Ridge Meadows College

Academic Calendar
2024-2025

Contents

1. Academic Schedule and Important Dates

Ridge Meadows College operates on a trimester (3 semester) model with three equal 15 week terms in an academic year. The terms begin in September, January and May. The academic year begins in September and ends in August.

Date	Day	Term Start/End	Description
Sep. 2	Monday		Labour Day – College closed
Sep. 3	Tuesday	Start of Fall term	First day of classes
Sep. 9-13	Monday - Friday		Add/Drop Week* – Students may drop classes up to 7 days from the first session.
Sep. 30	Monday		National Day for Truth and Reconciliation – College closed
Oct. 14	Monday		Thanksgiving – College closed
Oct. 2-6	Tuesday		Withdrawal Week* – last week to withdraw from courses without academic penalty
Nov. 11	Monday		Remembrance Day – College closed
Dec. 14	Saturday	End of Fall term	Last day of classes
Dec. 23 Dec. 27	Monday – Friday		Christmas break – College closed
Jan. 1	Wednesday		New Years Day – College closed
Jan. 6	Monday	Start of Winter term	
Jan. 13-17	Monday - Friday		Add/Drop Week* – Students may drop classes up to 7 days from the first session.
Feb. 17	Monday		Family Day – College closed
Feb. 18-22	Tuesday		Withdrawal Week* – last week to withdraw from courses without academic penalty
Apr. 17	Thursday	End of Winter term	Last day of classes
Apr. 18	Friday		Good Friday – College closed
Apr. 21	Monday		Easter Monday – College closed
May 5	Monday	Start of Spring / Summer term	First day of classes
May 9-13	Monday - Friday		Add/Drop Week* – Students may drop classes up to 7 days from the first session.
May 19	Monday		Victoria Day – College closed
Jun. 6-10	Monday		Withdrawal Week* – last week to withdraw from courses without academic penalty
Jul. 1	Tuesday		Canada Day – College closed
Aug. 4	Monday		British Columbia Day – College closed
Aug. 16	Saturday	End of Spring / Summer term	Last day of classes

Dates apply to typical courses starting during the first week of term. Specialty courses, or those starting at different times will have customized add/drop and withdrawal dates as per the appropriate section in this calendar.

2. Institutional Goals and History

2.1. Welcome from the Manager

Welcome to Ridge Meadows College. Since starting at the college in August, 2021 I've been consistently impressed with the passion and skill of our students. That drive we see in our student population has been an inspiration to administrators and instructors at the college – guiding us to improve resources and education opportunities for all students in our programs.

Over the last three years, program chairs and instructors have worked tirelessly to update curriculum, improve accessibility of programs, and offer support to students with unique learning needs. Office administrative staff have adopted more efficient procedures and ushered in a new Student Learning Management System to improve the application process, provide online access to course materials, and create a campus culture that students can use to communicate and work with one another.

One recent change of note, is the addition of a new Student Services and Recruitment Coordinator position. It is our hope and intention that through this position, we will be better positioned to engage with and listen to our students. If you haven't done so already, I encourage you to reach out to our Student Services person to begin a dialogue.

And to new or prospective students, I'd like to say that I hope you find our college friendly, accessible and easy to work with. It's our goal to continue enhancing the student experience at RMC and to do that we'll rely on the guidance of new students so I encourage you to reach out to myself or our staff when you have any issue we may assist with, or advice to improve our institution in the future.

Thank you for choosing Ridge Meadows College. We hope that you'll enjoy your time here and be fulfilled by your educational opportunities while studying. I encourage you to be active within our student community, contribute to the culture at the college and maximize your potential while here.

Sincerely,

Will Carne
Manager, RMC

2.2. Vision Statement
To make quality post-secondary education more attainable for those in our community.

2.3. Mission Statement
Ridge Meadows College provides quality employment-focused educational opportunities for community students and new Canadians.

We align to local labour market demands and support pathways to empowerment.

2.4. Educational Priorities
While a typical classroom / academic environment is undoubtedly important to a thorough understanding of concepts and materials, RMC also explores opportunities to increase comprehension and learning by applying hands-on training and practical experience at job sites whenever possible.

The college implores practicum placements in many of its programs to allow students an opportunity to implement new knowledge and reinforce learning with workplace experiences.

RMC believes in working backwards from employers' needs to ensure graduates of its programs have the learning outcomes and skillsets in demand by local businesses.

The end goal is to maximize employability of graduates by ensuring students have a solid understanding and comfort level with concepts taught in its courses.

2.5. Strategic Objectives
RMC has three primary strategic objectives:
- **Proud Students:** we strive to create students who are proud of their educational choices. Graduates of the college grow to be productive earners within their communities.
- **High Quality Talent:** we recruit and retain the best talent through clarity of vision, alignment of core values and a positive work culture. Instructors stimulate classroom experiences in an accessible setting.
- **Connect Community:** We build strong connections with the school district, local employers and students to bring mutual opportunity and benefit.

2.6. History of the Institution
Ridge Meadows College was founded by School District No. 42 as a means of expanding post-secondary opportunities to students in Maple Ridge, Pitt Meadows and surrounding communities.

The college accepted its first students in 1995 for its Administrative Office Assistant, Dental Receptionist, and Education Assistant programs. In the following years, the college added additional programming such as Building Service Worker, Early Childhood Educators and Medical Office Administrator.

Since a partial closure due to COVID-19 in 2020-21, RMC was restructured in 2021-22 and tasked with further expanding programming and post-secondary opportunities in the years ahead. This has included additional cooperation with the City of Maple Ridge, City of Pitt Meadows,

Ridge Meadows Chamber of Commerce, WorkBC, and other organizations. Recent additions in programming include the Bookkeeping Professional certificate and Community Support Worker certificate.

3. <u>Governance and Oversight</u>

3.1. <u>Relationship with School District No. 42</u>

Ridge Meadows College is operated by School District No. 42 (Maple Ridge – Pitt Meadows). RMC maintains its own operating budget within the district and funds its operations through the collection of tuition fees.

The college is not a primary cost recovery or revenue generator for the district. As such it sets tuition rates at a level that allows it to recover its own operating costs, but not to generate a "profit".

3.2. <u>Senior Leadership</u>

RMC's operations are overseen by the Manager, Ridge Meadows College. Other members of senior leadership at the college include the Assistant Superintendent. Current members of the senior leadership team are:
- Will Carne, Manager – RMC
- Ken Cober, Assistant Superintendent

3.3. <u>Board of Trustees</u>

As with any department in a School District, the college ultimately reports to the Board of Education and its Trustees. Trustees are elected every four years at the same time as the mayor and city council. There are five trustees representing the community of Maple Ridge and two trustees representing the community of Pitt Meadows.

For the current academic year, the board of trustees are:
- Elaine Yamamoto, Chairperson
- Kim Dumore, Vice Chairperson
- Hudson Campbell, Trustee
- Gabriel Liosis, Trustee
- Mike Murray, Trustee
- Pascale Shaw, Trustee
- Kathleen Sullivan, Trustee

3.4. <u>Accreditation</u>

RMC was accredited by the Private Career Training Institutions Agency (PCTIA) until 2016 when the agency was dissolved and replaced by the Private Training Institutions Branch (PTIB).

Due to changes in the law at that time, School Districts (and thus RMC) became exempt from accreditory requirements and continues to function under the authority of the Board of Trustees of School District No. 42 (Maple Ridge – Pitt Meadows).

4. Admission to the College

4.1. General Information for Applicants

New applicants and prospective students are generally encouraged to visit RMC's website (www.rmcollege.ca) where students may obtain current information about fees, application deadlines and course schedules.

Many programs also have free information sessions on Zoom that students can attend to learn more about the program and ask questions. To see current information sessions, go to https://rmcollege.sd42.ca/info/

New applicants are encouraged to apply online through the RMC "website". Upon clicking on "apply now", students are directed to complete an application form, select their desired program and starting term, and pay an application fee.

Following the submission of an application, students will typically receive two automated emails: one requesting the student to verify their email address, and another providing login information to the student portal.

Upon completing the application form, students will typically need to log into the student portal (myrmc.ca) and submit additional documents such as high school transcripts, proof of English ability, a statement of interest, or any other additional information that may be required by the program to which the student has applied.

If you do not receive an automated email upon completing the application form, please check your spam/junk folder inside your email. If you are still unable to find an email from the college, please contact the office by email or phone.

4.2. Admission Deadlines

Admission deadlines vary by program and some programs may fill up, necessitating early applications. Typically, new applications for a program will not be accepted in the two weeks prior to a term's start date. Any applications being submitted after this time may be deferred to the next intake.

Typical Admission Deadlines

Term	Submission Deadline
Fall Term '24	August 23, 2024
Winter Term '25	December 20, 2024
Spring/Summer Term '25	April 25, 2025

Late admission applications may be considered at discretion of the admissions coordinator.

If a student is timely in uploading the required documents to the student portal, a new program application usually takes 2-4 business days to review. For some programs, an interview or English exam may be required, necessitating the scheduling of an interview time and therefore extending the admission process.

It is recommended students apply to college programs at least two months before their intended start date.

4.3. Admission Requirements

Although each program has different admission requirements, the base requirements for the college are typically proof of high school study (usually completion of grade 10 or grade 12 depending on the program), or proof of mature student status (19 years of age or older) in the format of a government issued, photo ID.

Proof of English ability is also usually required. Other specific admission requirements are listed on the program requirements sections of this calendar and on the appropriate program's page on the website.

4.4. Canadian High School Graduation and Equivalents

RMC accepts official transcripts from all Canadian high schools as proof of demonstrating high school admission requirements. Although the college may accept electronic or physical copies of high school transcripts, RMC reserves the right to require original transcripts sent directly from the institution at the college's discretion.

Adult General Education Development (GED) certificates are also accepted as evidence of high school equivalence. In BC this is called an Adult Graduation Diploma or "Adult Dogwood."

The college also generally accepts American high school transcripts and may accept proof of high school completion from other countries as well but will do so on a case-by-case basis at the discretion of the Admissions and Registration Coordinator.

4.5. Mature Student Status

Mature students are described as students at or over the age of 19. A mature student is not required to present proof of high school completion unless specifically required by the program.

As part of the application process, students can apply as one who meets the educational requirements of admission (the required level of high school completion) OR as a mature student.

Note: employment in some sectors may require high school graduation or equivalency regardless of whether or not applicants were accepted on a mature student basis. The college accepts no responsibility in these cases but will endeavor to inform students when the admissions staff believe this is a risk. Students applying under mature status should confirm with potential employers that the college certification is sufficient for employment.

4.6. English Requirements

All RMC program students must meet the college's English standard for admission. The simplest way to meet the college's English requirement is to provide proof of the completion of English 12 (or equivalent) from a Canadian high school.

Students may also provide proof of English proficiency through any one of the following means:
- The completion of a for-credit course at a public Canadian, American, UK, Irish or Australian post-secondary institution if the language of instruction is English.

- An accepted score on a recognized third-party English test. Accepted tests and scores include the following:

Test Name	Accepted Minimum Aggregate Score	Accepted Minimum Score in Each Band
IELTS	6.5	6.0
TOEFL - iBT	80	20
CLB/CELPIP/LINC	7	N/A
Duolingo	120	100
CAEL	60	50

Students who cannot provide proof of English ability through any of the methods above may choose to complete RMC's English evaluation. The English evaluation can be scheduled as part of the application process.

4.7. Math Requirements

Some RMC programs may require proof of math proficiency.

Students may also provide proof of Math proficiency through any one of the following means:
- Successful completion of Math 10 as shown on a high school transcript
- Successful completion of a Canadian or American post-secondary for-credit class in mathematics from a public institution
- Successful completion of RMC's math evaluation

4.8. International Students

RMC is not currently listed as a BC Designated Learning Institution (DLI) and therefore cannot accept international students who wish to study for a period of longer than six (6) months, as per regulations from Immigration, Refugees and Citizenship Canada (IRCC).

As per current regulations, Ridge Meadows College can accept international students (regardless of study-permit status) for its courses or programs that run for six (6) months or less.[1]

Any international students considering study at the college should contact IRCC to ensure they are eligible to attend.

4.9. Document Submissions

4.9.1. *Application Documents*

Application documents can and should be submitted through the student portal MyRMC. Such documents can be submitted as an image (photo or scan) or as a PDF. Some documents, such as reference letters or letters of intent may also be accepted as a Word (.doc) or in other formats. If there is a problem with any submission, the student will be contacted through email by a college admissions representative.

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[1] https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/operational-bulletins-manuals/temporary-residents/study-permits/who-needs-study-permit.html

Application documents may include the following, depending on program:
- Government-Issued Photo ID (such as a driver's license)
- Academic Transcript
- Criminal Record Check
- Resume
- Reference Letters
- Statement of Interest
- Handwritten Letter
- Medical Declaration
- Immunization Declaration

4.9.2. *Official Documents*
Official documents generally include those presented to the student by a different institution and are used to demonstrate proof of meeting academic requirements for admission. Examples of official documents include:
- High School Transcripts
- College / University Transcripts
- Criminal Record Checks (CRC)
- English Placement Tests
- Certified Translation Documents

Official documents may be accepted electronically and can be submitted through MyRMC along with other application documents. However, RMC reserves the right to request and require original copies of official documents at the discretion of the college admissions team.

An original copy is defined as one sent directly to the college and arrives unopened from the sending institution.

4.10. Specific Program Entrance Requirements
The specific breakdown of admission requirements by program is as follows:

4.10.1. *Administrative Office Specialist (AOS) Program*
- Completion of Grade 12 or Mature Student Status (aged 19 or over)
- Demonstration of English Proficiency (as per section 4.6)
- Payment of Application Fee

4.10.2. *Bookkeeping Professional (BKP) Program*
- Completion of Grade 12 or Mature Student Status (aged 19 or over)
- Demonstration of English Proficiency (as per section 4.6)
- Payment of Application Fee

4.10.3. *Building Service Worker (BSW) Program*
- Completion of Grade 10 or Mature Student Status (aged 19 or over)
- Demonstration of English Proficiency (as per section 4.6)
- Payment of Application Fee

4.10.4. *Community Support Worker (CSW) Program*

- Completion of Grade 12 or Mature Student Status (aged 19 or over)
- Demonstration of English Proficiency (as per section 4.6)
- Payment of Application Fee
- 2 Letters of Reference
- Statement of Interest (1-2 pages)
- Resume
- Criminal Record Check (CRC)
- Immunization Declaration
- Student Interview

4.10.5. *Early Childhood Education (ECE) Programs*

- Completion of Grade 12 or Mature Student Status (aged 19 or over)
- Demonstration of English Proficiency (as per section 4.6)
- Payment of Application Fee
- Resume
- 2 Character Reference Letters
- Statement of Interest
- Criminal Record Check
- Student Interview (*not necessary for ECE-A students*)
- ECE Basic Certification (*only necessary for ECE Post-Basic Students*)

4.10.6. *Education Assistant (EA) Program*

- Completion of Grade 12 or Mature Student Status (aged 19 or over)
- Demonstration of English Proficiency (as per section 4.6)
- Payment of Application Fee
- Resume
- 2 Character Reference Letters
- Hand-Written Letter of Interest
- Criminal Record Check
- Student Interview
- Payment of Deposit

4.10.7. *Medical Booking Clerk (MBC) Program*

- Completion of Grade 12 or Mature Student Status (aged 19 or over)
- Demonstration of English Proficiency (as per section 4.6)
- Payment of Application Fee
- Immunization Declaration

4.10.8. Medical Office Administrator (MOA) Program
- Completion of Grade 12 or Mature Student Status (aged 19 or over)
- Demonstration of English Proficiency (as per section 4.6)
- Payment of Application Fee
- Letter of Interest
- Criminal Record Check (CRC)
- Student Interview
- Immunization Declaration

4.11.   Deferred Admission

Applicants may defer their admission for up to two (2) calendar years from the date on their acceptance letter.

If an applicant decides not to pursue study during the year following the receipt of their acceptance letter, they must re-apply should they wish to be considered for admission at that time.

4.12.   Re-Admission Requirements

Students who have been inactive at the college for a period of two years or longer will have to re-apply, even if wishing to continue in the same program. Students re-applying to the college will be required to pay an application fee.

4.13.   Transfer Credit

Students may be eligible for transfer credit if they have completed one or more post-secondary courses at an equivalent institution. All applications for transfer credit must be made in writing by filling out a Transfer Credit Request Form and providing the necessary supportive documentation.

Applications for transfer credit are considered on a case-by-case basis by the program chair and admissions team. All decisions on the granting of transfer credit are guided by service standard 4002 – Transfer Credit.[2]

The granting of transfer credit at RMC is guided by the following, as per the service standard:
- Transfer arrangements will maintain the academic integrity of RMC's courses and programs.
- Only courses taken at recognized post-secondary institutions, or institutions approved by the appropriate program chair in consultation with the college manager will be considered for transfer arrangements.
- Once credit has been granted for a course from a sending institution, it cannot be used for credit towards any subsequent course(s).
- Only courses completed within the last 10 years will generally be considered for transfer. Courses completed within the last 5 years are preferred.

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[2] https://rmcollege.sd42.ca/current-students/current-students/service-standards/

- Transfer credit will normally be granted for a course only where Ridge Meadows College offers a parallel or similar course with substantially the same content at a similar level. For courses deemed equivalent but not similar, credit may be considered at the discretion of the Program Chair.
- Transfer credit or advanced standing will only be granted for courses when a student obtains a minimum grade equivalence of 2.00 (C) or better.
- A student may not obtain any combination of transfer credit, advanced standing or PLAR for more than 50% of program credits – except for the ECE program when accompanied by a letter of support from the ECE Registry.
- Courses completed through non-recognized institutions or organizations and learning obtained through work and life experience may be considered through Prior Learning Assessment and Recognition (PLAR) – as per standard 4003.

4.14.   Prior Learning Assessment and Recognition (PLAR)

Ridge Meadows College understands that students apply to various programs with a wide range of personal experiences and education. Obtaining course credit for informal education or experience can accelerate a student's pursuit of a credential as well as reducing a program's expense. When not in conflict with the academic integrity of RMC's programs, and when prior experience or education can demonstrably match the learning outcomes of a specific course, RMC will award credit as per service standard 4003: Prior Learning Assessment and Recognition (PLAR).[3]

RMC adheres to the following principles when granting PLAR credit:
- Recognition and credit will be given for demonstrated knowledge and skills, and not for experience alone.
- Learning assessed for post-secondary credit should be:
    - Connected to learning goals and outcomes of specific courses and programs.
    - Transferable to multiple contexts beyond the one in which it was learned.
    - Current and relevant.
    - At an equivalent level of achievement or skill to a student completing the appropriate course or level of a program.
    - Assessed using a range of different evaluation techniques consistent with post-secondary education.
- Some credits are not eligible for PLAR consideration. Those courses will be listed in the current version of the academic calendar.
- RMC accepts transfer credits for which PLAR was granted from accredited Canadian institutions as well as from others with verifiable quality assurance standards from a recognized accreditation body.
- All program students must meet a residency requirement, meaning no more than 50% of a program's credit may be obtained from any combination of transfer credit, advanced standing and PLAR.
- PLAR will not be considered when prior learning credit at an institution may be eligible for transfer credit or advanced standing. In such cases, a transfer credit or advanced standing request must be made instead.

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[3] https://rmcollege.sd42.ca/current-students/current-students/service-standards/

- The appropriate Program Chair will appoint an instructor who is qualified in the field to evaluate any PLAR requests.
- Credit granted through the PLAR process will be noted as such on a student's transcript. PLAR credits do not contribute to a student's CGPA.

4.15. Residency Requirement

RMC requires students receiving certificates from the institution to meet a residency requirement. For a student to receive certificates or diplomas from the institution they must complete at minimum 50% of the coursework at Ridge Meadows College. As a result, no combination of transfer credit, advanced standing and/or PLAR will exceed 50% of a student's program credits.

4.16. Non-Program Students

Prospective students may apply to join the college as a "Non-Program Student". Non-program students are not assigned to a specific program and are able to take courses at the college ad-hoc.

Some courses are inaccessible to non-program students as they require the demonstration of program admission requirements. Other courses may be attended as they become available, but program students will be given registration priority.

If a non-program student wishes to become a program student, they may do so by contacting the college office and completing the appropriate application. If granted admission to the program, all relevant courses taken at the college will be immediately applied to the applicant's program plan.

To become a non-program student, an applicant must apply and choose "Non-program student" from the program list. Non-program students must still submit the following application documents:
- Completion of Grade 10 or Proof of Mature Student Status (aged 19 or over)
- Payment of the application fee.

5. Student Services and Advising

5.1. College Directory

Like other post-secondary institutions, RMC is divided into departments. Students should contact the person or department that best suits their question or need. Students unsure of who to contact should inquire with the Receptionist to be directed to the appropriate person to assist them.

Name	Position	Department	Email
Natalia Piaszczyk	Receptionist	General Inquiries	rmc@sd42.ca
Carrie-Lyn Bell	Admissions and Registrations Coordinator	Registrar's Office	Carrie-lyn_somogyi@sd42.ca
Keshav Mehta	Accounts Clerk	Finance	rmcfinance@sd42.ca

Navdipak Kaur	Student Services & Recruitment Coordinator	Student Services	Navdipak.kaur@myrmc.ca
Erica Hopgood	ECE Practicum Coordinator	Academics	Erica_hopgood@sd42.ca
Program Chairs			
Taannia Flahmeri	Program Chair, Administration & Trades	Academics	Taannia_flahmeri@sd42.ca
Alan Millar	Program Chair, EA & CSW	Academics	Alan_Millar@sd42.ca
Karen LeSage	Program Chair, ECE	Academics	Karen_lesage@sd42.ca
Senior Leadership			
Will Carne	Manager	Leadership	Will_carne@sd42.ca

5.2. Course Registration

Course registration is usually completed by the student from within the RMC student portal following acceptance to the college and the opening of the registration period for the appropriate term.

For students having trouble with any aspect of registration, or to request an appointment to have a college representative assist you with the registration process, please contact Student Services.

5.2.1. Self-Registration

Students may self-register for courses upon successfully being admitted to the college. Typically, the course registration period opens about two months before the start of a semester. Registration opens for existing students first, then to new students a week later. Registration operates on a first-come, first-serve basis so it is recommended that a student endeavors to register early in the process to ensure they may attend the courses they wish before reaching capacity.

Students may access self-registration by logging into MyRMC and clicking on "My Courses > Course Registration". Registration will only be possible once registration has officially opened for the term – see website for regular updates on course registration periods. Students may only register for courses within their program of study and may be limited further in the case of programs using tiers or pre-requisites.

Students requesting special permission to register in a class that is not normally available to them, may do so by contacting their program chair.

5.2.2. Pre-Requisites and Co-Requisites

In many programs, students may encounter pre-requisites and co-requisites.

A pre-requisite (or pre-req) is a class that is required as a prior condition to taking another. For example, an advanced child development course, may have an introductory child development course listed as a pre-req. If a course has a listed pre-req, a student may not begin it until the pre-req has been completed.

Students may self-register in a course with a listed pre-requisite if they are currently in-progress on the appropriate pre-req. However, if the student does not obtain a passing grade in the pre-req by the start date of the course, they will be automatically dropped from the course.

A co-requisite (or co-req) is a class that is required to be taken at the same time as another. For example, a practicum preparation class may be a co-req to a practicum class. Co-requisites ensure students benefit from interdependent learning outcomes of both courses. If a course has a listed co-req, a student must register in both co-req courses at the same time.

Students may request special permission to bypass a pre-req or co-req by directly contacting their program chair. Approvals must be received in writing and forwarded to the Admissions and Registrations Coordinator for validation and to override system defaults in such cases.

5.2.3. *Add/Drop Dates*
The add/drop date of a course is the date by which a student can modify their schedule without penalty. Students will no longer be able to self-register in a course after the add/drop date has passed. Likewise, a student will no longer be able to drop a course after the add/drop date.

When a student drops a course, it means they effectively remove the course from their schedule with no academic or financial penalty.

For most courses, the add/drop date is one week (168 hours) after the first day of a class. In the case of non-credit courses that are two classes or less, a student may not drop the course after it has begun. Some specialized courses like Practicums may have different add/drop dates as per Standard 4004 – Course Changes and Withdrawals.

5.2.4. *Withdrawal Dates*
The withdrawal date takes place after the add/drop date and is the last point at which a student can remove a course from their schedule without an academic penalty. Students who successfully withdraw from a course will receive a "W" grade and will be required to pay the full tuition of a course.

Requests to withdraw must be through email to the Admissions and Registrations Coordinator or through use of MyRMC.

The withdrawal date is typically six weeks after the start of the first day of a class. In the case where a course does not run for the length of an entire semester, the withdrawal date will be the date when 40% of total course instructional hours are completed.

If the withdrawal date falls on a stat holiday, or other date when the college is closed, it will move to the next business day.

Students are not permitted to withdraw from a non-credit course after the add/drop date.

If a student withdraws after the withdrawal date, a grade of 'F' will be entered on the student's permanent record and the student will have a calculated GPA of '0.00'.

Students are not eligible for any form of tuition of fees refund when withdrawing from courses.

5.2.5. *Course Changes*

If a student registers in a specific course section, the student may apply to change the section of the course prior to the add/drop date. Such a change will be at the discretion of the college so that operational requirements of the college may be met.

Students may apply to switch sections of a course by contacting the Admissions and Registrations Coordinator prior to the add/drop date.

5.2.6. *Waiting Lists*

When a course has reached its maximum capacity a student attempting to register will be placed on a waiting list. Students on the waiting list may view the course within MyRMC. If a registered student drops a course that has an active waiting list, the first student on the list will automatically be formally registered in a course.

If there is still a waiting list following a course's add/drop date, all students on the waiting list will be "dropped" from the list and student's will have to re-register in the course in a later term. No fees will be due when students are dropped and they will be notified by automated message within MyRMC. If a student has already paid for the course, they will be credited the appropriate amount.

5.3. Student Orientation

Student orientation is an important event and helps inform new students of their privileges and responsibilities as a member of RMC's community. If orientation is part of a student's program plan, it is mandatory to attend. Students who do not attend orientation may not be permitted to register in their second term unless they have completed it.

5.4. Student Advising

Students wishing to obtain advice regarding their program plan, courses they are considering enrolling in, or administrative questions may make an appointment with the Student Services and Recruitment Coordinator.

5.5. Student Code of Conduct

The student code of conduct is outlined in Standard 4006 – Student Code of Conduct.

Ridge Meadows College (RMC) is a learning institution committed to providing a safe environment for its students, staff and members of the general public. Based on a foundation of mutual respect, consideration, fairness, empathy and social and emotional development, the college requires students to behave in a manner that befits these tenants. In a post-secondary environment, the respect and dignity of persons must be balanced with the need to express their ideas and academic freedom.

The purposes of RMC's Code of Conduct are:

1. To encourage the development of socially responsible behaviour resulting in a positive reputation for students and community.

2. To foster a safe, respectful and welcoming learning environment for all students, staff and members of the public.
3. To clearly communicate behavioural expectations to students.
4. To demonstrate reasonable steps and preventative actions that may be required when College values are not upheld.

The Code of Conduct applies to all students, at any college-related activity at any location, or any circumstance/activity that will have an impact on the college environment.

All students should familiarize themselves with the code of conduct on the rmcollege.ca website here: https://rmcollege.sd42.ca/current-students/current-students/service-standards/

5.6. Complaints Resolution

The appropriate path towards complaint resolution depends upon the nature of the concern. Ridge Meadows College makes every effort to maintain a safe and comfortable environment for its students, faculty and staff. It is committed to continuous improvement in this area and as such is open to the receipt of concerns and complaints from students, staff and members of the public.

If a student, staff member, or member of the general public wishes to make a general complaint they may do so by contacting the college manager. All complaints are taken seriously and investigated as appropriate to attempt to resolve the matter.

Complaints that address the behaviour of a student are addressed using Standard 4006: Student Code of Conduct and 4006R: Student Code of Conduct Rules. In these cases, claimants should follow the instructions outlined in the standard.

In cases of conflict between a student and a staff or faculty member, or between two staff or faculty members, Standard 5001: Conflict Resolution and Standard 5001R: Conflict Resolution Rules will apply. In these cases the procedure outlined in the standard will be followed closely.

If a student has a complaint about a grade, or about an accusation of plagiarism or academic misconduct, they may follow the appeal procedures outlined in this calendar in sections 7.2.4 and 7.2.5.

5.7. Accommodations for Students with Disabilities

Ridge Meadows College is committed to the principals of equity, diversity and inclusion. Students are provided with the opportunity to self-declare any disabilities or unique learning needs they may have as part of the application process. If a student wishes to declare at a later time, they may do so by contacting their program chair or the student services department.

Whenever possible, the college will attempt to provide accommodations or alternative evaluation and support methods for students with unique needs. This may include supplying more accessible facilities or technology, or arranging alternative testing methods to accommodate a student's needs.

In cases where accommodations are not possible (for example when an accommodation will not allow the student to meet the learning outcomes of a course), the college will endeavor to work with the student to identify an amicable solution.

More details about accommodations can be found in Service Standard 5007: Equity, Diversity and Inclusion; and Service Standard 5011: Accessibility.

6. <u>Financial Information</u>

6.1.<u>Tuition and Other Fees</u>

6.1.1. <u>Tuition</u>

Tuition is due on the first day of a semester, or if registering after a course has started, at the time of registration. Students who do not pay by the due date may be subject to a late payment fee.

Some students may be eligible to apply for a payment plan as per section 6.2.1 in this document.

6.1.2. <u>Fee Payments</u>

Fee payments may be made by Visa or Mastercard via the student portal MyRMC by going to My Records > Financial Statements. Students can also use this page to view previous transactions and their current balance owing (if any).

Alternatively, RMC accepts cash, credit, debit and cheque if paying in-person at the college office. Students may also pay over the phone by credit card.

6.1.3. <u>Refunds</u>

Refunds will be provided as per Standard 3001 – Payments and Refunds, and Standard 3001R Payments and Refunds Rules.

Refunds are subject to the rules outlined in the standard. Typically tuition refunds are available prior to the add/drop date of a course. In the case of deposits, refunds must be requested 14 days prior to the start of semester or they will not be granted.

Technology and Library fees will be refunded if a student drops all courses prior to the add/drop date.

Textbook fees are not refundable after they have been purchased and codes or hardcopies delivered to the student.

Application fees are not refundable.

Refund Procedure: In most cases, any payments made by students and then automatically refunded (such as an enrolled course that is dropped prior to the deadline) will be refunded to credit that is stored on the student's account. At any time, a student may request that accumulated credit be refunded directly to them by use of the Refund Request Form in MyRMC or by contacting the college's finance team.

6.1.4. Schedule of Fees

The following is the student fee schedule for RMC's 2024-25 academic year. Course and Program tuition is listed separately in the calendar's program section.

Student Fee Schedule (2024-2025)		
Fee Type	**Fee Amount**	**Description**
Non-Credit Courses	Various	Refer to academic calendar or website for current non-credit course rates
Supplies Fee	Various	Added to courses with special technological or supplies requirements
Book Fee	Various	Charged for courses where a textbook is supplied at a cost to the College.
Application Fee	$30 (domestic) $100 (international)	Required for all new students during the first stage of the application process.
Technology and Library Fee	$50 per term (some exceptions for short classes)	Allows access to Learning Management System, Microsoft Office 365 and related benefits and contributes to library catalogue resources.
Graduation Fee	$25	Applies to students graduating but NOT attending convocation.
	$60	Applies to students graduating but choosing to attend convocation.
Transcript Request Fee	$15 each	Official Transcript – signed and sealed.
Late Payment Fee	$50	Payable as per Payment and Refund Standard
CIP Enrollment Fee	$50	One time fee to enroll in CIP (payment plan) across multiple months. CIP enrollment is also subject to interest of up to 5% of total tuition owing.
Student ID Replacement	$15	If a Student ID replacement is requested, this fee will be charged.
Challenge Test Fee	$50	If a student requests to write a challenge exam for an eligible course, this fee will apply.
PLAR Fee	$400	If a student requests a PLAR review to obtain recognition for a specific RMC course as per standard 4003 – Prior Learning Assessment and Recognition (PLAR)

6.2. Financial Aid and Awards

6.2.1. Payment Plans

Students may apply for a payment plan via MyRMC under Request Forms > Payment Plans. Students are expected to note any rules and requirements outlined at the time of application. Typically, payment plans divide a student's fees over four months in a semester. Payment plans are charged to a student's credit card, once per month at pre-arranged dates. Students pay an application fee when using a payment plan.

Application fees for payment plan are non-refundable.

6.2.2. *Course Installment Plans (CIP)*

Students may apply to make payments via the college's Course Installment Plans (CIP) if they are due to pay a total tuition of $1000 or more during a term. Installment plans allow students to divide their total tuition owing into monthly installments, payable on the first of every month during the semester.

A CIP plan differs from a payment plan by withdrawing payments directly from a student's bank account, as opposed to a credit card. Because RMC incurs additional banking charges with this method, a small interest fee is charged in addition to the application fee.

Students must apply for a CIP by contacting the college's financial department.

Students wishing to enrol in a CIP must due so at a minimum of 15 days before the start of a semester.

Application fees for CIPs are non-refundable.

6.2.3. *Financial Awards and Scholarships*

At its own discretion, the college may offer financial awards, tuition rebates, grants, or scholarships for current or prospective students who meet certain conditions. Eligibility requirements are set by the college and may change or be rescinded at any time. However, once a student has received a financial award or scholarship, the college will commit to meeting the terms and conditions of the award.

For a current list of financial awards, visit the college's website or contact the RMC finance department.

RMC is not currently eligible to accept scholarships offered from secondary schools / high schools because it is not a designated post-secondary institution with StudentAid BC. The college intends to pursue the application process and will update its student body and this academic calendar if successful.

6.2.4. *Government Student Loans*

RMC is not currently a designated post-secondary institution with StudentAid BC and as such is not eligible to offer Government student loans at this time. RMC intends to pursue the application process and will update its student body and this calendar if successful.

6.2.5. *Registered Education Savings Plans (RESPs)*

RMC accepts payments via RESPs but each bank has different policies reading the use of RESPs. For students with any questions about eligibility of their RESP or administrative procedures, contact the college finance department and/or their bank..

7. <u>Academic Regulations</u>

7.1. <u>Course Delivery and Terms</u>

7.1.1. *Term Lengths and Breaks*

RMC runs an academic year consisting of three equal-length terms. Each term is 15 weeks in length with a 2-week break (3 weeks over new years). Terms start in January, May and September. For specific start and end dates, see section 1 of this document.

7.1.2. *Student Evaluation of Courses*

At the end of every course, students may evaluate their course and instructor. Evaluations are anonymous and conducted through the MyRMC student portal.

Student evaluations open one week prior to the end of a course and close on the final date of the course. They are accessible by accessing the course through the portal and clicking on the link at the top entitled "We want your input – click here to submit your course evaluation."

Evaluations are monitored by the appropriate program chair and then final scores are forwarded to the instructor for review and consideration as per Standard 5002 – Instructor Hiring and Evaluation.

Students are encouraged to provide feedback whenever possible as student evaluations provide valuable decision-making information for the college.

7.2. Assessment and Grading

7.2.1. *Grading Scales*

Grading scales may vary depending upon the program and are published in course syllabi and under the appropriate program section of this document.

The following non-standard grade notations are universal for all programs:

Grade / Notation	Numerical Value	Descriptor
ADV	Not Calculated in GPA	**Advanced Standing** Student has completed equivalent course at another recognized institution and is granted credit.
AEG	Not Calculated in GPA	**Aegrotat** A compassionate pass, approved by the Program Chair and College Manager, based on satisfactory term marks when a student is unable to complete the course due to serious, documented extenuating circumstances.
FD	0.00	**Failure due to academic dishonesty** Student has breached the standards of academic integrity as per standard 2001 – Academic Integrity and failure of the course has been determined as a disciplinary sanction.
I	Not Calculated in GPA	**Incomplete** Student is continuing to do coursework beyond the deadline for grade submission in a semester. This is a temporary grade assigned in circumstances which are student driven. If work is not completed as outlined in an Incomplete Course Contract, then this grade will convert to whatever grade has been earned in the class to date.
IP	Not Calculated in GPA	**In Progress** This applies when a student is currently undergoing coursework during a regularly scheduled offering. This is a temporary grade assigned in circumstances which are institutionally driven.

NCC	Not Calculated in GPA	**Non-Credit Complete** Mandatory requirements for a non-credit course are complete.
NCF	Not Calculated in GPA	**Non-Credit Fail** Mandatory requirements for a non-credit course were not completed satisfactorily.
NR	Not Calculated in GPA	**No Record** A no record grade is applied when assignments or grades were not handed in or presented to the college administration office. NR grades do not count against maximum number of allowed W grades and the course may be repeated.
PLAR	Not Calculated in GPA	**PLAR** Credit granted as formal recognition of knowledge and skills gained through work and/or life experience. As per Standard 4003 – Prior Learning Assessment and Recognition (PLAR)
TRF	Not Calculated in GPA	**Transfer Credit** Student has successfully completed a post-secondary course, the content of which is similar to a course offered by Ridge Meadows College and is granted credit for the RMC course on that basis. Criteria for granting transfer credit rests with Standard 4002 – Transfer Credit.
W	Not Calculated in GPA	**Withdrawal** Only applied when a withdrawal application has been submitted before the official deadline.

Historical Notations:

The following grade notations were used at RMC in the past but are no longer in use:

Grade / Notation	Numerical Value	Descriptor
P	Not Calculated in GPA	**Pass** Student received a pass in a pass/fail course.
SG	Not Calculated in GPA	**Standing Granted** Student received standing granted for a course. Historically this was used for transfer credit, advanced standing and/or PLAR

7.2.2. *Types of Assessments*

Many different types of assessments may be used at RMC depending upon the content of the course, its learning outcomes, and instructor preference. Types of assessments may include (but are not limited to):

- Quizzes and Exams
- Written Assignments (such as academic papers)
- Oral/Written Presentations
- Discussion Questions
- Participation
- Observation or Practicum Assignments
- Creative Projects (such as musical instrument creation or artwork)

Assessments may be individual in nature or assigned to a group.

In most cases, participation grades in a course will not exceed 15% of total student marks. Likewise, group work will not typically exceed 25% of total student marks in a course.

Provisions for Diverse Learning Needs:
RMC provides support for students with diverse learning needs. When applying to the college, students are provided with an opportunity to self-declare any unique learning needs they may

have. Students may also contact their program chair or other member of the college's administrative team to self-declare at a later date. See Service Standard 5011: Accessibility.

Whenever feasible, unique learning needs are accommodated. This may include alternative testing methods (such as accepting oral rather than written responses), alternative assignment selection, or other options.

7.2.3. *Late Assignments*
Late assignments are penalized at a rate of 10% per day. They will generally not be accepted after they are 1 week late.

In some cases, it may be possible for students to arrange an extension to an assignment due date. In such cases, students must contact their instructor before the assignment due date to request an extension. Extensions are granted at the instructor's discretion.

7.2.4. *Plagiarism & Academic Misconduct*
RMC treats issues of plagiarism and academic misconduct very seriously and handles all potential issues of plagiarism or academic misconduct as per Standard 2001- Academic Integrity.

There are many different forms of academic misconduct. RMC categorizes academic misconduct into five categories.
1) Assignment Misconduct (eg. working on an individual assignment with others; copying an assignment from another).
2) Exam Misconduct (eg. copying a neighbour's exam; using an unauthorized aid).
3) Falsification (eg. altering a graded exam and submitting it for regrade, presenting a false excuse to delay an assessment).
4) Fraud (eg. hiring or enlisting a third party to write a paper, generating an assignment using AI – such as ChatGPT).
5) Plagiarism (eg. submitting an assignment of which portions contain material copied or paraphrased from an unattributed source).

If Academic Misconduct is Suspected:
Instructors and college administrators may pursue different methods of investigation if they suspect a case of academic misconduct. Methods may include, but are not limited to:
- Asking the student about the work and their methods.
- Submitting the material to an online plagiarism detector like Turnitin.
- Entering portions of the material into a search engine to determine if there are exact copies of the text elsewhere.
- Cross-referencing the material with texts, papers, or other submitted assignments.
- Requesting the student to complete a supervised work to determine if vocabulary and writing style are consistent with that of the previously submitted work.
- Requesting the student to orally explain the work or details of a cited source.

Potential Sanctions:
If a student has been deemed to have committed an act of academic misconduct, different sanctions may be applied. In general, sanctions increase in severity if the misconduct is a second or greater offence, or if the offence is particularly egregious. Sanctions may include:

- A written warning to be recorded on file with the college administrative office.
- Resubmission of an assignment/work.
- Required attendance at an academic integrity workshop.
- Failure of an assignment.
- Failure of a course.*
- Suspension from the college.*
- Expulsion from the college.*

*Sanctions with an asterisk are administrative decisions and can only be made by the Program Chair in consultation with the College Manager.

In all cases, academic misconduct will be reported to and recorded by the college administrative office. If the misconduct is a second (or greater) offence, or deemed severe, the Program Chair, in consultation with the College Manager, will be entitled to choose an alternative or additional sanction.

Typical Hierarchy of Sanctions:
In most cases sanctions will increase in severity with additional offences. The choice of sanctions rests with the instructor (or Program Chair and College Manager). A typical order of sanctions is as follows:
- **First Offence**: A written warning, often requiring resubmission of the work.
- **Second Offence**: Failure of the work.
- **Third Offence:** Failure of the course.
- **Fourth Offence**: Suspension or expulsion from the college.

For additional information on the college's Academic Integrity policy, review Standard 2002 – Academic Integrity.

7.2.5. *Grade Appeals*
Grade appeals are generally only considered when procedural errors or acts of discrimination have taken place.

In cases where a student is requesting an appeal due to discrimination, the student should follow the procedures outlined in Standard 5001- Conflict Resolution. If the claim can be confirmed following an investigation, than the grade may be changed as a result.

For general grade appeals, students should follow the procedures outlined in Standard 2005 – Grade Appeals. Grading is a subjective exercise and the college has faith in its subject experts (its faculty) to grade assignments appropriately and fairly.

If a student disagrees with a grade, they should first consult the instructor and voice their disagreement in a productive and respectful manner. If the instructor refuses to change the grade, students may then write a formal appeal request to their program chair.

Typically the program chair will only consider appeals when a procedural error has taken place (such as a calculation error or an assignment that was not graded according to its pre-defined rubric). Program Chairs will not override subjective decisions made by instructors in a course without significant cause.

7.2.6. Incomplete Courses

In some cases, when students have demonstrated *significant cause*, they may be granted an extension to submit assignments beyond the final date of a course. In such cases, students will be given an "I" (Incomplete) grade on a temporary basis.

"Significant cause" is defined as an unavoidable and unpredictable event that prevents the student from completing a course on time. Examples may include:

- A death in the family
- A serious illness or injury
- A family emergency requiring travel

It is the student's responsibility to liaise with their instructor to inform them of the request for extension. Likewise, it is the student's responsibility to submit the request via the "Incomplete Course Extension" request form in MyRMC.

Incomplete courses cannot extend more than 5 weeks from the end of a term. Following the fifth week, if a student has not submitted all assignments, any unsubmitted assignments will receive a grade of zero and the students final mark entered into record.

7.2.7. APA Formatting

RMC observes the use of American Psychological Association (APA) formatting for written assignments submitted by students across its programs. APA formatting outlines a way of formatting papers and includes specific rules around citations.

Properly cited papers are necessary to identify original sources of information and ideas and protect a student from accusations of plagiarism.

Students should attempt to follow correct APA formatting for all assignments and it is recommended students reference or purchase the current version of the APA style guide to assist in formatting questions.

7.2.8. Course Credit

Students receive academic credit for most courses they take that are 12 hours or longer. Typical credit values are as follows:

Course Hours	Academic Credits Rewarded
15 hours	1 credit
22.5 hours	1.5 credits
30 hours	2 credits
45 hours	3 credits
60 hours	4 credits

Short courses may be "non-credit" courses meaning a student does not receive academic credits for completing them. However, these non-credit courses may still be required to complete a program.

7.2.9. Release of Final Grades

Every effort is made to release final grades to students within 2 weeks of the last day of class. When final grades are released, students will see the change reflected on their program plans and in the grades section of MyRMC.

7.2.10. Transcript Requests

Upon graduation, students will be granted a complimentary copy of their official transcript.

Students may also request an official transcript at any time regardless of whether or not they have completed a program. To request an official transcript, students may email the college office, or fill out the request form in MyRMC. Once students have made their payment according to the fee schedule in section 6.1.4, the college will complete the order within two business days.

Students may request a transcript be sent directly to another institution, their home address, or be left for pickup.

7.2.11. Unofficial Transcripts

Students may self-serve requests for unofficial transcripts by filling out the appropriate request form in MyRMC. An unofficial transcript is a complete record of a student's classes and grades but is not signed or sealed by the college office. As a result, unofficial transcripts are not generally accepted by other colleges and universities for the purposes of admission or transfer credit but may be accepted by employers or other bodies like the ECE Education Support Fund.

Unofficial transcripts are free.

Students considering the use of an unofficial transcript should ask the receiving body if it will be accepted.

7.3. Attendance

Attendance is recorded for all RMC courses by the instructor. Attendance requirements may change from program to program or in specific cases.

StudentAid BC may require the college to submit attendance supports for compliance. Students not meeting StudentAid's attendance requirements could be penalized or even risk losing their loan.

Specific programs (such as the ECE and EA programs) may require certain attendance thresholds to be met for students to be granted certification.

It is the student's responsibility to be present and on-time. Instructors should be informed in advance for planned absences so work can be made up as appropriate.

7.4. Leaves of Absence

Students may request a leave of absence at any time for a period of up to 2 years. Students may submit a request by filling out the appropriate request form in MyRMC. It is recommended

students request a leave of absence if they will be away from studies for more than one term in a row.

By being granted a leave of absence, the student ensures they will not have to re-apply for a program or be negatively affected by absence or continuance issues.

Leaves of absence will be approved by the program chair and confirmed in writing.

8. <u>Graduation</u>

8.1. <u>Graduation Eligibility</u>

Students are eligible to graduate when all required courses from their program have been successfully completed, they have met the minimum Cumulative GPA required for their program (if applicable), and there are no outstanding fees on their account.
Students must also apply to graduate to signal to the office that their academic file is ready for review.

8.2. <u>Applying to Graduate</u>

Students should apply to graduate using the MyRMC portal and the appropriate request form. There are two options when applying to graduate:

- Application to Graduate – Attending Convocation
- Application to Graduate – Without Convocation

All students of programs that consist of 12 or more credits must apply to graduate to receive their final transcripts and completion certificate, regardless of whether they intend to attend convocation or not.

Students of programs that are less than 12 credits, do not need to apply to graduate and are not eligible to attend convocation.

Students should apply to graduate during their last term. Students do not have to complete all their studies before applying and are encouraged to apply 2-4 months before they expect to complete their program.

8.3. <u>Convocation Ceremony</u>

RMC convocation usually takes place in mid-June. The convocation ceremony is an opportunity for the college to celebrate its graduates and for graduates to share a moment of accomplishment with their family, friends and colleagues.

Students are supplied with robe, cap and a small gift. Refreshments are provided by the college.

8.4. <u>Parchments and Certificates</u>

All program graduates will receive a certificate of completion, or when appropriate, a diploma parchment. Certificates are available upon request as soon as all course requirements for a program have been completed, but are generally granted to students during convocation.

Graduates may also obtain transcripts upon request by following the transcript requirements in section 7.2.10. Note, every student is provided with a free transcript upon completion of program requirements.

8.5.Student Awards and Honours

Any student completing their program with a CGPA of 3.67 or above will receive an Honours designation.

Other student awards may be presented at the discretion of the Program Chair or College Manager.

9. College Programs

9.1.Administrative Office Specialist (AOS)

The AOS program is designed to prepare students for the modern office environment with up-to-date administrative skills. The AOS program provides a solid foundation in basic computer, organizational, communication and bookkeeping skills.

This 16 credit program can be taken on its own ,or students wishing to expand their skillset can use obtained credit to transfer into RMC's Bookkeeping Professional program.

Graduates of the AOS program will be able to:
- Effectively use common office software at a high level
- Communicate professionally in different environments
- Gain a thorough understanding of office procedures such as filing, bookkeeping and customer service standards
- Write effective resumes and cover letters
- Work collaboratively with a team

Courses are provided in a face-to-face environment.

Program pathway:

Course Code and Name	Hours	Credits
BUSM 1100: Office Skills and Client Support	15	1
CMNS 1100: Professional Communications	45	3
BCAP 1100: Microsoft Word – Level 1	30	2
BCAP 2100: Microsoft Word – Level 2	15	1
BCAP 1120: Microsoft Excel – Level 1	30	2
BCAP 2120: Microsoft Excel – Level 2	18	1
BCAP 1140: Microsoft PowerPoint	15	1
BCAP 1160 Microsoft Outlook	15	1
BUSM 1150: Employment Preparation	30	2
ADMN 1001: Bookkeeping – Level 1	30	2

Please refer to section 10. Course Descriptions for additional detail on specific courses.

9.2. Bookkeeping Professional (BKP)

The Bookkeeping Professional program is designed to prepare students for a position in a company's accounting or finance department, as well as for entrepreneurs and employees of small businesses. The BKP program is built to enhance existing office skills with bookkeeping, budgeting, cost management, payroll administration and teach the use of industry leading software including Quickbooks and Sage.

This 16 credit program contains some overlap with the Administrative Office Specialist certificate and can be combined with that program to obtain both credentials.

Graduates of the BKP program will be able to:
- Understand common principles and conventions upon which financial accounting is based
- Journalize transactions and prepare financial statements for businesses
- Design and implement budgets according to industry best principles
- Understand payroll procedures and basics of Canadian tax
- Communicate professionally in different environments
- Use bookkeeping software effectively

Courses are provided in a face-to-face environment.

Program pathway:

Course Code and Name	Hours	Credits
ADMN 1001: Bookkeeping – Level 1	30	2
ADMN 1002: Bookkeeping – Level 2	30	2
CMNS 1100: Professional Communications	45	3
BCAP 1120: Microsoft Excel – Level 1	30	2
BCAP 2120: Microsoft Excel – Level 2	15	1
ADMN 1020: Budgeting and Cost Management	22.5	1.5
ADMN 1040: Payroll Administration	22.5	1.5
BCAP 1311: Sage – Level 1	22.5	1.5
BCAP 1321: QuickBooks – Level 1	22.5	1.5

Please refer to section 10. Course Descriptions for additional detail on specific courses.

9.3. Building Service Worker (BSW)

The BSW program is designed to prepare students for custodial work and to perform the job in a safe, competent and professional manner. The BSW certificate provides students with classroom and technical training, with hands-on experience using various equipment. Students will be taught all aspects of cleaning inclusive of sanitation, proper chemical handling, floor maintenance inclusive of stripping, waxing and buffing floors, carpet maintenance, safety procedures and Workplace Hazardous Materials Information System (WHMIS).

9.4. Community Support Worker (CSW)

Community Support Workers (CSWs) are dedicated paraprofessionals committed to improving the quality of life for individuals facing diverse challenges. CSWs administer and implement a variety of social assistance programs and community services including life-skills workshops, substance abuse treatment programs, support programs, and more for a variety of, predominantly, vulnerable community members including but not limited to homeless persons, seniors, children with special needs, indigenous peoples, pregnant teenagers and people with substance abuse problems and addictions.

CSWs work in environments such as non-profit organizations, healthcare institutions, school systems, government agencies, homeless shelters, women's shelters, rehabilitation centers, immigration services and mental health centers.

The Community Support Worker certificate is a 32 credit program and includes 15 courses and two practicum placements, one early in the program to develop in students the understanding of what the responsibilities of a position as a CSW are in the community and a second, longer, practicum so students can gain relevant work experience before graduation. Graduates will obtain additional third-party certifications in: First Aid (level 1), Foodsafe (level 1), WHMIS, and CPI Non-Violent Crisis Intervention.

Program pathway:

Course Code and Name	Hours	Credits
SEMESTER 1: THEORY		
HSER 1100: Supporting Vulnerable Persons	30	2
HSER 1160: Supported Community Living	30	2
HSER 1200: Human Development Across the Lifespan	45	3
CMNS 1200: Supporting Communication Across the Lifespan	45	3
HSER 1500: Ethics of Practice	45	3
HSER 1901: CSW Observation Practicum	60	2
SEMESTER 2: SKILL DEVELOPMENT		
HESA 1421: CPI – Non-Violent Crisis Intervention	9	0
HSER 1300: Positive Behaviour Supports	30	2
HSER 1120: Life Skills & Personal Support Teaching Strategies	30	2
HSER 1140: Teaching and Learning Support Strategies Across the Lifespan	30	2
HSER 1320: Health, Sexuality & Pharmacology	30	2
HESA 1400: Practitioner Self-Care and Stress Management	45	3
HSER 1410: Indigenous Peoples of BC and Social Determinants within their Communities	45	3
SEMESTER 3: APPLICATION		
HSER 2901: CSW Practicum	160	3

HESA 1350: Workplace Hazardous Materials Information Systems (WHMIS)	4	0
HESA 1201: Comprehensive Occupational First Aid (Level 1)	14	0
HESA 1100: Foodsafe Basic (Level 1)	8	0

9.5. Early Childhood Educator (ECE)

The Early Childhood Education programs prepares students to work with young children in a variety of early learning settings. After successfully completing one of the "Assistant" designated ECE courses, students may apply to the ECE Registry for certification as an assistant (ECE-A), and work in the field while attending classes. In the certificate and diploma programs, through study of topics such as Child Development, Curriculum Development, and Child, Family & Community – as well as practical exposure through practicum placements in licensed child-care programs – students gain the knowledge and experience needed to apply for certification as an Early Childhood Educator.

There are several options of study available in the college's ECE department:
- ECE-Assistant: one course that allows students to be certified as an assistant to work in childcare centres.
- ECE-Certificate: A 41 credit certificate program that allows students to obtain *Early Childhood Educator – Basic* certification as a licensed ECE.
- ECE-Diploma: A 60 credit diploma program that combines the early childhood educator certificate with post-basic "Special Needs Educator" certification.
- ECE Post-Basic:
  - Special Needs Educator: A 22 credit program that allows students who have already completed their ECE Basic certification to obtain Special Needs certification.
  - Infant / Toddler Educator: A 22 credit program that allows students who have already complete their ECE Basic certification to obtain Infant/Toddler certification.

Graduates of the ECE program will be able to:
- Apply health and safety requirements of the profession
- Understand different stages of child development
- Design developmentally appropriate curriculum for young children
- Adapt methodologies to children of different cultural and socio-economic backgrounds
- Be comfortable in various types of childcare settings

Courses in the ECE program uses a hybrid model of instruction with some courses taught online and others face-to-face.

9.5.1. *Early Childhood Educator – Certificate (ECE-C)*
The ECE-C program provides students with Early Childhood Educator Basic Certification.

Program Pathway:

The ECE-C program pathway is divided into 3 tiers that total 41 credits. Students must complete classes in one tier before moving on to the next. Curriculum electives may be taken at any time.

Course Code and Name	Hours	Credits
Tier 1: Foundation		
ECED 1110: Child Growth and Development 1	45	3
ECED 1120: Health, Safety and Nutrition	45	3
ECED 1130: Curriculum 1	45	3
ECED 1900: Practicum Preparation	36	2
ECED 1920: Practicum 1	126	2
One curriculum elective		
Tier 2: Curriculum		
ECED 1160: Foundations in ECE	45	3
ECED 1170: Guiding Behaviour	45	3
ECED 1940: Practicum 2	126	2
Two curriculum electives		
Tier 3: Application		
ECED 2110: Child Growth and Development 2	45	3
ECED 2130: Curriculum 2	45	3
ECED 2140: Child, Family & Community	45	3
ECED 2900: Practicum 3	169	3
One curriculum elective		
Curriculum Electives		
ECED 1210: Creative Art	36	2
ECED 1220: Language & Literature	36	2
ECED 1230: Music & Movement	36	2
ECED 1240: Math, Science & Technology	36	2

Please refer to section 10. Course Descriptions for additional detail on specific courses.

9.5.2. *Early Childhood Educator – Diploma (ECE-D)*

The ECE-D program combines the Early Childhood Educator basic certification with the post-basic Special Needs certification.

Program Pathway:
The ECE-D program pathway is divided into 5 tiers that total 60 credits. Students must complete classes in one tier before moving on to the next. Curriculum electives may be taken at any time.

Course Code and Name	Hours	Credits
Tier 1: Foundation		
ECED 1110: Child Growth and Development 1	45	3
ECED 1120: Health, Safety and Nutrition	45	3
ECED 1130: Curriculum 1	45	3
ECED 1900: Practicum Preparation	36	2
ECED 1920: Practicum 1	126	2
One curriculum elective		
Tier 2: Curriculum		
ECED 1160: Foundations in ECE	45	3

ECED 1170: Guiding Behaviour	45	3
ECED 1940: Practicum 2	126	2
Two curriculum electives		
Tier 3: Application		
ECED 2110: Child Growth and Development 2	45	3
ECED 2130: Curriculum 2	45	3
ECED 2140: Child, Family & Community	45	3
ECED 2900: Practicum 3	169	3
One curriculum elective		
Tier 4: Diverse Needs		
ECED 2300: Advanced Programming for Diverse Abilities	45	3
ECED 2310: Advanced Child Development for Diverse Needs	45	3
ECED 2120: Advanced Health & Safety for IT and Inclusive Settings	45	3
ECED 2150: Equity, Diversity and Inclusion for Families	45	3
ECED 2500: Administrative Skills in Early Learning	45	3
Tier 5: Final Practicum		
ECED 2950: Inclusion and Diverse Needs Practicum	200	4
Curriculum Electives		
ECED 1210: Creative Art	36	2
ECED 1220: Language & Literature	36	2
ECED 1230: Music & Movement	36	2
ECED 1240: Math, Science & Technology	36	2

Please refer to section 10. Course Descriptions for additional detail on specific courses.

9.5.3. *Early Childhood Educator – Infant / Toddler (ECE-IT)*

The ECE-IT program specializes in young children and provides a Post-Basic: Infant / Toddler Educator certification. Students wishing to take this program must demonstrate they currently possess an ECE: Basic certification from the ECE Registry.

Program Pathway:
The ECE-IT program pathway consists of 7 courses that total 22 credits. The practicum should be completed last.

Course Code and Name	Hours	Credits
ECED 1110: Child Growth and Development 1	45	3
ECED 2410: Infant and Toddler Child Development	45	3
ECED 2400: Advanced Programming for Infants and Toddlers	45	3
ECED 2120: Advanced Health, Safety and Nutrition for Infant/Toddler and Inclusive Settings	45	3
ECED 2150: Equity, Diversity and Inclusion for Families and Communities	45	3
ECED 2500: Administrative Skills for Early Learning Environments	45	3
ECED 2960: Infant and Toddler Practicum	200	4

9.5.4. Early Childhood Educator – Special Needs (ECE-SN)

The ECE-SN program specializes in young children and provides a Post-Basic: Special Needs Educator certification. Students wishing to take this program must demonstrate they currently possess an ECE: Basic certification from the ECE Registry.

Program Pathway:

The ECE-SN program pathway consists of 7 courses that total 22 credits. The practicum should be completed last.

Course Code and Name	Hours	Credits
ECED 2110: Child Growth and Development 2	45	3
ECED 2310: Advanced Child Development for Diverse Needs	45	3
ECED 2300: Advanced Programming for Diverse Abilities	45	3
ECED 2120: Advanced Health, Safety and Nutrition for Infant/Toddler and Inclusive Settings	45	3
ECED 2150: Equity, Diversity and Inclusion for Families and Communities	45	3
ECED 2500: Administrative Skills for Early Learning Environments	45	3
ECED 2960: Infant and Toddler Practicum	200	4

9.5.5. Early Childhood Educator – Assistant (ECE-A)

Early Childhood Educator Assistants may apply to the ECE Registry for certification as an assistant (ECE-A) after the completion of one class. ECE-A's must remain current in the field by taking a new class every five years to remain certified.

ECE-A students may select any one of the following courses. If the student completed a course previously, whether at RMC or a different institution, and is renewing their certificate, they must take a different course. Students cannot take the same course twice to renew their certificate.

Courses in the ECE-A program are offered in an online environment.

Course Code and Name	Hours	Credits
ECED 1110: Child Growth and Development 1	45	3
ECED 2110: Child Growth and Development 2	45	3
ECED 1120: Health, Safety and Nutrition	45	3
ECED 1170: Guiding Behaviour	45	3

Please refer to section 10. Course Descriptions for additional detail on specific courses.

9.6. Education Assistant (EA)

Education Assistants work with K-12 students with special physical, behavioural or learning needs. The EA Program prepares students for supporting children and youth in mainstream learning assistance, resource room, English Literacy, and alternate settings.

The EA program is 30 credits and runs in a cohort model, meaning student take all courses in a pre-defined order with their cohort.

Graduates of the EA program will be able to:
- Adapt the K-12 curriculum to students with diverse abilities
- Communicate effectively with colleagues and students, including those in distress
- Understand various physical and mental conditions
- Understand different stages of child development
- Assist students of varying ages with accommodations suited to their needs.

Courses are provided in a face-to-face environment.

Program pathway:

Course Code and Name	Hours	Credits
Semester 1		
EDAS 1100: Introduction to Inclusive Education	24	2
EDAS 1200: Interpersonal Communication Skills	30	2
EDAS 1300: Child Development – Infancy to Adolescence	36	2
EDAS 1120: Diversity and Inclusion in the Classroom	42	3
EDAS 1700: POPARD – Introduction to Autism	30	N/A
EDAS 1400: Sensory Processing and Self-Regulation	6	0.5
EDAS 1420: Back Care	3	0
EDAS 1340: Social and Emotional Learning and Trauma-Informed Practice	15	1
EDAS 1320: Speech and Language Development and Disorders	45	3
EDAS 1900: Observation Practicum and Seminars	72	2
Semester 2		
EDAS 1440: Medical and Health Issues	24	2
EDAS 1510: Indigenous Perspectives in Education	15	1
EDAS 1500: Curriculum Supports – Elementary	30	2
EDAS 1550: Curriculum Supports – Secondary	48	3
EDAS 1600: Positive Behaviour Supports	42	3
HESA 1200: Occupational First Aid – Level 1	7	N/A
HESA 1421: Non-Violent Crisis Intervention (CPI)	9	N/A
EDAS 2900: Practicum and Seminars	135	3.5

Please refer to section 10. Course Descriptions for additional detail on specific courses.

9.7. Medical Office Assistant (MOA)

Medical Office Administrators (MOAs), work in doctor's offices, clinics and other related medical services. Working as an MOA requires specialized training in fields like anatomy, pharmacology, document handling, referrals and billing to accompany other administrative skills.

The MOA program at Ridge Meadows College is a two semester, 28-credit program. The program contains a foundation of basic office skills, administrative software, communication, customer service, and specialized field-related training. Students are placed on a 5-week, full-time practicum in a medical office setting to conclude the program.

Course Code and Name	Hours	Credits
SEMESTER 1		
ADMN 1200: Medical Administrative Procedures	45	3
ADMN 1211: Anatomy and Terminology 1	45	3
BCAP 1100: Microsoft Word – Level 1	30	2
CMNS 1100: Professional Communications	45	3
HESA 1400: Practitioner Self-Care and Stress Management	45	3
SEMESTER 2		
ADMN 1250: Clinical Procedures & Document Handling	45	3
ADMN 1212: Anatomy and Terminology 2	30	2
ADMN 1230: Equity, Diversity, Inclusion & Indigenous Health Concerns	22.5	1.5
ADMN 1240: Medical Records and Billings	22.5	1.5
BUSM 1150: Employment Preparation	30	2
HESA 1350: Workplace Hazardous Materials Information System (WHMIS)	4	0
HESA 1201: Comprehensive Occupational First Aid (Level 1)	16	0
ADMN 1290: MOA Practicum	200	4

9.8. Medical Booking Clerk (MBC)

For a shorter, introductory version of the MOA, students may choose to take the Medical Booking Clerk Program. Booking clerks perform scheduling and booking functions for outpatient clinics, support medical imaging teams, organize patient appointments and locate / file appropriate documentation.

Students may use credit obtained in the Booking Clerk program towards the MOA program if they choose to do so.

Course Code and Name	Hours	Credits
ADMN 1200: Medical Administrative Procedures	45	3.0
ADMN 1211: Anatomy and Terminology 1	45	3.0
BCAP 1200: Keyboarding 1	22.5	1.5

1. Course Descriptions

Ridge Meadows College uses a standard format of displaying course codes. The first four-letter alpha code refers to the discipline of study and the final four-number code refers to the level, with the first number indicating the level of difficulty of the course. For example, a course beginning with a 1, would usually be a first-year course with few to no prerequisites.

Codes and credit values are determined according to best practices in the field and designated to maximize transferability across different institutions.

Each course code is followed by the course's credit value in parenthesis.

1.1. ADMN: Administration

ADMN 1000 (3): Bookkeeping – After completing this Bookkeeping course, you will have the bookkeeping skills to work in a business or provide bookkeeping services to small businesses. You'll begin with the accounting fundamentals to learn accounting terminology, the accounting cycle, understand debits and credits and journal entries, record daily business transactions of revenue, expenses and payroll, learn how to complete account reconciliations, and experience how to prepare financial statements of a trial Balance, statement of earnings (income statement) and statement of financial position (balance sheet).

ADMN 1001 (2): Bookkeeping – Level 1 – Learn the basics of bookkeeping skills. Comprehend and implement principals behind accounting fundamentals including terminology, accounting cycle, debits and credits, journal entries, and daily business transactions.
This course, in combination with ADMN 1002: Bookkeeping – Level 2, is equivalent to the full-length course ADMN 1000: Bookkeeping

ADMN 1002 (2): Bookkeeping – Level 2 – Build on skills learned in ADMN 1001: Bookkeeping Level 1. Practice tasks related to Expenses and payroll, account reconciliations, managing financial statements as well as income statements and balance sheets.
This course, in combination with ADMN 1001: Bookkeeping – Level 1, is equivalent to the full-length course ADMN 1000: Bookkeeping
Prerequisite: ADMN 1001: Bookkeeping – Level 1

ADMN 1020 (1.5): Budgeting and Cost Management – Expands upon principals of budgeting, cashflow, cost management, and best practices in the handling of money in the workplace. Includes emphasis on "big picture thinking" and emphasizes the difference between profit and cashflow.

ADMN 1040 (1.5): Payroll Administration – Introduces principals and best practices of payroll administration. Understand federal and provincial legislation in regard to payroll administration and produce payroll documents of various types.

ADMN 1200 (3): Medical Administrative Procedures – Become familiar with common administrative procedures for the medical office. Learn to effectively communicate with doctors and patients through multiple mediums including phone, email, and letters. Learn to manage computerized scheduling systems and handle student data and filing.

ADMN 1211 (3): Anatomy and Terminology 1 – Expand knowledge of anatomy and physiology and understand medical vocabulary used in every day medical office situations. Includes information on working in all medical environments from medical offices, extended health care service offices or hospitals. Level 1 includes an introduction to medical terminology, the cardiovascular system, blood, the respiratory system, the lymphatic system, the digestive system, the urinary system, the reproductive system and the endocrine system.

ADMN 1212 (2): Anatomy and Terminology 2 – Learn the remaining medical language skills required to be a successful Medical Office Administrator. Anatomy and terminology discussed includes the nervous system, muscular and skeletal systems, as well as the skin, eyes and ears. Review medical imaging for diagnoses and the use of nuclear medicine for the process of tracking examinations and test results as a vital process of the medical office.

ADMN 1230 (1.5): Equity, Diversity, Inclusion & Indigenous Health Concerns

ADMN 1240 (1.5): Medical Records and Billings

ADMN 1250 (3): Clinical Procedures & Document Handling – Understand clinical skills performed in a medical office, including physical examinations, basic lab procedures, asepsis / infection control and sterile procedures. Learn about Ethics and principles of health care, Covid-19 protocols, administrative and clinical responsibilities, etc.

ADMN 1290 (4): MOA Practicum - 5-week, full-time practicum in a medical office setting. Includes seminars and site visits from a practicum instructor.

1.2. BDSR: Building Services

BDSR 1100 (4): Building Service Worker – Learn technical and hands-on skills in cleaning practice and the use of common equipment in the field. Practice various aspects of cleaning including chemical handling, floor maintenance, safety procedures and Workplace Hazardous Materials Information System (WHMIS) training.

1.3. BUSM: Business

BUSM 1100 (1): Office Skills & Client Support – Superior organizational, time management and outstanding customer service skills are basic key requirements to succeed in any workplace environment. In this course, learn how to organize day to day activities and long term projects without missing a step or deadline. You'll also learn how to search the web for information, create a project budget sheet, implement proper filing systems, front office duties, proper telephone techniques, customer service skills.

BUSM 1150 (2): Employment Prep – When seeking employment or making a career change, positively standing out from the rest and being noticed is a key factor in potentially securing an interview and successfully reaching your goal of employment. In this course learn effective job search techniques; explore how applicant tracking systems work; create a professional resume and covering letter; how to prepare for an interview and follow up; and create a bio for LinkedIn.

1.4. BCAP: Business Computer Applications

BCAP 1100 (2): Microsoft Word – Level 1 – Master Microsoft Word essential skills to create professional looking documents. Learn how to efficiently use the ribbon to format and edit documents, password protect documents, apply text and paragraph styles, set tabs, indents, section breaks, bullets and lists, create tables, columns and text boxes, insert and manipulate pictures and shapes, add watermarks, headers, footers, tables of contents, and use references.

BCAP 1120 (2): Microsoft Excel – Level 1 – Master essential skills, to create professional and functional spreadsheets. Calculate and analyze data such as budgets, expenditures, financial forecasts and convert data into charts and graphs. Efficiently use the ribbon to create worksheets, input numbers and text, format columns and rows, specify calculations creating formulas and values, compile and sort database lists, link information from different spreadsheets, and create charts and graphs.

BCAP 1140 (1): Microsoft PowerPoint – Create and manage powerful and engaging presentations for the workplace. Explore how to efficiently use the ribbon to create slides, work with text, images, apply themes, multimedia, transition and animation elements.

BCAP 1160 (1): Microsoft Outlook – Create, send and add attachments, manage emails and address books, schedule appointments, meetings and track responses, create, share and modify the calendar, as well as use the tasks, notes and journal features.

BCAP 1311 (1.5): Sage 50 – Level 1 – Create a company and use Sage 50 to enter transactions, manage inventories, modify accounts receivable and accounts payable and manage capital expenses.

BCAP 1321 (1.5): QuickBooks – Level 1 – Use Quickbooks Online to setup a company. Create and manage inventories, create invoices, process transactions, apply sales tax and create custom forms. Become familiar with basic reporting functions and analyze reports to make business decisions.

BCAP 2100 (1): Microsoft Word – Level 2 – Build on skills learned in Microsoft Word Level 1. Explore advanced functions such as setting and tracking changes, comparing and combining documents, applying custom formatting, linking text boxes, advanced document password protection, working with Building Blocks using Quick Parts, creating mail merges, online forms, creating a table of content, indexes and tables of figures.

BCAP 2120 (1): Microsoft Excel – Level 2 – Build on skills learned in Microsoft Excel Level 1. Explore advanced functions such as conditional and custom formatting, use of advanced filters, using Macros, advanced chart elements, pivot tables, and lookup functions.

1.5. CMNS: Communication

CMNS 1100 (3): Professional Communications – Effectively write letters, emails, blogs and proof copy that eliminates confusion and misunderstandings and promotes a positive working environment both internally and externally. Practice verbal communications skills and practice tactics to defuse and minimize conflict.

CMNS 1200 (3): Supporting Communication Across the Lifespan – Introduces students to foundational attitudes and behaviours, which foster communication, verbal and non-verbal, between individuals and within groups. The course is presented with a practice component, allowing students to strengthen these attitudes and behaviours through learning exercises. Interpersonal communication is a people process, rather than merely a language process and is concerned with the relational message as well as the content of the message and how they impact on others, both clients and colleagues.

1.6. ECED: Early Childhood Education

ECED 1110 (3): Child Growth and Development 1 – This is one of two modules in an introductory course in child development. Students will study the why and how of child development, examine current developmental theory, learn and practice narrative observation methods, and will examine child development during the period covering pre-natal development through the second year of life.
This course can be used to satisfy the ECE Registry's ECE-Assistant certification criteria.

ECED 1120 (3): Health, Safety & Nutrition – This course will introduce the student to best practice in the areas of health, safety, and nutrition, and will examine these areas within the context of early childhood settings that provide care for children (birth to school aged). Students will explore the regulations and practices that protect the health and safety of young children, and will determine methods of exploring the topics with children in developmentally appropriate ways. Students will also be examining methods of working in partnership with parents to protect the health and safety of their children.
This course can be used to satisfy the ECE Registry's ECE-Assistant certification criteria.

ECED 1130 (3): Curriculum 1 – This course will introduce students to the traditional and current methods of developing curriculum in the preschool environment. The course will explore the relationship that exists among child development theories, play and learning, and will introduce students to a systemic approach to planning and implementing play-based, developmentally appropriate programs for young children. Students will begin to understand the difference between "teacher- directed" program planning, and "child-initiated, teacher-guided" planning, and will learn to create a program that will encourage play, guide it in appropriate directions, support free choices of play activities, foster creativity, and facilitate the acquisition of skills, knowledge and understanding.

ECED 1160 (3): Foundations in ECE – This course will concentrate on providing a context to the study of early childhood education. Students will examine the history of childhood, the researchers and theorists who influenced our perspectives on childhood, and the current standing of early childhood education in the world, and in Canada. An examination of the early childhood environment, the role of the early childhood teacher, different programs available for children, and the agencies that regulate and influence the early childhood field will be undertaken. Students will also be introduced to the early childhood educator's role as a professional and as an advocate for children.

ECED 1170 (3): Guiding Behaviour – This course will examine the guidance approach to discipline within a preschool setting. Early childhood educators adhere to a developmentally appropriate approach to interaction with young children. Use of the guidance approach to discipline ensures that teachers consider each individual child's developmental level before teaching problem solving strategies. Students will learn that a discipline approach that incorporates active learning, problem-solving, and social responsiveness allows the early childhood educator to use guidance to manage, coach and guide children in positive ways. *This course can be used to satisfy the ECE Registry's ECE-Assistant certification criteria.*

ECED 1210 (2): Creative Art – This course examines art and creative development from a developmental perspective. Students will combine what they know about child development, with what they will learn about the nature of children's art, creativity, artistic elements, sensory stimulation, and aesthetics, and use this knowledge as a backdrop for the teaching and discovery of art with young children.

ECED 1220 (2): Language & Literature – This course will review and expand on the development of language in early childhood, and will introduce a number of enjoyable language arts experiences appropriate for the young child. Special attention is paid to the emergence of early literacy skills, and strategies for supporting those skills are studied. A comprehensive examination of the four facets of language arts - speaking, listening, reading and writing - and their interrelation with other aspects of development, will provide students with the information necessary to begin to design a language arts curriculum.

ECED 1230 (2): Music and Movement – Since music is often a natural accompaniment to activity in the lives of young children, these two areas of study are combined. This course examines the methods of enabling the child to become aware of his own potentials for moving efficiently and effectively in all aspects of living, including motor tasks involved in daily activities for play, work and creative expression. Students will also study effective methods of engaging children in an appreciation of a variety of good quality music.

ECED 1240 (2): Math, Science & Technology – This course will present an organized, sequential approach to understanding the developmentally appropriate math, science and technology curriculum in the preschool. Students will be introduced to three types of learning: naturalistic, informal, and structured. Discussion and activities will assist the student to determine how children can best explore the interrelatedness of math, science and technology, and integrate their learning into an overall understanding of the world.

ECED 1900 (2): Practicum Preparation – Practicum Preparation is an opportunity for students to obtain in-class preparation for their practicum experiences and is a pre-requisite for enrolling and participating in practicum.

ECED 1920 (2): Practicum 1 – This practicum provides students with the opportunity to familiarize themselves with the process of relating to and working with young children in a quality early childhood setting. Students will conduct directed observations of children and educators, and will begin to integrate the theories they have learned with the practices they observe. An opportunity to reflect on and discuss their experiences will be offered during two seminar sessions.
Prerequisite: ECED 1900: Practicum Preparation

ECED 1940 (2): Practicum 2 – This practicum will continue to provide the student with an opportunity to relate to and work with young children in a quality early childhood setting. Students will demonstrate their developing skill in communicating, planning, and implementing 'best practice' as they further their observation abilities and continue to learn to contribute to a quality early childhood program.
Prerequisite: ECED 1920: Practicum 1

ECED 2110 (3): Child Growth and Development 2 – This course will guide the student in the study of child development, concentrating on development during the preschool years. The format of the course revolves around a series of observations conducted by students outside of class time. These observations will be used during class as the basis for developing an understanding of development.
This course can be used to satisfy the ECE Registry's ECE-Assistant certification criteria.

ECED 2120 (3): Advanced Health & Safety for IT and Inclusive Settings – This course will give a detailed overview of the health, safety and nutritional needs of infants and toddlers and children with diverse abilities. Emphasis will be placed on the development, implementation and management of policies, as well as the ability to respond to illnesses and injuries with a focus on preventative practice.

ECED 2130 (3): Curriculum 2 – This course will continue to explore the development of curriculum by examining current approaches to curriculum development in greater depth. Students will look at programs, like those in Reggio-Emilio, that provide a "child-initiated, teacher-guided" approach to curriculum planning. An in-depth examination of the Reggio-Emilio preschools, and the principals that promote their success in the education of young children, will be undertaken. Students will then apply Reggio principles to the Canadian system in an effort to determine "best-practice" for curriculum planning within a contemporary Canadian setting.
Prerequisite: ECED 1130: Curriculum 1

ECED 2140 (3): Child, Family & Community – This course will explore early childhood education as part of a systemic approach to a worldview. Students will explore methods of developing positive and respectful relationships with families and other professionals in the early childhood field. Students will also examine the early childhood professional's responsibilities toward ethical conduct, professional and self-development, and advocacy. The social, cultural and political constructs that influence the field of early childhood will be explored with the goal of increasing the student's understanding of the system in which the early childhood education field must survive.

ECED 2150 (3) Equity, Diversity and Inclusion for Families – This course details resources and guidelines regarding how to communicate with families in a manner that highlights individual and family strengths. Students will learn the difference between a strength based and needs based approach. The social, cultural, and political constructs that influence parenting and communities will be explored with the goal of increasing the student's understanding of the system in which families must navigate. Students also will learn strategies to support caregivers who may have diverse abilities using a trauma informed lens.

ECED 2300 (3): Advanced Programming for Diverse Abilities – This course will examine in detail how to plan and implement developmentally appropriate programming for children with

diverse abilities. Students will learn to make adaptations and accommodations to environments, materials, strategies and expectations to meet the abilities of individual children in an inclusive childcare program. Furthermore, students will review current theory and research that will support responding to behaviour with a brain based, nurturing approach. The course will also concentrate on analyzing a variety of neurodiversities such as Autism Spectrum Disorder, Fetal Alcohol Spectrum Disorder and Down Syndrome.

ECED 2310 (3): Advanced Child Development for Diverse Needs – This course will explore in detail the development of children from prenatal to 6 years of age. Students will explore typical and atypical development in the areas of cognitive, fine motor, gross motor, social emotional, cultural and language. Students will learn developmentally appropriate ways to guide and respond to the individual needs of the child.

ECED 2400 (3): Advanced Programming for Infant / Toddler – This course will explore in detail how to plan and implement developmentally appropriate programming for children from birth to 36 months. Students will learn how to plan with intention based on children's interests for both the indoor and outdoor environments. Students will consider development, safety and diverse needs when programming.

ECED 2410 (3): Infant and Toddler Child Development – This course will explore in detail how to plan and implement developmentally appropriate programming for children from birth to 36 months. Students will learn how to plan with intention based on children's interests for both the indoor and outdoor environments. Students will consider development, safety and diverse needs when programming.

ECED 2500 (3): Administrative Skills for Early Learning Environments – This course will offer information on management and administration skills that would assist in leading a successful early learning program(s), specifically for infants and toddlers. With an emphasis on licensing requirements, policy and procedure development and professional relationships, this course is designed for educators who are or who will be in a supervisory or management position.

ECED 2900 (3): Practicum 3 – This practicum provides an opportunity for students to integrate, consolidate, and apply the knowledge and skills learned during their program of study in order to demonstrate 'best practice' within a licensed early childhood program.
Prerequisite: ECED 1940: practicum 2

ECED 2950 (4): Inclusion and Diverse Needs Practicum – This practicum provides students with the opportunity to familiarize themselves with the process of relating to and working with young children in a quality early childhood setting. Students will conduct directed observations of children and educators and will begin to integrate the theories they have learned with the practices they observe. An opportunity to reflect on and discuss their experiences will be offered during three seminar sessions.

ECED 2960 (4): Infant and Toddler Practicum – This practicum provides students with the opportunity to familiarize themselves with the process of relating to and working with infant and toddlers in a quality early childhood setting. Students will conduct directed observations of children and educators and will begin to integrate the theories they have learned with the

practices they observe. An opportunity to reflect on and discuss their experiences will be offered during three seminar sessions.

1.7. EDAS: Education Assistant

EDAS 1100 (2): Introduction to Inclusive Education – Understand key roles and responsibilities of Educational Assistants. Learn principals of integration vs. inclusion. Identify ministry designations and funding sources. Participate in excercises to improve skills in understanding school cultures, engage in an ethical and professional manner, collaborate, communication and problem solve with colleagues.

EDAS 1120 (3): Diversity and Inclusion in the Classroom – This course provides an introduction to the ever-changing nature of today's classroom. Focus is on prevalent exceptionalities in the classroom and an understanding of the impact on the physical, emotional, social, and educational life of the student and the students they interact with. Students will also uncover a wide variety of strategies to aid in the inclusion of all students in the classroom.

EDAS 1200 (2): Interpersonal Communication Skills – This course provides an introduction to foundational attitudes and behaviours which foster communication between individuals and within groups. The course is presented with a practice component, allowing students to strengthen these attitudes and behaviours through learning exercises. Interpersonal communication is a people process, rather than merely a language process and is concerned with the relational message as well as the content of the message. This course is focused primarily on communication skills for workplace environments.

EDAS 1300 (2): Child Development – Infancy to Adolescence – This course will focus on factors which influence child growth and development from pre-conception through adolescence. Students will learn about developmental theories, brain development, developmental domains, developmental milestones, observation and reflection, influences on development, and supporting and guiding development.

EDAS 1320 (3): Speech and Language Development and Disorders – Students will become familiar with typical and atypical speech, language, and social development. Specialty areas such as stuttering and AAC (Augmentative Alternative Communication) will be introduced. Students will understand how EAs and SLPs work together to assist children in developing their communication skills.

EDAS 1340 (1): Social and Emotional Learning and Trauma Informed Practice – This course offers an overview on social and emotional learning as it applies to all learners including those with diverse needs. The course covers the definition and competencies of social emotional learning, the rationale for the increased focus on SEL in today's classrooms, an investigation of EDI MDI, an understanding of growth mindset, an overview of the 6 domains of self-regulation, and understanding nurturing compassion for self and others.

(RETIRED) EDAS 1360 (1): Anxiety– This course helps the student learn to recognize common mental health issues that may present in school-aged children. Students will learn what anxiety is and how the brain works in relation to anxiety. They will develop an understanding of

the causes of mental health issues and develop an understanding of the strategies that can be utilized for school-aged children.

EDAS 1400 (0.5): Sensory Processing and Self-Regulation – Identify the types of sensory input and how these are processed in the nervous system. Learn how sensory dysfunction presents at school and tactics for self-regulation. Explore sensory strategies to support students' self-regulation at school.

EDAS 1420 (0): Back Care – Explore relevant back anatomy and biomechanics with emphasis on core stability. Identify the importance of posture, lifting strategies and best types of lifts and transfers used with children.

EDAS 1440 (2): Medical and Health Issues – The course will provide students with a broad understanding of the medical and health issues encountered in a school/classroom setting in working with students with a broad range of special needs. Specific medical and health concerns, more commonly known acquired, congenital, genetic, and developmental disabilities, medication issues and the role of special educators in schools and SOGI will be reviewed.

EDAS 1500 (2): Curriculum Supports – Elementary – Curriculum supports course focuses on aspects of the elementary curriculum and how to support diverse learners. Adaptations, accommodations, and modifications are reviewed so potential EAs learn how to support learning, accordingly. A visit to the Aboriginal Education library and a typical classroom is included.

EDAS 1510 (1): Indigenous Perspectives in Education – This course will focus on unpacking and understanding the foundational principles of Indigenous Pedagogy & Ways of Knowing and how to incorporate these ways of knowing into our practice as Educational Assistants. Students will learn about the historical and continual relationship with government systems and Indigenous Peoples, unpack the ways we uphold these systems, and how to move forward to celebrate and respect Indigenous Pedagogy and Worldview within their practice as Educational Assistants.

(RETIRED) EDAS 1520 (0.5): Introduction to Boardmaker & Applications – Students will learn to use the valuable resource-Boardmaker 7. They will develop a skill set to make visual supports and understand the importance of visuals in the support of students they will assigned to as Education Assistants. They will create their own visual supports via this technology and learn how the activities and supports in Boardmaker Activities-to-Go can be used to support a classroom of diverse learners. Students will also explore Expedition Education which is a web-based program designed to build world knowledge through the exploration of history, geography, life, and a spotlight on culture. Delivered through Boardmaker Online, it is fully accessible and integrates reading and writing standards.

EDAS 1550 (3): Curriculum Supports – Secondary – This curriculum supports course focuses on aspects of the secondary curriculum and how to support diverse learners. Adaptations, accommodations, and modifications are reviewed so potential EAs learn how to support learning, accordingly.

(RETIRED) EDAS 1570 (1): Assistive Technology in the Classroom – This course offers students the opportunity to understand varying technology and how it may support diverse learners in the classroom. Assistive technology refers to the devices and services that are used to

increase, maintain, or improve the capabilities of a student with a disability. Assistive technology may be computers and computerized devices, but low-tech strategies are also reviewed. Assistive technology that helps students with diverse abilities includes computer programs and tablet applications that provide text-to-speech (e.g., Kurzweil 3000), speech-to-text (e.g., Dragon Naturally Speaking), word prediction capabilities (e.g., WordQ), and graphic organizers (e.g., Inspiration).

(RETIRED) EDAS 1590 (0): Application of Visual Design – This workshop offers the students an opportunity to learn the importance of visual design in learning. Visual design focuses on the aesthetics of a learning environment and as its related materials by intentionally implementing images, colors, fonts, and other elements. The use of visual design enhances learning by engaging students through visual and sensory experiences.

EDAS 1600 (3): Positive Behaviour Supports – This course is one of the core courses in the EA program. The course will provide students with the foundational understanding of principles of behaviour and functional behaviour assessment. Students will learn a broad array of Positive Behaviour Supports. There will be a focus on understanding the behavioral issues presented in the classroom and developing the skills set to support behaviour change through positive support strategies and enablers for all learners.

(RENAMED TO HESA 1421) EDAS 1620 (0): Non-Violent Crisis Intervention – Nonviolent Crisis Intervention (NCI) provides students with the skills to safely recognize and respond to everyday crisis situations they may encounter with school-aged children . CPI is evidence-based and fully accredited. The program features include prevention & verbal de-escalation skills, disengagement safety techniques, trauma-informed training, risk assessment framework and physical intervention technique.

EDAS 1700 (0): POPARD – Introduction to Autism Spectrum Disorders – This course covers current research in ASD (Autism Spectrum Disorders) and evidence-based teaching strategies. The course content includes the use of research-based methods of effective adult instruction, including practical hands-on activities, demonstration, coaching, and application exercises as well as a variety of ways of evaluating participant learning.

EDAS 1900 (2): Observation Practicum and Seminars – The two-week (10 days) Observation Practicum offers an opportunity for entry into the classroom and observe EA and teacher interactions with student with diverse needs. Specific assignments are geared to helping the student to understand the dynamics of the environment and how best to support students.

(RETIRED) EDAS 1996 (1): Practicum Seminar – Instructional seminars taught in coordination with final practicum.

EDAS 2900 (3): Practicum Orientation Seminars & School Placements – The Final Practicum provides students with a full opportunity to engage in the role of an Education Assistant (EA) in a classroom. Students begin by shadowing an EA in their assignment. With mentorship they, then, take over the role of providing support to the student(s), accordingly. The Final Practicum is four weeks long allowing students to experience the full gamut of experiences an Education Assistant may encounter in any given day. The goal is to allow the student in apply the skills learned during their tenure in the EA program, ensuring that students with diverse

needs are fully supported and enabled. Specific assignments are geared to helping the student to fully understand the EA role in schools.

1.8. HESA: Health and Safety

HESA 1100 (0): Foodsafe Basic – Level 1 – Required sanitation program for people working in the food service industry. Graduates are registered with the Ministry and receive a Food Safe Certificate.

HESA 1200 (0): Occupational First Aid – Level 1 – Obtain OFA Level 1 Certification. Course content includes basic life support (CPR-A), minor wound management, critical airway, breathing and circulatory interventions with c-spine control. Students who successfully complete this course receive a 3-year certification.

HESA 1201 (0): Comprehensive Occupational First Aid (Level 1) – Students participate in this course for comprehensive level-1 Certification. Course content includes basic life support (CPR-A), use of AED, wound management, critical airway, breathing and circulatory interventions with c-spine control, etc. Students who successfully complete this course receive a 3-year certification.

HESA 1310 (0): Fall Protection – Obtain practical knowledge required for working at heights. Participate in hands-on equipment use and other exercises as well as obtain first-hand knowledge of best practices and safety regulations.

HESA 1320 (0): Confined Space Training – Identify all aspects of working in a confined space with a focus on safe entry/exit procedures. Obtain knowledge of best practices and safety regulations.

HESA 1350 (0): Workplace Hazardous Materials Information System (WHMIS) – Identify chemicals, warning signs and understand safety implications on a job site. This course is required in many professions and includes best practices and safety regulations when handling or working near dangerous substances.

HESA 1400 (3): Practitioner Self-Care and Stress Management – Obtain appropriate tools and resources to increase personal wellness and to help develop resiliency. The importance of self-care will be discussed and encouraged to help motivate, challenge, and inspire students to maintain positive changes in their lifestyle. Students will examine their own sense of self, emotions, and behaviours and reflect on how these aspects determine what self-care looks like and how it can affect our well-being.

HESA 1421 (0): CPI – Non Violent Crisis Intervention – Non-violent Crisis Intervention provides students with the skills to safely recognize and respond to everyday crisis situations they may encounter at the workplace. This course is taught by a certified trainer and follows the Crisis Prevention Institute's program. Learn about prevention & verbal de-escalation skills, disengagement safety techniques, trauma-informed training, risk assessment framework and physical intervention techniques.

1.9. HSER: Health Services

HSER 1100 (2): Supporting Vulnerable Persons – Examine historical practices and perceptions related to people with disabilities including practices of institutionalization, segregation and stigmatization and its effects. Explore and compare current practices and rights to develop a strength-based philosophy of support that values quality of life, choice, inclusion, and family. Participants will gain an understanding of family members' perspectives and identify factors that help foster a positive working relationship with them.

HSER 1120 (2): Life Skills & Personal Support Teaching Strategies

HSER 1140 (2): Teaching and Learning Support Strategies Across the Lifespan

HSER 1160 (2): Supported Community Living – Develop and gain understanding about the support systems and services available for people with developmental and physical differences in British Columbia. The course includes a historical overview of the community living movement and the evolution of the wide variety of options available today. Participants will learn about the models of support available and the best practices, philosophies and guidelines that aim for better lives for the people that use these services.

HSER 1200 (3): Human Development Across the Lifespan – Understand the theoretical perspectives and practical applications in connection with human development. Beginning with infancy and early childhood, explore the stages of development through adolescence, into late adulthood and finally end of life and how these stages impact daily practice.

HSER 1300 (2): Positive Behaviour Supports

HSER 1320 (2): Health, Sexuality & Pharmacology

HSER 1410 (3): Indigenous Peoples of BC and Social Determinants within their Communities

HSER 1500 (3): Ethics of Practice – Explore the history of the Community Living Movement and gain an understanding of community living principles, practices, ethics and standards. This course provides a concrete understanding of the concept of professionalism and explores how federal and provincial legislation impact social service work.

HSER 1901 (2): CSW Observation Practicum

HSER 2901 (3): CSW Practicum

1.10.   MEOP: Mobile Equipment Operation

MEOP 1100 (0): Forklift – Learn complete use of a forklift from pre-operation inspection to stability to obtain an operator license. Learn safety and maintenance routines and identify potential hazards during operation. Handle loads and practice keeping the forklift stable.

MEOP 1150 (0): Skid Steer – Learn complete use of a skid steer from pre-operation inspection to stability to obtain an operator license. Learn safety and maintenance routines and identify potential hazards during operation. Handle loads and practice keeping the skid steer stable.