

Dual Credit Policy

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1 Preface

Dual Credit Policy

The purpose of the Dual Credit Policy is to provide alternative pathways to graduation by allowing high school students the opportunity to earn high school credits and post-secondary credits or other program recognition at the same time in the same course. In this document, the term post-secondary may refer university, college or polytechnic institutions, but also to entities that may or may not technically be considered post-secondary education institutions, but do offer a structured education program, certification or training.

High school students may participate in training or post-secondary courses earning both high school and post-secondary credits or other recognition for the same course or program.

2 Overview

The requirements for graduation, and the program delivery of secondary level courses has foundations in legislation, regulations and policy established by the Ministry of Education, through consultation with stakeholders in the education system. Traditionally, secondary level credits are earned by students through the delivery of courses that comprise 100 hours of instruction, typically delivered within a school, in the confines of the school day and the school year. Most commonly, the courses are delivered in two semesters, each approximately five months long. In recent years, the delivery of courses has seen more and more variation – block scheduling, integrated programs like the outdoor schools or the home building programs, night classes, summer school, apprenticeship credits and an increasing availability and usage of special project credits. These opportunities provide students with flexibility in their secondary level program, as well as provide the opportunity to explore interests and nurture aptitudes, attitudes, skills and abilities.

The need to address a wider range of interests and opportunities for students has led to consideration of a number of mechanisms for students to demonstrate the development of skills, abilities and other attributes that would be consistent with the expectations of a Grade 12 student to have achieved through their PreK-12 education. One of these mechanisms is the recognition of dual credits. The desired attributes for a Grade 12 graduate are described in the Ministry of Education's Goals of Education and the *Broad Areas of Learning* (June 2010). The three Broad Areas of Learning are described as follows:

1. Sense of Self, Community, and Place

(Related to the following Goals of Education: Understanding and Relating to Others, Self Concept Development and Spiritual Development) Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages and practices from the First Peoples of Saskatchewan and from the diversity of cultures in our province. Through these relationships, students demonstrate empathy and a deep understanding of self, others and the influence of place on identity. In striving to balance their intellectual, emotional, physical and spiritual dimensions, students' sense of self, community and place is strengthened.

2. Lifelong Learners

(Related to the following Goals of Education: Basic Skills, Lifelong Learning, Positive Lifestyle) Students are curious, observant and reflective as they imagine, explore and construct knowledge. They demonstrate the understandings, abilities and dispositions necessary to learn from subject discipline studies, cultural experiences and other ways of knowing the world. Such ways of knowing support students' appreciation of Indigenous worldviews and learning about, with and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning.

3. Engaged Citizens

(Related to the following Goals of Education: Career and Consumer Decisions, Membership in Society, and Growing with Change) Students demonstrate confidence, courage and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social, and economic sustainability of local and global communities. Their informed life, career and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty and other constitutional rights and relationships. Through this recognition, students advocate for self and others and act for the common good as engaged citizens.

In recognition of the ability and desire for students to demonstrate these attributes outside of the traditional classroom, non-traditional opportunities have been identified as mechanisms through which to earn credits that may be used to complete the Grade 12 program standing.

2.1 The Objectives of Dual Credit Recognition:

- To improve student engagement in school.
- To improve the transition from secondary school to post-secondary education.
- To improve motivation to attain high school grade 12 program standing.
- To provide recognition of valuable learning that occurs in another formal or informal learning environment.
- To provide stronger preparation for the rigour and expectations of post-secondary programs.
- To encourage career exploration.
- To enhance students' connection to the labour market.

2.2 Definition of Dual Credit Recognition:

Dual credit programs are ministry approved programs that allow high school students to take post-secondary courses and/or well defined programs offered by other entities and earn credits towards the Saskatchewan Ministry of Education Grade 12 program standing. Students may also get recognition for secondary level courses from post-secondary institutions.

For the purpose of this policy, dual credit will refer to the situation in which credit is issued by the Ministry of Education and another entity that provides educational programming, typically, but not limited to post-secondary institutions. The entity could be an organization that has a well-defined learning program but is not considered a post-secondary institution (an example would be a software company that offers certification).

In the case where the student takes a university course but only gets the university credit if they pay the tuition, and they choose not to pay, they could still get the secondary level credit even though they have not received the university credit. In the case where the student takes courses towards other post-secondary certification, and they choose not to complete the certificate requirements, the student could still get the secondary level credit even though they have not received the certification.

2.3 Principles to be followed:

- Dual credit recognition will only be provided for students that are currently enrolled in a Saskatchewan secondary school (i.e., a student who attends a post-secondary school cannot request recognition for secondary level credits to be added to their secondary level transcripts).
- Any course or program for which a secondary level credit is being sought must be approved prior to commencement of the course. No secondary level credits will be awarded retroactively if the course or program is started prior to the approval by the Ministry of Education.
- Adult students may apply to have post-secondary credit recognition used towards the completion of the Adult 12 program.

- Post-secondary institutions or other entities that deliver a recognized program of instruction wishing to offer dual credit programming to secondary level students are encouraged to offer equitable opportunities for students in all parts of the province.
- There will be no indication on the ministry official transcript or on documentation from the post-secondary institution or other entity that the credit was obtained as a dual credit course.
- Funding is a local matter between schools/school divisions and post-secondary institutions or other entities.

2.4 Roles:

1. School administration and/or School Division:
 - School administrators are responsible for the submission of final mark records to the Ministry of Education Student Services upon the completion of the class.
 - Invigilate, or make arrangements for, the final exam for the dual credit when required.
 - Ensure the instructors, if not certified teachers, meet the school division's requirements for criminal record checks.
 - Coordinate the exchange of information about students' academic progress, including marks and attendance data, where applicable and appropriate, with post-secondary institutions or other entities.
 - Maintain interaction and communication with dual credit students; assist with accessing required resources.
 - Determine the final secondary level mark record for the course and report to the Ministry of Education, Student Services. (This may be determined independently of the mark assigned by the post-secondary institution or other entity).
 - Post-secondary Institution / training entity
 - Make application to the Ministry of Education and receive approval prior to commencement of the course.
 - Cooperate in the exchange of information about students' academic progress, which may include marks and attendance, where applicable and appropriate.
2. Ministry of Education
 - a. Office of the Registrar, Student Services
 - Coordinate the dual credit course approval process with Student Achievement and Supports Branch;
 - Notify post-secondary institutions or entities of approval process outcome;
 - Assign high school course codes to successful application courses when applicable;
 - Provide a list of dual credit approved courses on the Student Services Registrar's Handbook web site; and,
 - Assist schools with the submission of final grade standings.

- b. Student Achievement and Supports Branch
 - Review the dual credit course applications from post-secondary institutions or other entity; and,
 - Approve successful applications submitted by post-secondary institutions and/or other entities.

2.5 Recording Course Codes and Credits:

Credit is recorded on the college/university transcript or in the appropriate manner for other programs; credit is also recorded on the Saskatchewan Ministry of Education High School Transcript.

School administrators are responsible for the submission of the final mark records to the Ministry of Education Student Services, using the same process as other mark submissions. This typically means the dual credit courses are tied to the principal. When the principal is not accredited in English Language Arts, the mark will need to be submitted to Student and Educators Services via a Secondary Level Mark Correction Form 8.

2.6 Information for Students Enrolling in Dual Credit Programs:

The suitability of a student to enroll in a course or program will be determined by the post-secondary institution or other entity. These criteria may include, but not be limited to, age and grade criteria.

2.7 Application and Approval:

1. An application process has been developed to facilitate the recognition of dual credits.
2. Post-secondary institutions or other entities are required to submit the [Application for Type 1 Post-secondary to Secondary Level Course Credit](#) or the [Application for Type 2 Secondary Level Courses for Post-secondary Course Credit](#) to the Office of the Registrar at student.records@gov.sk.ca.
3. For Type 1 application, Post-secondary to Secondary Level Course Credits will be awarded if the course or program has been approved through the application process. The application must be made by the entity that is providing the instruction to the Ministry of Education, Office of the Registrar. This ensures the application only needs to be made once, but could be accessed by multiple school divisions.

4. For Type 2 application, completion of Secondary Level Courses results in Post-secondary Course Credits for dual credit recognition. The Ministry would encourage application by the other entity, primarily as a mechanism of tracking the utilization of the dual credit recognition program. However, because the student would be studying an approved secondary level course, the Ministry would issue the credit, and another entity would be able to offer credit to the student without Ministry approval, or may choose to use existing processes to evaluate outside courses for transfer credit.
5. All Type 1 dual credits courses must be approved by the Ministry of Education. Courses must be at a level of rigour consistent with or greater than provincially developed courses of study.
6. The Office of the Registrar will notify the post-secondary institution of the approval or denial of the dual credit course application.

2.8 Approval Criteria:

The criteria that will be applied for approval for Type 1 dual credits will include:

1. The course/program should be substantive and rigorous, comparative to provincial secondary level courses (e.g., approximately 100 hours in length, an evaluation process, content that contributes to the development of skills, knowledge and attitudes that reflect the attributes that are desired in a Grade 12 graduate as per the Broad Areas of Learning).
2. The course or program is a regularly administered course or program that has some recognized qualification attached (e.g., a community member offering an after school photography course to students would not be approved under this policy, as there is no corresponding “credit” outside of the school).
3. The course/program is delivered by an incorporated organization that has demonstrated viability (e.g., an individual who starts a program and commits to offering a certificate upon completion would not likely get approved).
4. The content of the course/program is appropriate in complexity (recognizing that a post-secondary course may be more complex than a high school course) and is not philosophically or morally inappropriate for secondary level students (e.g., a university course in the study and history of pornography would not be approved).
5. The institution must be prepared to grant credit for completion (although it may hold the credit until tuition is paid and the arrangement may be that tuition be paid later).
6. The course/program should be seen as a valuable part of a student’s overall education.
7. The Ministry reserves the right to deny approval based on other information that has not been outlined in this policy.

3 Appendix A: Frequently Asked Questions

How are student final mark records submitted to the Ministry of Education for the completion of a grade 12 standing submitted from dual credit courses and programs?

- After the successful completion of external courses or programs, the high school principal or designate submits the final mark record to the Ministry of Education. The Ministry of Education awards the course credit on the official Saskatchewan High School Transcript record. The delivering agency records the appropriate credit value on the student's transcript or other record.

How do post-secondary institutions or other entities apply to the Ministry of Education for dual credit course recognition?

- Post-secondary institutes and other entities are responsible for the submission of dual credit course offerings to the Office of the Registrar; Refer to the *Application for Type 1 Post-secondary to Secondary Level Course Credit*. It is anticipated that in many cases, significant collaboration on an application may occur between the delivering entity and a school division.
- Post-secondary institutes and other entities are responsible for notifying the Office of the Registrar to remove dual credit course offerings in writing.
- All Dual Credit courses and institutions will be approved and posted on the Ministry of Education Student Services website.

How are dual credits earned?

Dual credits may be earned in two fundamental manners:

Type 1: Post-secondary to Secondary Level Course Credits

A secondary level student completes a course or program offered by an entity other than a Saskatchewan secondary level school, earns a credit or recognition from that entity, and the Ministry of Education awards a credit to recognize the learning that has taken place.

Within Type 1 courses, there are three sub-types:

- **Type 1A:** The program covers all the content that is in a parallel secondary level course. The most common example of this would be post-secondary level courses in which the content is the same but broader and/or deeper. A specific example would be a first year university Biology course, which may cover all the content that is in Biology 30, but in more depth.

- **Type 1B:** In this case, the course contains content that is in the same field of study as the secondary level course, but the content is different than the secondary level course. An example of this could be a university first year English course. The content is different than English B30 but is in the same field of study. Another example could be an early childhood psychology course, which would have different content than Psychology 30, but they are both in the field of psychology.
- **Type 1C:** In this case, there is no secondary level course that is comparable, or in the same field of study. An example could be a power engineering course, or an anthropology course. In these cases, a course code will be developed and will be considered a locally developed course, and will show up on the transcript with an “L” designation.
- Application for the [Type 1 form](#) is available online.

Type 2: Secondary Level Courses for Post-secondary Course Credits

A secondary level student completes a secondary level course in school, and another entity recognizes and gives credit or recognition for that course based on the performance of the student in the course. The entity may impose restrictions or conditions in which the recognition would be granted (i.e., student must have at least a specific mark, or the teacher may have to have special qualifications or be approved by the entity).

Within Type 2, there are two subtypes:

- **Type 2A:** In this case, the other entity (not the Ministry of Education) is willing to provide credit recognition based solely on the completion of a course, or series of courses, or modules.
- **Type 2B:** In this case, the other entity is only willing to provide credit recognition under certain circumstances. Examples of this could include situations where the required experience and/or credentials of the teacher are specified, or only specific teachers are approved. Another criterion could be that a certain mark must be achieved in the secondary level course.
- Application for the [Type 2 form](#) is available online.