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**HORIZON SCHOOL DIVISION****POLICY HANDBOOK**

**Policy Code:** HLBA  
**Policy Title:** Course Challenge  
**Cross Reference:**  
**Legal Reference:** Alberta Education Policy  
1.9.1, *Guide to Education*:  
**Adoption Date:** June 15, 2005  
**Amendment or Re-  
affirmation Date:** February 27, 2023

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT THE PROVISION FOR SENIOR HIGH SCHOOL COURSE CHALLENGE ENCOURAGES STUDENTS' OWNERSHIP OF LEARNING AND ACKNOWLEDGES LEARNING ACQUIRED IN A VARIETY OF SETTINGS, NOT NECESSARILY SCHOOL. THE BOARD SUPPORTS THE BELIEF THAT IF STUDENTS HAVE ALREADY MASTERED THE LEARNING OBJECTIVES OF A PARTICULAR COURSE AND CAN DEMONSTRATE THAT ACHIEVEMENT THROUGH A SUMMATIVE ASSESSMENT CHALLENGE PROCESS, THAT THEY SHOULD BE ABLE TO RECEIVE RECOGNITION FOR THAT COURSE.

**DEFINITION**

Assessment Process: In this policy, "Assessment Process" is 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 his or her work are evaluated by a certified teacher who has expertise in the subject/course in question.

**GUIDELINES**

1. Course challenge assessments of this kind are intended principally for the placement of a student in a program route or stream and will not usually be approved for courses at the end of a program stream.
2. Students are not permitted to challenge the following courses:
  - 2.1. Agriculture Safety (AGR3000)
  - 2.2. Career Internship 10
  - 2.3. courses in the post-secondary institution (PSI) occupational area
  - 2.4. English as a second language courses
  - 2.5. Green Certificate Program courses
  - 2.6. high school K&E occupational courses, including Workplace Readiness 10-4, Workplace Practicum 20-4 and Workplace Practicum 30-4

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- 2.7. locally developed courses, with the exception of locally developed language arts or language and culture courses
- 2.8. Registered Apprenticeship Program (RAP) courses
- 2.9. Special Projects 10, 20 and 30
- 2.10. Work Experience 15, 25 and 35
- 2.11. Workplace Safety Systems (HCS3000)
3. Schools shall establish procedures to communicate to parents and students, the availability of, and procedures for course challenges.
4. 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 his or her mark, the student is required to take the course
5. For course challenges in diploma examination subjects, the challenge shall apply only to the school-awarded component 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.
6. Principals may choose to accommodate requests to challenge courses not offered by the school by arranging with other school’s or school authorities for such challenges. A student who undertakes such a course challenge shall assume all expenses, other than those normally assumed by a school for assessment (e.g., personal transportation).

## **REGULATIONS**

1. Any senior high school student in Alberta 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. 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 junior high school teacher).
3. 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.
4. 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

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may challenge Science 20.

5. A student who challenges a course, either successfully or unsuccessfully, may subsequently choose to take the course.
6. Course challenges shall be administered by a senior high school only after the student is enrolled in senior high school.
7. A student’s readiness for course challenge shall be determined through consultation that includes the senior high school 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.
8. The senior high school 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. The senior high school 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.
  - 8.1. The senior high school 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.
  - 8.2. Principals shall not provide course challenges for Français courses, but may refer the student to a Francophone regional authority.
9. The senior high principal shall report a student’s achievement in a course challenge according to the directive in the *Guide to Education* (“Reporting Student Achievement in Senior High School Courses”).



**HORIZON SCHOOL DIVISION**

**Student-Initiated Challenge Assessment Form**

**NAME OF SCHOOL:** \_\_\_\_\_

**NAME OF STUDENT:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_

**DATE OF APPLICATION:** \_\_\_\_\_

**NAME OF COURSE TO BE CHALLENGED:** \_\_\_\_\_

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**A. List any previous courses taken in the subject area:**

<b>Course:</b> _____	<b>Mark:</b> _____

*NOTE: If previous course(s) were taken at a different school, documentation must be provided.*

**B. Reasons for this Challenge Assessment (Please be Specific):**

**C. List the provision of evidence that will accompany this application to demonstrate readiness to challenge the course; e.g. portfolio, other collection or documentation of work and/or work experience and a recommendation of a teacher:**

I understand that the final grade that I achieve on the Course Challenge Assessment will be recorded on my Alberta Education Transcript as a percent or “P” pass.

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Parent/Guardian Signature*