



The Dual Credit Initiative

Pathways to Post-Secondary
Education in Manitoba

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Education in Manitoba

2003

Manitoba Advanced Education and Training
Manitoba Education and Youth

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Preamble

Traditionally, learners have been required to follow a relatively fixed education pathway. Recently, however, policy-makers and educators have been responding to the opportunity to develop programs that are dynamic and that meet the multiple needs of both high school students and adult learners. The concept of dual credit courses is a major initiative intended to facilitate the transition of learners, particularly adults, from the secondary to the post-secondary level.

Dual credit courses provide opportunities for students working toward a high school diploma to study post-secondary courses and apply them for credit at both the secondary and post-secondary levels. While the dual credit movement has been a significant educational innovation in the United States for many years, most Canadian provinces have yet to embrace it. Manitoba moved to the forefront of the dual credit initiative with a pilot project in 2000. The dual credit option has proved to be beneficial to both adult learners and high school students. Concurrently, Manitoba has developed a system of adult learning centres (ALCs) that is well suited to providing dual credit courses.

This paper discusses the development of the dual credit option in Manitoba, as well as the evolution of a network of ALCs across the province.

Overview

In 2000, Manitoba Education and Training (hereinafter referred to as the Department) developed a consultation paper that proposed a number of measures, including the provision of dual credit courses, that were designed to increase program flexibility and student choice in high school (referred to as Senior Years in Manitoba). The objective of these measures was to increase the opportunity for students to make meaningful and relevant educational choices while preserving a common core of learning.

At the same time, in response to a request from the Department, the Brandon ALC, a satellite campus of Assiniboine Community College, produced a document entitled *Pathways in Education*. The focus of this document was the development a systematic approach to offer dual credit courses to adult learners.

As a result of the consultation process, in the spring of 2001, the Department produced a paper entitled *Increasing Choice and Flexibility: Changes to Senior Years Graduation Requirements*, which included the provision of dual credit courses.

Effective September 2001, selected courses of post-secondary institutions, primarily at the foundational level, could be registered with the Department as designated dual credit courses. A learner could thus earn credits toward a high school diploma at an ALC or high school while gaining valid credits toward a degree, diploma, or certificate at a post-secondary institution.

Characteristics of Learners

All learners, particularly adults, need to see that the courses they take are relevant to the goals they have set. The higher the correlation between completing the course and the achievement of their goal, the more motivated the learners will be. Typically, adults have additional major considerations not faced by high school students in deciding to pursue an education, such as:

- ✓ What will be the costs of going back to school?
- ✓ How will schooling fit into lives already busy with families and jobs?
- ✓ How long will it take?
- ✓ How difficult will it be to adjust to a learning environment?

These added stresses have a significant impact on their chances of success, as well as the length of time required for them to complete the courses.

Contemporary adult education theorists suggest that adult learners, compared to younger learners, tend to:

- ✓ Have more first-hand experience
- ✓ Have responsibilities outside the learning environment
- ✓ Have developed group behaviour consistent with their needs
- ✓ Have established a rational framework (values, attitudes, et cetera)
- ✓ Have a strong feeling about the learning situation
- ✓ In most cases can, and want to, make changes to improve their quality of life
- ✓ May have prejudices which are detrimental to the learning environment
- ✓ Have a strong need to apply what is learned—and apply it now
- ✓ Want to be competent in their application of knowledge and skills
- ✓ Want a choice in what they learn (Jarrett Thoms, 2001)

Table 1 contains data regarding the gender, age, and educational background of learners registered at ALCs in the 2001-02 school year. The following points are particularly noteworthy:

- ✓ No single age category is dominant. While most learners (54%) are under the age of 35, a further 34% are between the ages of 35 and 55.
- ✓ Almost one-third of learners (32%) has a high school diploma and is taking advantage of the availability of Manitoba's post-diploma extra credit option. This option is discussed in more detail in the section "Additional Strategies to Facilitate Transition between Levels of Education" on page 9 of this report.
- ✓ Learners are prepared to return to further their education regardless of the length of time they have been out of school. While 32% were out of school for less than six years, many others (50%) have been out of school for much longer.

Table 1—Profile of Adult Learner, 2001-02

Category	Description	Percent
Gender	Male	35
	Female	65
Age	19–24	31
	25–34	23
	35-44	21
	45–54	13
	55 and over	8
Education: Grade level achieved	Less than Grade 8	5
	Completed Grade 8 or 9	20
	Completed Grade 10 or 11	36
	Completed Grade 12	32
Education: Last attended school	Within the past 5 years	32
	Between 6 and 10 years ago	15
	Between 11 and 20 years ago	14
	More than 20 years ago	21

These data appear to parallel research literature, primarily from the U.S., that is highly supportive of the benefits of dual credit courses both at the senior high school level and for adult learners. Fincher-Ford (1997) identifies six primary objectives of dual credit programs:

- ✓ Create a continuum of learning from high school to college
- ✓ Shorten the time required for high school students to complete an undergraduate degree
- ✓ Eliminate the duplication of courses taken in high school and college
- ✓ Sharpen students' general academic preparedness for college
- ✓ Expand the academic options for college-bound students
- ✓ Enhance the college-credit options for technical education students

Manitoba's dual credit initiative, as well as other supports described later in this report, supplies these benefits, particularly when offered at ALCs.

Little research, however, is currently available on the Canadian experience with dual credits for high school students and adult learners. The results of a survey completed at the end of the 2001-02 school year as part of the Manitoba pilot project are discussed later in this report and will make an important contribution to this literature.

The Adult Context: An Historical Perspective of Adult Learning Centres in Manitoba

Adult education programs first appeared in Manitoba as extensions of high school programs during the 1970s. The purpose of these fledgling ALCs was primarily to enable adult learners to complete a high school diploma and to prepare them for further post-secondary education or for direct entry to the workplace. Little information is available about these programs since their enrolment data and success rates were not recorded separately from that of high school students. Furthermore, the educational programming was essentially identical to that offered in the regular high school programs.

Beginning in 1988, adult learners had the option of completing a high school diploma according to a set of criteria defined in *Mature Student Graduation Requirements*. This document has recently been revised as *Senior 1 to Senior 4 Mature Student Graduation Requirements (2003)*.

The Mature Student High School Diploma was designed to assist adults in completing their secondary schooling. In Manitoba, a mature student is defined as one who has not obtained a high school diploma and:

- (a) is 19 years of age or over at the time of enrolment in a Mature Student program, or one who will reach the age of 19 before completion of the course(s) in which one is enrolled;
- (b) has been out of school six months or more, and out of school long enough for the class of which one was last a member to have graduated from Senior Years.

Graduation with a provincial high school diploma requires the successful completion of 28 credits across Senior 1 to 4 (Grades 9 to 12). In comparison, graduation with a Mature Student High School Diploma requires the completion of eight credits, four of which must be at the Senior 4 level. Of these Senior 4 courses, at least one must be English Language Arts and one Mathematics.

Educators saw the Mature Student High School Diploma as a means to improve the employment opportunities for adults. Learners further valued this diploma as a symbol of achievement. They became more highly motivated to continue their education as their self-confidence and self-esteem increased, as they developed successful learning habits, and as they accumulated credits.

Between 1996 and 2000, exponential growth occurred both in the number of adult learners registering for courses and in the number of ALCs. It became obvious that, for a variety of reasons, many adults who had not graduated from high school now had the desire to complete their diplomas. Post-secondary institutions have accepted the mature diploma while still maintaining some prerequisite courses for certain faculties or departments.

According to the 2001 Statistics Canada census, 28.4% of Manitobans between the ages of 25 and 64 have not completed high school. While the goals of many of these learners included post-secondary education or training, they chose the high school level as their starting point because they felt unprepared for post-secondary courses. A major challenge facing educational institutions and policy-makers was to create pathways to facilitate the transition for adult learners between these two levels of education.

Following a province-wide consultation with various stakeholders, in 2001-02 the Department began the process of establishing a distinct adult education system that would:

- ✓ support and develop programming for adults
- ✓ direct funds to areas of priority
- ✓ provide accurate data and information
- ✓ establish clear measures of accountability

In 2001-02, an early step in this process was to establish a unit within government solely responsible for the administration of adult education in Manitoba. This action was significant because it created an administrative structure specific to the needs of adult education. The unit, known as Adult Learning and Literacy, has responsibilities that focus on post-secondary education and labour market preparation/training.

At this time, a new funding process for ALCs was implemented with several major implications. Program funding by means of an annual allocation grant replaced the per-capita formula. This placed the emphasis on the scope and effectiveness of the educational program rather than enrolment. Funding could now be targeted to programming that addressed the specific needs of various communities of adult learners, and could be adjusted to meet changing needs.

Table 2 illustrates the number of ALC programs, the number of learners, and the number of diplomas granted in the last two school years. It is important to note that not all of the ALC programs that were funded in 2001-02 were funded again in 2002-03, due to concerns about the quality of programming plus the need to support other programs in areas of higher priority.

Table 2—Number of ALC Programs and Sites, Number of Learners, and Number of Diplomas Granted in 2001-02 and 2002-03

Category	2001-02	2002-03
Number of ALC programs	43	43
Number of ALC sites	55	72
Number of learners	6040	7304*
Number of mature diplomas granted	571	not yet available

* As of December 1, 2002.

The program funding model has proved to be effective in directing high-quality programming both to high-needs groups and to specific geographic areas of the province.

According to the 2001 census, Manitoba has the highest percentage (13.6%) of Aboriginal people of all the provinces. Winnipeg is second among major Canadian cities in Aboriginal population at 8.4% behind Saskatoon at 9.1%. In terms of total population, though, Winnipeg has 55,755 Aboriginal residents, higher than any other Canadian city. As a result, in order to respond to their needs, approximately 25% of ALCs have an Aboriginal focus. In 2002/03, ten ALCs had enrolment that was more than 50% Aboriginal, including six that were more than 90%.

The next major step was the passing of *The Adult Learning Centres Act* by the Manitoba Legislature in the summer of 2002. This Act becomes effective July 1, 2003, and entrenches the existence of ALCs as legitimate and distinct providers of education in Manitoba. Among other things, the Act:

- ✓ establishes a registry of ALCs in Manitoba
- ✓ enables the operation of an ALC directly by other educational institutions (such as colleges, universities, and provincially funded independent schools) in addition to school divisions
- ✓ enables the operation of an ALC as a partnership between a recognized educational institution, and
 - a not-for-profit corporation
 - a correctional facility
 - a First Nations Band council
 - a training centre of a union
- ✓ gives ALCs the authority to grant credits directly rather than requiring credits to flow through educational institutions, as is currently the situation
- ✓ allows post-secondary instructors as well as certified teachers to teach credit courses
- ✓ permits an ALC to be registered to operate with funding from sources other than the Department
- ✓ establishes stringent accountability requirements for the educational program and funding of an ALC

One additional major provision of the Act takes effect July 1, 2004, when an ALC that meets rigorous standards will be able to operate on a stand-alone basis without the need for a partnership with a recognized educational institution.

Additional Strategies to Facilitate Transition between Levels of Education

As mentioned earlier, educational institutions and policy-makers were challenged to create smoother pathways for the transition of learners between the high school and post-secondary levels. To achieve this, two other innovative and effective strategies, in addition to the dual credit initiative, were incorporated into the operation of ALCs:

1. Post-Diploma Extra Credits
2. Prior Learning Assessment and Recognition

Post-Diploma Extra Credits

In Manitoba, learners of all ages have the option of taking up to four additional secondary-level courses. At high schools, these courses may be subject to varying tuition fees for learners over the age of 21, while at ALCs they are tuition-free regardless of the age of the learner. Because of this, and due to the environment and flexible scheduling, most adult learners opt to complete them at ALCs.

This post-diploma extra credit option is designed to assist learners who wish to continue with post-secondary education but who have not completed the necessary course requirements while in high school to allow them to pursue their chosen field. It is also a benefit for individuals who want to enter particular areas in the workforce but lack the necessary training. These situations are compounded when adults decide to follow either of these paths several years after completing their diploma. Some courses that they had completed at high school may now be inadequate as a foundation for further study, and some present-day courses (e.g., technology) may not have been available at all when they were in high school. Finally, many of these learners may have lost their academic and study skills since leaving high school.

As of December 2002, over 1,800 adults or approximately 25% of the total enrolment at ALCs registered for post-diploma extra credits. The primary reasons for taking these courses as given by the learners are included in Table 3. Note that the top three reasons equal a total of 71% of all reasons given by learners, and the desire to improve their employment situation is as high as the need to complete courses that are a prerequisite for post-secondary education.

Table 3—Reasons for Taking Post-Diploma Courses, September–December, 2002

Primary Reason	Percent of Learners
To satisfy a prerequisite for post-secondary studies	27
To improve employment situation	26
To improve academic standing prior to post-secondary studies	18
To improve computer skills, gain exposure to current technology	13
To obtain employment	6
To gain knowledge in a specific subject area (non-computer)	4
To maintain current employment	3
To gain skills and knowledge for self-employment	2

The availability of post-diploma extra credits enables learners to acquire functional knowledge and to sharpen their academic skills, helping them to make positive changes in their employment and life situations.

Prior Learning Assessment and Recognition

Prior Learning Assessment and Recognition (PLAR) is a process used to identify, document, assess, and recognize skills and knowledge. The process meets the needs of learners by recognizing formal and informal learning, including both life and work experiences.

PLAR has many benefits for adult learners:

- ✓ increases recognition of own learning and skills
- ✓ validates learning gained through work and life experiences
- ✓ increases self-esteem
- ✓ encourages learners to pursue education/training
- ✓ eliminates duplication of learning
- ✓ increases access to further education
- ✓ identifies areas of competence and areas requiring further study

- ✓ assists with career development and educational planning
- ✓ may reduce the time and expense to acquire a credential

Recent data submitted by ALCs in Manitoba show that adult learners are exploring the PLAR credit. Between September and December 2002, 147 adult learners received PLAR advice. Of these:

- ✓ 13 learners moved on to employment
- ✓ 22 were referred to an appropriate organization (i.e., employment centre, post-secondary institution)
- ✓ 56 received credit or partial credit for prior knowledge and experience

The Department has created an infrastructure to qualify practitioners from a variety of organizations to provide advisory and assessment services to individuals. One hundred and forty practitioners completed this 40-hour PLAR Foundation Training between April 2001 and December 2002, including 103 ALC staff. This infrastructure will be strengthened and expanded as the training continues through 2003 and 2004.

Results of Surveys

The Department is carefully monitoring the progress and success of the dual credit initiative through a comprehensive data collection and survey process. In January 2003, at the request of the Department, the Brandon ALC conducted a detailed survey of adult learners who registered for dual credit courses during 2001-02.

The Brandon ALC Dual Credit Survey

The Brandon ALC contacted 94 of 147 learners who had registered for courses during 2001-02. The results of this survey indicate that 78% benefited from taking dual credit courses throughout their program. Of the total learners, 81% indicated that they benefited most by having a combined high school credit and a college credit. In addition, 67% of the students felt that their self-confidence was positively enhanced by the completion of a dual credit course. Other significant benefits include 50% of the learners had the opportunity to continue at the college level, 42% saved money once they reached college, and 38% felt that taking the dual credit courses had improved their employability.

Learners attending college or university were able to take advantage of spare slots in their timetable or to take extra courses to enhance their overall learning and success. Of these, 7% indicated that they used their time to take other classes, 15% used their time to get assistance from tutors or to focus more on homework, while 42% were able to spend more time with family, work part-time, and pursue other opportunities.

Prior to attending one of the ALCs, 47% of the learners indicated that they had considered taking post-secondary education, and an equivalent 47% stated that they were influenced to pursue post-secondary education upon completion of the dual credit program.

The conclusions of this survey are significant:

- ✓ Seventy-eight percent of the learners indicated a strong correlation between taking dual credit courses and the benefits reaped at the post-secondary level.
- ✓ Forty-seven percent of learners stated that having a dual credit under their belt influenced their decision to move on to the next level of education.
- ✓ Of the 94 learners surveyed, 38% moved on to post-secondary education and an additional 37% continued at their respective ALCs.

The Provincial Survey of High Schools and ALCs

Data are collected on a province-wide basis from both high schools and ALCs for each year of the three-year pilot project. The 2001-02 data produced the following **qualitative** results.

- ✓ *Students' awareness of the dual credit option*
High school students indicated that they learned about the dual credit option from teachers at their schools or from friends.
- ✓ *Students evaluation of dual credit courses*
Both high school and ALC students were positive in their evaluative appraisal of dual credit courses and in recommending this option to other students. Nevertheless, adult learners were much more positive about their experiences with this option, citing the course content as very relevant and beneficial to their course of study. Equally, adult learners expressed a higher satisfaction with the course than high school students, responding favourably to the freedom that the dual credit initiative allowed them to better plan their studies.

General patterns were evident regarding the type of student, courses selected, and the experiences of students in the courses.

- High school students reported that the dual credit courses were more difficult and complex than expected. In fact, over half (50.9%) reported that dual credit courses “were a lot more work” than their high school courses.
- High school students were much more likely to take one or two courses in the last year of high school, whereas adult learners were more likely to take four or more dual credit courses at a post-secondary institution or at an ALC.
- High school students showed a higher incidence of course withdrawal than adult learners, citing scheduling or heavy workload conflicts, followed by lower than expected grades, which would have reflected on their transcript and/or chances for a scholarship.
- Among adult learners, 90% stated that the dual credit courses were a required part of graduation, as compared to only 59% of high school students.
- In addition, 70% of the adult learners reported that course content was “very relevant” in comparison to less than half (40%) of high school students.

The high school students who responded to the survey represented a broad geographical area and a wide range of learning needs. Survey respondents included students from northern communities, students who were connecting to a college to follow a chosen career path and rural students who were studying an agricultural or horticultural course from the distance learning arm of the post-secondary institutions.

Generally speaking, students in the urban centres, where more dual credit courses and specialized programs were available (e.g., International Baccalaureate), were less enthusiastic about the dual credit option. However, high school students who took vocational courses from the colleges felt they had benefited from the option.

✓ *Evaluation of dual credit courses by teachers, post-secondary instructors, and administrators*

As with students, post-secondary instructors were quite positive in their appraisal of dual credit courses. They indicated that this option provided increased curriculum flexibility, was beneficial to the program of studies, and that students were positive about their participation. The instructors were slightly less positive about the process of administering and monitoring of dual credit courses.

Overall, high school principals and directors of ALCs viewed dual credit courses as a positive option for students with a number of benefits, including an enriched program of studies and exposure to the demands of post-secondary courses, which may help students in their transition to post-secondary environments. Problem areas included some confusion about which courses could be delivered and implemented as dual credits. Specific concerns included arranging/negotiating for the option with the post-secondary institution, identifying which courses were eligible for dual credit status, and registering with the Department of Education and Youth (Manitoba Education and Youth, 2002, p. 1).

✓ *Parents' perspectives of dual credit option*

Overall, parental support for the dual credit option was strong across the province. Parents saw this initiative as a creative way to shorten their child's post-secondary studies and a way of providing an equitable range of courses across the province.

Quantitative data regarding the number of courses and completion rates were gathered in a report produced by the Professional Certification and Student Records Unit (PCSRU) of the Department of Education and Youth in January of 2003. (See Appendix C for Reporting on Dual Credits: Enrolment, School or ALC Course, and Grade Level [2001]). This report indicated that, in 2001/02, a total of 49 different dual credit courses were offered at 4 ALCs and 19 high schools.

Table 4 on the following page illustrates a summary of this data, as well as the number of course completions and the number of learners who registered for courses. Note that, compared to any other single educational institution, the Brandon ALC had the highest number of course completions (326 of 712, or 46%) as well as the largest number of learners (129 of 313, or 41%) who registered for and completed a dual credit course.

Table 4—Enrolment in Dual Credit Courses, 2001-2002

Educational institution	Number of dual credit courses offered*	Course registrations	Number of learners
High schools (19)	49	251	160
Brandon ALC	13	326	129
Assiniboine Community College Parkland ALC	14	128	21
Midland ALC	6	6	2
United Food and Commercial Workers ALC	1	1	1
Totals	*n/a	712	313

* Note: Since the same course may be offered at more than one institution, an arithmetic total is not a valid calculation.

Statistics about the number of dual credit courses registered with the Department are summarized in Table 5. Note that the total number of dual credit courses has increased from 49 in 2001/02 to 167 as of January 2003, an increase of 118 courses. With more post-secondary institutions offering a higher number of courses, it is clear that this initiative is growing rapidly. Appendix D provides a complete list of dual credit courses registered with the Department and the post-secondary institutions that are participating in this initiative.

Table 5—Summary of the Number of Dual Credit Courses Offered by Post-Secondary Institutions

Post-secondary institution	Number of dual credit courses 2001-02	Number of dual credit courses 2002-03
University of Manitoba	4	23
University of Winnipeg	6	20
Keewatin Community College	14	69
Assiniboine Community College	23	38
Red River College	2	15
Steinbach Bible College	0	1
Yellowquill College	0	1
Totals	49	167

Continuing Challenges

Over the past three years, the Department has made considerable progress in its goal to offer Manitoba students a dual credit option in a systematic way. As with any new initiative, a number of valuable lessons have been learned along the way.

- ✓ We continue to work to make the dual credit option accessible to students and learners throughout the province, and endeavour to build a broader awareness of the option. At the present time, only those learners who attend ALCs and high schools that offer dual credits are aware of the option. This represents a minority of potential learners for whom this may be a benefit. As an initial step to address this need, the Department has included up-to-date information on the dual credit initiative on its website at <http://www.edu.gov.mb.ca/ks4/policy/gradreq/choice-guidelines.html>.
- ✓ Personnel in the field and within the Department report that the administration of dual credits in this early phase was too complex. Currently, the registration of dual credit courses for both high schools and ALCs is done through the Program and Policy Services Unit within Manitoba Education and Youth. In order to reduce this complexity, plus ensure the development of adult-appropriate curricula, the Adult Learning and Literacy Branch of Manitoba Advanced Education and Training will assume responsibility for the registration of dual credit courses for ALCs effective July 1, 2003. Staff members from both branches are collaborating to develop a process to ensure a seamless transition of responsibilities.
- ✓ Fee articulation may be a concern in the future. At present, tuition fees are a local decision. Post-secondary institutions may regard some lost revenue in smaller tuition fees for dual credits as an investment as they expect these learners to return to their institution as full-time students to complete their program of study.
- ✓ Some stakeholders groups have expressed concern about the qualifications of the post-secondary instructors. Currently, certified teachers must teach high school credit courses. Instructors with specific content knowledge who meet the post-secondary institution's instructional criteria may teach post-secondary courses as dual credit courses. In some cases, high school teachers deliver the course with university/college support.

- ✓ Flexibility in how courses are delivered is fundamental to the success of the dual credit option. Where the course is taught affects how it is delivered to the student. Currently, courses are provided in a number of formats and locations including:

- distance learning
- high school teachers working in collaboration with universities/colleges
- university/college instructors delivering the courses in schools
- central locations in the community

Offering dual credit courses in a variety of methods and locations creates administrative challenges for the education system. Negotiations continue with administrative stakeholders in an effort to balance change with administrative realities.

- ✓ It is imperative that everyone involved work together to build trust, acceptance, and respect among the high schools, ALCs, and post-secondary institutions. Institutions have been able to overcome concerns that curricula from other institutions may not meet their own academic requirements.

Conclusions

The implementation of dual credit courses is having a widespread positive impact for learners and educational providers in Manitoba. This initiative is bringing about change within Manitoba's educational systems, making them more responsive to the needs of learners of all ages.

The dual credit initiative has brought about greater collaboration both in the field among educational institutions and within the Department. New partnerships have developed among educational institutions and ALCs.

Dual credit courses have extended the concepts of flexibility and relevance by enabling learners to harmonize the step-by-step accumulation of high school credits with their career paths.

Adult learners have a better opportunity for a smoother transition to the post-secondary level. In addition, learners have had access to a greater range of courses, as well as courses that have been designed for adults rather than for younger students. Some courses have allowed adult learners to gain functional skills for use in the workplace, and thus improve their employability.

Finally, the dual credit option has provided an opportunity for high school students to complete their post-secondary education in a shorter time frame. For rural and northern students who face higher costs than urban students for attending a post-secondary institution away from their community, the benefits can be substantial.

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APPENDICES

- Appendix A: Registration Form for Dual Credit Courses—University and College, 2002-2003
- Appendix B: Guidelines for Implementing Post-Secondary and Senior Years (Dual Credits)
- Appendix C: Report on Dual Credits Courses 2001-2002: Enrolment, School or ALC, Course Name, and Grade Level
- Appendix D: Dual Credit Courses as of November 28, 2002

Appendix A



MANITOBA EDUCATION AND YOUTH
MANITOBA ADVANCED
EDUCATION AND TRAINING

Dual Credits – University and College 2002 – 2003

Deadline Date for 2002-2003: **June 30, 2002** and **December 3, 2002**

School Division: _____

School Information:

Contact Name/Position: _____

School: _____

Address: _____

Telephone: _____ Email: _____ Fax: _____

Course Information:

Dual Credit Title and Number: _____

Post-Secondary Institution: _____

No. of Hours: _____ Course Credit Value: *.5 or 1.0* (Circle one credit value only) Course Level: *32C 42C 42U* (Circle one only)

Commencement Date _____ Completion Date: _____

1st Semester 2nd Semester Full Year Alternate

Dual Credit Approval:

Signature of Principal: _____ Date: _____

(please print name) _____ Email: _____

Signature of Superintendent or Designated Representative: _____ Date: _____

(please print name) _____ Email: _____

Course Description:

Method of Delivery: *(please indicate)* In School Post-Secondary Institution Distance Education

For the English Program and the Senior Years Technology Education Program, please return completed form by mail or fax to:

**Dual Credit Registration
Program Development Branch
Manitoba Education and Youth
W320 – 1970 Ness Avenue
Winnipeg MB R3J 0Y9
Fax: (204) 948-3668**

For the Français Program and the French Immersion Program, please return completed form by mail or fax to:

**Dual Credit Registration
Curriculum Development and Implementation Branch
Bureau de l'éducation française
Manitoba Education and Youth
509 – 1181 Portage Avenue
Winnipeg MB R3G 0T3
Fax: (204) 945-1625**

TO BE COMPLETED BY MANITOBA EDUCATION AND YOUTH:

Date Stamp:

Comments: _____ Course Description completed:

Registered: (signature) _____

Student Records Notified: _____ Database Entry: _____

Date Registered: _____

VALID FOR 2002-03 ONLY REGISTRATION NUMBER:

Appendix B

Guidelines for Implementing Post-Secondary and Senior Years (Dual Credits)

SCHOOL RESPONSIBILITIES:

1. Decide whether to participate in the dual credit initiative. Funding is a local matter.
2. Discuss with Advisory Council for School Leadership/Parent Councils the dual credit opportunity available to Senior Years students.
3. Initiate discussions with the post-secondary institutions to explore possibilities of dual credits. If substituting a post-secondary credit for a compulsory Senior Years course, the college or university credit must meet or exceed the requirements of the compulsory course.
4. Inform Manitoba Education and Youth of dual credit offerings so that the EIS database can accommodate the registration of these credits.
5. Register courses with the Department using a separate form signed off by the principal and superintendent for each course before the Department registration deadlines.

MANITOBA EDUCATION AND YOUTH POLICY EXPECTATIONS:

1. Senior Years students may take a maximum of five post-secondary credits.
2. At least 50% of the content of a post-secondary course must be different from other courses the student has taken.
3. Post-secondary courses must not be upgrading courses but should lead to a diploma/certificate.
4. Post-secondary courses may be taken as optional or compulsory credits.
5. Students are not required to write the subject-area standards test for compulsory credits.
6. Post-secondary courses may be taken at any time (e.g., first semester, second semester, full year, intersession, or summer), as long as they are registered with the Department.
7. The Department's dual credit registration deadlines are June 30th for the first semester and December 3rd for the second semester.

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8. The Department requires a course registration form for each of the post-secondary course offerings. Upon receipt of the registration form, the Department will inform the school of the course code to use for reporting marks.

OTHER CONSIDERATIONS:

1. To make appropriate choices, students and their parents need to be made aware of the differing requirements of post-secondary institutions
2. Parents and/or students should check to be sure that courses taken from institutions outside of Manitoba will be accepted at post-secondary institutions within Manitoba, or that credits earned from one Manitoba institution will be accepted by another provincial institution.
3. If a school chooses not to participate, a student could initiate a dual credit course on his/her own. The school is required to complete the necessary paperwork and report the credit on the student's transcript.
4. While the dual credit opportunity allows for taking post-secondary courses instead of compulsory courses at Senior 4, students may be required by the university or college to complete the Manitoba compulsory requirements first before taking the post-secondary credit.
5. Should students complete the Senior Years compulsory requirements first, courses taken at the post-secondary level would be considered optional courses.
6. Within the technology education program, the cluster of eight courses may include both Senior Years and post-secondary courses. All courses would be eligible for unit credit funding; however, categorical grants would require some discretion on the part of the Department based on the course offerings and the teaching location.

Appendix C

Report on Dual Credit Courses 2001-2002: Enrolment, School or ALC, Course Name, and Grade Level

	Enrolment	SCHOOL NAME	ALC	COURSE	GRADE LEVEL
	19	ASSINIBOINE COMMUNITY COLLEGE - PARKLAND	Y	EMPLOYABILITY SKILLS (PEDV-0004)	42C
	13	ASSINIBOINE COMMUNITY COLLEGE - PARKLAND	Y	FINANCIAL ACCOUNTING 1 (ACCT-0014)	42C
	3	ASSINIBOINE COMMUNITY COLLEGE - PARKLAND	Y	GENERAL SCIENCE (SCIE-0018)	32C
	13	ASSINIBOINE COMMUNITY COLLEGE - PARKLAND	Y	INTERPERSONAL COMMUN. (COMM-0035)	42C
	18	ASSINIBOINE COMMUNITY COLLEGE - PARKLAND	Y	COMPUTER SYSTEMS (COMP-0006)	32C
	3	ASSINIBOINE COMMUNITY COLLEGE - PARKLAND	Y	DESKTOP PUBLISHING (COMP-0014)	42C
	8	ASSINIBOINE COMMUNITY COLLEGE - PARKLAND	Y	PRESENTATION SKILLS/GRAPHICS (COMP-0110)	42C
	12	ASSINIBOINE COMMUNITY COLLEGE - PARKLAND	Y	SPREADSHEETS 1 (COMP-0007)	42C
	13	ASSINIBOINE COMMUNITY COLLEGE - PARKLAND	Y	WORD PROCESSING (COMP-0058)	42C
	12	ASSINIBOINE COMMUNITY COLLEGE - PARKLAND	Y	CUSTOMER SERVICE (BUSN-0015)	42C
	3	ASSINIBOINE COMMUNITY COLLEGE - PARKLAND	Y	GENERAL MAINTENANCE (MECH-0064)	42C
	5	ASSINIBOINE COMMUNITY COLLEGE - PARKLAND	Y	ORIENTATION & SHOP SKILLS (WRKP-0009)	42C
	3	ASSINIBOINE COMMUNITY COLLEGE - PARKLAND	Y	WELDING 1 (WELD-0001)	42C
	3	ASSINIBOINE COMMUNITY COLLEGE - PARKLAND	Y	MOTIVE TRADES PRAC. 1-IMOT (PRAC-0068)	42C
subtotal	128				
	14	BRANDON ADULT LEARNING CENTRE	Y	ACCOUNTING SOFTWARE 1 (COMP-0128)	42C
	17	BRANDON ADULT LEARNING CENTRE	Y	FINANCIAL ACCOUNTING 1 (ACCT-0014)	42C
	69	BRANDON ADULT LEARNING CENTRE	Y	COMPUTER SYSTEMS (COMP-0006)	32C
	17	BRANDON ADULT LEARNING CENTRE	Y	DESKTOP PUBLISHING (COMP-0014)	42C
	36	BRANDON ADULT LEARNING CENTRE	Y	PRESENTATION SKILLS/GRAPHICS (COMP-0110)	42C
	46	BRANDON ADULT LEARNING CENTRE	Y	SPREADSHEETS 1 (COMP-0007)	42C
	70	BRANDON ADULT LEARNING CENTRE	Y	WORD PROCESSING (COMP-0058)	42C
	7	BRANDON ADULT LEARNING CENTRE	Y	BLUEPRINT READING (DRFT-0001)	42C
	10	BRANDON ADULT LEARNING CENTRE	Y	COMPUTER SYSTEMS FOR TRADES (COMP-0164)	32C
	7	BRANDON ADULT LEARNING CENTRE	Y	CONCRETE FORMING TECHNOLOGY (CPWW-0012)	42C
	12	BRANDON ADULT LEARNING CENTRE	Y	HAND TOOLS (CPWW-0001)	42C
	13	BRANDON ADULT LEARNING CENTRE	Y	WOOD FRAME CONSTRUCTION (CPWW-0005)	42C
	8	BRANDON ADULT LEARNING CENTRE	Y	WOODWORKING MACHINES 1 (CPWW-0002)	42C
subtotal	326				
	1	MIDLAND ADULT EDUCATION CENTRE	Y	CRIMINOLOGY	42U
	1	MIDLAND ADULT EDUCATION CENTRE	Y	YOUTH & CRIME IN SOCIETY (77.383)	42U
	1	MIDLAND ADULT EDUCATION CENTRE	Y	ABC CAREER SEARCH STRATEGIES (B16-A104)	42C
	1	MIDLAND ADULT EDUCATION CENTRE	Y	MODERN TECHNOLOGY (38.1501)	42U
	1	MIDLAND ADULT EDUCATION CENTRE	Y	JOB SHADOWING (B16-A107)	42C
	1	MIDLAND ADULT EDUCATION CENTRE	Y	CHILD DEVELOPMENT (17.229)	42U
subtotal	6				
	1	UNITED FOOD & COMM. WRKR. TRAINING CENTRE	Y	ADVANCED HEALTH CARE	40S
subtotal	1				
Subtotal ALCs	461				
	1	BOISSEVAIN SCHOOL	N	INTRODUCTORY SPANISH (044.118)	42U
subtotal	1				
	1	COLLÈGE SAINT-JEAN-BAPTISTE	N	ADVANCED CHILD CARE	40S
	1	COLLÈGE SAINT-JEAN-BAPTISTE	N	NUTRITION AND HYGIENE	40S
subtotal	2				
	4	CROCUS PLAINS REGIONAL SECONDARY	N	APPLIED GERIATRIC CARE	40S
subtotal	4				
	1	DAKOTA COLLEGIATE	N	ADVANCED HEALTH CARE	40S
subtotal	1				
	3	GARDEN CITY COLLEGIATE	N	INTRODUCTORY PSYCHOLOGY (44.1000/6)	42U
	1	GARDEN CITY COLLEGIATE	N	CALCULUS (32.1101/6)	42U
	3	GARDEN CITY COLLEGIATE	N	NTRO. TO SOCIOLOGY (50.1101/6-503)	42U
	1	GARDEN CITY COLLEGIATE	N	INTRO. TO LITERATURE (17.1003/3)	42U
subtotal	8				
	1	GLENLAWN COLLEGIATE	N	ADVANCED HEALTH CARE	40S
subtotal	1				
	5	MANY FACES EDUCATION CENTRE	N	FITNESS PREPARATION (KC.RRR.1820)	42C
	6	MANY FACES EDUCATION CENTRE	N	INTRO. TO HEALTHY LIFESTYLE(KC.RRR.0020)	42C
	11	MANY FACES EDUCATION CENTRE	N	INTRO. TO REC. LEADERSHIP (KC.RRR.0030)	42C
	9	MANY FACES EDUCATION CENTRE	N	INTRO. TO SPECIAL POPULATNS.(KC.RRR.0050)	42C
	5	MANY FACES EDUCATION CENTRE	N	INTRO. TO RECREATION ADMIN. KC.RRR.0060)	42C
	5	MANY FACES EDUCATION CENTRE	N	INTRO. TO COMMUNITY DEV. (KC.RRR.0040)	42C
	5	MANY FACES EDUCATION CENTRE	N	INTRO. TO PROGRAM PLANNING (KC.RRR.0010)	42C
	5	MANY FACES EDUCATION CENTRE	N	INTRO. TO FACILITIES MGMNT.(KC.RRR.0070)	42C
	5	MANY FACES EDUCATION CENTRE	N	INTRO. TO SPECIAL EVENTS (KC.RRR.0080)	42C
subtotal	56				

The Dual Credit Initiative: Pathways to Post-Secondary Education in Manitoba

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	1	MAPLES COLLEGIATE INSTITUTE	N	INTRODUCTORY PSYCHOLOGY (44.1000/6)	42U
	2	MAPLES COLLEGIATE INSTITUTE	N	CALCULUS (32.1101/6)	42U
	6	MAPLES COLLEGIATE INSTITUTE	N	INTRO. TO LITERATURE (17.1003/3)	42U
	11	MAPLES COLLEGIATE INSTITUTE	N	THE LIFE CYCLE	40S
	11	MAPLES COLLEGIATE INSTITUTE	N	NUTRITION AND HYGIENE	40S
	subtotal	31			
	2	MCCREARY SCHOOL	N	APPLIED GERIATRIC CARE	40S
	subtotal	2			
	6	MILES MACDONELL COLLEGIATE	N	ADVANCED HEALTH CARE	40S
	subtotal	6			
	1	MORRIS SCHOOL	N	ADVANCED CHILD CARE	40S
	1	MORRIS SCHOOL	N	ADVANCED HEALTH CARE	40S
	1	MORRIS SCHOOL	N	APPLIED GERIATRIC CARE	40S
	1	MORRIS SCHOOL	N	THE LIFE CYCLE	40S
	1	MORRIS SCHOOL	N	NUTRITION AND HYGIENE	40S
	subtotal	5			
	5	ROSEAU VALLEY SCHOOL	N	ADVANCED CHILD CARE	40S
	5	ROSEAU VALLEY SCHOOL	N	ADVANCED HEALTH CARE	40S
	5	ROSEAU VALLEY SCHOOL	N	APPLIED GERIATRIC CARE	40S
	5	ROSEAU VALLEY SCHOOL	N	THE LIFE CYCLE	40S
	5	ROSEAU VALLEY SCHOOL	N	NUTRITION AND HYGIENE	40S
	subtotal	25			
	16	STEINBACH REGIONAL SECONDARY	N	CALCULUS (32.1101/6)	42U
	4	STEINBACH REGIONAL SECONDARY	N	ADVANCED CHILD CARE	40S
	5	STEINBACH REGIONAL SECONDARY	N	ADVANCED HEALTH CARE	40S
	subtotal	25			
	8	SWAN VALLEY REGIONAL SECONDARY SCHOOL	N	ADVANCED CHILD CARE	40S
	subtotal	8			
	4	VINCENT MASSEY COLLEGIATE	N	CALCULUS (32.1101/6)	42U
	9	VINCENT MASSEY COLLEGIATE	N	INTRO.-LITERARY GENRES (17.1001/6-050)	42U
	subtotal	13			
	1	VIRDEN COLLEGIATE	N	POWER ENGINEERING-4TH PART 1 (OTTR-0001)	42C
	1	VIRDEN COLLEGIATE	N	POWER ENGINEERING 4TH PART 2 (OTTR-0002)	42C
	subtotal	2			
	3	W. C. MILLER COLLEGIATE	N	ADVANCED CHILD CARE	40S
	3	W. C. MILLER COLLEGIATE	N	APPLIED GERIATRIC CARE	40S
	3	W. C. MILLER COLLEGIATE	N	NUTRITION AND HYGIENE	40S
	subtotal	9			
	1	WEST KILDONAN COLLEGIATE	N	INTRO. TO SOCIOLOGY (50.1101/6-503)	42U
	subtotal	1			
	51	WINNIPEG TECHNICAL COLLEGE	N	ADVANCED HEALTH CARE	40S
	subtotal	51			
	Subtotal High Schools	251			
	TOTAL	712			

Appendix D

Dual Credit Courses as of November 28, 2002

Course Title	Credit	Level
Assiniboine Community College		
Accounting Principles (ACCT-0026)	1.0	42C
Accounting Software 1 (COMP-0128)	0.5	42C
Blueprint Reading (DRFT-0001)	0.5	42C
Child Abuse (PSSY-0021)	0.5	42C
Combustion Engines-HDFT-1 (MECH-0055)	1.0	42C
Combustion Engines-HDFT-2 (MECH-0055)	1.0	42C
Communications (COMM-0006)	0.5	42C
Computer Systems (COMP-0006)	0.5	32C
Computer Systems for Trades (COMP-0164)	0.5	32C
Computerized Accounting 1 (COMP-0160)	0.5	42C
Computerized Accounting 2 (COMP-0161)	0.5	42C
Concrete Forming Technology (CPWW-0012)	0.5	42C
Customer Service (BUSN-0015)	0.5	42C
Desktop Publishing (COMP-0014)	0.5	42C
Employability Skills (PEDV-0004)	0.5	42C
Family Dynamics (PSSY-0019)	0.5	42C
Financial Accounting 1 (ACCT-0003)	1.0	42C
Financial Accounting 2 (ACCT-0004)	1.0	42C
Financial Mathematics (MATH-0001)	0.5	42C
General Maintenance (MECH-0064)	1.0	42C
General Science (SCIE-0018)	1.0	32C
Growth and Development (HLTH-0003)	0.5	42C
Hand Tools (CPWW-0001)	1.0	42C
Health, Nutrition and Safety (ECED-0002)	0.5	42C
Interpersonal Communications (COMP-0035)	0.5	42C
Motive Trades Practicum 1 - IMOT (PRAC-0068)	0.5	42C
Orientation and Shop Skills (WRKP-0009)	1.0	42C
Power Engineering-4th Class Part 1 (OTTR-0001)	0.5	42C
Power Engineering-4th Class Part 2 (OTTR-0002)	0.5	42C
Power Engineering-5th Class (OTTR-0003)	1.0	42C
Presentation Skills and Graphics (COMM-0110)	0.5	42C

(continued)

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Course Title	Credit	Level
Assiniboine Community College (continued)		
Psychology (PSSY-0026)	0.5	42C
Shop Layout (CPWW-0003)	0.5	42C
Spreadsheets 1 (COMP-0007)	0.5	42C
Welding 1 (WELD-0001)	0.5	42C
Wood Frame Construction (CPWW-0005)	1.0	42C
Woodworking Machines 1 (CPWW-0002)	0.5	42C
Word Processing (COMP-0058)	0.5	42C
Keewatin Community College		
Abstract Data Types in C (KC.ECT.1520)	0.5	42C
Advanced Child Care (<i>Roseau Valley School, Border Land S.D.</i>)	1.0	42C
Advanced Health Care (<i>Roseau Valley School, Border Land S.D.</i>)	1.0	42C
Applied Geriatric Care (<i>Roseau Valley School, Border Land S.D.</i>)	1.0	42C
Applied Math (KC.MSC.1280) (<i>Many Faces & Hapnot</i>)	0.5	42C
Applied Trade Practices (KC.VTR.1591)	0.5	42C
Automatic Transmission Theory & Practical (KC.VTR.1081)	0.5	42C
Automotive Technical Practicum (KC.VTR.1121)	0.5	42C
Brakes-Hydraulic Theory & Practical (KC.VTR.1061)	0.5	42C
Calculus 1 (KC.MSC.1510)	0.5	42C
Calculus 2 (KC.MSC.1510)	0.5	42C
Clinical Experience 1 (KC.NVR.1710)	1.0	42C
Clinical Experience 2: Mental Health (KC.NVR.1750)	0.5	42C
Clinical Experience 3 (KC.NVR.1730)	0.5	42C
Communications for Industry 1 (KC.ART.1690)	0.5	42C
Communications for Industry 2 (KC.ART.1691)	0.5	42C
Community Development (KC.RRR.2470)	0.5	42C
Computer Applications (KC.AED.3820)	1.0	32C
Computer Applications (KC.AED.4820) (<i>Many Faces & Hapnot</i>)	0.5	42C
Computer Applications 1 (KC.MGT.1710)	1.0	32C
Electrical Systems Theory & Practical (KC.VTR.1011)	0.5	42C

(continued)

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Course Title	Credit	Level
Keewatin Community College (continued)	0.5	42C
Engines Theory & Practical (KC.VTR.1091)	0.5	42C
Fitness Preparation (KC.RRR.1820)	1.0	42C
Fuel Systems Theory & Practical (KC.VTR.1021)	0.5	42C
Geometry and Trigonometry 2 (KC.MSC.0080)	0.5	32C
Healthy and Leisure Lifestyles (KC.RRR.1470)	0.5	42C
Human Resource Development (KC.RRR.1420)	0.5	42C
Industrial Work Experience (KC.VTR.1511)	0.5	42C
Introduction to Community Development (KC.RRR.0040)	0.5	42C
Introduction to Electronics & Diagnostics (KC.VTR.1111)	0.5	42C
Introduction to Facilities Management (KC.RRR.0070)	0.5	42C
Introduction to Healthy Lifestyles (KC.RRR.0020)	0.5	42C
Introduction to Nursing (KC.NVR.1280)	0.5	42C
Introduction to Program Planning (KC.RRR.0010)	0.5	42C
Introduction to Programming in C (KC.ECT.1510)	0.5	42C
Introduction to Psychology (KC.ART.1730)	0.5	42C
Introduction to Recreation Administration (KC.RRR.0060)	0.5	42C
Introduction to Recreational Leadership (KC.RRR.0030)	0.5	42C
Introduction to Special Events (KC.RRR.0080)	0.5	42C
Introduction To Special Populations (KC.RRR.0050)	0.5	42C
Introductory Financial Accounting 1 (KC.MGT.1010)	0.5	32C
Life Skills & Employment Readiness (KC.ART.1001)	0.5	42C
Medical Terminology (KC.NVR.0100)	0.5	42C
Native Studies (KC.AED.3940)	1.0	32C
Nutrition and Hygiene (<i>Roseau Valley School, Border Land S.D.</i>)	1.0	42C
Orientation to Industry 1 (KC.VTR.1000)	0.5	42C
Orientation to Industry 2 (KC.VTR.1020)	0.5	42C
Physics 1 (KC.MSC.1561)	0.5	32C
Physics 2 (KC.MSC.1571)	1.0	42C
Pre-Employment Trades Communication (KC.ART.1681)	0.5	42C
Rear Axles & Drive Lines Theory & Practical (KC.VTR.1051)	0.5	42C
Recreation Program Planning (KC.RRR.1430)	0.5	42C

(continued)

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Course Title	Credit	Level
Keewatin Community College (continued)		
Related Gas Welding (KC.ITA.1100) (<i>Many Faces & Hapnot</i>)	0.5	42C
Restraint Systems Theory & Practical (KC.VTR.1101)	0.5	42C
Safety in the Workplace (KC.BTR.1920)	0.5	42C
Shop Safety/Hand Tools Theory & Practical (KC.VTR.1001)	0.5	42C
Standard Transmission Theory & Practical (KC.VTR.1041)	0.5	42C
Statistics/Applied Statistics in Technology (KC.MSC.1510)	0.5	42C
Steering/Suspension Theory & Practical (KC.VTR.1071)	0.5	42C
Technical Communication (KC.MGT.1601)	0.5	42C
Technical Math 1 (KC.MSC.1610)	0.5	32C
Technical Math 2 (KC.MSC.1620)	1.0	42C
Technical Skills (KC.VTR.1611)	0.5	42C
The Life Cycle (<i>Roseau Valley School, Border Land S.D.</i>)	1.0	42C
Theory 1: Care Theory (KC.NVR.1700)	0.5	42C
Theory 2: Care in the Community (KC.NVR.1800)	0.5	42C
Truck Driver Training 1 (KC.EXT.0880)	1.0	42C
Truck Driver Training Class 2 (KC.EXT.0880)	1.0	42C
Tune-up Theory & Practical (KC.VTR.1001)	0.5	42C
Red River College		
Basic Business Communication (B16-E841)	1.0	42C
Business and the Environment (B12-0010)	1.0	42C
Intro. To Windows (ELE-E116PC1A)	1.0	42C
Job Shadowing (B16-A107)	1.0	42C
MicroComputer Productivity Software (B15-S213)	1.0	42C
ABC Career Search Strategies (B16-A104)	0.5	42C
Explain Study Human Development (H06-3A31)	1.0	42C
Explain Development of Infant & Toddler (H06-3A32)	1.0	42C
Respect Individual Family Situations (H06-3B31)	0.5	42C
Respecting Cultural Children, Youth & Family (H06-B101)	0.5	42C
Observing and Recording (H06-B100)	0.5	42C
Explain ECE Profession (H06-3C32)	1.0	42C

(continued)

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Course Title	Credit	Level
Red River College (continued)		
Use Interpersonal Skills 1 (H06-3C33)	1.0	42C
Use Guidance Practices (H06-3D32)	0.5	42C
Anatomy & Physiology (H11-N130)	1.0	42C
Steinbach Bible College		
Introduction to the Old Testament (Bi102)	0.5	42C
University of Manitoba		
Applied Finite Mathematics (136.101)	0.5	42U
Basic Statistical Analysis (005.100)	0.5	42U
Calculus 2 (136.170)	0.5	42U
Child Development (17.229)	0.5	42U
Criminology (77.251)	0.5	42U
English Composition (004.093)	0.5	42U
Introduction to Calculus (136.150)	0.5	42U
Introduction to Psychology (017.120)	1.0	42U
Introduction to Sociology (077.120)	1.0	42U
Introduction to University (099.111)	0.5	42U
Introductory Spanish (044.118)	1.0	42U
Math Skills (33001)	1.0	42U
Natural Resources and Primary Ag. Prod. (65.150)	0.5	42U
Production, Distrib. & Util. Of Agricultural Products (65.151)	0.5	42U
Vector Geometry & Linear Algebra (136.130)	0.5	42U
Youth & Crime in Society (77.383)	0.5	42U
Biology (071.125)	1.0	42U
Physics (016.102)	0.5	42U
Chemistry (002.130)	0.5	42U
Human Origins and Antiquity (076.121)	0.5	42U
Cultural Anthropology (076.122)	0.5	42U
Native Peoples of Canada Part 1 (032.122)	0.5	42U
Native Peoples of Canada Part 2 (032.124)	0.5	42U

(continued)

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Course Title	Credit	Level
University of Winnipeg		
Academic Writing (18.1105/3)	0.5	42U
Academic Writing: Extended (18.11010/6)	1.0	42U
Calculus (32.1101/6-503) <i>(Vincent Massey, Pembina Trails S.D.)</i>	1.0	42U
Chemistry (08.111/3 & 08.1112/3) <i>(Vincent Massey, Pembina Trails S.D.)</i> Sept-Dec - Intro. To Chemical Properties of Matter (08.111/3) and Jan-June - Basic Principles of Chemical Reactivity (08.1112/3)	1.0	42U
Conflict Resolution Studies (61.1200/6)	1.0	42U
Creative Problem Solving (15.5401/3)	0.5	42U
Cultural Anthropology (02.1002/3)	0.5	42U
Intro. To Literary Genres & Periods (17.1001/6-050) <i>(Vincent Massey)</i>	1.0	42U
Introduction to Literature (17.1003/3)	1.0	42U
Introduction to Politics (41.1011)	1.0	42U
Introduction to Sociology (50.1101/6-503)	1.0	42U
Introductory Anthropology (02.1001/6)	1.0	42U
Introductory Cultural Geography I (23.1102/3)	0.5	42U
Introductory Cultural Geography II (23.1103/3)	0.5	42U
Introductory Earth Science (23.1202/3)	0.5	42U
Introductory Psychology (44.1000/6)	1.0	42U
Issues: At-Risk Children and Youth (15.4408/3)	0.5	42U
Modern Technology (38.1501)	1.0	42U
Special Topics in Education (15.4000/3)	0.5	42U
Introduction to Film (83.1010/6)	1.0	42U
Yellowquill College		
Computer Applications (GV0162) <i>(U of W Collegiate & Yellowquill)</i>	1.0	42C



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