



2023–2024 Innovative Course Application Checklist

Applications deemed incomplete will not be considered.

- Page 1 of application for new innovative courses is filled out entirely—
 - The primary and secondary “Contacts” are authorized to work with Texas Education Agency (TEA) on any editorial requirements.
 - Date of local board approval is entered. (N/A for organizations)
- “Number of credits” and “Grade Level(s)” on page 1 match the “(a) General requirements” section in the **Essential Knowledge and Skills**.
- Course Description** is in paragraph form and does not exceed 150 words. The description should address a statewide audience, effectively summarize course content, and identify the specific purpose and goals of the proposed course. The description does not contain marketing or advertising information.
- Topics addressed in the **Course Description** should have corresponding knowledge statements in the **Essential Knowledge and Skills** section.
- Brief justification** is in paragraph form and does not exceed 150 words. The justification describes the unique content of the proposed course and why it is necessary for students across the state or region.
- Application provides clear **evidence of a pilot for the entire course**, preferably an existing local course, or a course provided at an IHE or an industry-based course.
 - Data and pilot information are appropriately cited and include pilot/course description.
 - Student enrollment is included.
 - Student outcome data is included. (Survey results determining if teachers and students liked the course will not be accepted.)
 - CTE applications must also include labor market data.
- Essential Knowledge and Skills**
 - The essential knowledge and skills (EKS) of the proposed course are unique. Applications that duplicate the content of a Texas Essential Knowledge and Skills (TEKS)-based course or can reasonably be taught within an existing TEKS-based course will not be approved.



- General Requirements list the recommended grade levels, prerequisites, and award of credit and match the information given on page 1 of the application.
- Introduction is structured in the same manner as the introduction for the corresponding subject area. The course description embedded in the introduction aligns with the description given in the application.
- Knowledge Statements (KS) are broadly written statements of what the student is expected to know at the end of a course; these should be complete sentences using present tense and addressing the singular student. (CTE must have employability skills for the appropriate career cluster as first KS of the application.)
- Student Expectations (SEs) begin with a variety of active verbs that are
 - observable,
 - measurable, and
 - academically rigorous and employ clear and understandable language.
- SEs are directly related to the knowledge statement** and allow for a variety of instruction and assessment methods and ways for students to demonstrate their learning.
- This section is formatted correctly. (Review [existing TEKS](#) to check the format as needed.)
- Recommended activities**, approximately five to ten, are listed in parallel structure (all sentences or all phrases according to the provided styles and annotated sample).
- Suggested **assessment methods**, approximately five to ten, include both formative and summative.
- Recommended resources** present a variety of options that are current and accessible to the general public. Published materials in the recommended resources are cited using [Chicago Manual of Style, 17th Edition](#).
- Recommended educator certifications** correlate to [teacher assignment rules](#) for the same subject/content area or career cluster/program of study.
- Entire application has been copyedited and is free from grammatical and major formatting errors.

Please visit the [Innovative Courses page](#) for additional information.