

**Dual Credit
Policy and Implementation
2010**

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1.0 General Information

The purpose of this document is to provide direction for the implementation of dual credit programs.

1.1 Primary Focus of Dual Credit Programs

Dual Credit Programs are intended to assist secondary students in the completion of their Ontario Secondary School Diploma (OSSD) and successful transition to college and apprenticeship programs. The primary focus is on those students facing the biggest challenges in graduating. This includes disengaged and underachieving students with the potential to succeed but who are at risk of not graduating from high school, and students who have left high school before graduating. Approved Dual Credit Programs also include students in Specialist High Skills Major (SHSM) programs and Ontario Youth Apprenticeship Programs (OYAP).

1.2 Guiding principles for dual credit programs

The guiding principles for all dual credit programs are provided below. The principles reflect and emphasize common characteristics in the continuum of dual credit learning opportunities.

- Dual credit programs are based on partnership, collaboration and accountability between school boards and public postsecondary institutions.
- Courses are approved for OSSD credit by the Ministry of Education, delivered by public institutions and appropriately qualified educators with OSSD credits awarded only by secondary school principals.¹
- All dual credit learning opportunities will involve secondary schools and a role for dual credit teachers, ranging from direct instruction to support and supervision of students.
- Boards/schools will ensure that the planning and delivery of supports² and services needed to foster student success in dual credit learning opportunities are coordinated with public postsecondary institutions. Students must have access to appropriate supports and services as they move between institutions without encountering systemic barriers.
- Boards/schools and colleges will coordinate the exchange of academic progress information (marks and attendance) between colleges and secondary schools to support student success.
- No tuition fees or apprenticeship classroom fees will be charged to students.
- Entry into the dual credit program will be guided through the Student Success Team at the school or board level using the selection criteria checklist provided in Appendix A.

¹ Students enrolled in college-delivered dual credit courses are granted credits according to standards developed by the college.

² Supports include professional services, remediation, advocacy, academic and career counselling, social/financial counselling and student evaluation.

1.3 General Guidelines

- A secondary school student enrolled in a board may count a maximum of four optional credits toward the OSSD for approved college courses or Level 1 in-school apprenticeship training delivered by a college professor or instructor within an approved SCWI Dual Credit Program. This limit of four optional credits includes OSSD credits granted for college-delivered dual credit courses beginning in 2006-07.
- For students who also receive credit for ministry-approved external credentials from music conservatories (see [Policy and Program Memorandum No. 133](#)), the maximum of four optional credits that can be counted towards the OSSD includes **both** dual credit courses **and** external (music) credentials. For example, students who earn two external music credits could only count 2 dual credits.
- Only students in approved SCWI dual credit programs are eligible to be granted OSSD credits for college-delivered dual credit courses.
- Principals of secondary schools will grant OSSD credits for courses taught by college professors and instructors within approved dual credit programs and use new [ministry-defined course codes](#) for the recording of student achievement on the Ontario Provincial Report Card and the Ontario Student Transcript.
- Dual Credit Programs will offer courses that count for credit toward both the Ontario Secondary School Diploma and:
 - a local college certificate
 - an Ontario College Certificate
 - an Ontario College Diploma
 - an Ontario College Advanced Diploma
 - an Ontario College Bachelor's Degree in an applied area of study, or
 - Apprenticeship Certificate of Qualifications.
- Dual credit course instruction is to be provided by a college professor or instructor and/or a certified journey person and/or a secondary school teacher where required. Dual credit programs which include college-delivered courses/programs will involve secondary school dual credit teachers.
- Students must meet their senior compulsory credit requirements of Grade 11 and 12 English, and Grade 11 or 12 Mathematics, through Ontario curriculum courses delivered by secondary school teachers.
- Students may not take college-delivered courses leading to dual credits during secondary school cooperative education class or placement time. Cooperative education credits may only be earned for the successful completion of the classroom and work placement components of a co-op program which are delivered and monitored by a secondary school co-op

teacher. However, students do have the flexibility to take a college course when it is available and, with the approval of their cooperative education teacher and workplace supervisor, complete the required secondary school cooperative education in-school class or work placement hours independent of the college course at an appropriate time during the semester.

- Cooperative education courses cannot be tied to college-delivered dual credit courses.
- Since college-delivered dual credit courses are not Ontario curriculum, they cannot be challenged using the Ministry of Education PLAR process, nor can they be completed through Credit Recovery. This does not preclude the possibility that similar mechanisms may be available from and administered by the college.
- Dual credit programs may take place in college and school board locations as appropriate, e.g. secondary schools, college campuses, college skill-training centres, and board alternative and adult education centres.

1.4 Delivery Approaches

The delivery of dual credit programs may follow one of several approaches.

- Dual credit based on college-delivered college course involving a secondary school dual credit teacher. Students earn a credit that counts both towards their OSSD and towards their postsecondary certificate, diploma or degree. Achievement is recorded using a unique Ministry dual credit course code.
- Dual credit based on college-delivered level 1 apprenticeship in-school training involving a secondary school dual credit teacher. Students earn a credit that counts both towards their OSSD and towards their apprenticeship certification. Achievement is recorded using a unique Ministry dual credit course code.
- Dual credit based on team-teaching of matched college and secondary curriculum. Achievement in the secondary curriculum is recorded on the Ontario Student Transcript using the appropriate Ontario curriculum course code. Students also receive a college record indicating their achievement in the college curriculum.
- Dual credit with an apprenticeship focus based on team-teaching of matched Level 1 Apprenticeship and secondary curriculum or based on secondary teacher teaching of matched curriculum with “college oversight”. Achievement in the secondary curriculum is recorded on the Ontario Student Transcript using the appropriate Ontario curriculum course code. Students also receive a college record indicating their achievement in the college curriculum.

- Dual credit based on advanced standing agreement not team taught involving matching secondary school credit course(s) and college credit course(s). Achievement in the secondary curriculum is recorded on the Ontario Student Transcript using the appropriate Ontario curriculum course code. Students who subsequently register in a postsecondary program at the college named in the agreement may qualify for advanced standing in a related college course.
- Dual credit with apprenticeship focus based on advanced standing agreement not team taught. Achievement in the secondary curriculum is recorded on the Ontario Student Transcript using the appropriate Ontario curriculum course code. For registered apprentices, successful completion of the exemption test will lead to the granting and recording of the exemption from the Level 1 apprenticeship in-school curriculum standards by the Ministry of Training, Colleges and Universities and may result in advanced standing in a college program. For non-apprentices, successful completion of the exemption test will lead to college documentation and, upon registration as an apprentice, the granting and recording of the exemption from the Level 1 apprenticeship in-school curriculum standards by MTCU and may result in advanced standing in a college program.

1.5 Program delivery models for college-delivered dual credits

Integrated Model

- Secondary school students are integrated into already existing college classes made up of “regular” college students.

Congregated Classes

- Class is composed of only dual credit secondary school students

School Within A College Programs

School Within a College Programs (SWAC) provide a ‘made in Ontario’ model for the delivery of secondary credit courses by secondary school teachers and college Dual Credit courses by college professors/instructors within a collaborative learning community on a college campus. SWAC programs may include the following elements:

- In some models, students spend most of the first semester in secondary school courses (including credit recovery) as well as one college-delivered “college readiness” credit course. In second semester, students then take two or more college credit courses of their choosing as well as additional secondary school course(s).
- Dual Credit teachers provide supports and supervision, including remediation in literacy, learning skills and work habits, to Dual Credit

students. The Dual Credit teacher also assists students in accessing college and board supports as needed.

Students may participate in this type of comprehensive program 5 days per week for one or two semesters on a college campus

1.6 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 additional supports to students. Secondary school staffing is determined in the same way, whether students are participating in approved dual credit programs where the instruction is provided by a college professor/instructor and a secondary school dual credit teacher provides additional student support or taking Ontario curriculum courses delivered by secondary school teachers in their own school. The school timetable assigns a section to the dual credit program, as it would for an English or Math course, and assigns students and a teacher to the section. The secondary teacher instructional costs for all approved dual credit program approaches is provided through the Grants for Student Needs (GSN) in the same manner as funding is provided for any credit course. Secondary programs are funded at an average of 22 pupils per class, and are based on the average of the full-time equivalent pupils reported on the two count dates, October 31 and March 31.

School boards receive full funding for a student where, in a semestered system, the pupil is enrolled in 3 or more courses; in a non-semestered system, six or more courses equal a full time student. If a student in a semestered system is taking 2 courses in his/her secondary school and 1 approved college-delivered dual credit course, that student would be fully funded as would a student in a non-semestered school taking 5 courses in his/her secondary school and 1 approved college-delivered dual credit course.

1.6.1 Role of the Secondary Dual Credit Teacher

Roles and responsibilities will vary according to the delivery model and operational details of the program and will include the following:

- Carry out dual credit operational guidelines and address issues related to dual credit guiding principles and procedures
- Serve as the secondary school contact while maintaining regular and on-going communication with college faculty and school board staff affiliated with the dual credit course/program
- Support student success through interaction and communication with dual credit students, their teachers and college faculty
- Assist the Student Success Team in the selection of students, verify course rosters and the submission of required documents for registration/admission
- Assist their students in the transition to college by helping to navigate the college environment for informed access and awareness of available college resources and programs

- Facilitate in planning and ensuring the delivery of supports and services needed to foster their students' success in dual credit learning opportunities while reflecting accommodations for exceptionalities and/or individual education plans
- Coordinate the exchange of information about the academic progress of their students including marks and attendance data to support student success. Verify accuracy and comply with secondary school reporting cycle timelines

1.7 Dual Credit Course Codes

The course codes to be used for **team-taught** dual credit courses are the **regular Ontario curriculum codes**.

The course codes to be used for **college-delivered** college courses and for college-delivered apprenticeship training, are **unique codes developed by the Ministry of Education**. The complete list of Ministry-approved dual credit course codes is updated regularly and is available at this URL:

<http://www.edu.gov.on.ca/eng/teachers/studentssuccess/dual.html>

There is no indication of destination in the course type. All will end with “4T” indicating “equivalent learning”. The codes will begin with the letter “Y”, “Z” or “O” according to the type of course as outlined below.

A. For college-delivered college courses:

Sample Ministry Course Code: **YAB4T**

- consists of 5 characters.
- begins with the letter “Y” or “Z”
- ends with “4T”

Sample Ministry Course Title: **Northern C: Introduction to Business
BU1003**

- begins with the name of the college, followed by the name of the course and the college course code as they appear in the college calendar.

B. Level 1 Apprenticeship Training

Sample Ministry Course Code: **OZX4T**

- consists of 5 characters.
- begins with the letter “O”
- ends with “4T”

Sample Ministry Course Title: **Level 1 App: Automotive Service
Technician 310S**

- begins with “Level 1 App:” followed by the name of the apprenticeship and provincial Ministry of Training, Colleges and Universities apprenticeship code.
- Since apprenticeship training is based on TCU training standards used by all Training Delivery Agents, the course codes and course titles are the same regardless of which college delivers the program.

C. Level 1 Apprenticeship “Plus” Program

The Apprenticeship “Plus” program provides an opportunity for students to complete the requirements for a Level 1 Apprenticeship plus take additional related college courses. For these programs, the course title will include the college name as well as the name and TCU code of the apprenticeship followed by the word “Plus.”

Sample Ministry Course Code: **OZC4T**

- consists of 5 characters.
- begins with the letter “O”
- ends with “4T”

Sample Ministry Course Title: **Cambrian C: Level 1 App. Cook 415A Plus**

D. Apprenticeship “Modules” Program

An apprenticeship (Modules) program is structured to allow students to complete the separate (module) requirements for the apprenticeship program. It is possible that a student may only partially complete the program resulting in only the successfully completed modules being used to calculate the student’s percentage grade and credit value. (See Section 3.1 Assessment and Evaluation in Dual Credit Programs.)

Sample Ministry Course Code: **OZA4T**

- consists of 5 characters.
- begins with the letter “O”
- ends with “4T”

Sample Ministry Course Title: **Educational Assistant Apprenticeship Program (Modules) 620E**

- begins with the name of the apprenticeship followed by “(modules)” and the provincial Ministry of Training, Colleges and Universities apprenticeship code.
- Since apprenticeship training is based on TCU training standards used by all Training Delivery Agents, the course codes and course titles are the same regardless of which college delivers the program.

2.0 Enrolling in Dual Credit Programs

2.1 Board/Secondary School Course Calendars

School course calendars and option sheets should include reference to available Dual Credit programs.

The information should include:

- a general description of the program(s) offered including the name of the partnering college, the location of the program, and pertinent operational details;
- the application/selection process used to select students for admission to dual credit courses;
- a reminder that students can count a maximum of 4 college-delivered Dual Credits as optional credits towards the OSSD and that Dual Credits cannot be used as substitutions for compulsory credit requirements.

2.2 College Registration

- Students, and where appropriate, parents, will be informed of how 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.
- Participants in college-delivered dual credit programs/courses will be registered as college students. Colleges will inform students of the supports and services available to them as well as the college grading, assessment, attendance and withdrawal policies that will apply to them.
- No tuition fees or apprenticeship classroom fees will be charged to students.

2.3 Transferability of college credits and long-term student planning

- It is essential that program planning for individual students be taken into account. Students considering applying for full-time college programs need to be advised to contact their college of choice to determine the transferability of their dual credits to the specific program of interest.
- Students should be informed that there is a protocol that covers the transferability of dual credit courses offered by colleges.
- The processes that will be used are set out in the Mobility and Transferability Protocol for College-to College Transfer (November 2003). This commitment to portability will provide a significant benefit to Ontario secondary school students as they transition to their chosen college or apprenticeship destination.

3.0 Reporting Student Achievement in Dual Credit Courses

3.1 Assessment and Evaluation in Dual Credit Courses

Dual credit programs can involve a range of opportunities and delivery approaches, which are specified in this document. The programs may include courses that involve team teaching as well as college courses delivered by college faculty. Assessment and evaluation of student achievement in these two types of courses conform to the following guidelines.

In college-delivered college courses:

When students participate in college-delivered courses they are to be experiencing learning and its assessment and evaluation as all other college students are. Since college-delivered college courses are classified as “equivalent learning”, and since neither instruction nor assessment and evaluation in these courses is the responsibility of secondary school teachers, assessment and evaluation in these courses is not governed by *Growing Success*.

The following guidelines apply to college-delivered dual credit courses:

- The college instructor/professor is responsible for the assessment and evaluation of student achievement in college-delivered college dual credit courses.
- Students in college-delivered dual credit courses will be informed of what grade is required in order to earn credit for the course (e.g. 50%, 60%, 70%) on or before the first day of instruction.
- The results of the college assessment and evaluation of student achievement are to be reported on the Provincial Report Card and on the Ontario Student Transcript. Guidelines with respect to reporting dual credit achievement on the first and second report are forthcoming.
- The secondary school principal will record the mark as provided by the college instructor/professor. Grades assigned by college instructors/professors must not be adjusted. All letter grades reported on the college record must be converted by the principal to a percentage grade before entering this information on the report card and transcript (OST). Colleges will provide the principal with a guide to conversion.
- Students who do not successfully complete the college course, in accordance with the passing grade established by the college, will not receive credit towards the OSSD for the course.
- Full disclosure will apply to dual credit courses. Completion of dual credit courses (both successful and unsuccessful) will be recorded on the student’s OST. Repeating a successfully completed course will reflect the Ministry of Education’s full disclosure policy by indicating an “R” in the credit column of the course with the lowest mark. Withdrawal

from dual credit courses will reflect the college's deadlines for withdrawal without penalty. If the student withdraws after the college's deadline date, 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.

- Some dual credit programs will have a secondary school credit value of more than 1.0 credit. Partial completion can be recorded on the Provincial Report Card and on the Ontario Student Transcript by indicating a value less than the full credit value assigned to the course/program. In the case of a Level 1 apprenticeship program, the word "partial" will appear in the course title. In such cases, there will be no credit reported on the college record.
- The Ministry of Training, Colleges and Universities documents successful completion of Level 1 apprenticeship training.

In team-taught dual credit courses:

- College assessment and evaluation standards apply with respect to college-delivered content, and student achievement is recorded on a college record, using the college course code and credit value.
- The Ministry of Training, Colleges and Universities documents successful completion of Level 1 apprenticeship training.
- Ontario curriculum assessment and evaluation standards apply with respect to secondary school curriculum content, and student achievement is recorded on the Ontario Student Transcript.

3.2 Recording Student Achievement: by Delivery Approach

How and when achievement is recorded varies with the delivery approach.

- **Dual credit based on college-delivered college course involving a secondary school dual credit teacher**
 - Principals will be provided with a **Ministry dual credit course code**, Ministry course title and credit value by the Ministry of Education for each college-delivered course and they will enter the Ministry course code, Ministry course title, credit value and mark achieved on the provincial report card and on the OST to document student achievement.
 - "Course delivery type" must be indicated in the school student management system as "college-delivered, college course".
 - A student may count a **maximum of four credits** for college-delivered courses toward the optional credit requirements for the Ontario Secondary School Diploma.
 - Only a secondary school principal of a school in an approved School College Work Initiative dual credit program may award credit on a student's Ontario Student Transcript for a college-delivered course.
 - The college will record completion of the college course to document the student's achievement.

- A college record will be generated to document the secondary school student's achievement and will be sent to the secondary school principal.
 - Students may obtain a copy of the college record upon request from the college or they may obtain a copy from their secondary school OSR.
- **Dual credit based on college-delivered Level 1 apprenticeship in-school training involving a secondary school dual credit teacher**
 - Principals will be provided with a **Ministry dual credit course code**, Ministry course title and credit value by the Ministry of Education for each college-delivered course and they will enter the Ministry course code, Ministry course title, credit value and mark achieved on the provincial report card and on the OST to document student achievement.
 - "Course delivery type" must be indicated in the school student management system as "college-delivered, apprenticeship program".
 - A student may count a **maximum of four credits** for college-delivered apprenticeship Level 1 in-school training, toward the optional credit requirements for the Ontario Secondary School Diploma.
 - The college will record completion of Level 1 apprenticeship in-school curriculum standards delivered by a college which is an approved training delivery agent for that trade. This may also result in advanced standing in a college program. For registered apprentices, this will also lead to the recording of the completion of Level 1 apprenticeship in-school curriculum standards by the Ministry of Training, Colleges and Universities.
 - A college record will be generated to document the secondary school student's achievement and will be sent to the secondary school principal. A copy of the college record will be kept in the OSR and will be available to the student.
 - **Dual credit based on team-teaming of matched college and secondary curriculum**
 - Principals will use the **existing Ontario curriculum course code** and course name to record student achievement on the provincial report card and on the OST.
 - "Course delivery type" must be indicated in the school student management system as "team-taught, college course".
 - This model occurs when the content of the secondary and postsecondary courses matches.
 - Since the delivery of the college course through team-teaching directly involves a secondary school teacher delivering an Ontario curriculum course, **these credits are not included in the calculation of the maximum of four dual credits.**

- The college will record the student's dual credit earned through the college delivering the course and that college will provide a copy of the record to the student upon request.
- **Dual credit with apprenticeship focus based on team-teaching of matched Level 1 apprenticeship and secondary curriculum**
 - Principals will use the **existing Ontario curriculum course code** and course name to record student achievement on provincial report card and on the OST.
 - "Course delivery type" must be indicated in the school student management system as "team-taught, apprenticeship program".
 - This model occurs when the content of the secondary courses and apprenticeship level 1 in-school curriculum standards matches.
 - Since the delivery of the Level 1 apprenticeship in-school training through team-teaching directly involves a secondary school teacher delivering an Ontario curriculum course, these credits are **not included in the calculation of the maximum of four dual credits**.
 - The college will record completion of Level 1 apprenticeship in-school training delivered through team-teaching by a secondary school teacher and by a college professor or instructor where the level 1 in-school training is delivered by an approved Training Delivery Agents (TDA) for that trade. This may also result in advanced standing in a college program. For registered apprentices, this will also lead to the recording of the completion of Level 1 apprenticeship in-school curriculum standards by the Ministry of Training, Colleges and Universities.
 - **Dual credit with apprenticeship focus based on college oversight of matched Level 1 apprenticeship and secondary curriculum.**

Typically, apprenticeship in-school training is delivered at a college site. Under certain conditions, the training may be delivered by a secondary school teacher in a secondary school. In such cases, there is an oversight protocol which must be followed:

Oversight Protocol

- The college, which is an approved TDA for the trade, must complete the "College Attestation of Secondary School delivery of Level 1 Apprenticeship". In signing this protocol, the college is confirming that the facilities, instructor and resources are acceptable and appropriate for Level 1 training.
- The college agrees to oversee the delivery of the apprenticeship in-school training by a secondary school teacher with the appropriate qualifications.
- The college with oversight role grants recognition of completion of Level 1 Apprenticeship.

- The secondary school principal grants secondary school credits and records achievement using Ontario curriculum course codes.
 - “Course delivery type” must be indicated in the school student management system as “team-taught, apprenticeship program”.
- **Advanced standing agreement involving secondary credit course(s) and college credit courses:**
 - Principals will use the **existing Ontario curriculum course code** and **course name** to record student achievement on the provincial report card and on the OST.
 - “Course delivery type” must be indicated in the school student management system as “advanced standing, college course”.
 - Since the Ontario curriculum course is delivered by a secondary school teacher, these credits are **not included in the calculation of the maximum of four dual credits**.
 - Students will receive college credit for their dual credit course(s) once they are registered in a college program.
 - The college will process and record credit recognition according to the terms of the advanced standing agreement.
- **Apprenticeship focus based on advanced standing agreement**
 - Since a secondary school teacher delivers the preparation for the Level 1 exemption test through existing Ontario curriculum technological education courses, the principal grants credits in that discipline and records the student’s achievement on the provincial report card and on the OST using **existing Ontario curriculum course codes**.
 - “Course delivery type” must be indicated in the school student management system as “advanced standing, apprenticeship program”.
 - For registered apprentices, successful completion of the exemption test will lead to the granting and recording of the exemption from the Level 1 apprenticeship in-school curriculum standards by the Ministry of Training, Colleges and Universities and may result in advanced standing in a college program.
 - For non-apprentices, successful completion of the exemption test will lead to college documentation and, upon registration as an apprentice, the granting and recording of the exemption from the Level 1 apprenticeship in-school curriculum standards by MTCU and may result in advanced standing in a college program.

3.3 Reporting Dual Credits on the Provincial Report Card

For team-taught programs, the course codes and the reporting procedures are the same as for any other Ontario curriculum course.

For college-delivered college courses or for college-delivered apprenticeship training, the following procedures apply:

The Provincial Report Card shall be completed under the direction of the principal for each dual credit course taken by a student enrolled in an Ontario secondary school. Indicate the information on the Provincial Report Card as follows:

Course Title: Indicate the Course Title for the Dual Credit as listed on the Ministry's list of dual credit course codes.

Course Code: Indicate the ministry dual credit course code. College post secondary preparatory and year one dual credit courses begin with "Y" or "Z". Level 1 Apprenticeship dual credit courses begin with the letter "O". Course codes used as placeholders in student timetables (YYY4X for college courses and OOO4X for apprenticeship programs) must be replaced with the appropriate ministry dual credit course code from the list found at <http://www.edu.gov.on.ca/eng/teachers/studentssuccess/dual.html>).

Teacher: Where applicable, insert the name of the secondary school dual credit teacher assigned to provide additional student supports. Where the dual credit teacher is not a teacher of the school issuing the report card, place the words "College Instructor" on this line.

Percentage Grade: Indicate on the final report card, the percentage grade that is reported on the college record sent to the principal.

Course Median: Place "NA" in this box.

Credit Earned: Indicate the credit value listed on the ministry's approved list of dual credits. (In the case of partial completion of multi-credit courses, see page 12)

Comments:

1. First Report: Place the following comment in this box – "If you require further information, including attendance details, contact (*enter name of secondary school dual credit teacher*), secondary school contact.
2. Final Report: Place the following comment in this box – "If you require further information, including attendance details, contact (*enter name of secondary school dual credit teacher*), secondary school contact. In addition, refer to the college record at the completion of the dual credit course."

Attendance: Enter "NA." The secondary school dual credit teacher will facilitate the sharing of attendance information (but it will not be reported on the provincial report card.)

Learning Skills Boxes: The secondary school dual credit teacher will complete this section in consultation with the college professor/instructor.

3.4 Ontario Student Record (OSR) Filing Procedures

- Upon receiving the college record, the principal will record the student's standing on the final Provincial Report Card and Ontario Student Transcript (OST).
- A completed final Provincial Report Card will be filed in the student's OSR
- A copy of the college record will be filed in the student's OSR.

3.5 Procedure and Timelines for Colleges to Report Dual Credit(s) to Secondary School Principals

- College Fall Term Courses (Semester 1 for secondary schools)

A college record, complete with final mark for each student enrolled in Semester 1 dual credit college courses, will be forwarded to the secondary school principal no later than February 1st.

- College Winter Term Courses (Semester 2 for secondary schools)

A college record, complete with final mark for each student enrolled in Semester 2 dual credit college courses, will be forwarded to the secondary school principal no later than May 31st

- College Intersession/Summer Term Courses

A college record, complete with final mark for each student enrolled in an Intersession or Summer Term dual credit course(s), will be forwarded to the secondary school principal upon the completion of the course(s). The exact dates should be included in a written agreement between the college and participating school boards.

APPENDIX A

Selection Criteria for Admission to Dual Credit Programs

Primary target group: Disengaged and underachieving but with the potential to succeed	SHSM students - enrolled in college-delivered programs	OYAP students - enrolled in college-delivered Level 1 programs
<p> Not an entitlement program Entry guided by Student Success Team Program and selection process described in course calendar Students indicate interest on option sheets </p> <p> Suitability determined through: </p> <ul style="list-style-type: none"> <input type="checkbox"/> Student Application <input type="checkbox"/> Review of OSR/ credit counselling summaries <input type="checkbox"/> Interview <input type="checkbox"/> Recommendations of teachers <input type="checkbox"/> Discussion with school team of best fit between interests, strengths and needs of the student and the range of options available 	<p> Suitability determined through: </p> <p>Acceptance into SHSM program</p> <p>Admission processes for SHSM programs vary.</p>	<p> Suitability determined through: </p> <p>Acceptance into OYAP program</p> <p>Admission processes for OYAP programs vary.</p>

<p style="text-align: center;">Primary target group:</p> <p style="text-align: center;">Disengaged and underachieving but with the potential to succeed</p>	<p style="text-align: center;">SHSM students</p> <p style="text-align: center;">- enrolled in college-delivered programs</p>	<p style="text-align: center;">OYAP students</p> <p style="text-align: center;">- enrolled in college-delivered Level 1 programs</p>
<p>Disengaged and underachieving: evidence</p> <p>Disengaged</p> <ul style="list-style-type: none"> <input type="checkbox"/> numerous absences <input type="checkbox"/> has already or is at risk of dropping out <input type="checkbox"/> out of school but reluctant to return to secondary school for non-academic reasons <input type="checkbox"/> lack of involvement/engagement in school or community activities <input type="checkbox"/> sees little connection between secondary school program and preferred future <input type="checkbox"/> lacks confidence in ability to succeed <input type="checkbox"/> unsure of pathway beyond secondary school <input type="checkbox"/> in need of career clarification <p>Underachieving</p> <ul style="list-style-type: none"> <input type="checkbox"/> under-credited: off-track to graduate in 4/5 years <input type="checkbox"/> overage for grade level <input type="checkbox"/> was making progress but progress has slowed <input type="checkbox"/> marks in courses declining 		

<p style="text-align: center;">Primary target group:</p> <p style="text-align: center;">Disengaged and underachieving but with the potential to succeed</p>	<p style="text-align: center;">SHSM students</p> <p style="text-align: center;">- enrolled in college-delivered programs</p>	<p style="text-align: center;">OYAP students</p> <p style="text-align: center;">- enrolled in college-delivered Level 1 programs</p>
<p>Potential to succeed: Evidence</p> <p>Individual students identified by school student success teacher/team as having the potential to benefit from and succeed in this program. Evidence may be based on involvement in activities outside school setting.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed most if not all compulsory credits (e.g. senior English, senior math) or eligible for SWAC program which will allow student to meet these requirements <input type="checkbox"/> Graduation within reach in one year(e.g. 22 or more credits) <input type="checkbox"/> Issues that were previously preventing success have been/are being addressed. <input type="checkbox"/> Interest in / Commitment to / readiness for this program <input type="checkbox"/> Motivated to improve skills and work habits <input type="checkbox"/> Some evidence of independent learning skills <input type="checkbox"/> Appropriate maturity level <input type="checkbox"/> For “retrieved” students, progress in courses/program semester one will enable starting dual credit program semester two <p>For college dual credit courses</p> <ul style="list-style-type: none"> <input type="checkbox"/> some success in “C” courses <p>For level 1 apprenticeship programs</p> <ul style="list-style-type: none"> <input type="checkbox"/> strong interest in specific trade <input type="checkbox"/> related work or volunteer experience <input type="checkbox"/> success in Cooperative Education Program 		

Primary target group: Disengaged and underachieving but with the potential to succeed	SHSM students - enrolled in college-delivered programs	OYAP students - enrolled in college-delivered Level 1 programs
<input type="checkbox"/> OYAP student registered as an apprentice		