



EXTERNAL CREDENTIALS POLICY AND PROCEDURE

Education and Lifelong Learning

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POLICY STATEMENT

The External Credentialing Policy will acknowledge the value of student learning outside the public school system by recognizing, for high school credit, credentials obtained outside of regular school instructional time by an education service agency external to the public school system.

External high school credit will be awarded for courses, programs, or assessments that have been evaluated and that match or exceed provincial high school standards. External credentials must contribute to the Essential Graduation Competencies and must meet the standards as defined in this document. External credentials will be reflected on the student's high school transcript, thereby enhancing the transcript for the student.

Although students are entitled to receive credit as set out in this policy, the Department of Education and Lifelong Learning assumes no liability, financial or otherwise, for students who enroll in courses, programs, or assessments offered by other jurisdictions or institutions.

DEFINITIONS

Students

Any student registered in any public senior high school program in Prince Edward Island.

Core Program

Those provincially authorized courses which the Education Authority provides, as part of the senior high school program, which may vary from school to school.

Credential

Awarded by an external program provider in recognition of the successful completion of a course, program, or assessment completed outside of regular school instructional time and outside of a program in the senior high school system.

Credit

Awarded in recognition of an approved course, as part of the senior high school program, that would normally be completed in a minimum of 110 hours (English school system) or 92.5 hours (French school system) of scheduled time. The minimum number of credits required for senior high school graduation is 20 credits (English school system) or 25 credits (French school system), of which 11 (English school system) or 15 (French school system) are compulsory.

Essential Graduation Competencies

Statements describing the knowledge, skills, and attitudes expected of all students who graduate from PEI high schools. Achievement of the essential graduation competencies will prepare students to continue to learn throughout their lives. Essential graduation

competencies include Citizenship, Communication, Personal-Career Development, Creativity and Innovation, Critical Thinking, and Technological Fluency.

External Program Provider

An education service agency external to the high school system which offers courses, programs, or assessments of at least a high school standard outside of regular school instructional time and outside of a program in the senior high school system.

OBJECTIVE

The purpose of the external credentialing directive is to provide greater flexibility in meeting graduation requirements by providing high school credit to students who have completed recognized courses of study external to the public school system.

APPLICATION

This policy applies to all Prince Edward Island high schools and all students attending high schools in Prince Edward Island.

DIRECTIVES

Granting of External Credits

- External credentials may be granted in Grades 10, 11, and 12.
- External credentials may be equivalent to half or full credits.
- Within the 20 credits (English school system) or 25 credits (French school system) that a high school student requires for graduation, one non-compulsory credit can be an external credential.
- An external credential cannot be used to fulfill a student's requirement for the 11 (English school system) or 15 (French school system) compulsory credits.
- Credit restrictions shall apply for external credentials where the courses, programs, or assessments are deemed to be equivalent to those offered in the Prince Edward Island High School Program of Studies or a local program offered at the school level. This means that students shall not be eligible for an elective credit for such external credential courses, programs, or assessments.
- Students registered in the French school system who earn external credential(s) must do so in the French language. If the program through which the external credential is earned is not available in the French language, consideration will be given on an individual student basis.
- Students may use one Grade 12 level external credential as an elective toward the required number of Grade 12 credits for graduation.

- Students who have earned an approved external credential prior to entering Grade 10 may be awarded credit for that external credential if they present evidence of their credential any time after they enter Grade 10.
- A student may earn an unlimited number of credits, including external credentials, beyond the 20 credits (English school system) or 25 credits (French school system) required for graduation. However, there are credit restrictions between external credentials where the courses, programs, or assessments are deemed to be equivalent by the External Credentialing Advisory Committee.
- Although external credentials may contribute toward graduation requirements, they may or may not meet general or specific admission requirements for post-secondary institutions. It is the responsibility of students to verify admissions requirements for the post-secondary institution they plan to attend.
- Only those external credentials that have been reviewed and approved by the Minister of Education and Lifelong Learning can be included on the student transcript as external credentials.

RESPONSIBILITIES

Students

- The student is responsible for making requests to their school for the recognition of their proposed external credential(s).
- The student is responsible for facilitating completion of the Student Intention Form (Annex B – Appendix 1) to declare their intention to pursue a pathway leading to an external credential.
- The student is responsible for providing their school with appropriate documentation proving successful completion of the external assessment, course, or program from the approved list of external program providers (Annex C).
- The student is responsible for facilitating completion of the Student Completion Form (Annex B – Appendix 2) upon successful completion of the external assessment, course, or program.
- Registration fees associated with external programs are the responsibility of the student/parent/ guardian and/or the external provider.
- Learning resources, including equipment for external programs, shall be the responsibility of the student/parent/guardian and/or the external provider.
- Expenses associated with the external program, such as transportation costs, shall be the responsibility of the student/parent/guardian and/or external provider.

Schools

- School officials shall be responsible for checking a student's credentials against the official list of approved external credentials (Annex C) supplied by the Department of Education and Lifelong Learning and shall be responsible for entering the appropriate information on the student's record.
- It shall be the responsibility of schools to ensure that students do not receive multiple credits for credits deemed equivalent.
- Schools shall assign all credits received as a result of external credentials as Pass (P).
- For reporting and transcript purposes, the reference to the external credential shall be added to the student transcript as follows: Course Code and Title, followed by "External Credential".

Education Authorities

- Education Authorities shall revise their policies and procedures to reflect changes included in the External Credentialing Directive.
- Education Authorities may develop parent/guardian and student information packages regarding external credentials.
- The Education Authorities shall assign a representative to participate as a member of the External Credentialing Advisory Committee.
- Education Authorities shall not be responsible for fees associated with students who enroll in external programs.
- Education Authorities shall not charge a fee to students for reviewing or processing their external credential requests.

Department of Education and Lifelong Learning

The Department of Education and Lifelong Learning will not be responsible for fees associated with students who enroll in external programs.

- The Department of Education and Lifelong Learning will not charge a fee to students for reviewing or processing their external credential requests.
- The Department of Education and Lifelong Learning will establish an External Credentialing Advisory Committee.
- The Department of Education and Lifelong Learning will review programs of external providers on a regular basis and will review and evaluate this policy within two years of its initial implementation.
- The Department of Education and Lifelong Learning will provide Education Authorities with a current list of approved external credentials and external program providers, immediately following the approval of each new external credential.

External Program Providers

- External program providers must provide the Department of Education and Lifelong Learning with appropriate documentation to satisfy educational criteria if they wish to be considered as approved providers of external credentials that meet the requirements of an external high school credit. To assist the providers with this process, the following documentation is required:
 - Organizational Profile (Annex A – Appendix 1);
 - Program/Course Profile (Annex A – Appendix 2);
 - Essential Graduation Competencies (Annex A – Appendix 3);
 - Principles of Learning (Annex A – Appendix 4)

MONITORING

The Department of Education and Lifelong Learning will establish an External Credentialing Advisory Committee, chaired by a member of the Department's management team. This committee will include one representative from the Education Authorities, one additional representative from the Department of Education and Lifelong Learning, one representative from the Prince Edward Island Teachers' Federation, and one representative from approved external program providers. The purpose of the committee is to monitor the implementation of the External Credentials Policy and to provide advice to the Minister regarding issues related to policy implementation.

The External Credentialing Advisory Committee will accept and evaluate applications from community organizations who wish to be considered as external program providers. Based on these evaluations, the committee will provide advice to the Minister regarding the approval of courses, programs, or assessments from external program providers.

The Department of Education and Lifelong Learning, in consultation with the External Credentialing Advisory Committee, will monitor all approved programs and policy implementation. An annual report will be created to indicate the number of students requesting external credential recognition and the types of external credentials recognized.

ANNEXES

Annex A: External Credentialing Forms for Program Providers

Annex A is for Program Providers. If you wish to become an External Credit Provider, you must complete each of the four forms found in Annex A. You are welcome to reach out to the Department of Education and Lifelong Learning should you have questions or require support.

If you would like a Microsoft Word or Google Doc version of Annex A, please reach out to ldronahan@gov.pe.ca

Annex B: External Credentialing Forms for Students

Annex B is for Students. The first form is completed to indicate your intention to pursue an external credit. The second form that is completed once you have finished your external credit.

If you would like a Microsoft Word or Google Doc version of Annex A, please reach out to ldronahan@gov.pe.ca

Annex C: List of Authorized External Program Providers

Annex C provides a list of Authorized External Program Providers. This list is updated as needed to include any changes in requirements or additions of authorized providers.

ANNEX A – APPENDIX 1: Organization Profile

	<i>Please add responses in the spaces provided below:</i>	
1. Name of organization		
2. Mission, vision and goals of the organization		
3. Organizational operational procedures, customs, and regulations for working with youth (e.g. criminal background check requirements)		
4. Organization address		
5. Organization email		
6. Organization Phone		
7. Organization Fax		
8. Name of contact		
9. Title of contact		
10. Contact email and phone number if different to above		
11. Chair of the Board (if applicable)		
12. Corporate Registration Information If you are working digitally, you can add replace an appropriate box with an X.	Not-for-Profit: <input type="checkbox"/>	Business: <input type="checkbox"/>
	Registration Number:	Registration Number:

The organization agrees to provide, upon request, its annual report, including its list of board of directors.

Signed:	
Date:	

ANNEX A – APPENDIX 2: Program/Course Profile

In separate documentation, please provide the information listed below for each program or course submitted for External Credentialing.

1. Official title of the program
2. Number of hours required to complete the course
3. Objectives, competencies, and outcomes
4. Method of evaluation (oral, written, experiential)
5. Course materials, author, and/or organization responsible for publication
6. Is there a mark provided, or is it a pass/fail program or course?
7. Do the participants receive a certificate?
8. Does the organization keep a database of the results?
If yes, indicate the length of time records are maintained.
9. Does the course have provincial, national, and/or international recognition?
If yes, please describe.
10. Describe the documentation provided to the student indicating the successful completion of the program or course.
11. Provide proof of sufficient accident and liability insurance for both the organization and participating youth.
12. Does the program or course instructor require certification?
If yes, provide the training required; the provider of the training; the type of certification obtained.
13. Is there a requirement for instructor refresher certification?
If yes, please describe.

ANNEX A – APPENDIX 3: Essential Graduation Competencies

Please provide the information listed below for each program or course submitted for external credentialing.

In 2015, the Department of Education and Early Learning and Culture, working with the other three Atlantic Provinces, developed the Essential Graduation Competencies. These areas cross traditional subject boundaries and are not the monopoly of any one discipline. Please complete the table below for each program or course. Indicate with a “yes” or “no” response if the EGC is applicable to the course. If you are working digitally, you can add replace an appropriate box with an X.

Refer to EGC descriptors which follow the table.

Program or Course Title:		
Essential Graduation Competency	Applicable to Program or Course?	
Creativity and Innovation	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Citizenship	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Communication	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Personal - Career Development	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Critical Thinking	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Technological Fluency	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Creativity and Innovation:

Learners are expected to demonstrate openness to new experiences; to engage in creative processes; to make unexpected connections; and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression and appreciate the creative and innovative work of others.

Citizenship:

Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyze cultural, economic, environmental, and social issues; make decisions and judgments; solve problems; and act as stewards in a local, national, and global context.

Communication:

Learners are expected to express themselves and interpret effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment

Personal - Career Development:

Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.

Critical Thinking:

Learners are expected to analyze and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes

Technological Fluency:

Learners are expected to use and apply technology to collaborate, communicate, create, innovate, learn, and solve problems. They use technology in a legal, safe, and ethically responsible manner.

ANNEX A – APPENDIX 4: Principles of Learning

Please provide the information listed below for each program or course submitted for external credentialing.

Our Public Schools programming is based upon the Principles of Learning indicated below. These principles provide direction for educators in planning the experiences for the students. Please complete the table below for each program or course. Indicate with a “yes” or “no” response if the Principle of Learning is applicable to the program or course. If you are working digitally, you can add replace an appropriate box with an X.

Program or Course Title:	
Principle of Learning	Applicable to Program or Course?
Learning is a process of actively constructing knowledge.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Learning is enhanced when it takes place in a social and collaborative environment.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Students need to continue to view learning as an integrated whole.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Learners must see themselves as capable and successful.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Learners have different ways of knowing and representing knowledge.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Reflection is an integral part of learning.	<input type="checkbox"/> Yes <input type="checkbox"/> No

ANNEX B – APPENDIX 1: Student Intention Form

NOTE: Ideally, this form is completed before a student engages with the course or program. This is not always possible, however. In some cases, the student is already participating in a newly authorized program. In other cases, the student finished before they started high school (e.g. Royal Conservatory Music) or only realized after the fact. The documentation should still be filled as much as possible and provided to the school for their records.

Student Information	<i>Please add responses in the spaces provided below:</i>
1. Name	
2. School	
3. Current Grade	
4. School Student ID (If applicable)	
5. Home Address and Postal Code	
6. Home Phone Number	
7. Student email	

External Program Information:	<i>Please add responses in the spaces provided below:</i>
1. Organization Name	
2. *Course Code and Title	
3. Organization Address and Postal Code	
4. Organization Phone Number	
5. Organization email	

* The course code is found in Annex C of the External Credentials Policy.

Approval Signatures:	Signature:	Date:
Student:		
Parent/Guardian:		
External Program Provider:		
Position:		
School Principal:		

ANNEX B – APPENDIX 2: Student Completion Form

Students shall submit the following to the school upon successful completion of a program or course:

- A completed and signed Student Intention Form (Annex B – Appendix 1)
- The Student Completion Form (Annex B – Appendix 2)
- Appropriate certification materials as given to the student by the provider

IMPORTANT: The Student Completion Form **must not** be signed until the successful completion of the program or course.

This signed statement is to authorize that the student named on the Student Intention Form has completed the requirements of the program or course they have listed for external credentialing. Attached are the appropriate certification materials.

Signed: _____

Position: _____

Date: _____

ANNEX C: List of Authorized External Credit Providers

Canadian Cadet Organization

Revised: September 2011

AIR CADETS

GRADE	COURSE CODE	DESCRIPTION
10	CAI421T	<p>Level 4, or successfully complete a six-week specialty course.</p> <p>Courses:</p> <ul style="list-style-type: none"> • Advanced Aerospace • Fitness and Sport Instructor • Leadership and Ceremonial Instructor • Military Band – Intermediate Musician • Pipes and Drums Level 4-5 • Pipe Band – Intermediate Musician Music Level 4-5 • Glider Pilot Scholarship Program • Advanced Aviation Technologies – Aircraft Maintenance • Advanced Aviation Technology Course – Aircraft Operations • Survival Instructor Course • Air Rifle Marksmanship Instructor
11	CAI521T	<p>Level 4, or successfully complete a six-week specialty course, or be employed as a staff cadet in an instructor/leadership position.</p> <p>Courses:</p> <ul style="list-style-type: none"> • Advanced Aerospace • Fitness and Sport Instructor • Military Band – Intermediate Musician • Pipes and Drums Level 4-5 • Pipe Band – Intermediate Musician Music Level 4-5 • Power Pilot Scholarship Program • Advanced Aviation Technologies – Aircraft Maintenance • Advanced Aviation Technology Course – Aircraft Operations • Air Rifle Marksmanship Instructor • Leadership and Ceremonial Instructor • Survival Instructor Course
12	CAI621T	<p>Level 5, or successfully complete a six-week specialty course, or be employed as a staff cadet in senior leadership position (CWO/MWO).</p> <p>Courses:</p> <ul style="list-style-type: none"> • Advanced Aerospace • Fitness and Sport Instructor • Military Band – Intermediate Musician • Pipes and Drums Level 4-5 • Pipe Band – Intermediate Musician Music Level 4-5 • Power Pilot Scholarship Program • Advanced Aviation Technologies – Aircraft Maintenance • Advanced Aviation Technology Course – Aircraft Operations • Air Rifle Marksmanship Instructor • Leadership and Ceremonial Instructor • Survival Instructor Course

ARMY CADETS

GRADE	COURSE CODE	DESCRIPTION
10	CAR421T	<p>Gold Star, or successfully complete a six-week instructor level course.</p> <p>Courses:</p> <ul style="list-style-type: none"> • Army Cadet Instructor Drill and Ceremonial (D&C) • Army Cadet Instructor Fitness and Sport (PERT) • Army Cadet Instructor Expedition • Army Cadet Instructor Pipes and Drums – Intermediate Musician • Army Cadet Instructor Military Band – Intermediate Musician • Army Cadet Instructor Air Rifle Marksmanship • Army Cadet Instructor Marksmanship Phase 2
11	CAR521T	<p>Master Cadet, or successfully complete a five- or six-week advanced training course, or be employed as a staff cadet in an instructor/leadership position.</p> <p>Courses:</p> <ul style="list-style-type: none"> • Senior Cadet Expedition • Army Cadet Leadership and Challenge Course (L&C)
12	CAR621T	<p>Master Cadet, or successfully complete a five- or six-week advanced training course, or be employed as a staff cadet in a senior leadership position (CWO/MWO).</p> <p>Courses:</p> <ul style="list-style-type: none"> • National Rifle Team (NRT) • Maple Leaf Exchange (MLE) • Army Cadet Exchange (ACE) • Federal Republic of Germany Exchange (FRG) • Outward Bound Wales (OBW) • Outward Bound Scotland (OBS) • Canadian Forces Parachutist Course (PARA)

SEA CADETS

GRADE	COURSE CODE	DESCRIPTION
10	CSE421T	<p>Level 4, or successfully complete a six-week specialty course.</p> <p>Courses:</p> <ul style="list-style-type: none"> • Ship Boat Operator • Drill and Ceremonial Instructor • Intermediate Sail • Fitness and Sports Instructor • Air Rifle Marksmanship Instructor • Military Band – Intermediate Musician
11	CSE521T	<p>Level 4, or successfully complete a six-week specialty course, or be employed as a staff cadet in an instructor/leadership position.</p> <p>Courses:</p> <ul style="list-style-type: none"> • Chief Boatswain Mate • Military Band • Silver Sail • Shipwright • Marine Engineer
12	CSE621T	<p>Level 5, or successfully complete a six-week specialty course, or be employed as a staff cadet in a senior leadership position (CPO1/ CPO2).</p> <p>Courses:</p> <ul style="list-style-type: none"> • Chief Boatswain Mate • Sail Coach • Military Band • Silver Sail • Shipwright • Marine Engineer • Sea Cadet International Exchange

Royal Conservatory of Music

Revised: February 2012

**ACCORDION, GUITAR, PIANO, VOICE,
STRINGS (violin, cello, viola, double bass)**

GRADE	COURSE CODE	DESCRIPTION
10	RCM421T	Grade 6 Practical and Intermediate Rudiments
11	RCM521T	Grade 7 Practical and Advanced Rudiments
12	RCM621T	Grade 8 Practical and Advanced Rudiments

**BRASS (trumpet, French horn, trombone, euphonium, tuba),
WOODWINDS (recorder, flute, oboe, clarinet, saxophone, bassoon),
PERCUSSION**

GRADE	COURSE CODE	DESCRIPTION
10	RCM421T	Grade 4 Practical and Intermediate Rudiments
11	RCM521T	Grade 6 Practical and Advanced Rudiments
12	RCM621T	Grade 8 Practical and Advanced Rudiments

Sport PEI

Revised: April 2019

EXTERNAL SPORT CREDIT PROGRAM (ESCP)

GRADE	COURSE CODE	DESCRIPTION
10	SPT421T	<p>The External Sport Credit Program (ESCP) gives students athletes the opportunity to earn graduation credits for approved athletes in grades 10, 11 and 12. While described as a sport credit, it is an educational credit and therefore, learning is emphasized throughout the entire process of becoming a high performance athlete.</p> <p>Only sports which are members of Sport PEI are eligible. The student-athlete must be a member in good standing with their respective Provincial Sport Organizations and have reached the criteria set by Sport PEI in cooperation with PSO's as outlined. Click for the Sport Credit Criteria</p>
11	SPT521T	
12	SPT621T	

Duke of Edinburgh

Revised: August 2012

DUKE OF EDINBURGH

GRADE	COURSE CODE	DESCRIPTION
11	DOE521T	Bronze and Silver Level, or Silver Level Direct Entry Completion of the following requirements: <ul style="list-style-type: none"> • Service • Outdoor Expeditions and Explorations • Skill Development • Physical Recreation
12	DOE621T	Gold Level, or Gold Level Direct Entry Completion of the following requirements: <ul style="list-style-type: none"> • Service • Outdoor Expeditions and Explorations • Skill Development • Physical Recreation • Residential Project

Conservatory Canada Music

Revised: August 2012

PIANO, VOICE, STRINGS, WINDS, BRASS, GUITAR CLASSICAL STREAM

GRADE	COURSE CODE	DESCRIPTION
10	CCM421T	Grade 6 with Theory Grade 2 Co-requisite
11	CCM521T	Grade 7 with Theory Grade 3 Co-requisite
12	CCM621T	Grade 8 with Theory Grade 4 Co-requisite

PIANO, VOICE, GUITAR CONTEMPORARY IDIOMS STREAM

GRADE	COURSE CODE	DESCRIPTION
10	CON421T	Grade 6 with Theory Grade 2 Co-requisite
11	CON521T	Grade 7 with Theory Grade 3 Co-requisite
12	CON621T	Grade 8 with Theory Grade 4 Co-requisite

Prince Edward Island 4-H Council

Revised: June 2013

4-H LEADERSHIP AND LEARNING*

GRADE	COURSE CODE	DESCRIPTION
10-12	FRH621T	Completion of all required components of the 4-H Leadership and Learning Program at the required levels as stated in the program guidelines.

Dance Umbrella

Revised: August 2012

DANCE UMBRELLA

GRADE	COURSE CODE	DESCRIPTION
10-12	DAN621T	Completion of the Intensive Training Program of Dance Umbrella and all other components at the required levels as stated in the program guidelines.

Royal Canadian Naval Reserve

Revised: April 2013

ROYAL CANADIAN NAVAL RESERVE

GRADE	COURSE CODE	DESCRIPTION
10-12	NAV621T	Completion of all required components of the Royal Canadian Naval Reserve program at the required levels as stated in the program guidelines.

Skills Canada PEI

Revised: October 2014

SKILLS CANADA PEI

GRADE	COURSE CODE	DESCRIPTION
10-12	SKL621T	Multiple year provincial competitor with specific requirements.
10-12	SAN621T	National Competitor – 2-D Animation
10-12	SAS621T	National Competitor – Auto Service
10-12	SCB621T	National Competitor – Cabinetmaking
10-12	SCR621T	National Competitor – Carpentry
10-12	SCK621T	National Competitor – Cooking
10-12	SEW621T	National Competitor – Electrical Wiring
10-12	SEL621T	National Competitor – Electronics
10-12	SGD621T	National Competitor – Graphic Design
10-12	SHR621T	National Competitor – Hairstyling
10-12	SSB621T	National Competitor - IT Software Solutions for Business**
10-12	SJI621T	National Competitor – Job Interview
10-12	SJS621T	National Competitor – Job Skills Demonstration
10-12	SOP621T	National Competitor – Outdoor Powered Equipment
10-12	SPH621T	National Competitor – Photography**
10-12	SPS621T	National Competitor – Prepared Speech
10-12	SRB621T	National Competitor – Robotics
10-12	STV621T	National Competitor – TV/Video Production
10-12	SWL621T	National Competitor – Welding
10-12	SWS621T	National Competitor – Workplace Safety

** New

Island Dance Academy

Revised: January 2015

ISLAND DANCE ACADEMY

GRADE	COURSE CODE	DESCRIPTION
10-12	IDA621T	Completion of the Intensive Training Program of the Island Dance Academy and all other components at the required levels as stated in the program guidelines.

Royal Canadian Army Reserve

Revised: January 2015

ROYAL CANADIAN ARMY RESERVE

GRADE	COURSE CODE	DESCRIPTION
11	ARM521T	Completion of all required components of the Basic Military Qualification Common program at the required levels as stated in the program guidelines.
12	ARM621T	Completion of all required components of the Basic Military Qualification Land program at the required levels as stated in the program guidelines.

College of Piping

Revised: June 2015

COLLEGE OF PIPING

GRADE	COURSE CODE	DESCRIPTION
10-12	BGP621T	Completion of the Great Highland Bagpipe program and all other components at the required levels as stated in the program guidelines.
10-12	DRM621T	Completion of the Highland Drumming program and all other components at the required levels as stated in the program guidelines.
10-12	HGD621T	Completion of the Highland Dance program and all other components at the required levels as stated in the program guidelines.
10-12	STP621T	Completion of the Island Step Dance program and all other components at the required levels as stated in the program guidelines.

STRENGTH Program

Revised: January 2015

STRENGTH PROGRAM

GRADE	COURSE CODE	DESCRIPTION
10-12	STR621T	By referral only

INSIGHT Program

June 2019

INSIGHT PROGRAM

GRADE	COURSE CODE	DESCRIPTION
10-12	INS621T	By referral only

ANDREWS SPORTS INSTITUTE

June 2019

Andrews Sports Institute

GRADE	COURSE CODE	DESCRIPTION
10-12	ASI621T	Successful completion of four program areas: <ul style="list-style-type: none"> • Leadership Program • Reading Program • Hockey Skills Development • Passion Project

InSTEM

June 2020

InSTEM

GRADE	COURSE CODE	DESCRIPTION
10-12	STM621T	The objective of this camp is to engage Indigenous youth in high school with learning opportunities that foster positive connections to science, technology, engineering and math content through land based cultural experiences.

SHAD*November 2021***SHAD Canada**

GRADE	COURSE CODE	DESCRIPTION
10-11	SHD621T	Shad Canada is an annual Canadian summer enrichment program for high-achieving high school students in July. The program is open to both Canadian and international students. The program is offered at 19 participating universities across Canada.

Down East Dance Academy

November 2021

Down East Dance Academy (Full Time Competitive and Elite Programs)

GRADE	COURSE CODE	DESCRIPTION
10-12	DEC521T	The full-time competitive dance program involves 288 hours of dance lessons per season and includes 4 – 8 group routines. Classes include Ballet, Acro Skills and Drills, Jumps and Turns Technique, Tap Technique (optional), Conditioning and Choreography.
10-12	DEC621T	The full time competitive elite program involved 448 hours of dance lessons per season and includes 8 – 10 group routines and a solo routine. Classes include Ballet, Acro Skills and Drills, Jumps and Turns, Tap Technique, Conditioning and Choreography.

Girl Guides Canada: Trailblazer Gold Award

GRADE	COURSE CODE	DESCRIPTION
10-12	GGC621T	The Trail Blazer Gold Award is a nationally based 200 hour program that has been developed by the National Program Committee, in consultation with the provinces, to ensure content is consistent and relevant. The overarching theme at this level is "Connect!" and participants focus on leadership and community involvement. Included in this external credit is the standard programming for Guides, including a community service and the Cookie Challenge.