



**CAREER &
STUDIES**

**Manual for Administrators,
Counsellors and Teachers**

Appendix 6:

**Policies and Guidelines
for Implementing
CTS Courses in
Senior High Schools**

Revised 2005

The information provided in this appendix may be time sensitive; teachers, counsellors and administrators are encouraged to consult the current Guide to Education: ECS to Grade 12 and Funding Manual for School Authorities on an ongoing basis about policies and guidelines for implementing CTS courses.

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ACCESS TO INSTRUCTION

Reference:

Guide to Education: ECS to Grade 12, Senior High School Programming.

Any method of instructional delivery must ensure that each student has access to at least 25 hours of instruction per credit. Access to instruction means:

- certificated teachers are assigned to deliver or supervise the instruction
- the instruction, and evaluation of performance, is based on the outcomes in an approved program of studies
- there are designated times when teachers are available to the students
- students know, prior to enrolling in courses, how and when they will be able to access the instructional expertise of teachers.

Instructional services must be timetabled for both students and teachers. Schools can deliver a block of three, 1-credit CTS courses for 62.5 hours; however, schools must ensure that students meet all of the outcomes of each 1-credit course.

PREREQUISITE COURSES

Reference:

- *Guide to Education: ECS to Grade 12, Awarding Course Credits*
- *Funding Manual for School Authorities, Section 1.2 Basic Instruction – Grades 1–12.*

Prerequisite course requirements are essential to maintaining safety standards, appropriate instructional sequence and articulation with post-secondary programs. The waiver provision for prerequisites in regular (non-CTS) courses does not apply to CTS. Prerequisite requirements for CTS courses must be met through successful completion of the prerequisite course, or successful challenge of the prerequisite course.

The only time in which a CTS 1-credit (prerequisite) course may be waived is when the senior high school principal accepts the recommendation of a junior high school principal to place a Grade 10 student into a higher level 1-credit course that requires a prerequisite. In this case, the senior high school principal would place the student in the higher level 1-credit course, in effect waiving the lower level 1-credit course. Upon successful completion of the higher level course, the student would then receive credit for the waived course and a mark and credit for the 1-credit course completed. This is the only way in which a CTS prerequisite may be waived.

Refer to the CTS Prerequisite Requirements on the Alberta Education Web site at www.education.gov.ab.ca/k_12/curriculum/bySubject/cts/prereq.asp.

Refer to the CTS section of the Alberta Education Web site for a listing of CTS prerequisite requirements in effect during the current school year and for a list of prerequisite requirements applicable for the upcoming year.

Effective September 2004, funding will not be provided for a CTS course if the prerequisite(s) was (were) not completed in the same term or a prior term.

CTS COURSE COMPLETION

Reference:

- *Guide to Education: ECS to Grade 12, Courses and Programs*
- *Guides to Standards and Implementation* (Sections D, E, F in each of the 22 CTS strands)
- *CTS Manual for Administrators, Counsellors and Teachers* (pages 43–44).

Students must be individually assessed and graded on each 1-credit CTS course taken.

Successful completion of a CTS course at the senior high school level is based on demonstrating **all** of the general outcomes for any given course to the standard defined for each competency. This means that a student must be individually assessed on each of the general outcomes defined for the course in the program of studies. When a student is able to successfully demonstrate all of the general outcomes for any given CTS course, the teacher designates the course as successfully completed and assigns a percentage grade for the course—a mark not less than 50%.

Practices of placing students in an all-or-nothing situation by assessing course completion on the basis of a single assignment is not recommended. However, if circumstances warrant that 100% of the assessment for a CTS course be based on one comprehensive assignment, then it must be clearly evident how the assignment addresses each of the general outcomes, and the records maintained must demonstrate that the student was individually assessed on each general outcome.

As a competency-based curriculum, CTS defines curriculum standards—what students must know and be able to do—and assessment standards—the criteria and conditions for assessing student performance. Curriculum and assessment standards are defined for each 1-credit course in the *CTS Guides to Standards and Implementation* through:

- module learner expectations in the 1997 documents and general outcomes in the subsequent documents—the exit-level competencies that students are expected to achieve to complete a course
- assessment criteria and conditions—the behaviours a student must demonstrate to achieve each exit-level competency and the conditions under which that competency should be judged
- suggested emphases—guidelines for the relative significance of each module learner expectation/general outcome. Though not prescriptive, the suggested emphases should be used as a guide to allocate instructional time and determine percentage marks for a course.

Consistent application of curriculum and assessment standards throughout the learning process is critical to maintaining the credibility of CTS courses and preparing students for successful transitions to further study and the workplace.

CTS FUNDING ELIGIBILITY

Reference:

- *Funding Manual for School Authorities*, Section 1.2 Basic Instruction – Grades 1–12
- *Guides to Standards and Implementation* (Sections D, E, F in each of the 22 CTS strands).

Funding eligibility for a CTS course is based on course completion rate. A 1-credit CTS course is eligible for funding when a student has worked on and been assessed for at least 50% of the course content. In contrast to funding criteria for regular (non-CTS) courses, course content completion rate is the **sole criterion** for CTS funding eligibility.

When determining course completion rate, schools can take into account the suggested emphasis for each general outcome as provided in the *CTS Guides to Standards and Implementation*. A course completion rate of at least 50% could be met when a student has responded to instruction in at least one half of the course content as defined by the general outcomes, taking into account the respective emphasis of each general outcome within the course.

Sample Course Framework:

General Outcome	Suggested Emphasis
A	50%
B	30%
C	20%
D	Integrated throughout

In this sample course framework, funding eligibility requirements; i.e., a course completion rate of at least 50%, would be met if a student had received access to instruction in, and demonstrated effort in, the course work related to any of the following:

- General Outcome A
- General Outcomes A and B
- General Outcomes A and C
- General Outcomes B and C
- General Outcomes A, B and C.

Schools are required to maintain and retain documentation that students have met funding requirements. Documentation must include course outlines and detailed assessment records of student work in each 1-credit CTS course, records of student withdrawal and final marks. The assessment records should provide evidence that the student has worked on, and been assessed on, at least one half of the course content as defined in the program of studies.

When a school has reported a CTS course as incomplete but eligible for funding at the end of a term, and then wishes to report it as completed in the following term, the school should submit the course with a completion status of “complete” and place a “N” for No in the fund flag field. If instruction in the course has only been delivered once, it can only be funded once.

Schools are required to maintain and retain for a period of 7 years, records of student attendance, final marks, course outlines, detail assessment records for student work in the course and records of course withdrawal for students in grades 10 to 12.

REPORTING UNSUCCESSFUL CTS COURSES

Reference:
Funding Manual for School Authorities, 2003/2004 School Year, Sections 1.A.1, Basic Instruction Funding.

A “complete” (COM) status should be used when a student successfully completes a CTS course (i.e., demonstrates all of the general outcomes for any given course to the standard defined for each competency). A course completion status of COM may be used for both regular (non-CTS) and CTS courses.

A “withdrawal” (WDR) status should be used when a student chooses not to complete a course and the school agrees to remove the student from the course. When a completion status of WDR is used, the course will not appear on a student’s transcript. A course completion status of WDR may be used for both regular (non-CTS) and CTS courses.

An “incomplete” (INC) status should be used when a student does not withdraw from a CTS course yet does not demonstrate mastery of all the learner outcomes identified in the program of studies. A course completion status of INC has no associated mark(s), and may only be used for CTS courses.

No mark is submitted with either a course completion status of WDR or INC. However, eligibility for funding must be indicated in both instances if the criterion for funding as previously outlined has been met.

When a course is reported as eligible for funding, all funding conditions must be met and all supporting documentation maintained, regardless of the completion status reported.

A school cannot request funding for a CTS course more than once when the course has only been delivered once. If a student subsequently completes a course for which funding has already been provided in an earlier term, the school should submit the course with a completion status of “complete” and place a “N” for No in the fund flag field.

PROGRAMMING FOR APPLICATION AND TRANSFER OF LEARNING

Reference:

- *Guide to Education: ECS to Grade 12, Senior High School Programming*
- *Career Transitions Guide to Standards and Implementation* (Sections D, E, F).

To enhance student learning, senior high school programming and course timetabling should provide students with the opportunity to transfer learning to other areas.

Within each course, students have opportunities to apply their learning. As well, student learning may be extended through the application of the outcomes in one course to the outcomes in other courses. Educators are encouraged to use planning and course timetabling to capitalize on opportunities for connections within and across subjects in order to strengthen student learning.

CTS courses within the Career Extensions Theme of the Career Transitions strand are intended to extend and enhance competencies developed in other CTS strands and courses. The Project and Practicum courses may not be delivered as stand-alone courses, nor may they be combined with core courses.

All senior high school courses offered to students must be appropriately timetabled, taught, assessed, and reported to Alberta Learning.