

Approved by K-12 Board Action #07-15, February 18, 2007; Revised Action #16-26, May 29, 2016; Revised Action #21-41, June 3, 2021; Revised Action #26-13, February 18, 2026

PREAMBLE

The BC Graduation Program provides students in grades 10 to 12 with the opportunity to challenge a course rather than having to take the course. The student who successfully challenges the course receives credit. The challenge must follow the procedures established in this policy. This policy will outline the steps to be taken and will also be made available to those who want to challenge a course. The fact that courses may be challenged will be made known to the school community.

Graduation credit is also available by Equivalency which is determined by the school's acting academic administrator.

This policy has been adapted and approved by the SDABC K-12 Board, the School Authority.

RATIONALE

Learning is a life-long activity. Students learn in a variety of ways, some of which take place outside of British Columbia or outside of the regular secondary school program. Schools will grant credit towards graduation for learning that has been assessed and matches or exceeds provincial, national or international standards.

EQUIVALENCY POLICY

This policy describes how secondary schools award credit to students who have successfully completed an equivalent Grade 10, 11 or 12 course from an educational jurisdiction or institution outside the BC school system.

There is no limit to the number of credits granted through Equivalency. Schools may not charge students for Equivalency reviews. Students may be asked to provide translations if documents are not in English or French.

When awarding credits based on equivalency, the Grades 10, 11 and 12 Ministry-developed courses (including courses with a Graduation Program Exam) and board authorized courses will be the standard of comparison.

PROCEDURES

Schools will award credit through Equivalency following the procedures approved by the K-12 Board.

It is the responsibility of the student to provide the appropriate documentation as proof of successful completion of the course. This would include:

- Transcript of official record of completion of the course and the assigned mark.
- Documentation of the course content and requirements.

For the purpose of determining Equivalency, the school will make a comparison of courses which may be based on factors such as:

- comparison of learning standards
- comparison of general subject matter
- comparison of depth or breadth of coverage of subject matter
- comparison of assessment methods, instruments, and standards.

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To be deemed equivalent, sufficient content should have been covered to enable the student to be successful in further learning in the content area.

For reporting and transcript purposes, schools should assign a letter grade and percentage to all credits awarded through Equivalency. If the student's documents show only a letter grade or level, schools may choose to assign a percentage, based on the mid-point of the matching British Columbia letter grade range. Schools may use "[Transfer Standing](#)" (TS) if it is not possible to determine a letter grade and a percentage from the documentation.

POLICY

This policy describes how secondary schools award credit to students who can demonstrate prior learning. All students enrolled with a school are entitled to undertake a free Challenge process to assess their prior learning.

Prior to engaging in a Challenge process, schools must review any documentation of prior learning that a student presents in order to determine if credit can be awarded through Equivalency.

This entitlement does not include Board Authorized courses taught in a non-enrolling school.

This entitlement to a free challenge process does not apply in the following circumstances:

- The student has already challenged the course and received a passing grade
- The student has already completed the course through previous enrolment, or
- The student has already been granted equivalency for the course.

Schools and boards of education are encouraged to co-operate in order to allow students to challenge courses that are not offered at a student's own school.

Prior to engaging in a challenge process, schools must review any documentation of prior learning that a student presents in order to determine if credit can be awarded through equivalency.

Ministry-developed or Board Authorized Grade 10, 11 or 12 courses must be available for challenge in the district one year after full implementation of the relevant education program guide or Board Authorized course description.

There is no limit to the number of credits that may be awarded through challenge.

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COURSE CHALLENGES

PROCEDURES

Schools must document the challenge assessment delivered to each student, including a pre-challenge equivalency review, and the documentation must be made available to Ministry auditors if requested.

Students should be able to demonstrate their readiness to challenge a course based on factors such as a recommendation from a previous teacher, or from evidence that relevant learning has been acquired outside the regular classroom setting. The demonstration should not be an onerous process. School staff, in consultation with students and parents, should make the decision about readiness.

The challenge process must assess students on the Big Ideas, Curricular Competencies, and content of courses. 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. Challenge processes should be substantive, but not onerous.

Awarding credit through challenge should be based on the same standards used for students who have taken the course through enrollment. A challenge is considered successful when a student has achieved at least a C- and 50 percent.

For reporting and transcript purposes, schools must assign a letter grade and percentage to all credits awarded through challenge processes.

For courses that are offered at the enrolling school

1. A student may not challenge a Bible/Religion course.
2. A student may not challenge a course for which he or she has previously gained credit.
3. Normally a student should have at least 88% in the previous course in order to challenge the next level.
4. The student should approach the Academic Administrator (AA) for a copy of the Course Overview for the course to be challenged and a Course Challenge Application Form.
5. The AA, in consultation with the department head and teacher, will establish a means by which the student can demonstrate that the intended learning outcomes have been met. This could include the student presenting a project, a research paper, writing a series of tests, completing an interview with the teacher, etc. The student is responsible for meeting the requirements. Documentation of this process must be retained in the students' file.
6. At the end of this process the teacher will give a written report to the AA indicating that the intended learning outcomes have been met and assessing a final term grade for the student.
7. The teacher providing the assessment and evaluation from which the marks are derived must be a BC certified teacher with appropriate professional expertise suiting them for evaluation of the relevant course content and outcomes.
8. If the course would normally have an exam the student will be required to write the exam. In order to ensure the success of the student in the next course, the student will be expected to pass the exam with a minimum of 75%. If this is done the final grade will be calculated using the term/exam percentage ratio for that course.
9. The AA will make the final decision as to whether the student has successfully challenged the course.
10. A Course Challenge must be completed prior to taking a course at a higher level. (e.g. Science 9

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challenge must be complete before starting Science 10, English 10 challenge must be complete before starting English 11, although a student may start English 11 before the government exam result is finalized)

11. For a provincially examinable course the school will assess and give a mark based on that assessment and report that mark through TRAX before the students writes the associated Provincial Exam.

Courses that are not offered at the enrolling school

1. A student may not challenge a course for which he or she has previously gained credit.
2. The student should approach the Academic Administrator (AA) to obtain a copy of the Ministry's Big Ideas, Curricular Competencies, and content for the course to be challenged and a Course Challenge Application Form
3. The administrator will try to find someone who is able to assess whether the student has met the intended learning outcomes for the course. The student will meet (or be in contact) with this person who will establish a means by which the student can demonstrate that the intended learning outcomes have been met. This could include the student presenting a project, a research paper, writing a series of tests, completing an interview with the teacher, etc.
4. The teacher providing the assessment and evaluation from which the marks are derived must be a BC certified teacher with appropriate professional expertise suiting them for evaluation of the relevant course content and competencies.
5. If the school is unable to find a suitable person, the challenge may not take place.
6. At the end of this process the teacher will give a written report to the AA indicating that the intended learning outcomes have been met and assessing a final term grade for the student.
7. The AA will make the final decision as to whether the student has successfully challenged the course.

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EXTERNAL CREDENTIALS

POLICY

This policy describes how students earn credit towards graduation through certain external credentials approved by the Ministry.

All students enrolled with a school board are entitled to receive credit if they have earned a Ministry-approved credential.

The Ministry of Education and Child Care has sole authority to review and approve external credentials and assessments, and to provide an official list of these approved credentials and assessments to schools. The list is published in the Ministry's online Course Registry. External credits will be awarded strictly on the basis of the online Course Registry. Some external credentials are classified as required courses and others as elective courses. Grade 12-level external credentials count towards the required number of Grade 12 level credits needed to satisfy graduation requirements.

School boards may not charge students for external credential reviews. However, there may be credit restrictions between credentials where the external courses or programs are deemed to be equivalent. It is the responsibility of boards to ensure that students do not receive double credit for credentials deemed equivalent. Credit restrictions are available on the Course Registry website.

Although external credentials may contribute towards graduation requirements, they may or may not meet general or specific admissions requirements for post-secondary institutions. It is students' responsibility to verify admissions requirements for the post-secondary institutions they plan to attend.

PROCEDURES

In order to earn credit for an approved credential, students must provide the appropriate documentation proving successful completion of the external assessment, course or program. Students may have earned an approved external credential prior to entering Grade 10; if so, they are awarded credit if they present their credential any time after they enter Grade 10.

For reporting and transcript purposes, schools must assign all credits received as a result of an external credential either as a letter grade and percentage (if possible to determine), or "Transfer Standing" (TS).

Independent Directed Studies Policy (IDS)

This policy enables students to initiate their own area of learning and to receive credit towards graduation. The policy also allows schools to recognize learning in a Ministry-developed or Board Authorized course that a student may not have completed. This policy is not a student entitlement but an enabling policy intended to encourage schools to allow students to pursue studies of interest.

IDS credit may be awarded by boards to students who successfully complete independent work based on the content of Grade 10, 11 or 12 Ministry developed courses or Board Authorized courses. A student may study in more detail the content of a course that has been completed, or study a subset of the content of a course that has not been taken.

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IDS credits may only be used to satisfy elective requirements.

The maximum value for a single IDS course is four credits, but there is no limit to the total number of IDS credits a student may earn. The number of credits a student earns for an IDS will be set out in the plan developed by that student and a teacher, and approved by a principal. Grade 12 IDS credits may count toward the minimum of 16 Grade 12 credits required for graduation.

Procedures for IDS

Awarding of credit through an IDS should be governed by the procedures of the school board.

For reporting and transcript purposes, schools must assign a letter grade and percentage for all credits earned through IDS.

IDS courses can be for 1, 2, 3, or 4 credits. If students complete some but not all of the content a course, schools may report their achievement to the Ministry using IDS credits.

DOCUMENTATION

Standard practices for the handling of documents associated with Equivalency and Challenge:

- Associated documents are to be stored according to PIPA guidelines for handling student information.
- Schools to retain records of the application for equivalency and copies of the supporting documents.
- School to retain evaluation documents used to award a mark for a course that has been challenged.
- A summary of the challenge and equivalency policy should appear in the handbook of the school and be available for review, in its entirety, upon request.
- Official copies of successful applications are to be forwarded to the Office of Education.
- All courses credited under this policy must be reported through TRAX in a timely manner as outlined by the BC Ministry of Education.

FORMS

Standardized forms to be generated and authorized through the Office of Education.*

* Equivalency and Challenge Application form is available on our web site – [BC Adventist Education – Education with Excellence](#) under “Policies (K-12 Board)”.

Use in conjunction with the Equivalency & Challenge Application Form.