



Draft Dual Credit Handbook

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Draft Dual Credit Handbook | Education and Childcare

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Introduction and Purpose

Career education is a key aspect of Alberta's education system which includes a variety of courses and programs that provide opportunities for students to explore career possibilities.

Career education programming, such as dual credit, enables students to have hands-on, career-based, experiential learning opportunities that can lead to rewarding career opportunities. The Alberta government is committed to ensuring that students have every opportunity to pursue their career interests, make connections to post-secondary opportunities, and succeed in Alberta's dynamic job market.

This *Draft Dual Credit Handbook* provides background information, guiding principles, and processes to support dual credit programming in Alberta.

Dual credit programming is led and managed by Education and Childcare on behalf of the Government of Alberta.

Dual Credit Background

Dual credit has evolved from a pilot project to the current *Alberta Dual Credit Framework* and accompanying *Dual Credit Implementation Guide*. Although the vision, goals, and guiding principles have not changed, improvements to programming and delivery are reflected in this handbook.

Alberta Dual Credit

Vision

Students have access to dual credit opportunities to personalize their high school experience and build on or discover their career passions and interests.

Goals

- Increase learner retention and high school completion rates.
- Increase participation of young adults in post-secondary programs.
- Assist students in making meaningful connections to the labour market.
- Effectively operationalize, support, and foster sustainable dual credit programming.

Guiding Principles

- Student-centred: Students are the focus of all decisions pertinent to dual credit.
- Flexibility: Students have increased choice for their learning.
- Accountability: Student success is accurately captured and reported.
- Sustainability: Students are assured stability and continuity of dual credit opportunities.
- Excellence: Students benefit from the integrity of secondary and post-secondary education systems.

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Dual Credit Programming

Education and Childcare considers learners' diverse backgrounds, interests, and experiences to develop the foundation needed for lifelong learning. By exploring their identities and roles within a diverse society, students better understand how differences enrich lives and foster healthy communities. Dual credit programming offers dynamic and unique learning experiences that help all students develop foundational lifelong learning.

Dual credit is programming authorized and funded by Education and Childcare in which Grade 10, 11, or 12 students can earn both high school credits and credits that count toward a post-secondary certificate, diploma, advanced diploma, or degree, including a journeyperson certificate.

- High school credits earned through dual credit count toward the Alberta High School Diploma or the Alberta Certificate of High School Achievement.
- Post-secondary course credits earned may be utilized for post-secondary admissions or transfer credit.

Dual credit courses are categorized in two ways: single enrolled and dual enrolled.

- Single enrolled dual credit courses are typically high school apprenticeship courses (in-class and on-the-job).
 - In-class apprenticeship courses (e.g., WDA3900: WDA Apprenticeship Safety) are typically taught within a high school without a post-secondary partner. In-class apprenticeship courses must be taught by an individual with journeyperson certification, typically a certificated teacher who is also a journeyperson.
 - On-the-job apprenticeship courses (e.g., RAP1663: Welder 15) are offered through the Registered Apprenticeship Program (RAP) where high school students earn training hours toward an apprenticeship program.
- Dual enrolled dual credit courses are offered in collaboration with a post-secondary institution partner.
 - Dual enrolled dual credit courses are typically taught by a post-secondary instructor in collaboration with a certificated teacher (e.g., PSI3073: Soil Science, HCA3401: Health Care Aide - Role and Responsibilities).
 - Dual enrolled dual credit courses are post-secondary level courses and are not intended to replace a diploma equivalent course or any other provincially approved curriculum, either in English or in French.

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Dual Credit Management

Dual credit opportunities are authorized and managed in accordance with this handbook, the [Funding Manual for School Authorities](#), and the [Guide to Education: ECS to Grade 12](#).

At the local level, management of dual credit programming is primarily the responsibility of the school authority, which works with [Alberta publicly funded post-secondary institutions](#) and [First Nations Colleges](#) and business or industry partner(s), as applicable, to develop and implement dual credit programming.

Planning and programming resources are available on the Education and Childcare [Dual Credit](#) website. These resources provide information on

- dual credit partnership roles and responsibilities, implementation, and funding
- the application process to receive Education and Childcare dual enrolment course codes for post-secondary programming
- the process and details associated with the maintenance of provincial Career and Technology Studies (CTS) dual credit pathways, including CTS Apprenticeship Pathways

This handbook and the supporting resources provide provincial consistency while allowing partners the flexibility to customize dual credit opportunities to meet the needs and interests of students, schools, and communities.

Dual Credit Delivery Models

Dual credit partners have the flexibility to determine delivery models that effectively fit their local context and suit their students. Flexible dual credit opportunities can be offered through a variety of environments, such as in-person (at a high school or post-secondary campus), online, or blended. Online courses may be delivered in a synchronous or asynchronous manner. Instruction and assessment vary depending on the dual credit structure and/or the delivery model used.

Supervision and guidance by an **Alberta certificated teacher** are key requirements for student success in a dual credit opportunity, regardless of the delivery model. In all dual credit opportunities, certificated teachers provide students with ongoing guidance and assessment even if they are not providing direct instruction.

Dual enrolled opportunities also include post-secondary instruction and assessment as a requirement for success. Collaboration by and contributions from all involved partners (school authority, post-secondary, and business or industry), regardless of delivery model, also contribute to student success.

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Collegiate Schools

In partnership with publicly funded post-secondary institutions and industry partners, collegiate schools offer specialized career education programming, including dual credit, in a particular subject or field. This programming provides all students with clear pathways into post-secondary education and careers in a chosen field.

Collegiate schools can be public (public, separate, Francophone, public charter) or accredited, funded independent schools and must continue to meet the requirements of their original school type.

A collegiate must have

- a specific subject area or field of focus
- formal agreements with publicly funded post-secondary institutions and industry partners
- experiential learning opportunities, such as work experience
- career education programming or bridging opportunities into post-secondary

Collegiate school programming differs from other dual credit programming in that they

- focus on a specific subject area or field, which may include
 - broad fields (e.g., trades, technology, fine arts)
 - specialized career academies (e.g., health care, culinary)
- serve all enrolled students in the designated collegiate school, whereas dual credit programs are individual opt-in opportunities
- include junior high students (grades 7 to 9), offering a seamless transition into high school programs, whereas dual credit programming is only available for grades 10 to 12

Dual Credit Data Collection

Dual credit-related data collection, analysis, and reporting are important parts of measuring the effectiveness of dual credit. For example, data collection supports

- identifying areas of success and improvement
- identifying where resources could be better allocated
- identifying student participation and post-secondary transitions
- building trust amongst stakeholders through data sharing
- stakeholders being responsive to community needs
- informed decision making at the local and provincial levels

Data is collected and shared through the following mechanisms:

- When high schools submit dual credit course codes through the Provincial Approach to Student Information (PASI) system, they need to select the dual enrolment flag (DEF), which allows Education and Childcare to effectively collect both the high school code and the post-secondary where the dual credit opportunity occurred.
- Education and Childcare dual enrolled dual credit course codes are shared with stakeholders by Alberta Advanced Education on the [Transfer Alberta Search Tool](#) and the [ACAT Dual Credit Articulation Committee](#) webpage.

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Dual Credit Stakeholder Communication

Education and Childcare’s communication with dual credit partners and stakeholders is a key element of dual credit implementation. Education and Childcare information related to dual credit programming is communicated through this handbook, the [Dual Credit Course Code Application](#), the [Dual Credit](#) website, the [Funding Manual for School Authorities](#), and the [Guide to Education: ECS to Grade 12](#).

Alberta Advanced Education provides information on dual credit learner pathways through the [Transfer Alberta Search Tool](#) and the [ACAT Dual Credit Articulation Committee](#) webpage to enable stakeholder partners to collaborate and share information. The ACAT Dual Credit Articulation Committee also continues to foster collaboration among dual credit stakeholder partners through committee meetings or sessions, initiatives, and information provided on the [ACAT Dual Credit Articulation Committee](#) webpage.

School authorities are responsible for communicating information about dual credit opportunities with students and their parents or guardians. School authorities are also responsible for sharing communication from their post-secondary and business and industry partners that are supporting the delivery of dual credit opportunities.

Post-secondary institutions and business and industry partners are responsible for clear communication with school authorities, students, parents and guardians, and their own institutions and organizations regarding policies, processes, and procedures for offering dual credit opportunities.

Communicating with Students, Parents, and Guardians

Clear, consistent, and timely communication is a key element to student success. Dual credit opportunities involve complex systems and processes, so school authorities and their dual credit partners, when applicable, need to effectively communicate with students, parents, and guardians to provide effective support.

- Students and their parents or guardians need to have a functional understanding of the potential benefits and challenges of participating in dual credit programming.
 - Participating in dual credit can increase student confidence, increase awareness of post-secondary opportunities, focus interest, and highlight labour market and future career opportunities that students may not have originally considered.
 - Students may also face challenges, such as meeting post-secondary expectations and course requirements, scheduling, accessing first-year post-secondary scholarships, and experiencing limited transferability of some post-secondary programs.

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Dual Credit Implementation and Considerations

Dual credit courses are intended to provide a variety of experiences for students exploring their career journeys. Whether exploring first-period apprenticeship or a post-secondary course or program, consistent implementation across all levels and stakeholders is essential to ensure success.

Dual Credit Pathways

A dual credit pathway is a course, or a selection of courses, that provides students with opportunities to explore and acquire competencies (attitudes, skills, and knowledge) as part of their career journey. Dual credit pathways help students work toward post-secondary goals or support them as they move directly into the workforce from high school (e.g., Health Care Aide).

A dual credit pathway is comprised of either single enrolled or dual enrolled dual credit courses.

Single Enrolled Dual Credit Example: Students participate in either a classroom apprenticeship or and on-the-job apprenticeship, such as welder. Students receive credits on their high school transcript only. Students who successfully complete all classroom apprenticeship training courses are eligible to write the Apprenticeship and Industry Training exam for their specific trade, such as welder.

Dual Enrolled Dual Credit Example: Students participate in an introductory psychology course at a post-secondary institution and are taught by the post-secondary instructor in collaboration with an Alberta certificated teacher. Students may receive credits on both their high school and post-secondary transcripts if all assessment requirements are met, as per the Guide to Education and the post-secondary institution's assessment criteria and processes (for post-secondary credit).

Depending on the instructional hours associated with the post-secondary course, a high school dual enrolled dual credit course code will typically be for 3 or 5 credits.

As dual credit programming falls within the CTS program area, these courses may be used to meet the Alberta High School Diploma or Alberta Certificate of High School Achievement requirements. Consult the *Guide to Education: ECS to Grade 12* for additional information on these requirements.

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Dual Credit Partnerships

Establishing strong, formal partners can enhance the student experience in a dual credit opportunity. Dual credit partners work together to determine roles and responsibilities that best align with their needs and the needs of their students. Dual credit programming requires collaboration among many stakeholders, including the school authority, government, industry, and post-secondary partners.

When a school authority works with a post-secondary institution or a business or industry partner to offer dual enrolled dual credit courses, a formal dual credit partnership agreement must be established. Partnership agreements should outline each partner's roles and responsibilities.

The structure of a dual credit partnership will depend on the structure of the dual credit pathway.

- A dual credit pathway comprised of **single enrolled** dual credit courses does not require a post-secondary partnership agreement.
- A dual credit pathway comprised of **dual enrolled** dual credit courses does require a post-secondary partnership agreement.
- While a business or industry partner is not a requirement, Alberta's government acknowledges the value that business, industry, and community-based partners can bring to a dual credit opportunity and encourages their participation.

A dual credit partnership may include more than one school authority, more than one post-secondary institution, and more than one business or industry.

- The school authority is the lead of a dual credit opportunity; however, in dual credit opportunities where there are partners, all partners should collaborate to clarify their roles and responsibilities through a formal partnership agreement.
- Each partner may take on a leadership role for specific tasks that enhance the success of the partnership and the dual credit opportunity.
- Partners have the flexibility to customize roles and responsibilities under their formal partnership agreement to optimize student learning experiences.

Partnership Agreements

- Partnership agreements ensure that roles and responsibilities are clearly outlined to best support everyone, including the students.
- Partnership agreements should be reviewed for accuracy, currency, and relevance through an agreed-upon renewal process (e.g., every three to four years).
- School authorities and their partners are responsible for obtaining any necessary legal advice at the local level when entering into formal partnership agreements.

Experienced dual credit education stakeholders have identified several aspects that are important in developing a formal dual credit partnership agreement. The following list of identified aspects is intended to guide partners in their planning and is not exhaustive.

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Formal Aspects

- Supervision of students
- Duty of care and liability insurance
- Student supports
- Communication with students and parents or guardians
- Communication between partners
- Management and sharing of applicable funding and resources
- Curriculum/dual credit pathway structure
- Delivery of instruction
- Assessment or evaluation procedures
- Grades and reporting
- Tuition and fees
- Data collection and analysis

Discussion Aspects

- Local needs
- Planning and recruitment
- Marketing and promotion
- Coordination
- Travel needs
- Student engagement
- Student expectations
- Timetabling and scheduling
- Important dates
- Hybrid learning
- In-person learning
- Asynchronous and synchronous learning
- Blended learning

A sample partnership agreement is available on the [ACAT Dual Credit Articulation Committee](#) website.

Note: Providing a sample partnership agreement does not constitute approval or endorsement of the sample template by Education and Childcare. Parties are responsible determining the contents of their own partnership agreements.

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Dual Credit Course Codes

School authorities can access provincial dual credit pathways or can design new ones that meet student, school, and local needs with an eligible post-secondary partner.¹

Education and Childcare is responsible for managing the [Dual Credit Course Codes Application](#) process and authorizing the use of dual credit course codes (single and dual enrolled). An application form, application submission processes, review periods, and deadlines are available on the [Dual Credit](#) website.

High school dual credit course codes (e.g., PSI3001: Introduction to Psychology, WDA390: WDA Apprenticeship Safety) are unique codes assigned by Education and Childcare that recognize unique post-secondary programming, including apprenticeship training.

- School authorities, including collegiates, wanting to offer single enrolled dual credit courses will use existing high school course codes. High school course codes can be accessed through [Alberta's Senior High School Courses](#) website.
- School authorities wanting to offer existing dual enrolled dual credit course codes (e.g., PSI3000: Introduction to Business) for which they currently do not have permission to use need to request permission from Education and Childcare (email: edc.dct@gov.ab.ca) using the [Dual Credit Course Codes Application](#).
 - Requesting permission provides evidence there is a formal partnership agreement (e.g., Memorandum of Understanding) in place that outlines roles and responsibilities to best support the student as well as capacity at the post-secondary.
 - Since the terms and conditions of a partnership can vary (e.g. cost, available spaces), having a partnership agreement in place remains important even when the course is already approved.
- School authorities, including collegiates, wanting to create a new dual enrolled dual credit course code must apply using the [Dual Credit Course Code Application](#).
 - Prior to applying for a new dual enrolled dual credit course code, school authorities are encouraged to visit the [Transfer Alberta Search Tool](#) to determine if the post-secondary program they are wanting to offer already has an existing dual enrolled dual credit course code.
 - School authorities are also encouraged to work with Education and Childcare (email: edc.dct@gov.ab.ca) as they work through the application process.
 - During the application process, if it is determined that high school curriculum already exists that aligns with the post-secondary program, Education and Childcare will provide the high school course codes that could be used for the dual credit opportunity. School authorities are not required to align or map high school curriculum with post-secondary curriculum.
 - Once a new dual enrolled dual credit course code has been authorized by Education and Childcare, other school authorities may request access to use it, following the process outlined earlier.

School authorities, including collegiates, can apply as a single entity or as a group. If applying as a group, one school authority acts as the lead and the other school authorities are identified as partnering school authorities on the application.

¹ A list of eligible Alberta post-secondary institutions can be accessed on Education and Childcare Dual Credit website.

Dual Credit Stakeholder Roles and Responsibilities

Education and Childcare

Education and Childcare is the government lead for dual credit and is responsible for the management of dual credit programming at the provincial level. Education and Childcare is committed to

- providing provincial consistency for dual credit programming through this handbook
- providing school authorities with the flexibility to develop dual credit opportunities that meet local needs
- providing funding to support dual credit programming
- managing the processes and details associated with dual credit pathways
- processing dual enrolled dual credit course code requests
- providing ongoing communication through the [Dual Credit](#) website

Alberta Advanced Education

Alberta Advanced Education supports Education and Childcare's lead on dual credit. Advanced Education recognizes and promotes dual credit as provincial programming in alignment with its ministry priorities and stakeholders' needs. Advanced Education facilitates and supports dual credit programming and delivery, including

- leadership and management of the *Skilled Trades and Apprenticeship Education Act* (STAEA), journey person certification, and Apprenticeship Education Program Credentials and transfer pathways
- support for Education and Childcare's management of dual credit policies and processes and related documentation included in this handbook
- communication with dual credit stakeholder networks and partners, Education and Childcare, and other ministries and organizations, including facilitation of the governance and network for the provincial stakeholder-led [Alberta Dual Credit Articulation Committee](#)
- support for the dual enrolled dual credit course code requests by providing Education and Childcare access to the Alberta Learner Pathways applications and transfer data
- management of dual credit and apprenticeship pathway data and information sharing via Trade Secrets and Transfer Alberta websites and through the [Transfer Alberta Search Tool](#)

Alberta Advanced Education approves new post-secondary programs and changes to existing programs, including apprenticeship education programs, under the authority of the *Post-Secondary Learning Act*, the Programs of Study Regulation, and the *Skilled Trades and Apprenticeship Education Act* (STAEA). This includes degrees, certificates, and diplomas.

Existing and new high school dual credit pathways will continue to be maintained and approved by Education and Childcare with the support of Advanced Education.

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Other Ministries

Other government ministries, such as Jobs, Economy, Trade and Immigration and Assisted Living and Social Services, support dual credit programming in alignment with their ministry priorities and stakeholders' needs.

For example, Jobs, Economy, Trade and Immigration provides [labour market information](#) on its website, which can be used by school authorities and their partners to support the planning of dual credit opportunities that meet student, school, and local community needs.

The alis website is maintained by Alberta Assisted Living and Social Services as a cross-government collaboration to support the lifelong career, learning, and employment journeys of Albertans.

School Authorities

A dual credit opportunity is typically initiated by a school authority, although a post-secondary or business or industry partner may also approach a school authority to discuss initiating a potential dual credit opportunity. School authorities have the responsibility to work with their dual credit partners, including post-secondary institutions and business or industry, to lead manage, develop, and implement dual credit programming at the local level.

- Before initiating a dual credit opportunity, school authorities are responsible to ensure
 - student interest and/or need
 - To ensure the best chance for success, students should be screened prior to being placed within a dual credit opportunity.
 - local and provincial labour market needs
 - School authorities should develop local policies and practices supporting dual credit programming.
 - development of a formal partnership agreement
 - A formal partnership agreement outlines parameters such as program delivery, student supports, transportation, reporting, and insurance.
 - Agreements may be drafted by the post-secondary, the school authority, or in collaboration.
 - availability of resources (e.g., funding, facilities, instructors, materials) and their sustainability
 - In all dual credit opportunities, certificated teachers provide students with ongoing supervision, guidance, and assessment even if they are not providing direct instruction.
 - School authorities must ensure compliance with the [Education Act](#) and [School Fees and Costs Regulation](#) when developing and maintaining dual credit opportunities.
 - implementation costs
 - While school authorities receive funding from Education and Childcare for dual credit programming and are considered the lead where there are partners, there is an expectation that all partners will collaborate to support development and implementation of a dual credit opportunity.
 - post-secondary transferability
 - School authorities are encouraged to work with partnering post-secondary institutions to ensure transferability and that students have access to their post-secondary institution transcript upon completion of dual enrolled dual credit courses.

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- development of new or existing dual credit pathways (apprenticeship and non-apprenticeship)
 - School authorities are responsible for ensuring dual enrolled dual credit opportunities have been authorized by Education and Childcare. Authorization involves dual credit course codes being assigned to school authorities prior to students beginning their courses.
 - School authorities are responsible for communicating with students, parents or guardians, and other stakeholders regarding the availability, approval status, limitations on, and structure of all dual credit opportunities.
 - School authorities are responsible for ensuring that any dual credit opportunity will not commence prior to the start date indicated in the partnership agreement.
 - School authorities are responsible for ensuring that the dual credit opportunity is affiliated with an accredited post-secondary program (i.e., approved by Advanced Education for the purposes of credit).
 - School authorities are responsible for ensuring that the dual credit opportunity leads to a post-secondary certificate, including a journeyperson certificate, diploma, or degree, at an eligible post-secondary institution (publicly funded institution or First Nations College).
 - School authorities are responsible for ensuring that the dual credit opportunity is not associated with a continuing education program nor with high school upgrading.
- dual credit course code application process
 - School authorities need to have access to dual credit course codes prior to delivery to ensure they can report on them.

The above list of identified aspects is intended to guide the school authority and is not exhaustive.

Dual credit pathways comprised of dual enrolled dual credit courses are taught by a post-secondary instructor and are assessed in collaboration with an Alberta certificated teacher. High school course completions and associated marks are recorded by the school using the assigned dual enrolled dual credit course code(s) as per their established processes. Post-secondary course completions and associated marks are also reported by the post-secondary institution as per their established processes.

Post-Secondary Institutions

Alberta Advanced Education and their post-secondary institutions are instrumental to the success of dual credit. [Alberta publicly funded post-secondary institutions](#) and [First Nations Colleges](#) provide opportunities for students seeking to explore education and career knowledge beyond high school.

- Post-secondary institutions
 - support the creation of a partnership agreement in collaboration with a partnering school authority
 - provide instructors for dual enrolled dual credit opportunities
 - are responsible for providing the assessment and awarding and reporting of post-secondary credits through their institution's established processes where post-secondary instructors are involved in delivering dual credit courses
 - Education and Childcare is not responsible for post-secondary assessment decisions made by post-secondary institutions while providing dual enrolled dual credit opportunities.
 - share assessment practices, syllabuses, and grading to the certificated teacher monitoring the dual credit students
 - It is the responsibility of the certificated teacher from the school authority to provide the assessment and awarding and reporting of the high school credits.
 - provide access to facilities and resources, such as textbooks or guides, where applicable
 - work with school authorities to design effective delivery models for secondary students
 - determine academic and non-academic prerequisites
 - support school authorities with the screening of students to ensure readiness and programming fit is appropriate
 - clearly articulate post-secondary withdrawal dates (or amendments to them) to students and their supervising certificated teacher
 - provide student access to final post-secondary transcripts upon completion of course(s)

The above list of identified aspects is intended to guide post-secondary institutions and is not exhaustive.

Business and Industry

In Alberta, businesses and industries play an important role in supporting dual credit programs that provide opportunities for high school students to earn both high school and post-secondary credits.

Business and industry may support dual credit opportunities through

- collaborating with partners to help align dual credit programs with industry needs
- providing insights into labour market trends and skills requirements
- providing hands-on work experience placements
- providing in-kind support such as equipment and facilities
- mentoring students as they transition into their career paths
- funding to cover program and material costs
- promoting dual credit programs within the community through career fairs or information sessions

These efforts help bridge the gap between education and the workforce, providing students with valuable skills and experiences that enhance their employability and career readiness.

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Supporting Student Success in Dual Credit

School authorities and their dual credit partners (in dual credit opportunities that include partners) are responsible for ensuring that students are supported so that they can succeed.

Several important elements that should be considered to support student success include, but are not limited to, the following:

- fostering safe and caring learning environments and providing clear expectations and communication
- ensuring appropriate supervision of students (e.g., regular student monitoring, receipt of timely assessment or feedback, process for communication and sharing of student concerns, and accessibility and communication between dual credit partners)
- considering the needs of diverse students
- assessing the capabilities of students to participate in a dual credit opportunity, considering their workload, ability, and capacity
- providing appropriate orientation for students before they engage in a dual credit opportunity and confirming completion of any prerequisites
- providing ongoing support to students throughout and after participation in a dual credit opportunity
- involving parents and guardians throughout the process, from orientation through delivery to completion
- developing a student success plan
 - The intent of the student success plan is to ensure students succeed in the dual credit opportunity and that the opportunity supports their future career plans.
 - Schools are encouraged to have students access the comprehensive career planning resources on the Government of Alberta's [alis](#) website.

Additional Information

Additional information is available on the Education and Childcare [Dual Credit](#) website.

Any disputes regarding the administration of dual credit programming will be resolved in accordance with the *Guide to Education: ECS to Grade 12* procedures.

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Glossary

ACAT – Alberta Council on Admissions and Transfer, reporting to the Minister of Advanced Education and responsible for leadership, advice, and oversight regarding learner pathways and mobility in Alberta's post-secondary system with a focus on admissions and transfer. The ACAT Secretariat and Learner Pathways staff in Advanced Education continue to administer the work of ACAT and facilitate Alberta Transfer System and learner pathways operations, pending next steps for council membership and the transfer system.

Advanced standing – When high school students have achieved the educational requirements or have passed the entrance exam for a trade and have successfully completed the required courses in a CTS apprenticeship pathway, they may attempt prior learning assessment examinations for advanced standing in an apprenticeship program.

alis – Alberta Learning Information Service is a government website that provides information and resources related to career planning, post-secondary education and training, educational funding, job searches, and workplace issues.

Authorized dual credit programming – high school programming that meets Education and Childcare's criteria as outlined in the *Draft Dual Credit Handbook*.

Career and Technology Studies (CTS) – a provincially authorized curriculum for Alberta secondary schools designed on a pathways model to offer flexible programming.

Curriculum – Alberta's provincial Kindergarten to Grade 12 curriculum, or programs of study, is defined as what students are expected to know, understand, and be able to do in each subject and grade; typically referred to as the content taught in a school or in a specific course or program.

Dual credit – programming that is authorized and funded by Education and Childcare in which Grade 10, 11, or 12 students can earn both high school credits and credits that count toward a post-secondary certificate, diploma, or degree, including a journeyperson certificate.

Dual credit course – a high school course that has been authorized by Education and Childcare to align with post-secondary or industry-specific curriculum and that receives a unique course code that identifies it as dual credit on a student's high school transcript.

Dual credit course codes – unique course codes assigned by Education and Childcare for post-secondary programming that meets the criteria established in the *Draft Dual Credit Handbook*.

Dual credit opportunity – a specific dual credit pathway that a school authority and its partners, as applicable, implement at the local level.

Dual credit pathway – a course or a selection of courses that provides students with the opportunities to explore and acquire the competencies (attitudes, skills, knowledge, and values) for a career journey.

Dual enrolment flag (DEF) – The DEF within the Provincial Approach to Student Information (PASI) system is used by school authorities when submitting high school course codes to identify dual enrolled dual credit courses.

Education stakeholder – a person, entity, or organization invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials.

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Eligible post-secondary institutions – Education and Childcare has identified an approved list of Alberta [publicly funded post-secondary institutions](#) and [First Nations Colleges](#) in Alberta for authorized dual credit programming. This list can be accessed on the Education and Childcare [Dual Credit](#) website.

Formal partnership agreement – a formal agreement of intent between two or more institutions (i.e., a school authority and a post-secondary institution) to accept courses (or clusters of courses) for credit. A formal dual credit partnership agreement will ensure alignment with the *Draft Dual Credit Handbook* and will identify each partner's roles and responsibilities.

Journeyperson certificate – a document that recognizes that a journeyperson has met the required standard of training and performance for a designated trade, either through successful completion of an apprenticeship training program or other training and assessment. All trade credentials for a trade or designated occupation must be issued by recognized regulatory authorities. Awarding of trade and designated occupation certificates in Alberta is regulated by Apprenticeship and Industry Training through Advanced Education.

Labour market information – a variety of data, facts, and knowledge associated with the state of the labour market used by individuals and organizations to make informed choices and decisions related to education, training, career development, employment, and workforce strategies. This includes information on the characteristics of labour force, employers hiring workers, occupations in demand, wages, and skills required for specific occupations.

Local dual credit pathway – a course or series of courses identified by a school authority and its post-secondary partner to best support specific student, school, and community needs at the local level. Local dual credit pathways are typically comprised of dual enrolled courses that have received unique course codes from Education and Childcare and that align with eligible post-secondary programming.

Success plan – a process through which a student can identify attributes, specific career fields of interest, and personal priorities to guide their high school programming and transitioning from high school to post-secondary and/or the workplace. A success plan is an important component of the recruitment and orientation process to support student success in a dual credit course.

Transferability – a student's ability to successfully receive transfer credit for an applicable course(s) or program(s) when they move between post-secondary institutions and/or between program areas.

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