to young children
   b. Overview of the history of play-based learning
2. Explain how learning occurs through play
   a. Categories of play
   b. When and how play occurs
3. Plan and implement and evaluate a developmentally appropriate program that meets the observed needs of children
   a. The role and purpose of different learning centres (e.g. unit blocks, music)
   b. Observe and record children's interests
   c. A learning centre based on children's interests and developmental needs
4. Explain how to integrate diversity, physical needs, culture, and gender when planning play-based learning
   a. Observe a learning environment for inclusiveness
   b. Analyze the play-based learning environment for inclusiveness using an environmental tool
   c. Ways to integrate diverse needs into a play-based learning 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.
## Course Description:
The purpose of this community-based observation is to broaden students’ understanding of early childhood settings, to experience and reflect upon similarities and differences in these environments and to apply critical thinking skills and analyses in linking early childhood theory to practice. The course relates specifically to content in ECCE 1307 The Learning Child offered in this given term.

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Field Study 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>ECCE 1308</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>1.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
</tr>
</tbody>
</table>

### School or Centre:
Centre for Continuing Studies

### Year of Study:
1st Year Post-secondary

### Course History:
Revised Course

### Course Pre-requisites (if applicable):
Successful completion of term 1.

### Course Co-requisites (if applicable):
ECCE 1307 The Learning Child

### PLAR (Prior Learning Assessment & Recognition)
- [ ] No
- [x] Yes (details below):
Instructional Strategies:

Observe play opportunities in an early learning setting.

Course Learning Outcomes:

At the end of this course students will be able to:

1. Describe and complete a running record
2. Connect concepts of childhood development to stages and types of play
3. Design and implement a childcare observation report focusing on a child’s acquisition of learning through play
4. Evaluate options for planning practical placements that extend relationships with mentors and models.

Program Learning Outcomes:

On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs
5. Integrate knowledge of current child growth and development theory and research into work and child care settings
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Contribute to the effective management and administration of early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
### 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 (S) where S = 100%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Experience</td>
<td>100</td>
</tr>
</tbody>
</table>

**Evaluation Plan**

(provide a brief explanation for each component especially if value exceeds 35%):

- Observation Reports

**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>S - Self-paced</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

**Total** 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:

1. Completion of a running record
   a. Definition
   b. Process of completing a running record

2. Concepts of childhood development to stages and types of play
   a. Concepts of childhood development
   b. Recall stages and types of play
   c. Child's developmental level influences and determines the type of play a child engages in

3. Completion of childcare observation report
   a. Observing and recording skills as they complete reports that document their learning experiences
   b. Child's developmental level with type of play child engages in

4. Options for planning practical placements that extend relationships with mentors and models
   a. Professional relationships with staff in a variety of settings
   b. Potential mentors and role models in the field

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

Approved by Curriculum Committee: | Approved by Education Council:
COURSE OUTLINE

Course Name: Music and Movement

Course Number: ECCE 2102  Number of Credits: 2.0  Effective Date: September 2018

Course Description:
The purpose of this course is to introduce the attitudes, knowledge base and skills for effectively integrating creative movement, drama, dance and music in curriculum and program planning for young children. The course highlights the importance of these experiences to the development of positive self-concept, confidence, creativity and learning in all domains of growth and development.

School or Centre: Centre for Continuing Studies

Year of Study: 1st Year Post-secondary

Course History: Revised Course

Course Pre-requisites (if applicable):
Successful completion of term 4

Course Co-requisites (if applicable):
ECCE 2106 Field Study 5

PLAR (Prior Learning Assessment & Recognition)  ☒ No  ☐ Yes (details below):
Instructional Strategies:
Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

Course Learning Outcomes:
At the end of this course students will be able to:

1. Explain how music and movement affect children’s physical, emotional, social and cognitive skills
2. Incorporate elements that represent culture in the music and movement curriculum
3. Plan and implement developmentally appropriate creative music and movement activities and experiences

Program Learning Outcomes:
On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs
5. Integrate knowledge of current child growth and development theory and research into work and child care settings
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Contribute to the effective management and administration of early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
### 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>

### 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>Project</td>
<td>15</td>
<td>Cultural Presentation</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Making an Instrument</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Music Activity Plans</td>
</tr>
<tr>
<td>Project</td>
<td>10</td>
<td>Presentation</td>
</tr>
<tr>
<td>Participation</td>
<td>20</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>L - Classroom</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

Total 40

### 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. How music affects children's physical, emotional, social and cognitive skills.  
   a. Concepts of space, time, force and body movement in music and movement activities  
   b. Role of music in the holistic development of children  
   c. Movement and music develop imagination and creativity  

2. What is appropriate creative music and movement activities and experiences  
   a. Appropriate music and movement activities  
   b. Range of props, music and movement activities  
   c. A repertoire of movement and music activities  
   d. Music, drama, movement and dance in daily routines  

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  
<p>| Approved by Curriculum Committee: | Approved by Education Council: |</p>
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Field Study 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>ECCE 2106</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>1.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
</tr>
</tbody>
</table>

**Course Description:**

The purpose of this community-based observation is to broaden students' understanding of early childhood settings, to experience and reflect upon similarities and differences in these environments and to apply critical thinking skills and analyses in linking early childhood theory to practice. The course relates specifically to content in ECCE 2102 Music and Movement offered in this given term.

---

**Course History:**

Revised Course

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

Successful completion of term 4.

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

ECCE 2102 Music and Movement

---

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

☑ No ☐ Yes (details below):
Instructional Strategies:
A childcare observation report on ways in which music and movement concepts are incorporated into the curriculum.

Course Learning Outcomes:
At the end of this course students will be able to:

1. Complete childcare observation report on ways in which music and movement concepts are incorporated into the curriculum
2. Complete childcare observation report focusing on how educators implement music and movement in a child care center
3. Consider options for planning practicum placements that extend relationships with mentors and models

Program Learning Outcomes:
On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs
5. Integrate knowledge of current child growth and development theory and research into work and child care settings
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Contribute to the effective management and administration of early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
## 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 (S) where $S = 100%$</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>Field Experience</td>
<td>100</td>
<td>Observation Reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(provide a brief explanation for each component especially if value exceeds 35%).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></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>S - Self-paced</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Total 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.
1. A childcare observation report on ways in which music and movement concepts are incorporated into the curriculum
   a. Music and movement circle time and write a running record of how educators incorporating this into circle time
   b. Record children's behavior during circle
   c. Explore other ways in which music and movement concepts are incorporated into all curriculum areas in the center
   d. Resources/ music include a culturally diverse perspective

2. Planning practicum placements that extend relationships with mentors and models
   a. Development of confidence in establishing professional relationships with staff in a variety of settings
   b. Potential mentors and role models in the field

---

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**

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Health, Safety and Nutrition

Course Number: ECCE 2115  Number of Credits: 2.0  Effective Date: September 2018

Course Description:
The purpose of this course is to provide students with the knowledge and skills to establish and maintain healthy and safe environments for young children and to provide healthy and nutritious food. Key topics include prevention, universal precautions, working in partnership with families and community resources.

School or Centre: Centre for Continuing Studies
Year of Study: 1st Year Post-secondary

Course History: Revised Course

Course Pre-requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☑ No ☐ Yes (details below):
Instructional Strategies:
Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources
(Science of Early Child Development teaching resources for post secondary training institutions).

Course Learning Outcomes:
At the end of this course students will be able to:

1. Describe the key determinants of health for young children
2. Select and prepare nutritious and diverse food for children in childcare contexts
3. List and describe symptoms associated with common illnesses and diseases and implement protocols
4. Implement knowledge of health, safety and nutrition into childcare programs
5. Recognize the need to communicate regularly with parents regarding health, safety and nutrition
6. Explain the importance of promoting good health practices, self-care and nutrition
7. Explain methods of preventing child abuse and the role of the early childhood educator in situations regarding abuse and neglect
8. Advocate for high quality, accessible and comprehensive early care and learning settings

Program Learning Outcomes:
On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs
5. Integrate knowledge of current child growth and development theory and research into work and child care settings
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Contribute to the effective management and administration of early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
### 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>

### 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>Assignments</td>
<td>30</td>
<td>Research Paper and Presentation</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>In-Class Menu Planning</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Reflective Journals</td>
</tr>
<tr>
<td>Participation</td>
<td>10</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>L - Classroom</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

**Total 40**

### 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. Key determinants of health for young children from 0-6 years of age
2. Healthy Nutrition in Young Children
3. Infectious Process; infection prevention and management of infectious illnesses; factors in transmission of disease.
4. Key characteristics of safe and healthy child care environment.
5. Partnership with families on children’s health, safety and nutrition.
6. Occupational health and safety; self-care and personal health practices.
8. Advocating for high quality, accessible and comprehensive early care and learning settings.

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

<p>| Approved by Curriculum Committee: | Approved by Education Council: |</p>
<table>
<thead>
<tr>
<th><strong>Course Name:</strong></th>
<th>Enhancing Family Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number:</strong></td>
<td>ECCE 2200</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
<td>September, 2018</td>
</tr>
</tbody>
</table>

**Course Description:**

This course develops students' knowledge and skills in building positive relationships with families in a childcare context. Students will deepen insight into family dynamics, community and cultural influences, anti-bias approaches and the critical role of family/caregiver partnerships.

**School or Centre:** Centre for Continuing Studies

**Year of Study:** 3rd Year Post-secondary

**Course History:** Revised Course

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

ECCE 2313, ECCE 2314, ECCE 2315

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

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

- No
- Yes (details below):
Instructional Strategies:
Lectures, guest speakers, field trips, group work, discussions, debates, SECD Resources
(Science of Early Child Development teaching resources for post secondary training institutions).

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

1. Analyze how specific characteristics of infants, toddlers and children needing extra support influence
the relationship between the early childhood educator and the parent/guardian
2. Assess continuity of care and its impact on the relationship between the early childhood educator and
the family
3. Evaluate challenging situations with families of infants, toddlers and children requiring extra support
4. Identify and access community resources for infants, toddlers and children requiring extra support
5. Design a maintenance framework for sustaining a positive relationship with families

Program Learning Outcomes:
On completion of the ECCE Post-Basic Diploma, graduates will be able to:

1. Protect and promote the psychological and physical safety, health and well-being of infants and
   toddlers and children with exceptionalities
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of
   children
3. Administer daily experiences that support and promote children’s physical, emotional, social,
   communication, cognitive, ethical and creative lives
4. Use pedagogical narrations to interpret and respond to every child’s skills, abilities, interests and
   needs with special focus on infants and toddlers and children who need extra support
5. Analyze variations in development among infants and toddlers
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain inclusive, supportive, collaborative relationships with others working in the early
   care and learning setting
8. Establish and maintain collaborative relationships with other community service providers working with
   the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Practice administrative and management skills as related to early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
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>

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>Assignments</td>
<td>20</td>
<td>Routine Change Plan</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Needs-based strategic plan</td>
</tr>
<tr>
<td>Project</td>
<td>25</td>
<td>Family Resource</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>35</td>
<td>Quizzes based on course content</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>40</td>
<td></td>
</tr>
</tbody>
</table>

Total 40

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.
Needs of infants, toddlers, and children needing extra support
Relationship between the caregiver and the parent/guardian of infants, toddlers, and children needing extra support
Continuity of care
Potentially challenging situations: culturally diverse families, divorce, blended family, single parent, teenage parents, family poverty, violence or abuse in home
Regulations, centers practice and family approaches to child rearing
Community resources
Communication plans in childcare centers

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.bc transferguide.ca.
Course Name: Special Needs Practicum 1

Course Number: ECCE 2230  Number of Credits: 4.0  Effective Date: September 2018

Course Description:
This course builds on the experience gained through the basic program practicums and the knowledge on exceptionalities acquired in class. Students will extend their knowledge and apply what they have learned through full participation as an assistant teacher in an inclusive licensed childcare setting. An expectation of growth in confidence, competency and techniques will be confirmed.

Course Pre-requisites (if applicable):
ECCE 2313, ECCE 2314, ECCE 2315

Course Co-requisites (if applicable):
Course Learning Outcomes:
At the end of this course students will be able to:

1. Evaluate theoretical principles of atypical development that guide pedagogical practice in inclusive early learning settings
2. Plan and implement activities for children with exceptionalities in a way that promotes their physical, emotional, social, and cognitive development
3. Employ strategies to guide the behavior of children with exceptionalities
4. Communicate respectfully with children, families, and other early childhood educators
5. Reflect upon and evaluate knowledge and skills as emerging early childhood educators
6. Develop a co-constructive approach to inclusive practice in early childhood education

Program Learning Outcomes:
On completion of the ECCE Post-Basic Diploma, graduates will be able to:

1. Protect and promote the psychological and physical safety, health and well-being of infants and toddlers and children with exceptionalities
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children
3. Administer daily experiences that support and promote children’s physical, emotional, social, communication, cognitive, ethical and creative lives
4. Use pedagogical narrations to interpret and respond to every child’s skills, abilities, interests and needs with special focus on infants and toddlers and children who need extra support
5. Analyze variations in development among infants and toddlers
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Practice administrative and management skills as related to early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>P - Practicum</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

**Total** 120

### 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>Practicum</td>
<td>100</td>
<td>Practicum Assessment</td>
</tr>
</tbody>
</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>Satisfactory/Unsatisfactory</td>
<td></td>
<td>Satisfactory (S) where S = 100%</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.
Theoretical principles of childcare and education regarding children with exceptionalities
BC Early Learning Framework
Knowledge and skills as emerging special needs educators
Self-assessment concerning actions and feelings in inclusive settings
Reflecting on own practice and philosophy
Interaction with other early childhood educators and outside resources
Policies, procedures, and philosophy of inclusive settings during practicum
Co-constructive approach to inclusive practice in early childhood education

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.
Course Name: Infant Practicum

Course Number: ECCE 2235
Number of Credits: 4.0
Effective Date: September 2018

Course Description:
This course builds on the experience gained through practicums in the basic program and the knowledge of infant development acquired in class. Students will extend their knowledge and apply what they have learned through full participation as an assistant teacher in a licensed infant childcare setting. An expectation of growth in confidence, competency and techniques will be confirmed.

Course Pre-requisites (if applicable):
ECCE 2313, ECCE 2314, ECCE 2315

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
☐ No ☐ Yes (details below):
Instructional Strategies:
Linking theory and practice to the BC Early Learning Framework: observation through active participation in all the aspects of an early learning program guided by the sponsor teacher and college practicum instructor.

Course Learning Outcomes:
At the end of this course students will be able to:

1. Describe the role of the caregiver for infants
2. Identify concepts of care, the ethics of care and caring practices and develop positive approaches for guiding, caring and interacting with infants
3. Analyze issues related to developing curriculum for infants
4. Develop, implement and evaluate group and individualized experiences based on observations of infants
5. Plan, evaluate and adapt indoor and outdoor environments to respond to observed experiences of infants

Program Learning Outcomes:
On completion of the ECCE Post-Basic Diploma, graduates will be able to:

1. Protect and promote the psychological and physical safety, health and well-being of infants and toddlers and children with exceptionalities
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children
3. Administer daily experiences that support and promote children’s physical, emotional, social, communication, cognitive, ethical and creative lives
4. Use pedagogical narrations to interpret and respond to every child’s skills, abilities, interests and needs with special focus on infants and toddlers and children who need extra support
5. Analyze variations in development among infants and toddlers
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Practice administrative and management skills as related to early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
## 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 (S) where S = 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 (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>100</td>
<td>Practicum Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></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>P - Practicum</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 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:

Theoretical principles of infant and toddler childcare and education
The early learning framework
Knowledge and skills as emerging early childhood educators
Self-assessment concerning actions and feelings
Reflecting on own practice and philosophy
Interaction with other early childhood educators and outside resources
Policies, procedures, and philosophy of centers during practicum
Co-constructive approach to practice in early childhood education

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

Approved by Curriculum Committee:  

Approved by Education Council:
# Course Outline

**Course Name:** Childcare Administration  
**Course Number:** ECCE 2300  
**Number of Credits:** 2.0  
**Effective Date:** September 2018

**Course Description:**  
This course provides students with broad knowledge of the principles and practices involved in the administration and management of a childcare centre. Students will learn the necessary skills to fulfill the role of administrator of an early childhood education program.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre for Continuing Studies</td>
<td>3rd Year Post-secondary</td>
</tr>
</tbody>
</table>

**Course History:**  
Revised Course

**Course Pre-requisites (if applicable):**  
ECCE 2313, ECCE 2314, ECCE 2315

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

**PLAR (Prior Learning Assessment & Recognition):**  
- [x] No  
- [ ] Yes (details below):
Instructional Strategies:
Lectures, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

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

1. Describe and incorporate early childhood education regulations in childcare programs
2. Articulate a childcare centre’s philosophy of childcare and education
3. Develop inclusive policies and procedures for a childcare facility
4. Manage funding, finances, program schedules and staff
5. Assess and adapt a program according to needs of children
6. Reflect on the role of leadership in an administrative position

Program Learning Outcomes:
On completion of the ECCE Post-Basic Diploma, graduates will be able to:

1. Protect and promote the psychological and physical safety, health and well-being of infants and toddlers and children with exceptionalities
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children
3. Administer daily experiences that support and promote children’s physical, emotional, social, communication, cognitive, ethical and creative lives
4. Use pedagogical narrations to interpret and respond to every child’s skills, abilities, interests and needs with special focus on infants and toddlers and children who need extra support
5. Analyze variations in development among infants and toddlers
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Practice administrative and management skills as related to early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
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>

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>Assignments</td>
<td>30</td>
<td>Childcare Centre Philosophy</td>
</tr>
<tr>
<td>Other</td>
<td>20</td>
<td>Self-reflection</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>Financial Scenario Analysis</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>Staff Orientation Guide</td>
</tr>
<tr>
<td>-</td>
<td></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>L - Classroom</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

Total 40

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:

Regulations and contractual obligations
Childcare operations and compliance
Philosophy of a childcare center
Inclusive services
Policies and procedures for inclusive content
Grant and funding bodies for specific childcare program(s)
Financial management for childcare administrators
Staff orientation
Staff performance evaluation
Program assessment tools

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

Approved by Curriculum Committee:  
Approved by Education Council:
## Course Outline

### Course Information

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Creative Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>ECCE 2301</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>2.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
</tr>
</tbody>
</table>

### Course Description:

This course will introduce the attitudes, knowledge base, and skills for effectively integrating creative arts in the curriculum and program planning for young children. The course highlights the importance of a perspective that promotes a process oriented, open ended, and non-competitive approach.

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

Successful completion of term 3

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

None

### PLAR (Prior Learning Assessment & Recognition)

- **No**
- **Yes (details below):**

---

**School or Centre:** Centre for Continuing Studies

**Year of Study:** 1st Year Post-secondary

**Course History:** Revised Course

**Name of Replacing Course (if applicable):**
Instructional Strategies:
Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

Course Learning Outcomes:
At the end of this course students will be able to:

1. Explain the role art plays in developing creativity of children
2. Compare diverse learning styles and approaches to art
3. Plan an environment that encourages and supports a wide range of creative activities for young children

Program Learning Outcomes:
On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs
5. Integrate knowledge of current child growth and development theory and research into work and child care settings
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Contribute to the effective management and administration of early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
### 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>

### 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>Assignments</td>
<td>30</td>
<td>Pedagogical Narration</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>Responsive Curriculum Art Plans</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>Studio Binder (documentation of visual art, investigation, experimentation and exploration)</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Attention, participation and professional practice</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>40</td>
<td></td>
</tr>
</tbody>
</table>

**Total 40**

### 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. The value of art for young children
2. History of Art Education
3. Creative Development in Young Children
4. Organization of Art Activities and Projects
5. Project Based Learning
6. Role of the Teacher
7. Adaptations for Children with Exceptionalities

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.
Course Name: Exploring Learning Environments

Course Number: ECCE 2302  
Number of Credits: 2.0  
Effective Date: September 2018

Course Description:
The purpose of this course is to introduce the knowledge base and skills for effectively integrating physical, life, social sciences and pre-mathematics skills into the curriculum and program planning for young children.

Course Pre-requisites (if applicable):
Successful completion of term 3.

Course Co-requisites (if applicable):
ECCE 2303 Field Study 4

PLAR (Prior Learning Assessment & Recognition)  
☒ No ☐ Yes (details below):
Instructional Strategies:
Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

Course Learning Outcomes:
At the end of this course students will be able to:

1. Define fundamental concepts related to pre-math, physical and life sciences in ways that are developmentally appropriate for young children
2. Define fundamental concepts related to self, family, community and diversity in developmentally appropriate ways for young children
3. Plan and implement interactive and experiential pre-math and science activities

Program Learning Outcomes:
On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs
5. Integrate knowledge of current child growth and development theory and research into work and child care settings
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Contribute to the effective management and administration of early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
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>

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>Assignments</td>
<td>25</td>
<td>Science Center Observation</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Article Critique</td>
</tr>
<tr>
<td>Project</td>
<td>25</td>
<td>Field Trip Plan</td>
</tr>
<tr>
<td>Project</td>
<td>25</td>
<td>Resource Kit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 100</td>
</tr>
</tbody>
</table>

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>40</td>
<td></td>
</tr>
</tbody>
</table>

Total 40

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. Fundamental concepts related to pre-math, physical and life sciences in ways that are developmentally appropriate for young children
2. Fundamental concepts related to self, family, community, and diversity in developmentally appropriate ways for young children and developmentally appropriate approach to diversity and anti-bias education for young children
3. Interactive and experiential pre-math and science activities
4. Developmentally appropriate materials and equipment that will enhance pre-math and science learning
5. Fostering children's natural curiosity and creativity in experiential learning environments

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

Approved by Curriculum Committee: | Approved by Education Council:
Course Name: Field Study 4

Course Number: ECCE 2303  Number of Credits: 1.0  Effective Date: September 2018

Course Description:

The purpose of this community-based observation is to broaden students’ understanding of early childhood settings, to experience and reflect upon similarities and differences in these environments and to apply critical thinking skills and analyses in linking early childhood theory to practice. The course relates specifically to content in ECCE 2302 Exploring Learning Environments offered in this given term.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre for Continuing Studies</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

Course History:

Revised Course

Course Pre-requisites (if applicable):

Successful completion of term 3.

Course Co-requisites (if applicable):

ECCE 2302 Exploring Learning Environments

PLAR (Prior Learning Assessment & Recognition)  ☑ No ☐ Yes (details below):
Instructional Strategies:
Observing and completing the observation report on science and math opportunities in early learning settings.

Course Learning Outcomes:
At the end of this course students will be able to:

1. Complete childcare observation report focusing on how the layout and materials in a centre create learning opportunities
2. Complete childcare observation report focusing on a child’s acquisition of science/math learning through play
3. Consider options for planning practicum placements that extend relationships with mentors and models

Program Learning Outcomes:
On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs
5. Integrate knowledge of current child growth and development theory and research into work and child care settings
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Contribute to the effective management and administration of early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>S - Self-paced</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Total 30

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>Field Experience</td>
<td>100</td>
<td>Observing Reports</td>
</tr>
</tbody>
</table>

Total 100

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. A childcare observation report focusing on how the layout and materials in a centre facilitate learning opportunities
   a. Observe centre: type of centre, materials: toys, resources in three centres that would facilitate science and math learning, children's use of these materials, opportunities for interactions with the natural environment in the outdoor area, observe how staff interact with children to extend learning opportunities, cultural diversity and diverse families are reflected in the center.

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
</table>

VCC-CD-20150901
**Course Name:** Integrated Program Planning  
**Course Number:** ECCE 2304  
**Number of Credits:** 1.0  
**Effective Date:** September 2018

**Course Description:**
The purpose of this course is to consolidate best practices for program planning with young children. Students are provided with structured opportunities to integrate their classroom learning, with practical experience and to apply these to personal and professional goals.

**School or Centre:** Centre for Continuing Studies  
**Year of Study:** 1st Year Post-secondary

**Course History:** Revised Course

**Course Pre-requisites (if applicable):**
Successful completion of term 3.

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

**PLAR (Prior Learning Assessment & Recognition):**  
☑ No  ☐ Yes (details below):
Instructional Strategies:
Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

Course Learning Outcomes:
At the end of this course students will be able to:

1. Reflect upon their learning and successes to date in integrated program planning
2. Create an integrated program plan
3. Present, share and receive feedback related to integrated program planning

Program Learning Outcomes:
On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs
5. Integrate knowledge of current child growth and development theory and research into work and child care settings
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Contribute to the effective management and administration of early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
## 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 (S) where S=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 (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>100</td>
<td>Create, present and revise a program plan: Group In-Class Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></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>L - Classroom</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

Total 20

### 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. Reflect on successes to date in integrated program planning
   a. Key concepts for best practice
   b. Theoretical frameworks most often used when developing integrated program plans
   c. Personal strengths and weaknesses in integrated program planning
   d. Goals and strategies for advancing knowledge and skills in integrated program planning
2. Create an integrated program
   a. Consider a variety of springboards and platforms for creating appropriate, stimulating and enriching program plans
   b. Relative merits of various approaches to designing programs and curricula for young children
   c. Role of parents and community resources for enhancing program planning and implementation
3. Present, share, and receive feedback related to integrated program planning.
   a. Expand repertoire of program planning ideas and resources

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

| Approved by Curriculum Committee: | Approved by Education Council: |
**Course Name:** Practicum 1  
**Course Number:** ECCE 2305  
**Number of Credits:** 2.5  
**Effective Date:** September 2018

**Course Description:**
This course offers the opportunity to participate in the role of “Active Observer” in a childcare centre. Observing and participating in program activities enables application of theories, concepts, and principles of best early childhood education practice.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre for Continuing Studies</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course History:</th>
<th>Name of Replacing Course (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revised Course</td>
<td></td>
</tr>
</tbody>
</table>

**Course Pre-requisites (if applicable):**
ECCE 1305 and ECCE 1307

<table>
<thead>
<tr>
<th>Course Co-requisites (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLAR (Prior Learning Assessment &amp; Recognition)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ No  ☐ Yes (details below):</td>
<td></td>
</tr>
</tbody>
</table>
**Instructional Strategies:**
Linking theory and practice to the BC Early Learning Framework: observation through active participation in all the aspects of an early learning program guided by the sponsor teacher and college practicum instructor.

**Course Learning Outcomes:**
At the end of this course students will be able to:

1. Illustrate the ways in which theoretical principles of early childcare and education influence planning, implementation and assessment of curricular activities and guide pedagogical practice in early learning settings.
2. Identify a variety of guiding strategies to guide children's behavior.
3. Observe and identify responses to young children in a way that facilitates their physical, emotional, social, and cognitive development.
4. Record observations of children with respect to confidentially in keeping with the ECEBC and VCC code of ethics.
5. Interact professionally and respectfully with other early childhood educators.
7. Collect feedback from practicum instructors and determine learning goals for Practicum 2.

**Program Learning Outcomes:**
On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs
5. Integrate knowledge of current child growth and development theory and research into work and child care settings
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Contribute to the effective management and administration of early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
### 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 (S) where S = 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>Practicum</td>
<td>100</td>
<td>Practicum Assessment</td>
</tr>
</tbody>
</table>

*Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):*

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></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>P - Practicum</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

**Total 80**

### 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:

1. Ways in which theoretical principles of early childhood care and education influence planning, implementation and assessment of curricular activities and guide pedagogical practice in early childcare and education settings.
   a. Link the theory and practice of early childhood care and education to the early learning framework
2. A variety of guiding strategies to guide children's behavior
3. Responses to young children in a way that facilitates their physical, emotional, social, and cognitive development
   a. Engage in interactions with children and their families
4. Record observations of children with respect to confidentiality and in keeping with the ECEBC and VCC code of ethics
   a. Refer to ECEBC Code of Ethics
5. Interactions with other early childhood educators
   a. Policies, procedures and philosophy of centers during practicum
6. Building warm, caring and supportive interactions with children
7. Feedback from practicum instructors and determine learning goals for Practicum 2
   a. Reflect on feedback from sponsor teacher and practicum instructor

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.
**Course Name:** Practicum 2

**Course Number:** ECCE 2306  
**Number of Credits:** 2.5  
**Effective Date:** September 2018

**Course Description:**
This course builds on the experiential opportunities in ECCE 2305 Practicum 1. An expectation of growth in confidence, competency, and techniques will be confirmed.

---

**School or Centre:** Centre for Continuing Studies  
**Year of Study:** 1st Year Post-secondary

**Course History:** Revised Course

**Course Pre-requisites (if applicable):**  
ECCE 2305

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

---

**PLAR (Prior Learning Assessment & Recognition)**  
☑️ No  ☐ Yes (details below):
Instructional Strategies:
Linking theory and practice to the BC Early Learning Framework: observation through active participation in all the aspects of an early learning program guided by the sponsor teacher and college practicum instructor.

Course Learning Outcomes:
At the end of this course students will be able to:

1. Describe the ways in which theoretical principles of early childcare and education influence planning, implementation and assessment of curricular activities and guide pedagogical practice in early learning settings.
2. Employ appropriate guiding strategies to address children’s behavior.
3. Plan and implement activities for young children in a way that facilitates their physical, emotional, social, and cognitive development.
4. Communicate with children, families, and other early childhood educators openly and respectfully.
5. Reflect upon and evaluate their knowledge and skills as emerging early childhood educators.
6. Collect feedback from practicum instructors to improve practice and develop a co-constructive approach to their practice in early childhood education.

Program Learning Outcomes:
On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs
5. Integrate knowledge of current child growth and development theory and research into work and child care settings
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Contribute to the effective management and administration of early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
### 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 (S) where S = 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>Practicum</td>
<td>100</td>
<td>Practicum Assessment</td>
</tr>
</tbody>
</table>

**Evaluation Plan**

(Provide a brief explanation for each component especially if value exceeds 35%):

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></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>P - Practicum</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

**Total** 80

### 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. Ways in which theoretical principles of early childcare and education influence planning, implementation and assessment of curricular activities and guide pedagogical practice in early childcare and education settings.
   a. Link the theory and practice of early childhood education to the BC Early Learning Framework
2. Positive Guidance Discipline and appropriate behavior management practices
3. Communication with young children that facilitates their physical, emotional, social and cognitive development.
4. Partnership with families.
5. Record observations of children with respect to confidentiality and in keeping with the ECEBC Code of Ethics.
6. Interactions with other professionals
   a. Policies, procedures and philosophy of centers during practicum
7. Building warm, caring and supportive interactions with children
8. Use feedback from practicum instructors and sponsor teachers to determine learning goals for Practicum 3.

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

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Practicum 3

Course Number: ECCE 2307  Number of Credits: 4.0  Effective Date: September 2018

Course Description:
This course builds on the experiential opportunities in ECCE 2306 Practicum 2. Students will extend their knowledge and participate as “Assistant Teachers” in licensed child care centres. An expectation of growth in confidence, competency, and techniques will be confirmed.

School or Centre: Centre for Continuing Studies

Year of Study: 1st Year Post-secondary

Course History: Revised Course

Course Pre-requisites (if applicable):
ECCE 2306

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☐ No  ☑ Yes (details below):
Instructional Strategies:
Referencing learning goals in Practicum 2 to build goals for Practicum 3. Use of practicum booklet.

Course Learning Outcomes:
At the end of this course students will be able to:

1. Integrate feedback from practicum supervisors to improve practice and develop a co-constructive approach to their practice in early childhood education
2. Integrate theoretical principles of early childcare and education into planning, implementation, and assessment of curricular activities and pedagogical practice in early learning settings
3. Employ and assess a range of guiding strategies to guide children’s behavior
4. Plan and implement an integrated program of daily and weekly activities that incorporates all areas of an early learning curriculum
5. Reflect upon and evaluate their knowledge and skills as early childhood educators
6. Set professional goals to guide practice in early learning settings

Program Learning Outcomes:
On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs
5. Integrate knowledge of current child growth and development theory and research into work and child care settings
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Contribute to the effective management and administration of early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
### 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 (S) where S = 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 (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>100</td>
<td>Practicum Assessment</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>P - Practicum</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

Total 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.
1. Integration of feedback from practicum supervisors to improve practice and develop a co-constructive approach to their practice in early childhood education
2. Integration of theoretical principles of early childcare and education into planning, implementation and assessment of curricular activities and pedagogical practice in early learning settings
3. Employment and assessment of a range of guiding strategies to guide children's behavior
4. Planning and implementing an integrated program of daily and weekly activities that incorporates all areas of an early learning curriculum
5. Reflection upon and evaluation of their knowledge and skills as emerging early childhood educators.
6. Setting professional goals to guide practice in early learning settings

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

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Language and Literature

Course Number: ECCE 2308  
Number of Credits: 2.0  
Effective Date: September 2018

Course Description:
The purpose of this course is to introduce the attitudes, knowledge base, and skills for effectively integrating language and literature experiences in curriculum and program planning for young children. The course highlights the importance of understanding language acquisition, understanding of the process of additional language learning, and the provision of language rich learning environments.

Course Pre-requisites (if applicable):
Successful completion of term 4

Course Co-requisites (if applicable):
Instructional Strategies:
Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources
(Science of Early Child Development teaching resources for post secondary training institutions).

Course Learning Outcomes:
At the end of this course students will be able to:

1. Describe typical developmental stages in the language acquisition process
2. Explain the importance of retaining first language (heritage language) in developing additional language(s)
3. Select language rich activities to support language acquisition
4. Plan and implement developmentally appropriate language activities and experiences

Program Learning Outcomes:
On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs
5. Integrate knowledge of current child growth and development theory and research into work and child care settings
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Contribute to the effective management and administration of early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
**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>

**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>Assignments</td>
<td>20</td>
<td>Language and Literature Group Time Plan</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Poetry Collection</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Book Reviews</td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
<td>Quiz on stages of language development</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>40</td>
<td></td>
</tr>
</tbody>
</table>

Total 40

**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. Typical development at stages in the language acquisition process
   a. The five aspects of language knowledge and awareness in young children
   b. Language acquisition theories and theorists
   c. Developmental progression of language knowledge
2. The importance of retaining first language (heritage language) in developing an additional language
   a. Importance of retaining language 1 whilst learning an additional language(s)
   b. Needs of children in groups who are learning an additional language
3. Select language rich activities to support language acquisition
   a. The importance of an holistic approach to language
4. Developmentally appropriate language activities and experiences
   a. Appropriate language/literature activities
   b. The goal and objective of the language plan
   c. A variety of references and resources for accessing language/literature activities

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

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Ecology of Family

Course Number: ECCE 2309
Number of Credits: 2.0
Effective Date: September 2018

Course Description:
This course explores the attitudes, knowledge and skills for building positive relationships with families; planning for meaningful parent involvement and ensuring effective and appropriate links with community resources. The themes of family-centered care, culturally sensitive care, inclusive practice and honouring diversity are highlighted.

Course Pre-requisites (if applicable):
Successful completion of term 4.

PLAR (Prior Learning Assessment & Recognition)
☒ No ☐ Yes (details below):
Instructional Strategies:
Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

Course Learning Outcomes:
At the end of this course students will be able to:

1. Explain the ecology of family and how it is related to a systems approach of childcare.
2. Describe the range of family diversity and social constructions and their effect on family systems.
3. Define the concepts and practices of family-centered care, culturally sensitive care, and inclusive environments.
4. Implement strategies to facilitate collaborative working relationships with families, and between staff and families.
5. Identify and access a variety of community services relevant to and supportive of families, children and the childcare community.

Program Learning Outcomes:
On completion of the Early Childhood Care and Education Certificate graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of each child.
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills.
3. Plan and provide daily experiences that support and promote each child’s physical, emotional, social, communication, cognitive, ethical, and creative lives.
4. Use pedagogical narrations to interpret and respond to children’s skills, abilities, interests, and needs.
5. Integrate knowledge of current child growth and development theory and research into work and childcare settings.
6. Establish and maintain an open, cooperative relationship with each child’s family.
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication.
8. Establish and maintain collaborative relationships with other community service providers working with the child.
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change.
10. Contribute to the effective management and administration of early care and learning settings.
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings.
### 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>D</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>Project</td>
<td>35</td>
<td>Group Presentation on Family Diversity</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Parent Handbook Topics</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Agency Research</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Philosophy and Policy Statement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 100</td>
</tr>
</tbody>
</table>

### 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>40</td>
<td></td>
</tr>
</tbody>
</table>

Total 40

### 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. Ecology of family and how it is related to a systems approach of childcare
2. Family diversity and social constructions and their effect on the family system.
3. The range of families found in BC today and needs of each type of family
4. Concepts and practices of family-centered care, culturally sensitive care, and inclusive environments
5. Research strategies to facilitate collaborative working relationships with families, and between staff and families.
6. The importance of consistency and continuity in collaborating with families to ensure that children are supported during their early years.
7. The role of the ECE in involving all parents in the childcare center
8. The potential for conflict and misunderstanding in the communication process
9. Tools that childcare programs can use to effectively communicate with parents
10. A variety of community services relevant to and supportive of families, children and the child care community

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

| Approved by Curriculum Committee: | Approved by Education Council: |
**Course Name:** Advanced Child Growth and Development IT/SN

**Course Number:** ECCE 2313  
**Number of Credits:** 2.0  
**Effective Date:** September 2018

**Course Description:**
This course focuses on current theories and research related to the growth and development of children from birth to three years of age (infants and toddlers) and the development of children with exceptionalities from prenatal to six years of age. Students will expand their understanding of internal and external influences on development of infants and toddlers with exceptionalities and learn theory-based practice in a child care context.

**School or Centre:** Centre for Continuing Studies  
**Year of Study:** 3rd Year Post-secondary

**Course History:** New Course  
**Name of Replacing Course (if applicable):** Advanced CG SN and Advanced CG IT

**Course Pre-requisites (if applicable):**
Early Childhood Care and Education Certificate

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

**PLAR (Prior Learning Assessment & Recognition):**
- No
- Yes (details below):
Instructional Strategies:
Lectures, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

Course Learning Outcomes:
At the end of this course students will be able to

1. Analyze the key developmental theories from prenatal to three years of age in a cross cultural context
2. Demonstrate an understanding of historical perspectives and current theory and research related to infant and toddler development and children with exceptionalities
3. Compare and contrast the domains and stages within each domain of development of infants and toddlers
4. Identify and assess typical and atypical development in infants and toddlers
5. Identify and evaluate the individual nature of development and associated needs in infants and toddlers
6. Describe atypical development from prenatal to six years of age
7. The learner is able to identify and articulate typical and atypical development in the key developmental domains including social, emotional, physical, cognitive and language
8. Apply theoretical knowledge of infants' and toddlers' developmental needs
9. Identify the individual nature of development and associated needs of children with exceptionalities

Program Learning Outcomes:
On completion of the ECCE Post-Basic Diploma, graduates will be able to:
1. Protect and promote the psychological and physical safety, health and well-being of infants and toddlers and children with exceptionalities
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children
3. Administer daily experiences that support and promote children’s physical, emotional, social, communication, cognitive, ethical and creative lives
4. Use pedagogical narrations to interpret and respond to every child’s skills, abilities, interests and needs with special focus on infants and toddlers and children who need extra support
5. Analyze variations in development among infants and toddlers
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Practice administrative and management skills as related to early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
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>

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>Assignments</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total 100</strong></td>
</tr>
</tbody>
</table>

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>40</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td></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.
1. The key developmental theories from prenatal to three years of age
2. Historical perspectives and current theory and research related to infant and toddler development and children with exceptionalities
3. The domains and stages of development of infants/toddlers. Ways of identifying atypical development in infants and toddlers; ways of promoting inclusion as well as diverse ways individuals grow, develop and express themselves
4. Typical and atypical development in key developmental domains: physical, cognitive, language, social, emotional
5. The milestones of normal growth and development
6. The stages of development within each domain
7. Concrete linkages between developmental theories and the ways of identifying and assessing of developmental needs in infants and toddlers
8. The individual nature of development and the associated needs of children with exceptionalities

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

<p>| Approved by Curriculum Committee: | Approved by Education Council: |</p>
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Advanced Field Study IT/SN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>ECCE 2314</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>1.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
</tr>
<tr>
<td>Course Description:</td>
<td>The purpose of these two community-based observations is to broaden students' understanding of the content studied in Advanced Child Growth IT/SN course. Through the observation of infant or toddler childcare setting, the students will reflect upon similarities and differences in these environments and apply critical thinking skills and analyses in linking early childhood theory to practice. The observation of the inclusive child care setting will expand the students' knowledge and understanding of the best practices when working with children who need extra support.</td>
</tr>
</tbody>
</table>

| School or Centre: | Centre for Continuing Studies |
| Year of Study: | 3rd Year Post-secondary |
| Course History: | New Course |
| Name of Replacing Course (if applicable): | Advanced Field Study SN and Advanced Field Study IT |
| Course Pre-requisites (if applicable): | Early Childhood Care and Education Certificate |
| Course Co-requisites (if applicable): | |

PLAR (Prior Learning Assessment & Recognition)  
☑ No  ☐ Yes (details below):
Instructional Strategies:
Observe a child in a childcare setting using running records, audio recording, visual recordings, photos and videos. Complete an observation report that focuses on the infant - toddler and typical/atypical development.

Course Learning Outcomes:
At the end of this course students will be able to

1. Complete childcare observation reports specifically focusing on the infant or toddler's age and stage while the child is engaged in an ordinary moment
2. Complete childcare observation report focusing on the child with exceptionality while the child is engaged in an ordinary moment
3. Interpret observations through the framework of pedagogical narrations
4. Develop confidence in establishing professional relationships with staff in a variety of settings
5. Begin the process of identifying potential mentors and role models in the field

Program Learning Outcomes:
On completion of the ECCE Post-Basic Diploma, graduates will be able to:

1. Protect and promote the psychological and physical safety, health and well-being of infants and toddlers and children with exceptionalities
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children
3. Administer daily experiences that support and promote children’s physical, emotional, social, communication, cognitive, ethical and creative lives
4. Use pedagogical narrations to interpret and respond to every child’s skills, abilities, interests and needs with special focus on infants and toddlers and children who need extra support
5. Analyze variations in development among infants and toddlers
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Practice administrative and management skills as related to early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
### 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 (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>Field experience report: infant and toddler care</td>
</tr>
<tr>
<td>Other</td>
<td>50</td>
<td>Field experience report: children with exceptionalities</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>-</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>S - Self-paced</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Total 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.
1. Childcare observation report focused on the infant or toddler's age and stage while the child is engaged in an ordinary moment
2. Child Care report specifically focused on a child with one or more exceptionalities. The observation is done in an inclusive setting
3. Interpret observations through the framework of pedagogical narrations

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).

<table>
<thead>
<tr>
<th>FOR COMMITTEE USE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Curriculum Committee:</td>
</tr>
</tbody>
</table>
**Course Name:** Advanced Health, Safety and Nutrition IT/SN

**Course Number:** ECCE 2315  
**Number of Credits:** 2.0  
**Effective Date:** September 2018

**Course Description:**
This course focuses on the advanced health, hygiene and safety of infants and toddlers and children who need extra support in childcare settings. Students will analyze children’s rights including cultural and individual needs, abuse indicators and vulnerabilities of infants and toddlers and children with exceptionalities.

**School or Centre:** Centre for Continuing Studies

**Year of Study:** 3rd Year Post-secondary

**Course History:** New Course

**Name of Replacing Course (if applicable):** Advanced HSN SN & Advanced HSN IT

**Course Pre-requisites (if applicable):**
Early Childhood Care and Education Certificate

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

**PLAR (Prior Learning Assessment & Recognition):**
- No
- Yes (details below):
### Instructional Strategies:
Lectures, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

### Course Learning Outcomes:

At the end of this course students will be able to:

1. Explain prevention, intervention and assessment strategies that promote health and hygiene, illness management and injury/accident mitigation specific to infants, toddlers and to children with exceptionalities
2. Incorporate children's rights regarding health, safety and nutrition in a childcare context
3. Practice food safe procedures in all meal planning and adapt meal plans for children with specific nutritional needs
4. Identify and report abuse or neglect in young children
5. Apply knowledge of health, safety and nutrition policies (assessing, managing and reposting illness and injuries) and practice with the focus on preventive practice related to infants, toddlers and children who need extra support

### Program Learning Outcomes:

On completion of the ECCE Post-Basic Diploma, graduates will be able to:

1. Protect and promote the psychological and physical safety, health and well-being of infants and toddlers and children with exceptionalities
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children
3. Administer daily experiences that support and promote children’s physical, emotional, social, communication, cognitive, ethical and creative lives
4. Use pedagogical narrations to interpret and respond to every child’s skills, abilities, interests and needs with special focus on infants and toddlers and children who need extra support
5. Analyze variations in development among infants and toddlers
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Practice administrative and management skills as related to early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
### 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>

### 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>Assignments</td>
<td>65</td>
<td>Case Study: 30%, Adapted Meal Plan: 35%</td>
</tr>
<tr>
<td>Project</td>
<td>35</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>L - Classroom</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

Total 40

### 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:

1. Prevention, intervention, and assessment strategies to promote health, hygiene, illness management and injury/accident mitigation specific to infants, toddlers and children with extra support needs
2. Children’s rights regarding health, safety, and nutrition in a child care context
3. Abuse and neglect in infants, toddlers and children requiring extra support: identification and report
4. Food Safe procedures in meal planning and adaptation of meal plans for children with specific nutritional needs
5. Ways of incorporating knowledge of health, safety and nutrition policies and practice into program planning

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

Approved by Curriculum Committee: | Approved by Education Council:
**Course Name:** Role of the Caregiver IT

**Course Number:** ECCE 2316  
**Number of Credits:** 3.0  
**Effective Date:** September 2018

**Course Description:**
This course focuses on the role of the caregiver for children 0-3 years of age. Course content includes the ethics of care, and the principles of centering children, including families and incorporating the values of cultural communities in providing experiences for infants and toddlers.

**School or Centre:** Centre for Continuing Studies

**Year of Study:** 3rd Year Post-secondary

**Course History:** Revised Course

**Course Pre-requisites (if applicable):**
Early Childhood Care and Education Certificate

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

**PLAR (Prior Learning Assessment & Recognition):**  
☑ No  ☐ Yes (details below):
**Instructional Strategies:**
Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

**Course Learning Outcomes:**
At the end of this course students will be able to:

1. Describe the role of the caregiver for infants and toddlers
2. Identify concepts of care, the ethics of care and caring practices and develop positive approaches for guiding, caring and interacting with infants and toddlers
3. Analyse issues related to developing curriculum for infants and toddlers
4. Develop, implement and evaluate group and individualized experiences based on observations of infants and toddlers
5. Plan, evaluate and adapt indoor and outdoor environments to respond to observed experiences of infants and toddlers

**Program Learning Outcomes:**
On completion of the ECCE Post-Basic Diploma, graduates will be able to:

1. Protect and promote the psychological and physical safety, health and well-being of infants and toddlers and children with exceptionalities
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children
3. Administer daily experiences that support and promote children’s physical, emotional, social, communication, cognitive, ethical and creative lives
4. Use pedagogical narrations to interpret and respond to every child’s skills, abilities, interests and needs with special focus on infants and toddlers and children who need extra support
5. Analyze variations in development among infants and toddlers
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Practice administrative and management skills as related to early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
### 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>Assignments</td>
<td>65%</td>
<td>Reflective Journal: 30%, Treasure Basket: 35%, Pedagogical Narrations: 35%</td>
</tr>
<tr>
<td>Field Experience</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 100</td>
</tr>
</tbody>
</table>

### 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>60</td>
<td></td>
</tr>
</tbody>
</table>

Total 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.
1. The role of the caregiver for infants and toddlers
2. Concepts of care, ethics of care and caring practices
3. Issues related to developing curriculum for infants and toddlers
4. Developing and implementing group and individualized experiences based on observations of infants and toddlers
5. Planning, evaluating and adapting indoor and outdoor play environments to respond to observed experiences of infants and toddlers

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.

Approved by Curriculum Committee:  

Approved by Education Council:  

FOR COMMITTEE USE ONLY
**Course Name:** Role of the Caregiver SN

**Course Number:** ECCE 2317  
**Number of Credits:** 3.0  
**Effective Date:** Fall, 2018

**Course Description:**
This course focuses on the role of the caregiver for children 0-5 years of age with special needs. Course content includes principles of family centered care, inclusion, cultural competence and developmentally appropriate practice for children with special needs.

**School or Centre:** Centre for Continuing Studies

**Year of Study:** 3rd Year Post-secondary

**Course History:** Revised Course

**Course Pre-requisites (if applicable):**
Early Childhood Care and Education Certificate

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

**PLAR (Prior Learning Assessment & Recognition):**
- ☒ No  ☐ Yes (details below):
Instructional Strategies:
Lectures, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

Course Learning Outcomes:
At the end of this course students will be able to

1. Describe the role of the caregiver for children with special needs underlining the importance of developing a positive approach for guiding, caring and interacting with children with challenging behaviours
2. Identify concepts of care, the ethics of care and caring practices
3. Plan, implement and evaluate the curriculum for children with special needs and identify the issues that may be faced
4. Develop and implement group and individualized experiences based on observations of children with special needs
5. Evaluate and adapt environments to respond to observed experiences of children with special needs

Program Learning Outcomes:
On completion of the ECCE Post-Basic Diploma, graduates will be able to:

1. Protect and promote the psychological and physical safety, health and well-being of infants and toddlers and children with exceptionalities
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children
3. Administer daily experiences that support and promote children’s physical, emotional, social, communication, cognitive, ethical and creative lives
4. Use pedagogical narrations to interpret and respond to every child’s skills, abilities, interests and needs with special focus on infants and toddlers and children who need extra support
5. Analyze variations in development among infants and toddlers
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Practice administrative and management skills as related to early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
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>

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>Assignments</td>
<td>65</td>
<td>Reflective Journal:30%, Treasure Basket: 35%, Pedagogical Narrations: 35%</td>
</tr>
<tr>
<td>Field Experience</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></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>L - Classroom</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

Total 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:

1. The role of the caregiver for children with special needs
2. Concepts of care, ethics of care and caring practices
3. Issues related to developing curriculum for children with special needs
4. Developing and implementing group and individualized experiences based on observations of children with special needs

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.
Course Name: Professional Perspectives

Course Number: ECCE 2320  Number of Credits: 2.0  Effective Date: September, 2018

Course Description:
This course provides students with an understanding of professional perspectives in the field of early childhood education. Students will identify principles of professional conduct and articulate supporting practices and ethics to implement in their own childcare context.

Course Pre-requisites (if applicable):
ECCE 2313, ECCE 2314, ECCE 2315

PLAR (Prior Learning Assessment & Recognition)
☐ No  ☐ Yes (details below):
Instructional Strategies:
Lectures, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:
1. Interpret professionalism and professional practice in early childhood education
2. Assess and evaluate personal practice and the effect of choices and actions on children, families and other professionals
3. Implement continuous quality improvement of own professional practice
4. Utilize standards of professional practice to guide decision-making and practice

Program Learning Outcomes:
On completion of the ECCE Post-Basic Diploma, graduates will be able to:
1. Protect and promote the psychological and physical safety, health and well-being of infants and toddlers and children with exceptionalities
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children
3. Administer daily experiences that support and promote children’s physical, emotional, social, communication, cognitive, ethical and creative lives
4. Use pedagogical narrations to interpret and respond to every child’s skills, abilities, interests and needs with special focus on infants and toddlers and children who need extra support
5. Analyze variations in development among infants and toddlers
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Practice administrative and management skills as related to early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
### 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>

### 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>Assignments</td>
<td>30</td>
<td>Current issues article review</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>Small group debate and advocacy forum attendance</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Standards of practice #1</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Standards of practice #2</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Standards of practice #3</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>40</td>
<td></td>
</tr>
</tbody>
</table>

Total 40

### 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.
Professional practice in the field of early childhood education
Personal standards of professional practice
Assessment and evaluation of personal practice
Assessment of effect of choices and actions on children, families and other professionals
Self-reflection
Early Childhood Education ethical practice

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

Approved by Curriculum Committee:  
Approved by Education Council:
**Course Name:** Special Needs Practicum 2  

**Course Number:** ECCE 2330  
**Number of Credits:** 4.0  
**Effective Date:** Fall, 2018  

**Course Description:**
This course builds on the experience gained through Special Needs Practicum 1 and the knowledge on inclusive practice acquired in class. Students will extend their knowledge and apply what they have learned through full participation as an assistant teacher in an inclusive licensed childcare setting. An expectation of growth in confidence, competency and techniques will be confirmed.

**Course Pre-requisites (if applicable):**  
ECCE 2230, ECCE 2317
Instructional Strategies:
Linking theory and practice to the BC Early Learning Framework: observation through active participation in all the aspects of an early learning program guided by the sponsor teacher and college practicum instructor.

Course Learning Outcomes:
At the end of this course students will be able to:
1. Integrate feedback from practicum supervisors to effectively apply the knowledge of atypical development in an early learning setting and further improve inclusive practice
2. Develop a co-constructive approach to inclusive practice
3. Integrate theoretical principles of early childcare and education into planning, implementing and assessing curricular activities and inclusive pedagogical practice in early learning settings
4. Employ and assess a range of strategies to guide behavior of children with exceptionalities
5. Plan and implement an integrated, inclusive program of daily and weekly activities that incorporates all areas of an early learning curriculum

Program Learning Outcomes:
On completion of the ECCE Post-Basic Diploma, graduates will be able to:
1. Protect and promote the psychological and physical safety, health and well-being of infants and toddlers and children with exceptionalities
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children
3. Administer daily experiences that support and promote children’s physical, emotional, social, communication, cognitive, ethical and creative lives
4. Use pedagogical narrations to interpret and respond to every child’s skills, abilities, interests and needs with special focus on infants and toddlers and children who need extra support
5. Analyze variations in development among infants and toddlers
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Practice administrative and management skills as related to early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
### 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 (S) where $S = 100%$</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>
<th>(provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>100</td>
<td>Practicum</td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></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>P - Practicum</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

Total 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:

Integration of theoretical principles of special needs childcare and education
BC Early Learning Framework
Strategies to guide behavior of children with exceptionalities
Program of daily and weekly activities in an inclusive early learning curriculum
Reflection and evaluation of knowledge and skills as emerging special needs early childhood educators
Professional goal setting to guide practice in inclusive early learning settings

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

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Toddler Practicum

Course Number: ECCE 2335  Number of Credits: 4.0  Effective Date: September 2018

Course Description:
This course builds on the experience gained through the infant practicum and the knowledge acquired in class. Students will extend their knowledge and apply what they have learned through full participation as an assistant teacher in a licensed toddler childcare setting. An expectation of growth in confidence, competency and techniques will be confirmed.
Instructional Strategies:
Linking theory and practice to the BC Early Learning Framework: observation through active participation in all the aspects of an early learning program guided by the sponsor teacher and college practicum instructor.

Course Learning Outcomes:
At the end of this course students will be able to:

1. Describe the role of the caregiver for toddlers
2. Identify concepts of care, the ethics of care and caring practices and develop positive approaches for guiding, caring and interacting with toddlers
3. Analyze issues related to developing curriculum for toddlers
4. Develop, implement and evaluate group and individualized experiences based on observations of toddlers
5. Plan, evaluate and adapt indoor and outdoor environments to respond to observed experiences of toddlers

Program Learning Outcomes:
On completion of the Early Childhood Education and Care Post Basic SN/IT Diploma, graduates will be able to:

1. Protect and promote the psychological and physical safety, health and well-being of infants and toddlers & children with exceptionalities
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children
3. Administer daily experiences that support and promote children's physical, emotional, social, communication, cognitive, ethical and creative lives
4. Use pedagogical narrations to interpret and respond to every child's skills, abilities, interests and needs with the special focus on infants and toddlers and children who need extra support
5. Analyze variations in development among infants and toddlers
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Practice administrative and management skills as related to early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings
### 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 (S) where S = 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 (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>100</td>
<td>Practicum Assessment</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>P - Practicum</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

Total 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.
Theoretical principles of infant and toddler childcare and education
The early learning framework
Knowledge and skills as emerging early childhood educators
Self-assessment concerning actions and feelings
Reflecting on own practice and philosophy
Interaction with other early childhood educators and outside resources
Policies, procedures, and philosophy of centers during practicum
Co-constructive approach to practice in early childhood education

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.bc转让guide.ca.

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  
Approved by Education Council:
BACKGROUND:
This proposal, presented by Brett Griffiths, describes a new diploma program, aimed at international students, in heavy mechanical technology. The numerous course outlines in the proposal package reflect the current ITA-approved format of breaking down courses into individual skills for intensive one-week delivery.

DISCUSSION:
The committee asked if the one-week course delivery was suitable for all courses/skills, e.g. “Math and Physics” or “Business Communication” may need more chronological time for students to achieve a comfortable grasp of the Learning Outcomes than, say, “Fasteners”. B. Griffiths stated that other timetabling options are available.

There were a number of anomalies regarding course names and numbers between the PCG and course outlines. A deletion from a Program Learning Outcome was requested and some copy/paste errors were noted. Greater clarity in the language for English language proficiency requirements was requested. These changes have been made.

RECOMMENDATION: That Education Council Recommend the board of Governors approve the New Program: Heavy Mechanical Technology Diploma

Prepared by:
David Branter
Chair, Curriculum Committee
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): Heavy Mechanical Technology Diploma

ANTICIPATED START DATE: September 2018

Curriculum Developers: Brett Griffiths/Rick Cyr  Title: Dean/Department Head
School/Centre: School of Trades, Tech and Design  Department: HD/CT
E-mail: bgriffiths@vcc.ca, rcyr@vcc.ca  Phone/Ext.: 7012

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)
☐ Instructional Delivery Mode
☐ Language (e.g., Typos, Spelling Errors, etc.)
☐ Other: __________________________
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.*

<table>
<thead>
<tr>
<th>Course name and number: Workplace Safety</th>
<th>HMTD 1101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course name and number: Oxy-Acetylene Welding and Cutting</td>
<td>HMTD 1102</td>
</tr>
<tr>
<td>Course name and number: Electric Welding and Cutting</td>
<td>HMTD 1103</td>
</tr>
<tr>
<td>Course name and number: HMT Tools &amp; Equip 1</td>
<td>HMTD 1104</td>
</tr>
<tr>
<td>Course name and number: HMT Tools &amp; Equip 2</td>
<td>HMTD 1105</td>
</tr>
<tr>
<td>Course name and number: Fasteners</td>
<td>HMTD 1106</td>
</tr>
<tr>
<td>Course name and number: Operation of Equipment</td>
<td>HMTD 1107</td>
</tr>
<tr>
<td>Course name and number: Lubricants</td>
<td>HMTD 1108</td>
</tr>
<tr>
<td>Course name and number: Bearing Types and Function</td>
<td>HMTD 1109</td>
</tr>
<tr>
<td>Course name and number: Physics and Math</td>
<td>HMTD 1110</td>
</tr>
<tr>
<td>Course name and number: Final Drives</td>
<td>HMTD 1111</td>
</tr>
<tr>
<td>Course name and number: Undercarriages</td>
<td>HMTD 1112</td>
</tr>
<tr>
<td>Course name and number: Frames</td>
<td>HMTD 1113</td>
</tr>
<tr>
<td>Course name and number: Tires, Wheels and Hubs</td>
<td>HMTD 1114</td>
</tr>
<tr>
<td>Course name and number: Workplace Skills 1</td>
<td>HMTD 1115</td>
</tr>
<tr>
<td>Course name and number: Steering Systems 1</td>
<td>HMTD 1201</td>
</tr>
<tr>
<td>Course name and number: Steering Systems 2</td>
<td>HMTD 1202</td>
</tr>
<tr>
<td>Course name and number: Hydraulic System Theory 1</td>
<td>HMTD 1203</td>
</tr>
<tr>
<td>Course name and number: Hydraulic System Theory 2</td>
<td>HMTD 1204</td>
</tr>
<tr>
<td>Course name and number: Hydraulic System Service 1</td>
<td>HMTD 1205</td>
</tr>
<tr>
<td>Course name and number: Hydraulic System Service 2</td>
<td>HMTD 1206</td>
</tr>
<tr>
<td>Course name and number: Basic Electricity 1</td>
<td>HMTD 1207</td>
</tr>
<tr>
<td>Course name and number: Basic Electricity 2</td>
<td>HMTD 1208</td>
</tr>
<tr>
<td>Course name and number: Batteries</td>
<td>HMTD 1209</td>
</tr>
<tr>
<td>Course name and number: Electrical Test Instruments</td>
<td>HMTD 1210</td>
</tr>
<tr>
<td>Course name and number: Basic Starting Systems</td>
<td>HMTD 1211</td>
</tr>
<tr>
<td>Course name and number: Basic Charging Systems</td>
<td>HMTD 1212</td>
</tr>
<tr>
<td>Course name and number: Electrical Circuit Testing 1</td>
<td>HMTD 1213</td>
</tr>
<tr>
<td>Course name and number: Electrical Circuit Testing 2</td>
<td>HMTD 1214</td>
</tr>
<tr>
<td>Course name and number: Workplace Skills 2</td>
<td>HMTD 1215</td>
</tr>
<tr>
<td>Course name and number: Cab and Protective Structures</td>
<td>HMTD 2101</td>
</tr>
<tr>
<td>Course name and number: Hydraulic Brake Systems</td>
<td>HMTD 2102</td>
</tr>
<tr>
<td>Course name and number: Hydraulic Brake Service 1</td>
<td>HMTD 2103</td>
</tr>
<tr>
<td>Course name and number: Hydraulic Brake Service 2</td>
<td>HMTD 2104</td>
</tr>
<tr>
<td>Course name and number: Power Brakes</td>
<td>HMTD 2105</td>
</tr>
<tr>
<td>Course name and number: Air Brake Systems 1</td>
<td>HMTD 2106</td>
</tr>
<tr>
<td>Course name and number: Air Brake Systems 2</td>
<td>HMTD 2107</td>
</tr>
<tr>
<td>Course name and number: HVAC Systems</td>
<td>HMTD 2108</td>
</tr>
</tbody>
</table>
### Curriculum Development Approval Form

| Course name and number: Trailers and Couplings | HMTD 2109 |
| Course name and number: Landing Gear | HMTD 2110 |
| Course name and number: Trailers Systems & Components | HMTD 2111 |
| Course name and number: Diesel Fuel Systems | HMTD 2112 |
| Course name and number: Diesel Engine Support Systems | HMTD 2113 |
| Course name and number: Diesel Engine Removal Procedures | HMTD 2114 |
| Course name and number: Diesel Engine Installation Procedures | HMTD 2115 |
| Course name and number: Automatic and Manual Transmissions | HMTD 2101 |
| Course name and number: Driveline Systems | HMTD 2202 |
| Course name and number: Differential Systems | HMTD 2203 |
| Course name and number: Drive Axle Systems | HMTD 2204 |
| Course name and number: Advanced Starting Systems | HMTD 2205 |
| Course name and number: Advanced Charging Systems | HMTD 2206 |
| Course name and number: Electrical Systems Diagnosis | HMTD 2207 |
| Course name and number: Electrical Systems Repair | HMTD 2208 |
| Course name and number: Electronic Systems | HMTD 2209 |
| Course name and number: Electronic Component Diagnosis | HMTD 2210 |
| Course name and number: Vehicle Management Systems | HMTD 2211 |
| Course name and number: Gasoline Fuel Systems | HMTD 2212 |
| Course name and number: Gasoline Ignition Systems | HMTD 2213 |
| Course name and number: Business and Communications 1 | HMTD 2214 |
| Course name and number: Business and Communications 2 | HMTD 2215 |

(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.

   This program is being created to build on the current diploma program offerings for transportation trades. The International Education Department has indicated there is interest in this type of program. Please see new program proposal for complete rationale.

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

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>Ongoing discussion with department, various dates</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td>Ongoing discussion with support staff, various dates</td>
</tr>
<tr>
<td>Other Department(s)</td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
<td>Incorporated feedback form February 9th, 2017 email</td>
</tr>
<tr>
<td>Assessment Centre</td>
<td>Email September 11th, 2017, we will work with assessment center to coordinate and conduct initial assessments in a model similar to CBM program</td>
</tr>
<tr>
<td>Centre for Instructional Development</td>
<td>Incorporated feedback from CID into course outlines and PCGs, various dates</td>
</tr>
<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
<td>Discussion with counselling department head Sept 29th, ongoing consultation with Dean of Student Services</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Email Murray MacGregor no concerns Sept 11, 2017</td>
</tr>
<tr>
<td>Learning Centre</td>
<td>Learning center requested additional funding for ESL and English support, $10,000 added to operational expenses in costing model (per cohort)</td>
</tr>
<tr>
<td>Library</td>
<td>Todd Rowlatt, library requested additional funding to support databases, additional $2500 added to costing model (per cohort)</td>
</tr>
<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
<td>Various emails with RO, ongoing discussion</td>
</tr>
<tr>
<td>Related additional Student Services</td>
<td>Feedback from September 29th, we are working with student services to ensure students receive adequate support at AIC. Program learning outcomes adjusted and recommended characteristics updated per feedback</td>
</tr>
<tr>
<td>VCC International and Immigrant Education</td>
<td>Ongoing conversations with International Education, update made to error in IELTS scores, to 5.0</td>
</tr>
<tr>
<td><strong>FINANCIAL AND OPERATING</strong></td>
<td></td>
</tr>
<tr>
<td>Communications and Marketing</td>
<td>Email, September 28, good with program</td>
</tr>
<tr>
<td>Facilities</td>
<td>Ongoing discussion regarding space at AIC</td>
</tr>
<tr>
<td>Finance</td>
<td>Worked with Finance to adjust costing model to fund requests from support areas, various dates</td>
</tr>
<tr>
<td>Information Technology (IT)</td>
<td>No feedback received emails sent September 11, 2017 and reminder September 29, 2011</td>
</tr>
<tr>
<td>Institutional Research (IR)</td>
<td>No feedback received emails sent September 11, 2017 and reminder September 29, 2011</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>No feedback received emails sent September 11, 2017 and reminder September 29, 2011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
</table>

Curriculum Development Approval Form

<table>
<thead>
<tr>
<th>PAC/CEG</th>
<th>Upcoming – PAC has been joint with BCIT in the past, we are in the process of returning back to individual VCC PAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affiliation, Articulation and/or Accreditation bodies</td>
<td></td>
</tr>
<tr>
<td>PSiPS</td>
<td>Upcoming</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. Finance Org Code: _________________
Curriculum Development Approval Form

E) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval 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.

   Rick Cyr
   Name
   Sign off
   October 6, 2017
   Date

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.

   Brett Griffiths
   Name
   Sign off
   October 6, 2017
   Date
Goal

This program is designed for people who wish to obtain employment in the Mechanical Trades Industry as Heavy Duty Equipment Technicians, Truck and Transport Mechanics, Diesel Engine Mechanics, or Transport Trailer Technicians.

Heavy Duty Equipment Technicians typically work on industrial and construction vehicles, such as mining trucks and bulldozers, and on heavy equipment used in construction, forestry, materials handling, landscaping, and land clearing in a safe and environmentally sound manner. Truck and Transport Mechanics diagnose, repair, and service highway buses and trucks. They work for commercial transport vehicle dealers, garages, and service stations. Diesel Engine Mechanics install, repair, and maintain all internal combustion diesel engines and components used in transport, construction, and marine industries. Transport Trailer Technicians maintain, rebuild, overhaul, recondition, complete diagnostic troubleshooting for, and repair commercial truck trailers.

Upon successful completion of this program, students may be eligible to write Industry Training Authority standardized examinations.

Through practical experience, successful students will be able to integrate the theoretical knowledge gained in the classroom with practical experience of the workplace.

Admission Requirements

- International students must have IELTS 5.0 (no band less than 4.5) or TOEFL 60 or equivalent
- Students must possess a high school graduation certificate or equivalent
- Apprentice and Workplace Math 10 or equivalent

Prior Learning Assessment & Recognition (PLAR)

PLAR is not available in this program.

Program Duration

This full-time program is two years in duration delivered over four terms, and must be completed within 5 years.

Program Learning Outcomes

Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
Instructional Activities, Design and Delivery Mode

The Heavy Mechanical Technology diploma provides a wide range of opportunities for student learning in classroom, shop, and workplace settings. In addition to hands-on practical experience at VCC’s own state-of-the-art heavy mechanical and commercial transport facility, instructional activities such as lectures, demonstrations, group work, peer assessment, and project-based learning strategies are used throughout the program. Students progress through courses in four terms, each course requires successful completion for overall completion of the program.

Evaluation of Student Learning

Evaluation involves a combination of assessments: practical assignments, projects, theory exam, and/or practical exam.

Recommended Characteristics of Students

- Personal hygiene, grooming and appearance acceptable to a service industry;
- Good hand dexterity for operating equipment and machines;
- Command of oral and written English;
- Ability to understand and follow oral and written instruction;
- Good general health and respiratory condition;
- Physical strength and stamina compatible with the handling of heavy parts and equipment as required by the program;
- Ability to tolerate noise and vibration;
- Mechanical aptitude and interest;
- Good hand-eye coordination;
- Good eyesight and colour vision;
- Good line, form, and depth perception.
# Courses

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HMTD 1101</td>
<td><strong>Workplace Safety</strong>&lt;br&gt;This course introduces students to the concepts of safe work practices, occupational health &amp; safety, environmental practices, math, science and electronic media.</td>
<td>1.00</td>
</tr>
<tr>
<td>1</td>
<td>HMTD 1102</td>
<td><strong>Oxy-Acetylene Welding and Cutting</strong>&lt;br&gt;This course introduces students to welding regulations, metals, oxy-acetylene components, equipment, cutting, welding, and brazing.</td>
<td>1.00</td>
</tr>
<tr>
<td>1</td>
<td>HMTD 1103</td>
<td><strong>Electric Welding and Cutting</strong>&lt;br&gt;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.</td>
<td>1.00</td>
</tr>
<tr>
<td>1</td>
<td>HMTD 1104</td>
<td><strong>HMT Tools &amp; Equip 1</strong>&lt;br&gt;This course introduces students to the use of protective equipment, lockout procedures, and the use and maintenance of hand tools.</td>
<td>1.00</td>
</tr>
<tr>
<td>1</td>
<td>HMTD 1105</td>
<td><strong>HMT Tools &amp; Equip 2</strong>&lt;br&gt;This course introduces students to the use of measuring instruments, power tools, drill bits, and shop equipment.</td>
<td>1.00</td>
</tr>
<tr>
<td>1</td>
<td>HMTD 1106</td>
<td><strong>Fasteners</strong>&lt;br&gt;This course introduces students to imperial and metric fasteners, internal and external threads, tubing, pipe and fittings, hose and hose fittings.</td>
<td>1.00</td>
</tr>
<tr>
<td>1</td>
<td>HMTD 1107</td>
<td><strong>Operation of Equipment</strong>&lt;br&gt;This course introduces students to prestart and walk around inspections; starting aids; start up procedures; emergency shutdown procedures; starting, operating, and shutdown of equipment; heavy duty equipment lockout; forklift operation.</td>
<td>1.00</td>
</tr>
<tr>
<td>1</td>
<td>HMTD 1108</td>
<td><strong>Lubricants</strong>&lt;br&gt;This course introduces students to lubricant identification, use, and service procedures.</td>
<td>1.00</td>
</tr>
<tr>
<td>1</td>
<td>HMTD 1109</td>
<td><strong>Bearing Types and Function</strong>&lt;br&gt;This course introduces students to types of bearings and seals, as well as related service procedures.</td>
<td>1.00</td>
</tr>
<tr>
<td>1</td>
<td>HMTD 1110</td>
<td><strong>Physics and Math</strong>&lt;br&gt;This course introduces students to math and physics for heavy mechanical trades, load supporting and lifting, and servicing winch wire rope.</td>
<td>1.00</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>HMTD 1111</td>
<td>Undercarriages</td>
<td>This course introduces students to the removal and installation of track machine undercarriages.</td>
<td></td>
</tr>
<tr>
<td>HMTD 1112</td>
<td>Final Drives</td>
<td>This course introduces students to the removal and installation of final drives, and final drive service.</td>
<td></td>
</tr>
<tr>
<td>HMTD 1113</td>
<td>Frames</td>
<td>This course introduces students to frame types and the diagnosis, removal, and repair of frames.</td>
<td></td>
</tr>
<tr>
<td>HMTD 1114</td>
<td>Tires, Wheels and Hubs</td>
<td>This course introduces students to the service and diagnosis of wheels, tires, and hubs.</td>
<td></td>
</tr>
<tr>
<td>HMTD 1115</td>
<td>Workplace Skills 1</td>
<td>This course introduces learners to vocabulary and pronunciation specific to the field of heavy mechanical trades. It provides an introduction to the heavy mechanical repair industry and to the language and communication skills required for success as a technician. Reading, Writing, and Interactive Communication (Listening &amp; Speaking) skills are practiced in conjunction with topics from the Heavy Mechanical Trades curriculum. Interpersonal and conversational skills are enhanced while working in a shop setting. Sociocultural competencies appropriate to the Canadian workplace will be introduced and practiced.</td>
<td></td>
</tr>
<tr>
<td>HMTD 1201</td>
<td>Steering Systems 1</td>
<td>This course introduces students to wheeled, truck and track steering system fundamentals.</td>
<td></td>
</tr>
<tr>
<td>HMTD 1202</td>
<td>Steering Systems 2</td>
<td>This course introduces students to wheeled, truck and track steering system service.</td>
<td></td>
</tr>
<tr>
<td>HMTD 1203</td>
<td>Hydraulic System Theory 1</td>
<td>This course introduces students to the principles of hydraulics and basic operation of a hydraulic system.</td>
<td></td>
</tr>
<tr>
<td>HMTD 1204</td>
<td>Hydraulic System Theory 2</td>
<td>This course introduces students to types of hydraulic systems and the interpretation of hydraulic diagrams.</td>
<td></td>
</tr>
<tr>
<td>HMTD 1205</td>
<td>Hydraulic System Service 1</td>
<td>This course introduces students to hydraulic components and hydraulic fluids.</td>
<td></td>
</tr>
<tr>
<td>HMTD 1206</td>
<td>Hydraulic System Service 2</td>
<td>This course introduces students to hydraulic hoses and fittings, safe work practices, and scheduled maintenance.</td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Description</td>
<td>Credits</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HMTD 1207</td>
<td>Basic Electricity 1</td>
<td>This course introduces students to electrical terminology, basic theory concepts, circuit calculations, and magnetic theory.</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 1208</td>
<td>Basic Electricity 2</td>
<td>This course introduces students to electrical and electronic components, wiring diagrams, and symbols.</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 1209</td>
<td>Electrical Test Instruments</td>
<td>This course introduces students to the use of electrical test instruments and diagnosis of electrical circuits.</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 1210</td>
<td>Batteries</td>
<td>This course introduces students to the diagnosis and service of batteries.</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 1211</td>
<td>Basic Starting Systems</td>
<td>This course introduces students to basic starting system service.</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 1212</td>
<td>Basic Charging Systems</td>
<td>This course introduces students to basic charging system service.</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 1213</td>
<td>Electrical Circuit Service 1</td>
<td>This course introduces students to basic electrical system service.</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 1214</td>
<td>Electrical Circuit Service 2</td>
<td>This course builds on the topics covered in Electrical Circuit Service 1.</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 1215</td>
<td>Workplace Skills 2</td>
<td>This course builds on the communication skills and strategies which were developed in Workplace Skills 1. It introduces learners to vocabulary and pronunciation specific to the heavy mechanical industry. It also provides the opportunity to practice more complex language and communication skills required for teamwork and professionalism such as problem-solving and conflict resolution. Using an experiential learning approach with focus on role-rehearsals and coaching, this course will provide learners with the opportunity to work independently and in a cooperative team environment. Learners will practice communication strategies like clarifying and confirming understanding of client services, following instructions, troubleshooting, and problem-solving.</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 2101</td>
<td>Cab and Protective Structures</td>
<td>This course introduces students to cab and protective structures.</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 2102</td>
<td>Hydraulic Brake Systems</td>
<td>This course introduces students to hydraulic brake systems.</td>
<td>1.00</td>
</tr>
</tbody>
</table>
| 3  | HMTD 2103 | Hydraulic Brake Service 1  
This course introduces students to hydraulic brake system service. | 1.00 |
| 3  | HMTD 2104 | Hydraulic Brake Service 2  
This course builds on the topics explored in Hydraulic Brake Service 1. | 1.00 |
| 3  | HMTD 2105 | Power Brakes  
This course introduces students to power brake systems. | 1.00 |
| 3  | HMTD 2106 | Air Brake Systems 1  
This course introduces students to air brake systems. | 1.00 |
| 3  | HMTD 2107 | Air Brake Systems 2  
This course builds on topics discussed in Air Brake Systems 1. | 1.00 |
| 3  | HMTD 2108 | HVAC Systems 1  
This course introduces students to heating, ventilation, and air conditioning (HVAC) systems. | 1.00 |
| 3  | HMTD 2109 | HVAC Systems 2  
This course builds on topics discussed in HVAC Systems 1. | 1.00 |
| 3  | HMTD 2110 | Trailers, Couplers and Landing Gear  
This course introduces students to accessories, lift gates, landing gears, winches, hitches, and couplers. | 1.00 |
| 3  | HMTD 2111 | Trailer Systems and Components  
This course introduces students to trailer body components and trailer heating and refrigeration systems. | 1.00 |
| 3  | HMTD 2112 | Diesel Engine Support Systems  
This course introduces students to diesel engine support systems. | 1.00 |
| 3  | HMTD 2113 | Diesel Fuel Systems  
This course introduces students to diesel fuel systems. | 1.00 |
| 3  | HMTD 2114 | Diesel Engine Removal Procedures  
This course introduces students to diesel engine removal procedures. | 1.00 |
| 3  | HMTD 2115 | Diesel Engine Installation Procedures  
This course introduces students to diesel engine installation procedures. | 1.00 |
| 4  | HMTD 2201 | Automatic and Manual Transmissions  
This course introduces students to automatic and manual transmissions. | 1.00 |
| 4  | HMTD 2202 | Driveline Systems  
This course introduces students to driveline systems. | 1.00 |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMTD 2203</td>
<td>Differential Systems</td>
<td>This course introduces students to differential systems.</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 2204</td>
<td>Drive Axle Systems</td>
<td>This course introduces students to drive axle systems.</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 2205</td>
<td>Advanced Starting Systems</td>
<td>This course builds on the topics explored in basic starting systems.</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 2206</td>
<td>Advanced Charging Systems</td>
<td>This course builds on the topics explored in basic charging systems.</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 2207</td>
<td>Electrical Systems Diagnosis</td>
<td>This course introduces students to electrical systems diagnosis</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 2208</td>
<td>Electrical Systems Repair</td>
<td>This course introduces students to electrical systems and component repair.</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 2209</td>
<td>Electronic Systems</td>
<td>This course introduces students to electronic systems.</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 2210</td>
<td>Electronic Component Diagnosis</td>
<td>This course introduces students to electronic component diagnosis.</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 2211</td>
<td>Vehicle Management Systems</td>
<td>This course introduces students to vehicle management systems.</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 2212</td>
<td>Gasoline Fuel Systems</td>
<td>This course introduces students to gasoline fuel systems.</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 2213</td>
<td>Gasoline Ignition Systems</td>
<td>This course introduces students to gasoline ignition systems.</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 2214</td>
<td>Business and Communications 1</td>
<td>This course introduces students to areas and types of vehicles and equipment maintained and repaired, business types, business relationships, government relationships, labour relationships, and employee attributes.</td>
<td>1.00</td>
</tr>
<tr>
<td>HMTD 2215</td>
<td>Business and Communications 2</td>
<td>This course builds on topics explored in Business and Communications 1 and include employer responsibilities, resume and job search resources, and preparing for an interview.</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Total Program Credits: 60.0
Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Point Equivalency</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>S</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</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>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Course Standings

<table>
<thead>
<tr>
<th>Course Standings</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Audit. No Credit</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
</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.

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 website at: http://www.vcc.ca/about/governance--policies/policies/
<table>
<thead>
<tr>
<th><strong>Course Name:</strong></th>
<th>Workplace Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number:</strong></td>
<td>HMTD 1101</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
<td>September 2018</td>
</tr>
</tbody>
</table>

**Course Description:**
This course introduces students to the concepts of safe work practices, occupational health & safety, environmental practices, math, science and electronic media.

---

**School or Centre:**
School of Trades, Technology and Design

**Year of Study:**
1st Year Post-secondary

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition):**
- [ ] No
- [x] Yes (details below):
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 practices
3. Use environmental practices
4. Use basic math and science skills
5. Use electronic media

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:
1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

**Total 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:

1. Safe Work Practices  
2. Occupational Health and Safety  
3. Environmental Practices  
4. Basic 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/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>Approved by Curriculum Committee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Course Name:</strong></td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Course Number:</strong></td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
</tr>
</tbody>
</table>

**Course Description:**
This course introduces students to welding regulations, metals, oxy-acetylene components, equipment, cutting, welding and brazing.

**School or Centre:**
School of Trades, Technology and Design

**Year of Study:**
1st Year Post-secondary

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition):**
- [ ] No
- [ ] Yes (details below):
**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:**

Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
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>

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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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. 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

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.bc-transferguide.ca.

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | October 17, 2017 | Approved by Education Council: |  |
### Course Name: Electric Welding and Cutting

**Course Number:** HMTD 1103  
**Number of Credits:** 1.0  
**Effective Date:** September 2018

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Trades, Technology and Design</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course History:</th>
<th>Name of Replacing Course (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course</td>
<td></td>
</tr>
</tbody>
</table>

#### 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.

#### Course Pre-requisites (if applicable):
Admission to the Heavy Mechanical Technology program.

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

#### PLAR (Prior Learning Assessment & Recognition)
- [ ] No  - [x] Yes (details below): 

---

VCC-CD-20150901
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:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member;
6. Communicate effectively and work in a culturally diverse environment
## 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>

## 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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. 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

### 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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
</tbody>
</table>
### Course Outline

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>HMT Tools &amp; Equip 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>HMTD 1104</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>1.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
</tr>
</tbody>
</table>

#### Course Description:

This course introduces students to the use of protective equipment, lock out procedures and the use and maintenance of hand tools.

#### Course History:

- **School or Centre:** School of Trades, Technology and Design
- **Year of Study:** 1st Year Post-secondary
- **New Course:** Yes

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

Admission to the Heavy Mechanical Technology program.

#### Course Co-requisites (if applicable):
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 proper personal protective equipment associated with tools and shop equipment
2. Apply lock-out procedures to shop equipment
3. Select, use and maintain hand tools

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
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>

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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment (according to rubric)</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work (clear expectations as to how this is evaluated -?rubric)</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>

| Total                   | 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. Personal protective equipment
2. Lock out procedures
3. Hand tools

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
</tbody>
</table>
Course Name: HMT Tools & Equip 2

Course Number: HMTD 1105  
Number of Credits: 1.0  
Effective Date: September 2018

Course Description:
This course introduces students to the use of measuring instruments, power tools, drill bits and shop equipment.

School or Centre: School of Trades, Technology and Design

Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Admission to the Heavy Mechanical Technology program.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☐ No  ☐ Yes (details below):
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:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

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

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
<tr>
<td>Course Name:</td>
<td>Fasteners</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Course Number:</td>
<td>HMTD 1106</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>1.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
</tr>
</tbody>
</table>

**Course Description:**
This course introduces students to imperial and metric fasteners, internal and external threads, tubing, pipe and fittings, hose and hose fittings.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>School of Trades, Technology and Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of Study:</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition):**
☒ No ☐ Yes (details below):
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:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
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>

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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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:
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
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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
</tbody>
</table>
Course Name: Operation of Equipment

Course Number: HMTD 1107  
Number of Credits: 1.0  
Effective Date: September 2018

Course Description:
This course introduces students to prestart 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.

School or Centre: School of Trades, Technology and Design

Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Admission to the Heavy Mechanical Technology program.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☐ No  ☑ Yes (details below):
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 prestart 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:
Upon completion of this program, graduates will be able to:
1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

**Total 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. Prestart 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

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](http://www.bctransferguide.ca).

---

**FOR COMMITTEE USE ONLY**

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
<tr>
<td>Course Name:</td>
<td>Lubricants</td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td>Course Number:</td>
<td>HMTD 1108</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>1.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
</tr>
</tbody>
</table>

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition):**
- ☒ No
- ☐ Yes (details below):
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. Use lubricants
3. Describe lubricant service procedures

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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:

1. Lubricants
2. Service procedures

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
<tr>
<td>Course Name:</td>
<td>Bearing Types and Function</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Course Number:</td>
<td>HMTD 1109</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>1.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
</tr>
<tr>
<td>School or Centre:</td>
<td>School of Trades, Technology and Design</td>
</tr>
<tr>
<td>Year of Study:</td>
<td>1st Year Post-secondary</td>
</tr>
<tr>
<td>Course History:</td>
<td>New Course</td>
</tr>
<tr>
<td>Course Pre-requisites (if applicable):</td>
<td>Admission to the Heavy Mechanical Technology program.</td>
</tr>
<tr>
<td>Course Co-requisites (if applicable):</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description:**

This course introduces students to types of bearings, and seals as well as related service procedures.
**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 bearings
2. Identify seal types
3. Service bearings and seals

---

**Program Learning Outcomes:**

Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
## 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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. Types of bearings
2. Types of seals
3. Bearing service procedures
4. Seal service procedures

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.
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Physics and Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>HMTD 1110</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>1.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
</tr>
</tbody>
</table>

Course Description:
This course introduces students to math and physics for heavy mechanical trades, load supporting and lifting, and servicing winch wire rope.

School or Centre: School of Trades, Technology and Design

Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Admission to the Heavy Mechanical Technology program.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition) □ No □ Yes (details below):
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 physics to a heavy mechanical trades context
2. Lift and support loads
3. Service winch wire rope

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:
1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment.
## 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>

### 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></td>
<td></td>
<td>(provide a brief explanation for each component especially if value exceeds 35%):</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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. Math and physics
2. Loads
3. Winch wire rope

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 website 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.
Course Name: Undercarriages
Course Number: HMTD 1111
Number of Credits: 1.0
Effective Date: September 2018
Course Description:
This course introduces students to the removal and installation of track machine undercarriages.
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 track machine undercarriages.
2. Remove and reinstall track machine undercarriages.

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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:

1. Undercarriage types
2. Undercarriage components
3. Undercarriage operation
4. Undercarriage removal and installation

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
<tr>
<td><strong>Course Name:</strong></td>
<td>Final Drives</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Course Number:</strong></td>
<td>HMTD 1112</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
<td>September 2018</td>
</tr>
<tr>
<td><strong>Course Description:</strong></td>
<td>This course introduces students to the removal and installation of final drives, and final drive service.</td>
</tr>
</tbody>
</table>

### School or Centre:
School of Trades, Technology and Design

### Year of Study:
1st Year Post-secondary

### Course History:
New Course

### Course Pre-requisites (if applicable):
Admission to the Heavy Mechanical Technology program.

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

### PLAR (Prior Learning Assessment & Recognition)
- ☐ No
- ☐ Yes (details below):
**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. Remove and install final drives
2. Service final drives

**Program Learning Outcomes:**
Upon completion of this program, graduates will be able to:
1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

**Total** 25

### 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

**Total** 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:

1. Final drive types
2. Components
3. Basic operation
4. Inspection
5. Lubrication
6. Operational tests
7. Scheduled maintenance

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

| Approved by Curriculum Committee: | October 17, 2017 | Approved by Education Council: |
Course Name: Frames

Course Number: HMTD 1113  Number of Credits: 1.0  Effective Date: September 2018

Course Description:
This course introduces students to frame types and the diagnosis, removal and repair of frames.

School or Centre: School of Trades, Technology and Design

Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):

Admission to the Heavy Mechanical Technology program.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☒ No  ☐ Yes (details below):
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 rail and frame types
2. Diagnose and repair frames.

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
## 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

**Total 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. Types of rails
2. Types of frames
3. Frame and rail components
4. Frame component and inspection
5. Frame alignment
6. Frame repair

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
</tbody>
</table>
Course Name: Tires Wheels and Hubs

Course Number: HMTD 1114

Number of Credits: 1.0

Effective Date: September 2018

Course Description:
This course introduces students to the service and diagnosis of wheels, tires, and hubs.

School or Centre: School of Trades, Technology and Design

Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Admission to the Heavy Mechanical Technology program.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☒ No ☐ Yes (details below):
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

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:
1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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. Types of tires
2. Rating
3. Types of rims
4. Inspection
5. Safety precautions
6. Mounting and balancing
7. Types of hubs
8. Components and lubrication
9. Wheel hub service
10. Traction devices

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
</tbody>
</table>
**Course Name:** Workplace Skills 1  
**Course Number:** HMTD 1115  
**Number of Credits:** 1.0  
**Effective Date:** September 2018  

**Course Description:**  
This course introduces learners to vocabulary and pronunciation specific to the field of heavy mechanical trades. It provides an introduction to the heavy mechanical repair industry and to the language and communication skills required for success as a technician. Reading, Writing, and Interactive Communication (Listening & Speaking) skills are practiced in conjunction with topics from the heavy mechanical trades curriculum. Interpersonal and conversational skills are enhanced while working in a shop setting. Sociocultural competencies appropriate to the Canadian workplace will be introduced and practiced.

**School or Centre:** School of Trades, Technology and Design  
**Year of Study:** 1st Year Post-secondary  
**Course History:** New Course

**Course Pre-requisites (if applicable):**  
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition):**  
- ☒ No  
- ☐ Yes (details below):
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 various jobs in the heavy mechanical repair industry
2. Explain general concepts and professional vocabulary specific to heavy mechanical trades
3. Identify repair products, tools and equipment
4. Practice professional etiquette
5. Participate and communicate as a team member

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
## 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>

### 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>Participation</td>
<td>20</td>
<td>Attendance, punctuality, engagement in class activities</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Reading comprehension, written assignments</td>
</tr>
<tr>
<td>Lab Work</td>
<td>30</td>
<td>Listening comprehension, pronunciation</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Oral presentations</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>25</td>
<td>Classroom and learning labs</td>
</tr>
</tbody>
</table>

Total 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:

1. Heavy mechanical procedures and vocabulary
2. Giving and receiving direction
3. Seeking and providing clarification
4. Professional and social communication
5. Common Canadian workplace values, beliefs and attitudes

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

Approved by Curriculum Committee: October 17, 2017

Approved by Education Council:
<table>
<thead>
<tr>
<th><strong>Course Name:</strong></th>
<th>Steering Systems 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number:</strong></td>
<td>HMTD 1201</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
<td>September 2018</td>
</tr>
<tr>
<td><strong>Course Description:</strong></td>
<td>This course introduces students to wheeled, truck and track steering system fundamentals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>School or Centre:</strong></th>
<th><strong>Year of Study:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Trades, Technology and Design</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition):**  
☒ No ☐ Yes (details below):
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. Explain wheeled steering systems fundamentals
2. Explain truck steering systems fundamentals
3. Explain tracked steering systems fundamentals
4. Describe wheeled steering system components and their function
5. Describe tracked steering system components and their function
6. Describe truck steering system components and their function

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:
1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total 100</strong></td>
</tr>
</tbody>
</table>

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>
<tr>
<td></td>
<td></td>
<td><strong>Total 25</strong></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:

1. Steering types
2. Truck power assist
3. Track steering
4. Wheeled equipment steering
5. Truck system components
6. Track system components
7. Wheeled system components

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 website 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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
</tbody>
</table>
**Course Name:** Steering Systems 2

**Course Number:** HMTD 1202  
**Number of Credits:** 1.0  
**Effective Date:** September 2018

**Course Description:**
This course introduces students to wheeled, truck and track steering system service.

**School or Centre:**  
School of Trades, Technology and Design

**Year of Study:**  
1st Year Post-secondary

**Course History:**  
New Course

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition)**  
☑ No ☐ Yes (details below):
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 repair wheeled steering systems
2. Service and repair truck steering systems
3. Service and repair track steering systems

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:
1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
## 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

**Total 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. Steering system inspection
2. Steering system lubrication
3. Scheduled maintenance
4. Steering adjustments
5. Drag links
6. Tie rod ends
7. Axle stops
8. Steering gears
9. Toe

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
</tbody>
</table>
**Course Name:** Hydraulic System Theory 1  

**Course Number:** HMTD 1203  
**Number of Credits:** 1.0  
**Effective Date:** September 2018

### Course Description:
This course introduces students to the principles of hydraulics, basic operation of a hydraulic system.

### Course Pre-requisites (if applicable):
Admission to the Heavy Mechanical Technology program.

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

### PLAR (Prior Learning Assessment & Recognition)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes (details below):</td>
</tr>
</tbody>
</table>
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 systems

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
Evaluation/Grading System

<table>
<thead>
<tr>
<th>Evaluation Plan</th>
<th>Component Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>25%</td>
</tr>
<tr>
<td>Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment</td>
<td>30%</td>
</tr>
<tr>
<td>Participation</td>
<td>25%</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>

Total 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:

1. Terminology
2. Advantages/disadvantages
3. Fluid characteristics
4. Pascal’s Law
5. Calculations
6. Bernoulli’s Principle
7. Reservoirs
8. Pumps
9. Control valves

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
<tr>
<td><strong>Course Name:</strong></td>
<td>Hydraulic System Theory 2</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>Course Number:</strong></td>
<td>HMTD 1204</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
<td>September 2018</td>
</tr>
<tr>
<td><strong>Course Description:</strong></td>
<td>This course introduces students to types of hydraulic systems, and the interpretation of hydraulic diagrams.</td>
</tr>
<tr>
<td><strong>School or Centre:</strong></td>
<td>School of Trades, Technology and Design</td>
</tr>
<tr>
<td><strong>Year of Study:</strong></td>
<td>1st Year Post-secondary</td>
</tr>
<tr>
<td><strong>Course History:</strong></td>
<td>New Course</td>
</tr>
<tr>
<td><strong>Course Pre-requisites (if applicable):</strong></td>
<td>Admission to the Heavy Mechanical Technology program.</td>
</tr>
<tr>
<td><strong>Course Co-requisites (if applicable):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>PLAR (Prior Learning Assessment &amp; Recognition):</strong></td>
<td>☑ No ☐ Yes (details below):</td>
</tr>
</tbody>
</table>
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 types of hydraulic systems
2. Interpret basic hydraulic diagrams

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
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>

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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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. Open-centre valves
2. Closed-centre valves
3. Vented valves
4. Pressurized valves
5. Pictorial diagrams
6. Schematic diagrams
7. Symbols

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
</tbody>
</table>
**Course Name:** Hydraulic System Service 1

**Course Number:** HMTD 1205

**Number of Credits:** 1.0

**Effective Date:** September 2018

**Course Description:**
This course introduces students to hydraulic components and hydraulic fluids.

**School or Centre:**
School of Trades, Technology and Design

**Year of Study:**
1st Year Post-secondary

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition):**
☒ No ☐ Yes (details below):
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 selected hydraulic components.
2. Select hydraulic fluids for applications.

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
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>

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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

| Total                       | 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. Seals  
2. Hoses/lines  
3. Fittings  
4. Filters  
5. Hydraulic fluids requirements  
6. SAE viscosity ratings  
7. ISO viscosity ratings  
8. API service ratings  
9. Manufacturer’s specifications  
10. Synthetic/non-synthetic (mineral)  
11. Component/system compatibility

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

<p>| Approved by Curriculum Committee: | October 17, 2017 | Approved by Education Council: | |</p>
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Hydraulic System Service 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>HMTD 1206</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>1.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
</tr>
</tbody>
</table>

**Course Description:**
This course introduces students to hydraulic hoses and fittings, safe work practices, and scheduled maintenance.

---

**School or Centre:**
School of Trades, Technology and Design

**Year of Study:**
1st Year Post-secondary

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

---

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

---

**PLAR (Prior Learning Assessment & Recognition):**
- [x] No
- [ ] Yes (details below):
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 assemble hydraulic hoses and fittings.
2. Demonstrate safe work procedures for hydraulic systems service.
3. Perform scheduled maintenance on hydraulic systems.

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
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>

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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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:

1. Hose construction  
2. Working pressure  
3. Hose ratings  
4. Hose compatibility  
5. Hose application  
6. Fitting types  
7. Safety blocking equipment and attachments  
8. Relieve pressure  
9. Reservoir venting  
10. Actuator neutralization  
11. Temperature hazards  
12. Visual inspection  
13. Hose rubs, damage  
14. Fluid level check, filters, strainers, and flushes

---

### 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**

<p>| Approved by Curriculum Committee: | October 17, 2017 | Approved by Education Council: |  |</p>
<table>
<thead>
<tr>
<th><strong>Course Name:</strong></th>
<th>Basic Electricity 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number:</strong></td>
<td>HMTD 1207</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
<td>September 2018</td>
</tr>
</tbody>
</table>

**Course Description:**
This course introduces students to electrical terminology, basic theory concepts, circuit calculations, and magnetic theory.

**School or Centre:**
School of Trades, Technology and Design

**Year of Study:**
1st Year Post-secondary

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition):**
- No
- Yes (details below):
**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 electrical terminology
2. Explain basic circuit concepts
3. Perform circuit calculations
4. Describe magnetic theory

---

**Program Learning Outcomes:**
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

#### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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:
1. Electrical terminology
2. Basic circuit concepts
3. Circuit calculations
4. Magnetic theory

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
<tr>
<td><strong>Course Name:</strong></td>
<td>Basic Electricity 2</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Course Number:</strong></td>
<td>HMTD 1208</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
<td>September 2018</td>
</tr>
</tbody>
</table>

**Course Description:**
This course introduces students to electrical and electronic components, wiring diagrams and symbols.

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition):**
- [x] No
- [ ] Yes (details below):
**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 common electrical components
2. Identify electronic components
3. Interpret wiring diagrams and symbols

**Program Learning Outcomes:**
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

#### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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:

1. Electrical components
2. Electronic components
3. Wiring diagrams and symbols

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 website 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](http://www.bctransferguide.ca).

---

**FOR COMMITTEE USE ONLY**

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>October 17, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Education Council:</td>
<td></td>
</tr>
<tr>
<td>Course Name:</td>
<td>Electrical Test Instruments</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Course Number:</td>
<td>HMTD 1209</td>
</tr>
<tr>
<td>Number of Credits</td>
<td>1.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
</tr>
<tr>
<td>School or Centre:</td>
<td>School of Trades, Technology and Design</td>
</tr>
<tr>
<td>Year of Study:</td>
<td>1st Year Post-secondary</td>
</tr>
<tr>
<td>Course Description:</td>
<td>This course introduces students to the use of electrical test instruments and diagnosis of electrical circuits.</td>
</tr>
</tbody>
</table>

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition):**
- No
- Yes (details below):
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 common electrical measuring devices
2. Use electrical measuring devices
3. Diagnose electrical circuit faults

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
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>

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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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. Analog vs. digital
2. Voltmeters
3. Ammeters
4. Ohmmeters
5. Multimeters (VOM)
6. Amp clamp
7. VAT's (Volt amp testers)
8. Continuity testers
9. Test lights
10. Safety precautions
11. Voltage drops
12. Shorts
13. Grounds
14. Opens
15. Resistance
16. Amperage draw

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](http://www.bctransferguide.ca).

FOR COMMITTEE USE ONLY

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
</tbody>
</table>
**Course Name:** Batteries

**Course Number:** HMTD 1210  
**Number of Credits:** 1.0  
**Effective Date:** September 2018

**Course Description:**
This course introduces students to the diagnosis and service of batteries.

**School or Centre:** School of Trades, Technology and Design

**Year of Study:** 1st Year Post-secondary

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition):**  
☑️ No  ☐ Yes (details below):
### 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 battery design and operation
2. Select, test and maintain batteries
3. Diagnose causes of battery failure
4. Remove and replace batteries
5. Use booster batteries

### Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

**Total 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:

1. Safety considerations when working with batteries
2. Design and construction of the various types of batteries
3. Battery chemistry
4. Battery selection
5. Battery service
6. Battery diagnosis
7. Booster batteries

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

Approved by Curriculum Committee: October 17, 2017
Approved by Education Council:
**Course Name:** Basic Starting Systems

**Course Number:** HMTD 1211  
**Number of Credits:** 1.0  
**Effective Date:** September 2018

**Course Description:**
This course introduces students to basic starting system service.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Trades, Technology and Design</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course History:</th>
<th>Name of Replacing Course (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course</td>
<td></td>
</tr>
</tbody>
</table>

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition):**  
☒ No  ☐ Yes (details below):
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 components of starting circuits
2. Describe the design and operation of starting circuits
3. Inspect starting circuits

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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. Battery
2. Starter motor assembly
3. Solenoids and relays
4. Ignition switch
5. Neutral safety switch/clutch pedal switch
6. Cables and terminals
7. System voltage
8. Battery configuration
9. Inspection
10. Routine maintenance
11. Component removal and installation

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
<tr>
<td>Course Name:</td>
<td>Basic Charging Systems</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>Course Number:</td>
<td>HMTD 1212</td>
</tr>
<tr>
<td>Number of Credits</td>
<td>1.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
</tr>
<tr>
<td>School or Centre:</td>
<td>School of Trades, Technology and Design</td>
</tr>
<tr>
<td>Year of Study:</td>
<td>1st Year Post-secondary</td>
</tr>
<tr>
<td>Course History:</td>
<td>New Course</td>
</tr>
<tr>
<td>Course Pre-requisites (if applicable):</td>
<td>Admission to the Heavy Mechanical Technology program.</td>
</tr>
<tr>
<td>Course Co-requisites (if applicable):</td>
<td></td>
</tr>
<tr>
<td>PLAR (Prior Learning Assessment &amp; Recognition)</td>
<td>☑ No ☐ Yes (details below):</td>
</tr>
</tbody>
</table>
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 systems
2. Perform routine maintenance on charging systems

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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. Charging system purpose
2. Charging system operation
3. Charging system connections
4. Charging system inspection
5. Output voltage/amperage test
6. Belt condition and tension
7. Alternator removal and replacement

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
<tr>
<td>Course Name:</td>
<td>Electrical Circuit Service 1</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Course Number:</td>
<td>HMTD 1213</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>1.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
</tr>
</tbody>
</table>

**Course Description:**
This course introduces students to basic electrical system service.

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition):**
- No
- Yes (details below):
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 and replace electrical components
2. Select and install conductors and terminals/connectors

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
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>

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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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.
<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lamps</td>
</tr>
<tr>
<td>2. Starters</td>
</tr>
<tr>
<td>3. Alternators</td>
</tr>
<tr>
<td>4. Batteries</td>
</tr>
<tr>
<td>5. Switches</td>
</tr>
<tr>
<td>6. Motors</td>
</tr>
<tr>
<td>7. Fuses</td>
</tr>
<tr>
<td>8. Wire gauge</td>
</tr>
<tr>
<td>9. Terminals/connectors</td>
</tr>
</tbody>
</table>

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

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](http://www.bctransferguide.ca).

---

FOR COMMITTEE USE ONLY

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>October 17, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Education Council:</td>
<td></td>
</tr>
<tr>
<td><strong>Course Name:</strong></td>
<td>Electrical Circuit Service 2</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Course Number:</strong></td>
<td>HMTD 1214</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
<td>September 2018</td>
</tr>
</tbody>
</table>

- **Course Description:**
  This course builds on the topics covered in Electrical Circuit Service 1.

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition):**
- [ ] No
- [ ] Yes (details below):
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 and repair sources of circuit faults
2. Describe and repair trailer wiring circuits

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
## 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

### 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>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td></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.
1. Blown fuses
2. Fusable links
3. Circuit breaker
4. Connection faults
5. Wiring
6. Trailer connectors
7. Junction boxes
8. Wiring harness
9. Circuit identification

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
</tbody>
</table>
Course Name: Workplace Skills 2

Course Number: HMTD 1215  Number of Credits: 1.0  Effective Date: September 2018

Course Description:
This course builds on the communication skills and strategies which were developed in Workplace Skills 1. It introduces learners to vocabulary and pronunciation specific to the heavy mechanical industry. It also provides the opportunity to practice more complex language and communication skills required for teamwork and professionalism such as problem-solving and conflict resolution. Using an experiential learning approach with focus on role-rehearsals and coaching, this course will provide learners with the opportunity to work independently and in a cooperative team environment. Learners will practice communication strategies like: clarifying and confirming understanding of client services, following instructions, troubleshooting and problem-solving.

School or Centre: School of Trades, Technology and Design

Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Admission to the Heavy Mechanical Technology program.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☑ No ☐ Yes (details below):
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 various services in the heavy mechanical repair industry
2. Apply general concepts and professional vocabulary specific to heavy mechanical repair
3. Choose appropriate repair products, tools and equipment
4. Use professional etiquette
5. Work effectively as a team member
6. Apply effective study skills to support learning

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

### 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>Participation</td>
<td>20</td>
<td>Attendance, punctuality, engagement in class activities</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Reading comprehension, written assignments</td>
</tr>
<tr>
<td>Lab Work</td>
<td>30</td>
<td>Listening comprehension, pronunciation</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Oral presentations</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>25</td>
<td>Classroom and learning labs</td>
</tr>
</tbody>
</table>

Total 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:

1. Heavy mechanical repair concepts, procedures and vocabulary
2. Giving and receiving direction
3. Seeking and providing clarification
4. Professional and social communication
5. Common Canadian workplace values, beliefs and attitudes
6. Study skills

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>Approved by Curriculum Committee:</th>
<th>October 17, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Education Council:</td>
<td></td>
</tr>
</tbody>
</table>
## Course Name:
Cab and Protective Structures

### Course Number:
HMTD 2101

### Number of Credits:
1.0

### Effective Date:
September 2018

### Course Description:
This course introduces students to cab and protective structures.

### School or Centre:
School of Trades, Technology and Design

### Year of Study:
1st Year Post-secondary

### Course History:
New Course

### Course Pre-requisites (if applicable):
Admission to the Heavy Mechanical Technology program.

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

### PLAR (Prior Learning Assessment & Recognition)
- [x] No
- [ ] Yes (details below):
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 cabs, bodies and structural components
2. Service cabs, bodies and structural components

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

**Total 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. Cab types
2. Cab components
3. Fixed cabs
4. Air ride
5. Doors
6. Windows
7. Seats
8. Supplemental restraint system (air bag)
9. Sleepers
10. Ventilation systems
11. Mounting
12. Inspection
13. Replacement
14. Adjustments
15. Lubrication

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

| Approved by Curriculum Committee: | October 17, 2017 | Approved by Education Council: |  |
Course Name: Hydraulic Brake Systems

Course Number: HMTD 2102  Number of Credits: 1.0  Effective Date: September 2018

Course Description:
This course introduces students to hydraulic brake systems.

Course History:
New Course

School or Centre: School of Trades, Technology and Design
Year of Study: 1st Year Post-secondary

Course Pre-requisites (if applicable):
Admission to the Heavy Mechanical Technology program.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition) Yes (details below):

☑ No
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 hydraulic principles
3. Describe the foundation brake
4. Describe the hydraulics of a brake system
5. Describe brake fluids

Program Learning Outcomes:

Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

**Total 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:

1. Principles of friction
2. Effects of speed and weight
3. Brake fade
4. Foundation brake types
5. Foundation brake operation
6. Brake system hydraulics
7. Brake fluids
8. Parking brake systems

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
<tr>
<td><strong>Course Name:</strong></td>
<td>Hydraulic Brake Service 1</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Course Number:</strong></td>
<td>HMTD 2103</td>
</tr>
<tr>
<td><strong>Course Description:</strong></td>
<td>This course introduces students to hydraulic brake system service.</td>
</tr>
</tbody>
</table>

**School or Centre:**
School of Trades, Technology and Design

**Year of Study:**
1st Year Post-secondary

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition):**
- [x] No
- [ ] Yes (details below):
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. Describe parking brake systems

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
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>

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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

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>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>25</strong></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:

1. Disc
2. Drum
3. Multidisc
4. Master cylinder
5. Metering valve
6. Proportioning valve
7. Switches
8. Brake fluids
9. Parking brake systems

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

Approved by Curriculum Committee: October 17, 2017

Approved by Education Council:
**Course Name:** Hydraulic Brake Service 2

**Course Number:** HMTD 2104  
**Number of Credits:** 1.0  
**Effective Date:** September 2018

**Course Description:**
This course builds on the topics explored in Hydraulic Brake Service 1.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Trades, Technology and Design</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course History:</th>
<th>Name of Replacing Course (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course</td>
<td></td>
</tr>
</tbody>
</table>

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

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

- No
- Yes (details below):
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 park brake systems
4. Perform preventative maintenance

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

#### 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></td>
<td></td>
<td>(provide a brief explanation for each component especially if value exceeds 35%)</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

**Total 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:

1. Diagnostic procedures
2. Operational checks
3. Fluid conditional and level
4. Hydraulic component inspection
5. Hydraulic component repairs
6. Removal and installation
7. Fluid flushing
8. Park brake inspection and repair
9. Preventative maintenance

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 website 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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
<tr>
<td>Course Name:</td>
<td>Power Brakes</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Course Number:</td>
<td>HMTD 2105</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>1.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
</tr>
<tr>
<td>Course Description:</td>
<td>This course introduces students to power brake systems.</td>
</tr>
<tr>
<td>School or Centre:</td>
<td>School of Trades, Technology and Design</td>
</tr>
<tr>
<td>Year of Study:</td>
<td>1st Year Post-secondary</td>
</tr>
<tr>
<td>Course History:</td>
<td>New Course</td>
</tr>
<tr>
<td>Course Pre-requisites (if applicable):</td>
<td>Admission to the Heavy Mechanical Technology program.</td>
</tr>
<tr>
<td>Course Co-requisites (if applicable):</td>
<td></td>
</tr>
<tr>
<td>PLAR (Prior Learning Assessment &amp; Recognition)</td>
<td>☑ No ☐ Yes (details below):</td>
</tr>
</tbody>
</table>
### Course Learning Outcomes:

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

1. Describe the power brake systems
2. Diagnose power brake systems
3. Repair power brake systems

### Program Learning Outcomes:

Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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:

1. Vacuum boost  
2. Hydro-boost  
3. Hydro-max  
4. Diagnostic procedures  
5. Component testing and inspection  
6. Repair and replacement  
7. Adjustments

---

**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**

<p>| Approved by Curriculum Committee: | October 17, 2017 | Approved by Education Council: |  |</p>
<table>
<thead>
<tr>
<th><strong>Course Name:</strong></th>
<th>Air Brake Systems 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number:</strong></td>
<td>HMTD 2106</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
<td>September 2018</td>
</tr>
</tbody>
</table>

**Course Description:**
This course introduces students to air brake systems.

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition):**
☑ No ☐ Yes (details below):
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 air brakes
2. Describe the principles of pneumatics
3. Describe basic air brake systems
4. Describe the basics of air brake schedules

Program Learning Outcomes:

Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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. Heat absorption and dissipation
2. Effects of speed and weight
3. Brake fade
4. Water cooling
5. Characteristics of air
6. Force, pressure and area
7. Time lag
8. Pneumatic balance
9. Foundation brake components
10. Air brake schedules

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

| Approved by Curriculum Committee: | October 17, 2017 | Approved by Education Council: |   |
### Course Name: Air Brake Systems 2

<table>
<thead>
<tr>
<th>Course Number: HMTD 2107</th>
<th>Number of Credits: 1.0</th>
<th>Effective Date: September 2018</th>
</tr>
</thead>
</table>

### Course Description:

This course builds on topics discussed in Air Brake Systems 1.

---

### School or Centre:

School of Trades, Technology and Design

### Year of Study:

1st Year Post-secondary

### Course History:

New Course

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

Admission to the Heavy Mechanical Technology program.

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

---

### PLAR (Prior Learning Assessment & Recognition)

☑️ No ☐ Yes (details below):
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 assemblies
2. Service air brakes
3. Describe tractor pre-trip brake inspection
4. Perform tractor pre-trip brake inspection

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

| Total                 | 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. Inspection
2. Disassembly
3. Replacement
4. Measurement
5. Adjustment
6. Tractor and trailer brakes
7. Tractor and trailer pre-trip inspection

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

| Approved by Curriculum Committee: | October 17, 2017 | Approved by Education Council: |
**Course Name:** HVAC Systems

**Course Number:** HMTD 2108  
**Number of Credits:** 1.0  
**Effective Date:** September 2018

**Course Description:**
This course introduces students to heating, ventilation, and air conditioning (HVAC) systems.

**School or Centre:** School of Trades, Technology and Design

**Year of Study:** 1st Year Post-secondary

**Course History:** New Course

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition):**
- [x] No  
- [ ] Yes (details below):
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 heating and air conditioning components.
2. Describe the construction and operation of heating and air conditioning systems.
3. Describe the impact of chlorofluorocarbons (CFCs) on the environment.

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment.
**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>

**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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

**Total** 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:

1. Principles of heating and air conditioning systems
2. Components of heating and air conditioning systems
3. Design and operation of heating and air conditioning systems
4. CFCs
5. Diagnosis of heating and air conditioning systems
6. Repair of heating and air conditioning systems

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
</tbody>
</table>
**Course Name:** HVAC Systems 2  
**Course Number:** HMTD 2109  
**Number of Credits:** 1.0  
**Effective Date:** September 2018  
**Course Description:** This course builds on topics discussed in HVAC Systems 1.

**School or Centre:** School of Trades, Technology and Design  
**Year of Study:** 1st Year Post-secondary

**Course Pre-requisites (if applicable):**  
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition):**  
- [ ] No  
- [ ] Yes (details below):
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 legislated procedures when dealing with systems containing chlorofluorocarbons (CFCs).
2. Diagnose heating and air conditioning systems.
3. Repair heating and air conditioning systems.

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
## 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

**Total 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:

1. CFCs
2. Diagnosis of heating and air conditioning systems
3. Repair of heating and air conditioning systems

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

| Approved by Curriculum Committee: | October 17, 2017 | Approved by Education Council: |
**Course Name:** Trailers, Couplers and Landing Gear

**Course Number:** HMTD 2110

**Number of Credits:** 1.0

**Effective Date:** September 2018

**Course Description:**
This course introduces students to accessories, lift gates, landing gears, winches, hitches and couplers.

---

**School or Centre:** School of Trades, Technology and Design

**Year of Study:** 1st Year Post-secondary

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

---

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

---

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

☐ No ☐ Yes (details below):
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:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
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>

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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total 100</strong></td>
</tr>
</tbody>
</table>

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>
<tr>
<td></td>
<td></td>
<td><strong>Total 25</strong></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:
1. Construction and operation of accessories
2. Lift gates, landing gears and winches
3. Tractor-trailer combinations
4. Fifth wheels
5. Bolster plates and king pins
6. Pintle hooks and eyes

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.
# COURSE OUTLINE

## Course Name:
Trailer Systems and Components

## Course Number:
HMTD 2111

## Number of Credits:
1.0

## Effective Date:
September 2018

## Course Description:
This course introduces students to trailer body components and trailer heating and refrigeration systems.

### School or Centre:
School of Trades, Technology and Design

### Year of Study:
1st Year Post-secondary

### Course History:
New Course

### Course Pre-requisites (if applicable):
Admission to the Heavy Mechanical Technology program.

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

### PLAR (Prior Learning Assessment & Recognition)
- No
- Yes (details below):
**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. Remove and install trailer body components
3. Diagnose trailer body components
4. Repair trailer body components
5. Identify heating and refrigeration components
6. Diagnose refrigeration units.
7. Repair heating and refrigeration systems.

---

**Program Learning Outcomes:**

Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment.
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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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:

1. Trailer body components
2. Trailer refrigeration components
3. Refrigeration system hazards

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
<tr>
<td>Course Name:</td>
<td>Diesel Engine Support Systems</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Course Number:</td>
<td>HMTD 2112</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>1.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
</tr>
<tr>
<td>School or Centre:</td>
<td>School of Trades, Technology and Design</td>
</tr>
<tr>
<td>Year of Study:</td>
<td>1st Year Post-secondary</td>
</tr>
<tr>
<td>Course History:</td>
<td>New Course</td>
</tr>
<tr>
<td>Course Pre-requisites (if applicable):</td>
<td>Admission to the Heavy Mechanical Technology program.</td>
</tr>
<tr>
<td>Course Co-requisites (if applicable):</td>
<td></td>
</tr>
<tr>
<td>PLAR (Prior Learning Assessment &amp; Recognition):</td>
<td>☒ No ☐ Yes (details below):</td>
</tr>
</tbody>
</table>
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 engine support systems.
2. Service engine support systems.
3. Describe combustion of two and four stroke engines.

Program Learning Outcomes:

Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
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>

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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total 100</strong></td>
<td></td>
</tr>
</tbody>
</table>

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>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total 25</strong></td>
<td></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:

1. Operation of two and four stroke internal combustion engines
2. Cooling systems
3. Lubrication systems
4. Air induction systems
5. Exhaust systems

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

Approved by Curriculum Committee: October 17, 2017
Approved by Education Council:
**Course Name:** Diesel Fuel Systems

**Course Number:** HMTD 2113  
**Number of Credits:** 1.0  
**Effective Date:** September 2018

**Course Description:**
This course introduces students to diesel fuel systems.

---

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Trades, Technology and Design</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course History:</th>
<th>Name of Replacing Course (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course</td>
<td></td>
</tr>
</tbody>
</table>

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

---

**PLAR (Prior Learning Assessment & Recognition):**
- [X] No
- [ ] Yes (details below):
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 characteristics of diesel fuel.
2. Describe diesel fuel supply circuits and their components.
3. Perform limited service on diesel supply circuits.

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member;
6. Communicate effectively and work in a culturally diverse environment
**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>

**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></td>
<td></td>
<td>(provide a brief explanation for each component especially if value exceeds 35%):</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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:

1. Fuel grades
2. Fuel viscosity
3. Cetane
4. Flashpoint
5. Sulfur content
6. Disposal
7. Safety precautions
8. Fuel supply circuit types
9. Fuel tanks, lines, filters and pumps
10. Fuel supply circuit service and operation

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>Approved by Curriculum Committee:</th>
<th>October 17, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Education Council:</td>
<td></td>
</tr>
</tbody>
</table>
**Course Name:** Diesel Engine Removal Procedures  
**Course Number:** HMTD 2114  
**Number of Credits:** 1.0  
**Effective Date:** September 2018

**Course Description:**  
This course introduces students to diesel engine removal procedures.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Trades, Technology and Design</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

**Course History:**  
New Course

**Course Pre-requisites (if applicable):**  
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition):**  
☑️ No ☐ Yes (details below):
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 diesel engines.

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</td>
</tr>
</tbody>
</table>

\[\text{Total} \quad 100\]

### 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>

\[\text{Total} \quad 25\]

### 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. Cleaning
2. Lockout
3. Precautions
4. Tagging
5. Support and blocking of vehicle/equipment
6. Drain and/or discharge of systems
7. Remove hoses/lines and wiring
8. Support or removal of attachments
9. Rigging/lifting devices
10. Engine support after removal

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
<tr>
<td>Course Name:</td>
<td>Diesel Engine Installation Procedures</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Course Number:</td>
<td>HMTD 2115</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>1.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
</tr>
<tr>
<td>Course Description:</td>
<td>This course introduces students to diesel engine installation procedures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Trades, Technology and Design</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course History:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Pre-requisites (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to the Heavy Mechanical Technology program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Co-requisites (if applicable):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PLAR (Prior Learning Assessment &amp; Recognition)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ No ☐ Yes (details below):</td>
</tr>
</tbody>
</table>
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 and startup
2. Install diesel engines.

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
**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>

**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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

**Total** 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. Selection and use of rigging/lifting devices
2. Installation attachments
3. Installation of hoses/lines and wiring
4. Refilling systems
5. Verification of crankshaft rotation and endplay
6. Prestart checks
7. Verify operation and leak checks

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
<tr>
<td>Course Name:</td>
<td>Automatic and Manual Transmissions</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Course Number:</td>
<td>HMTD 2201</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
</tr>
<tr>
<td>Course Description:</td>
<td>This course introduces students to automatic and manual transmissions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>School of Trades, Technology and Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of Study:</td>
<td>1st Year Post-secondary</td>
</tr>
<tr>
<td>Course History:</td>
<td>New Course</td>
</tr>
<tr>
<td>Course Pre-requisites (if applicable):</td>
<td>Admission to the Heavy Mechanical Technology program.</td>
</tr>
<tr>
<td>Course Co-requisites (if applicable):</td>
<td></td>
</tr>
<tr>
<td>PLAR (Prior Learning Assessment &amp; Recognition)</td>
<td>☑ No ☐ Yes (details below):</td>
</tr>
</tbody>
</table>
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:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

Total 25

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</td>
</tr>
</tbody>
</table>

Total 100

### 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
2. Related clutch components
3. Manual transmissions
4. Torque converters
5. Dividers
6. Powershift transmissions
7. Automatic transmissions

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>Approved by Curriculum Committee:</th>
<th>October 17, 2017</th>
<th>Approved by Education Council:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name:</td>
<td>Driveline Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Number:</td>
<td>HMTD 2202</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description:</td>
<td>This course introduces students to driveline systems.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**School or Centre:**
School of Trades, Technology and Design

**Year of Study:**
1st Year Post-secondary

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition):**
- No
- Yes (details below):
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 drivelines and their components.
2. Service drivelines and their components.

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
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>

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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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. Driveline types
2. U-joints
3. Yokes
4. Slip joints
5. Driveline service
6. Driveline inspection
7. Maintenance

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>Approved by Curriculum Committee:</th>
<th>October 17, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Education Council:</td>
<td></td>
</tr>
</tbody>
</table>

VCC-CD-20150901
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Differential Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>HMTD 2203</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>1.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
</tr>
</tbody>
</table>

**Course Description:**
This course introduces students to differential systems.

---

**School or Centre:**
School of Trades, Technology and Design

**Year of Study:**
1st Year Post-secondary

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

---

**PLAR (Prior Learning Assessment & Recognition):**
- [x] No
- [ ] Yes (details below):
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 machine final drives.
2. Service machine final drives.

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
Evaluation/Grading System

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

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>
<tr>
<td>Total</td>
<td>25</td>
<td></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:

1. Inboard final drives
2. Outboard final drives
3. Planetary gears
4. Chain drive
5. Gear drive
6. Inspection
7. Lubrication
8. Operational test
9. Scheduled maintenance

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

Approved by Curriculum Committee: October 17, 2017

Approved by Education Council:
Course Name: Drive Axle Systems

Course Number: HMTD 2204  
Number of Credits: 1.0  
Effective Date: September 2018

Course Description:
This course introduces students to drive axle systems.

School or Centre: School of Trades, Technology and Design
Year of Study: 1st Year Post-secondary

Course History:
New Course

Course Pre-requisites (if applicable):
Admission to the Heavy Mechanical Technology program.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☒ No ☐ Yes (details below):
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 drive axles.
2. Service drive axles.

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
## 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total 100</strong></td>
</tr>
</tbody>
</table>

## 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>
<tr>
<td></td>
<td></td>
<td><strong>Total 25</strong></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:

1. Single axle
2. Tandem axle
3. Tridem axle
4. Multi speed
5. Differentials
6. Axles shafts
7. Traction devices
8. Inter-axle differentials
9. Controls and circuits
10. Mounting
11. Basic operation
12. Lubrication
13. Service

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 website 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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
<tr>
<td><strong>Course Name:</strong></td>
<td>Advanced Starting Systems</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Course Number:</strong></td>
<td>HMTD 2205</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
<td>September 2018</td>
</tr>
</tbody>
</table>

**Course Description:**
This course builds on the topics explored in basic starting systems.

**School or Centre:**
School of Trades, Technology and Design

**Year of Study:**
1st Year Post-secondary

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

**PLAR (Prior Learning Assessment & Recognition):**
☒ No ☐ Yes (details below):
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 starting system components
2. Describe the design and operation of starting systems.
3. Diagnose and repair starting systems and their components.

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment.
**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>

**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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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. Components
2. Operation
3. Motor
4. Drives
5. Solenoids
6. Armature
7. Windings
8. Brushes
9. Inspection
10. Operation
11. Testing
12. Diagnosis
13. Repair

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
<tr>
<td><strong>Course Name:</strong></td>
<td>Advanced Charging Systems</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Course Number:</strong></td>
<td>HMTD 2206</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
<td>September 2018</td>
</tr>
</tbody>
</table>

**Course Description:**

This course builds on the topics explored in basic charging systems.

**School or Centre:**

School of Trades, Technology and Design

**Year of Study:**

1st Year Post-secondary

**Course History:**

New Course

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

Admission to the Heavy Mechanical Technology program.

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


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

☑ No □ Yes (details below):
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 system components.
2. Describe the design and operation of charging systems.
3. Perform inspection, diagnosis and repair of charging systems.

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
**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>

**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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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.
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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
</tbody>
</table>
Course Name: Electrical Systems Diagnosis
Course Number: HMTD 2207
Number of Credits: 1.0
Effective Date: September 2018

Course Description:
This course introduces students to electrical systems diagnosis.

School or Centre:
School of Trades, Technology and Design

Year of Study:
1st Year Post-secondary

Name of Replacing Course (if applicable):

Course Pre-requisites (if applicable):
Admission to the Heavy Mechanical Technology program.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
☒ No ☐ Yes (details below):
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 electrical components.
2. Identify electrical systems.
3. Diagnose components and systems

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

**Total** 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. Components
2. Operation
3. Sensory inspection
4. Diagnostic tools
5. Test procedure
6. Wiring schematics

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
<tr>
<td><strong>Course Name:</strong></td>
<td>Electrical Systems Repair</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Course Number:</strong></td>
<td>HMTD 2208</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
<td>September 2018</td>
</tr>
</tbody>
</table>

**Course Description:**
This course introduces students to electrical systems and component repair.

**School or Centre:**
School of Trades, Technology and Design

**Year of Study:**
1st Year Post-secondary

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

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

VCC.CO.20150901
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 electrical systems.
2. Repair electrical components.

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
**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>

**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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

**Total** 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:

1. Repair connections
2. Replace components
3. Splice
4. Solder
5. Crimp
6. Connection sealants

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
</tbody>
</table>
**Course Name:** Electronic Systems

**Course Number:** HMTD 2209  
**Number of Credits:** 1.0  
**Effective Date:** September 2018

**Course Description:**
This course introduces students to electronic systems.

---

**School or Centre:** School of Trades, Technology and Design

**Year of Study:** 1st Year Post-secondary

**Course History:** New Course

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

---

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

- No  
- Yes (details below):
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 electronic components.
2. Identify electronic systems.

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
## 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

**Total 25 hours**

### 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. LEDs
2. Actuators
3. Circuit board
4. Multi-function controls
5. Data links
6. Communication plug
7. Sensors
8. Electronic Control Module (ECM)
9. Termination resistors
10. CAN data bus
11. J1587
12. J1708
13. J1939
14. Supplemental restraint systems
15. GPS

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
</tbody>
</table>
# COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Electronic Component Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>HMTD 2210</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>1.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
</tr>
<tr>
<td>Course Description:</td>
<td>This course introduces students to electronic component diagnosis.</td>
</tr>
</tbody>
</table>

| School or Centre: | School of Trades, Technology and Design |
| Year of Study: | 1st Year Post-secondary |
| Course History: | New Course |

| Course Pre-requisites (if applicable): |
| Admission to the Heavy Mechanical Technology program. |

| Course Co-requisites (if applicable): |

| PLAR (Prior Learning Assessment & Recognition): |
| ☒ No ☐ Yes (details below): |
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 electronic systems and components.
2. Repair electronic systems and components.

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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. Diagnostic tools
2. OEM test procedure
3. Sensory inspection
4. Schematics
5. Components replacement
6. Electrostatic discharge
7. Calibration
8. Reprograming

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

Approved by Curriculum Committee: October 17, 2017
Approved by Education Council:
Course Name: Vehicle Management Systems

Course Number: HMTD 2212  
Number of Credits: 1.0  
Effective Date: September 2018

Course Description: This course introduces students to vehicle management systems.

School or Centre: School of Trades, Technology and Design

Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Admission to the Heavy Mechanical Technology program.

Course Co-requisites (if applicable): 

PLAR (Prior Learning Assessment & Recognition)  
☐ No  ☐ Yes (details below):
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 a vehicle management systems.
2. Diagnose and repair vehicle management systems.

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
### 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

### 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>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td></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.
1. Dash displays
2. Electronic Control Module (ECM)
3. Satellite tracking
4. Multiplexing
5. CAN data bus
6. Diagnostic procedures
7. Interpret test results
8. Test equipment

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>Approved by Curriculum Committee:</th>
<th>October 17, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Education Council:</td>
<td></td>
</tr>
</tbody>
</table>
Course Name: Gasoline Fuel Systems

Course Number: HMTD 2212  
Number of Credits: 1.0  
Effective Date: September 2018

Course Description:
This course introduces students to gasoline fuel systems.

School or Centre: School of Trades, Technology and Design

Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Admission to the Heavy Mechanical Technology program.

Course Co-requisites (if applicable):

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

Program Learning Outcomes:  
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment.
**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>

**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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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:

1. Physical properties of gasoline
2. Heat value
3. Octane
4. Throttle body injection
5. Port injection
6. Direct injection
7. Inspection
8. Scheduled maintenance

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

<p>| Approved by Curriculum Committee: | October 17, 2017 | Approved by Education Council: |</p>
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Gasoline Ignition Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>HMTD 2213</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>1.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2018</td>
</tr>
<tr>
<td>School or Centre:</td>
<td>School of Trades, Technology and Design</td>
</tr>
<tr>
<td>Year of Study:</td>
<td>1st Year Post-secondary</td>
</tr>
<tr>
<td>Course History:</td>
<td>New Course</td>
</tr>
<tr>
<td>Course Pre-requisites (if applicable):</td>
<td>Admission to the Heavy Mechanical Technology program.</td>
</tr>
<tr>
<td>Course Co-requisites (if applicable):</td>
<td></td>
</tr>
<tr>
<td>PLAR (Prior Learning Assessment &amp; Recognition)</td>
<td>☒ No ☐ Yes (details below):</td>
</tr>
</tbody>
</table>
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 design and operation of electronic ignition systems
2. Service electronic ignition systems
3. Diagnose electronic ignition systems
4. Repair electronic ignition systems

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment.
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>

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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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:

1. Primary and secondary circuit
2. Timing
3. Ignition switch and wiring
4. Trigger device(s)
5. Sensors
6. Distributor types
7. Distributorless ignition
8. Direct ignition
9. Ignition coils
10. Inspection
11. Diagnostics
12. Repair

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
</tbody>
</table>
**Course Name:** Business and Communications 1

**Course Number:** HMTD 2214  
**Number of Credits:** 1.0  
**Effective Date:** September 2018

**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, and employee attributes.

**School or Centre:** School of Trades, Technology and Design

**Year of Study:** 1st Year Post-secondary

**Course History:** New Course

**Course Pre-requisites (if applicable):**
Admission to the Heavy Mechanical Technology program.

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

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

**Program Learning Outcomes:**
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
## 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>

### 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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:

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

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
</tbody>
</table>
# COURSE OUTLINE

**Course Name:** Business and Communications 2  
**Course Number:** HMTD 2215  
**Number of Credits:** 1.0  
**Effective Date:** September 2018

**Course Description:**  
This course builds on topics explored in Business and Communications 1 and includes employer responsibilities, resume and job search resources and preparing for an interview.

### School or Centre:  
School of Trades, Technology and Design

### Year of Study:  
1st Year Post-secondary

### Course History:  
New Course

### Course Pre-requisites (if applicable):  
Admission to the Heavy Mechanical Technology program.

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

### PLAR (Prior Learning Assessment & Recognition)  
☑ No ☐ Yes (details below):
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 employer responsibility
2. Prepare a resume
3. Prepare a cover letter
4. Identify job search sources
5. Prepare for an interview
6. Follow up on an interview

Program Learning Outcomes:
Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards;
2. Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards;
3. Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment;
4. Practice professional etiquette and personal hygiene;
5. Work effectively as a team member.
6. Communicate effectively and work in a culturally diverse environment
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>

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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of tools and equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>

Total 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:

1. Employer responsibilities
2. Resumes
3. Cover letters
4. Jobs search
5. Interviews

---

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>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2017</td>
<td></td>
</tr>
</tbody>
</table>
PREPARED FOR: Education Council

ISSUE: New course: Career Literacy Foundations CLFE 0311

BACKGROUND:
This proposal, presented by Andrew Candela, describes a new course for the Basic education Department. Based on student demand estimated from classroom student surveys this course received very high numbers especially in regard to students wishing to know more about what their options are at VCC after Basic Education. The proposal posits benefits for VCC regarding Basic education students entering other courses and programs as well as potential for an effective relationship with WorkBC.

DISCUSSION:
The committee asked how this course differs from a similar CCA course. A. Candela explained it was longer and will be at a fundamental reading and literacy level and specifically allow students to explore the requirements for certain industry certifications such as FOODSAFE. The nature of Learning Centre support for students in this course particularly regarding cover letter and resume writing was queried as well. A. Candela told the committee the faculty teaching the course would deliver the content on those topics but desired a conversation with the Learning Centre to explore the support needs for students in the course. Course Learning Outcomes (CLOs) were a concern as the Course Outline only has a reference to the ABE articulation handbook. A. Candela explained the CLOs would be selected from the handbook to align with the course topics.

RECOMMENDATION:
That Education Council approve the new course: Career Literacy Foundations CLFE 0311

Prepared by:
David Branter
Chair, Curriculum Committee
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):  Career Literacy Foundations, CLFE 0311

ANTICIPATED START DATE:  April 2018

Curriculum Developer:  Shantel Ivits, Andrew Candela Title: Career Literacy Foundations
School/Centre:  Arts and Science   Department:  Basic Education
E-mail:  acandela@vcc.ca  Phone/Ext.:  604-871-7000 ext 7371

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.

X 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)
☐ Instructional Delivery Mode
☐ Language (e.g., Typos, Spelling Errors, etc.)
☐ Other: __________________________________________________________________________
B) ATTACHED DOCUMENTATION

☐ Program Content Guide

X Course Outline(s)

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

Course name and number: Career Literacy Foundations, CLFE 0311

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.

| This course will bolster enrolment in other programs at the College by promoting awareness of, and laddering into, program options open to students after Basic Education. The proposed Career Literacy Foundations course will significantly enhance our department’s ability to meet the School of Access’ goal of delivering a superior student educational experience. An overwhelming 93% of students want to know more about programs they could take at VCC after Basic Education. 88% want to know about different jobs they might be good at. 81% would like help making an education and work plan. These are all needs that the proposed Career Literacy Foundations course will address in a manner that is appropriate for, and builds upon, the skills of the fundamental-level literacy student. By developing curriculum that is more responsive to students’ reasons for enrolling in Basic Education, we will enhance student success and satisfaction, two key indicators of a superior student educational experience. This project will also benefit VCC from a reputation management perspective. By developing a Career Literacy Foundations course, we will be positioning ourselves to gain referrals from WorkBC service centres across the city. The career skills programs that WorkBC currently refers people to tend to be created by job developers - people who know how to navigate employment opportunities but have no professional training in curriculum development or instruction. With our in-house expertise, the quality of curriculum VCC can develop and deliver would easily surpass anything currently available in Vancouver. The instructional designer for this project has a Bachelor of Education, a Master of Arts in Educational Studies, and 8 years of teaching experience. They have written six adult literacy textbooks for the BC Open Textbook Project which are used in community colleges across the province. By capitalizing on their skills to develop a Career Literacy Foundations course, we could become known in the employment service sector as an outstanding place to refer people for career and literacy skill development. |

2. Are there any expected costs as a result of this proposal?

No. We used adjudicated CD funds to develop the course.
D) **CONSULTATION CHECKLIST** (select all that apply) See Appendix A for consultations guidelines.

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>Ongoing since March, 2016</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Other Department(s)</td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
<td>Consulted Aboriginal services September 5, 2017. Will follow up after final course edits.</td>
</tr>
<tr>
<td>Assessment Centre</td>
<td>Sent an email September 7th, 2017. Interest in assessment procedures.</td>
</tr>
<tr>
<td>Centre for Instructional Development</td>
<td>Garth Manning, September 19th, 2017. Clarified language in course description and in industry training experiences.</td>
</tr>
<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
<td>Sent an email on September 18th, 2017.</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Consulted regarding AUG funding, 6 hr/ week (no Compass card) Sept 5, 2017.</td>
</tr>
<tr>
<td>Learning Centre</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>September 7, 2017- Recommendation re: passing grade %</td>
</tr>
<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
<td>September 7, 2017- Advice on 4 digit code for banner. (Reg. office) Advising: Follow up with Doreen Chui-Chai/</td>
</tr>
<tr>
<td>Related additional Student Services</td>
<td></td>
</tr>
<tr>
<td>VCC International and Immigrant Education</td>
<td></td>
</tr>
<tr>
<td><strong>FINANCIAL AND OPERATING</strong></td>
<td></td>
</tr>
<tr>
<td>Communications and Marketing</td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>Sent email and received go ahead Tuesday, September 12th.</td>
</tr>
<tr>
<td>Information Technology (IT)</td>
<td></td>
</tr>
<tr>
<td>Institutional Research (IR)</td>
<td>Sent and communicated email September 7th.</td>
</tr>
<tr>
<td>Safety and Security</td>
<td></td>
</tr>
<tr>
<td><strong>EXTERNAL CONSULTATIONS</strong></td>
<td></td>
</tr>
<tr>
<td>PAC/CEG</td>
<td></td>
</tr>
<tr>
<td>Affiliation, Articulation and/or Accreditation bodies</td>
<td>Due to articulate March 20th, 2018</td>
</tr>
<tr>
<td>PSIPS</td>
<td></td>
</tr>
<tr>
<td>DQAB</td>
<td></td>
</tr>
</tbody>
</table>
E) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval 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.

   ____Andrew Candela____    _A. Candela (signed electronically)___September 19, 2017____
   Name                          Sign off                       Date

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.

   ___________________________ ___________________________ _____________________
   Name                          Sign off                       Date
Course Name: Career Literacy Foundations

Course Number: CLFE 0311
Number of Credits: 0.0
Effective Date: Apr 1, 2018

Course Description:
Career Literacy Foundations meets the requirements of the ABE Fundamental Level Career and Education Planning outcomes. The goal of CLFE 0311 is to enhance employment readiness skills of adult learners, in addition to their own self awareness of their strengths and areas for work. Students will learn the skills, knowledge, and attitudes to explore occupational and educational goals in a changing and diverse world.

School or Centre: School of Arts and Sciences
Year of Study: ABE Fundamental Literacy (Grade 8 & below)

Course History: New Course

Course Pre-requisites (if applicable):
Students must have departmental approval to register for this course.

Course Co-requisites (if applicable):

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

Instructional strategies include, but are not limited to: lectures, use of print and electronic visual prompts, individualized instruction, 1-1 and group work, group discussions, computer use, activities making use of auditory, tactile and sensory learning, and peer reviewed teaching strategies.

**Course Learning Outcomes:**

Students will meet the outcomes as stated for ABE Career Planning, located in the most current ABE Articulation Handbook.
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>60%</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>Assignments</td>
<td>40</td>
<td>Completion of workbook exercises including comprehension questions, personal reflections etc.</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>Completion of a career exploration project and a cover letter/resume project</td>
</tr>
<tr>
<td>Field Experience</td>
<td>10</td>
<td>Explore an industry training opportunity and reflect on the process.</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>5% Attendance, 5% participation in collaborative, class based activities.</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>Job Interview Role Play</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>78</td>
<td></td>
</tr>
</tbody>
</table>

Total 78

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.
• Communication Skills: active listening, effective speaking, and non-verbal communication
• Education and Career Exploration Skills: the current labour market, jobs, education paths, and community resources
• Personal Awareness Skills: recognizing and managing emotions, time management, values, interests, and skills
• Interpersonal Skills: team work, dealing with conflict, and working in a diverse society
• Living Skills: personal wellness, budgeting, consumer choices, and community resources
• Job Search Skills: the job search process, cover letters, resumes, and interviews
• Training Experience: participation in a training experience

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

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

| Approved by Curriculum Committee: | Approved by Education Council: |
BACKGROUND:
This policy and related procedures set out the guidelines for the selection and retention of library materials. It establishes selection criteria, formats, and discusses the importance of consultation throughout the entire process.

DISCUSSION:
Policy committee commended the policy writers on how organized the policy is. It was suggested that more principles be added and that a few of the procedures be moved to the principles section. This request was completed and more principles were added.

RECOMMENDATION:
Education Policy Committee provides D.1.2 Selection of Instructional and Library Materials policy and procedures to Education Council for information and recommends it be posted for community feedback.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
POLICY

Policy No. D.1.2
Title Selection of Library Materials
Approving Jurisdiction Education Council
Policy Sponsor Vice President, Academic, Students & Research
Last Revised/Replaces May 5, 2009
Effective Date
Signed by

CONTEXT AND PURPOSE
This policy provides guidelines for decisions on the selection and retention of material by the Vancouver Community College Library (VCC Library). The process facilitates the development of a library collection that supports VCC’s educational programs, teaching and learning, and applied research activities of its students and instructors.

SCOPE AND LIMITS
This policy applies to VCC Library employees who select or deselect materials for the VCC Library collection. This policy does not apply to material selected by instructors as readings for courses and required textbook for programs.

STATEMENT OF POLICY PRINCIPLES
1) Materials selected for inclusion in VCC Library collections will support educational, research, and administrative activities at VCC.
2) These materials will be in keeping with the Canadian Library Association’s Statement on Intellectual Freedom, providing for the widest diversity of views and expression, including those which are unorthodox or unpopular with the majority.
3) The Library actively consults instructors around the development of the collection that supports delivery of courses, student needs, research, and professional development. Other College employees and students are welcome to make suggestions for materials to be included in the collection.
4) The Library collections are planned in a systematic way that ensures the best use of allocated funds. It is based on a number of criteria including FTE enrollment of students, core subject requirements, use statistics per subject classification, and available funds.
5) Ongoing review of library materials is necessary in order to maintain a collection that is relevant to current users.

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

Legislation:
Copyright Act (RSC, 1985, c C-42) [http://laws-lois.justice.gc.ca/eng/acts/c-42/]

Policies:
D.1.3 Copyright Policy

RELATED PROCEDURES
Refer to D.1.2 Selection of Library Materials.
DEFINITIONS

Collection: All materials in all formats acquired by the VCC Library for the College.

Library Materials: Print and non-print materials collected, processed, and made accessible to users by libraries. They comprise books, periodicals, pamphlets, reports, maps, manuscripts, and all other forms of audiovisual records.

Deselection: The removal of Library materials from the Library collection (also referred to as “weeding”).

PROCEDURES

Criteria for the Selection of Materials

1. The following selection criteria are used in making the decision to acquire materials:
   a. Relevance: supports courses and programs, accreditation processes, employee professional development, scholarly activity, teaching and learning.
   b. Quality: authorial credentials and publisher reputation; accuracy; currency; inclusion in standard guides; favourable reviews in standard bibliographic sources.
   c. Value: intellectual, literary, artistic or social value of the content.
   d. Core: represents foundational collections for academic institutions.
   e. Diversity: representative of a wide diversity of views and expression.
   f. Level: suitable to the curricula and learning outcomes. Materials will be acquired for instructors to be used in preparation of courses, research, and professional development activity.
   g. Language: primarily English language, but other languages are purchased that directly support learning outcomes.
   h. Format: accessible; appropriate for use; content integrity; added value; compatibility with the college network, durability and stability. If usage and
access warrant, items may be acquired in more than one format, e.g. a journal subscription in print when available online due to embargo period.

i. Cost: price relative to average costs for materials in the subject area, as well as costs for acquiring, processing and housing or providing access.

j. Existing Holdings: augments or updates the existing collection. The availability of material through interlibrary loan may be a consideration.

k. Demand: as indicated by use of similar material; requests by instructors and students.

l. Duplication: one copy of each item is purchased except when demand is sufficient to justify the purchase of additional copies or when more than one campus library will benefit from owning the material. Multiple copies of core resources may also be purchased where warranted by high demand at one location; supplementary resources are made available through intercampus delivery rather than duplicated.

**Formats**

2. The Library collects materials in formats best suited to the user and the content.

3. Materials in electronic formats are preferred when they meet several of the following criteria:
   a. Ease of accessibility (via College network and on various devices)
   b. Ease of use
   c. Current, broad coverage
   d. Full text content
   e. Content suitable to format
   f. Reliable vendor
   g. Reasonable cost
   h. Availability of usage statistics
   i. Fair licensing terms

**Cooperative Agreements with Library Consortium**

4. VCC Library is a member of resource-sharing cooperatives among post-secondary institutions in British Columbia. Decisions to acquire products are made as a librarians group based on selection criteria listed in this document and in consultation with the Library Dean.

5. Library collections are enhanced through reciprocal borrowing agreements between BC post-secondary institutions and through provincial and national interlibrary borrowing and lending services.

**Collection Evaluation**

6. Librarians evaluate the VCC collection in the following ways:
   a. Consultation with instructors;
   b. Assessing the relevance of the collection to VCC curriculum;
   c. Assessing if areas of the collection are sufficient to support programs;
   d. Analyzing utilization statistics;
   e. Cost/benefit analyses; and/or
   f. Consideration of the College’s and Library’s strategic plans.
7. Ongoing subscriptions to print or e-resources (such as an online database or a print journal) are reviewed on a regular basis due to rising costs.

Deselection
8. Deselection (weeding of materials) is based on an item’s current inability to meet the criteria outlined in Point 1 use as indicated by system-generated statistical reports, and physical condition.

Other Types of Materials
9. Textbooks:
   a. Students are expected to purchase assigned course textbooks.
   b. The Library usually acquires one copy of the textbook for the course when it is practical. When there is demand and budget permits, the Library will acquire a maximum of two copies of a textbook.
   c. If there is insufficient funding to purchase textbooks, a librarian will approach the instructor and/or department head to determine if additional copies are available which can be added to the Library collection.

10. Gifts and Donations:
    a. VCC Library welcomes donations to enhance the existing Library collections.
    b. In addition to the selection criteria listed in Point 1, the following selection and retention criteria will be applied to gifts:
       i. Donations fall within the scope of the Library’s collections and enhance the learning and teaching at the college
       ii. Space constraints dictate that the acceptance of items is based on the uniqueness of the material in the context of the existing collection
       iii. The physical condition of the materials is acceptable
       iv. The donor places no conditions on the disposition and use of the material offered
       v. The library has the equipment to provide access to the format offered
       vi. The licensing (if any) allows circulations and borrowing of the material
    c. VCC Library will not issue tax receipts for gifts and donations.
November 1, 2017

PREPARED FOR: Education Council

ISSUE: Revised Policy Development and Maintenance Policy A.3.2

BACKGROUND: This policy was last updated in April 2011.

DISCUSSION:
The Governance Committee of the Board requested that this policy be reviewed and revised. A review process was initiated with the goal of abbreviating this policy and addressing some policy gaps, such as having an expedited process for approving minor procedural updates and revisions.

Following is a summary of the key changes to the policy and procedures:
- “Definitions” moved from procedures to policy document
- Expanded definitions
- Set out “Duties and responsibilities” for relevant areas
- Departmental practices streamlined
- Review Body identified (appointed by the Approval Body) to give them a formal role in the review and approval process
- Consultation timeline extended to 15 days instead of 10.
- Removed many of the administrative procedures and information on classifications and templates. These may be determined as departmental practices within appropriate areas, and/or may be included on the internal Policy webpage as reference material.
- Major and minor revisions to a policy or procedures will go through the same approval process. It was determined that this process is shortened by the simple fact that a minor change will not take as long to go through redrafting, review and vetting processes. Experience with Education Policy Committee has shown that all revisions, whether major or minor, are best supported by a review of both the policy and procedures documents. This due diligence ensures that a recommended minor change does not impact policy principles.

The revised flowchart is attached for reference only; it is not intended to be part of the final policy document.

The draft policy documents have been rigorously vetted, as follows:
- Sep. 13: Education Policy Committee
- Oct. 3: Operations Council
- Oct. 3: Governance Committee – approval to post for community feedback
- Oct. 6-27: Community Feedback – minor feedback received and addressed
- Nov. 8: Education Policy Committee – feedback review and final recommendation
- Nov. 8: Governance Committee – feedback review and final recommendation
- Nov. 9: Operations Council – feedback review and final recommendation
- Nov. 14: Education Council – for information

If no additional major changes are requested, the policy will proceed to the Board on November 15th for final approval.

Prepared by:
Peter Nunoda, PhD
President & CEO, VCC
CONCEPT AND PURPOSE
This policy outlines the principles and procedures that govern the development and ongoing maintenance of policies at Vancouver Community College (VCC; the College).

VCC’s policies assist in ensuring compliance with legal and other regulatory requirements, achieving the College’s vision and values, enhancing operational effectiveness, managing risk, and setting appropriate standards and restraints for the conduct of the College’s affairs.

SCOPE AND LIMITS
The development, maintenance and approval of College policies comes under the jurisdiction of the Board of Governors, Education Council and the President, as directed by the legislative authority of the College and Institute Act (the Act).

The Board of Governors establishes policies that:

a. determine how the Board of Governors will govern itself
b. describe the College’s values and strategic goals
c. may have a significant impact either legally, financially or on the reputation of the College
d. are deemed by the Board of Governors as required

The Education Council establishes policy and provides advice and/or joint approval to the Board in the areas under their jurisdiction as defined by the Act. The College may request Education Council to assume responsibility for creating, reviewing and/or approving other policies.

The President establishes policy in all other areas not identified as part of the authority of the Board of Governors and/or the Education Council.
STATEMENT OF POLICY PRINCIPLES

1. A policy addresses broad, long-term College issues and values through statements of policy principles. While policies are reviewed on a regular basis, they serve the College over an extended period of time without the need for frequent change.

2. Procedures are developed to ensure clarity around the actions required to operationalize a policy. Internal organizational changes, legislation and other factors may require procedures to be updated and modified more frequently than the related policy.

3. A policy requires formal approval at the highest level of the College, i.e. the Board of Governors, Education Council, President and is binding on all members of the College. Not all bodies are required to approve all policies.

4. It is the role of policy to:
   a. Translate values into operating principles
   b. Ensure compliance with legal and other regulatory requirements
   c. Ensure that there is a risk management process in place
   d. Enhance operational effectiveness and efficiency
   e. Set standards, mandate action and/or restraints

5. Policies are congruent with the vision and strategic plan for the College and consistent with the legal and internal powers of the College’s Board of Governors, Education Council and the President.

6. The development and approval of policies is an open and inclusive process with an appropriate level of input from all members of the College community.

7. The research and writing of policy and related procedures are undertaken by the individual or body that is most knowledgeable about the issues addressed in the policy. Where applicable, the College will seek input from subject matter experts.

8. Processes developed and approved by individual College departments are treated as Departmental Practices to distinguish them from College-wide policies and procedures. Departmental practices must be in compliance with and reference related College policy. In the event of a conflict the College policy will prevail.

9. A request to develop a new policy, review or modify an existing policy may be initiated by any member of the College community as a result of the scheduled review process; a change in practice or college operations; and/or a change to legislation.

10. The policy development and maintenance process is managed and accessed through the Coordinator, Curriculum and Policy.

11. Policies, once approved, are readily accessible on the College website.

12. Policies are reviewed on a regular basis to ensure their continued currency.
DEFINITIONS

Approval Body: There are three (3) approval bodies for College policies: the Board of Governors, Education Council, and the President. Jurisdictional approval is set out in the Act.

Consultation: The notification to, and participation of, all interest groups or stakeholders in a two-way flow of information and opinion exchange before action is taken or decisions reached.

Policy: A concise, formal statement of principles which governs how the College will act in a particular area of concern. Policies include: context and purpose; scope and limits; policy principles; definitions; and have a related procedures document.

Procedures: The specific steps required to operationalize a policy. Procedures communicate acceptable processes, set boundaries and establish who is responsible for any required action.

Departmental Practice: Processes developed by individual College departments to guide the management of issues and processes within their particular jurisdiction and control. Generally characterized by one or more of the following:

  a. The issue does not have a critical impact on the College
  b. The issue is unique to a department
  c. The issue requires frequent review and modification to reflect technical or other, emerging issues (e.g. acquisition of the latest electronic devices)
  d. The issue can be initiated and managed by the department without broad, College-wide consultation

Policy Sponsor: A senior executive of the College most knowledgeable about the issues addressed in the policy, usually the President or a Vice President. Policy Sponsors are selected by the Review Body.

Policy Writer: An individual or group appointed by the Policy Sponsor to develop and write new policies or rewrite existing policies.

Review Body: An individual or group assigned by the Approval Body to scrutinize draft policies and procedures and provide feedback and direction as needed. Review Bodies may include but are not limited to: the Governance Committee of the Board, the Education Policy Committee of Education Council, and the Operations Council.

Policy Coordinator: Ensures that the development and maintenance of all College policies complies with the principles and procedures set out in the Policy Development and Maintenance Policy and Procedures A.3.2.
RELATED POLICIES & LEGISLATION

College and Institute Act (RSBC 1996) Chapter 52
A.3.9 Records Management Policy
B.6.1 Archives Policy

RELATED PROCEDURES

Refer to Policy Development and Maintenance Procedures A.3.2
Procurement

**Procedure No.** A.3.2

**Title** Policy Development and Maintenance

**Approving Jurisdiction** Board of Governors

**Policy Sponsor** President

**Last Revised/Replaces** June 1997/April 7, 2011

**Effective Date** DRAFT OCTOBER 30, 2017

**Signed by**

---

**Duties and Responsibilities**

**Policy Sponsor (the Sponsor):**

a. Accountable for managing the development and maintenance of all policies assigned to them by the College. Some or all of their functions may be delegated to another College employee or group.

b. Ensures that:
   - all requests for new policy or changes to existing policy are dealt with in a timely manner
   - an appropriate Policy Writer is assigned to research, write/modify policies
   - relevant research is carried out
   - appropriate consultations and reviews take place
   - drafts and background information are presented to the appropriate Approval Body
   - the standards and processes outlined in this policy and related procedures are followed.

**Policy Writer (the Writer):**

a. Conducts research and consultation, and facilitates the development of policy principles and the articulation of the related procedures.

b. Drafts and redrafts policy documents and is available to respond to requests for clarification as needed.

**Review Body:**

a. Evaluates and provides input into draft policies and procedures within their jurisdiction. They may from time to time be asked to review policies outside of their jurisdiction.

b. Reviews College community feedback and respond as required.

c. Present draft documents to the Approval Body along with detailed information of the consultation and review process.

**Policy Coordinator (the Coordinator):**

a. Acts as the College’s official policy holder; all new policies, modifications to existing policies, and archiving are managed through the coordinator.
b. Provides recommendations and support on policy development and review processes.
c. Tracks the development and review processes and ensures the ongoing communication of progress and updates
d. Ensures that approvals and signatures are obtained.
e. Maintains all external and internal policy-related web pages.

General

1. All policies are reviewed at least every five years.

2. The review and approval process may vary depending on the Approval Body, and may be expanded to include individuals or committees reporting to those bodies. Approval Bodies will determine the most appropriate process for carrying out the review and approval steps in each of their areas of jurisdictions.

3. Procedures, by their nature, must reflect the current organizational structure and regulatory framework of the College. Procedures will need to be reviewed and updated regularly in order to ensure that they reflect the most current organizational structure, regulatory framework and any other relevant change in circumstances.

4. New or emerging issues may be initially addressed with an institution-wide policy however, over time institutional processes may show that a departmental practice would be more appropriate. This would be determined as part of the normal, periodic policy review process.

5. Information about policy development and review is maintained on the College intranet (myVCC).

Development and Review of Policies

There are three (3) types of policy development, review and approval processes:

A. New Policy or change to an existing Policy
B. Minor Edits
C. Rescinding Policies

A. New Policy Development and Changes to Existing Policy

The development of new policies and the change to existing policies will be handled as outlined below.

6. An initial informal review is conducted with relevant stakeholders to identify key issues and concerns and to determine the direction of the policy and procedures. This review is generally conducted by the Writer with direction from the Sponsor.

7. The Writer drafts the policy documents and presents them to the appropriate Review Body to begin the formal consultation and vetting process.
8. The Review Body presents the policy documents to the Approval Body for approval to seek feedback from the College community.

9. The draft policy is distributed to the College community with a request for feedback. The College community will have fifteen (15) business days to respond.

10. The Sponsor, Writer and Review Body will review and discuss all feedback as required and respond accordingly.

11. The Review Body presents the final policy documents to the Approval Body for final approval.

B. Minor Edits
   These changes include correcting typographical errors, updating job titles, revising related policies and legislation, changing the logo or template.

12. Requests for the minor revisions to a policy or procedures are reviewed and approved by the Sponsor and Coordinator.

13. If deemed to be minor in nature, the change will be made and the revised policy will be updated on the website. Approval Bodies will be informed of minor edits to policies.

14. The effective date of a policy or procedures will not be changed however the revision will be noted for archival purposes.

C. Rescinding Policies
   Used when a policy is no longer effective or needed to ensure that proper practices and processes are followed. In most cases, the content of rescinded policies is merged with another policy or becomes a Departmental Practice.

15. Requests to rescind a policy are reviewed by the Sponsor and Review Body. If deemed appropriate to rescind a policy, the Review Body will present the policy to the Approval Body for approval to seek feedback from the College community.

16. The policy is distributed to the College community with a request for feedback. The College community will have fifteen (15) business days to respond.

17. The Sponsor and Review Body will review and discuss all feedback and respond accordingly.

18. The Review Body presents the request to rescind a policy to the Approval Body for final approval.

19. A rescinded policy will be removed from the external website and noted for archival purposes.
Implementation

20. Approved policies become effective on the date that they are approved, unless a later effective date is indicated by the Approval Body.

21. Upon approval of a new or revised policy, the Coordinator provides notice to the College community and posts the policy on the College’s website.

22. The Coordinator will organize implementation plans as needed.
   
a. The plan will consider the best forms of communication, specific training (if required), additional work requirements, timelines, additional resources, financial implications, how progress will be tracked and regular updates.

b. The plan will be communicated to the College community as soon as possible after the policy is approved.

RELATED POLICY
Refer to Policy Development and Maintenance Policy A 3.2