



MDUSD
COURSE OF STUDY REVISION PROCESS
&
PILOT COURSE PACKET

Educational Services Department

This packet comprehensively includes instructions and procedures for Pilot and Courses of Study Revision:

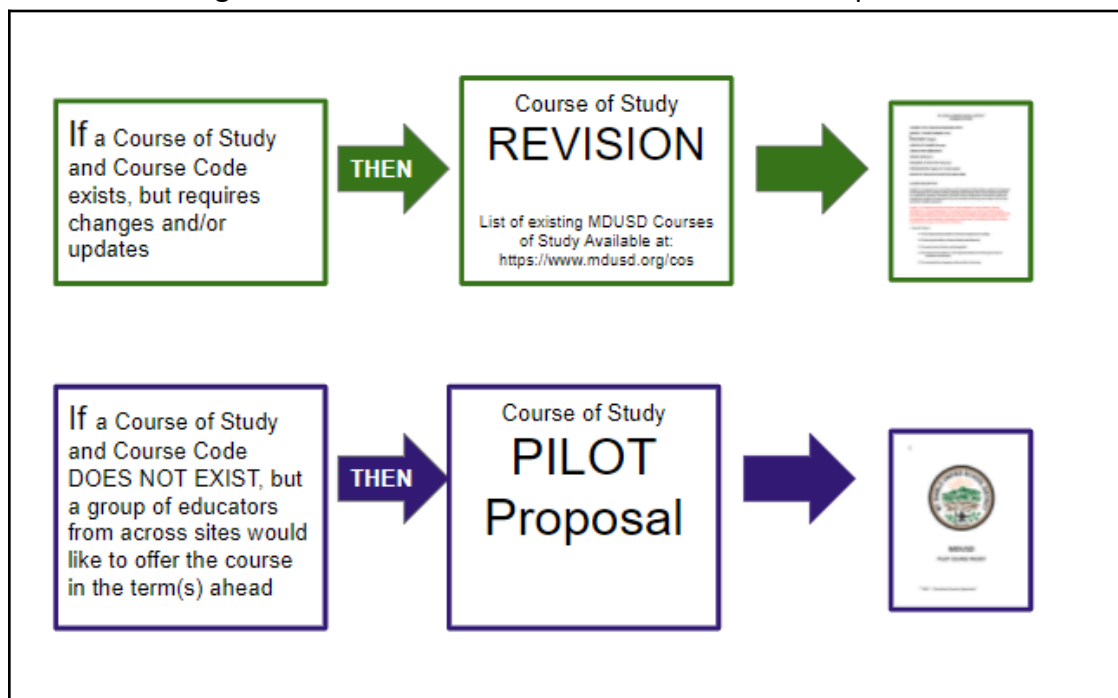
PROCESS

TIMELINE

APPLICATION

DOCUMENTS

Determining whether a course needs REVISION or a Pilot Proposal



INSTRUCTIONS FOR COMPLETING THE COURSE OF STUDY REVISION PROCESS

Course of study revisions are to be turned into Ed Services by **FEBRUARY 1**. They will then be presented to the board of education as recommendation for approval and for implementation the following school year.

- Course of study revisions will be supported and facilitated by the Educational Services Department in conjunction with content area teachers and site administrators.

- All items that are to be omitted should have a strikethrough.
- All additions should appear in **RED** text.
- Writers should use the UC Doorways course of study template (p. 16) to ensure all items are addressed.
- Signatures of all participants should appear at the bottom of the course of study revision. Signatures should represent participation from several school sites throughout the district.
- The School Support team will submit the approved courses of study to the UC AG Portal.

INSTRUCTIONS FOR COMPLETING THE PILOT COURSE PROCESS

1. Please read and familiarize yourself with the attached board rules on *Procedures for Requesting Approval of Pilot Courses*.
2. Please read and familiarize yourself with the attached *Pilot Course Process for Teachers*. Please refer to BP 6141.11
3. Respond to all questions fully, addressing the criteria indicated below and following the included example:
 - **Existing Site Resources:** List and describe the funding sources for the duration of this pilot. List site resources that will be used for the implementation of this pilot.
 - **Target Students:**
Describe the type of students the course is designed to attract.
 - **Evidence of Need:**
Explain why the course is being proposed, the need, and who was involved in developing the proposal. Is the content being addressed in another course? How will this course support Mt. Diablo students in passing the CAHSEE, graduate or access college or career opportunities?
 - **Expected Student Outcomes and Goals:**
Identify the measurable goals established for the students. As a result of taking the course, what do you expect them to be able to do?
 - **Content:**
What will be covered in the course? What are the elements of the course, the

kinds of knowledge and skills that will comprise the course? How is the content connected to the essential standards?

- **Lesson Plan:**

Provide a sample standards-based lesson plan that meets the needs of all students expected to participate in this pilot.

- **Activities:**

What student-centered activities will the students be involved in? How will the content be experienced? How will the activities support the content? What materials will be used to teach the course? How will they be funded?

- **Assessment Methods:**

What tools will you use to evaluate student achievement of your expected student outcomes? What pre- and post tests and formative and summative assessments will you use to evaluate student achievement? How will you analyze the data?

- **Evaluation Criteria:**

What will be your standards to evaluate course success or effectiveness? How will you determine or evaluate the effectiveness of the pilot course?

- **Required Signatures:**

Signatures indicate an understanding of the complete content of this pilot and its components. Please make sure that all of the required signatures are in place before the application is turned in to the Ed Services Department.

INSTRUCTION

BOARD POLICY AR 6141.11

A pilot course is a guide or a trial of a proposed new course. Procedure for requesting approval

1. Originators of Change

a. The need for change may be identified by individuals or groups such as administrators, students, parents/guardians, departments, grade levels, restructuring committees, site councils, or district committees and councils.

b. The impetus for change may come from legislation, new State Curriculum Frameworks, WASC recommendations, School Based Coordinated Plans, and/or research-based reform documents.

2. Proposals for Pilot Course

a. A proposed pilot is discussed at the school level within the appropriate department or grade level. Those involved in the discussion should include teachers, administrators, and curriculum committees and, as appropriate, parents, students/guardians, business representatives, and ad hoc committees.

b. Review and recommendations are made by site committees responsible for curriculum decisions.

c. After discussion, the group originating the pilot completes Pilot Application Form (see Exhibit E 6141.11). (Forms may be obtained from the office of the Director of Curriculum and Instruction. It is recommended that schools allow six to eight working weeks for completion of review and approval procedures.)

d. The Pilot Application Form is submitted to the school principal for review, recommendations and signatures, and forwarded to the Director of Curriculum and Instruction no later than February 15.

3. Recommendation and Referral of Pilot Form by Director of Curriculum and Instruction.

a. Completed Pilot Form is submitted to the Director of Curriculum and Instruction or designee for review and recommendations.

b. The Pilot Form with recommendations is forwarded by the Director of Curriculum and Instruction.

4. Development of Pilot Courses

Upon the approval of the Associate Superintendent:

a. Under the supervision of the curriculum specialists, the originator(s) develop, implement, and evaluate the courses to be taught for no more than two years in one or more schools.

b. By March 15 of the first year of piloting, the originator(s) submit(s) evaluation and

recommendations to the Director of Curriculum and Instruction or designee who will make recommendations to the Associate Superintendent.

c. If the recommendation is to submit the pilot as a new course, the pilot may be taught for a second year while the new course of study is developed with districtwide input.

Regulation MT. DIABLO UNIFIED SCHOOL

DISTRICT Approved: May 25, 2004 Concord,

California

PILOT COURSE PROCESS

Preparing to Pilot Course of Study

Necessary Steps (August-June)
November 1 SITES: Submit Overview Pilot Proposals - Part 1 (see below for details) - Due to Ed Services subject area leader.
November 2-14 ED SERVICES team reviews pilot proposals (determine which proposals to move forward)
November 15 ED SERVICES and DIRECTORY OF SECONDARY: Notify pilot applicants of next steps. Either continue to complete the pilot packet by getting all of the required signatures or, pilot proposal denial.
December 15 SITES: Completed Pilot Application (including Part 2) to be submitted to Educational Services Required Signatures: Site Principal/Administrator, Lead Teacher
December/January ED SERVICES Review Team to review all submitted Pilots - provide feedback
January 15 ED SERVICES aligns approved pilot courses through TIS, CALPADS, and UC A-G Portal for approval.
January 30 ED SERVICES generates and communicates course code numbers to sites for use in master scheduling for the upcoming school year.

Course Pilot Begins w/Students

Quarter 1 Site administrator observes the course in action 3 times per quarter and completes the following form: <u>Site Administrator - Course Efficacy Observation Form</u>
Quarter 2 <u>Site Administrator - Course Efficacy Observation Form</u>

If this is a **semester-long** course, students will complete the following form:

[Student - Course Review Survey Form 2025-2026](#)

Quarter 3

Site administrator observes the course in action 3 times per quarter and completes the following form:

[Site Administrator - Course Efficacy Observation Form](#)

Quarter 4

Site administrator observes the course in action 3 times per quarter and completes the following form:

[Site Administrator - Course Efficacy Observation Form](#)

If this is a **year-long** course, students will complete the following form:

[Student - Course Review Survey Form](#)

Revisions and Final Steps

Quarter 1

Collect ongoing course of study efficacy data and make revisions and/or modifications to the course as needed.

Quarter 2

Course of Study and all efficacy survey data, and course refinements/revisions due on the last day of the first semester (December).

If this is a semester-long course, students will complete the following form:

[Student - Course Review Survey Form](#)

[Parent/Community Member - Course Review Survey Form](#)

Quarter 3

Final draft of course of study due the last day prior to Spring Recess. All signatures are required prior to submitting to the Chief of Educational Services team and the Director of Secondary School Support.

Quarter 4

Board presentations of all Course of Study (Pilot and Revisions) at the May BOE meeting for approval.

Year 1

Preliminary Approval and Pilot Paperwork Submission

Site identifies the need for a new course of study. Site gathers data and content to support the

need. A lead teacher, who consults with site administration throughout the application process, is assigned to the pilot. Site Principal reviews the Pilot Proposal Application Form (E 6141.11) and decides whether to move the pilot proposal application forward and obtains the required site signatures.

Course of Study - **PILOT PROPOSAL**

[TEMPLATE MAY CHANGE to more closely match UC A-G Portal]

Part 1

[OVERVIEW- Part 1]

Course Title

Length of Course (*Q, S, Y or 2Y*)

Subject Area

Discipline (*within the subject area, what is the topic?*)

Honors Designation (*is it AP or Honors course?*)

School

School Details (*transcript abbreviation*)

Course Code (*filled out later - not by applicant*)

Learning Environment (*classroom based, online, hybrid*)

Grade Level(s)

Integrated Course (*yes or no?*)

Prerequisites or corequisites?

Course Description

Materials Needed

Submit Overview Part 1 of the Pilot Proposal Application to Ed Services and the Director of Secondary by November 1 for review. If this date falls on a holiday or weekend, it will be accepted the following school day. Applicants will be notified by **November 15** of next steps.

If a pilot is accepted to begin the pilot process, the applicant will be notified and the remaining portion of the application (Part 2) including 10-12 lesson plans and activities, assessment methods with sample assessments, and evaluation of standards need to be submitted by **Dec. 15**. Required signatures: Site Principal/Administrator, Lead Teacher.

Part 2

For each unit, the pilot course of study document should be completed with the following:

- Unit Titles
 - Summary of each unit
 - Assignments and projects for each unit

- Assessments for each unit
- Summative Assessment(s)

The Director of Secondary and Ed Services Department will review the complete application and give feedback, recommendations, and sign the approval of the pilot application.

The Director of Secondary and Ed Services department will work to create a course code and work to address the A-G (or equivalent) credit approval. Information will be given to sites regarding the courses that have been approved for the fall semester. Sites interested in piloting, and collaborating in the pilot process, will work with the Lead Teacher and Site Administrator to share pilot course specific information. The site(s) may begin ordering any materials required for the course using approved sites fund.

Year 2

Ongoing Monitoring for Course Effectiveness

[Site Administrator - Course Efficacy Observation Form](#)

[Student - Course Review Survey Form](#)

1. Begin teaching the approved preliminary course of study (See **Pilot Course Proposal Application Form**).
2. Collect ongoing evaluation documentation (See **Pilot Course Proposal Application Form**. Student - Course Review Survey Form 2021-2022)
3. School administrator will visit pilot class and confer with teacher on an agreed upon (regular) basis to assist with evaluation of course effectiveness. School administrators will complete a survey after each classroom visit and teacher conference to report on indicators of course effectiveness. Administrators are expected to conduct class visits and a teacher conference *a minimum* of 3 times per quarter-approximately once a month.
[Site Administrator Course of Study Pilot - Course Efficacy Observation Form](#) [Student Course Review Survey Form](#)
4. Course teachers continue to collect evaluation documentation. Lead teacher or site administrator coordinates with all pilot teachers to suggest refinement and/or revisions to the preliminary course of study based on teacher, student, and administrator evaluations. Site administrator notifies Ed Services that the pilot team has started the revision process. The site administrator or lead teacher continues to monitor course revisions/refinement and notes those changes on the course of study pilot document. Site submits a revised Course of Study to the Ed Services Department by February 1 . Use a strikethrough for all changes, revisions, and deletions. Note that the Part 1 information shall not change. Revisions and changes that are proposed are to be written in red. If the pilot course is to be offered only during the spring semester, due dates will be adjusted accordingly in conjunction with the Educational Services Department.
5. The school will be notified no later than March 15 as to whether or not the pilot course of study is approved for a second year. If applicable, the Chief of Ed Services along with Director of Secondary, work with the school and an institute of higher education (in California UC or CSU) to address the A-G (or equivalent) credit approval.

Year 3

1. Collect ongoing evaluation documentation. (See **Pilot Course Proposal Application Form**)
2. School administrators will continue to visit pilot class and confer with teachers on an agreed upon (regular) basis to assist with evaluation of course effectiveness. School administrators will complete a survey after each classroom visit and teacher conference to report on indicators of course effectiveness. Administrators are expected to conduct class visits and a teacher conference *a minimum* of 3 times per quarter-approximately once a month.

[Site Administrator Course of Study Pilot - Course Efficacy Observation Form](#)
[Student Course Review Survey Form](#)

SEMESTER

2

1. In February Chief of Ed Services presented the final draft of course of study to HSAC and/or MSAC for comments, questions, and feedback. Ed Services administrator will incorporate, as appropriate, the input from HSAC and/or MSAC into course of study. Share with original committee members prior to submitting Board Docket.
2. Ed Services Administrator will place the prepared (red for new/strikethrough for delete) course of study on Board Docket for approval.
3. The course of study committee members and piloting teacher(s) attend the Board meeting along with the Ed Services Administrator to answer questions regarding the course of study.
4. If approved, the course will be formally added to MDUSD list of courses, course catalog, and district website with official school board approval date.

Mt. Diablo Unified School District
Pilot Course Proposal Application Form - Part 1
 Due to Ed Services by Nov. 1

TITLE OF THE PROPOSED COURSE:

DEPARTMENT:

DESCRIPTION OF COURSE:

Duration: Semester ☐ Year ☐

Grade level(s): ☐ 6 ☐ 7 ☐ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12

Learning Environment: ☐ Classroom ☐ Online ☐ Hybrid

Integrated Course: ☐ Yes ☐ No

Prerequisite(s)

☐ Required ☐ Recommended

☐ Required ☐ Recommended

Co-prerequisite(s)

☐ Required ☐ Recommended

☐ Required ☐ Recommended

Proposed credit:

Target students:

Projected enrollment:30

This course is intended to meet (check all that apply):

- ☐ high school graduation requirement in
(content area) _____ CTE_____
- ☐ A-G university entrance requirement
- ☐ standard elective
- ☐ both graduation and A-G requirement
- ☐ part graduation and/or
A-G requirement, part standard elective

This course is:

- ☐ new/unique
- ☐ an alternative to _____(course title and number)

Mt. Diablo Unified School District Pilot Course Proposal Application Form - Part 2

Existing site resources to support this pilot (FTE, materials, etc.):

Evidence of need:

Expected student outcomes, goals, and standards address :

Course of Study TEMPLATE

(Revision and Final Pilot- BOE Approval Format)

This Course is a REVISION - PILOT (Highlight One)

Basic Course Information

Sites offering this Course (more than one school site must participate in testing a pilot course)	Course Learning Environment (classroom-based or online)	Transcript Course Code(s) [For Office Use Only]	Course Name Short Title [For Office Use Only]

Course Title	
Length of Course	
Subject Area (a-g)	
*Discipline	
UC Honors Designation (y/n)	
Prerequisites (required or recommended)	
Co-requisites (required or recommended)	
Integrated (Academics/CTE?)	
Learning Environment Classroom-based or Online/Hybrid	
Grade Levels	
Board of Education Adoption Date	

***Discipline Areas:**

History/Social Science

English

English as a Second Language (ESL)/English Language Development (ELD)

Mathematic

Mathematics - Computer Science

Science - Biology/Life Sciences

Science - Physical Sciences

Science - Integrated Science

Language Other than English

Visual & Performing Arts

Interdisciplinary

Course Description

<p>Course Overview</p> <ul style="list-style-type: none"> Paragraph description of the course

Course Content

Unit 1 Title
<p>Unit 1 Description. Please include 5-7 sentences describing the learning goals, topics and skills covered in this unit. Emphasize how the learning aligns with the course criteria for the subject area.</p>
<p>Unit 1 Topics Covered and Assignment Description</p> <ul style="list-style-type: none"> Statements describing what students will be doing (5-7 sentences) <i>"Students will..."</i> Include assignments or activities that the students will complete What product or project will the students produce/create to demonstrate proficiency? Emphasize how the learning aligns with the course criteria for the subject area.

Unit 2 Title

Unit 2 Description. Please include 5-7 sentences describing the learning goals, topics and skills covered in this unit. Emphasize how the learning aligns with the course criteria for the subject area.

Unit 2 Topics Covered and Assignment Description

- Statements describing what students will be doing (5-7 sentences) *"Students will..."*
- Include assignments or activities that the students will complete
- What product or project will the students produce/create to demonstrate proficiency?
- Emphasize how the learning aligns with the course criteria for the subject area.

Unit 3 Title

Unit 3 Description. Please include 5-7 sentences describing the learning goals, topics and skills covered in this unit. Emphasize how the learning aligns with the course criteria for the subject area.

Unit 3 Topics Covered and Assignment Description

- Statements describing what students will be doing (5-7 sentences) *"Students will..."*
- Include assignments or activities that the students will complete
- What product or project will the students produce/create to demonstrate proficiency?
- Emphasize how the learning aligns with the course criteria for the subject area.

Unit 4 Title

Unit 4 Description. Please include 5-7 sentences describing the learning goals, topics and skills covered in this unit. Emphasize how the learning aligns with the course criteria for the subject area.

Unit 4 Topics Covered and Assignment Description <ul style="list-style-type: none"> • Statements describing what students will be doing (5-7 sentences) <i>"Students will..."</i> • Include assignments or activities that the students will complete • What product or project will the students produce/create to demonstrate proficiency? • Emphasize how the learning aligns with the course criteria for the subject area.

Unit 5 Title
Unit 5 Description. Please include 5-7 sentences describing the learning goals, topics and skills covered in this unit. Emphasize how the learning aligns with the course criteria for the subject area.
Unit 5 Topics Covered and Assignment Description <ul style="list-style-type: none"> • Statements describing what students will be doing (5-7 sentences) <i>"Students will..."</i> • Include assignments or activities that the students will complete • What product or project will the students produce/create to demonstrate proficiency? • Emphasize how the learning aligns with the course criteria for the subject area.

Unit 6 Title
Unit 6 Description. Please include 5-7 sentences describing the learning goals, topics and skills covered in this unit. Emphasize how the learning aligns with the course criteria for the subject area.
Unit 6 Topics Covered and Assignment Description

- Statements describing what students will be doing (5-7 sentences) *"Students will..."*
- Include assignments or activities that the students will complete
- What product or project will the students produce/create to demonstrate proficiency?
- Emphasize how the learning aligns with the course criteria for the subject area.

Unit 7 Title

Unit 7 Description. Please include 5-7 sentences describing the learning goals, topics and skills covered in this unit. Emphasize how the learning aligns with the course criteria for the subject area.

Unit 7 Topics Covered and Assignment Description

- Statements describing what students will be doing (5-7 sentences) *"Students will..."*
- Include assignments or activities that the students will complete
- What product or project will the students produce/create to demonstrate proficiency?
- Emphasize how the learning aligns with the course criteria for the subject area.

Unit 8 Title

Unit 8 Description. Please include 5-7 sentences describing the learning goals, topics and skills covered in this unit. Emphasize how the learning aligns with the course criteria for the subject area.

Unit 8 Topics Covered and Assignment Description

- Statements describing what students will be doing (5-7 sentences) *"Students will..."*
- Include assignments or activities that the students will complete

- What product or project will the students produce/create to demonstrate proficiency?
- Emphasize how the learning aligns with the course criteria for the subject area.

Unit 9 Title

Unit 9 Description. Please include 5-7 sentences describing the learning goals, topics and skills covered in this unit. Emphasize how the learning aligns with the course criteria for the subject area.

Unit 9 Topics Covered and Assignment Description

- Statements describing what students will be doing (5-7 sentences) *"Students will..."*
- Include assignments or activities that the students will complete
- What product or project will the students produce/create to demonstrate proficiency?
- Emphasize how the learning aligns with the course criteria for the subject area.

Unit 10 Title

Unit 10 Description. Please include 5-7 sentences describing the learning goals, topics and skills covered in this unit. Emphasize how the learning aligns with the course criteria for the subject area.

Unit 10 Topics Covered and Assignment Description

- Statements describing what students will be doing (5-7 sentences) *"Students will..."*
- Include assignments or activities that the students will complete
- What product or project will the students produce/create to demonstrate proficiency?
- Emphasize how the learning aligns with the course criteria for the subject area.

For honors credit consideration, please provide or explain why and how this course would exhibit “Honors Final Exam Details.” This could be a culminating research project, assessment, or PowerPoint presentation that demonstrates mastery and challenge beyond a non-honors course which illustrates sufficient advanced in-depth knowledge of instruction and assessment.

Assessment Methods

- What assessments will be used to measure student progress on standard mastery?
- How will you measure mastery of the standards?

Course Materials

Please duplicate the table below if you have more than one text for the course.

REQUIRED

Title	
Author	
Publisher	
Edition	
Year of Copyright	
Website	
Primary (y/n)	

Please Note: If the textbook is not the primary material resource for the course, what is the primary resource? It is a **required element** to have a primary material resource for students to use for the course.

Other Textbook

Title	
Author	
Publisher	
Edition	
Year of Copyright	
Website	
Primary (y/n)	

Websites Used

Title	
Author(s), Editor(s), Compiler(s)	
Affiliated Institution or Organization	
URL	

Other Website

Title	
Author(s), Editor(s), Compiler(s)	
Affiliated Institution or Organization	
URL	

Another Website

Title	
Author(s), Editor(s), Compiler(s)	
Affiliated Institution or Organization	
URL	

Please Note: If not using a required textbook as a material resource for this course, **a minimum of 3 websites are required** for students to reference.

Signatures

Name	Signature	Role/Site
		Director of Secondary Education
		Principal
		Department Chair/Program Coordinator
		Teacher
		Teacher
		Teacher

Please Note: Team must include teachers from various sites.

Assessment Methods:

SIGNATURES

Date:

School:

Title of Proposed Course: _____

Submitted by:

Position:

Teacher(s) who will pilot:

The SITE required signatures below indicate an understanding of and support for the proposed pilot course of study identified above.

SITE Department(s) name(s):

SITE Name of chair: (print)

Signature(s):

Date:

District- Name of Curriculum Committee/Council Chair: (print)

Signature:

Date:

SITE Name of Site Council Chair: (print)

Signature:

Date:

Name of Principal: (print)

Signature:

Date:

District Approval Signatures

District Subject Area Support Administrator (print):

Signature:

Date:

Director of Secondary: (print)

Signature:

Date:

Director of Personnel (print):

Signature:

Date:

Chief Executive Director, Instructional Support: (print)

Signature:

Date:

For Internal Use Only – This section to be completed by School Support

Assigned Course ID _____

Assigned Short Title _____

Assigned Long Title _____

CBEDS/CALPADS Number _____

-End

