

## NEW COURSE PROPOSAL – District

The process and template for submitting a new course proposal will vary depending on your district and site protocols. CCASN did find examples of more systemic approaches to course development that included training for teachers interested in developing a new course description, provision of exemplars, user-friendly templates, opportunities for feedback, and support for course development. CCASN also found new course proposal procedures that involved lengthy processes and as many as eight to ten signatures prior to submission of the new course proposal.

Use whatever process and new course proposal forms your district has in place, but think about how a District or high school might best support teachers in the development of quality courses. Provide clear guidelines and examples of what quality looks like for aspects of the course proposal. Encourage everyone involved to start early. Developing a high quality course description takes time and, depending on the school, district, or State or the nature of the course, may involve multiple approvals.

What follows are examples of new course proposal templates and processes from several Districts around the country. Included are resources from:

- *Albuquerque Public Schools, Albuquerque, New Mexico*
- *West Bend School District, West Bend, Wisconsin*
- *Wickenburg Unified School District, Wickenburg, Arizona*
- *North Clackamas School District, Milwaukie, Oregon (12 miles from Portland, Oregon)*
- *University of California “a-g guide, new course submission”*

### FROM ALBUQUERQUE PUBLIC SCHOOLS

Albuquerque, New Mexico

#### COURSE PROPOSAL PLANNING AND REVIEW

##### High Schools

“Only those courses that are included in the *APS High School Curriculum -- District Essentials And Guidelines* or those approved on a waiver for a single school are to be offered or scheduled by any school. There is no provision made for offering credit which does not fall into one of these two categories.

The course numbers, titles, descriptions, and other parts of the course outlines included in the *APS High School Curriculum -- District Essentials And Guidelines* will be used by schools in preparing content for a course or for instituting courses. The course description section of course outlines will be used in the school course description booklets given to students for preregistration or registration purposes. However, course titles and course descriptions may

appear with additional words or sentences to indicate a special emphasis or enrollment limitation at a school site.

**Procedure**

- A. New courses to be considered will be shaped by student needs, community needs, and/or national trends. Courses not authorized to meet graduation requirements must conform with provisions of the procedural directive on High School Elective Credit.
- B. New courses will be developed by teachers, department chairpersons, and/or curriculum assistants, in consultation with the District Coordinator of High School Curriculum using High School Course Proposal Planning Forms.
- C. A proposed new course will be reviewed by teachers in the department. Chairperson will sign the completed form in the space provided.
- D. After department review, the course proposal will be sent to the high school assistant principal for curriculum for review and signature indicating that the proposed course has been reviewed by all appropriate curriculum committees at the school.
- E. The high school principal will review the proposed course. The principal's signature indicates that the school as a whole supports the course and is prepared to offer it.
- F. The principal will send the proposed course to the District Coordinator for High School Curriculum for approval.
- G. The Course Proposal Planning Form for the new course will be returned to the District Coordinator for Curriculum Development who will publish the course outline and distribute to the appropriate personnel for inclusion in the *APS High School Curriculum -- District Essentials And Guidelines*

**Cross Ref.:** Board Policy I.13

**NSBA/NEPN Classification:** IGD

**Revised:** May 1995

**Revised:** April 1996

**Revised:** May 1997

Source: <http://www.aps.edu/about-us/policies-and-procedural-directives/procedural-directives/i.-instruction/course-proposal-planning-and-review>

**West Bend School District**

West Bend, Wisconsin

**NEW COURSE PROPOSAL TEMPLATE**

Date:

Course Title:

Teacher Name(s):

Building/Site:

RATIONALE

A. Data or Needs that support the new course proposal:	
B. Expected impact on student achievement	
Expected impact on Student scheduling	
Expected impact on student subsequent course opportunities	
Anticipated budgetary implications associated with the implementation of this course (Total Costs from Budget Sheet)	

C. What research supports this curriculum change?	
D. How does the proposed course compare to practices in other districts or schools with comparable programs?	

**COURSE PLANNING GUIDE DESCRIPTION**

Write a 2-3 sentence description of the proposed course geared towards parents and students.	
Length of Course (and potential credit earned)	

Grade Levels	
(Standards Addressed☺)	
Prerequisite Courses	
(Co-requisite Course/s)	

**COURSE EVALUATION**

**How do you plan to collect the following data over the next three years?**

Enrollment History	
Impact on Student Achievement	
How will you use evaluation results to modify or refine this course?	

*\* Note: Course Evaluation results, including Student and Faculty Surveys, will be presented to the Curriculum Council every 3 years.*

## New Course Proposal Program Budget

Course Title:

Date:

Department:

Credits:

Teacher(s) Initiating Proposal:

New Course

Course Revision

Duration  Semester  Year

Anticipated @ of Sections

### Start-Up Costs

Budget (Object)	Description	Cost	Funding Source
<i>(CCASN Note: object codes may vary by State/ District)</i>			
400 – Non-Capital Objects (include training needs for instructors or aides)			
435 – Texts			
500 – Capital Objects			
000 – Other			

Expenses (Facility Usage, Maintenance, Utilities, Other)			
TOTAL COST:			

**ANNUAL ON-GOING COST**

Please project on-going costs and identify funding source

Budget (Object)	Description	Cost	Funding Source
<i>(CCASN Note: object codes may vary by State/ District)</i>			
400 – Non-Capital Objects (include training needs for instructors or aides)			
500 – Capital Objects			
000 – Other Expenses (Facility Usage, Maintenance, Utilities, Other)			
TOTAL COST:			

To see a sample of a completed course proposal using this template, please visit [http://www.boarddocs.com/wi/wbsdwi/Board.nsf/files/8Q92UR73F10A/\\$file/Service%20and%20Citizenship%20Proposal.pdf](http://www.boarddocs.com/wi/wbsdwi/Board.nsf/files/8Q92UR73F10A/$file/Service%20and%20Citizenship%20Proposal.pdf)

## **Wickenburg Unified School District**

Curriculum & Instruction

Wickenburg, Arizona

### **NEW COURSE PROPOSAL PROCEDURES**

“The timeline for proposing new courses begins in the spring of one school year and ends in December of the next. This will allow for board approval of new courses prior to student pre-registration. This timeline will also provide time for curriculum development during the summer.

The purpose of maintaining a specific timeline and procedure is two-fold: first, to ensure that teachers have the opportunity to develop new avenues of learning for students and second, to provide a system of communication to ensure new courses are of the highest quality.

The steps in the course proposal process are:

#### **Step 1**

- The teacher initiates a course proposal by completing Part 1 of the course proposal form.
- Paper work to be included with Part 1: Course Outcomes, Assessment Descriptions, Unit/Benchmark Descriptions, and Supporting Resources.
- Teacher presents the proposal to the leadership team.

#### **Step 2**

- The principal and leadership team evaluate the proposal and paper work at their meetings. The team then completes Part 2 and 3 of the Course Proposal.
- The proposal (Parts 1, 2,3) is then forwarded to the Director of Elementary or Secondary Curriculum with the team’s recommendations.
- The Director of Elementary or Secondary Curriculum will evaluate the proposal, share with district staff, and make recommendations to the governing board.

The timeline and communication procedures will ensure:

1. Teachers are receiving adequate feedback regarding alignment with district and state standards.
2. Accurate information is provided regarding deadlines and requirements.
3. All those affected by new courses will have an opportunity to voice suggestions.
4. Any concerns with a proposal can be addressed in an efficient and timely manner.
5. Students are only registered for classes that have been approved by the governing board.

Note; Recommendation of AP Courses should meet the recommendations of the College Board and include the students’ ability to test at the end of the course.

\*\* There are additional requirements prior to implementing a new course which may extend this timeline, including, textbook adoption and assessment development.



**KENT SCHOOL DISTRICT  
HIGH SCHOOL COURSE PROPOSAL FORM**

Source: <http://www.kent.k12.wa.us/KSD/IS/sic/HSICCoursePropForm.pdf>

The High School Course Proposal Form requests the following information:

Course Title: (ma. 17 spaces)

Initiator(s):

School:

I. NATURE OF CHANGE (Mark all that apply)

New Course

Change in Prerequisites

Length of time offered (e.g. 1-hour/2 hours)

Semester Change

Cross Credit

Certificate of Academic Excellence

Change in Course Description

Change in title

Old title:

New Title:

Starbase Course Title (17 spaces)

Deletion of Course

Change in Fees

II. RATIONALE FOR CHANGE

A. Please describe the need for this course/change.

(Considerations might include graduation requirements, student interest, differentiation for student need, compliance issues)

B. Please describe the building process used for curriculum review which resulted in the development of this proposal. (Discussion at Curricular meetings, Curricular Leader meetings, or Building Leader Team meetings.)

### III. IMPACT STATEMENT

The following areas represent the evaluation criteria applied to all course proposals. Please review and answer them carefully.

#### A. IMPACT ON YOUR CURRICULAR AREA

1. How does it change the current “balance” or proportion of curriculum offerings?
2. How does it affect the current course sequences within your curricular area?
3. Does it duplicate the content of a course currently offered in your curricular area?
4. Could technology enhance this course? If yes, please describe.

#### B. IMPACT ON GENERAL STUDENT PROGRAM

1. How will it affect graduation requirements for students?
2. How will enrollment in this course impact other departments?
3. How might this course help prepare students for the successful completion of their high school culminating project?

#### C. IMPACT ON DISTRICT/STAFF RESOURCES

1. Do you have sufficient highly qualified staff to teach this course?
2. Do you have the necessary facilities, equipment, and materials?
3. Funding: Please complete section VI if necessary.
4. What is the anticipated enrollment in this course?

### IV> COURSE DESCRIPTION

Curricular Credit

Curricular Cross Credit

IS Coordinator initial of approval

Course Credit Priorities:

1

2

3

4

Graduation Requirement:

Eligible for NCAA Approval Yes No

Total Number of Credits

Repeatable Non-Repeatable

Semesters: one two

Intended Grade Level (s)

All Grades

9<sup>th</sup>

10<sup>th</sup>

11<sup>th</sup>

12<sup>th</sup>

General Education

English Language Learner

College Prep

Honors

Special Education

Core Intervention

Career & Technical Education Programs: CIP Code

Prerequisites: None Yes (Please list)

## V. ATTACHED DOCUMENTS

Course Description – required for new courses (New course description to be included on the course book, include old description as well for course changes if applicable and send descriptions to \_\_\_\_\_ electronically.)

Course Syllabus

Course Outline (new course only) with units of instruction, covered and time spent on each.

EALRs/GLEs (new courses only)

Resources (Attach documentation for recommended criteria including an IMC-prepared IMC proposal form, vendor and estimated cost)

Copies of Tables of Contents from Textbooks and Other Resources

## VI. FUNDING REQUIRED

- Signature(s) required from funding source

- After course approval all resource materials will be submitted by IS Coordinators to the Instructional Materials Council (IMC) for review and submission to the Board for approval prior to purchase
- Attach a list of items needed. Include specific title, vendor, cost, etc.

**FUNDING**

		Budget Manager	
Item Needed	Amount	Print Name & Title	Signature
Textbooks			
Supplemental Materials			
Technology			
Equipment			
Staffing			
Other (please describe)			

VII> The following original signatures are required and indicate that these individuals have reviewed this proposal.

<b>Building Level (all signatures required)</b>		<b>Signatures</b>
Building Principal	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended	_____
Building SIC Rep	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended	_____
Building Curricular Leader	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended	_____
 <b>District Level (all signatures required)</b>		
IS Curricular Coordinator	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended	_____
 <b>Curricular Leader HSIC Rep</b>		
	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended	_____
<b>Director of Curriculum</b>		
	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended	_____
 <b>Signatures as needed:</b>		
Director of Career & Tech Ed.	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended	_____
Director of Instructional Tech	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended	_____

Return Completed Form To:

Director of Curriculum & Instruction, A300 by submission deadline

Course Submission Deadlines	Meeting Dates
Training Session Only	September 26, ____

October 18, _____*	November 17, _____*
December 1, _____*	January 12, _____*
March 14, _____	April 4, _____

- Ensures course addition or changes will be included in course catalog for following year.

**North Clackamas School District  
NEW COURSE PROPOSAL APPLICATION**

Milwaukie, Oregon

<http://www.nclack.k12.or.us/page/1106>

The new course proposal application is for staff designing new courses that support student achievement of NCSD graduation requirements, including required credits, career experiences, and performance standards in reading, writing, speaking, and math. Particular attention should be given to curriculum and instruction that meets the needs of students with disabilities, Talented and Gifted students, and English Language Learners. Proposals must be complete with all requested information before being forwarded to high school curriculum and counseling assistant principals (CCAPs) or middle school principals and the Coordinator of Secondary Programs.

To ensure new course are approved in a timely fashion for the upcoming year, two New Course Proposal cycles are provided.

**Cycle I:**

October: Work session to learn process, see exemplars, receive resources, answer questions.

January: Proposals reviewed by CCAPs or MS principals depending on course level.

March: Instruction Team meets with teacher and reviews paperwork.

April: Proposal is taken to the Board of Directors for approval.

**Cycle II**

December: Work session to learn process, see exemplars, receive resources, answer questions.

March: Proposals reviewed by CCAPs or MS principals depending on course level.

May: Instruction Team meets with teacher and reviews paperwork.

June: Proposal is taken to the Board of Directors for approval.

**New Course Proposal Application Form**

- I. Course Information
  - A. Date of Application
  - B. School
  - C. Teacher(s) submitting request

- D. Course Title
- E. Subject Area
- F. Highly Qualified Teacher Certification Requirements
- G. Circle type of credit:  
 Required: Math, SS (WH, GV, US, PL) Science, LA, PE, and Health  
 Elective/Selective: Math, SS (WH, GV, US, PL), Science, LA, PE, Health, FA, and AP.
- H. If high school elective credit course, check the Focused Program(s) of Study in which the course will be a focused elective. All high school focused elective courses are required to include the requirements for focused elective courses, including a well-designed Career Related Learning Experience (CRLE)  
 AC\_\_\_ BM\_\_\_ HS\_\_\_ HRS\_\_\_ IES\_\_\_ NR\_\_\_
- I. School year to be implemented:
- J. Length of Course: Full year \_\_\_ Semester \_\_\_
- K. Number of students anticipated to be involved:
- L. Grade Level \_\_\_
- M. Prerequisite courses:
- N. Concurrent enrollment required? &es\_\_\_ No\_\_\_  
 IF Yes,, in which course(s)?
- O. Articulation with college for credit? Yes \_\_\_ No\_\_\_  
 If yes, name of college  
 Number of credits College course:
- P. Can this course be repeated for credit? Yes\_\_\_ No\_\_\_
- Q. Who is the intended student audience (all students, TAG, SpEd, ELL)? Explain.

II. Directions for Completing Scope and Sequence Template

Complete the electronic version of the Scope and Sequence template (available on the Secondary Programs web site), and complete the columns for each unit in the proposed course. Consult with your principal, assistant principal, and district TOSAs for Special Education and ESL services for assistance.

New Course Scope and Sequence Template\*  
 Sample Form

Course Title				
Curriculum Guide Description				
Scope and Sequence				
Course Content What will students be	Required for Focused Elective Courses	Student Activities	Assessment Tools	Special Education, ELL &

expected to know and do? Provide the core knowledge and skills (state standards and/or industry standards) that will be taught and assessed. Organize the content standards by unit, framing questions(s), or project title to sequence from the beginning to the end of the course		Additional Course Content		What will students do to demonstrate their learning? What products and/or performances will students complete?	What assessment criteria or tools will you, the teacher, use to measure student progress and achievement?	TAG Accommodations How will curriculum, instruction and/or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.
Unit Topic or Framing Question(s) or Project Topic	Core Academic and Professional Knowledge & Skills	Focused Program of Study Unifying Concepts	Career Related Learning Standards (CRLS)			
Unit 1						
Unit 2						
Unit 3						
*CRLE taught within Unit #__						

- Each Focused Elective must include at least one Career Related Learning Experience (CRLE). Attach a completed CRLE Teacher Planner (see pages 6 & 7), and also indicate in the Scope and Sequence where instruction regarding the CRLE will occur.
- See Secondary Programs web site for legal and letter size landscape template.

### III. QUESTIONS

Provide written responses to the following questions and be prepared to discuss them with MS principals or CCAPs and the district instruction Team.

1. How does this course align with current building and district offerings?

If a significant amount of content taught in this course is taught in other district courses or programs, how is this course different?

2. What data indicates this course should be added?

(i.e., support student attainment of state and NCSD performance standards, industry standards required for professional technical/apprenticeship program,

support student demonstration of career-related learning standards, provides career related learning experience opportunity, occupational projection, FPS enrollment, focused elective need, graduation requirement)

3. Who is the intended student audience (all students, TAG, SpEd, ELL)? Explain.
4. How will highly qualified staff be made available within the projected FTE allocation?

#### IV BUDGET CONSIDERATIONS

- A. Textbook/materials
- B. Equipment
- C. Operating expenses, fees, or registrations
- D. Other
- E. Total Estimated Cost

What building account(s) will provide needed funds?

#### V. Required Signatures

Obtain signatures form A, B, C, D, and E prior to forwarding this proposal to the Coordinator of Secondary Programs

- A. Department Chari/Coordinator:
- B. Curriculum Assistant Principal:
- C. District Sp. Ed. TOSA:
- D. District ESL TOSA:
- E. Principal:
- F. District Approval:
- G. Date:

#### \*CRLE Teacher Action Planner

1. Class Title:
2. Focused Program of Study Connection(s):  
(Check all that apply)  
( AC \*BM \*HS \*HR \*IES \*NRS
3. Unit of Study:



4. Essential Question(s)
  
5. CRLE will be structured so that students work:  
(Circle all that apply.)  
in small groups  
as a class  
individually

6. Key Learning Objectives Addressed:

Five Essential Components:

**Inquiry:** Students address an essential question related to the course content that might be tackled by an adult in the workplace or community.

**Adult Connections:** Students work with at least one adult with expertise in a relevant career field.

**Product:** Students create a product that connects course content with life and work beyond the classroom.

**Professional Standards:** Students demonstrate applicable Career Related Learning Standards and identify evidence in their work.

**Reflection:** Students describe what they have learned.

In what ways will all five CRLE essential components be integrated into the experience?

7. Inquiry (What kind of research will students complete to answer the EQ?)
8. Adult Connections:
9. Product(s):
10. Professional Standards  
(See Career Related Learning Standards)
11. Reflection

- See Secondary Program web site for template <http://www.nclack.k12.or.us/page/1106>

NOTE: Professional Standards – Career Related Standards include:

Personal Management (work ethic)

Problem Solving

Communication

Teamwork

## Employment

(Foundations-

Demonstrate academic, technical, and organizational knowledge and skills required for successful employment)

Career Development – Demonstrate career development skills in planning for post-high school experiences.

See CRLE – Career-Related Learning Experiences

AND CRLS – Career Related Learning Standards

<http://www.nclack.k12.or.us/page/1106>

## **CALIFORNIA – SPECIFIC**

### **New Course Proposal Templates in California**

#### **(alignment with UC Office of the President “a-g” templates)**

In California, many Districts model their New Course Proposal forms on the Templates used by the University of California Office of the President for New or Updated Course Submission. In order to be approved as a college preparatory course that meets the admissions requirements for University of California and California State University, high schools must submit their new course descriptions to UCOP for a-g approval.

“a” – History/Social Science;

“b” – English;

“c” Mathematics;

“d” – Laboratory Science;

“e” – Language Other Than English;

“f” – Visual and Performing Arts;

“g” Elective

History/Social Science,  English,  English-ESL/ELD,  Mathematics,  
 Statistics,  Science-Biological,  Science-Integrated,  Science-Physical,  
 Language Other Than English,  Visual and Performing Arts,  
 Interdisciplinary,  Other

In addition, if a course submitted for “a-g” approval is classified as a Career Technical Education, then as part of the course submission process, you must indicate the Industry Sector and Career Pathway

The Basic Course Submission Template asks for (among other requested information):

School Information

School Course List Contact Information

Teacher Information

Course Title

Transcript Title(s)/Abbreviation(s)

Course Code(s)

Brief Course Description

Pre-Requisites:

Co-Requisites.

Background Information

    Context for the Course

    History of Course Development

Textbooks (detailed information)

Supplemental Instructional Materials

For each course, the school/district must also complete a subject-specific template. The required information for Subject-specific templates varies. For example, laboratory science courses require descriptions of the labs students will complete, The Visual and Performing Arts template includes sections on Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections, Relationships, and Applications. English and History templates require details on writing and reading assignments.

All of the subject specific templates ask for information on:

    Course Content

    Course Purpose

    A detailed course outline

    Detailed descriptions of Key Assignments

    Instructional Methods and/or Strategies

    Assessments including methods and/or tools.

To view A-G Course Evaluation Guidelines used for Review of A-G Course submissions, visit

<http://www.ucop.edu/agguide/updating-your-course-list/submitting-courses/index.html>

AND [http://www.ucop.edu/agguide/updating-your-course-list/files/A-](http://www.ucop.edu/agguide/updating-your-course-list/files/A-G%20Course%20Evaluation%20Guidelines.pdf)

[G%20Course%20Evaluation%20Guidelines.pdf](http://www.ucop.edu/agguide/updating-your-course-list/files/A-G%20Course%20Evaluation%20Guidelines.pdf)