

Title: Course Challenges

Policy Statement:

The Board of Trinity Christian School Association (TCSA) believes that course challenges can meet the diverse needs of students, encourage students' ownership of their learning and acknowledge the learning that students acquire in a variety of settings.

Approved: M. Lynn Gullackson
(Chair of the Board)

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(Date)

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Referenced Documents:

Guide to Education: ECS to Grade 12, Sep 2017

Definitions

Assessment refers to the process of a student performing a number of tasks and showing samples of work that demonstrate the degree to which the student has achieved the expected standards for the outcomes of the course. The student's performance and the quality of the student's work are evaluated by a certificated teacher who has expertise in the subject/course in question.

Course refers to a course at any level in a course sequence.

Course sequence refers to a sequence of courses that together constitute a complete set of prerequisites (e.g., Language Arts 10-1,20-1, 30-1).

Summative evaluation refers to the final evaluation of learning outcomes.

Principal means a principal as defined in the School Act, a superintendent or designee in respect to fulfilling obligations under section 113 of the School Act.

Teacher means an individual who is required to hold a certificate of qualification as a teacher and who is responsible for the provision of instruction or supervision under section 18 of the School Act, or an individual whose qualifications are approved by the Minister and is employed to teach under section 28(2)(b)(iii) of the School Act.

Facilitator means a certificated teacher employed by the Association as the primary contact with home educating parents. The facilitator assists the parent/guardian in forming vision, developing goals and strategies, troubleshooting throughout the year,

conducting evaluations as required and attesting assessment as appropriate, and fulfilling all requirements of the Home Education Regulation.

A. Principles

The course challenge process must assess a student's achievement of the depth and breadth of the outcomes of the course. Assessment procedures for course challenges must include a variety of formats and strategies.

B. Diploma Examination Courses

1. The course challenge provision applies to non-diploma examination courses and only to the school-awarded mark component of diploma examination courses.
2. Students challenging a non-diploma course will be given a final course mark, and, if successful, credits in that course.
3. Credit in diploma examination courses can be achieved only through a combination of the school-awarded mark (70%) and the diploma examination mark (30%).
4. Course challenge in diploma examination courses applies only to the school-awarded mark component of the course and, therefore, will not result in a final course mark or in credits until after the student successfully completes the diploma examination for that course.

C. Course Challenge for Languages

1. In the assessment process for a language course challenge, students need to perform a number of oral, written, listening and reading comprehension tasks as well as show samples of their work that demonstrate the expected knowledge, skills and attitudes for the course being challenged.
2. Student performance and quality of work are to be evaluated by an Alberta certificated teacher who has expertise in the language course being challenged.
3. Students grades 10-12, whose parents have rights under section 23 of the Canadian Charter of Rights and Freedoms, and who are currently registered or notifying with TCSA, may challenge Francais 30-1 or 30-2 by first registering with the nearest Francophone Regional authority for the course. All other procedures as detailed in this section apply.

D. Exceptions

1. The course challenge provision applies only to students who believe they have the knowledge, skills and attitudes as defined by the program of studies for a given course.
2. Students are not permitted to challenge the following courses:
 - a. Agriculture Safety (AGR3000)
 - b. all Green Certificate Program courses
 - c. all Registered Apprenticeship Program (RAP) courses
 - d. Career Internship 10

- e. locally developed courses, with the exception of locally developed language courses
- f. Special Projects 10, 20 and 30
- g. Work Experience 15, 25 and 35
- h. Workplace Practicum 20-4 and 30-4
- i. Workplace Readiness 10-4
- j. Workplace Safety Systems (PICS3000).

E. Students

1. Any student, grade 10-12 who believes that they possess the knowledge, skills and attitudes for a senior high school course as specified in the program of studies, and is ready to demonstrate that achievement through a formal, summative assessment process, may initiate a request for course challenge to their high school principal.
2. For diploma examination courses, this applies only to the school-awarded mark component.
3. The student who initiates the course challenge process shall take responsibility for providing evidence of readiness to challenge a course (e.g., a portfolio, other collection, documentation of work and/or experience, a recommendation from a teacher or facilitator).
4. A student may not initiate a course challenge for a course in a lower-level sequence if the student has been awarded credits in a course in a higher-level sequence. For example, a student who has earned credits for Science 30 may not challenge Science 24. High school mathematics course sequences are an exception, as they are designed based on content rather than level of difficulty. A student may challenge Mathematics 20-3 or Mathematics 20-2 after being awarded credits in Mathematics 20-1, as Mathematics 20-1 is not considered part of a higher-level course sequence in this instance. The same exception applies to 30-level mathematics courses.
5. A student who has been waived into a higher-level course in a sequence may challenge the lower-level course(s) in that sequence. For example, a student who is waived into Science 30 may challenge Science 20.
6. A student who challenges a course, either successfully or unsuccessfully, may subsequently choose to take the course.

F. Principal

1. Course challenges shall be administered by the school according to its policy only after the student is registered or notifying in grades 10-12.
2. A student's readiness for course challenge shall be determined through consultation that includes the principal, the student, the parent(s) and the teacher of the course. The consultation shall include discussion of the student's chance of successfully meeting the acceptable standard for the course and the student's apparent capacity to successfully handle the course at the next level.

3. The principal shall make the final decision about the student's readiness for the course challenge. The principal shall base this decision on the consultation with the student, the parent(s) and the teacher of the course.
4. The principal shall assign the administration and evaluation of assessment for a course challenge to an Alberta certificated teacher who has expertise in the subject/course.
5. Trinity Christian School is ineligible to award credit for Francais courses. Only a principal of a Francophone school in Alberta may award credit.
6. The principal shall ensure that assessment for course challenges includes strategies that will assess the breadth and scope of the learning outcomes for the course, as outlined in the program of studies, in a timely and practical manner.

G. Marks, Credits and Reporting

1. The principal shall report a student's achievement in a course challenge according to the requirements in Reporting Student Achievement in Senior High School Courses in the Student Assessment in Senior High School section.
2. A student who successfully demonstrates through the course challenge process that they possess the outcomes for the course to at least the acceptable standard, shall be awarded a final course mark and credits for the course challenged, except in diploma examination courses, which require the school-awarded mark to be blended with the diploma examination mark before a final course mark or credit is possible.
3. The percentage mark for the course challenge is to be reported in PASI.
4. The principal must ensure that the student challenging a course is aware that, upon the student's successful completion of a course challenge, waived prerequisite credits and either a percentage mark or a "P" for pass are granted by the principal for courses lower in the course sequence. If a student wishes to receive a percentage mark on their Alberta Transcript of High School Achievement for prerequisite courses, the student must successfully challenge each individual course. Further information can be found in the *Guide to Education, Waiver of Prerequisites and Credits for Waived Prerequisite Courses*.
5. If a student chooses to take the course in the same semester in which they attempt a course challenge, either successfully or unsuccessfully, the school shall submit both marks and the higher mark will appear on the student's Alberta Transcript of High School Achievement.
6. A student shall attempt a particular course challenge only once. If the student is unsuccessful, but wants credit in the course or wishes to raise their mark, the student is required to take the course.