

CRITERIA FOR BOARD/AUTHORITY AUTHORIZED COURSES

– POLICY –

The policy of the Board of Education of School District No. 85 (Vancouver Island North) is to support and to encourage the development of locally initiated courses and programs, to meet specific local needs and/or educational opportunities by extending the provincially prescribed curriculum offerings.

– REGULATION –

1. CRITERIA FOR BOARD/AUTHORITY AUTHORIZED COURSES

- 1.1 A Board/Authority Authorized Course must meet these specific criteria before the Board will consider approving such a course:
 - 1.1.1 The proposed course must be consistent with the Provincial philosophy of education and the District's philosophy of education.
 - 1.1.2 The proposed course should meet the perceived educational needs of the community, with regard to:
 - 1.1.2.1 the vocational opportunities of our area; or
 - 1.1.2.2 the recreational interests and opportunities of our area; or
 - 1.1.2.3 the cultural aspirations of our community; or
 - 1.1.2.4 the academic needs of our students.
 - 1.1.3 The proposed course must demonstrate that it will extend the educational opportunities afforded our students by:
 - 1.1.3.1 enhancing their career/educational awareness;
 - 1.1.3.2 providing opportunities to explore present interests and to develop new interests; and
 - 1.1.3.3 providing enrichment for students whose abilities and interests enable them to go beyond the basic prescribed program.
- 1.2 The proposed course must be appropriate to the age and abilities of the students for whom it is intended.
- 1.3 The proposed course must demonstrate that attention has been paid to:
 - 1.3.1 the specific instructional objectives of the course;
 - 1.3.2 the methodology and instructional strategies to be used in the course;

- 1.3.3 the methods to be used to measure student achievement.
- 1.4 The proposed course must demonstrate that student health and safety concerns have been addressed.
- 1.5 The course proposal must identify the source of equipment, material, and supply needs and costs for start-up and for continued operation of the course. Where significant start-up costs are required, the course application must clearly show that alternative arrangements to continue the course are possible, should the original teacher(s) no longer be available or willing to carry on teaching it.
- 1.6 The proposed course must demonstrate that the materials and supplies chosen for the course are appropriate to the age, interests, and abilities of the students for whom they are intended.
- 1.7 The application to the Board for a Board/Authority Authorized course must be made on the attached Ministry of Education's **Board/Authority Authorized Course Framework Template**.
- 1.8 In addition to requiring the application of the above criteria, the Board may require that satisfactory answers be provided to the following questions:
 - 1.8.1 What evidence, if any, is there of the need or demand for the proposed course?
 - 1.8.2 Is this course an appropriate course in the public school situation at the level indicated?
 - 1.8.3 Is the proposed course significantly different from existing courses?
 - 1.8.4 Has a sound educational rationale been developed and written for the course?
 - 1.8.5 Has a clear set of goals and learning outcomes been developed and written?
 - 1.8.6 Is the cost of the course commensurate with its value to students?
 - 1.8.7 Is the proposed course capable of being offered in other district schools?

2. PROCEDURES FOR DEVELOPMENT

Teachers who wish approval for a Board/Authority Authorized course should use the following procedures:

- 2.1 Carefully study the Ministry of Education's **Board/Authority Authorized Courses: Requirements and Procedures**.
- 2.2 Make a thorough and accurate assessment of the students' needs that the course would meet.
- 2.3 Ensure that all resource materials appear to comply with **policy 2-290 - Selection of Learning Resources**.

- 2.4 Prepare an overall outline of the proposed course, including a description of units and themes, the long term costs of equipment, materials and resources and submit this outline to the school principal.
- 2.5 If this outline is approved, the principal or teacher must complete the **Ministry's Board/Authority Authorized Course Framework Template** Form in detail and submit it to the District Superintendent's Office no later than January 31 for implementation in September.

3. PROCEDURES FOR THE APPROVAL OF BOARD/AUTHORITY AUTHORIZED COURSES

- 3.1 The course proposal submitted to the Board will include a recommendation from the Superintendent of Schools.
- 3.2 Approval of the Board/Authority Authorized course and materials will be by specific resolution of the Board.
- 3.3 Once approved by the Board, a **Board/Authority Authorized Course Form** will be completed by both the Superintendent and the Board Chair and sent to the Ministry of Education.
- 3.4 The school principal will submit an evaluation of the course to the Superintendent by April 30 of the pilot year, or as requested.
- 3.5 The evaluation will be shared with the Board of Education



Board/Authority Authorised Course Framework Template

School District/Independent School Authority Name	
School District/Independent School Authority Number	
Developed by	
Date Developed	
School Name	
Principal's Name	
Superintendent Approval Date (for School Districts only)	
Superintendent Signature (for School Districts only)	
Board/Authority Approval Date	
Board/Authority Chair Signature	
Course Name	
Grade Level of Course	
Number of Course Credits	
Number of Hours of Instruction	
Prerequisite(s)	
Special Training, Facilities or Equipment Required	
Course Synopsis	



Adapt the following categories according to the structure of the course. For example, the course may be organized into topics rather than units, or the learning outcomes may be grouped under suborganizers, with suborganizers grouped under curriculum organizers. This section of the template serves as a guide to ensure the course contains all required components.

Rationale

Organizational Structure: (units, topics, modules):

Unit/Topic	Title	Time
Unit 1		
Unit 2		
Unit 3		
Unit 4		
Unit 5		
Unit 6		
	Total Hours	

Unit/Topic/Module Descriptions

(A short description and the curriculum organizers and learning outcomes of each unit/topic/module.)

Unit 1: Overview Curriculum Organizers and Learning Outcomes

Unit 2: Overview Curriculum Organizers and Learning Outcomes

Unit 3: Overview Curriculum Organizers and Learning Outcomes

Unit 4: Overview Curriculum Organizers and Learning Outcomes

Unit 5: Overview Curriculum Organizers and Learning Outcomes



Instructional Component

Assessment Component

Learning Resource

Additional Information