

4110 Challenge/Equivalency

Policy 4110

STATUS: ADOPTED

CHALLENGE /EQUIVALENCY

Board Approved: December 6, 1995

Last Revised: June 19, 2013

Description:

This policy will provide the circumstances under which a student may undertake a course challenge or seek course equivalency based on prior learning.

CHALLENGE POLICY:

1. All students may challenge courses for credit, subject to regulations established by the school board.
2. Students may challenge for credit only Grade 10, 11 and 12 provincial or BAA courses.
3. Students must demonstrate they have met the learning outcomes of a course for the challenge to be successful.
4. To successfully challenge for credit, students must meet the same standards as students who take the course through regular classes.
5. Students will be awarded a letter grade and percentage mark for a course which has been successfully challenged.
6. There is no limit to the number of Grade 10, 11 and 12 courses a student may challenge.

EQUIVALENCY POLICY:

1. All students may apply for an equivalency review of their credentials received from other educational jurisdictions and institutions outside the regular school system.
2. To qualify for an equivalency review, students must provide documentation to prove they have successfully completed a course or program of learning.
3. Equivalency credit will only be granted for credentials from other educational jurisdictions and institutions outside the regular school system which match the learning outcomes for provincial and BAA courses.
4. Equivalency credit will be available only for Grade 10, 11 and 12 courses.
5. Partial equivalency may be granted for credentials which meet a portion of the learning outcomes of a provincial or BAA course.
6. There is no limit to the number of credits that may be awarded as through equivalency.
7. All course credits which are received through equivalency must be assigned either a letter grade and percentage, credit transfer, or “Transfer Standing”.
8. Whenever course credit is granted through an equivalency review, the school will designate this through a predetermined transcript code provided by the Ministry.
9. Principals, in consultation with the Superintendent, are delegated the authority for determining equivalencies from other educational jurisdictions and institutions outside the regular school system.

CHALLENGE/EQUIVALENCY

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Description:

CHALLENGE***General***

The intent is that the entire course should be challenged; however, where deemed appropriate and support of the student's graduation plan, students may challenge components of a course, receiving partial credit.

Students will be granted only one opportunity to challenge a specific course.

Each school principal is to determine appropriate times and locations where courses may be challenged.

It is anticipated that in most cases the principal would be delegated responsibility for implementation of a course challenge based on regulations outlined here.

Student Eligibility

In order to be eligible to participate in the challenge process, a student should be registered for home schooling, enrolled in a distance education school where the challenge is requested, enrolled in a band school, and preparing to attend a district school.

Only students who have **not** taken a course through previous enrolment may challenge it for credit.

Students arriving from other jurisdictions may challenge for credit where equivalency cannot be determined.

Students must be able to demonstrate their readiness to challenge for credit course.

Indications of readiness are:

- evidence of exceptional ability related to the course that suggests students will demonstrate knowledge of the learning outcomes for the course;
- recommendations from teachers based on previous learning in a related area--for example, a recommendation may be from a teacher of the course being challenged or a teacher who has previously taught the student;
- evidence that relevant learning has been acquired in the subject area;
- appropriateness of challenge to the student's educational goals.

The decision for readiness is to be made by the principal of the school, in consultation with the student and parents.

Courses Eligible to be Challenged

Students may challenge a Grade 10, 11 or 12 course without being enrolled in Grade 10, 11 or 12;

Students may challenge all provincial courses and those BAA courses approved by the board, except as noted below:

- Provincial courses which are not taught in the district;
- BAA courses not currently being taught in the district.

Approving and Evaluating the Challenge:

Principals are to work with subject specialists to develop assessment of learning strategies to determine whether a student has met the learning outcomes of a course being challenged.

These strategies must reflect the intended rigor inherent in learning outcomes for the course. Assessment and evaluation strategies must include a number of options for students to demonstrate they have met the learning outcomes of the specific course and may involve assessment over time.

Students are to be awarded credit for a successful challenge and receive a letter grade and percentage mark for the course in the next reporting period.

If challenge is unsuccessful, students are to have the option of pursuing course credit through enrolling in the course.

Challenging Courses with Provincial Examinations:

Students may challenge courses with a provincial examination according to the following procedures:

- Students must first successfully challenge the course as outlined above and be provided with a course mark;
- Students are then given an opportunity to write the provincial examination;
- The school must submit the school mark derived from the challenge process before the provincial examination is written, as indicated in the Ministry's Handbook of Procedures;
- Students may write the provincial examination next available time set by the Ministry of Education;
- Students are to be awarded credit and receive a letter grade and percentage mark according to Ministry Reporting Policy and Guidelines, and the Student Progress Report Order.

Challenging Courses with Provincial Scholarship Examinations

Students may challenge courses with a provincial scholarship examination. Before writing the scholarship examination, the student must first successfully challenge course and establish a school mark. Then they are to be given the opportunity to write the provincial examination and then the provincial scholarship examination.

EQUIVALENCY

Student Eligibility

In order to be eligible to participate in the equivalency process, a student must be enrolled in the school district, registered for home schooling, enrolled in a distance education school where the equivalency is requested, or enrolled in a band school preparing to enter a school within the district.

Students who present appropriate credentials will be eligible to receive equivalent credit for all (receiving partial credit), or a portion of (receiving partial credit), for a Grade 10, 11 or 12 course.

- Students may receive equivalent credit for a Grade 10, 11 or 12 course without being enrolled in Grade 10, 11 or 12.

Courses Eligible for Equivalency

Equivalency applies only to Grade 10, 11 and 12 provincial and BAA courses.

Partial equivalency may be awarded. This means students can receive some of the credits towards completing a course; they would be expected to demonstrate completion of the remaining learning outcomes, either through challenge or enrolling in the course, to receive full course credit. However, when credit for partial equivalency is being considered, the minimum credit available is one credit.

Equivalency Review

Students are responsible for providing evidence of successful completion of a course or program from other educational jurisdictions or institutions outside the regular school system. This means presenting official transcripts, credentials, coursework, diplomas or certificates. Principals, in consultation with the Superintendent, are responsible for determining whether these credentials are equivalent to provincial or BAA courses.

All course credits which are received through equivalency must be assigned a mark or be built into the format for establishing letter grades for transcript and reporting purposes. The final mark assigned for the course must be either a letter grade and percentage, or be part of the format for determining letter grades, or given as “Transfer Standing”. This mark will be based on the mark provided with the credential or on a separate assessment determined locally. Alternatively, “Transfer Standing” is to be chosen if it is decided that not enough information is available to provide a letter grade and percentage.

Students are to be awarded credit and receive a letter grade and mark for the course in the next reporting period.

If equivalency is not granted, students have the option of pursuing course credit through the challenge process or enrolling in the course.

Evaluation of Credentials

The Superintendent has the authority to determine which courses from other educational jurisdictions and institutions outside the BC school system are, in the main, equivalent to provincial or district BAA courses.

The criteria for evaluating a credential for equivalency are that:

- A minimum of 80% of the learning outcomes of the provincial or district BAA course have been successfully achieved while attending and external institution or out of province school;
- the reputation and credibility of the institution is good;
- the qualifications of instructors are of high standard;
- the level of difficulty of the course was rigorous;
- the assessment and evaluation criteria used to award the credential appropriately measured learning;
- the approximate credit value of the learning (credit value could be determined based on the extent to which the institute's program or course meets the learning outcomes of the course under review);

School principals are to publish in their course selection books, that students may receive credit from external institutions. Particular attention is to be given to articulated and dual-credit programs with post secondary institutions that lead to diplomas or certificates

When course enrolment is low and a school course is not going forward, and/or when students wish to pursue a program of study not offered by the public school system, principals are to ensure that students receive full and complete advice about options available through distance learning, college courses and electronic schooling. Funds received by the school to support educational programming are to be used to support access to programs delivered by other educational institutions.