

Approved Dual Credit Programs

Procedures and Timelines

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The purpose of this document is to provide principals of Ontario secondary schools with guidelines to use when awarding and recording dual credits. Only students in approved School College Work Initiative dual credit programs are eligible to be granted dual credits by their secondary school principals to count toward the Ontario Secondary School Diploma, following the provisions set out below.

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. This would include, but is not limited to, aboriginal students, students learning English or French as their second language, students who are the first in their family to attend postsecondary education, students who have been designated as Crown Wards, students with special education needs, and students who have been out of school and are returning to complete optional credit requirements toward the OSSD.

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 must be based on partnership, collaboration and accountability between school boards and public postsecondary institutions. ¹
- 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.
- All dual credit learning opportunities will involve secondary schools and a dedicated role for secondary school teachers, ranging from direct instruction to support and supervision of students. ²
- Boards/schools will ensure the planning and delivery of supports ³ and services needed to foster student success in dual credit learning opportunities, 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.
- There will be no adverse impact on school boards or public postsecondary institutions from their participation in dual credit programs.
- Entry into the dual credit program will be guided through the Student Success Team at the school or board level.

¹ The approach to dual credits is predicated upon the establishment of collaborative learning communities between school boards and public postsecondary institutions.

² Funding will be considered based on a continuum of secondary school teacher involvement.

³ 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 Project. This limit of four optional credits includes OSSD credits granted for college-delivered dual credit courses beginning in 2006-07.
- Only students in approved SCWI dual credit programs are eligible to be granted OSSD credits for college-delivered dual credit courses.
- As in 2006-08, and consistent with the guidelines issued by the Deputy Minister (September 17, 2007), 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
 - Level 1 Apprenticeship.
- Dual credit course instruction is to be provided by a secondary school teacher and/or a college professor or instructor and/or a certified journey person where required. Dual credit programs which include college-delivered courses/programs will involve a dedicated role for secondary school 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.

- Dual credit programs may take place in college and school board locations as appropriate, i.e. secondary schools, college campuses, college skill-training centres, and board alternative and adult education centres.

1.4 Delivery Approaches

- Dual credit based on advanced standing agreement involving matching secondary school credit course(s) and college credit course(s)
- Dual credit with apprenticeship focus based on advanced standing agreement
- Dual credit based on team-teaching of matched college and secondary curriculum
- Dual credit with 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”
- Dual credit based on college-delivered college course involving a dedicated role for secondary school teachers
- Dual credit based on college-delivered level 1 apprenticeship in-school training involving a dedicated role for secondary school teachers

2.0 Enrolling in Dual Credit Programs

2.1 Admission Procedures

- Entry into the dual credit program will be guided through the Student Success Team at the school or board level.
- Boards/schools and colleges will coordinate the exchange of academic progress information (marks and attendance) between colleges and secondary schools to support student success.
- Students (and, where appropriate, parents) will be informed of the credit value, evaluation approaches, and required passing grade for the college course.
- 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.

2.2 College Registration

- No tuition fees or apprenticeship classroom fees will be charged to students.
- There will be no adverse impact on school boards or public postsecondary institutions from their participation in dual credit programs.
- 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

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 Recording and Reporting Student Achievement

3.1 Recording Student Achievement: Delivery Approaches

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

- **Dual credit based on advanced standing agreement involving secondary school credit course(s) and college credit course(s)**
 - Principals will use the **existing Ontario curriculum course code** and course name to record student achievement on the OST.
 - 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.
- **Dual credit with 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 OST using **existing course codes**.

- 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.
- **Dual credit based on team-teaching of matched college and secondary curriculum**
 - Principals will use the **existing Ontario curriculum course code** and course name to record student achievement on the OST.
 - 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 the OST.
 - 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 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 “Level One Partnership Protocol: Facility Attestation Part B Dual Credit Programs”. 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 based on matching Ontario curriculum credit courses.
- **Dual credit based on college-delivered college course involving a dedicated role for secondary school teachers**
 - Principals will be provided with a **new Ministry course code**, Ministry course title and credit value by the Ministry of Education for each college-delivered course and will enter the new Ministry course code, Ministry course title, credit value and mark achieved on the OST to document student achievement.
 - 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 apprenticeship training involving a dedicated role for secondary school teachers**
 - Principals will be provided with a **new Ministry course code**, Ministry course title and credit value by the Ministry of Education for each college-delivered course and will enter the new Ministry course code, Ministry course title, credit value and mark achieved on the OST to document student achievement.
 - 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.
 - Only a secondary school principal of a school in an approved School College Work Initiative dual credit project may award credit on a student's Ontario Student Transcript for a college-delivered course.
 - 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.

3.2 Sample Formats for Dual Credit Course Codes

Note that these new dual credit course codes are to be used only for college-delivered college courses or for college-delivered apprenticeship training.

A. College Post Secondary Preparatory and Year 1 Course

YAB4T Northern C: Introduction to Business BU1003

Ministry Course Code: YAB4T

The course code consists of 5 characters.

- Dual credit Year 1 course codes will begin with the letter "Y".
- The fourth character indicates the grade level; for example, grade 12 is "4".
- The fifth character indicates course type "T" for equivalent learning.

Ministry Course Title: Northern C: Introduction to Business BU1003

- The course title will begin with the name of the college.

- The name of the college will be followed by the name of the course and college course code; for example, “Introduction to Business BU1003”.

Note: All college post secondary preparatory and year 1 courses will list the name of the college and course code in the course title.

B. Level 1 Apprenticeship Training

OZX4T Level 1 App: Automotive Service Technician 310S

Ministry Course Code: OZX4T

The course code consists of 5 characters.

- Dual credit Level 1 Apprenticeship course codes begin with the letter “O”.
- The fourth character indicates the grade level; for example, grade 12 is “4”.
- The fifth character indicates course type “T” for equivalent learning.

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

- The course title will begin with Level 1 App: followed by the name of the apprenticeship and provincial apprenticeship code.
- Apprenticeship course codes and course titles are generic and used for all colleges.

Note: Level 1 Apprenticeship Dual Credit Course Codes will be generic (with the exception of a small number of “Apprenticeship Plus” programs). No college name will occur in the course title.

C. Level 1 Apprenticeship “Plus” Course

OZC4T Cambrian C: Level 1 App. Cook 415A Plus

The Apprenticeship Plus program provides an opportunity for students to complete the requirements for a Level 1 Apprenticeship plus take additional college courses. A limited number of Apprenticeship Plus Dual Credit Course Codes are linked to a specific college and will list the college name and course title.

D. Apprenticeship “Modules” Course

OZA4T Educational Assistant Apprenticeship Program (Modules) 620E

An apprenticeship (Modules) program is structured for 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. A limited number of Apprenticeship (Modules) Course Codes appear on the Dual Credit Course Code List.

3.3 Procedure for Reporting Dual Credits on the Provincial Report Card (to be used for college-delivered college courses or for college-delivered apprenticeship training).

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". Level 1 Apprenticeship dual credit courses begin with the letter "O". (Course codes used as placeholders must be replaced with the ministry dual credit course code.)

Teacher: 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.

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 teacher assigned the dedicated role*), secondary school contact. In addition, refer to the college record at the completion of the dual credit course."

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

Attendance: Enter "NA." The secondary school teacher assigned the dedicated role will facilitate the sharing of attendance information.

Learning Skills Boxes: The secondary school teacher assigned the dedicated role will provide the information for the completion of this section.

3.4 Reporting Procedures: Grades, Full Disclosure, Recognition of Partial Completion

1. Letter Grades:

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.

2. Passing Grade:

Students must be informed of the passing grade of a college dual credit course upon registering for the course.

3. Full Disclosure:

The full disclosure policy of the college will apply to the college dual credit course taken by the secondary school student. The principal will enter the percentage grade and credit value on the transcript as reported on the college record; for example:

- successfully completed courses will reflect the college grading system
- course failure will reflect the college grading system
- withdrawal from the course will reflect the college's withdrawal policy
- repeating a successfully completed course will reflect the Ministry of Education's full disclosure transcript (OST) policy by indicating an "R" in the credit column of the course with the lowest mark so that a credit is not granted twice for the same course.

4. Recognition of partial completion of College and Apprenticeship Programs leading to multiple secondary school credits:

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. In such cases, there will be no credit reported on the college record.

3.5 Ontario Student Record (OSR) Filing Procedures

- A completed Provincial Report Card will be filed in the student's OSR following each reporting period (as is the normal procedure).
- 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 copy of the college record will be filed in the student's OSR.

3.6 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.