

The Classical Academy Phase 1 New Course Proposal Form

Proposed Course Title	
Course Description	
Course Duration	Year <input type="checkbox"/> Semester <input type="checkbox"/>
Philosophical rationale (less than 100 words)	
Outline of course content	(Please attach)
Course Budget	(Please attach)

DLT _____ Date _____

DSEP _____ Date _____

After a potential course has been approved by the DLT and DSEP, the teacher will complete the TCA Phase 2 New Course Proposal Form, to be presented to the Secondary Principal and DAS.

TCA PHASE 2 NEW COURSE PROPOSAL FORM

This form must be submitted to the Dean of Secondary Educational Philosophy by **Second Friday in November**.

SCHOOL: _____

DATE: _____

COURSE TITLE: _____

SUBJECT/GRADE LEVEL(S): _____

PROPOSED IMPLEMENTATION DATE: _____

DEPARTMENT SUBMITTING PROPOSAL: _____

LENGTH: (semester or year) _____

COURSE PREREQUISITES: _____

CLASS SIZE (minimum – maximum): _____

DESCRIPTION: Provide a brief course description as it would appear in TCA’s course guide.

CONTENT STANDARDS: Explain the extent to which this course aligns to TCA and/or field-specific standards in the content area.

NEED/RATIONALE: Explain how this course meets the needs of students more effectively than present courses. How does this course fit into the overall educational program and align with TCA philosophy?

RELATIONSHIP: Address the relationship of the proposed course to other courses in the subject. What courses precede and follow the proposed course?

CONTENT OUTLINE/COURSE OBJECTIVES: Provide a content outline and course objectives.

STAFF: Provide assurance that current staff is highly qualified and has the skills needed to teach this course, or describe a plan to provide professional development.

BUDGET:

Start-up costs:

Recurring costs:

Anticipated cost per student:

If necessary, describe any additional implementation needs such as physical arrangement (buildings, equipment, technology, room, land) necessary in order to support the proposed learning activities.

ASSESSMENT: Describe assessment strategies for measuring student proficiency according to stated course objectives. What other quantitative pre- and post-course data will be collected and analyzed to show student achievement as a result of this course?

COURSE EVALUATION: Describe the strategies for evaluating the course itself (e.g., student surveys, enrollment figures, parent feedback, cost effectiveness).

CCHE PRECOLLEGIATE CURRICULUM: Does this course meet CCHE Course Criteria? If yes, elaborate on each criterion from CCHE’s *Guide to Courses* below.

- Course aligned with Colorado’s Model Content Standards
- Course competencies aligned with CCHE Publication: *College Entry Level Expectations*
- Evidence that a course is sufficiently challenging to be college-preparatory
- Appropriate foundation course for specific core category
- A college preparatory course included in a logical sequence of courses leading to higher and more rigorous course work

SIGNATURES

DLT _____ Date _____

DSEP _____ Date _____

Principal _____ Date _____

DAS _____ Date _____