

NEW COURSE PROPOSAL

AREA OF STUDY:	CREDIT AREA:
COURSE TITLE:	REQUIRED:
GRADE LEVEL:	IMPLEMENTATION DATE:
LENGTH OF COURSE:	PROGRAM REVISION DATE:
PREREQUISITES:	SUBMITTED BY:
TEXTBOOK:	SCHOOL:

CURRICULUM GUIDE DESCRIPTION:

GOAL STATEMENT:

SPECIFIC CURRICULAR GOALS:

NEEDS STATEMENT:

CORRELATION WITH DISTRICT AND BUILDING GOALS:

BUDGET AND STAFFING IMPACT:

INTEGRATION WITH OTHER COURSES:

ASSURANCES

This proposal was prepared on \_\_\_\_\_ by

\_\_\_\_\_

This proposal was reviewed and approved on \_\_\_\_\_ by

\_\_\_\_\_  
(building administrator)

## INSTRUCTIONS FOR COURSE PROPOSAL FORMS

You do not need to limit your information to the space provided or the pages indicated, however it is recommended that you do not go much beyond three pages. Succinctness will be appreciated by the reviewers. Your proposal needs to be typed. If you have any questions regarding the Course Proposal forms, please contact the Curriculum and Instruction Department.

### **Page 1**

- (a) Area of Study: this refers to the department or field of study in which the proposed course belongs.
- (b) Proposed Textbook/Instructional Materials: gives the name, publisher and year of the primary text (if known). The CSDC can not approve texts and other instructional materials. These must be approved by the Instructional Materials Committee before they can be used in a course. If a text will not be used during the first year, please indicate whether a text search will be conducted, or if you intend to develop in-house materials.
- (c) Credit Area: Type of graduation credit that the course fulfills, if any.
- (d) Implementation Date: Month and year the proposed course is to be introduced.
- (e) Program Revision Date: The next year in which the applicable program is due for revision according to the curriculum revision cycle. If your course is integrated, indicate all applicable dates.
- (f) Curriculum Guide Description: Published course description provided to students and parents.
- (g) Goal Statement: The broad purpose(s) for offering the course. This statement should tie in easily with building and district goals.
- (h) Specific Curricular Goals: Information that the students will learn and the skills they will develop. These should be specific enough to give reviewers a good idea of your intentions, but it is understood that you haven't had the time to develop unit level objectives. There is no specific format required so long as it is clear that the curricular goals of the course are aligned with district goals. Consideration of Washington State and national goals is also useful particularly when district goals have not yet been established for your area. The Curriculum and Instruction Office can assist you regarding district goals.

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- (a) Needs Statement: An explanation as to why the district needs to divert resources to the development and implementation of the proposed course. You may refer to broad social issues or specific local factors. You may describe the factors which have made current course offerings obsolete. You should indicate parties other than yourself who are requesting such a course. You should indicate how these needs are not already being met by present course offerings.
- (b) Correlation with District and Building Goals: shows how the proposed course is in line with the stated goals of encompassing groups. Contact the director of curriculum and instruction, your principal, and/or department head if you need assistance in identifying district or building level goals.

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- (a) Budget and Staffing Impact: Estimate of start-up and ongoing costs of the proposed course including texts, class materials and equipment. Indicate in this section, whether or not suitable facilities are currently available. You should also indicate if additional staff will need to be hired or shifted from current assignments or if additional staff development will need to take place to accommodate the proposed course. Indicate the estimated initial student enrollment for the course and the estimated number of sections. Many courses may require only a text or not even that initially. If the cost of the course is likely to change over time, indicate the direction you think it may go.
- (b) Integration with Other Courses: shows how the proposed course fits with the other course offerings. This section should address issues such as curricular redundancy, competition with other courses or programs and how the proposed course could enhance other courses. You should indicate the sequencing of the proposed course with others, that is, what comes before, what comes after and how well does it fit in. Any scheduling concerns should be dealt with in this section.

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Assurances: Obtain signatures by the appropriate persons prior to the initial meeting with the CSDC.