

SD 42 PROCEDURE: 8801.1

COURSE CHALLENGE

BACKGROUND:

Students may earn credit toward graduation in a variety of ways. In addition to earning credits by successfully completing courses, students may earn credits through challenge.

All students enrolled in the school district are entitled to undertake a free challenge process to assess their prior learning for any Ministry of Education and Child Care (MECC) authorized graduation program course offered by any school board in the Province that school year, as well as any Board Authority/Authorized (BAA) course taught in the school district that school year, provided the student has not already completed the course through previous enrolment.

International students must comply with the challenge procedures set out in the Ministry's International Student Graduation Credit Policy.

GENERAL CONDITIONS:

A successful challenge will award students a letter grade and percentage mark. Credit awarded through challenge is measured by the same standards used for students who have taken the course through enrolment. A challenge is considered successful when a student has achieved at least a C- and 50%.

The literacy and numeracy assessments are not part of the challenge process.

There is no limit to the number of courses that students may challenge; however, students may only challenge a course once and the challenge must apply to the entire course.

STUDENT ELIGIBILITY:

1. A student can challenge a course if they:
 - a. Are currently enrolled or registered as a home schooler in the school district.
 - b. Have not completed the course or its equivalent learning outcomes through previous enrolment.
 - c. Can give compelling evidence that they will succeed in the challenge.
2. Prior to engaging in a challenge process, principals or designates must review any documentation of prior learning that a student presents in order to determine if credit can be awarded through equivalency. Refer to MECC Policy, Earning Credit through

Equivalency, Challenge, External Credentials, Post Secondary Credit and Independent Directed Studies.

3. Students must be able to demonstrate their readiness to challenge a course based on factors such as recommendation from a previous teacher, or from evidence that relevant learning has been acquired outside the regular classroom setting. School staff, in consultation with students and parents, is to make the decision about readiness.
4. Principals or designates must document the challenge assessment delivered to each student, including a pre-Challenge Equivalency review. Examples of assessment strategies that could be used in a challenge process include such things as hands on demonstrations, oral performances, interviews, written examinations, or presentations of a collection of work.

UPDATED: October 2024