

School District No. 22 (Vernon)

REGULATION

Please file in By-Laws, Policy & Procedure Manual

No. REG 3.17.0

Adopted: 16 Sep. 1997

Amended: 21 Nov. 2006

PRIOR LEARNING ASSESSMENT: CHALLENGE AND EQUIVALENCY

I. CHALLENGING FOR CREDIT

A. Purpose of Challenge

The purpose of challenge is to permit students to obtain full credits for a Grade 10, 11 or 12 course WITHOUT HAVING TO TAKE THE COURSE 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.

B. Principles of Challenge

The principles providing a basis for challenge include the following:

1. Students learn in a variety of ways and at different rates.
2. The diverse needs and abilities of students should be acknowledged.
3. Relevant learning acquired by students outside school should be acknowledged.
4. Students should be able to demonstrate strong and compelling evidence that they are ready to challenge for credit.
5. Students should demonstrate that they have met the learning outcomes for the course being CHALLENGED to receive course credit.
6. The challenge process should maintain the high standards of a quality education.
7. Educators are responsible for outlining the expectations of the Challenge.

C. Student Requirements for Challenge

1. The entire course must be challenged; a partial credit will not be granted through the challenge process.
2. Students will be granted only one opportunity to challenge a specific course.

3. Students must demonstrate in a variety of ways that they have met the prescribed learning outcomes of a course for the challenge to be successful.
4. Successful Challenge of a Grade 12 course does not result in credit being granted in a prerequisite course. If students wish to obtain credit for the prerequisite Grade 11 course, they must either enrol in the course or challenge it separately.
5. The Board is not obliged to provide challenges for provincial or Board Authority Authorized courses not taught in the District.

D. Student Eligibility For Challenge

1. Students who have been enrolled previously in the course are in most circumstances not eligible to challenge it for credit.
2. Students arriving from other jurisdictions may challenge for credit where equivalency is not appropriate.
3. Adult students are able to challenge for credit.
4. A teacher may recommend a student for challenge.

E. Student Approval For Challenge

1. Through an application form acquired AT THE HOME SCHOOL the student will provide a written explanation of how the challenge will meet the educational goals as set out in their Student Learning Plan/Transition Plan.
2. Before approval to challenge a course is granted, students will complete the Application Form for Course Challenge at the Home School.
3. The approval for challenge must be made by the principal in consultation with the school counselor, designated teacher advisor, student's parents/guardians (if applicable), and the student.

F. Assessing And Evaluating The Challenge

1. To successfully challenge for credit, students must meet the same standards as those expected of students who take the course through regular classes. The strategies could include:
 - demonstrations
 - portfolios or collections of work
 - interviews
 - term and final school-based evaluations
 - reports, essays, or other forms of written forms of expression
 - oral presentations
 - translations
 - other assessment strategies.
2. Students will be awarded credit for a successful challenge, and receive a letter grade and percentage mark for the course according to the Ministry Reporting Policy and Guidelines, and the Student Progress Report Order.

G. Challenging Courses with Provincial Examinations

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

- students should first challenge the school portion of the course mark;
- if the students are successful, then they can be given an opportunity to write the provincial examination at the first available examination date;
- 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 only write the provincial examination at the scheduled times set by the Ministry;
- students will be awarded credit for the course, and receive a letter grade and percentage mark for the course according to Ministry Reporting Policy and Guidelines, and the Student Progress Report Order.

H. When To Challenge

Specific times during the year will be designated for students to challenge courses.

COURSE CHALLENGE APPLICATION

Please complete all relevant sections of this form and the attached checklist for Course Challenge. Incomplete applications may delay processing of your request.

Name _____ Female Male

Date of Birth _____ Personal Education Number _____

Mailing Address _____

City _____ Province _____ Postal Code _____

Name of Parent of Legal Guardian (if applicable): _____

School last attended _____

Note: My parent/guardian is aware of my application for Course Challenge: Yes No

1. I would like to Challenge the following course(s): Please check the appropriate block:

Course	Numbered 10 11 12	Provincially Examinable	Board Authority Authorized

2. Complete the Checklist: Approval for Course Credit (attached).

3. Prove to the reader in 75 to 250 words how successfully challenging this course will fulfil your Student Learning Plan. The written paragraph will be evaluated on the following criteria:

- identifies relationship to personal academic or career goals;
- demonstrates your growth toward meeting the significant outcomes highlighted in the S.L.P. folder/transition plan.

4. Sign this form at the bottom and include the signatures of your parent or legal guardian (if applicable).

5. Submit the application with the checklist (see attached) to the school counsellor.

I agree to _____ being considered for Challenge for credit and agree
 (Student's name)
 to provide any supporting and compelling evidence for the process.

Signature of Parent/Legal Guardian (if applicable) _____

Signature of Student _____

Signature of School Counsellor _____

Signature of Designated Teacher Advisor _____

Date _____

Checklist for Course Challenge to be Used by Students/Individual Challenge Advisor

	Yes	No
1. I recognize that the full course is challenged for credit.	<input type="checkbox"/>	<input type="checkbox"/>
2. The course being challenged is offered in School District No. 22 (Vernon).	<input type="checkbox"/>	<input type="checkbox"/>
3. This is the first time I have challenged this course.	<input type="checkbox"/>	<input type="checkbox"/>
4. I know the time schedule for Challenge.	<input type="checkbox"/>	<input type="checkbox"/>
5. If this is a provincially examinable course, I know when the examination period will be. I must have completed the course mark before I can take the provincial exam.	<input type="checkbox"/>	<input type="checkbox"/>
6. I have met with a counsellor who helped me identify the potential benefits and liabilities of the challenge request.	<input type="checkbox"/>	<input type="checkbox"/>
7. My application is signed by me, my parent or legal guardian (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>
8. I am aware of the requirements outlined by the District for Challenge for Credit (Policy 3.17.0 and Procedure 3.17.0).	<input type="checkbox"/>	<input type="checkbox"/>
9. I am ready to challenge because of:		<input type="checkbox"/>
<input type="checkbox"/> independent learning in a related area, or <input type="checkbox"/>		
<input checked="" type="checkbox"/> prior learning from another educational jurisdiction, or	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> recommendation from a teacher	<input type="checkbox"/>	<input type="checkbox"/>
10. I have reviewed the learning outcomes for the course I wish to challenge .	<input type="checkbox"/>	<input type="checkbox"/>
11. I am aware that this will be submitted to a school principal or designate.	<input type="checkbox"/>	<input type="checkbox"/>
12. I will complete and submit the paragraph of intent as outlined in No. 3 of the application form.	<input type="checkbox"/>	<input type="checkbox"/>

Approved Not Approved

Principal's Signature _____

Date _____

II. EQUIVALENCY

A. Purpose of Equivalency

The purpose of equivalency is to recognize valid credentials equivalent to the Grade 10, 11 and 12 levels acquired by students from other educational jurisdictions and from institutions outside the regular school system. All students who can provide a credential or documentation to support their equivalency request are entitled to an equivalency review. The equivalency process is not intended to recognize undocumented prior learning. Equivalency credit will only be granted if the prescribed learning outcomes from provincial and locally developed courses are met.

B. Principles of Equivalency

The principles providing a basis for equivalency include the following:

1. Students learn in a variety of ways and at different rates.
2. The diverse needs and abilities of students should be acknowledged.
3. Relevant learning acquired by students outside school should be acknowledged.
4. Students must provide credentials or documentation to demonstrate that they have met the learning outcomes of the course requested for equivalency.
5. The equivalency process should maintain the standards of a quality education.
6. Partial equivalency may be granted for a credential that meets some of the prescribed learning outcomes of a provincial or locally developed course.
7. There is no limit to the number of credits a student may be awarded through the equivalency process.

C. Student Requirements for Equivalency

1. The credentials or documentation presented by the student must meet the learning outcomes of the Grade 10, 11 or 12 course for which equivalency is sought.
2. All students are entitled to apply for a review of their credentials received from other educational jurisdictions and institutions outside the regular school system which match the prescribed learning outcomes from provincial or locally developed courses.

D. Student Eligibility for Equivalency

Students are responsible for providing evidence of successful completion of a course or program of learning from other educational jurisdictions or institutions outside the regular system. Evidence is in the form of official credentials, documents, diplomas or certificates which show that the student has met the learning outcomes of the provincial or locally developed course for which equivalency is being applied.

E. Student Approval For Equivalency

1. Through an application form acquired AT THE HOME SCHOOL the student will provide a written explanation of how the Equivalency will meet the educational goals as set out in their Student Learning Plan.
2. Before approval for equivalency of a course is granted, students will complete the Checklist for Equivalency at the home school.
3. The approval for equivalency must be made by the principal in consultation with the school counselor, designated teacher advisor, student's parents/guardians (if applicable), and the student.

F. Assessing And Evaluating Equivalency

1. To gain successful equivalency the student must meet the same standards as those expected of students who take the course through regular classes.
2. Students will be awarded credit for a successful equivalency and receive a letter grade and percentage mark for the course according to the Ministry Reporting Policy and Guidelines, and the Student Progress Report Order. If there is insufficient evidence to award a letter grade and percentage, "Transfer Standing" will be awarded.

G. When To Apply For Equivalency

Specific times during the year will be designated for students to gain equivalency for courses.

H. District Equivalency Committee

The Board will establish an Equivalency Committee made up of representatives from each Secondary School and will be chaired by Superintendent, or designate. The purpose of the Committee will be to assess the equivalency of credentials from institutions and jurisdictions where the Ministry has not already completed the assessment. This Committee will deal mainly with equivalency of credentials at the local level.

When determining equivalency, the Committee should consider:

1. Whether the learning outcomes of the external course match at least 80% of the learning outcomes of a Ministry-Authorized or Board Authority

- Authorized course taught within the district.
2. Whether the external course should be granted partial credit.
 3. Whether the external institution is provincially or nationally recognized.
 4. Whether the external institution's instructors are qualified or certified by an organization or association.
 5. Whether the assessment criteria of the external institution are reasonable in comparison to the criteria for the equivalent course within the British Columbia school system.

EQUIVALENCY APPLICATION FORM

Please complete all relevant sections of this form. Incomplete applications may delay processing of your request.

Name _____ Female Male

Date of Birth _____ Personal Education Number _____

Mailing Address _____

City _____ Province _____ Postal Code _____

Name of Parent or Legal Guardian (if applicable) _____

School last attended _____

Note: My parent/guardian is aware of my application for Equivalency: Yes No

1. I wish to obtain equivalency for the following course(s). Complete the following:

Course	Numbered 10 11 12	Provincially Examinable	Locally Developed

2. Prove to the reader in 75 to 250 words how receiving equivalency credit for this course will fulfill your Student Learning Plan/Transition Plan. The written paragraph will be evaluated on the following criteria:

- identifies relationship to personal academic or career goals;
- demonstrates your growth toward meeting the significant outcomes highlighted in the S.L.P. folder/Transition Plan.

3. I am ready for equivalency because:

a) I have credentials from another education jurisdiction which are approved in the Ministry of Education Course Information Booklet or Secondary Education in Canada Transfer Guides.

Yes No

Name of jurisdictions(s)

Title of credential(s) (attached)

Course(s) for which British Columbia credit(s) is/are given:

Percentage(s) _____ or Transfer(s) Standing

OR

b) I have credentials from another institution outside the regular school system.

Yes No

Name of jurisdiction(s)

Title of credential(s) (attached)

Course(s) for which British Columbia credit(s) is/are given:

Percentage(s) _____ or Transfer(s) Standing

Signature of Student _____

4. The secondary school has sufficient evidence to provide Equivalency credit information.

OR The secondary school has insufficient evidence to provide Equivalency credit information.
The student may wish to initiate a Challenge if Equivalency is not approved.

Signature of School Counsellor

Signature of Designated Teacher Advisor

Approved Not Approved

Signature of School Principal _____ Date