



**AN INTERLOCAL AGREEMENT BY AND BETWEEN  
TEXAS A&M UNIVERSITY-COMMERCE  
AND  
PIONEER TECHNOLOGY ARTS ACADEMY  
(ECHS/P-TECH)**

This Interlocal Agreement (“ILA”) is made and entered into by and between the Texas A&M University-Commerce (“Texas A&M University-Commerce” or “College”), a member of The Texas A&M University System “A&M System”), and an agency of the State of Texas, and, Pioneer Technology Arts Academy (“ISD” or “School District”), a Texas charter school district, on behalf of Pioneer Technology Arts Academy (“High School”) and is effective June 1<sup>st</sup>, 2024 (the “Effective Date”). The High School and College may hereafter be individually referred to as “Party” and collectively as “Parties.”

**WHEREAS**, pursuant to the authority granted to the ISD in Chapter 791 of the Texas Government Code, the Parties desire to enter into an ILA, to ensure provision of dual credit transfer courses (core curriculum or other as mutually agreed upon) in support of students pursuing a high school diploma and a two-year Associate Degree upon graduation from the Early College High Schools and/or Pathways in Technology Early College High Schools (“ECHS/P-TECH”);

**WHEREAS**, the goals are to reduce dropout rates, attract, and better prepare students for higher education, assure students of the support necessary to be successful in college, and provide the High School students with a seamless transition between high school and college;

**WHEREAS**, this ILA will provide efficiencies and cost saving for the Parties, and will benefit the students and taxpayers of the ISD’s supporting counties;



**NOW THEREFORE**, for and in consideration of the recitals, agreements, and covenants set forth herein, the Parties agree as follows:

### **Purpose**

The purpose of this ILA is to create a framework for the Parties to establish a collaboration supporting efforts, in accordance with the Texas Education Agency’s (“TEA”) designation application guidelines, to provide a unique educational opportunity to attend both high school and college in a special campus environment and to obtain a high school diploma and an Associate Degree upon graduation from the ECHS/P-TECH. Student(s) who meet the program requirements for the College’s Dual Credit Program will be permitted to enroll in the Dual Credit Courses referenced in this ILA (Attachment A). Course credit will be awarded through the School District for high school academics requirements and through the College for semester credit hours leading to a postsecondary degree or certificate (individually, a “Course” or “Dual Credit Course” and collectively, the “Courses” or “Dual Credit Courses”). The Parties intend that this ILA serves as an Articulation Agreement, as that term is defined in Section 29.551 of the Texas Education Code.

- 1. Term.** This ILA shall be in effect for a period of one (1) year beginning as of June 1<sup>st</sup>, 2024 and ending on July 31<sup>st</sup>, 2027 (the “Term”). At any point prior to the expiration of the Term, the Parties may renew this ILA for two subsequent one-year terms by written agreement signed by all Parties (“Renewal Term”). The Term and the Renewal Term combined (“Total Term”) not to exceed three years.
- 2. Attachments to this ILA:** This ILA contains the following attachments that are incorporated herein by these references:
  - A. Attachment A: Course List(s)
- 3. Guiding Principles:** The relationship between the College and the ISD will function with the following principles:
  - A. Establishment of a mutually beneficial collaboration between College and the ISD that allows a flexible and creative response to the mission, as well as the organizational, and fiscal needs of both institutions.
  - B. Collaboration in planning, implementation, and continuous improvement of Pathways in Technology Early College High School programs including the provision for faculty, staff, and administration, as well as curriculum development; training and student services.



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- C. Provision of rigorous college readiness; compliance with Texas Higher Education Coordinating Board (“THECB”) rules relating to the list of aligned high school and college courses, dual credit and/or technical credit courses.
  - D. Financial collaboration that addresses costs of both collaborators and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the ECHS/P-TECH Program successfully.
  - E. Shared use of College and the ISD facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, and/or staff in program success.
  - F. Compliance with THECB rules relating to Dual Credit which are incorporated into this ILA by reference as Attachment A, in accordance with Texas Education Code section 29.908.
  - G. Collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.
  - H. Collaborate to ensure compliance with all applicable state and federal laws and regulations, and any applicable state education regulatory agency requirements, applicable to performance under this ILA, including without limitation, TEA Program Requirements.
- 4. Statewide Goals for Dual Credit:** Pursuant to Texas House Bill 3650 (86<sup>th</sup> Legislature, 2019) and HB 1638 (85th Legislature, Regular Session), as codified in Texas Education Code, Section 28.009 (b-1) and (b-2), requires the THECB and the TEA to collaboratively develop statewide goals for dual credit programs in Texas. These goals provide guidance to institutions of higher education and independent school districts on components that must be in place to ensure quality dual credit programs are provided to Texas high school students. These statewide goals address enrollment in and acceleration through postsecondary education, performance in college-level coursework, and strong academic advising.

The College and the ISD set forth the following goals for dual credit to align with statewide goals for dual credit programs in Texas, as prescribed by the THECB and the TEA.

### Goal 1 – Outreach Efforts:

- A. College and ISD shall provide online or face-to-face dual credit information to the public.



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- B. College and ISD dual credit and advising staff shall provide dual credit information sessions at the ISD's high schools, colleges and at community events.
- C. College Dual Credit Office will collaborate with the ECHS/P-TECH or both the ECHS/P-TECH and the ISD to assist with recruitment of students and to provide students and families with information about the College and educational opportunities.
- D. The ECHS/P-TECH recruitment and enrollment processes must identify, recruit, and enroll the subpopulations of at-risk students (as defined by Public Education Information Management System (PEIMS)) as found here: <http://ritter.tea.state.tx.us/peims/standards/1314/e0919.html>, including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.
- E. The ECHS/P-TECH shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic, Native American.)
- F. The ECHS/P-TECH shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews.
- G. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents and community members; postsecondary collaborators); target student populations as described in E and F above; and include regular activities to educate students, counselors, principals, parents, school board, and community members.

### **Goal 2 – Student Transition to and Acceleration Through Postsecondary Education:**



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- A. College orientation sessions, along with dual credit and ECHS/P-TECH orientations, which include information about college degree and certificate options, student support services, and extra-curricular activities, will be provided.
- B. College tours and activities will be provided to students throughout the academic year to prepare for the transition to the College
- C. College career services and the High School's Counseling Services Offices provide students with career interest tools and workshops to help students better identify a program of study that will align with their current and future educational goals and career options.
- D. Students may take approved Dual Credit Courses that apply toward the core curriculum, a certificate program. College courses, certificates and degree plans are available for review by student(s) in the College's online catalog.
- E. Students will be advised and encouraged to successfully complete Dual Credit Courses That apply toward their selected pathway, certificate and/or degree plan.
- F. College will provide students with information regarding the requirements of filing a degree plan with the College and consulting with an academic advisor.
- G. College and the High School provide high school and college degree completion information to students. The college advising office provides information regarding the transfer of college credit courses from the College to other colleges and universities. The college advising office also provides transfer guides which include courses (course numbers and course names) within the College that will transfer into degree plans at other institutions of higher education.
- H. College and the ISD will develop a contingency plan for students off-track for success in the ECHS/P-TECH program. Support systems include resources, and personnel to encourage the retention of the student in the ECHS/P-TECH program.
- I. The ECHS/P-TECH will provide enrichment opportunities, including:
  - i. A structured program of community service to promote community involvement.
  - ii. Collaborating with community businesses to expose students to a variety of potential career options and possible internship opportunities.
  - iii. Providing college awareness to current and prospective students and families, including:
    - (a). Application assistance,
    - (b). Financial aid counseling, and
    - (c). College and career counseling.

### **Goal 3 – Academic and College Readiness Advising and Support Services:**

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- A. College and ECHS/P-TECH will provide students with career information, degree and certificate options, and academic advising.
- B. College provides students with support services to include college success workshops, time management, learning and support centers, tutoring centers, libraries, academic advising, and career workshops. Other college support services include the college Health Center and Disability Services Center. Students are encouraged to utilize support services that are available at the College and High School.
- C. College will designate an ECHS/P-TECH liaison to monitor and advise students on the transferability of all college credit offered and earned.
- D. The ECHS/P-TECH shall support students in their course of study.
  - 1. The ECHS/P-TECH will provide academic support to the students by personalizing the learning environment in the following ways:
    - a. Developing individualized student plans for ongoing academic support,
    - b. Providing tutoring and/or Saturday school for identified students in need of academic support,
    - c. Providing advisory and/or college readiness and support time built into the program of study for all students, and
    - d. Establishing a mentorship program available to all students.
  - 2. The ECHS/P-TECH will provide social and emotional support to the students as needed, including:
    - a. connections to social services, and
    - b. parent outreach and involvement opportunities

### **Goal 4 – Course Quality and Rigor:**

- A. As required by the THECB, the quality and rigor of Dual Credit Courses taught at the High School shall be the same as at Texas A&M College -Commerce, being sufficient to ensure student success in subsequent college courses.
- B. College develops and provides directed pathways aligned with the High School



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program of study and core curriculum. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

- C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in Dual Credit Courses.
- D. Dual credit courses must demonstrate the same quality and rigor as College courses.
- E. The College will ensure that a Dual Credit Course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.
- F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program as monitored by High School PTECH designated administration and counselors; and must earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH. Should students not able to meet the satisfactory academic performance standards as described herein, then those students will be required to repeat those courses with satisfactory results.
- G. Academic policies applicable to courses taught at Texas A&M-Commerce also apply to Dual Credit Courses.
- H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk developed by the High School PTECH designated administration that oversees dual credit and PTECH must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:
  - (1). College courses taught on the College Campus by College faculty
  - (2). College courses taught on the high school campus by College faculty
  - (3). College courses taught on the high school campus by

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- qualified high school faculty
- (4). College courses taught virtually, via distance/online/blended learning
- 5. Scope of the ILA:** The purpose and scope of the ILA are as follows:
- A. **Governance:** The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by applicable state and federal laws and regulations, as well as the applicable ISD policies and College and A&M System rules, regulations, policies, and procedures (collectively the “College Policies”). In the event of a conflict between the ISD Policies and College Policies, College Policies control.
1. The ECHS/P-TECH Principal shall:
- a. Have the authority to implement the following, consistent with the rules and guidelines established by TEA, the ISD, and College:
    - i. Staffing;
    - ii. Budget;
    - iii. Student assessment, curriculum and scheduling;
    - iv. Professional development;
    - v. Subject to FERPA, as defined below, access to school and student data for ECHS/P-TECH Students with permission of the College; and
    - vi. Parent and community involvement consistent with the mission and needs of the school.
  - b. Report to the ISD's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Executive Director of Secondary Collaborations & Initiatives or designee on matters related to the ECHS/P-TECH.
  - c. Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College collaborators.
  - d. Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.
2. The ECHS/P-TECH Advisory Committee:





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- a. Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.
  - b. Shall include, but is not limited to, representatives of the ISD, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the ISD, the Executive Director of Secondary Collaborations & Initiatives of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.
- B. **Location of Class:** The College may offer Dual Credit Courses at its main campus in Commerce, its various off-campus instructional sites, online, or in person at the High School. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any class that has been approved as dual credit under this ILA and will be considered a dual credit class even if held at a School District's campus. Dual credit courses taught online must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.
- C. **Awarding Credit for Courses:** A list of aligned high school and college courses appear in Attachment A. The ISD warrants and represents that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be awarded for courses aligned and approved as reflected in Attachment A. The College is solely responsible for properly documenting all College related course information on the course matrix. ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in Dual Credit Courses in each succeeding semester.
- D. **Transcription of Credit:** For Dual Credit Courses, high school as well as college credit will be transcribed on both the high school and college transcripts upon a student's completion of the performance required in the course.
- E. **Instruction:** The College shall provide instruction for the courses listed on Attachment A for qualified ECHS/P-TECH students.



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- i. The Texas A&M University-Commerce Dual Credit program falls under THECB Rule 19 TAC §§ 4.81- 4.85, “Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education.” Services under this ILA are limited exclusively to Dual Credit.
- ii. Content of courses will be college-level and students must demonstrate eligibility to enroll in Dual Credit.
- iii. All ECHS/P-TECH students seeking to enroll in Dual Credit Course(s) described in Attachment A must:
  - a. Complete College application for admission to the College.
  - b. Clearly establish their residency classification.
  - c. Provide a current high school transcript of school subjects completed.
  - d. Provide required documentation for meningitis vaccination if attending classes on the College campus.
  - e. Complete all other documentation required by the College.
  - f. Satisfy Texas Success Initiative ( “TSI”) requirements, including the College pre-assessment activity (“PAA”).
  - g. Demonstrate eligibility to enroll in Dual Credit Courses as outlined within Attachment A, Texas A&M University-Commerce Guidelines for Dual Credit Courses Offered in Collaboration with Texas Schools; and
  - h. File an official degree plan with the College once 15 hours have been completed and complete courses in alignment with the degree plan.
- iv. To enroll in a Dual Credit course offered under this ILA, Students must satisfy Texas Success Initiative requirements, or qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College’s Testing Center.
- v. Each Dual Credit course offered under this ILA must be taught following a syllabus approved by the department head of the home department for the course. College academic departments vary from one another in their expectations as to scope and sequence for courses. All College syllabi should conform with the existing course syllabus template. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.
- vi. Approved Dual Credit Courses shall align with program pathways that lead

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to Certificates and/or degree plans. Required course prerequisites must be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

- vii. College courses may utilize free and/or low-cost open education resources (OER) in Dual Credit Courses in accordance with Texas Education Code Chapter 28, .
- viii. Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for Dual Credit Courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for Dual Credit Courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.
- ix. In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:
  - 1. If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.
  - 2. If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.
  - 3. If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.
- x. Any such mingling of high school and dual credit students in the same course



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section must be approved by the College.

- xi. The College, the ISD and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the ISD, it shall be the obligation of the ISD to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas (“State”), the Southern Association of Colleges and Schools Commission on Colleges (“SACSCOC”), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the ISD employee(s) fails in any respect to meet any required standard, College will provide the ISD with notice of such failure and the ISD shall promptly undertake to remedy such deficiency. In the event the ISD shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.
- xii. If the class is taught by a College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the TAMUC Executive Director of Secondary Partnerships and Initiatives regardless of location of the class. Should the class be taught by the high school credentialed instructor, then the College Executive Director or designee will discuss appropriate enrollment parameters for the class with the ISD and the Parties will agree upon same in writing.
- xiii. ECHS/P-TECH must adhere to the Texas A&M University-Commerce Guidelines for Dual Credit Courses Offered in Collaboration with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new course guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous course guidelines unless otherwise indicated in the updated guidelines. The College will promptly provide the ISD with a copy of any new or revised guidelines.
- xiv. Students may take approved Dual Credit courses. A&M-Commerce provides Dual Credit Courses which are suitable for transfer and are part of



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the Academic Course Guide Manual of the THECB. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The ISD may accept Dual Credit courses for dual credit upon receipt of grades from College. Courses not listed in Attachment A do not qualify for dual credit and will be considered as concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

- xv. Enrollment of student A&M-Commerce Dual Credit Courses provided under this ILA may be reviewed on a case-by-case basis by a College staff member with the parent/guardian and Student. The review will explain the requirements and expectations of Dual Credit Courses. The student will also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.
- xvi. Within the scope of the Effective Date of this ILA, but not later than the start of the fall/spring semesters, the course list included in Attachment A may be revised, without prior school board approval, only under the following circumstances:
  1. Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
  2. A typographical, transcription on course identifiers, or other minor editing error; and/or
  3. If the State changes course offerings, then the appropriate change may be made.

The College shall only be responsible for properly documenting all required College course related information listed on Attachment A. Additional or revised courses shall be documented on Attachment A. All courses listed within Attachments A are approved for dual credit by the THECB.

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- xvii. A Dual Credit Student will be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in Dual Credit Courses in the following spring, summer, or fall terms/semesters.
  - xviii. Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Texas A&M University-Commerce Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.
  - xix. High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in which the concealed carry of handguns by license holders is permissible and the realities associated therewith.
- F. Responsibilities of ISD:** The ISD shall have the following duties:
- i. Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and
  - ii. When necessary, provide transportation for students to and from the College campus; and
  - iii. Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.
  - iv. Facilitating the operation of the Dual Credit program to ensure the smooth and timely operation of the process.
  - v. Adhere to
    - 1. Policies of the ISD and High School; and
    - 2. College Policies.



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- vi. Ensuring the ECHS/P-TECH complies with the following:
  1. Provide the College with:
    - a. All student admission documentation, including an annual updated High School transcript, official faculty transcripts for credentialing purposes, and dual credit faculty submission of grades for the High School students.
    - b. A contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:
      - i. Assisting students in completing all required admissions documents; and
      - ii. Assisting with student orientation; and
      - iii. Assisting students with obtaining TSI exemption records.
    - c. All required paperwork including faculty transcripts, requests for exceptions, test scores and enrollment documents in a timely manner that complies with the Educational Collaboration deadlines for summer, fall, and spring located online and shared with collaborators; and
    - d. A liaison for students, parents, high school personnel and College personnel.
  - vii. ISD will pay College upon receiving invoice after census date, at a rate no greater than THECB set rate per student for current academic year.
  - viii. ISD will assist with communication to students and parents enrolled in dual credit with TAMUC of their responsibility to pay.

### **G. Responsibilities of College**

- i. Monitor the instruction of all Dual Credit Courses to assure that the quality, uniformly, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.



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- ii. These standards and expectations are assessed uniformly in all venues where college courses are offered.
- iii. Course content and scheduled contact hours will adhere to standards of the THECB. Dual credit courses will be taught, and grades assessed according to standard collegiate practices and in compliance with College and A&M System policies and regulations. Students enrolled in Dual Credit Courses will be provided academic support services, including library resources, available to any other College student. The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.
- iv. Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;
- v. Ensure that course guidelines are followed;
- vi. Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;
- vii. Provide mandatory orientations and staff development for High School instructors involved with this dual credit collaboration.
- viii. Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable accrediting body, the College, and the ISD
- ix. Pay salaries of college instructors who teach college courses at the high school;
- x. Collaborate with the ISD employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.
- xi. College will provide academic support and guidance to include academic advisement and career services to help students align

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degree/certificate with future career, work plans or transfer plans to universities.

- xii. Conduct an evaluation for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.
- xiii. College will inform High School of changes to a course name and/or course number as required by the THECB as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and ISD, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

- i. College will select instructors for Dual Credit courses. Faculty provided by the College:
  - 1. Shall meet the College's academic credentialing requirements for teaching College courses; and
  - 2. To the extent possible, shall teach Dual Credit Courses that are not a part of the state's end-of-course(EOC) testing program; and
  - 3. Determine who meets the academic credentialing requirements of the College, may be designated, if appropriate, as College Adjunct faculty.
- ii. Faculty provided by the ISD shall teach high school courses and, when feasible, STAAR EOC tested Dual Credit Courses. ISD faculty must meet College and SACSCOC credentialing guidelines to teach College Dual Credit Courses.
- iii. College and the ISD shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.
- iv. Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.



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- J. **Joint Planning:** The College and School District will plan and schedule Dual Credit Course offerings at least one year in advance in accordance with dual credit timeline. The College and School District will utilize Attachment A to collaborate on strategic course offerings for students participating in the dual credit program toward college degree completion.
- K. **Classroom and Office Facilities:**
- i. When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the ISD, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.
  - ii. High school students, faculty, and staff will have access to instructional and non- instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 3, "Guiding Principles," and in compliance with College and A&M System policies and regulations of this ILA.
  - iii. Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school student(s), faculty, and staff.
- L. **Scholarship, Tuition, Textbooks and School Supplies:**
- i. The ECHS/P-TECH or the ISD will be responsible for the cost of books, materials access codes, required course supplies, equipment, and liability insurance if applicable.
  - ii. Based on the mutually agreed upon curriculum aligned plan, College textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.
  - iii. Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P- TECH.



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- iv. Based on the mutually agreed upon curriculum aligned plan, College approved physical textbooks purchased by the ISD may be used for the time consistent with local College practices, but not fewer than 2 years.
  - a. Textbooks that are bundled with other instructional tools such as software products and/or licenses may not qualify as a “re-usable textbook.” If that is the case, new access code(s) and/or software may be purchased by the ISD, if made available and/or required by the vendor. “Other instructional tools” does not include textbooks that require an access code.
- v. Effective January 1, 2024, the College and District will agree to a revised tuition structure reflecting the College College’s decision to adhere to principles of the Financial Aid for Swift Transfer (FAST) Program, promulgated in HB 8 (Texas Legislature, Eighty-eighth Regular Session). FAST provides for state support for dual credit tuition for students on the National School Lunch Program. For the purposes of our ILA:
  - a. The College will share student names and identification information to the THECB which will, in turn, share with the TEA.
  - b. The TEA will confirm which students are a part of the National School Lunch Program with the THECB, and the THECB will share that information back to the College .
  - c. The THECB will pay the College the current rate set by the THECB for each student who *is* a part of the National School Lunch Program.
  - d. The District and College will work together to streamline and ensure accuracy of dual credit enrollments, class rolls, and billing.
- vi. Responsibility of ISD
  - a) ISD will pay College upon receiving invoice after census date, at a rate no



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greater than THECB set rate per student for current academic year.

vii. College Responsibility

- a) Will bill ISD after census date for all students not eligible for FAST program, at the current THECB set rate for the academic year.

The College 's performance of duties is specifically contingent upon receipt of adequate funding from the State of Texas and its other funding sources, if applicable.

**M. Recruitment and Enrollment of Students:**

- i. The ISD staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples the ISD, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.
- ii. College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P- TECH.
- iii. Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery conducted by the ISD will be used to determine the ninth-grade cohort.
- iv. These recruitments efforts will be in compliance with applicable Department of Education rules on recruitment and any applicable state and federal laws regarding recruitment..

- N. **Code of Conduct:** Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the ISD and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions



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in Dual Credit Courses and/or at the college campus. ECHS/P-TECH students, faculty and staff shall adhere to all applicable policies of the ISD and College.

- O. **Media and Public Relations:** Media and public relations regarding the ECHS/P-TECH will be managed according to ISD and College protocols.

**6. Compliance:** The Parties to this ILA agree to comply with the following:

- A. Policies of the ISD and College Policies, as applicable.
- B. All applicable local, state, and federal laws and regulations, including, but not limited to:
  - i. **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 (“Title IX”):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this ILA. The College Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, available through the College eConnect menu for employees. Nothing herein shall limit or interfere with the ISD’s own investigation of complaints related to its employees and students.
  - ii. **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ (“ADA”) and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. (“Section 504”):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this ILA. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the

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provision of accommodations for Students with disabilities enrolled in Dual Credit Courses (“Established Procedures”). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

- iii. **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (“FERPA”):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a Student is enrolled simultaneously in the College and High School pursuant to this ILA the Parties may share information regarding the Student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student’s parent/legal guardian. College and High School must destroy any Student information received from the other Party under this ILA when such Student information and records are no longer needed for the purposes contemplated under this ILA. Should the Parties enter into any type of data sharing agreement for purposes of facilitating the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such data sharing agreement.

**7. Liability of Parties:** Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

**8. Right of Termination:** This ILA may be terminated upon:

- A. Mutual written consent of the Parties;
- B. Either Party may terminate this ILA on 120 days' written notice to the other Party.
- C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the ISD, the making of a misrepresentation

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or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is effective immediately. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

- D. This ILA may also be terminated immediately if the ISD has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code (“Designation”). In the event the ISD does not receive Designation, the ISD shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.
  - E. Upon written notice by the College to the ISD of the non-appropriation of funds by the THECB and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the ISD and either Party may terminate this ILA without further duty or obligation under this ILA. The ISD acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.
  - F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.
9. **Assignment:** Neither Party may assign their interest in this ILA without the written permission of the other Party.

### 10. Limitations of Authority:

- A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, collaboration, use of rights is granted or implied.
- B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the



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ISD. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

- C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA, signed by both Parties. Changes to this ILA are subject to the approval of the College Legal Department.
- D. Neither Party may incur any debt, obligation expense, or liability of any kind against the other without the other's express written approval.

**11. Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

**12. Governing Law and Venue:** The validity of this ILA and all matters pertaining to this ILA, including but not limited to, matters of performance, nonperformance, breach, remedies, procedures, rights, duties, and interpretation or construction, shall be governed and determined by the Constitution and the laws of the State of Texas. Pursuant to Section 85.18(b), Texas Education Code, mandatory venue for all legal proceedings against College is to be in the county in which the principal office of College's governing officer is located.

### 13. Miscellaneous Provisions:

- A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statutes, rules, and regulations. The Parties shall comply with all applicable Federal, State, and local laws.
- B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.
- C. College and the ISD are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.





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- D. Transportation to and from college is the responsibility of the ISD and/or Student.
- E. College and the ISD will collaborate to provide services to students with disabilities.
- F. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed.
- G. The Parties to this ILA represent that:
  - (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs;
  - (2) it has authority to contract for the services contemplated hereunder;
  - (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and
  - (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

#### 14. Notices:

- A. **Notices.** Any notice required or permitted under this ILA must be in writing, and shall be deemed given: (i) three (3) business days after it is deposited and post-marked with the United States Postal Service, postage prepaid, certified mail, return receipt requested, (ii) the next business day after it is sent by overnight carrier, (iii) on the date sent by email transmission with electronic confirmation of receipt by the party being notified, or (iv) on the date of delivery if delivered personally. College and ISD can change their respective notice address by sending to the other Party a notice of the new address. Notices should be addressed as follows:

College: **Texas A&M University-Commerce**  
**P.O. Box 3011, Commerce TX, 75429**  
Attention: Travis Ball, Chief Procurement Officer  
Phone: 903-886-5060  
Email: Travis.Ball@tamuc.ed

ISD: Pioneer Technology & Arts Academy



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Brooke Cook

Attention: shubham pandey

Phone: 9723759672

Email: bcook@ptaaschool.org

**15. Nondiscrimination:** Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

**16. Signatory Clause:** The individuals executing this ILA on behalf of College and the ISD acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and will comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

**(SIGNATURES TO FOLLOW ON NEXT PAGE)**



## Secondary Partnerships and Initiatives

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IN WITNESS WHEREOF, the collaborators have entered into this ILA as of the Effective Date:

### On behalf of the College:

Jun 26, 2024

Dr. Tammi Vacha-Haase,  
Provost and Vice-President, Academic Affairs

Date

Jun 24, 2024

Dr. Ricky Dobbs,  
Senior Vice Provost, Academic Affairs

Date

Nikki Shuyler-Steele

Nikki Shuyler-Steele (Jun 13, 2024 11:38 CDT)

Jun 13, 2024

Nikki Steele,  
Executive Director of Secondary Collaborations & Initiatives

Date

6/26/2024

Leilani A. White,  
Contract Administration

Date

### On behalf of the ISD:

  
shubham pandey (Jun 20, 2024 18:17 CDT)

Jun 20, 2024

Name (print): shubham pandey  
Title: Superintendent

Date



# Secondary Partnerships and Initiatives

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## Attachment A:

### BAAS Business Administration 6-Year Plan

Student Name: \_\_\_\_\_

PTAA Campus: \_\_\_\_\_ Cohort/Catalog Year: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

#### High School Courses

(Determined by HS/ISD)

9 <sup>th</sup> Grade	
English I	Algebra 1
World Geography	Biology
LOTE I	<b>ARTS 1301</b>
<b>COMS 1315</b>	Health/ PE

10 <sup>th</sup> Grade	
English II	Geometry
<b>*HIST 1301/ HIST 1302</b>	Chemistry
LOTE II	

11 <sup>th</sup> Grade	
<b>ENG 1301/ ENG 1302</b>	Algebra 2
<b>PSCI 2305/ PSCI 2306</b>	Physics
LOTE III (optional)	CTE Course

12 <sup>th</sup> Grade	
<b>ENG/ 2326/ English IV</b>	<b>MATH 1314</b>
ECO 2301	<b>IS 1351/ IS 1352</b>



# Secondary Partnerships and Initiatives

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PSY 2301	CTE Course
----------	------------

## College Courses

Semester		Semester	9 <sup>th</sup> Grade
Fall	<sup>6</sup> COMS 1315 Fundamentals of Public Speaking	Spring	<sup>1</sup> ARTS 1301- Art Appreciation
			<b>Total Year Credit Hours: 6</b>

### To Increase the Probability of Degree Attainment, Student Should be TSI Reading/Writing Met Prior to 10<sup>th</sup> Grade

Semester	10 <sup>th</sup> Grade	Semester	10 <sup>th</sup> Grade
Fall		Spring	
Fall	HIST 1301 – History of US thru Reconstruction	Spring	HIST 1302 History of US from Reconstruction
			<b>Total Year Credit Hours: 6</b>

Semester	11 <sup>th</sup> Grade	Semester	11 <sup>th</sup> Grade
Fall	ENGL 1301 – College Reading & Writing	Spring	ENGL 1302 – Written Argument & Research
Fall	PSCI 2305- United States Government and Politics	Spring	PSCI 2306- Texas Government and Politics
			<b>Total Year Credit Hours: 12</b>

Semester	12 <sup>th</sup> Grade	Semester	12 <sup>th</sup> Grade
Fall	<sup>2</sup> MATH 1314 – College Algebra	Spring	<sup>4</sup> ECO 2301- Principles of Macro Economics
Fall	<sup>5</sup> ENG 2326- Introduction to Literature	Spring	<sup>7</sup> IS 1352 Science Inquiry II
Fall	<sup>7</sup> IS 1351 Science Inquiry I	Spring	PSY 2301 Introduction to Psychology
Fall	ACCT 2301 Principles of ACCT I	Spring	ACCT 2302 Principles of ACCT II
			<b>Total Year Credit Hours: 18</b>

TOTAL CORE CREDIT

HOURS: 42 HOURS



## Secondary Partnerships and Initiatives

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Programs may be revised during the academic year. Please access the official catalog for the official and most current degree and certificate information.

### College Courses Post High School Graduation (Year 13 and 14)

Semester	Year 13	Semester	Year 13
Fall	Any Level INTS Elective	Spring	Any Level INTS Elective
Fall		Spring	MKT 306 Marketing
Fall	ACCT 311 Financial Stmt Analysis	Spring	
Fall	MGT 303 Business Communication	Spring	FIN 304 Intro to Business Finance
Fall	MGT 305 Principles of Management	Spring	ECO 302 Business & Economic
	Any Level INTS Elective		Upper Level INTS Elective
			<b>Total Year Credit Hours: 30</b>

Semester	Year 14	Semester	Year 14
Fall	MGT 301 Legal Environment of Business	Spring	ECO 309 Economic Forecasting
Fall	MGT 380 International MGT & Business	Spring	MGT 439 GLB/Business Strategy
Fall	MGT 307 Operations Management	Spring	Any Level INTS Elective
Fall	MGT 315 Organizational Behavior	Spring	Upper Level INTS Elective
Fall	BUSA 326 Data & Information Mgt	Spring	Upper Level INTS Elective
Fall			<b>Total Year Credit Hours: 30</b>



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## BAAS Technology Management 6-Year Plan

Student Name: \_\_\_\_\_

PTAA Campus: \_\_\_\_\_ Cohort/Catalog Year: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

### High School Courses

(Determined by HS/ISD)

9 <sup>th</sup> Grade	
English I	Algebra 1
World Geography	Biology
LOTE I	<b>ARTS 1301</b>
<b>COMS 1315</b>	Health/ PE

10 <sup>th</sup> Grade	
English II	Geometry
<b>*HIST 1301/ HIST 1302</b>	Chemistry
LOTE II	

11 <sup>th</sup> Grade	
<b>ENG 1301/ ENG 1302</b>	Algebra 2
<b>PSCI 2305/ PSCI 2306</b>	Physics
LOTE III (optional)	CTE Course

12 <sup>th</sup> Grade	
<b>ENG/ 2326/ English IV</b>	<b>MATH 1314/2312</b>
ECO 2301	<b>IS 1351/ IS 1352</b>
PSY 2301	BAAS 408
BAAS 310/326	

### College Courses

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Semester		Semester	9 <sup>th</sup> Grade
Fall	<sup>6</sup> COMS 1315- Business/ Professional Speaking	Spring	<sup>1</sup> ARTS 1301- Art Appreciation
			<b>Total Year Credit Hours: 6</b>

**To Increase the Probability of Degree Attainment, Student Should be TSI Reading/Writing Met Prior to 10<sup>th</sup> Grade**

Semester	10 <sup>th</sup> Grade	Semester	10 <sup>th</sup> Grade
Fall		Spring	
Fall	HIST 1301 – History of US thru Reconstruction	Spring	HIST 1302 History of US from Reconstruction
			<b>Total Year Credit Hours: 9</b>

Semester	11 <sup>th</sup> Grade	Semester	11 <sup>th</sup> Grade
Fall	ENGL 1301 – College Reading & Writing	Spring	ENGL 1302 – Written Argument & Research
Fall	PSCI 2305- United States Government and Politics	Spring	PSCI 2306- Texas Government and Politics
Fall		Spring	ACCT 2301 Principles of Accounting I
			<b>Total Year Credit Hours: 18</b>

Semester	12 <sup>th</sup> Grade	Semester	12 <sup>th</sup> Grade
Fall	<sup>2</sup> MATH 1314 – College Algebra	Spring	<sup>4</sup> ECO 2301- Principles of Macro Economics
Fall	<sup>5</sup> ENG 2326- Introduction to Literature	Spring	<sup>7</sup> IS 1352 Science Inquiry II
Fall	<sup>7</sup> IS 1351 Science Inquiry I	Spring	PSY 2301 Introduction to Psychology
Fall	BAAS 310- Pathways, Purpose, Exploration and Career	Spring	MATH 2312- Pre-Calculus
Fall	BAAS 326- Exploring Spreadsheets	Spring	BAAS 408- Data Visualization
			<b>Total Year Credit Hours: 18</b>

HOURS: 42 HOURS

TOTAL CORE CREDIT

**Programs may be revised during the academic year. Please access the official catalog for the official and most current degree and certificate information.**





## Secondary Partnerships and Initiatives

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### College Courses Post High School Graduation (Year 13 and 14)

Semester	Year 13	Semester	Year 13
Fall	ENGR 110- Introduction to ENGR & TECH	Spring	ENGR 1304- Computer-Aided Design (CAD)
Fall	CBE 111-Critical Thinking	Spring	BAAS 345- Leadership Techniques
Fall	CBE 130- Introduction to Organizations	Spring	BAAS 351- Planning, Budgeting and Decision Making
Fall	TMGT 240- Quality in Technology Management	Spring	CBE 201 Supervision
Fall	COSC 1436-Introduction to Computer Science and Programming	Spring	COSC 1437- Programming Fundamentals 2
			<b>Total Year Credit Hours: 30</b>

Semester	Year 14	Semester	Year 14
Fall	BAAS 445- Ethical Decision Making	Spring	TMGT 311-Environmental and Safety Management
Fall	MGT 301- Legal Environment of Business	Spring	TMGT 350-Principles of Technology Management
Fall	MGT 340- Quality Management and Improvement	Spring	TMGT 351- Organizational Behavior
Fall	TMGT 303-Technical Communications	Spring	TMGT 358- Essentials of Project Management
Fall	ECO 302- Business and Economic Statistics	Spring	TMGT 444- Decision Theory
			<b>Total Year Credit Hours: 30</b>



# Secondary Partnerships and Initiatives

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## BAAS Teaching (EC-6) 6-Year Plan

Student Name: \_\_\_\_\_

PTAA Campus: \_\_\_\_\_ Cohort/Catalog Year: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

### High School Courses

(Determined by HS/ISD)

9 <sup>th</sup> Grade	
English I	Algebra 1
World Geography	Biology
LOTE I	<b>ARTS 1301</b>
<b>COMS 1315</b>	Health/ PE

10 <sup>th</sup> Grade	
English II	Geometry
<b>*HIST 1301/ HIST 1302</b>	Chemistry
LOTE II	

11 <sup>th</sup> Grade	
<b>ENG 1301/ ENG 1302</b>	Algebra 2
<b>PSCI 2305/ PSCI 2306</b>	Physics
<b>MATH 1314</b>	
<b>ECO 2301</b>	

12 <sup>th</sup> Grade	
<b>ENG 2336/ ENG 2331</b>	
<b>IS 1351/ IS 1352</b>	<b>PSY 310</b>
	CTE Course

### College Courses

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Semester		Semester	9 <sup>th</sup> Grade
Fall	<sup>6</sup> COMS 1315- Business/ Professional Speaking	Spring	<sup>1</sup> ARTS 1301- Art Appreciation
			<b>Total Year Credit Hours: 6</b>

### To Increase the Probability of Degree Attainment, Student Should be TSI Reading/Writing Met Prior to 10<sup>th</sup> Grade

Semester	10 <sup>th</sup> Grade	Semester	10 <sup>th</sup> Grade
Fall		Spring	
Fall	HIST 1301 – History of US thru Reconstruction	Spring	HIST 1302 History of US from Reconstruction
			<b>Total Year Credit Hours: 6</b>

Semester	11 <sup>th</sup> Grade	Semester	11 <sup>th</sup> Grade
Fall	ENGL 1301 – College Reading & Writing	Spring	ENGL 1302 – Written Argument & Research
Fall	PSCI 2305- United States Government and Politics	Spring	PSCI 2306- Texas Government and Politics
Fall	ELED 1301 Education in Global Society	Spring	ECE 313 Child Development: Early Years
Fall	MATH 1314 – College Algebra	Spring	ECO 2301 Principles of Macro Economics
			<b>Total Year Credit Hours: 24</b>

Semester	12 <sup>th</sup> Grade	Semester	12 <sup>th</sup> Grade
Fall	<sup>5</sup> ENG 2326- Introduction to Literature	Spring	ENG 2331 Literature of the Western World
Fall	<sup>7</sup> IS 1351 Integrated Science I	Spring	<sup>7</sup> IS 1352 Integrated Science II
Fall	IS 351 Science Inquiry I	Spring	PSY 310 Psychology and Sociology of Diverse Pop
Fall	MATH 1350 Mathematics for Teachers I	Spring	MATH 1351 Mathematics for Teachers II
			<b>Total Year Credit Hours: 24</b>

HOURS: 42 HOURS

TOTAL CORE CREDIT



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Programs may be revised during the academic year. Please access the official catalog for the official and most current degree and certificate information.

### College Courses Post High School Graduation (Year 13 and 14)

Semester	Year 13	Semester	Year 13
Fall	SPED 346 Survey of Exceptionalities	Spring	ELED 438
Fall	HHPK 324 Health and Kinesiology for Children	Spring	RDG 360 Word Analysis Skills
Fall	PSY 300 Learning Processes and Development	Spring	RDG 370 Reading & Literacy II
Fall	ECE 358 Language Acquisition & Dev. In ECE	Spring	EDCI 412 Emergent Bilinguals: Theory and Practice
Fall	ELED 300 Introduction to Teaching	Spring	ECE 460 Teaching STEAM in ECE
Fall	RDG 350 Reading and Literacy I	Spring	IS 352 Science Inquiry II
			<b>Total Year Credit Hours: 36</b>

Semester	Year 14	Semester	Year 14
Fall	ELED 440 Instructional Practices Across Content Areas	Spring	ELED 443 Creating Effective Learning Environments in Culturally Diverse Field-Based Settings
Fall	ELED 447 Data and Assessment in Field-Based Settings	Spring	ELED 452 Student Teaching in Field-Based Teacher Education ProgramsMATH
Fall	RDG 448 Supporting Literacy Development of Emergent Bilingual Learners in Field Based Setting	Spring	
Fall	SPED 480 Issues for Inclusion	Spring	
		Spring	
			<b>Total Year Credit Hours: 24</b>
			<b>Total Degree Hours: 120</b>