

College universitaire
de
Saint-Boniface

Provincial Model Regarding Funding

- The **Council on Post-Secondary Education** (COPSE) was formed in 1995; its mandate was to fund the Province's post-secondary institutions. As part of its program approval process, institutions were asked to consider how the **recognition of prior learning** would be part of every newly funded program.

- In 2000/01, the Province developed a **new strategy** to increase the capacity for PLAR throughout the education and employment system.
- This new strategy had three cornerstones, one of which was the **funding of each of the post-secondary institutions.**
- Responsibility for managing this new strategy was located in both Education and Training as well as the Council on Post-Secondary Education.

New Funding Model

- Consistent with this new strategy, the Province's commitment to PLAR increased.
- **Funding was made available** for a new position in each of the publicly funded post-secondary institutions **for a period of three years.**

On-going Base Funding

- The three-year funding ended in 2004 at which time the Province began to offer **on-going base funding** to all post-secondary institutions in Manitoba.

Collège universitaire de Saint-Boniface (CUSB)

Institutional Profile

- One of the founding Colleges of the University of Manitoba
- Manitoba's only French-speaking university
- Affiliated to the University of Manitoba
- Houses two separate entities under one roof: a university as well as a community college
- 1000 students in university programs; 65% full-time/35% part-time
- Primarily an undergraduate university with degrees in Arts, Science, Business Administration,

Education, and Social Work

PLAR at *Collège universitaire
de
Saint-Boniface*

- Based on the Challenge for Credit policy
- All PLAR activity is centralized in PLAR advisor's office

Highlights

- PLAR successfully initiated in two university programs : Bachelor of Arts (Language Department) and Bachelor of Business Administration

Challenges

- Multi-tasking
- Lack of understanding and support from administrators
- PLAR process is time-consuming

Contact information

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[http://www.cusb.ca/su/ressourcesetudiantes/reconnaissancede
sacquis.shtml](http://www.cusb.ca/su/ressourcesetudiantes/reconnaissancede
sacquis.shtml)



THE UNIVERSITY OF
WINNIPEG

University PLAR – Challenges in Reaching the Finish Line!

Barbara Read –
Coordinator of PLAR
and Adult Learner
Services

WWW.UWINNIPEG.CA

University of Winnipeg

- **Primarily an undergraduate university – located downtown**
- **9200+ students – 30% aged 24+**
- **PLAR Policy passed by Senate in October 1999**



PLAR Highlights

- **Integration of PLAR and Adult Learner Advising/Services**
- **PLAR Opens Doors**
 - **For admission, transfer credit of non-traditional pse and for university credit**





PLAR Highlights

- **Adult Learners and PLAR at UW**
- **PLAR Stats**
- **UW Department recipient of
MPLAN PEARL Award 2005**



Challenges

- **Faculty buy-in**
- **Infrequency of PLAR requests**
- **Lack of PLAR knowledge, faculty default to past-practice – challenge exam**
- **Lack of time**



Opportunities

- **Provides an important service for the community and business**
 - Access
 - Partnerships
 - DCE/A&S Advanced Diploma in Leadership in ECCE
 - UW/Boeing Aerospace, Standard Aerospace and Manitoba Hydro Pilot Project





Contact Information

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Brandon University and PLAR

Elaine Tyler, M.Ed.

Or

“Banging my head against the ivory
tower”

Brandon University Profile

- Primarily undergraduate institution with degrees in Arts, Science, Nursing, Pscyh Nursing, FNAC, Music
- Approx 4,300 undergrad students, 150 f.t. faculty
- Centralized PLAR (policy, process) via PLAR Coordinator

Highlights

- Since tracking began in 2001:
- 54 students have received PLAR credit
 - 32 of those graduated
 - highest 50% of degree, lowest 2.5%, average 15% of degree

Threats

- Success/failure based on raw #'s of students/credits per year—if low then “not successful”? This rationale is based on a flawed sense of success and a lack of understanding of what can be a very lengthy process

Threats

- lack of institutional acceptance/readiness:
 - a. lack of understanding of PLAR process by Sr. Admin (duties, budget)
 - b. lack of understanding by individual faculty (pockets of cooperation from faculty to outright hostility)
 - c. lack of acknowledgement by faculty association
 - d. lack of instructional design standards so no way to build in learning outcomes

Opportunities

- changing demographic of students causing changes in recruiting strategies (from sequential to non-sequential/adult learners)
- changing demographic of faculty means younger/newer faculty more willing to explore PLAR
- employers looking for a more highly skilled workforce looking for education and training partnerships and recognition for workplace training

Opportunities

- Useful recruitment tool to attract adult learners into certain programs
- Provisions for PLAR can be integrated into new programs such as Bachelor of Social Work



ONE UNIVERSITY.



UNIVERSITY
OF MANITOBA

University of Manitoba Profile



82 degrees, diplomas and certificates

27, 631 students

5,018 staff members

165, 218 graduates since 1877

123 patents for inventions and technologies

Only university in the Province to offer some Professional programs e.g. Engineering, Medicine, Dentistry

Recognition of Prior Learning- University of Manitoba

History: 3 year pilot project within Extended Education's Certificate in Adult and Continuing Education (CACE)

Current: June of 2005 RPL office established to serve entire University-RPL Audit, work with degree, non-degree and graduate programs

Future: Natural Resource Institute, Department of Curriculum, Teaching and Learning, Department of Environment and Geography

PLAR Highlights



Certificate in Adult and
Continuing Education (CACE)

Aboriginal Access Services

Faulty of Social Work

Disability Studies-Graduate
Program

PLAR Highlights



Applied Behavior Analysis
(ABA) Certificate

Human Ecology

Aboriginal
Environmental Stewardship
Program

RPL Audit

PLAR Highlights



Qualifications Initiatives

Medicine: International Medical Graduate Program (IMGP)

Dentistry: International Dentistry Degree Program (IDDP)

Engineering: Internationally Educated Engineer Qualification (IEEQ)

Challenges

- University is a unique environment-no top down policy i.e. individual faculty member buy-in a must. Focus is on developing relationships
- Re-educating faculty, administration and staff about what PLAR is *not* i.e. credit for experience alone or unwieldy “portfolio” process
- Need to proceed with caution as we may end up with more demand than we can currently meet



- RPL processes respect learners knowledge and skills and the different ways they learn and show competence
- The University can respond flexibly to a wide variety of RPL initiatives
- Increase access, particularly for Aboriginal learners

Opportunities



- Increase learner recruitment, enrollment and retention
- Outcome development processes are serving as a professional development exercise for faculty and staff
- RPL development increase diverse community networks

Opportunities

For more detail on programs see attached report.

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One University, Many Futures



**UNIVERSITY
OF MANITOBA**

University College Of The North

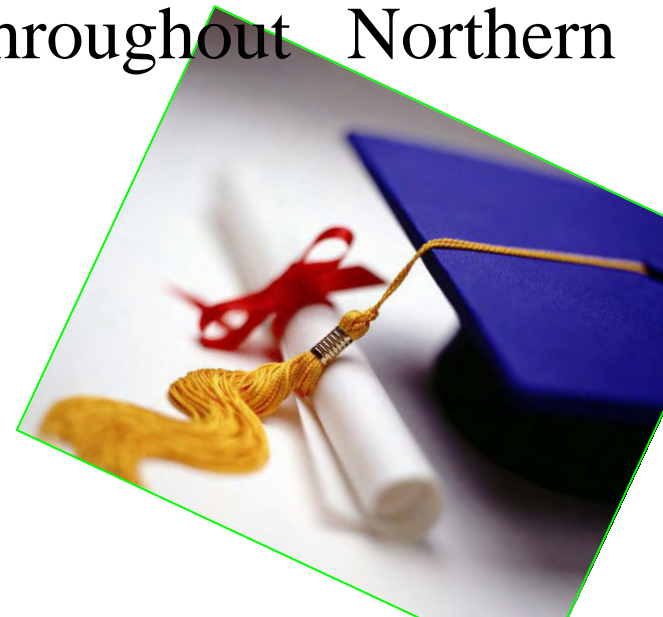
UCN – What We Offer

- College diploma and certificate programs in adult education, trades/vocational, and career/technical domains
- University undergraduate degree programs:
 - Bachelor of Arts
 - Joint Baccalaureate Nursing program. (U of M/ UC
- Currently under development is the Bachelor of Education and Bachelor of Science.



UCN – Current Profile

- 2349 (2005 stats) full and part-time students (60% Aboriginal)
- 259 full and part-time staff (42% Aboriginal)
- 2 campuses
- 10 regional centres located throughout Northern Manitoba (7 in First Nations)
- Over 20 teaching sites



• Churchill

University College of the North

• Tataskweyak (Split Lake)

• Nisichawayasihk (Nelson House)

• Thompson

• Mathias Colomb (Pukatawagan)

• Pimicikamak (Cross Lake)

• Norway House

• St. Theresa Point

• Chemawawin (Easterville)

• Swan River

UCN:
Where We Are

• Churchill

University College of the North

• Tataskweyak (Split Lake)

• Nisichawayasihk (Nelson House)

• Thompson

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• Flin Flon

• Pimicikamak (Cross Lake)

• Norway House

• St. Theresa Point

• Chemawawin (Easterville)

• Swan River

• The Pas/OCN

The Region We Serve

- Geographic area of over 800,000 kms²
- Population of 79,000 located in three urban centres and 30 rural and remote communities
- 60% plus of population is Aboriginal
- Major economic drivers: mining, forestry, hydro, tourism, First Nations, government services

PLAR Highlights

- Over 80 students accessed our PLAR system this past year.
- Worked with the Gateways project in developing authentic learning outcomes for ECE.

Threats

- Success or failure of the program is based on numbers.
- PLAR process is time consuming.
- Staff/clients have a lack of understanding of the time it takes and extensive processes need to be set up.

Opportunities

- Aboriginal Midwifery Education is a new program with unique needs.
- Degree programs are being built and therefore we can have PLAR as part of the process.
- Program based PLAR as opposed to course based needs to be developed.
- Partnering with other institutions to allow moving college courses to university program and vice versa.
- Employers are more knowledgeable and receptive to PLAR.