



Texas Institute  
Of Applied Sciences

FOUNDATION

CHARTER



## **Texas Institute of Applied Sciences (TIAS)**

### **Foundational Charter, Governance Structure, and Institutional Statement**

**Adopted for the 2025–2026 Academic Year**

Issued by the Office of the General Director and Corporate Affairs.

Texas Institute of Applied Sciences, LLC



## **A Short Letter from our founder,**

When I created the Texas Institute of Applied Sciences, I did not set out to create just another academic institution without values.

For over a decade I was a student within a single educational system, a mold that is expected to fit everyone. Like many others, I trusted the structure to guide my personal and academic development, safeguard my future, and empower me to be the best version of myself. That trust was broken when I entered high school, and trust was broken by directives that unilaterally chose to remove me from the system. I was left to process a hard truth....., traditional education is not designed for every student, and when it failed me, I realized we need change, that moment could've ended my academic journey, I did not let them do so, in fact they clarified it.

Being Removed from a system that did not allow individual adaptation, or independent academic trajectories revealed a deeper problem, traditional education too often works as a “one-size-fits-all” structure, where deviation is reprimanded instead of being understood, or empowered. In my case, institutional inflexibility outweighed intelligence.

Texas Institute of Applied Sciences was founded on the belief that serious education does not require rigidity, and Academic excellence can coexist with flexibility.

## **Mission**



The mission of the **Texas Institute of Applied Sciences (TIAS)** is to provide a rigorous, adaptive, and high-quality education that recognizes individual academic pathways while upholding intellectual discipline, ethical responsibility, and academic excellence.

TIAS exists to deliver education that is **precise, demanding, and humane**, rejecting one-size-fits-all models in favor of structured personalization, deep learning, and measurable academic outcomes.

## Vision

The vision of TIAS is to become a modern benchmark for private secondary education—an institution where **academic rigor, technological integration, and moral grounding** coexist to prepare students for higher education, professional life, and responsible leadership in a complex world.

TIAS aspires to form graduates who are **intellectually independent, ethically grounded, and academically formidable**, capable of navigating advanced study and real-world challenges with clarity and integrity.

## I. Institutional Identity and Legal Status

Texas Institute of Applied Sciences (TIAS) is a private educational institution operated by **Texas Institute of Applied Sciences, LLC**, a Texas limited liability company.

TIAS operates independently as a non-public educational provider and defines its own academic systems, instructional models, and institutional standards in accordance with applicable private education laws and contractual freedoms.

TIAS does not operate as a public school, charter school, or governmental entity.

## Operational and Administrative Hierarchy



## I. Executive Leadership (Institution-Wide)

### 1. General Director

**Ultimate executive authority**

Responsibilities:

- Institutional vision and strategy
- Final authority over academic systems and models
- Executive decision-making and representation
- Oversight of all high school academic programs (Grades 9–12)
- Curriculum frameworks and instructional models
- Academic standards, assessment systems, and graduation requirements
- Supervision of all school-level leadership

### 2. Acting Legal Representative (ALR)

**Legal and fiduciary authority**

Responsibilities:

- Legal representation of TIAS and its LLC
- Contract execution and financial authorization
- Compliance and regulatory communications

*The ALR does not participate in academic or pedagogical decisions unless legally required.*

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## II. School-Level Leadership (High School Division)

### 4. High School Director (Grades 9–12)

**Director of Secondary Education**

Responsibilities:

- Manages daily operations of the high school
- Ensures academic programs are implemented correctly
- Oversees student services, scheduling, and instruction
- Supervises Vice Principal and Academic Coordinators

### 5. Vice Principal (High School)

**Operational and disciplinary authority**

Responsibilities:

- Student discipline and conduct enforcement
- Day-to-day academic logistics
- Support of faculty and academic staff
- Acts on behalf of the High School Director when delegated

## III. Academic Management

### 6. Academic Coordinators

(By discipline: Humanities, Sciences, Mathematics, etc.)

Responsibilities:

- Coordinate curriculum implementation
- Ensure alignment with TIAS academic standards
- Supervise assessments and grading consistency



- Support instructional specialists

## IV. Instructional Personnel

### 7. Faculty / Academic Specialists

#### Independent specialist service providers

Includes:

- Subject-matter experts
- Freelance educators
- Contracted instructors
- Industry professionals

Responsibilities:

- Deliver instruction
- Evaluate coursework and assessments
- Support academic projects and theses
- Host classes regularly (Twice a Week or as required) via authorized videoconference platforms to explain topics and assist students in their learning process.

All instructional personnel (Academic Coordinators/Faculty) operate as independent contractors, not employees, and do not participate in institutional governance.



**Texas Institute of Applied Sciences (TIAS)  
Authority & Governance Flowchart (High School)**



[www.txias.org](http://www.txias.org)

## Part II — Institutional Operations, Academic System, and Instructional Model

### I. Definition of the TIAS Educational Model

Texas Institute of Applied Sciences operates under a proprietary secondary education system designed to deliver rigorous, adaptable, and outcome-driven academic instruction, whilst remaining compatible and compliant with certain national and international academic system standards.

TIAS does not replicate a traditional public or legacy private school model. Instead, it operates through a modular, research-centered, and credit-verified system structured around academic mastery rather than uniform pacing.



The TIAS model is defined by:

- Clear academic standards
- Measurable learning outcomes
- Verified instructional hours
- Structured assessment and review
- Formal graduation requirements

## II. Academic Structure and Program Design

TIAS offers multiple secondary education pathways, each governed by the same academic quality standards while allowing different pacing models.

### Academic Design Features:

- **Rigor over convenience**
- **Adaptability without dilution**
- **Accountability at every level**
- **Research competence as a graduation requirement**

All programs are structured using the **Carnegie Unit framework**, with instruction verified through coursework, academic activity, assessment, and supervised engagement.

## III. Instructional Delivery Model

### Independent Specialist Instruction System

TIAS delivers instruction through independent academic specialists, engaged on a contractual basis (or hired through the contract or work agreements supplied by third party service providers, namely Upwork).

Instructional services may include:



- Live or asynchronous instruction
- Guided coursework
- Project supervision
- Academic assessment
- Thesis supervision and evaluation

This model allows TIAS to:

- Match instruction to subject expertise
- Avoid one-size-fits-all teaching assignments
- Maintain instructional continuity without labor dependency
- Scale academic offerings responsibly

## IV. Role and Status of Instructional Specialists and Academic Coordinators.

All instructional personnel engaged by TIAS operate as **independent service providers**.

They:

- Are not employees of TIAS
- Do not hold institutional authority
- Do not participate in governance or policy decisions
- Operate under clearly defined academic scopes

Instructional specialists are evaluated based on:

- Academic quality
- Alignment with TIAS standards
- Student outcomes
- Professional conduct



## V. Curriculum Development and Quality Control

All curricula offered by TIAS are:

- Designed internally
- Reviewed for academic rigor
- Structured around defined learning objectives
- Aligned with graduation and credit requirements
- Designed for swift compatibility with other similar national and international educational programs.

Curriculum development may incorporate:

- External academic consultation
- Professional subject-matter review
- Modern instructional tools
- Technology-assisted drafting and design

Final approval authority rests exclusively with the **Executive Leadership** of TIAS.

## VI. Assessment, Evaluation, and Verification

Student progress is evaluated through:

- Coursework submission
- Examinations and assessments
- Projects and applied work
- Research papers and theses

Academic verification may include:

- Plagiarism detection
- Oral defenses
- Proctored evaluations
- Instructor and coordinator review



Completion of a program requires:

- Fulfillment of all required Carnegie Units
- Successful completion of graduation projects and theses
- Compliance with academic integrity standards

## **VIII. Institutional Independence and Academic Autonomy**

TIAS retains full independence over:

- Academic content
- Instructional methodology
- Assessment standards
- Graduation criteria

No external authority dictates curriculum or evaluation unless expressly contracted.

## **Institutional Directives**

The following Institutional Directives govern internal academic and operational standards of Texas Institute of Applied Sciences. These directives are adopted by institutional authority and are binding within the scope of TIAS operations.

### **Directive I — Academic Authority**

All academic standards, curriculum frameworks, assessment systems, and graduation requirements are defined and enforced internally by TIAS.

### **Gael Romay Gutierrez de Quevedo — Instructional Independence**

Instructional specialists operate as independent service providers and do not hold institutional authority or governance power.



## **Directive III — Academic Integrity**

All students are subject to strict academic integrity requirements. Violations may result in disciplinary action up to and including dismissal.

## **Directive IV — Institutional Autonomy**

TIAS retains full autonomy over academic systems, instructional methods, and institutional operations.

# **Institutional Appointments and Acceptance**

The governance and executive structure of the Texas Institute of Applied Sciences (TIAS) is constituted as follows:

**Acting Legal Representative (ALR):**

Héctor Romay González Cobián

**General Director:**

Gael Romay Gutiérrez de Quevedo

**High School Principal:**

To be determined by internal appointment through agreement between the Acting Legal Representative (ALR) and the Chief Executive Officer (CEO).

**Vice Principal:**

To be appointed internally under the authority of the General Director.

## **Authority, Removal, and Oversight**

The High School Principal and Vice Principal serve as **appointed institutional officers** with delegated academic and administrative authority.

Both positions:



- Operate under the direct authority of the **General Director**
- Do not possess independent executive or legal power
- May be **removed, replaced, or suspended at any moment**, with or without cause, by the **General Director**
- Do not acquire tenure, permanence, or employment rights by virtue of appointment

## Acceptance of Appointment

Acceptance of any institutional appointment constitutes formal acknowledgment of the scope, limitations, and revocability of the role, and agreement to comply with all institutional policies, governance documents, and directives issued by TIAS executive authority.

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