

# New Course Proposal Process and Forms



Department of  
Curriculum and Instruction  
St. Francis Area Schools  
February 2022

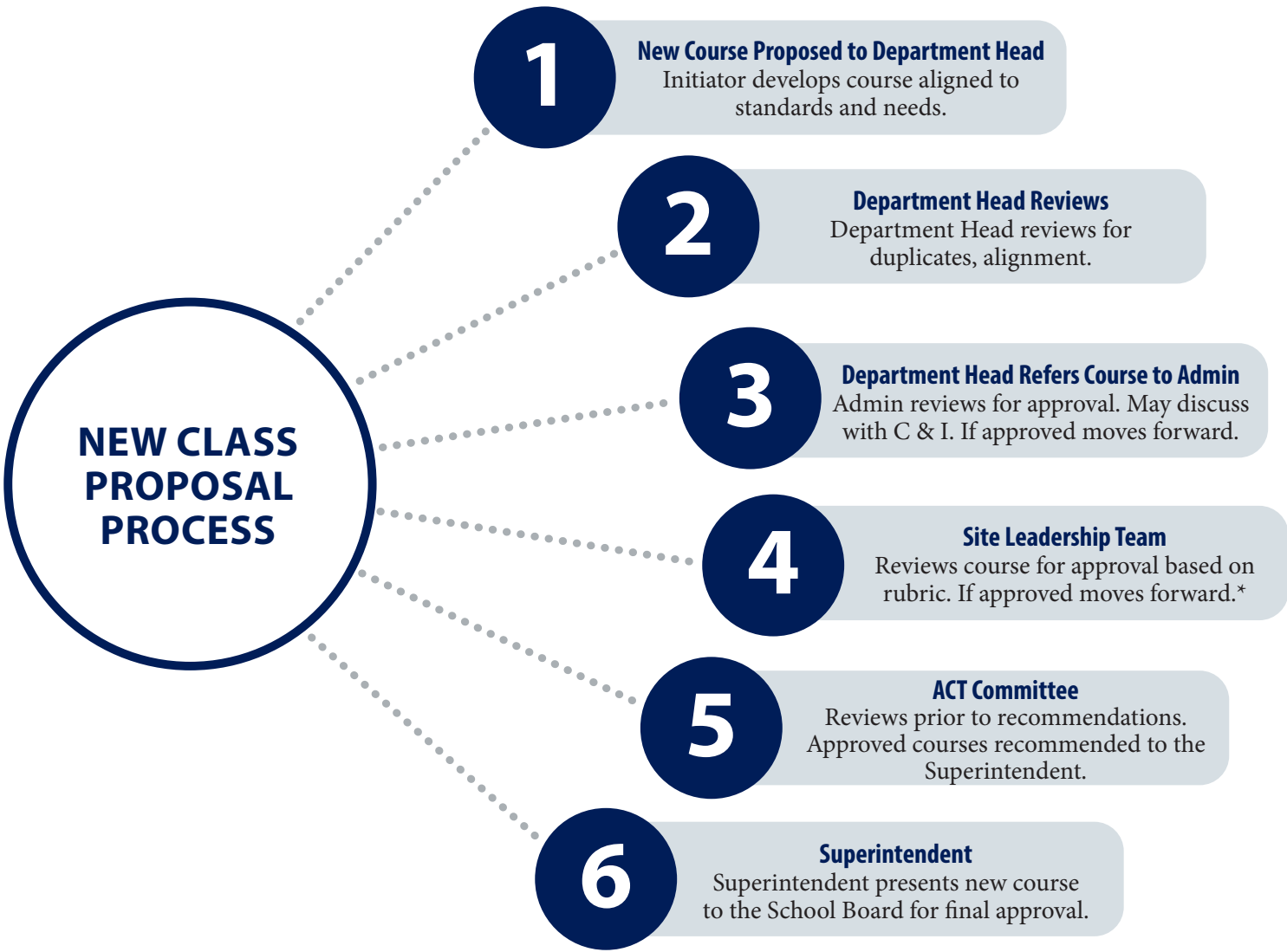
# New Course Proposal Process and Forms

## Purpose

This process and the following forms are to be used by staff submitting new courses for approval. Courses will be reviewed at the building and district levels, and specific attention should be given to courses that meet the needs of all students. It should be noted the process of adding a new course is a minimum of 18 months.

\*\* Please ensure the forms are fully completed prior to submitting to building administration. See New Course Proposal Chart for School Year 2023-24 Only.

## Process



\* If Site Leadership Team (SLT) denies a course, the course may be appealed at ACT. New Course Approval Forms and Rubric results will be presented to ACT for review.

## Directions

Complete the New Course Proposal and Scope and Sequence and obtain signatures.

## REFERENCES FOR DOCUMENT

North Clackamas School District, Milwaukie, Oregon  
Bainbridge Island School District No 303, Bainbridge Washington

# St. Francis Area Schools

Curriculum & Instruction  
4115 Ambassador Boulevard NW, St. Francis, MN 55070  
763-753-7040 | www.isd15.org

## New Course Proposal Form

### PART 1 COURSE INFORMATION

Date of application \_\_\_\_\_

Course title \_\_\_\_\_ Teacher(s) submitting the request \_\_\_\_\_

School \_\_\_\_\_ Department/Subject area \_\_\_\_\_

Type of credit (*check all that apply*)

Required – Fulfills a graduation requirement

<input type="checkbox"/> Social Studies	<input type="checkbox"/> Math	<input type="checkbox"/> Science	<input type="checkbox"/> Language Arts	<input type="checkbox"/> Physical Education	<input type="checkbox"/> Health
<input type="checkbox"/> Fine Arts	<input type="checkbox"/> Futures Prep		<input type="checkbox"/> CTE		

Elective

<input type="checkbox"/> Social Studies	<input type="checkbox"/> Math	<input type="checkbox"/> Science	<input type="checkbox"/> Language Arts	<input type="checkbox"/> Physical Education	<input type="checkbox"/> Health
<input type="checkbox"/> Fine Arts	<input type="checkbox"/> World Language	<input type="checkbox"/> CTE	<input type="checkbox"/> Other _____		

Rigor of course

☐ Standard ☐ Honors ☐ Articulated College Credit ☐ Advanced Placement ☐ College in the School

School year to be implemented \_\_\_\_\_ Length of course ☐ 1 Trimester ☐ 2 Trimesters ☐ 3 Trimesters (full year)

Anticipated number of students to be involved \_\_\_\_\_ Grade level(s) \_\_\_\_\_

Prerequisite course(s) \_\_\_\_\_

Can this course be repeated for credit? ☐ Yes ☐ No

Who is the intended audience (all students, students with IEPs, EL services)? *Please explain.*

### PART 2 BACKGROUND INFORMATION

Please answer the questions below and be able to discuss the questions with the committees determining the course approval.

- How does the course align with what is currently being offered at the building level?
- What data (qualitative and/or quantitative) was reviewed, and how does it indicate this course should be added to the current offerings?
- How will this course enhance the learning experience of the students of SFAS?
- How will qualified staffing be met within the currently projected FTE allocations?

**PART 3: BUDGET CONSIDERATIONS**

Complete the following expected budgeting information below

Item	Expected Cost	Explanation
Textbook/materials ( <i>publisher and copyright</i> )		
Equipment		
Operating expenses/ fees/registrations		
Other (explain)		
<b>Total</b>		

What building accounts will provide these funds? \_\_\_\_\_

**PART 4: COURSE IMPACT**

Using the following rubric, identify the scale of impact the new course will have on the areas listed below the rubric.

Minimal Implications	Moderate Implications	Significant Implications
<ul style="list-style-type: none"> <li>• No/Minimal long-range implications for other staff</li> <li>• No/minimal implications on current or future programs, instruction, or curriculum</li> <li>• No/minimal implications with technology</li> <li>• No/minimal implications with facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate implications for other staff within the school (short or long-term)</li> <li>• Moderate implications on current/future programs, instruction, or curriculum</li> <li>• Moderate implications with the Technology Department</li> <li>• Moderate implications with facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Long and short-range impact for other grade levels, courses, and/or schools</li> <li>• Implications on current and future program, instruction, and or curriculum</li> <li>• Implications with Technology Department</li> <li>• Implications with facilities</li> </ul>

**Statement on Implications**

What implications will this course have on St. Francis Area Schools both in the short and long term?

	Minimal Implications	Moderate Implications	Significant Implications
Staffing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programs at other schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional development/specialized training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology ( <i>specific hardware/software, infrastructure needs</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks or other materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 5: SCOPE AND SEQUENCE

The scope and sequence document is below. Complete the document, adding rows and columns as needed. See page 12 for example.

Course title \_\_\_\_\_

Curriculum guide description \_\_\_\_\_

Scope and Sequence			
<b>Course Content</b> What will students be able to know and do? Identify the state, national or industry standards that will be taught and assessed. Learning should be organized by units, essential questions, or project-based learning experiences chronologically throughout the course.			
Unit topic, essential question, project-based learning experience topics	State, national, or industry standards addressed	Student learning experiences What will students do to demonstrate their learning? What products and/or performances will they complete?	Assessment tools What assessment criteria or tools will be used to measure progress and achievement? (summative assessments, portfolios, rubrics, etc.)
Unit 1			
Unit 2			
Unit 3			
Unit 4			
Unit 5			

Scope and Sequence <i>continued</i>			
Unit topic, essential question, project-based learning experience topics	State, national, or industry standards addressed	Student learning experiences What will students do to demonstrate their learning? What products and/or performances will they complete?	Assessment tools What assessment criteria or tools will be used to measure progress and achievement? (summative assessments, portfolios, rubrics, etc.)
Unit 6			
Unit 7			
Unit 8			
Unit 9			
Unit 10			
Unit 11			
Unit 12			

PART 6: REQUIRED SIGNATURES

Print this form, complete the Information section and obtain the required signatures for Levels 1-3 before sending the proposal the Curriculum and Instruction Department. When all signatures have been accounted for, either scan and email the packet or send a hard copy via inner-district mail to the Director of Curriculum and Instruction at the District Office.

INFORMATION

Date of application \_\_\_\_\_ School \_\_\_\_\_

Course title \_\_\_\_\_ Teacher(s) submitting the request \_\_\_\_\_

Required Signatures

Level 1 Department Head \_\_\_\_\_

Principal \_\_\_\_\_

Level 2 Director of Educational Technology \_\_\_\_\_

Maintenance Supervisor \_\_\_\_\_

Level 3 Site Leadership Team \_\_\_\_\_

Level 4 ACT Committee Chair \_\_\_\_\_







DISTRICT USE ONLY BELOW THIS LINE

Level 5 School Board Approval ☐ Yes ☐ No








Approval Date \_\_\_\_\_

# New Course Proposal Process continued

While new course proposals may be started at any time, the deadline to submit course proposals to the building administrator to begin the approval process is February 1, 18 months prior to the fall of the school year that the course is proposed to be implemented. (\*See below for a modified timeline for the 2023-2024 school year.)

NEW COURSE PROPOSAL BEGINNING SCHOOL YEAR 2024						
Anytime	Winter	February 1	Spring	May	October	Fall
						
Teacher develops new course proposal	Teacher presents proposal to Department Head	Department Head presents proposal to Admin to approval	Admin presents proposal to SLT for approval	Course proposal presented to ACT for approval	Superintendent presents new course proposal at first October School Board meeting	Pending School Board approval course entered into registration guide for next school year

The following is a modified new course proposal timeline used for the 2023-2024 school year.

NEW COURSE PROPOSAL FOR NEW CLASS SCHOOL YEAR 2023-2024 ONLY						
Now	Winter	March 25	April	April 25	May	Fall
						
Teacher develops new course proposal	Teacher presents proposal to Department Head	Department Head presents proposal to Admin to approval	Admin presents proposal to SLT for approval	Course proposal presented to ACT for approval	Superintendent presents new course proposal at first October School Board meeting	Pending School Board approval course entered into registration guide for next school year



# St. Francis Area Schools

Curriculum & Instruction  
4115 Ambassador Boulevard NW, St. Francis, MN 55070  
763-753-7040 | www.isd15.org

## New Course Proposal Review Form

The Site Leadership Team will review the new course proposal using the New Course Approval Rubric.  
New courses must rate at least (4) “Meet Standards” criteria on the rubric to be approved, one of which must be the “Content” criterion.

Proposed course title \_\_\_\_\_ Teacher(s) presenting course \_\_\_\_\_

Date of Site Leadership Team review \_\_\_\_\_

Site Leadership Team decision based on the New Course Approval rubric

- ☐ Approved
- Continued areas of growth

☐ Approve Contingent On

Areas needed to change/improve for final approval

Date revised approval form due to SLT \_\_\_\_\_

- ☐ Not Approved
- Areas for improvement

\*Contingent approvals must be returned to SLT by the date identified to be reconsidered.

Within two business days, a copy of the completed New Course Review Form and Rubric is to be submitted to

- ☐ Building Administrator
- ☐ Teacher Submitting Proposal

# New Course Approval Rubric

The following rubric will be used by site leadership teams to review new course proposals prior to.

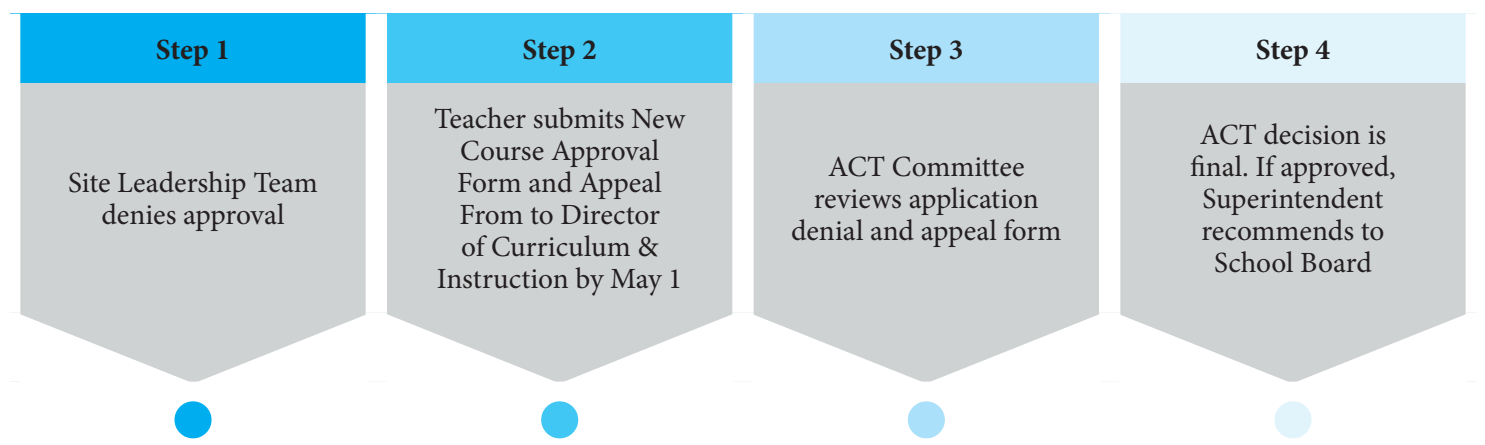
In order to be approved, the course must rate at least four “Meets Standard” criteria on the rubric, one of which must be “Content.”

	Below Standard	Meets Standard
Content	Content is not standards-based—state, national, or industry.	Content is at the appropriate level of rigor and is highly aligned to standards.
Rating	<input type="checkbox"/>	<input type="checkbox"/>
Assessments	No assessment tools were identified to measure student learning and growth.	Various methods of assessment tools are identified to monitor student learning and growth.
Rating	<input type="checkbox"/>	<input type="checkbox"/>
Vertical/Horizontal Articulation	The course is not aligned with other courses or programs.	The course is aligned vertically and/or horizontally to the sequence of student skills and knowledge.
Rating	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	Course is dependent on additional funding. Specialized teacher training is required.	Course does not require additional funding. Specialized training is not required for a teacher.
Rating	<input type="checkbox"/>	<input type="checkbox"/>
Rationale	There is no strong data to support the need for this course.	There is strong data to support the need for this course.
Rating	<input type="checkbox"/>	<input type="checkbox"/>
Total	_____	_____

# New Course Appeal Process

If a course is not approved by the Site Leadership Team, the teacher submitting the New Course Approval Form may appeal the SLT decision to the ACT committee.

The appeal must be submitted to the Director of Curriculum and Instruction by May 1. The decision of the ACT committee will be final.



## St. Francis Area Schools

Curriculum & Instruction  
4115 Ambassador Boulevard NW, St. Francis, MN 55070  
763-753-7040 | [www.isd15.org](http://www.isd15.org)

### New Course Approval Appeal Form

This form is to be completed by the teacher submitting a New Course Approval Form if it has been denied by the Site Leadership Team and the teacher wishes to appeal the Site Leadership Team’s decision.

Submit this form to the Director of Curriculum and Instruction by May 1.

Date \_\_\_\_\_

Proposed course title \_\_\_\_\_ Teacher(s) presenting course \_\_\_\_\_

Reason for appeal \_\_\_\_\_

Date presented at ACT \_\_\_\_\_

ACT decision ☐ Approved ☐ Denied

Rationale \_\_\_\_\_

# Sample Course Scope and Sequence

Course title Literature Imitates Life

Curriculum guide description

In this course learners will use literature to frame and comprehend contemporary issues.

Scope and Sequence			
<b>Course Content</b> What will students be able to know and do? Identify the state, national or industry standards that will be taught and assessed. Learning should be organized by units, essential questions, or project-based learning experiences chronologically throughout the course.			
Unit topic, essential question, project-based learning experience topics	State, national, or industry standards addressed	Student learning experiences What will students do to demonstrate their learning? What products and/or performances will they complete?	Assessment tools What assessment criteria or tools will be used to measure progress and achievement? (summative assessments, portfolios, rubrics, etc.)
<b>Unit 1</b> Are we more alike or different?	11.1.2.2 11.3.2.1 11.3.1.2 11.3.1.3 11.3.3.2	Students will read and compare a “classic” text, a “current” YA text, and then create a social media post.	Student Portfolio w, formative quizzes
<b>Unit 2</b> How have societies used informational and literary text to express current issues of their time?	11.2.2.1 11.3.1.1 11.2.3.2 11.2.8.1 11.3.3.1 11.3.2.1 11.3.1.2	Students will read various forms of information and literary text to analyze and express contemporary issues.	Learning journals w/rubric, Project-based learning experience—student determined. Student performance assessment choice—essay, speech.