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DUAL CREDIT PROGRAMS

Policy and Program Requirements

2020

Contents

Preface

This document supersedes *Dual Credit Programs: Policy and Program Requirements* (2013). It has been developed to update and clarify policy and program requirements set out in the previous document, in order to provide guidance to administrators and educators who are involved in dual credit programs.

Dual credit programs are programs approved by the Ministry of Education that allow students enrolled in secondary school to take college[1] courses, or apprenticeship courses delivered by a college, and to have those courses count towards both their Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, degree, or Certificate of Apprenticeship.

The Ministry of Education supports all students in making a successful transition to a postsecondary destination. Dual credit programs offer students who face challenges in completing secondary school a way to become re-engaged if they have the potential and interest to succeed in college or apprenticeship courses. Dual credit programs give these students the opportunity to succeed personally and academically, enabling them to improve the skills and competencies that are essential for everyday life and careers. Students in Specialist High Skills Major (SHSM) programs and the Ontario Youth Apprenticeship Program (OYAP) are also eligible for dual credit programs. For all eligible students,[2] dual credit programs foster and support learning, help build self-confidence, and provide the experience of life on a college campus.

Education policy for career planning in Ontario schools is founded on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace. A school's

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1. In this document, the term "college" refers to any of the twenty-four Ontario colleges of applied arts and technology.
2. Eligibility criteria are outlined in the appendix to this document.

comprehensive education and career/life planning program supports students in their self-development, in exploring postsecondary pathway options, and in making decisions, setting goals, and developing a transition plan. Matching students with appropriate opportunities, one student at a time, is an effective strategy in support of student success. School boards offer dual credit programs as one vehicle through which students can explore and move towards their initial postsecondary destination.

A smooth transition from secondary school begins with a student's increased awareness of postsecondary opportunities. In addition to the opportunity that dual credit programs give secondary school students to learn about their options, the ministry provides funding for activities and forums that help inform both elementary and secondary school students, as well as parents and teachers, about the various pathways and learning environments students can explore.

Today, all 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. The success of these programs, and their ability to provide students with rich experiences, depend on strong partnerships between school boards and colleges. Regional partnerships have been established across the province to plan, coordinate, promote, and deliver successful dual credit programming as well as activities and forums that help further students' and parents' understanding of the full range of possible destinations and pathways.
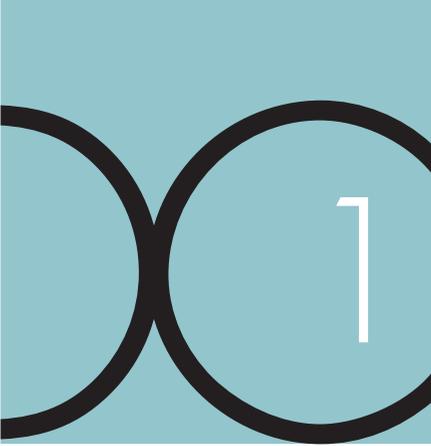
1 Policy Overview

1.1 The Focus of Dual Credit Programs

Dual credit programs are intended to support eligible secondary school students in Ontario, including Indigenous students, French-language students, and students in rural and northern communities, in completing their OSSD and making a successful transition to a college and/or apprenticeship program. The primary focus is on students who face significant challenges in completing the requirements for graduation but have the potential to succeed in college or apprenticeship. This primary target group includes disengaged students who have the potential to succeed but are at risk of not graduating, and students who left school before graduating but have returned to earn their diploma. While the focus of the program is on this group of students, and the majority of participants will fall into this category, students in Specialist High Skills Major (SHSM) programs and in the Ontario Youth Apprenticeship Program (OYAP) are also eligible to participate. A student can be in more than one target group. Eligible students should demonstrate an interest in and a commitment to the program.

1.2 Guiding Principles and Expectations 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 include the principles and expectations that must guide the development of all dual credit programs.

- Dual credit programs are based on the principles of collaboration and accountability in the context of regional partnerships between school boards[3] and publicly funded colleges. These partnerships can be guided by a "terms of reference" document that outlines the roles and responsibilities of each partner.
- Although secondary school teachers never deliver college curriculum, they are always involved in some capacity in the delivery of dual credit programs. The role of the teacher ranges from providing direct instruction related only to the secondary school curriculum and/or remediation to supervising students' programs and providing general support to program participants.
- The college component of a dual credit course is provided by a college professor or instructor with the support of a secondary school dual credit teacher, depending on the program delivery approach (see sections 2.1 through 2.3).
- 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 Labour, Training and Skills Development (MLTSD).
- 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).
- Students in dual credit programs are secondary school students of their school board, and the same level of care and concern must be provided to them as to any other secondary school student. Boards/schools and their postsecondary partners will ensure the planning and delivery of supports[4] 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, including

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3. In this document, the term "school board" includes both district school boards and school authorities.
4. Supports include academic and career counselling, mentoring, remediation, advocacy, financial counselling, and personal counselling.

accommodations related to prevalent medical conditions[5] and special education services, at both school board and college sites and as they move between the two.

✦ Boards/schools and colleges will coordinate the exchange of information related to academic progress (e.g., marks, attendance) between the college and the secondary school. Information must be shared in accordance with school board and college policies, as well as relevant legislation (e.g., the Education Act, the Municipal Freedom of Information and Protection of Privacy Act).

✦ School boards should be aware of college policies that differ from their own. Specifically:

  ✧ Colleges may have policies and protocols related to criminal reference checks that differ from those of the school board. Although school boards should be aware of the policies and protocols of their partner colleges, they should follow their own policies with respect to criminal reference checks for college instructors delivering dual credit programs in secondary schools.

  ✧ School boards and partner colleges follow their own transportation policies and protocols when transporting students to dual credit programs. Each should be aware of the policies and protocols of the other.

✦ Staff and students are subject to the relevant emergency procedures and processes when on school board and college sites.

✦ No tuition fees, apprenticeship classroom fees, or miscellaneous 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 accreditation and once towards a secondary school diploma. They fall into two broad categories:

✦ *College-delivered courses:* College courses or Level 1 apprenticeship programs delivered by a college professor or instructor. Credit is

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5. For more information, see Policy/Program Memorandum No. 161, "Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools", at www.edu.gov.on.ca/extra/eng/ppm/ppm161.pdf.

recorded on the college record using college course codes, and also on the Ontario Student Transcript (OST), using a special dual credit course code (e.g., TMH4T Fanshawe C: Equipment Maintenance MOPT-1001) assigned by the Ministry of Education.

✦ *Team-taught courses:* Courses in which college or apprenticeship course content is taught by a college professor or instructor and closely matched secondary course content is taught by 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 (e.g., TTJ4C, Transportation Technology), 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, and section 2.4 for details on recording course codes and credits.

1.4   Entry into Dual Credit Programs

Students may enter dual credit programs in a variety of ways. Eligible diploma-bound students – those who are facing challenges in completing secondary school but who have the potential to succeed in college or an apprenticeship – are selected for admission by relevant board or school staff under the school principal's oversight. Admission into a dual credit program must take into consideration a student's readiness – determined, for example, through pre-course counselling – and suitability, on the basis of the criteria outlined in the appendix to this document. Criteria specific to the college program may also be taken into account. Students in SHSM programs and OYAP are also eligible to take dual credit programs.

Students may have the opportunity during their course-selection process 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.[6] 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 approved team-taught courses is not restricted.

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

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6. 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, 2016*, Section 7.3.4: Programs in Music Taken outside the School, and Appendix 4: Music Certificates Accepted for Credits. *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*, which is available at www.edu.gov.on.ca/eng/general/elemsec/ost/ost.html.

1.6   Related Policy

1.6.1   *Creating Pathways to Success*

A dual credit program supports a school's comprehensive Education and Career/Life Planning Program, which supports students in their self-development, their exploration of postsecondary pathway options; making decisions; setting goals; and developing a transition plan.[7]

1.6.2   *Cooperative education*

The cooperative education program provides opportunities for all students in secondary school to apply, refine, and extend skills and knowledge developed in a related course or in the Grade 11 "Creating Opportunities through Co-op" course.[8]

A college-delivered dual credit course may complement and support student learning in a cooperative education course, but it cannot be used as the "related course" for the cooperative education course. When a dual credit course and a cooperative education course both relate to a student's particular area of interest, the cooperative education course can provide opportunities for the student to apply, refine, and extend learning from the dual credit course through the cooperative education experience.

Scheduling conflicts sometimes arise for students taking a college-delivered dual credit course. Such conflicts may be mitigated by the relative flexibility that a cooperative education course offers. A student who is earning one or more credits through cooperative education may be able to take the college course when it is available and, with the approval of the principal, the cooperative education teacher, and the placement supervisor, arrange to complete the cooperative education classroom and work placement hours at alternative times.

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7. *Creating Pathways to Success, 2013*, available at www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf.

8. For details about the two cooperative education courses in the Ontario curriculum – "Cooperative Education Linked to a Related Course (or Courses)" and "Creating Opportunities through Co-op" – see *The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018*, available at www.edu.gov.on.ca/eng/curriculum/secondary/cooperative-education.html.

1.6.3 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)[9] 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 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.

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9. The GSN funding does not cover instructional costs outside the regular school day. (For the definition of "regular school day", see R.R.O. 1990, Regulation 298 of the Education Act, at www.ontario.ca/laws/regulation/900298#BK2.)

1.7.1 Roles and responsibilities of secondary school dual credit teachers

The roles and responsibilities of dual credit teachers will vary depending on the delivery model and operational details of the program, but in all cases dual credit teachers must be aware of and adhere to relevant ministry policies (for example, policies on education and career/life planning, cooperative education, and Prior Learning Assessment and Recognition[10]). Dual credit teachers support both student well-being and achievement (providing either direct instruction or remediation or both) and are responsible for general program support as well. The elements 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;

✦ ensure that students are aware of the academic requirements and success criteria for both the relevant secondary curriculum and the college course;

✦ interact and communicate directly and on an ongoing basis with dual credit students, the students' other secondary school teachers, and college staff;

✦ assist relevant staff in the selection of students, verify course lists, 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 (IEPs);

✦ encourage students to document and reflect on the knowledge and skills they develop throughout the dual credit experience in their Individual Pathways Plan (IPP), taking into account both what they have learned and how they have applied or plan to apply what they learned, as part of their education and career/life planning;

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10. See *Creating Pathways to Success, 2013; The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018;* and *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016* (section 7.2.5), respectively.

- ✦ invite students to share the evidence of their learning in conference with the teacher and peers;
- ✦ 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 settings or other approved community contexts, as appropriate – for example, in secondary schools, colleges, college skills-training centres, alternative schools, or adult education centres. These programs may also be offered during the summer, using any of the program delivery approaches outlined in this section.

It is expected that, wherever possible, students will have the opportunity to participate in a college experience through a dual credit program. Where circumstances present challenges to offering the program (e.g., in northern, rural, and remote locations or where French-language programming is not accessible), online learning may offer a way to provide dual credit courses to those students for whom they are primarily intended. In such instances, a rationale must be provided and approved.

Regardless of the chosen delivery approach, students should always be made aware of program expectations and success criteria.

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 (for example, the passing grade may vary from college to college and from course to course, and may differ from the passing grade in an

Ontario curriculum course). Students who meet the college standard 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 team-teaching of matched college and secondary curriculum

Students are enrolled in a dual credit 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.

A student's achievement of the content of 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 of the secondary course is evaluated separately by the secondary school teacher. Credit for successful completion of the secondary 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.)

2.1.3 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.)

In the case of Level 1 apprenticeship programs delivered at a college to OYAP students with a Registered Training Agreement, the Ministry of Labour, Training and Skills Development will receive information from the college on the student's successful completion of the program.

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 content from the college curriculum, and a secondary school teacher delivers the content from 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 secondary school principal and 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

SWAC programs comprise secondary school courses and college dual credit courses delivered entirely on a college campus. Students attend classes on campus on a full-time basis. The secondary school courses are taught by secondary school teachers, and the college dual credit courses are taught by college professors or instructors, within a collaborative learning community on the college campus. Like other dual credit programs, SWAC programs are aimed at disengaged students who have the potential to succeed but are at risk of not graduating, and students who left school before graduating but have returned to earn their diploma. (The selection criteria for all dual credit programs are outlined in the appendix to this document.) Students must be enrolled in at least one dual credit course and at least one Ontario curriculum course in each semester.

A SWAC program may be delivered in a variety of ways. For example, in some models, students participate in a comprehensive program at a college five days a week for two semesters (some may participate for only one semester). Students 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 choice, as well as an additional secondary school course (or courses). 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 systems[11] 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 the school student management system. On the OST, the code "T" will appear (to indicate "team-taught dual credit course") and the words "Dual Credit" will appear in parentheses following the course title.[12]

For example, in the case of a team-taught course comprising the Grade 12 Mathematics for College Technology course and a 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 "(Dual Credit)", the course code "MCT4C", and the code "T" will 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 and to the secondary school principal for filing in the student's Ontario Student Record (OSR).

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

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11. For more information on reporting credits from all types of dual credit programs, see *The Ontario Student Transcript (OST): Manual, 2013*. The manual is available at: http://edu.gov. on.ca/eng/general/elemsec/ost/ost2013.pdf.

12. See Sample 9 in *The OST Manual*, page 36.

Transcript. The list of ministry-approved dual credit course codes is available at **www.edu.gov.on.ca/eng/teachers/studentsuccess/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 subcategories 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 Labour, Training and Skills Development. Because the courses follow provincial apprenticeship training standards, the name of the institution where the credit was earned does not appear.
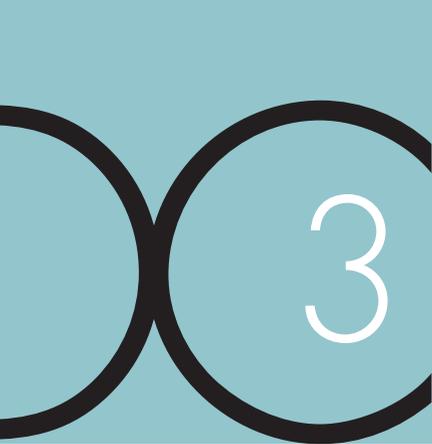
3 Information for Students Enrolling in Dual Credit Programs

3.1   Secondary School Course Calendars

Secondary school course calendars and course selection forms 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 9, footnote 6) 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, apprenticeship classroom fees, or miscellaneous fees will be charged.

Before the end of the first class, at the latest, colleges will inform students of the supports and services available to them, as well as of the applicable grading, assessment, attendance, and withdrawal policies (with associated dates) of the college. Additionally, students should be informed of the college credit pathways that are available. Students and their parents,[13] where appropriate,[14] will be informed about how information, including attendance records, will be shared between the college and the secondary school, in accordance with the relevant privacy legislation and school board and college policies. Parents of a student under the age of 18 who remains under parental control must be informed in the event that the student withdraws from the dual credit course.

3.3 Language of Instruction Protocols for Exceptional Circumstances

It is generally expected that a secondary school student enrolled in a French-language school board would enrol in a dual credit course of a French-language college, and similarly, that a secondary school student enrolled in an English-language school board would enrol in a dual credit course of an English-language college.

In exceptional circumstances, a secondary school student in the English-language system may be allowed to enrol in a dual credit course of a French-language college, and vice-versa. The same selection criteria apply as for all dual credit students (see the appendix). A signed protocol should be in place prior to the start of the course. This protocol includes an explanation of the circumstances and is signed by the director of education of the student's school board, and by the presidents of all French-language colleges and the English-language college (or colleges) that are involved.

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13. The word *parent(s)* is used in this document to refer to parent(s) and guardian(s). It may also be taken to include caregivers or close family members who are responsible for raising the child.
14. Schools may not share information with parents for those students who are over the age of 18 or who have withdrawn from parental control.

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 interested in transferring from one Ontario postsecondary educational institution to another can find information about transfer opportunities and processes by visiting the website of the Ontario Council on Articulation and Transfer (ONCAT) at http://www.ontransfer.ca.

For information about the qualification and application process for apprenticeships, students can visit https://www.ontario.ca/page/start-apprenticeship or contact their local Employment Ontario apprenticeship office at https://www.ontario.ca/page/employment-ontario-apprenticeship-offices.
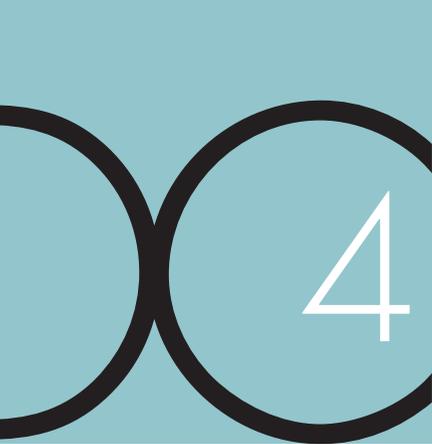
4 Assessment, Evaluation, and Reporting of Student Achievement in Dual Credit Courses

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 Labour, Training and Skills Development also records the completion of Level 1 apprenticeship in-school training. Students should confirm that this has been done by contacting their local Employment Ontario apprenticeship office. For Level 1 programs delivered at secondary schools, students must present both their college record and secondary school transcript to their local Employment Ontario office within two years of completion of the Level 1 and after they have registered a training agreement. Completion of the Level 1 apprenticeship in-school training may result in advanced standing in a college program.

- Most Level 1 apprenticeship dual credit courses have a secondary school credit value of more than one 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 one credit, the word "partial" will appear in the course title if the student does not successfully complete the full program – for example, "Level 1 App: Cook 415A (Partial)".

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, prior to the end of the first class, at the latest, 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: Principals must ensure that any letter grades reported on a college record are converted 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.

+ It is expected that the "Learning Skills and Work Habits" section and the "Attendance" section of the provincial report card will both be completed by the dual credit teacher. When possible, the teacher should seek the input of the college professor or instructor.

+ It is important for students, dual credit teachers, and principals to be aware that college withdrawal dates differ from those of school boards. 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 of the OST, and the student's percentage grade at the time of withdrawal is recorded in the "Percentage Grade" column.

4.2.2 Mid-term reporting

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

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

+ Students, and their parents, where appropriate,[15] must be given advance warning if a student is at risk of not being successful in a course, and they must be informed beforehand of the procedures that will be followed by the college and the school board 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.

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15. See footnote 14 on page 21.

◆ 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's online administration system or by contacting the student's secondary school dual credit teacher.

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 (or courses) 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 ten business days after the last class.

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

For each student enrolled in a dual credit college course (or courses) 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 ten business days after the last class.

4.2.3.3 College intersession/summer-term courses

For each student enrolled in a dual credit college course (or courses) 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 no later than ten business days after the last class. The exact dates should be included in a written agreement between the college and the participating school board(s).

4.2.4 Procedures if a student exceeds the four-credit limit for college-delivered dual credit courses

As noted in section 1.5.1, dual credit students may count a maximum of four *college-delivered* dual credits as optional credits towards their OSSD. In the event that a student earns more than four credits, the student may select the four that are to be entered on the OST. If the student does not indicate which four credits are to be recorded, the principal, or the principal's designate, will enter the credits on the OST, selecting the course(s) with the highest credit value first and then the course(s) with the highest percentage value. (See section 1.3, "Two Broad Categories of Dual Credit Courses", as well as section 1.5, "Credits Earned in Dual Credit Programs".)

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 secondary school principal as well as 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 Labour, Training and Skills Development also records the completion of Level 1 apprenticeship in-school training. Students should confirm that this has been done by visiting their local Employment Ontario 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" that must be selected is "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 Labour, Training and Skills Development also records the completion of Level 1 apprenticeship in-school training. Students should confirm that this has been done by contacting their local Employment Ontario 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.

These documents will also be filed in the student's OSR in accordance with the OSR guidelines.

Appendix: Selection Criteria for Admission to Dual Credit Programs

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

✦ students in the *primary target group* – those who face significant challenges in completing the requirements for graduation, or who left school before graduating, because they are disengaged and not meeting their full academic potential, but who have shown evidence of the potential to succeed in college or an apprenticeship;

✦ students in Specialist High Skills Major (SHSM) programs;

✦ students in the Ontario Youth Apprenticeship Program (OYAP).

Entry into dual credit programs is guided by relevant staff, overseen by the school principal. Students may indicate their interest in a dual credit program on their course selection form, or they may be recommended for the program by school staff. Staff evaluate a student's suitability for the program on the basis of the criteria listed below, as well as criteria specific to the college program.

Students Who Are Disengaged and Who Are Not Reaching Their Full Academic Potential

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

✦ the student's level of interest in the program (e.g., as demonstrated by submission of an application)

✦ a review of the student's OSR and credit counselling summary

✦ an interview with the student

✦ recommendations of teachers

✦ discussion among relevant staff, overseen by the school principal, regarding the options that provide the best fit with the student's interests, strengths, and needs

Staff may find the following helpful in determining which students are most likely to benefit from the program.

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;
✦ demonstrates the potential to develop skills such as critical thinking, communication, innovation, creativity, collaboration, and entrepreneurship;
✦ if the student previously left school and then returned, demonstrates progress in courses in the first semester, making it possible to start a dual credit program in the second semester;
✦ demonstrates progress, maturity, motivation, suitable interpersonal skills, and/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.

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 and is reluctant to return, for non-academic reasons;

- displays a lack of involvement or engagement in school or community activities;
- sees little connection between secondary school and their preferred future;
- lacks confidence in their ability to succeed;
- is unsure of their pathway beyond secondary school;
- has a limited understanding of career options.

Evidence that a student is not reaching their full academic potential

The student:

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

Students in Specialist High Skills Major (SHSM) Programs

Students in SHSM programs are eligible to participate in dual credit programs. For more information on SHSM, contact your school guidance department or visit http://www.edu.gov.on.ca/morestudentsuccess/SHSM.html

Students in the Ontario Youth Apprenticeship Program (OYAP)

Students in OYAP are eligible to participate in dual credit programs. For more information, contact your school guidance department or visit https://www.ontario.ca/page/prepare-apprenticeship#section-2.

Resources

Education Act, R.S.O 1990
https://www.ontario.ca/laws/statute/90e02

Ministry Publications

Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools (2013)
http://www.edu.gov.on.ca/eng/document/policy/cps/

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)
http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements (2016)
http://www.edu.gov.on.ca/eng/document/policy/os/index.html

Ontario's Aménagement Linguistique Policy for French-Language Education (2005)
http://www.edu.gov.on.ca/eng/document/policy/linguistique/linguistique.pdf

Ontario's Education Equity Action Plan (2017)
http://www.edu.gov.on.ca/eng/about/action_plan.html

Pathways to Apprenticeship: Options for Secondary School Students (2017)
http://www.edu.gov.on.ca/eng/teachers/studentsuccess/PathwayApprentice.pdf

Politique d'aménagement linguistique (PAL): A Policy Framework for French-Language Postsecondary Education and Training in Ontario (2011)
http://www.tcu.gov.on.ca/pepg/publications/PAL_Eng_Web.pdf

Specialist High Skills Major: Policy and Implementation Guide
http://www.edu.gov.on.ca/morestudentsuccess/shsm.html

The Ontario Curriculum, Grades 11 and 12: Cooperative Education (2018)
http://www.edu.gov.on.ca/eng/curriculum/secondary/cooperative-education.html

The Ontario Student Transcript (OST): Manual (2013)
http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost.html

Websites

Employment Ontario apprenticeship offices
https://www.ontario.ca/page/employment-ontario-apprenticeship-offices

Ontario Council on Articulation and Transfer (ONCAT)
http://www.ontransfer.ca

Prepare for Apprenticeship
https://www.ontario.ca/page/prepare-apprenticeship#section-2