

University College

OF THE NORTH



2006 - 2007

ANNUAL ACADEMIC REPORT

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Message from the Vice-President, Academic and Research



On behalf of the people who make up the University College of the North -- students, faculty and staff -- I am pleased to introduce the *2006-2007 Annual Academic Report*. This document provides an overview of the work that has been done to advance our academic mission during the past year.

Highlights include preparations for the opening of two new regional centres -- Misipawistik (Grand Rapids) and Bunibonibee (Oxford House); the implementation of the highly-acclaimed Kanáci Otinawáwasowin (Aboriginal Midwifery) Baccalaureate Degree Program (KOBP); ongoing work to develop UCN's Bachelor of Education and Bachelor of Science degrees; the development of a new curriculum for students in Early Childhood Education, as well as the successful accreditation of that program; agreements with both the University of Winnipeg and Royal Roads University for joint research projects, and UCN's participation in the newly-formed MB/SK College Research Network. Each of these initiatives represents a part of the overall vision for UCN as a comprehensive post-secondary institution, which values teaching, scholarly activity and service to the broader community.

Our institutional mandate is met in a unique way -- 12 learning sites (and two more on the horizon) throughout Northern Manitoba bring post-secondary education closer to home. We are at an exciting stage in the life of UCN -- balancing growth in new programs with a sense of appreciation for the foundation on which we are building. Cooperation across program areas, and partnerships with external agencies, are important ways of maximizing our resources. This allows UCN to offer both depth and breadth in programming.

This year's *Annual Academic Report* reflects the hard work and dedication of faculty, staff and students who are committed to the success of UCN.

Kathryn McNaughton, Ph.D.
Vice-President, Academic & Research

The Year in Review

The year 2006-2007 was a vibrant and robust year for the University College of the North, starting with the appointment of Dr. Denise K. Henning as UCN's first President and Vice-Chancellor in July 2006. Another significant milestone of the 2006-2007 academic year was marked when University College of the North (UCN) stepped fully into its mandate with its tri-cameral governance structure in place – the Governing Council, Council of Elders and the Learning Council.

In its third year as Manitoba's newest post-secondary institution, UCN is committed to creating an educational community that emphasizes the success of each one of its learners. We believe that education should be more than the accumulation of credit hours. In its pursuit of academic excellence, UCN strives to help learners know and believe in themselves, and discover careers that fulfill and support them. It is through the lens of our mission that we measure our academic achievements and achieve our vision.

Our Mission

The mission of the University College of the North is to ensure northern communities and people will have opportunities, knowledge and skills to contribute to an economically, environmentally, and culturally healthy society inclusive and respectful of diverse Northern and Aboriginal values and beliefs.

A key milestone during 2006-2007 was the appointment of Dr. Kathryn McNaughton as Vice-President, Academic and Research in January of 2007. Coming to UCN from Thompson Rivers University, Dr. McNaughton brings to UCN a wealth of knowledge, experience and academic leadership that will set the stage for future growth and innovation. Dr. McNaughton's passion for academic excellence and her commitment to students and their success will ensure that UCN is prepared to meet the varying needs of an increasingly diverse student body by molding a unique, made-in-the-North educational experience.

Along with UCN's continued focus of achieving academic excellence, work in 2006-2007 continued on the strategic priorities identified in the UCN Five Year Strategic Plan 2004-2009, *Bringing Together the Past, Present and Future: Building a System of Post-Secondary Education in Northern Manitoba*. A snapshot of some of the memorable achievements related to these strategic priorities during the 2006-2007 academic year include:

- ✚ The implementation of enhanced academic programs
- ✚ The development of a research policy framework
- ✚ The continuation of capital planning to construct and maintain the facilities and infrastructure of UCN
- ✚ The development of the organizational structure and resources to enable the delivery of university programming that assures portability of student credits to other university institutions
- ✚ The development of partnerships with regional centres to assist in creating effective governance and administrative systems
- ✚ The continued development of partnerships with other post-secondary educational institutions for program delivery and research activities
- ✚ The achievement of a workforce that is representative of the population of northern Manitoba

Throughout recent years, the University College of the North has faced significant internal and external factors which had, and will continue to have, a profound effect on its operations. Its market is decidedly complex – geographically, it has a broadly dispersed, small population (80,000), and a culturally diverse clientele. These include an Aboriginal population that is expanding and getting younger as a whole; an increasing demand for replacement workers as baby boomers retire; a society characterized by rapid career change; the need for continuous learning; and the emergence of a knowledge-based economy.

Given these complexities, it was time for the University College to take an in-depth and introspective look at where it was going in the future. To this end, UCN completed an extensive consultation process in 2006-2007 with its students and staff in order to gather their thoughts, visions, priorities and aspirations regarding UCN. The outcome is *'Our Students Deserve The Best'*, a consultation report that details the collective wisdom that exists within UCN.

Our Students Deserve The Best establishes a framework that will guide long-range strategic development of all UCN operations and planning into the future. Major themes that were identified as being priorities for all UCN activities include the need to:

- ✚ Build facilities that support teaching, learning and research
- ✚ Provide good instruction and learning
- ✚ Develop academic programs that define UCN and serve Aboriginal and northern people

- ✚ Become a catalyst for the development of the Aboriginal and northern Manitoba economy
- ✚ Recruit, develop, support and retain Aboriginal and northern people for key positions -- including the instructional area -- at UCN
- ✚ Create and sustain effective accountability, management, communications and technological infrastructure
- ✚ Develop and implement solid academic and social transition programs similar to the Access model, with appropriate funding
- ✚ Ensure programs are viable and vital
- ✚ Ensure accountability, clear planning and effective management

University College of the North also undertook an in-depth study of its library funding, with an eye to current and future demands from new programming, new locations and with an added degree-granting dynamic. Our research showed that to meet the library needs of the present and the future, UCN needs to acquire significantly more holdings, staffing and facilities. Our vision for UCN's next generation library dovetails perfectly with our principles of being a learner-centred institution, adopting innovative curriculum design and delivery to serve a vast territory.

The next sections of the Annual Academic Report provide more detailed information on UCN activities during the 2006-2007 academic year, and also give an indication of the scope of UCN's growth moving into the future.

Join us "On the Path" to UCN!

Partnerships

University College of the North believes that its effectiveness and success depends directly upon the development of strong partnerships with communities, organizations, agencies, institutions, governments and other stakeholders. Partnerships create synergies that result in relevant and innovative programming, allowing UCN to provide education and training that is fundamental to the social and economic development of northern Manitoba, and beyond, in a culturally sensitive and collaborative manner. In 2006-2007, UCN was proud to work with such partners as:

Aboriginal Education Research Forum
Assembly of Manitoba Chiefs
Assiniboine Community College
Association of Canadian Universities for Northern Studies
Brandon University
Bunibonibee Cree Nation
Campus Manitoba
Career Tech
Centre for Rupert's Land Studies
Canadian Language and Literacy Research Network (CLLRNet)
Cree Nation Child and Family Services
CVRD Inco (now Vale Inco)
Ducks Unlimited Canada
First Nations University of Canada (formerly Saskatchewan Indian Federated College)
Flin Flon School Division
Fox Lake Cree Nation
Frontier School Division
Honekwē (House of Stories)
Hudson Bay Mining and Smelting Company Limited
Hudson Bay Port Company
Hudson Bay Railway Company
Indian and Northern Affairs Canada
Island Lake Tribal Council
Keewatin Tribal Council
Kelsey School Division
Manitoba Department of Conservation
Manitoba Department of Industry, Economic Development and Mines
Manitoba First Nations Education Resource Centre
Manitoba Hydro
Manitoba Keewatinowi Ininew Okimakanak
Manitoba Métis Federation
Manitoba Museum
Mathias Colomb First Nation
Mining Association of Manitoba
Misipawistik Cree Nation

Mosakahiken Cree Nation
Nelson House Atoskiwin Training and Employment Centre (ATEC)
Nisichawayasihk Cree Nation
Northern and Aboriginal Population Health and Wellness Institute
Northern Manitoba Labour Market Sector Council
Northlands College
Norway House Cree Nation
Opaskwayak Cree Nation
Opaskwayak Education Authority
Paskwayak Business Development Corporation Ltd.
Pimicikamak Education Authority
Pimicikamak Cree Nation
Red River College
Reel North Film Festival (Thompson)
Saskatchewan Institute of Applied Science and Technology (SIAST)
School District of Mystery Lake
St. Theresa Point First Nation Employment and Training
Swampy Cree Tribal Council
Swan Valley School Division
Tataskweyak Cree Nation
Tataskweyak Community Employment and Training Program (CETP)
Thompson Public Library
Tolko Industries Ltd.
University of Manitoba
University of the Arctic
University of Winnipeg
Vale Inco (formerly CVRD Inco)
Winnipeg Technical College

Memoranda of Understanding (MOU)

University College of the North is proud to be involved in a significant number of Memoranda of Understanding with external stakeholders, including:

Signatory	Effective Date
1. Misipawistik Cree Nation, Grand Rapids [Misipawistik Regional Centre]	Pending
2. Bunibonibee Cree Nation, Oxford House [Bunibonibee Regional Centre]	Pending
3. Winnipeg Technical College	April 10, 2007
4. St. Theresa Point First Nation, St. Theresa Point / Island Lake [St. Theresa Point Regional Centre]	July 1, 2004
5. Norway House Cree Nation, Norway House [Norway House Regional Centre]	March 11, 2004
6. Carpentry Training Institute of Manitoba	February 15, 2004
7. Mathias Colomb First Nation, Pukatawagan [Mathias Colomb First Nation Regional Centre]	July 1, 2003
8. Nisichawayasihk Cree Nation, Nelson House [Nisichawayasihk Regional Centre]	March 13, 2003
9. Chemawawin Cree Nation, Easterville [Chemawawin Regional Centre]	June 17, 2002
10. IUCN [International Union of Conservation Nations – The World Conservation Union, Canada Office]	June 28, 2002
11. Opaskwayak Education Authority	February 22, 2002
12. Manitoba Conservation	December 21, 2001
13. Tataskweyak Cree Nation, Split Lake [Tataskweyak Regional Centre]	September 17, 2001
14. Pimicikamak Cree Nation Education Authority, Cross Lake [Pimicikamak Regional Centre]	December 15, 1999
15. Swampy Cree Tribal Council	October 23, 1997
16. First Nations University of Canada [formerly Saskatchewan Indian Federated College]	July 21, 1997
17. Board of Governors of Northlands College	January 28, 1997
18. Board of Governors of Nunavut Arctic College	June 2, 1996

Articulation and Credit Transfer Agreements

University College of the North is committed to establishing agreements with training agencies, institutions and accrediting bodies to maximize portability and transferability of training. The University College has a variety of articulation and credit transfer agreements with various post-secondary institutions for either course-by-course or block transfer.

The following is a summary of existing agreements in 2006-2007. New articulation and credit transfer agreements are currently under development.

UCN Program	Details of Transfer Agreement and/or Articulation	Institution and Program and/or Accreditation Body
Adult Education	Mature Student High School Diploma	Keewatin Adult Learning Centre
Applied Counselling Skills (certificate)	12 credit hours towards Bachelor of First Nations and Aboriginal Counselling degree	Brandon University
Bachelor of Arts (Degree Program)	First, second and third year courses assessed for transferability	Brandon University, University of Manitoba, University of Winnipeg
Building Construction (high school)	Delivered by UCN for Margaret Barbour Collegiate Institute (Kelsey School Division No. 45) and Joe A Ross School (Opaskwayak Cree Nation) to its high school students	High School Vocational Credit Program
Business Administration (diploma)	Up to 60 credit hours (2+2) into the Bachelor of Business Administration degree, and into the four-year Bachelor of Arts degree with a Business Administration major	Brandon University
	2 + 2 into the Post Diploma Bachelor of Management degree	University of Lethbridge
	Exemption from course work and exams for up to eight courses towards CMA	The Society of Management Accountants of Manitoba (Certified Management Accountant)
	Exemption from course work and exams for up to seven courses towards CGA	The Certified General Accountants Association of Manitoba (CGA Program of Professional Studies)
	Credit transfer for up to ten courses	The Appraisal Institute of Canada (Real Property Appraisal/Assessment)
	Full Articulation	Red River College and Assiniboine Community College
	Credit transfers are available, receiving institution to determine	University of Winnipeg

UCN Program	Details of Transfer Agreement and/or Articulation	Institution and Program and/or Accreditation Body
Business Administration (diploma)	39 credit hours into the Bachelor of Commerce (Honours) degree	University of Manitoba
	Credit transfers are available. Receiving institution to determine	Purchasing Management Association of Canada
	57-60 credit hours (depending upon electives) into the 3-year Bachelor of Management (Post Diploma) degree and into the 4-year Bachelor of Management (Post Diploma) degree	Athabasca University
Chemical Engineering Technology (diploma)	Up to two years credit (Engineering degree)	Lakehead University
	Credit transfers towards the Bachelor of Science degree are available. Receiving institution to determine	University of Manitoba
	Up to one and one-half years credit (Engineering degree)	University of Saskatchewan
	One year credit (Engineering degree)	University of Alberta
Civil/CAD Technology (Year One)	One full year credit into three-year Civil/CAD Technology (Co-op) diploma	Red River College
Commercial Cooking (certificate/high school)	Regular full-time University College program in which high school students from Margaret Barbour Collegiate Institute participate	High School Vocational and UCN Credit Program
Computer Programmer Analyst (diploma)	48 credit hours into the Bachelor of Science in Computerized Information Systems (Post Diploma) degree	Athabasca University
Dental Assisting (certificate)	Accreditation	Commission on Dental Accreditation of Canada
Early Childhood Education (certificate and diploma)	Accreditation	Provincial Child Care Education Program Approval Committee
Electrical / Electronic Technology (diploma)	Accreditation (Allows students and graduates to become associate and full members of the Certified Technicians and Technologists Association of Manitoba (CTTAM))	Canadian Technology Accreditation Board (CTAB)
	First year of program is equivalent and transferable. May be credited towards technology programs: Communications, Computer, Electrical, Electronic and Instrumentation	Red River College (Engineering Technologies)

UCN Program	Details of Transfer Agreement and/or Articulation	Institution and Program and/or Accreditation Body
Electrical / Electronic Technology (diploma)	First year of program is equivalent and transferable. May be credited towards the first year Electrical Technology or Electronic Technology: General or Telecommunications	Assiniboine Community College (Engineering Technologies)
Health Care Aide	Accreditation	Manitoba Health
	Credit transfer of 3 courses into Licensed Practical Nursing program	Assiniboine Community College
	Articulation of Program Learning Outcomes	Program Learning Outcomes are equivalent at six recognized sites within Manitoba, including University College of the North, Red River College, Assiniboine Community College, South Winnipeg Technical Institute and Collège Universitaire de St. Boniface
Management & Administrative Studies (Continuing Education part-time studies, certificate)	Three courses have transfer equivalency to the regular full-time, day-time Business Administration Program	Internal transfer equivalency, University College of the North
Natural Resources Management Technology (diploma)	Transfer credit of up to 30 credit hours available; Articulation agreement pending	University of Manitoba
	Transfer credit available into B.Sc. in Environmental Studies degree; Articulation agreement pending	University of Winnipeg
Nursing (Joint Baccalaureate Degree)	Accreditation	College of Registered Nurses of Manitoba
	Full Articulation	University of Manitoba; delivered at five sites: Fort Garry Campus, University of Manitoba; Brandon University; Norway House site; Red River College – Joint Program; University College of the North – Joint Program
Power Mechanics (high school)	Delivered by UCN for Margaret Barbour Collegiate Institute (Kelsey School Division No. 45) to its high school students	High School Vocational Credit Program

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UCN Program	Details of Transfer Agreement and/or Articulation	Institution and Program and/or Accreditation Body
Trades Programs: <ul style="list-style-type: none"> ▪ Automotive Technician ▪ Basic Electrical ▪ Building Construction ▪ Carpentry and Woodworking ▪ Commercial Cooking ▪ Heavy Duty Mechanics ▪ Industrial Welding ▪ Power Mechanics 	Level 1 Apprenticeship Accreditation	Apprenticeship, Department of Education and Training

UCN Graduate Employment and Satisfaction Survey

University College of the North surveys its graduates on an annual basis. Data collected is related to the graduates' employment status, salary and occupation. Graduates are also asked to indicate their level of satisfaction with the education received at University College of the North.

The target group for UCN's Graduate Employment and Satisfaction Survey conducted during the 2006-2007 academic year was the cohort of students who graduated from University College of the North during the 2004-2005 academic year. The survey was conducted one year after graduation to give students time to relocate, if required, to secure employment, to settle, and to fully transition away from student life. This graduation cohort represents the first group of students to graduate from University College of the North as such, with the University College of the North being officially incorporated on July 1, 2004 following its transformation from the former Keewatin Community College.

The Graduate Employment and Satisfaction Survey of 2004-2005 University College of the North certificate, diploma and degree graduates provided direct evidence that graduates continue to be successful in finding employment and continue to express high levels of satisfaction with the education they received at the University College of the North.

Survey results indicate:

- ✚ 79% of 2004-2005 graduates are employed, 15% are actively seeking employment and 6% are not actively seeking employment
- ✚ 30% of 2004-2005 graduates are employed **and** are also taking additional post-secondary courses while they are employed
- ✚ 80% of 2004-2005 graduates who are not employed and not looking for work chose to further their post-secondary education by returning to school
- ✚ Overall, 40% of 2004-2005 graduates have chosen to continue their post-secondary education in some form, taking courses either on a part-time (85%) or full-time (15%) basis, which represents a small but significant increase of 7% over previous years
- ✚ 85% of those employed are working full-time
- ✚ 34% of those employed were successful in securing employment before they graduated, while an additional 46% found employment within the first three months after graduation

- ✚ 86% of those employed are working in an area related to their field of study pursued at the University College of the North

During the last five-year period, it appears that survey return rates, employment levels and satisfaction levels are remaining relatively constant from year to year among graduates of the University College of the North / Keewatin Community College.

The median annual salary reported by 2004-2005 graduates was \$25,000, with variation ranging from under \$11,000 per year (6%) to over \$39,000 (17%) per year. Overall, the largest income class of graduates was from \$16,000 to \$30,999 annually. The majority (75%) of part-time employees had starting hourly wages of \$10-\$20/hour.

Survey results also indicated that:

- ✚ 89% of respondents felt the instructors were knowledgeable in their respective instructional areas
- ✚ 90% of respondents were satisfied with the quality of education received at the University College of the North
- ✚ 87% of respondents felt the program they took at the University College of the North was up-to-date

The two most important areas that graduates identified as being valued by them while attending the University College of the North were the opportunity to obtain the knowledge and skills leading to a good job (94%), and the nurturing of intellectual growth in general (90%). Graduates also valued small class sizes (86%). Other areas students valued were: the Northern setting (wilderness, fishing, etc.), social activities, Aboriginal Centres, and sports activities.

The University College of the North will continue to gather information on the employment status and satisfaction levels of its graduates as it strives to plan for and develop new certificates, diplomas and degree programs in the future.

Highlights of 2006-2007

University College of the North is a comprehensive post-secondary institution that develops and delivers creative and meaningful programs through the trades, certificates, diplomas and degrees that address the overall needs of northern communities. We value our students and strive to meet them where they are: demographically; socially; transitionally; and, academically.

Over 200 qualified faculty, staff and Elders provide the best of instruction and support for over 2100 students. Our promise of distributed learning has seen us grow to 10 regional centres in 2006-2007, with two more planned for 2007-2008, along with our two main campuses in Thompson and The Pas. UCN Regional Centres are located in Flin Flon, Churchill, Swan River (shared with Assiniboine Community College, Campus Manitoba and Swan Valley School Division), Pimicikamak Cree Nation (Cross Lake), Tataskweyak Cree Nation (Split Lake), Chemawawin Cree Nation (Easterville), Nisichawayasihk Cree Nation (Nelson House), Mathias Colomb First Nation (Pukatawagan), Norway House Cree Nation and St. Theresa Point First Nation, along with plans for two new regional centres just announced for Misipawistik Cree Nation (Grand Rapids) and Bunibonabee Cree Nation (Oxford House).

Highlights of the 2006-2007 academic year include:

- ✚ On July 1, 2006 the University College of the North (UCN) began its third year of operations as Manitoba's newest degree-granting post-secondary institution, with a special mandate to serve the learning needs of Aboriginal and northern learners.
- ✚ On July 1, 2006, the Governing Council came into being, completing the establishment of a tri-cameral governance structure.
- ✚ New President Denise K. Henning, PhD arrived at UCN in July of 2006. Prior to joining UCN, Dr. Henning held various senior appointments including Executive Director of International Student Success and Interdisciplinary Indigenous Studies PhD Program at the University of Regina, and Vice-President Academic at the First Nations University of Canada. During her first year of tenure as President, Dr. Henning has led UCN in its expanded role as a provider of certificate, diploma and degree programs, and is committed to working towards achieving the goals of our vision and mission as we collectively journey "on the path" to UCN.



- ✚ UCN delivered education and training programs and/or courses to 2100 full- and part-time students registered in 50 program areas in over 18 locations throughout northern Manitoba.
- ✚ 321 students had access to post-secondary education in their home communities through regional centres.
- ✚ The Contract Training Division of UCN delivered 15 training programs to 370 students located in communities throughout Northern Manitoba.
- ✚ The Council of Elders gave an insightful and enlightening presentation at the 2006 Linkages Conference hosted by UCN. Elders are respected and honoured for their spirituality, wisdom, intelligence, life experience and teachings, as well as for their love of the land, their language and for their knowledge of the traditions. The Elders bring these gifts to the UCN community of students, faculty and staff through their advice, guidance, and support. The conference was a success, and was well attended.
- ✚ The 2006-2007 academic year saw the further development of the Learning Council, the University College of the North's academic governance body. Dr. Peter Geller was elected founding Chair in June of 2006. Key organizational developments were the establishment of the Learning Council Standing Committees, and the drafting and approval of the Learning Council's Rules of Governance.
- ✚ In May 2007, UCN successfully hosted the Aboriginal Studies and Research Conference entitled "*Northern Voices, Northern Realities*". The conference provided the opportunity for a community of Aboriginal and non-Aboriginal researchers to share and advance knowledge of Aboriginal issues, and to advance the vision and development of UCN's proposed Centre for Aboriginal Studies and Research.
- ✚ UCN spring graduations were held at the campuses in Thompson and The Pas and at numerous regional centres, including: Tataskweyak Cree Nation (Split Lake), Pimicikamak Cree Nation (Cross Lake), Norway House Cree Nation, Swan River, and Churchill; and at numerous teaching locations, including Lynn Lake and St. Theresa Point.



- ✚ One of UCN's first degree programs, the Bachelor of Arts, major in Aboriginal and Northern Studies, began delivery of second year courses at UCN's campuses in Thompson and The Pas and at the UCN Regional Centre in Norway House. In addition to offering first year courses in Thompson and The Pas, the first year of the B.A. was also offered to cohorts in Norway House and Tataskweyak Cree Nation (Split Lake).
- ✚ The 2006-2007 academic year saw the first graduates of the Aboriginal Self-Government Administration diploma program. This is a two-year diploma program offered at the UCN Thompson Campus.
- ✚ Work continued on the development of a Bachelor of Science program, with an emphasis on Environmental/Climate Change studies and Boreal Forest research reflecting Aboriginal ways of knowing.
- ✚ Development of a Bachelor of Science in Technology program was initiated in 2006-2007, with a focus on the Trades and on the various Earth Resources (e.g. mining).
- ✚ Development of the UCN Bachelor of Education program is coming to fruition (start date 2008).
- ✚ At a Business faculty retreat in August 2006, preliminary planning was begun for the development of a business degree program. This will be pursued over the next several years.
- ✚ While the first year of the Community Economic Development program was being delivered, work continued on the development of the second year of the program.
- ✚ UCN has made major progress in the development of our collections toward a university research library to reflect the needs of delivering post-secondary education in the north.
- ✚ Development of The Centre for Aboriginal Languages has moved forward in 2006-2007. Activities included the development of a Steering Committee and the creation of a funding proposal for the new Centre. Linkages between Aboriginal Language Programs within the Centre and UCN's Bachelor of Arts and Education programs were initiated and are currently being defined.
- ✚ Work began on the framework for the proposed School of Earth Resources, Technology and Trades, designed to provide high quality and accessible educational and research opportunities to Aboriginal and Northern students to prepare them for successful careers in the extractive resource and energy generation sectors. Consultations with northern industries were initiated in 2006, and will continue into 2007-2008.

- ✚ The Ma-ma-we-che-to-tan Centre and the Ininiwi Kiskinwamakewin Centre, UCN's Aboriginal Student Centres, have continued to offer traditional teachings and give lessons on drum-making, round dances and other activities. A special event was held to honour students and encourage them toward graduation.
- ✚ Built on a formal partnership between UCN and IBM to deliver information technology classes to students in northern and Aboriginal communities in Manitoba, an e-Business Application Developers Certificate program was launched early in the 2006-2007 academic year. The innovative program provides learners with specific skills that can be used to secure jobs and build a foundation for further education in IT.

Health and Applied Science

The Department of Health and Applied Science has had a productive and exciting year in 2006-2007. With a collaborative future-focused vision, Dean, faculty and staff worked together on achieving academic excellence in all programming and activities. Some highlights include:

- ✚ Within the Bachelor of Nursing Program, extensive upgrades were started on the nursing skills labs in both Thompson and The Pas. Aging mannequins, beds and tools have been replaced with modern equipment thereby providing students with high quality learning environments that mimic the actual work environment of a nurse.
- ✚ After a period of dormancy, the Recreation Leadership Certificate Program is again being offered. Students attend classes in Cross Lake and Norway House, and other communities have expressed an interest in expanding the offering into their respective communities.
- ✚ The new Early Childhood Education Program curriculum was completed and approved, in principle, by the Child Care Educational Program Advisory Committee. The curriculum is designed as a competency-based program suitable for delivery by multiple methods (face-to-face, distributed learning, workplace-based, etc.).



- ✚ The Kanáci Otinawáwasowin (Aboriginal Midwifery) Baccalaureate Degree Program (KOBP) was launched in September 2006, and is currently being delivered in The Pas and Norway House. Six students in Norway House and three students in The Pas became the first cohort of students to enter the program. The KOBP provides students with a high level of clinical experience, along with rigorous theoretical education. The program is taught in a supportive and caring learning environment, committed to producing highly skilled professional midwives who plan to live and work in northern Manitoba communities. The KOBP is a four-year degree program combining theory, laboratory, camps and clinical experience in a mentor-style learning environment. The curriculum addresses midwifery from an Aboriginal perspective while ensuring that all core midwifery competencies, as dictated by the College of Midwives of Manitoba, are incorporated. Graduates will be eligible for registration as midwives with the College of Midwives of Manitoba.

- ✚ In St. Theresa Point, UCN partnered with Assiniboine Community College (ACC) to deliver the first courses within the Licensed Practical Nursing Program. This partnership not only enables ACC to deliver a high quality product into St. Theresa Point, but also assists UCN to develop its capacity for the delivery of LPN training in the north.

- ✚ Redesign of the Educational Assistant Certificate Program commenced. Under the guidance of Dr. JoLee Blackbear, extensive community consultations were held to determine the content and model of the new program. The new program is expected to launch in 2007-2008 with the intent of laddering it into UCN's new Bachelor of Education Program.

- ✚ UCN collaborated again with Frontier School Division in an exciting, two-day "CareerX" initiative to provide Grade Eight students from across the North with information on various certificate, diploma and degree programs at UCN. Hands-on, interactive activities were planned to excite middle years students about staying in school and the prospect of attending a post-secondary educational institution. Eighty-seven students from Northern communities attended workshops at UCN The Pas and at Frontier Collegiate (Cranberry Portage) in the career awareness program. As well, information was shared regarding the high school courses which are important for preparation to enrol in those programs. Student evaluations indicated that the program had a significant impact on the grade eight students, as a large number of participants acknowledged that, after attending CareerX, they would consider UCN for post-secondary training and education.

EXEMPLARY TEACHING

As a whole, the instructors of this Department have proven exemplary in their attention to the needs of students, communities, and industries. Examples are many, but a few will be mentioned to illustrate this point.

Brenda Wasylik

Through innovative distance delivery of the Health Care Aide program, Brenda has successfully provided training to locations that would otherwise never receive such opportunities. Furthermore, Brenda ensures that she attends each of the respective community graduations as the Health Care Aide graduates proudly receive their certificates.

Terralyn McKee

Through novel classroom- and workplace-based training, Terralyn focuses the education of the ECE students onto the competencies required within the industry. Students are made active participants in the learning process as they take lead roles in the design of their individual learning experiences. In essence, a learning contract, with the student as the director, is created for each.

Al McLauchlan

Taking Law Enforcement students from raw recruit to glowing graduate is just the start for Al. Graduation marks only a point along the journey and not the destination. Al remains in contact with the graduates of his program. A number of his students have successfully joined the ranks of the RCMP. At the graduation of each RCMP recruit, Al is always in the audience, proudly acknowledging the hard work of his student, at the Depot in Regina.



Frederick Soucy

Teaching in a community-based program did not restrict Frederick to the community. Frederick escorted a group of his students from Norway House and Cross Lake to Victoria, BC, where they

participated in the innovative Rediscovery Program (www.rediscovery.org). For the students, this was a 'once-in-a-lifetime' experience. For Frederick, this was another example of his ongoing quest to find extraordinary, yet meaningful, learning experiences for the students.

These are but a few examples of the Health and Applied Science teaching staff who go above and beyond the call of duty to make the learning experience of UCN students something above and beyond that of any other post-secondary institution.

SERVICE TO THE LARGER NORTHERN COMMUNITY

While making the shift from community college to university college, community remains an important part of the activities of the members of the Department of Health and Applied Science. Many of them are meaningful contributors to the health and well-being of their respective communities (communities used in a sense that encompasses not only geographic locales but also demographic groupings). For example, each spring, the instructors of the Dental Assisting Program provide free dental care for kindergarten to grade four students within the Kelsey School Division. The Natural Resources Management instructors introduced the grade eight students of CareerX to resource-related career opportunities. The Bachelor of Nursing instructors continue to produce skilled nurses who fill positions within Northern Manitoba. These are only a few examples, yet they clearly illustrate the important contributions that members of this department make to the people and places that they serve.

Trades and Technology

University College of the North is committed to providing relevant, accessible and quality educational programming in the trades and technologies sectors. Northern Manitoba is currently experiencing a period of growth in the resource-based economy, particularly in the areas of extractive resources and energy generation. UCN's Trades and Technology programs seek to address current and future labour market shortages by providing a continuing supply of skilled human capital to industries and communities, in the North and beyond.

Some of the highlights of the 2006-2007 year in the Trades and Technology area include:

- ✚ For five years in a row, a student in the UCN Carpentry Apprenticeship Class has achieved the highest mark possible in Manitoba in the Inter-provincial Journeyman Examination. Students in the class continue to achieve top marks in this evaluation.



- ✚ Basic Electrical students successfully completed work on the local Girl Guide Camp as part of their practicum experience, and were acknowledged for their accomplishments and quality of their work by the organization.
- ✚ Industrial Electrical Apprenticeship students received extensive training on an innovative multi-unit system that includes Programmable Logic Controller (PLC) and Proportional, Integral, Derivative control (PID) components.
- ✚ Industrial Welding accepted secondary students from Margaret Barbour Collegiate Institute and Joe A Ross School into the program. Students successfully completed courses in the program, and received dual credits from both UCN and their high schools.
- ✚ Students in the first year of the Electrical/Electronic Technology program were successfully recruited by Manitoba Hydro for summer employment, where they were able to apply their newly acquired skills to the workplace.
- ✚ Trades Safety Awareness training courses provided by Manitoba Workplace Safety and Health were well attended by both staff and students.
- ✚ Commercial Cooking students attended the annual culinary competition at the Rural Forum in Brandon.
- ✚ Dean, faculty and staff were in attendance at the 6th Annual Tri-College and Apprenticeship Forum at Red River College in Winnipeg, in June 2007.
- ✚ Dr. Selvin Peter, Dean of Trades and Technology attended the APEGS and APEGM Annual meetings in Moose Jaw, SK and Thompson Manitoba respectively.
- ✚ Chemical Engineering Technology faculty and students attended the Canadian Mineral Processors Regional Conference in Flin Flon.
- ✚ Roland Misling, Millwright Instructor, and Murray Oman, Carpentry Instructor, were participating judges in the National Apprenticeship Skills Competition held in Winnipeg, organized by the Manitoba Regional Council of Carpenters, Lathers and Millwrights.
- ✚ Dr. Selvin Peter continued to be the chair of the Kelsey Chapter of the Association of Engineering and Geoscientists of Manitoba and Saskatchewan.

COMMUNITY-BASED PROGRAMMING

Trades and Technology programs continue to be in high demand in northern communities, including Preparation for Technology in Cross Lake, Basic Electrical in Nelson House, and Commercial Cooking in Norway House. The Heavy Equipment Operator program was offered numerous times in The Pas region to meet the growing demands of this occupation. UCN's Building Construction program was offered at both Lynn Lake and Cranberry Portage, with great success and positive feedback from the communities. The 2006-2007 academic year saw a significant increase in the number of graduates from community-based Trades and Technology programs.

Business

ON-CAMPUS PROGRAMS

The Business department offers several diploma and certificate programs at the main campuses of UCN. These include the Business Administration, Administrative Assistant and Community Economic Development diplomas, and certificate programs in Computerized Business Skills and Computerized Business Applications. There is ongoing demand in the North for these programs.



The development of the Community Economic Development Diploma program was completed in 2006-2007. One major was available in the diploma for 2006-2007 – a Community Economic Development major. Based on clear evidence and interest from communities and students, the program was converted from a modular distance-delivery model to an on-site program model at Thompson campus, and will be offered in that format in 2007-2008. Future development ideas include the development of specialties in community and economic development in a degree program.

COMMUNITY-BASED PROGRAMS

There is also growing interest in, and need for Business programs in northern communities which do not have campuses. A Certificate in Basic Business Principles is being delivered in Fox Lake/Gillam. 2006-2007 saw the delivery of a certificate program in Computerized Business Applications in Tataskweyak. Flin Flon learners are taking the first year of the Business Administration diploma in their community. In Norway House, the first year of a two-year Administrative Assistant program began. Planning and recruitment were also undertaken for a Business Administration diploma program in Cross Lake and for a Project Management certificate program in Grand Rapids.

COMMUNITY LIAISON

Work practicum courses are an integral part of several Business programs. In these courses, learners are placed with local employers to practice the skills and knowledge they have learned in class. This is unpaid work and therefore provides employers with an extra resource at no cost to them, while the learner earns credit toward their graduation. An extra benefit is that often the work practicum results in summer employment or permanent employment after graduation. The Computerized Business Skills, Administrative Assistant and Computerized Business Applications programs incorporate a 3-week practicum, and the Community Economic Development program has a 6-week practicum.

Faculty of Arts

ABORIGINAL SELF-GOVERNMENT ADMINISTRATION DIPLOMA (THOMPSON)

The Aboriginal Self-Government Administration diploma program saw its first graduates in June 2007

BACHELOR OF ARTS DEGREE

Following successful approval of the Bachelor of Arts (B.A.), major in Aboriginal and Northern Studies by COPSE in July 2006, newly developed 2000 level courses were offered in Aboriginal and Northern Studies in Thompson, The Pas and Norway House, utilizing both face-to-face and distance delivery.

In addition to delivering B.A. courses on Thompson and The Pas campuses, the Faculty of Arts continued its commitment to community-based education with B.A. First Year cohorts in Norway House Cree Nation and Tataskweyak Cree Nation (Split Lake).

One degree course, *UC.IDS.1000: Foundations of Student Success*, was offered concurrently to a group of high school students at Frontier School District's Frontier Collegiate Institute (Cranberry Portage).

USE OF LEARNING TECHNOLOGIES

The Faculty of Arts utilizes learning technologies in course delivery, including video-conferencing, as follows:

- ✚ offered 8 courses at the 1000 level and 8 courses at the 2000 level via videoconferencing



- ✚ Courses:
 - originated from Thompson and delivered to the Pas
 - originated from Thompson and delivered to Norway House
 - originated from Norway House and delivered to Thompson/The Pas
 - originated from Norway House and delivered to Split Lake

LEARNING COUNCIL DEVELOPMENT

The establishment of the Learning Council as the academic governance body within UCN is integral to the development of degree programming. For the 2006-2007 academic year, highlights include:

- ✚ Election of founding Chair of the Learning Council (Peter Geller, Dean of Arts); representation of Learning Council on the Governing Council through Learning Council Chair
- ✚ Establishment of Learning Council Standing Committees (Executive Committee, Academic Planning Committee, Academic Standards Committee, Awards Committee, Curriculum Committee, Library Committee, Nominating Committee, and Research and Scholarship Committee)
- ✚ Development and subsequent adoption of the Learning Council Rules of Governance and the Terms of Reference for Learning Council Standing Committees

INTERNATIONAL PARTICIPATION

Active participation by members of the Faculty of Arts in the University of the Arctic (UArctic) grew substantially during 2006-2007:

- ✚ Sharon McLeod, ASGA Instructor, Faculty of Arts participates as a member of the University of the Arctic's Circumpolar Studies Curriculum Revision Team, an international and interdisciplinary body of scholars.
- ✚ UCN is a member of the new Thematic Network in Northern Governance.
- ✚ UCN's Institutional Representative, Dr. Peter Geller participates in UArctic's annual Council Meeting in Arkhangelsk, Russia. (June 2006).



SCHOLARLY ACTIVITY

Faculty of Arts members were involved in a wide variety of scholarly activities during 2006-2007. Examples of scholarly activity include:

- ✚ Active contribution by faculty members to scholarship through papers and panels at scholarly conferences or gatherings throughout Canada and the United States, including the Aboriginal Education Research Forum (Winnipeg); the Canadian Historical Association Annual Conference (Saskatoon, May 2007); Midwest Popular Culture Association Conference (Indianapolis, Indiana, November 2006); and Queen's University Annual Symposium on Aboriginal Studies (Kingston, November 2006).
- ✚ Panel presentation by UCN Council of Elders member Ralph Thomas and faculty members Maureen Simpkins, David Williamson and Dean Peter Geller at the Canadian Indigenous/Native Studies Association Conference, held at the University of Saskatchewan in May 2007 as part of the Congress of Social Sciences and Humanities. Elder Thomas was invited to make a presentation to the closing session on Communities and Research, to speak of his experiences from northern Manitoba.
- ✚ UCN faculty involved in Feasibility Study project for Honekwē (House of Stories), funded by the Museums Assistance Program of Canadian Heritage, to further develop a Centre for Aboriginal Oral History in northern Manitoba. *Tawàw: nakiskàtowin*, the 2007 edition of the annual Honekwē Gathering was held in Thompson in February featured Winnie Owingayak of the Inuit Heritage Centre in Baker Lake and United Kingdom scholar Alison Brown and members of the Massan family presenting on Christina Massan's Beadwork and Family History, as well as sessions on community history from throughout northern Manitoba.
- ✚ *Aboriginal and Northern Studies Conference*: the Faculty of Arts (in collaboration with Inter-Universities Services and other UCN staff) planned and implemented *Northern Voices: Northern Realities*, an Aboriginal and Northern Studies Conference held in Thompson in the spring of 2007. The conference included participation and presentations by UCN faculty, academics from other institutions in Manitoba and Canada, and northern Manitoba community members. The keynote address was presented by Mary Simon, President of Inuit Tapiriit Kanatami (ITK), the national Inuit organization in Canada. A highlight of the conference was the panel featuring four members of the UCN Council of Elders (Ted Chartrand, Martha Jonasson, Stella Neff, and Ralph Thomas).

Library Services

The UCN Libraries experienced a tremendous amount of change during 2006-2007, including a significant renewal of staff, an initiation of a major refinement of the print periodicals collection, and an increase in subscriptions to electronic databases containing electronic journals. A new library automation system was installed, and bibliographic records were transferred from the old system to the new system. This took a major effort from the IT department, as well as support from the University of Manitoba Library staff. A contract was signed with the University of Manitoba Library to use, maintain and support the shared library automation system (SIRSI).

Library staff visited with faculty to request their help in selecting new materials for purchase in the library to support their courses. Usage of library facilities at UCN continues to grow each year. In particular, the libraries had a large increase in requests for materials from the Regional Centres.

Significant improvements to UCN library infrastructure were made in 2006-2007. For example, additional shelving was added at The Pas campus, new computers in the computer lab were added and older computers were upgraded. The microforms reader was upgraded and a computer connection was added to enable printing of microforms. A photocopier/duplex printer was purchased and made available to students at no cost. Additional funding was provided to increase the purchase of materials. At the Thompson library, the outside walls were reinforced, to mitigate damage caused by water and aging infrastructure.

Enrolment Services

Over the past two years, Enrolment Services admissions and registrations have undergone a systems restructuring with the student information software. Initial configurations proved to be problematic and the only solution was to reconfigure the system. The task was gargantuan and challenging especially as we needed to continue to move forward and have no break in service to our students or institution. During that process, we discovered that an advising module existed within the Jenzabar suite and its capability would significantly enhance our ability to create and produce transcripts and advising documents for our students. Implementation of the advising module has been completed. While it has added substantially to the workload of the Enrolment Services advisors, the end result is more information that is more reliable and more readily available on every student.

A further enhancement to the Jenzabar system was the purchase of the portal. It will provide web access to UCN and its services for students, staff, faculty and the public. The Information Technology Division is leading the rollout. A portal task force has been actively engaged in its development and has consulted with divisions across UCN for input. As the development has progressed it has become even clearer that institutional processes and timelines need to be tightly defined, managed and respected. The Academic, Information Technology, and Enrolment Services and Registrar divisions are working in concert.

The Next Two Years

The future holds many opportunities for UCN as it continues to develop its comprehensive post-secondary learning environment. Collectively, the UCN staff has the desire to make UCN a world class educational institution. Students have clearly articulated to us that they want a first class place to study and become successful. They are united in their hopes that this new post-secondary institution will provide them with the very best education the 21st century has to offer.

Through the next two years and beyond, UCN will strive to advance the well-being of the people of northern Manitoba, including Aboriginal people, through the provision of sound, relevant teaching, learning and skill development. Some examples of how UCN will accomplish this are as follows:

- ✚ UCN will continue to pursue funding to enable the establishment of additional regional centre partnership agreements with First Nations communities, where demand for UCN services exists.
- ✚ Support for existing faculty members in their pursuit of doctoral studies, related to the UCN degree program schedule, will continue to have high priority.
- ✚ Continuing to attract talented new university faculty members and developing an institutional research focus will be fundamental to developing UCN's academic reputation as a small, but respected university.
- ✚ UCN will continue to extend its institutional relationships with university partners in Manitoba and beyond.
- ✚ UCN will vigorously pursue funding from a variety of sources in order to meet the demand for new academic programming and resources, including library infrastructure and resources.
- ✚ UCN will dedicate resources for the provision of vocational skills and trades training programs related to northern hydro-electric dam projects.
- ✚ New degree programs under development include the Bachelor of Education, Bachelor of Science and Bachelor of Science in Technology.
- ✚ Discussions regarding the offering of Engineering Year 1 at UCN continue between the Dean of Trades and Technology and the University of Manitoba, Faculty of Engineering.
- ✚ The development of a business degree program is also under consideration. Initial discussions have begun with faculty on the development of a degree program to be laddered on the Business Administration and Community Economic Development diplomas. The next step will be the development of a community-based steering committee to advance discussions and to begin a proposal. As proposed, the degree will begin with one general area of specialization offered on-site at each campus, to be followed with the development of several other areas of special interest. Distance education

technology would be utilized to optimize access to various areas of specialization for students at both campuses and regional centres.

- ✚ The Faculty of Arts will commence delivery of third and fourth year courses in the Bachelor of Arts degree, major in Aboriginal and Northern Studies. This will include the delivery of land-based courses with a focus on Indigenous Knowledge. UCN will also continue to build opportunities for diploma students to ladder from the Aboriginal Self-Government Administration diploma program and the Restorative Justice and Conflict Resolution diploma program to the B.A. Development of the latter diploma program into a degree program with a focus on Aboriginal social justice will be undertaken.
- ✚ Course development within the Faculty of Arts will occur in additional areas of study as new majors are developed, increasing choice for B.A. students as well as supporting the teachable subject areas required for students pursuing Bachelor of Education degrees. Faculty recruitment will focus on building these core areas of study in the liberal arts as well contributing to the interdisciplinary strengths of the Faculty of Arts.
- ✚ The Faculty of Arts is committed to UCN's mandate of serving communities throughout northern Manitoba, particularly through the Bachelor of Arts First Year Community-Based delivery model. The B.A. First Year will be offered at the Norway House Cree Nation and Mathias Colomb First Nation (Pukatawagan) Regional Centres, as well as at the new UCN Regional Centre at Bunibonibee Cree Nation (Oxford House) in 2007-08.
- ✚ UCN continues to work on a Bachelor of Science, with a focus on environmental sciences that incorporate multiple worldviews. UCN is working with the University of Winnipeg on this degree, and working with communities to determine applicable routes of entry into the program. For example, some northern communities wish to see a seamless program of study with multiple exit and re-entry points. One proposal would see students entering through a short community-based program, the Environmental Monitor Training Program. Graduates of the program could apply these credits to the Natural Resources Management Technology Diploma. Upon graduation from the NRMT, these credits would be recognized within the B.Sc.
- ✚ UCN is seeking additional funding and human resources for the Early Childhood Education Program. This would enable the program to provide full-time studies in both years of the diploma program at both campuses as well as meet the growing need for programming in communities and regional centres.
- ✚ Working in concert with Assiniboine Community College, UCN is developing capacity to provide its own Licensed Practical Nursing Program by 2009.
- ✚ The Dental Assisting Program will be undergoing accreditation in 2008. In addition, the program is seeking to create expanded training opportunities for practitioners including modules on Preventive Scaling and others.

- ✚ The Bachelor of Nursing Program will continue to develop capacity thereby permitting a larger intake of students. In 2008, we anticipate increasing the intake of first year students by 50% at The Pas Campus. A similar intake increase can be realized at the Thompson Campus if sufficient faculty can be secured.
- ✚ The Department of Health and Applied Science will be split as a Department of Health Studies will be created. A Dean for this department will be secured during the 2007-2008 Academic Year.
- ✚ The revamped Educational Assistant Program will be presented to COPSE and the UCN Learning Council. Initial intakes into the new program are scheduled for 2008.
- ✚ The Law Enforcement Program will be working with employers and students to address the critical shortage of recruits for careers in protection services. Multiple approaches will be implemented including essential skills and employability skills training, work experiences, and development of a second year of study within the program.
- ✚ Previous work on ecotourism education will be re-examined as development of new tourism-related training proceeds. Responding to the needs of the industry and demand from communities, UCN will pursue the development of tourism management training.

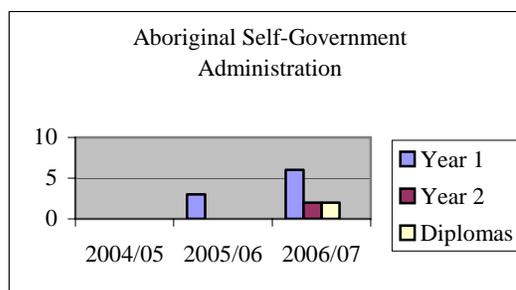


Academic Programs

ABORIGINAL SELF-GOVERNMENT ADMINISTRATION

Two-year diploma program

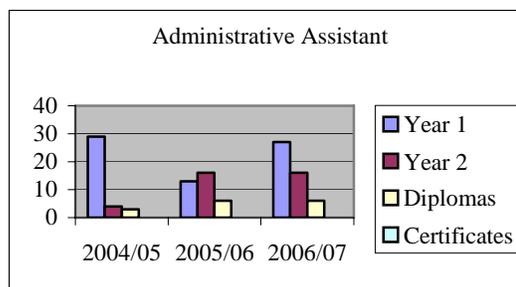
The Aboriginal Self-Government Administration program focuses on the knowledge, skills and judgments that will enable students to participate in the implementation of the Aboriginal (First Nations, Métis and Inuit) self-government process. Learners will undertake a historical and contemporary analysis of Aboriginal structures of government from both Canadian and international perspectives in order to determine local applications; particular emphasis will be paid to Aboriginal perspectives and the northern Manitoba context. The program includes a student practicum in each of the two academic years of the program, which allows students to gain experience in real-life environments that are committed or sensitive to issues related to Aboriginal self-government.



ADMINISTRATIVE ASSISTANT

Two-year diploma program

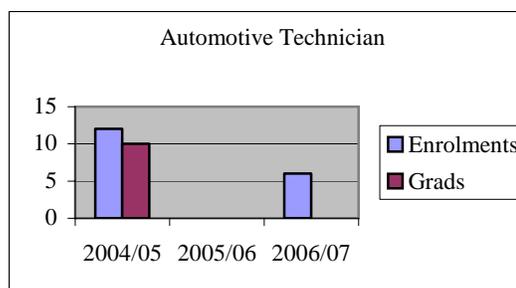
The Administrative Assistant diploma program prepares students for entry into the contemporary office environment. Students will acquire business office skills, learn to use and integrate a variety of computer applications, and develop their administrative, presentation, and organizational skills. The program requires a high level of work effectiveness and prepares students for the challenges of an administrative assistant role in a modern office. Students may exit the program after one year with a Certificate in Computerized Business Skills.



AUTOMOTIVE TECHNICIAN

One-year certificate program

The purpose of this entry-level Automotive Technician program is to develop the knowledge and skills required to disassemble, inspect, machine, calibrate and reassemble motor vehicle units and components. The Automotive Technician program is a one-year certificate program with a September entry date. The program is designed to develop an understanding of the basic purpose, construction, operation and service of component parts and assemblies of an automobile. Each course within the program will have curriculum related to occupational safety and health, and both theory and practical components of the program will emphasize knowledge and practices for a safe workplace. This program receives accreditation for Level 1 in-class training of this apprenticeship trade.



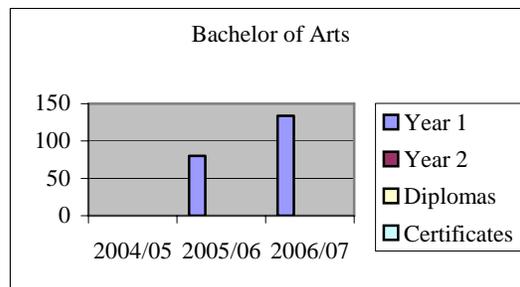
BACHELOR OF ARTS

Four-year degree program

UCN offers both three- and four-year Bachelor of Arts degrees, with the development of an initial major in Aboriginal and Northern Studies.

A Bachelor of Arts degree from the University College of the North will provide students with important skills in the areas of written and oral communication, research, independent and critical thinking, problem solving, and team work. These skills arise from engagement with various academic disciplines, courses, and intellectual perspectives, and are highly sought after in many

employment situations, including public, corporate and non-profit sectors. A Bachelor of Arts degree is also invaluable for students entering professional programs or continuing on in graduate programs.



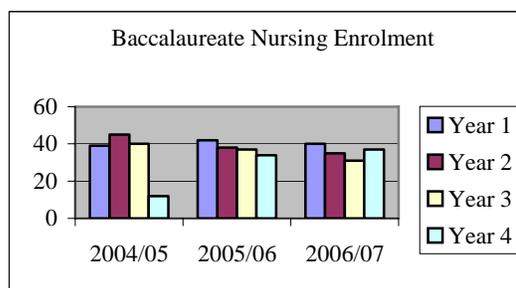
Building from a focus on Aboriginal cultures of northern Manitoba, the interdisciplinary program in Aboriginal and Northern Studies aims to further understandings of the experiences of Aboriginal peoples and communities in the past and present and to consider regional, national and international dimensions. Aboriginal ways of knowing and Western notions of knowledge are explored and integrated throughout the curriculum as learners are exposed to a variety of perspectives, sources and intellectual traditions within a decolonizing methodology. Offering a variety of interrelated courses, key areas of study include Aboriginal history and culture; politics, governance and justice; community development; Indigenous knowledge; and Aboriginal languages.

In order to ensure that learners get the best possible start in their university careers, UCN offers Year One University (YOU) as the first year of the Bachelor of Arts degree. This first year experience provides a strong base of academic skills and a foundation of knowledge in a culturally relevant context. YOU serves as an excellent starting point for students entering into university education. YOU is also offered in community-based settings, as a cohort program, meaning that students will have the advantage of working with a core instructor throughout the ten month program and will progress through their studies as part of a group.

BACHELOR OF NURSING

University of Manitoba /University College of the North
Joint four-year degree program

This four-year program Baccalaureate Nursing program is offered in partnership with The University of Manitoba. Students are able to complete all four years of the program with University College of the North. The Joint Nursing program offers a community-based approach to health care delivery with a focus on the health needs of northern people and learning needs of northern students. Besides classroom instruction, UCN offers a variety of distance education delivery methods based out of The Pas and Thompson sites. Other partners provide



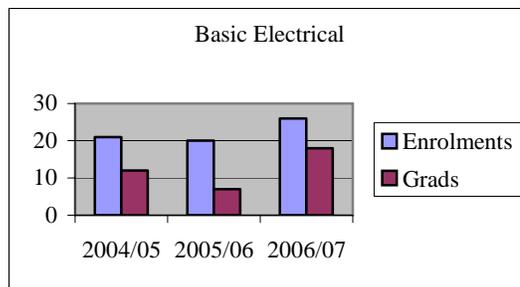
courses on site (Inter-Universities North) or by a variety of distance delivery methods (Campus Manitoba and University of Manitoba). Interactive computer-based distance education initiatives and videoconferences provide access to a variety of courses. Courses can be taken by distance delivery teaching methods on a part-time or full-time basis in a number of northern communities.

Graduates are conferred with a Bachelor of Nursing Degree (BN) from The University of Manitoba; they are eligible to write the Canadian Nursing Association (CNA) licensure examination for registration with the College of Registered Nurses of Manitoba (CRNM).

BASIC ELECTRICAL

One-year certificate program

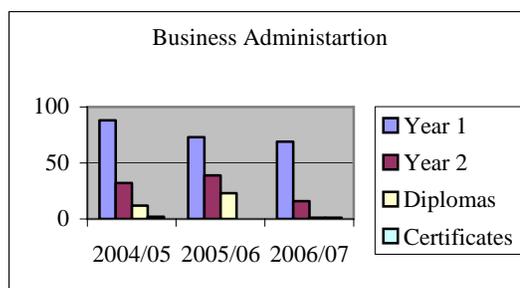
The Basic Electrical program is designed to teach the student the skills and knowledge required to become employed in a wide variety of jobs in the electrical field. It will also prepare the student for studies in related technologies. Each course within the program will have curriculum related to occupational safety and health and both theory and practical components of the program will emphasize knowledge and practices for a safe workplace. This program receives accreditation for Level 1 in-class training of this apprenticeship trade.



BUSINESS ADMINISTRATION

Two-year diploma program

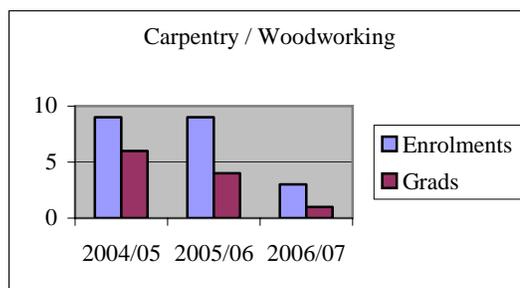
The Business Administration two-year diploma program provides graduates with the knowledge and skills required for entry-level management positions in business, industry and public administration, as well as preparing them to be small business entrepreneurs. Students enroll in all common courses and in addition, take the courses listed for their chosen major. The majors currently offered are Accounting, Management, and Marketing. A general diploma in Business Administration may be obtained by completing all the common courses and six approved electives from any major. Students may exit the program after one year with a Certificate in Business Accountancy.



CARPENTRY / WOODWORKING

One-year certificate program

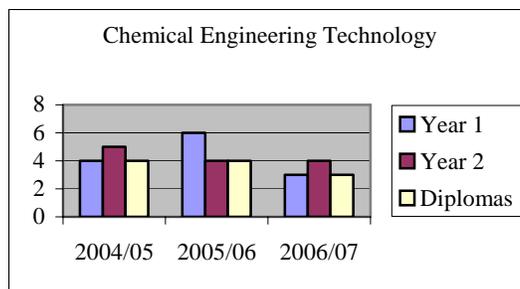
This one-year Carpentry/Woodworking program is designed to provide the student with basic carpentry knowledge and the skills to gain employment in the construction field. Students will learn all phases of the woodworking and building construction trades. Courses include blueprint reading, hand tool and machine woodworking, framing, concrete forming, roofing, interior and exterior finishing, cabinet making and stair building, as well as a work practicum. Each course within the program will have curriculum related to occupational safety and health, and both theory and practical components of the program will emphasize knowledge and practices for a safe workplace.



CHEMICAL ENGINEERING TECHNOLOGY

Two-year diploma program

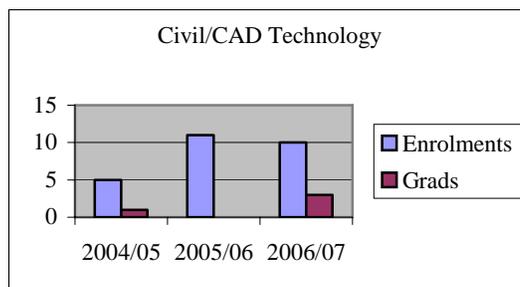
This two-year Chemical Engineering Technology diploma program (32 weeks per year) is designed to train students to become chemical engineering technologists for a wide range of process industries such as pulp and paper, mining, fertilizer, food and beverage, and petrochemical industries. Emphasis is placed on understanding the industrial processes and operations. Classes include practical laboratory exercises and seminars given by professionals from industry. Students will have the opportunity to apply problem-solving skills developed in the classroom to actual on-site industrial training experiences that have been held at Tolko, HBM&S, INCO, Mohawk Oil, SUNCOR, TVX and Pine Falls.



CIVIL/CAD TECHNOLOGY (CO-OP)

Three-year diploma program

The Civil/CAD Technology (Co-op) is a three-year diploma program designed to provide students with career training in a wide variety of civil technology areas, including design and construction engineering, environmental protection, geomatics, municipal and structural technologies, as well as Computer Assisted Design (CAD) technology areas such as in building design and mechanical systems and manufacturing design.



The Civil/CAD Technology (Co-op) Program at the University College of the North is a joint program offered in partnership with Red River College. Students will develop generic core competencies in the first year of the program, which will allow them to continue in a variety of specific program options. Students are able to complete the first year of the Civil/CAD Technology Program with University College of the North and then complete the remainder of their program on-site at Red River College.

CIVIL/CAD TECHNICIAN CERTIFICATE

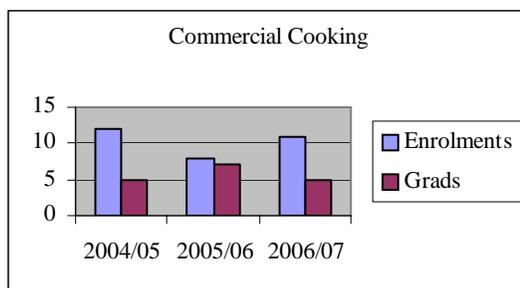
One-year certificate program

The Civil/CAD Technician Certificate program is a one-year certificate program designed to provide students with generic entry-level skills in Civil/CAD Technology. Students may exit the Civil/CAD Technology (Co-op) program with a Civil/CAD certificate from University College of the North by taking a 180-hour (over a 6 week period) intense Laboratory Training course in place of Co-op Work Placement at the end of the first year of Civil/CAD Technology (Co-op).

COMMERCIAL COOKING

One-year certificate program

This 40-week program is designed to provide students with the knowledge and skills to be eligible for the first level of an Apprenticeship in Commercial Cooking and prepare the student for employment in this field. The students will be working and preparing foods in the University College's cafeteria. Each course within the program will have curriculum related to occupational safety and health, and both theory and practical components of the program will emphasize knowledge and practices for a safe workplace.



COMMUNITY ECONOMIC DEVELOPMENT

Two-year diploma program

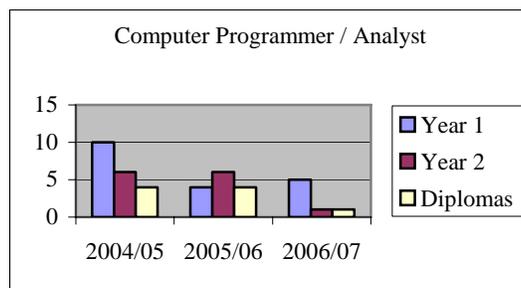
University College of the North's new Community Economic Development two-year diploma program provides graduates with the knowledge and skills required for a range of employment and self-employment opportunities, including contributing to the health of the natural environment, building on community resources and capacities, increasing community control and ownership, and stabilizing local and community economies.

Upon successful completion of all program requirements, students will graduate with a Community Economic Development diploma. For those who choose to exit the program after successfully completing all the common courses in the first year, a certificate in Community Development may be obtained.

COMPUTER PROGRAMMER/ANALYST

Two-year diploma program

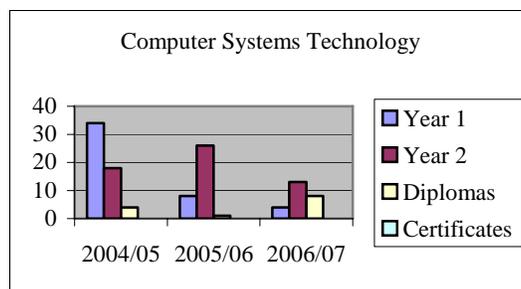
The Computer Programmer/Analyst program is a two-year diploma program designed to develop proficiency in computer programming and systems analysis. The purpose of this program is to provide students with training in problem recognition, analysis and solutions as applied to business data processing. The graduate will be familiar with a variety of computer languages and the fundamental principles of business and advanced topics in data processing.



COMPUTER SYSTEMS TECHNOLOGY

Two-year diploma program

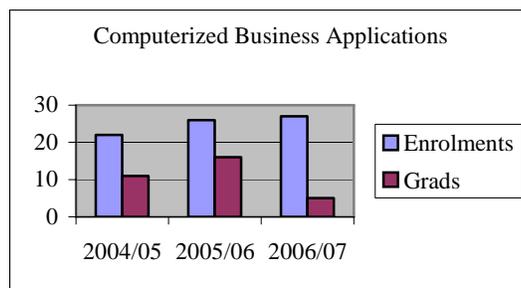
As business, industry and the public sector become increasingly computerized, the importance of having people who are well-trained to design, troubleshoot and maintain various kinds of computer systems also increases. The two-year Computer Systems Technology diploma program will train students to provide optimum service in modern computerized office environments.



COMPUTERIZED BUSINESS APPLICATIONS

One-year certificate program

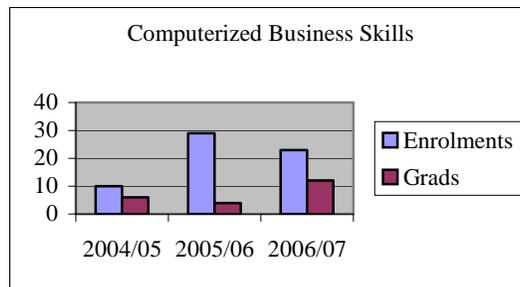
This one-year Computerized Business Applications program provides students with the knowledge and skills required in a computerized office. Students will receive theory and practice that reflect current trends in business and the requirements of prospective employers. Upon successful completion of this program, graduates will receive a Certificate of Attainment. Some credits may also be applied to the Administrative Assistant program and the Computerized Business Skills program.



COMPUTERIZED BUSINESS SKILLS

One-year certificate program

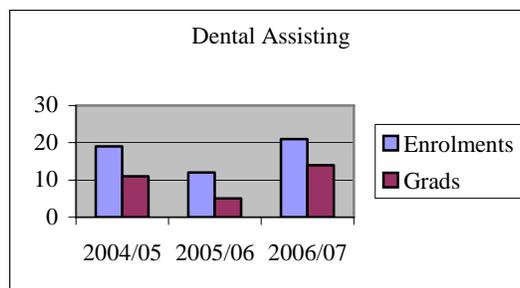
The Computerized Business Skills program is designed to develop proficiency in basic office skills and current business computer applications. Upon successful completion of this program, graduates will receive a Certificate of Attainment. Some credits may also be applied to the Computerized Business Applications program and the Administrative Assistant program.



DENTAL ASSISTING

One-year certificate program

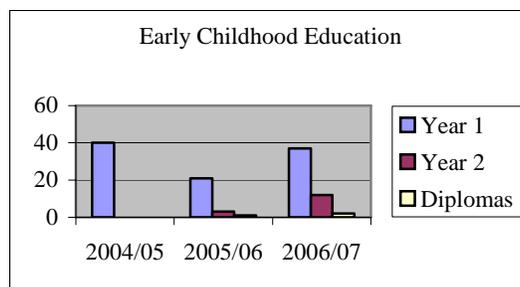
The one-year Dental Assisting certificate program combines lectures, pre-clinical and clinical practice in preparation for a career in dental assisting. As part of the program students are required to attend the Manitoba Dental Association Convention. Students gain extensive clinical experience throughout the program. In addition to working at the Keewatin Dental Assisting Clinic, the curriculum includes a two-week practicum in a dental office. The program is accredited by the Canadian Dental Association. Graduates are eligible for employment in Manitoba, as well as other provincial jurisdictions.



EARLY CHILDHOOD EDUCATION

Two-year diploma program

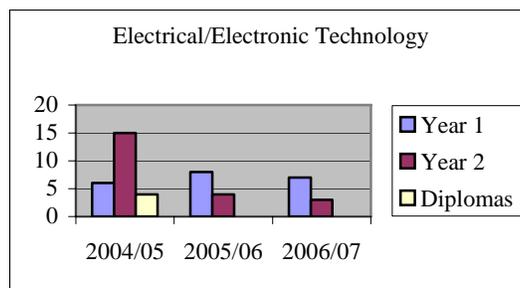
This Early Childhood Education diploma program is designed to give students the knowledge, skills and abilities required for employment and advancement in the field of early childhood education. Program graduates are prepared to provide quality care and education to children in a variety of settings. Emphasis is placed on learning within the context of Northern Manitoba; Aboriginal worldviews, values, perspectives and traditions are an integral part of this program.



ELECTRICAL/ELECTRONIC TECHNOLOGY

Two-year diploma program

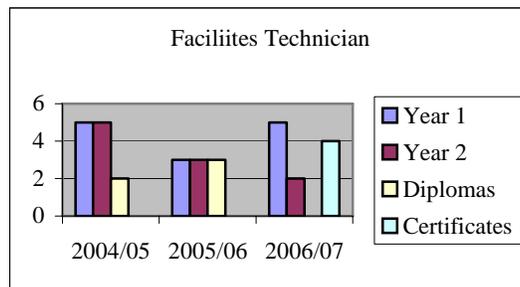
The Electrical/Electronic Technology two-year program is designed to give graduates the skills and knowledge required by today's rapidly expanding technical field of Electronics and Electrical Technology. Graduates will be able to design, construct, troubleshoot and maintain a wide variety of electrical and electronic systems.



FACILITIES TECHNICIAN

Two-year diploma program

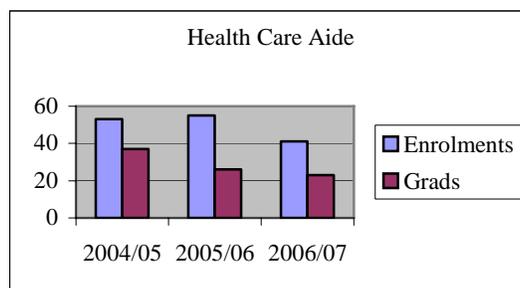
The Facilities Technician two-year program will give students the skills necessary to manage, maintain, and operate a variety of facilities such as office buildings, arenas and schools. The program is available to those currently employed or seeking employment in the housing, construction or community service industry. Students may exit the program after one year with a Certificate in Facilities Basic Maintenance. Graduates of the two-year program will receive a Diploma in Facilities Management. Each course within the program will have curriculum related to occupational safety and health, and both theory and practical components of the program will emphasize knowledge and practices for a safe workplace.



HEALTH CARE AIDE

Certificate program

The Health Care Aide program is a five-month certificate program that prepares students to function as health care team members in institutional and community settings. The program is available in a number of locations, both as a full-time program and on a part-time basis. Classes may be scheduled during the day, as well as in the evening. Students have up to five years from the year of admission to complete program requirements.

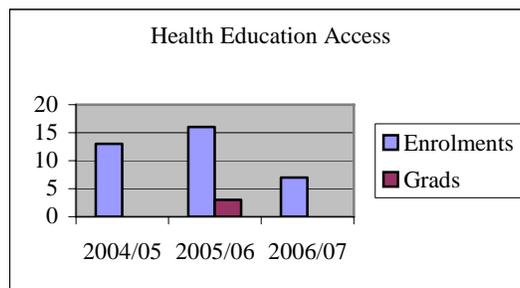


Graduates of the program will be knowledgeable about the basic functional requirements of individuals and families who are experiencing commonly occurring short-term and chronic mental health, physical, emotional and spiritual challenges. Chronicity, aging issues, death and dying are explored, as well as a variety of health problems. Skills for the provision of personal care are practiced in a simulated laboratory setting prior to the actual administration of care. Graduates will be able to provide safe, ethical, empathetic, and holistic care that is client focused and culturally sensitive within the realms of legal health care practice.

HEALTH EDUCATION ACCESS PROGRAM

One-year Certificate Program

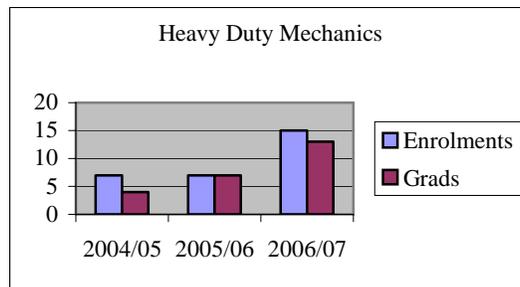
The Health Education Access Program is designed to meet the needs of students from remote and northern communities who wish to pursue further study in the health sciences, but who lack some of the prerequisites and need support in acquiring the skills and understandings necessary for academic success in larger urban campus settings. Compulsory core curriculum provides theory and practice in a variety of learning and life skills, while an on-site instructor provides mentoring and guided study. Students complete college and university courses transferable to most health science programs such as Nursing. Courses offered include Mathematics, Biology, Chemistry, Medical Terminology, English, and Aboriginal Studies.



HEAVY DUTY MECHANICS

One-year certificate program

The Heavy Duty Mechanics one-year certificate program is designed to give students broad-based training in the heavy-duty mechanic field. The training provided emphasizes sound theoretical training to meet the challenges presented by the increasingly more complex designs found in today's on and off road trucks, as well as construction and forestry equipment. Fundamental skills of the trade are reinforced through exposure to practical applications. Other areas of program include computer applications and business management skills. Each course within the program will have curriculum related to occupational safety and health, and both theory and practical components of the program will emphasize knowledge and practices for a safe workplace.



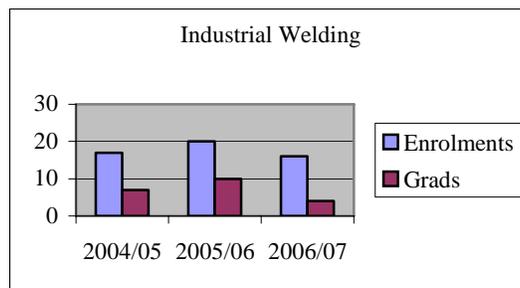
The program is designed to develop the students' work attitudes and standard of craftsmanship, problem-solving skills, and personal pride in order to prepare them for employment in the heavy equipment field. This program receives accreditation for Level 1 in-class training of this apprenticeship trade.

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INDUSTRIAL WELDING

One-year certificate program

The Industrial Welding one-year certificate program is designed to teach the student the skills to become employed as a welding operator, welder's helper or an apprentice. This program is heavily oriented towards hands-on experience. The practical portion of the program includes arc welding, oxyacetylene welding, brazing, G.M.A.W. and G.T.A.W. and arc-air. The fundamentals of proper tool and equipment usage are also covered. Each course within the program will have curriculum related to occupational safety and health, and both theory and practical components of the program will emphasize knowledge and practices for a safe workplace.



KANÁCÍ OTINAWÁWASOWIN (ABORIGINAL MIDWIFERY) BACCALAUREATE PROGRAM

Four-year degree program

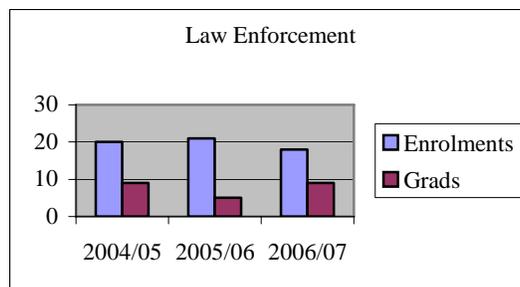
Designed by midwives for midwives, the Kanáci Otinawáwasowin (Aboriginal Midwifery) Baccalaureate (KOB) Program provides students with a high level of clinical experience, along with rigorous theoretical education. The program is taught in a supportive and caring learning environment, committed to producing highly skilled professionals who plan to live and work in northern Manitoba communities.

The KOB Program is a four-year degree program combining theory, laboratory, camps, and clinical experience in a mentor-style learning environment. The curriculum addresses midwifery from an Aboriginal perspective while ensuring that all core midwifery competencies, as dictated by the College of Midwives of Manitoba, are incorporated.

LAW ENFORCEMENT

One-year certificate program

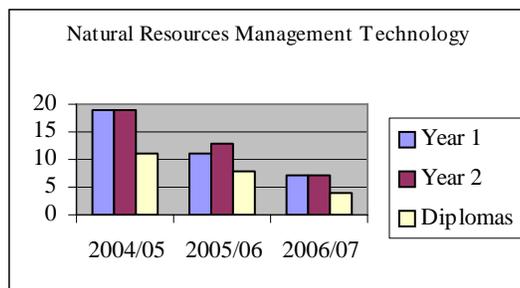
This 32-week Law Enforcement program is a specialized program designed to assist students in developing the academic, interpersonal, fitness and specialized skills required for entry-level training with the RCMP and other law enforcement programs/agencies.



NATURAL RESOURCES MANAGEMENT TECHNOLOGY

Two-year diploma program

The Natural Resources Management Technology is a two-year diploma program designed to train the student for a wide range of employment opportunities in the field of natural resources management. The training provided emphasizes interrelationships among natural resources, including forests, water, fish and wildlife, and is designed to provide skills required by technicians in the use and management of renewable natural resources. Graduates are employed in a wide range of positions including resource officers, fisheries and wildlife technicians, environmental consultants, forestry technicians and others.

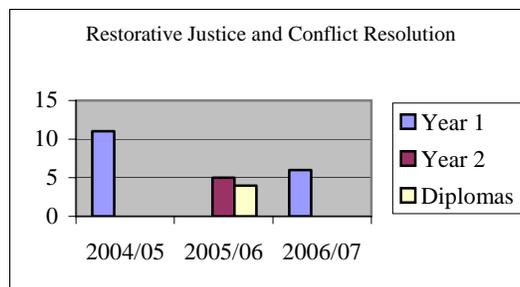


RESTORATIVE JUSTICE AND CONFLICT RESOLUTION

Two-year diploma program

Restorative Justice and Conflict Resolution is a two-year full-time diploma program. It prepares students to identify, manage, and resolve conflict in a variety of settings. Learning will take place within the context of northern Manitoba. A unique feature of the program is the focus on alternative justice processes in Aboriginal communities and organizations.

Restorative justice is considered an alternative approach to settling disputes involving the victim, their families and friends, the broader community and the offender. It is a process that seeks to settle a dispute and repair the harm caused by the offender. It is an approach that is different from the traditional criminal justice system. Desired approaches and outcomes involve mediation, non-violent interventions, sentencing circles, family case conferencing, restitution, reconciliation and community service. Conflict resolution is also considered an alternative approach to settling disputes involving non violent means through peacemaking, intervention, and other cooperative and participatory approaches. Desired approaches and outcomes involve mediation, negotiation, facilitation, reconciliation and restitution.



Apprenticeship Programs

Carpentry

The Carpentry program provides occupational skills, form work, framing, exterior and interior installations and is delivered in four levels as per the apprenticeship curriculum.

Industrial Electrical

Industrial electrical apprentices study and practice electrical and electronic theory and analysis, electrical code requirements, industrial wiring methods, controls and instrumentation, and the use of sophisticated equipment such as oscilloscopes and programmable logic controllers. The program is delivered in four levels as per the apprenticeship curriculum.

Industrial Mechanic/Millwright

This program provides the graduate with the training required for entry into positions in Millwright and Maintenance operations. Students will develop an appreciation for the fundamentals of design, production, and repair of industrial products. They will learn and practice safe work habits and acquire knowledge of standard millwright repairs of belts, pulleys, bearings, and lubrication. Students will be applying their theoretical learning to diagnosing problems and making repairs. The program is delivered in four levels as per the apprenticeship curriculum.

High School Programs

Power Mechanics

Power Mechanics is a vocational credit program delivered at UCN for high school students. It consists of two parts: year one with courses in engine fundamentals, basic service, chassis and engine reconditioning and year two with courses in electrical systems, automotive electronics, fuel systems, drive trains, brake systems and automatic transmissions. Students obtain four high school credits in year one and six high school credits in year two.

Community-Based Services Division

The Community-based Services Division of the University College of the North has created a presence in many northern communities which has allowed UCN to develop a portfolio of programs and courses specifically designed to meet the needs of the North. Accredited post-secondary programs and courses can be delivered. As well, customized programs/courses can be developed to meet the client's needs.

Community-based Services provides certificate, diploma and degree programming by offering the delivery of appropriate programs within communities or the 10 Regional Centres (other than in The Pas or Thompson where the campuses are located) that have demonstrated support for such programming. This programming is aimed at individuals who are not able to leave their community to enrol in full-time programs.

Regional Centres

In the 2006-2007 year, UCN had 10 Regional Centres located in Northern Manitoba that offered recognized certificate, diploma and degree programs right in the community. The majority of these full-time programs were offered weekdays Monday – Friday. As well, the Regional Centres offered a broad range of continuing education courses during evenings, daytime and weekends. The Regional Campuses also customized or created courses that met the specific needs of their community.

Regional Centres locations for 2006-2007 were:

1. Churchill Regional Centre
2. Chemawawin (Easterville) Regional Centre
3. Flin Flon Regional Centre
4. Mathias Colomb (Pukatawagan) Cree Nation Regional Centre
5. Nisichawayasihk (Nelson House) Regional Centre
6. Norway House Regional Centre
7. Pimicikamak (Cross Lake) Regional Centre
8. Swan River Regional Centre
9. St. Theresa Point Regional Centre
10. Tataskweyak (Split Lake) Regional Centre

UCN is preparing for the opening of two more Regional Centres in Oxford House and Grand Rapids in the 2007-2008 academic year.

Contract Training

UCN Contract Training responds to the specific needs of business, industry, education authorities, social service agencies, First Nations communities, and northern Manitoba communities. As the training is delivered wherever possible in the locations where it is needed, activities may take place at one of UCN's permanent delivery sites or at any other appropriate community or workplace setting.

Typically three types of programs and courses are delivered under contract: approved diploma and certificate programs normally offered at the Thompson or The Pas campuses, specifically tailored certificate programs offered in response to a client's expressed needs, and general interest credit and non-credit courses. Programs may be delivered as full-time or part-time day programs, or as Continuing Education offerings.

General Studies

The Adult Education, College Preparation, Preparation for Health Careers, Preparation for Technology, Preparation for Careers in Industry and Child Care Assistant certificate and Mature High School diploma programs are flexible and designed to meet the individual needs of students who require upgrading for the future school and employment opportunities. The length of time required to finish the program depends upon the entry-level skills and the level of exit prerequisites required for future academic or work-related goals. These programs are designed for students to obtain the prerequisite academic courses for entry into further post-secondary education or specific courses required for specialized employment. Students may also apply the adult education credits earned through Adult Education toward a Mature Student diploma. These courses are offered at campuses in The Pas and Thompson and may be delivered at UCN's Regional Centres or other locations on a contract basis.

New Directions

The Access Division has requested four instructors to deliver Essential Skills courses to UCN students. Essential Skills are the skills people need for work, learning and life. They provide the foundation for learning all other skills and are the cornerstone of lifelong learning.

Without these Essential Skills, learners will find it difficult to take more training, to adapt to workplace changes, or to advance their education. Essential Skills are needed in the workplace and for effective living. The nine Essential Skills are: reading text, document use, numeracy, writing, oral communication, working with others, computer use, thinking skills and continuous learning.

The initiation of Essential Skills courses is in response to requests from all major employers and Northern industries.

Enrolment Summary 2006-2007

Main Campuses

Programs	<i>Yr. 1 enrolment</i>	<i>Yr. 2 enrolment</i>	<i>Yr. 3 enrolment</i>	<i>Yr. 4 enrolment</i>	<i>Total enrolment</i>	<i>Female</i>	<i>Aboriginal</i>	<i>Metis</i>	<i>Graduates</i>
Aboriginal Self Government Administration Thompson	6	2	-	-	8	5	8	0	2
Aboriginal Midwifery Education, The Pas	3	0	0	0	3	3	2	1	0
Administrative Assistant, The Pas	11	16	-	-	27	25	18	2	6
Bachelor of Arts, The Pas	16	0	0	0	16	10	13	0	0
Bachelor of Arts, Thompson	60	0	0	0	60	52	47	6	0
Bachelor of Nursing, The Pas	21	18	15	20	74	67	21	8	0
Bachelor of Nursing, Thompson	19	17	16	17	69	65	35	4	0
Basic Electrical, The Pas	13	-	-	-	13	0	3	0	10
Business Administration, The Pas	29	6	-	-	35	17	26	4	0
Business Administration, Thompson	33	10	-	-	43	28	27	2	1
Carpentry / Woodworking, The Pas	3	-	-	-	3	0	1	0	1
Chemical Engineering Technology, The Pas	3	4	-	-	7	1	1	1	3
Civil/CAD Technology, Thompson	10	-	-	-	10	3	4	2	3
College Preparation, Thompson	4	-	-	-	4	2	3	0	0
Commercial Cooking, The Pas	7	-	-	-	7	1	3	1	5
Community Economic Development, Thompson	3	0	-	-	3	2	1	1	0
Computer Programmer/Analyst, The Pas	5	1	-	-	6	1	3	2	1
Computer Systems Technology, Thompson	4	9	-	-	13	2	12	0	4
Computerized Business Applications, Thompson	16	-	-	-	16	15	11	2	5
Computerized Business Skills, The Pas	9	-	-	-	9	8	6	1	2
Computerized Business Skills, Thompson	1	-	-	-	1	1	1	0	0
Dental Assisting, The Pas	21	-	-	-	21	19	8	2	14
Early Childhood Education, The Pas	1	9	-	-	10	9	7	0	2
Early Childhood Education, Thompson	15	3	-	-	18	18	11	2	0
Early Childhood Education Modular, Thompson	1	11	-	-	12	12	7	1	8
Electronic/Electrical Technology, Thompson	7	3	-	-	10	1	2	1	0
Facilities Technician, Thompson	5	2	-	-	7	0	7	0	4
General Studies, Adult Education, The Pas	67	-	-	-	67	31	58	6	0
General Studies, Adult Education, Thompson	59	-	-	-	59	38	39	8	0
Health Care Aide, The Pas	11	-	-	-	11	11	5	2	9
Health Care Aide, Thompson	7	-	-	-	7	7	3	2	4
Heavy Duty Mechanics, The Pas	7	-	-	-	7	0	7	0	5
Industrial Welding, The Pas	16	-	-	-	16	1	6	2	4
Law Enforcement, The Pas	18	-	-	-	18	11	12	2	9
Mature High School Diploma, The Pas	5	-	-	-	5	5	5	0	3
Mature High School Diploma, Thompson	14	-	-	-	14	12	9	0	10
Natural Resources Management Technology, The Pas	7	7	-	-	14	4	1	5	4
Preparation For Health Careers, The Pas	2	-	-	-	2	2	0	1	1
Preparation For Health Careers, Thompson	6	-	-	-	6	6	5	0	1
Preparation For Technology, Thompson	3	-	-	-	3	0	3	0	2
Restorative Justice, The Pas	6	0	-	-	6	4	5	1	0
Totals	554	118	31	37	740	499	446	72	123

Regional Centres

Programs	<i>Yr. 1 enrolment</i>	<i>Yr. 2 enrolment</i>	<i>Yr. 3 enrolment</i>	<i>Yr. 4 enrolment</i>	<i>Total enrolment</i>	<i>Female</i>	<i>Aboriginal</i>	<i>Métis</i>	<i>Graduates</i>
Aboriginal Midwifery Education, Norway House	6	0	0	0	6	6	4	2	0
Administrative Assistant, Norway House	16	0	-	-	16	14	16	0	0
Automotive Technician, Flin Flon	6	-	-	-	6	1	1	0	0
Bachelor of Arts, Cranberry Portage	5	0	0	0	5	5	3	2	0
Bachelor of Arts, Cross Lake	13	0	0	0	13	13	13	0	0
Bachelor of Arts, Norway House	30	0	0	0	30	20	28	0	0
Bachelor of Arts, Split Lake	10	0	0	0	10	7	10	0	0
Basic Electrical, Nelson House	8	-	-	-	8	0	8	0	8
Basic Electrical, Split Lake	5	-	-	-	5	0	5	0	0
Basic Literacy, Easterville	1	-	-	-	1	0	1	0	0
Basic Literacy, Split Lake	17	-	-	-	17	11	16	0	9
Business Administration, Flin Flon	4	0	-	-	4	3	0	0	1
Business Administration, Nelson House	3	0	-	-	3	3	3	0	0
College Preparation, Easterville	7	-	-	-	7	6	6	1	0
College Preparation, Split Lake	6	-	-	-	6	3	6	0	3
Commercial Cooking, Norway House	4	-	-	-	4	3	4	0	0
Computer Systems Technology, Split Lake	0	4	-	-	4	2	4	0	4
Computerized Business Applications, Split Lake	11	-	-	-	11	10	11	0	0
Computerized Business Skills, Norway House	1	-	-	-	1	1	1	0	1
Computerized Business Skills, St. Theresa Point	12	-	-	-	12	8	11	0	9
Early Childhood Education, Cross Lake	21	0	-	-	21	21	21	0	0
General Studies, Adult Education, Cross Lake	27	-	-	-	27	20	27	0	0
General Studies Adult Education Norway House	42	-	-	-	42	23	40	0	0
General Studies, Adult Education, Split Lake	3	-	-	-	3	2	3	0	0
Health Care Aide, Churchill	1	-	-	-	1	1	0	1	0
Health Care Aide, Nelson House	8	-	-	-	8	8	7	1	0
Health Care Aide, Norway House	2	-	-	-	2	2	2	0	2
Health Care Aide, Swan River	12	-	-	-	12	12	3	4	8
Health Education Access, Norway House	7	-	-	-	7	6	7	0	0
Heavy Duty Mechanics, Swan River	8	-	-	-	8	0	0	0	8
Mature High School Diploma, Split Lake	12	-	-	-	12	4	12	0	8
Preparation For Health Careers, Norway House	1	-	-	-	1	1	1	0	0
Preparation For Technology, Cross Lake	6	-	-	-	6	4	6	0	2
Recreation Leadership, Cross Lake	2	-	-	-	2	1	2	0	0
Totals Regional Centre	317	4	0	0	321	221	282	11	63

Apprenticeship

Programs	<i>Level 1 enrolment</i>	<i>Level 2 enrolment</i>	<i>Level 3 enrolment</i>	<i>Level 4 enrolment</i>	<i>Total enrolment</i>	<i>Female</i>	<i>Aboriginal</i>	<i>Métis</i>	<i>Graduates</i>
Carpentry, The Pas	11	0	0	0	11	0	11	0	0
Carpentry, Thompson	10	2	5	8	25	0	17	0	0
Industrial Electrical , The Pas	9	12	5	11	37	0	4	1	0
Industrial Mechanic/Millwright, The Pas	20	20	22	33	95	0	9	6	0
Total Apprenticeship Levels (Note 1)	50	34	32	52	168	0	41	7	0

High School Programs

Programs	<i>Level 1 enrolment</i>	<i>Level 2 enrolment</i>	<i>Level 3 enrolment</i>	<i>Level 4 enrolment</i>	<i>Total enrolment</i>	<i>Female</i>	<i>Aboriginal</i>	<i>Métis</i>	<i>Graduates</i>
Power Mechanics, The Pas	12	4	-	-	16	0	0	3	0
Total High School Programs (Note 1)	12	4	-	-	16	0	0	3	0

Distance Education – BADGDE (in partnership with ACC)

Programs	<i>Yr. 1 enrolment</i>	<i>Yr. 2 enrolment</i>	<i>Yr. 3 enrolment</i>	<i>Yr. 4 enrolment</i>	<i>Total enrolment</i>	<i>Female</i>	<i>Aboriginal</i>	<i>Métis</i>	<i>Graduates</i>
The Pas	17	-	-	-	17	13	3	0	0
Thompson	1	-	-	-	1	1	0	0	0
Total BADGDE	18	0	0	0	18	14	3	0	0

Notes:

1. Apprenticeship and High School programs fall under the Trades and Technology Department. Because these programs are shorter than college certificate and diploma programs, student numbers are measured differently and it is not appropriate to include enrolments in program totals. Enrolments are listed separately below

Enrolment (each student in each level is counted as one student)

Continuing Education

Programs	<i>Yr. 1 enrolment</i>	<i>Yr. 2 enrolment</i>	<i>Yr. 3 enrolment</i>	<i>Yr. 4 enrolment</i>	<i>Total enrolment</i>	<i>Female</i>	<i>Aboriginal</i>	<i>Métis</i>	<i>Graduates</i>
Applied Counselling Skills, Cranberry Portage	3	-	-	-	3	2	2	1	3
Applied Counselling Skills, Flin Flon	2	-	-	-	2	2	0	0	0
Applied Counselling Skills, Swan River	10	-	-	-	10	10	3	3	0
Applied Counselling Skills, The Pas	3	-	-	-	3	3	0	0	0
Applied Counselling Skills, Thompson	1	-	-	-	1	1	1	0	0
Certificate in Computer Applications, Flin Flon	4	-	-	-	4	4	0	1	3
Certificate in Computer Applications, The Pas	1	-	-	-	1	1	0	0	0
Child Care Assistant, The Pas	1	-	-	-	1	1	0	1	1
Educational Assistant, Churchill	1	-	-	-	1	1	0	0	1
Educational Assistant, Flin Flon	28	-	-	-	28	28	1	2	1
Educational Assistant, Lac Brochet	12	-	-	-	12	12	12	0	0
Educational Assistant, The Pas	1	-	-	-	1	1	1	0	0
General Studies, Churchill	34	-	-	-	34	9	7	2	0
General Studies, Cranberry Portage	1	-	-	-	1	1	0	0	0
General Studies, Cross Lake	11	-	-	-	11	11	11	0	0
General Studies, Flin Flon	9	-	-	-	9	7	0	0	0
General Studies, Lac Brochet	1	-	-	-	1	1	1	0	0
General Studies, Nelson House	3	-	-	-	3	1	2	0	0
General Studies, Norway House	3	-	-	-	3	2	2	1	0
General Studies, Split Lake	6	-	-	-	6	6	6	0	0
General Studies, St. Theresa Point	24	-	-	-	24	19	24	0	0
General Studies, Thompson	128	-	-	-	128	98	41	6	0
General Studies, The Pas	169	-	-	-	169	122	30	9	0
Heavy Equipment Operator	11	-	-	-	11	1	11	0	10
Totals Regional Centre	467	-	-	-	467	344	155	26	19

Contract Training

Programs	<i>Yr. 1 enrolment</i>	<i>Yr. 2 enrolment</i>	<i>Yr. 3 enrolment</i>	<i>Yr. 4 enrolment</i>	<i>Total enrolment</i>	<i>Female</i>	<i>Aboriginal</i>	<i>Métis</i>	<i>Graduates</i>
Applied Counselling Skills, Cranberry Portage	15	-	-	-	15	12	5	4	13
Applied Counselling Skills, The Pas	2	-	-	-	2				
Building Construction, Leaf Rapids	11	-	-	-	11	1	7	0	7
Building Construction, The Pas	13	-	-	-	13	2	9	3	9
Business Administration, Fox Lake First Nation	6	-	-	-	6	5	6	0	0
Business Administration, The Pas	16	-	-	-	16	15	14	1	1
Carpentry Apprenticeship , Nelson House	4	-	-	-	4	0	4	0	0
Carpentry Apprenticeship , The Pas	9	-	-	-	9	1	0	0	0
Commercial Cooking, Norway House	12	-	-	-	12	7	12	0	0
Cook's Helper, The Pas	8	-	-	-	8	3	0	8	8
Early Childhood Education, Cross Lake	17	-	-	-	17	17	17	0	0
Early Childhood Education, The Pas	1	-	-	-	1	1	1	0	0
Educational Rehabilitation Assistant, Pine Falls	13	-	-	-	13	8	13	0	0
Educational Rehabilitation Assistant, Shamattwa	9	-	-	-	9	7	9	0	0
General Studies Non Program, Cross Lake	1	-	-	-	1	1	1	0	0
General Studies Non Program, Leaf Rapids	4	-	-	-	4	1	3	0	0
General Studies Non Program, Nelson House	5	-	-	-	5	1	4	0	0
General Studies Non Program, Snow Lake	18	-	-	-	18	9	1	0	0
General Studies Non Program, The Pas	84	-	-	-	84	32	44	6	0
General Studies Non Program, Thompson	21	-	-	-	21	1	9	5	0
General Studies, Adult Education, The Pas	2	-	-	-	2	2	2	0	0
General Studies, Adult Education, York Landing	7	-	-	-	7	4	7	0	0
Health Care Aide, Flin Flon	8	-	-	-	8	8	1	0	6
Health Care Aide, The Pas	1	-	-	-	1	1	1	0	1
Health Care Aide, Thompson	21	-	-	-	21	19	9	3	18
Heavy Equipment Operator, The Pas	29	-	-	-	29	2	21	5	21
Industrial Electrical , The Pas (Note: Level 2)	0	1	-	-	1	0	1	0	0
Management Studies, The Pas	3	-	-	-	3	1	1	1	0
Preparation For Technology, Cross Lake	13	-	-	-	13	4	13	0	2
Recreation Leadership, Cross Lake	7	-	-	-	7	3	7	0	0
Recreation Leadership, Norway House	9	-	-	-	9	2	8	0	0
Total Contract Training	369	1	-	-	370	158	225	32	73

Communities

The Pas Campus

7th and Charlebois
P.O. Box 3000
The Pas, MB R9A 1M7
(204) 627-8500
Fax: (204) 623-4831

Flin Flon Regional Centre

100 Highway 10A
Flin Flon, MB R8A 0C0
(204) 687-1560
Fax: (204) 687-8558

Swan River Regional Centre

P.O.Box 5000 – SVRSS
Swan River, MB R0L 1Z0
(204) 734-4511
Fax: (204) 734-3855

Tataskweyak Regional Centre

General Delivery
Split Lake, MB R0B 1P0
(204) 342-2621
Fax: (204) 342-2997

Nisichawayasihk Regional Centre

General Delivery
Nelson House, MB R0B 1A0
(204) 484-2332
Fax: (204) 484-2384

Mathias Colomb Cree Nation Regional Centre

Box 135
Pukatawagan, MB R0B 1G0
(204) 553-2089
Fax: (204) 553-2419

Norway House Regional Centre

c/o Education and Training and Culture Centre
Box 250
Norway House, MB R0B 1B0
(204) 359-6296
Fax: (204) 359-6262

Thompson Campus

504 Princeton Drive
Thompson, MB R8N 0A5
(204) 677-6450
Fax: (204) 677-6439

Churchill Regional Centre

59 Hudson Square
Churchill, MB R0B 0E0
(204) 675-2974
Fax: (204) 675-2971

Pimicikamak Regional Centre

Cross Lake, MB
R0B 0J0
(204) 676-2777
Fax: (204) 676-3981

Chemawawin Regional Centre

Box 174
Easterville, MB R0C 0V0
(204) 329-2108
Fax: (204) 329-2099

Opaskwayak Cree Nation Office

Otineka Mall
(204) 627-8675
Fax: (204) 627-8639

St. Theresa Point Regional Centre

Box 260
St. Theresa Point, MB R0B 1J0
(204) 462-9642 or (204) 462-9588
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Toll-Free:

1-866-627-8500 The Pas
1-866-677-6450 Thompson

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