



OLDS COLLEGE
OF AGRICULTURE & TECHNOLOGY



Olds College Dual Credit Program Guide

for Supervising Teachers



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Welcome

WELCOME, SUPERVISING TEACHERS!

Welcome to the Olds College Dual Credit Program! As a supervising teacher, you play a vital role in bridging high school and post-secondary environments, acting as the primary connection between your students, your school division and Olds College. Your leadership, daily guidance and ongoing encouragement are essential to helping students successfully navigate college-level expectations, balance complex workloads and build the confidence needed for their future academic and career pathways.

This handbook is designed to equip you with the essential tools, key contact information, procedures and timelines needed to support your dual credit learners effectively. Whether you are helping students access course materials through Moodle, tracking onsite or online attendance, facilitating accommodations or encouraging self-advocacy, your support ensures our shared students thrive.

Thank you for your dedication to expanding opportunities for your students and for partnering with us to deliver a rewarding, successful dual credit experience. We look forward to working together this year!

IMPORTANT CONTACTS

Director, Community Learning Campus Brienne Fletcher bfletcher@oldscollege.ca	Coordinator Animal Health programming Erin Pelletier Epelletier@oldscollege.ca 403.556.8259
Coordinator Onsite Skilled Trades Indoor Agriculture and Meat Processing Samantha Comish Scomish@oldscollege.ca 403.556.8331	Online Programming and General Inquires dualcredit@oldscollege.ca
IT Support itsupport@oldscollege.ca 403.507.7777	

PURPOSE OF THE HANDBOOK

This handbook is designed to support supervising teachers by providing clear information about the expectations, processes, and responsibilities involved in the Dual Credit Programming at Olds College.

It serves as a resource to help supervising teachers:

- Understand their role in supporting dual credit students.
- Communicate important program information and deadlines to students.
- Assist students with attendance, accommodations and academic progress.
- Understand key Olds College policies and procedures.
- Connect with the appropriate Olds College contacts when questions or concerns arise.

By working together, school divisions and Olds College can help students successfully balance their high school and post-secondary responsibilities while preparing for future education and career pathways.

OVERVIEW OF THE DUAL CREDIT PROGRAM

Dual Credit Programming allows high school students in grades 10 to 12 to earn both high school and post-secondary credit by completing eligible post-secondary courses while still enrolled in high school. The program provides students with the opportunity to explore career pathways, gain hands-on experience and navigate the expectations of college-level learning in a supportive environment.

Dual credit courses are offered online, on-site or through a blended model, depending on the program. Students are expected to meet the academic and attendance requirements of both their high school and Olds College while successfully balancing the responsibilities of each.

The program is a partnership between Olds College, participating school authorities and students. Together, these partners work to support student success by providing guidance, clear communication and opportunities for students to develop the knowledge, skills and confidence needed for future post-secondary education, apprenticeships and careers.



IMPORTANT DATES

Fall Term starts in September

Winter Term starts in February

Summer Term starts in July

STUDENT REGISTRATION DATES

Student registration typically closes approximately two weeks before the class start date. In some cases, registration may remain open later to allow school divisions additional time following breaks. Registration deadlines are communicated to school divisions well in advance to support planning and student enrollment.

COLLEGE HOLIDAY CLOSURES

- Canada Day
- Civic Holiday/Heritage Day
- Labour Day
- National Day for Truth and Reconciliation
- Thanksgiving
- Remembrance Day
- Christmas Break (Dates may vary each year)
- New Year's Day
- Good Friday
- Easter Monday
- Victoria Day
- Additional Closure Day
 - ◊ Olds College Convocation

On-site programming will not be offered during these dates. Online programming will continue as scheduled throughout all holidays, and students will be expected to remain engaged with their coursework during these periods.

WITHDRAWAL DEADLINES

School divisions may request student withdrawals up to one week after final grades have been received. Once final grades are shared with divisions, supervising teachers should ensure that any students requiring a withdrawal are promptly submitted through the withdrawal request form.

After the one-week withdrawal period has passed, final grades will remain recorded in the Olds College system as submitted, including any failing grades. Supervising teachers are responsible for reviewing student grades once they are provided and working with their school division to address any required withdrawal requests within the designated timeframe.

Role of the Supervising Teacher

As a supervising teacher, your role serves as an important link between the student, their school, and Olds College, helping to support their success throughout their dual credit programming, your support consists of:

- Serve as the main point of contact between the student, school and Olds College throughout the course or program.
- Regular check-ins with students, encourage engagement and reinforce expectations for attendance, participation and coursework.
- Track student attendance and review academic progress to ensure students are meeting course expectations.
- Notify the Olds College Dual Credit team as soon as concerns arise regarding attendance, academic performance or student well-being.
- Help students develop effective study habits, manage deadlines and balance dual credit coursework with high school responsibilities. (Soft Skills)
- Communicate important updates, share relevant information and collaborate with both the school and Olds College to support student success.
 - ◊ Ensure students understand course outlines, important deadlines, and communications from their instructors.

BEFORE THE COURSE BEGINS

- **Add students to the Olds College Google form**
 - ◊ The Olds College Google registration tracking form will be emailed to the school authorities. Schools are responsible for completing the form to submit students for cross-referencing and final registration processing.
- **Ensure students have completed the Apply Alberta registration**
 - ◊ Supervising teachers are responsible for ensuring that students complete and submit their ApplyAlberta application. A student's registration is not considered complete until their ApplyAlberta application has been successfully submitted. The application fee is waived for all dual credit applications.
- **Confirm students have access to:**
 - ◊ Olds College email
 - ◊ Moodle
 - ◊ Required technology
 - ◊ Course materials if required for their specific course
- **Review important dates and expectations**
 - ◊ Course outline and moodle platform
- **Students attending on-site programming need to have the following forms completed:**
 - ◊ Field trip form
 - ◊ Independent driving form - if students are driving their own vehicle
 - ◊ Photo / Media release form
- **Review required materials and textbooks for online programming**
 - ◊ Required textbooks and course materials, including associated costs, will be provided before the start of class. Supervising teachers should check in to confirm students have obtained all required materials before the course begins.
- **Review required Personal Protective Equipment (PPE) and materials for onsite programming**
 - ◊ Students are responsible for providing their own required PPE and materials. Required PPE should be reviewed with students before the course begins to ensure they are prepared and have everything needed to participate safely.
- **Ensure Accommodations are set up for students before the start of programming**

MONITORING STUDENT PROGRESS

- Review the student's Moodle course(s) weekly to monitor progress.
 - ◊ Check for overdue or missing assignments and discuss a plan to complete them.
 - ◊ Encourage students to start assignments early rather than waiting until the deadline.
 - ◊ Review instructor feedback on submitted assignments to identify areas for improvement.
- Monitor grades regularly and watch for declining performance.
- Ensure the student understands upcoming due dates and assessment requirements.
- Encourage students to contact their instructor promptly if they have questions or anticipate missing a deadline.
- Help students develop a schedule to balance high school and dual credit coursework.
- If a student is consistently falling behind, connect with the Dual Credit team and instructor early to discuss available supports.
- Remind students that they are responsible for submitting their own work and communicating with their instructor regarding extensions or extenuating circumstances.

COMMUNICATION

School concerns → Supervising Teacher

Course content/questions → College Instructor

Program questions → Dual Credit Coordinator

Moodle or Login issues → IT Support at Olds College

Technology issues → IT Support at School Division

Maintain regular communication with students throughout the course.



Supporting Student Success

TIME MANAGEMENT

Help students develop strategies to manage their workload, deadlines and commitments effectively.

Supervising teachers can support students by:

- Encouraging students to review course schedules, deadlines and expectations at the beginning of the term.
- Helping students to create a weekly plan that includes time for coursework, studying and completing assignments.
- Reinforcing the importance of starting assignments early and avoiding last-minute submissions.
- Encouraging students to prioritize tasks based on deadlines and workload.
- Reminding students that online and dual credit courses require consistent effort throughout the scheduled course period, including during school breaks.
- Helping students recognize when they are falling behind and develop a plan to get back on track.

ORGANIZATION & STUDY HABITS

Help students build systems that allow them to keep track of important information, assignments and course materials.

Supervising teachers can support students by:

- Encouraging students to check Moodle, email and course announcements regularly.
- Helping students organize course materials, notes and resources in a way that works best for them.
- Encouraging students to maintain a calendar, planner or digital task list for assignment deadlines and important dates.
- Supporting students in creating a dedicated workspace and routine for completing coursework.
- Teaching students the importance of tracking completed work and outstanding tasks.
- Encouraging students to establish regular study times and avoid relying on last-minute preparation.
- Helping students identify study methods that work best for them, such as reviewing notes, practising skills or breaking larger assignments into smaller steps.
- Check in with students to ensure they are actively engaged with course content rather than only completing required tasks.
- Reminding students to ask questions, seek clarification and use available resources when they are unsure.
- Meet with students to reflect on their progress and adjust their approach when needed.

SELF-ADVOCACY

Help students develop confidence in communicating their needs and taking responsibility for their learning.

Supervising teachers can support students by:

- Encouraging students to communicate directly with instructors when they have questions or concerns.
- Supporting students in understanding that asking for help early is an important part of being successful.
- Guiding students to take ownership of deadlines, attendance and course requirements.
- Helping students practice professional communication skills when contacting instructors or support staff.
- Reminding students that they are responsible for their learning experience and should be active participants in seeking solutions.

Online Programming

ORIENTATIONS

Olds College will provide orientation sessions throughout the year. To best support students, supervising teachers are highly encouraged to attend these sessions.

COURSE ACCESS (ONLINE PROGRAMMING)

Students enrolled in online programming are expected to regularly access their courses, monitor course communications and ensure they are meeting all assignment deadlines and course expectations. Students are responsible for managing their time effectively and completing required coursework within the provided timelines.

Olds College will monitor course engagement and will communicate with supervising teachers regarding students who have not accessed their courses or demonstrated engagement for an extended period of time. Supervising teachers should work with students to encourage regular course participation and support them in meeting program expectations.

SCHOOL BREAKS AND ONLINE PROGRAMMING

High school break schedules do not necessarily align with the Olds College academic calendar. Because Olds College delivers online programming to students from many different school divisions, it is not possible to accommodate the varying break schedules of each division.

Online courses will continue as scheduled during school division holidays and breaks. Students are expected to remain engaged in their courses, meet assignment deadlines and continue progressing through their coursework during these periods. Supervising teachers should help students plan and ensure they understand their responsibility to stay current with course requirements, even when their high school is on break.

ACCOMMODATIONS

Supervising teachers play an important role in helping students access the supports they need to be successful in their dual credit programming. Collaboration with the Dual Credit Coordinators, school division staff and students helps ensure approved accommodations are implemented appropriately.

- Confirm that approved accommodations are communicated and in place before the course or program begins.
- Communicate if a student is experiencing barriers accessing course materials, completing assignments or participating in programming.
- Support the implementation of approved strategies while recognizing that accommodations provide access to learning but do not change course expectations or learning outcomes.

On-site Programming

COURSE INFORMATION (ONSITE PROGRAMMING)

Students will receive an email to the account they used to register through Apply Alberta, prompting them to set up their Olds College email. Additionally, Students will receive an email from the Onsite Coordinator with their schedule and important information.

SCHOOL BREAKS AND ON-SITE PROGRAMMING

High school break schedules may not align with the Olds College academic calendar. Students may be required to attend onsite programming during scheduled school breaks, PD days, or other non-school days.

PARKING AND TRANSPORTATION

Students enrolled in Readiness for the Skilled Trades Level 1 are expected to use the transportation provided by their school division. Students who have received approval from their school to drive to campus must complete all required documentation and will be responsible for applicable campus parking fees unless alternate arrangements have been made with the on-site coordinator.

Students enrolled in Readiness for the Skilled Trades Level 2 are responsible for arranging their own transportation, as transportation is not provided for this level of programming. Students who drive to campus must have all required documentation completed and, if applicable, submit their licence plate information to the Dual Credit Coordinator for parking purposes.

Students enrolled in Pre-Employment and Animal Health Programming are responsible for arranging their own transportation and covering the cost of parking on campus for the duration of their program.



Attendance

STUDENT ABSENCES

ONLINE PROGRAMMING

Students are not required to be online at a specific time; however, they are expected to manage their coursework and meet assignment deadlines. If a student anticipates an absence that may impact their ability to complete assigned work, they must communicate with their instructor to develop a plan for staying on track.

Supervising teachers should monitor student progress and ensure that students have communicated any extended absences or potential challenges with their instructor. If a student is unable to communicate these concerns independently, the supervising teacher should support the student by reaching out to the instructor on their behalf.

ON-SITE PROGRAMMING

The school division is the primary point of contact for student absences. If a student will be absent, they must notify both their school division and the Onsite Coordinator at Olds College as soon as possible. The school division and onsite coordinator will work together to determine whether a replacement or make-up day can be arranged, if applicable.

MAKE-UP DAYS

ON-SITE TRADES

Students are required to make up any missed days; more than one missed class will result in removal from the program. School divisions are responsible for working with the onsite coordinator to arrange an alternate day. If the required day is not possible with another cohort, students will have to make up the work during a lunch hour.

ANIMAL HEALTH PROGRAMMING

If a student requires a make-up lab, additional fees may apply. Supervising teachers should work with their school division to determine whether a make-up lab can be arranged and to confirm any associated costs with the Coordinator for Animal Health Programming

HELPING STUDENTS GET BACK ON TRACK

Supervising teachers play an important role in supporting students who have missed class. Supporting your student may include:

- Encouraging students to communicate with their instructor as soon as possible regarding missed coursework and assignments.
- Reminding students that they are responsible for completing all missed work and meeting course deadlines whenever possible.
- Assisting students in accessing Moodle and other course resources to identify missed learning activities.
- Helping students develop a plan to catch up on outstanding work if additional support is needed.
- Communicating with the instructor when appropriate, particularly if a student's absence is expected to be extended or may significantly impact their progress.
- Monitoring the student's progress after their return to ensure they are working toward completing missed coursework and meeting course expectations.

The primary responsibility for completing missed work remains with the student. The teacher's monitoring role is to provide guidance, encouragement and support throughout the process.

Olds College Policies

Olds College policies can be found [HERE](#)

Students are expected to follow all Olds College and their school division policies and procedures. If a student does not meet these expectations, the appropriate next steps will be communicated with the school division to address the concern and determine a plan moving forward.

ACADEMIC INTEGRITY & AI

Artificial Intelligence (AI) tools are becoming more common in schools and workplaces. When used properly, AI can help students learn by generating ideas, explaining concepts and supporting skill development. However, AI should be used as a tool to support learning and should not replace a student's own work, effort or understanding.

Students must:

- Use AI tools ethically and responsibly.
- Follow all course-specific instructions regarding AI use.
- Acknowledge when AI has been used, when required by the instructor.
- Ensure submitted work reflects their own understanding and learning.
- Protect personal, confidential and course-related information when using AI tools.

Using AI to complete assignments, assessments or other coursework when it is not permitted may be considered academic misconduct. Students are encouraged to communicate with their instructor if they are unsure whether AI can be used for a specific activity.

Misuse of Artificial Intelligence (AI) tools, including using AI when it is not permitted, may result in a **grade of 0%** on the assignment or quiz. After review, if the student is deemed to have used AI they must successfully complete an online AI information course prior to resuming their dual credit course. ***Course access will be blocked until this step is completed.***

The expectations for academic honesty can be found [HERE](#).



Frequently Asked Questions

WHO REPORTS AN ABSENCE?

On-site Programming: Students must notify their school of any absence. The school division will then communicate the absence to the Olds College on-site coordinator.

Animal Health Programming: The school division must complete a lab absence request form and work with the Olds College dual credit team to determine whether a make-up lab can be arranged and to confirm any associated costs.

Online Programming: If an absence will affect a student's ability to meet course deadlines, the student should notify their instructor as soon as possible. While the supporting teacher may assist with communication if needed, it is the student's responsibility to communicate directly with their instructor.

WHO DO STUDENTS CONTACT IF MOODLE ISN'T WORKING?

IT Support:

itsupport@oldscollege.ca
403.507.7777

WHAT HAPPENS IF A STUDENT MISSES AN ON-SITE DAY?

On-site programming requires a commitment to attend all scheduled campus days. Attendance is mandatory, and students are expected to participate in every onsite session. Unexcused absences may result in removal from the program.

If a student is unable to attend due to illness or another approved reason, they must notify both the Olds College on-site coordinator and their school division as soon as possible. A make-up day will be required and must be arranged in consultation with the school division and Olds College.

Students are responsible for making up any missed on-site day. If attending a scheduled make-up day is not possible, students will be required to complete any missed coursework or learning activities as directed by the instructor.

If a student misses a scheduled test or assessment, they will be required to write it at the next available opportunity. This may require the student to remain in the classroom during the lunch break or at another time determined by the instructor.

Attendance at all mandatory Veterinary Technical Assistant lab days is required. If a lab day is missed, students may be able to make it up with another cohort, subject to availability. If no suitable lab is available, a separate make-up lab may be arranged, and additional fees will apply.

CAN PARENTS CONTACT INSTRUCTORS?

As dual credit students are enrolled in a college course, they are expected to communicate directly with their instructors regarding questions, concerns and course-related matters. Instructors are not required to respond to parents or guardians who contact them on a student's behalf. If additional support is needed, the student's supervising teacher is the secondary point of contact and may communicate with the instructor when appropriate.

WHAT HAPPENS IF A STUDENT WANTS TO WITHDRAW?

Students may withdraw from a dual credit course up to one week after final grades have been released. To process a withdrawal, the student's school division must complete and submit the official withdrawal form to Olds College.

HOW ARE GRADES SHARED?

ONLINE PROGRAMMING

Instructors will enter final grades into the provided dashboards for school divisions to review. School divisions are responsible for accessing and reviewing student grades once they become available.

VETERINARY TECHNICAL ASSISTANT (VTA)

School authorities and key contacts will receive midterm and final grades directly via email.

ON-SITE SKILLED TRADES

The on-site coordinator will provide final grades to participating schools once all final assessments and required testing have been completed.

WHO SHOULD BE CONTACTED FOR PROGRAM-RELATED QUESTIONS?

Questions regarding course content, program requirements or academic expectations should be directed to the instructor or Dual Credit Coordinator, who can provide the appropriate support and information.



QUICK REFERENCE CHECKLIST FOR SUPERVISING TEACHERS

- ☐ Supply students with instructions for ApplyAlberta
- ☐ The student has completed registration.
- ☐ Student accommodations are confirmed with Olds College
- ☐ Students can access Moodle and their Olds College email
- ☐ Students understand course expectations
- ☐ PPE requirements have been reviewed (if applicable)
- ☐ Transportation has been confirmed
- ☐ Attendance is monitored
- ☐ Student progress is checked regularly
- ☐ Concerns are communicated early
- ☐ Final grades have been reviewed
- ☐ Students have been supported with next steps after course completion





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