

## **COURSE CHALLENGE PROCESS**

### **Background**

Some students, because of their life experience, academic ability or efficient study habits, are able to demonstrate the achievement of the desired learning outcomes of a particular course without spending the required course hours. The Division, therefore, has adopted a process that will allow Secondary Level students to challenge a course in order to move on to further learning.

### **Procedures**

1. The Division will determine the courses that may be challenged in schools.
  - 1.1 The courses must be regular provincially developed courses at the 10 or 20 level;
  - 1.2 To be approved for "challenge", the teacher must have taught that particular course at least twice. Within the Division, a teacher at a neighbouring school may administer the challenge process for a course where a particular school does not have a teacher who has taught the course at least twice.
2. An Intent to Challenge Course form will be adopted by the Division.
3. An array of assessment strategies, based upon course objectives and current classroom assessment techniques, will be developed for the challenge process by the course instructor(s) at the beginning of the school year and will be reviewed annually. This will be done for each course determined by the Division to be available for challenge. Assessment criteria will be attached to the Intent to Challenge Course form.
4. The challenge process is intended for students who graduate with twenty-four (24) credits and are currently enrolled in a school within the Division.
5. The Principal of each school shall ensure that students and parents are made aware of the availability of course challenges, the procedures, objectives and assessment strategies used, and appropriate times for their administration.
6. A student may attain a maximum of two (2) course challenge credits at the 10 or 20 level.
7. To challenge a course, a student shall make a formal request to the Principal and will then submit a completed Intent to Challenge Course form to the school.
8. The student shall provide evidence of readiness to challenge a course (e.g. documentation of achievement in similar courses, other experience or work, selections from a portfolio, recommendations from a previous teacher, etc.).

9. A team of at least two (2) individuals selected by the Principal, and, to include the Principal and the teacher who will administer the challenge process, will evaluate the Intent to Challenge Course form submitted by the student. The team will examine the supportive materials presented by the student and will discuss the student's chances of successfully challenging the course requirements at an exemplary level, and his/her general readiness to work at the next level.
10. The student will be notified by the Principal of the approval or refusal of their "Intent to Challenge" within two (2) weeks. Refusals will be documented according to criteria. Approvals will state a date for completion of the challenge process.
11. If the "Intent to Challenge Course" is refused, the student is required to register in and successfully complete the course in order to receive credit for it.
12. A student must attain a minimum of eighty percent (80%) through the course challenge process in order to be granted credit. The percentage mark will be submitted to the Ministry of Education to be included on his/her transcript and one (1) credit will be granted to the student.
13. A student who is not successful in the course challenge process (i.e. does not attain the eighty percent (80%) requirement) will not be allowed to challenge the same course for a second time. That student must register in and successfully complete that course in order to receive credit.
14. In exceptional cases, principals may continue to request departmental approval to waive the prerequisite requirement to allow placement of a student at an appropriate level, or they may continue to offer a "fast track" process for students transferring into Saskatchewan who are unable to receive credit recognition through an equivalency evaluation.

Reference: Sections 85, 87, 108, 109, 168, 169, 170, 175, 231 Education Act