

# Fall 2018

Volume 1 | Edition 4

# SCWI NEWSLETTER



Welcome to the Fall edition of our SCWI newsletter! Once again, we take time to welcome staff and stories from throughout Ontario. SCWI has continued to grow and flourish as students discover great programs that match their needs, interests and career goals. At a recent trades convention in Niagara Falls, it was noted that more than 100,000 skilled trades people in Ontario are set to retire over the next decade. The students you will meet within these pages will be ready and eager to assume these roles, as well as many others in media, fashion, social and professional services. Their stories and insights give purpose and depth to our success and growth data sets. The issue profiles some new staff, and highlights one of the key founders of SCWI; Frank Kelly's story is not just a history of his own leadership journey; in many ways it is also a history of change and growth in the public education system. As always, updated programs, forums and activities form the center of this edition. With sincere thanks to the many contributors, I hope you enjoy and share this issue.

## SCHOOL COLLEGE WORK INITIATIVE 2018-2019

### What's Inside?

- Up-to-date Forum, Activity and Program information from all 16 RPT's
- Student testimonials
- Reports on the Adult SWAC program
- A uniquely moving graduation speech from a brave and articulate young lady
- A tribute to, and history of one of the creators of SCWI, Frank Kelly
- Articles and good new stories from all over Ontario

### SWAC Students Win Awards

Three Lambton Kent District School Board SWAC graduates received educational awards as they moved on to their post-secondary education at Lambton College. An Awards Ceremony took place on October 3<sup>rd</sup>, 2018 with the donors, our recipients, their family and friends, as well as school board and college representatives. All three of these SWAC students received a \$10,000 bursary to offset costs associated with their college education.

Gabe Brokenshire, who is enrolled in the Protection, Security & Investigation Program, received a \$1,000 bursary from I.O.D.E.

Amanda Matson, who is enrolled in the Protection, Security & Investigation Program, received a \$1,000 bursary from I.O.D.E.

Jade Hawkins, who is enrolled in the Early Childhood Education Program, received the Percy Jones Memorial Bursary in the amount of \$1,000.

Lambton College and LKDSB are very proud of these former SWAC students and congratulate them on their awards.



**DC** Dual  
Credit  
School College Work Initiative  
Celebrating 20 Years of SCWI Success 1997 - 2017

# 2018 - 2019 Co-Management Team

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## **Ministry of Training, Colleges and Universities**

Bill Swift, Manager

## **Ministry of Education - Student Success Policy Branch**

Marg Connor, Director

Pauline McNaughton, Manager

## **Colleges**

David Fulford, VP Research & Policy, Colleges Ontario

Lise Bourgeois, President, La Cité

Peter Devlin, President, Fanshawe College

## **District School Boards**

Stuart Miller, Director of Education, Halton DSB

Terry Lyons, Director of Education, Windsor-Essex Catholic School Board

François Turpin, Directeur de l'éducation, CSDC de l'Est ontarien

## **Direction des politiques et des programmes d'éducation en langue française / French-Language Education, Policies and Programs Branch, Division de la réussite, de l'enseignement et de l'apprentissage en langue française / French-Language Teaching, Learning and Achievement Division, ministère de la Formation et des Colleges et Universités, Ministry of Training, Colleges & Universities et / and Ministère de l'Éducation / Ministry of Education**

Luc Davet, Director (Acting)

## **CODE/SCWI**

Frank Kelly, Project Manager, CODE

David Armstrong, Project Officer, SCWI

## What is SCWI?

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The School College Work Initiative is a cooperative effort with a mandate to assist in creating a seamless transition for students from secondary school to college. In addition to a wide array of learning and awareness opportunities for students, teachers, parents and the wider community, projects have been developed to provide dual credit programs for secondary students through the partnership of secondary schools and colleges. In 2011, a site for RPT chairs and staff was designed, it is available at [www.scwi.ca](http://www.scwi.ca) and [www.iject.ca](http://www.iject.ca).

Our sites are constantly being updated to reflect progress, changes, tools and resources, and to honour extensive input from our 16 RPTs. This is a handy source for RPT and DC information. A collaboration of the Council of Directors of Education (CODE) and the Committee of College Presidents (COP), SCWI is jointly funded by the Ministry of Education and the Ministry of Training, Colleges & Universities. This website is updated on an ongoing basis.

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**Watch for the “Our Students Speak” quotes scattered throughout this issue.**  
**They were provided by students from RPT 15 Algoma – School College Connection Program.**

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## SCWI Reflections from David Armstrong

In addition to my preference for cooler weather, autumn is my favourite season at SCWI. This is the time of year in our SCWI cycle when we focus on the past year's successes and "learning opportunities", when we look to the future in terms of our planning for next year's RFP and, of course, when we are so busy getting underway with the current year. Never a dull moment!

In 2017-18 the fact that we had 21,346 enrolments in dual credit programs is more evidence of the efficacy of these programs for our students. The addition of adult dual credits on a pilot basis last year has helped these numbers to grow by over 3% from the year previous. And along with the adult dual credits, the After ADC and After SWAC support was very well received last year.



Janine Griffore

Once again we had a highly successful Summer Institute with many new RPT members in attendance as well as quite a few of our veterans. It is interesting to see how many new members have joined RPTs this year. With SCWI entering our twenty-second year, we are seeing quite a high degree of turn over. This is also true for our SCWI team. I am very pleased to welcome Janine Griffore who is already hard at work in support of our French-language RPTs. We are also pleased that Jeff Piro has joined the Ministry of Education as an Education Officer charged with support for SCWI and SHSMs.

As I have said many times, the strength of SCWI and the main reason for our successes are the people that work on the project from the school boards, colleges, the two ministries and CODE.

Many thanks to all of you. Ultimately it is our students who are the benefactors of your fine, collaborative work.

*Submitted by David Armstrong, Project Officer*

## Pivot Tables at Fleming College

It's no secret that SCWI's Summer Institute has become a welcome opportunity for sharing recent data, new successes and new ideas for sharing and using data. Co-Chair of RPT 06 William Howe took time to demonstrate how data is being collected and used to inform decision-making at Fleming College. With assistance from the Institutional Research Office, and using Excel, practitioners can now more easily identify and track student conversions from dual credits into full-time post-secondary programs. Custom reports can be extracted by the various stakeholders who support students: e.g. Program Coordinators, Chairs, Deans, high school administrators, student success teachers or teams, and school board representatives.



To learn more or to review this useful tool, contact William at [william.howe@flemingcollege.ca](mailto:william.howe@flemingcollege.ca). Educators in our various programs continue to find better and more efficient ways to mine and collate data that supports the journey and the success of students in dual credit programs.

## Our Students Speak

“The dual credit program allows work to be done independently at your own pace and gives the student a feel for what college is like.”

*Lauren Raisanen*





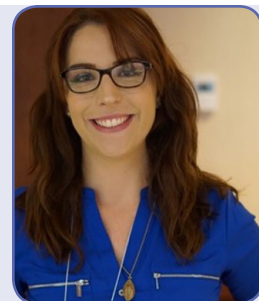
# Meet the Teachers: SCWI Welcomes New Staff

Part of SCWI's strength has always been its ability to integrate experienced and talented practitioners with new staff at all levels from around the province. This combination of experienced and new constantly renews and energizes our growing programs.

Some of our new members are briefly profiled below:

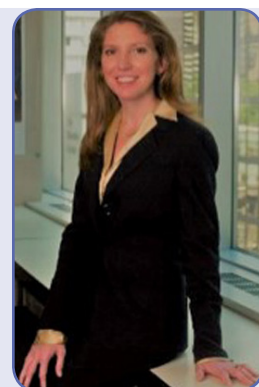
## Lindsay Glennie RPT 01

I am the new Dual Credit Assistant for Cambrian College. I moved from my hometown of Niagara Falls to Sudbury to attend Laurentian University, continuing to pursue a graduate certificate at Cambrian College. I'm a huge Leafs fan, I love swimming, and I've played trumpet professionally in a number of settings. I'm very excited to be a part of SCWI and to start making a difference in the lives of those who access the program.



## April-Dawn Blackwell RPT 02

April-Dawn Blackwell is a college alumna, and a former pathway student. She went on to complete a degree in Australia within a year through a college pathway. Fast forward and April-Dawn has spent the last 20 years in the education sector. April-Dawn has worked with multiple colleges to advance their pathway offerings for student mobility and credential completion options in colleges and universities. Now, as the Associate Dean, Pathways at Humber Institute for Technology and Advanced Learning she oversees the Dual Credit, OYAP and SWAC portfolio as well as the General Arts and Science programs that are pathways to, through and beyond Humber for advancement at colleges and universities. As the new co-chair for the Regional Planning Team 2 – she is interested in fostering enhanced opportunities for collaboration within and alongside other RPTs for the benefits of all our students.



## Ron Felsen RPT 02

Ron Felsen is a Centrally Assigned Principal for Leadership, Learning and School Improvement in the Toronto District School Board. His portfolio includes Guidance, Student Success, Experiential Learning, e-Learning, Teaching & Learning with Technology, and OYAP. He is excited to be involved in the School College Work Initiative as he has seen first-hand how underserved students can benefit from dual credits and the School-Within-A-College program. As a school principal and in his current role, Ron has worked to develop strong relationships with community and college partners. He is looking forward to co-chairing RPT #2 to further strengthen these partnerships and to find ways to make SCWI programs more accessible to students from the participating school boards and to find ways to streamline processes (registration, grade distribution, etc).



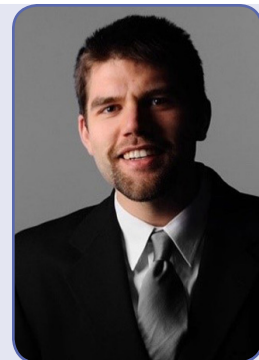
## Katie Ferguson RPT 02

Katie Ferguson is the Assistant Coordinator for Guidance and Student Success with the Toronto District School Board. She is excited to take on this new role to support staff and students through the process of student success initiatives, SCWI as well as collaborating with colleagues from SCWI. During her years as a Guidance Counsellor Katie recognized the importance of SCWI and the impact it has on students' success. For this reason Katie is committed to continuing the partnership between the Toronto District School Board and local colleges.



## Eric Lawrence RPT 02

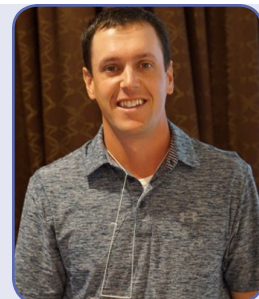
I have been involved with SCWI since I started teaching with the TDSB in 2010. I have worked at six different secondary schools, including Alternative and English as a Second Language, teaching Math, Science, and Cooperative Education. For the past two years I was the Assistant Curriculum Leader of Cooperative Education, SHSM, and Dual Credits at Malvern Collegiate. In this role I was able to work closely with students and see how much they benefited from the Dual Credit program. I also had the opportunity to learn many strategies to ensure that the students were successful. I hope to transfer all my skills and knowledge into my new role as the Dual Credit Teacher for the TDSB. I look forward to working with SCWI this year and for many years in the future.



## Sylvain Vachon RPT 03

Sylvain began his teaching career in 2011 in Business Education. In 2016 he became subject consultant in Experiential Learning for the Conseil scolaire catholique Franco-Nord with responsibilities for SHMS, Dual Credit courses, Experiential Learning (COOP and OYAP) and Destination Réussite - volet 1.

That background and experience was key to his knowledge of the task of Chairperson of RPT 3 in September of this year.



## Terre Slaght RPT 05

I have spent my career with the Brant Haldimand Norfolk CDSB as an elementary teacher, elementary principal, system principal and currently principal of Continuing Education/Alternative Education. I have been Actively involved with dual credits for the past five years as a district lead. I value the collaborative partnership between Ministry, Community Colleges and our school district which inspire effective programming for secondary students. I believe in the enabling power of dual credits in "helping students succeed" as well as the advantageous analysis of SCWI practices in order to impact student achievement and post-secondary opportunities.



## Brenda Gilmore RPT 07

Brenda Gilmore is the Chair, Technology, Trades and Apprenticeship at Conestoga College and is responsible for the leadership of the woodworking and precision metal trades programs at Conestoga. Brenda represents the college on the Board of Directors of the Workforce Planning Board of Waterloo Wellington Dufferin, the Canadian Coalition of Women in Engineering, Science, Technology and Trades and is Co-Chair of RPT 7 Grand Connections. Conestoga is one of the largest training delivery providers of apprentices in Ontario, with approximately 3,300 apprentices in motive power, industrial, construction and service sector trades. The college also offers a variety of post-secondary programs in trades and technology.



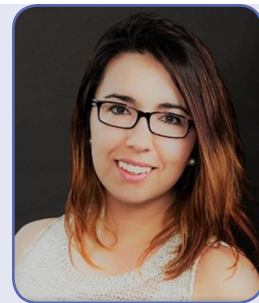
## David Pope RPT 07

RPT 07 welcomes David Pope to the SCWI team. He was an electrical engineering technician graduate from Conestoga College who moved on to experiences in manufacturing industries as a programmer, and from there to business experiences in automation and electroplating companies. Conestoga clearly served him well as he returned as both a part-time instructor and course writer for Conestoga. Experience as a teacher and Tech Studies Head at Jacob Hespeler High School led to his role as a Learning Services Consultant and now, his roles in OYAP, Dual Credits, SHSM and tech studies. He looks forward to sharing his experiences and knowledge with the RPT 07 team.



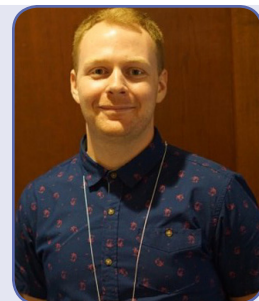
## Lisa Castelhana RPT 10

My name is Lisa Castelhana and I have the privilege of being the Advisor for our Fanshawe SWAC and ADC students for the last year. Prior to this position, I worked as an admission representative here at Fanshawe. My background is in education, with experience as a guidance counsellor.



## Braden Chambers RPT 10

Braden is a Lambton College graduate from the Business Administration – Accounting program. He is passionate about student success and has built a portfolio based around the high school to college transition. In his spare time he enjoys restoring vintage cars, riding motorcycles and playing bass guitar. Braden is excited to be part of the SCWI team and looks forward to watching the program grow.



## Caroline Carrière EPR 12

Caroline is the new Chairperson of RPT 12. She began her teaching career in 2003 in Southern Ontario and then in the Eastern part of the province in the subject areas of Canadian and World Studies and the Social Sciences. Six years later she became a school guidance counsellor with additional responsibilities for OYAP and SHSM. In 2013 Caroline accepted the new challenges of subject consultant and later coordinator of the transition programs for the CSDCEO. During the last four years she coordinated the IJECT programs for her school board, along with responsibilities for Guidance, Coop Education, OYAP coordinator and was a member of the Eastern region Destination Réussite – volet 1 work group. This background was a very good one to fully undertake the new task of Chairperson of RPT 12 in September of this year.



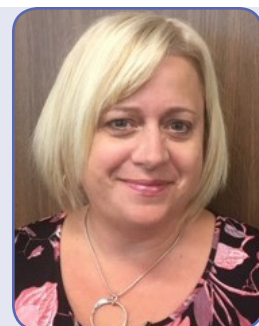
## Collee McPhee-Millar RPT 14

I will be coordinating the activities and programs managed through the Golden Horseshoe Regional Planning Team (RPT14). I have had extensive experience with the SCWI as the former Hamilton-Wentworth Catholic District School Board, Student Success Consultant and RPT 14 Board rep for 12 years. I have also served for over 5 years as the co-chair of RPT 14. I will be coordinating the activities and programs involving the following partners: I am pleased to serve my RPT 14 colleagues and ultimately the students of the Golden Horseshoe Region in this capacity and look forward to a successful 2018-19 year.



## Lynn Krusto RPT 14

My name is Lynn Krusto and I am the SHSM and Pathways Consultant for the Hamilton Wentworth District School Board. This is my third year in this position but first year taking on the role of RPT 14 co-chair. Prior to my role as consultant, I worked as a dual credit teacher for five years supporting students on campus at Mohawk College. I first became involved with dual credits about twelve years ago while working with my coop students who became involved in level one accelerated OYAP programs. I had the privilege of seeing first-hand the impact that a dual credit program can have on a student's life. I love working with SCWI and RPT 14 and am excited to take on this new role.



**We look forward to working with these new talents on the SCWI team.**

# Highlights from 2017-18

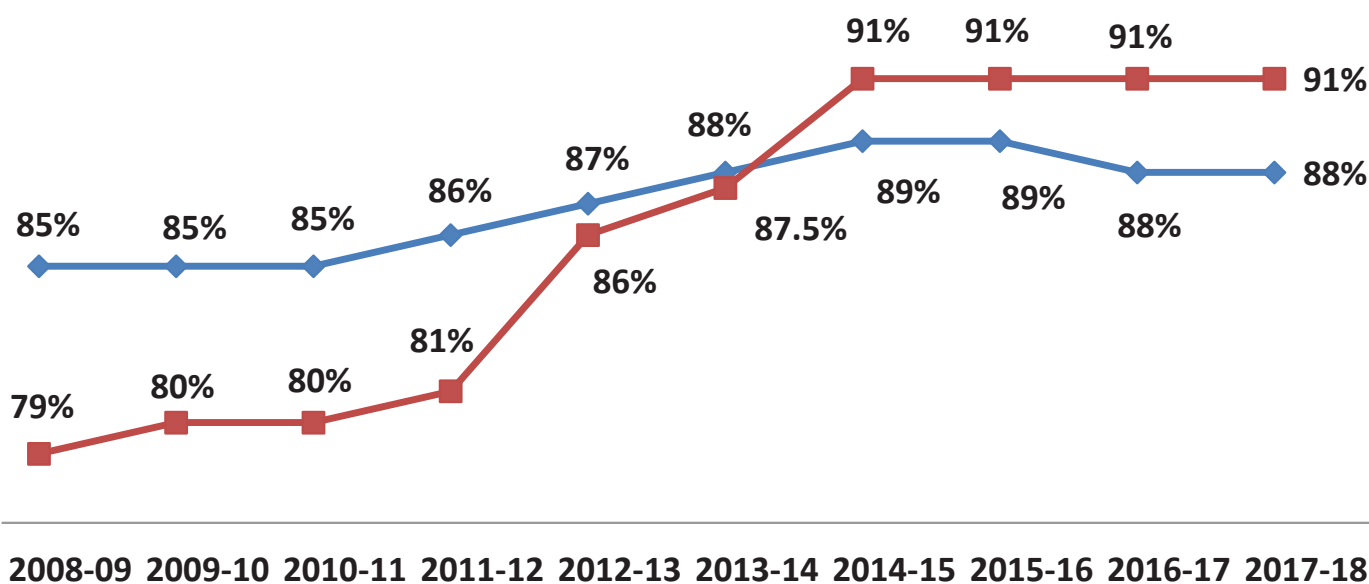
In 2017-18, expanded learning opportunities through approved Dual Credit programs enabled students to enroll in 21,346 dual credits. 80% of students were in the primary target group of students facing significant challenges in completing their Ontario Secondary School Diploma and approximately 3,225 students participated in 92 School Within a College (SWAC) programs within a collaborative learning community on a college campus. In 2017-18, there were 16 Summer SWAC programs in English and French with 273 student participants. Regional Planning Teams received approval to deliver 215 activities and regional forums in 2017-18 with over 45,000 students, teachers, college faculty and administrators participants.

This past year was also the first year that dual credit programs were made available to adults ages 21 and over across the province, providing this group of individuals with an expedited way to complete their OSSD and begin their postsecondary education. Over 850 adult learners participated in 1,000 dual credits in 41 programs across the province.

In addition, 2017-18 was the first year that all adult dual credit students and students enrolled in a School Within A College program were provided with wrap-around supports including one-on-one and small group conversations with a college advisor, professional development for college advisors and funding for OCAS and/or OUAC student applications. These initiatives were implemented quickly and successfully in a majority of colleges across the province.

## Dual Credit Programs Retention and Success Rates 2008-09 to 2017-18 School years

—◆— Retention Rate —■— Success Rate



Annually, the Ministry of Education publishes a report on the dual credit program. This report highlights data on the students and the program and includes information on the percentage of students who completed a dual credit (retention rate) the percentage of students who finished and earned a dual credit (success rate), and the percentage of dual credit students who graduated from secondary school.

The annual Dual Credit Programs School Year Reports can be found at: [www.edu.gov.on.ca/eng/teachers/studentsuccess/dual.html](http://www.edu.gov.on.ca/eng/teachers/studentsuccess/dual.html)

For over twenty years, the School College Work Initiative has continued to bring college and school board staff together to develop Dual Credit programs, activities and forums that increase the engagement of students in their secondary school studies and facilitate the transition to postsecondary learning. The growth of the initiative could not have occurred without the commitment and vision of school board and college leaders across this province.





# Cambrian and Wabnode Aboriginal Experience

Cambrian College hosted “Cambrian Horizons – A College Experience for Indigenous Youth” from Tuesday, June 5 - Friday, June 8, 2018. This College experience was for grades 9-12 Indigenous youth and accompanying chaperones. This year, we were elated to welcome 80 participants from remote, rural and local communities that joined us throughout the week.

This experience provided opportunities for participants to get to know members of other communities and Cambrian while they took part in various workshops to become familiar with college life, as well as visiting some of Sudbury's popular sights and attractions. This four-day experience immersed students and chaperones in workshops and activities from day to night and allowed them to experience residence life throughout the week. This was a truly collaborative approach between many areas of the College including SCWI (Dual Credits), Wabnode Centre for Indigenous Services, Student Success and Recruitment, and Academic areas.



## SWAC Memory Moments at Humber College

For a teacher, there is nothing more exciting than getting to see students succeed – be it watching them walking across a stage at graduation or those quick classroom visits to share program acceptance letters. The day-to-day reality is that we don't often get to see the “next step” a student takes. We teach and learn together for a time and then we move on. So it was a wonderful



surprise to walk into Humber College this September and be greeted by familiar voices calling out “Miss!” as I walked towards my SWAC classroom. These former SWAC students shared with me not only their program acceptance letters but also their new semester's class schedule here on the very campus where the college experience was made tangible to them via this important SCWI program. Kyla used to write plays in our SWAC class and her love of script writing continues post-SWAC in Humber's School of Media Studies. Wesley completed his Grade 11 Law requirement in SWAC and is now plugging away in Humber's Paralegal program. He tells me he is grateful for the General Education credit he earned in SWAC as it has lightened his load moving forward. Mohamed wanted to tell me about his experience in the Sustainable Energy and Building Technology program. He is so adamant about SWAC's impact in his life that he has reached out to his program director to see about his coming to visit my new cohort of students. “Everyone should know about these programs!” Mohamed says. Kimani, who is looking ahead to a spot in Humber's Accounting program, is happy to be settling in first in Humber's General Arts and Science program... and popped in to

my classroom for a snack to tell me so! As tasty as the snacks may be, I think that Kimani's stopping by my classroom speaks to SWAC's greatest impact of all – the relationships formed here on campus within the SWAC class and with what has been called the “third teacher”: the positive college environment. Students come to school and pursue more learning opportunities when they feel cared for. I'm proud to be a part of a program that runs with such an underpinning philosophy of care.

### Our Students Speak

“I like that the dual credits are great to help students prepare and get integrated to college, and the environment and feel of the school is very comfortable.”

*Nathanial Mousseau*



# After SWAC Pilot Year: Navigating the Transition into Post-Secondary: Lessons Learned

George Brown College (GBC) has always strived to offer SWAC students the wrap-around supports needed to address barriers that may prevent them from moving on in their educational pathway. This year, through generous funding from SCWI, we were able to expand our work and offer all SWAC students additional resources to help to navigate the transition from high school to post-secondary.

Our students face a myriad of barriers to post-secondary education (PSE), and the experience of applying to college can be challenging. The pilot year of the After SWAC program allowed us to gain valuable insights into the needs of our students. Furthermore, it demonstrates the value of the role of the After SWAC Advisor in helping students pursue and access post-secondary education. In many cases, students who applied to college would not have been able to do so without the guidance of the After SWAC Advisor. The After SWAC Advisor provides students with continuous support throughout the process from application to acceptance, to registration. Personalized and detailed support throughout the entire transition from high school to post-secondary is critical for student success. The pilot year has demonstrated that this program is vitally important, and can have a direct and meaningful impact on the lives of SWAC students.

The following provides a summary list of barriers identified by the students and their advisor – some of which can be addressed directly by advisors and others, such as financial constraints require further dialogue and resourcing.

## Summary of SWAC Student Barriers

- Lack of knowledge of post-secondary systems including application deadlines, how to use OCAS and how to apply for OSAP
- Lack of direction and fear (of being in debt, of not going back to school if they take a gap year, of not getting a job after college)
- Frustration/disillusionment with school and college system (don't see value of PSE, just want to start working, don't want to be in school anymore)
- Lack of life skills (budgeting, time management, communication skills, financial literacy)
- Socioeconomic barriers (estranged from parents, living alone or not at home, lack of financial and emotional support, mental health, homelessness, addiction)
- Low grades
- Missing volunteer hours due to other obligations that leave little time for volunteering
- Lack of pre-requisites for programs of interest (e.g. courses, credits, portfolios) leading to delayed starts or pathway programs, increasing time in PSE
- College specific profiles and communication platforms causing confusion leading to missed college deadlines, assessment tests or communication
- First generation students may lack family support and encouragement
- Parents/guardians must file their income tax returns by April so that their student can apply for OSAP; some parents do not file income taxes which becomes problematic when applying for financial aid
- Multiple barriers associated with students who want to identify themselves as 'independent students'
- \$500 deposit fee required by PSE's to secure seat in program



George Brown College is dedicated to the success of all students – especially those from non-traditional or underrepresented groups. The current funding received for the After SWAC and After Adult Dual Credit programs has been critical in narrowing the gap between secondary and post-secondary for our SWAC students. Helping students plan for their post-secondary futures is the next step in their academic journey. By addressing the barriers, we are able to engage and inform, encourage and empower students to pursue post-secondary.

For a detailed report on the barriers faced by GBC students please contact Grace Whang at [gwhang@georgebrown.ca](mailto:gwhang@georgebrown.ca)



# George Brown SWAC Students Get Really Brainy



Students from the School Within a College (SWAC) Program at George Brown College had the opportunity in September to explore the only college, nursing school and simulation center accredited by the Society for Simulation in Healthcare.

The students experienced some of the innovative hands-on learning opportunities provided in the 21,000 square feet of high tech simulation space at George Brown's Waterfront campus. This incredible learning allowed students to see how high and low fidelity mannequins are used to simulate

real world situations and prepare graduates to work in healthcare. They explored an operating room, interacted with virtual patients and learned about the benefits of home healthcare in the functional eHome apartment.

*"I honestly loved the tour because not only am I currently trying to peruse a career in medicine... I believe that the most interesting/surprising (in a good way) part of the tour was the high fidelity mannequins and how you can make it talk to you, figuring out if the patient is having a stroke or a heart attack. I found that insanely awesome and the fact that you can put in a breathing tube and learn how to put in the IVs, that was my favourite part of the whole tour."* Mali SWAC student



*"This tour made me feel even more excited for the upcoming years when I study nursing and try to get into med school and become a neurosurgeon. Being in that environment made me feel so happy and extremely excited."* Esther SWAC student



## Welding at Sheridan: Our Students Speak



After Grade 11 exams, I got the opportunity to be a part of the Introduction to Industrial Trades at Sheridan College. While I was there, we were shown how to operate and function in working shop environments. We as a group had the chance to work with Pneumatics and Hydraulics and learn about their functionality and uses in equipment and in jobs. Work in the Machine Shop and use the Milling Machine and the Metal Lathe to create a project, to show that we had learned and put our skills to the test. As well as my favourite, Welding. In the Welding program we had to complete tasks using various different techniques of welding and it was the most challenging while the most rewarding for skill in my opinion. This Dual Credit course has taught me that with the direction of work that I would like to go into, there are more than enough people to learn from and help teach you to get you to where you want to be. As a career I've kept the childhood dream alive of wanting to be a Heavy Equipment Technician. This program has shown me all of the various skills that go into maintaining hydraulic systems and to use tools such as welders effectively on the job site. Of course, this wasn't each courses full curriculum crammed into one month, but, it gave

a taste of each separate courses qualities to help students figure out if they even like doing what they think they do, or, help solidify what the students want to achieve. As a student who had the opportunity to partake in the Dual Credit program, I can certainly say that it was extremely beneficial to my future career choices, and, possible academic pathway. This is a program I would recommend to others, not only to just Introduction to Industrial Trades, but as well as any Dual Credit course that is part of their career interests.



# Former Welding Arts Dual Credit student returns to George Brown College as a College Professor!

In Winter 2012, Tyler O'Rourke was in grade 11 when he participated in the Welding Arts Dual Credit course at George Brown College (GBC). Six years later, he returns as a College Professor teaching the BLDG1121 Experience Millwrighting – Shop course in the 1-year Certificate Construction Trades Techniques Program (T126) offered in the School of Apprenticeship & Skilled Trades.

I had the opportunity to catch up with both Tyler and Robert Slaney (his former Dual Credit Professor) and asked a number of questions regarding Tyler's journey and their reunion back at GBC.

Tyler is thankful for his experience in the Specialized High Skills Mayor (SHMS) in Manufacturing Program that was offered at TDSB's Weston Collegiate Institute, the high school he attended. His SHSM in Manufacturing Program exposed him to the Skilled Trades through cooperative education, shop classes, designated classes such as math and design technology, along with two Dual Credit courses, one taken at GBC and the second taken at Seneca College.



Due to his exposure and hands-on experience, Tyler made a successful transition from high school to a General Machinist (429A) Apprenticeship. As an Apprentice, he has worked on aerospace, automotive, tools and die, and motor repair trades.

As Tyler reflects on his Dual Credit experience at GBC, he recalls enjoying the serious yet supportive environment that Robert and the technician created in the Welding shops. "They gave us the welding fundamentals and were super supportive!" When asked what advice he has for high school students interested in a career in the Skilled Trades he says, "work hard and put the time in. Each little skill you learn adds up and you'll never know when you'll need it."

In his new role, Tyler is teaching students who are older than he is and is finding the experience "surreal". He is excited to be back where he began his career as Journeyperson and is happy to have achieved his goal of becoming a teacher after many years of hard work in his Trade.

Tyler stresses the importance of providing students with the opportunities for exposure and hands-on experiences in the Trades and making the Skilled Trades a lucrative pathway for students. "The trades are hurting!" he adds, referring to the large number of expected retirees in the next few years. "There's currently a gap in the workforce, this means that there are great opportunities to get a well-paying job right out of high school!"

Robert Slaney echoes the same message. "I have employers contacting me every day looking for Welders. This is why we're launching the Welding Techniques Program (T166) in May 2019. This 1-year certificate program has been created based on the demand from employers and unions. After completed this program, students can go directly into an Apprenticeship opportunity!"

This new program presents a viable Apprenticeship Pathway opportunity for current and future students who take the Welding Arts Dual Credit course at GBC.

Both Tyler and Rob urge high school guidance counsellors to support and promote Apprenticeships and the Skilled Trades as a viable Pathway for students. "I paid \$1,200 for my entire education and have a well-paying career" adds Tyler. "I have students that are earning \$125,000 a year" adds Rob.

Click to learn more about the Welding Techniques Program (T166) ([www.georgebrown.ca/programs/welding-techniques-program-t166/](http://www.georgebrown.ca/programs/welding-techniques-program-t166/)) or about the Dual Credit Program at GBC ([www.georgebrown.ca/cpo/dual-credits.aspx](http://www.georgebrown.ca/cpo/dual-credits.aspx)).

*Tyler and Rob urge high school guidance counsellors to support and promote Apprenticeships and the Skilled Trades as a viable Pathway for students.*





# The 'Courage to Continue' Paves Paths to Graduation

The School College Work Initiative's late-June graduation event was a chance to celebrate an important milestone in students' lives, and an opportunity to acknowledge the hard work, dedication, and efforts from staff, students, and project partners that made it all possible. A famous Winston Churchill quote summarized what many in the room were feeling: "Success is not final, failure is not fatal; it is the courage to continue that counts."



For some students, the dual-credit School College Work Initiative with its school-within-a-college format can make all the difference. Open to Grade 12 students from Grand Erie District School Board and Brant Haldimand Norfolk Catholic District School Board requiring 10 additional credits or fewer to graduate, it's a chance to explore new paths and career possibilities in a unique way. It's not uncommon to hear students refer to teachers by their first names, for instance – something that creates a comradery and a relaxed atmosphere that allows students to feel comfortable and thrive, despite whatever setbacks they've

encountered previously. And it's often just what's needed to ensure students can continue their educations.

"The learning environment is really different than traditional high school," said Taylor, a graduate who is heading to Conestoga College to study nursing in the fall. "The instructors are like your friends – they care about your success, and want to do whatever they can to make sure you achieve your goals."

Working in partnership with Conestoga College, the program gives students a chance to sample post-secondary options in a college setting, and even earn college credits towards eventual diplomas or degrees. Once students have narrowed their fields of interest to possible career paths, the program provides assistance along the way, helping to navigate the application processes or secure OSAP funding.

"This is a chance for us as educators to ask, 'what can I do differently to ensure students succeed?'" Pamela DiTomaso, the program lead for Brant, Haldimand, Norfolk Catholic District School Board, pointed out during an address to the room full of proud family members, students, and staff.

For Shawn, a student who's just a couple credits away from graduation, the program has opened his eyes to options he didn't think were available to him. He hopes to attend McMaster University for mechanical engineering in the not-too-distance future.

"For students who are lost, this is a second chance," he said.

*Success is not final,  
failure is not fatal;  
it is the courage to  
continue that counts.*

**Winston Churchill**

## St. Lawrence After SWAC Generates Results

Levi was a St. Lawrence College SWAC student during the 2017-2018 school year. He had trouble attending his regular high school but excelled in SWAC. Levi complete two congregated dual credits (Taste of the Trades and Welding) and one integrated dual credit (Physics) while completing his senior Math and English credits. Before SWAC and the assistance of the After SWAC program, Levi had no plans to attend college but found the SWAC program encouraged him to think beyond high school. Currently, Levi is an Electrical Engineering student at St. Lawrence College!



# Ajax Students Can Earn High School and College Credit Learning Makeup Artistry

**New Grade 11 course so popular that two Grade 10 classes being added next year**

**Article content written by Sabrina Byrnes of Metroland**

During their dual credit makeup artistry course at Archbishop Denis O'Connor Catholic High School April 18, the students demonstrated their newly-learned skills.

Dual credit programs such as this one allows students still in secondary school to take college or apprenticeship courses. When a student successfully completes the course, he/she receives two credits - one toward a high school diploma and the second on a college transcript.

DURHAM — Like a lot of teens who are into makeup, Quynn Irvine's skills were mostly self-taught or picked up from online videos.

Now, the local Grade 12 student is learning from a professional — and getting both a high school credit and a college credit in return.

"When I come to this class it's really fun for me. I get to have a class where I get to just do what I love," says Irvine, a Grade 12 student at Archbishop Denis O'Connor Catholic High School in Ajax.

The school recently launched a new dual-credit Grade 11 makeup artistry class and students are clamouring to get a seat.

"It's a class that's in line with their passions," says teacher Stephanie Ashton. "It gives them something to look forward to. At least one period a day, they're doing something they love."

Dual-credit courses give students a high school credit and a college credit.

This school year, the Durham Catholic District School Board is offering 34 dual-credit courses in partnership with Durham College, Loyalist College and Fleming College.

There are 532 Grade 11 and 12 students enrolled and classes include child development; introduction to mechanical trades; automotive service and repair; and digital photography and imaging.

The makeup artistry class at Archbishop Denis O'Connor is so popular that the school will be offering two Grade 10 introduction to cosmetology courses next year, providing an overview of hair, makeup and nails.

A former science lab at the school has been gutted and turned into a spalike setting for the makeup artistry class, where students learn how to cleanse, tone and moisturize different types of skin, and how to apply makeup for different skin types.

"It's kind of giving them a hands-on of what college is like, in a high-school environment," says Orla Keogh, a Loyalist College instructor who travels to the Ajax high school twice a week to help teach the course. "If they want to go to college, it's taken that fear of the unknown away from them."

Irvine says the interpersonal skills learned in class are just as important as makeup technique.

"I suffer from anxiety, talking to other people is kind of hard," she explains. "In this class... I'm learning how to communicate with other people."

Her goal after high school is to study business in college, then go on to beauty school with a dream of one day running her own business or launching a makeup line.



Grade 12 student Maddie Moncada applied makeup on Grade 11 student Erica Martin



Orla Keogh, an instructor from Loyalist College in the makeup artistry dual credit course, demonstrated a technique on Grade 12 student Alicia Perri



Grade 11 student Erica Martin smiled as her classmate applied makeup



Grade 12 student Maddie Moncada applied makeup on Grade 11 student Erica Martin



Grade 11 and 12 students worked on applying makeup on their classmates





# Frank Kelly: SCWI and a Life of Service in Public Education

As educators, we travel many roads and meet many individuals on our journey. It's said that teaching is one of the few professions that requires us to interact and negotiate with every strata of society, every age, and every point of view. It's both the challenge and the delight of our chosen work. For all of us, it also offers up the opportunity to meet and work with educators of extraordinary dedication, imagination and determination. Frank Kelly is one such educator.

As executive director of CODE, and a former teacher, principal, superintendent and director, he has played important roles in the public sphere for many years. As the project manager for SCWI, he has been instrumental in its implementation. As he now plans to retire from the role with CODE. We are fortunate that he has decided to remain with SCWI. That speaks highly not only to his dedication, but also to his respect for the current team.

SCWI's beginning and its success were created by many, but Frank played a pivotal role, and his story here is, in some ways, a story of how all good educators navigate a complex landscape with a straightforward goal: to support, engage and create success for all students at every level.

To honour his long service (and excellent stories!) what follows is a brief history of his journey through many facets, schools and adventures. We all accumulate excellent stories in this work we do.

This is his.

Frank Kelly was one of three children born on a small-lot farm in the rural village of Loretto, near Alliston. His dad had no formal schooling but was smart, wise and literate in the many ways that men and women in rural communities were at that time. His mother had been a teacher in northern Ontario. As a young child, Frank would often accompany his grandfather down to the mailbox, and return with the Globe and Mail, which was read aloud at the kitchen table, especially the sports section. That family scene was to play a significant role in Frank's future.

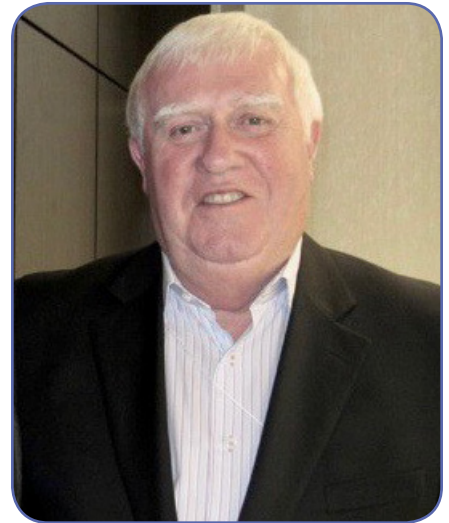
In due course at age 5, he was sent off to the local school, a small rural building housing Grades 1-8 in a single room. (Differentiated instruction was clearly the instructional model... indeed, it was the only model!!), The school population? About 25.

Frank's arrival in Grade 1 posed an immediate challenge, as he was fully able to read and write... the result of his Globe and Mail mornings! After grade 1 there were not enough students to form a Grade 2, so Frank was placed in Grade 3, where he flourished; at the end of that year, there were insufficient numbers to form a Grade 4 class. He was promoted to Grade 5. Shortly afterward,

his small rural school was closed, and he finished his Grade 8 at a regional Catholic school of about 200 students.

At 11 years of age Frank went to grade 9 in a small Catholic high school. He finished grade 12 there and then it was off to Banting Memorial in Alliston. In a few short years, he had gone from the smallest school imaginable to Banting, which housed 2200 students. In grade 12, the science lab was a ping pong table and several beakers; at Banting he enjoyed labs which were the envy of science teachers everywhere.

His trajectory from small to huge informed a leadership philosophy that he has held ever since. Physical plants, facilities, and buildings cannot substitute for imagination, determination and the skills of great teachers. Bricks don't replace brains and bold teaching. Facilities enhance opportunity, but great learning lies with great people. First hire, nurture and train great staff. Do the physical building stuff when economics and opportunity converge. "People first and always" ensures that students will learn and thrive.



***Continued on page 76***



# 16 Regional Planning Teams Busy in 2018-2019

**REGIONAL PLANNING TEAM 1**  
**Cambrian Secondary School/**  
**College Strategic Planning Committee**

[www.cambriancollege.ca](http://www.cambriancollege.ca)

## **PARTNERS:**

**Sudbury Catholic District School Board | Rainbow District School Board**  
**| Cambrian College**

## **FORUMS**

### **"Cambrian Horizons" – A College Experience for Indigenous Youth**

Four-day college experience for First Nation, Métis, Inuit students and their chaperones from remote communities who stay in the college's residences. They participate in workshops profiling college programs, social events that highlight life in a larger city, and cultural activities that introduce the support services available to Indigenous students.

### **Educators' Forum**

This event brings together college instructors, college staff, guidance counselors, secondary school staff, and dual credit teachers. This year, our event theme is Creating Career-Ready Students. To discuss this topic, we have a panel of experts in various industries that will be sharing what they look for in the hiring process for young professionals. They will give some insight to their industry's hiring practices, what qualities set candidates apart, and how your students can prepare themselves for the world of work. In the morning, we will have an engaging and interactive activity that will give you a chance to see Cambrian through a new student's eyes. This forum is a great way to continue to strengthen the relationships that we have with our partners and is packed full of useful information including presentations about "Admissions" and "Financial Aid," as well as Residence tours. We also provided networking opportunities for attendees.

## **ACTIVITIES**

### **Technology Day with Elementary School Students**

During this full-day event, 150 Grade 7 and 8 students participate in fun and engaging activities designed to spark interest in technology careers through the offering of several interactive and hands-on workshops.

### **Easing the Transition for Students with Disabilities**

This full-day workshop is for students from grade 11 and 12 from special education classes within our two school boards as well as students identified through IPRC and have an IEP. The focus is on students that will be registering in a dual credit or for students who have expressed an interest in taking a dual credit. Our staff from the Glenn Crombie Centre for Disability Services will meet with all the students to talk about the many services available throughout the facility. They will be taken on a tour to learn of the many adaptive tools and programs/services that are available. The students will be broken up into groups in the afternoon for workshops that pertain to their personal needs.

### **Connecting Science/Technology and College Pathway**

As part of the Let's Talk Science Partnership Program, student representatives from Cambrian College will visit grade 7 and 8 classrooms to deliver hands-on science and technology workshops related directly to the grade 7 and 8 curriculum in order to spark interest in science and technology. The benefits of this program include: an appreciation for science in everyday life; the opportunity to participate in "real world" science; the experience of innovative activities; and the opportunity to interact with positive role models.

### **Dual Credit Information Session for FNMI students**

This activity is geared towards self-identified First Nations, Métis and Inuit students. Students will be bussed to the College from their local high schools and served a complimentary lunch. Students will participate in a tour of the Wabnode Centre

for Aboriginal Services and meet with the advisors of the Centre. They will also participate in an interactive activity with the staff.

A presentation on dual credits will occur and there will be an opportunity for students to have their questions answered with regards to dual credits.

### **Parents as Career Coaches**

Information Session for Parents of students in grades 7 and 8. This forum would involve two sessions - the first with parents only and the second with parents and their children. Parents will be provided with the tools and information to support their child through career clarification and course selection during high school that will help with PSE pathways. Tools will include discussion, hands on activities and computer-based learning. Parents will be encouraged to return with their children for the second session. They will follow up on the learning from Week 1 with a totally interactive evening of discussion and activities. We will be hosting one session locally and one session for our rural schools in their location.

## **DUAL CREDIT PROGRAMS**

### **College Connection I – 2 deliveries – Cambrian College**

In this course, students will examine the skills and techniques that can lead to success in college. By examining and applying a variety of strategies known to improve learning, students will discover which are most relevant and useful, and how mastering them can positively help future studies. In addition, students will be provided with the opportunity to improve self-awareness and to set goals.

### **Exploring Personal Support Worker**

In this course students will, through the use of an experiential approach, focus on the skills necessary to communicate effectively and to think constructively. The concept of caring will be used as a basis to explore helping relationships, interviewing skills, and group dynamics. Students will be introduced to the College of Nurses of Ontario Standards of Practice with regards to the development of a Therapeutic Nurse-Client Relationship as a learning model.

### **Introduction to Business**

In this course, students will develop an understanding of the overview of activities performed by various departments of a business organization. The course will cover many of the key concepts required by students to be a success in a business organization as well as to apply the principles of effective customer service to both internal and external clients.

### **Exploring Early Childhood Education**

In this course, students will examine the principles of creating indoor and outdoor learning environments. Students will also identify specific inclusions for both indoor and outdoor play. An important component in the development of creative learning environments is the child's play. Students will examine the historical understandings of play and stages of play in detail.

### **Exploring Corrections**

In this course, students will examine community-based programs for both adult and young persons from alternatives to incarceration to conditional release and the impact of public attitudes on support for such programs. Emphasis is also given to victims, restorative justice and the process of reintegration for special offender populations. Students will also have an opportunity to assess career alternatives through discussions with guest speakers from the community corrections system.

### **Trades Practice Applications – Heavy Duty Focus**

In this course, students will be able to describe the legal responsibilities of employees and employers relating to safe working practices and protection of the environment. Students will demonstrate the operation of lifting, rigging, blocking and safety equipment according to government safety and environmental legislation. They will use precision measuring tools following manufacturers' recommendations, perform fastening device installation and removal procedures following manufacturers' recommendations, perform the maintenance and repair procedures for bearings, seals, and sealants following manufacturers' recommendations and operate heating and cutting equipment following



manufacturers' recommendations, government regulations, and safe work practices.

#### **Millwright – Tools, Materials & Fasteners**

In this course, students will use common hand and power tools in a safe and efficient manner. These tools are typically used to assemble, install, maintain and repair machinery and equipment to manufacturer's specifications. They will also describe ferrous and non-ferrous metals, alloys and non-metallic materials; thread systems for specific applications; threaded and non-threaded fasteners and heat treat and stress relief processes.

#### **Construction Technology**

In this course, students will review the Occupational Health and Safety Act and Regulations for Construction Projects. Students will learn construction inspection objectives and methods required to ensure that construction meets the requirements of plans and specifications. Topics will include: occupational health and safety for construction projects, scheduling, critical path method, Gantt charts, estimating, preparation of quantities sheets, and job costing.

#### **General Carpenter – Level 1 Apprenticeship**

Completion of this program will provide students with two secondary school credits as well as the basic in-school Level 1 training of the apprenticeship. This program will focus on the skills required in carpentry with an emphasis on hands-on skills development. Students are able to explore the trade or register through OYAP as a Level 1 apprentice.

#### **Commercial Vehicle & Heavy Equipment – Level 1 Apprenticeship**

This program will focus on the skills required for Commercial Vehicle and Heavy Duty Equipment common core with an emphasis on hands-on skills development. Students will be registered under OYAP.

#### **Videography – Team Taught – 1 delivery – Confederation Secondary School**

The goal of this dual credit option is to introduce students to videography. Students will learn to shoot, light and edit video to create a variety of forms of video storytelling. This dual credit links to the Arts and Culture, Visual Arts and Communication, and Business SHSM programs. This course will be offered in one of our school board partner schools in the Winter semester and will be offered in one of our other school board partner schools in the Winter semester.

#### **Digital Photography**

In this course, students will learn the rudiments of digital photography, through not only a technical discussion but also an artistic/historical one. They will study relevant historical and artistic applications of photography that will, in turn, facilitate an introduction and discussion that covers the basic pre and post-production workflow, the components of a camera and the successful and proper use of the camera itself.

#### **Exploring Rock Music and Culture – Manitoulin Secondary School**

Rock Music and Culture blends musical commentary into a historical and social framework as it traces the development of rock music from its roots in Country, Blues, and Gospel to today's most popular bands. Students will experience first-hand the defining characteristics of rock styles and develop the ability to make connections between the popular music of yesterday and today. Students will be engaged in discussion after listening to music and watching online videos. The Professor will be playing some guitar in some of his classes to demonstrate certain styles of music. The students will also have the opportunity to choose music or bands they are interested in, listen and discuss the music in class. This class will be hands-on and foster an environment of group work.

#### **Psychology of Evil**

In this course, students will systematically examine how society defines evil and the many different pathways to evil. Students will critically examine the study of evil from psychological, social and biological perspectives. This course will address compelling questions that examine and explain the motives, rationales and environmental influences that cause people to abuse power and to act in destructive and horrific ways. Topics discussed in this course will include cults, terrorism, genocide, psychopaths, and corporate evil, to name only a few. Through analysis of case studies and historical events, students will reflect on how society and individuals can play an active role in reducing hostility and building more compassionate communities.

#### **Introduction to Health Sciences**

In this course, students will develop a basic understanding of the health care

system and the various professions in the multi-disciplinary health care team. This program allows students to explore various health science programs including: Medical Radiation Technology, Medical Laboratory Technology, Bachelor of Science in Nursing, Practical Nursing, Personal Support Worker, Paramedic, and Physical Fitness Management.

#### **Wellness and Aerobic Training Principles**

In this course, students will be introduced to the principles of wellness and physical fitness used to develop and improve the components of physical fitness. In this regard, students are given exposure to a general overview of physical fitness, the basic design and delivery of "instructor led" fitness classes, and the principles, practice, and design of selected aerobic exercise programs including walking, running, jogging, cycling, and swimming. This course serves as an initiation into some of the practical problems and solutions of designing and delivering effective exercise programs. Students are given a considerable amount of time for hands-on experience in putting together and applying their own exercise routines.

#### **Applied Technology**

In this course, students will have the opportunity to develop technical skills that will serve as a strong basis for successful entry into today's trades and technology environments. This introductory course will combine theoretical and hands-on training, with an emphasis on workplace safety. Students will be trained on the proper usage of various hand and power tools, while studying topic areas that include an overview of gear and lever systems, combustion engines and truss design for buildings and bridges.

#### **Personal Finance**

In this course, students will develop a robust understanding of financial self-management. Personal finance comprises a broad range of topics such as understanding banks and banking, interest rates and loans, creating a budget, saving for retirement and using credit wisely. Understanding money management will ensure students live well today and be able to build a secure financial future.

#### **Concurrent Disorders, Mental Health Addictions**

In this course, students will become familiar with the nature of addiction and mental health disorders and the issues that are consistent with a Concurrent Disorder. They will examine the factors that put people at risk, the effect on the individual and the family, the various treatment options, and the rights of individuals under the law.

#### **Ethics Diversity**

In this course, students will study ethics and diversity from a practical perspective. Students will discuss the importance of morals and values and how they relate to leadership in law enforcement. Ethical dilemmas will be examined and students will be able to systematically make defensible decisions when faced with complicated ethical matters. Contemporary issues relating to ethical issues will be discussed. In the second half of this course, students will develop an awareness of the scope of diversity within the Canadian population. Students will acquire an introductory level of knowledge that will assist them while interacting with a diverse group of people, in a law enforcement role.

#### **Media and Current Events**

In this course, students will examine the scope and impact of the mass media – the press, advertising, television, music, gaming, the internet and social media – on individuals and on society. Students will discuss and analyze the news and current events reflected within these various mediums.

#### **Cross-Cultural Understanding**

In this course, students will gain an understanding of the theory and the terminology used to explore the nature and interrelationship of all cultures. Through the exploration of their own personal culture, and by examining external cultural forces, students will better comprehend the dynamic nature of Canadian culture. Communicating with people of different cultures is a challenge in any cross-cultural interaction. A variety of communications exercises will help to improve cultural competence. People from other cultures come with their own ways of thinking, acting and interpreting the world based on their own unique cultural perspectives. By sharing ideas, experiences, perspectives and perceptions, students will gain an appreciation of the way other cultures work and determine the themes common to all cultures. To adapt and respond to others appropriately are skills that will enhance any social relationship.

## SCHOOL WITHIN A COLLEGE

### Barrydowne College (SWAC)

Students who have become disengaged from the traditional methods of education will benefit from the Rainbow District School Board's SWAC program being offered in partnership with Cambrian College within the Barrydowne campus. This alternative setting, with small class sizes and individualized curriculum, focuses on active learning practices, the development of critical thinking skills and hands-on activities. Students in this program are encouraged to participate in dual credit programming as it provides smooth transition into college due to their current presence at Cambrian.

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### REGIONAL PLANNING TEAM 2 Connecting GTA Teachers Regional Planning Team

[www.centennialcollege.ca](http://www.centennialcollege.ca)  
[www.georgebrown.ca](http://www.georgebrown.ca)  
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### PARTNERS:

Dufferin-Peel Catholic District School Board | Halton Catholic District School Board | Halton District School Board | Peel District School Board | Toronto District School Board | Toronto Catholic District School Board | Upper Grand District School Board | York Region District School Board | York Catholic District School Board | Centennial College | Georgian College | George Brown College | Humber Institute of Technology and Advanced Learning | Seneca College | Sheridan Institute of Technology and Advanced Learning | The Ernest C. Drury School for the Deaf Provincial School

### FORUMS

#### 2.11 – CGTAT – Stepping Stones to Post Secondary Forum

As a next step in the evolution of raising awareness with our school communities, CGTAT proposes a forum for a wider range of teachers. We aim to reach the gatekeepers to our dual credit programs in order to increase understanding and ultimately increasing the dual credit footprint of our large school boards. The forum will provide opportunities for teachers to participate in workshops regarding dual credit models and recruitment, along with college transition programming.

### ACTIVITIES

#### 2.0 GBC – College Experience Days – Reaching Ahead with multi boards

George Brown College will host a series of College Experience Days involving approximately 685 students and teachers during the year. Each event will showcase a variety of college programs, services, and potential career opportunities and will include highly interactive “hands-on” workshops throughout the day with College students and faculty. During each event, visiting students will hear directly from current College students addressing their own experiences and future career plans. In addition, College student ambassadors will provide in-depth tours of facilities, including all our six campus locations to expose visiting students to the range of programs available; from Health Sciences at the Waterfront campus, to Early Childhood Education at our Ryerson Campus, to our Theatre Program located at the Distillery District, to the Technology and Apprenticeship and Skilled Trades programs at our Casa Loma campus, and the Centre for Business, Hospitality and Culinary Arts, Design, Community Services, School of Makeup & Esthetics, and Indigenous Education and Services that are all based at the St. James campus.

#### Cancelled – 2.13 – HUMBER – “Access Pilot” – Students/Parents Access Pathways – NEW

This activity highlights opportunities, pathways, and resources in order to provide smooth transition to postsecondary. This activity is for grade 7 to 10 students and their

parents. By strategically exposing students and their parents to an array of educational opportunities, students and parents will shift their mindset from anxiety and uncertainty about potential careers to optimism about their postsecondary future. Humber College has a number of foundations and pathway programs that are designed specifically for students who are uncertain about their future education and are having difficulty deciding on a future career path. These programs are designed to alleviate the anxiety of figuring out what a student wants to do and exposes them to an array of options so that they can find their passion.

#### 2.14 GBC – Exploring Technology for Grade 7 and 8 with multi boards

Exploring Technology in the City will be an exciting day-long event that will allow for 291 grade 7 and 8 students and teachers to explore the different career opportunities in Technology and the Skilled Trades with an emphasis on how important math is in these careers. As part of the event, there will be different student interactive activities throughout the day and students will have the opportunity to interact with current students and faculty, while seeing student projects first-hand. Students will also hear about today's environmental concerns and gain a better understanding of how they will have an impact in their future careers. Hands-on activities include carpentry, coin stamping, solar panels, micro-processing, pipe cutting, AutoCAD and virtual welding.

#### 2.16 CENTENNIAL – “Access Pilot” After-SWAC with TDSB

Students within the School Within a College (SWAC) program will have a new level of support at the College through the new “After-SWAC” program in order to transition students into Post-secondary and other plans for success after the SWAC program. By tapping into students' interests, needs and strengths, the After-SWAC Advisor coordinates and leads a variety of activities and resources for the students including: one-on-one discussions and group sessions on Financial Aid, Career Services, True Colours Personality Testing (for self-reflective practice), CAPS, SMART Goal Setting, Centre for Students with Disabilities and so forth.

#### 2.051 CENTENNIAL – “Access Pilot” After-SWAC with YCDSB

Students within the School Within a College (SWAC) program will have a new level of support at the College through the new “After-SWAC” program in order to transition students into Post-secondary and other plans for success after the SWAC program. By tapping into students' interests, needs and strengths, the After-SWAC Advisor coordinates and leads a variety of activities and resources for the students including: one-on-one discussions and group sessions on Financial Aid, Career Services, True Colours Personality Testing (for self-reflective practice), CAPS, SMART Goal Setting, Centre for Students with Disabilities and so forth

#### Cancelled – 2.24 HUMBER – Camp Choice – Aboriginal Program with multi boards

1 day on campus college experience camps for 100 Grade 7 and 8 Aboriginal and non-Aboriginal students, teachers and parents/guardians. Through hands-on experiential activities these camps will expose and inform students, teachers, parents/guardians about college programs, apprenticeships and career opportunities. The camp will provide an opportunity to introduce and/or reinforce awareness by integrating Aboriginal knowledge and culture by, for example, utilizing nature (campus ponds, wetlands, gardens). Specialized labs with a focus on Math, Language, Science and Technology will also be used to demonstrate where these skills can lead.

#### 2.26 HUMBER – College Experience Days with TCDSB + TDSB + YCDSB

Humber will host at least five College Experience days at our North Campus and Lakeshore Campuses – involving approximately 840 students and teachers during the year. Each event showcases various college programs, services and potential career opportunities and involves highly interactive, “hands-on” workshops throughout the day. Workshops involve approximately 25 participants each, allowing excellent interaction in skill-building exercises. College student ambassadors also provide student-student interactions as well as tours of facilities, assisting and guiding students throughout their experience.

#### 2.31 Access Pilot – SENECA – After SWAC with TDSB – NEW

In this activity, students in Seneca's SWAC program offered in partnership with TDSB (02.74) will receive supports with their transition to post-secondary education. Seneca will provide 3 one hour small group sessions to the students in which they will explore educational and career pathways through discussions with a dedicated college advisor. The sessions will focus on finding, applying to, and financing post-secondary education. Students will receive support





navigating OCAS and OSAP applications. In addition, up to 4 hours of one-on-one sessions with the college advisor will take place to further address the students' individual questions related to their successful transition to post-secondary.

#### **2.32 Access Pilot – SENECA – After SWAC with YCDSB – NEW**

In this activity, students in Seneca's SWAC program offered in partnership with YCDSB (02.40b) in both Semester 1 and Semester 2 will receive supports with their transition to post-secondary education. Seneca will provide 3 one hour small group sessions to the students in which they will explore educational and career pathways through discussions with a dedicated college advisor. The sessions will focus on finding, applying to, and financing post-secondary education. Students will receive support navigating OCAS and OSAP applications. In addition, up to 4 hours of one-on-one sessions with the college advisor will take place to further address the students' individual questions related to their successful transition to post-secondary.

#### **2.33 Access Pilot – SENECA – After SWAC with TCDSB – NEW**

In this activity, students in Seneca's SWAC program offered in partnership with TCDSB (02.95) will receive supports with their transition to post-secondary education. Seneca will provide 3 one hour small group sessions to the students in which they will explore educational and career pathways through discussions with a dedicated college advisor. The sessions will focus on finding, applying to, and financing post-secondary education. Students will receive support navigating OCAS and OSAP applications. In addition, up to 4 hours of one-on-one sessions with the college advisor will take place to further address the students' individual questions related to their successful transition to post-secondary.

#### **2.34 SENECA – Exploring Pathways with multi boards**

The Exploring Pathways provides disengaged students from six of Seneca's partnering school boards (TDSB, TCDSB, YRDSB, YCDSB, DPCDSB, PDSB) with the opportunity to enhance their understanding of sector specific careers and college programs. The primary target groups of students for this activity are those students who are disengaged and underachieving but who have the potential to succeed. This includes students who are enrolled in alternative education programs and those students who do not see the connection between high school and their preferred future. Many secondary students believe that post-secondary is out of reach and many students lack a thorough understanding of the multitude of college options available to them in Ontario. Therefore, through collaboration with Seneca's academic departments, Advising officers, the College's Liaison team, and the Degree and Credit Transfer Office, the purpose of this activity will be to highlight a variety of college pathways.

#### **2.35 SHERIDAN – Spotlight Sheridan with multi boards**

Spotlight Sheridan offers Grade 7 and 8 students, teachers and parents a day of interactive workshops across various disciplines including business, health sciences, technology and IT to promote awareness of college education, including degree and diploma options, as well as potential career paths. This activity provides a brief orientation to college and campus life. It will be held at Sheridan's Davis Campus in Brampton.

#### **2.36 SHERIDAN – Testing the Trades**

Testing the Trades is an exciting day-long event for Grade 7 and 8 students that will allow them to explore the different career opportunities in the trades with an emphasis on how important math is in these careers. This student-centered activity will provide early exposure to College and Apprenticeship programs in the trades and provide an understanding of the pathways to college and apprenticeship programs. It will be held at the Skills Training Centre in Brampton at the Davis campus.

#### **2.38 YRDSB – PSTT (Promoting Skilled Trades & Technology) with YCDSB**

This Activity is for Grade 7 and 8 students. Students experience a day at a college, following experiential classroom lessons on trades and technologies, self-advocacy and careers at their home schools. On the college visit, they explore technology through hands-on tasks related to the trades. College students and instructors guide them through a variety of learning experiences while raising their awareness of programming and opportunities at college. Students are taught to work with materials and some equipment.

#### **2.39 YRDSB – Pathways Through Mentoring with Georgian**

The Connecting Pathways Through Mentoring partnership provides at-risk secondary students involved in Exploring Opportunities Programs the chance to explore college through a one day visit to a campus. Secondary students will have the opportunity

to interact with college students and faculty while exploring hands on activities in college labs to raise awareness of diploma and apprenticeship programs.

#### **2.4 CENTENNIAL – Careers in Transportation with multi boards**

Centennial will invite students in Grades 7 to 12 in tech classes in nearby school boards to experience a sampler program in the School of Transportation. Students will be able to choose from 5 areas: Heavy Equipment, Truck and Coach, Auto Service, Aviation, and Motorcycle and Powersports. Centennial will offer the program on 8 to 10 days over the year. Lunch and safety equipment will be provided. Most students will travel by chartered school bus to and from the Ashtonbee campus of Centennial College.

#### **2.44 Access Pilot – GBC After Adult Dual Credit**

George Brown College will provide 3 one-hour small group sessions for the Adult Dual Credit (ADC) cohort in the fall and winter semesters. Sessions will focus on finding and exploring PSE programs of interest (apprenticeship, college, and university), applying to PSE, and financing college including assistance with completing OSAP applications. We will also provide each student with up to 3 one-on-one advising sessions with a college advisor. The After ADC Program furthers the goals of SCWI by providing students with supports to transition from secondary education to postsecondary education. Through small group and one-on-one sessions, advisors can provide individualized supports including exploring career options and educational pathways. Students will learn about the variety of postsecondary pathways including bridging programs, diplomas, degrees, apprenticeships and trades programs. Advisors will assist students in navigating the PSE and OSAP application processes with the ultimate goal of encouraging students to define their goals and continue on to PSE.

#### **2.46 CENTENNIAL – Pathways to Careers in Transportation**

Centennial will open its doors to Grade 9 and 10 high school students from various school boards to experience a sampler program in the School of Transportation at the Ashtonbee Campus. Centennial will also offer the experience to any students in grades 11 and 12 who are seeking alternative pathways into post-secondary education. Students will be able to choose from 5 areas: Heavy Equipment, Truck and Coach, Auto Service, Aviation, and Motorcycle and Power sports. This activity will introduce students to a wide range of careers in the Transportation field and encourage them to transition to college. On the college visit, they will explore technology through hands-on tasks related to the trades. This experience raises awareness in the student to the college pathway, with the many opportunities that the transportation program has to offer. Centennial will offer the program from October to May. It helps to create a mind-set around post-secondary planning and around bridging interests and skills with potential college programs and career pathways. It alerts students to the fact that hands-on opportunities are readily available to them as they go through school and at college as well.

#### **2.5 CENTENNIAL – Careers in Health and Hospitality**

Grade 9 and 10 students will attend real-world workshops for a day to experience college life. There will be 2 workshops each year, targeting students from across the GTA. Many secondary students believe that post-secondary is out of reach and many students lack a thorough understanding of the multitude of college options available to them. The School of Community and Health Studies and The School of Hospitality, Tourism, and Culinary Arts will participate in providing 4 different workshops offered twice during the day to the students. Workshops include "front and back of the house" in Hospitality, Event Planning, and Baking and Culinary Techniques, to name a few. The purpose of this activity will be to highlight a variety of college pathways available to all students.

#### **2.6 CENTENNIAL – Visit for Grades 7 and 8 with TDSB**

The Grade 7 and 8 students will attend real-world career workshops for a day to experience college life. The School Board brings approximately 120 students who attend from 2 to 4 workshops during the day. All of our Schools within Centennial College participate providing some 12 different workshops offered twice during the day to the students. Students must apply to their teachers and/or guidance counsellor in writing describing why they would like to attend and students are then chosen for attendance. Workshops range from developing a Business Plan, Learning about Aviation and Aircraft Maintenance, "front and back of the house" in Hospitality, Event Planning, the Nursing Profession, Pharmacy Lab experience, Massage Therapy, Spa Assistant to name a few of the hands-on workshops that fulfill an experiential College career exploration.

## 2.60 Access Pilot – GBC w/ TDSB After School within A College (SWAC)

George Brown College will provide 3 one-hour small group sessions per TDSB SWAC cohort for the fall and winter semesters, for a total of 9 sessions. Sessions will focus on finding and exploring PSE programs of interest (apprenticeship, college, and university), applying to PSE, and financing college including assistance with completing of OSAP application. We will also provide each SWAC student with up to 3 one-on-one advising sessions with a college advisor.

The After SWAC Program furthers the goals of SCWI by providing SWAC students with supports to transition from secondary school to PSE. Through small group and one-on-one sessions, advisors can provide individualized supports including exploring career options and educational pathways. Students will learn about the variety of post-secondary pathways including bridging programs, diplomas, degrees, apprenticeship and trades programs. Advisors will help students navigate the PSE and OSAP application processes, with the ultimate goal of encouraging students to define their goals and continue on to PSE.

## 2.66 CGTAT Forum/Activity Promotion, Website Development – NEW

Activities and forums are only successful if sufficient recruitment, promotion and information transmission between the board, schools, colleges and other partners is in place. Poor communication and data transmission is costly. These funds will be used to enhance the promotion of dual credit events and forums as well as streamline data transmission and participant registration processes. This will improve attendance as well as data tracking and financial reporting.

## 2.8 CENTENNIAL – Success at College for Students with Disabilities

We will invite students in Grades 10 to 12 from special education classes in several School Boards to attend a day at Centennial. Students will travel by chartered bus or by TTC. We will have a key-note speaker to talk about overcoming the obstacles of disabilities followed by a panel of current Centennial students and recent grads that all have a variety of learning/physical disabilities. Lunch will also be provided. The students will be divided into 4 groups for the afternoon and will rotate through workshops such as: Adaptive Technologies, Successful Transition to College, to name a few. Students will also take part in a "services tour" of the Progress campus. Time: 10am - 2pm.

## 2.80 Access Pilot – SENECA – After Adult Dual Credit – NEW

In this activity, adult students in the new Adult Dual Credit program offered in partnership with YRDSB (2.78) will receive supports with their transition to post-secondary education. Seneca will provide 3 one hour small group sessions to the students in which they will explore educational and career pathways through discussions with a dedicated college advisor. The sessions will focus on finding, applying to, and financing post-secondary education. Students will receive support navigating OCAS and OSAP applications. In addition, up to 4 hours of one-on-one sessions with the college advisor will take place to further address the students' individual questions related to their successful transition to post-secondary.

## 2.96 Access Pilot GBC w/ TCDSB After School Within a College (SWAC)

George Brown College will provide 3 one-hour small group sessions per TCDSB SWAC cohort for the fall and winter semesters, for a total of 6 sessions. Sessions will focus on finding and exploring PSE programs of interest (apprenticeship, college, and university), applying to PSE, and financing college including assistance with completing of OSAP application. We will also provide each SWAC student with up to 3 one-on-one advising sessions with a college advisor.

The After SWAC Program furthers the goals of SCWI by providing SWAC students with supports to transition from secondary school to PSE. Through small group and one-on-one sessions, advisors can provide individualized supports including exploring career options and educational pathways. Students will learn about the variety of post-secondary pathways including bridging programs, diplomas, degrees, apprenticeship and trades programs. Advisors will help students navigate the PSE and OSAP application processes, with the ultimate goal of encouraging students to define their goals and continue on to PSE.

## 2.97 – HUMB: Access Pilot: After School Within a College – NEW

For Fall and Winter semesters, Humber will host 6 one-hour small group sessions to Humber's two SWAC programs led by a college advisor. Each session will focus on finding and exploring Post-Secondary Education program of interest, applying to Post-Secondary Education (through OCAS or OUAC) and financing options for them to consider when choosing a college. Each student will have up to four hours of individual discussion and follow up with an advisor.

## 2.98 SENECA – Business-Financial Literacy for Grades 7 and 8 with multi boards

This one-day interactive activity will provide Grade 7 and 8 students with a preview of life as a Seneca College business student. Professors from the College's Faculty of Business will facilitate engaging workshops that focus on the many college pathways and career opportunities for graduates of our business programs. Students will learn about programs and careers in accounting, finance, marketing and business management. To foster successful transitions to college, students will also participate in a financial literacy workshop. These hands-on workshops will demonstrate the importance of budgeting, saving, and managing money. Current Seneca students will share their experiences to emphasize the importance of financial literacy for success in college. Participating students will also have an opportunity to "ask a business student" questions about what it is like to be a college student and tour the campus.

## 2.99 – DPCDSB – STEM Camp Days with Humber

This activity will involve 350 grade 7/8 students and staff over a period of three days focusing on Science, Technology, Engineering and Math fields at the college. This activity will educate and excite youth (especially females in non-traditional sectors), parents and teachers about STEM college programs, apprenticeships and career opportunities through hands-on learning in a college environment. Activities could include electronics, computer coding, digital architecture, animation, tours of Humber's robotics, design and 3D printing design labs, etc.

## DUAL CREDIT PROGRAMS

### 2.04 CENTENNIAL – Partnerships with Secondary Schools

Students from various school boards across the GTA take part in this dual credit program at Centennial College. This a multi-board program with students from PDSB, YRDSB, YCDSB, TCDSB and TDSB attending college courses with a wide variety of other students, highlighting the "college experience". The overall focus of the Dual Credit program is to assist secondary students in the completion of their OSSDs and successful transition to college. The program is based on partnership, collaboration and accountability between the school boards & Centennial. Dual credit courses allow students to earn a high school and a college credit, experience college life, gain insight and transition into educational and career pathways. Courses have been selected to motivate and engage students as well as support those students who are pursuing a Specialist High Skills Major. Dual credit students take-part in a wide variety of interactive learning experiences including field trips and "industry-expert" and other guest speakers. New this year is the *Make-up and Special Effects Techniques* dual credit course which will launch during the summer session.

### 2.09 CENTENNIAL – Transition to CENT with Durham

The focus of these Dual Credit courses is to assist secondary students in the completion of their OSSDs and successful transition to college. The program is based on partnership, collaboration and accountability between DDBS & Centennial. All dual credit learning opportunities will involve dual credit teachers, supporting and supervising students while on campus or in their secondary classroom. The courses are chosen to meet the needs of students to help with the successful transition to College.

### 2.1 "Access Pilot" UGDSB Skilled Trades School Exploration

Students from the northern part of UGDSB (Shelburne, Erin, Orangeville, Mount Forest, & Palmerston) will participate in an activity where they will be transported to Georgian's Midland campus, which is exclusively a Trades campus. Here, students will explore a variety of Trades in an authentic learning environment. They will have an opportunity to explore Electrical, Carpentry, Plumbing, Welding, and Small Engine classrooms and shops. They will learn from the instructors who are currently teaching the programs and gain some insight into their own career goals and pathways. This event would help to connect students with Georgian College, and in turn, the college would have the opportunity to communicate and market their program to potential students.

### 2.12 GBC – Partnerships with multi boards + School for Deaf

The objective of this Dual Credit program is to assist secondary students in the completion of their Ontario Secondary School Diploma (OSSD) and to facilitate a successful transition to college by expanding learning opportunities through established partnerships with secondary schools and school boards. The program is based on partnership, collaboration and accountability between Toronto DSB, Toronto Catholic DSB, Dufferin-Peel Catholic DSB, Peel DSB, E.C. Drury School for the Deaf, York Region DSB and George Brown College.



The program supports advanced learning that is hands-on and interactive in both a secondary and a post-secondary environment. Courses offered introduce students to programs in the Art & Design, Business, Community Services, Construction and Engineering Technologies, Community Services, Health and Wellness, Hospitality & Culinary Arts and a broad selection of Liberal Arts & Sciences general education courses. The courses and instructors have been strategically selected in order to motivate and engage students as well as support those students who are pursuing a Specialist High Skills Major in a related industry/sector. Through their Dual Credit experience at George Brown College, students will not only develop transferable skills to assist them in their transition to college, but students will also learn about college program options and pathways into college and beyond.

#### **2.17 CENTENNIAL – Summer Dual Credit with TDSB – NEW**

Students from the Toronto District School Board will have an opportunity in the summer to take two dual credit courses. Based on student interest, these two courses will be offered: *Bakeshop Principles and Practices* and *Make-up and Special Effects Techniques* (new). Summer is a unique opportunity to engage students in the dual credit program, and to expose students to College life and pathways.

#### **2.19 HDSB – Advanced Landscaping with Humber**

The Landscaping SHSM Program introduces students to a wide variety of landscaping technologies and a diversity of careers and post-secondary opportunities available in the industry. By connecting with Humber College to offer dual credits, Halton landscaping students are able to experience what college has to offer in terms of advanced horticulture and landscaping programming. They will also have access to Humber's extensive naturalized outdoor classroom to study in a very practical and experiential environment.

#### **2.20 HUMBER – SSOGT (Secondary Schools of Greater Toronto)**

The overall goal of the Humber SSOGT Dual Credit program is to assist secondary students in the completion of their OSSD and help them transition to postsecondary education with advanced credit. The program is based on partnership, collaboration and accountability between Humber College, TDSB, TCDSB, PDSB, DPCDSB, YCDSB and YRDSB. The Humber SSOGT Dual Credit program provides over 550 students annually with experiential and practical advanced learning that helps them envision future education and career pathways and gets them excited about choosing a full-time diploma or degree program. Courses are offered from the following Humber diploma programs: Animation Art and Design, Landscape Technician, Early Childhood Education, Culinary Management, Police Foundations, Acting for Film and Television, Home Renovation Technician, Spa Management, Cosmetic Management, Broadcast Television/Videography, and Sustainable Energy and Building Technology and Visual and Digital Arts. Students can also take general education courses including Social Psychology, Introduction to Psychology and Indigenous Perspectives, which provide advanced credit for most diploma programs. Many of the courses support Specialist High Skills Majors. Humber also offers a lunch-time Peer Mentoring program for the Dual Credit students to provide support and to encourage the students to continue to Humber's full-time programs. Dual Credit students have access to the support services available to full time students including the Student Wellness and Accessibility Centre, Writing Centre, ESL Centre, IT Support, Blackboard, Library and Athletics. Most of the Humber resources are located in our beautiful new building, the Learning Resources Commons (LRC). For more information visit the Humber-SSOGT Dual Credit website: [humber.ca/dualcredit](http://humber.ca/dualcredit).

#### **2.32 HUMBER – Orangeville Project with DPCDSB + Peel + UGDSB**

This program is designed to package distinctive dual-credit offerings. #1. 2 dual-credits in ECE – Early Childhood Education which provide a transitional program for students interested in a career as an Early Childhood practitioner. #2. 2 dual-credits in Police Foundations which provide a transitional program for students interested in a career in Law Enforcement or Security. #3. 2 dual-credits in Spa Management and Cosmetics which provide a transitional program for students interested in a career as an Esthetician.

#### **2.33 HCDSB – Advanced Landscape & Horticulture SHSM with HUMB**

This program provides students with the opportunity to gain an advantage in a specialized area, Horticulture and Agri-business, through the SHSM program with a focus on the apprenticeship destination. Students will be able to begin their apprenticeship while completing their OSSD through the SHSM. An important component is the certification training and experiential learning.

#### **2.34 Access Pilot – GBC Adult Dual Credit with multi boards**

George Brown College will deliver the Adult Dual Credit (ADC) program, an enhanced dual credit opportunity for adult learners to participate in a dual credit course while working towards an OSSD. The program will benefit students who can benefit from personalized guidance concerning postsecondary options and/or are unsure of the various opportunities that exist after completing their OSSD. The program will provide additional supports for adult learners as part of the Dual Credit program in order to achieve their OSSD and assist in a successful transition to postsecondary education (college or apprenticeship). The Dual Credit course offering will be a general education subject. The program will be open to participating school board partners in the Dual Credit program providing opportunities for prospective adult learners to enroll in the program. Students have the opportunity to complete a dual credit course delivered on site at one of George Brown College's campuses taught by a college instructor. ADC students will have access to all facilities and student services available at the college including; Tutoring & Learning Centre, Peer Connect workshops, Counselling and Accessible Learning Services, all of which promote student success.

#### **2.38 SENECA – Partnerships with TDSB + TCDSB + DPCDSB + PDSB + YRDSB + YCDSB**

Seneca – Pathway Partnerships with TDSB, TCDSB, DPCDSB, PDSB, YRDSB, YCDSB and PVNCCDSB provides secondary students with the opportunity to gain the skills in order to successfully transition to college. This Dual Credit program supports advanced learning that is hands-on and interactive, in a post-secondary environment. Ranging from the arts to business to engineering and health care, the program aims to help disengaged and underachieving high school students develop transferable skills and to learn about college programs and pathways to post-secondary and beyond. Students participating in this program will travel to the college once or twice a week for interactive and hands-on courses that have been carefully selected to align with their needs, interests, and to re-engage them in learning. Students have the opportunity to choose from a broad range of dual credit courses including: aeronautics, accounting, auto CAD, broadcasting, CNC programming, digital design, drawing, fashion, fire protection, forensic science, make-up application, marketing, psychology, sociology, nutrition, and nursing.

#### **2.38b SENECA – Partnerships with DPCDSB + PDSB**

This partnership with DPCDSB and PDSB offers dual credit opportunities to disengaged secondary school students in order to provide them with hands-on and interactive college courses that enable them to earn credits towards the achievement of their OSSD. In this program, students can take Food, Theory & Practice and Dining Room Service Management, where they learn how to prepare a meal and how to properly serve it. Students complete the semester with a unique final project that requires them to run a catered event - and the potential to earn two credits.

#### **2.39 SENECA – Partnerships with YCDSB + YRDSB**

This program offers disengaged and underachieving secondary school students from across the York Region with the opportunity to pursue their interests and strengthen their skill sets through dual credit courses in drawing, animation, digital design, marketing, psychology, animal behaviour, blueprint reading, business, advertising, forensics, law enforcement, nursing, sociology, social work and environmental landscape. The objective of this Dual Credit program is to assist secondary students in the completion of their Ontario Secondary School Diploma (OSSD) and to promote a successful transition to college by expanding learning opportunities for students through partnerships with secondary schools, school boards, and Seneca College. Taking place at Seneca's Markham, King, Seneca@York and Jane campuses, this program has been designed primarily to motivate and capture the interest of disengaged and underachieving students. The program also aims to support students in their pursuit of a college pathway. Through their dual credit experience at Seneca, students will not only develop transferable skills to assist them in their transition to college, but they will also learn about college program options and pathways into college and beyond. Based on partnership and collaboration, the program is strengthened by the efforts of YRDSB, YCDSB and Seneca to work together to identify dual credit courses that satisfy the learning needs of students across the region. Added valued activities such as time management workshops, class trips, student life activities are embedded in the program to ensure that participating students are provided with an authentic and experiential college learning environment.

#### **2.42 SHERIDAN – Summer School – Arts with Halton CDSB**

This program will provide an opportunity for senior level students registered at Halton CDSB's summer school to complete one college level course in the arts. The college



course, Introduction to Drawing Systems, will give students who are interested in the arts, an exploratory experience in an applied course and offer the students an introduction to the college environment. This course is a part of Sheridan's Art Fundamentals program; held at the Trafalgar Campus.

#### **2.43 SHERIDAN – TTOP with multi boards**

TTOP will provide an opportunity for senior level secondary students who are interested in a career in trades or technology to explore these pathways via various options:

1. Single dual-credit programs give students an exploratory experience with hands-on lab or shop time. Students can choose either Introduction to Industrial Trades or Introduction to Construction.
2. Students may take one of five 3 dual-credit programs: Electrical, Welding, Plumbing, Precision Machining, or Exploring the Trades (3 credit package in which students take Intro to Construction, Intro to Industrial Trades and Trade Safety).
3. Single dual-credit congregated courses give students an opportunity to explore some technology and engineering courses; i.e Operating Systems and Fundamentals of Robotics.

#### **2.47 SHERIDAN – ECE with DPCDSB + PEEL + HCDSB**

The ECE dual credit program provides an opportunity for secondary school students to explore the suitability of this career path while earning both secondary school credits towards their OSSD and college credits in the diploma program. The Sheridan Early Childhood Education (ECE) diploma program prepares students to become highly skilled professionals dedicated to providing young children with the best possible education and care. The curriculum focuses on applying research-based theory to practical experiences to encourage young children's optimal development and growth. Should students subsequently enroll in the diploma program they would be granted exemption from the courses they have successfully completed. The ECE dual credit program consists of courses drawn from the first year of the diploma program.

#### **2.48 SHERIDAN – Exploring the Arts with DPCDSB + PEEL + HDSB + HCDSB**

Exploring The Arts dual credit programs provide an opportunity for secondary school students to explore the suitability of career paths in the Arts while earning both secondary school credits towards their OSSD and college credits. Students will select from one of four dual credit packages, each consisting of two courses/ secondary credits: 1) Art Fundamentals 2) Performing Arts Preparation 3) Media Fundamentals 4) Makeup for Media & Creative Arts. Two courses from each stream will be offered, but students may choose any combination of courses that suits their interests and timetables.

#### **2.49 YCDSB – Partnership with Georgian & YRDSB**

The objective is to assist secondary students in the completion of their OSSD and promote their successful transition to college by expanding learning opportunities through a partnership with Georgian College and the YCDSB/YRDSB. The goal of this program, in partnership with Georgian College, is to provide disengaged and underachieving students, who have the potential to succeed, with the opportunity to simultaneously earn high school credits and College credits, while exploring post-secondary College programs and career options so that they can more readily step into their futures.

#### **2.57 SHERIDAN – Fitness Leadership with DPCDSB + Peel + HCDSB**

This dual credit program targets students interested in a career as a personal trainer. Courses come from Sheridan's Fitness Leadership Ontario Certificate program. The certificate program qualifies graduates to be personal fitness trainers who are ready to write the certification exams for CANFIT Pro; Certified Professional Trainers Network (CPTN); and Ontario Fitness Council (OFC). Courses focus on leading group fitness and the fundamentals of fitness assessment.

#### **2.58 SHERIDAN – Public Safety with DPCDSB + Peel + HCDSB**

This Dual Credit Program is aimed at students interested in a career in public safety. Courses are offered from Sheridan's popular Police Foundations diploma program. Students who are interested in exploring careers in municipal or provincial police services in Ontario; police departments across Canada; the Royal Canadian Mounted Police; or border security or private security will benefit from participation in this dual credit program.

#### **2.66 HUMBER – Summer DC**

Humber College will be partnering with DPCDSB to provide the opportunity for 24

students to take an approved Dual Credit course, Basic Contemporary Culinary Techniques, CULN135, as a summer course. The course is held in a culinary lab, taught by a Humber chef and the learning is completely experiential. An extra hour will be provided after class time, 3 days a week, to allow students to meet with the dedicated teacher, take part in organized student success activities, and take advantage of the Humber support resources. The Student Services office, library, gym and other resources are available to the students during the summer. This course is also offered in the Humber SSOGT program and has a high success rate.

#### **2.68 SHERIDAN – Summer School with DPCDSB**

This program will provide an opportunity for senior level students registered at Dufferin-Peel CDSB's summer school to complete one college level course in the trades. The college course, Introduction to Construction, will provide an opportunity for students who are interested in the trades to have an exploratory experience with hands-on lab or shop time. This course is offered as part of Sheridan's TTOP program and was offered in 2015-16 summer session with a 100% retention rate and 100% success rate.

#### **2.69 SHERIDAN – Summer School with Peel DSB**

This program will provide an opportunity for senior level students registered at Peel DSB's summer school to complete one college level course in the trades. The college course, Introduction to Industrial Trades, will provide an opportunity for students who are interested in the trades to have an exploratory experience with hands-on lab time. This course is offered as part of Sheridan's TTOP program and was offered in 2015-16 summer session with a 100% retention rate and 100% success rate.

#### **2.70 SHERIDAN – Business with multi school boards**

The Marketing dual credit program provides an opportunity for secondary school students to explore the suitability of this career path while earning both secondary school credits towards their OSSD and college credits in the diploma program. Students learn the basics of marketing, starting with an understanding of what marketing is and how marketing opportunities are identified. An instructor will be strategically selected in order to motivate and engage students while developing transferable skills to assist the students in their transition to college. Students will also learn about college program options and pathways into college and beyond.

#### **2.75 SHERIDAN – ELL with PDSB + DPCDSB + HCDSB**

School Boards have identified a high need among English Language Learners (ELL) which can be addressed through the dual credit program: Many ELL students become discouraged and subsequently disengaged because by the time they acquire sufficient language proficiency to comfortably cope with senior level courses they are often considerably older than their peers in the same classes. Many of these students do not complete their OSSD as a result or may drop to the workplace stream even though, aside from the language issue, they have the potential to achieve success in college or university stream courses. This dual credit program for ELL students will offer selected individuals an opportunity to take a single dual credit course at Sheridan's Davis Campus in Brampton. The course selected for the program is "The Impact of Culture on the Canadian Workplace" – chosen for its relevance to the target student and because it will be of benefit to them in their future studies as well as the workplace.

#### **2.76 SENECA – Summer Dual Credit with YCDSB**

The Seneca Summer Dual Credit is an opportunity for secondary students from YCDSB to participate in a summer dual credit course and to gain the skills in order to successfully transition to college. The course – Introduction to Sociology I: Social Inequality – will assist students in developing critical thinking skills, facilitate the practical application of student learning, and promote the integration of course materials into students' understanding of themselves and their world. This course examines selected theories, perspectives, research, major figures and applied forms of sociology as well as the development of the discipline. Students will also gain an understanding of sociology's diversity and its relevance to some of the more interesting contemporary issues in our world. The course is composed of lectures, readings, discussions, small assignments and field research and is therefore conducive to a compressed "summer" dual credit delivery model. The course features a variety of interactive activities, including a field trip to the Art Gallery of Ontario or Aga Khan Museum, that will enable participating students to explore the course material and put concepts learned in class into practice. The skills acquired in this dual credit course will provide participating students with the foundation required for success in a college environment.



## **2.78 Access Pilot – SENECA – Adult Dual Credit – NEW**

This program provides York Region District School Board adult students with the opportunity to participate in a dual credit course, in an effort to obtain their remaining credit(s), and receive their Ontario Secondary School Diploma (OSSD). This program is designed to assist these students in a successful transition into a post-secondary education program. It is aimed at students who are unsure of the various opportunities that exist after the completion of their OSSD and who could benefit from learning in a unique learning environment. The dual credit course offered will be a General Education subject, Applied Psychology of Learning and Careers, at Seneca's Markham Campus, located in the York Region and accessible by public transit. This course offers students an opportunity to develop self-knowledge and interpersonal relationship skills, and emphasizes post-secondary pathways and career alternatives. Prior to the course beginning, students will attend an orientation where they will participate in a series of college-delivered workshops (stress management, time management, study skills, etc.) and learn about the services they can access as dual credit students: all the support and student services that the college offers to full-time students, such as the Learning Centre, Library, Counselling and Accessibility Services, Degree and Credit Transfer office, etc., all of which support and promote student success. The dual credit course and exposure to college life will foster the skills necessary for success in college and beyond. This program will be complemented by an After Adult Dual Credit Activity which will focus on highlighting the value of post-secondary education, on helping the students gain a better understanding of college programs and pathways, on assisting them with college applications, and on helping them feel confident in their ability to succeed in post-secondary and in making decisions about their next steps.

## **2.94 UGDSB – Orangeville Credits with Georgian**

This two-credit package provides students with college courses that give them life and business skills. The Intro to Entrepreneurship course combined with Microcomputer Applications creates a two credit package which will help maximize value from approved transportation funding. The program will appeal to students looking to pursue business careers.

## **2.97 SHERIDAN – Animal Care with DPCDSB + PEEL**

The Animal Care Dual Credit program will consist of two courses which will give senior level secondary students the opportunity to explore a potential interest in careers involving working with animals. In the Animal Grooming course students will work with live animals, learning to handle and groom them under the supervision of qualified veterinary faculty and staff. The Domestic Animal Science course will provide students with a more theoretical scientific and technical understanding of animal care. This course combination has been chosen to help students better understand the requirements, both technical and hands-on, of the animal care field.

## **2.102 – UPDSB Orangeville credits with Georgian**

This program combines two college courses for students interested in Health Care careers. "Success in Health" from Pre Health Sciences and "Lifestyle Management" from general education. Students will attend one day a week for 14 weeks, combining in class work with time spent in physical health activities outdoors and at a gym. Both "regular" dual credit students and those from the adult population will be part of the program.

## **SCHOOL WITHIN A COLLEGE PROGRAMS (SWAC)**

### **2.06 CENTENNIAL – SWAC with TCDSB – NEW**

This program will provide an opportunity for senior level students from across the Toronto Catholic District School Board with an opportunity to complete up to two post-secondary dual credit college courses while earning a secondary school credit in the summer. In this new blended model, SWAC students will take Bakeshop Principles and Practices at Progress Campus, and the other cohort of TCDSB students will take a General Education dual credit course at either the Story Arts Campus, or Progress Campus depending on student needs and interests. General Education courses could include college courses such as *Growing Up Digital*, *Video Camera Work and Editing*.

### **2.05 CENTENNIAL – SWAC with YCDSB**

This program will provide priority YCDSB students with the opportunity to complete their OSSD and transition to college. This learning opportunity will provide students who require a college environment, the opportunity to earn 6 credits from: co-op, senior course, credit recovery and 2 dual credits. Students will participate in college life as their high school curriculum will be delivered by a YCDSB teacher in

a Centennial classroom. In collaboration with the College and community partners, through the After-SWAC program, group sessions and student support will be facilitated to promote student success strategies, and student perspectives, about the accessibility of post-secondary through developing students' personal capacity and assets. YCDSB SWAC students are offered an element of choice with their dual credit course which helps to promote engagement by tapping into students' interests.

### **2.15 GBC – Danforth Summer SWAC w TDSB**

School Within a College will provide secondary school students from Danforth Collegiate & Technical Institute with the opportunity to complete the credits they require for graduation in a college environment. The TDSB & GBC SWAC summer program is aimed towards Grade 12 students who are deemed to be "at risk", disengaged and in need of secondary school credits in order to complete their OSSD. During the four-week period taking place in the month of July, students will earn 1 secondary school credit and 1 college credit. Students will spend four weeks at George Brown College's St. James campus, enabling them to experience life as a college student and use College facilities such as the library, computer labs and the fitness centre. The School Within a College model allows students to become fully integrated in the college to allow for a greater college experience, integration and overall ease of transition into post-secondary education.

### **2.30 TCDSB – SWAC with DPCDSB at Humber**

This program will provide an opportunity for senior level students from Toronto Catholic DSB registered at Msgr. Fraser Norfinch and from Dufferin-Peel Catholic DSB registered at St. Marguerite D'Youville with an opportunity to complete one post-secondary dual credit college course while earning 3-4 secondary school credits. Students will travel to Humber College daily where they will have the opportunity to complete high school credits (courses to be determined according to student needs) using a variety of delivery methods that may include; e-learning, blended e-learning and face to face instruction. Two high school teachers, one from each board, will share the college facilities while delivering OSSD high school credits which may be offered in two quads over the course of a semester. At the same time, the dual credit course will be taught by College professors using face to face instruction.

### **2.40b SENECA – SWAC with YCDSB**

This School Within A College (SWAC) program in partnership with YCDSB will provide disengaged students from the York Region who require a mature, college environment in order to achieve academic success, with the opportunity to complete a semester of their high school studies at Seneca College's Seneca@York Campus. This program will enable students to earn over 4 credits in only one semester: potentially 2 credits from co-op, 1 credit from a senior anchor course with direct teacher instruction, 2 dual credits, and at least one credit from credit recovery. In addition to earning secondary credits, students will benefit from extended exposure to college life. One cohort of 20 students will participate in this SWAC program in Semester 1 and a different cohort of 20 students will participate in Semester 2. This will enable 40 students within the YCDSB to benefit from this enriched learning opportunity. In collaboration with the various service departments at Seneca College, workshops focusing on time management, study skills, financial literacy, learning strategies, and health and safety will be also facilitated throughout the semester. Students will also participate in field trips, to visit other Seneca campuses and learn about the variety of career opportunities available at the College. These workshops and field trips will not only equip students with the skills to succeed in achieving their high school diploma but will also reinforce the many college programs and support services available to them. The "added value" activities will enhance student perspectives about the accessibility of post-secondary through developing students' personal capacity and assets. An After SWAC Activity will complement this program by further highlighting the value of post-secondary education, assisting the students with college applications, and helping them feel confident about making decisions about next steps and capable of succeeding in post-secondary.

### **2.44 DPCDSB – SWAC with Sheridan**

This program provides an opportunity for senior level students registered at Archbishop Romero CSS to complete up to 4 college level courses while earning secondary school credits. As General Education courses are a requirement of all college diploma programs in Ontario, earning these credits will benefit students by giving them a transferable credit that can be applied to any college diploma program.

### **2.44b – DPCDSB – Summer SWAC with Sheridan**

This program will provide the opportunity for senior level students registered at Dufferin-Peel CDSB to complete one college level course while earning one

secondary school credit through the Credit Recovery. The college course, Human Relations: The Interpersonal Experience HUMN16693G (BOA4T) is a General Education course that is a requirement of all college diploma programs in Ontario. Gaining this college credit will benefit students by giving them a transferrable credit that can be applied to a college diploma program. This course is designed to provide students with an introduction to principles and theories related to interpersonal communications. Students will have opportunities to develop and enhance their personal and professional communication skills while reflecting on their own interpersonal skills.

#### **2.46 SHERIDAN – Summer SWAC with Peel DSB**

This program will provide the opportunity for senior level students registered at Peel DSB to complete one college level course while earning one secondary school credit through the Credit Recovery Model. The college course, Wellness and Healthy Living – HEAL13271G (HFB4T) is a General Education course that is a requirement of all college diploma programs in Ontario. Gaining this college credit will benefit students who are concerned about their own personal health and well-being as well as those intending to pursue a career in health related or care giving fields. This course can be applied to any college diploma program.

#### **2.16 CENTENNIAL – SWAC with TDSB – NEW**

NEW Model: This year TDSB SWAC students will have the element of choice with their second Dual Credit. This helps to engage students more to provide learning based on their interests and decision, similar to the College experience. The overall focus of the SWAC program is to assist secondary students in the completion of their OSSDs and successful transition to college. The program is based on partnership, collaboration and accountability between the Toronto District School Board and Centennial College. Many of these students will have left secondary school and will be able to return in a fresh start situation. The students will work on credit recovery of secondary school credits, and two College courses. General education courses allow students to earn a high school and a college credit, experience college life, gain insight and transition into educational and career pathways. In collaboration with the College and community partners, through the After-SWAC program, group sessions and student support will be facilitated to promote student success strategies, and student perspectives, about the accessibility of post-secondary through developing students' personal capacity and assets.

#### **2.59 GBC – SWAC with TDSB**

School Within a College provides secondary school students with the opportunity to complete the credits they require for graduation through experiential learning/college programming. Students have the opportunity to earn two Dual Credit General Education post-secondary courses per semester in addition to up to five high school credits. Dual credits can be applied to any George Brown College diploma program and may be applied to other Ontario college programs. The distinctive feature of the program is that students are on campus all week taking their secondary and college courses while many are placed in cooperative education placements in interest areas of study. Great consideration will be given to placing students in co-op close to GBC to minimize travel time. While most students will participate in Coop, some students will take additional high school courses in the afternoon. Students attend the SWAC program for one semester in either September to January or February to June. During 2018-19, we will be delivering 2 Fall semester cohort and two Winter semester cohorts. TDSB teachers are on site at the College. The School Within a College model allows students to become fully integrated in the college to allow for a greater college experience, integration and overall ease of transition into post-secondary education.

#### **2.64 GBC – Summer SWAC with TDSB**

This TDSB & GBC SWAC summer program is aimed towards Grade 11 and 12 students who are deemed to be "at risk", disengaged and in need of secondary school credits in order to complete their OSSD. During the month of July, students will earn 1 secondary school credit (ENG4C) and 1 college credit. Students will spend the month of July at George Brown College's St. James campus, enabling them to experience life as a college student and use College facilities such as the library, fitness centre and computer labs. This SWAC program represents transitional support to many students. In addition, the School Within a College model allows students to become fully integrated in the college to allow for a greater college experience, integration and overall ease of transition into post-secondary education.

#### **2.72 HUMBER – SWAC with TDSB**

This experiential Learning opportunity will provide disengaged/underachieving TDSB

students with the opportunity to complete their OSSD and transition to college. This learning opportunity will provide students who require a college environment, the opportunity to earn credits from: co-op, senior course, credit recovery and 2 dual credits courses. Students will benefit from exposure to college life as their high school curriculum will be delivered by a TDSB teacher in a Humber classroom. In collaboration with the College and community partners, workshops will be facilitated to promote student success strategies, and student perspectives, about the accessibility of post-secondary through developing students' personal capacity and assets.

#### **2.73 GBC – Summer SWAC with TCDSB – Speaking with Confidence**

This TCDSB & GBC SWAC summer program is aimed at Grade 11 and 12 students who are deemed to be "at risk", disengaged and in need of secondary school credits in order to complete their OSSD. During the month of July, students will earn 1 secondary school credit and 1 college credit. Students will spend their time at George Brown College's St. James campus, enabling them to experience life as a college student and use College facilities such as the library, fitness centre and computer labs. This SWAC program represents transitional support to many students. In addition, the School Within a College model allows students to become fully integrated in the college to allow for a greater college experience, integration and overall ease of transition into post-secondary education.

#### **2.74 SENECA – SWAC with TDSB**

The Seneca – TDSB School-Within-A-College (SWAC) program enables secondary students from the north-east and north-west regions of the school board with the opportunity to earn their remaining credits and finish high school in a unique learning environment. The program is designed for students who are unsure of their pathway beyond high school and who could benefit from exposure to a new learning environment, Seneca College's Newnham Campus. Students in this program complete two dual credit courses, OSS credits through credit recovery and GLS40, and can participate in an external co-operation education placement in order to improve their employment skills and work habits. Unique aspects of the program include a series of college-delivered workshops: stress management, time management, study skills, financial literacy, digital literacy, library resources workshop. Students will also participate in workshops with Seneca's Advisement officers and Degree and Credit Transfer Office staff to gain a better understanding of college programs and pathways and to enhance their confidence in their ability to succeed in post-secondary. These workshops will complement the After SWAC Activity for this SWAC program, which will focus on helping to highlight the value of post-secondary education, on assisting the students with college applications, and on helping them feel confident about making decisions about next steps.

#### **2.76 SENECA – TDSB Summer SWAC**

This program enables secondary students from the north-east and north-west regions of the school board with the opportunity to earn their remaining credits and finish high school in a unique learning environment. The program is designed for students who are unsure of their pathway beyond high school and who could benefit from the opportunity to earn credits in the summer of 2016 at Seneca College's Newnham Campus. Students in this program complete a dual credit course, Sociology: Social Inequality and a series of college-delivered workshops (stress management, time management, study skills, financial literacy). The students will also complete credits through credit recovery and will complete their ENG4C credit. They will visit Seneca's Degree and Credit Transfer Office to enhance their confidence in their ability to success in post-secondary.

#### **2.95 SENECA – SWAC with TCDSB**

In this SWAC program, disengaged and underachieving students from the Toronto Catholic District School Board will have the opportunity to complete their OSSD by spending one semester at Seneca College's Newnham Campus. This program will allow the students to complete 2 post-secondary dual credit college courses while earning 2-3 secondary school credits. The high school credits will be determined according to each student's needs and offered in a variety of delivery methods that may include face-to-face instruction, e-learning, and blended e-learning. At the same time, they will attend two dual credit courses taught by college professors using face-to-face instruction. These courses, Group Dynamics and Applied Psychology, will assist students in developing conflict resolution skills and the ability to work cohesively in groups. While on campus, students will receive an authentic post-secondary experience by being fully immersed in campus events and student services, and by having access to support services such





as tutoring and time management workshops. The combination of the high school curriculum, dual credit courses, and exposure to college life will foster the skills necessary for success in college and beyond. This program will be complemented by an After SWAC Activity which will focus on highlighting the value of post-secondary education, on helping the students gain a better understanding of college programs and pathways, on assisting them with college applications, and on helping them feel confident in their ability to succeed in post-secondary and in making decisions about their next steps.

#### **2.99 GBC – SWAC with TCDSB**

This program will provide an opportunity for senior level students from Toronto Catholic DSB registered at Msgr. Fraser – Isabella campus with an opportunity to complete up to two post-secondary dual credit college courses while earning 3-4 secondary school credits. Students will travel to George Brown College daily where they will have the opportunity to complete high school credits (courses to be determined according to student needs) using a variety of delivery methods that may include; e-learning, blended e-learning and face-to-face instruction. High school credits will be offered over the course of a semester (September to January and February to June). At the same time, two Dual Credit courses will be taught by College professors using face-to-face instruction.

### **ONTARIO YOUTH APPRENTICESHIP PROGRAMS**

#### **2.02 YCDSB Accel OYAP – Auto Service Technician with Centennial**

Through this Accelerated Ontario Youth Apprenticeship Program (OYAP), students can earn their high school credits, register as an apprentice, complete their Level One apprenticeship schooling in this specific trade, and earn hours/competencies towards their apprenticeship. Accelerated OYAP is an integral component of school-work transition programming, student success and SHSM. Students will gain knowledge and experience under the supervision of a skilled professional at an apprenticeship workplace, and attend in-school sessions at the college/training institution. Program components include pre-placement and integration sessions at their home school, Level One training at Centennial College, and a cooperative education placement in the trade specific setting.

#### **2.03 CENTENNIAL – OYAP Child & Youth Worker with TCDSB and TDSB**

In this OYAP program, students take four Centennial College courses that are one quarter of the requirement for Level One Certification as a Child and Youth Worker. The students participate in a related Co-op placement from Monday to Thursday. This year, Toronto District School Board students have joined the Toronto Catholic District School Board students to learn together in this unique OYAP program.

#### **2.07 CENTENNIAL – OYAP Auto Service Tech with multi boards**

Students from 6 boards across the GTA take part in this program: PDSB, DPCDSB, YCDSB, YRDSB, TCDSB, TDSB. Through this Accelerated Ontario Youth Apprenticeship Program (OYAP), students can earn their high school credits, register as an apprentice, complete their Level One apprenticeship schooling in this specific trade, and earn hours/competencies towards their apprenticeship. Accelerated OYAP is an integral component of school-work transition programming, student success and SHSM. Students will gain knowledge and experience under the supervision of a skilled professional at an apprenticeship workplace, and attend in-school sessions at the college/training institution. Program components include pre-placement and integration sessions at their home school, Level One training at the college/training institution, and a cooperative education placement in the trade specific setting.

#### **2.08 CENTENNIAL – OYAP Truck and Coach with the PDSB**

The objective of this OYAP-Dual Credit program is to assist secondary students in the completion of their Ontario Secondary School Diploma (OSSD) and to ensure a successful transition to college apprenticeships by expanding learning opportunities. This program supports advanced learning that is hands-on and interactive in both a secondary and post-secondary environment. Paired with field placement practicum (co-op), students will participate in formal modules that have been selected for the purpose of providing students with a theoretical foundation. This program is also an opportunity to support those students who are pursuing a Specialist High Skills Major in the Transportation sector. It will provide students with the opportunity to complete Level 1 Truck and Coach apprenticeship training. This program is based on partnership, collaboration and accountability between the PDSB, Bramalea SS & Centennial College.

#### **2.12b GBC – Accel OYAP with multi boards**

The program is designed for students who are about to graduate and are seriously planning a career as an Electrician, Plumber or Residential Air Conditioning Systems Mechanic. Accelerated OYAP programs are substantially different from most Dual Credits in terms of the application process, level of commitment and class schedule. The schooling provided is the Basic Level of trade school for apprentice training and the regular stream of students have completed at least one year of paid work in the trade. OYAP students who successfully complete all courses in the program will achieve their Level 1 apprenticeship.

#### **2.27 HUMBER – OYAP Cook with multi boards**

Through this Accelerated Ontario Youth Apprenticeship Program (OYAP), students can earn their high school credits, register as an apprentice, earn credits towards their Level One apprenticeship schooling in this specific trade, and earn hours/competencies towards their apprenticeship. Accelerated OYAP is an integral component of school-work transition programming, student success and SHSM. Students will gain knowledge and experience under the supervision of a skilled professional at an apprenticeship workplace, and attend scheduled in-school sessions at the college/training institution. Program components include pre-placement and integration sessions at their home school, Level One training at the college/training institution, and a cooperative education placement in the trade specific setting.

#### **2.28 HUMBER – OYAP Electrician with multi-boards**

Through this Accelerated Ontario Youth Apprenticeship Program (OYAP), students can earn their high school credits, register as an apprentice, earn credits towards their Level One apprenticeship schooling in this specific trade, and earn hours/competencies towards their apprenticeship. Accelerated OYAP is an integral component of school-work transition programming, student success and SHSM. Students will gain knowledge and experience under the supervision of a skilled professional at an apprenticeship workplace, and attend scheduled in-school sessions at the college/training institution. Program components include pre-placement and integration sessions at their home school, Level One training at the college/training institution, and a cooperative education placement in the trade specific setting.

#### **2.29 HUMBER – OYAP Plumber with multi boards**

Through this Accelerated Ontario Youth Apprenticeship Program (OYAP), students can earn their high school credits, register as an apprentice, earn credits towards their Level One apprenticeship schooling in this specific trade, and earn hours/competencies towards their apprenticeship. Accelerated OYAP is an integral component of school-work transition programming, student success and SHSM. Students will gain knowledge and experience under the supervision of a skilled professional at an apprenticeship workplace, and attend scheduled in-school sessions at the college/training institution. Program components include pre-placement and integration sessions at their home school, Level One training at the college/training institution, and a cooperative education placement in the trade specific setting.

#### **2.35 YCDSB – Accel OYAP Child Development Practitioner with Seneca**

Through this Accelerated Ontario Youth Apprenticeship Program (OYAP), students can earn their high school credits, register as an apprentice, earn credit towards their Level One apprenticeship schooling in this specific trade, and earn hours/competencies towards their apprenticeship. Accelerated OYAP is an integral component of school-work transition programming, student success and SHSM. Students will gain knowledge and experience under the supervision of a skilled professional at an apprenticeship workplace, and attend in-school sessions at the college/training institution. Program components include pre-placement and integration sessions at their home school, Level One training at the college/training institution, and a cooperative education placement in the trade specific setting.

#### **2.36 YRDSB – OYAP Child Development Practitioner with Seneca**

Students can earn their high school credits, register as an apprentice, complete all or part of their Level One apprenticeship schooling in this specific trade, and earn hours/competencies towards their apprenticeship. Accelerated OYAP is an integral component of school-work transition programming, student success and SHSM. Students will gain knowledge and experience under the supervision of a skilled professional at an apprenticeship workplace, and attend in-school sessions at the college/training institution. Program components include pre-placement and integration sessions at their home school, all or part of their Level One training at

the college/training institution, and a cooperative education placement in the trade specific setting.

### 2.37 SENECA – OYAP Child Development Practitioner with multi boards

Supporting advanced learning that is hands-on and interactive, the Child Development Practitioner (CDP) Apprenticeship Program focuses on skills that will prepare students for professions related to the care, education and well-being of children aged 0 - 12 and their families. Paired with a cooperative education field placement, students will participate in three formal modules which have been selected for the purpose of providing students with a theoretical and practical foundation. Students will gain knowledge and experience under the supervision of a skilled professional at an apprenticeship workplace, and attend in-school sessions at the college/training institution. The objective of this program is to assist secondary students in the completion of their Ontario Secondary School Diploma (OSSD) and to ensure a successful transition to college apprenticeship programs by expanding learning opportunities through established partnerships with secondary schools and school boards. Through this program, students can earn their high school credits, register as an apprentice, earn a credit towards their Level One apprenticeship schooling, and earn hours/competencies towards their apprenticeship. OYAP is an integral component of school-work transition programming and student success, as well as an opportunity to support students who are pursuing a Specialist High Skills Major in a related sector. The program is based on partnership, collaboration and accountability between each of the four partnering school boards (the TDSB, TCDSB, YCDSB, YRDSB) & Seneca College.

### 2.41 HCDSB – Electrical for Halton OYAP with Sheridan

The Electrical for Halton OYAP students Dual Credit program allows students wishing to head towards an apprenticeship, post-secondary career or the workplace to experience what college has to offer in terms of electrical courses. Students are introduced to three courses from Sheridan's Electrical Techniques certificate program which are taught at Sheridan College using fully equipped electrical labs at the Skills Training Centre in Oakville.

### 02.63 HUMBER – OYAP Baker with multi boards

Through this Accelerated Ontario Youth Apprenticeship Program (OYAP), students can earn their high school credits, register as an apprentice, earn credits towards their Level One apprenticeship schooling in this specific trade, and earn hours/competencies towards their apprenticeship. Accelerated OYAP is an integral component of school-work transition programming, student success and SHSM. Students will gain knowledge and experience under the supervision of a skilled professional at an apprenticeship workplace, and attend scheduled in-school sessions at the college/training institution. Program components include pre-placement and integration sessions at their home school, Level One training at the college/training institution, and a cooperative education placement in the trade specific setting.

### 2.92 SHERIDAN – OYAP Electrical with DPCDSB + PDSB

The program is designed for students who are about to graduate and are seriously planning a career as an electrician. Accelerated OYAP is an integral component of school-work transition programming, student success and SHSM and are substantially different from most Dual Credits in terms of the application process, level of commitment and class schedule. The schooling provided is the Basic Level 1 of trade school for apprentice training and the regular stream of students have completed at least one year of paid work in the trade. Students will gain knowledge and experience under the supervision of a skilled professional at an apprenticeship workplace, and attend in-school sessions at the college. Program components include pre-placement and integration sessions at their home school, Level One training at the college, and a cooperative education placement in the trade specific setting.

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## ÉQUIPE DE PLANIFICATION RÉGIONALE #3 Équipe de planification régionale Inter Ontario

### PARTENAIRES:

*Conseil scolaire catholique Franco-Nord | Conseil scolaire de district catholique des Aurores boréales | Conseil scolaire catholique de district des Grandes Rivières | Conseil scolaire catholique du Nouvel-Ontario | Conseil scolaire public du Grand-Nord de l'Ontario | Conseil scolaire public du Nord-Est de l'Ontario | Collège Boréal | La Cité*

### COLLÈGE BORÉAL – COURS EN LIGNE

#### *Logiciels Microsoft*

Ce cours sert d'initiation aux nouvelles technologies de l'informatique et des communications. D'abord, l'étudiante ou l'étudiant perfectionne ses connaissances de base en informatique tout en se familiarisant avec l'environnement technologique du Collège. Des outils technologiques sont étudiés et utilisés dans des situations pratiques reliées à la vie courante.

#### *Biologie humaine*

Ce cours comprend une introduction aux notions de base d'anatomie et de physiologie humaines. En étudiant les appareils locomoteur, digestif, respiratoire, urinaire, cardiovasculaire et reproducteur, et en étudiant les systèmes tégumentaire, nerveux et endocrinien, on met l'accent sur les concepts généraux de la structure et du fonctionnement du corps humain.

#### *Terminologie médicale*

Ce cours permet à l'étudiante ou l'étudiant de développer les aptitudes nécessaires pour interpréter, analyser et intégrer les termes médicaux avec précision, de façon à pouvoir s'informer et communiquer efficacement dans des contextes de sciences de la santé. L'analyse des termes médicaux d'après leurs composantes lui permet notamment de saisir le sens des préfixes, radicaux et suffixes courants, ce qui l'aide à mémoriser et à comprendre les termes utilisés en sciences de la santé, en français et en anglais.

#### *Culture métisse : histoire d'un peuple vaillant*

Ce cours permet à l'étudiante ou l'étudiant de se familiariser avec la culture métisse et le peuple Métis. Ce cours comporte cinq parties qui font le survol de ce peuple courageux qui a subi plusieurs épreuves et qui continue encore à revendiquer ses droits auprès des gouvernements canadiens : l'arrivée des Européens et la création de ce nouveau peuple originalement appelé « bois brûlé », « chicot » ou « half-breed », entre autres; les traditions, les valeurs, les croyances et la culture métisse; les contributions des Métis à la culture canadienne et aux langues française et anglaise, et les diverses organisations métisses au Canada; les grandes batailles et les personnages clés qui ont contribué au développement et à la croissance de ce peuple; et enfin, l'obtention des droits du peuple métis, les revendications et les débats qui se poursuivent toujours à l'heure actuelle.

### LA CITÉ – COURS EN LIGNE

#### *Apprentissage par le jeu*

Le cours se veut une analyse du jeu et de son rôle dans le développement de l'enfant. C'est une étude des jeux à faire avec les enfants et une exploration du matériel de jeu éducatif. C'est aussi l'étude des éléments et de l'aménagement de salles de jeu pour des groupes d'enfants âgés de 6 semaines à 12 ans dans différents types de milieux.

Ce cours fait partie du programme Éducation en services à l'enfance. Il est en lien avec la MHS – Santé et bien-être (ou avec un programme d'Aide-éducateur de la petite enfance du secondaire offert dans certaines écoles).

#### *Principes de gestion*

Le cours est une introduction au monde des affaires, à l'entreprise et à ses principales fonctions. Il traite du rôle et des fonctions du gestionnaire, ainsi que des méthodes de résolution de problèmes et de prise de décisions. On y aborde également les principaux éléments du processus de gestion soit la planification, l'organisation, la direction et le contrôle.



Ce cours fait partie des programmes Administration des affaires – gestion et Administration de bureau-adjoint administratif.

Il est en lien avec la MHS – Affaires.

### **Principes de marketing**

Ce cours te permettra de te familiariser avec les éléments de base du marketing tels que les stratégies de produits, de prix, de distribution et de promotion. Tu comprendras mieux le rôle du consommateur dans sa décision d'achat, la contribution du marketing au système économique, la segmentation du marché pour satisfaire le consommateur et le cycle de vie d'un produit.

Ce cours fait partie des programmes Administration des affaires, Administration des affaires – comptabilité, Administration des affaires – marketing, Administration des affaires – finance, Pratique en administration des affaires et Techniques en administration des affaires.

Dans ce cours, tu te familiariseras avec les stades de développement, les changements physiques, intellectuels, affectifs et sociaux qui les caractérisent ainsi que les facteurs qui les influencent. Un aperçu des notions de base sur la famille te permettra de comprendre l'influence des situations de maladie sur le système familial et inversement, l'influence de la famille sur les comportements de santé de l'individu.

Ce cours fait partie du programme Préposé aux services de soutien personnel

Il est en lien avec la MHS – Santé.

## **COLLÈGE BORÉAL – COURS EN FACE À FACE**

### **Exploration des carrières en coiffure et esthétique**

Ce cours, à la fois théorique et pratique, permet à l'étudiant(e) d'explorer une carrière en coiffure et esthétique. Les activités d'apprentissage sont conçues pour permettre de mieux comprendre les aptitudes et compétences requises pour chacune des carrières. Que ce soit par le biais d'une séance théorique en salle de classe ou pratique en laboratoire, un atelier animé par un professionnel ou une visite d'entreprise, l'étudiant aura l'occasion de se renseigner sur chaque profession et ses perspectives d'emploi. Ainsi, il ou elle sera mieux équipée pour planifier son cheminement personnel et son parcours d'études en vue de poursuivre sa carrière en coiffure ou esthétique.

### **Bonne bouffe, belle bouffe**

Dans ce cours, l'étudiant(e) apprendra à connaître la préparation culinaire de base. L'étudiant(e) apprend les principes fondamentaux des techniques de coupe et des méthodes de cuisson en manipulant les outils et équipements spécialisés du domaine. De plus, l'étudiant est initié aux différentes techniques de présentations culinaires et aux normes d'hygiène et de sécurité de l'industrie et sera en mesure de reconnaître et d'apprécier la valeur nutritive, la saveur et la présentation esthétique des mets.

### **Exploration des métiers et technologies**

Ce cours dynamique et original amène l'étudiant et l'étudiante à explorer diverses carrières liées au domaine des métiers et technologies. Les activités d'apprentissage sont conçues pour permettre de mieux comprendre les aptitudes et compétences requises pour chaque profession. Que ce soit dans le cadre d'une journée carrière, d'un atelier animé par un professionnel, d'une activité au sein d'une séance de classe, en laboratoire ou d'une entreprise, l'étudiant ou l'étudiante pourra se renseigner sur le milieu de travail propre à chaque profession et sur les perspectives d'emplois. Ainsi, il ou elle sera mieux équipé pour planifier son cheminement personnel et son parcours d'études en vue de poursuivre sa carrière de choix.

### **Exploration des carrières en santé**

Ce cours dynamique et original amène l'étudiant à explorer diverses carrières liées au domaine de la santé. Les activités d'apprentissage sont conçues pour permettre de mieux comprendre les aptitudes et les compétences requises pour chaque profession. Que ce soit dans le cadre d'une journée d'exploration de carrière, d'un atelier animé par un professionnel, d'une activité au sein d'une séance de classe, en laboratoire ou d'une entreprise, l'étudiant pourra se renseigner sur le milieu de travail propre à chaque profession et sur les perspectives d'emploi. Ainsi, il sera mieux équipé pour planifier son cheminement personnel et son parcours d'études en vue de poursuivre sa carrière de choix.

### **Exploration de carrières en environnement**

Ce cours, à la fois théorique et pratique, permet à l'étudiant et l'étudiante d'explorer une carrière dans les domaines de l'environnement et des richesses naturelles. Les activités d'apprentissage sont conçues pour permettre de mieux comprendre les aptitudes et compétences requises pour chacune des carrières. Que ce soit par le biais d'une séance théorique en salle de classe ou pratique en laboratoire, un atelier animé par un professionnel ou une visite d'entreprise, l'étudiant et l'étudiante auront l'occasion de se renseigner sur chaque profession et les perspectives d'emplois. Ainsi, l'étudiant sera mieux équipé pour planifier son cheminement personnel et son parcours d'études en vue de poursuivre sa carrière en gestion de l'environnement ou en gestion des richesses naturelles.

### **Électricité 1**

Dans ce cours, l'étudiant ou l'étudiante acquiert une compréhension fondamentale des principes d'électricité en courant continu. Le magnétisme, la tension, le courant, la résistance et la puissance sont les sujets étudiés dans les circuits série parallèles et complexes. En laboratoire, l'étudiant ou l'étudiante analyse et construit des circuits à courant continu en se servant d'un multimètre. Il ou elle apprend la différence entre le courant continu et le courant alternatif pour les applications résidentielles telles la fréquence, la tension moyenne (RMS) et la crête. L'étudiant ou l'étudiante calcule les chutes de tension des conducteurs

### **Techniques de défense**

Dans ce cours, l'étudiante ou l'étudiant apprend des techniques de défense et leur mise en application. On soulignera l'importance, d'avoir recours à l'autodéfense, pour l'agent ou l'agente de correction, en milieu institutionnel et communautaire.

### **Pédagogie axée par le jeu**

Ce cours permet à l'étudiant(e) de faire une analyse du jeu et de son rôle dans le développement holistique de l'enfant. Entre autres, on explore les théories sur l'apprentissage, les différents styles d'apprentissage, la valeur de l'apprentissage par l'entremise du jeu intérieur et extérieur et les avantages de promouvoir des expériences axées sur le jeu et les intérêts des enfants. De plus, on examine les bienfaits du jeu social, le jeu d'éveil intellectuel, le jeu physique et l'exploration de la nature. L'étudiant(e) est amené à valoriser le développement de relations significatives et d'interactions éducatives avec les enfants afin d'enrichir les expériences d'apprentissage.

### **Culture métisse : histoire d'un peuple veillant**

Ce cours permet à l'étudiante ou l'étudiant de se familiariser avec la culture métisse et le peuple Métis. Ce cours comporte cinq parties qui font le survol de ce peuple courageux qui a subi plusieurs épreuves et qui continue à revendiquer ses droits auprès des gouvernements canadiens : l'arrivée des Européens et la création de ce nouveau peuple originalement appelé « bois brûlé », « chicot » ou « half-breed », entre autres; les traditions, les valeurs, les croyances et la culture métisse; les contributions des Métis à la culture canadienne et aux langues française et anglaise, et les diverses organisations métisses au Canada; les grandes batailles et les personnages clés qui ont contribué au développement et à la croissance de ce peuple; et enfin, l'obtention des droits du peuple métis, les revendications et les débats qui se poursuivent toujours à l'heure actuelle.

### **Introduction à la profession de soins vétérinaires**

Ce cours constitue une initiation aux professions, organismes et établissements reliés aux soins des animaux et à la recherche dans le domaine de la santé animale. Il comprend la familiarisation du guide des soins aux animaux du centre animal ainsi que l'étude des questions éthiques et légales relatives aux Lois et règlements concernant l'utilisation des animaux et l'étude comparative de la profession dans différentes provinces canadiennes. Ce cours permettra aux étudiants et étudiantes de se familiariser avec leur domaine de profession, les débouchés qui s'y rattachent et leur principal champ d'intérêt.

## **NIVEAU 1 APPRENTISSAGE**

### **Charpentier-menuiserie**

Le charpentier-menuisier général construit, rénove et répare des structures faites de bois, d'acier, de béton ou d'autres matériaux. Il travaille dans les secteurs de la construction résidentielle, commerciale et industrielle et dans d'autres secteurs



associés. En particulier, le charpentier-menuisier général :

- Établit les méthodes de construction et prépare le chantier
- Trace, construit et installe les coffrages et les fondations de béton
- Monte la charpente des planchers, des murs, des plafonds et des toits
- Installe les matériaux de finition extérieurs et intérieurs
- Construit des charpentes lourdes
- Construit des escaliers, des pilastres et des rampes
- Trace, construit et installe des systèmes de porte et de fenêtre
- Effectue des rénovations

#### **Coiffeur/Coiffeuse**

Le coiffeur fournit une variété de services de coiffure, tels que la coupe de cheveux, la mise en forme, la coloration, la mise en permanente et le défrisage. En particulier, le coiffeur :

- Observe les consignes de santé et de sécurité propres au métier et exécute les procédures de désinfection et de stérilisation
- Exécute les tâches courantes d'un salon de coiffure et applique les compétences fondamentales du service
- Traite le cuir chevelu et les cheveux
- Coupe et coiffe les cheveux
- Effectue des traitements chimiques, notamment pour les permanentes et le défrisage
- Effectue les colorations de cheveux
- Travaille avec les perruques, les postiches et les rallonges de cheveux

#### **Praticien(ne) du développement de l'enfant**

Le praticien du développement de l'enfant planifie et met en œuvre des services, des soutiens et des programmes appropriés à l'âge des enfants pris en charge dans le but de faciliter le développement physique, social, affectif et cognitif des enfants. La personne offre ses services dans différents milieux, tels que les garderies, les centres de garde d'enfants, les programmes préscolaires d'hôpitaux et d'écoles, ou les centres de développement de la petite enfance de l'Ontario. En particulier, le praticien du développement de l'enfant :

- Pratique et promeut un mode de vie sain
- Favorise les relations avec les enfants
- Planifie des programmes appropriés sur le plan du développement et adopte les nouvelles pratiques d'apprentissage
- Entretient des rapports sociaux et autres culturellement appropriés avec les familles
- Applique des stratégies d'intervention
- Travaille en équipe avec les familles, les collègues, la collectivité et les services de soutien
- Travaille dans des milieux où exercent des équipes multidisciplinaires et communique avec d'autres professionnels
- Fait preuve de professionnalisme et observe les normes déontologique

#### **Technicien/technicienne d'entretien automobile**

Le technicien d'entretien automobile assure l'entretien préventif, diagnostique les problèmes et répare les systèmes des voitures et véhicules utilitaires légers. En particulier, le technicien d'entretien automobile diagnostique et répare :

- les moteurs, boîtes de vitesses, embrayages, trains arrière, différentiels, freins, arbres de transmission, ponts moteurs et autres composants
- l'alignement des roues, essieux, cadres et mécanismes de direction
- les systèmes de suspension, notamment les amortisseurs et suspensions à ressorts
- les systèmes d'allumage, systèmes de charge et de démarrage, tableaux de bord, le câblage et autres systèmes et équipements électriques et électroniques
- les systèmes d'alimentation en carburant; de gestion du moteur; d'échappement et antipollution
- les systèmes de chauffage, de ventilation et de climatisation

#### **Technicien/technicienne d'équipement lourd**

Le technicien d'équipement lourd inspecte les gros engins de chantier, diagnostique et détecte les défaillances, effectue les réparations et les vérifie. Il travaille sur différents types d'engins, comme les engins de terrassement, et leurs composants, tels que : arbres de transmission, ponts moteurs, organes de transmission aux roues, composants de structure et accessoires, pneus, roues, cadres, trains de roulement et accessoires de travail. En particulier, le technicien d'équipement lourd :

- Inspecte, répare ou modifie les systèmes, leurs composants et leurs accessoires de travail, diagnostique et détecte les défaillances, notamment dépitiste les éléments usés, endommagés ou défectueux, analyse le rendement et le fonctionnement, entretient les systèmes, les reprogramme, les aligne, les intervient, les remet en état ou les remplace
- Travaille sur différents systèmes : moteurs, gestion du moteur, systèmes électriques, hydrauliques, embrayages et boîtes de vitesses, suspensions, arbres de transmission, systèmes de régulation de l'air ambiant, systèmes de direction, de freinage, systèmes d'échappement, d'admission et antipollution, composants de structure, cadres et trains de roulement
- Travaille dans différents secteurs : mines, construction, secteur forestier, maritime, transports, ressources naturelles, manutention de matériels

#### **Soudeur/Soudeuse**

Le soudeur assemble des morceaux de métal ou des pièces en cours de fabrication à l'aide d'un métal d'apport et de chaleur ou de pression. Il construit des structures et répare des pièces endommagées conformément aux spécifications, et utilise des procédés spéciaux, comme le grugeage et le brasage fort. En particulier, le soudeur :

- Trace, coupe et forme du métal selon les spécifications
- Met en place des sous-ensembles et des ensembles, et prépare l'ensemble avant le soudage
- Utilise trois principaux types de soudage : à l'arc électrique, au gaz, et par résistance
- Utilise divers procédés de soudage et de coupage pour assembler l'acier de structure et couper du métal dans des récipients, des tuyaux et d'autres composants
- Fabrique des pièces, des outils, des machines et d'autre matériel
- Assemble des pièces en cours de fabrication, construit des structures et répare des pièces endommagées ou usées
- Contrôle la qualité avant, pendant et après le soudage

## **ACTIVITÉS**

#### **Exploration collégiale à Sudbury**

Le camp d'anticipation de deux jours aura lieu les 15 et 16 mai 2019 au campus principal du Collège Boréal à Sudbury. Cette activité cible les élèves des 10<sup>e</sup> et 11<sup>e</sup> années qui s'intéressent à explorer les diverses carrières. Ils auront l'occasion de participer à quatre ateliers différents au courant de leur séjour. Les élèves pourront participer à des activités interactives d'anticipation touchant les différents programmes offerts au Collège Boréal. L'objectif est de permettre à l'élève de prendre connaissance des opportunités de carrière et le cheminement nécessaire pour y arriver.

#### **Exploration collégiale à Timmins**

Le camp d'anticipation de deux jours aura lieu les 6 et 7 mars 2019 au campus du Collège Boréal à Timmins. Cette activité cible les élèves des 10<sup>e</sup> et 11<sup>e</sup> années qui s'intéressent à explorer les diverses carrières. Ils auront l'occasion de participer à quatre ateliers différents au courant de leur séjour. Les élèves pourront participer à des activités interactives d'anticipation touchant les différents programmes offerts au Collège Boréal.

#### **Exploration des carrières 7<sup>e</sup> et 8<sup>e</sup> (Temiskaming)**

Cette activité veut donner aux élèves de la 7<sup>e</sup> et la 8<sup>e</sup> année la chance d'explorer de façon interactive les carrières potentielles reliées aux programmes collégiaux. Les élèves sont invités à venir passer une journée au campus du Collège Boréal de Timmins afin de de vivre une expérience enrichissante ! Cette activité permettra aux élèves d'en connaître davantage sur les diverses carrières. Par l'entremise d'activités pédagogiques ludiques, pratiques et interactives, les élèves exploreront divers domaines et les possibilités de carrières.



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**REGIONAL PLANNING TEAM 4**  
**N.E.X.T. (Northern Exploration and Transitions)**  
**Regional Planning Team**

**PARTNERS:**

District School Board Ontario North East | Northeastern Catholic District School Board | James Bay Lowland Secondary School Board | Northern College of Applied Arts and Technology | Moose Cree Education Authority

**ACTIVITIES AND FORUMS**

**Go to College: (Grade 10 Students)**

Northern College and SCWI continue with the "Go-to-College" activity for grade 10 students. This year our "Go-to-College" activities will be hosted in two parts: Fall 2018 and Spring 2019 to accommodate the number of participating students and to accommodate participating college faculty. The Fall event will coincide with the grand opening of the brand new Integrated Emergency Services Complex which houses the Paramedic, Fire Fighting, and Police Foundations programs at Northern College. The hands-on sessions designed to engage students and provide insight into possible post-secondary pathways with a focus on the wide variety of programs and in particular the programs in emergency services. Students will rotate through a variety of stations including a Multiple Casualty Incident/Mock Disaster, the Command Centre simulation lab, and program labs. Students whose interests tend to Business, the Trades, Information Technology and Social Services will also enjoy hands-on opportunities during this event. The program will be repeated in early April for the second group. In addition, our grade 10 students from Northern Lights Secondary School in Moosonee will be participate in the "Go-to-College" activity as well as various sessions in conjunction with Northern College, Indigenous Services and the Timmins Native Friendship Centre.

Focusing on Grade 10 students, who are at a critical stage in their pathway planning, supports all pathways planning initiatives and underscores the importance of forward planning. Future, events are planned with a grade 7 and 8 focus; these events will be hands-on, and will focus on experiential learning, highlight a student's skills, aptitudes and interests, and serve as a starting point for pathways planning ahead of secondary school.

**Dual Credit Teacher Forum**

This activity provides professional learning and development opportunities for college and secondary staff to meet and discuss programming, course selection, student selection, student evaluation and reporting. In addition, strategies for success are shared with a view to improving the ongoing delivery of programming in RPT 4. The Dual Credit Teacher Forum is a popular event bringing together those involved in the planning and delivery of dual credits across the North East. With an eye on programs, data and capacity across our region, we plan for continued success and maximum student benefit.

**Adult Dual Credit Forum**

Further to the two dual credits proposed (Health and Safety/Skills for Trades and Technology), a series of activities will be implemented to support adult students as they work to further their education, as well as those who work with our adult learners. These activities would be geared towards:

- 1) Assisting adults with application procedures to access post-secondary studies;
- 2) Outlining the college/apprenticeship program requirements;
- 3) Supporting adult students with wrap around services at the college including but not limited to: special education, academic counselling, pathways counselling,

and mental health services which could include transportation assistance and connection to appropriate community agencies.

- 4) Further to the two proposed adult dual credits, an activity designed to further the understanding of all participants, adult dual credit teachers, advisors, pathways coaches, students is planned. Ensuring all understand the initiative, focus and purpose of the adult dual credits together with the supporting pathways planning sessions is essential.

**After SWAC**

To support our three SWAC programs, a pathways coach has been hired and will support our SWAC students with planning their post-secondary next steps. Our SWAC students are graduating yet remain uncertain as to future career opportunities and PSE plans. The advisor will assist with further pathways exploration, application to PSE, and application for OSAP funding. With fewer gaps in knowledge and resources, it is expected that more SWAC graduates will pursue PSE and become part of the highly skilled force of the future.

**DUAL CREDIT PROGRAMS**

**College Courses**

**4.18 College Connections Haileybury Campus: EARLY SCHOOL LEAVER PROGRAM – Semester 1**

Although this is not a SWAC program, it does follow a similar model and it does focus on increasing the secondary school graduation rate of early school leavers in the Temiskaming Shores area (Cobalt, Haileybury, New Liskeard), a small northern rural area with strong ties to mining and agriculture. Students entering with 20/22 credits graduate in two semesters. The goal is to work with the students in an intensive, supportive environment and have them complete their OSSD in one year. Similar to our School-Within-A-College (SWAC) programs, instruction is a combination of direct instruction, Dual Credits, e-learning or ILC courses as well as COOP. Students take at least one dual credit in an integrated college class in Semester 1 as well as at least one dual credit in an integrated college class Semester 2. A secondary teacher is dedicated to these students and students have access to all the resources available at the college; however, contrary to typical SWAC programs, this program is not located on campus.

**4.22 SHSM Health and Wellness: Northern Lights Secondary School, Moosonee Human Relationships – Semester 1**

Students involved in the Health and Wellness SHSM participate in a related dual credit. Course choices vary from year to year depending on student interest and course availability. This year students will take Human Relationships. The SHSM is directly linked to local employment needs. The local hospital is a large employer in the area; training local youth is critical to the community. This program is run in conjunction with the College Link – SWAC at the Northern College campus in Moosonee.

**4.35 SHSM Health and Wellness: New Liskeard: Timiskaming District Secondary School**

**Anatomy 1 & 2 – Team Taught – Semester 1 & 2, in addition to Emergency Patient Care – Semester 2**

Students involved in the Health and Wellness SHSM are afforded a unique opportunity to participate in a team taught dual credit during Semester 1. Students participate in either Anatomy 1 or 2. The program has proven to be very successful with students interested in the health care sector. Semester 2 students will also have the opportunity to take Emergency Patient Care to support those with specific interests in the emergency services sector. All courses aim to support the SHSM while encouraging participation from the primary target group. Successful participants in Emergency Patient Care will also receive First Responder Certification from the Canadian Red Cross.

**4.40 College Connections: O'Gorman High School, Timmins Life Management – Semester 1**

This program provides an opportunity for students from the primary target group to participate in a college dual credit which will assist with learning to navigate many aspects of everyday life as prepare for the future. Every effort is made to address the needs of individual students. Students are selected by a Student Success team. This semester students are enrolled in Life Management and are learning about coping strategies, personal finances, balancing a budget, communication skills and future opportunities present in our community.

## SWAC: NORTHERN COLLEGE

### 4.19 College Link: Kirkland Lake Campus: EARLY SCHOOL LEAVER PROGRAM Persona Finance – Semester 1

This program is focused on increasing the secondary school graduation rate of early school leavers in Kirkland Lake, a small mining community. Students entering with 20/22 credits can graduate in two semesters. The goal is to work with the students in an intensive, supportive environment and have them complete their OSSD in one year. As with all our School-Within-A-College (SWAC) programs, instruction is a combination of direct instruction, Dual Credits, e-learning or ILC courses as well as COOP. Students take at least one dual credit in a congregated class in Semester 1 and Semester 2. A secondary teacher is on site, at the college, with the students all day.

### 4.20 College Link: Moosonee Campus: EARLY SCHOOL LEAVER PROGRAM Human Relationships 1 – Semester 1

This program is focused on increasing the secondary school graduation rate of early school leavers in Moosonee, a remote northern community on the James Bay coast accessible by air and train only. Students entering with 20/22 credits can graduate in two semesters. The goal is to work with the students in an intensive, supportive environment to help them graduate. Instruction is a combination of direct instruction, Dual Credits, e-learning, ILC and COOP courses. A secondary teacher is on site at the college all day. Students are also supported by various community agencies to encourage success. Students take one dual credit in Semester 1 and another in Semester 2. In this small college campus, students are integrated into existing college classes.

### 4.21 College Link: Porcupine Campus: EARLY SCHOOL LEAVER PROGRAM Life Management – Semester 1

This program is focused on increasing the secondary school graduation rate of early school leavers in the Timmins area. Students entering with 20/22 credits can graduate in two semesters. The goal is to work with the students in an intensive, supportive environment to help them graduate. Instruction is a combination of direct instruction, Dual Credits, e-learning, ILC and COOP courses. A secondary teacher is on site, at the college, all day with the students. Most students take a dual credit in Semester 1 and Semester 2. With a wider variety of courses from which to select, integration into existing classes is possible. Students usually complete 2 dual credits during the year.

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REGIONAL PLANNING TEAM 5  
Grand River Regional Planning Team

[www.conestogac.on.ca](http://www.conestogac.on.ca)  
[www.fanshawec.ca](http://www.fanshawec.ca)  
[www.mohawkcollege.ca](http://www.mohawkcollege.ca)

## PARTNERS:

Brant Haldimand Norfolk Catholic District School Board | Grand Erie District School Board | Conestoga College, Brantford Campus | Fanshawe College, James N. Allen Campus | Mohawk College, Fennell Campus

**"Coming Together is a Beginning.  
Keeping Together is Progress.  
Working Together is Success."**

*Henry Ford*

## FORUMS

### Dual Credit Teacher Forum

The Dual Credit Teacher Forum is an excellent opportunity for the college instructors and secondary dual credit teachers from Grand River RPT 5 to share current practices, review strategies to assist dual credit student learning, and plan for the delivery of programs. The process for the recording and reporting of student

achievement is also reviewed and the importance of accuracy is emphasized. An orientation and implementation forum is held for new teachers at the beginning of each semester. In alternate years, we offer a joint Forum to include a topic of interest related to working with the primary target group.

## ACTIVITIES

### Destination College: Mohawk

Destination College is a project that provides Grade 7 and 8 students from Brant Haldimand Norfolk Catholic District School Board and Grand Erie District School Board an opportunity to visit Mohawk College, Fennell Campus, to experience interactive learning opportunities. Workshops involve 20 participants each, allowing interaction with faculty and college students. In this full-day activity, college student ambassadors provide tours of a variety of programs and guide students through a hands-on experience.

### Conestoga Destination College: Explore your Future

Workshops in Trades and technology will be organized for Grade 8 students from both school boards. Workshops include such topics as welding, food processing, plumbing and electrical, woodworking, health, motive power, technology, media, etc., and will introduce students and their teachers to a variety of careers to enable students to make informed decisions about secondary school.

### Picture Yourself at College

This activity is specially designed for Indigenous students attending either BHNCDSB or GEDSB. Students in Grades 9 and 10 are invited to spend a day at Mohawk College, Fennell Campus, to participate in activities that will help them to "picture themselves at college." They are greeted by Indigenous college students who engage them in various workshops and a tour of the college, while sharing personal stories about their journeys to college.

### What Makes our Community Work?

This activity provides an opportunity for elementary students to learn about city services and the variety of jobs that are available. Students are given information pertaining to the educational path needed for each job. Locations for visits include the water treatment plant, Parks and Recreation, a fire hall, police station, golf course, public library, local radio station, Rogers Cable TV, etc. All activities are designed to answer the question, "What makes our Community Work," and explores the college programs that will prepare students for these jobs. Students rotate through various interactive workshops presented by Conestoga College which describe the programs that support the various jobs including programs in Construction, Human Resources and Health Administration.

## DUAL CREDIT PROGRAMS

### School Within a College Dual Credits (SWAC)

All "School Within a College" SWAC Dual Credit programs offered through RPT 5 are delivered as College Taught congregated classes on college campuses. Students can earn up to 2 or 3 dual credits while completing high school credits. The following is a brief description of the dual credit courses offered through Conestoga, Fanshawe, and Mohawk Colleges:

### CONESTOGA COLLEGE (Laurier Conestoga Brantford Campus)

Students may take 2 dual credits each semester (consecutively). Students have the opportunity to explore and experience a career in various program areas. Courses include:

#### Group Fitness Leadership

Students will learn, practice and demonstrate effective group fitness by conduction group fitness classes.

#### Foundations of Curriculum ECE

Students will examine and describe the elements of meaningful learning for young children of all age groups and the role of the educator in supporting learning.

#### Crime Scene Investigations

Students are introduced to the legal considerations and best practices in collecting evidence at a crime scene.





### Canadian Justice System

Students will be given an overview of the Canadian Justice System with a particular emphasis on the history, function, role and organization of Canadian law enforcement services.

### Computer Software Applications

Students use Microsoft Office to create forms, reports, presentations and budget models. They research employment opportunities using the internet browser. Electronic policy, procedures and protocols of an employer's email and website tools are discussed.

### Basic Kitchen Production

Students learn the principles of safety, sanitation and hygiene in food preparation, the operation of small professional kitchen equipment, and, prepare recipes for production. They will learn how to prepare, plate and present foods in a professional working kitchen.

## FANSHAWE COLLEGE (Simcoe Campus)

### SEMESTER 1 COURSE OPTIONS

Students may take up to three dual credits, delivered consecutively. Options include:

#### Self and Others for PSW

In this course the students will examine self, personal beliefs and values as well as explore the concept of helping relationships with others.

#### Child Development 1

This course emphasizes child development as the foundation for practice of Early Child Education.

#### Esthetics Make-Up Artistry

Students will learn the fundamentals and theory of natural day, evening and bridal make-up applications. Emphasis is on practical demonstration and experience.

### SEMESTER 2 COURSE OPTIONS

Students may take up to three courses consecutively. Options include:

#### Environmental Education

This course teaches students how natural environments function and, particularly, how humans can manage their ecosystems in order to live sustainably. Students will develop knowledge and awareness of the environment and associated challenges. Students will develop skills and expertise to address challenges and foster attitudes of responsible environmental management.

#### Welding

The introductory maintenance welding course will help students deal with oxy-acetylene and arc welding processes.

#### Workshop Practice 1 (Millwright)

Students will be introduced to safety legislation, lock-out and isolation procedures, confined space procedures, etc., and will develop skill in the selection, safe use and care of cutting and non-cutting tools used in the trade.

## MOHAWK COLLEGE (Ohsweken)

Students may take 3 dual credits each semester (consecutively). Students have the opportunity to explore and experience a career in various program areas. Programs include:

#### Introduction to Trades

This program is a Pre-Apprenticeship program delivered at the Grand River Employment Training Centre (G.R.E.A.T.) on the Six Nations Reserve which is specifically designed for SWAC and offers students the opportunity to experience and explore a career in several different Trades, specifically: Construction, Welding and Automotive. This program offers three dual credits consecutively per semester, which allows continuous entry for students eligible for the program (if space permits).

#### Humanities and Social Sciences

Students have the option to take up to 3 dual credit courses each semester. Course options include: Computer Applications for Business, Introduction to Post-Secondary Experiences and Aboriginal and Western Perspectives. Courses have been selected

specifically to help student gain skills needed to be successful at the college level as well as gaining a better appreciation for cultural perspectives.

### Adult Dual Credit Programs

RPT 5 is pleased to offer Adult Dual Credits through Grand Erie Learning Alternatives (GELA) and Conestoga and Fanshawe Colleges in Semester one and two. Eligible candidates may take one or more credits in a congregated and/or integrated college course. Course options may include (based on student interest and/or availability):

#### Conestoga College

Basic Kitchen Production I & II  
Canadian Criminal Justice System  
Crime Scene Investigation  
Foundations of Curriculum-ECE  
Group Fitness Leadership  
Carpentry  
Welding

#### Fanshawe College

Child Development ECE  
Esthetics and make-up Artistry  
Intro to Business Processes  
Self and Others for PSW  
Welding

## DUAL CREDIT PROGRAMS

### Team Taught Courses and/or "Day Away" programs: (Conestoga, Fanshawe, and Mohawk Colleges)

This College within a School concept for students in the Brant, Haldimand and Norfolk areas has been a great success. Students enrolled in this program take college courses delivered in their home schools by a Conestoga, Mohawk or Fanshawe College instructor. Currently we offer "Day Away" Programs available through Fanshawe in Simcoe. Courses include: Food Processing, Masonry Preparation, Nutrition and Healthy Lifestyles, Audio for Gaming, Architecture and Design, Manufacturing Technology, Construction Woodworking, Construction Technology, Audio and Media Concepts, Communication Technology, Computer Engineering, Hospitality, Baking, Food Preparation, Introduction to Aboriginal Cuisine, Aboriginal and Western Perspectives, and Horticulture.

These programs may be especially attractive to students who are disengaged or at risk of not completing their OSSD.

#### College Taught @ Secondary School (Mohawk College)

This program is offered as a college-delivered after school program to students through a Continuing Education course. Currently, Welding is offered at Cayuga SS and at Valley Heights SS both semesters. The program is attractive to students who need courses outside the traditional school hours.

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## PARTNERS:

Durham Catholic District School Board | Durham District School Board  
| Kawartha Pine Ridge District School Board | Peterborough, Victoria,  
Northumberland and Clarington Catholic District School Board | Trillium  
Lakelands District School Board | Durham College | Fleming College  
| Loyalist College

## ACTIVITIES AND FORUMS

### Building Connections with Intermediate Students

Intermediate students, their teachers and parent chaperones, will tour a college, participate in hands-on activities, and meet faculty, staff and students. Visiting students will be encouraged to consider college as their number one post-secondary choice by developing a better understanding of the wide range of available program opportunities. Presentations will include information on pathways.

### Dual Credit Teachers

Dual credit teachers and faculty will review the requirements for dual credits using the ELRPT Dual Credit Manuals and support documents. Previous successes and challenges through data and anecdotes will be shared. Critical components of the dual credit such as registration, use of college computer systems, assessment and evaluation, reporting, and expectations of the students will be discussed. Dual credit teachers and college faculty will have the opportunity to meet with others who may also be teaching in the same discipline to share ideas, strategies and resources. By being more knowledgeable about the college system, including curriculum delivery, assessment and evaluation, and supports, teachers will be better able to help students develop the learning and executive skills that will help them transition to college or apprenticeship. Information on SCWI activities will also be shared with the intention of increasing opportunities, particularly for the primary target group. Increased knowledge about programs at the colleges will assist teachers with advising all of their students, not just their dual credit students.

### Taste of College Programs

The colleges and school boards will continue to work collaboratively with grade 10 to 12 students in offering them an opportunity to visit regular day-school college classes, and to participate in program specific workshops developed by faculty. The colleges will offer a variety of courses and/or workshops. The activity will enable students to learn more about program choices at the college. This may help them make better informed post-secondary program decisions or to confirm their interest in a specific area.

### Durham and Fleming Colleges After SWAC Activity

Students participating in SWAC will be offered supports throughout the course of the semester at the college. These supports will take the form of:

- promoting the value of postsecondary education
- providing information regarding post-secondary pathways
- facilitating the application process, including assistance with OSAP and the OCAS application forms

Supports will include a variety of class presentations and discussions (Financial Aid, Bursaries and Scholarships, Access and Support Centre, Student Academic Learners Support Centre) as well as small group and individual sessions with a knowledgeable college advisor who is aware of the various college programs and pathways, including apprenticeships, and who has a good connection with students in the primary target group. The OCAS application fee will be included in these supports. These supports will assist students in the primary target group to make a smooth and positive transition to their chosen post-secondary pathway.

### Durham and Fleming Colleges After ADC Activity

The After ADC Activity will be an on-going process of working with adults to enhance their understanding of post-secondary pathways (college, university, apprenticeships),

to encourage them to work towards their post-secondary goals, and to facilitate the application process. College faculty well-versed in post-secondary pathways and who has a positive connection with this target group will coordinate and implement this activity while the adults are participating in the dual credit project.

This activity promotes the goals of The Highly Skilled Workforce Expert Panel and the general goals of SCWI to encourage and promote adults to pursue their post-secondary goals. The additional support that this activity offers will assist adults to achieve their OSSD and make a successful transition to post-secondary.

### Grades 7 and 8 Skilled Trades and Technology Camp Durham, Fleming, DCDSB, PVNC, KPR

Durham and Fleming Colleges with their partnering boards will run a "Skilled Trades Camp" along with a "Kids that Code Camp."

This camp would promote the Skilled Trades and Technology to grade 7 and 8 students throughout the school board while allowing them to participate in a day camp that focused on Skilled Trades and Technology. While on campus students would be able to complete projects focused on the skilled trades or coding.

This activity will:

- Deepen college and board partnerships
- Enhance awareness about PSE opportunities, pathways, and resources to provide smooth transitions for grade 7 and 8 students
- Provide information to students and parents regarding PSE pathways, possibilities and supports
- Promote dual credit programming available at the boards and colleges

### Discovering Pathways, Skilled Trades and College (Fleming and TLDSB)

Grade 7 and 8 students, with their parents or guardians will be invited to attend "Discover the Skilled Trades", an evening event that includes:

- A panel presentation/Q & A session with college students enrolled in skilled trades programs at Fleming and Durham, as well as apprentices at various stages of apprenticeship. These apprentices will be current secondary students who are enrolled in OYAP Level 1 Programs at Durham/Fleming Colleges and/ or have completed training agreements with MAESD, past students who have completed Level 1 and are currently continuing in the trade. Additionally, there will be certified journeypersons present.
- Interactive activities that highlight various trades. The activities will be implemented by college students/apprentices/technology programs students and teachers from local secondary schools.
- A "trades fair" with a variety of information booths that focus on skilled trades at college and through apprenticeship.
- Representatives from Fleming College, Durham College and MAESD and the TLDSB Pathways consultant will also be present.

Students will be invited to attend the session with a parent/guardian. Each parent/guardian will be encouraged to bring one other student who would not otherwise be able to attend the event. This will be done in collaboration with the elementary school administration and Grade 7 and 8 teachers. Given the large geographic size of Trillium Lakelands DSB, there will be two events: one in the North and one in the South.

This activity "promotes mentoring for Grade 7 and 8 students by a college student or apprentice". Many elementary schools do not have facilities for students to explore the skilled trades and are not aware of the breadth of options available to them. "Discover the Skilled Trades" will introduce the skilled trades as a valuable pathway before the students reach secondary school and make course selections for Grade 9.

### Durham New Parent ADC Activity

Students participating in Project 6.46AD-Durham New Parents ADC will be offered supports throughout the course of the semester at the college. These supports will take the form of promoting the value of postsecondary education; providing information regarding post-secondary pathways; facilitating the application process, including assistance with OSAP and the OCAS application forms; and navigating the supports available to new parents.

Supports will include class presentations and discussions as well as small group and individual sessions with a knowledgeable college advisor. The OCAS application fee will be included in these supports. These supports will assist students in the primary target group to make a smooth and



positive transition to their chosen post-secondary pathway.

This activity is intended to ensure that all ADC New Parents have an equitable opportunity to pursue post-secondary options (apprenticeship, college, university) and to achieve their goals using their potential and unique talents and gifts.

#### **Fleming/York FNMI Pathways Activity**

Students participating in the FNMI YRDSB Dual Credit will be offered supports throughout the course of the semester at the college. These supports will take the form of: promoting the value of postsecondary education; providing information regarding post-secondary pathways and facilitating the application process (including assistance with OSAP and the OCAS/OUAC application forms). Supports will include a variety of class presentations and discussions (Financial Aid, Bursaries and Scholarships, Tutoring & Academic Skills Centre, Accessible Education Services, etc.) as well as small group and individual sessions with a knowledgeable college advisor who is aware of the various college programs and pathways, including apprenticeships, and who has a good connection with students in the primary target group. The OCAS/OUAC application fee will be included in these supports. These supports will assist students to make a smooth and positive transition to their chosen post-secondary pathway.

### **DUAL CREDIT PROGRAMS**

#### **Fleming: General Carpentry Level 1 In-School**

This project has been expanded to include two target groups: SHSM and students in the primary target group.

This dual credit extends the reach-ahead opportunities for students participating in two Trillium Lakelands DSB schools' Construction Specialist High Skills Major programs. Using a team teaching model at the secondary school, the grade 12 Construction Technology course will be delivered concurrently with the level one in-school apprenticeship training in Basic Carpentry. This project builds on the positive relationships between Fleming College and Trillium Lakelands District School Board, on the high value placed on apprenticeship training by the school board, and on the local support for carpentry apprentices. This project removes the barrier of transportation to apprenticeship which is often an issue in this rural community.

Students are in their final year and are seriously considering pursuing an apprenticeship either directly after secondary school or concurrently while completing a college diploma or university degree. Students will have demonstrated this commitment through the completion of a number of technology credits, including grade 11 Design and Grade 11 Construction Technology (TCJ 3C).

#### **Fleming: Hospitality and Tourism**

This project has been expanded to engage students who are in the primary target group as well as students enrolled in SHSM Hospitality and Tourism programs. Through matching secondary school and college curriculum in the field of Hospitality, students will be able to earn a grade 12 credit and a Fleming College credit. Secondary school students will complete grade 12 Hospitality at their school and, as part of this course, a college faculty member will travel to the secondary school to deliver a first-year course from the college's culinary program. Given the local employment needs for food industry workers, a culinary focus will also support the local economy. As well, it will increase students' ability to find part-time and summer employment and to potentially work locally in the field after graduation.

The target group includes students who are 17 or 18 years of age who have not completed the OSSD, may have the potential to leave school early, may have already left school, are motivated to improve work skills and build self-confidence, are motivated by working at the College level, and have an interest in exploring a career pathway in culinary arts.

#### **Loyalist Links to KPRDSB for the Primary Target Group**

This project targets the at-risk student, disengaged but capable of earning a college credit. A variety of courses are offered to students in a high school which does not have a college in its immediate vicinity so providing students with the opportunity to engage with Loyalist College is beneficial in promoting possible pathways. Courses such as "The Art of Storytelling" and "Video Capturing and Editing" assist in improving student literacy and piquing student interest in areas such as journalism, advertising, marketing and communications. Hands-on courses such as Baking and Construction expose students to a variety of trade skills and potential post-secondary pathways in the trades.

#### **Loyalist Links to Building Construction Techniques**

In this program, students in the primary target group will work in the college's construction lab, which includes a shop that simulates outdoor conditions. Students will complete senior construction technology credits and co-operative education credits. The students and secondary teacher will travel to Loyalist College one day per week. The Loyalist College faculty will deliver the dual credit Building Construction Techniques.

#### **Durham College Centre for Success**

This project is the "crème de la crème" of Student Success initiatives, particularly of dual credit programs.

The CFS invites the most at-risk and disengaged of students to attend one semester at the college campus. The goal is to give students the opportunity to complete their secondary school diploma requirements and to taste college life. Over the past several years, this project has contributed to the successful completion of dual credits and OSSDs by students deemed capable but at risk of not graduating. In the 2012-2013 school year, 93% of students completed the dual credit and 88% of those students were successful! Many of them talked about attending college at the end of the program. The majority of these students had not previously considered post-secondary education. The small class size and the attention and supports of the dual credit teachers are critical to the success of these students.

Students are on the Oshawa or Whitby campus for one full secondary school semester (September-January or February-June) in small classes (15-20) under the guidance of a dual credit teacher. In addition to secondary credit completion, students are given the opportunity to enroll in one or two college courses. Dual credits are college-delivered using either the congregated or top-up model. Classes are scheduled within the hours that students/teachers are on campus. Students will be provided a bus pass. Students will have access to all college services, including the Library, Computer Commons, and Student Support Services. At the Whitby Skills campus, students will be able to take a hands-on, trades-based course.

#### **Fleming – Business Connections**

This project has been expanded to engage students who are in the primary target group as well as students enrolled in SHSM Business programs.

Students in this project will have the opportunity to earn a dual credit within the Business program at Fleming College. We are responding to the growing demand for Business and Industry related careers. Students will focus on careers in Marketing, Accounting and international trade as well as multi-media. This is a program that will re-engage students into Business programs at the secondary school and college level.

These students will have a wide variety of post-secondary goals. All students will be exposed to a greater variety of future career opportunities in Business with the intent to provide them with marketable employment skills.

#### **Fleming – Exploring Pathways for the At-Risk Student**

In this project, a variety of high-interest courses is available to students in the primary target group. Aesthetic courses such as Make-Up Artistry and Manicure as well as Recreation, Fitness and Leadership courses appeal to students as they develop hands-on skills that are transferrable to the workplace. This project enjoys tremendous success.

#### **Centre for Success @ Fleming College, Sutherland Campus**

Peterborough, Victoria, Northumberland and Newcastle Catholic District School Board have an arrangement with Fleming College whereby they operate an Alternative Learning Centre (Centre for Success) at the college. Holy Cross Secondary and St. Peter's Secondary students who have been identified by the schools as disengaged learners are eligible for the program. These students are in their senior year and do not require a large number of credits for their OSSD. Students in the program are offered enrollment in a variety of college courses.

Students earn OSSD credits in a variety of ways – Credit Recovery, Independent course work, and direct instruction. Due to their flexible timetable and location, students can audit/experience selected college courses based on the college timetable. They have a dual credit secondary school teacher assigned to the students from each of the two secondary schools. The Centre for Success operates both semesters and students have the option of accessing dual credits in second semester.



### **Fleming Hospitality and Tourism**

At-risk students participate in this grade 12 Hospitality program at their schools. College faculty focuses on the learning of culinary skills through Introduction to Culinary Essentials. This course provides concrete skills that increase students' ability to find part-time and summer employment and to potentially work locally in this field after graduation. The courses allow students to work on skill development, explore college pathways and to view college as a possible post-secondary destination. This Hospitality and Tourism Program is a successful project with a variety of schools within 2 school boards.

### **Durham – Business, IT and Management**

This project has been expanded to engage students who are in the primary target group as well as students enrolled in SHSM Business programs.

At-risk students and those involved in their school SHSM Business programs will have the opportunity to earn a dual credit within the Business program at Durham College. We are responding to the growing demand for Business and Industry related careers. Students will focus on careers in marketing and multi-media. This is a program that will try to re-engage students into Business programs at the secondary school and college level.

### **Durham/Fleming – New Parents**

The focus of this dual credit program will be for Young Parents to be involved in a program that will enhance their parenting skills and encourage them to pursue post-secondary education opportunities or the OYAP program upon graduation with an OSSD. This program will be college delivered at the secondary school or at off-site programs for Young Parents. Students will take at least 2 trips to the college campus so they can become familiar with the college campus and programs.

### **Durham College – New Parents Adult Dual Credit**

This dual credit targets new and expecting young parents who are over the age of 21. This project gives students hope, builds self-esteem, allows collaboration, networking and support provision among like-circumstanced individuals, and gives them the opportunity to experience success in the post-secondary world. The focus of this dual credit program will be for Young Parents to be involved in a program that will enhance their parenting skills and encourage them to pursue post-secondary education opportunities or Apprenticeship Programming upon graduation with an OSSD. The actual enrollment data will fluctuate and is always difficult to predict which reflects the nature of the client and their circumstances in their parenting roles. These are adults who have the potential of completing an OSSD and completing a college level credit. Without an OSSD and the realization of their potential, these young parents and their children will face increased risks of unemployment and generational poverty and under-education in their future years. The school board's Continuing Education Department will be key in the recruitment of students.

### **Durham – Media Arts and Design**

This project has been expanded to engage students who are in the primary target group as well as students enrolled in SHSM Arts and Culture programs.

Students with an interest in media arts and design and those participating in Arts and Culture or ICT SHSMs will be encouraged to enroll in this dual credit opportunity. These students will have a wide variety of post-secondary goals. Some students may find classes with limited hands-on activities challenging and without such a rich arts program, may be at risk of not completing secondary school.

All courses will be team-taught within the regular secondary school courses. Students will also have the opportunity to travel to the college to work in the industry-standard labs and studios at the college as well as to interact with faculty and students. This dual credit will reinforce media arts and design as a worthwhile career path. Course offerings include Digital Art and Illustration and Digital Photography.

### **Durham – Skilled Trades at the Secondary School**

This project has been expanded to engage students who are in the primary target group as well as students enrolled in related SHSM programs.

This dual credit project will support both at-risk and SHSM students interested in the trades in our secondary schools. Students will have an opportunity to hone their skills on industry-standard equipment at the college. This will encourage more students to enter the trades. The dual credit will pave the pathway for entry into the first year of a post-secondary program which may lead into an apprenticeship. Students will be in grade 11 or grade 12 and may be enrolled in a SHSM program. Because of their participation in SHSM, students may have completed various

industry-related certifications. These students will have a variety of post-secondary pathways in mind. Exposure to this dual credit may encourage more students to consider college.

### **Fleming – Building Connections Through Skilled Trades**

This project offers hands-on learning to at-risk, disengaged students in a variety of skilled trades at alternative schools for at-risk youth. Due to the project's success, course offerings have expanded to include: Health and Safety Theory and Applications in the Construction trades, Landscape Construction, Intro to Mechanical Trades (which includes skills in plumbing and welding and HVAC), Applied Tools and Piping, Intro to Welding and Carpentry theory. These programs will allow these students the opportunity to explore potential careers in the skilled trades which they could not experience within their regular school course offerings.

### **Fleming – Environmental Connections**

This project has been divided into two projects in order to accommodate two distinct target groups: the primary target group and SHSM students. The focus of the dual credit will be to enhance the secondary curriculum with additional outdoor, hands-on learning at one of Canada's leading schools for careers in environment and natural resource sciences. Students will be more aware of the many career possibilities in this fast-growing sector.

### **Fleming – Connections in the Visual Arts**

Arts Specialist High Skills Major students will earn a dual credit from a variety of Art courses taught by Fleming faculty and their Visual Arts Teacher. Each of the participating secondary schools has a strong arts program that has been enhanced through previous ELRPT activities with Fleming College's Haliburton School of the Arts. This dual credit will also reinforce visual arts as a worthwhile career path.

Students with an interest in visual arts and an aptitude to study in this field at college will be encouraged, starting in grade 9, to participate in the school's Visual Arts program/SHSM. Students will be in grade 12 and have completed at least two previous visual arts courses. These students will have a wide variety of post-secondary goals. Some students may find classes with limited hands-on activities challenging and without such a rich arts program, may be at risk of not completing secondary school.

### **Loyalist – Aesthetics**

This dual credit aims to provide focus, opportunity and engagement for at-risk students who may be interested in Hairstyling and Aesthetics as a career option. Loyalist College faculty will travel to the school to deliver Makeup Artistry 1 or Nail Technology, a 56 hour course. Students will be able to travel to Loyalist twice to work in the college's Spa facility, learn about post-secondary options and to meet department faculty and students.

### **Fleming – Skilled Trades for the Primary Target Group**

This dual credit program focuses on at-risk senior students in the trades and technology sectors. These students may also be enrolled in their school's Construction Specialist High Skills Major program. These dual credit programs will introduce students to potential post-secondary pathways in college programs within the trades and technology areas and expose the students to the new Kawartha Trades and Technology Centre at Fleming College. Students who are eligible for this program are disengaged with the potential to be successful in this course.

### **Fleming College – Adult Dual Credits**

Working with Adult Education providers at KPRDSB, TLDSB and in partnership with PVMCDSB and the Academic Upgrading program at the College, Fleming invites adult learners to participate in ADC courses at either our Sutherland or Frost campuses.

Course selection will reflect the hands-on nature of many of these learners while providing students with valuable real-world skills that can be applied across a variety of college programs. Scheduling and delivery will reflect the availability of both the adult learners and college facilities and may include twilight (evening) or weekend offerings.

The majority of these students had not previously considered post-secondary education. The small class size and the attention and supports of the dual credit teachers and the After ADC program are critical to the success of these students.

Adult/parent students (21+) keenly interested in completing an OSSD will be viewed as a positive role model accomplishment for their children (currently in the education system) and starting point for post-secondary



studies, apprenticeship opportunities or enhanced employment opportunities.

#### **Loyalist, Durham and Fleming – Alternative Education**

This is a unique opportunity for severely at-risk secondary students, including those in a closed custody facility, to become involved in dual credits with Loyalist and Durham Colleges.

Given the nature of the students, a variety of delivery models is used. Scheduling will be arranged to meet the needs of the students, the institution, and the instructor.

#### **Durham – Applied Science Technology**

Students will have the opportunity to earn a Biology or Physics dual credit from Durham College's School of Science, Engineering and Technology. The focus of the dual credit will be to enhance the secondary curriculum. Students will be more aware of the many career possibilities in these areas.

#### **Fleming – Health and Wellness**

Students who are in the primary target group or enrolled in a Specialist High Skills Major at their schools will have the opportunity to participate in a Dual Credit. Employment opportunities in this field are abundant and expanding, and students need to be encouraged to consider these careers. Students will focus on developing an awareness of child development and parenting skills.

Schools will schedule the course to run as part of a two-period block to enable students to either travel to the college, or to provide a significant block of delivery time for the college faculty to travel to the secondary school.

#### **Fleming and Durham – OYAP Level 1**

This project builds on the positive relationships that have existed for many years between the five District School Boards and Durham and Fleming colleges in the OYAP program. The recognition of students participating in accelerated level one OYAP reinforces the high value placed on apprenticeship training by the school boards and on the local support for apprentices in the skilled trades. This project removes the barrier of transportation to apprenticeship which is often an issue in many rural communities.

Students participating in the level one accelerated OYAP programs are in their final year of secondary school. Students will have completed at least one cooperative education placement in a related trade and will have completed their compulsory credits (a grade 12 C math is strongly recommended). Students should demonstrate a high level of interest in the trade and pursuing an apprenticeship after high school.

#### **Durham – Skills for Math and Communication**

The focus of this dual credit project will be Math or English to enhance the secondary curriculum and better prepare students for success in applied sciences, apprenticeship, skilled trades and technology programs at college.

Students enrolled in MCT 4C will have the opportunity to earn a Mathematics dual credit from Durham College's School of Applied Sciences, Apprenticeship, Skilled Trades & Technology program. This dual credit is proposed as a result of the College Math Project data review which shows that students who have completed the MCT 4C are more likely to be successful in technology and technician programs requiring high level math skills.

Students enrolled in the English Communication courses will develop the literacy skills needed to be successful in any post-secondary college program.

#### **Fleming – Skilled Trades at Frost Campus**

This project includes DDSB, TLD and for geographic reasons, Simcoe DSB. The Frost Campus of Fleming College has unique facilities and a state-of-the-art training environment which will benefit the students by providing exciting, hands-on experiences. These areas of study have excellent graduation and employment rates and would provide students a well-paying career. Students from TLDSB will be offered Geotechnical Drilling and Basic Shop Practice. Students from DDSB will be offered Geotechnical Drilling. Simcoe DSB's Bear Creek SS will be offered Basic Shop Practice.

#### **Fleming – Manufacturing Connections**

Students will travel to Fleming College where faculty will deliver a variety of courses such as Welding Fundamentals and Electrical courses. Students participating in these schools are at-risk but are encouraged to be a part of the Specialist High Skills Major Manufacturing programs as a re-engagement strategy and to offer them the opportunity to earn certifications that will make them more employable.

#### **Durham – Health and Wellness and Sports**

This dual credit is part of a two-year SHSM Program under the Health and Wellness sector. Students accessing the Dual Credit component are in the final year of the program. Students are typically scheduled in a two or three credit co-operative education block. This block schedule provides an opportunity for students interested in a career in Health to complete one dual credit in Introduction to Psychology or Anatomy and Physiology, courses that are included in first year college health care programs offered at Durham College.

#### **Durham – Hospitality and Culinary Arts**

Students who are in the primary target group or enrolled in a Specialist High Skills Major at their schools will have the opportunity to participate in a Dual Credit in the area of Hospitality.

Since Durham College has launched a new Culinary Skills Certificate Program and the new Hotel, Restaurant and Tourism Diploma Program, interest in linking schools' SHSM programs to the college has increased. The proposed dual credits will provide students from the participating Hospitality/Tourism SHSM secondary schools with a college experience that complements these new programs. Culinary courses, by their hands-on nature, attract at-risk, disengaged students who will be encouraged to be a part of this dual credit. The college courses are team-taught at the secondary schools.

#### **Fleming – Centre for Success at Frost Campus**

This project is the "creme de la creme" of Student Success initiatives, particularly of dual credit programs. The CFS invites the most at-risk and disengaged of students to attend one semester at the Frost college campus. The goal is to give students the opportunity to complete their secondary school diploma requirements and to taste college life. Over the past several years, this project has contributed to the successful completion of dual credits and OSSDs by students deemed capable but at risk of not graduating. This program leads to increased student, parent and community awareness of the variety of college programs and pathways leading to successful employment. At the end of the program many students talked about attending college at the end of the program. The small class size and the attention and supports of the dual credit teachers are critical to the success of these students.

#### **Durham – Pathways for Students in Credit Recovery**

This program is targeted for our most identifiable group of at-risk students: those entering grade 11 and 12 already credit deficient and eligible for Credit Recovery classes. A single or double period delivery model will be offered. Students in the double periods will be guided by the same teacher in order to allow the teacher to develop a strong rapport with the students and to allow for flexibility in programming. A variety of college courses will be offered: Living Fit and Well, Child Development, College Success and Study Skills, Stress, Wellness and Nutrition. By targeting students in credit recovery and combining a dual credit course, students will have numerous opportunities to make concrete connections to post-secondary pathways and to advance their post-secondary planning process. Through Credit Recovery, students will earn and recover credits that will help them achieve their OSSD within a four-year time frame. If successful, students will have the opportunity to: earn a "G" course (within credit recovery), make up previously failed credits, and earn a dual credit. Students will also be encouraged to participate in co-operative education classes in the subsequent semester.

#### **Fleming – Pathways in Aesthetics for the Primary Target Group**

This dual credit serves to introduce students to the theory and skills required in this fast-growing service industry of Aesthetics. This project focuses on students in the primary target group studying at the college workplace level and heading to employment, college or to a college certificate program. Manicure and Makeup Artistry are a part of many college programs, including a one-year certificate program at Fleming College. It requires an OSSD with the majority of credits at the work place level as the admission requirements. These hands-on dual credits provide students with career-specific skills and knowledge to make them more marketable in fast and growing fields.

#### **Fleming – Math for Technology and Trades**

Students enrolled in MCT 4C will have the opportunity to earn a Mathematics dual credit from Fleming College. A member of the college faculty will travel to the secondary school, where the course will be delivered. The focus of the dual credit will be to enhance the secondary curriculum and better prepare students for success in applied sciences, apprenticeship, skilled trades and technology programs at college.

This dual credit is a result of the College Math Project data review which shows that students who have completed the MCT 4C are more likely to be successful in technology and technician programs requiring high level math skills.

#### **Fleming – Health and Wellness for the Primary Target Group**

Students in this project are completing Physical Education courses at their high schools with a potential interest in emergency services. They will have the opportunity to participate in the dual credit college course Fitness and Lifestyle Management that prepares post-secondary students to challenge the Police fitness test. These at-risk students will also be encouraged to pursue employment opportunities in the Health and Wellness sector as opportunities are abundant and expanding. Schools are encouraging students to consider these careers and to develop the needed skills.

#### **Durham – Re-engagement Program**

This is a new project targeting disengaged students from CIS Clarington (KPRDSB) and from DASS, Durham District School Board's alternative schools for at-risk students. A variety of high-interest general education college courses will be offered to re-engage student interest and participation in order to earn the OSSD. Course offerings may include: Pop Culture, Film and Society, Introduction to Psychology, Stress, Wellness and Nutrition, History of Popular Music, Digital Photography, Success Matters, Child Development and Customer Service. These courses will be college-delivered at the secondary school. Successful completion of these dual credit courses will increase student self-esteem, awareness of potential post-secondary options and will ultimately assist with students' transition to college. DASS will take advantage of their modified and flexible school schedule to accommodate the delivery of these dual credits at their alternative school site.

#### **Durham – Pathways for the Primary Target Group**

This new program is targeted for our most identifiable group of at-risk students: those entering grade 11 and 12 already credit deficient and eligible for Credit Recovery classes. This double period model will be offered at a variety of schools. In this project, a double period delivery model will combine one period of credit recovery with a dual credit. The students in these double periods will be guided by the same teacher in order to allow the teacher to develop a strong rapport with the students and to allow for flexibility in programming. A variety of college courses will be offered: Living Fit and Well, Child Development, Marketing and Stress, Wellness and Nutrition. All attempts will be made to encourage students to also participate in their school SHSM programs making this a 2 period program. By targeting students in credit recovery and combining a dual credit course with participation in SHSM, students will have numerous opportunities to make concrete connections to post-secondary pathways and to advance their post-secondary planning process. In addition, students will be able to earn a variety of certifications. Through Credit Recovery, students will earn and recover credits that will help them achieve their OSSD within a four-year time frame. If successful, students will have the opportunity to: earn a "G" course (within credit recovery), make up previously failed credits, earn a dual credit, earn certifications through SHSM funding, and participate in reach ahead opportunities. Students will also be encouraged to participate in co-operative education classes in the subsequent semester.

#### **Fleming FNMI – Summer Program**

This program will focus on Culinary or Environmental education and links to Aboriginal culture. Fleming College in co-operation with the Curve Lake Education Officer will link the curriculum with the community. Elders and community leaders will be invited to help deliver the program content. The course itself will be modified to reflect the values and culinary and/or environmental traditions of the group culminating with a community lunch cooked by the students.

Programming will be delivered at Curve Lake to improve participation with two trips planned to the college. The goal of this summer opportunity is to ease/improve the transition to post-secondary pathways and improve the rate of participation in post-secondary pathways. Fleming College's Aboriginal Student Services Representative will be involved to ensure students are made aware of the services available at the college: regular activities, access to the Aboriginal Student Lounge, tipi, smudging, potlucks, and student support.

#### **Durham – Summer SWAC**

Summer SWAC at Durham College targets students in the primary target group, who, in June, are in danger of not graduating. These students are likely to be one to three credits short of achieving their OSSD. In some cases, these students may have received conditional offers of acceptance to college. This program will not only

allow students to graduate but it will allow them to begin their transition to college and earn a college credit. Students will earn the college credit "College Success and Study Skills" or "Human Relations". This dual credit will enable students to make a smoother transition to college, prepare them for the expectations of college academics, and give them the needed boost of self-esteem and confidence to pursue their chosen pathway. As the program is delivered at the college, students will have plenty of opportunities to explore the campus, to meet college faculty and students and to gain a broad knowledge of the programs and resources available to them.

#### **Fleming, Loyalist and Durham – Summer School Dual Credits**

This summer program will focus on providing hands-on experiential learning opportunities to students who are a few credits short of obtaining their OSSD as of the end of the school year. In some cases, these students may have received conditional offers of acceptance to college. This program will consist of hands-on dual credit classes. Examples of course offerings are Carpentry Fundamentals, Makeup Artistry, Manicure, Culinary and Mechanical Trades. Students will benefit from the new Kawartha Trades and Technology Centre, which opened in September 2014 or at Durham College's Centre for Food. Students, particularly those at risk, find a summer job market saturated with experienced, older workers, often resulting in few opportunities to gain practical experience. The summer dual credit program would provide students in the primary target group with an opportunity to continue their education and better ready them for transition to post-secondary pathways.

#### **Durham College Adult Dual Credit SWAC Program**

Durham College/DDSB and DCDSB Continuing Education invite adult students to attend one 9-week program at the college campus. The goal is to give students the opportunity to complete their secondary school diploma requirements and to taste college life as they overcome their nervousness of post-secondary pathways. Over the past several years, SWACs have contributed to the successful completion of dual credits and OSSDs by students under 21 deemed capable but at risk of not graduating.

Adult parent students (21+) keenly interested in completing an OSSD will be viewed as a positive role model accomplishment for their children (currently in the education system) and starting point for post-secondary studies, apprenticeship opportunities or enhanced employment opportunities.

The majority of these students had not previously considered post-secondary education. The small class size and the attention and supports of the dual credit teachers and this program are critical to the success of these students.

#### **Fleming College Adult Dual Credits**

Working with Adult Education providers at KPRDSB, TLDSB and in partnership with PVNCDSB and the Academic Upgrading program at the College, Fleming invites adult learners to participate in ADC courses at either our Sutherland or Frost campuses.

Course selection will reflect the hands-on nature of many of these learners while providing students with valuable real-world skills that can be applied across a variety of college programs. Scheduling and delivery will reflect the availability of both the adult learners and college facilities and may include twilight (evening) or weekend offerings.

Adult parent students (21+) keenly interested in completing an OSSD will be viewed as a positive role model accomplishment for their children (currently in the education system) and starting point for post-secondary studies, apprenticeship opportunities or enhanced employment opportunities.

The majority of these students had not previously considered post-secondary education. The small class size and the attention and supports of the dual credit teachers and the After ADC program are critical to the success of these students.

#### **Durham College-Adult Dual Credit SWAC**

Durham College/DDSB and DCDSB Continuing Education Departments invite adult students to attend one 9-week program at the college campus. The goal is to give students the opportunity to complete their secondary school diploma requirements and to taste college life as they overcome their nervousness of post-secondary pathways. Over the past several years, SWACs have contributed to the successful completion of dual credits and OSSDs by students under 21 deemed capable but at risk of not graduating.

We are certain that our rate of 21+ students applying to college will increase due to this new Adult SWAC opportunity.





The majority of these students had not previously considered post-secondary education. The small class size and the attention and supports of the dual credit teachers and this program are critical to the success of these students.

Adult/parent students (21+) keenly interested in completing an OSSD will be viewed as a positive role model accomplishment for their children (currently in the education system) and starting point for post-secondary studies, apprenticeship opportunities or enhanced employment opportunities.

#### **Fleming FNMI with York DSB**

This program, through the selected dual credit, will focus on skill development, academic responsibility and links to Indigenous culture. Prior to each delivery Fleming will meet with YRDSB and Chippewas of Georgina Island representatives to link the curriculum with the needs of the community. Elders and community leaders will be invited to help enhance the program content. The course learning activities may be modified to reflect the values and traditions of the group. Programming will be delivered at the Frost Campus in Lindsay, about 45 minutes from Sutton. The community partners are looking at this program as a way to ease/improve the transition and rate of participation to post-secondary pathways. Chippewas of Georgina Island students transition more than others; they begin school at Waabgon Gamig School for JK through grade 5, they attend Morning Glory PS for grades 6 through 8, then move to Sutton DHS for secondary school. Students attending Morning Glory PS and Sutton DHS often board with local families on the mainland over the winter months when ferry service is unavailable. Students from the First Nation encounter many transitional barriers that can also create difficulty in their ability to access existing Post-Secondary pathways.

The Aboriginal Student Services Representative will be involved, to share and review the supports and resources available to First Nation, Metis and Inuit students: access to the Aboriginal Student Lounge, tipi, smudging, potlucks, student support, etc. Some activities could occur with support from the community (i.e. Elders). The campus experience will be mostly course-related with the add-ons of a tour of the campus, focusing on our sustainability initiatives, and an introduction to various programs.

Additional Activity funds will be used to assist with post-secondary transitions for this under-served group of students. This activity would mirror the highly successful After SWAC and After ADC activities.

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#### **REGIONAL PLANNING TEAM 7 Grand Connections Regional Planning Team**

[www.conestogac.on.ca](http://www.conestogac.on.ca)

#### **PARTNERS:**

Avon Maitland District School Board | Huron Perth Catholic District School Board | Thames Valley District School Board | Upper Grand District School Board | Waterloo Catholic District School Board | Waterloo Region District School Board | Wellington Catholic District School Board | Conestoga College ITAL | London District Catholic School Board | Workforce Planning Board Waterloo and Wellington

#### **ACTIVITIES AND FORUMS: CONESTOGA COLLEGE**

##### **Connecting You to Your Future... and Beyond**

##### **Explore Your Future – Grade 8 Workshops**

Trades and technology workshops for grade 8 students will be organized at the four campuses of Conestoga College (Doon, Cambridge, Guelph, and Waterloo). Over 1,600 students from over 80 schools participate in 12 half-day, hands-on workshops such as plumbing, electrical, woodworking, IT, etc. These workshops introduce students and their teachers to a variety of careers and enable students to make informed decisions for high school courses. The program is very popular and always

over-subscribed with a substantial wait list. The workshops encourage students to consider technology courses in high school and college or apprenticeship programs in the future.

#### **Explore Conestoga – High School Workshops**

These activities are designed to provide secondary students interested in exploring careers in the construction, industrial, service, motive power sectors and health and wellness with various hands-on activities related to different trades within these sectors. Students have the opportunity to explore, learn and work in a college setting which supports dual credit & high skills major opportunities. These experiences will enable students to make better-informed career decisions. The activities will be developed and delivered by college faculty in consultation with secondary teachers. Students will be introduced to the pathways that transition students from secondary to apprenticeship and related college programs. These workshops encourage students to complete secondary school and consider post-secondary education as their next step.

#### **TNT Day – Trades and Technology Workshops for Young Women**

This activity will provide various hands-on activities related to different careers in the construction, industrial and motive power sectors as well as engineering and architecture. Female students will have the opportunity to learn and work in a college setting which supports dual credit programs and this will enable young women to make better-informed career decisions. The activities will be developed and delivered by senior trades and technology students or apprentices under the direction of college faculty in consultation with secondary teachers. Students will be introduced to the pathways that transition students from secondary to apprenticeship and related college programs. These workshops encourage young women to complete secondary school and consider post-secondary education as their next step.

#### **Dual Credit Forums**

This interactive day will be specifically designed for Dual Credit Teachers and student success teams from our partner school boards, relevant college staff and faculty. Other Regional Planning Teams are welcome to join us. The college will plan to hold these forums during the school year 2017-2018. Student success and leadership will be a few of the many topics discussed. These sessions will incorporate campus and off-site visits of current dual credit programming. This interactive day will help to create a two-way dialogue between college and HS faculty, as well as giving HS teachers the knowledge to help them in their day-to-day job, focusing on student success!

#### **DUAL CREDIT PROGRAMS**

##### **Program 07.01: Engaging Students Exploring Futures**

This Dual credit program is offered in semester one and two at the Doon Campus of Conestoga College. Friday "Day-A-Ways" were students; typically select from a list of Ministry approved Dual Credit courses. Students explore different career pathways through courses that typically focus on community leadership and media and design. Six school boards participate in these dual credits.

##### **Program 07.02: Dual Credits Stratford**

The Dual Credit Programs at Stratford Campus, like SWAC and COPE and off-site venues, offered in both semester I and semester II. School boards may choose to offer secondary co-op credits in conjunction with the dual credit option. This program will be available for the AMDSB and HPCDSB. These students will select from a list of approved dual credit courses and offered as congregated courses only. Program focus is in culinary and liberal studies – fitness and wellness.

##### **Program 07.03: Level 1 Apprenticeship at Conestoga College**

Incorporate Level 1 of various apprenticeship programs into the secondary school program of students. This approach will help build and sustain an on-going relationship between the college system and the secondary system. It also ensures a smooth transition pathway from secondary to post-secondary education.

##### **Program 07.04: Masonry Practice**

Students will learn how to prepare masonry units for placement according to accepted trade practice. They will learn how to place mortar as they prepare to set units in place. This course/program is designed to build on a student's existing tower experience and to prepare them for the shop portion of the level 1 Brick and Stone Masonry Apprenticeship program. Both OYAP students and primary focus group students will enroll in this hands-on course.

#### **Program 07.07: Culinary Production**

This program will focus on culinary quantity food production at both the basic and advanced levels. Secondary school credit accumulation, graduating and link to higher education and workplace (career opportunities). Students will demonstrate the principles of safety, sanitation and hygiene in food preparation areas as well as in the operation of small professional kitchen equipment. Students will apply this knowledge in practical lab experience preparing recipes as a team in preparation for live production. Students will be able to measure products accurately, meet set timelines, and use correct culinary terminology.

#### **Program 07.09: School within a College SWAC – Stratford Campus**

Secondary school credit accumulation, graduation and link to higher education and workplace (career opportunities) School within a college Programs are offered as full days in the college setting, Stratford Campus. Students engage in a dual credit program based on their pathway choice. Students are in a congregated class and take the entire course as a group with one secondary teacher as their primary contact. Secondary staffing is provided by both high schools.

#### **Program 07.10: Home Build Program WCDSB**

Students in this semester two program will work off-site at a residential construction project. Students, under the supervision of Construction and Co-op teachers will build a house from the foundation up. Students will be exposed to several of the building trades as they work with our building partner. This is a four-credit program where students will get one Construction Technology credit, one College renovation technology course and two co-op credits. Various we will offer various dual credits throughout the semester accommodating the building schedule.

#### **Program 07.11: Exploring Trades Construction – Waterloo Campus**

The focus of this program will be Construction sector courses, which are not offered at their home schools, and all courses will include safety awareness training. Students enrolling in this program may be Re-engagement, primary focus group, OYAP, SHSM students. These students are Workplace, College and Apprenticeship bound. This program may include courses in HRAC, welding, electrical, plumbing, sheet metal and gas fitting. Students may be enrolled in co-op for the remainder of the week.

#### **Program 07.12: SWAC at Doon Campus**

The primary goal of this program is to assist secondary school students in the completion of their OSSD. Exposure to the college environment and courses will encourage these students to consider enrolling in college programs after completing their OSSD.

This program will provide senior students (Grades 11 and 12) from both WCDSB and WRDSB (re-engagement) students an opportunity to complete one “engaging” college course per semester. Students will be working on a combination of Credit Recovery, OLC course, ILC’s, Co-op courses Monday through Thursday. SWAC Doon students will have an opportunity to enroll in a college course on Fridays.

#### **Program 07.18: Exploring Trades – Construction**

Introduce students to areas in Construction that are not possible to deliver at their high schools. A high school teacher, preferably a construction dual credit teacher would accompany the students to the college. Program segments will be taught by college instructors and focus on areas in plumbing, electrical, HRAC, welding, carpentry and masonry. Students will be introduced to the facilities and programs at the college and be encouraged to pursue an apprenticeship or one of the college programs offered in this trade area.

#### **Program 07.20: Culinary Fundamentals**

Culinary Fundamentals is a three-credit package that focuses on students pursuing jobs and careers in the hospitality service industry. This program emulates Conestoga culinary courses in the cook program but allows disengaged students to be successful.

#### **Program 07.23: Brick and Stone Masonry Fundamentals**

Bricklaying and Masonry Fundamentals, including construction fundamentals, print reading, construction mathematics for the trades, communications for the trades, and safety. Successful students will earn 4 secondary credits and the Masonry Fundamentals College courses. Masonry and construction fundamentals provide students with job opportunities in the construction sector after completion of this program.

#### **Program 07.32: Exploring Food – Guelph**

This program will focus on culinary quantity food production at the basic level, secondary school credit accumulation, graduating and link to higher education and workplace. (Career opportunities) Students will demonstrate the principles of safety, sanitation and hygiene in food preparation areas as well as in the operation of small professional kitchen equipment. Students will apply this knowledge in practical lab experience preparing recipes as a team in preparation for live production. Students will be able to measure products accurately, meet set timelines, and use correct culinary terminology.

#### **Program 07.33: Exploring Trades – Guelph**

This program will focus on Motive power and construction trades at the basic level, secondary school credit accumulation, graduating and link to higher education and workplace (Career opportunities).

#### **Program 07.34: School within a College SWAC – Guelph Campus**

School within A College Guelph Campus – Secondary school credit accumulation, graduation and link to higher education and workplace (Career opportunities). Students will be offered choice between two hands-on dual credit programs where they will join other dual credit students.

#### **Program 07.35: Dual credits – Ingersoll Skills Centre**

The Dual credit program is offered in semester one and two at the Ingersoll Skills Centre. Students will typically select from a list of approved Dual Credit courses. Dual credits will be offered as congregated two credit packages. Friday “Day-A-Way” Students will take part in both theoretical and practical studies, to provide them with the basic knowledge of the skills, safety procedures and theories they will require to participate in shop work.

#### **Program 07.37: Fit and Well Re-Engagement Program**

The Upper Grand and Wellington Catholic DSB will offer a two credit “re-engagement program” in semester one and two. This program is offered as a condensed delivery model, full day, four days a week for approximately one month in Orangeville and Guelph Ontario. Program offering is at an off-site facility. This program would entice students currently with 28 credits on their transcript to complete their OSSD in an accelerated delivery. Student selection may include those students who have already left secondary school with a couple of credits short of graduating. Students will be identified and contacted about their willingness to enroll in this program.

#### **Program 07.38: Engaging Trades for Tomorrow – Team Taught**

Focus of this program will be Plumbing, Electrical, Interior Finishing and HRAC, which will include safety awareness training. Students from both the Listowel and Wingham high schools will participate in these hands-on courses.

#### **Program 07.40: Summer Dual Credits**

Secondary school credit accumulation, graduation and link to higher education and workplace (Career opportunities). This program focuses on engaging students in a hands-on learning environment. Masonry Practice dual credit will be delivered at the Waterloo Campus Masonry building, as well as a variety of other hands on dual credits. Course offerings and campus may change year over year, based on student interests.

#### **Program 07.45: WRDSB – Mechanical Construction**

This program focuses on re-engaging students searching for career direction. The Mechanical Construction program offers students a college experience in hands-on environment exploring different trades at the Waterloo Campus. Courses to include Plumbing, HRAC and Welding. An Introduction to the basics of the various skill sets used in HRAC, plumbing and welding. Students will take part in both theoretical and practical studies, to provide them with the basic knowledge of the skills, safety procedures and theories they will require to participate in shop work.

#### **Program 07.46a - 46f: College Apprenticeship Preparation Program – CAPP**

College Apprenticeship Preparation Program – CAPP focuses on Motive Power, Industrial and Service Trades. These courses prepare students for apprenticeship and would replace the current “OYAP” level I activity that RPT 7 has previously offered. Some students were not able to secure RTAs, now a MAESD requirement in order to secure MAESD seat purchase funding. These programs will allow students to gain college instruction while enrolled in an apprenticeship related dual credit course, while gaining experience in their high school co-op positions. Successful completion of the CAPP



program will earn students exemption from the respective college courses. This approach will help build and sustain an on-going relationship between the college system and the secondary system. It also ensures a smooth transition pathway from secondary to post-secondary education. These two dual credit packages are delivered at two campuses (Guelph/Waterloo) over a 6-week period between May and June 2017.

#### **Program 07.48: Exploring Culinary Arts**

This program will focus on culinary quantity food production. Secondary school credit accumulation, graduating and link to higher education and workplace (Career opportunities). Students will demonstrate the principles of safety, sanitation and hygiene in food preparation areas as well as in the operation of small professional kitchen equipment. Students will apply this knowledge in practical lab experience preparing recipes as a team in preparation for live production. Students will be able to measure products accurately, meet set timelines, and use correct culinary terminology.

Students will also learn to prepare, plate and present foods in a professional working kitchen, serving real customers. Students will rotate through the various areas of the kitchen and will have to perform as an effective team member in each area, while applying the principles of safety, sanitation and hygiene. Students will demonstrate a professional attitude and appearance during preparation and live service.

This will program will be delivered as a team-taught and dual credit classes at the high school. Delivery will be within class time with the high school teacher.

#### **Program 07.49: Adult Dual Credit**

The dual credit program is for adult students 21+. This program will provide students a real understanding and greater awareness of career opportunities, traditional and non-traditional educational pathways that are available to them. Students will be supported and made aware of the steps involved needed to achieve their educational goals. After Adult Dual Credit activity support funding will be requested for all of our Adult Dual Credit students. In partnership with the local school boards, Conestoga College will offer adult students in the continuing education program an opportunity to select College courses. This program will provide our local adult students an opportunity to move through the completion of their OSSD and into PSE.

### **CONESTOGA COLLEGE APPRENTICESHIPS**

#### **Level I Apprenticeship OYAP**

Incorporate Level 1 of a selection of apprenticeship programs into the secondary school program of students. This approach will help build and sustain an on-going relationship between the college system and the secondary system. It also ensures a smooth transition pathway from secondary to post-secondary education.

**Auto Service Technician  
Brick and Stone Masonry**

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### **REGIONAL PLANNING TEAM 8 Nipissing Parry Sound Regional Planning Team**

[www.canadorecollege.ca](http://www.canadorecollege.ca)

#### **PARTNERS:**

Near North District School Board | Nipissing-Parry Sound Catholic District School Board | Conseil scolaire public du Nord-Est de l'Ontario | Conseil scolaire catholique Franco-Nord | Nipissing Secondary School | Canadore College

### **DUAL CREDIT PROGRAMS**

#### **SEMESTER 1**

##### **COUNSELLING**

##### **Introduction to Substance Use**

This course includes an introduction to the history of substance use and the social context in which it exists. The course covers the theories of substance use in the context of mental health, the cultural and societal influences that impact use and abuse, an overview of drugs of abuse, myths surrounding substance abuse, and current drug policy in Canada. This course provides an overview of substance abuse assessment, treatment settings, treatment approaches, and an introduction to the nature of co-occurring mental health and substance use problems.

##### **Multiculturalism in Canada**

This course offers a non-judgmental discussion of various cultures, their belief systems and life styles, and the impact this has on the helping relationship. Emphasis is placed on those cultures most common to Canada, and the course helps the student to compare his/her own experience to that of other cultures.

##### **EARLY CHILDHOOD EDUCATION**

##### **Child Development**

This course will introduce students to the physical, intellectual and socio-emotional development of children from conception to early childhood. The course will follow the chronological developmental milestones in childhood, focusing primarily on the sequence of typical development in children (birth to 6 years of age) and how typical development influences early learning programs.

##### **Health, Safety, and Nutrition**

This course will explore relevant factors that impact the overall health and well-being of both children and early childhood educators. Occupational health and safety aspects will be reviewed and discussed to promote health within the field. Students will be exposed to relative legislation covered in the Day Nurseries Act as well as particular policies and procedures and Standards of Practice utilized within early learning environments. Students will become familiar with maintaining a healthy and safe learning environment to promote the well-being of children in all aspects of health.

##### **ELECTRICAL TECHNIQUES**

##### **Electrical Theory & Residential**

This course introduces students to basic electrical concepts and safety. Students will also be introduced to residential electrical wiring. Students will learn proper terminology, basic principles and wiring practices, based on the Ontario Electrical Code.

##### **Electrical Practical**

The learners will be introduced to the electrical practical environment, where they will learn and demonstrate the safe operation and use of trade tools and equipment. Learners will demonstrate installation procedures for a 100 amp residential consumer's service. This course also includes an introduction to wiring receptacles and switches.

##### **HEALTH, HUMAN CARE AND WELLNESS**

##### **Anatomy and Physiology**

This course introduces the learner to the normal development, structures and functions of the human body. The learner will examine the physiological components



of the human body in order to obtain understanding on how the structures and functions of the body are related.

### **Introduction to Substance Use**

This course includes an introduction to the history of substance use and the social context in which it exists. The course covers the theories of substance use in the context of mental health, the cultural and societal influences that impact use and abuse, an overview of drugs of abuse, myths surrounding substance abuse, and current drug policy in Canada. This course provides an overview of substance abuse assessment, treatment settings, treatment approaches, and an introduction to the nature of co-occurring mental health and substance use problems.

### **MANUFACTURING**

#### **Welding Basics**

Students will learn all aspects of welding and shop safety, including general, personal, welding and industrial shop safety. Students will study and operate Shielded Metal Arc Welding (SMAW,) Gas Metal Arc Welding (GMAW) and Oxy Fuel Cutting (OFC) processes. This course also includes the study of power sources, electrodes and consumables, basic welds and welding procedures. Students will learn the different types of lines, views and dimensions used on engineered drawings. They will identify the bill of materials, structural shapes, welding symbols and the use of basic joints that are used in print reading.

#### **Machining Basics I**

In this entry level course students will get an understanding and appreciation of the requirements and skills needed to become a Machinist. Equally dividing the hours into theory and practical exercises the student will learn initially in class, basic safety and skills used to operate machine tools and put that knowledge into a practical application. The theory component will blend elements from our post-secondary blueprint reading and theory courses and expose the students to basic blueprint reading, measuring tools, the drill press, lathe, vertical mill and vertical bandsaw. The practical segment will require manufacture and assembly of a simple table vise. Students using the fore mentioned equipment will be instructed on how to turn diameters, mill flat surfaces, produce internal threads, reamed holes and the use of correct fasteners to assemble all component parts.

### **AUTOMOTIVE SERVICE TECHNICIAN: APPRENTICESHIP**

#### **Automotive Service Technician Level 1 Schooling**

Apprentices can expect to become familiar with inspections, diagnoses, repairs, and services to mechanical, electrical, and electronic systems and components of cars, buses, and trucks.

This is a theory-based course; students taking this program should either have already taken co-operative education in a related field or be currently involved with an employer.

### **COOK APPRENTICESHIP**

#### **Cook: Level 1**

Apprenticeship combines on-the-job training under the supervision of a highly qualified employer. Apprenticeship training allows the student to gain theoretical knowledge and job experience at the same time. Skills include preparation of complete meals or individual dishes and food items, menu planning, food requirements and cost estimation, and monitoring and ordering of supplies.

### **GENERAL CARPENTER: APPRENTICESHIP**

#### **General Carpenter: Level 1**

Apprentices can expect to cover a wide scope of the carpentry trade, which includes many aspects of building construction. Carpenters work primarily in one area of specialization within the trade, such as concrete forming, framing, finishing, interior systems or scaffolding.

This is a theory-based course; students taking this program should either have already taken co-operative education in a related field or be currently involved with an employer.

### **TRUCK AND COACH TECHNICIAN APPRENTICESHIP**

#### **Truck and Coach Technician: Level 1**

This apprenticeship provides students with the training to disassemble, adjust, repair and reassemble engines, transmissions, clutches, rear ends, differentials, brakes, drive shafts, wheels and rims, axles and other assemblies. Apprentices can expect

to perform diagnoses and corrections on faults in alignment of wheels and steering, suspension systems, electrical systems, emission control, and engine management systems, as well as air conditioning and refrigeration/heating systems.

This is a theory-based course; students taking this program should either have already taken co-operative education in a related field or be currently involved with an employer.

### **Parry Sound Campus**

#### **COUNSELLING**

##### **Introduction to Substance Use**

This course includes an introduction to the history of substance use and the social context in which it exists. The course covers the theories of substance use in the context of mental health, the cultural and societal influences that impact use and abuse, an overview of drugs of abuse, myths surrounding substance abuse, and current drug policy in Canada. This course provides an overview of substance abuse assessment, treatment settings, treatment approaches, and an introduction to the nature of co-occurring mental health and substance use problems.

##### **Multiculturalism in Canada**

This course offers a non-judgmental discussion of various cultures, their belief systems and life styles, and the impact this has on the helping relationship. Emphasis is placed on those cultures most common to Canada, and the course helps the student to compare his/her own experience to that of other cultures.

### **ADULT DUAL CREDITS**

#### **COUNSELLING**

##### **Introduction to Substance Use**

This course includes an introduction to the history of substance use and the social context in which it exists. The course covers the theories of substance use in the context of mental health, the cultural and societal influences that impact use and abuse, an overview of drugs of abuse, myths surrounding substance abuse, and current drug policy in Canada. This course provides an overview of substance abuse assessment, treatment settings, treatment approaches, and an introduction to the nature of co-occurring mental health and substance use problems.

##### **Multiculturalism in Canada**

This course offers a non-judgmental discussion of various cultures, their belief systems and life styles, and the impact this has on the helping relationship. Emphasis is placed on those cultures most common to Canada, and the course helps the student to compare his/her own experience to that of other cultures.

### **SEMESTER 2**

#### **AVIATION FUNDAMENTALS**

##### **Introduction to Aviation**

Students will be introduced to concepts pertaining to the study of aviation. Topics include history of aviation; theory of flight; types and classification of aircraft; aerodrome signs and markings; aircraft power plants; fuels, fluids, and lubricants; personal licensing and training – Chapter 566; and careers in aviation.

##### **Basic Tools and Hand Skills**

This course introduces the student to a variety of shop and hands tools, emphasizing safe operation and handling. Hand skills will be developed through the completion of practical projects with close oversight.

#### **BROADCASTING**

##### **Editing and Media Design I**

Students will be introduced to the basic principles of video editing, image manipulation and audio editing. Software integration and round-tripping is introduced. Importing and exporting, of digital image and video files is discussed and applied to student video productions.

##### **Introduction to Field Production**

This course covers the theories and practical concepts of video production applicable to shooting on location. Students will learn the basic skills necessary to shoot footage and solve technical problems in the field without compromising quality.

By the end of the semester students will develop, plan and



organize a project and choose the best location for a shoot. Students will frame and compose shots, determine appropriate lighting requirements and audio techniques. As well, the students will learn and practice the “art of telling a story”. This is a hands-on course with video production equipment being used by students within the first two weeks of classes.

## **BUILDING CONSTRUCTION**

### **Tools and Equipment I**

This is an introductory course which will introduce students to a variety of commonly used portable hand and power tools and selected stationary power tools. The emphasis will be on the identification, selection, safe and efficient use and maintenance of these tools. Knowing how to choose the proper tool, how to use it safely and skillfully and how to maintain the tool in good working condition is essential to anyone wishing to work in the building trades.

### **Tools and Equipment II**

This course builds on Tools and Equipment I. Students' knowledge and practical skill application will be further extended.

## **GRAPHIC DESIGN AND DIGITAL PHOTOGRAPHY**

### **Computer Imagery**

This course will explore the endless and exciting possibilities of an image editing and painting program. Introductory exercises will highlight colour systems; file size relationships, scanned images, palettes, layers, channels, type and special effects. Through practical assignments, students will learn about rasterized imagery, photo manipulation, and special effects to be used for print and digital design. The skills learned in this course will give students original creative options for all other courses using images, type, print and digital layouts and special effects.

### **Digital Photography**

Students will learn all the camera functions while developing their creative, photographic philosophies in this hands-on course. Digital darkroom skills will be taught from a photographers' perspective, keeping emphasis on the importance of planning for a good shot. The history of photography will be discussed throughout the course as it pertains to the functions in camera and through digital darkroom. An introduction to traditional darkroom will also be explored for the purpose of demonstrating progress and its correlation to digital photography today. In addition to developing photographic competency, the course will instill in the students a sense of visual literacy and preparedness for further levels of photography.

## **MOTIVE POWER**

### **Engine Systems Part I**

In this course, students will learn about the mechanical aspects of the internal combustion engine and its subsystems. Students are given an opportunity to examine the basic operating principles of the engine and to identify the component parts. A significant portion of time is devoted to engine component assessment, with hands-on activities on sample engines. To enhance the students' understanding of engine diagnoses, live engines are used to challenge students' investigative skills.

### **Applied Work Practices I**

The topics of this course will focus on skills and knowledge as they pertain to safety, tool recognition and maintenance and appropriate procedures used in a typical Motive Power shop environment. Applied work practice is often considered the foundation for all other courses in the Motive Power program.

## **HOSPITALITY**

### **Baking for Cooks**

The course will provide the fundamentals of baking techniques and methods that the cooking trade requires, involved with basic preparation of several doughs and creams for all types of baked goods used in menu desserts. The student will be aware of the theoretical and practical aspect of baking in the field of cooking.

### **Culinary Techniques**

This course will introduce students to the correct food handling procedures to avoid food borne illnesses. Emphasis will be on the importance of personal hygiene and adequate maintenance of food facilities and equipment. Basic principles of safety procedures will be studied according to today's requirement in the hospitality industry. Coffee and tea are the most widely consumed beverages on the planet. The course introduces students to the science of tea and coffee production,

preparation, and service. The student will have knowledge of the history, methods of cultivation, harvesting, processing, and packaging. Applied application will be delivered through a variety of services, including the art of the Barista.

## **Parry Sound Campus**

### **Plumbing Theory I**

This course introduces students to the safety, nomenclature, tools, and Ontario Code related to the plumbing environment. Learners will study basic chemistry related to combustion, identify pipe and fittings, and explain processes related to solvent and solder joints. They will also explain the layout and use of the Ontario Plumbing Code book.

### **Plumbing Practice I**

The learners will be introduced to the plumbing practical environment, where they will learn and demonstrate the safe operation and use of shop tools and equipment. Learners will practice preparation, and cutting techniques on ABS, cast iron, copper, and PVC pipes and their associated fittings. Learners will practice joining using solder and solvent-based joining techniques.

## **INCLUSIVE LEADERSHIP (SUMMER 2019)**

### **Leadership and Program Planning**

Theories and practical aspects of becoming an effective leader and program planner provide a dual focus for this course. Students will lead activities for a wide variety of populations and will organize programs using the Systematic Planning Process Model. Students will also participate in certification workshops.

### **Applied Geomatics**

This introductory course provides students with the knowledge and content related to geographic mapping; it promotes spatial awareness. There is a strong relationship with geographic principles. It provides the foundations for utilizing digital maps, leading to the foundations of GPS leading to GIS. Tools and skills will be utilized to gather and relate measured data spatially. These tools will include the use of a Global Positioning System (GPS) unit, compass and hard copy map; mapping software, digital imagery and mapping programs (utilizing Google Earth and ArcGIS Explorer, ArcGlobe, Google Maps).

## **ACTIVITIES 2018-19**

### **Kendaaswin Day**

This activity has been developed based on a recommendation from the Aboriginal Circle on Education, First Nation Advisory Committee of the Nipissing-Parry Sound CDSB, Nbisiiing Secondary School Principal and First Peoples' Centre at Canadore College. The First Peoples' Centre of Canadore College will host students to participate in workshops and cultural activities that will encourage them to think about college as an option as they explore potential career options. Please note that Aboriginal includes First Nation, Metis and Inuit students.

### **Teacher Activity Forum**

This day will allow for Grade 8 to 12 teachers and Community Literacy leads to gather and learn about DC, SCWI and Activities. It will offer a presentation on Dual Credits in the AM with 2 hands on activities in the PM in electrical and construction. This activity will provide clear pathways to college and apprenticeship programs for students, increasing parent, student and educator awareness about college and apprenticeship options.

### **Grade 10 College Visits**

This activity involves bringing grade 10 Career Studies students to the college for a day. The major focus of this activity is to introduce current grade 10 students to the variety of Dual Credit opportunities currently happening at the college. This activity address the following key goals for SCWI: providing clear pathways to college and apprenticeship programs for students, increasing parent, student and educator awareness about college and apprenticeship options.

### **Grade 8 Visits**

The college visits will allow grade eight students the opportunity to experience all that college has to offer. Two, one-day hands-on series of activities will be offered to 300 students at one of the college campuses. There will be workshops from approximately 10 different college programs. Some resources and services will be

available in French. This activity would address the following key goal for SCWI: providing clear pathways to college and apprenticeship programs for students.

#### Reach Ahead and Promotional Activities

The RPT will host innovative activities designed to engage young students about pathways that lead to college and apprenticeship, especially in those areas where Dual Credits are currently offered. All five participating board students (including Nipissing S.S.), will work with Canadore faculty (sometimes after school hours) to produce a broad base technological project in the areas of Culinary Arts, Transportation Technology, Construction Technology, and Communication Technology. We will use the opportunity to promote Dual Credits available through this RPT.

#### Level One Math Project

The initiative framework will include a series of authentic trade specific activities designed to strengthen the identified essential mathematical skills (i.e. measurement & calculation and data analysis) required for the successful completion of the level one programs and apprenticeship pathway. The workbook will be revised as required and used by instructor(s) and students to complete a series of real-life mathematical problems designed to address the construction, motive power and service (cook) sectors.

The students who enroll in Level 1 dual credit programs will be required to attend a 1-day workshop at the college whereby a professor works with the students to complete the workbook contents then apply the practical activities in the respective labs (construction, motive power shop & culinary lab).

#### After Adult Dual Credits

The After Dual Credit Activity will include in class presentations to our Adult Dual Credit students from College advisors in the following areas:

- College pathway planning
- Student Success Services
- Employer Services – Resume and cover letters, job search and interview skills
- Apprenticeship options

Each student will also receive one on one planning with a Career Navigator culminating to create an Individual Learning Plan.

#### Dual Credit Forum – Fall 2018 and Spring 2019

The Dual Credit Forum is an opportunity to work with all the key stakeholders involved in every aspect of Dual Credit Success and Retention.

The main goal of the Fall Dual Credit Forum is to provide delegates with the guidelines around the upcoming RFP, discuss Success and Retention (using current data) in programs from the year previous, and to brainstorm ideas about how to improve upon the previous year in areas of focus identified by the SCWI RPT 8 Planning Team. The Spring Dual Credit Forum is dedicated to reporting on Success and Retention Rates from the year as well as to discuss programs approved for the upcoming year in order to have a plan of delivery ready for the Fall.

#### Contacts: Chair RPT 8

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## REGIONAL PLANNING TEAM 9 Partnering to Achieve Student Success

[www.algonquincollege.com](http://www.algonquincollege.com)

[www.loyalistcollege.com](http://www.loyalistcollege.com)

[www.stlawrencecollege.ca](http://www.stlawrencecollege.ca)

#### PARTNERS:

Algonquin & Lakeshore Catholic DSB | Catholic DSB of Eastern Ontario  
| Hastings and Prince Edward DSB | Limestone DSB | Ottawa Catholic DSB  
| Ottawa-Carleton DSB | Renfrew County DSB | Renfrew County Catholic DSB | Upper Canada DSB | Algonquin College – Pembroke, Perth, Woodroffe Campuses | Loyalist College | St. Lawrence College – Brockville, Cornwall, Kingston Campuses

## PASS RPT 9 – Algonquin College

### ACTIVITIES AND FORUMS

#### Connections @ Ottawa campus

Hosted as a two-day experience where each student can 'test-drive' a program of study through a series of hands-on activities in various programs (from vet-tech to culinary). This event is held at the Ottawa Campus and targets grade 10 and 11 students who are both already considering a college pathway and those who are still exploring the benefits of a college education. Through these types of pre-arrival experiences students improve their potential for post-secondary success by "trying before they buy."

#### Grade 8 Connections @ Ottawa campus

Grade 8 Connections at the Algonquin College Ottawa Campus is well established but in recent years has grown to an incredible 350 grade 8 students. These grade 8 students come primarily from engagement schools from within their respective school boards. Grade 8's spend the entire day exploring a variety of college careers through hands-on activities facilitated by volunteers. This program assists with engaging more faculty to deepen the learning experiences freeing up student volunteers who can then serve in a mentorship capacity to these students.

#### Connections @ Perth

Connections at Perth provides rural secondary school students an opportunity to explore a variety of college program pathways through hands-on workshops. Participants rotate through a number of activities facilitated by college faculty and/or current students in areas of Carpentry, Health & Wellness, Business and General Studies; Campus Days are followed by project completion at home school sites and/or a field trip to employer/work sites related to the program area.

#### Skilled Trades Day @ Pembroke

Algonquin College of the Ottawa Valley (Pembroke Campus) and DSBs will work together to provide a day in which students can participate in meaningful/hands-on activities to better understand the trades and the futures that lie ahead. Students will explore where the trades shortages exist, what the necessary skills are for these, and how their post-secondary education will lead to employment in these areas.

#### Dual Credit Teacher Orientation

Orientation for Dual Credit Teachers which will run at the start of each academic term bringing together Dual Credit teachers with college professors and staff to deepen the understanding of both the role of dual credit teacher and the college teacher. There will be an emphasis on Ministry policies and helping students prepare for transition to post-secondary studies through the sharing of best practices in supporting student success in the dual credit program.

#### After SWAC Advising

This Pathway Planning activity will focus on promoting the value of post-secondary education and providing information to students and parents regarding PSE pathways, possibilities and supports, including information on the Ontario Student Assistance Program (OSAP) transformation. Students will meet with an Advisor in both group and 1:1 sessions. The Advisor will support students in accessing College services and supports as well as invite these College resources to provide workshops for DC Students.





### After Adult Advising

This Pathway Planning activity will focus on promoting the value of post-secondary education and providing information to students and parents regarding PSE pathways, possibilities and supports, including information on the Ontario Student Assistance Program (OSAP) transformation. Students will meet with an Advisor in both group and 1:1 sessions. The Advisor will support students in accessing College services and supports as well as invite these College resources to provide workshops for DC Students.

### AC Grade 7 and 8 Mentorship – Trades

Algonquin College in partnership with DSBs provide mentorship opportunities to the grade 7 and 8 students interested in the trades. This pilot will engage College students in the trades to prepare and deliver workshops to the grade 7 and 8 students. Students will have access to College labs, College professors, and where possible, female industry professionals to ask questions/learn from.

## DUAL CREDIT PROGRAMS

### Integrated Dual Credit courses at Algonquin College

Algonquin College offers students from our six partner Eastern Ontario District School Boards (CDSBEO, OCSB, OCDSB, RCDSB, RCCDSB & UCDSB) an opportunity to take College courses with full-time College students at both our Ottawa and Pembroke campuses. Across the fall and winter semesters, there are 23 courses into which we can integrate students, including, but not limited to, Canadian Music Industry, Contemporary Issues in Aboriginal Society, Accounting Concepts, Nursery Garden Centre Operations, Technical Math for Computer Science, and Ecology.

### Congregated Dual Credit courses at Algonquin College

Algonquin College offers dedicated Dual Credit sections of College courses at all three of our campuses, Ottawa, Pembroke and Perth. These College courses are part of our certificate, diploma or degrees programs and taught by Algonquin College instructors. All students enrolled in these sections are from our six partner Eastern Ontario District School Boards (CDSBEO, OCSB, OCDSB, RCDSB, RCCDSB & UCDSB). There are over ten offerings across the fall, winter and spring semesters, including, but not limited to, Trades Exploration, Fitness for Police Foundations, Introduction to Baking and Pastry, College and Career Success Skills, Introduction to Residential Construction, Child Development, and Entrepreneurship.

### Team-taught Dual Credits at Algonquin College

Algonquin College offers Team-taught Dual Credits in twenty-four high schools across five Eastern Ontario District School Boards (CDSBEO, OCSB, OCDSB, RCDSB & UCDSB). In this model, the high school teacher and instructor work in partnership to deliver connected secondary and College courses. This partnership provides students an opportunity to pathway explore and transition to college learning in an environment that is both convenient and familiar to them. We offer Team-taught Dual Credits in the fields of business communications, advanced technology math, culinary fundamentals, journalism and environmental science.

### Adult Dual Credit (AADC) Program

This program focuses on helping students, ages 21+, who have been out of the traditional high school environment, transition back into the educational system. We offer a congregated opportunity each semester and integrated seats in a variety of courses.

## Ontario Youth Apprenticeship Program at Algonquin College

At Algonquin College, we support students in both integrated and congregated apprenticeships. Our Automotive Service students are able to participate in a congregated OYAP Level 1 section, meaning all students in these intakes come from one of our six partner Eastern Ontario District School Boards, CDSBEO, OCSB, OCDSB, RCDSB, RCCDSB & UCDSB.

### Our integrated OYAP opportunities span all Level 1 offerings at Algonquin College (save HVAC)

Eligible students are able to apply for a seat in these Level 1s through their school boards OYAP representative. If accepted they are enrolled in the Level 1 with apprentices from industry. Using these two delivery methods, Algonquin College aims to support over 65 apprentices in 2017 – 2018.

## SWACs at Algonquin College

The School-Within-A-College (SWAC) model is an opportunity for high school students to participate in a collaborative learning experience at Algonquin College. Our SWAC students spend full-days at Algonquin College earning secondary school credits and Dual Credits (linked high school and College credits). We have four SWAC models.

### Algonquin College/OCSB Achievement Centre

This SWAC provides an opportunity for Ottawa Catholic School Board students, who have left high school, to stay engaged in secondary education, while become familiar with a college setting. Yearly, this Centre honours over 30 high school graduates. Students attend at least 4 hours of secondary classroom instruction from Monday – Friday and take a College Dual Credit course.

### First Nations/Metis/Inuit SWAC

This School within a College is a partnership between Algonquin College and the Ottawa Carleton District School Board. It is an opportunity for self-identified First Nation, Metis, & Inuit secondary school students nearing completion of their OSSD to earn secondary credits on the College campus and also attend an Algonquin College Dual Credit course. Students will travel to Algonquin College once a week for a full day of classes/activities.

### Pembroke Campus SWAC

At the Pembroke campus of Algonquin College, a School within a College is offered for Renfrew County and Renfrew County Catholic District School Board students. This program focuses on giving students from alternate sites an opportunity to complete one College Dual Credit and at least one separate high school credit over a multi-week period.

### Summer SWAC

Algonquin College, in partnership with Ottawa Catholic School Board (OCSB) and Ottawa Carleton District School Board (OCDSB), offers a summer Dual Credit opportunity. The target population is students who missed June graduation by two credits and subsequently, whose fall post-secondary admission is at risk. Summer SWAC students have an opportunity to earn two high school credits and one Algonquin College credit over the month of July. If successful, students graduate high school at the end of July and continue on to post-secondary studies in September as planned.

## PASS RPT 9 – Loyalist College

## ACTIVITIES AND FORUMS

### After Adult Dual Credit (AADC) Activities

Facilitated by college advisors and subject area experts, AADCs ensure students participating in an Adult Dual Credit have the tools they need to move forward with their post-secondary studies.

### TASTE of College

Activity Days provide local area students with the opportunity to explore the many programs of study offered at Loyalist College. Secondary students in grades 10 and 11, and elementary students in grades 7 and 8, will interact with faculty and post-secondary students from each school of study. The days will feature presentations and hands-on activities that will provide them with essential information about post-secondary pathways.

### Dual Credit Teacher Forums

These forums bring dual credit teachers from our area school boards together with Loyalist College faculty and staff to discuss dual credit responsibilities, policies and procedures.

Forums specific to schools of study may also be offered to our local area teachers.

## DUAL CREDIT PROGRAMS

### College Taught

#### Congregated Adult Dual Credits (ADC)

The following two ADC courses are available to adult students aged 21 and over with the potential to succeed at the college level. All participating students are currently working toward completion of their OSSD.

### **ADC – Early Childhood Education**

The Early Childhood Education Course has been determined to be one of the most beneficial course offerings for the adult target group. A majority of the students are considering careers in Health & Human studies, such as Pre-Health Science; Early Childhood Education; Personal Support Worker; and, Child and Youth Worker. Along with increasing the likelihood of their continuing onto post-secondary studies, a number of the students who are working toward completing their OSSD may be young and/or single parents who will gain important life and employability skills through their participation in this dual credit course.

### **ADC – Principles of Learning**

Students will examine the importance of lifelong, life-wide learning. Students will also assess their learning style, discover different approaches to learning, develop a portfolio, and gain a practical understanding of the principles of learning. This general course is suitable for a wide range of post-secondary programs.

### **Congregated Child and Youth Care Worker**

This course is an introduction to the field of child and youth counseling. Students explore the historical roots of the Child and Youth Worker profession, the professional role of the Child and Youth Counsellor and the students' own professional identity. Current theoretical view and approaches in the field will be examined, including the practice of establishing and managing therapeutic relationships with children and youth.

### **Congregated Culinary Techniques**

In this hands-on lab, students will be involved in the preparation and presentation of the fundamentals of cooking essentials. Upon successful completion, students will be able to apply techniques of basic small quantity food preparation accurately and efficiently; execute techniques in a manner that is professionally acceptable in a team-based, professional culinary environment; and, apply safe food handling, preparation and sanitation principles.

### **Congregated Construction Renovation**

Students will expand their theoretical understanding of the construction industry and build upon the practical knowledge and experience needed to transition into a career in the field. Students will attend Loyalist College once per week to work in the College's construction shop. They will learn about the common types of wood, wood structures, wood joints, and hardware used in residential construction, and about the selection, safe use, and maintenance of hand tools, portable power tools, and stationary power tools required on a typical construction site.

### **Congregated Intro to Early Childhood Education**

This foundation course introduces the field of early childhood development in Canada and the historical perspectives that have led to joining education and child care into early learning and care programs striving to offer seamless experiences for children from birth to age six. The policies and legislation that shape the range of models, services and settings are explored, along with evidence-based practices in regards to quality of service delivery.

### **Congregated Principles of Learning**

Students will examine the importance of lifelong, life-wide learning. Students will assess their learning style, discover different approaches to learning, develop a portfolio and gain a practical understanding of the principles of learning.

### **Congregated Portfolio Development**

This course assists learners in the preparation of a master portfolio. The process leads to completion of a portfolio that can be used for a variety of purposes: for seeking employment; for entry into an academic program or seeking prior learning assessment credits; for self-discovery; for cultural-discovery; for goals clarification and so on.

### **Congregated Personal Health and Wellness (Recreation & Leisure)**

Students utilize both theoretical and practical components to engage in individual and group physical activities in a variety of indoor and outdoor settings. Emphasis is placed on personal development through all aspects of the wellness continuum. Students are introduced to counseling skills and will develop a personal lifestyle enhancement plan.

### **Congregated Animation**

This course provides students with an introduction to the terms and concepts

of animation in general, and the history of animation. Students explore the 3D environment (simple modelling, materials, textures, lighting, animation and rendering), the mathematical concepts involved in the creation of animation and the production process.

### **Congregated Suspension, Steering and Brakes 1**

The college course, Suspension, Steering, and Brakes 1 will help students gain knowledge, skills and experiences important to their pathway. Students will learn to demonstrate a basic working knowledge of the construction, operating principles, testing and servicing of suspension, steering and hydraulic and air brake systems.

### **Team Taught**

#### **Team Taught Construction Renovation**

Students will expand their theoretical understanding of the construction industry and build upon the practical knowledge and experience needed to transition into a career in the field. Along with learning about the common types of wood, wood structures, wood joints, and hardware used in residential construction, the students will learn about the selection, safe use, and maintenance of hand tools, portable power tools, and stationary power tools required on a typical construction site.

#### **Team Taught Esthetics (Makeup Artistry)**

Students in this program will earn the ESTH 1008 credit from Loyalist College. Students learn advanced make-up techniques for various occasions including daytime, evening, corrective/camouflage, photography and weddings. Lash and brow tinting, and artificial lash application are included.

#### **Team Taught Mathematics**

Students learn to use the mathematical tools that are required in their engineering subjects. Building sciences applications of algebra, geometry and trigonometry are emphasized.

#### **Team Taught Suspension, Steering and Brakes 1**

The students will learn to demonstrate a basic working knowledge of the construction, operating principles, testing and servicing of suspension, steering and hydraulic and air brake systems.

#### **Team Taught Intro to Manufacturing**

Students will learn the basics of metal cutting using various machine shop tools including engine lathes, milling machines, drill presses, grinders, as well as various hand tools. Shop safety aspects and principles of metal cutting are discussed.

#### **Team Taught Personal Health and Wellness (Recreation & Leisure)**

Students utilize both theoretical and practical components to engage in individual and group physical activities in a variety of indoor and outdoor settings. Emphasis is placed on personal development through all aspects of the wellness continuum. Students are introduced to counseling skills and will develop a personal lifestyle enhancement plan.

#### **Summer Dual Credit**

Loyalist College will run full-day Summer Dual Credit courses during the first two weeks of July. Course offerings include: Construction Renovation Techniques; Culinary Techniques; Makeup Artistry; and, Television, New Media. An Animation course may also be available.

## **PASS RPT 9 – St. Lawrence College**

### **ACTIVITIES AND FORUMS**

#### **Connections 7/8**

##### **Brockville Campus, Cornwall Campus & Kingston Campus**

Students from local participating School Boards in Grade 7 and 8 will have the opportunity to participate in a one-day hands-on program exploring a variety of pathways at the college.

#### **Connections 10/11**

##### **Kingston Campus**

Students from local participating School Boards in Grade 10 and 11 will have the opportunity to attend a one-day hands-on program in a pathway that interests them. Students can choose from 20 different



programs that range from Engineering, Animal Surgery, Music and Digital Arts, Nursing, Policing to name just a few.

#### **Dual Credit Teacher Training Forum Kingston Campus**

This forum will bring Dual Credit and other interested teachers together from our area school boards to meet and discuss Dual Credit responsibilities, policies, opportunities and procedures.

#### **Grade 10 and 11 College Sampler Day Cornwall Campus**

Grade 10 and 11 students from the Cornwall area can participate in a 1 day hands-on activity to include the Skilled Trades – Welding, Automotive and Carpentry, and Gaming, Environmental Technology, Social Service Worker and Business activities.

#### **Young Women Innovators Conference Kingston Campus**

This conference introduces young women in Grades 7 and 8 and their teachers to careers in the skilled trades and technology. Throughout the day, St. Lawrence College staff and related service providers will offer a series of hands-on activities, informative presentations, inspirational guest speakers and informal networking with female role models who work in the skilled trades and technology.

#### **Math and Science Exploration, Grade 7 and 8 Kingston Campus**

Students from local school boards in Grade 7 and 8 will have the opportunity to attend a one-day hands-on day featuring a number of activities focused on math and science at the Kingston campus. The exposure to college career pathways in the math and science fields will enable students to have a better understanding of what programs are available to them, encourage them to continue in math and science courses and provide them with good information to help them make good decisions for post-secondary pathways.

#### **Health and Wellness Activity, Grade 7 and 8 Kingston Campus**

This activity targets Grade 7 and 8 students from at-risk areas of the city. They will prepare learn about safety and sanitation, measurement and math skills in the college kitchen environment. They will also learn about nutrition and food preparation.

#### **FMNI Activity, Grade 7 and 8 Kingston Campus**

This activity targets Grade 7 and 8 students from our two neighbouring boards. This day will introduce students to some of the traditions and teachings of Indigenous people of Canada. Facilitated by our Indigenous elder, students will make a craft and have a tour of SLC.

#### **After Dual Credit for Adult Dual Credit Brockville Campus**

This activity will be used to discuss future options for the students that completed the Adult Dual Credit (ADC). They will meet in small groups with a college advisor and dual credit teacher.

#### **After Dual Credit for Adult Dual Credit Kingston Campus**

This activity will be used to discuss future options for the students that completed the Adult Dual Credit (ADC). They will meet in small groups with a college advisor and dual credit teacher. There will also be follow-up 1:1 conversations with the college advisor. There will be an additional 6 hours of PD and reporting for the college advisor.

#### **Access Pilot After SWAC and After SWAC in WITTS (Women in the Trades)**

This activity will be used to discuss future options for the students that completed the School Within a College (SWAC) program. They will meet in small groups with a college advisor and dual credit teacher. There will also be follow-up 1:1 conversations with the college advisor.

## **DUAL CREDIT PROGRAM**

### **College Taught**

#### **Addictions Congregated – GENE 53/PPA4T**

**Kingston Campus (35 seats), Brockville Campus (24 credits)**

This dual credit course will follow a congregated college-delivered model involving the support of secondary Dual Credit Teachers. Senior students (Grade 12 and Year 5) have the opportunity to register as a part-time student at St. Lawrence College for the winter semester in GENE 53, Addictions. The impact of psychoactive drugs on our society will be examined in this course. (42 hours)

#### **Adult Dual Credit- Professional Effectiveness – GENE 114/JEE4T**

**Kingston Campus (18 seats)**

Students will be selected from the participating board (ALCDSB) by teachers. Students will be within reach of graduation, be in the primary target group (disengaged and underachieving) and be 21 years of age or older. (42 hours)

#### **Adult Dual Credit (ADC) Integrated**

**Brockville Campus (6 seats)**

Students will be selected from the participating board (UCDSB) by teachers, guidance and Adult Education administration from the 14 T.R. Leger sites for adult learners. Students will be within reach of graduation, be in the primary target group (disengaged and underachieving) and be 21 years of age or older.

#### **Emergency Response – BSCI 1040/SBH4T**

**Kingston Campus (28 seats)**

Students enrolled in the Limestone District School Board Emergency Response Focus program will have the opportunity to earn one college credit in Human Biology at their home school taught by a college teacher. This course provides a basic knowledge of the anatomy and physiology of the cell and the various body systems including the skeletal, muscular, nervous, endocrine, circulatory, respiratory, digestive, urinary and reproductive systems. This Focus program prepares students for related programs at the college level such as Paramedic, Police Foundations and Fitness programs. (42 hours)

#### **Integrated Dual Credits – 85 Various Courses & Codes**

**Brockville Campus, Cornwall Campus & Kingston Campus (183 seats)**

Senior students, Grade 12 and Year 5, have the opportunity to register in Part-time Studies at St. Lawrence College (Kingston, Cornwall, Brockville) for a course of their choosing from the list of available courses in both Fall and Winter semesters. There are limited seats available in each course. Upon successful completion of the college course, successful students will be granted a College credit and a corresponding dual credit high school credit. (42 hours).

#### **Law and Security – POFP 106/HED4T**

**Kingston Campus (15 seats)**

This course prepares students for related programs at the college level in Police Foundations and Corrections. Students will earn a college credit in Principles of Ethical Reasoning and an equivalent dual credit. This course focuses ethical issues faced by individuals as citizens and professionals. (42 hours)

#### **Developmental Psychology Congregated – GENE 20/HBD4T**

**Kingston Campus (55 seats)**

This dual credit course will follow a congregated college-delivered model involving the support of secondary Dual Credit Teachers. Senior students (Grade 12 and Year 5) have the opportunity to register as a part-time student at St. Lawrence College Kingston for the fall semester in Developmental Psychology, GENE 20. This course introduces students to individual development from conception to death. (42 hours)

#### **Taste of the Trades for Girls Congregated – SHOP 1/TAP4T**

**Cornwall Campus (16 seats)**

This dual credit course will follow a congregated college-delivered model involving the support of secondary Dual Credit Teachers. Senior students (Grade 12 and Year 5) have the opportunity to register as a part-time student at St. Lawrence College Cornwall in Taste of Trades – Welding, Construction and Auto Service Technician. The course will run 2 days per week in May & June. (60 hours)



### **Taste of the Trades Congregated – SHOP 2/TRQ4T**

#### **Kingston Campus (20 seats)**

This 6 week dual credit will follow a congregated college-delivered model involving the support of secondary Dual Credit Teachers. Senior students (Grade 12 and Year 5) have the opportunity to register as a part-time student at St. Lawrence College Kingston for the fall semester in Taste of Trades – Carpentry, Plumbing, Welding, Millwright and Brick & Stone. (60 hours)

### **Career and College Success Congregated – GENE 114/JEE4T**

#### **Kingston Campus (30 seats)**

This dual credit course will follow a congregated college-delivered model involving the support of secondary Dual Credit Teachers. Senior students (Grade 12 and Year 5) have the opportunity to register as a part-time student at St. Lawrence College Kingston in the winter semester for Professional Effectiveness. Students will explore concepts designed to enhance their individual learning styles. They will develop their critical, analytical, practical and creative thinking skills with a view to providing a foundation for future learning. This course will run one day per week. (42 hours)

### **Consumer Behaviour – MARK 100**

#### **Kingston (25 seats)**

This course provides students with knowledge of essential marketing techniques and consumer behaviour techniques applicable to advertising and marketing communications challenges. Upon completion of this course, you will be better prepared to predict customer actions, determine the needs of target markets, and understand how consumers, businesses, governments, and not-for-profits make marketing choices. In addition, this course includes significant discussion of online customer behaviour and the impact of the Internet and social media on market behaviour. (42 hours)

### **Make-Up Congregated – ESTH 43/TXI4T**

#### **Kingston Campus (20 seats)**

This dual credit course will follow a congregated college-delivered model involving the support of secondary Dual Credit teachers. Senior students (Grade 12 and Year 5) have the opportunity to register as a part-time student at St. Lawrence College in the winter semester for Make-Up. This course teaches students the theory and practical for makeup application. Topics include: definitions, morphology, facial shapes and balance, color classifications, observations and factors to consider prior to make-up application, proper steps and techniques involved in makeup application, supplies brushes and products used. This course will run one day per week. (42 hours)

### **Carpentry Skills Congregated – CARP 105/CARP 156/TDD4T**

#### **Kingston Campus (20 seats)**

This 15-week dual credit follows a congregated college-delivered model involving the support of secondary Dual credit teachers. Senior students (Grade 12 and Year 5) have the opportunity to register as a part-time student at St. Lawrence College, Kingston for the winter for the winter semester in Safety and Sanitation and Blue Print reading. (52 hours)

### **Welding Skills Congregated – MECT 102/TLL4T**

#### **Cornwall Campus (16 seats)**

The Welding skills course is designed to assist students who are interested in pursuing a welding pathway or related trade. St. Lawrence Cornwall will host the students in the Welding lab facility. Students will gain skills in welding, fabrication and basic equipment set-up and operation. (42 hours)

### **Welding Skills Congregated – MECT 102/TLL4T**

#### **Kingston Campus (20 seats)**

The Welding skills course is designed to assist students who are interested in pursuing a welding pathway or related trade. St. Lawrence Cornwall will host the students in the Welding lab facility. Students will gain skills in welding, fabrication and basic equipment set-up and operation. (42 hours)

## **School Within A College**

### **Limestone DSB SWAC Fall/Winter**

#### **Kingston Campus (40 seats)**

This SWAC dual credit program will follow a congregated college-delivered model involving a LDSB secondary Dual Credit teacher who stays with the students throughout the day. LDSB students will be registered as part-time students at St.

Lawrence College Kingston in one of a choice of dual credits (Fall/Winter Semester) and will be taught 1 morning a week.

### **Limestone DSB Women Building Futures in the Trades (SWAC)**

This dual credit course will follow a congregated college-delivered model involving the support of secondary Dual Credit Teachers. Senior students (Grade 12 and Year 5) have the opportunity to register as a part-time student at St. Lawrence College, Kingston. Students have a dedicated classroom at the college and will spend the rest of their time on campus doing Grade 12 English and Grade 11 or 12 Math throughout the 2<sup>nd</sup> semester. They will also experience a number of trades including carpentry, plumbing, welding, electrical, culinary and esthetics.

## **Team Taught**

### **UCSDB Team Taught Carpentry – Carpentry – CARP 106/TCJ4C**

#### **Char-Lan Secondary School and Cornwall Collegiate Vocational Institute and SLC's**

#### **Cornwall campus (18 seats)**

This dual credit will follow a Team-taught model delivered in the high school. The focus will be on a Grade 12 Woodworking class, TCJ4C0 aligned with Carpentry Techniques, CARP 106. It will provide students with an opportunity to be exposed to the college curriculum and see the relevance to college programs.

**Contact:** Debra Ford, Algonquin College  
613-727-4723, ext. 2245  
fordd@algonquincollege.com

## **REGIONAL PLANNING TEAM 10 South Western Ontario RPT**

[www.fanshawec.ca](http://www.fanshawec.ca)

[www.lambtoncollege.ca](http://www.lambtoncollege.ca)

[www.stclaircollege.ca](http://www.stclaircollege.ca)

## **PARTNERS:**

Lambton Kent District School Board | Thames Valley District School Board  
| St. Clair Catholic District School Board | Huron Perth Catholic District School Board | Avon Maitland District School Board | London District Catholic School Board | Greater Essex District School Board | Windsor Essex Catholic District School Board | Lambton College | Fanshawe College | St. Clair College

## **FALL FORUMS AND ACTIVITIES AT FANSHAWE COLLEGE**

Student Success Team Breakfast, December 13, 2018

## **FANSHAWE COLLEGE DUAL CREDIT PROGRAM**

### **London Campus**

**Fall classes run on Thursdays from September 13 – December 20 (15 weeks), unless otherwise noted**

### **Canadian Criminal Justice System PFLP-1002**

Police, courts, and corrections are the trinity that constitute the Canadian criminal justice system. This course will enable the student to understand the history, roles, and organization of the major criminal justice agencies in Canada as well as the process by which laws are made and enforced at the federal, provincial and municipal levels.

### **Criminal Law and Civil Law PFLP-3001**

This course examines the legislative and judicial basis of our criminal and civil law with detailed discussion of a variety of both civil and criminal law issues and topics. The student will be required to develop note taking, legal research, organizational and analytical skills to identify, interpret and address legal issues from the viewpoint of both citizen and law enforcement officer. The student will interact with others in a study group and learn to contribute to and establish effective working relationships to achieve goals which are both personal and common to all group members.



### **Child Development ECED-1074 – Early Childhood Education**

In this course, students will investigate foundational child development theorists and their linkage to practice and pedagogy in early care and education systems.

Students will have opportunities to examine the structure and function of the brain, as well as consider the role that both heredity and environment play in the developing child. Current research that informs policy in the early year's field will additionally be analyzed.

\*This is also offered as an Adult Dual Credit course, Child Development I from October 22 – December 17\*

### **Construction Tools CONS-1002**

Students will study the proper maintenance and safe operation of carpentry hand tools, select and use portable power tools, including circular saws, sabre saws, reciprocating saws, drills (with stand for press), routers, planers, sanders, screwdrivers, and nailers. The selection and use of stationary woodworking equipment, such as table saws, radial arm saws, jointers, and thickness planers will also be taught.

### **Creative Concepts 1 GRAF-1040 – Graphic Design**

This course is designed to develop and explore the innate creativity within the students. This course guides students through explorations of various media in order to reflect upon and express their unique personality and creativity within their cultural context.

### **Methods and Media in Drawing ARTS-1071 – Fine Art**

In this introductory course students will investigate methods and materials in drawing such as; watercolour, pencil, pencil crayon, ink, pastel and collage. Emphasis will be placed on constructing composition, design principles and directed studies of tone, texture, balance and proportion. Subject matter and visual resources will consist of studies from the object, figure, the constructed/natural landscape and pattern. Students will work in a variety of scales. Students will select a theme from a list provided and explore a single theme throughout the term applied within the use of multiple drawing media.

### **Personal Wellness INDS-1081**

This course introduces students to the concept of wellness. Students develop strategies for a healthy lifestyle in all aspect of their lives. Through traditional lectures and learning activities, they learn through both individual and group processes. They investigate wellness as it applies to mindfulness, self-responsibility, social/emotional development, stress-management, physical activity, spirituality, substance abuse, nutrition, and complementary health. This course provides the opportunity for students to evaluate their present lifestyle, identify successes, and develop areas requiring personal growth.

\*This is a general education elective

### **Web Design INFO-1148**

This course will focus on web-based applications both in web development programming (HTML & CSS) and also graphic design utilizing the latest, professional software Adobe. Students will learn to design and create customer-oriented Web sites, deploying the latest web standards including techniques used for responsive design for different devices. Students will learn how to publish a website online and optimize a site from concept to website launch.

### **Shop Safety and Aircraft Tools AVIA-1064 (November 1 – December 20) 8 weeks**

This course is an introduction to the Aircraft Maintenance Engineer (AME) category M license. It outlines the regulations, requirements and processes as well as the roles and responsibilities of the AME in the shop/hangar environment. The course also provides study of general tools and tools specific to aviation and how they are safely used on the materials of the aircraft industry.

\*Class is hosted at the London Y Hangar\*

### **Diesel Engine Principles MOTP-1063**

This course covers all aspects and operation of internal combustion engines. Course content includes discussions on spark ignition engines, design features and operating principles, with special emphasis placed on new current engine technologies. The study will also include engine performance and effects, fuel flows and requirements,

thermodynamics, heat transfer and friction, efficiency and emission control devices.

\*Class is hosted at the London Z building\*

### **Gasoline Engine Principles MOTP-1062**

This course covers all aspects of the design and operation of internal combustion engines. Course content includes discussions on compression ignition engines, design features and operating principles with special emphasis placed on new current engine technologies. The study will also include engine performance and effects, fuel flows and requirements, thermodynamics, heat transfer and friction, efficiency and emissions control devices.

\*Class is hosted at the London Z building\*

### **Interpersonal Development PSYC-1101 – Early Childhood Education**

This course will introduce the concepts of bias-free values and respect for diversity, as foundations for effective interpersonal relationships. In this course, students will assess personal values and professional disposition which influence attitudes towards and relationships with children, families and colleagues. Sensitive, effective and supportive communication methods will be identified and practiced within the classroom setting. Both verbal and non-verbal communication skills and attitudes required for collaborative professional interactions will be emphasized throughout.

### **Introduction to Emergency Services PARA-1014 – Paramedics**

Students are taught by active duty Paramedics working for rural, urban and helicopter-based Emergency Medical Services (EMS). Students will receive an overview of Emergency Services with a focus on Para medicine and Emergency Medical Services. Students will learn through didactic and practical simulated education in the Paramedic lab and in the college ambulance(s).

### **Intro to Tourism TOUR-1005 (November 1 – December 20) 8 weeks**

The hospitality industry is without a doubt one of the strongest, fastest growing industries today. This course is an introduction to that industry and how Tourism affects us all. The students will gain an appreciation for where our industry has come from and what the future has in store. They will also recognize the numerous career opportunities available to them in such areas as Fast Food, Hotels, Luxury Cruise Lines, Resorts, Institutions and many more.

### **Plumbing PLUM-1022 – Tools and Piping Methods**

This course will provide students with an introduction to the plumbing trade. They will have a hands-on experience with various hand and power tools in the trade. Students will learn to join dissimilar materials while constructing piping projects displaying various drains, wastes, and vents and waterline applications.

### **Exploring Indigenous Ways of Knowing INDG-3003 (September 11 – December 18)**

Students engage directly with the traditional Indigenous knowledge of Southwestern Ontario through the words of local Elders and community recognized knowledgeable community members. Through exposure to traditional knowledge through first-hand experience, which continue to guide Indigenous people both locally and globally, a sense of community and respect for culture and identity will be fostered. Originating through local community members input, this course provides students with an introduction to customary Indigenous knowledge which is the foundation for First Nations Studies.

### **Practical Photography PHOT-1062 – Camera Applications**

This course is a practical introduction to small format digital camera techniques and colour and B/W printmaking. The emphasis will be on learning different camera settings to control exposure and image quality. This is a project course whereby students demonstrate practical camera skills, knowledge and photographic competency by submitting regularly scheduled photographic assignments. Students can produce an optional first semester portfolio. Most of the work will incorporate digital workflow and image editing software, using laptop computers, inkjet printers, external hard drives, servers and other peripheral devices.

### **Production Techniques PHOT-1008 – Digital Photography**

This course introduces the student to the production techniques that occur using a computer after their images have been captured with a camera.

Students will learn how to use professional image management software (Adobe Photoshop) to import, organize and process raw files. Students will learn basic image

editing skills that will allow them to colour correct, size and enhance photographs, and to produce professional quality digital images and prints in both colour and black and white.

#### Sheet Metal Practical SHMT-1004

This course will enable the student to gain an understanding of the purpose, construction and operating principles of developing fittings and products; selecting materials, calculating cut sizes, shaping metal to specified dimensions, and joining and utilizing appropriate finishing procedures. Students will also set up and operate hand brakes, foot shears, power brakes, power shears, roll forming equipment, rotary bench machines, punching and notching equipment, slitting equipment, drill presses, rotary cutting equipment, power rolling equipment, abrasive and friction cutting equipment.

### Woodstock Campus

#### Cutting & Styling AEST-1048

Upon successful completion of this course the student will be able to set and creatively style a client's hair using a variety of styling tools. They will also be able to recommend a haircut and style based on a client's face shape, profile and hair texture. The student will be able to perform a basic cut for women, men and children to meet the client's specifications.

#### Facials and Makeup AEST-5005

Upon successful completion of this course, the student will be able to distinguish between warm and cool skin tones. They will be able to recommend and apply appropriate foundation, eye, and cheek, and lip colour. Students will have the opportunity to perform bridal, evening and photographic makeup, as well as be able to perform facial waxing services. In addition, students will be able to recognize common skin disorders and perform a basic facial.

### St Thomas Campus

#### Intro to Horticulture HORT-1054 (November 1 – December 20) 8 weeks

A foundation course in horticulture in which the basics of plant anatomy, plant physiology, plant propagation, plant growth and production will be studied. Soils, soil properties and growing media will also be examined.

\*Class is hosted at St Joseph's Catholic High School in St Thomas\*

#### Skin Care Part I & II AEST-1052 (September 13 – November 11), AEST-1053 (November 11 – December 20)

Through supervised hands on practice, students will learn the fundamentals of identifying different skin types, perform a skin analysis, and recognize skin conditions and disorders. Students will be able to identify and treat skin issues by choosing proper skincare products and selected machinery. Students will learn and practice professional conduct and preparing clients for treatment. Sanitation and sterilization protocols will be taught. Learn how to complete a skin analysis, apply exfoliation treatments and masks and how to perform a basic face, neck and décolleté massage. The basics of electricity will be explored related to vapourizers, high frequency and the electric brush machines.

### Huron/Bruce Regional Sites

#### Esthetics Makeup Artistry AEST-1043

Students will discuss the fundamentals and theory of natural day, evening, and bridal make-up applications, along with knowledge of analyzing facial features and corrective make-up techniques. Emphasis in this course is on practical demonstration and experience.

\*Class is hosted in a Team Taught model at St. Michael Catholic Secondary School in Stratford from September 10 – January 9\*

#### Practical Photography PHOT-1062 – Camera Applications

This course is a practical introduction to small format digital camera techniques and colour and B/W printmaking. The emphasis will be on learning different camera settings to control exposure and image quality. This is a project course whereby students demonstrate practical camera skills, knowledge and photographic competency by submitting regularly scheduled photographic assignments. Students can produce an optional first semester portfolio. Most of the work will incorporate digital workflow and image editing software, using laptop computers, inkjet printers, external hard drives, servers and other peripheral devices.

\*This course is also offered in a Team Taught model at Stratford Central Secondary School in Stratford from September 24 – December 4\*

#### Intro to PSW HLTH-1266

This course will focus on key transitions from birth to the end of life. Highlights include developmental disorders in children, the transition through a rehabilitation program and long term facility and the process of death and dying. This course includes a theory component as well as hands-on laboratory learning.

\*This course is hosted at Bluewater Rest Home in Zurich from October 29 – December 17\*

#### FNMI Painting ARTS-1079

An introduction to the historical and modern perspectives of First Nations' arts. An overview of the symbolism, patterns, and stories told through North American/ Canadian Aboriginal artists will be covered. In addition, students will learn the fundamentals of design, composition, colour, materials, and techniques to produce their own works of art. Course content will include lecture and demonstration, with a primary focus on practical exercises reflecting an Aboriginal approach to painting.

\*This course is hosted by the REACH Centre in Clinton from October 30 – December 18\*

### Fanshawe College is offering the following School Within a College Programs:

SWAC London – LDCSB & TVDSB

SWAC St. Thomas – TVDSB

SWAC Woodstock – TVDSB

SWAC First Nations, Metis, Inuit – TVDSB

**Contact:** Melanie Neerhof, Supervisor School College Work Initiative  
519-452-4430 ext. 4797  
mneerhof@fanshawec.ca

### LAMBTON COLLEGE DUAL CREDITS

#### COLLEGE TAUGHT – DAY AWAY

##### RENOVATION TECHNICIAN

##### Renovation Tools and Techniques RCT 1113

This course when successfully completed will have generated the skills required to describe and demonstrate the proper methods and procedures of residential and light commercial renovations according to industry standards of practice. To identify and distinguish existing architectural, mechanical, and electrical components upgrades:

- For the student to list various steps involved in demolition and renovation.
- To apply appropriate techniques used in renovation construction.
- To recognize existing renovation components and how they tie in with new and old structures related to the renovation process.

##### CULINARY MANAGEMENT

##### Bakeshop Application CLN 1143

This course allows the student to demonstrate basic baking skills required in a bakeshop. A focus on grasping the procedures and predicting the chemical reactions of the ingredients will be a gained skill. Students will demonstrate the ability to prepare quick bread, leavened dough, pies, cakes and a variety of custard items. All practical application labs will be hands on, allowing the student to feel, not only duplicate, the proper method (small and large quantity).

##### DEVELOPMENTAL DISABILITIES CERTIFICATE

##### Supporting People with Developmental Disabilities DSW 1233

This course is designed to provide an overview of developmental disabilities, services, and supports. Examining key issues such as inclusion, integration, empowerment, advocacy and interdependence, students will gain the knowledge of what Person-Centered Planning is and how it effectively results in promoting community contribution and the development of natural, meaningful relationships. The students will also learn how our current systems have evolved by examining earlier eras in history. Ethical issues such as deinstitutionalization, euthanasia, sterilization, sex and sexuality, parenting and punitive measures will be discussed, as will current laws and legislations which have been put into place to protect people with developmental disabilities.





## DIGITAL PHOTOGRAPHY

### Digital Photography Techniques DPH 1003

This course is the introduction to the fundamentals of digital photography and primarily focuses on technical aspects associated with the DSLR camera, lenses, and equipment. The projects have been designed to promote technical, critical and creative thinking while encouraging the students to take a practical approach at capturing quality images.

## EARLY CHILDHOOD EDUCATION

### Play 1: Music, Art, Drama, Movement (Learning Through Play) ECE 1164

This course introduces students how to integrate creative experiences into their practical settings through hands on experiences in art, sand, water, music, movement, and drama for children aged 0-12 years.

## ELECTRICAL TECHNIQUES

### Introduction to Residential Electrical Installations ELC 1053

The student will develop a general knowledge needed for the operation of common hand and power tools, install common switching devices, outlets and enclosures, correctly terminate conductors and demonstrate the application of that knowledge. They will learn the use of the common wiring methods and raceways used in the electrical industry. The student will demonstrate the skills required to install a complete residential consumer's service and wire the basic circuits found in a home according to the Canadian Electrical Code. They will also develop the general knowledge needed for installing and working with low voltage signal and alarm systems and then demonstrate that knowledge.

## ESTHETICIAN

### Manicures SPA 1013

Students learn the anatomy of the arm, hand and fingernail, including nail disorders and diseases. Sequential steps to a manicure including cuticle removal, proper filing/shaping techniques and professional polish applications are taught. Students learn and practice sterilization procedures in accordance with Canada Health and Safety Standards.

### Make-up Artistry and Application SPA 3013

Course content includes various professional makeup techniques and the latest products available. Bridal, evening, daytime, corrective, glamour, and photography applications are taught. Knowledge of the facial bone structure is conveyed. Instruction on the proper shaping and tweezing of the eyebrows as well as artificial eyelash application is demonstrated by instructors and practiced by students. Students learn and practice sterilization and sanitation procedures in accordance with Canada Health and Safety standards.

## HAIRSTYLIST

### Styling and Cutting Techniques HAIR 0043

This dual credit course will prepare the student for entry level positions in the hairstyling field and will provide a dual credit toward the hairstyling apprenticeship program. Students will learn to cut and style hair and interpret information from the client and hair analysis. Demonstrations will cover blunt, long and short haircut using scissors and razors along with texturing techniques. The use of clippers and trimmers for facial hair will be demonstrated. Styling techniques on wet hair and dry hair will be performed. This course introduces techniques necessary to cut hair and to style hair to desired shape or style using a variety of styling tools to meet client requirements and specifications.

## HORTICULTURE APPRENTICESHIP

### Arboriculture and Chainsaw Practices AAT 1103

The chainsaw is one of the most dangerous pieces of equipment used in the arboriculture industry. Knowing proper maintenance and operation techniques can greatly reduce operator danger or hazards. The course concentrates on care and use of chainsaws including necessary daily maintenance routine repairs and adjustments, and ensuring those adjustments are functional and safe. Upon successful completion of this course, the learner will be able to:

- Perform daily maintenance on chainsaws, including filling fuel and lubricant reservoirs
- Make routine repairs and adjustments to chainsaws and their components
- Start and stop chainsaws and test chainsaw performance

## The Great Outdoors: Environmental Sustainability and Outdoors Adventure ENV 1103

This course offers the opportunity to build a uniquely Canadian skill set by exploring outdoor education in all its facets - from hiking and backpacking to GPS and compass orienteering. We'll also cover Standard First Aid and CPR training. With a focus on leadership skills and appreciating our unique Canadian environment through Leave-No-Trace philosophy, this course will prepare you to make the most of living in Canada and teach you to help others do the same.

## POLICE FOUNDATIONS

### Criminology CJP 1203

This course provides an examination of various theoretical explanations of criminal and deviant behavior. Students have developed a general understanding of human behavior and the relationship between the individual and their social environment through introductory courses in sociology and psychology. This course applies the concepts and understanding acquired in those courses to the study of crime, criminality and criminal behaviour. Criminological theory is related to various types of criminal activity and the reality of crime in Canada is examined through crime statistics and correlates of criminal behavior. The impact of theory on the development and effectiveness of the criminal justice system is discussed with an emphasis on future trends within the system.

### Issues in Diversity CJP 1103

In this course students critically identify and examine issues in diversity. Specifically, students focus on topics pertaining to inequality in various social settings, including but not limited to: race, gender, ethnicity, class and sexual orientation. Information concerning history, culture, heritage and contemporary issues relating to Canadian Aboriginal groups are discussed. Incorporating social/legal explanations of diversity, students develop a clear understanding of the impacted groups and possible strategies of community empowerment.

## MASSAGE THERAPY

### Personal Wellness PED 1073

This course deals with health promotion strategies needed to make healthy lifestyle choices, to maintain or improve health and how to approach personal change. Wellness promotion and health maintenance are everyone's goal. Students require an understanding of the bio - psycho - social processes to keep well and knowledge of the interventions that will encourage wellness, promote activity, energy and life, even empowerment.

## HEALTH CARE

### Introduction to Community Mental Health HGD 1053

This course will give the students the opportunity to develop an understanding of mental health issues including general information regarding mental health, resiliency, mental illness (including disorders such as depression and anxiety). Students will have a basic introduction to brain functioning and development as it relates to mental health. An understanding of the factors that contribute to mental illness and the knowledge to identify when someone may be experiencing mental health problems will be included. This course will help students develop their own skills to cope with mental health challenges such as stress. The connection between addictions and mental illness will be highlighted. Cultural issues such as stigma as it relates to mental health and mental illness will be included. An important component of the course will be community connections. Students will learn what community resources connected to mental health are available and how these resources can be accessed. Promoting and reinforcing positive mental health will be an ongoing objective of this course.

## WELDING

### Safety and Welding Basics WEL 1123

This course is designed to develop knowledge of safety legislation, lock out tag out and isolation procedures, protective safety equipment, confined space entry procedures, housekeeping rules, fire safety, electrical and chemical hazards. The general safety practices and operating principles of oxy-acetylene and arc welding equipment to weld, braze, solder and cut metal to the required specifications will be taught. Emphasis will be given to cutting and welding in the flat and horizontal position.

## ESPORTS ENTREPRENEURSHIP & ADMINISTRATION

### Esports Gaming Foundation 1 ESA 1013

In this course, students are introduced to the importance of content creation in digital media. The effects of esports industry trends, the influence of traditional linear media, and gaming/sports culture on content creation are explored. Through completion of this course, students gain an understanding of how to construct quality live-broadcast content. Completion of this course provides a foundation of the fundamental tools needed to manufacture a high-quality livestream, with the freedom to create content that appeals to the individual rather than predefined content.

## SCHOOL WITHIN A COLLEGE PROGRAM (SWAC)

Lambton College delivers three SWAC programs in partnership with Lambton Kent District School Board, St. Clair Catholic District School Board, and Thames Valley District School Board. We currently serve about 60 students per semester. Students in these programs spend the majority of their days at Lambton College working on both secondary and college dual credit courses. The SWAC programs provides students with an opportunity to take up to four dual credit college courses (which have been listed above) while working on secondary school credits towards their OSSD.

### Getting Ahead in a Just Getting By World HGD 1063 (SWAC only)

Students will examine the impact that poverty has on individuals, investigate economic realities, examine sustainable communities and complete an assessment of their own personal resources.

## ADULT SCHOOL WITHIN A COLLEGE PROGRAM (SWAC)

Approximately 18 students (per semester) will be attending Lambton College an average of 4 days per week from 4:00 – 7:00 pm, to allow for work and family commitments. They will take at least one dual credit per semester taught by college faculty and will work on Ontario Secondary School Diploma (OSSD) credits through Independent Learning Courses (ILC) with the guidance of a LKDSB secondary teacher.

## ADULT DUAL CREDIT OFFERINGS

### Getting Ahead in a Just Getting By World HGD 1063 (Adult SWAC only)

Students will examine the impact that poverty has on individuals, investigate economic realities, examine sustainable communities and complete an assessment of their own personal resources.

### Introduction to Community Mental Health HGD 1053

This course will give the students the opportunity to develop an understanding of mental health issues including general information regarding mental health, resiliency, mental illness (including disorders such as depression and anxiety). Students will have a basic introduction to brain functioning and development as it relates to mental health. An understanding of the factors that contribute to mental illness and the knowledge to identify when someone may be experiencing mental health problems will be included. This course will help students develop their own skills to cope with mental health challenges such as stress. The connection between addictions and mental illness will be highlighted. Cultural issues such as stigma as it relates to mental health and mental illness will be included. An important component of the course will be community connections. Students will learn what community resources connected to mental health are available and how these resources can be accessed. Promoting and reinforcing positive mental health will be an ongoing objective of this course.

### Personal Wellness PED 1073

This course deals with health promotion strategies needed to make healthy lifestyle choices, to maintain or improve health and how to approach personal change. Wellness promotion and health maintenance are everyone's goal. Students require an understanding of the bio - psycho - social processes to keep well and knowledge of the interventions that will encourage wellness, promote activity, energy and life, even empowerment.

## LEVEL ONE APPRENTICESHIPS – ONTARIO YOUTH APPRENTICESHIP PROGRAMS (OYAP)

### Welding – Level 1 Apprenticeship

Welding is a challenging trade that allows individuals to fabricate or sculpt metal using various methods and techniques. The welding trade is vast and includes areas such as construction, ship building, mining, pipelines and repair industries.

The OYAP Welding program includes all the in-school training required to complete the requirements of the Level 1 Apprenticeship Program as defined by the Ontario College of Trades.

## FORUMS AND ACTIVITIES

### Health and Wellness Fair

Elementary aged students are introduced to the college setting and health and wellness programs through the Health and Wellness Fair. Lambton College students and community partners engage the elementary school visitors in hands-on and interactive displays that provide information on health and well-being. This activity is taking place on November 21<sup>st</sup>, 2018.

### Mobile Technology Trailer

Lambton's Mobile Technology Trailer travels to elementary schools and communities to promote skilled trades and other technology related programs. Activities are designed to for grade 7 and 8 students which complement the trades by inviting participants to build a small project such as a birdhouse, use 3-D printers, welding simulators, virtual reality goggles or a gaming station. The Mobile Trailer has been out visiting AMDSB in October 2018 and will be scheduling dates for Spring 2019 over the next few months.

### Campus Craze

This activity will give grade 7 and 8 students hands-on activities related to a variety of college programs. The aim is to expose these students to a variety of post-secondary and career opportunities and hopefully spark an interest in one of the areas to help students with their Individual Pathways Plan (IPP) and begin thinking about their career goals before attending high school. This activity will take place on June 4<sup>th</sup> and June 5<sup>th</sup>, 2019.

Contact: Karen King, Lambton College  
519-542-7751 ext. 3485  
karen.king@lambtoncollege.ca

## ST. CLAIR COLLEGE DUAL CREDITS

### Windsor Campus

#### Basic Welding Process & Fabricating

An introductory course designed to provide a general knowledge of commonly used thermal metalworking processes such as welding and cutting. This course also has a practical element to develop competencies in shielded metal arc welding in the flat position, oxy-fuel welding, brazing, and cutting. Theory and shop demonstrations will also provide a basic understanding of G.T.A.W. and G.M.A.W. processes and equipment. Interpretation of weld symbols, metal preparation and forming, layout, fitting, and finishing skills will also be introduced.

#### Character & Background (Animation)

ANM 205 introduces students to the concepts and formats that are used in the design and storyboard stages of the animation industry. Students are given a story and are expected to prepare character and location designs for that story. Students then prepare a storyboard sequence of that story and from this they create one complete scene folder, complete with a full color background.

#### Communications and Customer Service

With the important role communication plays in delivering the best possible service in the hospitality field, students will learn the techniques necessary to plan and complete a variety of verbal and written communications tasks. Applied knowledge of group dynamics, active listening, team building, and dispute resolution skills will be learned and practiced. Students will recognize their contribution to guest services and customer satisfaction and the roles they play in the success of a hospitality operation. This course also incorporates the Service Excellence program and awards the Service Excellence certificate upon successful completion.

#### Conflict Management

Crisis Intervention is designed to foster confidence and competence when dealing with potentially violent situations. The student learns to recognize behavioural responses to crises and respond with non-violent resolutions through verbal and non-verbal intervention. Areas explored will be suicide, domestic violence, addiction, bereavement, violent behaviour in institutions and children's reaction to crises.



### Construction Applications

This course enables the student to plan and execute a series of interior and exterior current day building techniques involved in residential and commercial building construction. This includes wall construction, gypsum wallboard, flooring, siding and roofing installation. In addition, the student will execute plumbing techniques and learn electrical wiring codes and wiring schematics.

### Digital Photography

This course will cover the basics of the exciting world of digital photography. This foundational course covers the basics of photography: the art of seeing, composition, lighting, understanding resolution, printing/output for best results, and distribution methods. Curriculum will also cover the significant role played by the photographer in the design process.

### Drive Train Standard Transmission I

This course will provide an in-depth study of the design features, operating principles, static and dynamic test procedures of standard gear transmissions and driveline systems. The student will also learn to evaluate systematic problems logically, describe and perform service repair operations.

### Electricity 1

A basic level Electrical course which teaches simple residential circuits, basic principles of electricity, Ohm's law, installation wiring, tools & equipment, and electrical code through theory and practical labs. This course is developed for mechanically oriented trades such as machine repair/build and millwright.

### Entrepreneurship

Entrepreneurs play a key role in the Canadian economy. This course is an introduction to provide students with the basic knowledge required to plan, start, and manage a small business or some form of self-employment. It presents actual skills that students will use throughout their working lives. It will provide knowledge and skills through many practical applications for both employment situations (small businesses) and personal financial management.

### Foundations of Exercise Training

Students learn the fundamentals of proper exercise training and conditioning principles and techniques in order to increase fitness, maximize performance, and minimize injury when designing exercise programming through lectures and practice demonstrations. Students gain knowledge of how to increase fitness, maximize performance, and minimize injury when designing exercise programming. Topics of student are based on the guidelines of the National Strength and Conditioning Association, American College of Sports Medicine and Canadian Society of Exercise Physiology.

### Positive Child Guidance

This course is designed to support students on their path to becoming Registered Early Childhood Educators (R.E.C.E.) with practical strategies for supporting the social and emotional growth of children aged 1.5 to 6 years of age. This child-centred problem-solving philosophy is based on current research in child development and Early Childhood Education.

### Fundamentals – Photojournalism

This course will introduce the student to the fundamentals of the photographic process, especially as related to photojournalism and the creation of images for mass media. The course includes basic photographic terminology, some theoretical concepts and regular critiques. Students will be expected to use personal digital cameras to produce images of publishable quality for college publications and similar.

### Trade Theory 1 (General Machining)

This course is designed to introduce students to the basic level apprentice to the topics of: safety legislation lock-out and isolation procedures, protective clothing and equipment, confined space procedures, housekeeping rules, electrical and chemical hazards; the appropriate type of fire suppression system for specific fire classifications; knowledge of the units of measurement used in the trade; knowledge of the selection, safe use and care of hand & power tools used in the trade. To develop knowledge and skill in the correct use of tools in the maintenance and installation of equipment.

## Chatham Campus

### Developmental Disabilities I

In this course, students identify how history of the field of developmental disabilities in Ontario impacts current delivery of services. Students also discuss the systemic marginalization of those with developmental disabilities such as current debates in bio-ethics and labeling. Students define developmental disabilities and terminology related to the field of developmental disabilities.

### Digital Photography

This course will cover the basics of the exciting world of digital photography. This foundational course covers the basics of photography: the art of seeing, composition, lighting, understanding resolution, printing/output for best results, and distribution methods. Curriculum will also cover the significant role played by the photographer in the design process.

### Electricity

A basic level Electrical course which teaches simple residential circuits, basic principles of electricity, Ohm's law, installation wiring, tools & equipment, and electrical code through theory and practical labs. This course is developed for mechanically oriented trades such as machine repair/build and millwright.

### Interpersonal Violence in Canadian

Provides practical knowledge about facts of interpersonal violence and their influence on Canadian Society. This course will examine how different forms of interpersonal violence affect the individual and the society, in which they live and work. Topics will include interpersonal violence, personal and societal responsibilities, behaviour and lifestyle. Consequences of violence and the examination of special at-risk groups and legal issues will also be explored.

### Professional Development in Health Care

The focus of this course is to prepare students for academic success in the healthcare education programs by focusing on interpersonal skills as well as professional development strategies. Students will use research to explore career opportunities in the health-related fields including educational training, certifications, professional associations, current issues and trends, as well as ways to stay well-informed to the upcoming changes, technological advancements and best practices. The course will emphasize the importance of self-evaluation and reflection as tools for identifying the academic and career goals. Students will examine and develop, through practical sessions and activities, skills and personal traits that can have a positive effect in their career choices and professional development.

### Positive Child Guidance

This course is designed to support students on their path to becoming Registered Early Childhood Educators (R.E.C.E.) with practical strategies for supporting the social and emotional growth of children aged 1.5 to 6 years of age. This child-centred problem-solving philosophy is based on current research in child development and Early Childhood Education.

## SCHOOL WITHIN A COLLEGE (SWAC) PROGRAMS

St. Clair College is currently running four SWAC programs; Two at the Chatham campus in partnership with the Lambton District County and St. Clair Catholic School Boards and two at the Windsor Campus with the Windsor Essex Catholic and Greater Essex County School Boards. St. Clair College's SWAC model has students taking one dual credit as a class (listed below) as well as having the choice of one of the above Dual Credit options in our Thursday program for a total of 2 dual credits per semester. The college also hires a "SWAC Coordinator" who tries to create a sense of community within the SWAC classrooms through volunteer activities, guest speakers and team-building activities.

### Lifestyle & Management

Society has come to recognize that personal and collective wellness is essential to an enhanced quality of life. This course introduces the student to the concepts of wellness and provides practical strategies for developing a healthy lifestyle. Students, through lectures and practical experience and self-evaluation, will address physical fitness, nutrition, self-responsibility and social interaction. The student will create strategies to develop, design, and implement an effective personal fitness program as well as strategies to be successful at Bona Fide Fitness Requirement Standards.



## ADULT SCHOOL WITHIN A COLLEGE (SWAC) PROGRAMS

We are currently running three adult SWAC programs. Two in Windsor with WECDSD and GECDSD and one in Chatham with LKDSB. Each adult is taking two congregated dual credits shown below. We have blocked our schedule so we have congregated Dual Credits on Mondays and Fridays and the secondary work on Tuesdays, Wednesdays and Thursdays. Adult students also take part in organized volunteer placements to fulfill graduation requirements and participate in team building and leadership training excursions. We also have weekly guest speakers that focus on career services, employment opportunities and college enrollment.

### Career and College Exploration

In this course, students examine their current employability skills, determine their personal values, preferences, and goals, and develop evidence of these skills and goals for potential employers. Through reflection and research, they will develop a career portfolio that will outline their pathway from the first day of class. A series of guided activities and information sessions will help them acclimatize to college life and eventual career success.

### Interpersonal Violence in Canadian Society

Provides practical knowledge about facts of interpersonal violence and their influence on Canadian Society. This course will examine how different forms of interpersonal violence affect the individual and the society, in which they live and work. Topics will include interpersonal violence, personal and societal responsibilities, behaviour and lifestyle. Consequences of violence and the examination of special at-risk groups and legal issues will also be explored.

### Community Kitchen Campus

St. Clair College joined a partnership between the Greater Essex County District School board and the Unemployed Help Centre's Community Kitchen. Coop students work under a Red Seal Chef in this kitchen to prepare donated food from local farms and producers. The food is packaged and given to people who are economic disadvantaged from all over the community through a mobile food bank. This re-engagement strategy is for students who have already been out of school or are at risk of dropping. St. Clair College offers a dual credit at the Community Kitchen to add to the student's experience and provide a bridge to post-secondary education.

### Culinary Skills and Techniques

Students will learn the theory and basic skills associated with professional food production. Students will learn both trade terminology and the usage of typical commercial kitchen equipment, their maintenance procedures as well as the use and care of cook's hand tools. Sensory skills and the knowledge of ingredients and commodities will be gained, as students prepare a variety of hot and cold foods according to industry accepted standards.

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REGIONAL PLANNING TEAM 11  
Northwestern Ontario Regional Planning Team

[www.confederationcollege.ca](http://www.confederationcollege.ca)

### PARTNERS:

Keewatin-Patricia District School Board | Kenora Catholic District School Board  
| Lakehead District School Board | Northwest Catholic District School Board  
| Rainy River District School Board | Superior North Catholic District School Board  
| Superior Greenstone District School Board | Thunder Bay Catholic District School Board | Confederation College

## Confederation College 2017-2018

### ACTIVITIES AND FORUMS

#### Dual Credit Forum

High school teachers, college instructors and administration from across the region

gather to discuss best practices for dual credits. Participants will review dual credit (college delivered and team-taught) programs presently occurring in Northwestern Ontario while sharing resources and experiences.

### Grade 7 and 8 Student Connection

The Regional Planning Team provides opportunities for Northwestern Ontario Grade 7 and 8 students to visit Confederation main campus in Thunder Bay over a two-week period in May. Hands-on, interactive learning experiences engage students. Regional students have the opportunity to stay in the College residence facilities for an evening (teachers and chaperones will accompany). College student ambassadors for various programs assist with the interactive learning experiences.

### Evening On Campus for Grade 7 and 8 Students and Parents

This activity has students and parents on campus for an evening that includes a light meal, a welcome address from the president, tours of the main campus, and the experience of a program area of choice. Program Coordinators, along with student ambassadors highlight programs, demonstrate use of innovative technology, lead hands-on activities and answer questions.

## DUAL CREDIT PROGRAMS

### Team-Taught

#### Thunder Bay Catholic District School Board

##### Welding Connections (TMJ4C – Manufacturing Technology & WC143 – T-Joints)

Students identify and complete different welding procedures for T-joints in flat, horizontal, vertical and overhead positions. Students enrolled in Manufacturing Technology and trade relevant SHSM programs are selected. This hands-on experience provides students with a much clearer vision of a valued career path.

##### Transportation Practices (TTJ3C – Transportation Technology & HC121 – Applied Work Practices)

This course introduces students to accident prevention, various hand and power tools, measuring tools, testing and shop equipment as it applies to Motive Power Trades. Students enrolled in Transportation Technology and trade relevant SHSM programs are selected for dual credit opportunities. Non-SHSM students in the primary target group and studying technology courses may also be offered this experience.

##### Construction Connections (TCJ3C – Construction Technology & CR124 – Introduction to Carpentry and Renovations)

This dual credit is part of the board's Construction Specialist High Skills Major program. Many of the students in this program were disengaged in Grades 9 and 10, and through this experience have become focused on an Apprenticeship pathway.

##### Drafting Connections (TDJ3M – Technological Design & CE140 – Basic Drafting)

Students in Grade 11 and 12 drafting courses are aligned with Confederation College Engineering Technology programs through SHSM programs (Manufacturing and Construction). The program is delivered in the Thunder Bay Catholic DSB high schools with several trips to the college campus during the program.

#### Superior Greenstone District School Board

##### Technology Connections (TCJ4C – Construction Technology & CT125 – Construction Tools & Safety 1)

Technology Connections is offered at three high schools – Marathon, Terrace Bay and Geraldton. This program extends opportunities for students to acquire basic trade skills. Students see the daily application of high school technology skills to the workplace and understand their relevancy for the world of work.

##### Welding (TMJ3E/C – Manufacturing Technology & WC143 – T-Joints)

This welding dual credit program is offered at four high schools – Manitouwadge, Marathon, Red Rock and Terrace Bay. Students have the opportunity to learn about one of the most popular trades – welding. Students in this program will have the opportunity to see a clear pathway between high school and post-secondary education and discover their potential for success in a college program.



## Keewatin Patricia District School Board

### Health Care and Wellness (TPC3/4C – Health Care & PW205 – Structure and Function of the Human Body)

The college course enhances learning about the immune system, disease, diagnostic methods, and treatment. Students have opportunities to expand their awareness of worker's health and safety issues, environmental and societal issues related to health care, and career destinations in this exciting field.

### Wellness & Health for Life (PAF30 – Personal and Fitness Activities & AS220 – Wellness for Life)

Students learn about a broad range of health-related issues. The expectations within the curriculum of both courses promote healthy active living through the development of physical, social, and personal skills.

## Lakehead District School Board

### Transportation Link (TTA4C – Transportation Technology: Auto Service & HC121 – Applied Work Practices)

This program is designed to take students in Grades 11 and 12 from all areas and engage them in opportunities in the Automotive and Transportation sector. Students enrolled in Transportation Technology and trade relevant SHSM programs are selected for dual credit studies. The in-school and practical work-based cooperative curriculum takes place at Westgate C&V and at Confederation College.

### Manufacturing Link (TMJ4E/4C – Manufacturing Technology & WC143 – T-Joints)

Students identify and complete different welding procedures for T-joints in flat, horizontal, vertical and overhead positions. Students enrolled in Manufacturing Technology and trade relevant SHSM programs are selected. This hands-on experience provides students with a much clearer vision of a valued career path.

### Aviation Link (TTL3C – Transportation Technology: Light Aircraft & AM130 – Aircraft Construction and Science)

Students experience authentic aviation experiences in Confederation College's Aviation Centre of Excellence at Thunder Bay International Airport. The focus of the program is to engage students who are interested in pursuing the Aviation and Aerospace career path. The in-school and practical work-based cooperative curriculum will take place on-site at the Thunder Bay International Airport.

### Justice and Community Safety Link (CLU3M – Understanding Canadian Law & PF331 – Criminology)

This program expands on an existing partnership between the Police Foundations Program at Confederation College and the Grade 11 Law Class at Hammarskjöld High School. This program hopes to encourage primary target group students to consider post-secondary studies at the college level.

## Rainy River District School Board

### Hospitality and Tourism (CGG30 – Regional Geography: Travel & Tourism & TT117 – Outdoor Adventure Principles)

This program will provide the students that are otherwise disengaged from school and the traditional classroom setting with a basic understanding of the key issues involved in the hospitality industry. Through lectures and field trips to local hotels, restaurants, tourist sites, resorts and institutional facilities, students will experience the variety of hospitality operations and career paths available. They will be encouraged to take co-operative education in this career path in their senior high school years. This program is offered at Atikokan High School.

### Building Community (TCJ4E – Construction Technology & CR124 – Introduction to Carpentry and Renovations)

The focus is to provide students with an introduction to the essential skills and employment competencies needed in the skilled trades, specifically residential and light commercial construction. Students will interpret construction drawings, and finish (wiring, plumbing, insulating, dry walling) a building. Through this practical experience students will gain technical knowledge and skills, experience the need for safety on the job site, problem solve, and work as part of a team. At the same time students will "test drive" a career in this field. Once completed this building will be used by staff and students; building capacity for their expanding outdoor education program.

### Get Outside & Leading to Your Future (PAD40 – Outdoor Education & TT213 – Outdoor Adventure Principles)

Get Outside is offered at Atikokan High School and Leading Your Future is offered at Rainy River High School and Fort Frances High School. The focus is to provide students with practical applications in the field of recreation and leisure services. Students will discover how their personal skills and strengths match the variety of opportunities for work in this career field. They will provide leadership to peers and community members in a variety of seasonal recreation activities. They will take lessons from the classroom, and using community resources, practically apply their newly learned skills to develop community and school-based programs and leisure pursuits. Students in this program will have the opportunity to see a clear pathway between high school and post-secondary education and discover their potential for success in a college.

### FNMI – Foods and Culture (HFC3M – Food and Culture & GEO080 – Foods of the Americas)

The course focuses on building skills for success for FNMI students. It increases opportunities these students and allows them to have access to a course that takes into account their cultural beliefs while working towards preparing and planning for post-secondary options. The Student Success Team recommends students and supports students to ensure success.

### FNMI – Outdoor Education (PAD30 – Outdoor Activities & TT330 – Adventure Expeditions)

Theoretical and applied principles required to understand and demonstrate competency in a variety of outdoor adventure pursuits are presented and practiced. Through self-propelled outdoor adventure pursuits, such as canoeing, climbing and hiking, students experience natural and cultural aspects of our local first nation communities and areas that are relevant to the settings in which these pursuits take place. This course targets FNMI students who are at-risk and who need support with attaining success and pathway planning. The course incorporates aboriginal curriculum into course content.

### FNMI – Hospitality and Tourism (TFI3C – Hospitality and Tourism & GEO80 – Foods of the Americas)

The program focus is to provide FNMI students with a foundation in the traditional foods of aboriginal people including the techniques, customs and culture surrounding the gathering, preparation, and serving of food. The students are engaged in a practical experience that allows them to develop skills that are transferable to other courses and highlights the various pathways available to them. There is also a focus on essential employability skills. The course is culturally relevant to FNMI students.

### FNMI – Contemporary Indigenous Issues and Perspectives RRHS (NDW4M – Indigenous Peoples: Issues in Global Context & LV109 – Indigenous Identity and Relationship to the Land)

This experiential course has students experience and explore Indigenous cosmology(s), knowledge(s) and world view(s) as it relates to the land. The influence of land on Indigenous worldview(s) provides a way of understanding contemporary perspectives on identity and self-determination. In addition, students are encouraged to examine and locate their own identity and worldview in relation to these concepts. This program targets FNMI students who are at-risk and who need support with attaining success and pathway planning. FNMI students will find engagement and opportunities in a setting that connects them to their life experiences and culture.

## COLLEGE DELIVERED

### Kenora Catholic District School Board

#### Building Skills for Success (JEB4T/GE113)

This dual credit experience is for students that are underachieving, struggling to find purpose in completing high school, and/or are unsure of their plans. This course will provide students with the tools they need to develop the skills, knowledge and attitudes for building a successful post-secondary future.

#### Northern Hospitality (TT118/TJF4T & TT213/TJK4T)

This dual credit enriches the knowledge, skills and values for students and create an interest in this career path. It supports students in an important industry in the region and allow students to develop skills that may lead to employment in this sector.

### **Creating Spaces (CR125/TSF4T & TP155/TAP4T)**

Creating Spaces is a dual credit program that develops the students' construction skills and for some new thoughts on a career path. Students from two school boards (KCDSB and KPDSB) enter the world of work in this full day experience at the Multi Skills Center that is a shared facility with the Confederation College.

### **Thunder Bay Catholic DSB & Lakehead DSB**

#### **College Now – Thunder Bay**

This program brings “at risk” and FNMI students to the college to take part in dual credit courses. Students gain a clearer understanding of both their present and future educational needs. Students, referred by their home school's Student Success Team, come from a variety of educational experiences. Some have challenges affecting their success in the home school but have interest in a college future. Others need this experience during the final year of high school to explore post-secondary options to better prepare for college. This experience builds confidence, increases graduation rates, and improves the transition from high school to post-secondary education.

#### **Keewatin Patricia District School Board**

##### **Building Skills for Success (JEB4T & GE 113 – Building Skills for Success)**

This course engages “at risk” students in a college experience and dual-credit that focuses on student success. This online course will serve as a prerequisite for future decisions. This program is designed to expose “at risk” high school students to the college curriculum while continuing their high school education. With a college future in mind, these students will better understand both their present and future educational needs. Students will come from a variety of educational placements. Students from alternative programs will be considered. Students selected may be experiencing challenges affecting their success in their present school program but are interested in pursuing post-secondary opportunities at the college. Some students selected may be referred by their program coordinator and principal who recognize the need for a college experience during high school to better prepare the student for college entrance.

##### **Welding Works (TLM4T – T-Joints & WC143 – Welding)**

Students will identify and complete the different welding procedures for T-joints in flat, horizontal, vertical and overhead positions. Welding exercises are demonstrated using 6010-11 and 7018 electrodes in these positions and specific safety precautions for overhead welding are addressed. This course is offered to disengaged students that have been involved in trade-appropriate courses and co-op placements including mature students and late leavers who are interested in welding that is not available as a course at Dryden High School.

### **SWAC: CONFEDERATION COLLEGE**

#### **LPS.TBC – College Link/Jump Start SWAC**

College Link (Lakehead DSB) and College Jump Start (Thunder Bay CDSB) are secondary SWAC programs offered by the respective school boards at Confederation College. Both are student success programs emphasizing communication, literacy and planning for the future. Students complete credits with the goal of earning an OSSD. The dual-credits provide students the opportunity to experience college, earn credit(s), and therefore be better prepared for the future.

#### **FNMI-LPS.TBCDSB – SWAC SAM/MISOL**

Lakehead Public Schools runs a SAM (Single Adolescent Mothers) and a MISOL (Mothers in Search of Learning) program at Confederation College. The SAM program offers pregnant teens an alternative program to get their credits along with a variety of ongoing programs such as parenting, prenatal, nutrition and budgeting. The MISOL Program is a program to assist young mothers in their return to school and to provide an opportunity for them to obtain their Ontario Secondary School Diploma. Individualized timetables are set for each student. This program has approximately 40 to 60 students attending, of which approximately 85% are self-identified as Indigenous. The Thunder Bay Catholic District School Board is also a partner in this initiative.

#### **KPDSB – SWAC Trades Focus Program**

This program is designed to engage at risk students in an on-campus college experience and dual-credit opportunity that focuses on meeting the needs of the students towards obtaining a secondary school diploma while establishing a connection to the college and post-secondary pathway. Students are also given the

opportunity to earn more high school credits via independent learning courses, as well as co-op credits.

#### **FNMI – SWAC – Sioux Lookout**

Currently there are approximately 40 FNMI students between the ages of 16 to 20, with varied past lives and experiences in their secondary school setting, who are attending the full day Queen Elizabeth High School's Alternative Learning Connections program. This program is for students who are not able to complete their studies within a high school setting for various reasons. By offering this FNMI SWAC program that includes two congregated classes, better linkages between the college system and these aboriginal secondary school students will be created.

### **OTHER COURSES**

#### **First Nation Schools**

##### **FN – Denis Franklin Cromarty (TSR4T & CR124 – Basic Hand Tools in Construction & PLJ4T & RL130 – Recreational Leadership)**

The AASHOKAN is a project offered to a private Aboriginal high school (Northern Nishnawbe Education Council). The purpose of the program is to engage “at risk” students in a college experience and dual-credits that focus on student success. The dual-credits provide students the opportunity to experience college, earn high school credits, and therefore be better prepared for the future. This program is designed to bring “at risk” high school students to the college environment while continuing their high school education. With a college future in mind, these students will better understand both their present and future educational needs.

##### **FN – Kenora**

This is a project offered to a private Aboriginal high school – Sakatchewan Anishinabe School. The purpose of the program is to engage “at risk” students in a college experience and dual-credits that focus on student success. The dual-credits provide students the opportunity to experience college, earn high school credits, and therefore be better prepared for the future.

##### **FN – Pelican Falls (PLJ4T & RL130 – Recreational Leadership)**

This is a pilot project offered to a private Aboriginal high school, Pelican Falls First Nation High School. The purpose of the program is to engage “at risk” students in a college experience and dual-credits that focus on student success. The dual-credits provide students the opportunity to experience college, earn high school credits, and therefore be better prepared for the future.

### **Summer School Programs – College Delivered**

#### **LPS & TBC – College Link/Jump Start Summer SWAC/DC**

#### **AFI4T & MM130 – Digital Photography and Image Editing**

#### **IBI4T & MC155 – Microsoft Office Applications**

#### **TAP4T & TP155 – Trade Studies 1**

#### **TKJ4T & CU140 – Nutritional Theory/Food Principles**

College Link and College Jump Start are existing SWAC programs at Confederation College. A summer program supports and fosters the continued re-engagement of students, which is often lost with a two-month gap. Students registered in the existing SWAC programs are the primary target group. For many of these students the summer extension would move them closer to their goal of an OSSD. In addition, students that are unsuccessful on the OSSLT would be encouraged to enter a dual credit experience while taking the OSSLC with the goal of achieving a successful educational experience after the OSSLT disappointment. It is very likely that these students will return to their home schools for their third year of high school without the need to retake the OSSLT or timetable the OSSLC, and a renewed confidence for post-secondary options in their future.

#### **Dryden – Dual Credit Summer SWAC**

#### **TLM4T & WC123 – Welding (T-Joints)**

#### **AFI4T & MM130 – Digital Photography and Image Editing**

College Connection is an existing SWAC program at Confederation College Dryden Campus. It supports and fosters the continued re-engagement of some of the primary target group of students. Students exit the summer program with a more defined pathway in secondary school and a road to graduation, as well as transitioning out of secondary school.





#### Dryden – Summer School

##### TLM4T & WC123 – Welding (T-Joints)

A College Connection Dual Credit Summer Program supports and fosters the continued re-engagement and potential of the senior cohort who are disengaged, under achieving and/or behind in credit accumulation. This welding dual credit is hard to schedule with the instructor and school during the school year.

#### Kenora – Summer School

##### TLM4T & WC123 – Welding (T-Joints)

College Connection Dual Credit Summer Program in Kenora supports and fosters the continued re-engagement of some of our most vulnerable youth who are under achieving and/or behind in credit accumulation. Students benefit from the summer program with a more defined pathway in secondary school and a road to graduation, as well as, transitioning out of secondary school.

#### Sioux Lookout FNMI Summer Dual Credit

##### PLJ4T & RL130 – Recreational Leadership

College Connection Summer SWAC program is at Confederation College Sioux Lookout Campus with a primary target group of at-risk indigenous students. This program continues to build and sustain better linkages between the college system and these aboriginal secondary school students while increasing and improving transitions of these students to college.

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#### ÉQUIPE DE PLANIFICATION RÉGIONALE #12

#### Équipe de planification régionale de l'Est de l'Ontario

[www.collegeboreal.ca](http://www.collegeboreal.ca)

[www.collegelacite.ca](http://www.collegelacite.ca)

#### PARTENAIRES:

Conseil des écoles catholiques du Centre-Est | Conseil des écoles publiques de l'Est de l'Ontario | Conseil scolaire de district catholique de l'Est ontarien | Centre Jules-Léger | La Cité | Collège Boréal

#### COURS OFFERTS PAR LA CITÉ SUR LE CAMPUS ET/OU DANS LES ÉCOLES

##### Architecture d'un système d'exploitation Linux

Ce cours permet à l'étudiant de maîtriser des aspects élémentaires et intermédiaires des systèmes d'exploitation. La plateforme utilisée sera Linux.

##### Bien-être de l'enfant

Ce cours porte sur la santé et la sécurité mentale et physique de l'enfant de 0 à 12 ans. C'est l'étude de la nutrition de l'enfant, des maladies infantiles, ainsi que de toutes les composantes qui amènent et maintiennent le bien-être de l'enfant. Il est aussi question des pratiques universelles d'hygiène dans les services à l'enfance et des éléments de puériculture.

##### Conditionnement physique et mieux-être

Ce cours a pour but d'amener les étudiants à avoir un mode de vie sain afin de minimiser le stress négatif lié à la profession de paramédic. De plus, ce cours vise à améliorer la condition physique et mentale de l'étudiant afin de mieux le préparer aux exigences de la profession. L'étudiant doit acquérir un mode de vie sain, une bonne alimentation, une bonne force physique, une bonne souplesse et une bonne capacité aérobique. Ce cours est donné en première étape pour permettre à l'étudiant de construire dans le cadre du programme un mode de vie qu'il devra suivre tout au long de sa carrière. Ce cours prépare également au cours de conditionnement physique et techniques d'autodéfense.

##### Conditionnement physique et tactiques de défense et de contrôle

Ce cours incite les étudiants à développer les qualités fonctionnelles énergétiques requises des milieux policiers telles que l'endurance anaérobie, l'endurance aérobie, la force et l'endurance musculaires, la vitesse, la puissance musculaire et la flexibilité. De plus, ce cours initie les étudiants, par la pratique, aux principes/techniques de base d'auto-défense et d'intervention de crise tout en respectant le continuum de force. Finalement, les étudiants développeront un mode de vie sain pour minimiser le stress négatif lié à une carrière dans les services policiers.

##### Connaissance des ressources communautaires

Ce cours permet à l'étudiant de faire la découverte des organismes, des agences et des établissements faisant partie du réseau des services sociaux de la région. L'étudiant prend connaissance du mandat et des services offerts par chaque organisme par le biais de présentations et en participant activement aux exposés en salle de classe. Il développera également les connaissances nécessaires afin d'identifier les besoins d'un client pour le référer aux ressources appropriées. L'utilisation de répertoires de ressources communautaires, d'engins de recherche électroniques ainsi qu'une rencontre individuelle avec un intervenant d'un des services ou organismes communautaires de la région seront des outils d'apprentissage importants.

##### Dessin

Ce cours met l'accent sur les principes essentiels du dessin, de sa plus simple expression à la tierce dimension. L'étudiant découvrira le point, la ligne, la forme, les proportions et la texture d'éléments qui l'entourent. Par le biais de la composition, il sera appelé à développer son sens de l'exploration et de l'observation. Il s'attardera sur les jeux d'ombres et de lumière d'objets qu'il esquissera sous formes de tons nuancés et de contrastes clair-obscur. Diverses techniques et médiums seront utilisés pour l'amener à transposer ses concepts sur papier.

##### Essentiels de la boulangerie et de la pâtisserie 1

Le cours vise à l'acquisition des compétences de base dans la préparation des desserts de pâte et de crème ainsi qu'une variété de pains. L'étudiant sera amené à confectionner divers produits de pâtisserie et de boulangerie ainsi que de la meringue et des sirops.

##### Exploration des métiers

Dans le cadre de ce cours, l'étudiant explore comment, par ses recherches et sa perspicacité, l'être humain en innovant sans cesse, a développé de nouvelles façons de faire et des technologies vertes qui modifient les métiers traditionnels, bouleversant le monde du travail actuel. En plus d'être sensibilisé aux différentes technologies relatives au bâtiment et à l'automobile, l'étudiant est amené à réfléchir, à travers l'exploration de différentes carrières, comment sélectionner un métier, une technique ou une profession, les conditions de travail et les exigences pour y accéder.

##### Incendies 1

Dans ce cours, tu seras exposé à la structure organisationnelle des services d'incendie, les pratiques de santé et de sécurité, la construction des bâtiments et les opérations de lutte contre les incendies. De plus, tu pourras faire des exercices pratiques reflétant des éléments de base du travail d'un pompier.

##### Initiation à la prise de vue

Ce cours te permettra d'acquérir les notions photographiques nécessaires à la prise de vue. À l'aide de travaux pratiques, tu seras initié au maniement de l'appareil photographique et du flash portatif, au contrôle de l'exposition et au choix de la focale. Tu apprendras également à observer la lumière, anticiper son effet et produire des images respectant les principes de base d'une composition photographique.

##### Labo 1 en neurodiagnostique

L'étudiant effectuera des mesures sur le patient à l'aide du système international de mesure 10 - 20. Il préparera la peau et appliquera les électrodes selon les protocoles en vigueur. L'étudiant utilisera les appareils et équipements neurodiagnostics de façon sécuritaire.

##### Marketing, gestion et vente

Ce cours te donnera une initiation au domaine de la vente et de la représentation en visitant les divers aspects de la relation avec les clients et la mise en marché des produits. Pour obtenir ton crédit secondaire, tu dois réussir les trois volets.

### Principes de gestion

Ce cours est une introduction au monde des affaires, à l'entreprise et à ses principales fonctions. Il traite du rôle et des fonctions du gestionnaire, ainsi que des méthodes de résolution de problèmes et de prise de décisions. On y aborde également les principaux éléments du processus de gestion soit la planification, l'organisation, la direction et le contrôle.

### Psychologie du développement I

Ce cours est le premier de deux cours consacrés au développement de la personne. On y traite d'abord des différentes perspectives théoriques concernant le développement humain, des facteurs qui l'influencent et des méthodes de recherches utilisées dans le domaine. On se penche ensuite sur les changements multidimensionnels qui marquent le cours du développement normal (en mettant l'accent sur les changements de nature physique, intellectuelle et sociale, de la conception à la fin de l'enfance [12 ans]). À la lumière des théories de recherches dans le domaine, on aborde l'étude de divers phénomènes, événements, ou problèmes particuliers à certaines périodes de la vie. Il est alors question de faire ressortir les capacités, les difficultés et les besoins des individus de chaque âge et les facteurs qui peuvent influencer le cours du développement.

### Psychologie du développement de l'enfant de 0 à 4 ans

Ce cours est le premier de deux cours consacrés au développement de l'enfant. On y traite d'abord des différentes perspectives théoriques concernant le développement humain, des facteurs qui l'influencent et des méthodes de recherche utilisées dans ce domaine. On se penche ensuite sur les changements multidimensionnels qui marquent le cours du développement normal (en mettant l'accent sur les changements de nature physique, cognitive, morale et socio-affective), de la conception à l'âge de 4 ans. À la lumière des théories et des recherches dans le domaine, on vise à faire ressortir les capacités, les difficultés et les besoins des enfants de chaque âge, ainsi que les facteurs qui peuvent influencer le cours de leur développement.

### Recherche et sauvetage

Dans le cadre de ce cours, l'élève recevra une formation basée sur le programme national de recherche et sauvetage. L'élève se familiarisera avec les différents types et processus de recherche et la structure organisationnelle l'entourant. D'autre part, l'élève sera en mesure d'anticiper les comportements probables chez les personnes disparues. De plus, ils pourront interpréter les différents outils utilisés tels que les cartes topographiques, la boussole, le SPG et la radio. Pour finir, l'élève développera des mécanismes et des mesures de survie.

### Relations interculturelles

Ce cours vise à sensibiliser les étudiants à l'impact de la culture sur la personne et à favoriser des attitudes de tolérance et d'ouverture face aux autres cultures et religions de ce monde. Il permet également aux étudiants de parfaire leurs habiletés à communiquer avec des personnes de cultures différentes.

### Stratégies d'enseignement

Ce cours initie l'étudiant aux concepts, techniques et habiletés liés au processus d'enseignement-apprentissage. L'optique de ce cours est de situer l'activité d'enseignement au sein du rôle d'intervenant et d'aider les étudiants à devenir compétents dans cette activité. La didactique de matières académiques incluant l'informatique, les habiletés sociales et les scénarios sociaux, ainsi que les concepts psycho-moteurs et autres stratégies d'intervention y seront abordés.

### Techniques culinaires

Ce cours permet à l'étudiant d'acquérir les connaissances nécessaires aux préparations culinaires de base, d'identifier les techniques qui s'appliquent à la préparation et à la cuisson des divers produits alimentaires, et ce, dans le respect des règles d'hygiène et de sécurité en vigueur dans l'industrie. L'étudiant identifiera les sources de contamination et les solutions correctives à appliquer pour créer un environnement sécuritaire. L'apprentissage se fait en participant activement aux activités tout autant qu'en observant un chef cuisinier en action.

### Techniques de contrôle

Ce cours incite les étudiants à développer les qualités fonctionnelles énergétiques requises des milieux policiers, telles l'endurance aérobie, l'endurance anaérobie, la force et l'endurance musculaires, la vitesse, la puissance musculaire et la flexibilité. De plus, les étudiants choisiront un mode de vie sain pour minimiser le stress négatif lié à une carrière dans les services policiers. Finalement, le cours donne

l'occasion de mettre en application les principes/techniques de base d'autodéfense et d'intervention en cas de crise.

### Technologie de la construction résidentielle

Ce cours porte sur les techniques de constructions résidentielles. Il comporte également une section qui traite des matériaux standards utilisés dans toutes les sphères de la construction résidentielle, leurs origines et leurs méthodes de fabrications en usine, des règles à suivre en ce qui a trait à l'interface des matériaux dissimilaires, ainsi que le respect des règles de l'art qui permettent la construction de qualité. L'étudiant se penchera également les techniques d'érection des structures en bois, la mise en place des finis architecturaux ainsi que sur la coordination des différents systèmes mécaniques et électriques. Des notions de base du logiciel Excel et les concepts de « bâtiment écologique » seront également étudiés. Des visites de chantier résidentiels sont prévues et permettront aux étudiants de rédiger des rapports de visite, de présenter un projet de recherche en classe et de s'exprimer en diffusant des messages sous forme d'images, de dessins, de sigles ou de symboles facilement compréhensibles par un auditoire ciblé. Les étudiants seront aussi initiés au dessin normalisé.

### Terminologie médicale et perception en psychologie

Ce cours te permettra d'apprendre les bases des racines grecques et latines, ainsi que diverses abréviations. Tu pourras donc mieux apprendre les termes médicaux en comprenant leurs radicaux (partis des mots). Tu verras les termes scientifiques pour décrire les systèmes du corps humain et un aperçu de la terminologie anglaise équivalente aux termes français étudiés. Dans un second temps, tu étudieras le processus de perception chez l'être humain : la sensation versus la perception ; les mécanismes auditifs, olfactifs et visuels ; les trois temps du processus perceptif et les indices permettant une perception à trois dimensions de l'environnement.

## COURS OFFERT PAR LE COLLÈGE BORÉAL SUR LE CAMPUS D'ALFRED

### Introduction à la profession (vétérinaire)

Ce cours constitue une initiation aux professions, organismes et établissements reliés aux soins des animaux et à la recherche dans le domaine de la santé animale. Il comprend l'introduction au guide des soins aux animaux du Centre de santé animale ainsi que l'étude des questions éthiques et juridiques relatives aux lois et règlements concernant l'utilisation des animaux et l'étude comparative de la profession dans différentes provinces canadiennes. Ce cours permet de se familiariser avec le domaine des soins vétérinaires, les débouchés qui s'y rattachent et ses principaux champs d'intérêt.

## COURS OFFERT PAR LE COLLÈGE LA CITÉ SUR LE CAMPUS D'ALFRED

### Introduction aux productions animales

Ce cours a pour but d'étudier le fonctionnement de l'industrie animale en Ontario et au Canada. L'étudiant sera introduit aux principes de base des régies d'alimentation, de reproduction et de logement des différents élevages agricoles. De plus, l'étudiant se familiarisera avec les nouvelles technologies utilisées en production et les principaux enjeux qui influenceront l'avenir de l'industrie animale.

### Machinerie agricole/développement durable

L'étudiant sera en mesure d'identifier les composantes des tracteurs et de l'équipement nécessaire pour la préparation des sols, les semis, l'application des amendements et l'entretien des cultures. Les principes de fonctionnement de ces composantes seront aussi étudiés. De plus, des éléments de sécurité reliés aux tracteurs et à la machinerie seront abordés. Développement durable : Le concept « penser globalement, agir localement » expliquera la portée des gestes quotidiens. Ce cours mettra l'accent sur la mise en application du développement durable en particulier sur des initiatives pour protéger l'environnement et informer les citoyens de l'importance de cette initiative. Le projet vert sera exploré et des idées sur comment aider sa ville et son quartier seront discutées.

## COURS EN LIGNE OFFERTS PAR LA CITÉ

### Cycles de la vie

Ce cours est consacré principalement au développement de la personne, de la naissance à l'âge avancé. L'étudiant se familiarisera avec les stades de développement, les changements physiques,



intellectuels, affectifs et sociaux qui les caractérisent ainsi que les facteurs qui les influencent. Puis, un aperçu des notions de base sur la famille permet à l'étudiant de comprendre l'influence des situations de maladie sur le système familial et inversement, l'influence de la famille sur les comportements de santé de l'individu.

### ***Histoire, culture et réalités autochtones***

Trois peuples autochtones sont reconnus au Canada : les Premières nations, les Métis et les Inuit. La culture autochtone est à la fois fascinante et méconnue de la plupart des Canadiens. Dans cette première partie du cours, vous allez découvrir les pratiques culturelles des premiers peuples canadiens. Ensuite, les contextes sociohistorique, socioéconomique, juridique et politique dans lesquels les communautés autochtones ont évolué vous seront présentés. Dans cette deuxième partie du cours, vous allez découvrir l'héritage culturel de ce peuple ainsi que les situations auxquelles les Autochtones sont confrontés de manière contemporaine.

### ***Principes de gestion***

Ce cours est une introduction au monde des affaires, à l'entreprise et à ses principales fonctions. Il traite du rôle et des fonctions du gestionnaire, ainsi que des méthodes de résolution de problèmes et de prise de décisions. On y aborde également les principaux éléments du processus de gestion soit la planification, l'organisation, la direction et le contrôle.

### ***Principes de marketing I***

Ce cours permet à l'étudiant de se familiariser avec les éléments de base du marketing tels que les stratégies de produits, de prix, de distribution et de promotion. On y étudie également le rôle du consommateur dans sa décision d'achat, la contribution du marketing au système économique, la segmentation du marché pour satisfaire le consommateur et le cycle de vie d'un produit. L'analyse de l'environnement marketing sera aussi étudiée dans le cadre du cours.

## **COURS EN LIGNE OFFERTS PAR LE COLLÈGE BORÉAL**

### ***Biologie humaine générale***

Ce cours comprend une introduction aux notions de base d'anatomie et de physiologie humaines. En étudiant les appareils locomoteur, digestif, respiratoire, cardio-vasculaire, urinaire, endocrinien, neurologique et reproducteur, on met l'accent sur les concepts généraux de la structure et du fonctionnement du corps humain.

### ***Culture métisse, histoire d'un peuple vaillant***

Ce cours permet à l'étudiante ou l'étudiant de se familiariser avec la culture métisse et le peuple Métis. Ce cours comporte cinq parties qui font le survol de ce peuple courageux qui a subi plusieurs épreuves et qui continue encore à revendiquer ses droits auprès des gouvernements canadiens : l'arrivée des Européens et la création de ce nouveau peuple originalement appelé « bois brûlé », « chicot » ou « half-breed », entre autres; les traditions, les valeurs, les croyances et la culture métisse; les contributions des Métis à la culture canadienne et aux langues française et anglaise, et les diverses organisations métisses au Canada; les grandes batailles et les personnages clés qui ont contribué au développement et à la croissance de ce peuple; et enfin, l'obtention des droits du peuple métis, les revendications et les débats qui se poursuivent toujours à l'heure actuelle.

### ***Logiciels Microsoft***

Ce cours sert d'initiation à l'informatique et aux communications. D'abord, l'étudiante ou l'étudiant perfectionne ses connaissances de base en informatique tout en se familiarisant avec des logiciels de bureau et l'environnement technologique du collège. Ensuite, des outils technologiques sont étudiés et utilisés dans des situations pratiques reliées au marché du travail.

### ***Terminologie médicale***

Ce cours permet à l'étudiant de développer les aptitudes nécessaires à analyser les termes médicaux. Le langage de la médecine relève surtout du latin et du grec; cette méthode, qui permet de décortiquer les mots, facilite la mémorisation et la compréhension des termes dans les sciences de la santé.

## **NIVEAU 1 APPRENTISSAGE OFFERTS PAR LA CITÉ**

### ***Charpenterie-Menuiserie***

Acquérez les connaissances relatives aux étapes d'un projet de construction, de la fabrication des coffrages en béton pour les fondations jusqu'aux éléments de finition intérieure comme les portes, les moulures et les escaliers, et apprenez à utiliser de

façon adéquate et sécuritaire plusieurs outils et instruments de travail essentiels au métier.

### ***Électricien – construction et entretien***

Le programme permet à l'apprenti d'être en mesure d'accomplir les bases des tâches associées au poste d'apprenti électricien telles que planifier des installations électriques à partir de plans et de spécifications et détecter les défaillances dans les systèmes et dans l'appareillage électrique et électronique. L'électricien agence, assemble, répare, entretient, raccorde et vérifie les divers appareils électriques, le matériel de commande et le câblage. Il s'occupe également des systèmes d'alarme, de communication, d'éclairage et d'alimentation électrique.

### ***Plombier***

Les élèves apprendront à installer, réparer et entretenir de la tuyauterie, des accessoires et autre matériel de plomberie servant à la distribution de l'eau et à l'évacuation des eaux usées tant dans les maisons privées que dans les bâtiments commerciaux ou industriels. Permet à l'élève de vivre une transition harmonieuse vers le collège.

### ***Praticienne au développement de l'enfant***

Ce programme est axé sur l'apprentissage des techniques de soins et d'éducation des enfants de 12 ans et moins. L'élève acquerra, dans les domaines de l'intervention et de la programmation d'activités, tout un éventail de connaissances et de techniques adaptées à cette jeune clientèle. Il apprendra à préparer et à animer un programme éducatif visant le développement moteur, intellectuel, social, créatif et émotionnel de l'enfant.

### ***Technicien d'entretien automobile***

Le programme permet à l'apprenti d'acquérir les compétences de base et les habiletés nécessaires pour débiter une formation qui le mènera à un poste de technicien d'entretien automobile. L'étudiant étudie les moteurs, les systèmes électriques et électroniques, les freins, la direction, le groupe motopropulseur et le système de suspension. Il pourra localiser et réparer les défauts, entretenir les automobiles et les camions légers.

## **ÉCOLE AU COLLÈGE**

### ***L'école au collège pendant l'année scolaire***

Le programme École au collège se poursuit cette année aux 2 semestres. Dans le but de raccrocher les élèves à l'école, d'augmenter le taux d'obtention du DESO des élèves à risque et de favoriser leur transition vers leur première destination postsecondaire, les élèves des trois conseils scolaires francophones de l'Est ontarien qui répondaient aux critères d'admission ont pu s'inscrire au programme École au collège offert sur le campus principal de La Cité de septembre 2017 à juin 2018.

### ***L'école au collège à l'été***

Fort du succès des années précédentes, l'EPR 12 offrira à nouveau le programme École au collège sur le campus de La Cité en juillet 2018. Pour une quatrième année consécutive, les élèves pourront suivre un DRC en plus de compléter un cours du curriculum secondaire pendant l'été afin de leur permettre d'accumuler des crédits envers leur DESO.

## **ACTIVITÉS ET FORUMS**

### ***Forum IJEC***

Sous le thème « Quand la DRC rend service aux MHS » l'activité se déroulera au campus principal de La Cité, le 27 novembre 2018. Le but du Forum sera de permettre aux enseignantes et enseignants des écoles secondaire de mieux comprendre les exigences et les responsabilités en lien avec les cours DRC, de faire des liens entre ceux-ci et les programmes MHS ainsi que de favoriser une transition harmonieuse des élèves vers les études collégiales ou vers l'apprentissage.

### ***Journées d'exploration de carrières pour les élèves de 9<sup>e</sup> année***

En mai 2019, La Cité et les trois conseils scolaires de la région de l'Est organiseront des journées d'exploration pratique destinée aux élèves de la 9<sup>e</sup> année. Par le biais d'ateliers, les élèves découvriront divers programmes d'études postsecondaires et d'apprentissages. Cette activité d'une journée pour chacun des conseils scolaires se déroulera sur le campus d'Ottawa de La Cité.

### ***Journées d'exploration pour les élèves de la 6<sup>e</sup> année***

Pour une cinquième année consécutive, les élèves de 6<sup>e</sup> année des trois conseils



scolaires de l'Est participeront à des ateliers pratiques sur le campus de La Cité dans le but de découvrir une panoplie d'options postsecondaires. Les élèves auront la possibilité de participer à des activités pratiques dans divers domaines offert au niveau collégial. Cette activité se déroulera sur trois jours au mois de juin 2019.

**Journées d'exploration dans les métiers pour les élèves de 7<sup>e</sup> et 8<sup>e</sup> années**  
Grâce au financement, des élèves de 7<sup>e</sup> et 8<sup>e</sup> années de la région ont eu l'occasion de participer à des activités pratiques dans les domaines de la charpenterie, de la plomberie et de la maçonnerie. Cette activité a eu lieu le vendredi 2 novembre 2018. Les élèves ont ainsi été initiés à certains domaines des métiers spécialisés.

**Contact:** Caroline Carrière (Présidente de l'ÉPR 12)  
Conseil scolaire de district catholique de l'Est Ontarien  
613-675-4826  
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## REGIONAL PLANNING TEAM 13 Central Lakes Regional Planning Team

[www.georgiancollege.ca](http://www.georgiancollege.ca)

### PARTNERS:

Bluewater District School Board | Bruce-Grey Catholic District School Board  
| Simcoe County District School Board | Simcoe Muskoka Catholic District  
School Board | Trillium Lakelands District School Board | Georgian College

### ACTIVITIES

#### After Graduation

After Graduation is a one-day motivational experience for grade 12 students about to complete secondary school without clear career plans. They may be disengaged, overwhelmed or under motivated, but each has potential to achieve. This community effort brings employers and educators together to tell students about jobs available with a high school diploma and those that require post-secondary education. Our keynote speaker will focus on dispelling the myths surrounding life after high school.

#### Dual Credit Instructor Forums

Each semester all Dual Credit secondary teachers and faculty are invited to a Dual Credit Instructors Forum to prepare for the work ahead. The Forums allow for efficient distribution of information and resources, the opportunity to forge relationships and a chance to set expectations for delivery and communication. In addition, college faculty new to dual credit are invited to a workshop twice a year facilitated by the Centre for Teaching and Learning at Georgian College for specific preparation.

#### School Champion Forums

These Forums allow the RPT to connect with the key secondary staff who support dual credits. Taking place in Muskoka, Barrie and Owen Sound in late fall, the Forums increase awareness of dual credits, promote opportunities in the coming semesters, and garner feedback for the RFP for the following year. Teachers from 40+ secondary schools would be invited to breakfast or lunch.

#### Program Highlight Day

Program Highlight Day has a record of success providing grade 12 College Level English students with the opportunity to explore college programs through hands on learning at a key juncture in their planning. Moving forward, we will add grade 11 students to this event, for a total of 225 students from five schools coming to the Barrie campus of Georgian College in October. They will rotate through workshops that allow faculty and students to showcase a variety of programs through hands on experiences, mock lectures and activities designed to provide understanding of college services. The day will include a session that helps students connect what they've experienced to their next steps in planning their own pathways.

#### Peer Mentoring for Transition

Each School within a College class will be connected with trained college student mentors, ideally dual credit graduates. Each semester, the college mentors will participate in two formal presentations to SWAC classes, followed by informal connections that could include one on one discussions, visits by SWAC students to

college classes and connections with program coordinators. SWAC teachers will help to direct the mentors' activities according to their student needs.

#### Grizzly Cubs

This project for Grade 8 classes creates a frenzy of interest each spring. Students become Grizzly Cubs for an on-campus day filled with hands on workshops, campus tours led by college students and pathways information. The project takes place at four campuses (Barrie, Orillia, Midland and Owen Sound) with classes provided with a photographic record of their visit that has often been used at grade 8 graduation celebrations. The Grizzly is the Georgian College mascot, and these young "cubs" leave with a vision of themselves being part of the college in the future.

#### Picture Yourself @ College

Picture Yourself @ College brings information about the college pathway directly to elementary classroom. This interactive presentation includes a video presentation of four different pathways to college and a career choice game. There are prizes and giveaways including a gel wristband with the slogan "picture yourself @ college", a long-lasting message. Teachers are provided with an anticipation guide to prepare their class for the PY@C visit and notes to connect the information to the Individual Pathways Planner.

#### Access – After SWAC

After SWAC funding provides RPT 13 with the opportunity to continue and enhance work that has proven key to the success of our SWAC students. A SWAC advisor provides mental health awareness to students, works individually to build students' life skills and self-esteem, assesses their needs, refers them to college and community resources and supports the process of transitioning to College through application and admissions advice and encouragement. The Worker is an integral part of the SWAC team who is approachable, mobile and a huge support to secondary SWAC teachers dealing with a challenging population.

#### Access – After Adult Dual Credit

In order to help students in Adult Dual Credits make the transition to post-secondary, a CLRPT college advisor provides both group and individual pathways conversations to reduce barriers. These sessions will involve career advisors, registrarial and financial aid staff.

#### Access – Elementary Teachers Forum

In order to further support our grade 7 and 8 projects, Picture Yourself @ College and Grizzly Cubs, we deliver two Forums for elementary teachers participating in those projects. Teachers will hear from ministry of education field staff about the goals of the Highly Skilled Workforce and Ensuring Equitable Access reports. College staff will provide in depth information about the college pathway including services and supports. Teachers will design pre and post activities for their students to support their attendance in PY@C and Grizzly Cubs.

### DUAL CREDIT PROGRAMS

#### Centre for Success

The Centre for Success is the Top Up model for our RPT. It also provides an important transition into college for some students. At the Barrie and Owen Sound campuses, SWAC students who have been successful in semester 1 dual credits will be offered the chance to explore a program by joining a college class in the Winter semester.

#### Transitions through Technology

Transitions to Technology is a compressed delivery technology dual credit program that provides students with a hands-on introduction to the trades. Courses are available primarily on the Midland campus of Georgian College where students are immersed in an apprenticeship environment. Delivery is concentrated, allowing both access to high tech labs and fewer days missed from high school.

#### Transitions through Night School

The Night School dual credit program allows at risk students to accumulate credits and in some cases graduate with their peers by taking a 5th credit at a time that does not interfere with their other classes. This delivery reduces the many geographical barriers present in our rural region. Night school also provides an option for students in board re-engagement programs to meet personal obligations while gaining credit and sampling college.



### Transitions through Day School

Transitions to College - Day School provides the opportunity for at risk students to explore career pathways through a taste of college during the regular school day. A wide range of general education and program specific course options are provided for students to choose from.

### Flex School Within a College

The Flex School is a successful School Within the College aimed at those students who are most at risk in our secondary schools. Six sections will be delivered in Barrie, four in Owen Sound, one in Midland and one in South Georgian Bay. A late start to the day combined with a dual credit, a common secondary course, credit recovery, independent study and cooperative education has led to impressive results in these programs. Key to the strong dual credit success rate of last year is the mentoring of a secondary homeroom teacher, the support of the SWAC advisor and transition opportunities including career counselling from college staff, visits to program areas on campus and peer mentoring.

### Culinary Connections

This long standing successful program allows students with an interest in the culinary world to explore the pathway through a college course that introduces concepts outside of secondary curriculum. Basic Baking and Pastry Skills brings college chefs into secondary classrooms and secondary students into college culinary labs.

### Level 1 Cook

Students enrolled in this program participate in OYAP information sessions with their parents along with interviews conducted by college chefs to ensure they are committed to this trade. Students from several high schools in Grey Bruce with either a strong culinary program or a SHSM in Hospitality will be trained by chefs in the college kitchens while also completing co-op hours with a culinary employer. The MAESD training officer, college culinary lead, employers and the OYAP coordinator work closely together to ensure a successful experience with a bright future for students.

### OYAP Top Up

The OYAP Top Up program serves to connect registered apprentices in secondary school with Level 1 training at the discretion of the ministry training officer. Where seats become available, secondary students will be encouraged to consider signing up for Level 1 apprenticeship training. The students will top up the regular classes and will only receive a spot if regular, non OYAP apprentices, do not take all the seats. This program requires strong cooperation between the school boards, the MAESD local office and the college.

### Level 1 Machinist

The goal of this program is to provide students with an expressed interest and commitment to machining related trades with the opportunity to increase their skill set and deepen their relationship with their employer. The program is delivered over eight weeks in May/June with full support of OYAP coordinators and MAESD.

### Adult Dual Credits

Working with our Adult Learning Centres, Pathways teachers and through referral, Academic Upgrading at the college we have enrolled students over 21 who are completing their OSSD as the next step towards post-secondary education. Delivery is a combination of topping up existing dual credit classes and congregated adult classes offered during the day and the evening to provide options for working learners.

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### REGIONAL PLANNING TEAM 14

### Golden Horseshoe Regional Planning Team

[www.mohawkcollege.ca](http://www.mohawkcollege.ca)

[www.niagaracollege.ca](http://www.niagaracollege.ca)

### PARTNERS:

District School Board of Niagara | Grand Erie District School Board | Halton Catholic District School Board | Halton District School Board | Halton Industry Education Council | Hamilton Wentworth Catholic District School Board | Hamilton-Wentworth District School Board | Industry Education Council of Hamilton | Mohawk College | Niagara Catholic District School Board | Niagara College

### ACTIVITIES AND FORUMS

#### Dual Credit Teacher Forum

The Golden Horseshoe Regional Planning Team will offer Dual Credit Teacher Forums again this year. The forums will be offered to Dual Credit Teachers and staff from participating school boards and colleges in the GHRPT.

#### Destination College

Destination College is an opportunity for students and teachers to participate in a series of interactive workshops related to programs offered at community colleges as well as a brief information session on college life. This event is offered in the spring to grade 7 students. Niagara College is piloting a Destination College delivery for grade 9 students in 2018.

#### Experience College Math

Experience College Math will demonstrate the importance of college Math for student pathways. This activity will provide the opportunity for over 200 Grade 9 students to participate in experiential Math workshops in a college environment. Workshops will be focused on different college program areas.

#### After ADC Niagara and Bridge

RPT 14 is offering 'After ADC' activities to support the adult students participating in the ADC Niagara and ADC Bridge programs. These activities will provide guidance and support to students during their dual credit program and following it to assist with the transition to a post-secondary pathway.

#### After Niagara Link

After Niagara Link is an activity to support the students participating in the Niagara Link program. This activity will provide counselling on post-secondary pathways and support in the transition to post-secondary to students registered in the Niagara Link program.

#### After SWAC @ Mohawk

The After SWAC program is designed for the students participating in the SWAC programs at Mohawk College: HWCDSB SWAC and HCDSB SWAC. It will provide guidance on post-secondary pathways and support in the transition to post-secondary to students participating in the SWAC programs.

#### CODEfest

CODEfest will be held at Mohawk College, in May 2019, and will provide students, in Grades 7 and 8, as well as their parents with the opportunity to explore college pathways and careers in the Information, Communication and Technology (ICT) sector. Attendees will hear from ICT professionals, tour the Software Development and Computer System Technology programs, and actively participate in hands-on and interactive sessions.

### DUAL CREDIT PROGRAMS

#### Pathways to College through Advanced Manufacturing

This SHSM Manufacturing Program which runs at Burlington Central HS is an experiential learning program in which students apply math and physics concepts in the design and production of various manufacturing projects. The dual credits with Mohawk College are delivered through an optional after school robotics program where students work with mentors from industry, colleges and schools

to build a robot and compete in FIRST Robotics. Areas of focus include precision machining, welding, CNC, CAD/CAM, metallurgy, metrology, sheet metal, and other manufacturing areas in the robot build.

### Connecting to College

The Connecting to College Dual Credit project offers students in risk from the District School Board of Niagara and the Niagara Catholic District School Board the opportunity to complete 2 college general education courses at Niagara College while finishing secondary credits towards their OSSD.

### Mohawk Bridge

Students from HWCDSB and HWDSB enrolled in this dual credit program take up to two secondary school courses at their home school and two college general education courses for dual credit at Mohawk College. Mohawk Bridge is offered to students in either morning or afternoon cohorts to increase the accessibility of the program.

### Community & Health Bridge

This new program has been developed in response to student interest and regional demographic need for skills in the social services and health sector. Students enroll in two courses: Introduction to Social Service Worker and Recreation Therapy at Mohawk College. Students are exposed to this growing sector and acquire foundational skills to pursue college diploma programs.

### Dual Credit Rescue

This one credit congregated course is delivered at the secondary school for students in the primary target group who are behind one or two credits to graduate and have not had the confidence to pursue a post-secondary program directly from secondary school due to socio-economic and emotional barriers. Students in this program study an introduction to post-secondary experiences course, visit the college campus and explore how funding sources and mental health supports can be accessed.

### Bundled Arrows Indigenous Bridge

HWDSB, HWCDSB, and Mohawk College are committed to making their programming more accessible for and relevant to Indigenous Populations. Mohawk's formal dedication to the Indigenous Education Protocol for Colleges and Institutes has led to the development of the Bundled Arrows College 101 course, which was developed in coordination with Six Nations Polytechnic and is currently being delivered through City School by Mohawk at the Hamilton Regional Indian Centre. RPT 14 is planning to bring this unique and innovative programming to the School College Work Initiative in order to best reach students who are interested in Indigenous culture and fall into the primary target group. By pairing Bundled Arrows College 101 with the Developmental Psychology course, RPT-14 is maximizing the value that these students receive in terms of creating pathways to post-secondary education using a course that has historically maintained good retention and completion rates.

### Arts & Culture

Students involved in Arts & Culture programs in DSNB and NCDSB have the opportunity to complete a drawing or design college course on the college campus. Students completing this course will be eligible to earn both secondary and college credit.

### Technology Dual Credit

This course in blueprint reading for the construction trades has been designed to give students a college delivered technology focused college level course. Students completing this course will be eligible to earn both secondary and college credit.

### Mohawk Tech Bridge (Trades, Engineering & Design)

Mohawk Tech Bridge offers senior students the opportunity to pursue a Dual Credit experience in the Trades, Engineering & Design pathways. In 2018, the partners introduced a second stream of study, focused on Design which includes Animation and Graphic Design, in addition to the CAD and Math stream. Successful students will be able to apply the courses completed toward technology programs at Mohawk. Students will also be exposed to the many Technology programs available at Mohawk.

### Construction Dual Credit

Students from HDSB will receive a Drafting Fundamentals & Standards credit through the Construction Dual Credit. This program provides students with a valuable credit towards a Construction pathway of study and exposure to the college environment.

### Media Mohawk

This Dual Credit program offers senior secondary students the opportunity to study two college delivered Media and Entertainment courses which focus on electronic news gathering and technical operations areas. These courses are delivered to students on campus at Mohawk College.

### Re Engagement through Dual Credit

This program is offered in partnership with M.M. Robinson High School in Burlington and Acton High School, the schools offer facilities in Construction, Manufacturing, Transportation, Electrical, and HVAC. Students in the program this year are able to earn dual credits in Networking and Welding and earn compulsory courses towards graduation.

### Mohawk @ School

Mohawk @ School has been designed as an opportunity to deliver a college course to secondary students at a secondary school. Delivery at the secondary location has proven to be an effective access strategy for students who would not have been able to travel to the college campus. Students will also study secondary courses for completion of the OSSD during the remainder of their day. Students will be supported by a Dual Credit Teacher during the college component of the program and have opportunities to visit and tour the college campus throughout the semester.

### Pathways to Human Services

Halton DSB has partnered with Mohawk College to deliver a pathway to Human Services for students. Students in the second semester take a combination of cooperative education courses and early childhood education dual credit courses, Personal & Interpersonal Dynamics and Introduction to Health & Wellness.

### Welding and Computer Aided Design

This program offers senior secondary students a dual credit opportunity in the technology field on the Stoney Creek Mohawk College campus area. The skills developed in this program are in demand in the region. Students will receive instruction in welding and CAD —, these foundational courses are integral to success in the trades and technologies fields.

### Aboriginal Studies Dual Credit

This dual credit will offer students from the First Nations, Metis and Inuit community the opportunity to study a college course through team taught delivery. The program will be offered at one school in each of the Hamilton Wentworth school boards.

### Team Taught Math

As part of our NCDSB Student Success Initiative, we are delivering a Dual Credit in Math. This credit is a Level 1 Niagara College course that would also give our students a credit towards their OSSD and count as a compulsory Math credit. The program serves students who are interested in the skilled trades/ apprenticeship/ SHSM sector who may be continuing to College or the world of work. This program is a key component of the new Innovation Centre "trade/ vocation school" that Niagara Catholic launched in 2017.

### Team Taught Technology Niagara

This program encourages students to continue their interest and education in the construction trades beyond high school. It appeals to students who are invested in the construction trades within their home high school and who have an interest in career prospects in construction as well as an interest in extending their skills and knowledge by pursuing colleges and/or apprenticeship training upon graduation.

### Introduction to Automotive

The Introduction to Automotive program is a partnership between Mohawk College and Halton Catholic DSB to support those students with an interest in an automotive related career. This program is ideal for students who may not be eligible for the AST OYAP and may also be disadvantaged by the travel to Mohawk College.

### Dual Credit Rescue

In response to the need to support students in risk of not graduating by their 4<sup>th</sup> or 5<sup>th</sup> year due to a shortfall of one or two credits, the HWCDSB, HWDSB and Mohawk College began the delivery of a college delivered dual credit rescue program at the secondary school. This program is delivered at 3 schools that have each identified a specific cohort of students in need of this opportunity. Success in this program has resulted in increased secondary school graduation rates at the schools involved.





### Summer Photojournalism

The Summer Photojournalism Dual Credit is a continuation of previous summer dual credit programs. This program offers students the opportunity to earn a General Education credit during the month of July. The dual credit will be offered at Mohawk College with a focus on developing positive attitudes and habits that promote lifelong wellness.

### Summer Construction Technology Dual Credit

The Hamilton school boards in partnership with Mohawk College are offering the Summer Construction Technology program as an expansion of the successful Skilled Trades summer dual credit offered in 2017. This program has been developed to address the interests of students from the primary target group who have an expressed interest in trades and technology pathways related to construction.

### Niagara Summer ESL

Niagara Catholic DSB, DSB of Niagara and Niagara College are partnering in the delivery of the Summer ESL program. The Niagara Summer English as a Second Language Dual Credit is designed to provide students in the Niagara region with the opportunity to continue their English language studies through the delivery of a Niagara College course from the Enhanced Language Training for Employment program. The course identified as the dual credit has a focus on oral communication which supports an engaging and interactive classroom environment and limited homework assignments in the summer term.

### Niagara Dual Credit

DSB of Niagara, Niagara Catholic DSB and Niagara College propose are delivering a summer dual credit to assist students who will benefit from summer credits towards their OSSD. Students enrolled in this dual credit program will receive a General Education credit in Psychology that can be applied to most college programs as a required elective. This course has been popular and successful with students in the Connecting to College program.

### Niagara Link

The Niagara Link Dual Credit project provides at risk and disengaged students the opportunity to complete 1 college general education course on the college campus while completing credits for their OSSD. Students complete all their school work while on campus at Niagara College with the assistance of a secondary teacher.

### HWCDDB School Within a College

The program model for the delivery of this SWAC program will be secondary credit courses delivered by secondary school teachers and college Dual Credit courses by college professors/instructors within a collaborative learning community on the Mohawk College Fennell campus. HWCDDB student data reveals the need to support literacy and numeracy as graduation requirements and necessary components for college success. To address this need, the HWCDDB SWAC now offers a team-taught Communications/ENG and a secondary math course.

### Pathfinder Dual Credit

This Summer School Within a College (SWAC) is a continuation of a program run for First Nations, Metis and Inuit students attending a three-week, full time, secondary program at Mohawk College. Students will receive one college credit and one OSSD credit.

### HCDSB SWAC

The HCDSB SWAC program offers students the opportunity to continue their secondary education at the Stoney Creek campus of Mohawk College. Students will work with a HCDSB teacher to complete compulsory OSSD courses while also completing a college course.

### HCDSB Summer SWAC

HCDSB and Mohawk College propose to deliver a summer SWAC program. This program would provide students in the semester two SWAC with an opportunity to continue their on-campus learning during the month of July. The project partners believe that the reduction in the length of the summer break would help students remain engaged in the learning environment.

### HCDSB Summer Dual Credit

HCDSB and Mohawk College propose to deliver a summer dual credit. This program would provide students with an on-campus learning experience during the month

of July. The project partners believe that this opportunity will help students remain engaged in learning during the summer.

## APPRENTICESHIPS

### Level 1 OYAP Automotive Service Technician

This program will provide students with the opportunity to complete the common core apprenticeship training while earning credits towards their OSSD.

### Level 1 OYAP Child & Youth Worker

The Level 1 CYW Apprenticeship Dual Credit program allows students interested in pursuing Child and Youth Worker apprenticeship or diploma programs to begin their education while still in high school with all the supports that secondary schools provide.

### Level 1 OYAP Child Development Practitioner

This program allows students interested in pursuing Child Development Practitioner apprenticeship or Early Childhood Educator diploma programs to begin their education while still in high school with all the supports that secondary schools provide.

### Level 1 OYAP Truck and Coach

This program provides students with the opportunity to complete the Level 1 Truck and Coach in-school training.

### Transportation OYAP Level 1 AST Apprenticeship

Through the Transportation OYAPs running at White Oaks Secondary School and M.M. Robinson High School, students complete the Grade 11 and Grade 12 high school transportation credits, while simultaneously completing the Level 1 apprenticeship curriculum, as well as a summer internship through which students are able to earn hours towards their apprenticeship. Through a partnership with Mohawk College, students receive credit for completing Level 1 and have an accelerated start on their apprenticeship.

### Level 1 OYAP General Carpenter

This program has been designed to facilitate the delivery of the level 1 General Carpentry training. Students completing this program will have a greater opportunity to pursue a General Carpenter apprenticeship and receive semester 1 exemptions in the Construction Engineering Technician program.

## ADULT DUAL CREDITS

### ADC Bridge

ADC Bridge is a pilot program for Adult Learners from the Hamilton Wentworth and Halton regions. This program will provide students with the opportunity to participate in a college course on college campus while finishing the final requirements to obtain their OSSD. General Education courses will be offered that are directly applicable as electives for first year college students. Communications LL041 has been proposed for delivery. It is a mandatory course for all Mohawk College students. Mohawk staff has observed a positive correlation between success in the communications course and overall success at college.

### ADC Niagara

ADC Niagara is a pilot program for adult learners from the Niagara region. A General Education course will be offered that is directly applicable as an elective for first-year college students. The "Multiculturalism and Diversity in Canada" course is proposed for this adult dual credit delivery as it has broad applicability in postsecondary education and in the workplace and addresses many ongoing issues that are impacting Canadian society.

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## PARTNERS:

Algoma District School Board | Huron-Superior Catholic District School Board |  
Sault College of Applied Arts and Technology

## ACTIVITIES AND FORUMS

### Dual Credit Teacher Forum

College faculty who teach dual credit courses will join the dual credit (dedicated) teachers as well as RPT 15 members for a session of dialogue aimed at increasing high school student interest and success in dual credit courses. Topics will include supporting special needs students, interventions and accommodations, assessment and evaluation, and the role of the dual credit teachers. This year, we will hold a pre-meeting to our forum to bring together teachers and students involved in RPT 15 dual credits to gather feedback on what we are doing well and where areas of improvement are needed. Discussions regarding specific programs will help in ensuring that we are offering effective program opportunities.

### Grade 8 Hands-on Activity Day

Sault College will host Grade 8 students from both boards in the Algoma District, including those from outlying schools. Grade 8 students will pick a college pathway workshop option from a variety of college program areas at Sault College. Students will enjoy 2-3 hands-on, interactive learning experiences in program areas of interest. Out-of-town students will have the opportunity of staying in the College Residence for an evening. (Teachers and parent chaperones will accompany these students.) In partnership with the Joint Aboriginal Education Committee, an emphasis will be placed on having successful First Nation/Metis post-secondary graduates and tradespeople in a wide variety of program areas so this group of students can have a greater exposure to successful role models in their community.

### Access: After Adult/Adult SWAC Dual Credit

Adult learners will participate in After Adult DC/Adult SWAC in order to access small group sessions and individual follow-up conversations with college advisors and Dual Credit Teachers on their post-secondary next steps. This project will help the adult students to work towards the completion of their OSSD while planning their post-secondary pathway.

### Access: After SWAC

The After SWAC activity will help dual credit students in the School College Connection (SCC) Program working towards the completion of their OSSD to plan their post-secondary pathway. Small group sessions with college advisors and DCTs on post-secondary next steps as well as individual follow-up conversations for SCC dual credit students will happen in semesters 1 and 2. We have between 10-15 students going to post-secondary every year since 2009.

## DUAL CREDIT PROGRAMS

### College Taught

#### Career Exploration

The college provides a list of existing courses suitable as dual credits providing career exploration opportunities for disengaged students in a wide variety of program areas. The information includes: course description, instructor name, date and time of the session, and the number of open seats. Students take advantage of these courses as a way to explore education and career pathways (primary target), as well as to get a sense of college life. Without Career Exploration, these students would not have any opportunity to access dual credits. The Contact North courses offered in this project also provide several opportunities for district school students to access dual credits.

#### Motive Power/COOP – TNM4T SAULTC: Basic Electricity MPF100

The reach ahead dual credit opportunity for Motive Power co-op students has been very attractive to students who have found themselves disengaged in school and requiring a more hands on, real world learning experience. This re-engagement has also improved their attendance. The college delivery enhances the appeal of this

dual credit opportunity and combines a direct application of new learning with a work experience placement.

#### Environmental/Outdoor Ed

This project provides a college experience for students who have become disengaged and are enrolled in an alternative, outdoor education learning environment in two area high schools. One dual credit opportunity is offered per semester. Semester 1 offers PAA4T – SAULTC: Outdoor Navigation NRT123 and semester 2 offers TMH4T – SAULTC: Outdoor Equipment Certifications NET107.

#### SHSM Manufacturing – TZP4T SAULTC: Machine Shop Fundamentals MCH140

Shield Metal Arc Welding is a reach ahead dual credit opportunity for students pursuing SHSM in manufacturing. The manufacturing sector is attracting many students in the college, apprenticeship and workplace destinations who require engagement opportunities to keep them motivated and attending school. Having a dual credit to include in their SHSM bundle enhances the authenticity of the SHSM program while providing students with valuable skills to market to local employers and/or to encourage them to pursue this field in an apprenticeship or college program.

#### Dual Credits for Indigenous Students – Courses Vary

This project provides a College experience for Indigenous students who have become disengaged and are enrolled in an alternative education learning environment at both RPT 15 Algoma Boards. This project is directed towards students facing challenges in graduating, and those who are at risk of not graduating from high school and are facing challenges with traditional learning environments. This target group includes but is not limited to aboriginal students. These students are all primary target students.

#### Dual Credit for Hospitality & Tourism – TUA4T SAULT C: Techniques of Baking – Basic FDS143

Techniques of Baking – Basic will provide an opportunity for disengaged students to explore careers in the Service Industry. The Service Industry in Sault Ste. Marie is very strong. Skills learned in this dual credit will provide students with marketable employability skills. This dual credit is primarily for the target group but includes college bound and SHSM students. This program (now offered in semester 2) will help feed students into the Level One Cook Dual Credit Apprenticeship project offered in semester 1.

#### Dual Credit for District Schools

Dual credit programs for district schools will provide a college experience for disengaged students in outreach areas (outside Sault Ste. Marie). Students in district schools do not have the same access to dual credits as central school students. Further to this, their access to post-secondary preparatory courses and many electives is limited due to declining enrolment. This opportunity will expose students to a valuable career exploration and transition experience. This project targets students facing challenges in graduating, students who are at risk of not graduating from high school, and/or students who are facing challenges with traditional learning environments. This target group, which includes aboriginal students, has larger populations in district rather than central schools. District students at Chapleau High School (CHS), Hornepayne High School (HHS) or Michipicoten High School (MHS) will have this dual credit opportunity on a rotating basis. District students at Michipicoten High School (MHS) will have this opportunity for semester 1 in 2018-19.

#### Dual Credit for FNMI – Courses Vary

This project will provide a dual credit opportunity for First Nation, Metis and Inuit students at both Boards in RPT 15 Algoma. Algoma Boards have a significant number of self-identified FNMI students whom we have found tend to not pursue dual credits to the same extent as their non-Native peers. This team taught dual credit for NSA135 Anishinaabemowin – Conversational (or best course for students) is intended to encourage more participation by FNMI students by offering the course at the college and giving them an opportunity to increase their knowledge and understanding of SCWI and, hopefully, their confidence to pursue additional dual credit opportunities.

#### Dual Credit for Alternative Schools – Courses Vary

This project will provide a College experience for students in local alternate high schools who may be facing challenges in graduating, and those who are at risk of not graduating from high school and are facing challenges with traditional learning environments. Timetables at alternate high schools enable students to access day time college courses for a dual



credit in a program area of their choice. The primary target group includes but is not limited to Indigenous students. Students 21 and younger will be offered this dual credit opportunity in semesters 1 and 2. Urban Aboriginal High School, Holy Angels Learning Centre, Prince Charles, the Attendance School and Adult Education have flexible, alternate student schedules that make it possible for their students to access top-up seats in courses of interest.

#### **ADC for Alternative Schools**

Adult Dual Credit project for students over the age of 21 enrolled in alternate high schools in Sault Ste. Marie. Students will be able to access any first year college course during the day that aligns with their post-secondary interests.

#### **Summer Dual Credit – PPH4T SAULTC: Personal Wellness and Lifestyle Change FIT108**

Our Summer Dual Credit opportunity is for high school students interested in their personal wellness. FIT108 Personal Wellness and Lifestyle Change will introduce and provide practical application of the concepts of wellness, fitness and lifestyle management. Topics include Physical Fitness and Wellness, Behaviour Modification, Nutrition for Wellness, Body Composition, Weight Management, Cardiorespiratory Endurance, Muscular Strength and Endurance, Muscular Flexibility and Lifetime fitness and Wellness. This project is intended for disengaged and underachieving students who have difficulty re-engaging in September; students who would benefit from continued programming through the summer and access to a caring adult to work with them on their personal wellness and self-esteem.

#### **Aviation Dual Credit – Courses Vary**

The Aviation program at Algoma District School Board, in partnership with Sault College and the Canadian Bushplane Heritage Centre located centrally in Sault Ste. Marie, will work together to build theoretical and practical experiences in the aviation field through a combination of dual credit, co-operative education and technology credits. The dual credit will engage students and introduce them to different aspects of aviation, including but not limited to aircraft maintenance and technical support, air traffic control and aviation flight. Students in this program will attend Sault College one day per week to take their dual credit course.

#### **Dual Credits for Federally Funded Schools**

This dual credit program will provide an opportunity for Indigenous students from Batchewana Learning Centre (BLC) and Adults in Motion (AIM) to explore college while providing options for students facing challenges in graduating or facing challenges with traditional learning environments. Indigenous students from these schools will participate in integrated dual credit projects at Sault College in semester 1 and 2. A congregated project in semester 2 will provide an opportunity to explore Natural Outdoor & Environmental Studies.

#### **Computer Programmer Dual Credit – Course TBD – Pending Approval**

The web site for the Government of Canada's Job Bank, Explore Careers – Outlook Report indicates for Ontario that "over the last several years, spending on software and computer services has grown nationally. The advancement of e-health technologies and the need to address concerns over cyber security and privacy are also expected to support job creation for computer programmers." A dual credit opportunity from Sault College's Computer Programmer Program will provide an excellent opportunity for Algoma students to explore this career pathway. Each Board partner from RPT 15 will select one of their high schools to participate in this team-taught computer programmer dual credit. ICS3C Introduction to Computer Programming or ICS4C Computer Programming classes will be selected for this team-taught dual credit. The college course will be the Python course, or best course option based on student interest.

### **Team Taught**

#### **Dual Credit for Personal Fitness (PAF40 and FIT108 Personal Fitness and Lifestyle Change)**

This Personal Fitness dual credit program opportunity offers students the chance to explore employment prospects in the field of health and wellness which is experiencing a shortage of skilled workers. The team-taught format for PAF40 and FIT108 (Personal Wellness and Behaviour Change) will be followed for St. Mary's College and has proven to be very successful for them. Algoma DSB will alternate their high school each year and they will experience FIT108 during the day in the most suitable format for the high school chosen. This project targets disengaged

secondary students interested in the health and wellness field that are not taking mathematics or science. PAF40 is a course open to all four pathways students (college, university, open and local).

#### **Team Taught Dual Credit in Mathematics (MCT4C and MTH142 Technical Mathematics 1)**

The dual credit program in Mathematics will be a team-taught project for MCT4C and MTH142 for students requiring the MCT4C secondary school course. We have learned from the College Math Project as well as our own Math Forum in May 2012 that students who take MCT4C to prepare for college often struggle and/or drop out because they are not adequately prepared. This project will enable us to better prepare a class of students, while providing very valuable professional development for secondary and college faculty to be able to do further work beyond the scope of the course to keep teachers engaged in dialogue focused on gap closing.

#### **Hairstyling Dual Credit**

This dual credit course will provide an opportunity for high school students with an interest in hairstyling to explore this career pathway. Students will receive instruction in Professional Development and Client Services in the Hairstyling trade. This semester 2 project is intended for students enrolled in TXJ3E that are considering a career in Hairstyling but are unsure of this pathway and therefore undecided in committing to the Level One Dual Credit Apprenticeship offered by RPT 15. Disengaged students will have the opportunity through this dual credit to get a taste of the Hairstyling Program at Sault College. St. Mary's College felt this type of single course opportunity would help students to take the next step in the fall semester and commit to a full semester of the Level One Dual Credit Apprenticeship. This target group includes but is not limited to aboriginal students.

#### **Dual Credit for District Schools (ELSS Hospitality)**

This team taught dual credit in Hospitality will provide a college experience for disengaged students in outreach areas (outside Sault Ste Marie). Students in district schools do not have the same access to dual credits as central school students. Further to this, their access to post-secondary preparatory courses and many electives is limited due to declining enrolment. This team-taught opportunity will expose students to a valuable career exploration and transition experience.

#### **Dual Credit for District Schools (CASS)**

This team-taught program in Construction will provide a College experience for disengaged students in outreach areas (outside Sault Ste Marie). Students in district schools do not have the same access to dual credits as central school students. Further to this, their access to post-secondary preparatory courses and many electives is limited due to declining enrolment. This team-taught opportunity will expose students to a valuable career exploration and transition experience.

#### **Dual Credit for District Schools (W. C. Eaket)**

This dual credit program will provide a College experience for disengaged students in outreach areas (outside Sault Ste Marie). Students in district schools do not have the same access to dual credits as central school students. Further to this, their access to post-secondary preparatory courses and many electives is limited due to declining enrolment. This opportunity will expose students to a valuable career exploration and transition experience. District students at W.C. Eaket Collegiate and Vocational School will have this dual credit opportunity for Construction in semester 1 and in Culinary for semester

### **SWAC**

#### **School College Connection Program**

This program gives students who have stopped attending secondary school and are within 6 credits of graduating an opportunity to attain an OSSD in a college setting. In addition, students will take dual credits as a way to explore college pathways and prepare for the transition to college life. This is a highly successful program because of the individualized supports set up for each student. All the students take at least one dual credit. This program has a proven track record of re-engaging early leavers who are facing challenges in graduating. The students in this program are 100% the primary target group. Since this program started in September 2007, over 300 have completed their OSSD. Approximately 80% of these graduates have or are attending Sault College. Many have completed their college education and are employed or pursuing further education. This success is phenomenal!



## Summer SWAC

This project will have two components:

1. Dual credit in Personal and Academic Success Strategies (HDG122) three afternoons per week for five weeks.
2. School College Connection (SWAC) four days per week for five weeks for students doing credit recovery, credit continuation and/or ILC courses under the supervision of a dedicated teacher.

## APPRENTICESHIPS

### Level One Cook – TKA4Y LEVEL 1 APP: Cook 415A

Level One Cook Apprenticeship attracts students interested in the cook trade. Students who enrol in this program are typically disengaged and in need of an alternative to the traditional school setting. The hands-on nature of the program is ideal for these students. This project is directed towards students facing challenges in graduating and those who are at risk of not graduating from high school and have completed at least one co-op credit. Students are successful because they are supported by the dual credit teachers and have full access to the SWAC program. Many students graduate and several go on to a Level 2 Cook Apprenticeship or a post-secondary culinary program.

### Level One Hairstyling – TFX4Y LEVEL 1 APP: Hairstylist 332A

Level One Hairstyling is an ideal program for students who are contemplating dropping out due to disengagement with traditional schooling. It offers them an opportunity to explore hairstyling as a potential career pathway, and to study in an adult learning environment. It will focus on their needs and interests in or at this stage of their education. This project is directed towards students facing challenges in graduating and those who are at risk of not graduating from high school and have completed at least one co-op credit. The students are supported by the dual credit teachers. Many of the students top up their dual credits with SWAC courses, graduate and several go on to Level 2 Apprenticeship or a hairstyling program.

### Apprenticeship SCWI Seat Purchase – TTD4Y LEVEL 1 APP: Truck and Coach/ Heavy Duty Equipment Technician 310T

The Truck and Coach (T/C) or Heavy Duty Equipment (HDE) trade project will attract students who are typically disengaged and in need of an alternative to the traditional school setting. The hands-on nature of the program is ideal for these students. This project is directed towards students facing challenges in graduating and those who are at risk of not graduating from high school, and have completed at least one co-op credit. Students are successful because they are supported by the dual credit teachers and have full access to the SWAC program.

### Apprenticeship SCWI Seat Purchase – TSB4Y Level 1 APP: Plumbing 306A

The Plumbing Apprenticeship will attract students who are typically disengaged and in need of an alternative to the traditional school setting. The hands-on nature of the program is ideal for these students. This project is directed towards students facing challenges in graduating and those who are at risk of not graduating from high school and have completed at least one co-op credit. Students are successful because they are supported by the dual credit teachers and have full access to the SWAC program.

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## ÉQUIPE DE PLANIFICATION RÉGIONALE #16 Équipe de planification régionale francophone du Centre-Sud-Ouest de l'Ontario

[www.collegeboreal.ca/home](http://www.collegeboreal.ca/home)  
[www.collegelacite.ca](http://www.collegelacite.ca)

## PARTENAIRES:

Conseil scolaire catholique MonAvenir | Conseil scolaire Viamonde | Conseil scolaire catholique Providence | Collège Boréal | La Cité

## COURS EN LIGNE, LA CITÉ

### Principes de gestion

Ce cours t'offrira une introduction au monde des affaires, à l'entreprise et à ses principales fonctions. Tu apprendras ce qu'est le rôle et les fonctions du gestionnaire, ainsi que les méthodes de résolution de problèmes et de prise de décisions. Également, tu découvriras les principaux éléments du processus de gestion soit la planification, la direction et le contrôle.

Ce cours fait partie des programmes l'organisation Administration des affaires.

Il est en lien avec la MHS – Affaires.

### Principes de marketing

Ce cours te permettra de te familiariser avec les éléments de base du marketing tels que les stratégies de produits, de prix, de distribution et de promotion. Tu comprendras mieux le rôle du consommateur dans sa décision d'achat, la contribution du marketing au système économique, la segmentation du marché pour satisfaire le consommateur et le cycle de vie d'un produit.

Ce cours fait partie des programmes Administration des affaires, Administration des affaires – comptabilité, Administration des affaires – marketing, Administration des affaires – finance, Pratique en administration des affaires et Techniques en administration des affaires.

Il est en lien avec la MHS – Affaires.

### Cycles de la vie

Dans ce cours, tu te familiariseras avec les stades de développement, les changements physiques, intellectuels, affectifs et sociaux qui les caractérisent ainsi que les facteurs qui les influencent. Un aperçu des notions de base sur la famille te permettra de comprendre l'influence des situations de maladie sur le système familial et inversement, l'influence de la famille sur les comportements de santé de l'individu.

Ce cours fait partie du programme Préposé aux services de soutien personnel

Il est en lien avec la MHS – Santé.

## COURS EN LIGNE, COLLÈGE BORÉAL

### Logiciels Microsoft

Ce cours sert d'initiation aux nouvelles technologies de l'informatique et des communications. D'abord, l'étudiante ou l'étudiant perfectionne ses connaissances de base en informatique tout en se familiarisant avec l'environnement technologique du Collège. Des outils technologiques sont étudiés et utilisés dans des situations pratiques reliées à la vie courante.

### Biologie humaine

Ce cours comprend une introduction aux notions de base d'anatomie et de physiologie humaines. En étudiant les appareils locomoteur, digestif, respiratoire, urinaire, cardiovasculaire et reproducteur, et en étudiant les systèmes tégumentaire, nerveux et endocrinien, on met l'accent sur les concepts généraux de la structure et du fonctionnement du corps humain.

### Terminologie médicale

Ce cours permet à l'étudiante ou l'étudiant de développer les aptitudes nécessaires pour interpréter, analyser et intégrer les termes médicaux avec précision, de façon à pouvoir s'informer et communiquer efficacement dans des contextes de sciences de la santé.



L'analyse des termes médicaux d'après leurs composantes lui permet notamment de saisir le sens des préfixes, radicaux et suffixes courants, ce qui l'aide à mémoriser et à comprendre les termes utilisés en sciences de la santé, en français et en anglais.

#### ***Culture métisse : histoire d'un peuple vaillant***

Ce cours permet à l'étudiante ou l'étudiant de se familiariser avec la culture métisse et le peuple Métis. Ce cours comporte cinq parties qui font le survol de ce peuple courageux qui a subi plusieurs épreuves et qui continue encore à revendiquer ses droits auprès des gouvernements canadiens : l'arrivée des Européens et la création de ce nouveau peuple originalement appelé « bois brûlé », « chicot » ou « half-breed », entre autres; les traditions, les valeurs, les croyances et la culture métisse; les contributions des Métis à la culture canadienne et aux langues française et anglaise, et les diverses organisations métisses au Canada; les grandes batailles et les personnages clés qui ont contribué au développement et à la croissance de ce peuple; et enfin, l'obtention des droits du peuple métis, les revendications et les débats qui se poursuivent toujours à l'heure actuelle.

### **COURS EN FACE À FACE, LA CITÉ**

#### ***Recherche et sauvetage***

Dans le cadre de ce cours, l'élève recevra une formation basée sur le programme national de recherche et sauvetage. L'élève se familiarisera avec les différents types et processus de recherche et la structure organisationnelle l'entourant. D'autre part, l'élève sera en mesure d'anticiper les comportements probables chez les personnes disparues. De plus, ils pourront interpréter les différents outils utilisés tels que les cartes topographiques, la boussole, le SPG et la radio. Pour finir, l'élève développera des mécanismes et des mesures de survie.

Ce cours fait partie du programme Techniques des services policiers.

Il est en lien avec la MHS en sécurité.

#### ***Initiation à la prise de vue***

Dans ce cours, l'étudiant s'initie aux techniques de prise de vue de manière à créer des œuvres originales et créatives. Il se familiarise avec le maniement de l'appareil photographique (ouverture, focus, éclairage, effets...).

Ce cours fait partie des programmes Journalisme et Photographie.

Il est en lien avec la MHS en médias.

#### ***Expression au micro***

Ce cours a pour but de donner à l'étudiant les habiletés et techniques d'élocution, d'articulation, de phonétique et de diction qui lui permettront de développer une aisance, une crédibilité et une présence au micro. L'étudiant apprivoise sa voix comme outil de communication.

Ce cours fait partie du programme Radio.

Il est en lien avec la MHS en médias.

### **COURS EN FACE À FACE, COLLÈGE BORÉAL**

#### ***Exploration des carrières en coiffure et esthétique***

Ce cours, à la fois théorique et pratique, permet à l'étudiant(e) d'explorer une carrière en coiffure et esthétique. Les activités d'apprentissage sont conçues pour permettre de mieux comprendre les aptitudes et compétences requises pour chacune des carrières. Que ce soit par le biais d'une séance théorique en salle de classe ou pratique en laboratoire, un atelier animé par un professionnel ou une visite d'entreprise, l'étudiant aura l'occasion de se renseigner sur chaque profession et les perspectives d'emplois. Ainsi, il ou elle sera mieux équipé pour planifier son cheminement personnel et son parcours d'études en vue de poursuivre sa carrière en coiffure ou esthétique.

#### ***Bonne bouffe, belle bouffe***

Dans ce cours, l'étudiant(e) apprendra à connaître la préparation culinaire de base. L'étudiant(e) apprend les principes fondamentaux des techniques de coupes et des méthodes de cuisson en manipulant les outils et équipements spécialisés du domaine. De plus, l'étudiant est initié aux différentes techniques de présentations culinaires et aux normes d'hygiène et de sécurité de l'industrie et sera en mesure de reconnaître et d'apprécier la valeur nutritive, la saveur et la présentation esthétique des mets.

#### ***Exploration des carrières en santé***

Ce cours dynamique et original amène l'étudiant à explorer diverses carrières liées au domaine de la santé. Les activités d'apprentissage sont conçues pour permettre de mieux comprendre les aptitudes et compétences requises pour chaque profession. Que ce soit dans le cadre d'une journée carrière, d'un atelier animé par un professionnel, d'une activité au sein d'une séance de classe, en laboratoire ou d'une entreprise, l'étudiant pourra se renseigner sur le milieu de travail propre à chaque profession et sur les perspectives d'emplois. Ainsi, il sera mieux équipé pour planifier son cheminement personnel et son parcours d'études en vue de poursuivre sa carrière de choix.

#### ***Exploration des métiers et technologies***

Ce cours dynamique et original amène l'étudiant et l'étudiante à explorer diverses carrières liées au domaine des métiers et technologies. Les activités d'apprentissage sont conçues pour permettre de mieux comprendre les aptitudes et compétences requises pour chaque profession. Que ce soit dans le cadre d'une journée carrière, d'un atelier animé par un professionnel, d'une activité au sein d'une séance de classe, en laboratoire ou d'une entreprise, l'étudiant ou l'étudiante pourra se renseigner sur le milieu de travail propre à chaque profession et sur les perspectives d'emplois. Ainsi, il ou elle sera mieux équipé pour planifier son cheminement personnel et son parcours d'études en vue de poursuivre sa carrière de choix.

#### ***Techniques de défense***

Dans ce cours, l'étudiante ou l'étudiant apprend des techniques de défense et leur mise en application. On soulignera l'importance, d'avoir recours à l'autodéfense, pour l'agent ou l'agente de correction, en milieu institutionnel et communautaire.

#### ***Pédagogie axée par le jeu***

Ce cours permet à l'étudiant(e) de faire une analyse du jeu et de son rôle dans le développement holistique de l'enfant. Entre autres, on explore les théories sur l'apprentissage, les différents styles d'apprentissage, la valeur de l'apprentissage par l'entremise du jeu intérieur et extérieur et les avantages de promouvoir des expériences axées sur le jeu et les intérêts des enfants. De plus, on examine les bienfaits du jeu social, le jeu d'éveil intellectuel, le jeu physique et l'exploration de la nature. L'étudiant(e) est amené à valoriser le développement de relations significatives et d'interactions éducatives avec les enfants afin d'enrichir les expériences d'apprentissage.

#### ***Activités physiques 1***

Ce cours a pour but de démontrer comment présenter de façon systématique les techniques et les tactiques de base des sports populaires tels que le badminton, le basketball, le baseball, le volleyball. L'étudiant ou l'étudiante sera en mesure de gérer une session sportive avec un groupe ou une équipe à titre d'entraîneur sportif. Le système sportif canadien et le plan modèle de développement de l'athlète à long terme seront des thèmes de discussions. Ce cours répond aux critères de l'Association canadienne des entraîneurs pour un entraîneur sportif de niveau communautaire A.

#### ***Développement d'applications multimédia***

L'étudiante ou l'étudiant manipule diverses technologies et divers logiciels se rapportant au multimédia par le biais de l'expérimentation. De plus, chacun apprend à développer des applications multimédias qui peuvent tourner sur diverses plateformes y incluses les plateformes mobiles.

#### ***Anatomie et physiologie 1***

Ce cours porte sur les notions de base d'anatomie et de physiologie humaines. Les cellules, des tissus, des organes et des systèmes tégumentaire, osseux, musculaire, cardio-vasculaire et respiratoire sont les sujets d'étude abordés dans ce cours.

#### ***Communications interpersonnelles***

Dans ce cours, l'étudiant(e) acquiert une compréhension des principes fondamentaux en relations interpersonnelles. Il ou elle a l'occasion de développer et rehausser ses compétences en communication verbale et non verbale. Entre autres, on aborde les thèmes suivants : l'estime et l'affirmation de soi, les émotions, l'influence des perceptions sur la qualité de la communication, l'écoute active, les relations de groupe, la gestion de conflits et de situations délicates, et l'impact de la technologie sur les communications. De plus, ce cours permet à l'étudiant(e) d'apprécier la contribution individuelle de chacun ainsi que de faire preuve de respect envers autrui en tenant compte des divergences d'opinions, de valeurs et de croyances.

## Électricité 1

Dans ce cours, l'étudiant ou l'étudiante acquiert une compréhension fondamentale des principes d'électricité en courant continu. Le magnétisme, la tension, le courant, la résistance et la puissance sont les sujets étudiés dans les circuits série parallèles et complexes. En laboratoire, l'étudiant ou l'étudiante analyse et construit des circuits à courant continu en se servant d'un multimètre. Il ou elle apprend la différence entre le courant continu et le courant alternatif pour les applications résidentielles telles la fréquence, la tension moyenne (RMS) et la crête. L'étudiant ou l'étudiante calcule les chutes de tension des conducteurs.

## Principes de gestion

Ce cours permet à l'étudiante ou l'étudiant de s'initier à l'environnement de l'entreprise, d'acquérir des connaissances fondamentales en gestion, soit la direction, la planification, l'organisation et le contrôle, et de s'initier aux responsabilités inhérentes à chacune des fonctions de l'entreprise. L'objectif principal est de faire découvrir et comprendre la globalité de la dynamique des activités de l'entreprise.

## Principes de marketing

Ce cours est une initiation à la réalité contemporaine du marketing et à son importance pour les entreprises. Il permet à l'étudiante ou l'étudiant de se familiariser avec le vocabulaire propre à la fonction du marketing et permet de mettre en pratique ses connaissances et habiletés. On met aussi en relief et développe l'importance de la créativité, la communication et l'art de la présentation, qui sont toutes des compétences faisant partie d'une carrière en marketing.

## Procédé de soudage

L'étudiant ou l'étudiante s'exerce au procédé de soudage à l'arc avec fil fourré, aussi connu sous le nom de procédé FCAW (flux cored arc welding) et MCAW (metal core welding). Il ou elle acquiert l'habileté de réaliser des soudures en angle dans les positions à plat et horizontale. Il ou elle développe aussi ses habiletés à souder des plaques selon les normes CWB (Canadian Welding Bureau – Bureau canadien de soudage) dans les positions à plat et horizontale, ce qui l'aidera dans sa préparation pour le test du Bureau canadien de soudage (CWB) pour obtenir une attestation de réussite (ticket) pour les positions respectives.

## NIVEAU 1 APPRENTISSAGE

### Charpentier-menuiserie

Le charpentier-menuisier général construit, rénove et répare des structures faites de bois, d'acier, de béton ou d'autres matériaux. Il travaille dans les secteurs de la construction résidentielle, commerciale et industrielle et dans d'autres secteurs associés. En particulier, le charpentier-menuisier général :

- Établit les méthodes de construction et prépare le chantier
- Trace, construit et installe les coffrages et les fondations de béton
- Monte la charpente des planchers, des murs, des plafonds et des toits
- Installe les matériaux de finition extérieurs et intérieurs
- Construit des charpentes lourdes
- Construit des escaliers, des pilastres et des rampes
- Trace, construit et installe des systèmes de porte et de fenêtre
- Effectue des rénovations

### Coiffeur/Coiffeuse

Le coiffeur fournit une variété de services de coiffure, tels que la coupe de cheveux, la mise en forme, la coloration, la mise en permanente et le défrisage. En particulier, le coiffeur :

- Observe les consignes de santé et de sécurité propres au métier et exécute les procédures de désinfection et de stérilisation
- Exécute les tâches courantes d'un salon de coiffure et applique les compétences fondamentales du service
- Traite le cuir chevelu et les cheveux
- Coupe et coiffe les cheveux
- Effectue des traitements chimiques, notamment pour les permanentes et le défrisage
- Effectue les colorations de cheveux
- Travaille avec les perruques, les postiches et les rallonges de cheveux

### Praticien(ne) du développement de l'enfant

Le praticien du développement de l'enfant planifie et met en œuvre des services, des soutiens et des programmes appropriés à l'âge des enfants pris en charge dans le

but de faciliter le développement physique, social, affectif et cognitif des enfants. La personne offre ses services dans différents milieux, tels que les garderies, les centres de garde d'enfants, les programmes préscolaires d'hôpitaux et d'écoles, ou les centres de développement de la petite enfance de l'Ontario. En particulier, le praticien du développement de l'enfant :

- Pratique et promeut un mode de vie sain
- Favorise les relations avec les enfants
- Planifie des programmes appropriés sur le plan du développement et adopte les nouvelles pratiques d'apprentissage
- Entretient des rapports sociaux et autres culturellement appropriés avec les familles
- Applique des stratégies d'intervention
- Travaille en équipe avec les familles, les collègues, la collectivité et les services de soutien
- Travaille dans des milieux où exercent des équipes multidisciplinaires et communique avec d'autres professionnels
- Fait preuve de professionnalisme et observe les normes déontologique

### Technicien/technicienne d'entretien automobile

Le technicien d'entretien automobile assure l'entretien préventif, diagnostique les problèmes et répare les systèmes des voitures et véhicules utilitaires légers. En particulier, le technicien d'entretien automobile diagnostique et répare :

- les moteurs, boîtes de vitesses, embrayages, trains arrière, différentiels, freins, arbres de transmission, ponts moteurs et autres composants
- l'alignement des roues, essieux, cadres et mécanismes de direction
- les systèmes de suspension, notamment les amortisseurs et suspensions à ressorts
- les systèmes d'allumage, systèmes de charge et de démarrage, tableaux de bord, le câblage et autres systèmes et équipements électriques et électroniques
- les systèmes d'alimentation en carburant; de gestion du moteur; d'échappement et antipollution
- les systèmes de chauffage, de ventilation et de climatisation

### Technicien/technicienne d'équipement lourd

Le technicien d'équipement lourd inspecte les gros engins de chantier, diagnostique et détecte les défaillances, effectue les réparations et les vérifie. Il travaille sur différents types d'engins, comme les engins de terrassement, et leurs composants, tels que : arbres de transmission, ponts moteurs, organes de transmission aux roues, composants de structure et accessoires, pneus, roues, cadres, trains de roulement et accessoires de travail. En particulier, le technicien d'équipement lourd :

- Inspecte, répare ou modifie les systèmes, leurs composants et leurs accessoires de travail, diagnostique et détecte les défaillances, notamment dépiste les éléments usés, endommagés ou défectueux, analyse le rendement et le fonctionnement, entretient les systèmes, les reprogramme, les aligne, les intervient, les remet en état ou les remplace
- Travaille sur différents systèmes : moteurs, gestion du moteur, systèmes électriques, hydrauliques, embrayages et boîtes de vitesses, suspensions, arbres de transmission, systèmes de régulation de l'air ambiant, systèmes de direction, de freinage, systèmes d'échappement, d'admission et antipollution, composants de structure, cadres et trains de roulement
- Travaille dans différents secteurs : mines, construction, secteur forestier, maritime, transports, ressources naturelles, manutention de matériels

### Soudeur/Soudeuse

Le soudeur assemble des morceaux de métal ou des pièces en cours de fabrication à l'aide d'un métal d'apport et de chaleur ou de pression. Il construit des structures et répare des pièces endommagées conformément aux spécifications, et utilise des procédés spéciaux, comme le grugeage et le brasage fort. En particulier, le soudeur :

- Trace, coupe et forme du métal selon les spécifications
- Met en place des sous-ensembles et des ensembles, et prépare l'ensemble avant le soudage
- Utilise trois principaux types de soudage : à l'arc électrique, au gaz, et par résistance
- Utilise divers procédés de soudage et de coupage pour assembler l'acier de structure et couper du métal dans des récipients, des tuyaux et d'autres composants
- Fabrique des pièces, des outils, des machines et d'autre matériel





- Assemble des pièces en cours de fabrication, construit des structures et répare des pièces endommagées ou usées
- Contrôle la qualité avant, pendant et après le soudage

## ACTIVITÉS

### *Exploration collégiale Boréal Sudbury (camps d'anticipation)*

Le camp d'anticipation de deux jours aura lieu les 15 et 16 mai 2019 au campus principal du Collège Boréal à Sudbury. Cette activité cible les élèves des 10<sup>e</sup> et 11<sup>e</sup> années qui s'intéressent à explorer les diverses carrières. Ils auront l'occasion de participer à quatre ateliers différents au courant de leur séjour. Les élèves pourront participer à des activités interactives d'anticipation touchant les différents programmes offerts au Collège Boréal. L'objectif est de permettre à l'élève de prendre connaissance des opportunités de carrière et le cheminement nécessaire pour y arriver.

### *Exploration médias et communications, La Cité, Ottawa*

La Cité propose aux élèves de 11<sup>e</sup> et 12 années de découvrir le monde fascinant des médias et de la communication. Par le biais d'ateliers pratiques offerts sur le campus du Collège à Ottawa, les élèves vivent des situations concrètes d'apprentissage et en apprendront davantage sur les diverses carrières liées à ce domaine et les besoins

de main-d'œuvre qualifiée dans cette industrie. Durant leur séjour de deux jours, les élèves réalisent différentes productions.

Cette activité permettra aux élèves de visiter pour la première fois La Cité et la région de la capitale nationale. Déjà tenue dans le passé, cette activité remporte un vif succès auprès des élèves et de leurs enseignants

### *Exploration des carrières 8<sup>e</sup> (Windsor 8 mai et Toronto 9 mai)*

Cette activité veut donner aux élèves de la 8<sup>e</sup> année la chance d'explorer de façon interactive les carrières potentielles reliées aux programmes collégiaux. Les élèves sont invités à venir passer une journée au Collège Boréal afin de vivre une expérience enrichissante ! Cette activité permettra aux élèves d'en connaître davantage sur les diverses carrières. Par l'entremise d'activités pédagogiques ludiques, pratiques et interactives, les élèves exploreront divers domaines et les possibilités de carrières.

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# Adult Dual Credits Off to a Great Start

In September of 2017, SCWI commenced pilot programs which introduced Adult Dual Credits for individuals who needed the additional support of the dual credit program in order to achieve their goal of earning their OSSD and making a successful transition to post-secondary education (college or apprenticeship). Students are required to be registered with a district school board, within reach of graduation, have the potential to succeed in college or apprenticeship, and be 21 years of age and older. Anecdotal response from the field has been very positive so far. Adults appreciate the opportunity to participate, and those who had not met the requirement to graduate with the OSSD by the end of the semester, expressed interest in taking additional dual credits. One college advisor shared, "By the end of the program the transformation in the students was incredible. They were all amazed that they were on the road to an OSSD and had applied to college." Colleges continue to express interest in continuing to support and expand these programs. Adult dual credits continue to expand and enrich the opportunity for people throughout the province to move forward as productive and skilled additions to the work force.

Although 2017-18 was a challenging year for the School-College-Work Initiative because of the Fall college strike, results remained promising. RPTs demonstrated their usual flexibility in planning for and delivering ADCs. For example, several RPTs that had planned to deliver ADCs in first semester moved them to second semester, RPTs requested changes to initially proposed courses upon determining students' interests.

**Results** (as reported by Regional Planning Teams through EDCS):

- Fifteen of sixteen Regional Planning Teams participated in ADCs
- The vast majority of the dual credits were college-delivered, college courses. (There were three students in a Level 1 dual credit and one adult who participated in a dual credit delivered at a secondary school for adolescent dual credit students.)

SCWI typically measures the success of dual credit programs based on the following Approved vs Actual Student Participation: 94% Retention (the % of students who were in the program at the end): 88% Success (of the number of students who finished the program).

Adult Dual Credit students were also eligible to participate in **After ADC** – a pilot activity introduced this year by SCWI. The After Adult Dual Credit (ADC) pilot program is designed to explore and address barriers that might be preventing dual credit students in ADC programs from continuing their education. This pilot includes small group discussions and one-on-one conversations with a college advisor, along with participants having their college application fee paid by the project. More details on the ADC and After ADC pilots can be found on the SCWI website: [www.scwi.ca/tools.php](http://www.scwi.ca/tools.php)

Look for articles about both of these programs elsewhere in this newsletter.

# Raquel Gonzales: From Struggle to Strength at Fanshawe

I used to believe I was dirt in a corner, that I was the hammer that smashed the trim on my wall. I was run down, and I had claw marks slit into my torso. I was torn in half. I felt beyond repair. Cemented between hate and love, betrayal and loyalty, evil and good. I accepted feeling revolting and imperfect. I was drowning in a false reality that I thought was my tonic cure. I felt I was nothing but a blank canvas and a hollowed soul.



The reason why I share this is because today, we acknowledged our past; we chose to embrace it, and regardless if our journeys are different, we share a few things in common: We all have a past; we have our own stories, good or bad: it does not matter. Our past has made us who we are today. Something that we SWACians can agree on is that we have all been given an incredible opportunity to better ourselves and to learn. We are here today, accepting our past, our stories that make us who we are, and now our achievements. And because of this, we celebrate together.

Through my past, with the support of everyone I've interacted with I know I have evolved. I am now a bright canvas with honesty, love and positivity glued to it. I found my innermost treasure: growth. I will not let my previous self and my previous mistakes determine my future. I am the author of the book called my life. Every person, of a different age, religion, orientation, absolutely everyone is the author of their own life. I encourage everyone here to continue to learn, blossom, and thrive from their life experience. This year was incredible. It was an eye opener. In the last 10 months, we have been educated differently than we have in our entire past. We've had the privilege learn some of life's philosophies,

insights with our education, endless interesting topics, an understanding of ourselves, and how to develop our wisdom. This and so much more. We have learned how to grow through what we go through. This short, yet impactful period of our learning and existence was truly a re-birthing experience, as Sean said it would be. Back in September, in the first weeks of SWAC, we created 5 of our own classroom principles to follow.

Openness – We believed there must be a sense of honesty and willingness. To speak, to listen and to learn from each other.

Bravery – We all experience challenges and learn differently. We felt the need to put bravery in place, to become the best version of our self, and to step out of our shell in a space where everyone can be understanding and kind.

Kindness – Self-explanatory. SWAC is a loving, adaptable, and kindness filled environment. We wanted no negativity and we needed to be supportive and compassionate.

Love - What work space wouldn't want love between its walls? And lastly...

Creativity – We needed to build a space where we could enhance our learning. SWAC is not basic or boring, therefore we couldn't have been in a basic or boring classroom. SWAC is a safe environment, a place of self-expression, and somewhere we can be ourselves. Creativity is visible when you walk into our space, on the walls, or by what we, the individuals wear. We all took part in being creative. Even our personalities were filled with endless amounts of vibrant creativity. Now, our eyes have been opened, we can see this dazzling life. Our ears are now listening, we can hear the birds singing and the wind gushing through the vividly coloured leaves, blowing rapidly and calmly over all the different shapes and sizes. Our taste buds are tingling, we can taste the bitter sweetness of love. Our noses are in a dream, we can smell the glistening outdoors, and the fragrance of our radiant futures. We are alive and thriving, we can feel kind-hearted unity, and touch the hearts that are right in front of us.

*We all have  
a past, we have our  
own stories, good or  
bad does not matter.  
Our past has made us  
who we are today.*

**Continued on page 68**



## Raquel Gonzales: Fanshawe SWAC Graduation Speech

*Continued from page 67*



Our SWAC 2018 class is ready for the journey we call life. We have grown and will continue to do so.

We are all the authors of our life. Our stories in our books are not finished yet; rather they have just begun.

We want to thank everyone who has played a role in supporting us with our success. Thank you. To our friends and families who support us and are here to join us in this special celebration, thank you. Lastly, I must take the time to acknowledge and thank the most inspirational person, our guide, and friend. Sean. You have given us more than just the opportunity to graduate. You have given us life, many experiences, once in a lifetime opportunities, and memories that will never be left forgotten. You have reminded us we are worth more than our past, and that the only way we can go is forward. We are thankful for our struggles, because without them, we would not have discovered our strengths. We all very thankful to have met you. Without you, we would not be where we all stand today. You know life can be hard, we all are human, and we go through challenges. Whether we have struggled, or

are still struggling with something, you would always devote your time to help guide us. You put your time, and effort into every student, to support us in getting where we want to be, as long as we're eager and willing to learn. You are not just our teacher, you are an extra-ordinary person. You are full of love, peace, compassion, and knowledge. Your character makes you the wonderful person you are. We cannot express how much we have all learned this year, and how much better we are all doing. We can say that because of you, we have a future waiting for us. Thank you for sticking by our side, thank you for having faith in us and thank you for your exceptional role in our journeys.

### RPT 10 SWAC St. Thomas Field Trip - Jared Reaman

"The trip the class took to JAFFA outdoor education centre was honestly one of the best field trips I've been on in a while. The Edible Plant walk (that was connected to our cooking class) was cool and I got a kick out of being told within ten minutes "Don't eat that." Just being in nature felt really good; there aren't many places like that in St Thomas that I can get to easily. Dan who guided our walk and set up the activities was likable and easy going. Trying to jump through moving rings, while dumb, was fun. I came to SWAC not knowing anyone so I felt quite awkward around other members of the class. The interaction during the activities and working together helped me relax around everyone. I feel it gave everyone a chance to do something they're good at and open up through the teamwork. While it wasn't anything spectacular, coming out of the activities I had this sense of success and honestly I just enjoyed it. I feel like this trip was well worth it, I finally know how to identify poison ivy, and it gave everyone who went a chance to relax and open up while simply being a bunch teens. We also gained a sense of accomplishment as a class through being involved in these activities. We are now a close-knit group of individuals who despite our differences all share a common bond and goal for the future."



### Our Students Speak

"The dual credit program is awesome! It allowed me to get a taste for college while earning credits for my diploma. It lets students test out areas; I thought I wanted a career in the medical field so I took the medical terminology class – turns out it wasn't for me, however now that I'm taking the Level 1 Hairstyling OYAP program, I've found an area I love."

*Victoria McGonegal, Level One Hairstyling Dual Credit Apprentice*



# Dual Credits Grads Greet Former Teacher: Skilled Trades Superstars

As a Dual Credit Coordinator for the Hastings Prince Edward District School Board, nothing makes me prouder than when past dual credit students stop me in the halls of Loyalist College and fill me in on what they are up to and reflect on how dual credits helped them get there. It is heartwarming to hear about their successes and see firsthand what a difference the SCWI opportunities make for our students.

This September was no different. Countless faces smiled and called out as I went about checking on my current students, but two young men in particular caught my attention. John Roussakis and Wyatt Craig were both involved in dual credit courses last year and are now full-time students at Loyalist College, with the additional honour of being recipients of The Weston Family Scholarship in the Skilled Trades.



John successfully completed a summer congregated auto dual credit and followed it up with a congregated construction dual credit in the fall. He feels that taking these courses helped him “prepare for college and get a taste of the college experience”. When he began his first year in Motive Power Fundamentals, he knew his way around campus and was able to apply the Auto dual credit to his first-year program. Having a reduced course load will help him to focus on his other classes and earn higher grades overall.

Wyatt participated in a team-taught manufacturing dual credit and then switched schools the second semester to be involved in a team-taught construction dual credit. He is currently in the Carpentry and Renovation Techniques program. When asked how dual credits have made a difference to him, he responds that they “have prepared me for a career in construction.” Wyatt has an identical twin brother, Dawson, who also took both dual credits. This allowed both boys to be a part of Skills Ontario and bring home the bronze medal in the 4 Person Home Build competition. Dawson took his experience north and was accepted into the Powerline Technician program at Conestoga College.

Being recipients of The Weston Family Scholarship in the Skilled Trades, allows students like John and Wyatt to receive up to \$4,000 in bursaries as well as the opportunity to become mentors to help more people pursue the skilled trades pathway. Students complete mentorship training and participate in a variety of events. John and Wyatt will be volunteering in many initiatives such as the Skills Ontario Elementary Cardboard Boat Races in January. These boys are prime examples of how dual credits make an impact on students’ futures!

## SWAC Student Shares Time in Design at Fanshawe

“My name is Emma LeDrew and I am a member of the London District Catholic School Board SWAC Program. My experience in SWAC so far has been an incredible, the opportunity provided to me has been life changing. I am less stressed about deadlines, as it is a work at your own pace type of environment. This leads me to put much more effort into my assignments, as I can set my own pace and I do not get overwhelmed by the work load. The teachers are friendly and always available to help a student if need be. In addition, to stay in the program, a person must also enroll in a dual credit. I am currently in the Graphic Design and Web Design Dual Credits. I have truly enjoyed both because they are fun, and they are a one day a week escape from other school work. I can learn what I want, and it is a great way to discover if it is a field I would like to pursue in post-secondary. All in all, I am glad I can be in this program and achieve a great amount of success.”

## Our Students Speak

“The dual credit program allows for new opportunities to be realized; whether it be meeting new people and building new friendships, or just gaining confidence and taking pride in a college credit earned.”

*Logan Syrette*



# Georgian Reunites Students & Staff

Secondary teacher Susan Bin has been working in the School within a College (SWAC) program at Georgian College since 2011. One of the highlights of her time on campus is seeing her students move on to post-secondary education. This week, a student who graduated SWAC in 2013 dropped by to tell her former teacher that she is on her way to university.

"This program was huge for me," says Kaila Gallacher with a smile. "I would not have even imagined that college was a possibility without it." Kaila began her post-secondary career in the General Arts and Science program at Georgian. That has allowed her to move on to York University to study English and Humanities. Her goal is to be a writer.

"Before SWAC, I had lost my curiosity and forgot that I loved to learn. SWAC invigorated that in me," she raves. "Now I am a published poet, and able to give public readings. Before I was too afraid to speak in front of people." Kaila took two dual credits while in the SWAC program, college credits that she was able to apply to the General Arts and Science program to give her a head start. Kaila's teacher, Susan Bin, has welcomed a new class of SWAC students to college this year, one of four sections running in Barrie and Owen Sound this semester.



## St. Clair's Adult SWAC: Adult Pilot Programs Continue to Soar



"Lifestyle and Fitness Management" brought adult students to an opportunity to gain both credits and fitness in a program that culminated in police officer Gary Oriet's decision to challenge his students. On May 12<sup>th</sup>, 2018 the class participated in a 5km Walk/Run and a 1km "Stomp Out Stigma Fun Run" event with all proceeds going to support the Mental Health Network in Chatham-Kent, Ontario. The adults not only did well, but also enjoyed the opportunity to give back to their community. Some comments from both the organizers, the instructor and the students, are below:

*You all showed up on a day when it would have been easy to stay in bed. (It was pouring rain)*  
*You all displayed positive attitudes, I didn't hear any complaining!! So impressed!*  
*You kept going, putting one foot in front of the other until you crossed the finish line.*  
*You proved that something can be hard but you are capable.*  
*You encouraged each other along way and had great team spirit.*  
*We started as a team and finished as a team, no one gets left behind!*  
*And we won the special award for High School Challenge First Place!!!!*

Comments from one of the students after the run:

"It was so worth it! I'm so happy we got this opportunity to show our support to such a great cause few years back I wasn't in the greatest mental state and almost lost my own life, but I am a survivor, and this was great to be apart of! Something so important, so challenging but fun! I feel sore but great! Thank you to our amazing teachers for allowing us to shine like we do! I don't know about everyone else, but I needed this for sure... feeling proud!"

# Dual Credit SWAC: Ethics & Issues at Georgian College

19-year-old Skysin Solorzano is full of excitement and a few happy tears since she received news of her acceptance to the Business Administration-Accounting program at Georgian this January. After dropping out of high school, she held a belief that she would never go to college. She is very grateful that things have changed.

"If it weren't for Georgian College, I wouldn't have a success story," Skysin says. "It's a cycle of success".

Skysin's time at the college began last winter when a teacher at the Barrie Learning Centre encouraged her to consider a dual credit course to help her finish her high school diploma. She studied Ethics and Issues with faculty Alexa Farley, finishing the course with 94%.

"It encouraged me to think with an open mind, to think critically, which is a great skill," she says. "The professors here really care about you". In September, Skysin joined the School within a College (SWAC) program on the Barrie campus. She's taking two more college courses along with her secondary school credits. "Dual credit let me know that I could go to college because it gave me confidence," she explains. "I was scared before, and it seemed so intense. I tell myself that everything happens for a reason. If I didn't drop out of school maybe I wouldn't have found dual credit, and maybe I wouldn't have the chance to go on to college. I am so thankful for the opportunity." Skysin has dreams of opening a restaurant for students one day that builds community through food. She starts preparing for that dream in January as she begins her college program. "Because of dual credit, I know my way around now," she smiles. "I know where to go for help, and I can even help others."



## First Nations, Métis, Inuit (FNMI) SWAC Student Shares her Experiences

Cora Fisher-Abram is a current student in the School Within a College (SWAC) program. She attends the Thames Valley District School Board First Nations, Métis, Inuit (FNMI) class. When asked about her first impressions of her FNMI SWAC class and experience so far, she said:

"As a student in the Indigenous SWAC program, my first month experience has been the best learning experience and environment I've had so far. It's welcoming; as soon as you open the door and step foot into the classroom. In the program, you get a sense of responsibility in addition to well-being, which is amazing for self-growth and development. There's also a huge support system and being surrounded by supportive people makes it even better. The teacher Lauren plays a huge role in making this program what it is; she's a very kind, supportive, and genuine person that gives out positive and good energy. This is the type of person you want supporting you and the type of person you want to gain knowledge from which I'm thankful for. One of the greatest benefits of the Indigenous SWAC program is how culturally oriented it is. This gives the students an opportunity to gain knowledge, not only about the culture but about themselves, which is the best thing you can give to a person. My favourite class I've been in so far is Liz's cultural class where we get to learn our teachings and we get to learn a bit more about ourselves. This class has had the biggest impact on my life; it is an amazing class that I wish every Indigenous student had the opportunity to be in. In the first month of SWAC I've built positive relationships and I've gained more knowledge about myself. The Indigenous SWAC program gives me and hopefully other Indigenous students hope and confidence in self-growth, knowledge and success. I'm grateful to be part of this program and I'm grateful to be surrounded by other Indigenous students and supportive staff."





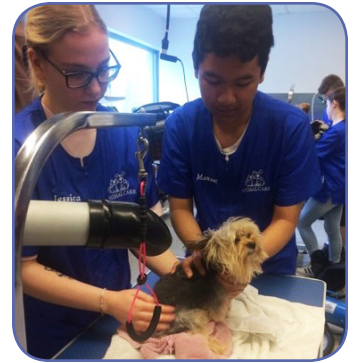
# Dual Credits Spell Success for E.C. Drury Student at Sheridan

David Tjuhanda is extremely proud of E.C. Drury School for the Deaf.

The Milton school – one of just three provincial schools for the deaf in Ontario – has been David's academic home from Kindergarten to Grade 12. And he knows virtually everything there is to know about the institution, from when the school was founded to every program that it offers.

But as much as David loves E.C. Drury, he also knew that there was one thing his school couldn't deliver – specialized education in the area that interested him the most.

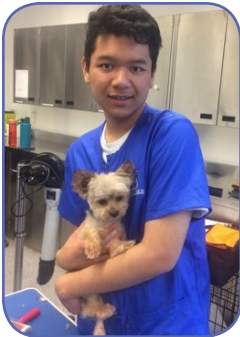
"Drury is a great school and we have a lot of great programs," says David, a vegan who has had a passion for animals since he was a child. "But there was no course that really fit the bill for everything I wanted to study."



Fortunately, one of David's teachers alerted him to a pair of Animal Care courses that were being offered as part of Sheridan College's Dual Credit program. David was nervous about attending classes in a non-Deaf environment for the first time, but those concerns melted away when he learned that one of his deaf friends would also be attending the classes.

Sheridan also made the transition easier for David and his friend by providing interpreters and note-takers.

"The fact that we had access to our classes was phenomenal. It met all of our needs," David says. "It's very difficult to watch an interpreter signing the information while also looking down to take notes. It's almost impossible. Because the College was able to accommodate us that way, it made our learning that much easier."



Through his Dual Credit courses in Animal Science and Introduction to Animal Grooming, David had the opportunity to work directly with animals. That hands-on experience confirmed to David that animal care is the career path he wants to pursue after high school. And when David does leave E.C. Drury, he'll do so

with new-found confidence, thanks to the exposure to college that Dual Credit provided.

"What I really liked about college was that we are all adults. There's a level of maturity there that I felt helped me prepare, knowing that I was going to be in the real world soon," David says.

In addition to Animal Care, Sheridan offers Dual Credit programs in many other subject areas, ranging from early childhood education to marketing to skilled trades to general education credits. Visit Sheridan's Dual Credit webpage for more information.

## Nicki Krohn, Lambton College's Grad Returns as Advisor

Nicki Krohn is a SCI&TS graduate and was part of the last graduating class of the Correctional Worker program in 2004. She continued her education and graduated from Lambton College again in 2005 with a General Arts and Science diploma. From there she spent some time living in Guelph and London before returning home and completing her Bachelor of Social Work from the University of Manitoba. After spending 15 years working in a Social Service capacity (specializing in addictions), she has landed at Lambton College where she is the student advisor for SCWI as well as Faculty teaching in the Dual Credit program.



## Our Students Speak

"The program has food, and other things that help provide for the basics, and as well, there are supportive people all around to offer assistance, and the people are all very nice."

*Samantha Belleau*

# Student of Five Trades Goes the Distance



Blake Harnum is a student at the Brockville TR Leger with the Upper Canada District School Board who has been taking the Taste of the Trades dual credit course in Kingston. Blake has been travelling 180 km round trip twice a week for five weeks to study five different trades. Blake's favorite trade has been welding. Blake is pictured with his welding instructor, Julian Mellow. The welding congregated dual credit class will be offered during the Winter 2019 semester and will be taught by Julian. It is hoped that Blake will take advantage of continuing his study of welding with Julian.

Thanks to the dual credit program, Blake has become aware of a potential career path while earning a high school credit. The staff at the Brockville TR Leger are thrilled with Blake's re-engagement in achieving his high school education. This dual credit opportunity has made a very positive change in Blake's life.

## SWAC Law & Order at Sheridan

As a 20-year-old high school student sitting in a classroom of 18-year-olds, Leyah Folan felt like she was just spinning her wheels.

"I wanted to be in more of an adult environment," says Leyah, who fell behind in her high school studies after having a child. "I wanted to feel like I was actually doing something."

Leyah was even considering dropping out of high school and taking her General Education Diploma test instead. But then she heard of the School-Within-A-College program, which offered her the chance to simultaneously earn high school and college credits in a college environment.

"I probably wouldn't have graduated high school if I hadn't done SWAC," says Leyah, who completed three dual credit courses at Sheridan College's Hazel McCallion Campus. "The teachers motivated me to want to finish it off and get my diploma, rather than take the easy way out and get my GED."

Better yet, one of the three dual credit courses Leyah took at Sheridan opened her eyes to a career opportunity. After enjoying the Profiles in Crime college course (and getting a good grade in the process), Leyah decided to pursue her diploma in Community and Justice Services at Sheridan the following year.

"I'd always had an interest in law, but before going to SWAC, I had no idea what I wanted to do," Leyah says.

In addition to exposing Leyah to the college lifestyle, SWAC also made her first year of college easier. Her Profiles in Crime college credit couldn't be used as an elective towards her Community and Justice Services diploma program, but another dual credit she earned (the Agony and Ecstasy: Addictions college course) could.

"Everything about (SWAC) was awesome. I loved it," Leyah concludes. "Anyone who is in a situation where they feel like leaving high school, I would tell them to go to SWAC."

Sheridan College offers School-Within-A-College programs throughout the year. For a list of available programs or more information, visit Sheridan's Dual Credit programs webpage ([www.sheridancollege.ca/academics/pathways-and-transfers/dual-credit/dual-credit-programs](http://www.sheridancollege.ca/academics/pathways-and-transfers/dual-credit/dual-credit-programs)) or email [dual.credit@sheridancollege.ca](mailto:dual.credit@sheridancollege.ca).

## RPT 11 Travel & Tourism Testimonial from Kenora

"The Travel and Tourism dual credit course was the best school experience I have had so far. It gave me the essential skills to thrive in the outdoors while teaching me a background in entrepreneurship. It **peaked** my interest and for the first time, made me passionate about school. I highly recommend this program to anyone looking to get into the tourism industry or even just to learn more about the outdoors and a blast doing so."



# Information and Communications Technology (ICT) for Middle School students: CODEfest 2018

Early in June, the Industry-Education Council of Hamilton and Mohawk College hosted CODEfest, in partnership with the Hamilton-Wentworth Catholic District School Board (HWCDSD) and the Hamilton-Wentworth District School Board (HWDSB).

Students in grades 7 and 8 spent the day discovering and exploring opportunities and career pathways in the ICT sector. The event commenced with a panel discussion with representation from high school and postsecondary students as well as tech experts who discussed their journey and in-demand job opportunities. Following the panel, students participated in a variety of hands-on activities while they networked with industry leaders, allowing them to connect the dots about the important role that tech plays within our local, provincial and national economy. Experiential learning was the key to success and was a dominant theme during the interactive tradeshow where students explored advanced manufacturing, robotics, virtual reality, digital design, network technology,



cyber security and software development. The HWCDSD and HWDSB robotics teams showcased their sports-style robots which demonstrated the important role that science and mathematics play in the development of technology. CODEfest concluded with an inspirational talk from the CEO of a local digital agency that develops products and tools for a vast client base, which includes Maple Leaf Sports & Entertainment. The CEO delivered an inspirational message that new technologies are possible with imagination. In a well-planned and structured

day, students were informed of their future opportunities, by accessing educational and community resources that would enable them to contribute to building Hamilton's position in the global knowledge economy.

## Dual Credits: From Columbia to Paralegal Success at Mohawk

Jenifer Bonilla arrived from Colombia while she was in high school with very limited knowledge of the English language. Her main reason for deciding to come to Canada was to access Canada's education system. She realized Canada offered many educational and career opportunities and she saw this as a way to help support her family. While in her grade 12 year, she became aware of the Dual Credit program being offered in partnership with Mohawk College. Jenifer successfully completed two college credits at Mohawk's campus. This helped her to become familiar with the college system and to explore various programs of interest. The Dual Credit program gave Jenifer a first-hand overview of what is expected of a college student which she accredited to preparing her for post-secondary. Upon graduating from high school, Jenifer applied to Mohawk College and successfully completed the Paralegal program. She is currently working full time and is also continuing her studies at Mohawk College.

"The Dual Credit program offered me an exceptional understanding of what college life would be like. It was an amazing experience because it allowed me to get to know and be familiar with the college environment and the way classes were given". — Jenifer Bonilla

## Our Students Speak

"The dual credit program is a lot quieter than other high schools and the environment and feel of the school is very positive and accepting."

*Anonymous*



# Aboriginal Post-Secondary Information Program Tour (APSIP) at Sault College

Melanie Jones, SCWI Assistant for RPT15 Algoma, toured with Sault College Recruiter, Melvin Peltier, for the 2018 Aboriginal Post-Secondary Information Program tour (APSIP). Melanie visited seven high schools in the Algoma region and provided information about dual credit opportunities offered at Sault College to 169 students while helping Melvin to promote Sault College programs. Pictured are Melanie on the left and Melvin on the right speaking to students from Central Algoma Secondary School (CASS).



## Conference Board of Canada Research Projects: SWAC and Board-College Connections

Elizabeth Martin of the Conference Board of Canada recently wrote about the strength of the SCWI School Within a (SWAC) program in her briefing *School Within a College: Supporting Transitions from Secondary School to Higher Education* (2016). The School Within a College program is described as a model program for helping “at risk” youth complete their secondary school diploma and transition to their first postsecondary credential. It articulates four distinguishing features of SWAC and provides concrete data on how students in SWAC and other dual credit programs are better prepared and often more likely to go on to post grad programs than their counterparts.

This Spring, Ms. Martin’s research focuses on the need to improve the connectivity between Kindergarten to grade 12 education and postsecondary education in order to help students better transition into postsecondary education. In her article, *Making the Connection: Growing Collegiality and Collaboration Between K–12 and PSE Educators* she highlights as one of her three case studies the impact of team-taught dual credits focusing on two educators in the Durham Region. It offers a wealth of advice about coordinating, collaborating and actively cooperating with shared resources and dynamic resource-based relationships between schools and post-secondary institutions.

This article also provides useful insights into the strengths and benefits of partnerships between secondary and postsecondary educators. Suggestions around professional development may be of interest to those planning dual credit teacher/faculty forums.

Both articles are available for download from the Conference Board of Canada’s website ([www.conferenceboard.ca](http://www.conferenceboard.ca)). We urge you to become a member of this site as it contains a wealth of current research, topics and techniques of interest to educators. Note that all documents on this site are also available in French.



## Frank Kelly: SCWI and a Life of Service in Public Education

*Continued from page 14*

Frank went to grade 9 in a small Catholic high school. He finished grade 12 there and then it was off to Banting Memorial in Alliston. In a few short years, he had gone from the smallest school imaginable to Banting, which housed 2200 students. In grade 12, the science lab was a ping pong table and several beakers; at Banting he enjoyed labs which were the envy of science teachers everywhere.

His trajectory from small to huge informed a leadership philosophy that he has held ever since. Physical plants, facilities, and buildings cannot substitute for imagination, determination and the skills of great teachers. Bricks don't replace brains and bold teaching. Facilities enhance opportunity, but great learning lies with great people. First hire, nurture and train great staff. Do the physical building stuff when economics and opportunity converge. "People first and always" ensures that students will learn and thrive.



Frank was 15 when he graduated from grade 13. His father had long recognized that small-time farming was not the future. He supported his children to move forward into new worlds of opportunity and experience. For Frank, this meant enrolment and residence at St. Michael's College and residence at U of T. It's no surprise that he majored in English, a decision that would bring both his future and the love of his life. To supplement the financial demands of living in residence, Frank, at one time or another, became a casual clerk at the parliament buildings, helped his dad on the farm, worked on road construction and franchised the beer machines at a fraternity ('nuff said about that!). In addition to successful course work, he met Ann, a fellow English student, and subsequently married her, one of many wise decisions that have framed a career of service and love.

Like so many graduates, he finished his degree with many opportunities. To our good fortune, he turned down the offer to enter retail management, and became a teacher. His first placement was at Bathurst Heights Collegiate, a large and cosmopolitan high school in North York. Not surprisingly, both his sisters also became outstanding teachers and administrators, as did Ann, his wife.

Fortune favored him with excellent school leaders and a wonderful English Head. George Gillanders became both an inspiration and a mentor. Frank taught tech classes there for 3 years. He loved the young people's down-to-earth approach to life and education. Young teens headed for the labour force are seldom drawn to Shakespeare and poetry, but Frank loved them and loved teaching them. The feeling was mutual.

It wasn't long before his boss and mentor appointed him to become the assistant head and elected to place him in charge of the Grade 13 class. At that time, only the best-performing academic students reached their senior year. Fortunately, Toronto in those days offered abundant employment opportunities for early school leavers; it was different time and a different world, but one that SCWI now nourishes for students on pathways to work who leave before graduating.

Frank's Grade 13 class flourished, as did he. In that time, all students wrote Grade 13 Ontario-wide mandatory matriculation exams. (not unlike today's EQAO testing). It was the education system's way of attempting to create an equitable benchmark for success and entry into higher realms. Success on Grade 13 exams was the gateway to university and an Ontario scholarship, the province's gift to students who achieved an average of over 80 on the finals. The move from tech classes to academically gifted students was a new opportunity. Frank quickly adjusted to these bright and motivated kids; as a result, every student in his class of 32 graduated as an Ontario scholar. He still hears periodically from that august group of young, smarmy, and insanely bright kids.

In time, Gillanders encouraged Frank to apply for a headship elsewhere, as George had no intention of retiring. Shortly thereafter, Frank assumed the headship of English in a new school that was about to open in Hamilton, Scott Park Secondary. Frank was both the "new guy" and the Head of a new department of 20 English teachers of what one might politely call "varied" ability and commitment. After some auspicious trimming of a few staff he inherited, Frank built a vigorous and vibrant team.

Frank and his wife and growing family spent twenty-three fine years in Hamilton, through good times and bad for the steel town. He moved through the system as a teacher, head of department, vice-principal, principal and superintendent. When he felt he had learned all he could as a secondary principal, he asked to be moved to the elementary system as a vice-principal; a step down to some, but for him, a vital opportunity to understand the full continuum of learning and opportunity at each stage of both a child's and a teacher's life in school. Through all of these diverse experiences, his skills as a leader, speaker, negotiator, raconteur and writer were growing. Just as important, he had the opportunity to work with many lifelong learners and practitioners. Many joined his wide

circle of friends and contacts along the way and make him a key influencer in provincial education matters to this day.

Excellent leadership cannot be reduced to simple concepts but, Frank's leadership goals are grounded in 3 questions that ran through each day, and each opportunity.

**One:** What will I do today to improve opportunities for kids and for their parents?

**Two:** How will my work assist me to build the strongest team possible to effect the first goal?

**Three:** Once teams are in place, how do I ensure that they have space and time to effect tangible and measurable goals which are transparent, achievable, and accountable?

His work at CODE and in SCWI exemplifies those principles and answers.



Frank's career underscores a leadership philosophy of hard work, optimism and accountability. He shares that success as an educational leader depends on your ability to build and motivate great teachers and teams, and then to leave them alone to accomplish tangible and measurable goals. His belief in people, generosity, and trust has been highly successful.

Years of service and celebration in Hamilton made him restless to return to a more rural setting. He became Director in the Haldimand board. He was welcomed as a Director and enjoyed the fact that, in a smaller area, he could open his office to all. Trustees, business owners, parents and locals came to know him as the man they could meet with personally just by letting his assistant know that they had a question, a beef or a request. When Frank was not listening to them, he was on his feet and visiting his schools and locals. He has always believed that everyone deserves a voice; everyone can achieve; everyone has a story.

Nine years in Haldimand as director also afforded him insights into the struggles and unique character of first nations communities. Another step on the journey.

1997 brought the Harris government and amalgamation. The 3 Boards of Haldimand, Norfolk and Brant were compelled to become one large board, now known as Grand Erie. An enormous challenge. Trustees, mayors, parents and people of all backgrounds naturally fought with passion and purpose to protect their bailiwicks. Deadlocks, dilemmas and debates stalled every attempt to get the job done. We have all experienced challenges like this, as education is always changing, evolving.

Ever the person for solutions and action over rhetoric and rebuke, Frank concocted a brave and original solution. He offered to fully retire as director and return as a freelance coordinator of the amalgamation. It was a risky, but in the end, brilliant move. As an unbiased negotiator at a distance from the infighting and politics, he navigated a solution that resulted in consensus. He became one of a small handful of educators who created this new "role" as an "amalgamation coordinator" and brought cohesion and confidence to a very difficult process. When existing roles and structures impede progress, create new roles!

It was at this point that Frank took on a new and wider opportunity to secure opportunities for kids, and for public education.



In education, as in life, often timing is everything. The late 90's saw rapid growth in the number and types of college programs offered across Ontario. There was also a growing awareness among educators that some high school students were finding that university was not the best path for their goals and strengths. Available employment for early leavers was dwindling. Directors of Education and Boards committed to raising awareness about alternative pathways to success for all students. As Director at CODE, Frank had both a broad view of the provincial landscape, and a host of great contacts all committed to expanding the reach and opportunities of education. Frank joined a team that shared common values, determination and the taste for innovation that still drives and defines educational leadership in the current day.

He reached out to see what Boards and Colleges were doing and discovered that articulation projects between Boards and colleges were around, but lacked a centralized coordinating body for sharing strategies, efficiencies, and innovation. Frank facilitated the creation of the first provincial co-management team for SCWI, consisting of Terry Blundell, president of Lambton, Tony Tilley, Vice President of Seneca and Bob Gillett, president of Algonquin. Mary Smart and Grant Yeo coordinated efforts from the Ministry.

Many other educators came on board over time. As the program grew, SCWI evolved as a credit-granting pathway steered by other individuals such as Grant Clarke, Peter Askey, Phil Hedges, Sandra Bickford and David Armstrong, our current leader and Project Officer. Frank dismisses sole ownership of the idea or of its success. Rather, he underscores how SCWI's initiation and growth ably shows how strong teams peopled with good educators can accomplish great goals.\*





That tradition remains today among our many readers and practitioners. And, as Frank will attest, it was an opportunity to work with great colleagues.

In a recent interview, Frank spoke with warmth and passion about his hopes for the future.

*"I remain very positive about the future of public education and feel excited to throw the torch to younger leaders.*

*The abilities of youth continue without limits and I am confident in the creative powers of teachers and administrators. It's my hope that education will make better strategic use of technology. Future learning must provide more practical learning situations and coordinate students with global partners. Education of the future must remove the "lockstep" structure we have had. Dual credits will thrive in a more flexible milieu. Students in the twenty-first century need allowance to learn topics in depth at every level. We must know the interests of young people and encourage rewards for such interest. Innovation and initiation must be the guidelines for our educators to progress.*

*My personal goals with more free time are to pursue travel, photography and writing. I want to learn more about working with the intricacies of healthcare and the sensitivities of aging. I look forward to taking time with family and friends. My interest in education and in the fine people who work within the system will never dim. Education has been my life and it has been good to me. And I will continue to live by the adage, "When your memories outnumber your dreams, you grow old."*

Insightful observations from an excellent leader whose leadership, warmth and contributions will long be remembered. Today his legacy is forged in the successes of thousands of young people who have found dignity and hope through his work, and now, through all of you who continue to work to make SCWI flourish every day.

\* A full history of SCWI's genesis and growth appears in the Spring 2017 Newsletter online

## November RPT Chair/Coordinator Meeting

Once again, on November 8<sup>th</sup>, David, Sonja and Phil hosted the Chairs and Coordinators from all 16 RPT's at a meeting in Toronto, where the many facets of the last year were shared. A look back showed excellent data to support the value, reach and ongoing success of the dual credit program. A look ahead allowed participants experienced and new to share goals, initiatives and innovations to continue to support and engage our target groups. The energy and opportunities to network among a group with common goals to support every student made for an excellent day of sharing and planning for this vital program.



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