

**ISD/CHARTER/PRIVATE,
EL PASO COMMUNITY COLLEGE, and
THE UNIVERSITY OF TEXAS AT EL PASO**

This Memorandum of Understanding ("MOU") is entered into and made effective as of the 1st day of July, 2026, by and among The El Paso County Community College District ("EPCC"), an institution of higher education located at 9050 Viscount Blvd., El Paso, Texas, 79925, The University of Texas at El Paso ("UTEP"), a Texas State Institution of Higher Education and component institution of The University of Texas System, addressed at 500 West University Avenue, El Paso, Texas, 79968, Education Service Center – Region 19 ("ESCR19"), an educational service center that supports teachers and administrators in the El Paso area, located at 6611 Boeing Dr., El Paso, Texas, 79925, and those Texas independent school districts, open-enrollment charter schools, and accredited private schools identified on the signature pages to this MOU (collectively, the "Participating School Systems"). Additional school systems located within the Region 19 service area may become Participating School Systems by executing a Joinder to this MOU in the form attached as Exhibit A, at no cost, as provided in Section 4. School systems located outside the Region 19 service area may likewise become Participating School Systems by executing a Joinder and agreeing to the applicable fee schedule and other terms set forth in Section 4. EPCC, UTEP, ESCR19, and each Participating School System are individually referred to as a "Party" and collectively as the "Parties."

WHEREAS, in accordance with Section 28.014(a) of the Education Code, each school system shall partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English language arts;

WHEREAS the Parties have agreed to enter into a collaborative MOU to serve students at each Participating School System who are deemed to not be college ready per applicable regulation;

WHEREAS, the Participating School Systems, EPCC, UTEP, and ESCR19 jointly recognize an opportunity to create seamless pathways for students to enter into college level work in mathematics and English language arts without further remediation;

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this MOU and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Participating School Systems, EPCC, UTEP, and ESCR19, intending to be legally bound, agree as follows:

- 1. Scope of Services.** Each Participating School System and EPCC agree to collaborate to develop and maintain developmental mathematics and English language arts courses that meet the terms of this MOU as outlined below in the Support and Services section of this MOU. Each Participating School System and EPCC will meet regularly with stakeholders to maintain the integrity and evaluate the effectiveness of the program.

UTEP agrees to provide advice and support as requested by EPCC, as EPCC has sole responsibility to develop and maintain developmental mathematics and English language arts College Ready Courses for the students of Region 19. UTEP will meet with EPCC upon their request to provide consult and guidance to assist in maintaining the integrity and evaluate the effectiveness of the program.

ESCR19 agrees to administer this MOU on behalf of the Region 19 program, including maintaining the list of Participating School Systems, processing Joinders, and administering the fee schedule set forth in Section 4.

2. Term. The initial term of this MOU shall begin on **July 1, 2026** and continue for a period of three years. Thereafter, parties may review, revise, and renew this MOU for a subsequent term as agreed upon by the parties. The initial term and any renewal term(s) are collectively referred to in this MOU as “Term.” Any party may terminate this MOU, without cause, upon at least thirty (30) calendar days prior written notice to the other parties, with termination effective upon the expiration of the thirty (30) days or as mutually agreed to by the parties.

3. Changes and Amendments. This MOU may be amended, modified, and/or supplemented only by the mutual agreement of the parties, in writing signed by a duly authorized representative of each of the parties, to be attached to and incorporated in this MOU.

4. Cost to Enter into Agreement. Participation under this Memorandum of Understanding (MOU) is limited to school districts, charter school systems, or private school systems as the contracting entity. Individual campuses are not eligible to enter into this MOU independently, regardless of whether participation is limited to one or more campuses. The district or school system must execute the MOU on behalf of all participating campuses.

School districts, charter school systems, and private school systems located and/or managed within Region 19 may enter into this MOU at no cost.

School districts, charter school systems, and private school systems located outside of Region 19 that wish to enter into this MOU shall be subject to the following annual fee schedule. Fee tiers will be determined based on the total high school (Grades 9–12) student enrollment for the entire district or school system, regardless of the number of participating campuses.

High School Student Enrollment (District/Charter/Private School Total)	Annual Cost
School systems located within Region 19	No Cost
0 – 500 students	\$2,500
501 – 2,000 students	\$10,000
2,001 – 5,000 students	\$20,000
5,001 – 15,000 students	\$50,000
15,001 – 30,000 students	\$80,000
30,001 – 60,000 students	\$100,000
60,001 students and up	\$120,000

** Note: Annual fees are based on the total high school (Grades 9–12) student enrollment for the entire district or school system, not the enrollment of individual participating campuses. If only one or a subset of campuses participates under this MOU, the applicable fee tier will still be determined using the total district-wide (or school system-wide) high school enrollment.*

The fees outlined above include access to the course curriculum, MOUs, course frameworks, electronic resources region and final examinations developed by EPCC staff in collaboration with Education Service Center Region 19 (ESCR19), UTEP, and the school systems of Region 19.

ESCR19 reserves the right to offer, at its discretion, professional development opportunities at no cost to participating school systems located within the Region 19 service area. Any additional training or professional development related to the course curriculum that is requested by a participating school system may be provided for an additional fee. Such training shall require a separate professional development agreement, which must be executed by the parties prior to the delivery of any services.

Regardless of location, all participating school districts, charter school systems, and private school systems (school systems) are solely responsible for compensating personnel, scheduling courses, providing tutoring or other student support services, and purchasing any required instructional materials in accordance with their local policies and procedures.

5. CCMR Accountability Status and TSI Exemption. Pursuant to TEC §28.014 and the Texas Education Agency's College Preparatory Courses for CCMR Accountability review process, ESCR19 has been approved as a College Preparatory Course Provider for **English Language Arts and Reading** (approved under both version 1.0 and version 1.1 of the TEA application process), and is included on the TEA list of College Preparatory Courses for CCMR valid for the 2026–2031 school years. As of the most recent TEA review (version 1.1), **no college preparatory course provider, including EPCC, has been approved for Mathematics** for purposes of CCMR accountability. Accordingly, at this time, only the **English Language Arts (Integrated Reading and Writing) course** satisfies the State's CCMR college-preparatory-course accountability indicator. The Texas Education Agency has indicated it will continue to add newly approved providers, including for Mathematics, as additional evaluation data becomes available, and the parties agree to update this MOU accordingly should that occur.

Notwithstanding the CCMR accountability status described above, **both the English Language Arts and Mathematics courses** described in this MOU continue to satisfy the Texas Success Initiative (TSI) exemption requirements for students at the partnering institutions of higher education (EPCC and UTEP), consistent with the terms of this MOU and the course frameworks attached as Addendum I, Addendum II, and Addendum III

Support and Services.

ISD/Charter/Private and EPCC agree to the following conditions:

- A. ISD/CHARTER/PRIVATE and EPCC agree to the following for both the mathematics and English language arts courses:
 - i. To share data and provide feedback regarding student success on entry-level college mathematics and English language arts courses;
 - ii. To train advisors to recognize and honor course(s) on school system transcripts;
 - iii. To ensure that students are counseled directly into college level mathematics, English language arts, and all other courses that require mathematics and English language arts college readiness;
- B. ISD/CHARTER/PRIVATE and EPCC agree to the following for the college preparatory mathematics course:
 - i. To contribute in the development of the Student Learning Outcomes agreed upon at the regional level;
 - ii. To provide guidance and participate in developing the syllabi for the courses being offered;
 - iii. To provide guidance and participate in developing the final exams for the courses;
- C. ISD/CHARTER/PRIVATE and EPCC agree to the following for the college preparatory English language arts course:
 - i. To provide guidance and participate in developing the final exam for Integrated Reading and Writing course;
 - ii. To provide the types of essays required and participate in developing the rubrics for grading those essays;
 - iii. To contribute in the development of the Student Learning Outcomes agreed upon at the regional level;
 - iv. To provide guidance and participate in developing the syllabus for the course;
- D. ISD/CHARTER/PRIVATE agrees to the following for both the mathematics and English language arts courses:
 - i. To provide highly qualified instructors for the courses being taught;
 - ii. To identify students who are not college ready via TSIA, SAT, ACT or EOC college readiness benchmarks as stated in HB5;
 - iii. To provide professional development and resources agreed upon at the regional level required to teach the mathematics and English language arts courses;
 - iv. To identify successful completion of the course(s) on the student transcripts as determined by the State of Texas PEIMS/TSDS number;

- v. To provide curriculum for the courses that is consistent with Student Learning Outcomes agreed upon between all parties outlined in this MOU;
 - vi. To follow grading expectations agreed upon between all parties outlined in this MOU;
 - vii. To deny students enrolled in these courses exemptions from final exams;
 - viii. To provide assistance with college enrollment and financial aid applications;
 - ix. To follow the agreed-upon course frameworks referenced as Addendum I, Addendum II, and Addendum III, to include objectives, recommended resources, final exam, and grading policies;
- E. ISD/CHARTER/PRIVATE agrees to the following for the college preparatory mathematics course:
- i. To administer the final exam and award credit for the course based on grading expectations agreed upon between all parties outlined in this MOU;
 - ii. To provide and utilize technology for each student enrolled in the course;
 - iii. To ensure transferability of the course grade, the student's grade for the course must meet the expectations agreed upon between all parties outlined in this MOU;
 - iv. Completion of the fall and spring semester courses with satisfactory performance as outlined above will ensure that the student is prepared for college level mathematics without further assessment or remediation;
- F. ISD/CHARTER/PRIVATE agrees to the following for the college preparatory English language arts course:
- i. To administer the final exam and award credit for the course based on grading expectations agreed upon between all parties outlined in this MOU;
 - ii. To teach and grade the required essays according to the rubrics developed in collaboration between all parties outlined in this MOU;
 - iii. To provide and utilize technology for each student enrolled in the course;
 - iv. To ensure transferability of the course grade, the student's grade for the course must meet the expectations agreed upon between all parties outlined in this MOU.

EPCC and UTEP agree to the following conditions:

- G. EPCC and UTEP agree to the following for both the mathematics and English language arts courses:
 - i. To, subject to applicable law and limitation, share data and provide feedback regarding student success on entry-level college mathematics and English language arts courses;
 - ii. To train advisors to recognize and honor course(s) on school system transcripts;
 - iii. To ensure that students are advised and counseled directly into college level mathematics, English language arts, and all other courses that require mathematics and English language arts college readiness;
- H. UTEP agrees to support EPCC as the final decision maker of the following for the college preparatory mathematics and English language arts course and will contribute in the course development upon request of EPCC as follows:
 - i. To provide input in the development of the Student Learning Outcomes agreed upon at the regional level;
 - ii. To provide input in the development of the syllabi for the courses being offered; and
 - iii. To provide input in the development the final exams for the courses.

THE EL PASO COUNTY COMMUNITY COLLEGE DISTRICT

William Serrata, PhD., President

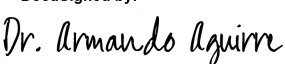
Date:

THE UNIVERSITY OF TEXAS AT EL PASO

Heather Wilson, PhD., President

Date:

EDUCATION SERVICE CENTER REGION 19

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Armando Aguirre, Ed.D., Executive Director

Date: Aug-11-2026

ANTHONY INDEPENDENT SCHOOL DISTRICT

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Oscar Troncoso, PhD., Superintendent

Date: Aug-11-2026

CANUTILLO INDEPENDENT SCHOOL DISTRICT

Josue Borrego, Ed.D., Superintendent

Date:

CLINT INDEPENDENT SCHOOL DISTRICT

Juan I Martinez, Ed.D., Superintendent

Date:

DELL CITY INDEPENDENT SCHOOL DISTRICT

Michael Steck, Superintendent

Date:

EL PASO INDEPENDENT SCHOOL DISTRICT

Brian Lusk, Ed.D., Superintendent

Date:

FABENS INDEPENDENT SCHOOL DISTRICT

Rogelio Segovia, PhD., Superintendent

Date:

FT HANCOCK INDEPENDENT SCHOOL DISTRICT

Jose G. Franco, Superintendent

Date:

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Jeannie Meza-Chavez, PhD., Superintendent

Date:

SIERRA BLANCA INDEPENDENT SCHOOL DISTRICT

Signed by:

Ms. Debbie Engle

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Debbie Engle, Superintendent

Date: Aug-11-2026

SOCORRO INDEPENDENT SCHOOL DISTRICT

James P Vasquez, Superintendent

Date:

TORNILLO INDEPENDENT SCHOOL DISTRICT

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Rosa Vega-Barrio, Ed.D., Superintendent

Date: Aug-11-2026

YSLETA INDEPENDENT SCHOOL DISTRICT

Xavier De La Torre, Ed.D., Superintendent

Date:

**EL PASO EDUCATION INITIATIVE
BURNHAM WOOD CHARTER SCHOOL DISTRICT
VISTA DEL FUTURO CHARTER SCHOOL DISTRICT**

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Joe E. Gonzales, Ed.D, Superintendent

Date: Aug-13-2026

EL PASO ACADEMY

Sarahi Gross, Executive Director

Date:

EL PASO LEADERSHIP ACADEMY

V Omar Yanar, Superintendent

Date:

HARMONDY PUBLIC SCHOOLS-WEST TEXAS (EL PASO)

Kamil Yilmaz, , Ed.D, West Texas Area Superintendent

Date:

IDEA PUBLIC SCHOOLS (EL PASO)

Jeffrey Cottrill, Executive Director

Date:

LA FE PREPARATORY SCHOOL PK-8

Signed by:

Mr. Roberto Gonzales

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Robert Gonzales, Superintendent

Date: Aug-11-2026

PREMEIR HIGH SCHOOLS – RESPONSIVE ED

Kalese Whitehurst, Superintendent

Date:

TRIUMPH PUBLIC HIGH SCHOOLS (EL PASO)

Frances Berrones-Johnson, Superintendent

Date:

**EL PASO CATHOLIC SCHOOLS
DIOCESE OF EL PASO**

Blanca Garcia, Ed.D, Superintendent

Date:

LYDIA PATTERSON INSTITUTE (EL PASO)

Carla Cardoza, Ed.D, Superintendent

Date:



Addendum I: Frameworks– College Preparatory Integrated Reading and Writing I and II

ESC Region 19 in partnership with EPCC and UTEP Transition to College English – 2 Semester Course

Target Students: This course is recommended for any 12th grade student whose performance on measures outlined in TEC §28.014 and the memorandum of understanding (MOU) with the partnering institution(s), indicates that the student is not on track to perform entry-level college coursework in English Language Arts. This course is designed to advance college and career readiness.

Recommended Prerequisites: Satisfactory performance on the English I & II STAAR/EOC examinations and successful course completion of English III.

Course Description as defined by El Paso Community College and The University of Texas at El Paso:

Students will learn to investigate academic texts, construct supported interpretations and arguments for an authentic audience, and acquire academic habits of thought. Reading instruction will focus on developing critical reading skills for comprehension, interpretation, and analysis. In writing, students will develop skills through composing with specific purpose, situation, genre, and audience in mind. Students will write a variety of effective formal and informal texts. To learn to integrate reading and writing, students will use an inquiry approach to analyze, synthesize, and make value judgments regarding text and writing. The focus of the course will be on applying critical reading skills for organizing, analyzing, and retaining material and developing written work appropriate to the audience, purpose, situation, and length of the assignment. This course is designed to prepare students for college-level reading and writing intensive courses. Successful completion of this course, as defined by the memorandum of understanding (MOU) with the partnering institution(s), grants the student an exemption to TSI requirements for reading and writing at the partnering institution(s). Students will learn to write effective, logical essays, utilizing textual support to develop reading comprehension strategies, and to analyze, synthesize and make value judgments using critical thinking. **An overall grade for semester I of 70 or higher and an overall grade for semester II of 70 indicates that the student has met the college readiness standards established by the School Systems of Region 19, El Paso Community College (EPCC), and The University of Texas at El Paso (UTEP) indicating that the student has fulfilled TSI requirements for reading and writing.**

Course Goal as defined by El Paso Community College and The University of Texas at El Paso:

The goal of Integrated Reading and Writing I and II is to develop students as critical readers, critical writers and thinkers prepared for college success in introductory courses across disciplines.



Student Learning Outcomes & Learning Objectives as defined by El Paso Community College and The University of Texas at El Paso:

Upon successful completion of this course, students will be able to:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Set individual learning goals, and self-monitor during the learning process by articulating difficulties, identifying solutions, and asking for assistance when appropriate.
3. Determine the meaning of unfamiliar vocabulary within text by analyzing context and using appropriate resources; incorporate expanded vocabulary into oral and written communication.
4. Describe, communicate, and apply insights gained from reading and writing a variety of texts through reflection.
5. Interact with text to discover evidence of author's purpose, intended audience, tone/voice, and message across a variety of texts.
6. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
7. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
8. Discuss ideas in a variety of formal and informal contexts, contribute to group dialogue, and incorporate others' ideas into individual work and learning approach when appropriate.
9. Generate ideas and collect credible information relevant to the topic and purpose, incorporating the ideas and words of other writers in college-level writing using established strategies.
10. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
11. Recognize and apply the conventions of Standard English in reading and writing.
12. Collaborate with peers throughout the reading and writing process to build upon ideas, investigate a problem, explore complexities of issues, and improve writing.
13. Revise writing to increase continuity of ideas, academic tone, accuracy of communication, and clarity of purpose.
14. **Optional Course Instructional Materials approved by El Paso Community College and The University of Texas at El Paso:** Current Textbook: Hoeffner and Hoeffner, 2019. *Common Places*, McGraw-Hill. ISBN: 9781259795640



Previous Textbooks:

Hoeffner and Hoeffner, 2017. *Common Places*, McGraw-Hill. ISBN: 9781259962899

Rosa, Alfred and Escholz, 2012. *Models for Writers: Short Essays for Composition*, Bedford/St. Martin's. ISBN: 978-0-312-55201-5

Online Technology Resources:

Course Online Resource: *Connect* (McGraw-Hill Education) is a robust toolkit of learning resources designed with the flexibility instructors need, to unlock the potential of a diverse student population. Connect provides opportunities for both formative and summative assessment. Adaptive technology provides students with a safe place to make mistakes encouraging deliberate practice and enabling them to move one step closer to mastery.

Any software and/or online resource that enhances student learning, i.e. Grammarly, MI Write, Edgenuity, etc.

Instructor Course Resources:

Education Service Center Region 19 College and Career Readiness, 2023. HB5 English College Prep Course, Education Service Center– Region 19, <https://www.esc19.net/Page/198>. Web. 01 September 2023.

Texas College Bridge, 2023. Texas Education Agency's Texas Home Learning Program, <https://texascollegebridge.org/>. Web. 01 September 2023.

Additional Public Education Goals:

- Students are prepared to enter post-secondary workforce certificate programs with no additional remediation in reading and writing.
- Students will learn and practice note-taking, test-taking, and reading and writing strategies for post-secondary success.



Final Exam & Grading Policy approved by El Paso Community College and The University of Texas at El Paso:

The students' **overall** grade will be calculated using the following:

- A comprehensive Final Exam developed in partnership between EPCC, ISDs, and ESCR19.
- Students must take the Final Exam with no exemptions.
- Individual benchmark assessments as per ISD policy.
- Final exam weight will be determined by the ISD.
- Special education accommodations are to be determined by ISD ARD Committee.
- It is recommended that the EPCC Common Essay Rubric be used to score the essays; however, this rubric is only required to score the final exam (the Common Essay). Teachers may use other rubrics if preferred for the other course essays.
- An overall grade for each semester (I and II) of 70 is required for course credit. Students who receive course credit will receive a 12-month TSIA waiver in reading and writing at EPCC and UTEP.



Addendum II: Frameworks– College Preparatory Integrated Mathematics Course I

ESC Region 19 in partnership with EPCC and UTEP Transition to College Math Course I – 1 Semester

Target Students: This course is recommended for 12th grade students whose performance on measures outlined in TEC §28.014 and the memorandum of understanding (MOU) with the partnering institution(s), indicates that the student is not ready to perform entry-level college coursework in mathematics. This course is designed to advance college and career readiness.

Recommended Pre-requisites: Satisfactory completion of Algebra I, Geometry, and Algebra II. Completion of the Algebra I EOC exam.

Course Description as defined by El Paso Community College and The University of Texas at El Paso:

This course addresses a variety of mathematical topics needed to prepare students for success in college-level mathematics. In addition, the course supports students in developing skills and strategies needed to succeed in college. Mathematics topics include: real numbers, basic geometry, polynomials, factoring, linear equations, inequalities, rational expressions, and mathematical models with applications. Successful completion of this course (Course I and Course II), as defined by the memorandum of understanding (MOU) with the partnering institution(s), grants the student an exemption to TSI requirements for mathematics at the partnering institution(s). **An overall grade for the semester of 70 or higher indicates that the student has met the college readiness standards established by the School Systems of Region 19, El Paso Community College (EPCC), and The University of Texas at El Paso (UTEP) indicating that the student is prepared for Integrated Mathematics Course II.**

Course Student Learning Outcomes & Learning Objectives:

STUDENT LEARNING OUTCOMES	LEARNING OBJECTIVES	HIGH SCHOOL EQUIVALENT
THE STUDENT WILL:		
1. Identify and apply properties of real numbers and perform accurate arithmetic operations with numbers in various formats and number systems. Apply basic geometric theorems and formulas.	1.1 Add, subtract, multiply and divide, using order of operations, real numbers and manipulate certain expressions including exponential operations.	Algebra I & Geometry
	1.2 Find square roots of perfect square numbers.	
	1.3 Solve problems involving calculations with percentages and interpret the results.	



STUDENT LEARNING OUTCOMES	LEARNING OBJECTIVES	HIGH SCHOOL EQUIVALENT
	1.4 Use estimation skills, and know why, and when to estimate results.	
	1.5 Find the perimeter and area of rectangles, squares, parallelograms, triangles, trapezoids and circles; volume and surface area, relations between angle measures, congruent and similar triangles, and properties of parallelograms.	
2. Demonstrate the ability to graph and solve linear equations and inequalities.	2.1 Solve problems using equations and inequalities, absolute value equalities and inequalities.	Algebra I & Algebra II
	2.2 Solving linear equations.	
	2.3 Plot ordered pairs on a rectangular coordinate system and graph linear equations.	
	2.4 Graph linear equations & linear inequalities in two variables.	
	2.5 Finding intercepts graphically and algebraically.	
	2.6 Find the slope of a line & write its equation.	
3. Solve systems of equations using a variety of techniques.	3.1 Solve systems of linear equations in two variables by graphing.	Algebra I & Algebra II
	3.2 Solve systems of linear equations in two variables by substitution.	
	3.3 Solve systems of linear equations in two variables by addition.	
4. Understand operations of polynomial functions and solve problems using scientific notation.	4.1 Exponents.	Algebra I & Algebra II
	4.2 Operations of polynomial functions to include addition, subtraction, multiplication, and division.	
	4.3 Solving problems using scientific notation.	
5. Understand, interpret, and make decisions based on financial information commonly presented to consumers.	5.1 Demonstrate understanding of common types of consumer debt and explain how different factors affect the amount that the consumer pays.	Mathematical Models with Applications; Algebra I & Algebra II
	5.2 Demonstrate understanding of compound interest and how it relates to saving money.	
	5.3 Use quantitative information to explore the impact of policies or behaviors on a population.	
	5.4 Factor polynomials using the techniques of the greatest common factor and grouping.	

NOTE: An individual student learning outcome assessment is suggested at the end of each unit. A comprehensive Final Exam is required.



Course Goal as defined by El Paso Community College and The University of Texas at El Paso:

- The first course of two is intended for students who require state mandated remediation.
- In particular, this course is intended to prepare students for Integrated Mathematics Course II.

Additional Public Ed Goals:

- Students are prepared to enter post-secondary programs with no additional remediation in mathematics.
- Students experience a combination of class and student-directed lab time to simulate the EPCC and UTEP course structure.
- Students manage their own learning through effective self-scheduling, self-monitoring, and effective peer study groups.

Course Resources approved by El Paso Community College and The University of Texas at El Paso:

Current Textbook: Martin-Gay, Elayn, 2017. Beginning & Intermediate Algebra, Pearson Education 6th Edition. ISBN: 978-0134-19309-0

Previous Textbook: Martin-Gay, Elayn, 2012. Beginning & Intermediate Algebra, Pearson Education 5th Edition. ISBN: 978-0321-78512-1

Online Technology Resources: Any software and/or online resource that enhances student learning, i.e. Edgenuity, *MyLab Math*, etc.

Instructor Course Resources:

Education Service Center- Region 19, <https://www.esc19.net/Page/197>. Web. 15 Jan 2016.
Course materials such as suggested calendar and workbook may be found at the Region 19 website.

Kahn Academy, 2017. *Math by Subject*, Kahn Academy. <https://www.khanacademy.org/>. Web. 02 February 2017.

MyLab Math (Pearson Education) is a powerful online homework, tutorial, and assessment system that accompanies Pearson Education's textbooks in mathematics. Since 2001, *MyLab Math*, along with MathXL and MyStatLab, have helped over 5 million students succeed at more than 1,850 colleges and universities.

Texas College Bridge, 2023. Texas Education Agency's Texas Home Learning Program, <https://texascollegebridge.org/>. Web. 01 September 2023.

UT Austin Dana Center, 2017. *The Charles A. Dana Center*, University of Texas at Austin. <http://www.utdanacenter.org/>. Web. 02 February 2017.



Final Exam & Grading Policy approved by El Paso Community College and The University of Texas at El Paso:

The students' **overall** grade will be calculated using the following:

- A comprehensive Final Exam developed in partnership between EPCC, ISDs, and ESCR19.
- Students must take the Final Exam with no exemptions.
- Individual benchmark assessments as per ISD policy.
- Daily grades, homework, projects, etc. as per ISD policy.
- Weights and grading policy are to be determined by the ISD.
- Calculator use protocols and special education accommodations are to be determined by ISD ARD Committee.
- An overall grade for the semester of 70 or higher indicates that the student has met the criteria, and the student is prepared for Integrated Mathematics Course II without further remediation.



Addendum III: Frameworks– College Preparatory Integrated Mathematics Course II

ESC Region 19 in partnership with EPCC and UTEP Transition to College Math Course II – 2 Semester

Target Students: This course is recommended for 12th grade students whose performance on measures outlined in TEC §28.014 and the memorandum of understanding (MOU) with the partnering institution(s), indicates that the student is not ready to perform entry-level college coursework in mathematics. This course is designed to advance college and career readiness.

Recommended Pre-requisites: Satisfactory completion of Algebra I, Geometry, and Algebra II. Completion of the Algebra I EOC exam.

Course Description as defined by El Paso Community College and The University of Texas at El Paso:

This course addresses a variety of mathematical topics needed to prepare students for success in college-level mathematics. In addition, the course supports students in developing skills and strategies needed to succeed in college. Mathematics topics include: factoring techniques, radicals, algebraic fractions, complex numbers, graphing linear equations and inequalities, quadratic equations, systems of equations, graphing quadratic equations, an introduction to functions, and probability. Successful completion of this course (Course I and Course II), as defined by the memorandum of understanding (MOU) with the partnering institution(s), grants the student an exemption to TSI requirements for mathematics at the partnering institution(s). **An overall grade for the semester of 70 or higher indicates that the student has met the college readiness standards established by the School Systems of Region 19, El Paso Community College (EPCC), and The University of Texas at El Paso (UTEP) indicating that the student is prepared for college-level mathematics.**

Course Student Learning Outcomes & Learning Objectives:

STUDENT LEARNING OUTCOMES	LEARNING OBJECTIVES	HIGH SCHOOL EQUIVALENT
THE STUDENT WILL:		
1. Use and interpret function notation in both algebraic and graphical contexts.	1.1 Recognize functional notation and evaluate functions.	Algebra I & Algebra II
2. Solve algebraic equations and inequalities involving rational expressions, radicals, quadratics, or linear expressions.	2.1 Factoring polynomials using the greatest common factor, grouping, trinomials of the form $x^2 + bx + c$ and $ax^2 + bx + c$, difference of two squares, and special trinomials.	Algebra I, Geometry, Algebra II, & Pre-Calculus
	2.2 Solve quadratic equations by factoring.	
	2.3 Add, subtract, multiply and divide rational expressions.	



STUDENT LEARNING OUTCOMES	LEARNING OBJECTIVES	HIGH SCHOOL EQUIVALENT
	2.4 Simplify complex fractions.	
	2.5 Solving equations involving rational expressions.	
	2.6 Simplify equations involving rational exponents and simplify radicals.	
	2.7 Add, subtract, multiply, divide expressions involving radicals and solve radical equations.	
	2.8 Add, subtract, multiply and divide complex numbers.	
	2.9 Solve quadratic equations by completing the square, quadratic formula, and square root property.	
	2.10 Graph quadratic functions and inequalities.	
3. Examine, solve, and interpret the quadratic graphs of equations and inequalities.	3.1 Add, subtract, multiply, and divide complex numbers.	Algebra I & Algebra II
	3.2 Solve quadratic equations by completing the square, quadratic formula, and square root property.	
	3.3 Graph quadratic functions and inequalities.	
4. Solve application problems.	4.1 Applications of functions.	All Courses
5. Use counting principles and probability to quantify uncertainty in a variety of real-world contexts.	5.1 Build a finite sample space and interpret statements about probability (including terms like unlikely, rare, and impossible).	Advanced Quantitative Reasoning & Statistics
	5.2 Compute and interpret the probability of an event and its complement.	
	5.3 Compute and interpret the probability of compound and conditional events.	
	5.4 Interpret two-way tables.	

NOTE: An individual student learning outcome assessment is suggested at the end of each unit. A comprehensive Final Exam is required and needs to be part of the student's overall grade.



Course Goal as defined by El Paso Community College and The University of Texas at El Paso:

- This is the second course of two, intended as the final course in the developmental mathematics sequence, and its purpose is to prepare students for college-level mathematics.
- Its purpose is to prepare students for college-level mathematics.

Additional Public Ed Goals:

- Students are prepared to enter post-secondary programs with no additional remediation in mathematics.
- Students experience a combination of class and student-directed lab time to simulate the EPCC and UTEP course structure.
- Students manage their own learning through effective self-scheduling, self-monitoring, and effective peer study groups.

Course Resources approved by El Paso Community College and The University of Texas at El Paso:

Current Textbook: Martin-Gay, Elayn, 2017. Beginning & Intermediate Algebra, Pearson Education 6th Edition. ISBN: 978-0134-19309-0

Previous Textbook: Martin-Gay, Elayn, 2012. Beginning & Intermediate Algebra, Pearson Education 5th Edition. ISBN: 978-0321-78512-1

Online Technology Resources: Any software and/or online resource that enhances student learning, i.e. Edgenuity, *MyLab Math*, etc.

Instructor Course Resources:

Education Service Center- Region 19, <https://www.esc19.net/Page/197>. Web. 15 Jan 2016. Course materials such as suggested calendar and workbook may be found at the Region 19 website.

MyLab Math (Pearson Education) is a powerful online homework, tutorial, and assessment system that accompanies Pearson Education's textbooks in mathematics. Since 2001, *MyLab Math*, along with MathXL and MyStatLab, have helped over 5 million students succeed at more than 1,850 colleges and universities.

Kahn Academy, 2017. *Math by Subject*, Kahn Academy. <https://www.khanacademy.org/>. Web. 02 February 2017.

Texas College Bridge, 2023. Texas Education Agency's Texas Home Learning Program, <https://texascollegebridge.org/>. Web. 01 September 2023.

UT Austin Dana Center, 2017. *The Charles A. Dana Center*, University of Texas at Austin. <http://www.utdanacenter.org/>. Web. 02 February 2017.



Final Exam & Grading Policy approved by El Paso Community College and The University of Texas at El Paso:

The students' **overall** grade will be calculated using the following:

- A comprehensive Final Exam developed in partnership between EPCC, ISDs, and ESCR19.
- Students must take the Final Exam with no exemptions.
- Individual benchmark assessments as per ISD policy.
- Daily grades, homework, projects, etc. as per ISD.
- Weights and grading policy is to be determined by the ISD.
- Calculator use protocols and special education accommodations are to be determined by ISD ARD Committee.
- An overall grade for the semester of 70 or higher is required for course credit. Students who receive course credit as outlined in the frameworks for both College Preparatory Integrated Mathematics Course I and College Preparatory Integrated Mathematics Course II will receive a 12-month TSI waiver in mathematics at EPCC and UTEP.