Credit Equivalency Resource Package

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Context/Background

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit granting process whereby students can obtain credits for prior learning. Under the direction of the principal, students can have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma (OSSD).

The PLAR process involves two components: “challenge” and “equivalency.” The course comparison information is for use in the PLAR “equivalency” process; the process for assessing credentials from other jurisdictions.

PLAR Credit Equivalency for Regular Day School Students

Students, enrolled in Ontario secondary schools as regular day school students, who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal in the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student’s previous learning, and the number of compulsory and optional credits still to be earned.

See Policy /Program Memorandum No. 129, Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools, 2001

PLAR Credit Equivalency for Mature Students

For mature students enrolled in Ontario secondary schools, requirements concerning the application of the PLAR “equivalency” process differ from those for regular day school students because of the broader life experience of mature students. The “equivalency” process for mature students involves individual assessment for the purpose of granting Grade 9 or 10 credits, and/or assessment and credentials and other appropriate documentation from jurisdictions outside Ontario for the purpose of granting credit for a Grade 11 or 12 course developed from an Ontario curriculum policy document published in 2000 or later.

See Policy /Program Memorandum Mp.132, Prior Learning Assessment and Recognition (PLAR) for Mature Students: Implementation in Ontario Secondary Schools, 2003

What is this Credit Equivalency Resource Package?

This credit equivalency package provides a comparison of the alignment between senior-level Ontario secondary school credit courses and senior-level secondary school credit courses in other Canadian jurisdictions. The information is intended to help guidance counsellors/department heads/program coordinators in adult and continuing education programs, under the direction of a principal, to make decisions about granting credit equivalency for these credits.

The alignment comparison includes a separate chart for each out-of-province course compared to a corresponding Ontario course for:

- Grades 11 and 12 English, Mathematics, and Science from other provinces (Alberta, Atlantic Provinces, and British Columbia)
- Ontario International Languages Levels 1, 2, 3, 4 compared to corresponding international language courses in Chinese, Punjabi and Spanish Grades 9, 10, 11, and 12 from Alberta and British Columbia (provinces in which there are credit courses for these languages).
**Basis for Comparison**

The comparison of senior-level credit courses in other Canadian jurisdictions to Ontario courses is based on overall expectations/outcomes for the knowledge and skills presented in each course. Some courses from other Canadian jurisdictions correspond to more than one Ontario course.

In these instances, principals can take this into consideration when granting equivalency credits. As well, guidance counsellors may inform students that they are well prepared for each of the courses indicated. For example, the Atlantic Provinces Writing 110, Writing 2203 and WRT521A have a considerable relationship to Ontario’s Writer’s Craft, Grade 12, University Preparation (EWC4U) and Writer’s Craft, Grade 12, College Preparation (EWC4C).

The following rubric could be useful in guiding decisions for granting credit equivalency:

- **Very Limited Relationship**: many overall expectations are missing; student may be very challenged in subsequent courses that build from this course.

- **Considerable Relationship**: several overall expectations are not met, but generally thorough coverage of expectations is evident in course or in its prerequisite courses.

- **Strong Relationship**: all or almost all overall expectations are met, thorough coverage of expectations is evident in course or its prerequisite courses.

The course comparison charts provide curriculum information based on the knowledge and skills presented in each of the courses compared.

For easy access to the information and quick reference to the courses that were compared, the package includes:

- a list, by province, of senior-level English, Mathemetic, and Science courses and the Grade 11 or 12 Ontario credit course most closely aligned to each of them

- a list, by province, of Chinese, Mandarin Chinese, Punjabi, and Spanish Grades 9, 10, 11, and 12 courses and the Ontario International Languages courses that are most closely aligned to each.

**Information on Course Comparison Charts**

The charted data for each course includes:

- course name and course code
- dates of implementation
- number of hours of instruction
- additional course information, e.g., prerequisites required, if any
- course description, e.g., key concepts and skills
- strands/major concepts
- approach to assessment and evaluation
How the Credit Equivalency Package Could be Used
This course comparison data can be used to:
- inform principals as they make decisions about granting Ontario credit equivalency for documented courses from other Canadian jurisdictions
- inform guidance teachers/program coordinators/department heads as they make decisions about placement in Ontario senior-level secondary school courses for which students should be well prepared to complete successfully
- support the PLAR “equivalency” process and the ability of mature students to earn credits for prior learning