

# DUAL CREDIT PROGRAMS

## A GUIDE FOR SECONDARY SCHOOL DUAL CREDIT TEACHERS



SEPTEMBER 2016

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## INTRODUCTION

### SCWI AND STUDENT SUCCESS

The School-College-Work Initiative (SCWI) was created as part of the Student Success Program in Ontario. It is a co-operative effort between school boards and colleges to assist students in making a seamless transition from secondary school to college through the delivery of dual credit courses.

**In order to participate in a dual credit, students must fit into one of the three categories below:**

- i. Students who face significant challenges in completing requirements for graduation;
- ii. Students who are part of a Specialist High Skills Major (SHSM) program;
- iii. Students participating in the Ontario Youth Apprenticeship Program (OYAP)

The Eastern Lakeshore Regional Planning Team (ELRPT) coordinates this program for our region. The ELRPT partners consist of five school boards and three colleges:

Durham College

Fleming College

Loyalist College

Durham Catholic DSB

Durham DSB

Kawartha Pine Ridge DSB

Trillium Lakelands DSB

Peterborough Victoria Northumberland Clarington Catholic DSB

As a dual credit teacher, you are a critical partner to the success of all students in this program. Dual credit teachers working alongside college faculty has resulted in many students completing their secondary school diploma and then pursuing a college diploma.

The objective of this guide is to introduce you to the people, procedures and guidelines that will support you in the role of dual credit teacher.

The Ministry document "*Dual Credit Program Programs: Policy and Program Requirements, 2013*" can be viewed and downloaded at:

<http://www.edu.gov.on.ca/eng/teachers/studentssuccess/DualCreditPro.pdf>

## BOARD AND COLLEGE CONTACT INFORMATION

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## STUDENT SELECTION, REGISTRATION AND WITHDRAWAL

Dual credits are designed for the following students:

- Students who are disengaged and underachieving but with the potential to succeed at college;
- Students who are part of a Specialist High Skills Major (SHSM) program;
- Students participating in the Ontario Youth Apprenticeship Program (OYAP)

### SELECTION

- Schools are encouraged to include information about dual credit programs in their course calendars, on school websites and as part of their course selection process.
- Student Success teams at the secondary school will identify appropriate students for their dual credit programs. Students are more likely to be successful if the course meets their educational goals, is suitable to their learning styles and has relevance to their future. ***(Please see Appendix to review the Selection Criteria for Entry into Dual Credit).***
- Selected students need to be timetabled correctly into dual credit classes. Your Guidance department will have information on course codes, class sizes and how to indicate the delivery method in your student information system.

### REGISTRATION

- The first step after recruiting students for a dual credit class is to assist them with the registration process.
- It is the responsibility of the secondary school dual credit teacher to distribute, orient students on how to complete the forms, collect the forms back, verify the accuracy of the information on the form and ensure that all sections, **including signatures**, are complete.
- **Remember!** Students are to use their legal name. This name should be the same as what is listed on their secondary school transcript.
- **Remember!** If a student is under 18 years of age, a parent/guardian must sign the registration form.
- Registration forms are on-line at [www.earndualcredits.ca](http://www.earndualcredits.ca) and are organized by board and by school.
- All dual credit students, including those taking dual credit classes at the secondary school **will need to be registered before the start of the dual credit course.**
- Completed registration forms **MUST** be sent to the college prior to the start of the course.
- Please check with your board coordinator or facilitator to determine the procedure for sending completed registration forms (ie. To the board contact person OR directly to the college).
- Students who are not registered will not receive a grade or credit and will not be able to access the college portal for assignments, notes, messages and marks.

## WITHDRAWAL

- For students enrolled in college-delivered dual credits, both the secondary school dual credit teacher and college faculty are responsible for ensuring a withdrawal form is completed and submitted if a student chooses to withdraw.
- Without an official withdrawal form, a student will be considered as a registered student until the end of the course and will receive a final grade.
- Please refer to each college for specific timelines for withdrawal dates.
- **Please note: Students registered in team-taught dual credits may not be withdrawn from the college course unless they are also withdrawing from the secondary school course.**
- Full disclosure applies to all secondary dual credit courses.

## **CURRICULUM ALIGNMENT/PLANNING**

### **COLLEGE-DELIVERED DUAL CREDITS**

The overall outcomes and expectations of the college course are to be the same as if it was being delivered to college students; however, some modifications to learning activities that meet the same course outcomes are possible, with approval of the respective School Chair. College faculty and the secondary school dual credit teacher must meet and review the course learning outcomes/expectations **prior to the start of the course.**

Please review the attendance policy of the course along with the assessment plan/grading policies and the passing mark. Ensure that you communicate throughout the course and check-in regularly with your counterpart to ensure mutual understanding of expectations.

College Academic Regulations are to be followed in college delivered courses as per Ministry policy document: “Dual Credit Programs: Policy and Program Requirements, 2013.”

### **TEAM-TAUGHT DUAL CREDITS**

Many dual credit courses taught at the secondary school are team-taught by college faculty AND a secondary school teacher. Courses using the team-taught delivery model require much more pre-planning time to align curriculum between the secondary course and the college course. Both the college instructor and the secondary school teacher need to review the two courses being delivered and identify the overlap between the expectations and outcomes in each course. Once the overlap is confirmed, they must create a single aligned course of study, identify which instructor will deliver which content, and determine how students will be assessed and evaluated.

- Students should be clear when they are being assessed or evaluated, how the assessment or evaluation is being applied to both the college course content and the secondary school course content.
- Secondary school teachers and college faculty are asked to submit to the appropriate board representative and their Chair a week by week sequence of instruction as the course commences that clearly indicates how the expectations and outcomes for each course will be delivered, assessed and evaluated.
- It is important to schedule additional time throughout the semester to plan and coordinate instruction as the course progresses.
- In team taught courses, both the College Academic Regulations and the School Board Policy (Assessment Evaluation and Reporting Procedure) are both to be followed with respect to the portions of the course delivered by each teacher (e.g. academic integrity / plagiarism).

**Please see Appendix for a sample Curriculum Alignment template.**



## **MINISTRY DATA REPORTING**

It is the responsibility of the secondary school dual credit teacher to complete a mandated Ministry data report at the end of each dual credit program.

The Board coordinator/facilitator will provide details about this report.

Attached in the appendix is a (draft) template of the information required.

**Data from these reports are critical to ensuring the continuation of dual credit programs and the funding for their success.**

## SAFETY & EMERGENCY PROCEDURES

### STUDENT SAFETY

Student safety and well-being are the responsibility of both the secondary school teacher and the college faculty.

Safety procedures must be reviewed in all dual credit programs at the start of the program and regularly throughout the program. Adherence to safety guidelines and protocols are required at all times.

- **Programs offered at the high school**
  - If the course is delivered at the secondary school, the secondary school dual credit teacher must review the school emergency procedures with the college faculty and students (i.e., fire alarms and exits, lockdown procedures, specific safety protocol for the classroom).
- **Programs offered at the college**
  - If the course is delivered at the college, the college faculty must review the college emergency procedures with the secondary school teacher and students (i.e., fire alarms and exits, lockdown procedures, specific safety protocol for the classroom)
  - In a situation where a student is required to leave the classroom (i.e., as a result of disruptive behavior or because he/she is under the influence of alcohol or drugs), the secondary school dual credit teacher must be contacted and arrangements made to ensure students' continued supervision takes place during class time.

### ACCIDENTS AND INJURIES

**Remember! The secondary school dual credit teacher must have emergency contact information and essential health information for each student (hard copy or electronic) with them while at the college.**

If a student is injured while participating in the dual credit program:

- ***Seek appropriate medical assistance immediately.***
  - The secondary school dual credit teacher must contact the parent/guardian if the student is under 18, the home school principal and the board coordinator or facilitator.
- **Programs offered at the high school**
  - The secondary school dual credit teacher will follow the appropriate and current board policies and procedures for reporting and follow-up.
- **Programs offered at the college**
  - The college faculty will follow the appropriate and current college policies and procedures for reporting and follow-up.

## PERSONAL SAFETY EQUIPMENT

- Prior to the beginning of the dual credit course, the college faculty or SCWI coordinator will ensure that the secondary school dual credit teacher is aware of any specific personal safety equipment that will be required by students (i.e., safety boots, glasses).
- The secondary school dual credit teacher will ensure that all students are aware of the safety equipment requirements.
- Limited funding may be available through your board SCWI coordinator or facilitator to assist students for whom purchasing such equipment may be a barrier to participation in the dual credit program.
- Students must come to the first class with all necessary personal safety equipment.
- **Remember!** It is the responsibility of both the college faculty and the secondary school dual credit teacher to ensure that all safety guidelines are followed and adhered to by students.

### Campus Security: Durham

- Oshawa Campus  
905-721-2000 X 2400
- Whitby Campus  
905-721-2000 X 4098

### Campus Security: Loyalist

- Kente Building  
613-969-1913 X 2316 (or press 0)
- Pioneer Building  
613-969-1913 X 2236

### Campus Security: Fleming

- Sutherland Campus  
705-749-5520 X 8000
- Frost Campus  
705-324-9144 X 8000
- Haliburton Campus  
705-457-1680 x 8000

## COMMUNICATION

### COMMUNICATION WITH PARENTS/GUARDIANS

- The secondary school teacher is responsible for all contact with parents and guardians regarding student progress in both the secondary and college credit.

### COMMUNICATION WITH STUDENTS

- Secondary school dual credit teachers should meet regularly with students to discuss their academic progress and implement interventions as necessary.
- You can support your students by helping them to:
  - Understand the expectations of the college course
  - Behave appropriately for a college learning environment
  - Attend all classes, on time
  - Manage time effectively to complete all assignments
  - Seek help when needed and as early as possible
  - Communicate with you and with the college faculty when there are special circumstances that may impede their success
  - See the relevance of their course to their future
  - Know how they are doing in the course and set goals for success

### COMMUNICATION WITH COLLEGE FACULTY

- Please ensure that the college faculty has your contact information and that you have theirs (phone number, email address)
- For team-taught dual credits, opportunities to connect and plan should occur in advance of the dual credit start (see section 4: Course Planning)
- For college-delivered dual credits, issues other than day-to-day classroom management need to go to your board contact.
- Major behavioural issues (i.e., that may result in the removal from the course) should be discussed with your home school principal, with the college dean/principal and your board coordinator.

**Please let the college faculty know about the following situations immediately:**

- A student is injured (see section 3)
- A student is missing classes
- A student has a learning disability (see section 11)
- A student's name is missing from either the secondary class list or the college course list
- A student is disruptive or disrespectful in class
- A student wishes to withdraw from the course

## **LEARNING MATERIALS AND SUPPLIES**

**Dual credit textbooks and learning materials are included in the budget when a dual credit is approved. Students do not pay for their books and materials.**

College texts and materials become the responsibility of the student and should be returned to the college when requested.

The secondary school dual credit teacher should also receive a copy of the textbook.

Some dual credit classes require that pre-approved materials be purchased from an external vendor or supplier. In this case, quotes must be submitted for approval before purchasing the material. Please discuss the process for such purchases with your board SCWI coordinator or facilitator.

Texts and materials will be picked up and distributed by the college faculty for college delivered dual credits. For team-taught dual credits, please make arrangements with your college faculty to have the texts and materials sent to your school.

**Each OYAP Coordinator will provide direction for purchases related to OYAP programs.**

## CLASSROOM MANAGEMENT AND STUDENT SUPPORT

It is important for the secondary school dual credit teacher and the college faculty to be in continuous contact and discuss any problematic issues that may arise. Team work and early intervention is extremely important in order for students to be successful.

### ISSUES THAT MAY ARISE

- **Absences:** it is the responsibility of the dual credit teacher to take attendance. If a student has missed three or more classes, please advise the college instructor immediately. The dual credit teacher should follow up with the student. The dual credit teacher and the college faculty are encouraged to implement strategies to provide the student with all opportunities to be successful.
- Students need to be made aware of the course outline, expectations and the requirements around absenteeism, student rights and responsibilities.
- If a student is attending class but does not show up on the class list, the secondary school dual credit teacher needs to confirm that the student is part of the dual credit program and then contact the SCWI college coordinator in order to address the situation.
- If a student has a learning disability; both the school and the college support services can help the student succeed by putting appropriate supports in place **early in the course.**
- Any problems with discipline in the classroom must first be dealt with by the dual credit teachers and the college instructor who will determine next steps while always **ensuring the safety and supervision of the student.**
- Students who currently receive accommodations at the secondary school will need to be prepared to advocate for themselves by making an appointment with the Learning Support Services at their college. Dual credit teachers are required to assist them in this process.
- Colleges are committed to providing equal access to services, facilities and educational programs for persons with disabilities. If one of your students has a documented medical, physical, psychological or learning disability, he/she may be eligible for accommodations that can help him/her to succeed academically. College students require an up to date medical diagnosis, not just an Individual Education plan.

## ACCOMMODATIONS AND SPECIAL EDUCATION NEEDS SUPPORTS AVAILABLE FOR COURSES DELIVERED AT THE COLLEGE

- **Tutoring**
- **Counseling supports:** academic, personal, financial, career
- **Study Skills Workshops:** time management, writing skills, math, technology
- **Emergency Health Services**
- **Aboriginal Resource Centre**

\*\*Information on these supports is available on the college's websites or through the college dual credit contact/liaison. **Advance notice is required.** \*\*

### FOR STUDENTS WITH DISABILITIES

A plan must be put in place, well in advance of the beginning of the course, to provide necessary supports. These supports may come from the school, the college, or both.

Colleges are committed to providing equal access to services, facilities and educational programs for persons with disabilities. If one of your students has a documented medical, physical, psychological or learning disability he/she may be eligible for accommodations that can help him or her to succeed academically. College students require an up to date medical diagnosis.

### ACADEMIC ACCOMMODATIONS AND SUPPORT SERVICES AVAILABLE

- Training in, and access to, technical aids (assistive equipment and software)
- Computerized note taking for those students with sight or hearing disabilities
- Alternatives to print materials
- American sign language interpreting
- Alternative testing arrangements
- Various other supports such as learning strategies, peer note taking and tutoring services
- Access to a full time learning strategist and assistive technologist for students

**Important:** it is the student's responsibility to make his/her disability known as soon as they are accepted into a dual credit initiative, and at least 15 days before a dual credit course starts. Early identification ensures that we can provide appropriate academic accommodations in a timely manner. The dual credit teacher may need to work with the student to help the student disclose this information to the college faculty.

## DISABILITIES

Accepted Reports for Accommodations of Learning:

- **Medical disabilities:** Medial Diagnosis Reports
- **Brain Injury:** Neuropsychological Reports
- **ADHD:** Psychiatrist/Medical Doctor Reports
- **Hearing Impairment:** Audiologist Reports
- **Visual Impairment:** Ophthalmologist Reports
- **Learning Disabilities:** Psychometrist

**Note:**

1. The report can be from anytime in the student’s academic life; however, a recent report is preferable.
2. No other reports are accepted for accommodation (i.e. Letters from nurses do not meet the requirements set out by the Government for accommodations).
3. Other documents such as IEP’s do help to support the needs of the student, but are not considered mandatory documentation.

Information about college academic services and resources provided to dual credit teachers to access and use college services and resources to support their students.	
<p><b>Durham College</b>  <a href="http://www.durhamcollege.ca/student-experience/helping-you-succeed/centre-for-students-with-disabilities">http://www.durhamcollege.ca/student-experience/helping-you-succeed/centre-for-students-with-disabilities</a></p>	<p><b>Fleming College</b>  <a href="http://flemingcollege.ca/services/disability-services">http://flemingcollege.ca/services/disability-services</a></p> <p><b>Loyalist College</b>  <a href="http://www.loyalistcollege.com/current-students/student-success-services/accessibility-centre/">http://www.loyalistcollege.com/current-students/student-success-services/accessibility-centre/</a></p>



## **CLASS VISITS TO THE COLLEGE**

- Students enrolled in a dual credit that is delivered at the high school may visit the college campus during that semester.
- The secondary school teacher must accompany their students.
- SCWI funding will cover the cost of bussing and refreshments.
- Contact your board coordinator or facilitator about the procedure to book a bus and be reimbursed.
- Release time is not covered through SCWI funding. Please speak to your board coordinator or facilitator.
- The secondary school dual credit teacher and the college faculty should work together to plan and coordinate the visit.
- Visits should be set up at least 3 weeks ahead of time.
- The secondary school dual credit teacher must leave an emergency contact number at the home school in the event that a student needs to be located during the visit.

## **CELEBRATIONS**

- On or about the last day of the dual credit, please incorporate time in your class to celebrate your students' participation in the dual credit program.
- SCWI coordinators or assistants at the colleges will contact you 3 – 4 weeks prior to the end of the course to make arrangements for certificates, possible refreshments and any promotional materials that may be available.
- Please remind and encourage your students of the following:
  - A copy of the college transcript is sent to the secondary school to be filed in the student OSR
  - They should keep a copy of the course outline for future college credit transfer
- It is never too late to apply to college! Their home school Guidance counsellor is available to assist them with college applications, career planning and next steps.

## **SCHOOL EVENTS AND ABSENCES**

### **SCHOOL EVENTS**

- Secondary school dual credit teachers should let college faculty know ahead of time if there is a change to the secondary school timetable for a school event (i.e., school assembly).

### **FACULTY ABSENCE**

- College faculty should contact the secondary dual credit teacher by phone or by email to advise of an absence.

### **STUDENT ABSENCES**

- The secondary school dual credit teacher is responsible to report attendance based on board procedures.

### **TEACHER ABSENCE**

- Dual credit teachers are asked to contact the college faculty by phone or by email ahead of time.
- For team-taught dual credits at the high school, there must be a supply teacher present in the classroom while the college faculty is present.
- If a tech qualified supply teacher is in the classroom, students in technical courses will be permitted to use shop areas in courses where this is a requirement (i.e. auto qualified supply teacher in an auto class). If this is not the case, please advise the college faculty immediately.

For more information visit our website at:

[www.earndualcredits.ca](http://www.earndualcredits.ca)

## **APPENDIX A:**

### **ACRONYM LIST**

**CODE** – Council of Ontario Directors of Education

**CO-OP** – Cooperative Education

**D2L** – Desire to Learn - a learning management system where course materials and grades are stored

**ELRPT** – Eastern Lakeshore Regional Planning Team

**IEP** – Individual Education Plan

**IPP** – Individual Pathways Plan

**MTCU** – Ministry of Training, Colleges and Universities

**OCAS** – Ontario College Application Service

**OEN** – Ontario Education Number

**OnSIS** – Ontario School Information System

**OSSD** – Ontario Secondary School Diploma

**OS** – Ontario Schools, K – 12

**OYAP**- Ontario Youth Apprenticeship Program

**SCWI** - School College Work Initiative

**SSL** - Student Success Leader

**SST** – Student Success Teacher



## APPENDIX B:

### STUDENT SELECTION CRITERIA FOR DUAL CREDIT PROGRAMS

#### PRIMARY TARGET GROUP:

Disengaged and underachieving but with the potential to succeed at college

#### DISENGAGED: EVIDENCE

- Numerous absences
- Has already or is at risk of dropping out
- Out of school but reluctant to return to secondary school for non-academic reasons
- Lack of involvement/engagement in school or community activities
- Sees little connection between secondary school program and preferred future
- Lacks confidence in ability to succeed
- Unsure of pathway beyond secondary school
- In need of career clarification

#### UNDERACHIEVING: EVIDENCE

- Under-credited; off-track to graduate in 4/5 years
- Overage for grade level
- Was making progress but progress has slowed
- Marks in course declining

#### POTENTIAL TO SUCCEED: EVIDENCE

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.

- Completed most if not all compulsory credits (e.g. senior English, senior math) or eligible for Centre for Success program which will allow student to meet these requirements
- Graduation within reach in one year (e.g. 22 or more credits)
- Issues that were previously preventing success have been/are being addressed
- Interest in/commitment to/readiness for this program
- Motivated to improve skills and work habits
- Some evidence of independent learning skills
- Appropriate maturity level
- For “retrieved” students, progress in courses/program semester one will enable starting dual credit program semester two
- Some success in “C” courses

## APPENDIX C:

### Dual Credit Program Final Report

Regional Planning Team RPT 6 Eastern Lakeshore Planning Team

Program Number and Name

Semester  Delivery Approach  Course Code

Coordinator Stephen McBride Email stephen\_mcbride@kprdsb.ca Phone (705) 745-9833 ext 211

*For any technical issues regarding this form, please contact Stephen McBride at 1-877-741-4577 ext 2384, stephen\_mcbride@kprdsb.ca*

**PLEASE FILL OUT ALL FIELDS.**

Board KPRDSB  School

High School Teacher  College

#### Section 1: Number of Students Who Started the Dual Credit Program by Age\*

*COUNT DATE: Count them if they are still in the class 10 calendar days after the start of classes. Check records for accuracy.*

*\*Age as of Dec 31st*

Age	Total		TOTAL
	Male	Female	
15 & 16	0	0	
17	0	0	
18	0	0	
19	0	0	
20	0	0	
>20	0	0	
Unknown	0	0	
<b>TOTAL</b>			

#### Section 2: Number of Students Who Finished the Dual Credit Program by Age\*

*i.e. the students who are still in the program at the end of the semester, regardless of whether they passed or failed*

*\*Age as of Dec 31st*

Total		TOTAL
Male	Female	
0	0	

**Program Profile**

**FOR THE REMAINING CHARTS, PLEASE REPORT ON THE STUDENTS WHO STARTED THE DUAL CREDIT AS PER CHART #1.**

**Section 3: Number of students who have been identified through an Identification, Placement, and Review Committee (IPRC) process**

Total		
Male	Female	TOTAL
0	0	

**Section 4: Number of students with an Independent Education Plan (IEP)**

Total		
Male	Female	TOTAL
0	0	

**Section 5: Students who were disengaged and/or underachieving prior to entry in the dual credit program (i.e. belonged to target group as per admissions checklist).**

Total			
Male	Female	TOTAL	% of Class
0	0		

**Section 6: Number of students who returned to secondary school for this program who had stopped attending or had previously dropped out**

Total			
Male	Female	TOTAL	% of Class
0	0		

**Section 7: Number of students also involved in a Specialist High Skills Major**

Total			
Male	Female	TOTAL	% of Class
0	0		

**Section 8: Number of students also involved in OYAP**

Total			
Male	Female	TOTAL	% of Class
0	0		

**Program Success**

**POTENTIAL CREDITS EARNED REFERS TO STUDENTS WHO REMAINED IN THE PROGRAM FOR THE ENTIRE PERIOD (I.E. THE STUDENTS REPORTED IN CHART 2).**

**Section 9:**

Dual Credits Attempted and Earned	TOTAL	
Potential Secondary School Dual Credits that could have been earned		% Success
Actual Secondary School Dual Credits earned		

**Section 10:**

College Courses/Apprenticeships Attempted and Passed	TOTAL	
Potential college courses (not credits)/ Level 1 Apprenticeships that were attempted		% Success
Actual college courses (not credits)/ Level 1 Apprenticeships that were passed		

**Section 11:**

Other Secondary School Credits Attempted and Earned in SWAC Program	TOTAL	
Potential Secondary School Credits (not including dual credits)		% Success
Actual Secondary School Credits earned (not including dual credits)		

**Section 12:**

**Optional**

IEP Student Success Rate	TOTAL	
Potential COLLEGE <b>Credits</b> that could have been earned by IEP Students		% Success
Actual COLLEGE <b>Credits</b> Earned by IEP Students		

*\*Please click the print button before hitting the complete button if you would like a copy of this report.*

**Print**

If you would like to receive a confirmation notice for this report, please enter your email address in the field below.

Email



## **APPENDIX D:**

### **CRALO - COLLEGE REGISTRARS, ADMISSIONS AND LIAISON OFFICERS**

*The School-College-Work Initiative has been working with a sub-committee of CRALO, the College Registrars, Admissions and Liaison Officers on statements around how dual credits are considered in the application process and how students go about getting recognition for their dual credits once they finish secondary school and start a college program. The following information has been reviewed by all Ontario colleges and has been approved by CRALO.*

#### **WHAT ARE DUAL CREDIT PROGRAMS?**

Dual credit programs are ministry-approved programs that allow students, while they are still in secondary school, to take college or apprenticeship courses that count towards the Ontario Secondary School Diploma (OSSD) and the postsecondary certificate, diploma, or degree, or an apprenticeship certification. Students may earn up to four optional credits through college-delivered courses.

#### **HOW DO DUAL CREDIT PROGRAMS BENEFIT STUDENTS?**

Participating in dual credit programs enables students to:

- complete their Ontario Secondary School Diploma;
- have an experience that will help them make a successful transition to college or an apprenticeship program;
- increase their awareness of the various college and apprenticeship pathways available to them;
- gain greater insight into education and career planning decisions

#### **HOW ARE DUAL CREDITS CONSIDERED IN THE APPLICATION PROCESS?**

Applicants with dual credit courses will not be given admission advantage over applicants without dual credits. Marks from dual credit courses may be used in the calculation of admission averages, and will be treated as electives if they are part of the six highest senior level marks used in an average calculation.

## **AFTER I FINISH HIGH SCHOOL AND START A COLLEGE PROGRAM, WILL I GET RECOGNITION FOR DUAL CREDITS I HAVE ALREADY SUCCESSFULLY COMPLETED? WHAT STEPS WILL I HAVE TO TAKE?**

Exemption policies, procedures and application deadlines vary from college to college.

Depending on the type of college course credit earned, credits may or may not be applicable for the program you plan to pursue. For some types of courses, such as General Education courses, exemption/transfer credit is often easier to gain than it is for more program-specific courses that may only count towards a specific program at a specific college. Please inquire with the Registrar's Office at the college you plan to attend for more specific information.

**If you plan to attend the same college where you earned your dual credit,** and the course you took is part of the program you now plan to pursue, it's likely that you can be granted transfer credit in or exemption from that course after you receive and accept an offer of admission to the program.

If the course you took is not part of the program you now plan to pursue, it's possible that the credit can be used as an elective towards your college certificate, diploma or degree.

In both cases, it will be important to follow the processes of the college you plan to attend. You may be asked to produce your college record as well as the course outline for the dual credit college course that you completed. Please contact the Registrar's Office at the college of your choice for further information.

**If you plan to attend a different college from the one where you earned your dual credit,** it may be possible to transfer that credit towards a certificate, diploma or degree at the college you now plan to attend. All Ontario colleges are bound by the Mobility and Transferability Protocol for College-to-College Transfer (November 2003) with respect to recognizing credits earned in other colleges. This protocol also covers the transferability of dual credit courses.

Whether or not you will be granted exemption/transfer credit will depend on how closely the course you took matches a required or elective course at your new college. Students should contact the college they plan to attend to discuss possible credit transfer and to find out what processes they must follow in order to have their credit recognized.

## APPENDIX E:

# CURRICULUM ALIGNMENT TEMPLATE

Secondary School Course

Title \_\_\_\_\_ Course Code \_\_\_\_\_

College Course

Title \_\_\_\_\_ Course Code \_\_\_\_\_

### Weekly Sequence of Instruction

Week	Intended Learning	Resources and References	Est. Class Hours	College Course Learning Outcomes	Secondary Course Expectations	Intended Learning Activities	Evidence of Learning	
							Assessment	Evaluation and Weighting
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

*Course outlines are planning guidelines; actual delivery of content may vary with circumstances. Students will be notified in writing of changes that involve the addition or deletion of content, learning outcomes or evaluation, prior to changes being implemented. High school teachers and college faculty are responsible for following this outline and facilitating the learning as detailed in this outline.*

Evaluation Criteria:		
Assessment/Evaluation Name	College Course Weight	High School Course Weight
<b>Total</b>	<b>100%</b>	<b>100%</b>

**Notes:**