

# Provincial Dual Credit Strategy – Frequently Asked Questions

## Key Actions

<b>Action 1: <i>Engage</i> more high school students in dual credit opportunities</b>	Supporting Activity 1.1: Encourage more community partnerships of school jurisdictions, post-secondary institutions and business and industry to develop, promote and offer dual credit opportunities to students.	
	What is dual credit?	Dual credit provides opportunity for high school students to participate in apprenticeship training or post-secondary, college or university courses earning both high school and post-secondary credits for the same course. <sup>1</sup> For the purposes of this <i>Strategy</i> and to reflect that different models and approaches exist to support student transitions in Alberta, the <i>Provincial Dual Credit Strategy (the Strategy)</i> also includes: <ul style="list-style-type: none"> <li>• <b>Preferred placement:</b> Post-secondary institutions exempt students from courses (often at the first-year level) in recognition of coursework completed in high school (e.g., first-period apprenticeship, child development assistant).</li> <li>• <b>Workplace certification:</b> Provincial high school curricula, particularly Career and Technology Studies, provide students with opportunities to achieve workplace certification through pathways (e.g., medical first responder, Adobe Certified Expert).</li> </ul>

<sup>1</sup> Alberta Education, Alberta Enterprise and Advanced Education, Alberta Human Services’ Definition: “Dual credits are earned when a high school student is taking either a high school or a post-secondary course that results in both high school credits and post-secondary credits. Students are enrolled and/or registered in the articulated secondary/post-secondary course in both institutions.”

	<p>How does the Government of Alberta (GOA) support the development of Dual Credit opportunities?</p>	<p>Provincial funding has been made available to assist local partnerships in creating dual credit opportunities, over and above the existing provincial partnership funding.</p> <p>An <i>eToolkit</i> has been developed to assist students, parents, administrators and collaborating partners in pursuing dual credit opportunities.</p>
	<p>How will dual credit benefit students?</p>	<p>Through the Provincial Dual Credit Strategy, students will engage in learning experiences that lead to a) earning credits in high school and post-secondary institutions at the same time and b) successful transitions to post-secondary and/or the workforce.</p>
	<p>While in high school, what is the maximum number of courses a student can take in post-secondary to earn dual credits?</p>	<p>The Provincial Dual Credit Strategy supports opportunities for students to obtain post-secondary credits, workplace certifications and/or post-secondary credentials through dual credit opportunities locally designed and delivered by partnerships. The Strategy does not set a minimum or maximum number of courses. Please see the <a href="#">Guide to Education: ECS to Grade 12</a> for more information regarding high school credentialing.</p>
	<p>How can the calendars of secondary and post-secondary institutions be aligned?</p>	<p>The Strategy enables school authorities and secondary schools to develop flexible and innovative approaches for students to enroll in dual credit opportunities. For example, one school authority has all high schools on the same timetable to provide a common time for students to work on dual credit courses. Students in another school authority take post-secondary classes after regular high school hours of instruction.</p>
	<p>Is this Strategy for all students?</p>	<p>Dual Credit opportunities may offer more engaging hands-on, relevant, and authentic opportunities for all learners. Dual Credit opportunities are for all Alberta high school students. Each partnership will be unique in how opportunities are developed and implemented. We have heard from students completing dual credit opportunities that they build confidence to continue working in the community or go on to further study.</p>

	<p>What are the considerations around students' safety?</p>	<p>Student safety is paramount, considering the potential age difference between high school students and post-secondary students. Student safety is the responsibility of each school authority and post-secondary institution, including following requirements for <a href="#">Occupational Health and Safety Legislation</a> and <a href="#">Off Campus Education</a>, where applicable. An example of an agreement includes Olds College and Chinook's Edge School Division, who have an agreement among the high school, student, parent, and post-secondary institution, where the student agrees to follow the college code of conduct and adhere to the college academic policy, including all safety guidelines and procedures while taking college courses.</p>
	<p>Can colleges make agreements with high schools outside of their local region?</p>	<p>Local and community partnerships are key to the implementation of the Strategy. The collective 'coming together' of school authorities, publicly funded post-secondary institutions and business and industry are best positioned to connect the best interests of students in the development, delivery and learner supports around engaging and relevant dual credit opportunities. If a local partnership is not able to offer a dual credit opportunity that meets student demand, existing protocols would be followed by post-secondary institutions to find the best post-secondary program partner.</p>
	<p>Can all students in a high school be eligible for dual credit opportunities?</p>	<p>Students enrolled in courses in grades 10 to 12 are eligible for dual credit opportunities. For those high schools that may have students from grades 9 to 12, only students enrolled in grades 10 to 12 will be eligible as funding for dual credit opportunities is currently tied to CEU funding.</p>
	<p>What is the definition of <i>preferred placement</i> in the Provincial Dual Credit Strategy?</p>	<p><i>Preferred placement</i> occurs when post-secondary institutions exempt students from courses (often at the first-year level) in recognition of coursework completed in high school (e.g., first-period apprenticeship, child development assistant).</p>

	<p>How was the Provincial Dual Credit Strategy developed?</p>	<p>In response to the Education Minister’s January 10, 2012 announcement of the 10-Point Plan for Education, which expressed the need to create more opportunities for students to earn credits in high school and post-secondary institutions at the same time, workshops with stakeholders were held and the <i>Provincial Dual Credit Strategy</i> was created.</p> <p>Dual credit opportunities align with the objectives outlined in <i>Inspiring Education: A Call to Action</i>, namely supporting students to develop competencies needed to be engaged thinkers and ethical citizens with an entrepreneurial spirit.</p>
<p>Supporting Activity 1.2: Create a toolkit for community partnerships to support the implementation of dual credit opportunities.</p>		
	<p>What is the <i>eToolkit</i>?</p>	<p>The <i>eToolkit</i> guides collaborating partners in the development and implementation of dual credit opportunities, e.g. curriculum mapping, sample partnership agreements, and examples of models based on established partnerships.</p>
	<p>When will the <i>eToolkit</i> be available?</p>	<p>The <i>eToolkit</i> will be available in May 2013.</p>
<p>Supporting Activity 1.3: Consider existing organizations, like the Regional Access to Advisory Councils, as potential venues for collaborative dialogue on dual credit opportunities for students.</p>		
	<p>Who is the regional body?</p>	<p>Regional Access Advisory Councils are advisory bodies that provide perspectives and advice on regional learning needs to assist Comprehensive Community Institutions (CCI)<sup>2</sup> in program and service planning. Each of Alberta’s 11 CCIs already act as a lead for identifying learning needs in communities. CCI’s collaborate with other post-secondary institutions, as well as community adult learning and literacy organizations, school districts, municipalities and other partners in their regions, to address community or regional learning needs.</p>
	<p>Can a partnership include more than one school authority, post-secondary institution or business partner?</p>	<p>Partnerships may include as many partners as are necessary to create a viable and sustainable dual credit opportunity. Multiple school authorities may enter into partnerships with a publicly funded post-secondary institution and business and industry, as well as other possible partners, in a collaborative development of a relevant, meaningful pathway.</p>

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<sup>2</sup> The 11 Comprehensive Community Institutions in Alberta provide a broad range of programs that prepare learners for employment or further study. These colleges are responsible for stewardship of adult learning opportunities within defined regions of Alberta. See <http://www.aet.alberta.ca/post-secondary/institutions/public/types/ci.aspx> for further information.

<b>Action 2: Invest in student success in dual credit opportunities at the local level</b>	Supporting Activity 2.1: Establish a provincial investment of 5.35 million over three years to be available to local partnerships for dual credit opportunities over and above existing funding.									
	How can partnerships access provincial funding?	Provincial funding may be accessed through an application process. Applicants are eligible to re-apply during future application intakes. New applicants are welcome during each yearly intake.								
	Who should be included in the partnership?	A partnership must consist of school authorities, publicly funded post-secondary institutions, and business and industry.								
	What can the provincial funding be used for?	Provincial funding is money allocated over and above existing sources. Funding may be used for the cost of a coordinator/liaison teacher and other related costs, such as transportation, curriculum development and articulation agreements with local high schools.								
	What are the timelines for Dual Credit opportunities being implemented in September 2013?	<table border="0"> <tr> <td>Call for applications</td> <td>May 6, 2013</td> </tr> <tr> <td>Application deadline</td> <td>June 21, 2013</td> </tr> <tr> <td>Applicants notified</td> <td>July 15, 2013</td> </tr> <tr> <td>Funding distributed</td> <td>July 31, 2013</td> </tr> </table>	Call for applications	May 6, 2013	Application deadline	June 21, 2013	Applicants notified	July 15, 2013	Funding distributed	July 31, 2013
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Can multi-year projects be submitted?	Partnerships can submit multi-year projects. Provincial funding will be allocated in one fiscal year if approved.									
Are students required to pay tuition?	High school students are first and foremost residents of the board. Under section 49 of the <i>School Act</i> , students cannot be charged tuition fees for high school or dual credit courses. Tuition fees and other costs are negotiated between the school authority and publicly funded post-secondary institution. High schools may direct Credit Enrollment Unit funding toward courses offered by a publicly funded post-secondary institution. Post-secondary institutions may use funding from their Campus Alberta grant to align and develop curriculum and articulation agreements with local high schools. Other sources of funding may include business and industry as determined by the local partnership.									

	<p>Who will cover funding costs for learning resources, transportation and other associated costs?</p>	<p>High schools may direct Credit Enrollment Unit funding toward courses offered by a publicly funded post-secondary institution. Post-secondary institutions may use funding from their Campus Alberta grant to align and develop curriculum and articulation agreements with local high schools. Partners are also encouraged to find other funding possibilities, such as business and industry partners. Should other avenues fail to adequately fund the dual credit opportunity, the partnership submitting the proposal to the Provincial Dual Credit Steering Committee may request additional funding needed to create their dual credit opportunities.</p>
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	<p>Supporting Activity 2.2: Identify an arm's length body to approve and allocate provincial dual credit funding requests from local partnerships.</p>	
	<p>What is the role of the Provincial Dual Credit Steering Committee (PDCSC)?</p>	<p>As a champion for dual credit opportunities, the PDCSC is arm's length from government and will meet annually or as needed. The PDCSC will review and approve local partnership applications for provincial dual credit funding. Specifically, the role of this committee will be to:</p> <ul style="list-style-type: none"> <li>• Build capacity in the development and implementation of dual credit opportunities in communities.</li> <li>• Ensure consistent allocation of provincial funding in response to local partnership applications.</li> <li>• Support collaborative decision making regarding provincial funding.</li> </ul>
	<p>How will the money be allocated?</p>	<p>The Provincial Dual Credit Steering Committee (PDCSC), composed of members of the College of Alberta School Superintendents (CASS), Alberta Council on Admissions and Transfer (ACAT) and industry, as represented by the Petroleum Human Resources Council of Canada (PHRCC), will annually accept proposals from regional partnerships. Approvals will be based on the Strategy's guiding principles.</p>
	<p>How will the Provincial Dual Credit Steering Committee represent the diverse perspectives of the partnerships?</p>	<p>The membership of the Provincial Dual Credit Steering Committee (PDCSC) will include three co-chairs from the College of Alberta Superintendents (CASS), the Alberta Council on Admissions and Transfer (ACAT) and the Petroleum Human Resource Council (PHRC), and up to three representatives each from the following sectors: school authorities, publicly funded post-secondary institutions and business and industry.</p>

<b>Action 3 : <i>Expand</i> career pathways for high school students in the design of future curriculum at the provincial level</b>	Supporting Activity 3.1: Develop 20 new career pathways (in addition to the current 40+) that lead to certifications for the high school curriculum by 2015.	
	Who will develop these new pathways?	Education will lead in the development of new pathways, following closely the direction from the labour market, local and provincial needs. Development of curriculum and courses would also be in collaboration with publicly funded post-secondary institutions, business and industry and government.
<b>Future Actions</b>		
<b><i>Explore</i> sustainable and effective human resource strategies to support dual credit opportunities in Alberta schools</b>	Will there be qualified teachers in place to teach these dual credit opportunities?	<p>Currently the Career and Technology Studies Bridge to Teacher Certification Program provides an opportunity for certified journey people, health care professionals and information technologists who are required for instruction in an advanced dual credit CTS program to complete a teacher preparation program offered by the University of Alberta.</p> <p>The Teacher Bridging to Advanced CTS Programming, Carpentry Pilot provides an opportunity for certified teachers who are required to teach advanced dual credit CTS courses in carpentry the opportunity to complete a Teacher Skills Enhancement Credential that will be recognized as sufficient to allow high school students to receive the post-secondary level credits in their dual credit CTS program.</p>
<b><i>Explore</i> a lifelong learning transcript to replace the high school diploma</b>	How could a lifelong learning transcript replace the high school transcript?	Dialogue to explore a lifelong learning transcript that would accurately reflect the educational realities of the 21 <sup>st</sup> century is being explored. Student learning achievements and successes could be captured and accessed at any time, recognizing individual learning accomplishments within a larger learning context—Alberta’s students are citizens in a global economy who continue to learn through life. Benchmarks could reference significant educational accomplishments while documenting a student’s progress through lifelong learning experiences. For example, in addition to including course completion marks, pathways could be reported.

<b>Review the implementation of the Provincial Dual Credit Strategy</b>	What kinds of changes are anticipated that will improve and expand dual credit opportunities?	It is anticipated that as dual credit opportunities expand there will be greater collaboration amongst stakeholders, increased opportunities for students across the province and a shared repository of dual credit opportunities.
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<b>Guiding Principles</b>		
<b>Student-centered</b>	How will students be supported in their decision to enter dual credit opportunities?	Students will receive guidance and support collectively from their school community, post-secondary institutions, career counselors, parents and other partners.
<b>Flexible</b>	How will students in rural and urban settings be provided with dual credit opportunities equitably?	Flexible opportunities models can be offered through a variety of environments, such as distributed learning, blended learning and e-learning, providing students with flexible timing and pacing.
<b>Accountable</b>	How will partnerships measure the success or failure of dual credit opportunities?	Partnerships will identify measures to track and report on student successes, in addition to meeting standards in both the K-12 and post-secondary curriculum.
<b>Sustainable</b>	What assurances will students have that dual credit opportunities will be sustainable?	Partnerships are responsible for ensuring sustainability of dual credit opportunities. Funding allocated to dual credit opportunities must link to the goals of the Strategy.
<b>Excellence</b>	How will stakeholders know that excellence in dual credit opportunities is maintained?	Standards, rigour, portability and recognition are important requirements of both secondary and post-secondary in dual credit opportunities.