

**EXTERNAL**

**CREDENTIALS**

**POLICY**

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# External Credential Policy

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## **POLICY STATEMENT**

The External Credentialing Policy will acknowledge the value of student learning outside the public school system by recognizing, for high school credit, credentials obtained outside of regular school instructional time by an education service agency external to the public school system.

External high school credit will be awarded for courses, programs, or assessments that have been evaluated and that match or exceed provincial high school standards. External credentials must contribute to the Essential Graduation Learnings, and must meet the standards as defined in this document. External credentials will be reflected on the student's high school transcript, thereby enhancing the transcript for the student.

Although students are entitled to receive credit as set out in this policy, the Department of Education and Early Childhood Development assumes no liability, financial or otherwise, for students who enroll in courses, programs, or assessments offered by other jurisdictions or institutions.

## **DEFINITIONS**

### **Students**

Any student registered in any public senior high school program in Prince Edward Island.

### **Core Program**

Those provincially authorized courses which school boards provide, as part of the senior high school program, which may vary from school to school.

### **Credential**

Awarded by an external program provider in recognition of the successful completion of a course, program, or assessment completed outside of regular school instructional time and outside of a program in the senior high school system.

### **Credit**

Awarded in recognition of an approved course, as part of the senior high school program, that would normally be completed in a minimum of 110 hours (English school system) or 92.5 hours (French school system) of scheduled time. The minimum number of credits required for senior high school graduation is 20 credits (English school system) or 25 credits (French school system), of which 10 (English school system) or 15 (French school system) are compulsory.

## **Essential Graduation Learnings**

Statements describing the knowledge, skills, and attitudes expected of all students who graduate from PEI high schools. Achievement of the essential graduation learnings will prepare students to continue to learn throughout their lives. Specific essential graduation learnings include aesthetic expression, citizenship, communication, personal development, problem solving, and technological competency.

## **External Program Provider**

An education service agency external to the high school system which offers courses, programs, or assessments of at least a high school standard outside of regular school instructional time and outside of a program in the senior high school system.

## **OBJECTIVE**

The purpose of the external credentialing directive is to provide greater flexibility in meeting graduation requirements by providing high school credit to students who have completed recognized courses of study external to the public school system.

## **APPLICATION**

This policy applies to all Prince Edward Island high schools and all students attending high schools in Prince Edward Island.

## **DIRECTIVES**

### **Granting of External Credits**

- External credentials may be granted in Grades 10, 11, and 12.
- External credentials may be equivalent to half or full credits.
- Within the 20 credits (English school system) or 25 credits (French school system) that a high school student requires for graduation, one non-compulsory credit can be an external credential.
- An external credential cannot be used to fulfill a student's requirement for the 10 (English school system) or 15 (French school system) compulsory credits.
- Credit restrictions shall apply for external credentials where the courses, programs, or assessments are deemed to be equivalent to those offered in the *Prince Edward Island High School Program of Studies* or a local program offered at the school level. This means that students shall not be eligible for an elective credit for such external credential courses, programs, or assessments.
- Students registered in the French school system who earn external credential(s) must do so in the French language. If the program through which the external credential is earned is not available in the French language, consideration will be given on an individual student basis.
- Students may use one Grade 12 level external credential as an elective toward the required number of Grade 12 credits for graduation.

- Students who have earned an approved external credential prior to entering Grade 10 may be awarded credit for that external credential if they present evidence of their credential any time after they enter Grade 10.
- A student may earn an unlimited number of credits, including external credentials, beyond the 20 credits (English school system) or 25 credits (French school system) required for graduation. However, there are credit restrictions between external credentials where the courses, programs, or assessments are deemed to be equivalent by the External Credentialing Advisory Committee.
- Although external credentials may contribute toward graduation requirements, they may or may not meet general or specific admission requirements for post-secondary institutions. It is the responsibility of students to verify admissions requirements for the post-secondary institution they plan to attend.
- Only those external credentials that have been reviewed and approved by the Minister of Education and Early Childhood Development can be included on the student transcript as external credentials.

## RESPONSIBILITIES

### Students

- The student is responsible for making requests to his/her school for the recognition of their proposed external credential(s). The student is responsible for facilitating completion of the Student Intention Form (**Annex B – Appendix 1**) to declare his/her intention to pursue a pathway leading to an external credential.
- The student is responsible for providing his/her school with appropriate documentation proving successful completion of the external assessment, course, or program from the approved list of external program providers (**Annex C**). The student is responsible for facilitating completion of the Student Completion Form (**Annex B – Appendix 2**) upon successful completion of the external assessment, course, or program.
- Registration fees associated with external programs are the responsibility of the student/parent/guardian and/or the external provider.
- Learning resources, including equipment for external programs, shall be the responsibility of the student/parent/guardian and/or the external provider.
- Expenses associated with the external program, such as transportation costs, shall be the responsibility of the student/parent/guardian and/or external provider.

### Schools

- School officials shall be responsible for checking a student's credentials against the official list of approved external credentials (**Annex C**) supplied by the Department of Education and Early Childhood Development, and shall be responsible for entering the appropriate information on the student's record.
- It shall be the responsibility of schools to ensure that students do not receive multiple credits for credits deemed equivalent.
- Schools shall assign all credits received as a result of external credentials as **Pass (P)**.

- For reporting and transcript purposes, the reference to the external credential shall be added to the student transcript as follows: **Course Code and Title**, followed by **“External Credential”**.

### **School Boards**

- School boards shall revise their policies and procedures to reflect changes included in the External Credentialing Directive.
- School boards may develop parent/guardian and student information packages regarding external credentials.
- Each school board shall assign a representative to participate as a member of the External Credentialing Advisory Committee.
- School boards shall not be responsible for fees associated with students who enroll in external programs.
- School boards shall not charge a fee to students for reviewing or processing their external credential requests.

### **Department of Education and Early Childhood Development**

- The Department of Education and Early Childhood Development will not be responsible for fees associated with students who enroll in external programs.
- The Department of Education and Early Childhood Development will not charge a fee to students for reviewing or processing their external credential requests.
- The Department of Education and Early Childhood Development will establish an External Credentialing Advisory Committee.
- The Department of Education and Early Childhood Development will review programs of external providers on a regular basis and will review and evaluate this policy within two years of its initial implementation.
- The Department of Education and Early Childhood Development will provide school boards with a current list of approved external credentials and external program providers, immediately following the approval of each new external credential.

### **External Program Providers**

- External program providers must provide the Department of Education and Early Childhood Development with appropriate documentation to satisfy educational criteria if they wish to be considered as approved providers of external credentials that meet the requirements of an external high school credit. To assist the providers with this process, the following documentation is required:
  - Organizational Profile (**Annex A – Appendix 1**);
  - Program/Course Profile (**Annex A – Appendix 2**);
  - Essential Graduation Learnings (**Annex A – Appendix 3**);
  - Principles of Learning (**Annex A – Appendix 4**).

## **MONITORING**

The Department of Education and Early Childhood Development will establish an External Credentialing Advisory Committee, chaired by the Director of English Curriculum. This committee will include one representative from each of the school boards, one additional representative from the Department of Education and Early Childhood Development, one representative from the Prince Edward Island Teachers' Federation, and two representatives from external program providers. The purpose of the committee is to monitor the implementation of the External Credentials Policy and to provide advice to the Minister regarding issues related to policy implementation.

The External Credentialing Advisory Committee will accept and evaluate applications from community organizations who wish to be considered as external program providers. Based on these evaluations, the committee will provide advice to the Minister regarding the approval of courses, programs, or assessments from external program providers.

The Department of Education and Early Childhood Development, in consultation with the External Credentialing Advisory Committee, will monitor all approved programs and policy implementation. An annual report will be created to indicate the number of students requesting external credential recognition and the types of external credentials recognized.

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## Annexes

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Annex A External Credentialing Forms for Program Providers

- Appendix 1 Organizational Profile
- Appendix 2 Program/Course Profile
- Appendix 3 Essential Graduation Learnings
- Appendix 4 Principles of Learning

Annex B External Credentialing Forms for Students

- Appendix 1 Student Intention Form
- Appendix 2 Student Completion Form

Annex C List of Authorized External Program Providers

- Canadian Cadet Organization
- Royal Conservatory of Music
- Sport PEI
- Duke of Edinburgh
- Conservatory Canada Music
- Prince Edward Island 4-H Council
- Dance Umbrella
- Royal Canadian Naval Reserve





**ANNEX A – APPENDIX 2**  
**EXTERNAL CREDENTIALING DOCUMENT**  
**EXTERNAL CREDENTIALING FORMS FOR PROGRAM PROVIDERS**  
**PROGRAM/COURSE PROFILE**

**On a separate sheet, please provide the information listed below for each program or course submitted for External Credentialing.**

1. Official title
2. Number of hours required to complete
3. Objectives, competencies, and outcomes
4. Method of evaluation (oral, written, experiential)
5. Course materials, author, and/or organization responsible for publication
6. Is there a mark provided, or is it a pass/fail program or course?
7. Do the participants receive a certificate?
8. Does the organization keep a database of the results? If yes, indicate the length of time records are maintained.
9. Does the course have provincial, national, and/or international recognition? If yes, please describe.
10. Describe the documentation provided to the student indicating the successful completion of the program or course.
11. Provide proof of sufficient accident and liability insurance for both the organization and participating youth.
12. Does the program or course instructor require certification? If yes, provide
  - the training required;
  - the provider of the training;
  - the type of certification obtained.
13. Is there a requirement for instructor refresher certification? If yes, please describe.

**ANNEX A – APPENDIX 3**  
**EXTERNAL CREDENTIALING DOCUMENT**  
**EXTERNAL CREDENTIALING FORMS FOR PROGRAM PROVIDERS**  
**ESSENTIAL GRADUATION LEARNINGS**

**Please provide the information listed below for each program or course submitted for external credentialing.**

The Department of Education and Early Childhood Development, working with the other three Atlantic Provinces, have developed the Essential Graduation Learnings (EGLs). These areas cross traditional subject boundaries and are not the monopoly of any one discipline. Please complete the table below for each program or course. Indicate with a “yes” or “no” response if the EGL is applicable to the course. Refer to EGL descriptors which follow the table.

<b>Program or Course Title:</b>	
<b>Essential Graduation Learning</b>	<b>Applicable to Program or Course?</b>
Aesthetic Expression	<input type="checkbox"/> Yes <input type="checkbox"/> No
Citizenship	<input type="checkbox"/> Yes <input type="checkbox"/> No
Communication	<input type="checkbox"/> Yes <input type="checkbox"/> No
Personal Development	<input type="checkbox"/> Yes <input type="checkbox"/> No
Problem Solving	<input type="checkbox"/> Yes <input type="checkbox"/> No
Technological Competence	<input type="checkbox"/> Yes <input type="checkbox"/> No

**Aesthetic Expression:** Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

**Citizenship:** Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

**Communication:** Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s), and mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

**Personal Development:** Graduates will be able to continue to learn and pursue an active, healthy lifestyle.

**Problem Solving:** Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.

**Technological Competence:** Graduates will be able to use a variety of technologies, demonstrate an understanding of technology applications, and apply appropriate technologies for solving problems.

**ANNEX A – APPENDIX 4**  
**EXTERNAL CREDENTIALING DOCUMENT**  
**EXTERNAL CREDENTIALING FORMS FOR PROGRAM PROVIDERS**  
**PRINCIPLES OF LEARNING**

**Please provide the information listed below for each program or course submitted for external credentialing.**

The public school program is based upon the Principles of Learning. The principles provide direction for educators in planning the experiences for the students. Please complete the table below for each program or course. Indicate with a “yes” or “no” response if the Principle of Learning is applicable to the program or course.

<b>Program or Course Title:</b>	
<b>Principle of Learning</b>	<b>Applicable to Program or Course?</b>
Learning is a process of actively constructing knowledge.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Learning is enhanced when it takes place in a social and collaborative environment.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Students need to continue to view learning as an integrated whole.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Learners must see themselves as capable and successful.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Learners have different ways of knowing and representing knowledge.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Reflection is an integral part of learning.	<input type="checkbox"/> Yes <input type="checkbox"/> No

**ANNEX B – APPENDIX 1**  
**EXTERNAL CREDENTIALING DOCUMENT**  
**EXTERNAL CREDENTIALING FORMS FOR STUDENTS**  
**STUDENT INTENTION FORM**

**Student Information:**

1. Name \_\_\_\_\_
2. School \_\_\_\_\_
3. Current Grade \_\_\_\_\_
4. School Student ID (if applicable) \_\_\_\_\_
5. Home Address and Postal Code  
\_\_\_\_\_
6. Home Phone Number \_\_\_\_\_
7. E-mail \_\_\_\_\_

**External Program Provider Information:**

1. Organizational Name \_\_\_\_\_
2. Course Code and Title \_\_\_\_\_
3. Organization Address and Postal Code  
\_\_\_\_\_
4. Phone Number \_\_\_\_\_
5. E-mail \_\_\_\_\_

**Approval Signatures:**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

External Program Provider: \_\_\_\_\_ Date: \_\_\_\_\_

Position: \_\_\_\_\_

School Principal: \_\_\_\_\_ Date: \_\_\_\_\_

**Students shall ensure that a signed copy of this application is provided to each of the signatories.**

**ANNEX B – APPENDIX 2**  
**EXTERNAL CREDENTIALING DOCUMENT**  
**EXTERNAL CREDENTIALING FORMS FOR STUDENTS**  
**STUDENT COMPLETION FORM**

- **Students shall attach a copy of the completed and signed Student Intention Form (Annex B – Appendix 1) and Student Completion Form (Annex B – Appendix 2) before submission for signature.**
- **The Student Completion Form (Annex B – Appendix 2) must not be signed until the successful completion of the program or course.**

This signed statement is to authorize that the student named on the Student Intention Form (**Annex B – Appendix 1**) has completed the requirements of the program or course listed on the Student Intention Form (**Annex B – Appendix 1**) for external credentialing. Attached are the appropriate certification materials.

Signed: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_

**ANNEX C**  
**LIST OF AUTHORIZED EXTERNAL PROGRAM PROVIDERS**

The following organizations have been approved by the External Credentialing Advisory Committee as authorized external program providers:

- Canadian Cadet Organization
- Royal Conservatory of Music
- Sport PEI
- Duke of Edinburgh
- Conservatory Canada Music
- Prince Edward Island 4-H Council
- Dance Umbrella
- Royal Canadian Naval Reserve

The requirements for each external credential are provided on the following pages.

# Canadian Cadet Organization

*Revised: September 2011*

## AIR CADETS

GRADE	COURSE CODE	DESCRIPTION
10	CAI421T	<p>Level 4, or successfully complete a six-week specialty course.</p> <p><b>Courses:</b></p> <ul style="list-style-type: none"> <li>• Advanced Aerospace</li> <li>• Fitness and Sport Instructor</li> <li>• Leadership and Ceremonial Instructor</li> <li>• Military Band – Intermediate Musician</li> <li>• Pipes and Drums Level 4-5</li> <li>• Pipe Band – Intermediate Musician Music Level 4-5</li> <li>• Glider Pilot Scholarship Program</li> <li>• Advanced Aviation Technologies – Aircraft Maintenance</li> <li>• Advanced Aviation Technology Course – Aircraft Operations</li> <li>• Survival Instructor Course</li> <li>• Air Rifle Marksmanship Instructor</li> </ul>
11	CAI521T	<p>Level 4, or successfully complete a six-week specialty course, or be employed as a staff cadet in an instructor/leadership position.</p> <p><b>Courses:</b></p> <ul style="list-style-type: none"> <li>• Advanced Aerospace</li> <li>• Fitness and Sport Instructor</li> <li>• Military Band – Intermediate Musician</li> <li>• Pipes and Drums Level 4-5</li> <li>• Pipe Band – Intermediate Musician Music Level 4-5</li> <li>• Power Pilot Scholarship Program</li> <li>• Advanced Aviation Technologies – Aircraft Maintenance</li> <li>• Advanced Aviation Technology Course – Aircraft Operations</li> <li>• Air Rifle Marksmanship Instructor</li> <li>• Leadership and Ceremonial Instructor</li> <li>• Survival Instructor Course</li> </ul>
12	CAI621T	<p>Level 5, or successfully complete a six-week specialty course, or be employed as a staff cadet in senior leadership position (CWO/MWO).</p> <p><b>Courses:</b></p> <ul style="list-style-type: none"> <li>• Advanced Aerospace</li> <li>• Fitness and Sport Instructor</li> <li>• Military Band – Intermediate Musician</li> <li>• Pipes and Drums Level 4-5</li> <li>• Pipe Band – Intermediate Musician Music Level 4-5</li> <li>• Power Pilot Scholarship Program</li> <li>• Advanced Aviation Technologies – Aircraft Maintenance</li> <li>• Advanced Aviation Technology Course – Aircraft Operations</li> <li>• Air Rifle Marksmanship Instructor</li> <li>• Leadership and Ceremonial Instructor</li> <li>• Survival Instructor Course</li> </ul>



## ARMY CADETS

GRADE	COURSE CODE	DESCRIPTION
10	CAR421T	<p>Gold Star, or successfully complete a six-week instructor level course.</p> <p><b>Courses:</b></p> <ul style="list-style-type: none"> <li>• Army Cadet Instructor Drill and Ceremonial (D&amp;C)</li> <li>• Army Cadet Instructor Fitness and Sport (PERT)</li> <li>• Army Cadet Instructor Expedition</li> <li>• Army Cadet Instructor Pipes and Drums – Intermediate Musician</li> <li>• Army Cadet Instructor Military Band – Intermediate Musician</li> <li>• Army Cadet Instructor Air Rifle Marksmanship</li> <li>• Army Cadet Instructor Marksmanship Phase 2</li> </ul>
11	CAR521T	<p>Master Cadet, or successfully complete a five- or six-week advanced training course, or be employed as a staff cadet in an instructor/leadership position.</p> <p><b>Courses:</b></p> <ul style="list-style-type: none"> <li>• Senior Cadet Expedition</li> <li>• Army Cadet Leadership and Challenge Course (L&amp;C)</li> </ul>
12	CAR621T	<p>Master Cadet, or successfully complete a five- or six-week advanced training course, or be employed as a staff cadet in a senior leadership position (CWO/MWO).</p> <p><b>Courses:</b></p> <ul style="list-style-type: none"> <li>• National Rifle Team (NRT)</li> <li>• Maple Leaf Exchange (MLE)</li> <li>• Army Cadet Exchange (ACE)</li> <li>• Federal Republic of Germany Exchange (FRG)</li> <li>• Outward Bound Wales (OBW)</li> <li>• Outward Bound Scotland (OBS)</li> <li>• Canadian Forces Parachutist Course (PARA)</li> </ul>

## SEA CADETS

GRADE	COURSE CODE	DESCRIPTION
10	CSE421T	<p>Level 4, or successfully complete a six-week specialty course.</p> <p><b>Courses:</b></p> <ul style="list-style-type: none"> <li>• Ship Boat Operator</li> <li>• Drill and Ceremonial Instructor</li> <li>• Intermediate Sail</li> <li>• Fitness and Sports Instructor</li> <li>• Air Rifle Marksmanship Instructor</li> <li>• Military Band – Intermediate Musician</li> </ul>
11	CSE521T	<p>Level 4, or successfully complete a six-week specialty course, or be employed as a staff cadet in an instructor/leadership position.</p> <p><b>Courses:</b></p> <ul style="list-style-type: none"> <li>• Chief Boatswain Mate</li> <li>• Military Band</li> <li>• Silver Sail</li> <li>• Shipwright</li> <li>• Marine Engineer</li> </ul>
12	CSE621T	<p>Level 5, or successfully complete a six-week specialty course, or be employed as a staff cadet in a senior leadership position (CPO1/ CPO2).</p> <p><b>Courses:</b></p> <ul style="list-style-type: none"> <li>• Chief Boatswain Mate</li> <li>• Sail Coach</li> <li>• Military Band</li> <li>• Silver Sail</li> <li>• Shipwright</li> <li>• Marine Engineer</li> <li>• Sea Cadet International Exchange</li> </ul>

# Royal Conservatory of Music

*Revised: February 2012*

## **ACCORDION, GUITAR, PIANO, VOICE, STRINGS (violin, cello, viola, double bass)**

<b>GRADE</b>	<b>COURSE CODE</b>	<b>DESCRIPTION</b>
10	RCM421T	Grade 6 Practical and Intermediate Rudiments
11	RCM521T	Grade 7 Practical and Advanced Rudiments
12	RCM621T	Grade 8 Practical and Advanced Rudiments

## **BRASS (trumpet, French horn, trombone, euphonium, tuba), WOODWINDS (recorder, flute, oboe, clarinet, saxophone, bassoon), PERCUSSION**

<b>GRADE</b>	<b>COURSE CODE</b>	<b>DESCRIPTION</b>
10	RCM421T	Grade 4 Practical and Intermediate Rudiments
11	RCM521T	Grade 6 Practical and Advanced Rudiments
12	RCM621T	Grade 8 Practical and Advanced Rudiments

# Sport PEI

*Revised: April 2012*

## STUDENT ACHIEVEMENT AND LEADERSHIP

GRADE	COURSE CODE	DESCRIPTION
10	SPT421T	Provincial Development Athlete, Canadian Development Athlete, Canadian Elite Athlete or Podium Athlete, Canada Games Excellence, Para Sport and Recreation PEI, Special Olympics PEI, Non-targeted sports
11	SPT521T	Provincial Development Athlete, Canadian Development Athlete, Canadian Elite Athlete or Podium Athlete, Canada Games Excellence, Para Sport and Recreation PEI, Special Olympics PEI, Non-targeted sports
12	SPT621T	Provincial Development Athlete, Canadian Development Athlete, Canadian Elite Athlete or Podium Athlete, Canada Games Excellence, Para Sport and Recreation PEI, Special Olympics PEI, Non-targeted sports

# Duke of Edinburgh

*Revised: August 2012*

## DUKE OF EDINBURGH

GRADE	COURSE CODE	DESCRIPTION
11	DOE521T	<b>Bronze and Silver Level, or Silver Level Direct Entry</b> Completion of the following requirements: <ul style="list-style-type: none"><li>• Service</li><li>• Outdoor Expeditions and Explorations</li><li>• Skill Development</li><li>• Physical Recreation</li></ul>
12	DOE621T	<b>Gold Level, or Gold Level Direct Entry</b> Completion of the following requirements: <ul style="list-style-type: none"><li>• Service</li><li>• Outdoor Expeditions and Explorations</li><li>• Skill Development</li><li>• Physical Recreation</li><li>• Residential Project</li></ul>

# Conservatory Canada Music

*Revised: August 2012*

## PIANO, VOICE, STRINGS, WINDS, BRASS, GUITAR CLASSICAL STREAM

GRADE	COURSE CODE	DESCRIPTION
10	CCM421T	Grade 6 with Theory Grade 2 Co-requisite
11	CCM521T	Grade 7 with Theory Grade 3 Co-requisite
12	CCM621T	Grade 8 with Theory Grade 4 Co-requisite

## PIANO, VOICE, GUITAR CONTEMPORARY IDIOMS STREAM

GRADE	COURSE CODE	DESCRIPTION
10	CON421T	Grade 6 with Theory Grade 2 Co-requisite
11	CON521T	Grade 7 with Theory Grade 3 Co-requisite
12	CON621T	Grade 8 with Theory Grade 4 Co-requisite

# Prince Edward Island 4-H Council

*Revised: June 2013*

## 4-H LEADERSHIP AND LEARNING

GRADE	COURSE CODE	DESCRIPTION
10-12	FRH621T	Completion of all required components of the 4-H Leadership and Learning Program at the required levels as stated in the program guidelines.

## Dance Umbrella

*Revised: August 2012*

### DANCE UMBRELLA

GRADE	COURSE CODE	DESCRIPTION
10-12	DAN621T	Completion of the Intensive Training Program of Dance Umbrella and all other components at the required levels as stated in the program guidelines.



# Royal Canadian Naval Reserve

*Revised: April 2013*

## ROYAL CANADIAN NAVAL RESERVE

GRADE	COURSE CODE	DESCRIPTION
10-12	NAV621T	Completion of all required components of the Royal Canadian Naval Reserve program at the required levels as stated in the program guidelines.