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<tr>
<th>Item</th>
<th>Topic</th>
<th>Time</th>
<th>Speaker</th>
<th>Pre-reading materials</th>
<th>Action</th>
<th>Pages</th>
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<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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<td>2.</td>
<td>Adopt Agenda</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>July 5, 2017 Agenda</td>
<td>Approval</td>
<td>1</td>
</tr>
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<td>3.</td>
<td>Approve Past Minutes</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>June 13, 2017 Minutes</td>
<td>Approval</td>
<td>2-7</td>
</tr>
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<td>4.</td>
<td>Committee Reports</td>
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<td></td>
<td>a) Curriculum Standing Committee</td>
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<td></td>
<td>i) New Program: Dental Hygiene</td>
<td>15 min</td>
<td>David Branter</td>
<td>CDAF, PCG, course outlines</td>
<td>Approval</td>
<td>8-125</td>
</tr>
<tr>
<td></td>
<td>i) New Program: Dental Hygiene</td>
<td>10 min</td>
<td>Denise Beerwald</td>
<td>CDAF, PCGs, course outlines</td>
<td>Approval</td>
<td>126-198</td>
</tr>
<tr>
<td></td>
<td>ii) AST Harmonization</td>
<td>10 min</td>
<td>Brett Griffiths</td>
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<td></td>
<td>b) Policy Standing Committee</td>
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<td></td>
<td>i) D.3.6 Admissions</td>
<td>5 min</td>
<td>Dave McMullen</td>
<td>Decision note, Policy, Procedures</td>
<td>Approval</td>
<td>199-206</td>
</tr>
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<td></td>
<td>ii) D.3.6.1 Flexible Admissions</td>
<td>5 min</td>
<td>Dave McMullen</td>
<td>Decision note, Policy, Procedures</td>
<td>Approval</td>
<td>207-212</td>
</tr>
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<td>5.</td>
<td>Next meeting:</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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<td></td>
<td>September 12, 2017, 3:30-5:30, Room 5025 BWY-A</td>
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<td>6.</td>
<td>Adjournment</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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# Vancouver Community College
## EDUCATION COUNCIL
### MEETING MINUTES - DRAFT
**June 13, 2017, 3:30 – 5:30 pm, 240 DTN**

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<tr>
<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
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<tr>
<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 3:31pm.</td>
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| 2.   | Adopt Agenda | **Motion:** Moved by P. Yeung and seconded THAT Education Council approves the June 13, 2017 agenda as amended.  
A new item ‘Item 5e’ was added by D. McMullen to discuss the Hospitality Management Executive Cohort course sequencing. A new ‘Item 9’ was added by T. Rowlatt to discuss a member report from T. Thomson.  
All in favour. **Motion carried.** |
| 3.   | Approve Past Minutes | **Motion:** Moved by D. McMullen and seconded THAT Education Council approve the minutes of the May 9, 2017 meeting as presented.  
All in favour. **Motion carried.**  
T. Rowlatt noted there was an error in the April 11, 2017 minutes on page 3, item d. B. Griffiths wished to clarify that support for students would be coming from a language support area, such as EAL, not International Education. |
| 4.   | Enquiries and Correspondence | There were none. |
| 5.   | Business Arising  
 a) Technology/ Online Strategy Report | K. McNaughton updated the Council on the Learning Management Systems group, which now sits at 14 members. Next week they will be meeting to complete a gap analysis on where VCC is now and where it would like to be. A decision will be made in mid-September on a learning management system. Moodle is currently in use, and Desire to Learn has made a presentation to VCC. Various departments also use a variety of software, such as MathLab and textbooks with corresponding online components. She stressed the September deadline as it will be included in the Banner update.  
P. Yeung suggested including a resource for students on how to access Moodle and other technology, as he often receives calls with these questions. K. McNaughton agrees, and this may take the form of additional help desk or online support.  
T. Rowlatt inquired how the decision to replace Moodle will be made, and if there has been consultation with active Moodle users. K. McNaughton said that annual surveys have been done. |
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<td>She also said that Ed Tech Day likely increased awareness of what Moodle can do, so there is a possibility of staying with this system. T. Rowlatt noted that, if Moodle were to be replaced, there would be a significant amount of data transfer that would need to occur. K. McNaughton acknowledged this, and said it would be a conversation with Finance about priorities.</td>
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<td>T. Rowlatt asked about the next steps after the decision is made to keep or replace Moodle. K. McNaughton said that one conversation will be around creating a network of champions in the departments that others can access for assistance.</td>
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<td>P. Yeung made a general reminder to the Council that, whichever learning management system is chosen, keeping the cost down for students should be kept in mind. He used the example of Pearson Education materials that require additional costs to access online content. K. McNaughton agreed, and explained the group is looking into open resources.</td>
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<td>J-E. Zakoor asked when the conversation about Moodle had occurred. K. McNaughton said that it arose out of a discussion of what students need, and perhaps Moodle is not delivering that to students and faculty. She stressed the group will be looking at all the options and weighing them carefully, she reiterated that she believes Ed Tech Day really helped to underscore what Moodle is capable of.</td>
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<td>b)</td>
<td>Space Planning Update</td>
<td>K. McNaughton updated the Council on the subject. VCC has contracted with Cornerstone, and two liaisons have been working closely with department leaders in the Broadway A building, as well as the Deans and department leaders at the Downtown campus. She explained that right now this is a data gathering exercise focusing on what space is being used and how, as well as if it is meeting the needs of instructors and students. A list of questions will be sent to department leaders, and interviews on these topics will begin next week. All of this will feed into a master facilities plan, and provide AVED with the necessary understanding with how we are using space. K. McNaughton said the next phase will be to return to the Broadway campus and look at the fourth floor and service areas. Currently, all services at the Downtown campus are part of this process.</td>
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<td>T. Rowlatt asked T. Thomson and A. Candela about their recent experience with space planning. T. Thomson appreciated the opportunity to explain how they are using the space, as well as give a wish list of what they need. A. Candela recognized that there are conflicting thoughts on how best to use space among department members. K. McNaughton said it is important department leaders discuss the unique qualities of their programs, and the subsequent unique needs. This will</td>
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<td>Item</td>
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<td>help establish priorities around capital, as well as positioning VCC for increased AVED funding, and ensuring better preparations to respond to funding opportunities.</td>
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<td>c)</td>
<td>Update: C.1.5 Requirements for Student Attendance and Participation</td>
<td><strong>Motion:</strong> Moved by M. Tunnah and seconded THAT Education Council approve the change to D.4.6 to C.1.5. M. Tunnah explained that this change was proposed by T. Marks, as the policy actually falls under Education. All in favour. <strong>Motion carried.</strong></td>
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<td>d)</td>
<td>Continuing Studies Non-Credit courses</td>
<td>T. Rowlatt briefly explained that these courses are reported after they have been implemented, therefore Continuing Studies reports on them on a yearly basis. G. McIvor presented the Continuing Studies non-credit course outlines for 2016. He reported that 27 new courses were offered in 2016. In terms of courses offered last year, 43% were non-credit. He highlighted a few of the courses that were offered to showcase VCC’s continuing diversity, these included a professional Pathways program for Samsung, Interpreting 1 and 2, IV Therapy and Insertion, and a very popular Makeup and Hairstyling for Indian Bridal. In 2017, Continuing Studies has so far offered a new Denturist weekend workshop to assist students in preparing for their exam, as well as a Trades Sampler. G. McIvor noted that sometimes courses have to be offered a few times before people become aware of what VCC Continuing Studies has to offer. A. Candela asked if the Try-a-Trade day is still offered, and if it is similar to the Trades Sampler. G. McIvor noted that there has been a Try-a-Trade day offered, and that the Sampler course is separate. P. Yeung asked if VCC Continuing Studies intends to capitalize on UBC’s decision to discontinue it’s Continuing Studies program. G. McIvor said they are watching the situation, but for now the majority of UBC’s successful courses have simply returned to being run through their faculties.</td>
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<td>e)</td>
<td>Update: Hospitality Management Executive Cohort course sequencing</td>
<td>D. McMullen notified the Council that a circumstance arose with course sequencing, where two courses beginning in September needed to be switched in order to accommodate international students. Due to the urgent nature of this change, it was pushed through Education Council. An information note will be given at the August Curriculum Committee meeting, as well as to Education Council in September. T. Rowlatt suggested getting a small group together in November to discuss course outline</td>
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### Item 6. Committee Reports

#### a) Curriculum Committee Reports

D. Branter thanked J-E. Zakoor for chairing for him at the previous meeting. He notified the Council that all minor changes at the previous meeting had passed, with the proposed Bachelor of Applied Sciences in Dental Hygiene to appear before Curriculum again this month.

T. Rowlatt proposed a special meeting to take place on July 5, 2017 provided the Dental Hygiene degree passes at Curriculum later this month.

#### b) Policy Standing Committee

##### i) C.3.3 Suspension and/or Discontinuance of a Program

M. Tunnah drew the Council’s attention to the addition of Item 7a on Page 3 of the Procedures document, where it lists Education Council’s role in the suspension and/or discontinuance process.

D. Sargent suggested the subcommittee officially be called the Program Feasibility Review Subcommittee in the document. She also would like to add “usually” on Page 2, Point 1 of the Procedures: “and will usually be informed by the annual program review process.”

D. Wells expressed concern about Procedure clause 7a encroaching on the fiduciary responsibilities of the Board, and suggested including an additional clause regarding Education Council making a proposal if they disagree with the decision to discontinue or suspend. As well, he also raised the situation of a program being discontinued due to lack of funding, and, should Education Council deny the discontinuance, the difficulties of then revitalizing the program. He also expressed concern over clause 7a complying with the University Act.

K. McNaughton acknowledged this concern, but explained she does not want to see Education Council focusing solely on financial decisions. D. Sargent suggested removing “revitalizing” from clause 7a, as a program may look at other options other than revitalization.

D. Branter noted a small typo – Policy page 2, Item 4: “perspective” should be “prospective.” P. Yeung also noted some spacing issues.

The Council agreed to post C.3.3 Suspension and/or Discontinuance of a Program for community feedback.

##### ii) F.1.01 Ethical Conduct for Research Involving Humans

M. Tunnah gave a brief overview of the changes, which were to align with the change to the Tri-Council Policy statement. He thanked E. Ting for her work on the policies. It was noted that the boxes would be removed for consistency with other policy formats.
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<th>Item</th>
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<th>Discussion</th>
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<td>The Council agreed to post F.1.01 Ethical Conduct for Research Involving Humans for community feedback.</td>
</tr>
<tr>
<td>iii)</td>
<td>F.1.02 Ethics and Integrity in Research and Scholarly Activity</td>
<td>The Council agreed to post F.1.02 Ethics and Integrity in Research and Scholarly Activity for community feedback.</td>
</tr>
<tr>
<td>iv)</td>
<td>F.1.03 Conflict of Interest Related to Research Procedures</td>
<td>The Council agreed to post F.1.03 Conflict of Interest Related to Research Procedures for community feedback.</td>
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</table>
| c)   | Appeals Oversight Committee | D. Sargent noted that the Appeals Oversight Committee met earlier today to review the Tribunal Training agenda and list of attendees (33). She explained they are still trying to recruit student participants from the SUVCC. The Committee also reviewed a flow chart created for C.1.2 Appeal of Final Grade policy, which will be brought to D2 this month.  

The Committee also discussed the need for debriefings with T. Marks for panel members following the hearings. This will be on a trial basis due to T. Marks’ workload.  

The Committee will also be looking into creating a repository of information regarding the appeal process – such as lessons learned, what worked well, etc. A subcommittee has been formed to work on this.  

P. Yeung inquired about Tribunal Training day and the difficulty recruiting students. He suggested inviting students from the Criminology courses. D. Sargent explained they are mainly looking for students from the SUVCC, as they will be the ones called upon to sit on an appeal panel.  

T. Rowlatt updated the Council on the recent appeal to Education Council. The process is now complete. |
<p>| d)   | Program Review and Renewal Committee | J-E. Zakoor updated the Council on that the Committee continued looking at the program review process at the last meeting. A conclusion was reached that major changes cannot be made for this year, however, the report format will be brought to this month’s D2 for feedback. The Committee is looking for feedback on what changes departments would like to see, and what information they would like to receive. She also mentioned that the Program Renewal policy is currently under revision with a working group, and will return to the Committee before being sent to Education Policy. |
| 7.   | Chair Report | T. Rowlatt included all three of his Board Reports in the package. He updated the Council that the Board approved the Vision and Values, as well as the Academic Plan. |
| 8.   | Student Report | No report |</p>
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<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
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<tr>
<td>9.</td>
<td>Member Report</td>
<td>T. Thomson reported on her experience during the FPSE AGM in May. She attended a workshop on Truth and Reconciliation in Post-Secondary and was very inspired. She explained that the presenter discussed truth and the presentation of history, and how reconciliation needs to begin with acknowledging how the First People were treated. T. Thomson said that in terms of post-secondary, there needs to be consultation with indigenous experts on how best to indigenize curriculum. She noted that this is a challenging ideal that needs to be reached, and funds need to be found in order to retain the necessary indigenous experts.</td>
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<td>K. McNaughton added that National Aboriginal Day is on Friday, June 16, 2017 at the Broadway Campus.</td>
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</table>
| 10.  | Next meeting  | Special Meeting: July 5, 2017, 4:00-5:00pm, room 50025 BWY-A  
      | | Regular Meeting: September 12, 2017, 3:30-5:30pm, Room 5025 BWY-A                                                                                                                                          |  |
| 11.  | Adjournment    | **Motion:** Moved by T. Thomson and seconded THAT Education Council adjourn the June 13, 2017 meeting. All in favour. **Motion carried.** The meeting was adjourned at 4:54pm. |  |

**ATTENDEES:**  
Todd Rowlatt  
Dave McMullen  
Paul Yeung  
Charly Jadranin  
Jo-Ellen Zakoor  
Kathryn McNaughton  
Nona Coles  
Elle Ting  
David Branter  
Andrew Candela  
Debbie Sargent  
Mike Tunnah  
Taryn Thomson  
David Wells  

**REGRETS:**  
Jonard Bernardo  
Jan Theny  
Rick Cyr  

**GUESTS:**  
Gordon McIvor  

**RECORDING SECRETARY:** Carlie Deans
BACKGROUND:
This proposal, presented by Denise Beerwald and Debbie Sargent, brings the detailed curriculum documentation for the Bachelor of Science in Dental Hygiene to the governance process. This will currently allow graduates to practice independently on 365 day exempt status offered by the College of Dental Hygienists of British Columbia (CDHBC).

DISCUSSION:
This proposal was discussed at length over two Curriculum Committee meetings on May 16th and June 20th. The complications of the possibility of a Diploma level exit received a lot of attention. Eventually (including some between-meeting discussion) it was decided to use one PCG with language regarding the process for students to graduate with the diploma. The intent primarily is to offer an eight term degree program. Changes to language regarding Admissions Requirements, Co-requisites and the Program Learning Outcomes (PLOs) were requested and made along with other minor language changes. Total credit weightings were recalculated to reduce the number required for both the Diploma (132 down to 121) and Degree (163 down to 152). Regarding the PLOs D. Branter expressed concern that, with one PCG and one set of PLOs the difference in depth and breadth of knowledge and experience between degree and diploma graduates is not adequately expressed. Degree graduates take eight further courses with a total of sixty-two (62) Course Learning Outcomes. The response was that degree graduates had deeper engagement with some of the PLOs so adding PLOs for the degree was not necessary and deleting PLOs for the diploma was undesirable.

RECOMMENDATION: That Education Council approve the Curriculum Documents for the new Bachelor of Applied Science in Dental Hygiene degree program.

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): Bachelor of Applied Science in Dental Hygiene

ANTICIPATED START DATE: Sept. 3, 2018

Curriculum Developer: Denise Beerwald Title: Dental Hygiene Program Dept. Head
School/Centre: School of Health Sciences Department: Dental Hygiene
E-mail: dbeerwald@vcc.ca Phone/Ext.: 8505

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
The following first year sciences courses have not been included as they are all EDCO approved courses:

- BIOL 1100 and BIOL 1200
- CHEM 1121 and CHEM 1223
- ENGL 1101 and ENGL 1102
- PSYC 1100 and PSYC 1200
- MATH 1111

✓ Program Content Guide for Diploma and Bachelor Programs (x2)

✓ Course Outline(s)

YEAR 1 | Term 1
Course name and number: Introduction to the Dental Hygiene Profession- DHYG 1105

Term 2
Course name and number: Oral Health Sciences 1- DHYG 1202

YEAR 2 | Term 3
Course name and number: Dental Hygiene Theory 1- DHYG 2303
Course name and number: Dental Hygiene Practice 1- DHYG 2304
Course name and number: Professional Practice 1- DHYG 2305

Term 4
Course name and number: Oral Health Sciences 2- DHYG 2402
Course name and number: Dental Hygiene Theory 2- DHYG 2403
Course name and number: Dental Hygiene Practice 2- DHYG 2404

YEAR 3 | Term 5
Course name and number: Dental Hygiene Theory 3- DHYG 3503
Course name and number: Dental Hygiene Practice 3- DHYG 3504
Course name and number: Professional Practice 2- DHYG 3505
Course name and number: Population Health Promotion 1- DHYG 3506

Term 6
Course name and number: Dental Hygiene Theory 4- DHYG 3603
Course name and number: Dental Hygiene Practice 4- DHYG 3604
Course name and number: Professional Practice 3- DHYG 3605
Course name and number: Population Health Promotion 2- DHYG 3606

YEAR 4 | Term 7
Course name and number: Professional Practice 4- DHYG 4705
Course name and number: Population Health Promotion 3- DHYG 4706
Course name and number: Research 1- Methodology- DHYG 4707
Course name and number: Integrated Dental Hygiene Practice 1- DHYG 4708
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.

The regulatory body of dental hygiene, the College of Dental Hygienists of BC (CDHBC), now offers a unique registration category (365 Day Exempt) for registrants who have completed an approved degree in dental hygiene. This registration category allows dental hygienists to practice independently, without supervision from a dentist, to their full scope in a wide variety of settings including community health, public health, mobile clinics, independent clinics, and long term care facilities. This registration category has been developed in collaboration with the College of Dental Surgeons of BC (CDSBC) and approved by the Ministry of Health, and has important implications to increasing access to oral health care for British Columbians, as well as improving public health and safety. The 365 Day Exempt category of registration requires the registrant to assume the responsibilities of a primary care provider and act outside of the supervision of a dentist. It acknowledges dental hygiene bachelor education as providing the educational experiences and outcomes necessary to support this.

Currently, the University of British Columbia (UBC) is the only access point for graduates in the province to access a degree in Dental Hygiene. UBC currently takes between 20-25 students from an applicant pool of 600 according to the Director of the 4-year Dental Hygiene Degree Program.

This proposed full time 4-year degree program is designed to support students in gaining the foundational knowledge, skills, attitudes and abilities required of dental hygiene practitioners. Graduates of the VCC Bachelor of Applied Science in Dental Hygiene (BScDH) Program will be dental hygiene practitioners prepared to work outside of traditional employment settings (private dentist-owned dental clinics) and specialize in services related to health promotion, disease prevention, oral health education, and clinical therapy. Graduates will be skilled in applying evidenced-informed practice when providing dental hygiene services to individuals, groups, communities, and populations. This will enable clients’ to have increased control over and improvement of their oral health and overall wellbeing.

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

New DH faculty who are Masters’ prepared will need to be recruited to teach in the expanded 4th year of the proposed BScDH Program. Use of facilities will likely remain the same, as the practicum and practice experience in 4th year is expected to be offsite in expanded clinical, community, and/or interprofessional practice settings. The curriculum is expected to be delivered in a blended online/classroom format in the 4th year. Library services anticipate needing $8000/year to support the database and print materials (texts, journals, etc.) for the new courses. IRA (Dept. Head) release time is expected to be increased from 50% to 100%.
### D) CONSULTATION CHECKLIST (select all that apply) See Appendix A for consultations guidelines.

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<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
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<tr>
<td><strong>SCHOOLS</strong></td>
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<tr>
<td>Faculty/Department</td>
<td>Multiple curriculum development workshops with faculty and the curriculum writing team (5 faculty) were scheduled throughout the development phase. Marilyn Heaps from CID has been instrumental in organizing the structure and timeline for these workshops on May 30/16; Jun. 14/16; Sep. 20/16; Jan. 20/17 and Apr. 7/17.</td>
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<td>Department Support Staff</td>
<td>Clinic Lab Demonstrators and support staff have been kept up to date during the strategic planning phases of the curriculum development and proposed start dates. The dental assisting and dental reception programs have been made aware of the potential that more classroom space will be needed for the BScDh program. We will be sure to work with them ease the transition to the new program and try to prevent any interference with current roombooking.</td>
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<td>Other Department(s)</td>
<td>Oct. 2, 2015 Met w/Arts and Science Dept. Head-Andy Sellwood, and Costa Kavaras from Mathematics and agreed that a ‘block’ of 1st year UT Sciences courses would be reserved for a cohort of DHYG degree students. Maximum intake for Chem/Biol labs is 28 students at the Bdwy campus where 1st year students would take their Sciences courses. Meeting/teleconference requested w/ new Arts and Sciences Dept. Head, Diem Ly Van. Oct 7, 2015 Met with Wayne Avery to discuss English and Humanities courses, and possibility of electives. Discussed desire to include academic/scholarly writing skills for Health Sciences students. May 1, 2017 First draft of the PCGs and course outlines were reviewed by the Health Sciences Curriculum Committee. May 4, 2017 Met w/ Heidi Parisotto, CDA/DRC Dept Head to discuss classrooms and space utilization challenges. There will most likely have to be some room changes/designations to support the additional 4th year. May 16, 2017 VCC Curriculum Committee June 13, 2017 EDCO</td>
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<th>EDUCATIONAL AND STUDENT SERVICES</th>
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<td>Aboriginal Education and Community Engagement (AECE)</td>
<td>Apr. 25, 2017 Met with Tami Pierce and Jayne Simpson to discuss learning needs of First Nations students and ways to incorporate a focus on First Nations Health Policy “as a way to explore history, culture and worldview. ...” related to oral health access and outcomes of oral health care for Aboriginal People. Discussed ways of “ensuring protection of Indigenous knowledge,” and case study development.</td>
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<tr>
<td>Assessment Centre</td>
<td>Nov, 2, 2016 Met w/Rachel Warick (Assessment Centre), Raymond Kaan, (Associate Registrar, Records), Denis Seremba, (Associate Registrar, Admissions), Angela Abbinante, (Advising) Wendy LaFrance, Student Services Assistant, Advising</td>
</tr>
</tbody>
</table>
## Curriculum Development Approval Form

<table>
<thead>
<tr>
<th><strong>Centre for Instructional Development</strong></th>
<th>Marilyn Heaps, IA-ongoing <strong>Oct 2015-present</strong></th>
</tr>
</thead>
</table>
| **Counselling & Disability Services (CDS)** | **May 9, 2017** Teleconference w/ Nona Coles  
**May 10, 2017** Meeting w/Ron Kee to discuss services available to students with learning disabilities. |
| **Financial Aid** | Meeting w/ Murray MacGregor **TBD** |
| **Learning Centre** | **Apr 27, 2017**, Francesco Barillo, Coordinator, to discuss support for sciences courses (1st year) and further support for students re: study skills, exam writing, time management, academic writing and resume writing. |
| **Library** | **Apr 27, 2017** Todd Rowlett, Dept. Head and Kristina Oldenburg. Discussed new courses in applied research and business/entrepreneurship will need new resources. Additionally refreshing current resources for years 1-3 will also be required. It was suggests that $8000/year be costed into the larger financial plan for the new degree program ($5000 for databases and $3000 for print resources) |
| **Registrar’s Office / Advising / Recruitment** | Dennis Seremba and Raymond Kaan [Registrar’s Office], Angela Abbinante and Wendy LaFrance (Advising), on **Nov. 2, 2016** and Dennis Seremba, Leah St. Louis (Admissions) and Rachel Warick (Assessment Centre) on **Apr 12, 2017** discussed admissions requirements, English Language Proficiency (ELP), potential enrolment numbers, and enrolment plan. |
| **Related additional Student Services** | Meeting w/ Jane Shin, Dean of Student Development **TBD** |
| **VCC International and Immigrant Education** | **May 3, 2017** Email correspondence w/ Jennifer Gossen. Currently, VCC has 1 reserved seat for international students in the Dental Hygiene Diploma. It’s not common for this seat to be filled at this point and is not anticipated that there will be greater interest from international students for a degree program, as most are interested in two-year diplomas. We will keep them informed regarding admission requirements, number of credits and tuition fees for international students. |

### FINANCIAL AND OPERATING

<p>| <strong>Communications and Marketing</strong> | <strong>Feb 2017</strong> Met with Marketing Team to discuss ideas for attracting new students. Involved in new marketing plan with current program. Discussed ways to reach out to high school grads, etc. <strong>May 2, 2017</strong> Photo shoot in the dental clinic to help with marketing materials for new DHYG degree program. Will meet with Amanda Hardy next week to continue discussions related to the marketing strategy. |
| <strong>Facilities</strong> | <strong>June 21, 2017</strong>. It is anticipated that extra classroom space will be required in the new program. Meeting with Cornerstone consultants to discuss space utilization. Meeting <strong>TBD</strong> w/ Gerry |</p>
<table>
<thead>
<tr>
<th>Department</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance</td>
<td>Apr 26, 2017</td>
<td>Stefan Valchev (Manager of Financial Projects), Dean of SHS Debbie Sargent and Karima Samnani (Operations Manager), to discuss tuition structure and costing of a 4 year degree program. Meeting with FAC proposed for June 14, 2017.</td>
</tr>
<tr>
<td>Information Technology (IT)</td>
<td>May 2, 2017</td>
<td>Meeting with Andy Sellwood, IA CID, and Blair Friesen, DL Support, for integration of new E-Portfolio software (Exabis™). Meeting w/ Rick Smith - May 5, 2017 Need to discuss need for expanding licenses for the Practice X™ and Dexis™ software, and upgrading clinic PCs. June 16, 2017 Faculty info session re: E-portfolio facilitated by Andy Sellwood, IA CID, Blair Friesen and John Love from DL Support.</td>
</tr>
<tr>
<td>Institutional Research (IR)</td>
<td>Apr 20, 2017</td>
<td>Brian Beacham, Director of IR, to discuss evaluation plan for new degree program. Online survey development to start in the summer of 2018 prior to first Sept intake. Also informed Brian of proposed student intake numbers (28) re: FTE enrolment, etc.</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

**EXTERNAL CONSULTATIONS**

- **PAC/CEG**
  - Apr 19, 2017 PAC members have always been supportive of the VCC proposed degree program. Received a signed letter of support from PAC members.

- **Affiliation, Articulation and/or Accreditation bodies**
  - Letters of support were received from BC Dental Hygienists Association (BCDHA, Mar. 10, 2015), and the College of Dental Hygienists of BC (CDHBC, Jan 26, 2015). The Commission on Dental Accreditation Canada (CDAC) has been consulted and accepts the concept of degree development.

- **PSIPS**
  - TBD-expected start Fall 2017

- **DQAB**
  - TBD- expected start Fall 2017
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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Sign off</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise Beerwald</td>
<td>Beewald</td>
<td>June 26, 2017</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Sign off</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Debbie Sargent</td>
<td>by e-mail</td>
<td>June 26, 2017</td>
</tr>
</tbody>
</table>


Bachelor of Applied Science in Dental Hygiene

Program Content Guide

Effective Date: September 2018
Goal
This full time program is designed to support students in gaining the foundational knowledge, skills, attitudes and abilities required of dental hygiene practitioners. Graduates of the Vancouver Community College (VCC) Bachelor of Applied Science in Dental Hygiene (BScDH) program will be primary oral health care providers guided by the principle of social justice and specializing in services related to health promotion, disease prevention, oral health education, and clinical therapy. Graduates will be skilled in applying evidenced-informed practice when providing dental hygiene services to diverse individuals, groups, communities, and populations. Graduates will work collaboratively members of the health care team to enhance their clients’ quality of life. They will also have the knowledge and skills to improve access to dental hygiene services through advocacy and understanding of how policy, interprofessional collaboration, health promotion, and research impacts the public’s access to care.

Graduates of this program are responsible and accountable for their practice in accordance with the Health Professions Act, and in compliance with the Dental Hygienists Regulation and the College of Dental Hygienists of British Columbia’s (CDHBC) Bylaws. Graduates of the program are eligible to write the National Dental Hygiene Certification Exam (NDHCE).

Students that have successfully completed the first three years of BScDH Program have the option to exit and be eligible to receive the VCC Dental Hygiene Diploma. Graduates of the Dental Hygiene Diploma Program are eligible to write the NDHCBE.

Admission Requirements
Admission to the Bachelor of Applied Science in Dental Hygiene Program is through a competitive selection process. Applicants must possess a Secondary (high) school graduation certificate or equivalent. The 40 applicants with the highest high school average in the following courses will participate in a department entrance assessment:

- English 12 (minimum grade of B) or equivalent
- Biology 11 and 12 (minimum grade of C+) or equivalent
- Chemistry 12 (minimum grade of C+) or equivalent
- Pre-calculus 12 (minimum grade of C+) or equivalent

Applicants may be required to demonstrate English language proficiency (ELP) requirements for admission. Please visit the VCC ELP page for details.

The 40 applicants with the highest average in the above courses will participate in a department assessment by completing a candidate’s questionnaire and one of the following three options to show intent:

- Video Log
- Written summary of attendance of a VCC Dental Hygiene Info Session
- Written observation report

Specific directions for the above three options will be provided by the department.

Applicants with the highest scores are offered seats in year 1 of the program. Applicants who are not successful can reapply in the future.
Upon Acceptance

- A current certification in Emergency First Aid.
- A current “C” certification in Cardiopulmonary Resuscitation (CPR).
- 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 Record Check through the Ministry of Justice. Applicants to this program should be aware that some practicum placement in hospitals and schools may require completion of a Criminal Record Check indicating no relevant criminal record. After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply and pay for a Criminal Record Check online. Conviction for relevant offenses may preclude registration with the College of Dental Hygienists’ of BC after graduation. If you have ever been convicted of a criminal offence you should consider whether your application for registration would be accepted. Please contact the CDHBC if you have questions or concerns.
- Submission of a negative TB skin test. If the skin test is positive, proof of a negative TB chest x-ray is required. For further information about Health requirements click here
- A complete immunization record (forms may be obtained from the Registrar’s Office). Immunizations in the following are strongly recommended and may be required for practice placement in the program:
  - Diphtheria/Tetanus/Pertussis
  - Poliomyelitis
  - Measles, Mumps, and Rubella (MMR)
  - Varicella Vaccination
  - Hepatitis B
  - Influenza Vaccination (required on an annual basis)

Prior Learning Assessment & Recognition (PLAR)
No PLAR option

Program Duration
The VCC BScDH Program is four years full time (September to May), and consists of eight terms (153 credits). There is a diploma exit option after three years full-time. Students choosing the diploma exit option must apply to graduate after successfully completing all courses in terms 1 through 6 (121 credits). After all courses in terms 1 through 6 have been completed, students are eligible to write the National Dental Hygiene Certification Exam (NDHCE) which is a requirement for entry to practice and registration with the CDHBC. Registration with the CDHBC is also a requirement for entry into year four of the BScDH Program. Students have 6 years to complete terms 1 through 8 after starting the program.

Students wanting to complete the 4th year at a later date must gain prior approval of the VCC Dental Hygiene Department and be registered in good standing with the CDHBC, before being accepted into 4th year of the program. The VCC BScDH Program must be completed within 6 years of starting.

Program Learning Outcomes
Upon completion of the VCC BScDH Program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA, July 2015),
Canadian Competencies for Baccalaureate Dental Hygiene Program, by reliably demonstrating the knowledge, skills and attitudes in the following domains:

1. **Integration of Knowledge of Discipline:** Incorporate foundational knowledge in behavioural, social, and biological sciences into practice decisions to generate evidence-based autonomous judgements.

2. **Professionalism:** Practice self-management and self-regulation within oral health and interprofessional practice settings in accordance with the *Health Professions Act*, and in compliance with the *Dental Hygienists Regulation*, *Code of Ethics* and CDHBC Bylaws (including Practice Standards).

3. **Communication:** Interact effectively with individuals and groups to facilitate the gathering, integrating, and conveying of information in multiple forms.

4. **Collaboration:** Work effectively with others to address the oral health needs of individuals, groups, communities, and populations with a view to improving overall well-being and quality of life.

5. **Coordination:** Organize oral health services by bringing together the contributions of diverse individuals to manage the oral health needs and outcomes of individuals, groups, communities, and populations.

6. **Research Use:** Utilize scientific information, research methodologies, and research ethics to support evidence- and theory-based decisions, and to analyze and interpret research data.

7. **Leadership:** Facilitate change and innovation in diverse practice environments to support and promote the well-being of individuals, groups, communities, and populations.

8. **Health Promotion Activities, Initiatives, and Programs:** Assess, diagnose, plan, implement, and evaluate health promotion for individuals, groups, communities, and populations.

9. **Disease Prevention Activities, Initiatives, and Programs:** Apply knowledge of oral, general, and behavioural sciences to minimize the occurrence of oral disease and to support individuals, groups, communities and populations.

10. **Oral Health Education:** Support clients in the exploration of their values and beliefs, and the acquisition of knowledge, skills, and attitudes for self-care related to improved oral health, overall well-being and quality of life.

11. **Advocacy:** Support social issues, policies, and individuals, groups, communities, and populations to reduce inequities in oral health status and increase access to oral health services.
12. **Policy Use**: Assess, implement, and evaluate policies to improve and protect the oral and general health status of the public.

13. **Clinical Therapy**: Manage therapeutic and ongoing supportive services for clients, including those with medically complex needs, throughout their life cycle.

**Instructional Activities, Design and Delivery Mode**

This program is offered on a full-time basis. Each term must be successfully completed before the subsequent term can be attempted. A major emphasis is on active student participation. Throughout the program, dental hygiene faculty/staff will encourage the students to become increasingly self-directed and responsible for their own learning. Students are expected to come to class well prepared and ready for active participation in classroom, clinical and community service learning activities.

Learning is fostered through a variety of classroom and online (mixed mode) settings, lab activities, clinical practice sessions, group work, independent study, problem-based learning, community outreach, and clinical rotations.

Students will have opportunities to apply knowledge and skills while working with the public in the VCC Dental Clinic. In addition, rotations to a wide variety of health care and community facilities are organized for students to practice and learn in authentic contexts and environments.

**Evaluation of Student Learning**

Evaluation of learning includes written examinations, problem-based cases, laboratory and written assignments, self-directed learning contracts, demonstration of clinical abilities, analytical papers, in-class and community projects and presentations. The evaluation method is selected based on the nature of the learning outcome. Professional conduct forms an integral part of the evaluation process. The passing grade in each theory course is a C (60%). A grade of ‘Satisfactory’ (S) is required for all clinical courses. Students must pass all courses in a term to progress to the next term. All evaluations are consistent with the VCC grading standard described in the Grading, Progression and Withdrawal Policy and Procedures (C.1.1).

**Recommended Characteristics of Students**

- Caring, considerate and empathetic
- Excellent communication abilities
- Basic computer skills
- Ability to work well with others
- Interest in health promotion
- Fine motor skills / manually dexterous
- Self-directed learner
- Good attention to detail
- Willingness to receive feedback and improve self
- Effective time management and study skills
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>DHYG 1105</td>
<td><strong>Introduction to the Dental Hygiene Profession</strong>&lt;br&gt;This course introduces the fundamental legal and ethical principles and codes of professional conduct expected of self-regulating dental hygiene practitioners. It also introduces students to the dental hygiene scope of practice, national practice standards, governance structure and contemporary roles of professional dental hygiene practice. Students will also develop the habits of mind essential to evidence-based practice, continuing competence and lifelong learning.</td>
<td>3.0</td>
</tr>
<tr>
<td>1</td>
<td>BIOL 1120</td>
<td><strong>Human Anatomy &amp; Physiology 1</strong>&lt;br&gt;This course and its companion course, Human Anatomy and Physiology 2, deal with the relationship between structure and function in human biology. Lectures emphasize basic concepts in biology and the role of the major organ systems of the human body. Laboratory activities examine anatomical relationships and the physiological functioning of human organs.</td>
<td>4.0</td>
</tr>
<tr>
<td>1</td>
<td>CHEM 1121</td>
<td><strong>Chemistry 1</strong>&lt;br&gt;This course emphasizes the basic principles of structural chemistry, with application to the chemistry of the elements. The course introduces quantum mechanics, organic chemistry, polymers, biopolymers and the importance of chemistry to society. The laboratory illustrates the behavior of chemical systems and some of the basic techniques associated with quantitative chemical experimentation. Chemistry 1 is designed for students seeking a degree or diploma in a field of science, technology, or health, among others. Both the lab and lecture portions need to be passed in order to pass the course.</td>
<td>4.0</td>
</tr>
<tr>
<td>1</td>
<td>ENGL 1100</td>
<td><strong>English 1</strong>&lt;br&gt;This one-term composition course introduces students to different models of essay writing. It also trains students in the mechanics of writing (grammar), analysis of short prose, and research skills (including MLA documentation).</td>
<td>3.0</td>
</tr>
<tr>
<td>1</td>
<td>PSYC 1100</td>
<td><strong>Psychology 1</strong>&lt;br&gt;This course introduces students to the discipline of psychology and provides an overview of the major areas and perspectives in the field. It is an overview of the history, systems and theories, research methods, evolution and genes, the brain and nervous system, body rhythms and states of consciousness, sensation and perception, learning theory, and behaviour. Psychology 1 and 2 can be taken concurrently.</td>
<td>3.0</td>
</tr>
<tr>
<td>2</td>
<td>DHYG 1202</td>
<td><strong>Oral Health Sciences 1</strong>&lt;br&gt;This course enables the student to develop foundational knowledge of dental terminology and nomenclature, and to...</td>
<td>6.0</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
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<tr>
<td>BIOL 1220</td>
<td>Human Anatomy &amp; Physiology 2</td>
<td>This course and its companion course, Human Anatomy and Physiology 1, deal with the relationship between structure and function in human biology. Lectures continue an investigation of the role of the major organ systems of the human body. Laboratory activities examine anatomical relationships and the physiological functioning of human organs.</td>
<td>4.0</td>
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<tr>
<td>CHEM 1223</td>
<td>Chemistry 2</td>
<td>The second course of the CHEM 1121/1223 two-course sequence emphasizes the basic principles of chemical kinetics, chemical thermodynamics and organic chemistry. The laboratory in Chemistry 2 allows students to practice techniques learned in Chemistry 1. Students are expected to increase skills in making observations, recording data accurately, interpreting data and generating hypotheses. Both the lab and lecture portions need to be passed in order to pass the course. Chemistry 2 is designed for students seeking a degree or diploma in a field of science, technology, or health, among others.</td>
<td>4.0</td>
</tr>
<tr>
<td>ENGL 1200</td>
<td>English 2</td>
<td>This literature survey course introduces students to major literary forms: poetry, drama, and novels.</td>
<td>3.0</td>
</tr>
<tr>
<td>PSYC 1200</td>
<td>Psychology 2</td>
<td>This course covers the concepts of memory, thinking and intelligence, emotion, motivation, theories of personality, life span development, health, stress and coping, psychological disorders, and approaches to treatment and therapy. Psychology 1 and 2 can be taken concurrently.</td>
<td>3.0</td>
</tr>
<tr>
<td>DHYG 2303</td>
<td>Dental Hygiene Theory 1</td>
<td>This course enables students to develop foundational theoretical knowledge required for the clinical learning environment in the Dental Hygiene Practice 1 course. The focus is on infection prevention, client assessment, basic instrumentation skills, and preventive dentistry and dental radiology.</td>
<td>6.0</td>
</tr>
<tr>
<td>DHYG 2304</td>
<td>Dental Hygiene Practice 1</td>
<td>This course enables students to apply theoretical knowledge and acquire psychomotor skills essential for novice clinical dental hygiene practice while working with manikin simulation and student partners. The focus is on infection prevention, client assessment, instrumentation skills, preventive dentistry, radiology, and self-assessment.</td>
<td>6.0</td>
</tr>
<tr>
<td>DHYG 2305</td>
<td>Professional Practice 1</td>
<td>This course will assist students with communication strategies needed to interact effectively with individuals and groups from diverse backgrounds, and to demonstrate self-management and self-regulation in oral health and</td>
<td>3.0</td>
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<tr>
<td>Program Content</td>
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<tr>
<td><strong>MATH 1111</strong></td>
<td><strong>Introduction to Statistics</strong></td>
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<td></td>
<td>MATH 1111 introduces the fundamental ideas of statistics that can be applied to any discipline. Topics include: collection, organization, and presentation of data, inference estimation, hypothesis testing, correlation and regression. The course is designed to analyze real-life data using statistical methods. A statistical software program will be used to facilitate the understanding of statistical concepts and analysis of data sets.</td>
<td>3.0</td>
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<tr>
<td><strong>DHYG 2402</strong></td>
<td><strong>Oral Health Sciences 2</strong></td>
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<td>In this course students continue to build foundational knowledge and understanding of oral health science concepts related to their integration into clinical dental hygiene services, oral health promotion and disease prevention. Topics focus on periodontology, oral microbiology and immunology, and pharmacology specific to the management of orofacial pain.</td>
<td>9.0</td>
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<tr>
<td><strong>DHYG 2403</strong></td>
<td><strong>Dental Hygiene Theory 2</strong></td>
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<td>This course enables students to expand their theoretical knowledge and skills essential for the roles of clinical therapy, oral health education and health promotion in dental hygiene practice. The focus is on the process of care, including client assessment, diagnosis, planning, implement and evaluation.</td>
<td>8.0</td>
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<tr>
<td><strong>DHYG 2404</strong></td>
<td><strong>Dental Hygiene Practice 2</strong></td>
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<td>This course enables students to apply theoretical knowledge, interprofessional theories, research and evidence to support dental hygiene judgments and services, and continue to develop psychomotor skills while providing clinical dental hygiene services to clients and practicing within an oral health care team. The focus is on the integration of evidence-based decision-making into dental hygiene practice, which includes the recognition of client values and the influence of social determinants on oral and general health.</td>
<td>9.0</td>
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<tr>
<td><strong>DHYG 3503</strong></td>
<td><strong>Dental Hygiene Theory 3</strong></td>
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<td>This course enables students to further develop their knowledge, skills, beliefs and attitudes in the provision of dental hygiene care for all individuals throughout their life stages, with special regard to caring for individuals with diverse and medically complex needs. The focus is on the integration of critical thinking and linking theory to practice to enable the learner for more complex decision making in dental hygiene practice.</td>
<td>8.0</td>
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<tr>
<td><strong>DHYG 3504</strong></td>
<td><strong>Dental Hygiene Practice 3</strong></td>
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<td></td>
<td>This course enables students to further synthesize and apply knowledge, skills, beliefs and attitudes in the provision of dental hygiene care while working as members of oral health and interprofessional teams. Learners will integrate critical thinking and decision making throughout</td>
<td>5.0</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
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<tr>
<td>DHYG 3505</td>
<td>Professional Practice 2</td>
<td>This course enables students to gain further knowledge, skills and attitudes required for organizing complex undertakings that involve accessing resources, working effectively with other oral health care professionals to support the needs and improve health outcomes for the individual client. The focus will be on interprofessional collaboration and effective organization of overall client care including coordinating oral health services and managing referrals to the appropriate qualified individuals and/or community resources.</td>
<td>3.0</td>
</tr>
<tr>
<td>DHYG 3506</td>
<td>Population Health Promotion 1</td>
<td>This course enables students to develop and apply foundational knowledge, skills and attitudes in population and public health principles and strategies to a novice level that enable individuals, groups, communities and populations to improve their health and well-being and reduce inequities. Students apply this foundational knowledge in case-based learning, campus-based peer teaching and learning, and authentic community-based experience.</td>
<td>6.0</td>
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<tr>
<td>DHYG 3603</td>
<td>Dental Hygiene Theory 4</td>
<td>This course enables students to integrate advanced knowledge and attitudes for the provision of dental hygiene care. The focus is on complex decision making throughout the process of care to meet client needs. Students will explore decision making related to management of therapeutic and ongoing supportive services for clients, including clients with diverse and medically complex needs.</td>
<td>5.0</td>
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<tr>
<td>DHYG 3604</td>
<td>Dental Hygiene Practice 4</td>
<td>This course builds on prior knowledge, skills, beliefs and attitudes in the management of therapeutic and ongoing supportive dental hygiene services. The student experiences dental hygiene practice as part of intra-and interprofessional health teams. Utilizing critical thinking and decision making abilities, students integrate and apply multiple concepts, models, and theories throughout the process of care. The focus is on the management and evaluation of therapeutic and ongoing supportive dental hygiene services for all individuals in diverse contexts with an emphasis on oral health education, health promotion, disease prevention and clinical therapy. This course is the final preparation for entry into professional dental hygiene practice.</td>
<td>4.0</td>
</tr>
<tr>
<td>DHYG 3605</td>
<td>Professional Practice 3</td>
<td>This course prepares students for transition into self-</td>
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regulating dental hygiene practice, and aligns with regulatory, professional, and ethical responsibilities necessary for successful practice management as a registered dental hygienist (RDH) will be applied in learning activities. This course also focuses on integration of the basic principles of business management including business ethics, economics, marketing, and entrepreneurship into the practice setting.

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<tr>
<th>Code</th>
<th>Title</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DHYG 3606</td>
<td>Population Health Promotion 2</td>
<td>Building on DHYG 3506 this course enables students to further develop and apply knowledge, skills, attitudes in population and public health principles and strategies at an advanced beginner level within authentic experiences in community-based settings to enable individuals, families, and communities to improve their health and well-being and to reduce inequities. Students work in teams using theoretical frameworks to assess, diagnose, plan, implement and evaluate community programming and table clinic presentation.</td>
<td>6.0</td>
</tr>
<tr>
<td>7</td>
<td>DHYG 4705 Professional Practice 4</td>
<td>This course provides students with an opportunity to explore professional practice issues in depth and help define the leadership role that dental hygiene practitioners can take to facilitate positive change and innovation within in diverse practice settings and organizations. This course focuses on developing leadership, self-management and self-regulation abilities within the parameters of relevant legislation, codes of ethics and practice standards for the purposes of promoting the profession while protecting and improving public health and wellness.</td>
<td>3.0</td>
</tr>
<tr>
<td>7</td>
<td>DHYG 4706 Population Health Promotion 3</td>
<td>This course enables students to further develop and apply knowledge, skills, and attitudes in population and public health strategies progressing within authentic inter-professional and community-based settings. Students work in teams using theoretical frameworks for inter-professional programming and social marketing to improve health and well-being of vulnerable populations.</td>
<td>4.5</td>
</tr>
<tr>
<td>7</td>
<td>DHYG4707 Research 1: Methodology</td>
<td>This course enables students to develop foundational research principles to design a research proposal that contributes to and informs the knowledge base of dental hygiene practice. This includes understanding various research methodologies, research ethics principles, how to navigate efficiently through diverse resources and databases, procedures for data collection and data analysis. Students will practice developing focused and meaningful questions about practice issues impacting the way dental hygiene services are provided. This course</td>
<td>3.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>DHYG 4708</td>
<td>Integrated Dental Hygiene Practice 1</td>
<td>In this course the student will develop a self-directed plan for alternative/interprofessional collaborative practice in an area of personal interest and in preparation for the Integrated Dental Hygiene Practice 2 course. This course enables students to apply the essential knowledge, skills, and attitudes required in the provision of primary dental hygiene care (related to health promotion, disease prevention, oral health education, advocacy, policy use and clinical therapy) within the parameters of relevant legislation, codes of ethics and practice standards.</td>
<td>4.0</td>
</tr>
<tr>
<td>DHYG 4806</td>
<td>Population Health Promotion 4</td>
<td>This course enables students to apply and evaluate their knowledge, skills, attitudes in population and public health promotion within authentic governmental, non-profit, interprofessional and / or community-based settings. In this course, students seek out a community partnership and implement and evaluate a social marketing campaign for social change related to improvement of oral health, increasing access to oral health services and reducing health inequities in vulnerable populations.</td>
<td>6.0</td>
</tr>
<tr>
<td>DHYG 4807</td>
<td>Research 2: Application</td>
<td>This course enables students to apply research principles to implement a research proposal that contributes to and informs the knowledge base of dental hygiene practice. This includes applying various research methodologies and research ethics principles to identified practice issues that would benefit from further exploration and systematic inquiry. This course engages learners in applied research via implementation of their research proposal previously developed in the Research 1 course.</td>
<td>4.0</td>
</tr>
<tr>
<td>DHYG 4808</td>
<td>Integrated Dental Hygiene Practice 2</td>
<td>In this course the student will implement and evaluate their practice in an alternative/interprofessional collaborative practice setting with the guidance of a mentor chosen by the student and in consultation with the course instructor. This course follows the Integrated Dental Hygiene Practice 1 course and requires licensure and registration with the College of Dental Hygienists of British Columbia (CDHBC) for the purposes of providing primary care dental hygiene services utilizing strategies of health promotion, disease prevention, oral health education, advocacy, policy use and clinical therapy.</td>
<td>4.5</td>
</tr>
<tr>
<td>DHYG 4809</td>
<td>Independent Practice and Entrepreneurship</td>
<td>This course provides an introduction to basic business concepts as they relate to being an independent owner and operator of a dental hygiene practice. The course focuses on initial business start-up, on-going practice and continuous improvement of an independently-owned dental hygiene practice. Key concepts include small business</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>administration, financial planning, business planning, marketing, quality assurance, and practice management within the parameters of relevant legislation, codes of ethics and practice standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Total BScDH Program Credits: 153
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>Minimum Pass</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>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

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<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Introduction to the Dental Hygiene Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>DHYG 1105</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>Sept. 3, 2018</td>
</tr>
</tbody>
</table>

**Course Description:**
This course introduces the fundamental legal and ethical principles and codes of professional conduct expected of self-regulating dental hygiene professionals. It also introduces students to the dental hygiene scope of practice, national practice standards, governance structure and contemporary roles of professional dental hygiene practice. Students will also develop the habits of mind essential to evidence-based practice, continuing competence and lifelong learning.

**School or Centre:**
School of Health Sciences

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

**Course History:**
New Course

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

<table>
<thead>
<tr>
<th>Course Co-requisites (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1120, CHEM 1121, PSYC 1100, and ENGL 1100 or equivalent</td>
</tr>
</tbody>
</table>

**PLAR (Prior Learning Assessment & Recognition)**
- [ ] No
- [x] Yes (details below):
Instructional Strategies:
Lecture/seminar, on-line activities, small group work, self-reflection, case based learning, role rehearsal, group discussion and flipped classroom activities.

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

1. Demonstrate initiative, personal responsibility, and accountability as a dental hygiene student.
2. Recognize how general, behavioural, social, and oral health sciences support the dental hygiene process of care.
3. Describe professional self-regulation as it relates to dental hygiene practice.
4. Recognize the role of client’s values, beliefs and environment in facilitating their acquisition of oral health and its relationship to general health and well-being.
5. Explain critical thinking and evidence-based decision-making (EBDM) processes used in practice decisions.
6. Use scientific information to support evidence- and theory-based dental hygiene practice.
7. Explain the importance of knowing one’s own limitations and the implications on professional practice.
8. Recognize basic legal concepts and ethical decision-making framework when deciding care for clients, including those with limitations and impairments.
9. Develop a learning portfolio as a tool to reflect on personal growth and professional goals.

Program Learning Outcomes:
Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
### 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=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>20</td>
<td>Annotated Bibliography</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>Analysis of Ethical Dilemma</td>
</tr>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Essay</td>
</tr>
<tr>
<td>Portfolio</td>
<td>25</td>
<td>E-Portfolio Set-up</td>
</tr>
</tbody>
</table>

**Total 100**

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total 45**

### 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. Orientation to the VCC Dental Hygiene (DH) Program
2. The DH profession and theoretical/conceptual models of care
3. Self-regulating DH practice, quality assurance and continuing competence
4. Professional and regulatory organizations (governance and structure)
5. Dental Hygienists’ Regulation (bylaws, code of ethics, and scope of practice)
6. Evidence-based decision making & critical thinking
7. Oral disease prevention & health promotion
8. Effective academic writing
9. Moral reasoning and ethical decision making
10. E-portfolios and self-reflective practice

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | June 20, 2017 | Approved by Education Council: |   |
**Course Name:** Oral Health Sciences 1

**Course Number:** DHYG 1202  
**Number of Credits:** 6.0  
**Effective Date:** Sept. 3, 2018

**Course Description:**
This course enables the student to develop foundational knowledge of dental terminology and nomenclature, and to integrate knowledge of anatomy, physiology, embryology, histology and dental morphology as it relates to human function and health.

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

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

Term 1 courses

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

BIOL 1220, CHEM 1223, PSYC 1200, and ENGL 1100 or equivalent

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

☑ No ☐ Yes (details below):
Instructional Strategies:
Lecture/seminar, online learning activities, small group discussion, case based learning and group discussion.

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

1. Apply knowledge of general, behavioural, social, and oral health sciences to support the dental hygiene process of care.
2. Explain how general and oral tissues of the human body are structurally adapted to meet functional needs.
3. Explain the significance of normal and abnormal human anatomy and physiology in relation to health.
4. Describe clinical features of root and crown morphology that may impact on oral care and services.
5. Explain aspects of dental histology and embryology that are relative to oral health.
6. List the procedures for mounting radiographic images.

Program Learning Outcomes:
Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
## 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=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</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>Quizzes/Tests</td>
<td>15 #1</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>20 #2</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>15 OSCE x 2 - 7.5% each</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>15 Final OSCE</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>10</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>J - Classroom/Online (Mixed Mode)</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>96</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. Head and neck anatomy  
2. Dental terminology and nomenclature  
3. Mounting radiographic images  
4. Dental morphology, anatomy, embryology and histology  
5. Developmental anomalies of the head, neck and oral tissues  
6. Tooth eruption, exfoliation and occlusion

**VCC Education and Education Support Policies**

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**FOR COMMITTEE USE ONLY**

| Approved by Curriculum Committee: | June 20, 2017 | Approved by Education Council: |  |
# COURSE OUTLINE

**Course Name:** Dental Hygiene Theory 1  
**Course Number:** DHYG 2303  
**Number of Credits:** 6.0  
**Effective Date:** Sept. 3, 2018  
**Course Description:**
This course enables students to develop foundational theoretical knowledge required for the clinical learning environment in the Dental Hygiene Practice 1 course. The focus is on infection prevention, client assessment, basic instrumentation skills, preventive dentistry and dental radiology.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Sciences</td>
<td>2nd Year Post-secondary</td>
</tr>
</tbody>
</table>

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Term 2 courses

**Course Co-requisites (if applicable):**
DHYG 2304, DHYG 2305 and MATH 1111.

**PLAR (Prior Learning Assessment & Recognition):**
- No  
- Yes (details below):
Instructional Strategies:
Lecture/seminar, group discussion/work, case-based learning, self-reflection, clinical simulation and demonstrations, and radiology laboratory activities.

Course Learning Outcomes:
Upon completion of this course the student will be able to:

1. Explain accepted standards for safety and infection prevention.
2. Explain basic hand instrumentation principles.
3. Explain basic ergonomic principles associated with dental hygiene services.
4. Describe the purposes and procedures for client assessments and related documentation required for the provision of dental hygiene services.
5. Identify significant and non-significant findings when documenting assessment data for individuals.
6. Describe appropriate use of preventive oral self-care aids and agents.
7. Describe basic radiographic techniques and radiation safety procedures.

Program Learning Outcomes:
Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
### 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=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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz/Tests</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Quiz/Tests</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>15</td>
<td>Self-Care Products Project</td>
</tr>
<tr>
<td>Exam</td>
<td>35</td>
<td>Final</td>
</tr>
</tbody>
</table>

Total 100

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>

Total 90

### 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.
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<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>June 20, 2017</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
</table>
### Course Outline:

**Course Name:** Dental Hygiene Practice 1  
**Course Number:** DHYG 2304  
**Number of Credits:** 6.0  
**Effective Date:** Sept. 3, 2018

**Course Description:**
This course enables students to apply theoretical knowledge and acquire psychomotor skills essential for novice clinical dental hygiene practice while working with manikin simulation and student partners. The focus is on infection prevention, client assessment, instrumentation skills, preventive dentistry, radiology, and self-assessment.

**School or Centre:** Health Sciences  
**Year of Study:** 2nd Year Post-secondary

**Course History:**  
New Course

**Course Pre-requisites (if applicable):**  
Term 2 courses

**Course Co-requisites (if applicable):**  
DHYG 2303, DHYG 2305 and MATH 1111

**PLAR (Prior Learning Assessment & Recognition):**  
☑ No  ☐ Yes (details below):
### Instructional Strategies:
Lecture/seminar, group discussion/work, case-based learning, self-reflection, clinical simulation and demonstrations, and radiology laboratory activities.

### Course Learning Outcomes:
Upon completion of this course the student will be able to:

1. Apply standards, best practices, and protocols to support client and practitioner safety.
2. Implement, and monitor quality assurance standards and protocols to ensure a safe and effective working environment.
3. Ensure the practice environment supports the efficient and appropriate delivery of dental hygiene services.
5. Apply principles of basic clinical instrumentation skills associated with clinical dental hygiene therapy.
6. Apply principles of radiography, radiographic techniques, and radiation safety procedures.
7. Perform clinical assessment techniques.
8. Exercise initiative, personal responsibility, and accountability.
9. Work with established client care information systems to manage information within health settings and communities.
10. Use information technologies for health care to support client safety and better health care outcomes.
11. Evaluate the effectiveness of communication strategies and outcomes.

### Program Learning Outcomes:
Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
## 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>Passing Grade=S</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>Lab Work</td>
<td></td>
<td>Quality Assurance Checks</td>
</tr>
<tr>
<td>Clinical Examination</td>
<td></td>
<td>Formative skills assessment as per rubric</td>
</tr>
<tr>
<td>Clinical Examination</td>
<td></td>
<td>Health History Interview</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students must receive a grade of 'S' in all of the above to pass this course.</td>
</tr>
</tbody>
</table>

| Total                  |            |                                                                                  |

## Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>C - Clinical</td>
<td>156</td>
<td></td>
</tr>
<tr>
<td>S - Self-paced</td>
<td>156</td>
<td></td>
</tr>
</tbody>
</table>

| Total            | 156                       |          |

## 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. Infection Prevention and Control in the Clinical Environment
2. Dental Clinic Safety Protocols and Risk Management
3. Introduction to VCC Dental Software and Paperless Charting
4. Ergonomics, Surgical Magnification and Positioning in the Dental Operatory
5. Basic Instrumentation Principles
6. Assessment Instruments
7. Hand-Activated Debridement Instruments
8. Maintaining Operating Field
9. Health History Interviewing
10. Obtaining Vital Signs
11. Client Assessment Procedures
12. Radiation Safety Procedures
13. Introduction to Basic Radiographic Principles (Digital and Film)
14. Exposing, Processing and Interpreting Bitewing and Periapical Radiographic Images
15. Digital Radiographic Sensor Placement Techniques

VCC Education and Education Support Policies

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | June 20, 2017 | Approved by Education Council: |
**Course Name:** Professional Practice 1  
**Course Number:** DHYG 2305  
**Number of Credits:** 3.0  
**Effective Date:** Sep. 3, 2018  

**Course Description:**
This course will assist students with communication strategies needed to interact effectively with individuals and groups from diverse backgrounds, and to demonstrate self-management and self-regulation in oral health and interprofessional settings within the parameters of relevant legislation, codes of ethics and practice standards.

**School or Centre:** Health Sciences  
**Year of Study:** 2nd Year Post-secondary  

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

**Course Pre-requisites (if applicable):**
- Term 2 courses

**Course Co-requisites (if applicable):**
- DHYG 2303, DHYG 2304 and MATH 1111

**PLAR (Prior Learning Assessment & Recognition):**  
☑️ No  ☐ Yes (details below):
Instructional Strategies:
Lecture/seminar, on-line activities, small group work, self-reflection, case-based learning, role rehearsal, group discussion and flipped classroom activities.

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

1. Analyze what it means to ‘be governable’ through fulfillment of regulatory legislation as it relates to dental hygiene practice.
2. Explain what constitutes professional dental hygiene practice in the context of regulation and bylaws.
3. Use ethical decision making when providing care for clients.
4. Describe challenges, barriers, and strategies for effective communication with diverse individuals, groups, communities, and populations.
5. Recognize the need to communicate with linguistic and cultural proficiency.
6. Evaluate the effectiveness of one's own communication and outcomes.

Program Learning Outcomes:
Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
### Evaluation/Grading System

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

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

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</table>

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Professional regulation models and trends affecting professional regulation in BC.
2. CDHA/CDHBC ethical codes
3. Ethical decision making models
4. Dental Hygienists' Regulation & bylaws
5. Dental Hygiene's primary responsibilities and scope of practice
6. Contractual relationships in healthcare and CDHBC Patient Relations Program
7. Professional misconduct and 'Duty to Report'
8. Communication styles and climates
9. Communication strategies and outcomes
10. Communicating with linguistic and cultural proficiency
11. Managing conflict in communication
12. Social media in healthcare
13. Oral presentation skills

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | June 20, 2017 | Approved by Education Council: |  |
Course Name: Oral Health Sciences 2

Course Number: DHYG 2402  Number of Credits: 9.0  Effective Date: Sept. 3, 2018

Course Description:
In this course students continue to build foundational knowledge and understanding of oral health science concepts related to their integration into clinical dental hygiene services, oral health promotion and disease prevention. Topics focus on periodontology, oral microbiology and immunology, and pharmacology specific to the management of orofacial pain.

School or Centre: Health Sciences

Year of Study: 2nd Year Post-secondary

Course History:
New Course

Course Pre-requisites (if applicable):
Term 3 courses

Course Co-requisites (if applicable):
DHYG 2403 and DHYG 2404.

PLAR (Prior Learning Assessment & Recognition)  ☒ No  ☐ Yes (details below):
Instructional Strategies:
Lecture/seminar, online learning activities, small group discussion/work, problem-based learning, self-reflection, peer teaching, and microbiology laboratory activities and demonstrations.

Course Learning Outcomes:
Upon completion of this course the student will be able to:

1. Integrate knowledge of general and oral health sciences to support the dental hygiene process of care.
2. Develop diagnostic statements based on a comprehensive knowledge of pathophysiology and the social determinants of health.
3. Assess outcomes of oral health interventions, activities, and initiatives.
4. Use a common risk factor approach in assessing and supporting the oral health and well-being of individuals.
5. Plan and implement preventive services for individuals at risk for oral disease.
6. Manage primary oral health care for individuals with an emphasis on risk assessment, prevention, education, therapeutic services, and referrals.
7. Use information from current credible research and resources to support evidence-based judgements about oral health services.

Program Learning Outcomes:
Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
### Evaluation/Grading System

<table>
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<th>Grading System</th>
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### Components and Weighting of the Assessment/Evaluation Plan:

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<th>Percentage</th>
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<td>#1</td>
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<tr>
<td>Midterm Exam</td>
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<td>#2</td>
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<td>Microbiology</td>
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<td>Participation</td>
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<td>Final-Part A; Part B-Must achieve 60% to pass</td>
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Total 100

### Learning Environment/Type

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</tr>
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<td>B - Lab (Computer, Chemistry...)</td>
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<td>Oral Microbiology</td>
</tr>
<tr>
<td>S - Self-paced</td>
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</table>

Total 138

### 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. Classification of periodontal diseases
2. Local and systemic contributory factors for periodontal diseases
3. Phases and outcomes of nonsurgical periodontal therapy
4. Cellular microbes and classification systems
5. Microbial genetics, metabolism and kinetics
6. Growth and prevention of growth of infectious agents in vivo
7. Oral microbiology and biofilm
8. Oral immunology
9. Caries management by risk assessment (CAMBRA)
10. Oral pathology (diagnostic processes and oral manifestations)
11. Nutraceuticals
12. Pharmacological agents used for the treatment of orofacial pain
13. Neurophysiology and pharmacology of local anesthetics and vasoconstrictors
14. Oral local anesthetic strategies and basic injection techniques—Maxillary and mandibular
15. Client evaluation for local anesthetic—Local and systemic complications

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | June 20, 2017 | Approved by Education Council: |  |
Course Name: Dental Hygiene Theory 2

Course Number: DHYG 2403  Number of Credits: 8.0  Effective Date: Sep 3, 2018

Course Description:
This course enables students to expand their theoretical knowledge and skills essential for the roles of clinical therapy, oral health education and health promotion in dental hygiene practice. The focus is on the process of care, including client assessment, diagnosis, planning, implement and evaluation.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
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<tr>
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<td>2nd Year Post-secondary</td>
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Course History:
New Course

Name of Replacing Course (if applicable):
NA

Course Pre-requisites (if applicable):
Term 3 courses

Course Co-requisites (if applicable):
DHYG 2402 and DHYG 2404.

PLAR (Prior Learning Assessment & Recognition)  
☒ No  ☐ Yes (details below):
**Instructional Strategies:**
Lecture/seminar, group discussion/work, case-based learning, self-reflection, service learning and radiography laboratory activities.

**Course Learning Outcomes:**
Upon completion of this course the student will be able to:

1. Recommend appropriate preventive aids and therapeutic agents important for dental hygiene services and health promotion.
2. Apply the dental hygiene process of care model to planning dental hygiene care for clients.
3. Integrate strategies for effective client referrals to promote oral and general health.
4. Prepare, expose and interpret diagnostic dental images using radiation safety principles.
5. Explain principles of powered instrumentation.
6. Explain principles of instrument sharpening.
7. Assess outcomes of oral health interventions, activities, initiatives, and programs.
8. Identify multiple strategies to communicate appropriate oral health messages effectively to clients.
9. Differentiate between significant and non-significant findings when summarizing client assessment data for individuals and groups including those with diverse needs.
10. Describe properties of dental materials relative to the provision of dental hygiene care.

**Program Learning Outcomes:**
Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
### Evaluation/Grading System

<table>
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<th>Specify Passing Grade:</th>
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<td>Letter Grades</td>
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<td>60% (C) in theory content</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

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<td>Case Study</td>
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<tr>
<td>Project</td>
<td>20</td>
<td>Teamwork Strategies</td>
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<td>Clinical Examination</td>
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Total 100

### Learning Environment/Type

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<th>Hours Per Instruction Type</th>
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<td>B - Lab (Computer, Chemistry...)</td>
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<td></td>
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Total 129

### 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. Preventive Aids and Therapeutic Agents  
2. Plaque Indices  
3. Promoting Oral Self Care  
4. Polishing techniques  
5. Caries Management by Risk Assessment (CAMBRA)  
6. Dental Teamwork Strategies  
7. Client Management Strategies  
8. Dental Hypersensitivity  
9. Instrument Sharpening  
10. Powered Instrumentation  
11. Root Morphology  
12. Oral Biomaterials  
14. Healthy Food Choices  
15. Nutritional Considerations for Diverse Populations  
16. Nutrition Care Plan Development and Counseling

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### FOR COMMITTEE USE ONLY

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<th>Approved by Curriculum Committee:</th>
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<tbody>
<tr>
<td>June 20, 2017</td>
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<table>
<thead>
<tr>
<th>Approved by Education Council:</th>
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</table>
# COURSE OUTLINE

**Course Name:** Dental Hygiene Practice 2  

**Course Number:** DHYG 2404  
**Number of Credits:** 9.0  
**Effective Date:** Sept. 3, 2018

## Course Description:

This course enables students to apply theoretical knowledge, interprofessional theories, research and evidence to support dental hygiene judgments and services, and continue to develop psychomotor skills while providing clinical dental hygiene services to clients and practicing within an oral health care team. The focus is on the integration of evidence-based decision-making into dental hygiene practice, which includes the recognition of client values and the influence of social determinants on oral and general health.

## School or Centre:

Health Sciences

## Year of Study:

2nd Year Post-secondary

## Course History:

New Course

## Name of Replacing Course (if applicable):

NA

## Course Pre-requisites (if applicable):

Term 3 courses

## Course Co-requisites (if applicable):

DHYG 2402 and DHYG 2403

## PLAR (Prior Learning Assessment & Recognition)

☑️ No ☐ Yes (details below):
Course Learning Outcomes:

Upon completion of this course the student will be able to:
1. Use knowledge of general, behavioural, social, and oral health science to support the dental hygiene process of care.
2. Provide dental hygiene services and coordinate a safe, ethical clinical practice environment for clients including those with limitations and impairments.
3. Provide interceptive, therapeutic and preventive clinical therapy incorporating the process of dental hygiene care.
4. Apply appropriate health promotion strategies and interventions as an oral health educator and client advocate recognizing the influence of the social determinants of health.
5. Integrate pertinent foundation knowledge and take responsibility for decisions and actions that reflect critical thinking and problem solving within a clinical practice environment.
6. Assess challenges, barriers, and opportunities for effective communication with diverse individuals, groups, communities, and populations.
7. Collaborate with other health care professionals to provide oral health services to improve the health and well-being of clients.
8. Incorporate strategies for interacting with people of diverse backgrounds and health literacy skills into services provided.
10. Evaluate the effectiveness of learning activities and revise the learning strategy as needed.
11. Identify clients’ support networks and include in communications while respecting privacy legislation.

Program Learning Outcomes:

Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
## Evaluation/Grading System

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<td>Formative Skills Assessment (as per rubric)</td>
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<tr>
<td>Clinical Examination</td>
<td></td>
<td>Oral Self Care Instruction</td>
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<tr>
<td>Clinical Examination</td>
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<td>Local Anesthetic Administration</td>
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<td></td>
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### Learning Environment/Type

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**Total 225**

### 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. Introduction to Client Care
2. Human Needs Theory, Evidence-based Decision-Making and Dental Hygiene Process of Care (ADPIE)
3. Practice X™ Dental Software
4. Medical Emergencies and Basic Life Support
5. Plaque Indices
6. Dental Handpiece Maintenance
7. Instrument Sharpening
8. Radiographic Imaging Techniques
9. Topical and Local Anesthesia Administration Techniques
10. Management of Extrinsic Stains
11. Rubber Cup Polishing and Topical Fluoride Application
12. Power Debridement/Ultrasonic Instrumentation

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | June 20, 2017 | Approved by Education Council: |  |
**Course Name:** Dental Hygiene Theory 3  
**Course Number:** DHYG 3503  
**Number of Credits:** 8.0  
**Effective Date:** Sept. 3, 2018

**Course Description:**
This course enables the student to further develop their knowledge, skills, beliefs and attitudes in the provision of dental hygiene care for all individuals throughout their life stages, with special regard to caring for individuals with diverse and medically complex needs. The focus is on the integration of critical thinking and linking theory to practice to enable the learner for more complex decision making in dental hygiene practice.

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<th>School or Centre:</th>
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**Course Pre-requisites (if applicable):**
Term 4 courses

**Course Co-requisites (if applicable):**
DHYG 3504, DHYG 3505 and DHYG 3506

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

Upon completion of this course the student will be able to:

1. Discuss best practices to support client and practitioner safety, and client health outcomes.
2. Discuss primary oral health care in diverse contexts for individuals with an emphasis on risk assessment, prevention, education, therapeutic services, and referrals.
3. Relate dental hygiene and interprofessional theories, theoretical frameworks, research, and evidence to support dental hygiene judgments and services.
4. Discuss needs assessments for individuals and groups grounded in evidence-based approaches.
5. Summarize challenges, barriers, and opportunities for effective communication with diverse individuals.
6. Relate knowledge of general, behavioural, social, and oral health science to support the dental hygiene process of care.
7. Discuss information technologies for health care to support client safety and better healthcare outcomes.
8. Apply knowledge of evaluation to assess outcomes of oral health interventions, activities, initiatives, and programs.
9. Integrate knowledge of pathophysiology and the social determinants of health into care planning.
10. Relate oral health issues to chronic disease management programs and general health education.
11. Discuss challenges for gaining or maintaining informed consent for clients with cognitive limitations and impairments.
12. Discuss ethical decision making when providing care for clients with limitations and impairments.

Program Learning Outcomes:

Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
Evaluation/Grading System

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<tr>
<th>Grading System</th>
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<th>Specify Passing Grade:</th>
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<td>Letter Grades</td>
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<td>C=60%</td>
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Components and Weighting of the Assessment/Evaluation Plan:

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Total 100%

Learning Environment/Type

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<tbody>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
<td>114</td>
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Total 114

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 Risk Assessment
2. Recontouring Existing Restorations
3. Radiographic Interpretation of Periodontal Diseases
4. Care of Clients with Complex Needs and Disabling Conditions
5. Ethical Principles, Practice Standards and Personal Values
6. Social Gerontology
7. Advanced Instrumentation Principles
8. Women's Health Issues
9. Periodontal Emergencies, Risk Assessment and Diagnostic Testing
10. Periodontal Surgical Options; Pre-Post-Op Counseling; Periodontal Dressings/Packs; Suture Removal
11. Applied Pharmacology for the Dental Hygienist
12. Chemotherapy for the Control of Periodontal Diseases
13. Referral Guidelines
14. Tooth Whitening
15. Dental Sealants
16. Impressions, Study Casts and Oral Appliances (Custom Fluoride and Tooth-whitening Trays)
17. Student Practice Education Core Orientation (SPECO)

VCC Education and Education Support Policies

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FOR COMMITTEE USE ONLY

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<th>June 20, 2017</th>
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</table>
**Course Name:** Dental Hygiene Practice 3

**Course Number:** DHYG 3504  
**Number of Credits:** 5.0  
**Effective Date:** Sept. 3, 2018

**Course Description:**
This course enables students to further synthesize and apply knowledge, skills, beliefs and attitudes in the provision of dental hygiene care while working as members of oral health and interprofessional teams. Learners will integrate critical thinking and decision making throughout the dental hygiene process of care to meet the needs of clients through the life stages, including clients with diverse and medically complex needs. The focus is on oral health education, health promotion, disease prevention and clinical therapy to enable people to achieve optimal oral health and overall health and wellness.

**School or Centre:** Health Sciences

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

**Course History:** New Course

**Course Pre-requisites (if applicable):**
Term 4 courses

**Course Co-requisites (if applicable):**
DHYG 3503, DHYG 3505 and DHYG 3506

**PLAR (Prior Learning Assessment & Recognition):**
- No
- Yes (details below):
Instructional Strategies:
Lecture/seminar, group discussion/work, case-based learning, self- and peer-reflection, clinical activities and demonstrations.

Course Learning Outcomes:
Upon completion of this course the student will be able to:
1. Apply knowledge of general, behavioural, social, and oral health science to support the dental hygiene process of care.
2. Manage primary oral health care in diverse contexts for individuals with an emphasis on risk assessment, prevention, education, therapeutic services, and referrals.
3. Use ethical decision making when providing care for clients, including those with limitations and impairments.
4. Use approaches for dealing with ambiguities, incomplete information, and the uncertainty of an ever-changing environment.
5. Ensure the practice environment supports the efficient and appropriate delivery of dental hygiene services.
6. Seek credible sources of feedback to assess the congruence, incongruence, and outcomes of services.
8. Incorporate knowledge of evaluation to assess outcomes of oral health interventions, activities, initiatives, and programs.
9. Apply dental hygiene and interprofessional theories, theoretical frameworks, research, and evidence to support dental hygiene judgments and services.
10. Apply standards, best practices, and protocols to support client and practitioner safety, and client health outcomes.
11. Develop and sustain professional relationships based on respect, empathy, and trust.

Program Learning Outcomes:
Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
Evaluation/Grading System

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<th>Grading System</th>
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Components and Weighting of the Assessment/Evaluation Plan:

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<td>Peer/Self-Assessment</td>
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<td>A final grade of ‘S’ in all of the above must be achieved to pass.</td>
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Learning Environment/Type

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<tr>
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</table>

Total 115

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. Client Screening for Supportive Periodontal Therapy
2. Human Needs Theory, Evidence-based Decision-making and Dental Hygiene Process of Care (ADPIE)
3. Practice X™ and Dexis™ (Radiology) Dental Software
4. Medical Emergencies and Basic Life Support in “Simulated” Disaster (VCC SHS)
5. Radiography - Bisecting Angle technique
6. Local Anesthesia-Mandibular and Maxillary Block Administration Techniques
7. Cotton Roll Isolation and High Volume Oral Evacuation (HVE)
8. Pulp Vitality Testing
9. Periodontal Dressing Removal, Suture Removal and Post-Surgery Counseling
10. Pit and Fissure Sealant Application
11. Recontouring Amalgam/Overhang Removal
12. Advanced Instrumentation Techniques and Instrument Sharpening
13. Power Debridement/Ultrasonic Instrumentation
14. Study Casts, Custom Fluoride Tray and Sports Mouth Guard Fabrication and Bleaching Tray

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<tr>
<td>Approved by Education Council:</td>
<td></td>
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</table>
**Course Name:** Professional Practice 2

**Course Number:** DHYG 3505  
**Number of Credits:** 3.0  
**Effective Date:** Sept. 3, 2018

**Course Description:**
This course enables students to gain further knowledge, skills and attitudes required for organizing complex undertakings that involve accessing resources, working effectively with other oral health care professionals to support the needs and improve health outcomes for the individual client. The focus will be on interprofessional collaboration and effective organization of overall client care including coordinating oral health services and managing referrals to the appropriate qualified individuals and/or community resources.

**School or Centre:** Health Sciences  
**Year of Study:** 3rd Year Post-secondary

**Course History:** New Course

**Course Pre-requisites (if applicable):**
Term 4 courses

**Course Co-requisites (if applicable):**
DHYG 3503, DHYG 3504 and DHYG 3506

**PLAR (Prior Learning Assessment & Recognition):**  
☐ No  ☑ Yes (details below):
**Instructional Strategies:**
Lecture/seminar, on-line activities, small group work, self-reflection, case-based learning, role rehearsal, group discussion, flipped classroom activities and dental specialist guest speakers.

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

1. Explain the overall coordination of client care including delegation to qualified individuals and use of community resources.
2. Analyze the role of the dental hygienist as the client’s first point of access to oral health services.
3. Demonstrate decision-making in Non-surgical Periodontal Therapy (NSPT).
4. Work to align dental hygiene services with appropriate and recognized oral health specialists.
5. Incorporate joint decision making and referral management to support continuity of care for clients.

**Program Learning Outcomes:**
Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
### Grading System

<table>
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<tr>
<th>Grading System</th>
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<tbody>
<tr>
<td>Letter Grades</td>
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<td>C=60%</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

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<th>Type</th>
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<tr>
<td>Assignments</td>
<td>35</td>
<td>Critical Reflection Essay</td>
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<tr>
<td>Assignments</td>
<td>30</td>
<td>Dental Specialties Report and Presentation</td>
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<tr>
<td>Assignments</td>
<td>35</td>
<td>Problem Based Case (PBL) Analysis</td>
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| Total                    | 100        | |

### Learning Environment/Type

<table>
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<th>Instruction Type</th>
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<td>45</td>
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| Total                                | 45                          |          |

### 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. Assessment, diagnosis and care planning in non-surgical periodontal therapy (NSPT)
2. Case presentation and informed consent in NSPT
3. Referral timing & processes
4. Periodontal surgical interventions & implantology
5. Goals of periodontal maintenance
6. Problem-based Learning (PBL) process & characteristics
7. PBL in Adult Learning Theory
8. Role of PBL in self-regulating professions
9. Certified Dental Specialities

VCC Education and Education Support Policies

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| Approved by Curriculum Committee: | June 20, 2017 | Approved by Education Council: |   |
### Course Name:
Population Health Promotion 1

### Course Number:
DHYG 3506

### Number of Credits:
6.0

### Effective Date:
Sept. 3, 2017

### Course Description:
This course enables students to develop and apply foundational knowledge, skills and attitudes in population and public health principles and strategies to a novice level that enable individuals, groups, communities and populations to improve their health and well being and reduce inequities. Students apply this foundational knowledge in case-based learning, campus-based peer teaching and learning, and authentic community-based experience.

### School or Centre:
Health Sciences

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

### Course History:
New Course

### Course Pre-requisites (if applicable):
Term 4 courses

### Course Co-requisites (if applicable):
DHYG 3503, DHYG 3504 and DHYG 3505

### PLAR (Prior Learning Assessment & Recognition)
- No
- Yes (details below):
Instructional Strategies:
Lecture/seminar, independent study, small group work and discussion, peer teaching and learning, roleplay, case-based learning, self-reflection, on-line self-paced learning, and authentic experience.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

1. Apply foundational knowledge of population and public health sciences, epidemiology, epidemiological research and related ethical conduct to practice decisions.
2. Analyze ethical decision-making in population and public health practice.
3. Demonstrate respectful communication with culturally diverse individuals, groups, communities, and populations.
4. Develop knowledge, self-awareness and skills in indigenous cultural safety and humility in preparation for communication or working directly and indirectly with Aboriginal Peoples.
5. Apply knowledge of social determinants of health, reduction of inequities, and population health promotion principles, theory and strategies in population and public health practice.
7. Apply teaching and learning principles and theory to support adult learners in development of knowledge, skills, and attitudes.
8. Assess federal, provincial, regional and BC First Nations policies and programs relative to history, culture and world view.

Program Learning Outcomes:
Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
### Evaluation/Grading System

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<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
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<tbody>
<tr>
<td>Letter Grades</td>
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<td>C=60% in theory content; 'S' in participation &amp; field experience.</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

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<tr>
<th>Type</th>
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<tr>
<td>Participation</td>
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<td>Class Teaching and Learning Assignments</td>
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<td>Assignments</td>
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<td>Self-Reflection Essay</td>
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<tr>
<td>Assignments</td>
<td>35</td>
<td>Instructional Competence (Mini Lessons)</td>
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<tr>
<td>Assignments</td>
<td>35</td>
<td>Population Health Promotion Paper</td>
</tr>
<tr>
<td>Participation</td>
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<td>San’yas Indigenous Cultural Safety and Training Certification</td>
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<td>Field Experience</td>
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<td>Must achieve a grade of 'S' (as per rubrics) in both field experience and participation to pass; 60% in theory.</td>
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Total 100

### Learning Environment/Type

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<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
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<td>P - Practicum</td>
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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.
Course Topics:

1. Role of RDH in Canada’s health system (primary care and population and public health)
2. Principles and concepts of population and public health
3. Ethics and jurisprudence in population and public health
4. Cultural context in population and public health
5. Indigenous Peoples: history, health and cultural safety and humility training
6. Epidemiological concepts, research, biostatistics, and ethical conduct
7. Research use: critical appraisal of literature
8. Health surveillance and oral disease patterns and distribution
9. Population health promotion: action on social determinants of health and inequities
10. Theory to practice: population health promotion
11. Disease and injury prevention
12. Community water fluoridation
13. Health education and Instructional competence
14. Oral health screening, education and referral in authentic community-based setting
15. Federal, provincial, regional, BC First Nations policy and programs) and related career pathways

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: Dental Hygiene Theory 4

Course Number: DHYG 3603  Number of Credits: 5.0  Effective Date: Sept. 3, 2018

Course Description:
This course enables students to integrate advanced knowledge and attitudes for the provision of dental hygiene care. The focus is on complex decision making throughout the process of care to meet client needs. Learners will explore decision making related to management of therapeutic and ongoing supportive services for clients, including clients with diverse and medically complex needs.

School or Centre: Health Sciences

Year of Study: 3rd Year Post-secondary

Course History:
New Course

Course Pre-requisites (if applicable):
Term 5 courses

Course Co-requisites (if applicable):
DHYG 3604, DHYG 3605 and DHYG 3606

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

Upon completion of this course the student will be able to:
1. Integrate knowledge of general, behavioural, social, and oral health sciences to support the dental hygiene process of care.
2. Evaluate credible sources of feedback to assess the congruence, incongruence, and outcomes of services.
3. Utilize professional resources to support the development of oral health messages and learning sessions.
4. Explain communication strategies to promote linguistic and cultural proficiency.
5. Consider a common risk factor approach in assessing and supporting the oral health and well-being of individuals, groups, communities, and populations.
6. Describe standards, best practices, and protocols to support client and practitioner safety, and client health outcomes.
7. Evaluate outcomes of oral health interventions, activities, initiatives, and programs.
8. Discuss client care information systems to manage information within health settings and communities.
9. Summarize management of primary oral health care in diverse contexts for individuals with an emphasis on risk assessment, prevention, education, therapeutic services, and referrals.
10. Appraise information technologies for health care to support client safety and better healthcare outcomes.
11. Explain the provision of oral health services in diverse contexts such as residential care and assisted living environments in the urban and/or rural contexts.

Program Learning Outcomes:

Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
Evaluation/Grading System

<table>
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<th>Grading System</th>
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<th>Specify Passing Grade:</th>
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<td>Letter Grades</td>
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<td>C=60% in theory content; Satisfactory (S) on clinical exam.</td>
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Components and Weighting of the Assessment/Evaluation Plan:

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<td>Final Exam</td>
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<td>Clinical Examination</td>
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<td>Radiographic Supplement Techniques (S/U as per runbric)</td>
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<td>A final grade of ‘S’ must be achieved on the clinical exam to pass this course.</td>
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Total 100

Learning Environment/Type

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Resource Material(s):

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

1. Case Study Development and Presentation Strategies  
2. Power Debridement - Magnetostrictive Ultrasonics  
3. Dental Photography  
4. Paediatric Care-Strathcona Dental Clinic Orientation  
5. Long Term Care-Queens Park Care Centre Orientation  
6. Indigenous Populations- Phil Bouvier Family Centre Orientation  
7. Radiation Protection-Client Education and Legal Issues  
8. Supplemental Radiodiagnostic Techniques and Interpretation  
9. Dental Dam  
10. Management of the Head and Neck Cancer Patient  
11. Alternative Pain Control Strategies (Gow-Gates Mandibular Nerve Block, Anesthetic Wand; Electroanalgesia Oraqix).  
12. Temporary and Provisional Restorations  
13. Evaluation of Dental Hygiene Care

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<tr>
<td><strong>Course Name:</strong></td>
<td>Dental Hygiene Practice 4</td>
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<tr>
<td><strong>Course Number:</strong></td>
<td>DHYG 3604</td>
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<tr>
<td><strong>Effective Date:</strong></td>
<td>Sept. 3, 2018</td>
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**Course Description:**
This course builds on prior knowledge, skills, beliefs and attitudes in the management of therapeutic and ongoing supportive dental hygiene services. The student experiences dental hygiene practice as part of intra-and interprofessional health teams. Utilizing critical thinking and decision making abilities, learners integrate and apply multiple concepts, models, and theories throughout the process of care. The focus is on the management and evaluation of therapeutic and ongoing supportive dental hygiene services for all individuals in diverse contexts with an emphasis on oral health education, health promotion, disease prevention and clinical therapy.

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<th><strong>School or Centre:</strong></th>
<th>Health Sciences</th>
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<td><strong>Year of Study:</strong></td>
<td>3rd Year Post-secondary</td>
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<th><strong>Course History:</strong></th>
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| **Course Pre-requisites (if applicable):** | Term 5 courses |

| **Course Co-requisites (if applicable):** | DHYG 3603, DHYG 3605 and DHYG 3606 |

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<thead>
<tr>
<th><strong>PLAR (Prior Learning Assessment &amp; Recognition):</strong></th>
<th>No</th>
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</thead>
</table>
Instructional Strategies:
Lecture/seminar, group discussion/work, case-based learning, self- and peer-reflection, clinical activities and demonstrations, and field work (community rotations).

Course Learning Outcomes:
Upon completion of this course the student will be able to:

1. Integrate knowledge of general, behavioural, social, and oral health science to support the dental hygiene process of care.
2. Coordinate primary oral health care in diverse contexts for individuals with an emphasis on risk assessment, prevention, education, therapeutic services, and referrals.
3. Incorporate ethical decision making when providing care for clients, including those with limitations and impairments.
4. Manage a variety of practice environments to support delivery of safe and ethical dental hygiene services.
5. Seek credible sources of feedback to assess the congruence, incongruence, and outcomes of services.
6. Exhibit the capacity to be governable through licensure and fulfillment of regulatory legislation.
8. Evaluate outcomes of oral health interventions, activities, initiatives, and programs.
9. Synthesize interprofessional theories, theoretical frameworks, research, and evidence that support dental hygiene services.
10. Apply best practices and protocols to support practitioner safety and client health outcomes.
11. Maintain professional relationships based on respect, empathy, and trust with individuals, groups, communities, and populations.
12. Work with established client care information systems to manage information within health settings.

Program Learning Outcomes:
Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
### Components and Weighting of the Assessment/Evaluation Plan:

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<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
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<tr>
<td>Clinical Examination</td>
<td></td>
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<tr>
<td>Clinical Examination</td>
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<td>Formative Skills Assessment (as per rubric)</td>
</tr>
<tr>
<td>Participation</td>
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<td>Self Reflection Journal</td>
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<td>A final grade of ‘S’ in all of the above must be achieved to pass.</td>
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**Total**

### Learning Environment/Type

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**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. Client Screening for Comprehensive Dental Hygiene Care
2. Human Needs Theory, Evidence-based Decision-making and Dental Hygiene Process of Care (ADPIE)
3. Practice X™ and Dexis™ (Radiology) Dental Software
4. Medical Emergencies and Basic Life Support in “Simulated” Disaster (VCC SHS)
5. Radiography - Bisecting Angle technique
6. Supplemental Local Anesthesia and Alternative Pain Control Strategies
7. Provisional and Intermediate (Temporary) Restorations
8. Advanced Instrumentation Techniques and Instrument Sharpening
9. Power Debridement-Magnetostrictive Ultrasonic Instrumentation
10. Specialized Dental Hygiene Care and Alternative Practice (Community/Service Learning)

VCC Education and Education Support Policies

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<td>June 20, 2017</td>
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</table>
**Course Name:** Professional Practice 3

**Course Number:** DHYG 3605  
**Number of Credits:** 3.0  
**Effective Date:** Sept. 3, 2018

**Course Description:**
This course prepares students for transition into self-regulating dental hygiene practice, and aligns with regulatory, professional, and ethical responsibilities necessary for successful practice management as a registered dental hygienist (RDH) will be applied in learning activities. This course also focuses on the integration of the basic principles of business management including business ethics, economics, marketing, and entrepreneurship into the practice setting.

**School or Centre:** School of Health Sciences

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

**Course History:** New Course

**Course Pre-requisites (if applicable):**
Term 5 courses

**Course Co-requisites (if applicable):**
DHYG 3603, DHYG 3604, and DHYG 3606

**PLAR (Prior Learning Assessment & Recognition):**  
☑️ No  ☐ Yes (details below):
Instructional Strategies:
Lecture/seminar, on-line activities, small group discussion/work, self-reflection, case based learning, role rehearsal, group discussion and guest speakers.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

1. Explain self-regulating practice and licensure related to dental hygiene practice in BC.
2. Exhibit the capacity to be governable through fulfillment of regulatory obligations to provide safe and ethical dental hygiene service.
3. Apply effective strategies for communication, collaboration and conflict resolution.
5. Explain continuing competence and professional development in relation to quality assurance in dental hygiene practice.
6. Integrate basic principles of business management including business ethics, economics, marketing, and entrepreneurship into practice.

Program Learning Outcomes:
Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
Evaluation/Grading System

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Components and Weighting of the Assessment/Evaluation Plan:

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<td>Marketing Plan/Presentation for DH Practice</td>
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<td>Self-Reflection Essay</td>
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Total 100

Learning Environment/Type

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Total 45

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. National DH Board Certification Exam Orientation.
2. Professional ethics, personal values clarification and self-reflective practice.
3. Economics, entrepreneurship and practice management issues.
4. Terms and conditions of employment for the RDH.
5. Career planning and job search skills.
6. Employment E-portfolio (resume or curriculum vitae)
7. Quality assurance, jurisprudence, and risk management in DH practice
8. Negotiation and professional conflict avoidance and resolution.
9. Governability, professionalism and preparation for entry to practice.

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</table>
### Course Description:
Building on DHYG 3506 this course enables students to further develop and apply knowledge, skills, attitudes in population and public health principles and strategies at an advanced beginner level within authentic experiences in community-based settings to enable individuals, families, and communities to improve their health and well-being and to reduce inequities. Students work in teams using theoretical frameworks to assess, diagnose, plan, implement and evaluate community programming and table clinic presentation.

### Course History:
New Course

### Course Name:
Population Health Promotion 2

### Course Number:
DHYG 3606

### Number of Credits:
6.0

### Effective Date:
Sept. 3, 2018

### Course Pre-requisites (if applicable):
Term 5 courses

### Course Co-requisites (if applicable):
DHYG 3603, DHYG 3604 and DHYG 3605

### PLAR (Prior Learning Assessment & Recognition)

- No
- Yes (details below):
**Instructional Strategies:**
Lecture/seminar, independent study, small group work and discussion, case-based learning, self-reflection, team meetings, mentorship, and authentic field experiences in community-based settings.

**Course Learning Outcomes:**
Upon completion of the course the student will be able to:

1. Apply foundational knowledge of population health to community programs and policy directed towards improving oral health and well-being.
2. Apply foundational knowledge of community programming theories into practice decisions in authentic community-based settings.
3. Apply epidemiological principles, concepts, research methodology, and ethical conduct for evidence-informed policy, programs and practice in a community-based setting.
4. Analyze development of policies that support the health and well being of individuals, groups, communities, and populations.
5. Analyze, organize and summarize community assessment data into community diagnostic statements to support decision-making and set program priorities in collaboration with community.
6. Demonstrate leadership qualities that facilitate effective team performance in authentic experiences.

**Program Learning Outcomes:**
Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
### Evaluation/Grading System

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<td>Letter Grades</td>
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<td>C (60%) in theory content; S as per rubric in field exp.</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

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<th>Type</th>
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<td>Community Practice: Program report</td>
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Total 100

### Learning Environment/Type

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Total 110

### 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 RDH in community health programs
2. Community programming models, theories, frameworks
3. Community as partner, team development, self and peer assessment process
4. Policy analysis, advocacy, and development
5. Audio-visual resources for community practice
6. Table clinic presentations for peers and community (assignment not topic)
7. Community programming for health promotion, disease prevention, education
8. Community practice in authentic community-based settings
9. Community report writing and presentations
10. Self reflection on community practice
11. Leading effective teams

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## Course Outline

**Course Name:** Professional Practice 4  
**Course Number:** DHYG 4705  
**Number of Credits:** 3.0  
**Effective Date:** Sept. 3, 2018

### Course Description:

This course provides students with an opportunity to explore professional practice issues in depth and help define the leadership role that dental hygiene practitioners can take to facilitate positive change and innovation within in diverse practice settings and organizations. This course focuses on developing leadership, self-management and self-regulation abilities within the parameters of relevant legislation, codes of ethics and practice standards for the purposes of promoting the profession while protecting and improving public health and wellness.

### School or Centre:

**Health Sciences**

### Year of Study:

**4th Year Post-secondary**

### Course History:

**New Course**

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

Term 6 courses

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

DHYG 4706, DHYG 4707 and DHYG 4708

### PLAR (Prior Learning Assessment & Recognition)

- [ ] No  
- [x] Yes (details below):
Instructional Strategies:
Lecture/seminar, online learning activities, small group discussion, problem- and product-based learning, and peer- and self-reflection.

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

1. Participate in creating a vision for dental hygiene practice.
2. Engage in leadership activities to advance the profession.
3. Demonstrate political awareness of dental hygiene practice issues ranging from Provincial to National levels.
4. Use political processes to advocate for oral health.
5. Identify networks and alliances inside and outside the profession to support advocacy initiatives.
6. Model the quality of being ‘governable’ for the purpose of upholding a high quality of care and abiding by practice standards and expectations set out by dental hygiene regulation.
7. Mentor others in their professional development abilities.
8. Recognize personal limitations and the implications of these limitations on analyses and interpretations.
9. Compare and contrast ways of initiating and managing change for self, others and/or community.
10. Act as a voice for change for the purposes of harm reduction, reducing oral health inequities, and increasing access to oral health services.

Program Learning Outcomes:
Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
## Evaluation/Grading System

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<td>Project</td>
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<td>Political Action Campaign</td>
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Total 100%

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Total 45

## 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. Professional Identity and Public awareness
2. Frameworks for Political Action and Advocacy
3. Political Processes
4. Professional Practice/Advocacy Issues in Dental Hygiene Practice
5. Understanding Policy Development Processes
6. Political and Decision-Making Processes
7. Policy, Public Policy and Health Policy
8. Change Management
9. Mentor-mentee Relationships, Standards and Agreements
10. Leadership Strategies

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</table>
Course Name: Population Health Promotion 3

Course Number: DHYG 4706
Number of Credits: 4.5
Effective Date: Sept. 3, 2018

Course Description:
This course enables students to build on knowledge, skills, and attitudes required in population and public health within authentic inter-professional and community-based settings. Learners work in teams using theoretical frameworks for inter-professional programming and social marketing to improve health and well being of vulnerable populations.

School or Centre: Health Sciences

Year of Study: 4th Year Post-secondary

Course History:
New Course

Course Pre-requisites (if applicable):
Term 6 courses

Course Co-requisites (if applicable):
DHYG 4705, DHYG 4707, and DHYG 4708

PLAR (Prior Learning Assessment & Recognition)
☒ No ☐ Yes (details below):
Instructional Strategies:
Lecture/seminar, independent study, small group work and discussion, case-based learning, team meetings, mentorship, authentic field experiences in inter-professional and community-based settings, and self-reflection.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

1. Apply knowledge of social determinants of health, oral health education principles, and population health promotion into development of oral health programs and policy for the purposes of improving oral health and well-being with a focus on reducing health inequalities in vulnerable populations.
2. Use epidemiological principles and ethical conduct to inform oral health programs, policy and practice within culturally diverse groups and communities.
3. Coordinate inter-professional oral health programs using effective communication and collaboration to ensure safe, legal, ethical and adequate resourcing.
4. Self and peer assess leadership abilities, team performance and professionalism associated with the provision of dental hygiene services.
5. Incorporate strategies for interacting with people of diverse backgrounds and health literacy skills into services provided.
6. Use principles of indigenous cultural safety for the purposes of improving access to oral health services and health outcomes for Aboriginal Peoples.

Program Learning Outcomes:
Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
### Evaluation/Grading System

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

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<td>Inter-professional Practice Report</td>
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<td>An overall grade of 60% for theory and 'S' for field experience is required to pass this course</td>
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### Learning Environment/Type

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<td>P - Practicum</td>
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### Resource Material(s):

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

1. Inter-professional programming models, theories, frameworks
2. Inter-professional programming for health promotion, disease prevention, and education
3. Inter-professional team as partner, team development, self and peer assessment process
4. Oral health care policy and programs in residential care
5. Policy monitoring and evaluation
6. Report writing and presentation skills in interprofessional practice contexts
7. Social marketing theory for social change
8. Self reflective practice
9. Indigenous cultural safety

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</table>
Course Name: Research 1: Methodology

Course Number: DHYG 4707  Number of Credits: 3.0  Effective Date: Sept. 3, 2018

Course Description:
This course enables students to develop foundational research principles to design a research proposal that contributes to and informs the knowledge base of dental hygiene practice. This includes understanding various research methodologies, research ethics principles, how to navigate efficiently through diverse resources and databases, procedures for data collection and data analysis. Students will practice developing focused and meaningful questions about practice issues impacting the way dental hygiene services are provided. This course prepares learners to engage in implementation of their research proposal in the Research 2 course.

School or Centre: Health Sciences
Year of Study: 4th Year Post-secondary
Course History: New Course
Name of Replacing Course (if applicable): NA

Course Pre-requisites (if applicable):
Term 6 courses

Course Co-requisites (if applicable):
DHYG 4705, DHYG 4706, and DHYG 4708

PLAR (Prior Learning Assessment & Recognition)  ☑️ No  ☐ Yes (details below):
### Instructional Strategies:
Lecture/seminar, online learning activities, small group instructional feedback, problem- and product-based learning, and peer- and self-reflection.

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

1. Consider various perspectives, biases, and assumptions related to complex practice issues.
2. Develop focused and meaningful questions about practice issues and/or the dental hygiene profession that would benefit from further exploration.
3. Analyze the strengths and limitations of different research approaches and their contributions to the knowledge base of the dental hygiene profession.
4. Navigate proficiently through diverse databases and resources related to oral and general health.
5. Critique study methodology and conclusions for their relevance and application to practice.
6. Apply theoretical frameworks and processes to the analysis of information related to practice issues impacting the way dental hygiene services are provided.
7. Consider research ethics issues and principles utilized in the research process.
8. Establish strategies that support research teamwork abilities to promote problem-solving and decision-making.

### Program Learning Outcomes:
Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
### Evaluation/Grading System

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

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**Total 100**

### Learning Environment/Type

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<td>S - Self-paced</td>
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**Total 63**

### 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. Research teamwork strategies.
2. Action research principles.
3. Formulating meaningful research questions and hypotheses.
4. The literature review process and use of theory.
5. Ethical considerations (Tri-council Policy Statement) for research involving humans.
6. Research design and approaches to inquiry (qualitative, quantitative and mixed methods).
7. Research proposal writing strategies.

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: June 20, 2017
Approved by Education Council:
**Course Name:** Integrated Dental Hygiene Practice 1  

**Course Number:** DHYG 4708  
**Number of Credits:** 4.0  
**Effective Date:** Sept. 3, 2018

**Course Description:**
In this course the student will develop a self-directed plan for alternative/interprofessional collaborative practice in an area of personal interest and in preparation for the Integrated Dental Hygiene Practice 2 course. This course enables students to apply the essential knowledge, skills, and attitudes required in the provision of primary dental hygiene care (related to health promotion, disease prevention, oral health education, advocacy, policy use and clinical therapy) within the parameters of relevant legislation, codes of ethics and practice standards.

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**Course Pre-requisites (if applicable):**
Term 6 courses

**Course Co-requisites (if applicable):**
DHYG 4705, DHYG 4706, and DHYG 4707

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

- [ ] No
- [ ] Yes (details below):
Course Learning Outcomes:
At the end of this course the student will be able to:

1. Demonstrate professional responsibility and accountability for safe, compassionate, competent and ethical dental hygiene care.
2. Integrate knowledge from the biological, behavioural, oral health sciences and related disciplines in the promotion, preservation and restoration of oral health and wellbeing of individuals, groups, communities and populations.
3. Apply a process of critical inquiry and evidence informed practice to develop, deliver and evaluate holistic dental hygiene care in multiple contexts.
4. Demonstrate competency in professional judgment by applying practice standards, and ethical and legal principles to practice.
5. Collaborate as a member of an interdisciplinary team within an evolving health care system.
6. Establish and sustain professional partnerships with others respecting experience, diversity and choice.
7. Demonstrates self-regulation by developing and enhancing own practice.

Program Learning Outcomes:
Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
### Evaluation/Grading System

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<td>Project</td>
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<td>Mentorship Agreement</td>
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<td>Self and Peer Feedback Report</td>
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### Learning Environment/Type

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Total 85

### 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 clarification, acquisition and development
2. Interprofessional communication
3. Client/community-centred care
4. Team functioning
5. Collaborative leadership
6. Interprofessional conflict resolution
7. Mentor-mentee relationships and standards
8. Mentorship agreements

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: June 20, 2017
Approved by Education Council:
**Course Name:** Population Health Promotion 4  

**Course Number:** DHYG 4806  

**Number of Credits:** 6.0  

**Effective Date:** Sept. 3, 2018

**Course Description:**
This course enables students to apply and evaluate their knowledge, skills, attitudes in population and public health promotion within authentic governmental, non-profit, inter-professional and / or community-based settings. In this course, students seek out a community partnership and implement and evaluate a social marketing campaign for social change related to improvement of oral health, increasing access to oral health services and reducing health inequities in vulnerable populations.

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<td>New Course</td>
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**Course Pre-requisites (if applicable):**
Term 7 courses

**Course Co-requisites (if applicable):**
DHYG 4807, DHYG 4708, and DHYG 4709

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

- No
- Yes (details below):
Instructional Strategies:
Lecture/seminar, independent study, individual and small group work and discussion, case-based
learning, team meetings, mentorship, authentic field experiences in community-based settings and self-
reflection.

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

1. Integrate foundational knowledge in population and public health principles, theory, and strategies
   into practice decisions related to health and well-being of the public.
2. Apply epidemiological principles, concepts, research methodology, and ethical conduct by making
   evidence-informed practice decisions related to health and well-being of the public.
3. Demonstrate effective communication and collaboration skills to ensure population health activities are
   safe, legal, ethical and adequately resourced.
4. Evaluate leadership abilities that facilitate change and individual performance related to
   communication, collaboration, and coordination within diverse populations groups in community-based
   settings.

Program Learning Outcomes:
Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able
to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA),
## Evaluation/Grading System

<table>
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<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
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<tbody>
<tr>
<td>Letter Grades</td>
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<td>C=60% for theory content; S for field experience (as per rubric).</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

<table>
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<tr>
<th>Type</th>
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<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
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<tr>
<td>Assignments</td>
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<td>35</td>
<td>Population Health Promotion Poster Presentation</td>
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<td>Project</td>
<td>35</td>
<td>Social Marketing Campaign Poster Presentation</td>
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<td>Assignments</td>
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<td>Self and Peer Assessment</td>
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<td>Field Experience</td>
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<td>An overall grade of 60% (C) for theory content and a grade of 'S' for field experience is required to pass.</td>
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Total 100

### Learning Environment/Type

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<tr>
<td>S - Self-paced</td>
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</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:

1. Introduction and role of DHP in population health promotion
2. Evidence and upstream action on social determinants of health
3. Governmental and non-governmental partners and coalitions
4. Proposal writing and grant writing
5. Population health promotion report writing and poster presentations
6. Social marketing implementation and evaluation
7. Self and peer reflective practice

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  
June 20, 2017

Approved by Education Council:
<table>
<thead>
<tr>
<th><strong>Course Name:</strong></th>
<th>Research 2: Application</th>
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<tr>
<td><strong>Course Number:</strong></td>
<td>DHYG 4807</td>
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<td><strong>Number of Credits:</strong></td>
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<tr>
<td><strong>Effective Date:</strong></td>
<td>Sept. 3, 2018</td>
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**Course Description:**
This course enables students to apply research principles to implement a research proposal that contributes to and informs the knowledge base of dental hygiene practice. This includes applying various research methodologies and research ethics principles to identified practice issues that would benefit from further exploration and systematic inquiry. This course engages learners in applied research via implementation of their research proposal previously developed in the Research 1 course.

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<td><strong>Name of Replacing Course (if applicable):</strong></td>
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**Course Pre-requisites (if applicable):**
Term 7 courses

**Course Co-requisites (if applicable):**
DHYG 4806, DHYG 4808, and DHYG 4809

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

- [ ] No
- [ ] Yes (details below):
Instructional Strategies:
Lecture/seminar, online learning activities, small group discussion, problem-product-based learning and peer- and self-reflection.

Course Learning Outcomes:

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

1. Interpret various perspectives, biases, and assumptions related to complex practice issues.
2. Relate focused and meaningful questions about practice issues to research design process.
3. Choose research approaches that contribute to the knowledge base of the dental hygiene profession.
4. Utilize diverse databases and resources related to oral and general health to analyze practice issues.
5. Critique study methodology and conclusions for their relevance and application to practice.
6. Apply theoretical frameworks and processes to the analysis of information related to practice issues impacting the way dental hygiene services are provided.
7. Integrate research ethics issues and principles utilized in the research process.
8. Apply strategies that support research teamwork abilities to promote problem-solving and decision-making.
9. Differentiate between types of research design in applied research.

Program Learning Outcomes:

Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
Evaluation/Grading System

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Components and Weighting of the Assessment/Evaluation Plan:

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<td>Data Coding and Analysis Summary</td>
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<td>Research Poster Presentation</td>
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<td>Participation</td>
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Learning Environment/Type

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Resource Material(s):
Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Designing Research—Qualitative, quantitative and mixed methods
2. Selection of participants/populations for research
3. Survey instruments
4. Data collection and analysis procedures
5. Interpreting data and results
6. Report writing strategies
7. Self and peer assessment

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| Approved by Curriculum Committee: | June 20, 2017 | Approved by Education Council: |
Course Name: Integrated Dental Hygiene Practice 2

Course Number: DHYG 4808  Number of Credits: 4.5  Effective Date: Sept. 3, 2018

Course Description:
In this course the student will implement and evaluate their practice in an alternative/interprofessional collaborative practice setting with the guidance of a mentor chosen by the student and in consultation with the course instructor. This course follows the Integrated Dental Hygiene Practice 1 course and requires licensure and registration with the College of Dental Hygienists of British Columbia (CDHBC) for the purposes of providing primary care dental hygiene services utilizing strategies of health promotion, disease prevention, oral health education, advocacy, policy use and clinical therapy.

School or Centre: Health Sciences

Year of Study: 4th Year Post-secondary

Course History:
Click arrow for options

Course Pre-requisites (if applicable):
Term 7 courses

Course Co-requisites (if applicable):
DHYG 4806, DHYG 4807, and DHYG 4809

PLAR (Prior Learning Assessment & Recognition)  No  Yes (details below):
**Instructional Strategies:**
Lecture/seminar, online learning activities, small group discussion, problem-based learning, fieldwork in clinical and community interprofessional practice settings, peer- and self-reflection.

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

1. Ensure practice is consistent with legal, professional and ethical responsibilities.
2. Develop approaches for dealing with ambiguities, incomplete information, and the uncertainty of ever-changing practice environments.
4. Exemplify a disposition towards critical inquiry and evidence informed practice to develop, deliver and evaluate holistic dental hygiene care in multiple contexts.
5. Use evidence-informed and ethical decision-making when providing services to clients, including those with limitations and impairments.
6. Exercise initiative, personal responsibility and accountability.
7. Be aware of professional and personal limitation and the implications on practice.
9. Collaborate as a member of an interdisciplinary team within an evolving health care system.
10. Maintain professional partnerships with others respecting experience, diversity and choice.
11. Demonstrate self-regulation by developing and enhancing own practice.

**Program Learning Outcomes:**
Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
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**Components and Weighting of the Assessment/Evaluation Plan:**

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**Total** 100

**Learning Environment/Type**

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**Total** 97

**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. Role development and transition to practice
2. Transition Shock Theory
3. Interprofessional Collaboration
5. Roles and Responsibilities: Faculty Advisor /Liaison; Mentor and Mentee
6. Phases of Mentorship—Relationship Building; Working Phase; Evaluating Effectiveness.

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<td>Name of Replacing Course (if applicable):</td>
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**Course Pre-requisites (if applicable):**

Term 7 courses

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

DHYG 4806, DHYG 4807 and DHYG 4808

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

☐ No ☐ Yes (details below):
Instructional Strategies:
Lecture/seminar, online learning activities, small group discussion, case-based learning, job shadowing (field trips) of independent dental hygiene practice environments and guest speakers.

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

1. Ensure independent practice delivery is consistent with legal, professional and ethical responsibilities and practice standards.
2. Apply basic business concepts as they relate to being an independent owner and operator of a dental hygiene practice.
3. Understand terms and conditions of self-employment, sole proprietorship, partnerships and corporations.
4. Explore principles of a financial and business planning relative to owning and operating an independent dental hygiene practice.
5. Develop a strategy for marketing, and quality assurance relative to owning and operating a dental hygiene practice.
6. Describe principles of business administration and management within the parameters of relevant legislation, codes of ethics and practice standards.

Program Learning Outcomes:
Upon completion of the Bachelor of Applied Science in Dental Hygiene program, graduates will be able to meet the learning outcomes as outlined by the Canadian Dental Hygienists Association (CDHA), Canadian Competencies for Baccalaureate Dental Hygiene Programs. Ottawa, ON: CDHA; 2015: https://files.cdha.ca/profession/CCBDHP_report.pdf
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Total 100

**Learning Environment/Type**

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<tr>
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Total 45

**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. Business planning
2. Financial planning
3. Marketing a small business
4. Terms and conditions of self-employment, sole proprietorship, partnerships and corporations
5. Business administration, quality assurance and client satisfaction
6. Human resource management
7. Legal, professional and ethical implications of owning and operating an independent practice.

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VCC-CD-20150901
BACKGROUND:
This proposal, presented by Robert Kunka and Brett Griffiths, describes a process of “harmonization” of training for the trade now beginning to roll out on a nation-wide basis. The desire is for Canada-wide standards of training topics and learning outcomes in part to increase comfortable mobility of auto service technicians. A few Course Learning Outcomes to Foundations courses plus two new Foundations courses have been added (AUTO 1239 and 1240). Many changes are redistribution of content. The Apprenticeship training has been increased to seven weeks (210 hours) duration.

DISCUSSION:
The effect this will have on Red Seal certification was discussed with R. Kunka explaining the Red Seal exam itself will not change but level exams will to take new content into account. The possibility of confusion for students was raised and R. Kunka and B. Griffiths explained there will be a gradual roll out of “harmonized” levels. Foundation students will begin the new content in September 2017. Current Apprentice students will continue with the current content with harmonized Apprentice levels 3 and 4 coming later (2019, 2020). There are ITA advisors available for students and R. Kunka assured the committee he has seen or will see every student to advise them into the correct courses. That issue was of major concern to the committee.

RECOMMENDATION: That Education Council approve the changes to Auto Service Technician Foundations and Apprenticeship levels 1 and 2 resulting from the Harmonization process.

Prepared by:
David Branter
Chair, Curriculum Committee
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):  Automotive Service Technician Harmonized Foundation Certificate

ANTICIPATED START DATE:  Sept 2017

Curriculum Developer:  Robert Kunka  
Title: Dept. Leader
School/Centre:  Trades, Technology & Design  
Department:  Automotive Service Technician
E-mail: rkunka@vcc.ca  
Phone/Ext.:  604 329 4155

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
[X] Program Learning Outcomes (Indicate outcome number(s): 2 new courses)
[ ] Grading system (at variance with policy C.1.1 Course/Program Grading)
[ ] 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: __________________________________________________

[ ] 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
B) ATTACHED DOCUMENTATION

- Program Content Guide
- Course Outline(s)

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

Course name and number: AUTO 1239 Drive-line systems

Course name and number: AUTO 1240 Body Components Accessories and Trim

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.

   The Automotive Service Technician trade has been selected for apprenticeship training harmonization. Harmonization means that the apprenticeship training program will be made consistent in all provinces and territories across Canada, except Quebec. If an apprentice trains in Nova Scotia or in Alberta, the technical training will be similar.

   The proposed changes to Automotive Service Technician Harmonized Foundation Certificate Program align with the Canadian Council of Directors of Apprenticeship harmonization project. The two new courses and adjustments to course credits are intended to align with the suggested time allocations and curriculum requirements as stated in the BC Industry Training Authority’s 2017 AST Harmonized program outline.

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

   Approved Curriculum development funds have been allocated for the development and changes to instructor resources to meet Harmonization objectives.
### 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>x Faculty/Department</td>
<td>Discussed in Department Meeting May 23 2017</td>
</tr>
<tr>
<td>x Department Support Staff</td>
<td>Discussed in Department Meeting May 23 2017</td>
</tr>
<tr>
<td>x Other Department(s) ACR</td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>x Aboriginal Education and Community Engagement (AECE)</td>
<td></td>
</tr>
<tr>
<td>x Assessment Centre</td>
<td>ELA/ABE assessment May 24 2017</td>
</tr>
<tr>
<td>x Centre for Instructional Development</td>
<td>Feedback provided June 6 2017</td>
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<tr>
<td>x Counselling &amp; Disability Services (CDS)</td>
<td></td>
</tr>
<tr>
<td>x Financial Aid</td>
<td>Enquiry regarding program changes May 24 2017</td>
</tr>
<tr>
<td>x Learning Centre</td>
<td></td>
</tr>
<tr>
<td>x Library</td>
<td></td>
</tr>
<tr>
<td>x Registrar’s Office / Advising / Recruitment</td>
<td>Correction admission requirements “OR ‘ changed to “AND” May 24 2017 Formatting changes “PURPOSE” changed to “GOAL “in PCG may 24 2017 Timetabling enquired as to sequencing of courses May 25 2017</td>
</tr>
<tr>
<td>x Related additional Student Services</td>
<td></td>
</tr>
<tr>
<td>x VCC International and Immigrant Education</td>
<td></td>
</tr>
<tr>
<td><strong>FINANCIAL AND OPERATING</strong></td>
<td></td>
</tr>
<tr>
<td>x Communications and Marketing</td>
<td></td>
</tr>
<tr>
<td>x Facilities</td>
<td></td>
</tr>
<tr>
<td>x Finance</td>
<td></td>
</tr>
<tr>
<td>x Information Technology (IT)</td>
<td></td>
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<tr>
<td>x Institutional Research (IR)</td>
<td></td>
</tr>
<tr>
<td>x Safety and Security</td>
<td></td>
</tr>
<tr>
<td><strong>EXTERNAL CONSULTATIONS</strong></td>
<td>FEEDBACK (include date received)</td>
</tr>
<tr>
<td>x PAC/CEG</td>
<td></td>
</tr>
<tr>
<td>Related additional Student Services</td>
<td></td>
</tr>
<tr>
<td>VCC International and Immigrant Education</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.

   Robert Kunka  June 7 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.

   _Brett Griffiths__________________  __by email__________________  __June 7, 2017________
   Name  Sign off  Date
Automotive Service Technician Harmonized Foundation Certificate

Program Content Guide

Effective Date: September 2017
Goal

The Automotive Service Technician Harmonized Foundation program is designed to train people for the automotive repair industry. Graduates will have acquired basic knowledge, skills, and attitudes necessary to carry out their duties in a safe, ethical, and professional manner. The 1000 hours, 40-week program also parallels Level 1 HARMONIZED Automotive Technician Apprenticeship training to enhance a graduate’s employability as an apprentice in the industry.

Upon successful completion of the program requirements, students will receive an Automotive Service Technician Harmonized Foundation Certificate and 450 hours towards the first level of apprenticeship training.

Admission Requirements

- English 11 or Communications 12, or equivalent; AND Math 10, or equivalent.

OR

- Department Assessment: If you are unable to provide either of the above, you can contact the Program Assistant to make an appointment for a department assessment.

Prior Learning Assessment & Recognition (PLAR)

None

Program Duration

The program is 40 weeks, 1000 hours in length.
Program Learning Outcomes

Graduates of Automotive Service Technician Harmonized Foundation Certificate will have acquired the skills and knowledge to:

- Demonstrate safe working practices including compliance with Worksafe BC and WHMIS regulations
- Demonstrate employability and communication skills and work in a businesslike manner.
- Utilize hand, measuring, and power tools and equipment safely and effectively
- Provide general automotive maintenance services including lubrication and fluids, belts and hoses, exterior lamps, body trim and hardware, tires and wheels, non friction bearings and spindles and hubs.
- Demonstrate general automotive practices including diagnostic procedures and basic welding.
- Assess, diagnose and service basic electrical systems
- Assess, diagnose and service hydraulic, drum brake, disc brake, power assist and anti-lock brake systems
- Assess, diagnose and service steering systems.
- Assess, diagnose and service suspension systems.
- Assess, diagnose and service front and rear wheel drive axle shafts and assemblies
- Demonstrate safe working protocols for hybrid electric vehicles
- Assess, diagnose and service interior and exterior components and trim

Instructional Activities, Design and Delivery Mode

The Automotive Service Technician Harmonized Foundation program is designed to meet the training needs of industry. Its content is closely monitored by a Program Advisory Committee, which suggests updating, or removal of outdated material.

Instructional time is (approximately) 35% classroom and 65% practical activity. Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting dealing with real customers. The extensive workshop experience reinforces theoretical concepts and develops manual dexterity. The active shop also provides familiarity with repair procedures and electronic equipment standard safety procedures. All modules are designed to enable the student to work independently and in groups.
Evaluation of Student Learning

Grades are given for written exam questions covering theory. Practical work is continuously evaluated for quality repair, clean work habits, participation, team work, and the ability to follow instructions. Minimum course G.P.A. is 2.67.

Students must achieve a minimum of 70% in all courses to receive the AST Harmonized Foundation certificate. The pass grade in the Auto Service Technician Harmonized Foundation program is set by the Industry Training Authority (ITA).

Recommended Characteristics

- Basic computer skills.
- Good general health.
- 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 manual dexterity.
- Good hand-eye co-ordination.
- Good eyesight and normal colour vision.
- Good line, form and depth perception.
- Possession of valid BC driver's license.
Course Descriptions

<table>
<thead>
<tr>
<th>TERM</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
</table>
| 1    | AUTO 1130  | Workplace Safety  
This course studies the Worker’s Compensation Act outlined in the Occupational Health and Safety Regulations, and its applicability to the automotive service technician’s workplace. Topics include the Workplace Hazardous Materials Information System (WHMIS), Material Safety Data Sheets (MSDS), WHMIS labels, shop emergency equipment and fire control. Implementation of specific safety protocols for hybrid and electric vehicles. | 1.5     |
| 1    | AUTO 1131  | Employability Skills  
This course covers effective methods of shop management and recycling programs. Topics include the career path of an automotive technician, the use of trade terminology, effective methods for shop management, and the use of written reports. | 1.0     |
| 1    | AUTO 1132  | Tools and Equipment  
This course covers principles of selection and use of technician hand tools. Topics include measuring instruments, air and electric power tools, threaded and non-threaded fasteners, removing and replacing fasteners, and aspects of maintaining and shopping tools and equipment. Including lubricants and fluids, belts, hoses. As well as welding demonstrate safety procedures, basic welding procedures. | 5.5     |
1  AUTO 1238  Electrical/Electronic Systems  7.0

This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.

1  AUTO 1133  General Automotive Maintenance  3.0

This course covers general automotive maintenance. Topics include servicing and maintaining lubricants and fluids, belts, hoses, wheels, tires, and exhaust components.

2  AUTO 1134  General Automotive Practices  3.0

This course covers diagnostic processes and procedures used for troubleshooting and diagnosis of fuel delivery systems. Principles of an internal combustion engines, examination of gaskets, seals and diagnosis of basic vehicle emissions.

2  AUTO 1235  Brake Systems  6.0

This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various

2  AUTO 1237  Suspension Systems  3.5

This course covers principles of operation, diagnosis, service and repair of suspension systems and frames. Topics include frame types, suspension geometry, suspension components, and electronic suspension systems. Including, wheels, tires, bearings, spindles and hubs.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTO 1236</td>
<td>Steering Systems</td>
<td>6.5</td>
</tr>
<tr>
<td>AUTO 1239</td>
<td>Drive-line Systems</td>
<td>2.0</td>
</tr>
<tr>
<td>AUTO 1240</td>
<td>Body Components, Accessories and Trim</td>
<td>1.0</td>
</tr>
</tbody>
</table>

This course covers principles of operation, diagnosis, service, and repair of steering and passenger restraint systems. Topics include steering gears, power steering systems, passenger restrain systems, wheel alignment, and four wheel steering systems.

This course covers the operation, diagnosis and repair of drive and axle shafts. Topics include types, components, operation, safety, and inspection, testing and component service. Upon completion students should be able to properly and safely describe and service front wheel drive and rear wheel drive shafts and axle assemblies.

This course covers common areas of concern for wind noise, rattles and water leaks. Diagnosis and repair of interior and exterior components, accessories, trim, latches, locks, regulators, sensors, switches, movable glass, mirrors, roof racks, seats, dashboards, running boards, and bug shields. Topics include use proper use of diagnostic equipment such as smoke machines, chassis ears, and water hoses. To be competent in this area, the individual must be able to repair interior and exterior components and trim.

Program Total: 40.0 Credits
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>96-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>91-95</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>86-90</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>81-85</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>76-80</td>
<td></td>
<td>3.00</td>
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<tr>
<td>B-</td>
<td>70-75</td>
<td>Minimum Pass</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
<td>Failing Grade – unable to proceed to next Term</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>
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<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
<td>N/A</td>
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Course Standings

<table>
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<tr>
<th>Course Standing</th>
<th>Description</th>
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<tbody>
<tr>
<td>R</td>
<td>Audit. No Credit</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit</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/](http://www.vcc.ca/about/governance--policies/policies/)
**Course Name:** Workplace Safety  
**Course Number:** AUTO1130  
**Number of Credits:** 1.5  
**Effective Date:** September 2017

**Course Description:**
This course studies the Worker’s Compensation Act outlined in the Occupational Health and Safety Regulations, and its applicability to the automotive service technician’s workplace. Topics include the Workplace Hazardous Materials Information System (WHMIS), Material Safety Data Sheets (MSDS), WHMIS labels, shop emergency equipment, fire control, and implementation of specific safety protocols for hybrid and electric vehicles.

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

**Course History:** Revised Course

**Course Pre-requisites (if applicable):**
Admission to the Automotive Service Technician Foundation Program.

**Course Co-requisites (if applicable):**
None

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

None
Course Learning Outcomes:

- Define terms used in the Worker’s Compensation Act
- Define the "Core Requirements" and the "General Hazard Requirements" of the Occupational Health and Safety Regulation
- Define the legislation for MSDS labels
- Describe and apply the Workplace Hazardous Materials Information System (WHMIS) in the context of an automotive shop
- Perform vehicle safety inspection requirements
- Describe and apply shop driving and personal safety precautions and procedures
- Describe the conditions and classifications of fire, its prevention and control
- Identify High voltage components
- Describe hybrid and electric vehicle safety

Program Learning Outcomes:

- Demonstrate safe working practices including compliance with Worksafe BC and WHMIS regulations
- Demonstrate employability and communication skills and work in a businesslike manner
- Utilize hand, measuring, and power tools and equipment safely and effectively
- Provide general automotive maintenance services including lubrication and fluids, belts and hoses, exterior lamps, body trim and hardware, tires and wheels, non friction bearings and spindles and hubs
- Demonstrate general automotive practices including diagnostic procedures and welding safety.
- Assess, diagnose, and service basic electrical systems
- Assess, diagnose, and service hydraulic, drum brake, disc brake, power assist and anti-lock brake systems
- Assess, diagnose, and service steering systems
- Assess, diagnose, and service suspension system
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>B-</td>
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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>Quizzes/Tests</td>
<td>34</td>
<td>Multiple choice quizzes and tests throughout the course are given to assess theoretical knowledge</td>
</tr>
<tr>
<td>Lab Work</td>
<td>66</td>
<td>Practical knowledge and skills are evaluated in shop on training aids and customer vehicles</td>
</tr>
</tbody>
</table>

Total 100

Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>20.5</td>
<td></td>
</tr>
</tbody>
</table>

Total 37.5

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:

- Worker's Compensation Act
- Occupational Health and Safety Regulation
- Workplace Hazardous Materials Information System (WHMIS)
- MSDS Labels
- Personal safety and vehicle safety inspection
- Fire classification, prevention and control
- High voltage components
- Personal Protective Equipment

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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: June 20, 2017

Approved by Education Council:
# COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Employability Skills</th>
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</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>AUTO1131</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>1.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2017</td>
</tr>
<tr>
<td>Course Description:</td>
<td>This course covers effective methods of shop management and recycling programs. Topics include the career path of an automotive technician, the use of trade terminology, effective methods for shop management, and the use of written reports.</td>
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</tbody>
</table>

## School or Centre:
Trades, Technology and Design

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

## Course History:
Revised Course

## Course Pre-requisites (if applicable):
Admission to the Automotive Service Technician Foundation Program.

## Course Co-requisites (if applicable):
None

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

None
Instructional Strategies:
Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting dealing with real customers. The extensive workshop experience reinforces theoretical concepts and develops manual dexterity. The active shop also provides familiarity with repair procedures and electronic equipment standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Course Learning Outcomes:
• Describe the hierarchy of control within an automotive repair shop
• Describe shop efficiency and shop management methods
• Describe recycling programs
• Explain the importance of learning and using correct trade terminology
• Use and maintain record keeping
• Use written reports including service, instruction and technical nature

Program Learning Outcomes:
• Demonstrate safe working practices including compliance with Worksafe BC and WHMIS regulations
• Demonstrate employability and communication skills and work in a businesslike manner
• Utilize hand, measuring, and power tools and equipment safely and effectively
• Provide general automotive maintenance services including lubrication and fluids, belts and hoses, exterior lamps, body trim and hardware, tires and wheels, non friction bearings and spindles and hubs
• Demonstrate general automotive practices including diagnostic procedures and welding safety.
• Assess, diagnose, and service basic electrical systems
• Assess, diagnose, and service hydraulic, drum brake, disc brake, power assist and anti-lock brake systems
• Assess, diagnose, and service steering systems
• Assess, diagnose, and service suspension system
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<tr>
<th>Instruction Type</th>
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<tr>
<td>K - Shop/Teaching Kitchen</td>
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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:

- Hierarchy control and management of an automotive repair shop
- Trade terminology
- Recycling programs
- Record keeping
- Written reports

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FOR COMMITTEE USE ONLY

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<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 20, 2017</td>
<td></td>
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</tbody>
</table>
COURSE OUTLINE

Course Name: Tools and Equipment

Course Number: AUTO1132
Number of Credits: 5.5
Effective Date: September 2017

Course Description:
This course covers principles of selection and use of technician hand tools. Topics include measuring instruments, air and electric power tools, threaded and non-threaded fasteners, removing and replacing fasteners, and aspects of maintaining and shopping tools and equipment, including lubricants and fluids, belts, hoses. As well as welding safety procedures, basic welding procedures.

School or Centre: School of Transportation Trades

Year of Study: 1st Year Post-secondary

Course History: Revised Course

Course Pre-requisites (if applicable):
Admission to the Automotive Service Technician Foundation Program.

Course Co-requisites (if applicable):
None

PLAR (Prior Learning Assessment & Recognition)
☐ No ☐ Yes (details below):
None
**Instructional Strategies:**
Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting dealing with real customers. The extensive workshop experience reinforces theoretical concepts and develops manual dexterity. The active shop also provides familiarity with repair procedures and electronic equipment standard safety procedures. All modules are designed to enable the student to work independently and in groups.

**Course Learning Outcomes:**
- Describe various general hand tools
- Describe special application hand tools
- Use various general hand tools
- Identify and use threaded fastener terminology
- Select and use threaded fasteners
- Describe and use torque fasteners to specifications
- Repair damaged threads
- Select and use non-threaded fasteners
- Remove damaged nuts, bolts or studs
- Select and use lifting and jacking equipment
- Select and use presses and pullers
- Select lubricants and fluids
- Repair belts and hoses.
- Demonstrate welding safety procedures and basic welding procedures

**Program Learning Outcomes:**
- Demonstrate safe working practices including compliance with Worksafe BC and WHMIS regulations
- Demonstrate employability and communication skills and work in a businesslike manner
- Utilize hand, measuring, and power tools and equipment safely and effectively
- Provide general automotive maintenance services including lubrication and fluids, belts and hoses, exterior lamps, body trim and hardware, tires and wheels, non friction bearings and spindles and hubs
- Demonstrate general automotive practices including diagnostic procedures and welding safety.
- Assess, diagnose, and service basic electrical systems
- Assess, diagnose, and service hydraulic, drum brake, disc brake, power assist and anti-lock brake systems
- Assess, diagnose, and service steering systems
- Assess, diagnose, and service suspension system
Evaluation/Grading System

<table>
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<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
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<td>Letter Grades</td>
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Components and Weighting of the Assessment/Evaluation Plan:

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<th>Type</th>
<th>Percentage</th>
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<td>Lab Work</td>
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Total 100

Learning Environment/Type

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<td>K - Shop/Teaching Kitchen</td>
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<td>P - Practicum</td>
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Total 137.5

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:

• General hand tools
• Fasteners
• Threaded fasteners
• Torque fasteners
• Threads
• Lifting and jacking equipment
• Presses and pullers
• Air compressors
• Cleaning equipment
• Manuals
• Lubricants fluids and belts
• Welding Equipment

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  
June 20, 2017

Approved by Education Council:  

VCC-CD-20150901
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>General Automotive Maintenance</th>
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<tbody>
<tr>
<td>Course Number:</td>
<td>AUTO1133</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>3</td>
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<tr>
<td>Effective Date:</td>
<td>September 2017</td>
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**Course Description:**
This course covers general automotive maintenance. Topics include servicing and maintaining lubricants and fluids, belts, hoses, wheels, tires, and exhaust components.

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

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

**Course History:**
Revised Course

**Course Pre-requisites (if applicable):**
Admission to the Automotive Service Technician Foundation Program.

**Course Co-requisites (if applicable):**
None

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

None
Instructional Strategies:
Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting dealing with real customers. The extensive workshop experience reinforces theoretical concepts and develops manual dexterity. The active shop also provides familiarity with repair procedures and electronic equipment standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Course Learning Outcomes:
• Select lubricants and fluids for specific purposes
• Describe, identify, inspect, and replace drive belts
• Describe and identify hoses and clamps
• Describe, inspect, service and repair tires
• Describe and inspect wheels
• Describe, inspect, and service non friction bearings
• Describe, inspect, and service spindles and hubs
• Describe inspect, and service exhaust components

Program Learning Outcomes:
• Demonstrate safe working practices including compliance with Worksafe BC and WHMIS regulations
• Demonstrate employability and communication skills and work in a businesslike manner
• Utilize hand, measuring, and power tools and equipment safely and effectively
• Provide general automotive maintenance services including lubrication and fluids, belts and hoses, exterior lamps, body trim and hardware, tires and wheels, non friction bearings and spindles and hubs
• Demonstrate general automotive practices including diagnostic procedures and welding safety.
• Assess, diagnose, and service basic electrical systems
• Assess, diagnose, and service hydraulic, drum brake, disc brake, power assist and anti-lock brake systems
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Evaluation/Grading System

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<td>Lab Work</td>
<td>71</td>
<td>Practical knowledge and skills are evaluated in shop on training aids and customer vehicles</td>
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Total 100

Learning Environment/Type

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Resource Material(s):

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

• Lubricants and fluids
• Drive belts
• Hoses and clamps
• Wheels and tires
• Non friction bearings
• Spindles and hubs
• Exhaust components

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<td>June 20, 2017</td>
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</table>
Course Name: General Automotive Practices

Course Number: AUTO1134  Number of Credits: 3  Effective Date: September 2017

Course Description:
This course covers diagnostic processes and procedures used for troubleshooting vehicle malfunctions, diagnosis of fuel delivery systems, internal combustion principles, replacement of gaskets and seals, and basic vehicle emissions.

School or Centre: Trades, Technology and Design

Year of Study: 1st Year Post-secondary

Course History:
Revised Course

Course Pre-requisites (if applicable):
Admission to the Automotive Service Technician Foundation Program.

Course Co-requisites (if applicable):
None

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

None
**Instructional Strategies:**
Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting dealing with real customers. The extensive workshop experience reinforces theoretical concepts and develops manual dexterity. The active shop also provides familiarity with repair procedures and electronic equipment standard safety procedures. All modules are designed to enable the student to work independently and in groups.

**Course Learning Outcomes:**
- Describe the rationale of following a diagnostic process.
- Describe general diagnostic procedures including manufacturer's procedures where available.
- Describe the importance of failure analysis.
- Diagnosis of fuel delivery systems.
- Describe internal combustion principles.
- Diagnose gaskets and seals.
- Describe basic vehicle emissions.

**Program Learning Outcomes:**
- Demonstrate safe working practices including compliance with Worksafe BC and WHMIS regulations
- Demonstrate employability and communication skills and work in a businesslike manner
- Utilize hand, measuring, and power tools and equipment safely and effectively
- Provide general automotive maintenance services including lubrication and fluids, belts and hoses, exterior lamps, body trim and hardware, tires and wheels, non friction bearings and spindles and hubs
- Demonstrate general automotive practices including diagnostic procedures and welding safety.
- Assess, diagnose, and service basic electrical systems
- Assess, diagnose, and service hydraulic, drum brake, disc brake, power assist and anti-lock brake systems
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### Evaluation/Grading System

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

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<td>Multiple choice quizzes and tests throughout the course are given to assess theoretical knowledge</td>
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<td>Lab Work</td>
<td>65</td>
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Total 100%

### Learning Environment/Type

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<tr>
<td>K - Shop/Teaching Kitchen</td>
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Total 75

### 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:

- Procedures and failure analysis
- Diagnostic process
- Failure analysis
- Fuel delivery systems
- Internal combustion engines
- Gaskets and seals
- Vehicle emissions

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<tbody>
<tr>
<td>June 20, 2017</td>
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</table>
### Course Name:
Brake Systems

### Course Number:
AUTO1235

### Number of Credits:
6

### Effective Date:
January 2017

### Course Description:
This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

### School or Centre:
School of Transportation Trades

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

### Course History:
Revised Course

### Course Pre-requisites (if applicable):
Admission to the Automotive Service Technician Foundation Program.

### Course Co-requisites (if applicable):
None

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

None
**Instructional Strategies:**
Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard procedures. All modules are designed to enable the student to work independently and in groups.

**Course Learning Outcomes:**
Service brake tubing and fittings  
• Diagnose and service brake hydraulic systems  
• Examine and service drum brake systems  
• Service disc brake systems  
• Inspect power assist systems  
• Diagnose and adjust anti-lock brake system

**Program Learning Outcomes:**
• Demonstrate safe working practices including compliance with Worksafe BC and WHMIS regulations  
• Demonstrate employability and communication skills and work in a businesslike manner  
• Utilize hand, measuring, and power tools and equipment safely and effectively  
• Provide general automotive maintenance services including lubrication and fluids, belts and hoses, exterior lamps, body trim and hardware, tires and wheels, non friction bearings and spindles and hubs  
• Demonstrate general automotive practices including diagnostic procedures and welding safety.  
• Assess, diagnose and service basic electrical systems  
• Assess, diagnose and service hydraulic, drum brake, disc brake, power assist and anti-lock brake systems  
• Assess, diagnose and service steering systems  
• Assess, diagnose and service suspension system
## Evaluation/Grading System

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

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<td>Lab Work</td>
<td>69</td>
<td>Practical knowledge and skills are evaluated in shop on training aids and customer vehicles</td>
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Total 100

## Learning Environment/Type

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<th>Instruction Type</th>
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<td>P - Practicum</td>
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Total 150

## 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:

- Tubing and fittings
- Hydraulic systems
- Drum brakes
- Disc Brakes
- Power assist systems
- Anti-lock braking systems

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<tr>
<td>November 15, 2016</td>
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<tr>
<td>Course Name:</td>
<td>Steering Systems</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Course Number:</td>
<td>AUTO1236</td>
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<tr>
<td>Number of Credits:</td>
<td>6.5</td>
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<tr>
<td>Effective Date:</td>
<td>January 2017</td>
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**Course Description:**
This course covers principles of operation, diagnosis, service, and repair of steering and passenger restraint systems. Topics include steering gears, power steering systems, passenger restraint systems, wheel alignment, and four wheel steering systems.

<table>
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<th>School or Centre:</th>
<th>Year of Study:</th>
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<td>School of Transportation Trades</td>
<td>1st Year Post-secondary</td>
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<tr>
<th>Course History:</th>
<th>Name of Replacing Course (if applicable):</th>
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<tr>
<td>Revised Course</td>
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**Course Pre-requisites (if applicable):**
Admission to the Automotive Service Technician Foundation Program.

**Course Co-requisites (if applicable):**
None

**PLAR (Prior Learning Assessment & Recognition):**
☒ No ☐ Yes (details below):
None
Instructional Strategies:
Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard procedures. All modules are designed to enable the student to work independently and in groups.

Course Learning Outcomes:
Describe the components of conventional and rack and pinion steering gears, and steering columns
• Describe the components of power steering and passenger restrain systems
• Inspect, diagnose, service, and repair steering gears
• Inspect, diagnose, service and repair steering column and linkage
• Inspect, diagnose, and service power steering systems
• Inspect, diagnose, and service passenger restrain systems
• Perform wheel alignments
• Describe four wheel steering systems

Program Learning Outcomes:
• Demonstrate safe working practices including compliance with Worksafe BC and WHMIS regulations
• Demonstrate employability and communication skills and work in a businesslike manner
• Utilize hand, measuring, and power tools and equipment safely and effectively
• Provide general automotive maintenance services including lubrication and fluids, belts and hoses, exterior lamps, body trim and hardware, tires and wheels, non friction bearings and spindles and hubs
• Demonstrate general automotive practices including diagnostic procedures and welding safety.
• Assess, diagnose and service basic electrical systems
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<tr>
<td>K - Shop/Teaching Kitchen</td>
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<td>P - Practicum</td>
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### Evaluation/Grading System

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</tr>
<tr>
<td></td>
<td></td>
<td>Total 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.
Course Topics:

Steering gears
• Steering column
• Steering linkage
• Power steering systems
• Passenger restrain systems
• Wheel alignment
• Four wheel steering systems

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<td><strong>Course Name:</strong></td>
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<td><strong>Course Number:</strong></td>
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<tr>
<td><strong>Effective Date:</strong></td>
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**Course Description:**
This course covers principles of operation, diagnosis, service and repair of suspension systems and frames. Topics include frame types, suspension geometry, suspension components, and electronic suspension systems.

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

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

**Course History:**
Revised Course

**Course Pre-requisites (if applicable):**
Admission to the Automotive Service Technician Foundation Program.

**Course Co-requisites (if applicable):**
None

**PLAR (Prior Learning Assessment & Recognition):**
[ ] No [ ] Yes (details below): None
Instructional Strategies:
Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard procedures. All modules are designed to enable the student to work independently and in groups.

Course Learning Outcomes:
Describe unit body frame design
• Describe conventional frame design
• Describe suspension types
• Describe suspension dynamics
• Describe common automotive spring designs
• Describe the construction and operation of shock absorbers and struts
• Describe suspension components, design and construction
• Remove, replace and adjust suspension systems
• Diagnose suspension system problems

Program Learning Outcomes:
• Demonstrate safe working practices including compliance with Worksafe BC and WHMIS regulations
• Demonstrate employability and communication skills and work in a businesslike manner
• Utilize hand, measuring, and power tools and equipment safely and effectively
• Provide general automotive maintenance services including lubrication and fluids, belts and hoses, exterior lamps, body trim and hardware, tires and wheels, non friction bearings and spindles and hubs
• Demonstrate general automotive practices including diagnostic procedures and welding safety.
• Assess, diagnose and service basic electrical systems
• Assess, diagnose and service hydraulic, drum brake, disc brake, power assist and anti-lock brake systems
• Assess, diagnose and service steering systems
• Assess, diagnose and service suspension system
### Evaluation/Grading System

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

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<th>Type</th>
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Total 100

### Learning Environment/Type

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<tr>
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<td>K - Shop/Teaching Kitchen</td>
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<tr>
<td>P - Practicum</td>
<td>5</td>
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Total 87.5

### 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.
Body frames
• Suspension systems and types
• Shock absorbers and struts
• Suspension systems
• Electronic suspension systems

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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>November 15, 2016</td>
<td></td>
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</tbody>
</table>
Course Name: Electrical/Electronic Systems

Course Number: AUTO1238  Number of Credits: 7

Effective Date: September 2017

Course Description:
This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.

Course History:
Revised Course

School or Centre: Trades, Technology and Design

Year of Study: 1st Year Post-secondary

Course Pre-requisites (if applicable):
Admission to the Automotive Service Technician Foundation Program.

Course Co-requisites (if applicable):
None

PLAR (Prior Learning Assessment & Recognition)  No  Yes (details below):
None
Instructional Strategies:
Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting dealing with real customers. The extensive workshop experience reinforces theoretical concepts and develops manual dexterity. The active shop also provides familiarity with repair procedures and electronic equipment standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Course Learning Outcomes:
• Describe principles of electricity and magnetism
• Use electrical test equipment to measure electrical signals
• Describe principles of electronics and circuit component operation
• Diagnose and service wiring systems
• Service 12 Volt batteries
• Use scan tools to access vehicle data stream information from a vehicle computer

Program Learning Outcomes:
• Demonstrate safe working practices including compliance with Worksafe BC and WHMIS regulations
• Demonstrate employability and communication skills and work in a businesslike manner
• Utilize hand, measuring, and power tools and equipment safely and effectively
• Provide general automotive maintenance services including lubrication and fluids, belts and hoses, exterior lamps, body trim and hardware, tires and wheels, non friction bearings and spindles and hubs
• Demonstrate general automotive practices including diagnostic procedures and welding safety.
• Assess, diagnose, and service basic electrical systems
• Assess, diagnose, and service hydraulic, drum brake, disc brake, power assist and anti-lock brake systems
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### Components and Weighting of the Assessment/Evaluation Plan:

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Total 100%

### Learning Environment/Type

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<td>K - Shop/Teaching Kitchen</td>
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<tr>
<td>P - Practicum</td>
<td>18</td>
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</table>

Total 175

### 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:

- Circuit terminology
- Circuit concepts
- Electrical components
- Magnetic theory
- Electrical test equipment
- Electronic components

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | June 20, 2017 | Approved by Education Council: |   |
Course Name: Drive-line Systems

Course Number: AUTO 1239  Number of Credits: 2  Effective Date: September 2017

Course Description:
This course covers the operation, diagnosis, and repair of drive and axle shafts. Topics include types, components, operation, safety, inspection, testing and component service. Upon completion students should be able to properly and safely describe and service front wheel drive and rear wheel drive shafts and axle assemblies.

School or Centre: Trades, Technology and Design

Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Admission to the Automotive Service Technician Foundation Program.

Course Co-requisites (if applicable):
none

PLAR (Prior Learning Assessment & Recognition)

No  Yes (details below):

none
Instructional Strategies:
Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting dealing with real customers. The extensive workshop experience reinforces theoretical concepts and develops manual dexterity. The active shop also provides familiarity with repair procedures and electronic equipment standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Course Learning Outcomes:
- Describe drive shafts components
- Describe drive shafts operation
- Service drive shafts
- Inspect and test drive shafts

Program Learning Outcomes:
- Demonstrate safe working practices including compliance with Worksafe BC and WHMIS regulations
- Demonstrate employability and communication skills and work in a businesslike manner
- Utilize hand, measuring, and power tools and equipment safely and effectively
- Provide general automotive maintenance services including lubrication and fluids, belts and hoses, exterior lamps, body trim and hardware, tires and wheels, non friction bearings and spindles and hubs
- Demonstrate general automotive practices including diagnostic procedures and welding safety.
- Assess, diagnose, and service basic electrical systems
- Assess, diagnose, and service hydraulic, drum brake, disc brake, power assist and anti-lock brake systems
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<td>15</td>
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</table>

Total 50

### 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.
• Types of driveshafts
• Front-wheel drive
• Rear-wheel drive
• Components
• Constant velocity (CV) axles
• Universal joints
• Mounts and supports
• Service drive shafts
• Safety
• Inspection and testing
• Run out
• Working angle
• Component service
• Balancing and phasing

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<tr>
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<td></td>
</tr>
</tbody>
</table>
Course Name: Body Components, Accessories and Trim

Course Number: AUTO 1240
Number of Credits: 1
Effective Date: September 2017

Course Description: This course covers common areas of concern for wind noise, rattles and water leaks. Diagnosis and repair of interior and exterior components, accessories, trim, latches, locks, regulators, sensors, switches, movable glass, mirrors, roof racks, seats, dashboards, running boards, and bug shields. Topics include use proper use of diagnostic equipment such as smoke machines, chassis ears, and water hoses. To be competent in this area, the individual must be able to repair interior and exterior components and trim.

School or Centre: School of Transportation Trades
Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable): Admission to the Automotive Service Technician Foundation Program.

Course Co-requisites (if applicable): none

PLAR (Prior Learning Assessment & Recognition) No Yes (details below): none
Instructional Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting dealing with real customers. The extensive workshop experience reinforces theoretical concepts and develops manual dexterity. The active shop also provides familiarity with repair procedures and electronic equipment standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Course Learning Outcomes:

• Diagnose and repair restraint systems, body components, accessories, and trim.
• Identify common areas of concern for wind noise, rattles and water leaks.
• Repair interior and exterior components and trim.
• Describe latches, locks and movable glass

Program Learning Outcomes:

• Demonstrate safe working practices including compliance with Worksafe BC and WHMIS regulations
• Demonstrate employability and communication skills and work in a businesslike manner
• Utilize hand, measuring, and power tools and equipment safely and effectively
• Provide general automotive maintenance services including lubrication and fluids, belts and hoses, exterior lamps, body trim and hardware, tires and wheels, non friction bearings and spindles and hubs
• Demonstrate general automotive practices including diagnostic procedures and welding safety.
• Assess, diagnose, and service basic electrical systems
• Assess, diagnose, and service hydraulic, drum brake, disc brake, power assist and anti-lock brake systems
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#### Components and Weighting of the Assessment/Evaluation Plan:

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<td>K - Shop/Teaching Kitchen</td>
<td>10</td>
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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.
Exterior components:
• Mirrors
• Roof rack

Interior components:
• Seats
• Dashboard

Accessories:
• Running boards
• Bug shield

Diagnostic tools:
• Smoke machine
• Chassis ears
• Water hose

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: June 20, 2017

Approved by Education Council:
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):** Automotive Service Technician Harmonized Apprentice Level 1

**ANTICIPATED START DATE:** Sept 2017

<table>
<thead>
<tr>
<th>Curriculum Developer: Robert Kunka</th>
<th>Title: Dept. Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Centre: Trades, Technology &amp; Design</td>
<td>Department: Automotive Service Technician</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:rkunka@vcc.ca">rkunka@vcc.ca</a></td>
<td>Phone/Ext.: 604 329 4155</td>
</tr>
</tbody>
</table>

**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
  - [x] 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
  - [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: __________________________________________________________

- [ ] 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.)
B) ATTACHED DOCUMENTATION

NOT APPLICABLE  Program Content Guide

● Course Outline(s)

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

Course name and number: ATAP 1011

Course name and number: ATAP 1011

Course name and number:
Course name and number:

(Add additional lines if required)

C) RATIONALE

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

The Automotive Service Technician trade has been selected for apprenticeship training harmonization. Harmonization means that the apprenticeship training program will be made consistent in all provinces and territories across Canada, except Quebec. If an apprentice trains in Nova Scotia or in Alberta, the technical training will be similar.

The proposed changes to Automotive Service Technician Harmonized Apprentice Level 1 course align with the Canadian Council of Directors of Apprenticeship harmonization project. The adjustments to course credits are intended to align with the suggested time allocations and curriculum requirements as stated in the BC Industry Training Authority’s 2017 AST Harmonized program outline.

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

Approved Curriculum Development funds have been allocated for the development and changes to instructor resources to meet Harmonization objectives.
D) **CONSULTATION CHECKLIST** (select all that apply) See Appendix A for consultations guidelines.

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<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
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<td>x Department Support Staff</td>
<td>Discussed in Department Meeting June 23 2017</td>
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<td>x Other Department(s) ACR</td>
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<td>x Assessment Centre</td>
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<td>x Counselling &amp; Disability Services (CDS)</td>
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<td>x Learning Centre</td>
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<td>Suggested Course name and number change</td>
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<td>x Related additional Student Services</td>
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<td>x Institutional Research (IR)</td>
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</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.

<table>
<thead>
<tr>
<th>Robert Kunka</th>
<th>Sign off</th>
<th>June 7 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
<td>Date</td>
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</table>

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

<table>
<thead>
<tr>
<th>Brett Griffiths</th>
<th>Sign off</th>
<th>June 7, 2017</th>
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<tbody>
<tr>
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</table>
Course Name: Automotive Service Technician Harmonized Apprentice Level 1

Course Number: ATAP 1011  
Number of Credits: 9.0  
Effective Date: September 2017

Course Description:
This course provides Automotive Service Technician Level 1 Apprentices with the skills and knowledge required for the Automotive Service Technician Harmonized Level 1 certification as set by the Industry Training Authority (ITA).

Learners will work safely while providing general automotive maintenance services including lubrication and fluids, belts and hoses, exterior lamps, body trim and hardware, tires and wheels, non friction bearings and spindles and hubs and diagnosis and repair of drive and axle shafts. Additionally learners will assess, diagnose and service basic electrical systems, hydraulic, drum brake, disc brake, power assist and anti-lock brake systems, steering systems as well a suspension systems. Throughout the performance of these skills, learners will safely and effectively utilize hand, measuring, power tools while simultaneously demonstrating employability, communication and business skills, as well as implementation of specific safety protocols for hybrid and electric vehicles.

Upon successful completion of this course, apprentices will be able to progress to Automotive Service Technician Harmonized Level 2 technical training.

School or Centre: Trades, Technology and Design

Year of Study: 1st Year Post-secondary

Course History: Revised Course

Course Pre-requisites (if applicable):
ITA identification number is required.

Course Co-requisites (if applicable):
none

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

none
Instructional Strategies:

Instructional time is (approximately) 40% classroom and 60% practical activity. Classroom activities include lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures.

Course Learning Outcomes:

- Maintain safe work environment
- Use personal protective equipment
- Use tools and equipment
- Use hoisting and lifting equipment
- Use technical information
- Use communication techniques
- Diagnose and repair drive shafts and axles
- Diagnose and repair basic wiring and electrical systems
- Diagnose and repair starting and charging systems
- Diagnose and repair steering and control systems
- Diagnose and repair suspension and control systems
- Diagnose and repair braking and control systems
- Diagnose and repair tires, wheels, hubs and wheel bearings
- Diagnose and repair wind noises, rattles and water leaks
- Diagnose and repair interior and exterior components, accessories and trim
- Diagnose and repair latches, locks and movable glass
- Implement specific safety protocols for hybrid and electric vehicles

Program Learning Outcomes:

Not Applicable
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong> 210</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:

- Safe work environment
- Personal protective equipment
- Tools and equipment
- Fasteners, tubing, hoses, and fittings
- Hoisting and lifting equipment
- Technical information
- Communication techniques
- Drive shafts and axles
- Basic wiring and electrical systems
- Starting and charging systems
- Steering systems
- Suspension systems
- Braking systems
- Tires, wheels, hubs, and bearings
- Restraint systems
- Body components, accessories, and trim

VCC Education and Education Support Policies

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The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

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

FOR COMMITTEE USE ONLY

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</thead>
<tbody>
<tr>
<td>June 20, 2017</td>
<td></td>
</tr>
</tbody>
</table>
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):** Automotive Service Technician Harmonized Apprentice Level 2

**ANTICIPATED START DATE:** Sept 2017

<table>
<thead>
<tr>
<th>Curriculum Developer:</th>
<th>Robert Kunka</th>
<th>Title: Dept. Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Centre:</td>
<td>Trades, Technology &amp; Design</td>
<td>Department: Automotive Service Technician</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:rkunka@vcc.ca">rkunka@vcc.ca</a></td>
<td>Phone/Ext.: 604 329 4155</td>
</tr>
</tbody>
</table>

**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))**: X
  - 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**: X
  - 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.)
Curriculum Development Approval Form

☐ Other: ____________________

B) ATTACHED DOCUMENTATION

NOT APPLICABLE  Program Content Guide

◆ Course Outline(s)

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

Course name and number: ATAP 2011

Course name and number:
  Course name and number:

(Add additional lines if required)

C) RATIONALE

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

   The Automotive Service Technician trade has been selected for apprenticeship training harmonization. Harmonization means that the apprenticeship training program will be made consistent in all provinces and territories across Canada, except Quebec. If an apprentice trains in Nova Scotia or in Alberta, the technical training will be similar.

   The proposed changes to Automotive Service Technician Harmonized Apprentice Level 2 course align with the Canadian Council of Directors of Apprenticeship harmonization project. The adjustments to course credits are intended to align with the suggested time allocations and curriculum requirements as stated in the BC Industry Training Authority’s 2017 AST Harmonized program outline.

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

   Approved Curriculum development funds have been allocated for the development and changes to instructor resources to meet Harmonization objectives.
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>x Faculty/Department</td>
<td>Discussed in Department Meeting June 23 2017</td>
</tr>
<tr>
<td>x Department Support Staff</td>
<td>Discussed in Department Meeting June 23 2017</td>
</tr>
<tr>
<td>x Other Department(s) ACR</td>
<td></td>
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<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>x Aboriginal Education and Community Engagement (AECE)</td>
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<tr>
<td>x Assessment Centre</td>
<td></td>
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<tr>
<td>x Centre for Instructional Development</td>
<td>Feedback provided June 6  2017</td>
</tr>
<tr>
<td>x Counselling &amp; Disability Services (CDS)</td>
<td></td>
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<tr>
<td>x Financial Aid</td>
<td>Learning Centre</td>
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<tr>
<td>x Library</td>
<td>Updating Library content availability June 5 2017</td>
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<tr>
<td>x Registrar’s Office / Advising / Recruitment</td>
<td>Suggested Course name and number change</td>
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<tr>
<td>x Related additional Student Services</td>
<td></td>
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<tr>
<td>x VCC International and Immigrant Education</td>
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<tr>
<td><strong>FINANCIAL AND OPERATING</strong></td>
<td></td>
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<tr>
<td>x Communications and Marketing</td>
<td></td>
</tr>
<tr>
<td>x Facilities</td>
<td></td>
</tr>
<tr>
<td>x Finance</td>
<td></td>
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<tr>
<td>x Information Technology (IT)</td>
<td></td>
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<tr>
<td>x Institutional Research (IR)</td>
<td></td>
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<tr>
<td>x Safety and Security</td>
<td></td>
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<td><strong>EXTERNAL CONSULTATIONS</strong></td>
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</tr>
<tr>
<td>x PAC/CEG</td>
<td></td>
</tr>
<tr>
<td>x Affiliation, Articulation and/or Accreditation bodies</td>
<td></td>
</tr>
<tr>
<td>x PSIPs</td>
<td></td>
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<tr>
<td>x DQAB</td>
<td></td>
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</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.

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Robert Kunka</td>
<td></td>
<td>June 7 2017</td>
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2. **As Dean/Director I certify that:**
   a. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   b. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Brett Griffiths</td>
<td></td>
<td>June 7, 2017</td>
</tr>
</tbody>
</table>
Course Name: Automotive Service Technician Harmonized Apprentice Level 2

Course Number: ATAP 2011  
Number of Credits: 9.0  
Effective Date: September 2017

Course Description:
This course provides Automotive Service Technician Level 2 Apprentices with the skills and knowledge required for the Automotive Service Technician Harmonized Level 2 certification as set by the Industry Training Authority (ITA).

Learners will perform advanced electrical testing by assessing, diagnosing and servicing starting systems, charging systems. Learners will also evaluate engine mechanical conditions and perform engine repairs through the assessment, diagnosis and servicing of gaskets and seals, lubrication systems and cooling systems. Learners will overhaul manual transmissions, as well as service clutch systems, transmission shifting linkage, hydraulic and electrical control systems, drive shafts, final drives, differentials and axles. Additionally learners will assess, diagnose, and service basic electrical systems, hydraulics, drum brake, disc brake, power assist, and anti-lock brake systems, steering systems as well as suspension systems.

Upon successful completion of this course, apprentices will be able to progress to Automotive Service Technician Harmonized Level 3 technical training.

Course Pre-requisites (if applicable):
Successful completion of Automotive Service Technician Level 1 or Automotive Service Technician Harmonized Level 1.

Course Co-requisites (if applicable):
none

PLAR (Prior Learning Assessment & Recognition)

No  
Yes (details below):

none
Instructional Strategies:
Instructional time is (approximately) 40% classroom and 60% practical activity. Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures.

Course Learning Outcomes:

- Diagnose and repair cooling systems
- Diagnose and repair lubricating systems
- Diagnose and repair engine assembly
- Diagnose and repair accessory drive systems
- Diagnose and repair manual transmission and transaxles
- Diagnose and repair clutches
- Diagnose and repair final drive assemblies
- Diagnose and repair starting and charging systems and batteries
- Diagnose and repair lighting and wiper systems
- Diagnose and repair steering and control systems
- Diagnose and repair suspension and control systems
- Diagnose and repair braking and control systems

Program Learning Outcomes:

Not Applicable
### Evaluation/Grading System

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PREPARED FOR: Education Council
ISSUE: D.3.6 Admissions

BACKGROUND: After reviewing this policy the Registrar’s office determined that it needed to be revised to ensure a focus on accessibility and multiple pathways are clearly evident for applicants to VCC.

DISCUSSION: There was some community feedback and resultant discussion about underage applicants, equivalency, and admissions for aboriginal students and students with disabilities. There were some minor wording changes to underage international applicants and also to the equivalency definition. Language around special admissions cases was also reinserted under the admissions review section.

MOTION: MOVE THAT Education Council recommends the Board of Governors approve D.3.6 Admissions Policy and Procedures.

Prepared by: Mike Tunnah Chair, Education Policy Committee
# D.3.6 Admissions Policy

<table>
<thead>
<tr>
<th>Policy No.</th>
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<tbody>
<tr>
<td>Title</td>
<td>Admissions</td>
</tr>
<tr>
<td>Approving Jurisdiction</td>
<td>Education Council, Board of Governors</td>
</tr>
<tr>
<td>Policy Sponsor</td>
<td>Vice-President Academic, Students and Research</td>
</tr>
<tr>
<td>Last Revised/Replaces</td>
<td>April 2015</td>
</tr>
<tr>
<td>Effective Date</td>
<td>March 17, 2017</td>
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</table>

## CONTEXT AND PURPOSE
This Policy and related Procedures informs applicants of the principles, requirements and processes for admission to Vancouver Community College (VCC; the College) and to specific programs/courses. VCC will admit qualified applicants, both domestic and international, in a consistent, transparent and timely manner according to approved admission requirements of the College and/or program/course.

## SCOPE AND LIMITS
This Policy applies to all applicants and to all programs/courses offered by Vancouver Community College.

## STATEMENT OF POLICY PRINCIPLES
1. VCC provides equality of access to the College and its programs/courses regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, criminal record, marital status, family status or disability except where the College’s operations are governed by legislation.
2. VCC is committed to an admissions process that is fair, transparent, accessible, and timely.
3. The Registrar’s Office is responsible for establishing, in consultation with Schools and Departments, institutional and program application periods.
4. The College will establish program/course admission requirements that seek to optimize student access and success; requirements can be academic and non-academic in nature.
5. Admission requirements and course pre-requisites should be reliable predictors of student success.
6. Admission requirements are approved by Education Council and the Board of Governors as per Section 23.1 of the College and Institute Act. Admission requirements for programs are listed in the Program Content Guide (PCG). Pre-requisites for courses that are not part of a program are listed in the Course Outlines.
7. Canadian citizens, permanent residents, and others determined eligible by Immigration, Refugees and Citizenship Canada to study in Canada are eligible to apply for admission.

8. Underage applicants may be granted special admission on an individual basis, subject to the following:
   a. Underage domestic applicants must include in their application written consent from a parent or guardian and letters of support from individuals who are familiar with the applicant’s circumstances (such as a school principal or health care provider).
   b. International applicants of a certain age also need to have completed high school and are subject to the guidelines established by Immigration, Refugees and Citizenship Canada.

9. The British Columbia Ministry of Advanced Education sets the overall institutional enrolment targets for Canadian citizens and permanent residents. Enrolment capacity above Ministry targets may be filled with international students.

10. The College admits students on a first-qualified, first-admitted basis whereby students must satisfy all admissions criteria to establish eligibility and are then offered places by date of eligibility. Exceptions are:
    a. programs/courses that use selective admissions processes to rank order qualified applicants; and
    b. returning students who apply to be readmitted (insert students) into a program at an advanced level.

11. To ensure that the College is not rejecting well qualified students because they have a non-traditional educational background, the College may use flexible admissions processes.

12. The College has related policies that may affect enrolment decisions for student applicants who are Aboriginal, International and/or have a disability.

13. Applicants are responsible for providing all required documents for their programs/courses as outlined on the College’s website.

14. The College will provide a review mechanism for applicants who are not satisfied with an admissions decision.

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

RELATED POLICIES & LEGISLATION
Legislation:
British Columbia Human Rights Code Canadian Immigration Act

Policies:
A.3.1 Prevention of Harassment, Discrimination and Bullying
C.1.1 Course/Program Grading Policy
C.1.3 Granting of Credentials Policy
C.2.1 International students on Study Permits
C.2.2 Eligibility for Domestic Fees
D.3.5 Prior Learning Assessment and Recognition Policy
D.3.6.1 Flexible Admissions Policy
D.3.8 Criminal Record Check Policy
D.3.10 Aboriginal Education Enrolment Policy
D.4.1 Students with Disabilities Policy
D.4.2 Student Grievance

RELATED PROCEDURES
Refer to Policy D.3.6 Admissions Procedures
DEFINITIONS

Admission Requirements: A list of courses, certifications or skills that students must present to be admissible to a program. These requirements are set to ensure that admitted students have the necessary knowledge and background to be reasonably assured of program success.

Cohort Program: A program of study in which students (cohort members) start a program together, collaboratively participate in the same courses and graduate together.

Conditional Acceptance: Acceptance offered before all program requirements are met. Conditions must be met prior to commencing study.

English Language Proficiency: An applicant must demonstrate their ability to function in an instructional environment where the language of instruction is English, as dictated by the program or course. This is to ensure that the applicant has the ability to understand and communicate in English so that they are reasonably assured of having the capacity to be successful in their studies. This is demonstrated through completion of previous education in English, an upgrading course or an assessment test.

Equivalent: An alternate course or program of study that is similar to an admission requirement (eg. English 12) which can be presented instead of stated course requirements.

Flexible Admissions: Alternative admissions processes that are based on identifying, assessing and recognizing skills, knowledge, or competencies that have been acquired through previous education, work experience, non-credentialed training, independent study, volunteer activities, and hobbies. To ensure consistency and fairness, standardized evaluation practices will be used to assess an applicant’s qualifications (please see Flexible Admissions Policy.)

Insert Applicants: Refers to former VCC students who have been previously accepted into a program and who had to leave the program for health, lack of progression or other reasons; or students transferring with Prior Learning Assessment or transfer credit from another recognized
institution. VCC students in non-cohort programs are not considered insert students when returning to their program of study and they must complete within the duration listed within the Program Content Guide.

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

**Pre-requisite:** A pre-requisite is tied to a specific course. It means that a student must have taken the course noted to ensure that they have the level of understanding and competency in order to complete the class which they are registering in.

**Prior Learning Assessment and Recognition (PLAR):** Assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs. Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the graduation requirements of a program offered by the College. Refer to PLAR policy (D.3.5)

**Program Content Guide (PCG):** The official document that contains the general description of a program of study, including program name, program purpose, a statement of program learning outcomes, admission requirements, grading system, information on the evaluation of student learning, and the credential received upon completion of the program.

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

**Selective Admissions:** The right of the College to admit students to a program or course based on a departmental assessment, in addition to the minimum entrance requirements; or to a program where additional admission requirements over and above the College’s general admission requirements have been approved by the Education Council and the Board of Governors. Admission to a program is determined through a review of applications by the Department based on established criteria. Registration for selective admission programs can either be through open registration or limited enrolment (meaning there are a limited number of spaces or seats available in a program or course).

**Standard Admissions:** Admission to a program is performed on a first qualified, first accepted basis.

**Transfer Credit:** refers to the granting of credit for a course successfully completed at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment and/or by formal recognition of course equivalency in a VCC approved course outside the program area. Credit for such learning will be formally acknowledged and noted on a student’s formal transcript. Refer to Transfer Credit policy (D.3.11)
**Underage Applicants:** For the purposes of this policy, Underage Applicant refers to anyone under the age of 16 years of age. International students under a certain age will also need to have completed high school.

**PROCEDURES**

**GENERAL COLLEGE ADMISSION REQUIREMENTS**

1. To be admitted to the College, applicants must qualify as either domestic students or as international students.
   1. Applicants who are in possession of valid documentation confirming their legal status as Canadian citizens, permanent residents or as allowed by the C.2.2 Eligibility for Domestic Fees policy will qualify as domestic students.
   2. Applicants who are not domestic students who meet the guidelines established for international students studying in Canada by Immigration, Refugees and Citizenship Canada will qualify as international students.

2. At the time of enrolment, students must be at least 16 years of age. Depending on their age at the time of application, international students may also need to have completed high school. There is no upper age limit.

**PROGRAM/COURSE ADMISSION REQUIREMENTS**

3. Once applicants have met the general VCC admission requirements, they must then meet the admission requirements or course pre-requisites of the program/course as listed in the approved Program Content Guide or Course Outline.

4. There are three (3) processes the College can use to admit students into its programs and courses:
   1. Standard Admissions;
   2. Selective Admissions;
   3. Flexible Admissions.

**APPLYING FOR ADMISSIONS AT VCC**

5. Applicants are required to submit all required documents as outlined on the College website, to the Registrar’s Office or VCC International including, but not limited to official transcripts, original assessment results, proof of citizenship, or other non-academic requirements. The submitting of fraudulent application related documents will result in a minimum penalty of a one year restriction from applying to or acceptance into any VCC program and courses.

6. Applicants will pay an application fee, where required.

7. In programs where demand exceeds capacity applicants may be waitlisted in order of their qualifying date, except for Indigenous applicants (Please see D.3.10 – Aboriginal Education Enrolment Policy).

8. Applicants will be officially notified of admission decisions by the Registrar’s Office, International Education or Continuing Studies Office.
9. Applicants will be notified of conditional acceptance and of any submission deadlines by the Registrar’s Office, International Education or Continuing Studies Office.

TRANSFER CREDIT

10. Students must apply for transfer credit and submit official transcripts, applicable course outlines and any other supporting documents to the Registrar’s Office or Continuing Studies. For further information please see Policy D.3.11 Transfer Credit.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

11. Students seeking PLAR must apply and submit all supporting documentation to the Registrar’s Office or Continuing Studies Office and pay the applicable fee. For further information please see Policy D.3.5 Prior Learning Assessment and Recognition (PLAR).

INSERT APPLICANT

12. Insert students who have taken at least a one (1) year break from their program at VCC, or are transferring into a program from another institution, must submit an application to the Registrar’s Office or Continuing Studies Office. The Registrar’s Office or the Continuing Studies Office works with the department to facilitate an appropriate entry point based on the applicant’s educational history and seat availability.

13. Insert students who have taken less than a one (1) year break from their program must meet with their program’s Department Leader to determine an appropriate re-entry point. The decision and details must be communicated to the Registrar’s Office or Continuing Studies by the Department Leader in a timely fashion.

ADMISSIONS REVIEW

14. Students can appeal an admissions decision by submitting an Admissions Review form within 30 days of being notified of the decision. Forms are available from the Registrar’s Office and must be submitted along with any supporting documentation.

15. The Registrar’s Office will determine if the supporting documentation meets the admission/selection requirements in consultation with the relevant department as required.

16. The Registrar’s office will notify the applicant in writing of the results of the Admissions Review within 15 business days after the form and supporting documentation have been submitted.

17. In special cases, applicants who do not meet certain admission requirements may be admitted with agreement between the Registrar (or delegate) and the appropriate Department Leader. Consultation with Student Development representatives may be held as needed. The appropriate Dean is notified of the decision.

RELATED POLICY
Refer to D.3.6 Admissions Policy.
PREPARED FOR: Education Council  
ISSUE: D.3.6.1 Flexible Admissions

BACKGROUND: Some VCC applicants possess non educational and non-traditional backgrounds that require VCC to have a Flexible Admissions policy. This revised policy better identifies those non-traditional pathways and provides clear steps on how these applicants can successfully navigate the admissions process.

DISCUSSION: No community feedback was received for this policy. There was some brief discussion about Open Studies courses. A minor language change was made to clarify that VCC decides which courses can be considered for Open Studies.

MOTION: MOVE THAT Education Council recommends the Board of Governors approve D.3.6.1 Flexible Admissions Policy and Procedures.

Prepared by:
Mike Tunnah  
Chair, Education Policy Committee
CONTEXT AND PURPOSE
The purpose of this policy is to establish multiple pathways for students to be admitted to Vancouver Community College beyond traditional admission requirements. This includes students with non-traditional educational backgrounds as well as pathways that will assist students with becoming admissible to other programs.

SCOPE AND LIMITS
This policy applies to all programs unless otherwise noted. Determination will be made at the program level and is based on whether there is enough information available to ensure that the applicant stands a reasonable chance of being successful in their program of choice. The means of evaluation is to establish student suitability and ensure that students have the necessary skills, capabilities and knowledge base in order to be successful in their program of choice. Please see D.3.6 Admissions Policy for overall admissions criteria to enter the College.

STATEMENT OF POLICY PRINCIPLES
1. VCC is committed to an admissions process that is fair, transparent, accessible, and timely.
2. The College will establish program admission requirements that seek to optimize student access and success; requirements can be academic and non-academic in nature.
3. Admission requirements are approved by Education Council and the Board of Governors as per Section 23.1 of the College and Institute Act. Admission requirements for programs are listed in the Program Content Guide (PCG).
4. To ensure that the College is not rejecting well qualified students because they have a non-traditional educational background, the College has flexible admissions processes. To ensure consistency and fairness, standardized evaluation processes will be employed to assess applicants’ qualifications.
5. The College has related policies that may affect enrolment decisions for student applicants who are Indigenous, International and/or have a disability.
6. Applicants are responsible for providing all required documents for their programs/courses as outlined on the College website.
7. All formal offers of admission will be issued from the Registrar’s Office, International Education or Continuing Studies Office.

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

**RELATED POLICIES & LEGISLATION**

**Policies:**
- A.3.1 Prevention of Harassment, Discrimination and Bullying
- C.1.3 Granting of Credentials Policy
- C.2.1 International Students on Study Permits
- C.2.2 Eligibility for Domestic Fees
- D.3.8 Criminal Record Check Policy
- D.3.5 Prior Learning Assessment and Recognition Policy
- D.3.6 Admissions Policy
- D.3.6.1 Flexible Admissions Policy
- D.3.10 Aboriginal Education Enrolment Policy
- D.3.11 Transfer Credit Policy
- D.4.1 Students with Disabilities Policy
- D.4.2 Student Grievance

**RELATED PROCEDURES**
Refer to Policy D.3.10 Aboriginal Education Enrolment Procedures
DEFINITIONS

Admission Requirements: A list of courses, certifications or skills that students must present to be admissible to a program. These requirements are set to ensure that admitted students have the necessary knowledge and background to be reasonably assured of program success.

English Language Proficiency: An applicant must demonstrate their ability to function in an instructional environment where the language of instruction is English, as dictated by the program or course. This is to ensure that the applicant has the ability to understand and communicate in English so that they are reasonably assured of having the capacity to be successful in their studies. This is demonstrated through completion of previous education in English, an upgrading course or an assessment test.

Equivalent: An alternate course or program of study that is similar to an admission requirement (eg. English 12) which can be presented instead of stated course requirements.

Flexible Admissions: Alternative admissions processes that are based on identifying, assessing and recognizing skills, knowledge, or competencies that have been acquired through previous education, work experience, non-credentialed training, independent study, volunteer activities, and hobbies. To ensure consistency and fairness, standardized evaluation practices will be used to assess an applicant’s qualifications.

Pre-requisite: A required course that a student must have taken the course noted to ensure that they have the level of understanding and competency in order to successfully complete the course which they are registering in.

Program Content Guide (PCG): The official document that contains the general description of a program of study, including program name, program purpose, a statement of program learning outcomes, admission requirements, grading system, information on the evaluation of student learning, and the credential received upon completion of the program.
Registration Area: The following areas of the College are responsible for registering students into specific programs: • Registrars’ Office (RO) • Continuing Studies (CS) • International Education (IE) • School of Instructor Education (SIE)

Selective Admissions: The right of the College to admit students to a program or course based on a departmental assessment, in addition to the minimum entrance requirements; or to a program where additional admission requirements over and above the College’s general admission requirements have been approved by the Education Council and the Board of Governors. Admission to a program is determined through a review of applications by the Department based on established criteria. Registration for selective admission programs can either be through open registration or limited enrolment (meaning there are a limited number of spaces or seats available in a program or course).

Standard Admissions: Admission to a program is performed on a first qualified, first accepted basis.

PROCEDURES

As with regular admission to College programs, flexible admission is focused on ensuring that potential students have the necessary background to be reasonably assured of success at the post secondary level. Each of the pathways of flexible admission will have their own specific criteria. There may be some limitations associated with admission but these will be detailed below.

FLEXIBLE ADMISSIONS PATHWAYS AT VCC

1) Mature Student Admission is designed for applicants who have not graduated from high school. This pathway is designed to admit students who are reasonably assured of having the necessary skills and capabilities to be successful in their program of choice. Mature Student applicants must meet the following criteria:
   a) Applicants must be at least 19 years of age on the first day of their classes at VCC.
   b) Applicants must be able to demonstrate English Language Proficiency.
   c) Applicants must present English 12 with a grade of C, or equivalent.
   d) Additional information may be requested from the applicant (eg. resume, assessment test results, etc.) dependent on their program of choice to better determine admissibility.

2) Open Studies Admission is designed to admit applicants to the College for the purposes of taking individual courses which are not part of selective enrolment programs (Eg. University Transfer classes.). The student will not be admitted to an actual program but will be able to take individual classes for credit. These credits could be applied if the applicant was admitted to a specific program here at VCC or are potentially transferable. To be admitted as an Open Studies student, applicants must meet the following criteria:
   a) Submit an application and be able to demonstrate English proficiency;
   b) Students will then be able to register for any course where they can demonstrate they meet the pre-requisites and which is available to Open Studies students, provided space is available in the class;
c) Students will be required to provide necessary documentation to show they have the required pre-requisites.

3) Open Studies Admissions does have some specific restrictions that students should be aware of. VCC reserves the right to designate which courses qualify for Open Studies. Open Studies applicants will:
   a) Register after program students to ensure that those students are provided with opportunity to register in courses they require to complete their program of study.
   b) Be restricted to completing a maximum of 30 credits at VCC under the Open Studies umbrella. If students wish to continue, they would then need to apply towards a specific program at the College.

4) Individual Flexible Admissions is designed to admit applicants to the College who may have a non-traditional education background. A standing committee will determine whether the applicant possesses appropriate background and knowledge to be successful in their program of choice. To be admitted as an Individual Flexible Admissions student, applicants must submit the following:
   a) An application along with a written request for Individual Flexible Admission and be able to demonstrate English proficiency;
   b) Applicants will submit all appropriate documentation in support of their application to demonstrate mastery of required skills. This may include but not limited to official transcripts, original assessment results and other supporting documentation.

5) Transfer Student Admission is designed to provide an admissions path for applicants who may or may not present all high school based admission requirements but have gone on to successfully complete some post-secondary education (e.g. Open Studies). To be considered for program admission utilizing this pathway, applicants would have to present the following:
   a) Applicants will have to have successfully completed a minimum of 15 credits of transferable post secondary course work with a GPA of 2.0 on these courses.
   b) Of this completed course work, students must present successful complete courses in areas where they may lack high school entry requirements (E.g. English 12 could be replaced with ENGL 1101 or BIOL 12 could be replaced with BIOL 1100) with appropriate grades.

6) Visiting Student Admission is designed to allow students from another recognized post secondary institution to come take specific classes at VCC for credit but that will be transferred back to their home institution for credit towards their program there. In order to be considered as a Visiting Student, applicants must present the following:
   a) A completed application noting they wish to attend as a Visiting Student;
   b) A Letter of Permission from their home institution which stipulates the course(s) the student is to take at VCC which will be recognized by their home institution.

RELATED POLICY
Refer to D.3.6.1 Flexible Admissions Policy.