



2023–2024 Innovative Course Application – New Course

Title of proposed new innovative course:

(One course title per application)

Applicant information

Name of applying school district, charter school, or organization: [Click here to enter text.](#)

Complete mailing address: [Click here to enter text.](#)

Primary contact person: [Click here to enter text.](#)

Primary contact person's title: [Click here to enter text.](#)

Primary contact person's email address: [Click here to enter text.](#)

Primary contact person's phone number, area code first: [Click here to enter text.](#)

Secondary contact person: [Click here to enter text.](#)

Secondary contact person's title: [Click here to enter text.](#)

Secondary contact person's email address: [Click here to enter text.](#)

Secondary contact person's phone number, area code first: [Click here to enter text.](#)

County District Number (if applicant is a Texas public school): [Click here to enter text.](#)

Superintendent (if applicant is a Texas public school): [Click here to enter text.](#)

Date of local board of trustees' approval of this innovative course application (if applicant is a Texas public school): [Click here to enter text.](#)

Proposed Course Information

- | | |
|------------------------------------|---------------------------|
| Subject area (choose only one): | Choose an item. |
| Career cluster (CTE only): | Choose an item. |
| Number of credits per course: | Choose an item. |
| Grade level(s) (high school only): | Click here to enter text. |

Brief description of the proposed course (150 words or less, paragraph form):

The following are intended to be guiding questions in crafting the course description. Exact answers are not required. The description should be a paragraph response that effectively summarizes the course content and goals as aligned to the essential knowledge and skills section. Each question listed below must be addressed.

- Who are the recommended participants?
- What is the central focus of the proposed course?
- What are the goals or student outcomes of the proposed course?
- How does the proposed course prepare students for college, a career, or the military?

Brief justification of how/why the proposed course qualifies as “innovative” in terms of student need. (150 words or less, paragraph form):

The justification summarizes the need for the course in terms of the student and provides an overview of the unique content of the course. Each question listed below must be addressed.

- What do students learn in the proposed course that is not taught or could not reasonably be taught in an existing TEKS-based course?
- What is the specific benefit to the student in successfully completing the proposed course (e.g., industry certification)?
- What specific need(s) does this course address?

Pilot Data – All New Courses

Data or other evidence that demonstrates successful piloting of the entire course. Data and descriptive information should be provided below.

Provide cited evidence of an existing or previously provided course or pilot. This should include course 1) enrollment numbers, 2) years the course was offered in its entirety, and 3) student outcomes for a locally implemented course, an existing course at an institution of higher education, a pilot program, or an industry training program that is the model for the proposed innovative course.

<Include the pilot data here>

Regional Labor Market Data - New CTE Courses

For career and technology education (CTE) courses only: In addition to pilot information that must be included above, applicants must include cited evidence that the course is aligned with state and/or regional labor market data. Please submit this data below.

<Include the regional labor market data here.>

Essential Knowledge and Skills for the Proposed Course:

NOTE: Proposed CTE course applications must address professional standards/employability skills as required by business and industry as the first knowledge statement (KS). Proposed ethnic studies course applications must include content in history, government, economics, civic engagement, culture, and science and technology.

Knowledge and skills that duplicate the content of a TEKS-based course or can reasonably be taught within an existing TEKS-based course will not be approved.

Applicants may wish to use the styles [“Section (a, b, c)”]; “KS (1, 2, 3)”]; and “SE (A, B, C)” in styles menu] provided with this document to make the formatting process simpler. Please note, file sharing applications may delete or modify styles and any formatting added to this document.

- (a) General Requirements. This course is recommended for students in *[insert grade levels entered on page 1]*. Recommended prerequisites: *[list any TEKS-based or innovative courses that would ensure student success in the proposed course]*. Students shall be awarded *[insert number of credit(s) entered on page 1]* for successful completion of this course.
- (b) Introduction.
 - (1) Discuss how the proposed course aligns with or complements the required curriculum. This should mirror the introduction of the content area, if any, selected on page 1. Please refer to similar TEKS of the content area for guidance.
 - (2) Include in the introduction the brief description of the course that you created on page 2 of this application form.
- (c) Knowledge and Skills.
 - (1) Knowledge Statement (KS). Write in complete sentences using present tense.
 - (A) Student expectations (SEs) must:
 - begin with an active and academically rigorous verb,
 - be observable and measurable,
 - relate directly to the Knowledge and Skills statement,
 - provide a variety of ways for students to demonstrate learning, and
 - describe what skill or knowledge must be taught rather than how to teach it

Recommendations for new proposed innovative course

Recommended resources, technology, and instructional materials to be used:

List five to ten. The recommended resources, technology, and instructional materials should:

- be currently available to the general public, accessible, and helpful for students to learn the proposed content;
- provide a variety of sources to include media beyond textbooks, such as industry manuals, periodicals, and online sources; or
- integrate the use and/or application of technology.

General or generic resources may be listed in bullet form. If the resource is published, a full bibliographic citation using [Chicago Manual of Style, 17th Edition](#) is required.

Recommended activities:

List five to ten possible course activities. The recommended activities should:

- relate directly to the content of the proposed course; and
- provide various opportunities for students to demonstrate learning.

Recommended assessment methods for evaluating student outcomes:

List five to ten possible assessment methods. The recommended assessment methods should include:

- authentic ways to evaluate learning on a daily or weekly basis; and
- reliable summative assessments to evaluate student mastery of the standards.

Recommended educator certifications:

- Valid Texas educator certifications related to the subject area/career cluster indicated on page 1 must be listed. Please consult [high school teacher assignment rules](#) for related courses for guidance.
- The Curriculum Standards and Student Support Division will consult with the State Board for Educator Certification to determine appropriate certifications.

Required trainings, including associated costs, if applicable:

- Please list any additional required trainings or licensures for teaching the proposed course.
- If there is a cost associated with the required trainings, include that information here along with the name and information for the organization providing the training.