

Course Approval Protocols Albany High School

Course Approval Timeline

- Research course materials, topics, resources - June-July
- Write Course description for new course - August
- Present to Department for input - September
- Revise course description based on feedback - October
- Present to IIC for initial reading - Early November
- Final recommendation by IIC - Late November
- Submit course and first reading by Board of Education - December
- Final decision by Board of Education - January
- Submit UC course list updates and new course descriptions to UC - February
- Enter Course description into course catalogue and make available for selection by students - February
- Course selection process - March

Course Description Template

- **Date of Submission:**
- **Sponsoring teacher's name:**
- **Course Title:**
- **A-g Subject Area:**
- **Grade Level(s):**
- **Seeking Honors Distinction?**
- **Semester or Year course?**
- **Is this course modeled after an UC-approved course from another school outside of Albany Unified School District? If so, which school and what is the course title at the other school?**
- **Is this a new course or a revision of an existing course?**
- **Pre-requisites:**
- **Course abstract:**

Course Overview

- **Course Goals and/or Major Student Outcomes.** List 3-5 broad educational goals, similar to the "Expected School-wide Learning Results" (ESLRs) required by the WASC Focus on Learning process.
- **Course Objectives.** List several subject-specific learning objectives. Different from course goals, objectives should be more detailed and specific to the subject matter.
- **Course Outline and Standards.** This is the *most important* part of the course description. Include a traditional course outline listing all topics and sub-topics, indicating both breadth and depth of coverage. Be sure to provide substantial detail. For standard courses, (e.g., Algebra, World History, Spanish 2, etc.) a page or two is generally adequate. For more innovative courses (e.g., Biotechnology, Animation, etc.), more detail is advisable. Be sure to include only the content knowledge, skills, and associated State Standards.
- **Texts & Supplemental Instructional Materials.** First, list district-adopted core textbooks and core literature. Follow with supplemental readings, articles, reports, etc., indicating if materials will be used in part or in their entirety. Feel free to also list additional reference/resource materials, including books, periodicals, web sites, etc. For *English courses*, be sure to include a complete reading list, indicating which works are required and which are optional, and which works are read

in their entirety and which are read in part.

Instruction

- **Key Assignments.** List key assignments that students will complete in the course. For *English courses*, be specific about the number, type, and length of writing assignments, and include a complete reading list. For *lab science courses*, provide specific information on lab work performed by students.
- **Instructional Methods and/or Strategies.** List instructional methods used, including lecture, group work, readings, lab work, project-based learning, service-learning, library research, internet research, interviewing, videos, audiotapes, CD Rom, etc. First, list primary instructional methods/strategies, followed by other strategies. A brief bulleted list is generally adequate.
- **Assessment Methods and/or Tools.** List the assessment methods used, including exams, quizzes, papers, labs, homework assignments, projects, participation, attendance, etc. Include information on final exams/projects. Indicate the approximate percentage for which each type of assessment will count. A brief bulleted list is generally adequate, yet more detail may be advisable for English (writing assignments), lab science (list of labs), and VPA courses.
- **Honors Distinction:** If this course is being considered for Honors distinction, in this section indicate specifically how the course being proposed for “honors” designation is equal in rigor to AP, IB or college level courses and how it differs from the regular (non-honors) course offered in the same subject area in terms of breadth, depth, scope of the subject(s) covered, student expectations, etc. If a college textbook is used, please indicate so.

For more information, course submission tips and a listing of innovative UC approved courses from other schools, go to the URL listed below:

<http://www.ucop.edu/a-gGuide/ag/welcome.html>

