

COURSE CHALLENGE FOR CREDIT

Background

The District supports permitting students to earn credits towards graduation through a challenge procedure because they have already acquired the appropriate learning beyond the scope of regular schooling that meets or exceeds the provincial standards for the course completion.

From Ministry of Education

Learning is a life-long activity. Students learn in a variety of ways, some of which take place outside of British Columbia or outside of the regular secondary school program. The Board of Education will grant credit towards graduation for learning that has been assessed and matches or exceeds provincial, national or international standards.

The purpose of challenge is to permit students to obtain full credits for a grade 10, 11 or 12 course without having to take it because they have already acquired the appropriate learning elsewhere. All students are entitled to challenge; however, it is anticipated that only small numbers of students will be able to give strong and compelling evidence that they will succeed in the challenge, and that it is in their best interests. Challenge is not envisioned as a way for students to improve their course marks nor as a replacement for the valuable experience a student gains by learning in a classroom setting.

The principles providing a basis for challenge include:

- Students learn in a variety of ways and at different rates.
- The diverse needs and abilities of students is to be acknowledged.
- Relevant learning acquired by students outside school is to be acknowledged and documented.
- Students are to be able to demonstrate readiness before they are allowed to challenge for credit.
- Students must demonstrate that they have met the prescribed curriculum for the course being challenged to receive course credit.
- The challenge process is to maintain the high standards to be expected of a good education

Procedures

1. General

- 1.1. Although students are entitled to receive credit for a successful course challenge, the District assumes no liability, financial or otherwise, for students who enroll in courses or programs offered by other jurisdictions or institutions.

- 1.2. Students will be granted only one opportunity to challenge a specific course and must not previously have been enrolled in the course.
- 1.3. For the challenge to be successful, the student must demonstrate they have met the prescribed learning outcomes to the same standards as students who take the course through regular classes.
- 1.4. Students will be awarded a letter grade and percentage for a course which has been successfully challenged. The mark will be recorded on report cards and transcripts.
- 1.5. The Principal will be responsible for implementation of the challenge policy and procedures.
- 1.6. Each Principal will determine the schedule for course challenges and publicize these at the beginning of the school year and each school term.
- 1.7. Prior to a student engaging in the challenge process, the Principal must review any documentation of prior learning that a student presents in order to determine if credit can be awarded through Equivalency.
- 1.8. Ministry or Board authorized grade 10, 11, or 12 courses must be available for challenge one year after full implementation of the relevant Ministry of Education Learning Standards associated with the course, or Board authorized course description.
- 1.9. Each Principal in the District is not obligated to provide challenges for provincial or locally-developed courses not taught in that school.
- 1.10. All students are entitled to a free challenge process for Ministry or local board authorized courses.
- 1.11. The Course Challenge process will follow Ministry of Education policy, and include the following: evidence that relevant learning has been acquired outside of the regular classroom setting; a pre-challenge equivalency review whereby documentation will be collected, placed in the student's file and made available to Ministry auditors if requested; documentation of assessment strategies used during the challenge process.
- 1.12. The challenge process must assess students on all course learning outcomes. Examples of challenge assessment strategies include hands-on demonstrations, oral performances, interview, written examinations, or presentations of a collection of work. Provincial or sample exams must not be used for challenge purposes.
- 1.13. Students are not eligible to challenge a specific course if they've already: challenged it and received a passing grade; completed it through previous enrolment; been granted equivalency for it.

2. Student Eligibility

- 2.1. In order to be eligible to participate in the challenge process, a student must be enrolled in the District, registered with the District for home schooling, or enrolled in a distance education program where the challenge is being requested.
- 2.2. Students arriving from other jurisdictions may challenge for credit where equivalency is not appropriate.
- 2.3. Students enrolled with the District are entitled to undertake a free challenge process to assess their prior learning for any Ministry-authorized graduation program course offered by our schools, as well as any Board-authorized course taught in the District in the

school year, provided the student has not already completed the course through previous enrolment.

2.4. A teacher may recommend a student for challenge.

2.5. Adult students are able to challenge a credit.

3. Process

3.1. Principals must document the challenge assessment delivered to each student, including a pre-challenge equivalency review, and the documentation must be made available to Ministry auditors if requested.

3.2. Students will demonstrate to the satisfaction of the school-based administrator in consultation with a subject specialist their readiness to challenge the specific course. This will be accomplished by having the student complete [Form 365-1: Challenge for Credit Application](#).

3.3. As part of demonstrating his/her readiness, the student will provide a written explanation of how the challenge will meet the educational goals of his/her graduation plan.

3.4. The approval for challenge must be made in consultation with an administrative officer, subject specialist, the student's parents (if applicable), and the student.

3.5. The entire course must be challenged; partial credit will not be granted through the challenge process

3.6. For a challenge in any course, a number of assessment and evaluation strategies will be used. The strategies could include:

3.6.1. Portfolio or collections of work

3.6.2. Demonstrations

3.6.3. Interviews

3.6.4. Term and final school-based evaluations

3.6.5. Reports, essays, or other forms of written expression

3.6.6. Oral presentations

3.6.7. Translations

3.6.8. Other assessment strategies

3.7. Awarding credit through challenge will be based on the same standards used for students who have taken the course through enrollment. A challenge will be considered successful when the student has achieved at least a C- and 50%.

3.8. Prior to engaging in a challenge process, principals must review any documentation of prior learning that a student presents in order to determine if credit can be awarded through Equivalency.

4. At the end of each semester, principals will forward to the school board office details of each completed course challenged. By June 30 each year, the District through the Transcript and Examination (TRAX) system will report this information to the Ministry.

Reference: Sections 20, 22, 65, 85 School Act
Graduation Program Order M302/04

Adopted: November 2019

Revised: