

PROGRAM GUIDE

# Mechanical Technician – Elevating Devices

Faculty of Skilled Trades & Apprenticeship



# Table of Contents

<b>WELCOME STUDENTS</b> .....	<b>3</b>
Welcome from the Executive Dean & Principal, Whitby Campus.....	3
Welcome from the Executive Vice-President, Academic .....	4
<b>DURHAM COLLEGE (DC) MISSION, VISION, AND VALUES</b> .....	<b>5</b>
<b>PROGRAM INFORMATION</b> .....	<b>5</b>
Contact Information .....	5
Important Dates .....	5
Program Description.....	6
Co-Operative Education (Co-Op).....	6
Learning Outcomes.....	7
Program of Study .....	8
Program of Study (Co-Op) .....	9
<b>ACADEMIC POLICIES</b> .....	<b>10</b>
Academic Integrity.....	10
Academic Grading and Progression.....	10
Program Specific Academic Policies .....	10
<b>STUDENT SUPPORTS</b> .....	<b>11</b>
Academic Advising & Student Advisors.....	11
Student Academic Learning Services (SALS).....	12
Academic Support Centre.....	12
Coaching .....	12

# WELCOME STUDENTS

## A Message from the Executive Dean and Associate Dean on behalf of the Faculty and Staff of the Faculty of Skilled Trades and Apprenticeship



It is a pleasure to welcome you to Durham College. We are committed to providing our students a high-quality programs to meet your educational needs. We wish you success as you embark on a journey towards a rewarding profession and we will do our best to support you in reaching your career goals. If you have any questions or need assistance, please ask us for help to access the many services available to support your success. Thank you for selecting Durham College.

Sincerely,  
Rebecca K. Milburn, PhD  
Principal of the Whitby campus and Executive Dean  
Faculty of Skilled Trades & Apprenticeship



## A Message from the Executive Vice President, Academic



I am so pleased to welcome you to Durham College (DC). It is an exciting time, whether you are a returning student, getting back into the swing of things, or this is your first year of college.

You have made a great choice with DC. We offer a comprehensive range of exceptional academic programs and student services. Our students develop the professional and durable skills required to realize meaningful careers and make a difference in the world.

DC continues to lead the way. We do this by supporting students, delivering excellence in teaching and learning, and providing opportunities for experiential learning and technology-enabled education. Our goal is to inspire students to create success for themselves and their communities through the best in innovative and transformative education.

As this new semester begins, it is also important to acknowledge that our world is changing at a rapid pace. By choosing to study at DC this year, you've demonstrated a willingness to adapt and grow, which will help you move forward with your studies and life. We are all learning and experiencing things in new ways, and I encourage you to keep up that momentum. Be sure to get to know your faculty members, program coordinator, student advisor, and associate dean. These individuals can provide you with valuable information and resources to support your studies and career planning. Make the most of the enriching and rewarding opportunities available to you.

We look forward to supporting your academic journey as we help to foster your success. We are confident that you will soon see why DC is one of Canada's top colleges.

Have a successful academic year!

A handwritten signature in black ink that reads "Elaine Popp". The signature is written in a cursive, flowing style.

Dr. Elaine Popp  
Executive Vice President, Academic



## Durham College (DC) Mission, Vision, and Values

Used to guide the overall direction of the college, the Strategic Plan outlines DC's mission, vision, and values and is based on our four pillars – our students, our people, our work, and our community. It is by working together, focusing on these guiding principles, that we are able to deliver quality teaching and learning opportunities that support the success of our students and faculty. Together we're leading the way. The college's strategic plan is available on the [college's website](#).

## PROGRAM INFORMATION

### Faculty of Skilled Trades & Apprenticeship Contact Information

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### Important Dates

DC strives to keep you informed of important dates throughout the academic year. Please review the 2022-2023 important dates that include fee payment deadlines, web registration, add/drop and [grade release dates](#), etc. You can find this information on the [college's website](#) and on [MyDC](#). Please review [MyDC](#) regularly for updates and reminders on important dates.

## **Program Description**

Students hoping to become Elevating Devices Mechanic apprentices will gain foundational knowledge with industry terms and hands-on experience on actual elevating equipment while applying sustainability best practices in the workplace.

The Mechanical Technician - Elevating Devices diploma program prepares students to enter into the elevating devices industry as an apprentice. Elevating Devices Mechanics must complete an apprenticeship training program to become a licensed constructor or service mechanic. Graduates choosing not to enter into an apprenticeship could also secure positions such as sales persons or inspectors in the industry.

In just four semesters, students will have demonstrated the ability to:

- Apply quality control and quality assurance procedures to meet organizational standards and requirements.
- Use current and emerging technologies to support the implementation of mechanical and manufacturing projects.
- Interpret, prepare and modify mechanical drawings and other related technical documents.
- Manufacture, assemble, maintain and repair mechanical components according to required specifications.
- Contribute to the planning, implementation and evaluation of projects.
- Analyze and solve mechanical and electrical problems on elevating devices equipment by applying mathematics and fundamentals of electricity and electronics.

Note: Extra certifications may take place outside of regular class time including evenings and on weekends.

## **Co-Operative Education (Co-Op)**

The best way to succeed in your field is to immerse yourself in it! Co-op is an excellent way to build your professional network, explore career paths and apply in-class teachings to real work situations. Co-op is a model of education that integrates academic learning with workplace learning in fields relevant to our students' academic and personal goals.

Students in the Mechanical Techniques – Elevating Devices Diploma program will be invited to apply to the co-op option during their first academic semester. Entrance to the co-op option is limited and the processes for securing a work term are competitive. Students enrolled in the co-op option are required to complete a four-month, paid work term between the third and fourth semesters of their program.

Supports are available through the Experiential Learning office to assist students with securing their work terms. In addition, the Experiential Learning office is in contact with co-op students and their employers during the work terms to help with any questions. Upon completing the work term, co-op students return to campus to complete their final academic semester of the program before graduating.

## PROGRAM SEQUENCE

	Fall (September to December)	Winter (January to April)	Summer (May to August)
Year 1	Academic semester 1	Academic semester 2	Co-op work term
Year 2	Academic semester 3	Academic semester 4	

### Program Learning Outcomes

1. Complete all work in compliance with current legislation, standards, regulations and guidelines.
2. Apply quality control and quality assurance procedures to meet organizational standards and requirements.
3. Comply with current health and safety legislation, as well as organizational practices and procedures.
4. Apply sustainability best practices in workplaces.
5. Use current and emerging technologies to support the implementation of mechanical and manufacturing projects.
6. Analyze and solve mechanical problems by applying mathematics and fundamentals of mechanics.
7. Interpret, prepare and modify mechanical drawings and other related technical documents.
8. Perform technical measurements accurately using appropriate instruments and equipment.
9. Manufacture, assemble, maintain and repair mechanical components according to required specifications.
10. Contribute to the planning, implementation and evaluation of projects.
11. Interpret, prepare and modify elevating device drawings and other related technical documents according to required specifications.
12. Manufacture, assemble, maintain and repair elevating device equipment according to required specifications.

13. Analyze and solve electrical problems with elevating device equipment by applying mathematics and fundamentals of electricity and electronics.
14. Develop strategies for ongoing personal and professional development to enhance work performance in the elevating devices industry.

## Program of Study

### Mech Tech - Elevating Devices (MTED)

Course Name	Mod	Code	Prerequisites	Corequisites	Weekly Breakdown		
					Lec Hrs	Lab Hrs	FP/Alt Hrs
<b>MTED-SEM1</b>							
Communication Foundations		COMM 1100			2	0	1
MECH MAINT ELECTRICITY 1		ELEC 2411			2	0	
ELEVATING DEVICES 1		ELEV 1401			2	1	
MECH MAINT HYDRAULICS 1		HYDR 2400			2	0	
MATHEMATICS I		MATH 1424			2	0	
Mechanical Practice		MECH 1200			0	6	
Safety, Modernization and Alteration		SAFE 1200			4	0	
					<b>14</b>	<b>7</b>	<b>1</b>
<b>MTED-SEM2</b>							
ELEVATING DEVICE ELECTRICITY		ELEC 3411	ELEC 2411		2	2	0
ELEVATING DEVICES 2		ELEV 2401	ELEV 1401		3	1	
General Elective Credit		GNED 0000			3	0	
MATHEMATICS 2		MATH 2401	MATH 1424		2	0	
IMM PRACTICAL I		PRAC 2200			0	9	0
IMM THEORY I		TRAD 2200			3	0	0
					<b>13</b>	<b>12</b>	<b>0</b>
<b>MTED-SEM3</b>							
Motors, Generators, and AC Drives		ELEC 2200	ELEC 3411		3	0	
Motors Practical		ELEC 2201		ELEC 2200	0	3	
INDUSTRIAL ELECTRICITY		ELEC 4412	ELEC 3411		2	2	0
Elevating Devices Maintenance 1		ELEV 2200			2	1	
Traction Elevators		ELEV 2201	ELEV 1401		3	3	
General Elective Credit		GNED 0000			3	0	
					<b>13</b>	<b>9</b>	<b>0</b>
<b>MTED-SEM4</b>							
Elevating Devices Circuit Tracing		ELEC 2202	ELEC 4412		3	3	
Solid State Electronics		ELEC 2203	ELEC 2200		4	2	
Elevating Devices Maintenance 2		ELEV 2202	ELEV 2200		3	2	
General Elective Credit		GNED 0000			3	0	
ELEVATING DEVICE HYDRAULIC SYSTEMS		HYDR 3401	HYDR 2400		3	3	0
					<b>16</b>	<b>10</b>	<b>0</b>



## Mech Tech - Elev Dev - Co-op (MTEC)

Course Name	Mod	Code	Prerequisites	Corequisites	Weekly Breakdown		
					Lec Hrs	Lab Hrs	FP/Alt Hrs
<b>MTEC-SEM1</b>							
Communication Foundations		COMM 1100			2	0	1
MECH MAINT ELECTRICITY 1		ELEC 2411			2	0	
ELEVATING DEVICES 1		ELEV 1401			2	1	
MECH MAINT HYDRAULICS 1		HYDR 2400			2	0	
MATHEMATICS I		MATH 1424			2	0	
Mechanical Practice		MECH 1200			0	6	
Safety, Modernization and Alteration		SAFE 1200			4	0	
					<b>14</b>	<b>7</b>	<b>1</b>
<b>MTEC-SEM2</b>							
CO-OP AND CAREER PREPARATION		COOP 1000			2	0	1
ELEVATING DEVICE ELECTRICITY		ELEC 3411	ELEC 2411		2	2	0
ELEVATING DEVICES 2		ELEV 2401	ELEV 1401		3	1	
MATHEMATICS 2		MATH 2401	MATH 1424		2	0	
IMM PRACTICAL I		PRAC 2200			0	9	0
IMM THEORY I		TRAD 2200			3	0	0
					<b>12</b>	<b>12</b>	<b>1</b>
<b>MTEC-SEM3</b>							
Motors, Generators, and AC Drives		ELEC 2200	ELEC 3411		3	0	
Motors Practical		ELEC 2201		ELEC 2200	0	3	
INDUSTRIAL ELECTRICITY		ELEC 4412	ELEC 3411		2	2	0
Elevating Devices Maintenance 1		ELEV 2200			2	1	
Traction Elevators		ELEV 2201	ELEV 1401		3	3	
General Elective Credit		GNED 0000			3	0	
Co-op Work Term 1	COOP	MTEC 1000			0	0	420
					<b>13</b>	<b>9</b>	<b>420</b>
<b>MTEC-SEM4</b>							
Elevating Devices Circuit Tracing		ELEC 2202	ELEC 4412		3	3	
Solid State Electronics		ELEC 2203	ELEC 2200		4	2	
Traction Elevators		ELEV 2201	ELEV 1401		3	3	
General Elective Credit		GNED 0000			3	0	
General Elective Credit		GNED 0000			3	0	
ELEVATING DEVICE HYDRAULIC SYSTEMS		HYDR 3401	HYDR 2400		3	3	0
					<b>19</b>	<b>11</b>	<b>0</b>

## Academic Policies

Durham College is guided by policies and procedures designed to protect its students' and employees' rights and responsibilities and meet institutional requirements, consistent with the Board of Governors' policy framework, legislative requirements, and Ministry of Training, Colleges and Universities directives. They are reflective of the college's mission, vision, and values and are positioned to support accountability and equality in a respectful post-secondary environment.

For more information, please review [Durham College's policies and procedures](#).

### Academic Integrity

Academic integrity in teaching, learning, and research is fundamental to our mission and an expectation of the DC community. Acts that undermine academic integrity contradict our core values, erode educational inquiry, and diminish the quality of our scholarship and reputation.

To ensure the highest academic standards, students are accountable for the work they produce, and student work must be the product of their efforts. The [Academic Integrity Policy and Procedure](#) provides a comprehensive explanation of DC's expectations regarding academic integrity.

### Academic Grading and Progression

Please refer to the ACAD 112 – [Academic Grading Policy and Procedure](#) documents for a complete overview of grading practices and ACAD 127 – [Academic Progression Policy and Procedure](#) to clearly understand the requirements necessary for a student to progress through an academic program.

### Program Specific Academic Policies

- ❖ **STUDENT CONDUCT:** Students are expected to conduct themselves in a professional manner while on campus and off campus. Students are expected to comply with the program's professional conduct, appearance, and safety expectations found in this Program Guide and to understand and comply with off-site policies and procedures. It is everyone's responsibility to have respect for their peers.
- ❖ **CELL PHONES:** Electronic communication devices will be turned off and not used in the classroom unless part of a course or lesson's objectives or learning activities. Students who disrupt a class to the detriment of the other members of the class will be asked to leave.
- ❖ **MISSED TESTS:** The opportunity to write a missed test is discretionary and may be granted based on meeting the following criteria: notifying the professor prior to the scheduled test time; submitting appropriate documentation (e.g., a note from a doctor, dentist, etc.) to validate the absence to the subject professor, and meeting with the professor.
- ❖ **PEER INTERACTION AND FEEDBACK:** Students are expected to participate with their peers in

active learning activities and demonstrations. These demonstrations provide students with opportunities for written/verbal feedback from their peers, instructor, and others on the application of learned course material.

- ❖ **ATTENDANCE:** Students are expected to attend all lectures and practical sessions for this course. Failure to do so could result in serious gaps in knowledge that may result in safety breaches in the shop environment. If the professor feels that a student is not being "safe" in the shop, the professor will remove the student from the environment.
- ❖ **PERSONAL PROTECTIVE EQUIPMENT:** Students must wear PPE in the shop environment and follow safety guidelines. Failure to do so will result in the student being asked to leave and negate their opportunity to complete projects/assessments. Additional shop environment expectations and requirements will be outlined in a shop safety agreement that will be signed and kept on record. Failure to abide by the shop safety agreement will mean students will be asked to leave and negate their opportunity to complete projects/assessments.

## Student Supports

Durham College offers students a variety of services to help them achieve academic success. From accessibility accommodations, financial aid, health services, and wellness coaching to student life, recreation, and career development, our knowledgeable staff provides holistic supports to help students reach their greatest potential.

Please visit the [Student Services](#) page for more information on each of the student service areas.

### **Academic Advising – Student Advisors**

Student advisors are committed to student success and are available to help guide you through your college experience.

They can help you to:

- Identify career goals and make sound academic decisions;
- Develop academic plans to promote success in the event of failed courses or low-grade point average (GPA);
- Make decisions regarding full-time/part-time studies;
- Review graduation requirements;
- Set-up academic plans;
- Find equivalent credits.
- Transfer to another program or pathways to further education; and
- Access other college services to support student success.

To view contact information for your student advisor, visit the [student advisor's website](#)

### **Student Academic Learning Services (SALS)**

SALS helps DC students to achieve their academic goals through free services and resources, including subject-specific support (math, accounting, biology, chemistry, physics, and statistics), academic reading and writing, learning strategies, and assistance with English language proficiency. Students also have access to peer tutoring, online resources through the [MyDC](#) landing page (under "[Learning Resources](#)"), and SALS ONLINE academic resources, videos, and quizzes in DC Connect.

Please email SALS at [sals@durhamcollege.ca](mailto:sals@durhamcollege.ca), or visit the [SALS website](#) for information on accessing resources and services, scheduling an appointment, registering for workshops, or sign-up to request or be a peer tutor.

### **Access and Support Centre**

The Access and Support Centre (ASC) provides services to students who are temporarily at-risk or identified with an exceptionality, to ensure equal access to all aspects of the academic environment. The ASC provides accommodations to meet student's individual needs through assistive technology and coaching.

Working in collaboration with faculty and other service areas, the ASC team provides opportunities for academic success for all students.

For more information on services available, please visit the [ASC website](#).

### **Coaching**

DC is pleased to offer International Coaching Federation certified wellness coaches to partner with students and facilitate growth, action, and movement towards the goals and outcomes they want to achieve. Coaching is not counseling, therapy, or academic advising. Coaching is student-focused and provides a safe, non-judgmental space to explore and work through what is getting in the way of being their best possible self. The more students put into coaching, the more they get out of it.

Wellness coaches support students by encouraging self-awareness, growth, change, and success. Focusing on student development and helping students achieve their full potential, wellness coaching involves identifying goals, strengths, barriers, motivations, expectations, and underlying beliefs. Coaches actively listen, ask thought-provoking questions that encourage self-reflection and work with students to take actions to move forward.

For more information, please visit the [Wellness Coaching website](#).