

SCWI Approved List of Dual Credit Pilot Projects 2007/08
-with descriptions

#	RPT	Project Name	Table	# of Students	S.1	S.2	Description	Course Codes	Contact
1 Cambrian Secondary College Strategic RPT									
1	1.1	Apprenticeship Plus	6	20		20	The approval of this proposal will provide Grade 11 or 12 students the opportunity to gain secondary school credits while exploring the Hospitality field. Students will earn two secondary school credits in TFT3C, an optional co-op credit, recognition for completion of Basic Cook Apprenticeship in-school training level one, as well as recognition for completion of semester one of the Chef Training post secondary program. The students will also receive a college transcript reflecting the completion of the first semester of the Advanced Cook Apprenticeship (Chef Training) program. Through this exploration of the hospitality field students who may not be interested in an apprenticeship are able to earn post secondary credits that can be used when they continue their studies in the Chef Training and Hotel and Restaurant Management programs. The combination of Ministry of Education curriculum and Ministry of Training, Colleges and Universities curriculum will enhance a students' smooth transition to College programs. This model will be delivered on Cambrian College's premises by a college professor with direct support from a secondary school teacher, who will recruit students, act as a liaison in ensuring that the connections are made between secondary school and coll	415A	Betty Freelandt
2	1.2	Exploring Business (Full yr program) Exploring Business (Full yr program)	5	20			Secondary school students will attend a dedicated dual credit classroom on the college campus from September -December for two days per week from 12:30-4:30 p.m taking the following two college (secondary) courses: MKT 1100 - Introduction to Marketing (BMI 3C) and BUS 1106 - Computerized Business Applications (BTA 3C) and one co-op credit for the other three afternoons per week. These courses are embedded in the following Business programs: Administrative Assistant, Business Administration, General Business, Accounting, Tourism and Travel. From January to the end of April students would choose to take two college (secondary) courses from the following: ACC 1100 Introduction to Accounting (BAT4M), BUS 1800 Customer Service (BDP3O), AAP 1210 Office Procedures I (BTX4C), ECN 1101 Microeconomics (CIA4U). The secondary school students would be added to existing college classes as part of the top-up model. Students would be enrolled in a two credit co-op program three afternoons per week from January through to the end of April at which time the students would complete 20 hours of co-op per week during May/June. Students would earn 4 dual credits and 2-3 co-op credits while exploring business progra	AAP1210 MKT1100 BUS1106 ACC1100 ECN1101 BUS1600	Betty Freelandt
3	1.3	Automotive Service Technician Management Career Exploration	5	15			Secondary students will take the following college (secondary school) courses: AAP 1101 Trades Practice and Applications I (TDJ3M) and SSB 1151 Steering/Suspension/ Brakes (TTJ3C) at the college from 12:30-3:30 p.m. four days a week from September to the end of January. From February to the end of June, students will take the following college (secondary school) courses ELC 1217 Electrical and Electronics I (TMJ4C) and MOT 1201 Gas Engines (TTJ4CO) four days per week. Students will obtain four dual credits and an understanding of the work involved in automotive repair.	AAP1101 SSB1151 ELC1217 MOT1201	Betty Freelandt
4	1.4	Personal Support Worker	5	20			Secondary school students will attend classes at the college to take the following college (secondary school) course: PSW 1106 (TPA3C). Through the course the students will not only gain experience in personal support but will also have the opportunity to practise these skills in the college lab environment. Secondary schools will bundle the following certifications for a secondary school credit as they are required for admission into this college program: CPR, First Aid Level C, Non-Violent Crisis Intervention. Students will obtain two secondary school co-op credits through their work experience in nursing homes.	PSW1106	Betty Freelandt
5	1.5	Introduction to Mining	5	40			Learning Opportunity for Youth is a project that was funded by Northern Ontario Heritage Fund and Duke Energy to develop learning opportunities that will enhance educational and career success for youth (particularly those at risk) in northeastern Ontario. MNG 1100 - Introduction to Mining will be developed as an on-line course and offered to all School Boards in northeastern Ontario (French and English) through this funding. The secondary school course code is CGO4M. The request under SCWI is for funding for delivery and recognition of the dual credit. Secondary school students will be able to access the curriculum on-line in their secondary school classroom or at home. The secondary school teacher will act as a facilitator for projects, administer tests and assignments and organize appropriate field trips. The college professor will evaluate tests and assignments for the college course and participate in a one hour chatroom per week. The advantage of this program is that it will expose students throughout northeast Ontario to Mining as a career and a field of study. Students will receive one dual credit .	MNG1100	Betty Freelandt
6	1.6	Energy Systems Technology- Social Understanding	5	40			Learning Opportunity for Youth (LOFY) is a project that was funded by Northern Ontario Heritage Fund and Duke Energy to develop learning opportunities that will enhance educational and career success for youth (particularly those at risk) in northeastern Ontario. GEN 1001 - Social Understanding- Sustainable Energy Issues will be developed as an on-line course and offered in February to all School Boards in Northeastern Ontario (French and English) under LOFY funding. The dual credit in the secondary school system is CGR4E - The Environment and Resource Management. The request under SCWI is for funding for delivery and recognition of the dual credit. Secondary school students will be able to access the curriculum on-line in their secondary school classroom or at home. The secondary school teacher will act as a facilitator for projects, administration of tests and assignment, and organizing appropriate field trips. The college professor will evaluate tests and assignments for the college course and participate in a one hour chatroom per week. The advantage of this program is that it will expose students throughout northeastern Ontario to sustainable and renewable energy systems as a career and a field of study. Students will receive	GEN1001	Betty Freelandt
7	1.7	Precision Measuring	5	40			Learning Opportunity for Youth (LOFY) is a project that was funded by Northern Ontario Heritage Fund and Duke Energy to develop learning opportunities that will enhance educational and career success for youth (particularly those at risk) in northeastern Ontario. Students taking the following college (secondary school) course: IMM 1160-2 Precision Measuring (TMJ4C) for dual credit. The request under SCWI is for funding for delivery and recognition of the dual credit. Secondary school students will be able to access the curriculum on-line in their secondary school classroom or at home. The secondary school teacher will act as a facilitator overseeing the use of tools and measurement blocks required for online completion of assignments and tests. All evaluations is done on-line. The advantage of this program is that precision measurement is key in all technologies and students throughout northeastern Ontario will have the opportunity to develop their skills. Students will receive one dual credit.	IMM1160-2	Betty Freelandt
Subtotal				195					Betty Freelandt
2 Connecting GTA Teachers RPT									
8	2.1	Scarborough Area High Schools (Centennial + TDSB)	5	35			Centennial College initiated a dialogue with local area high schools to build awareness of college pathways for Grade 11 and 12 students through participation in a dual credit program to be delivered at Centennial's Progress campus. The choice of schools was facilitated by Sue Ferguson, central Coordinating Principal, Toronto District School Board. Funding was applied for and received under Phase 10 SCWI for this project. This year we are proposing to increase the participant schools to five, with the addition of a TCDSB school with the assistance of Mark Pettit at Toronto Catholic District School Board, making this a program involving co-terminus boards. The students would take a general education credit, called "Growing UP Digital: Living and Working in Canada," at Centennial		Kristi Harrison
9	2.2	Transitions (DPCDSB + Sheridan) Additional course (GenEd top ups) for Transitions	5	64	32	32	Over 60 senior secondary school students attend a full-time alternative secondary school program at Sheridan's Davis Campus in Brampton, earning 3 to 4+ secondary school credits per semester. Dual credit college courses are offered to new students in both semesters to prepare for college transition. These courses include: Essential Communication Skills and Self Management/Self Direction which are taught by college faculty. Each semester, returning students and new students deemed prepared and eligible may also enrol in a cross-College General Education course of their choice and are integrated with other college students in these classes. Secondary school teachers provide support, supervision and guidance to all college-taught courses to promote student success. Students may earn up to the maximum 4 dual credits. Students experience the college environment (with access to all college facilities & services), thereby encouraging them to consider college as a pathway upon graduation while preparing them for post-secondary.	COMM19999 LIFE06500 SOC10386G LITT19798G LITT5436G HUMA16859G HUMA12403G LITT14310G SOC10264G CIJ114579G	Marilena Tesoro
10	2.3	Pathways via Adv. Manufacturing Tech (Halton DSB + CDSB)	3	40			The FAMS Specialist High Skills Major Manufacturing dual credit courses are delivered in a team-teaching scenario, based on curriculum alignments and gap analyses of high school and college courses completed in the first semester of the pilot project. The FAMS dual credit courses are delivered through an after-school and weekend continuing education robotics program that is team-taught by a high school teacher and a Sheridan college professor. For any components that cannot be delivered through the high school robotics program, students will be bussed to Sheridan College as required to use the facilities. To plan the program, curriculum development will also continue into the Phase II of the pilot to build a program that can easily be transferred to different sites within Halton and across the province.		Dave Lewis

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11	2.4	Orangeville Project (Humber + Upper Grand)	5	60	19		This dual program is designed to capture student interest and leverage student's present knowledge and strengths, building their capacity to a college level in the specific area they have chosen to study. Humber faculty are working closely with the high school faculty to ensure that the program is designed to meet the needs of the student body to ensure student success. Approximately 104 students will be selected from three local high schools and enrolled in the following college courses: Introduction to Spa Management and Client Service; Basic Contemporary Culinary Skills & Techniques (Lab); Introduction to Hospitality and Tourism Industries; Lighting Technology 1 - Theatre Production. In addition, there may be an opportunity to top up courses to be offered in Business Administration and Business Management. The course will be delivered at Orangeville DSS, Centre Dufferin-Shelbourne and Westside SS at least one day a week in both the fall and winter semesters. Some of the classes and most of the lab will be delivered at Humber College in Etobicoke. The college experience days are intended to give the student exposure to campus life as well as a "hands-on" experience with the curriculum while they have been learning on Humber's site. Successful completion		Wanda Buote
12	2.5	Collegiate of West Toronto (Humber + TDSB + TCDSB) and Additional Courses	5	175	19	156	Targeting and selecting "at-risk" high school students (disengaged 17-20 year olds with at least 18 credits), this project will provide an introduction to college life and student services available to support student success. Students and their parents will be invited to Humber to participate in an orientation program, attend workshops on admission to college, college learning skills, academic support services, transition strategies and other student success initiatives designed to meet their specific needs. To obtain the dual credit, students will have a choice of enrolling in a general education course titled "Social Psychology" and a Police Foundation course titled "Introduction to the Canadian Criminal Justice System" + WINTER to include Short Story for ESL Students, The Environment, Intro to Canadian Criminal Justice System, City Life, Lighting Technology I, Introduction to Canada's Legal System. These courses will be offered at both North and Lakeshore Campuses.	ENGE024 PFP101 PSYC003 SOCIE21 SOC450 THTR121 PLBA101	Carol Ray
13	2.6	STEPS to College (Seneca + TDSB)	3	70	35	35	This project is the continuation of Phase 10 project 10-02-06, Steps to College. In our 06/07 year, due to a late start and technical difficulties in equipping two full class rooms for videoconference capability, students were only able to obtain one college credit, with former students participating in mentor training and support of current students. This year, with labs fully operational and teachers and schools now fully familiar with the program, we hope to allow a new group of grade 11 students the opportunity to get a head start in their college planning by obtaining two full college credits that are team taught, on-line, along with the two high school credits where curriculum is overlapped. In addition, we once again intend to utilize the experience of the 06/07 students by providing them with a college mentor training program and allowing them to play a role in the support of new students as they first experience on-line learning of college level material. In the first semester students will take ICA 001 along with ELS 30. In the second semester students will take Applied Communications APC100 along with HSP 3M. The program is aimed at a range of students who are at risk of not completing their OSSD requirements or not considering post-secondary education. The goal		Susan Thomas
14	2.7	TTOP (Sheridan + DPCDSB + Peel)	5	40		40	A Pre-Trades Pathway (PTP) Program will be offered in semester two to senior level secondary students who are interested in a career in the machining or electrical trades. Some students may be registered in, or have completed, the OYAP program, but have not been able to obtain employment as apprentices. This curriculum will enhance their ability to be hired as an apprentice. The program will be offered as two concurrent streams as follows: 1/Precision Maching and 2/ Electrical Construction and Maintenance, for 15-20 students each. The learning outcomes in the Precision Machining Pathway Program will be equivalent to the learning outcomes in Manufacturing Trade Safety and Mechanical Drafting Fundamentals. The learning outcomes in the Electrical Construction and Maintenance Pathway will be equivalent to Electrician Pre-Trades Safety 1 and Residential Prints and Standards. In addition to be theoretical learning students will spend about 50% of their time applying what they learn in Sheridan's shop areas. Successful students in the Pathway Programs will earn dual credits and will receive advance standing for these college courses if they chose to take a post-secondary pre-trades program.	HEAS18634 ENG119723 HEAS19599 DRAF10065	Gary Closson
15	2.8	Alt. Ed. Pathways (Cent. + YRDSB)	5	35			Centennial College and York Region District School Board began a dialogue to determine how to encourage alternative education students who are typically academically capable but disengaged, to look at potential college pathways for post secondary education. In a series of meeting that began in June 2006, we began to shape a dual credit experience to offer to selected Grade 12, and possibly a few Grade 11 students from six YRDSB schools in the eastern portion of the region, as identified by Superintendent Chris McAdam, who would be offered this opportunity. The students will take a general education credit course from Centennial College called "Growing Up Digital: Living and Working in Canada" which will be offered on-line by a Centennial College teacher, with support in the secondary school from an alternative education, special education resource or guidance teacher, in a facilitating role. The students will visit the college campus twice in the twelve periods for enriched content and the college environment experience.	GNED190	Kristi Harrison
16	2.9	COTT (Sheridan + DPCDSB + Peel) new	3	25		25	COTT is a 110 hour course designed in Phase 10 for delivery in Semester Two of Phase 11. The course will be an exploratory course with a focus on the trades and technology workplace and careers. It includes theory and practical learning in industrial practices, presentations and guest speakers from industry experts, visits to both of Sheridan's trades and technology campuses, and industry visits. Successful students will earn 3.0 college credits for Sheridan's Industrial Practices course for which they would subsequently be granted advanced standing should they enrol in Sheridan's Mechanical or Electromechanical Engineering Technician or Technology programs. They will also earn 2.0 high school credits. Students will have exposure to Sheridan's shops and labs and they will be able to use what they learn to help them make a rational decision about future directions in school or in the workplace.	ENGI15064	Gary Closson
17	2.10	Automotive Pre-Apprenticeship via GTTI (YRDSB + YCDSB + Cent.)	6	20	20	10	In a typical week on Mondays and Fridays, students will work on their own education plan. Some activities this semester include: Credit Recovery, Independent Learning Centre (ILC) courses, and Co-op placements. Plans are individualized to meet student academic needs. Nearly all students will be eligible to graduate from high school by June 2008. On Tuesdays and Thursdays, the students attend Sutton District High School for the theory component of the level 1, In-School, Apprenticeship for Automotive Service Technician (Trade 310S Plus). On Wednesdays the students are bussed to Centennial College's Astonbee Campus for the practical component of the In-School Apprenticeship. No additional funding will be requested for SCW to continue this program after February 2008. Students work with a job coach to access grants, sign as apprentices and obtain jobs in the community.	310S	Art Niezen
18	2.11	RH King Academy SHSM (Centennial + TDSB)	5	30			Centennial College began a partnership with RH King Academy in 2006 to develop a dual credit as part of the Specialist High Skills Major (SHSM) in Arts and Culture. The dual credit opportunity is offered to Grade 12 (and select Grade 11 students) in the SHSM. The dual credit offering is provided at Centennial College's Creative Centre for Communications campus which is home to our School of Communications, New Media and Design, representing our Arts and Culture related programs. This year we are proposing to extend the dual credit offering to Grade 12 students from Leaside High School who are taking digital photography in a congregated class with the RH King SHSM students. The dual credit offering is two afternoons weekly and consists of a general education	GNED190	
19	2.12	Pathways via Adv. Electrical Tech. (Halton DSB + CDSB)	3	30			The Electrical OYAP dual credit courses are delivered in a team-teaching scenario, based on curriculum alignments and a gap analysis of the high school and college courses being delivered through the program. In Electrical OYAP, the majority of the curriculum is delivered by two high school teachers. The dual-credit Architectural Drafting course is delivered at both Bishop Reding High School in Milton by a college professor each Friday, as well as at Sheridan College for some dedicated time. The PLC One dual credit course is delivered at Sheridan College by a college professor. During the times when the courses are delivered in the college setting, a high school teacher will accompany the students to the college and be welcome to join the courses to provide continuity of the program		Dave Lewis
20	2.13	Building Your Future - Technology DC (GBC + TDSB)	5	40			Students will have the opportunity to earn a college credit from George Brown College (GBC) while participating in a credit recovery program to fulfill their OSSD requirements. Senior students who are in a credit-deficit situation (20 credits) and need to complete curriculum expectations they have not yet demonstrated, would be eligible to participate in the credit-recovery program delivered by a TDSB teacher. The students will take the credit recovery course in the morning at GBC and then have opportunity to select from a series of GBC technology courses in the afternoon. Students will have access to Student Services support on a formal basis with the Learning Strategists Team. They will participate in student success workshops and a peer-based learning support team led by college mentors. They will also have advising sessions and career mapping assistance. Students will benefit from this program through the added value of being exposed to college life, which will provide them with the opportunity to explore their interest in both post-secondary education and careers in the technology field.	DRFT1006 HVAC1006 DRFT2017 HVAC1018	Brenda Pipitone
21	2.14	Discover Tourism (YRDSB + Seneca)	5	30			The Bayview @ Seneca model was established in 06/07 with 15 students attending high school classes each day at Seneca's Markham campus. This project plans to expand on the success of that by adding dual credits as a greater incentive to student success and transition to post-secondary. In this case we are targeting the Hospitality and Tourism field in order to demonstrate the potential for a future SHSM for the York Region DSB, supported by Seneca College. Students will do their Co-op placement each morning, followed by one high school credit, and one dual credit college course in the afternoon, supported by the high school teacher. The program will extend over two semesters, allowing students to obtain up to two high school credits and two college-level, dual-credit subjects that will add another two high school credits to their transcript. Although at this time only Bayview SS is involved in the planning of this project, we hope to extend opportunities to students from six other surrounding York Region secondary schools in order to have a full section of 30 students in the program and to allow schools interested in a Tourism High Skills Major to take part in this foundation year.	TIS162 ICA001	Susan Thomas
22	2.15	Environmental/Sustainability Energy Renewal (Seneca + TDSB)	5	10		10	In Semester One, Grade 12 students will be enrolled in the "Environmental Social Issues" course (IER108) earning one senior secondary credit and one college level credit. Students will spend three hours per week of instruction delivered at Seneca College, Newnham Campus. Semester 2, Grade 12 students will take "Introduction to Computer Application" (ICA001). This initiative in partnership with a post-secondary institution, will work towards successful pathways for all students- including at risk students. This program will enable students to become aware of the "Integrated Environmental Site Remediation Program (IER)" offered at Seneca College. It will also allow students to earn credits toward a Bachelor of Applied Technology Degree Program or the Environmental Technology Diploma program. Although the TDSB is not applying for a SHSM this year in Environmental Studies, it is our hope that this pilot project with Seneca's Environmental Technology programs will demonstrate the potential for a partnership in this area in the future, and the subsequent development of a Specialist High Skills Major in Energy and the Environment.	IER108 ICA001	Susan Thomas

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23	2.16	Thomson Gen Ed Matched (Centennial + TDSB)	3	22		Centennial College and David and Mary Thomson C.I. have collaborated to encourage students who are interested in college as a post-secondary destination but are lacking preparation for their programs of choice to consider Centennial's General Arts and Science option. This student cohort would include students at risk, with the potential to succeed in college who may face additional barriers such as ESL, Special Needs or First Generation challenges. This dual credit would be delivered at our Ashtonbee Campus and would be curriculum matched at the secondary school with GLSIO - "Learning Strategies" and GWL30 - "Designing Your Future". The students would take a General Education credit at Centennial called "Growing UP Digital: Living and Working in Canada."		Kristi Harrison
24	2.17	Ops in Hospitality & Tourism 1 (TCDSB + Humber)	5	20		This project is a continuation of the Phase 10 Dual Credit pilot. Grade 12, "at-risk" students, primarily from Don Bosco and a few neighbouring Catholic secondary schools, will be scheduled in a three-credit cooperative education program for second semester. We anticipate that Don Bosco will become a magnet school for the Specialist High Skills Major/Dual credit in Hospitality and Tourism for TCDSB students in the west end of Toronto. These students will attend Humber College one day a week during which time they are taking an introduction to HRT careers course, which counts for a college credit and an optional OSSD credit. Ministry funding is required to support a dedicated role for a secondary school teacher to deliver the cooperative education program and a college instructor to deliver the HRT course. Funding is also required to support the transportation cost for students and professional development for teachers. This dual credit program ran successfully this year largely due to the efforts of a program manager. Therefore we will continue to require some project management. To support students transitioning to this dual-credit program, additional funding may be required by the college to deliver learning strategies workshops. We will also	HRT104	Vincent Burzotta
25	2.18	Ops in Hospitality & Tourism 2 (TCDSB + Centennial)	5	20		Grade 12, "at-risk" students primarily from Blessed Mother Teresa and a few neighbouring Catholic secondary schools will be scheduled in a three-credit Cooperative Education program for second semester. We anticipate that Blessed Mother Teresa will become a magnet school for the Specialist High Skills Major/Dual credit in Hospitality and Tourism for TCDSB students in the east end of Toronto. These students will attend Centennial College one day a week during which time they are taking an introduction course called Dimensions Of Tourism (HTAP1 03), which counts for a college credit and an optional OSSD credit. Ministry funding is required to support a dedicated role for a secondary school teacher to deliver the Cooperative Education program and a college instructor to deliver the HTAP course. Funding is also required to support the transportation cost for students and professional development for teachers. A similar dual -credit program ran successfully this year at Don Bosco and Humber College largely due to the efforts of a Program Manager. Therefore we will require a Project Manager for this project as well. To support students transitioning to this dual credit program, additional funding may be required by the college t	HTAP103	Vincent Burzotta
26	2.19	Connecting Communities: Deaf Studies (GBC + TCDSB)	5	10	10	In the Deaf Studies Dual Credit, students will earn one credit in the college level Deaf education program, and a three-credit Co-op at the high school level. Students will take one credit in "Introduction to the Deaf Community", which studies the culture and values of the people who use ASL in the Deaf community, and learn basic ASL communication. Students will receive instruction in ASL with an English interpreter. They will be in a separate class from college students, but will work closely with college students on projects. Students will also fet an overview of the career opportunities available in the field of community services. The students would be in integrated classes (top up) to allow them a broader college experience. The co-op teacher from the high school assigned to the program	SIGN1019	Brenda Pipitone
27	2.20	Prescriptions for Health (GBC + TDSB)	5	10	10	The CALC (City Adult Learning Centre) and YALC (Yorkdale Adult Learning Centre) dual credit is designed for "Advanced students, age 17-21, at least one year out of school, who are trying to recover credits and achieve their high school diploma and are attending one of the adult day schools. They will have the opportunity to take a one credit general education course in Collaboration: The Future of Health Care in Canada. The students would be in integrated classes (top up) to allow them a greater college experience. The students will also have access to student services support where they will take workshops on taking tests, taking effective notes, delivering presentations, etc. In addition, students will also have career planning assistance. Students will benefit from this program through the added value of being exposed to college life, which will provide them with the opportunity to explore their interest in both post-secondary education	GSSC1053	Brenda Pipitone
28	2.21	Landscape Technology (Halton DSB + CDSB + Humber)	3	20		The Specialist High Skills Major Landscaping dual credit courses will be delivered in a team-teaching scenario, based on curriculum alignments and gap analyses of high school and college courses that will be completed by a group of high school teachers, school board staff, and college professors. The courses to be aligned will be selected with the help of Humber College staff, guided by courses that seem to build on similar concepts and expectations as the secondary landscaping courses. Program delivery details and a schedule will be developed with the participation of school board and Humber College staff, depending on the facilities available within the high school and the college, and the timing of course delivery.		Dave Lewis
		Subtotal		806				

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3		InterOntario RPT									
		Seat Purchase for Skilled Trades area									
29	3.1	Coiffure (3 offres/3 endroits)	6	45	45	Ce programme permet de former des techniciennes et des techniciens capables d'offrir des services professionnels de coupe de cheveux, d'application de permanentes et de coloration tout en assurant le bien-être, la sécurité et la satisfaction de la cliente.	332A		Brian Vaillancourt		
30	3.2	Charpentier-menuisier/Manoeuvre en construction*	6	30	30	Les aides de soutien des métiers et manoeuvres en construction aident les ouvriers qualifiés et accomplissent des tâches de manoeuvres dans des chantiers de construction. Ils travaillent dans des entreprises de construction ou pour des entrepreneurs en construction.	403A		Brian Vaillancourt		
31	3.3	Soudure (2 offres/2 endroits)	4	30	30	Ce programme est une préparation pour le travail dans l'industrie de la fabrication de produits d'acier et du soudage, dans les chantiers de construction, les mines et l'industrie forestière.			Brian Vaillancourt		
32	3.4	PSSP -préposé aux services de soutien personnel	5	10	10	A titre de PSSP, tu dispenseras des soins personnels ainsi que des services de soutien aux clients en vue de répondre à leurs besoins physiques, sociaux et affectifs particuliers. Comme membre important de l'équipe de soins, tu rempliras certaines des fonctions suivantes: -aider les clients à mener toutes les activités essentielles de la vie quotidienne, soit le bain, l'habillement, l'hygiène corporelle, la mobilité et l'alimentation; Observer et signaler tout changement de santé ou de comportement chez le client; Offrir des services de soutien personnel pour apporter un répit aux soignants; Recueillir des spécimens, mesurer et noter la pression artérielle, la température, le pouls, le poids et la taille des clients; Donner des soins spécialisés selon le plan de soins et l'appui des membres de l'équipe de santé. Promouvoir le bien-être physique, social, intellectuel, spirituel et émotionnel du client.	PSS1011 PSS1013		Brian Vaillancourt		
33	3.5	Agent de soutien technique (2 offres / 2 endroits)	6	20	20	L'agent ou l'agente de soutien technique assemble, répare et dépanne des systèmes d'ordinateurs complets et installe et configure les systèmes d'exploitation et les programmes.	634A		Brian Vaillancourt		
34	3.6	TEL Technicien d'équipement lourd (2 offres / 2 endroits)	6	24	24	Le technicien ou la technicienne d'équipement lourd règle, entretient et remet en état l'équipement lourd, les chariots élévateurs, les machines agricoles, les camions et les autobus, et aussi recherche la cause des pannes qui touchent divers systèmes mécaniques et les répare.	421A		Brian Vaillancourt		
35	3.7	TEA Technicien d'entretien automobile (2 offres / 2 endroits)	6	30	30	A noter qu'il y a 2 offres de programme: 1 au Collège Boréal à Sudbury trouvé dans le tableau 6 - enseignement par un prof collégiale; et 1 à E.S. Thériault, Timmins trouvé dans le tableau 4 - enseignement en équipe. Nous demandons pour un achat de sièges pour les deux offres.	310S		Brian Vaillancourt		
35	3.8	Cuisinier (Boot Camp)	5	20					Brian Vaillancourt		
37	3.9	EDUCATRICE DE LA PETITE ENFANCE	6	75	30	45	Les éducateurs ou éducatrices de la petite enfance planifient, organisent et animent des activités diversifiées et adaptées aux besoins des enfants et susceptibles de favoriser leur épanouissement sur les plans cognitif, physique, langagier, social et affectif. Les éducateurs observent les enfants de façon à déceler des retards de développement, des difficultés d'apprentissage ou des problèmes d'ordre affectif.	620C		Brian Vaillancourt	
38	3.10	Cours en ligne	5	100			Une demande de proposition de MHS a été soumise sans préciser le financement. Le financement sera disponible une fois le projet approuvé par le Ministère.	GEN1013 PSY1002 SOC1001 SAN1000		Brian Vaillancourt	
Subtotal			384								
4		Northeastern Ontario RPT									
39	4.1	College Link: Porcupine	5	18	14	14	This program is designed for the disenfranchised and disengaged secondary school student who has been out of school for at least one semester. Participants ideally have accumulated at least 20 credits towards their OSSD. In cooperation with Northern College campus. Using a combination of direct classroom instruction, elearning, ILC, Cooperative Education and dual credits, students will earn the appropriate credits for graduation. It is anticipated that most student participants will graduate within the year. In the first semester, all students will take part in a dual credit opportunity using a College Orientation course taught by a college professor. Upon successful completion of that course, students in second semester will choose at least one course from a menu of courses recommended by Northern College. In cases where there has been demonstrated success in both the secondary courses in first semester and the college course, it will be possible for selected students to participate in more than one college course during second semester.	GN1002		Karen Prentice Oxyb	
40	4.2	COLLEGE LINK: HAILEYBURY	5	15	12	15	This program is designed for the disenfranchised and disengaged secondary school student who has been out of school for at least one semester. Participants ideally have accumulated at least 20 credits towards their OSSD. In cooperation with Northern College campus. Using a combination of direct classroom instruction, elearning, ILC, Cooperative Education and dual credits, students will earn the appropriate credits for graduation. It is anticipated that most student participants will graduate within the year. In the first semester, all students will take part in a dual credit opportunity using a College Orientation course taught by a college professor. Upon successful completion of that course, students in second semester will choose at least one course from a menu of courses recommended by Northern College. In cases where there has been demonstrated success in both the secondary courses in first semester and the college course, it will be possible for selected students to participate in more than one college course during second semester.	GN1002		Karen Prentice Oxyb	
41	4.3	College Link: Kirkland Lake	5	21	18	21	This program is designed for the disenfranchised and disengaged secondary school student who has been out of school for at least one semester. Participants ideally have accumulated at least 20 credits towards their OSSD. In cooperation with Northern College campus. Using a combination of direct classroom instruction, elearning, ILC, Cooperative Education and dual credits, students will earn the appropriate credits for graduation. It is anticipated that most student participants will graduate within the year. In the first semester, all students will take part in a dual credit opportunity using a College Orientation course taught by a college professor. Upon successful completion of that course, students in second semester will choose at least one course from a menu of courses recommended by Northern College. In cases where there has been demonstrated success in both the secondary courses in first semester and the college course, it will be possible for selected students to participate in more than one college course during second semester.	GN1002		Karen Prentice Oxyb	
42	4.4	College Accelerated Program	5	12	4	6	The College Accelerated Program is designed for students in their last year of secondary school, with all their compulsories, and who require no more than 4 credits to graduate. Students will also have a demonstrated interest in a college program. Students who meet the requirements, in consultation with the college are placed directly into a college program and complete all or part of a first semester program. These students then continue in their college program in second semester without a break in their learning. Students are accelerated into the college system resulting in no break in their learning for the year. Carefully chosen students are always successful in this program. These are senior students who sometimes are more suited to a college environment.	CM1113 IN1013 PS1163 EC2024 MR1033 PS1053		Karen Prentice Oxyb	
43	4.5	SHSM Forestry	5	40	40	In both the Forestry and Agri Tech programs, college courses have been chosen to complement the SHSM in Forestry in Englehart and Agri Tech in New Liskeard. Forestry: Plans are underway for second semester for the delivery of two college courses: Welding 1: WD1100 a 45hr course and a co-designed specifically for the Agri Tech program. Computer Applications IN1013 a 45 hr course. These courses will be delivered in two weeks blocks in April at the Kirkland Lake campus of Northern. AgriTech: plans are underway for the delivery of Machinery Maintenance and Repair AP1043 a 45 hr course. This course will be delivered in an after hours format over approximately 24 weeks. The program will also span both semesters.	WD1100 IN1013 AP1043		Karen Prentice Oxyb	11/30/07	

SCWI Approved List of Dual Credit Pilot Projects 2007/08

-with descriptions

44	4.6	OYAP LEVEL 1 CERTIFICATION : PROGRAM DEVELOPMENT SUPPORT	4	127	27	27ECE 62CCW 20Welder 8Elect 10ECE	Students in this project will be taught the Level 1 in-school curriculum as outlined by the MTCU Curriculum Standards. Trades being taught include: Construction Craft Worker, Early Childhood Educator, Electrician: Construction and Maintenance, Welder			Karen Prentice Oxby
45	4.7	RETAIL CONNECTION	5	20		20	Students will have opportunity to earn a college course: Introduction to Marketing after school hours during second semester. Local employers serving as partners have agreed to act as advisors to ensure that the relevant learning and training occurs by agreeing to take on these students for a paid summer COOP experience.	MR1033		Karen Prentice Oxby
Subtotal				253						
5 Grand River RPT										
46	5.1	Mohawk SWAC - The Trades	3	40			Mohawk's 'Trades' dual credit program provides the opportunity to explore five different trades related to manufacturing and building construction. In a team teaching college environment, students receive 2 college preparatory credits and 2 secondary credits. In addition they can achieve 2 or more secondary credits through credit recovery, MIL and teacher taught courses. The Co-ordinator works with the partners to develop, communicate and facilitate the program, complete marketing, data collection and reporting. The Student Success Facilitator helps schools identify candidates and provides ongoing guidance and support to students and staff. Students apply and are recommended through Home School Guidance. An invitation to join is based on an intake interview and criteria. Supervision and credit granting is done by 1 principal from each Board. Regular meetings help ensure continuity and success.			Betty Anne Jackson
47	5.2	Mohawk SWAC - The Trades - 2 -	3	36			Mohawk's 'Trades - Level 2' allows students who did not achieve their OSSD in the first level or mature students with 4 or less credits from secondary school to complete one Dual Credit in Facilities Maintenance in a team teaching environment at the college and up to 4 co-op credits under the supervision of a secondary teacher. They can also complete an MIL if necessary to graduate. The Co-ordinator works with the partners to develop, communicate and facilitate the program, complete marketing, data collection and reporting. The Student Success Facilitator helps schools identify candidates and provides ongoing guidance and support to students and staff. Students apply and are recommended through Home School Guidance. An invitation to join is based on an intake interview and criteria. Supervision and credit granting are by 1 principal from each Board. Regular meetings help ensure continuity, success and appropriate data collection and reporting.			Betty Anne Jackson
48	5.3	Fanshawe SWAC - Human Services	3	18			Fanshawe's 'Human Services' facilitates students exploring career options in the Human Services areas. In a team teaching college environment, students receive 2 college credits and 2 secondary credits. In addition they can achieve 2 or more secondary credits with a secondary teacher through credit recovery, MIL and teacher taught courses. The Co-ordinator works with the partners to develop, communicate and facilitate the program, complete marketing, data collection and reporting. The Student Success Facilitator helps schools identify candidates and provides ongoing career and personal guidance and support to students and staff. Students apply and are recommended through their Home School Guidance. An invitation to join is based on an intake interview and criteria. The secondary teacher acts as a partner in the Dual Credit and may teach a module that is not part of the college component. Supervision and credit granting is done by 1 principal from each Board. Regular meetings help ensure continuity, success and appropriate data collection and reporting.			Betty Anne Jackson
49	5.4	Business	3	20			Mohawk's 'Business' program facilitates students exploring career options in the Business areas. In a team teaching college environment, students receive 2 college credits and 2 secondary credits. In addition they can achieve 2 or more secondary credits with a secondary teacher through credit recovery, MIL and teacher taught courses. The Co-ordinator works with partners to develop, communicate and facilitate the program, complete marketing, data collection and reporting. The Student Success Facilitator helps schools identify candidates and provides career and guidance support to students and staff. Students apply and are recommended through Home School Guidance. An invitation to join is based on an intake interview and criteria. The secondary teacher may also provide a module that is not part of the college component. Supervision and credit granting is done by 1 principal from each Board. Regular meetings help ensure continuity, success and appropriate data collection and reporting.			Betty Anne Jackson
50	5.5	Apprenticeship	6	6			This is an apprenticeship top-up project. Students from both school boards may apply to any of the apprenticeships offered at the Mohawk Brantford campus. These include: Tool & Die Maker, Industrial Maintenance Mechanic, Welder/Metal Fabricator and Facilities Mechanic/Facilities Technician. Students will attend classes for 240 hours and work in their Apprenticeship placement. Students apply through their Co-Op teacher and an application process and intake interview involving the Student Success Facilitator and the College Instructor. The Student Success Facilitator helps schools identify candidates and works closely with the college and school staff to help find and monitor appropriate placements, and provide career and guidance support to students and staff. The Co-ordinator works with partners to develop, communicate and facilitate the program, complete marketing, data collection and reporting. Supervision and credit granting is done by 1 principal from each Board. Regular meetings help ensure continuity, success and appropriate data collection and reporting.			Betty Anne Jackson
Seat Purchase for Apprenticeship										
Subtotal				120						
6 Eastern Lakeshore RPT										
51	6.1	Making Environmental Connections	1	25	10	15	In Phase XI, there will be extension of a previously funded project: Making Environmental Connections. A model for establishing articulation agreements will be honed with the intention to replicate this model with other interested schools/boards. Participating schools will work with Fleming College to implement articulation agreements for the Making Environmental Connections initiative leading to either credits being granted and/or students gaining entry into the second semester of the program. This project will include college-based activities that will extend student learning. Curriculum-based hands-on college activities will occur during semester 2. Activities will be reviewed once completed. Students in the Trillium Lakelands DSB will be assigned to a cooperative education placement at the local conservation authority, and will spend time with Fleming College students and faculty developing skills to use at the cooperative education placement - these skills have been identified as lacking in the four-credit package secondary school students are required to take in order to be eligible for the articulation agreement. Benefits to students are many. Potentially, students will have a lighter course load at college depending on the nature of the agreement, may save money, particularly where the articulation agreement will lead to entrance to the p			Trudy Heffernan
										Rob Andrews
52	6.2	Building Connections: Culinary Arts In-School	3	12		12	Through matching secondary school and college curriculum in the field of hospitality, students will be eligible to earn a grade 12 credit and a college credit. Kawartha Pine Ridge DSB students will complete grade 12 Hospitality at their home school and as a part of this course, a Loyalist college faculty member will travel to the secondary school to deliver the first year course, HOSP1019: Techniques of Baking 1. Students may also be eligible for additional exemptions from the first year program through a Prior Learning Assessment and Recognition process. This in turn may save them time, money or both. Students will gain valuable insights into the requirements of a college course. Teachers will be better able to advise students due to a deepened understanding of specific college programs, requirements, and assessments.			Dave O'Hearn
53	6.3	Links to Loyalist	3	24		24	Links to Loyalist will be offered at Loyalist College in collaboration with Kawartha Pine Ridge DSB and the Algonquin Lakeshore Catholic DSB. This program is targeted at those 'early school leavers' who are disengaged or underachieving and who have left the secondary school system prior to accumulating enough credits to graduate. These early school leavers do not see a clear pathway to postsecondary education and do not want to return to the high school environment. These prospective students will be offered the opportunity to complete up to four Gr 12 credits on site at Loyalist College. A dual credit will be team-taught: Navigating the Workplace (OSS) and Student Success (College Credit). On the successful completion of the program students will receive their Ontario Secondary School Diploma and college credit(s) recognized by Loyalist College. This program will enable students to make a smooth transition from secondary school to college and will give them the skills, knowledge and confidence to make better post-secondary pathways' decisions.			Dave O'Hearn
54	6.4	Building Connections: Construction Level 1 In-School	4	25		25	Trillium Lakelands DSB students, who have successfully completed the grade 11 Construction Technology College Destination course (TCJ3C) will be able to participate in a team-taught gr 12 Construction Technology Course that will integrate the expectations for the level one apprenticeship - General Carpenter. In Semester 1, college faculty and the assigned teacher will meet to align curriculum, to review projects and assessments and to identify gaps. Activities will be developed/refined to satisfy both the curriculum requirements of the OSS course and the apprenticeship. Through this course, linked to the Construction SPecialist High Skills Major, students will also have the opportunity to earn a number of certificates. Since this level one apprenticeship in-school training will be delivered at the school site, students will not have to travel to a college training delivery agent; a definite advantage. Students will also benefit from enrichment, remediation and the enhanced learning environment offered in a team-taught course. In addition, they will participate in hands-on learning activities at the college: thereby enhancing their understanding of the full range of programs offered at the college. The community will also benefit. Graduates of this program will offer potential employers a better-trained employee. This may result in students having an			Sonja Vandermeer
55	6.5	Trades, Technology and Transitions @ the Centre for Individual Studies: Carpentry/Culinary	5	42 HT 40CIS	20CIS 21HT	20CIS 21HT	This project replicated two successful dual credit pilot projects in 06/07. In Kawartha Pine Ridge DSB, students of the Centre for Individualized Studies are provided with a unique learning experience, linked to the Fleming College Construction Skills Certificate and to the Chef Training Certificate programs. In a six week block, students will earn a college and OSS credit. Peterborough, Victoria, Northumberland, and Clarington Catholic DSB students have the opportunity to attend Fleming College once a week for an entire semester in order to earn a college credit. Students will be encouraged to select only three courses at their secondary school and will earn a fourth credit through this reach ahead opportunity. In both programs, students are taught by journey persons who are appropriately qualified in their respective trades and the hands-on nature of the delivery has seen great success this past year. Successful participants will earn an OSSD credit and a college credit. Students will benefit in a number of ways: they will accumulate credits to graduate from secondary school while earning credits towards a college diploma. Through participating in hands-on activities at the college, they will gain a better insight into a college program of choice, experience a college environment and the expectations associated with studying at a	CRPT2 MATH79 CULN33 CULN24 /HOSP2 TOUR24		Trudy Heffernan

**SCWI Approved List of Dual Credit Pilot Projects 2007/08
-with descriptions**

56	6.6	Media Studies – Animation	5	30	30	The course consists of five days of intensive instruction in three-D modeling, character design, lighting, animation and compositing, using Soft Image XFI. Successful participants of the animation camp will receive three college credits equivalent to the first year course, Introduction to Animation. Students will be nominated by their secondary school teachers (Communications Technology, Media Arts) to participate in this program. In order to accommodate students from a wide geographic area, a residence component has been included. This program may add a reach ahead activity to schools/boards interested in an Arts Specialist High Skills Major. Students will complete a number of projects suitable for inclusion in their portfolios which they may use as a tool to gain entrance into college programs and for employment purposes. By completing a required year one New Media Studies program college credit, students potentially will have a lighter course load. In addition, students participate in hands-on activities taught by a college faculty member, giving them a better insight into a college program of choice; develop an understanding of the requirements of college courses and the responsibilities of college residence life.	ANIM1014	Dave O'Hearn	
57	6.7	Centre for Success @ Durham College	5	182	84	98	Senior secondary school 'at-risk' students are engaged in earning new credits and credit recovery at Durham College under the direction of a secondary teacher. Students will attend both the Oshawa and Whitby campuses; these full-time students are from the Durham Catholic, Durham District and the Peterborough, Victoria, Northumberland and Clarington Catholic DSBs. Students will work towards completing their OSSD credits and will have the reach ahead opportunity to earn one college credit. In first semester, students will take Career & Academic Choices. In second semester, students may enrol in a General Education college credit course offered to college students in May-June. In addition, we plan to pilot a Success Matters course that will eventually be offered to all first-year college students. At all times, students remain on the secondary school roll and are under the supervision of the secondary teacher. Benefits for students will be many. By working towards the completion of their secondary school graduation requirements in an environment away from their home school, peer pressure to miss classes, not complete assignments is reduced. Given the smaller class sizes, the students will receive more personal attention from the secondary teacher. By participating in hands-on activities taught by a college faculty member, the	COMM1325 ELFL2400 COMP1326 CARR1300	Kathy Rhodes
58	6.8	Centre for Success @ Fleming College, Frost Campus	5	14	14	Students will attend all classes on college campus in Lindsay for one semester. Students will complete one secondary full credit, one credit recovery (GLD/N) consisting of a number of completed credits pursuant to the individual, and a "reach ahead" college credit course in heavy equipment, early childhood education or environmental technician. Students will benefit from the successful completion of their OSSD's and from experiencing the college environment while earning a college credit in a field of interest. Students are selected on the basis of commitment and academic suitability. Students are at minimum grade twelve (in fourth year of high school) and may be considered at risk of not completing their OSSD requirements. The program will assist students in making post-secondary choices. It will lead to increased college registration and will raise awareness in the community of college programs and pathways to successful employment.		Trudy Heffernan	
59	6.9	Building Connections through the Skilled Trades 9 TRADES	2			Colleges and boards will work collaboratively to establish articulation agreements where current OYAP programs exist. Curriculum alignment will be undertaken by teachers and college faculty. Reviewers will examine the course scope and sequences and assessment tools. The goal will be to provide students, who have successfully completed their Level one in-school training, with an articulation to college. Currently, Loyalist offers applicants who have completed Level one Cook entrance into the second semester of a related course. This will form the model for establishing articulation agreements for OYAP programs. The model will be refined with the intention to replicate this model with other interested partners. Collectively, partners of the ELRPT participate in twelve OYAP's in nine apprenticeable trades, with 345 students participating in the last school year. Benefits will accrue to many stakeholder groups. Students will be better advised by teachers who have a deepened understanding of specific college programs, and apprenticeship in-school training requirements. Students will improve their employability through the completion of level one apprenticeship training and earning college credentials - this may result in fewer leaving the area to find work in their chosen fields. Colleges will see increased enrolment. Potential employers will		Sonja Vandermeer	
60	6.10	Centre for Success @ Fleming College, Sutherland Campus, Peterborough	5	45	30	30	Students in the Peterborough, Victoria, Northumberland and Clarington Catholic DSB's Centre for Success (approximately 40 per year) will be provided with the opportunity to choose from a selection of college program electives that are offered each semester and where "top up" seats are available. The PVMCCDSB has an arrangement with Fleming to house the board's alternative education program at the college. Since students are on site, they are available to come to classes as currently timetabled at the college. Upon successful completion of this reach ahead activity, participating students will achieve credit(s). This project builds on the success of previous pilots: students, who were not likely to be successful in a secondary school setting, have earned credits and their OSSD's. These same students have gone on the college - a pathway they previously may not have considered for themselves. Through participation in this program, students will gain self-confidence by becoming familiar with the college process, systems and supports; develop a greater understanding of secondary school pathways to college; gain an awareness of the wide range of education, career, and employment opportunities offered through college programs. Potentially, students will have a reduced course load in semester one of their college program.		Trudy Heffernan
Subtotal				357					

SCWI Approved List of Dual Credit Pilot Projects 2007/08
-with descriptions

7 Grand Connections RPT									
61	7.1	Laddering – Apprenticeship Alignment Dual Credit	2	30	30	30	In this Laddering Project, a number of students in the Community Home Build programs in Waterloo and Wellington Catholic will be completing four senior secondary Construction Technology courses (previously aligned in an SCWI project with Level one Carpentry Apprenticeship curriculum). Conestoga College will provide the facility and instruction of the compulsory welding unit for these students as well as for some students from the other three school boards involved in Grand Connections SCWI. Grand Connections will also provide funding for successful students challenging the Level one exams for General Carpentry, Precision Machining and Auto Service Technician. Senior technology students involved in these programs will be able to assess their interest and skills in the chosen apprenticeship area and have a "leg up" on this career path should they choose it.		Gary Berscht
62	7.2	Transition to College	3	40		20	Conestoga College will provide a classroom at the Guelph campus from 9:00 - 3:00 each day for 8 weeks. The college will arrange for student cards, certificates, and transcripts for our students. They will also provide classroom workshops through Support Services and Job Connect programs. These are all covered in the funding formula. They will also issue parking passes to students at an additional cost to cover the two month in-school program. Grand Connections SCWI will arrange for the payment of bus and parking passes. During the dual credit delivery at college, students will also be provided busing to off site career days and certification/training workshops covered through SCWI. The college instructor will work with the registrar's office and Support Services while the secondary teacher will report attendance, mid-term and final evaluations of students to the home schools through the guidance departments. The secondary teacher will be hired by one of the participating boards through a co-terminus agreement and half of that cost will be charged back to the other board, providing both boards have left over funding available semester two from their staffing allotment. Each board will contribute 10 students to the program. If funding for either		Marion Kelly
Subtotal				70					
8 Nipissing Parry Sound RPT									
64	8.1	Culinary Boot Camp and Baking Techniques	5	25		25	This program will be delivered in Canadore College's state-of-the-art culinary facility. The program will begin with a 7-week Boot Camp format that addresses the primary skills needed for a culinary vocation. In addition, the training will include value added certification in WHMIS, Food Safety and Service Excellence delivered at the college and/or the high school. A third phase of the offering will have the students take Canadore's Baking Techniques course in a dedicated cohort. As per last year, the program will feature a bilingual component. College Boreal will provide French language services to all learners. A French language technician will be available to all students who require French language assistance. In addition, college Boreal will provide all culinary recipes and print materials in French. Successful completion of this course will enable students who are accepted into Canadore's culinary programs to be exempt from the Credit.		Greg Russell
64	8.2	Trades Sampler	5	20		20	The hands-on practical course will include a "sampling" of trades offered at the college campus. The students will learn basic practical techniques in a variety of trades including plumbing, electrical, welding, and machine shop. At the end of this course, students will have a much better understanding of various trades and trade related occupations. A value added component will ensure that learners will earn some industry certifications such as WHMIS and CPR/First Aid. College Boreal will contribute French language services to all French speaking students including technician support and translation services.		Greg Russell
Subtotal				45					
9 PASS RPT									
Seat Purchase for Skill Trades Proposals with additional support for DSB and College through individual proposals									
65	9.1	Triple Play - Dual Credit - Algonquin College	5	120	50	70	In the Triple Play-Dual Credit Algonquin experience, senior students (grades 11&12) have the opportunity to register at one of Algonquin College's campuses for a course of their choice from a list of available courses. Each student may take their college course during dedicated time from their cooperative education experience. Upon successful completion of the college course, the student will receive a college credit and the principal will grant the corresponding high school credit. Upon successful completion of the cooperative education program, the student will earn cooperative education credit(s) based on the actual time devoted to the cooperative education course. Ideally the college course will be related to the cooperative education experience. Students gain exposure to the college environment and programming and are able to make more informed decisions about their post-secondary education.		Rosann Mullins
66	9.2	Triple Play - Dual Credit - St Lawrence College	5	40		40	In the Triple Play-Dual Credit St. Lawrence experience, senior students (grades 11&12) have the opportunity to register at one of St.Lawrence's campuses for a course of their choice from a list of available courses. Each student may take their college course during dedicated time from their cooperative education experience. Upon successful completion of the college course, the student will receive a college credit and the principal will grant the high school credit. Upon successful completion of the cooperative education program, the student will earn cooperative education credit(s) based on the actual time devoted to the cooperative education course. Ideally the college course will be related to the cooperative education experience. Students gain exposure to the college environment and programming and are able to make more informed decisions about their post-secondary education.		Rosann Mullins
67	9.3	Building Construction Internship Program	4	20		20	Building Instruction Internship Program offers students at Queen Elizabeth CVI secondary school training in construction technology. Working in conjunction with the St. Lawrence College Apprenticeship Program students will complete all components of Level 1 required for the Carpentry Apprenticeship. Students will spend a significant amount of time working in St. Lawrence College carpentry shops and will earn their Level 1 apprenticeship from the college upon successful completion.		Pat Garrod
68	9.4	IMC @ SLC	3	20		20	Integrated Marketing Communications at St. Lawrence College (IMC@SLC Focus Program) is a Limestone DSB and St. Lawrence College Triple Play-Dual Credit program. In the second semester participating students will: attend St. Lawrence, Kingston for second semester; be team taught by a LDSB and SLC teacher; have the use of all SLC facilities; earn 4 secondary school credits and 3 college credits; as 1 of the 4 credits, the student will have a 4 week cooperative education experience in the community.		Pat Garrod
69	9.5	Photography and Culture	3	20	20		Limestone DSB Photography and Culture Focus Program at St. Lawrence College is a dual credit program where participating students will: attend St. Lawrence for 3 days/week in semester 1; be team taught by a LDSB and an SLC teacher; have the use of SLC facilities; earn 3 secondary credits and up to 2 college credits; experience hands-on approach to photographic processes.		Pat Garrod

SCWI Approved List of Dual Credit Pilot Projects 2007/08
-with descriptions

70	9.6	Connect to College	5	15	15	Connect to College is a dual credit program between ALCDSB and SLC where there is a secondary school classroom at the college. Students will: take 1 college course and several secondary school courses in an alternative learning environment; may be granted a dual credit upon successful completion; may audit a college class of interest, partnered with SLC peer mentors.		Rosann Mullins	
71	9.7	Triple Play-Dual Credit Algonquin - Adult Students	5	20	20	The Algonquin Triple Play-Dual Credit program is offered semester 2 at Algonquin for 20 students from the adult school(s) in the Ottawa-Carleton DSB and the Ottawa Catholic DSB. The students are in a congregated career and college success General Education course and will earn a college credit and a corresponding high school credit. Many of the students will also be participating in a cooperative education program.		Rosann Mullins	
72	9.8	Motive Power Technician – Algonquin	6	15	15	The Motive Power Technician program is an Ontario Youth Apprenticeship partnership between Ottawa Catholic, Ottawa-Carleton, MTCU and Algonquin College. During second semester, students take the Level 1 apprenticeship for automotive technician at the college and also complete 220 hours (2 credits) of cooperative education in an organization that is sponsoring them as apprentices. The students gain their Level 1, a corresponding high school credit, cooperative education credits and hours of experience toward the apprenticeship.	310S	Mike Scott	
73	9.9	Construction Craft Worker	6	20	20	The Construction Craft Worker program is an Ontario Youth Apprenticeship partnership between St. Lawrence College, MTCU, Algonquin Lakeshore, Limestone and Upper Canada DSBs. During the second semester students take the Level 1 apprenticeship at the college and also complete 220 hours (2 credits) of cooperative education in an organization that may sponsor them as apprentices. The students gain their Level 1, a corresponding high school credit, cooperative education credits and hours of experience towards the apprenticeship.		Pat Garrod	
74	9.10	PCE for OYAP Students	6			This program will have OYAP students with an active MTCU contract of apprenticeship being eligible to fill empty seats in the St. Lawrence College Basic classes for plumber, Carpentry, and Electrician. Three school boards, Limestone, Algonquin Lakeshore and Upper Canada will choose OYAP students who are in a full day cooperative education program with a trades related employer and these students will complete the college program in 6 weeks and receive dual credit status.		Pat Garrod	
75	9.11	General Machinist Common core	6	20	20	the General Machinist Program is an Ontario Youth Apprenticeship partnership between Algonquin College, MTCU, Ottawa-Carleton and Ottawa Catholic where Gr 12 students take the Level 1 training at Algonquin for this apprenticeship and also complete 220 hours of the cooperative education program with an employer in the trade. The students gain their Level 1, a corresponding high school credit, cooperative education credits and hours of experience towards the apprenticeship.		Rosann Mullins	
Subtotal			310						
10	Southwestern Ontario RPT								
76	10.1	Construction Techniques - leading to Apprenticeship	5	50	25	25	This will be a cohort secondary school group participating in 105 hour construction techniques module at the Lambton College Skilled Trades Training Centre. Students will be transported to and from the college for a half-day twice each week, for approximately 13 weeks. Students will receive a certificate of achievement upon successful completion, and at the discretion of the school board, a credit in construction technology or a related SHSM credit. Students will also receive certifications in WHMIS, First Aid, Scaffolding, and Rigging. These certifications align with the SHSM proposal from the school board. This course will prepare the student for entry level positions in construction fields. The skills gained by participants will enable them to gain employment, and in turn access to apprenticeship programs in the construction and related sectors.		Don Hart
77	10.2	Cook Apprenticeship Program - Baking and Pastry Course	5	20	20	This program will focus on providing enhanced baking and pastry skills for secondary students who have some previous cooking and food preparation skills. It will consist of approximately 60 hours of "hands-on" training delivered by college staff. Students will receive a "Certificate of Completion" that will increase their employability in related food industry jobs. Students will be able to apply the 60 hours to the Cook Apprenticeship program and may also receive a Secondary School credit at the discretion of their school board.	60.00	Don Hart	
78	10.3	Energy Dual Credit Opportunity	5	20	20	This program will allow secondary students to take an Alternative Energy College Credit (Gen. Ed. Credit) at Lambton College. It will allow secondary students to gain a college credit as well as explore the pathway to Lambton's Alternative Energy Diploma Program. Students will experience college learning in a college setting. Students will gain a secondary school credit at the discretion of their school board.	AET1003	Don Hart	
79	10.4	Dual Credit - High School within a College	5	40	40	One class from each school board (Lambton Kent or St. Clair) will be located for the entirety of semester 2 at Lambton College. A secondary teaching will offer 3 or 4 secondary credits to the class. Depending on school Boards credit selections students will be free to attend College courses at Lambton in accordance with their timetable flexibility. Students will experience college learning in a college setting. Explore may Post Secondary Pathways. Earn a minimum 3 secondary school credits plus a chance to earn college credits as well as additional dual credits at the discretion of their school board.	SDV1001	Don Hart	
80	10.5	SHSM Dual Credit courses	5	20	20	Select secondary school students will study at Lambton College for one semester. Students are selected from local secondary schools and remain on their home school registers and are enrolled in a three credit SHSM pilot program that is taught and supervised by a secondary school teacher. Morning classes will be taught by secondary school teachers and will include pilot dual credit courses in communications and essential business skills. These courses will be developed as a SCWI part A project and will provide credit at both the secondary school and college level. During the afternoon, students will be enrolled in a GLN course and will have the flexibility and opportunity to take college credits in their area of interest. The GLN teacher will work with the program participants to identify suitable courses and their ability to fit the program timetable. Students will earn 3 secondary credits as well as college credits to be determined. Students will also take afternoon college credits in which they may earn as well as receive dual secondary credits.	SDV1001	Don Hart	

**SCWI Approved List of Dual Credit Pilot Projects 2007/08
-with descriptions**

81	10.6	Hairstyling Dual Credit	6	32			This will be a cohort secondary school group participating in 66 hour Styling and Cutting techniques module at the Lambton College Skilled Trades Training Centre. Students will be transported to and from the college for a half-day each week, for approximately 15 weeks. Students will receive a certificate of achievement upon successful completion, and at the discretion of the school board, a credit in an appropriate or related SHSM credit. Students could also receive certifications in WHMIS or First Aid.	331A	Don Hart
82	10.7	Early Childhood Education (ECE) Dual Credit	5	30	10	20	This course will prepare the student for entry level positions in the hairstyling field. The skills gained by participants will enable them to gain employment, and in turn access to apprenticeship programs in the hairstyling or related sectors.	ECE1102 ece1224	Don Hart
83	10.8	Horticulture Dual Credit - Lambton	1	200	100	100	Students enrolled in gr 11&12 Secondary Horticulture course THX351 and THL451 upon successful completion (60%+) will receive 3 college credits from the Horticulture Technician Program. These courses are using a locally developed curriculum put together by college and secondary faculties that met the requirements of both secondary and post-secondary requirements. Experience college level learning. Earn dual credits.		Don Hart
84	10.9	Horticulture Dual Credit - St. Clair	1	60		10	St.Clair College will partner with the Windsor Essex Catholic DSB, and specifically with Cardinal Carter Secondary School, St. Thomas of Villanova Secondary School to provide learners with a keen interest in horticulture, agriculture, greenhouse management or the landscaping field a unique opportunity as part of their semester two curriculum. The learners will complete a credit toward their secondary school diploma and at the same time, will earn a college credit in Propagation Techniques (LND412) which, is a two-credit course in the Horticulture Technician - Landscape program an Ontario Diploma offered at St.Clair College. This course will be delivered by the secondary school faculty specialist, at the secondary school. Mentorship will be provided to the secondary school faculty by Mr. Don Teller, a veteran professor at St.Clair College. During the semester students will have several opportunities to visit the college campus and participate in a number of workshops/labs delivered by the horticulture program faculty. Some college learners will also engage in this experience by acting as mentors to the secondary school learners.		Don Hart
85	10.10	Dual Credit - Construction Homebuilder Technology Skills	3	46			Up to 46 Senior Secondary students from Greater Essex County District School Board in the Windsor Essex County area will participate in a homebuilding project in partnership with St. Clair College and the Windsor Construction Association. Students will be at an off site location planning and constructing a single family dwelling. GECDDB will be providing on site practical teaching. St. Clair College will provide theoretical introduction to a number of construction trades including: carpentry, plumbing, electrical, brick and stone masonry, painting and decorating, dry wall and acoustic. Students will attend the homebuilding site 5 days per week for 6 hours daily. Students will be registered in a pre-technology course at St. Clair College with this access. Faculty notes and additional supports will be made available through Blackboard. In addition, students will have senior Construction course credit and Cooperative Education credits. Students will be selected from anyone of the 16 secondary schools in GECDDB. The students who successfully fulfill all secondary school graduation requirements will be in a position to graduate upon completion of this project. A partnership with Youth Employment		Don Hart
86	10.11	Dual Credit - Manufacturing Technology Skills	5	33	13	20	Services will provide opportunities for students to successfully transition into Construction trade apprenticeships. The project will run from Sept - June.	MET182A WLD243	Don Hart
Subtotal				551					

SCWI Approved List of Dual Credit Pilot Projects 2007/08
-with descriptions

11		Northwestern Ontario RPT									
87	11.1	Math Attack	3	25	25	25	Math Attack is a team-teaching dual credit project of matched college and secondary curriculum. Math Attack is a distance education night school program that has potential of being delivered to students from all Northwestern Ontario high schools. Thunder Bay students will meet at the college for face to face instruction in a video conferencing room. The out of town students will be connected via distance learning either through the regional college campuses or their home schools. Students will receive a secondary credit for Mathematics for College Technology, MCT4C and a college credit for Pre-Technology MA115 and MA215. In addition students completing the program with an average greater than 65% will receive credit for college technology MA131 course. This will be a team teaching model involving a secondary school teacher and a college instructor. The high school teacher and college teacher will be working collaboratively to design and deliver this dual credit model. Tutorial time via distance learning will also be built into the model. Key benefits for students: promotes a clear pathway from high school to college technology programs; students are able to recognize the connection between secondary school learning and their future post secondary education programs.				Bill Otto
88	11.2	Air Force 1	3	20		20	Air Force 1 is a team-teaching dual credit project of matched college and secondary curriculum. Air Force 1 is a distance education night school program that has the potential of being delivered to students from all Northwestern Ontario high schools. Thunder Bay students will meet at the college for face to face instruction in a video conferencing room. The out of town students will be connected via distance learning either through the regional college campuses or their home schools. Students will receive an additional secondary credit for Transportation Technology TTJ4CA and a college credit for AM110 - Introduction to Aerodynamics - Fixed Wing and AM117- Aircraft Applied Physics. This is a team teaching model involving a secondary school teacher and a college instructor. The high school teacher and college teacher will be working collaboratively to design and deliver this dual credit model. Tutorial time via distance learning will also be built into the model. Key benefits for students: students will have access to specialized, industry focused programming, that will provide both a college level aviation credit, and a high school technology credit with a specific focus on aviation; provides academic/technical readiness for entry into either a college aviation program; or the workforce.				Dave Isherwood
89	11.3	Welding Connections	1	20		20	Welding Connections is a dual credit advanced standing program involving matching a secondary school credit course and a college credit course. This course will be delivered by secondary school technology teachers in their home schools. Classes will be delivered within the school's regular timetable with college experience included. The students will be taking Manufacturing Technology (TMJ4C) at their home schools combined with the college course WC122-Basic Arc Welding. The student will be granted this college course upon successful completion of the CWB - Flat and Horizontal Welding Tests administered by the Canadian Welding Bureau. The testing takes place at the end of semester two at Confederation College. Key benefits for students: students from the region will have access to a high school manufacturing course with a welding focus that provides a greater degree of specialization and job/post-secondary readiness; provides a head start for all students entering the college welding program				Dave Isherwood
90	11.4	Electrical Connections	1	20		20	Electrical Connections is a dual credit advanced standing program involving matching a secondary school credit course and a college credit course. This course will be delivered as a night school course taught by a secondary school teacher to students from the Lakehead DSB and the Thunder Bay CDSB with face to face instruction at Confederation College. The emphasis of the course will be instruction by a technology teacher with an emphasis on electricity/electronics. The students will receive a secondary school credit in TCJ4CB - Construction Technology and the college credit is TP250 - Technological Studies 111 (Basic Electronics). It was felt that because of the lack of equipment and opportunities in the high schools for this concentration (electricity/electronics) - that by offering it as a night school course at the college (with their electrical and electronics facilities) would benefit students interested in this field. Key benefits for students: students will have access to programming and facilities that is unavailable at their home schools; provides additional specialized skills, job-readiness and potential apprenticeship opportunities				Bill Otto
91	11.5	Science in Motion	1	20		20	Science in Motion is a dual credit advanced standing program involving matching a secondary school credit course and a college credit course. This course will be delivered as a night school course taught by a secondary teacher to students from the Lakehead DSB and the Thunder Bay CDSB with face to face instruction at Confederation College. The course will be taught by a science/technology teacher. The students will receive a secondary school credit in SPH4C - Physics and the college credit GE302 - Science in Motion. It was determined that SPH4C was a course that was recommended for students entering technological programs at the college but very few high schools were able to offer it because of low enrolments (a few students from each school). The added benefit would be that the college course is a General Education course that could be used for a variety of programs at the college. Key benefits for the students: students will have access to a program unavailable at their home school; students will receive a credit in SPH 4C, a course that is recommended for numerous college technological programs.				Dave Isherwood
92	11.6	Hospitality Services Specialist Program	3	20		20	Hospitality Services Specialist Program is a team-teaching dual credit project of matched college and secondary curriculum. Students selected from six high schools (Thunder Bay CDSB, Lakehead DSB) and remain on their home school registers and are enrolled in co-operative education programs that are supervised by their home schools and co-op teachers. One day a week, the students will travel to Confederation College and work concurrently with both a college faculty member and a secondary school teacher. During the day, these students will work on their secondary credit GLN 5C - Navigating the Workplace and the college course GE 271 - Healthy Cooking Made Easy. The balance of the week, the students will be in their co-operative education placements. These placements have been chosen based on the suitability to the hospitality focus. During the college classes, the students will have the opportunity of working in the college kitchen (lab) and being taught by a qualified chef. The students will have opportunities to gain extra certifications from special courses such as Smart Serve, Basic First Aid, Safe Food Handling and CPR. Key benefits for students: motivate students to remain in school and see the possibility of 'going to college', which for many of them, would not have been previously considered; provides				Dave Isherwood
93	11.7	SHSM Construction	4	10		10	SHSM Construction is a team-teaching dual credit project of matched Level 1 apprenticeship and secondary curriculum. This project is part of the Specialist High Skills Major (Construction Sector) for 2007-08. This level 1 apprenticeship training in Native Residential Construction Worker will be a team taught by a secondary technology teacher and a college instructor. The students will receive a level 1 apprenticeship in Native Residential Construction Worker Trade Code 296A and a secondary course in Construction Technology TCJ4E/CH. OYAP placements with community partners (Fort William First Nations) in the construction sector have been built into the model. Key benefits for students: students will be registered in a qualified trade area and their hours will count towards their apprenticeship; help build self esteem and life-long learning in the construction area.				Dave Bragnato
94	11.8	Geomatrix	1	60	20	40	Geomatrix is a dual credit advanced standing program involving matching a secondary school credit and a college credit course. This dual credit program will be delivered in a regularly scheduled high school CGO4M - Geomatics classes taught by a high school teacher. As part of the course requirements, students will become certified in emergency first aid/CPR and Green Check GPS training. When completed, students will also be awarded advanced standing in the college course TA 104 - Outdoor Pursuits. Key benefits for students: promotes a clear pathway from high school to the College Travel and Tourism Program; provides opportunity for students to experience success in a college course and prepare them for postsecondary successes.				Clinton Breutsch
95	11.9	Aboriginal Beliefs	1	30	15	15	Aboriginal World View is a dual credit advanced standing program involving matching a secondary school credit course and a college credit course. This dual credit program will be delivered by secondary school teachers in regularly scheduled NBV3C - Aboriginal Beliefs, Values and Aspirations classes. When completed students will be given an advanced standing in the college course GE066 - Contemporary Community and Family - The Aboriginal Context. The added benefit would be that the college course is a General Education course that could be used for a variety of programs at the college. This program will be an integral part of the Board's Aboriginal Education programs. It is anticipated that this dual credit opportunity will become a component of the Board's SHSM Integrated Trades Project in the following years. Key benefits for students: promotes a clear pathway from high school to college Aboriginal programs; builds partnerships and collaboration between the high schools and the college. Students are able to recognize the connection between secondary school learning and their future post secondary schooling.				Clinton Breutsch
96	11.10	Northern Hospitality	1	12		12	Northern Hospitality is an advanced standing dual credit involving matching secondary school credit course and a college credit course. This program is also part of the Board's High Skills Major project (Hospitality). The secondary teacher delivers the Tourism Gr 12 college preparation course (TFS 4C) and the Dimensions of the Tourism Industry college course (TA101). The two courses are aligned to ensure the integrity of both programs are retained. The students will also receive industry recognized certificates, including Smart Serve, Hospitality Essentials, First Aid and CPR. Key benefits for students: motivated to remain in school and see the possibility of 'going to college' as a viable option; Students will have the opportunity to apply their skills in a local Skills Canada Culinary competition. This opportunity will allow students to gain confidence in their own abilities and receive feedback on how they can improve their skills from industry standard representatives.				Murray Delorme

SCWI Approved List of Dual Credit Pilot Projects 2007/08
-with descriptions

97	11.11	Ecotourism Northwest	1	12	12	Ecotourism Northwest is an advanced standing dual credit involving matching secondary school credit courses and a college credit course. This program is also part of the board's High Skills Major project (Hospitality). The secondary teacher delivers the CGG30 - Regional Geography course. When completed, students will also be awarded advanced standing in the college course TA104 - Outdoor Pursuits Consultation with the college regarding expectations for this course will take place to ensure the teacher provides the same standard of instruction. The teacher will be trained in teaching the 'Introduction to Global Positioning System' so that the program will be sustainable and self-supporting. As part of the course requirements, students will become certified in emergency First Aid/CPR, Green Check GPS. Key benefits for students: students will be able to use this course toward earning their Specialist High Skills Major Diploma for Hospitality and Tourism, that will give the students an advantage in entering the work force, obtaining an apprenticeship, or entering a College or University program; students will receive industry recognized certificates that will assist in obtaining employment in this sector.			Murray Delorme	
98	11.12	Creating Spaces - A Construction Program	3	13	13	Creating Spaces is a team-teaching dual credit of matched college and secondary curriculum. The course will be team-taught by a secondary technology teacher and a college instructor. The students will receive a secondary credit in TCJ3C - Construction Technology and a college credit in CE140 - Basic Drafting. The two courses are aligned to ensure the integrity of both programs are retained. Key benefits for students: students will have the opportunity to make contacts within the local trades sector that may lead to co-op placements opportunities for potential apprenticeship and/or employment opportunities; motivate students to stay in school by providing them an opportunity to develop their self confidence in their abilities to complete college level work.			Murray Delorme	
99	11.13	Cooking Up Success	3	40	20	Cooking Up Success is a team-teaching dual credit of matched college and secondary curriculum. This model involving a secondary school teacher and a college instructor. The high school teacher and college teacher will be working collaboratively to design and deliver this dual credit model. The students will receive a secondary school credit in TTF3C - Hospitality and a college credit in GE 271 - Healthy Cooking Made Easy. The college instructor will be a qualified chef. The students will have opportunities to gain extra certifications from special courses such as Smart Serve, Basic First Aid, Safe Food Handling and CPR. Key benefits for students: motivate to remain in school and see the possibility of 'going to college', which for many of them, would not have been previously considered; provides certifications which will benefit students in their future career exploration.			Beth Fairfield	
100	11.14	Voyageur Travel and Tourism	1	15	15	Voyageur Travel and Tourism is an advanced standing dual credit involving matching secondary school credit course and a college course. When completed, students will also be awarded advanced standing in the college course TA101 - Dimensions of the Tourism Industry. Consultation with the college regarding expectations for this course will take place to ensure the teacher provides the same standard of instruction. Students will visit several 'tourist' destinations and develop a commercial and/or slide show to promote travel destinations. Students will visit several local tourist destinations and tourist operators businesses to gain hands on experience in this sector. Key benefits for students: provides a clear pathway from high school to college travel and tourism program; students are able to recognize the connection between school, post secondary education and the world of work.			Beth Fairfield	
101	11.15	Outers	1	31	31	Outers is an advanced standing dual credit involving matching secondary school credit course and a college credit course. The secondary teacher delivers the ICD30 - Interdisciplinary Studies (Outers) course. This is a Ministry approved locally developed course. When completed, students will also be awarded advanced standing in the college course TA104 - Outdoor Pursuits. Students participate in a series of wilderness experiences in the surrounding area, throughout the fall, winter and spring, eg survival swim, canoeing, t-rescue, orienteering, snowshoeing, winter camping, and canoe tripping. Students experience the environment first hand and see the impact of the ecotourism business on the environment. Certifications are an important part of the course. Key benefits for students: provides a clear pathway from high school to college adventure and ecotourism program; experiential learning engages 'at-risk' students - allows them to build strengths, and develop their leadership and organizational skills. These experiential opportunities will allow students to take responsibility for their own actions, decisions and consequences			Beth Fairfield	
102	11.16	Eco-Tourism	1	12	12	Eco-Tourism is an advanced standing dual credit involving matching a secondary school credit and a college credit. The secondary teacher will deliver the secondary course CGR 4M - The Environment & Resource Management. Upon completion of the course, students will also receive a college credit in TA 104 - Outdoor Pursuits. This will be a non-semestered course and the student will also be placed on 2-3 coop placements on alternate days. Throughout the program, the students will be able to gain valuable certifications eg. Wilderness First Aid and CPR, ORCA Flat-Water and Canoe Tripping Level 1, Guiding Certification. Key benefits for students: enhanced knowledge of the college eco-tourism program and skills related to conservation, wildlife management and eco-tourism; certification that will allow students the opportunity to continue their studies in college or enter the world of work.			Andy Graham	
		Subtotal		360						
12		Comité francophone de planification IJECT de l'Est ontarien								
103	12.1	Aide-enseignant	6	8	8	Cette formation permettra aux finissants de travailler auprès d'enfants et d'adolescents en milieu scolaire. L'aide-enseignant facilite l'apprentissage des étudiants du niveau élémentaire ou secondaire tout en étant sous la direction de l'enseignant. L'aide-enseignant est un membre de l'équipe multidisciplinaire et participe ainsi à l'élaboration des objectifs et à la mise en œuvre des activités et des instructions préparées par un membre du personnel enseignant.		620E	Luc Belle-Isle	
104	12.2	Électricien du bâtiment et d'entretien	6	19	19	Les étudiants apprendront à assembler, agencer, réparer, entretenir, raccorder et vérifier les divers appareils électriques, le matériel de commande et le câblage. Ils verront également comment installer des systèmes d'alarme, de communication, d'éclairage et d'alimentation électrique.		309A	Brigitte Sharp	
105	12.3	Plombier	6	2	2	Les étudiants 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.		306A	Brigitte Sharp	
106	12.4	Charpentier-menuisier	6	1		Les étudiants apprendront toutes les notions concernant les étapes d'un projet de construction, et ce, de la fabrication des coffrages à béton pour les fondations jusqu'aux éléments de finition intérieure comme les portes, les moulures et les escaliers. Ils apprendront également à utiliser de façon adéquate et sécuritaire plusieurs outils et instruments de travail essentiels à ce métier.		403A	Brigitte Sharp	
107	12.5	Briqueur-maçon	6	6	6	Ce programme permet aux étudiants d'acquies les connaissances et les habiletés de base dans le domaine de la construction et plus précisément de la maçonnerie. Ils apprendront à poser des briques, des blocs de béton, des pierres et d'autres matériaux pour construire ou réparer des murs, des cheminées, des foyers et d'autres travaux tout en respectant les plans et devis. Ils se familiariseront entre autres avec la théorie et les techniques en lien avec les codes, les règlements et les exigences du métier.		401C	Brigitte Sharp	
108	12.6	Cuisinier	6	10	10	La formation de cuisinier permettra aux étudiants de développer des habiletés à préparer et à présenter des aliments et des spécialités culinaires, à élaborer divers menus et à administrer une cuisine selon les normes d'hygiène et de sécurité en vigueur au Canada.		415A	Renee Lapiere	
109	12.7	Coiffeur	6	27	3	24	Les étudiants se familiariseront avec les coupes et les mises en pils des cheveux, les permanents, les teintures et la taille des barbes et des moustaches. De plus, ils recevront les notions nécessaires pour bien gérer un salon de coiffure.		332A	Brigitte Sharp
110	12.8	Soudeur	6	10	10	Les étudiants apprendront à assembler, fabriquer, développer, modifier et réparer des équipements, des appareils et des structures à l'aide de procédés reliés à la soudure.		456A	Renee Lapiere	
111	12.9	Technicien d'entretien automobile	6	19	4	15	Ce programme permettra aux étudiants d'acquies les compétences et les habiletés nécessaires pour occuper un poste de mécanicien d'entretien automobile. Ils étudieront les moteurs, les systèmes électriques et électroniques, les freins, la direction, le groupe motopropulseur et le système de suspension. Ils pourront localiser, réparer les défauts et entretenir les automobiles et les camions légers.		310S	Luc Belle-Isle
112	12.10	Mécanicien-monteur industriel	6	14	2	12	Les étudiants de ce programme acquies les connaissances et les habiletés nécessaires qui leur permettront d'installer, d'entretenir et de réparer toutes machineries ou grosses pièces d'équipements telles une ligne d'assemblage, un convoyeur, de la machinerie pneumatique, de la machinerie hydraulique ou toutes autres machines retrouvées dans des usines de fabrication ou des industries de transformation.		433A	11/30/07 Luc Belle-Isle

SCWI Approved List of Dual Credit Pilot Projects 2007/08
-with descriptions

113	12.11	Éducateur de la petite enfance	6	10	10	Ce programme mise sur l'apprentissage des techniques de soins et d'éducation des enfants de 12 ans et moins. Les étudiants acquerront, dans les domaines d'intervention et de programmation d'activités, toute une gamme de connaissances et de techniques adaptées à cette jeune clientèle. Ils apprendront à préparer et à animer un programme éducatif visant le développement moteur, intellectuel, social, créatif et émotionnel de l'enfant.	620C	Renee Lapierre
114	12.12	Techniques des arts culinaires	5	30	30	Ce cours permet d'intifier les grands courants culinaires à travers les âges ainsi que l'évolution des goûts et des habitudes alimentaires. L'étudiant(e) acquiert les connaissances de base nécessaires afin d'identifier les produits alimentaires, les boissons et les techniques de manipulation de ceux-ci. De plus, le cours traite de l'organisation d'une cuisine, de l'aménagement et du vocabulaire professionnel.	AL116903	Renee Lapierre
115	12.13	Gestion des entreprises hôtelières	5	30	30	Ce cours permet de quantifier l'importance des services hôteliers dans la société actuelle, l'importance de la qualité des services à offrir, d'acquérir les connaissances inhérentes aux diverses techniques de gestion à la diversité des types d'hôtels et l'interaction des différents services qui les composent.	HOT15343	Renee Lapierre
116	12.14	Comptabilité financière	5	8	8	Ce premier cours de comptabilité vous permettra d'acquérir une connaissance pratique des procédures comptables utilisées dans les entreprises de services et les entreprises commerciales. De plus, vous y étudierez la présentation des états financiers et des principes comptables qui s'y rapportent.	COM10231	Brigitte Sharp
117	12.15	Dessin I	5	10	10	Introduction des principes essentiels du dessin avec emphase sur les esquisses. On entraîne l'étudiant(e) à observer la forme, les dimensions, les proportions et la texture des objets ainsi qu'à créer une composition avec objets afin de donner des effets visuels. Il (elle) connaîtra la base du dessin et de la perspective pour être capable d'appliquer ces principes dans d'autres cours; conception graphique, design, dessin publicitaire	DSN10413	Brigitte Sharp
118	12.16	Physiologie respiratoire	5	6	6	Ce cours traite des connaissances de base en physiologie respiratoire pour permettre à l'apprenant(e) d'appliquer ces concepts dans l'exercice de ses fonctions thérapeutiques et diagnostiques.	RES15267	Luc Belle-Isle
119	12.17	L'Art et l'identité de l'homme	5	10	10	Le cours serait offert en fin de journée de 16h à 19h, une fois semaine au 2e semestre. Tous les élèves de toutes les écoles secondaires de la région de l'est pourront participer pour un maximum de 20 élèves. Ce serait un regroupement composé uniquement d'élèves du secondaire. Ce cours permettrait aux élèves intéressés par ce programme de prendre une longueur d'avance s'ils désirent poursuivre à la Cité collégiale.	FGE20709	Brigitte Sharp
120	12.18	Principes de gestion	5	8	8	Ce premier cours de gestion traite des rôles et des fonctions du gestionnaire, ainsi que des méthodes de résolution de problèmes et de prise de décisions. Vous y verrez les quatre principes fondamentaux de la gestion soit la planification, l'organisation, la direction et le contrôle.	GES20459	Brigitte Sharp
121	12.19	Principes de marketing	5	10	10	Ce cours vous permettra de vous familiariser avec les éléments de base du marketing tels que les stratégies de produits, de prix, de distribution et de promotion. Le cours mettra également de l'emphase sur 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 de ce cours.	MKT21057	Brigitte Sharp
122	12.20	Gestion de projets	5	10	10	Pour atteindre ses objectifs, tout gestionnaire doit posséder des compétences pour diriger et pour coordonner les ressources humaines et matérielles essentielles à la réussite d'un projet simple. Par le biais d'analyses de cas et de simulations, vous familiariserez avec les différentes techniques de planification de projets ainsi qu'avec les ressources disponibles à la structuration d'une gestion de projets efficace. L'utilisation d'un logiciel de gestion de projets permettra à l'étudiant d'appliquer tout au long du cours les concepts présentés.	GES20636	Brigitte Sharp
123	12.21	Cosmétologie	1	15	15	Dans ce cours, l'élève fait l'apprentissage des techniques des soins de beauté conformes aux normes commerciales, et étudie l'utilisation appropriée de l'équipement et du matériel requis. Elle ou il repère les tendances en soins de beauté et étudie des procédés scientifiques et physiques utilisés dans ce domaine. Elle ou il apprend aussi les prescriptions appropriées de la législation en matière d'environnement, de santé, et de sécurité. De plus, l'élève explore les perspectives de carrière dans ce domaine et s'initie aux compétences en gestion d'entreprise qui lui permettraient d'ouvrir et d'exploiter un salon de beauté.		Luc Belle-Isle
124	12.22	Hôtellerie & tourisme	1	15	15	Le programme d'hôtellerie et tourisme permet à l'élève d'acquérir les connaissances, compétences et aptitudes nécessaires pour réussir dans cette industrie. Le programme développe en partenariat avec la Société ontarienne de formation en tourisme, offre à l'élève l'occasion d'obtenir des crédits de cours théoriques, ainsi que des crédits en éducation coopérative.		Renee Lapierre
125	12.23	Éducation en service à l'enfance	1	15	15	Ce programme mise sur l'apprentissage du développement de l'enfant de 0 à 12 ans. Les étudiants acquerront toute une gamme de connaissances en éducation dans les domaines de l'intervention, de la programmation d'activités et de soins adaptés à cette clientèle.		Renee Lapierre
126	12.24	Introduction à la pratique AP & AE	5	6	6	Ce cours permet à l'étudiant(e) de se familiariser avec les compétences de base conjointes aux deux professions. Les techniques de positionnement, de déplacement et de transfert des clients, les aides ambulatoires, les fauteuils roulants et la géométrie sont parmi les sujets étudiés.	ERG20037	Renee Lapierre
127	12.25	Introduction à la pharmacologie	5	2	2	Ce cours est une introduction au domaine de la pharmacologie. L'apprenant(e) se familiarisera avec la terminologie médicale, pharmaceutique et les abréviations latines utilisées en pharmacie. Il (elle) sera initié(e) à la classification thérapeutique, aux dénominations commerciales et génériques des produits pharmaceutiques en plus d'en comprendre leur fabrication, leur présentation et leur concentration.	PHA18611	Renee Lapierre
128	12.26	Relations interpersonnelles	5	4	4	Les cours <<Relations interpersonnelles>> et <<Intervention en situation de crise>> visent à préparer l'apprenant(e) qui fait face à une situation de crise à interagir de la façon la plus aidante possible tout en lui apprenant à bien prendre soin de lui (d'elle). Dans le premier cours, on met l'accent sur divers facteurs qui entrent en jeu dans nos interactions avec les autres. On traitera de la perception de soi et des autres, des attitudes et des préjugés, des principes de base de la communication interpersonnelle et du stress. L'apprenant(e) aura l'occasion de s'initier à la pratique de différentes habiletés de communication, en particulier dans le cadre de la relation d'aide, et de se sensibiliser aux modes de comportements, aux besoins et aux moyens d'adaptation propres à chaque période de la vie.	FGE17111	Renee Lapierre
Subtotal				305				
13	Central Lakes RPT							
129	13.1	Transitions to Marine and Small Engines, Midland	3	20	20	Transitions to Marine and Small Engines will prepare twenty four secondary students for success in technical careers in the marine and small engine industry. Their second secondary semester will include a three-credit co-op placement in marine and small engine shops, a secondary credit in transportation and a college credit delivered in the newly refurbished shops of Georgian College. With a shortage of qualified employees in this sector, it is anticipated that some students will continue to work for their employers in the summer, then return to the college in the fall for a one year certificate program in the field, making them attractive employees and potential apprentices.		Michelle Rao 11/30/07

**SCWI Approved List of Dual Credit Pilot Projects 2007/08
-with descriptions**

130	13.2	Transitions to Manufacturing, Barrie	3	20		20	Transitions to Manufacturing allows 10 secondary students to combine a two credit co-op placement in industry with two senior manufacturing technology credits and a college credit in CNC. These gr 12 students will be immersed in the manufacturing environment, polishing their skills, and gaining understanding to help them make career and post secondary decisions. They will be prepared to enter several college programs as well as look for a precision manufacturing trade apprenticeship.		Michelle Rao
131	13.3	Transitions to Carpentry, Owen Sound	6	20		20	Students enrolled in Transitions to Carpentry will combine a two-credit co-op placement, 240 hours of level 1 apprenticeship training and certifications in construction related courses in their second semester. The program takes place on the college campus and at the co-op workplace with a focus on carpentry skills. Included in the co-op in-school component is a contextualized math review and preparation unit delivered by the dedicated teacher to the project. Students should be well-prepared to seek an apprenticeship or pursue post-secondary training in the construction field.	403A	Jean Stephenson
132	13.4	Transitions to Healthcare, Owen Sound	5	47	17	30		GNED1005	Jean Stephenson
		Subtotal		107					

SCWI Approved List of Dual Credit Pilot Projects 2007/08
-with descriptions

	14	Golden Horseshoe RPT							
133	14.1	Connecting to College through Co-op (C3)	5	95	95	Connecting to College through Co-op offers students the opportunity to study two general education courses at college while completing 3 or 4 cooperative education credits through their home secondary school. The secondary school cooperative education teachers will continue to be involved in the selection and monitoring of the cooperative education placements. This project will be of benefit to a wide range of students, including both engaged and motivated students looking for the challenge and reward of participating in post-secondary studies, and those who may be disengaged and needing an alternative to standard secondary school instruction.	COMM10034 SSCIS239 HIST1130 SOCL1104	Sarah Zamin	
134	14.2	Niagara Link	5	57	40	17	The Niagara Link program targets the early school leavers between the ages of 18 and 21, who are approximately 6-8 credits short of fulfilling their graduation requirements for an Ontario Secondary School Diploma. For various personal, social, emotional, and financial reasons, these students have been disengaged from the traditional secondary school environment and have chosen to leave school. This program offers them a unique opportunity to get their academic life back on track. The students who attend this program have a desire and academic potential to pursue post-secondary studies but are lacking course requirements to do so.	STDV1110 HIST1115 HIST1127 PHIL1103 PSYC1075 SOCL1104 BUSN1224 ENTR1100 HIST1114 HIST1115 PHIL1103 PHIL1125 PSCY1102 PSYC1400 GOVT1110 NUTN1189 PHIL1197 SOCL1011 SOCL1112	Sarah Zamin
135	14.3	Pathways to College through Advanced Manufacturing Technology	3	22	22	The Halton SHSM Manufacturing Program, running at Burlington Central High School, is a multi-destination experiential learning program in which students apply math and physics concepts in the design and production of various manufacturing projects. The SHSM reach ahead dual credit opportunity occurs through an after school robotics program in which students earn extra credits in technological design and manufacturing. Students will specialize in precision machining, welding, Computer Numerical Control (CNC), Computer Aided Design (CAD)/Computer Aided Manufacturing (CAM), metallurgy, metrology, sheet metal, and other related manufacturing areas. Through their projects, students are exposed to current technology and develop organizational, team work and problem solving skills. As participants in the FIRST Robotics competition, students work in teams with community mentors form the electrical, machining, tool and die, and mechanical fields to build a robot, which includes functional mechanism, drive device, electrical and electronic components. Traditionally, students then travel with their robot to one American and one local competition to go head-to-head against other robots in the identified challenge.		Dave Lewis	
		Subtotal		174					
	15	Algoma RPT							
136	15.1	Career Exploration	5	40		The college provides a list of existing courses suitable to dual credits providing career explorations in a variety of program areas. The information includes course description, instructor name, date and time of the session, and the number of open seats. Students complete an interest and rationale form, ranked by the secondary school student success team and forwarded to the Regional Planning Team. The RPL determines successful candidates based on the rankings provided, seats available and the quota for each participating board based on enrollment ratios.	PSY102 MED111 ELR130 CSN120 ADV101 ACC107	Reno Palombi	
137	15.2	Early Leavers	5	40		1. Early leavers will be identified by both school boards. 2. Participants will be selected from the list identified in number 1 based on their potential to succeed. 3. All classes for these students will be scheduled at the College. 4. Students will complete required secondary credits using Independent Learning Centre and E-learning course materials under the direction of a secondary teacher. 5. Students will be given the opportunity to participate in an approved dual credit college course. 6. 20 students from each school board will be recruited. It is the expectation of the RPT that the Ministry of Education will pay the cost of the two salaries of the secondary teachers for three blocks of the day. One block of the day, each teacher will be given a dedicated role relating to the dual credit courses. The cost associated with this activity will be covered by SCWI.	HDG122 BUS140	Reno Palombi	
138	15.3	Specialist High Skill Major - Arts and Culture Baking Course	5	15		Techniques of Baking - Basic - FDS143 will be offered as the dual credit opportunity for students enrolled in the Arts and Culture SHSM. The course will be scheduled such that it dovetails into the secondary timetable, and is synchronized with the either the fall or winter secondary semester. Funds are being requested to cover the cost of providing an instructor for the course, for books, and for transportation to and from the College.	ADV101	Reno Palombi	
139	15.4	Specialist High Skill Major - Construction/Manufacturing	5	15		Drafting and Blueprint Reading - DRF105 will be offered as the dual credit opportunity for students enrolled in both the Manufacturing and Construction SHSM's. The course will be scheduled such that it dovetails into the secondary timetable, and is synchronized with the either the fall or winter secondary semester. Funds are being requested to cover the cost of providing an instructor for the course, for books, and for transportation to and from the College.	DRF105	Reno Palombi	
140	15.5	SHSM - Health and Wellness	5	10		OPA101 will be offered as the dual credit opportunity for students enrolled in the Health and Wellness SHSM. The course will be scheduled such that it dovetails into the secondary timetable, and is synchronized with the either the fall or winter secondary semester. Funds are being requested to cover the cost of providing an instructor for the course, for books, and for transportation to and from the College.	FDS143	Reno Palombi	
141	15.6	SHSM - Construction	5	8		Drafting and Blueprint Reading - DRF 105 will be offered as the dual credit opportunity for students enrolled in the Construction SHSM. The course will be scheduled such that it dovetails into the secondary timetable, and is synchronized with the either the fall or winter secondary semester. Funds are being requested to cover the cost of providing an instructor for the course, for books, and for transportation to and from the College.	DRF105	Reno Palombi	
		Subtotal		128					
	16	Equipe de planification régionale IJECT du Centre-Sud-Ouest							
		Seat Purchase for 6 trades of choice							
142	16.1	TEA 310S, Technicien/technicienne d'entretien automobile - Hamilton	6	10	10	Un apprentissage du niveau 1 enseigné en équipe à partir d'une école secondaire. Une demande d'achat de sièges sera faite.	310S	Paul Lachance	
143	16.2	450A- Manoeuvre en construction - Welland	4	10	10	Un apprentissage du niveau 1 enseigné par un professeur de l'école secondaire et surveillé par le Collège. Une demande d'achat de sièges ne sera pas faite. Les élèves des écoles Jean-Vanier et Confédération suivront le cours de niveau 1 dans le cadre d'un cours de deux crédits (nouveau code du Ministère) à l'école secondaire Jean-Vanier, cours qui est offert par un enseignant qualifié qui détient également les qualifications nécessaires pour former les apprentis et livrer le niveau 1 de l'apprentissage en manoeuvre en construction (450A). Les élèves de l'école secondaire catholique Jean-Vanier suivent également un parcours qui mène à la MHS en construction et ce, à partir de la 9e année.		Krista-Layne Brandon	
144	16.3	332A-Coffure	4	10	10	Un apprentissage du niveau 1 enseigné par un professeur du Collège dans un atelier privé. Une demande d'achat de sièges sera faite. Le programme du niveau 1 (mode apprentissage) - Soudure sera offert dans les locaux du centre de formation Can-Weld (CW). Le curriculum sera enseigné par un instructeur qualifié au service du Collège Boréal (CB). Les élèves seront accompagnés (rôle de soutien) par un enseignant de l'École secondaire Saint-François-Xavier, enseignant dûment certifié par l'Ordre des enseignantes et des enseignants de l'Ontario. Le programme sera offert à entre 10 et 12 élèves des écoles secondaires participantes. Le programme sera mis en œuvre au 2e semestre de 2007-2008. Quant aux placements COOP/PAJO des élèves, l'équipe de la réussite de l'école (ERE), en consultation avec l'enseignant, l'instructeur et le ministère de la formation (MFCU), en sera responsable. Le CSDECSO demande l'autorisation d'offrir la MHS en Fabrication sans pour autant demander un financement.	456A	Paul Lachance	
145	16.4	456A - Soudure (Samia)	6	10	10	Un apprentissage du niveau 1 enseigné par un professeur du Collège dans un atelier privé. Une demande d'achat de sièges sera faite. Le programme du niveau 1 (mode apprentissage) - Soudure sera offert dans les locaux du centre de formation Can-Weld (CW). Le curriculum sera enseigné par un instructeur qualifié au service du Collège Boréal (CB). Les élèves seront accompagnés (rôle de soutien) par un enseignant de l'École secondaire Saint-François-Xavier, enseignant dûment certifié par l'Ordre des enseignantes et des enseignants de l'Ontario. Le programme sera offert à entre 10 et 12 élèves des écoles secondaires participantes. Le programme sera mis en œuvre au 2e semestre de 2007-2008. Quant aux placements COOP/PAJO des élèves, l'équipe de la réussite de l'école (ERE), en consultation avec l'enseignant, l'instructeur et le ministère de la formation (MFCU), en sera responsable. Le CSDECSO demande l'autorisation d'offrir la MHS en Fabrication sans pour autant demander un financement.		Paul Lachance	

SCWI Approved List of Dual Credit Pilot Projects 2007/08
-with descriptions

146	16.5	Articulations dans le domaine de l'Hôtellerie et tourisme	1	10	5	5	Cette entente de collaboration entre les 3 conseils scolaires du Centre-Sud-Ouest et La Cite collegiale facilitera la transition des eleves francophones entre le palier secondaire et collegial dans le secteur de l'hotellerie et du tourisme. L'harmonisation du curriculum entre le palier secondaire et collegial incitera les diplomés francophones du secondaire a poursuivre des etudes collegiales en hotellerie et tourisme afin d'obtenir des equivalences scolaires dans les programmes d'etudes en Arts culinaires, en Gestion culinaire et en Gestion hoteliere et de restaurant offerts a La Cite collegiale.		Paul Lachance
147	16.6	EPE 620 - Educatrice de la petite enfance (4 modules)	6	50	25	25	Le Collège Boréal offre la possibilité aux élèves d'obtenir 4 modules envers le niveau 1 d'éducateur/éducatrice de la petite enfance sous le mode de double reconnaissance de crédits. Chacun des 4 modules donnera droit à 1 crédit envers le DESO. Ces 4 cours seront offerts en ligne, 2 au premier semestre et 2 au deuxième semestre. Ces cours sont des cours du niveau collégial mais un enseignant du niveau secondaire appuiera l'élève tout au long de son cheminement.	520C	Diane Dubois
148	16.7	Atelier d'usinage (machiniste) - (Welland)	4	12		12	Le PAJO - Atelier d'usinage (machiniste) permettra à l'élève d'apprendre à régler et à utiliser différents types de machines-outils tels la tour parallèle, la fraiseuse verticale ou horizontale et la rectifieuse plane ou cylindrique et à programmer des tours et des machines à commandes numériques. À la fin du PAJO, l'élève aura acquis des notions de fabrication et de réparation de pièces et produits en utilisant le métal, le plastique, les textiles de caoutchouc et la fibre de verre. Il permet de plus à l'élève de prendre une avance en complétant le cours de base pendant qu'il est au secondaire tout en obtenant des crédits pour son diplôme d'études secondaires de l'Ontario (DESO). Après le secondaire: La Cite collegiale offre deux destinations: - Machiniste (niveaux II et III) - voie de l'apprentissage - Techniques mécaniques - fabrication et prototype - voie collégiale (programme postsecondaire d'une durée de 2 ans).		Claude Bergeron
149	16.08	Entrepreneurship GES 1007	5	20			Le cours d'Entrepreneurship sera offert par l'entremise de la vidéo conférence SAMFO dans les 23 écoles des conseils scolaires du Centre Sud Ouest	GES1007	Diane Dubois
150	16.09	Cours en ligne	5	40			Une demande de proposition de MHS a été soumise sans préciser le financement. Le financement sera disponible une fois le projet approuvé par le Ministère.	GEN1013 PSY1002 SOC1001 SAN1000	Diane Dubois
		Subtotal							
		GRAND TOTAL							

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SCWI Approved List of Dual Credit Pilot Projects 2007/08
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**SCWI Approved List of Dual Credit Pilot Projects 2007/08
-with descriptions**

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SCWI Approved List of Dual Credit Pilot Projects 2007/08
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