



DUAL CREDIT PROGRAMS

*Policy and Program
Requirements*

2013



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Une publication équivalente est disponible en français sous le titre suivant : *Programmes à double reconnaissance de crédit : Politique et exigences des programmes, 2013.*

This publication is available on the Ministry of Education's website, at www.edu.gov.on.ca.

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Preface

This document supersedes *Dual Credit Policy and Implementation, 2010*. It has been developed to clarify policy and program requirements set out in the previous document, in order to provide guidance to administrators and educators involved in dual credit programs. It incorporates policy originally outlined in ministry memoranda that address dual credit programs.

The dual credit program was introduced in Ontario schools in 2005 as part of the ministry's Student Success strategy. The program represented one of several new learning opportunities provided through the strategy that would enable students to build on their strengths and interests in school and get a head start on their postsecondary education and training. Today, all seventy school boards that have secondary schools and all Ontario colleges of applied arts and technology are involved in providing secondary school students with dual credit learning opportunities.



1

Policy Overview

Dual credit programs are programs approved by the Ministry of Education that allow students, while they are still in secondary school, to take college¹ or apprenticeship courses that count towards both their Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, or degree, or a Certificate of Apprenticeship.

1.1 **The Focus of Dual Credit Programs**

Dual credit programs are intended to assist secondary school students in completing their OSSD and making a successful transition to college and/or apprenticeship programs. The primary focus is on students who face significant challenges in completing the requirements for graduation but have the potential to succeed. This group includes disengaged and underachieving students who have the potential to succeed but are at risk of not graduating, and students who left school before graduating. Students in Specialist High Skills Major (SHSM) programs and students in the Ontario Youth Apprenticeship Program (OYAP) are also eligible to participate in dual credit programs.

1. In this document, the term *college* refers to any of the twenty-four Ontario colleges of applied arts and technology.

1.2 Guiding Principles for Dual Credit Programs

The following characteristics define dual credit programs in Ontario and are common to the various dual credit learning opportunities that are in place across the province. They are the principles that must guide the development of all dual credit programs.

- ◆ Dual credit programs are based on the principles of collaboration and accountability in partnerships between school boards² and public postsecondary institutions.
- ◆ Dual credit course instruction is provided by a college professor or instructor and/or a secondary school dual credit teacher, depending on the program delivery approach (see sections 2.1 through 2.3). A secondary school teacher is always involved in some capacity, but his or her role may range from direct instruction and/or remediation to more general support and supervision of students' programs.
- ◆ All dual credit courses must be approved for OSSD credit by the Ministry of Education and delivered by public institutions and qualified educators. Only students enrolled in approved dual credit programs are eligible to be granted OSSD credits for dual credit courses.
- ◆ Colleges that offer apprenticeship programs as part of dual credit programs must be Training Delivery Agents (TDAs) approved by the Ministry of Training, Colleges and Universities.
- ◆ In all dual credit programs, OSSD credits are awarded by the secondary school principal, and college credits are awarded by the college. (See sections 2.1 through 2.3 for policy relating to specific delivery models.)
- ◆ Boards/schools and their postsecondary partners will ensure the planning and delivery of supports³ and other services needed to foster student success in dual credit learning environments. Students in dual credit programs must have access to appropriate supports and services as they move between institutions.
- ◆ Boards/schools and colleges will coordinate the exchange of information related to academic progress (e.g., marks, attendance) between colleges and secondary schools. Information must be shared in accordance with the Freedom of Information and Protection of Privacy Act.

2. In this document, the term *school board* includes both district school boards and school authorities.

3. Supports include academic and career counselling, remediation, advocacy, financial counselling, and personal counselling.

- ◆ No tuition fees or apprenticeship classroom fees will be charged to students or to the secondary school in which they are enrolled.

1.3 Two Broad Categories of Dual Credit Courses

Dual credit courses count twice: once towards postsecondary certification and once towards a secondary school diploma. They fall into two broad categories:

- ◆ The first is the **college-delivered course**, in which students take a college course or Level 1 apprenticeship program. Credit is recorded on the college record using college course codes, and also on the Ontario Student Transcript (OST), using a special dual credit course code assigned by the Ministry of Education.
- ◆ The second is the **team-taught course**, in which closely matched college or apprenticeship and secondary curriculum content is taught by both a college professor or instructor and a secondary school teacher. Students are eligible to receive credit for the college course, which is recorded on the college record, and for the secondary school course, which is recorded on the OST. In the case of team-taught courses, it is *the code for the secondary school course* (not the college course) that is recorded on the OST, followed by the term *dual credit* in parentheses.

See sections 2.1 through 2.3 for a detailed discussion of specific program delivery approaches and models.

1.4 Entry into Dual Credit Programs

Students may enter dual credit programs in a variety of ways. Students in SHSM programs and OYAP are automatically eligible to take dual credit programs. Entry for all other students is guided by Student Success teams at the school or board level. Student Success teams who are considering a student for admission into a dual credit program will evaluate the student's suitability on the basis of the criteria outlined in the appendix to this document. They may also take into account criteria specific to the college program.

Through the course selection process, students may have the opportunity to indicate an interest in earning dual credits, or they may be recommended for a dual credit program by school staff.

1.5 Credits Earned in Dual Credit Programs

To earn an OSSD, students are required to earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits (see www.edu.gov.on.ca/eng/document/policy/os/index.html).

1.5.1 College-delivered courses

Students may count a maximum of *four optional credits* towards the OSSD earned through approved *college-delivered* dual credit programs, if they are not also claiming credit for external (music) credentials.⁴ The credits counted from dual credit programs must be earned in approved college courses and/or Level 1 apprenticeship in-school training delivered by a college professor or college instructor.

Students may not earn *compulsory* credits through college-delivered dual credit courses. Compulsory credits may be earned only through successful completion of Ontario curriculum courses delivered by secondary school teachers.

1.5.2 Team-taught courses

The number of optional credits that can be earned through *team-taught* courses is not restricted.

Students may earn compulsory credits through team-taught dual credit courses.

1.6 Related Policy

1.6.1 Cooperative education

A college-delivered dual credit course cannot be the related course in a cooperative education program.⁵

4. A student may count up to two optional credits for music credentials earned outside the school, and a total of four through dual credits and external credentials combined. For example, a student who claims one credit for external music credentials could count three credits earned through dual credit programs. See *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011*, Section 7.3.4: Programs in Music Taken outside the School and Appendix 4: Music Certificates Accepted for Credit. *Ontario Schools* is available at www.edu.gov.on.ca/eng/document/policy/os/index.html. See also Section 7.3.3: Dual Credit Programs. For details about the process for reporting credits on the OST, see *The Ontario Student Transcript (OST): Manual, 2013* (forthcoming).
5. See the Ministry of Education policy document *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools* (2000), available on the ministry website at www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf.

The scheduling conflicts that may arise if a student is taking a college-delivered dual credit course may be alleviated if the student is also taking one or more credits through cooperative education. The student may take the college course when it is available and, with the approval of the cooperative education teacher and the workplace supervisor, arrange to complete the in-school class *and* work placement hours required for the cooperative education credits at alternative times.

1.6.2 *PLAR and credit recovery*

Since college-delivered dual credit courses are not part of the Ontario secondary school curriculum, they cannot be challenged using the Prior Learning Assessment and Recognition (PLAR) process, nor can they be completed through credit recovery. However, similar mechanisms may be available from and administered by individual colleges.

1.7 **Secondary School Dual Credit Teachers**

It is a requirement of all dual credit courses that a secondary school teacher be assigned to provide a variety of supports to students. Whether students are participating in college-delivered dual credit courses or team-taught courses, secondary school staffing numbers are determined in the same way – through the ratio in the funding formula. The principal assigns a section to the dual credit course, just as for any secondary school course, and assigns students and the dual credit teacher to the section. Unlike for other classes, the assigned teacher need not be a teacher at the school where the students are registered.

Secondary school teacher instructional costs for approved day-school dual credit programs are provided through the Grants for Student Needs (GSN)⁶ in the same way as for any credit course. Funding is calculated on the basis of the average of the number of full-time equivalent students reported on October 31 and the number reported on March 31.

School boards receive full funding for a student who is enrolled in three or more courses in a semestered school, or six or more courses in a non-semestered school. For example, if a student in a semestered school is taking two courses at his or her secondary school and one approved

6. The GSN funding does not cover instructional costs outside the regular school day.

college-delivered dual credit course, that student will be fully funded, as will a student in a non-semestered school who is taking five courses at his or her secondary school and one approved college-delivered dual credit course.

1.7.1 *Roles and responsibilities of secondary school dual credit teachers*

Roles and responsibilities will vary depending on the delivery model and operational details of the program, but those listed below are common to all dual credit delivery models. Dual credit teachers will:

- ◆ adhere to the policies and requirements set out in this document, and address related issues in ways consistent with them;
- ◆ liaise with the college(s) and the school board on a regular and ongoing basis to coordinate program delivery;
- ◆ maintain interaction and communication with dual credit students, the students' other secondary school teachers, and the college(s);
- ◆ assist the Student Success team in the selection of students, verify course rosters, and facilitate the dual credit registration and admission process;
- ◆ assist dual credit students in navigating the college environment and accessing college resources and programs;
- ◆ plan and deliver, or coordinate the delivery of, supports and services for students in dual credit programs, including any accommodations specified in Individual Education Plans;
- ◆ coordinate the exchange of information about students' academic progress, including marks and attendance data;
- ◆ work with college professors and instructors to ensure that students are aware of the opportunities available to them in the event that they do not successfully complete their college course(s).



2

Program Delivery

Policy pertaining to the different program delivery approaches and models is outlined in this section.

Dual credit programs may be delivered in various college or school board locations, as appropriate – for example, in secondary schools, college campuses, college skills-training centres, alternative schools, or adult education centres.

2.1 Program Delivery Approaches

2.1.1 *Dual credit based on a college-delivered college course*

Students take a course from a college professor or instructor and receive additional support from a secondary school dual credit teacher. The student's achievement is evaluated by the college according to its own standards. Students earn credit that counts towards both their OSSD (awarded by the school principal) and their Ontario college certificate, diploma, or bachelor's degree (awarded by the college). Credit is recorded on the college record; credit is also recorded on the Ontario Student Transcript (OST) using a special dual credit course code assigned by the Ministry of Education. (See also section 2.4 and section 4.)

2.1.2 *Dual credit based on college-delivered Level 1 apprenticeship in-school training*

Students take Level 1 apprenticeship in-school training from a college professor or instructor and receive additional support from a secondary school dual credit teacher. The student's achievement is evaluated by the

college according to its own standards. Students earn credit that counts towards both their OSSD (awarded by the school principal) and their apprenticeship (awarded by the college). Credit is recorded on the college record; credit is also recorded on the OST using a special dual credit course code assigned by the Ministry of Education. (See also section 2.4 and section 4.)

2.1.3 Dual credit based on team-teaching of matched college and secondary curriculum

Students are enrolled in a course that covers the content of both a secondary curriculum course and a college curriculum course. Courses that are paired must have significant overlap. A college professor or instructor delivers the portion of the course from the college curriculum, and a secondary school teacher delivers the portion contained in the Ontario curriculum course. The student's achievement of the content contained in the college course is evaluated by the college professor or instructor according to the standards of the college, and his or her achievement of the content contained in the secondary course is evaluated separately by the secondary school teacher. Credit for successful completion of the secondary curriculum course is recorded on the student's OST. Credit for the completion of the college course, if granted, is recognized in a record issued to the student by the college. (The credit granted for the college course may also be recognized by other colleges.) (See also section 4.)

2.1.4 Dual credit with an apprenticeship focus based on team-teaching of matched Level 1 apprenticeship training standards and secondary curriculum

Students are enrolled in a course that includes both the secondary school curriculum and the in-school training component of the Level 1 apprenticeship. Courses that are paired must have significant overlap. A college professor or instructor delivers the college curriculum, and a secondary school teacher delivers the Ontario curriculum. Credit for successful completion of the secondary curriculum course is recorded on the student's OST. Credit for the completion of the apprenticeship course, if granted, is recognized in a record issued to the student by the college. (See also section 4.)

2.1.5 *Dual credit with an apprenticeship focus taught at a secondary school with college oversight*

Typically, apprenticeship in-school training is delivered at a college site. However, Level 1 training may also be delivered by a secondary school teacher in a secondary school, using the Ontario curriculum. In such cases, there is an oversight protocol that must be followed.

The college overseeing the training, which must be an approved TDA for the trade, must complete the “College Attestation of Secondary School Delivery of Level 1 Apprenticeship” protocol. In signing this protocol, the college is confirming that the facilities, the secondary school teacher’s qualifications, and the resources provided by the secondary school are acceptable and appropriate for Level 1 apprenticeship training. The college then oversees the apprenticeship in-school training, which is delivered by the secondary school teacher. Credit for successful completion of the secondary curriculum course is recorded on the student’s OST. Credit for the completion of the apprenticeship course, if granted, is recognized in a record issued to the student by the college. (*See also section 4.*)

2.2 **Delivery Models for College-delivered Dual Credit Programs**

College-delivered dual credit programs may use one of the following delivery models.

2.2.1 *Integrated model*

In this model, secondary school students attend regularly scheduled college classes with college students.

2.2.2 *Congregated model*

In this model, secondary school students attend classes made up of only dual credit students.

2.3 “School Within a College” (SWAC) Program

In this type of program, secondary school courses are taught by secondary school teachers, and college dual credit courses are taught by college professors or instructors, within a collaborative learning community on a college campus. These programs are aimed at disengaged and underachieving students who have the potential to succeed but are at risk of not graduating, and students who have left school before graduating. (See the appendix to this document for selection criteria.) Students must be in at least one dual credit course in each semester.

A SWAC program may be delivered in a variety of ways. For example, in some models, students generally participate in a comprehensive program at a college five days a week for one or two semesters (some may participate for only one semester). They spend most of the first semester working on secondary school courses (including courses they may be taking through credit recovery), along with one dual credit course on “college readiness” taught by a college professor or instructor. In the second semester, students take one or more college dual credit course(s) of their choosing, as well as additional secondary school course(s). Other models may be organized differently.

In all SWAC programs, dual credit teachers provide supervision and support, including instruction in literacy, learning skills, and work habits. Teachers also assist students in accessing support from the college and the school board as needed.

2.4 Recording Course Codes and Credits

The course codes used for dual credit courses and the method of recording credit for them in school student management systems⁷ vary depending on the delivery approach.

2.4.1 Team-taught courses

For team-taught dual credit courses, Ontario secondary school curriculum course codes will be used. The course delivery type must be flagged as “team-taught college course” or “team-taught apprenticeship program” in

7. For more information on reporting credits from all types of dual credit programs, see *The Ontario Student Transcript (OST): Manual, 2013* (forthcoming).

the school student management system. On the OST, the words *dual credit* will appear in parentheses following the course title.

For example, in the case of a team-taught Grade 12 Mathematics for College Technology course and first-year college mathematics course, the course code MCT4C would be entered in the student management system, and “team-taught college course” would be flagged. The name of the secondary school course, followed by the words *dual credit* in parentheses, and the course code will then appear on the OST.

The credit for a successfully completed course awarded by the college will be noted in a record issued to the student by the college.

2.4.2 *College-delivered college courses and apprenticeship programs*

For college-delivered college courses and college-delivered Level 1 apprenticeship in-school training, distinct dual credit course codes are developed by the Ministry of Education for use on the Ontario Student Transcript. The list of ministry-approved dual credit course codes is available at www.edu.gov.on.ca/eng/teachers/studentssuccess/dual.html. The course codes do not contain a character indicating a destination course type. Course codes for college-delivered college courses end with “4T”; those for college-delivered apprenticeship courses end with “4Y”. The first three characters of the code follow the same formula as that used for Ontario secondary school curriculum courses: The first character indicates the subject discipline; the second and third characters indicate sub-categories within the discipline.

- ◆ For college-delivered college courses, with the entry of the ministry-approved dual credit course codes on the OST, the following will appear on the transcript: the name of the institution that granted the credit, the full college course title, and the college course code as it appears in the college course calendar.
- ◆ For college-delivered apprenticeship courses, with the entry of the ministry-approved dual credit course codes on the OST, the following will appear on the transcript: the phrase “Level 1 App”, followed by the name of the trade and the code for that trade as laid out by the Ministry of Training, Colleges and Universities. Because the courses follow provincial apprenticeship training standards, the name of the institution where the credit was earned does not appear.



3

Information for Students Enrolling in Dual Credit Programs

3.1 Secondary School Course Calendars

Secondary school course calendars and course selection sheets should provide information on available dual credit programs, including:

- ◆ a general description of the program(s) offered through the school, including the name of the partnering college(s), the location of the program(s), and details about the delivery approach(es);
- ◆ an explanation of the application process and the process or criteria used to select students for admission to dual credit courses;
- ◆ in the case of college-delivered dual credits *only*, a note that students may count a maximum of four college-delivered dual credits as optional credits towards the OSSD (if they are not also counting external music credentials; see page 8, footnote 4) and that college-delivered dual credits may not be used to meet compulsory credit requirements.

3.2 College Registration

Participants in college-delivered dual credit programs will be registered as college students (in addition to their enrolment in a secondary school). No tuition fees or apprenticeship classroom fees will be charged.

Colleges will inform students of the supports and services available to them, as well as of the applicable grading, assessment, attendance, and withdrawal policies of the college.

Students in dual credit programs, and their parents,⁸ where appropriate,⁹ will be informed of the ways in which information, including attendance records, will be shared between the college and the secondary school, in accordance with the Freedom of Information and Protection of Privacy Act.

3.3 Language of Instruction Protocols

It is generally expected that students enrolled in a secondary school of a French-language school board would enrol in a dual credit course delivered by an Ontario French-language college. In exceptional circumstances, students in the French-language system may be allowed to enrol in a dual credit course delivered by an English-language college. In such cases, a signed protocol is expected to be in place prior to the start of the course. This protocol includes an explanation of the circumstances and is signed by all French-language and appropriate English-language colleges.

3.4 Transferability of College Credits and Long-Term Student Planning

Students who are thinking about continuing their college education or apprenticeship program after high school should be advised to contact their college of choice to determine whether the college credits they earn in the dual credit program will be transferable to the program they are interested in.

Students should be made aware that all colleges in Ontario are committed to maximizing the recognition and transfer of learning acquired at another college and must adhere to the Mobility and Transferability Protocol for College-to-College Transfer (November 2003).

Students in Level 1 apprenticeship programs who plan to continue their apprenticeship should contact their local Ministry of Training, Colleges and Universities (MTCU) apprenticeship office.

8. Throughout this document, *parents* is used to refer to both parents and guardians.

9. Schools may not share information with parents for those students who are over the age of eighteen or who have withdrawn from parental control.



4

Assessment, Evaluation, and Reporting of Student Achievement in Dual Credit Courses

Assessment, evaluation, and reporting of student achievement in the two broad categories of dual credit courses – college-delivered dual credit college or apprenticeship courses and team-taught dual credit courses – will conform to the following policies and requirements.

4.1 All Dual Credit Courses

The following applies to all dual credit courses:

- ◆ A college record will be generated to document students' achievement and will be sent to the secondary school principal to be placed in the students' Ontario Student Record (OSR). Students may obtain a copy of the college record by requesting it from the college, or they may obtain a copy from their OSR.
- ◆ Full disclosure will apply to dual credit courses: All attempts at completion of dual credit courses, both successful and unsuccessful, will be recorded on the student's OST. When a student repeats a successfully completed course, the course will be recorded twice on the OST, with an "R" in the credit column of the course with the lower mark. (*See also section 4.2.1.*)
- ◆ Completion of Level 1 apprenticeship in-school training is recorded by the college. In most cases, for registered apprentices, the Ministry

of Training, Colleges and Universities also records the completion of Level 1 apprenticeship in-school training. Students should confirm that this has been done by visiting their local MTCU apprenticeship office. The completion of the Level 1 apprenticeship in-school training may result in advanced standing in a college program.

4.2 College-delivered Dual Credit Courses

4.2.1 General policies and procedures

The following applies to college-delivered dual credit courses:

- ◆ The college instructor or professor is responsible for the assessment and evaluation of student achievement. (Assessment and evaluation are *not* governed by the Ministry of Education policy requirements set out in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (2010).)
- ◆ Dual credit students will be informed, on or before the first day of instruction, of the percentage or letter grade required in order to pass and earn credit for the course. Students who do not successfully complete the course by attaining the passing grade established by the college will not receive credit towards the OSSD for the course.
- ◆ The result of the college assessment and evaluation of student achievement is to be reported on the provincial report card and on the Ontario Student Transcript. Only a secondary school principal may award credit on a student's OST for a college-delivered course. The principal will record the mark as provided by the college instructor or professor. Grades assigned by college instructors or professors must not be adjusted, with the following exception: Any letter grades reported on a college record must be converted by the principal to a percentage grade before this information is entered on the student's provincial report card and OST. Colleges will provide the principal with a guide to conversion.
- ◆ The Learning Skills and Work Habits section and the Attendance section of the provincial report card should both be completed by the dual credit teacher.
- ◆ For withdrawals from dual credit courses, the college's deadline for withdrawal without academic penalty will be observed. If the student withdraws after the college's deadline, a "W" is entered in the "Credit"

column and the student's percentage grade at the time of withdrawal is recorded in the "Percentage Grade" column on the OST.

- ◆ Some dual credit courses may have a secondary school credit value of more than 1.0 credit. Partial completion of these courses may be recorded on the provincial report card and on the OST by indicating a value less than the full credit value assigned to the course; the instructor and the dual credit teacher will recommend the appropriate number of credits to be awarded. In the case of a Level 1 apprenticeship program with a credit value of more than 1.0 credit, the word "partial" will appear in the course title if the student does not successfully complete the full program.

4.2.2 *Mid-term reporting*

Achievement in dual credit courses will be reported on both the mid-term and final provincial report cards, where possible.

Where mid-term reporting is not possible, the following procedures must be followed.

- ◆ Students, and their parents, where appropriate,¹⁰ must be given advance warning if a student is at risk of not being successful in a course, and must be informed beforehand of the procedures that will be followed in providing such warning.
- ◆ If there is no mark available for the mid-term report card, "NM" for "No Mark [Recorded]" must be entered in the "Percentage Mark" column.
- ◆ The "Comments" section of the report card must include a message indicating why a mark is not being provided. The following is a sample of the wording that could be used:

Instruction, evaluation, and reporting are the responsibility of the college. The college does not assign a mid-term mark.

- ◆ Students, and their parents, where appropriate, must be informed of ways in which they can obtain additional information on the student's performance – for example, by accessing the college online administration system or by contacting the student's secondary school dual credit teacher.

10. See footnote 9 on p. 17.

4.2.3 *Procedures and timelines for colleges to report dual credits to secondary school principals*

4.2.3.1 *College fall-term courses (semester 1 for secondary schools)*

For each student enrolled in a dual credit college course(s) or a Level 1 apprenticeship in-school program in semester 1, a college record including a final mark will be forwarded to the secondary school principal no later than February 1.

4.2.3.2 *College winter-term courses (semester 2 for secondary schools)*

For each student enrolled in a dual credit college course(s) or a Level 1 apprenticeship in-school program in semester 2, a college record including a final mark will be forwarded to the secondary school principal no later than June 15.

4.2.3.3 *College intersession/summer-term courses*

For each student enrolled in a dual credit college course(s) or a Level 1 apprenticeship in-school program in the intersession or summer term, a college record including a final mark will be forwarded to the secondary school principal upon completion of the course(s). The exact dates should be included in a written agreement between the college and the participating school board(s).

4.3 **Team-taught Dual Credit Courses and Apprenticeship Programs**

4.3.1 *General policies and procedures*

The following applies to team-taught courses and programs:

- ◆ For college curriculum content, the college determines the assessment and evaluation standards. Student achievement is recorded on a college record, using the course code and credit value assigned by the college.
- ◆ For Ontario secondary school curriculum, Ministry of Education assessment and evaluation policy applies, as set out in *Growing Success*. Student achievement is recorded on the provincial report card and on the Ontario Student Transcript, using Ontario curriculum course codes and credit values and the notation “(dual credit)”.

4.3.2 *Team-taught college courses*

For team-taught college courses, the following reporting procedures must be followed.

- ◆ In the school's student management system, the "course delivery type" must be given as "team-taught college course".
- ◆ The college delivering the course will record college credits earned and will provide a copy of the college record to the student upon request.

4.3.3 *Team-taught apprenticeship programs*

For team-taught apprenticeship programs, the following reporting procedures must be followed.

- ◆ In the school's student management system, the "course delivery type" must be given as "team-taught apprenticeship program".
- ◆ The college delivering the course will record completion of a Level 1 apprenticeship in-school program. (The college may also award the student advanced standing in a college program.) In most cases, if the student is a registered apprentice, the Ministry of Training, Colleges and Universities also records the completion of Level 1 apprenticeship in-school training. Students should confirm that this has been done by visiting their local MTCU apprenticeship office.

4.4 **Apprenticeship Programs with College Oversight**

For apprenticeship programs with college oversight, the following reporting procedures must be followed.

- ◆ In the school's student management system, the "course delivery type" must be given as "team-taught apprenticeship program".
- ◆ The college overseeing the course will record completion of a Level 1 apprenticeship in-school program. (The college may also award the student advanced standing in a college program.) In most cases, if the student is a registered apprentice, the Ministry of Training, Colleges and Universities also records the completion of Level 1 apprenticeship in-school training. Students should confirm that this has been done by visiting their local MTCU apprenticeship office.

4.5 Ontario Student Record (OSR) Filing Procedures

Upon receiving a student's college record for a college-delivered dual credit course, the principal will record the student's standing on the final provincial report card and the OST, following the guidelines given above.

A completed final provincial report card will be filed in the student's OSR. A copy of the college record will also be filed in the student's OSR.

APPENDIX

Selection Criteria for Admission to Dual Credit Programs

Entry to dual credit programs is guided by the Student Success Team. Students may indicate their interest in the program on their course selection sheets, or they may be recommended for the program by school staff. Student Success teams then evaluate the suitability of those students based on the criteria below and any other criteria specific to the college program.

Dual credit programs are aimed at students who fall into one of the three following categories:

- ◆ students who face significant challenges in completing the requirements for graduation. This group includes disengaged and underachieving students who have the potential to succeed but are at risk of not graduating, and students who left school before graduating. These students are the primary focus of dual credit programs;
- ◆ students in Specialist High Skills Major (SHSM) programs;
- ◆ students in the Ontario Youth Apprenticeship Program (OYAP).

Disengaged and Underachieving Students

Suitability is determined on the basis of one or more of the following:

- ◆ student application
- ◆ review of student's OSR and credit counselling summary
- ◆ interview with the student
- ◆ recommendations of teachers
- ◆ discussion among members of the Student Success team regarding the options that provide the best fit with the student's interests, strengths, and needs

The Student Success team may find the following helpful in determining which students are most likely to benefit from the program.

Evidence that a student is disengaged

The student:

- ◆ has had numerous absences;
- ◆ has previously dropped out or is at risk of dropping out;
- ◆ is out of school but is reluctant to return to secondary school for non-academic reasons;
- ◆ displays a lack of involvement or engagement in school or community activities;
- ◆ sees little connection between secondary school and his or her preferred future;
- ◆ lacks confidence in his or her ability to succeed;
- ◆ is unsure of his or her pathway beyond secondary school;
- ◆ is in need of career clarification.

Evidence that a student is underachieving

The student:

- ◆ has fewer credits than average for his or her grade and is therefore not on track to graduate on time;
- ◆ is older than other students in his or her grade;
- ◆ was making progress earlier, but progress has slowed;
- ◆ is demonstrating a decline in achievement or marks over time.

Evidence that a student has the potential to succeed

The student:

- ◆ has completed most or all compulsory credits;
- ◆ can potentially graduate within one year (e.g., already has 22 or more credits) if provided with support;
- ◆ demonstrates that issues that were previously preventing success have been or are being addressed;
- ◆ demonstrates interest in and commitment to the dual credit program;
- ◆ is motivated to improve skills and work habits;
- ◆ demonstrates evidence of independent learning skills;
- ◆ demonstrates an appropriate maturity level;

- ◆ if he or she previously left school and has since returned, demonstrates progress in courses in the first semester, which will enable him or her to start a dual credit program in the second semester;
- ◆ demonstrates progress, maturity, motivation, or skills in activities outside the school setting.

For success in dual credit college courses, the student should:

- ◆ have had some success in college preparation courses.

For success in Level 1 apprenticeship in-school programs, the student should:

- ◆ have a strong interest in a specific trade;
- ◆ have related work or volunteer experience;
- ◆ have had success in a cooperative education program.

Students in SHSM Programs

Students in SHSM programs are eligible for dual credit programs.

Admission processes vary. Details are available at:

www.edu.gov.on.ca/morestudentsuccess/SHSM.asp.

Students in OYAP

Students in OYAP are eligible for dual credits. Admission processes vary.

Details are available at www.oyap.com.



♻️ Printed on recycled paper

12-106

ISBN 978-1-4435-9662-6 (Print)

ISBN 978-1-4435-9663-3 (PDF)

ISBN 978-1-4435-9664-0 (TXT)

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