

APPENDIX A1

Re: Guidelines for Implementing the Challenge for Credit Option Questions to consider in the development of local policies

The following questions are presented to guide development of local policies related to the Challenge for Credit Option:

Assessment

1. What type of assessment strategies will be used to assess prior learning?
2. Which assessment strategies are the most appropriate for each course?
3. How will the assessment strategies vary from one discipline to the other?
4. Will there be a formal test?
5. If there is a formal test, what will be the weights given to the results?
6. What is the minimal passing grade?
7. How will the percentage mark attained be recorded on the student's transcript?
8. Will the student's transcript make reference to the challenge option?

Challenge Requirements

1. What information will the student be asked to provide to initiate the challenge?
2. Will the student be asked to provide the support of one person with recognized expertise in the area of challenge (e.g. teacher, private art instructor, director of a theatre school, etc.?)

Parental Involvement

1. How will the parents/guardians be informed of the challenge option? Will any information be included in the school prospectus? How will the school ensure that parents/guardians have a clear understanding of the Challenge for Credit Option implications?
2. On what basis will the parents/guardians be able to choose between regular class attendance and the challenge for Credit Option; how will the parents/guardians know what is more appropriate for the student's achievement?
3. Will the parents/guardians be asked to sign an approval form? (Appendix A2)

Students

1. Will the student be asked to sign a letter of agreement? (Appendix A3)

Administrative Considerations

1. What process will be put in place to determine the decision to proceed or not with the challenge option?
2. Who will be responsible to determine this decision? The principal?
3. What will be the role of the guidance counsellor?
4. Will there be specific time during the school year where the student will need to indicate his/her interest to challenge a course? Beginning of school year/semester? End of school year/semester?
5. Will the school division establish specific dates for accepting and reviewing challenge applications?
6. Will the school division decide that the challenges must be completed at specific times so that courses can be planned for the upcoming year?
7. Will scheduling the challenge process at the convenience of participants be more manageable than setting specified time (i.e. if only a small number of students a requesting challenge)?
8. What if a student wants to challenge a course not offered in the division? How will the school division respond to this request?
9. What type of report form will be developed? (Appendix A4)