

Special Meeting-Midland College Board of Trustees Retreat
Fasken Learning Resource Center, Room 213
3600 N. Garfield Midland, TX 79705
April 21, 2026 9:00 a.m.

AGENDA

Arrive/Breakfast

9:00 a.m. Call to Order and Welcome

Public Comments

Introductions and Agenda Overview

Presentations

- A. College Update
- B. Historical Overview of the Board
- C. National Best Practices for Boards
- D. Overview of Midland College Governance Policies

Break/Lunch

Introduction to Men's Golf Team – Coach Walt Williams

Presentations

- A. Legislation Affecting Community Colleges
- B. Facilities Priorities Discussion

Adjournment

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551, subchapters D and E or Texas Government code §418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions or decisions will be taken in open meeting.



Board Retreat

APRIL 2026

Strategic Plan and Core Values



Who We Are

Midland College serves West Texas through exemplary teaching and dedicated public service.

We prepare and inspire a growing population of students to start, strive and succeed.
We strengthen community through educational leadership and collaboration.

Midland College provides quality programs and courses, relevant workforce development and continuing education, valuable personal enrichment and cultural experiences, and community and student-centered services.

Midland College is a driver for education, innovation, and economic prosperity across the Permian Basin. Guided by our mission and vision, we remain committed to student success and to addressing the evolving educational and workforce needs of our region. Through strong partnerships with K–12 schools, universities, industry leaders, and community stakeholders, we expand access, strengthen the workforce, and enrich the lives of those we serve.

Our work is guided by a cohesive framework that brings together our **Core Values, Strategic Plan, and Annual Strategic Priorities** — ensuring shared direction in decision-making, resource allocation, and measurable progress toward our goals.

Core Value Leadership Team

Forrest Allen	Chelsy Gann	Marc Kennedy	Melanie Saiz
Krystal Annankra	Derek Gasch	Karissa Kienast	Tanisha Sam
Pete Avalos	Tom Glenn	Heather Lindley	Victoria Santiago
Justin Bateman	Megan Gooding	Cindy Madewell	Deana Savage
Ashley Borgstedte	Jennifer Goolsby	Son Mai	Leslie Shoemaker
Megan Brincks	Joseph Granado	Michael Makowsky	Matt Tarpley
Lauren Callo	Brad Gwatney	Jeremy Martinez	Emily Thoms
Jeff Chambers	Lori Haltom	Katie Miller	Will Torres
Kori Chisham	Shelly Haney	Jesus Olmedo	Cody Vasquez
Nicole Cooper	Brandi Havner	Daniel Ortega	Adrian Vega
Karisa Danley	Robert Heinisch	Mike Parrish	Charles Velasquez
Kim Daw	Carrie Henson	Curt Pervier	Crystal Velasquez
Frank De La O	Amy Hernandez	Randee Peterson	Meredith Walker
Michael Dixon	Nereida Huffman	Miranda Poage	Amy Webb
Pervis Evans	Mechelle Jones	Katherine Prementine	Gene White
William Feeler	Micah Jones	Brie Ragland	Wendy Wood
Barbara Fennell	Deeksha Kadian	Yolanda Ramos	
Tanya Frantz	Damon Kennedy	Charles Roberts	

Core Values

MIDLAND COLLEGE

Core Values

The **Heart** of Our Culture



At Midland College, our Core Values shape who we are and how we serve. More than words, **YES**, **STUDENTS**, and **ACT** define a culture that is student-centered, community-minded, and purpose-driven.

Yes! We embrace possibilities.

At Midland College, “Yes” means staying open, curious, and solution-focused — turning challenges into opportunities through creative problem solving.

Students  are our purpose.

Every decision we make centers on empowering students to thrive — academically, professionally, and personally.

Act  to deliver meaningful results.

We move with determination, respond with purpose, and fulfill our mission by doing what’s needed — with intentionality, respect, and impact.

At Midland College, our Core Values guide everything we do. We say **YES** to possibility, embracing challenges with curiosity and a commitment to creative solutions. We prioritize **STUDENTS** as the heart of our mission, ensuring their success and well-being drive our decisions. And we must **ACT** — moving forward with purpose, responding to needs, and fulfilling our mission through intentional effort and thoughtful leadership.

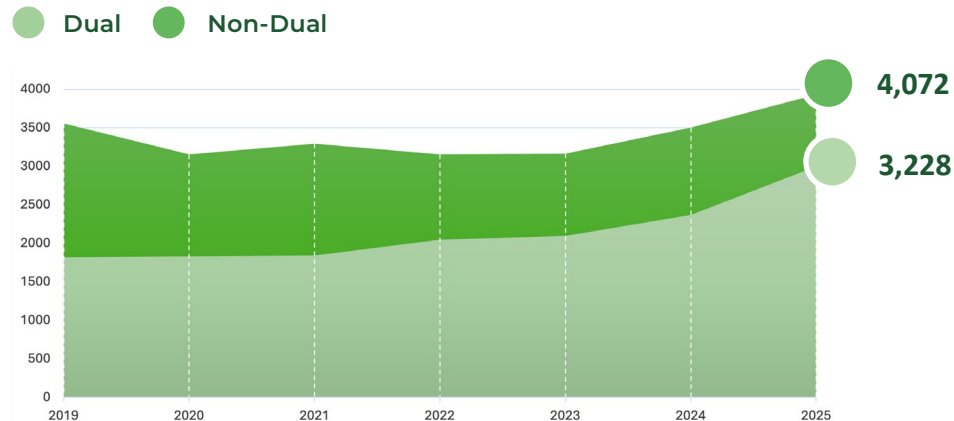
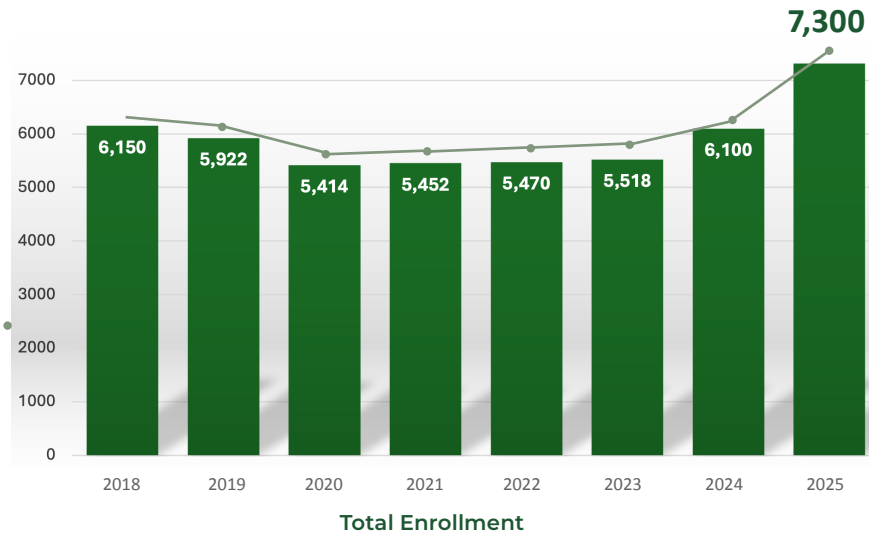
Strategic Plan



Our Strategic Plan is anchored on seven key pillars. We use **Key Performance Indicators** (KPIs), clear measurable goals, to track progress, celebrate success, and make adjustments so that every effort advances students, strengthens our community, and benefits our employees.

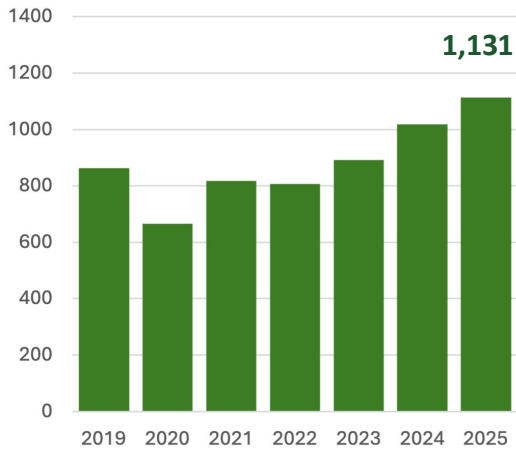
By the Numbers

Fall Enrollment

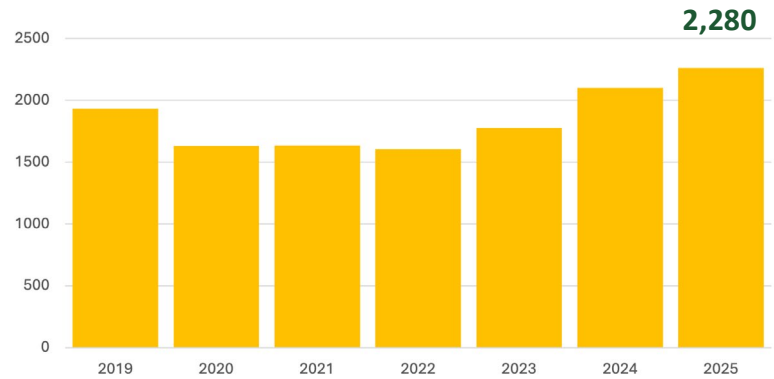


Strategic Plan

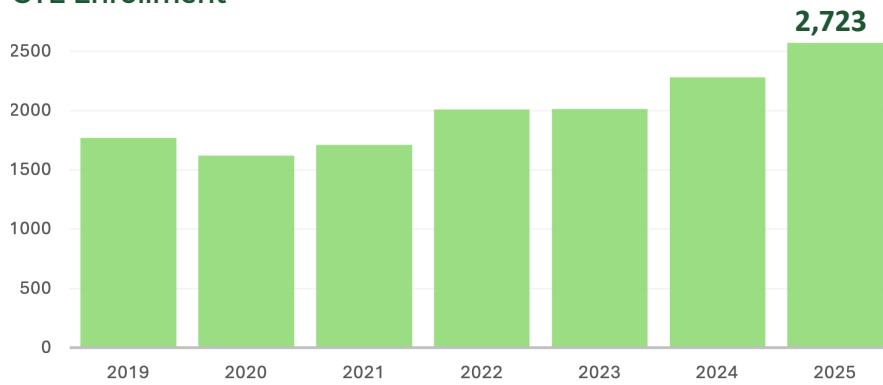
FTIC (First Time in College)



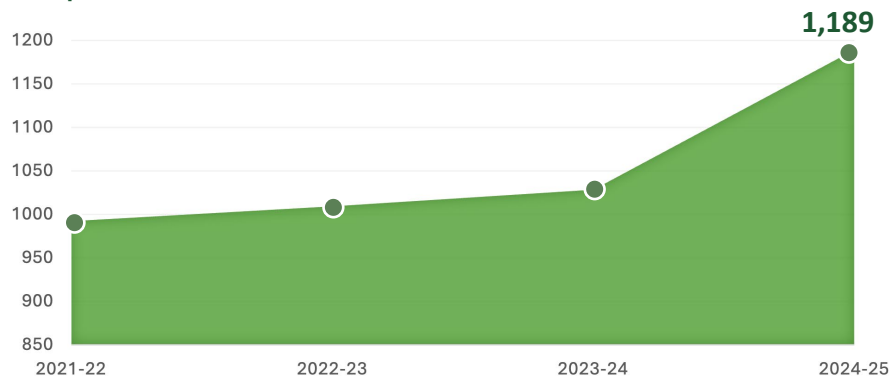
First-Generation Students



CTE Enrollment



Completions



Pillars Of The Strategic Plan



ACCESS

Expand educational opportunities through credit, continuing education, and adult learning programs.

KEY PERFORMANCE INDICATORS

- Applications
- High School to FTIC
- Student Aid
- Conversions (GED to Credit, Dual to Post High School etc.)



STUDENT SUCCESS

Empower students to reach their goals while strengthening the workforce and uplifting our communities.

KEY PERFORMANCE INDICATORS

- Retention
- Credit hours to completion
- Time to completion



WORLD-CLASS TECHNICAL TRAINING

Provide high-quality, workforce-aligned programs that meet current and emerging industry needs.

KEY PERFORMANCE INDICATORS

- Industry-based certifications
- Major employer survey data
- Credentials of value – Meeting local demand



COLLABORATION

Foster strong, mutually beneficial partnerships across education, business, government, and philanthropy.

KEY PERFORMANCE INDICATORS

- Partner survey results
- Advisory committee data
- Shared organizational outcomes



COMMUNITY

Serve as a center for learning, engagement, and enrichment across West Texas.

KEY PERFORMANCE INDICATORS

- Event attendance tracking
- Community survey (In development)



WORKPLACE QUALITY

Create a positive, growth-oriented environment where employees feel supported and valued.

KEY PERFORMANCE INDICATORS

- Employee retention rate
- Employee survey data
- Professional development opportunity tracking



STEWARDSHIP

Manage resources responsibly and transparently in alignment with community needs and college priorities.

KEY PERFORMANCE INDICATORS

- Ticket metrics
- Scheduled maintenance
- Facility perception and use questions on surveys

Strategic Priorities

Turning Strategy Into Action

Each year, we focus our efforts on key priorities that bring our Core Values and Strategic Plan to life.

2025 STRATEGIC PRIORITIES

DUAL CREDIT

Goal: Strengthen and expand high-quality dual credit opportunities for area high school students.

Focus: Increase enrollment, align with academic pathways, and ensure access and support.

ACCESS COLLABORATION STUDENT SUCCESS

THE STUDENT JOURNEY

Goal: Improve every stage of the student experience — from recruitment to graduation and beyond.

Focus: Use data to remove barriers, enhance advising and support, and ensure seamless transitions to careers or further education.

STUDENT SUCCESS ACCESS COMMUNITY STEWARDSHIP

THE EMPLOYEE EXPERIENCE

Goal: Cultivate a workplace where employees are valued, empowered, and equipped for growth.

Focus: Invest in professional development, strengthen internal communications, and enhance wellness and recognition efforts.

WORKPLACE QUALITY COLLABORATION STEWARDSHIP

Bringing It All Together.



This unified framework ensures every step we take moves us closer to a stronger, more resilient Midland College, rooted in purpose, driven by progress, and centered on people.

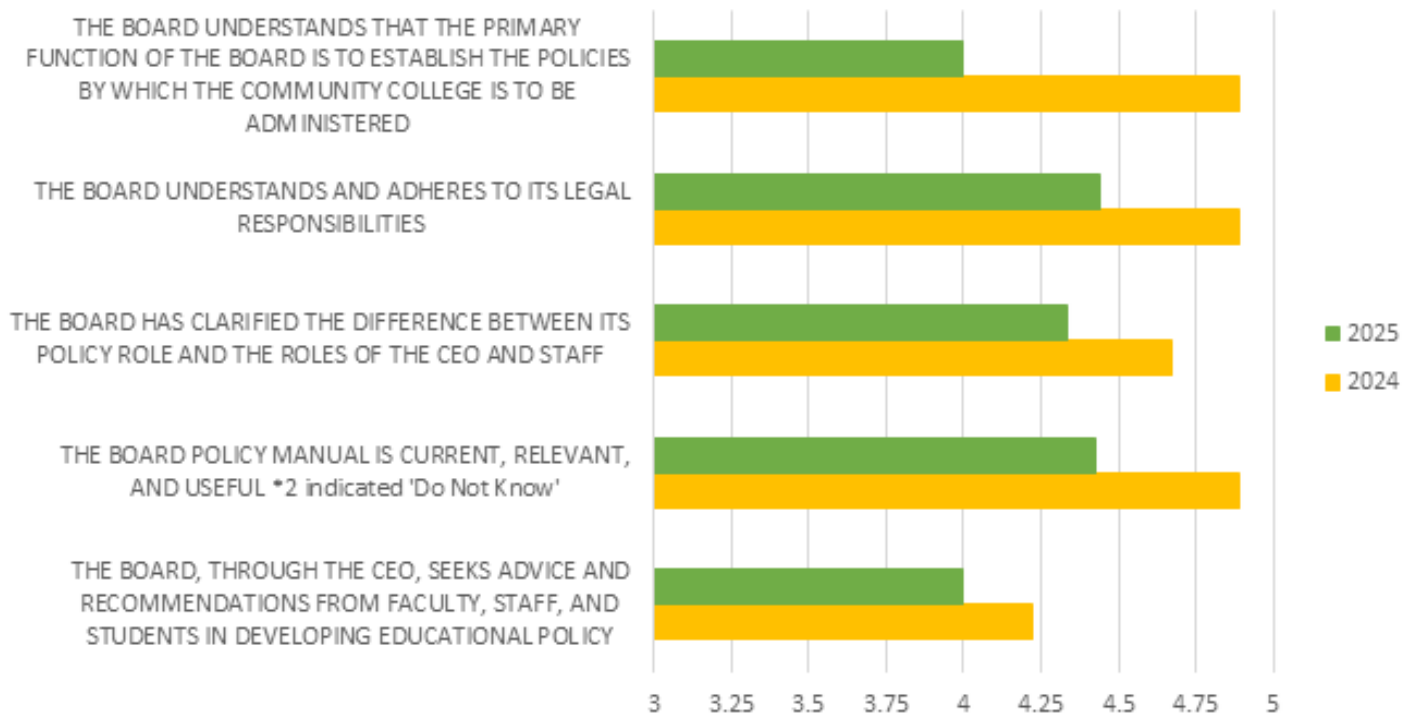
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Board Policy Overview



Board Policy

Board of Trustees Self-Evaluation Policy Role



Policy Organization

LEGAL Frameworks – Not Adopted by the Board

- Summarize law – statutes, rules, case law, etc. – and other external requirements
- Should be read with LOCAL policies – A key reference

LOCAL Policies – Adopted by the Board

- Respond to a requirement to have a policy
- Declare the College's choice among legal options
- Clarify administrative authority for managing College business
- Required by law or THECB or SACSCOC or other entity

Policy Categories

Legal status, name, service area, taxing district, etc.:

- Section A - Basic District Foundations

Policies governing operation of the Board of Trustees:

- Section B - Local Governance

Policies governing the duties and operation of the administration:

- Section C – Business and Support Services
- Section D – Personnel
- Section E – Instruction
- Section F – Students
- Section G – Community and Governmental Relations

Regular Maintenance

TASB

- Provides new or revised LEGAL Frameworks reflecting current legal requirements – LEGAL Updates
- Recommends new or revised LOCAL Policies

Administration

- Reviews, revises, and recommends changes to LOCAL Policies

Board of Trustees

- Agenda action item

Locally Generated Changes

Board of Trustees/Administration

- Requests new or revised LOCAL policies

TASB

- Respond to questions
- Conduct legal review
- Assists with wording, format, placement
- Publishes in Policy Manual

Board of Trustees

- Agenda action item

Section B - Local Governance

BA (LEGAL)	College District Governance
BAA (LEGAL & LOCAL)	College District Governance: Board Legal Status
BAAA (LEGAL & LOCAL)	Board Legal Status: Powers, Duties, Responsibilities
BB (LEGAL)	Board Members
BBA (LEGAL)	Board Members: Eligibility/Qualifications
BBB (LEGAL & LOCAL)	Board Members: Elections
BBBA (LEGAL)	Elections: Conducting an Election
BBBB (LEGAL)	Elections: Post-Election Procedures
BBBC (LEGAL)	Elections: Reporting Campaign Funds
BBBD (LEGAL)	Elections: Ethics
BBC (LEGAL & LOCAL)	Board Members: Vacancies and Removal from Office
BBD (LEGAL & LOCAL)	Board Members: Orientation and Training
BBE (LEGAL & LOCAL)	Board Members: Authority
BBF (LEGAL & LOCAL)	Board Members: Ethics
BBFA (LEGAL & LOCAL)	Ethics: Conflict of Interest Disclosures
BBFB (LEGAL)	Ethics: Prohibited Practices
BBG (LEGAL & LOCAL)	Board Members: Compensation and Expenses
BBH (LOCAL)	Board Members: Conventions, Conferences, and Workshops
BBI (LEGAL & LOCAL)	Board Members: Technology Resources and Electronic Communications
BCA (LEGAL & LOCAL)	Board Internal Organization: Board Officers and Officials
BCB (LEGAL & LOCAL)	Board Internal Organization: Board Committees
BCC (LOCAL)	Board Internal Organization: Attorney
BCE (LOCAL)	Board Internal Organization: Advisory Committees
BCG (LOCAL)	Board Internal Organization: Board Evaluation
BD (LEGAL & LOCAL)	Board Meetings
BDA (LEGAL)	Board Meetings: Closed Meetings
BDB (LEGAL & LOCAL)	Board Meetings: Public Participation
BE (LEGAL & LOCAL)	Policy and Bylaw Development
BF (LEGAL)	Chief Executive Officer
BFA (LEGAL & LOCAL)	Chief Executive Officer: Qualifications and Duties
BFB (LEGAL)	Chief Executive Officer: Contract
BFC (LEGAL)	Chief Executive Officer: Termination of Employment
BFD (LOCAL)	Chief Executive Officer: Retirement or Resignation
BFE (LOCAL)	Chief Executive Officer: Evaluation
BG (LEGAL & LOCAL)	Administrative Organization
BGC (LEGAL & LOCAL)	Administrative Organization: Councils and Faculty Senates
BH (LOCAL)	Administrative Rules and Regulations
BI (LEGAL)	Reports

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Key Legislation



89th Legislative Session Updates

FINANCE

HB 500 – Supplemental Appropriation

Effective Date: June 22, 2025

This bill makes several supplemental appropriations, reduces appropriations from the last session, and addresses the adjustment authority regarding certain appropriations. Relevant to community colleges, the bill appropriates, for the two-year period beginning on June 22, 2025, \$89.5 million to THECB from general revenue to fund higher than projected growth in fundable outcomes for community colleges and the application weights and rates for the 2025 state fiscal year.

SB 1 – Appropriations Bill

Effective date: September 1, 2025

This bill appropriates \$149.2 billion in general revenue funds for the 2026-2027 biennium, a 5.1 percent increase over the last biennium, and \$8.1 billion in general revenue-dedicated funds, a 17.7 percent decrease. The bill appropriates \$23.9 billion in general revenue funds to higher education, and increase of \$2.4 billion or 11.4% compared to the last biennium. The LBB's summary of the Conference Committee Report on Senate Bill 1 (May 28, 2025) appears on the LBB website at lbb.texas.gov/Documents/Appropriations_Bills/89/Conference_Bills/CCRSB1_Summary.pdf

Formula Funding: The bill provides a total of \$2.4 billion in general revenue funding for the community college finance program under House Bill 8. The base tier will be assigned \$120 million in general revenue with a basic allotment of \$1,479 per weighted full-time student equivalent.

The bill assigns the performance tier \$2.3 billion over the biennium. Community colleges will receive \$3500 per student transfer and dual credit outcome. Colleges will receive \$1000 per outcome for student receipt of an institutional credential leading to licensure, an occupational skills award, or a third-party credential, with an additional \$250 for a high demand field. Colleges will receive \$1750 per outcome for students who receive a certificate or advanced technical certificate, with an additional \$1750 for a high demand field. Colleges will receive \$3500 per outcome for a student who receives an associate or bachelor's degree, with an additional \$1000 for a high demand field. Colleges will receive \$3500 per outcome for a student who receives an Opportunity High School Diploma.

Financial Aid for Swift Transfers (FAST) Program: The bill provides that TEA is appropriated, for distribution to THECB, an estimated \$78.7 million in fiscal year 2026 and \$86.5 million in fiscal year 2027 for the FAST program to enable students to enroll in dual credit courses.

Financial Aid Programs: The bill appropriates \$2.1 billion over the biennium for various financial aid programs intended to address affordability and debt, including \$306 million for TEOGs for community colleges.

Retirement Funding: TRS funding consists of state contributions for retirement benefits for employees of institutions of higher education to reflect the state contribution rates for retirement of 8.25 percent of member payroll for the 2026-27 biennium. Community colleges are limited to 50 percent of that state contribution rate as it relates to the total covered payroll at the colleges. The bill appropriates an estimated \$251 million to TRS for the biennium for the state matching contribution for community college employees.

The bill appropriates \$27 million to the ORP for the state matching contribution for community college employees, which is 50 percent of the state contribution of 6.6 percent for the 2026-27 biennium.

Employees Group Insurance Contributions: The bill appropriates \$456 million for the biennium for community college employees to be allocated in accordance with LBB's report for ERS. The appropriation represents 50 percent of the appropriation of the full ERS premium rates.

Additional Funding: The bill appropriates \$5 million to Southwest Texas Junior College for technical program expansion and \$5 million to Wharton County Junior College for an Economic Development Trade School and \$4 million for nuclear workforce development. The bill appropriates \$3 million to Blinn College for the Waller Workforce and \$10 million to San Jacinto College for the Center for Biotechnology. The bill appropriates \$8 million to Alamo Colleges for Veteran's Assistance Centers, \$2.4 million to Houston Community College for the Regional Response Emergency Training Center, and about \$600,000 to Grayson College for its Viticulture and Enology program. The bill appropriates about \$600,000 to Hill College for the Heritage Museum and \$1 million to North Central Texas College for the Texas Medal of Honor Museum.

Reporting Financial Information: The bill retains from the last general appropriations act the requirement that community colleges submit their budget to THECB, the governor, LBB, and the Legislative Reference Library by December 1. The bill also requires community colleges to submit a report to LBB annually by December 1 regarding the number of contact hours generated per campus the prior fiscal year and the amount of formula funding transferred to each campus, as well as the tuition and fees collected per campus and the amount transferred to another campus.

This bill retains from the last general appropriations act the prohibition on any entity, including a community college, from using appropriated funds for the design, implementation, or administration of DEI practices or programs that do not comply with Texas Constitution article I, sections 3 and 3a, which address equal rights and equity under the law. The prohibition applies to hiring and supervision of employees, mandatory or recommended training, and programmed activities.

This bill retains from the last general appropriations act the requirement that an institution of higher education, including a community college, report certain information regarding contracts valued at more than \$50,000 to the LBB or to the governor, lieutenant governor, and speaker of the house of representatives.

This bill retains from the last general appropriations act the requirement that an institution of higher education adopt a policy addressing student travel to reach an activity or event located more than 25 miles from the institution and organized and sponsored by the institution using an institution vehicle or required by a registered student organization.

SB 1786 – Dual Credit Enrollment and Workforce Programs (Credentials of Value)

Effective September 1, 2025, except as provided below.

The bill revises the measurable outcomes components of performance tier funding. This bill addresses the Financial Aid for Swift Transfer (FAST) program, certain grants, and other higher education issues.

Transfer Outcomes: The bill revises measurable outcomes for performance tier funding relating to student transfers. The bill includes, as a measurable outcome, students who transfer to a private or independent institution of higher education that offers four-year degree programs. Under existing law, only students who transfer to public universities were included in the calculations.

Credentials of Value: The bill revises measurable outcomes for credentials of value. The bill requires THECB to designate a credential as a credential of value if it provides a positive return on investment, as determined by THECB using data sources cited in the bill, for a student who received the credential, as measured by earning or being expected to earn cumulative wages at least equal to the cumulative median earning for high school graduated in Texas and earning at least the individual self-sufficient wage, as defined by THECB rule, during the period specified by THECB rule but not more than 10 years after the date on which the credential is received.

The bill provides that, to qualify as a credential of value, the credential must also allow a student who received the credential to recoup the net cost of attendance at a community college, including any opportunity cost. Net cost of attendance is the amount used for financial aid purposes minus any aid awarded to the student. Opportunity cost is the difference between the cumulative median earnings the state's high school graduates and the cumulative median earnings of students enrolled in a certificate or degree program leading to the credential for a period of two years for an associate degree, four years for a bachelor's degree, and a THECB-determined period for other credentials.

These provisions apply to associate degrees awarded by community colleges beginning the 2025-26 academic year and to the remaining credentials the 2027-28 academic year. The bill permits THECB to use emergency rulemaking procedures to adopt rules necessary to align funding formulas with appropriations or other legislative action.

FAST Program: The bill broadens the eligibility requirements for a student to enroll in a free dual credit course under the FAST program. The bill permits a student to meet eligibility requirements by showing that the student was educationally disadvantaged at any time during the school year that the student enrolls in the dual credit course. Under existing law, a student may only become

eligible by showing that the student was educationally disadvantaged during the four school years preceding their enrollment in a dual credit course.

The bill also clarifies that the provisions apply to students in grades 9-12. These provisions apply beginning with the 2025-26 school year.

Postsecondary Career Education Grants: This bill requires TEA, THECB, and TWC to work together to establish, implement, and expand secondary and postsecondary career and technical education programs that are aligned with the state workforce development goals. It requires the agencies to coordinate the competitive grant programs for those programs, including the Jobs and Education for Texans (JET) Grant Program, the grant program established under the Pathways in Technology Early College High School (PTECH) program, the Texas Reskilling and Upskilling through Education (TRUE) Program, and federal career and technical education grant programs, including grant programs under the federal Carl D. Perkins Career and Technical Education Act.

The bill requires the agencies to address program costs by aligning grant funding streams; work to reduce duplication in grant programs; identify opportunities to structure funding to support secondary-to-postsecondary career pathways, including dual credit; identify opportunities to structure funding projects that are aligned with the attainment of credentials of value and designed to meet needs in high-demand fields; and prioritize comprehensive funding of facilities, equipment, instructional materials, and faculty and staff for program development and delivery to best meet the state workforce development goals.

The bill requires TWC to conduct a biennial assessment of available regional labor demands across Texas to allow public institutions of higher education to better align educational programs with workforce needs.

Definition of *Public Junior College*: The bill amends the definition of public junior college found in Texas Education Code section 61.003(2) to mean any public junior college associated with a public junior college district described by Texas Education Code chapter 130, subchapter J. Existing law points to the list found in Texas Education Code section 61.063.

GOVERNANCE

SB 37 – Governance of Public Institutions

Effective date: September 1, 2025 Applies beginning January 1, 2026, except as provided below.

This bill addresses the governance of institutions of higher education, including community colleges, such as issues related to curriculum, degree, and certificate program review and approval, shared governance, the structure and functions of the faculty council or senate and training for the governing board, establishes the THECB Office of the Ombudsman, addresses such issues related to hiring, evaluation, discipline, and grievances.

This bill amends Texas Education Code section 57.352 to clarify that the governing board must collaborate with the institution to set campus admission standards.

Decision-Making Authority Regarding Curriculum and Degrees: The bill clarifies that the institution has final decision-making authority on issues related to the institution's degree programs and curricula, decisions it must make under the direction of the governing board.

Curriculum Review: The bill requires the governing board to conduct a comprehensive review of the institution's general education curriculum at least once every five years. The bill defines general education curriculum as the core curriculum and any other curriculum or competency that all of the institution's undergraduate students must complete before being awarded a degree.

The bill requires the governing board to ensure the courses are foundational and fundamental to a sound postsecondary education, are necessary to prepare students for civic and professional life, equip students to participate in the workforce and in society's betterment, and provide a breadth of knowledge in compliance with relevant accreditation standards. The board must consider the potential financial, time, and other costs the curriculum may impose on students.

The bill requires the institution to annually update the governing board on any changes to the general education curriculum. The board may reserve the right to overturn any decision regarding changes to the general education curriculum.

The bill permits the governing board to appoint a committee to assist the board in carrying out its curriculum review duties, including making recommendations to the board. The committee may include full-time faculty, administrators, community leaders, industry leaders, and other individuals the board selects.

The bill requires the governing board to certify compliance with the bill's curriculum review provisions by January 1 each year a review is conducted to THECB and the relevant standing legislative committees. The first review must be completed, and the certification submitted, by January 1, 2027.

General Education Curriculum Advisory Committee: The bill requires THECB to establish a temporary general education curriculum advisory committee to review institutions' curriculum requirements. Members must be nominated by institution presidents or CEOs, chancellors, and chief academic officers. THECB must then select members to draw equally from two-year and four-year institutions.

The bill requires the committee to consider methods to determine general education curriculum component courses and condensing the number of such courses required at institutions. The committee must report its findings and recommendations to THECB by November 1, 2026. THECB must review the committee's report and provide the legislature by December 31, 2026, recommendations for action to implement the report's findings.

Minor Degree and Certificate Program Review: The bill requires an institution's president or CEO to adopt and implement a process for reviewing once every five years the institution's minor degree and certificate programs to identify those with low enrollment that may need to be consolidated or eliminated. Programs subject to review must have been in existence at least five

years. The review criteria must require that, to avoid consideration for consolidation or elimination, the degree and certificate programs have industry data to substantiate workforce demand.

The bill requires the governing board to approve or deny any decision by the CEO to consolidate or eliminate a degree or certificate program as a result of a review.

Annual Course List Submission to THECB: The bill permits a governing board to exclude from the list of courses submitted to THECB annually any courses that were not taught as an organized class or provided through individual instruction the prior two academic years.

THECB Approval of Academic Programs: The bill amends the criteria THECB must consider when reviewing an institution's existing degree and certificate programs upon a request from an institution to implement a new program. THECB. Under existing law, THECB must ensure that the program is needed by the state and the local community. The bill expands that provision to require THECB to also consider if the program meets a national need.

Shared Governance: The bill states that institutions of higher education must be governed by the principle of shared governance. The bill defines shared governance as a structured decision-making process where the governing board serves as the ultimate authority for institutional oversight, financial stewardship, and policy implementation with appropriate consultation with faculty, administrators, and other stakeholders on academic and operational matters. Shared governance may not diminish the board's authority to make final decisions in the institution, students, and taxpayers' best interest.

The bill requires administrators to make decisions in a way that promotes efficiency, accountability, and responsiveness to state priorities, workforce needs, and the institution's mission. Faculty and staff may advise on academic matters, but the governing board and institutional leadership retain clear and ultimate decision-making authority. Shared governance structures may not be used to obstruct, delay, or undermine needed reforms or act as a mechanism to advance ideological or political agendas.

Faculty Councils or Senates: The bill permits only an institution's governing board to establish a faculty council or senate to represent the entire faculty and advise the institution. Before doing so, the board must adopt a policy on member selection that ensures each of the institution's colleges and schools are adequately represented and that permits only faculty members to serve. Additionally, the policy must, unless otherwise provided by the board, limit the number of members to at most 60, with at least two representatives from each college or school, including one member appointed by the president or CEO and the remaining members elected by a vote of the faculty of the member's respective college or school.

The bill permits members appointed by the president or CEO to serve up to six consecutive one-year terms. They may then be reappointed two years after the last day of their last term. Elected members serve two-year, staggered terms and may only be reelected two years after the

last day of their last term. The bill requires the president or CEO to appoint the presiding officer from the membership to preside over meetings and represent the council or senate in official communications. The president or CEO must also appoint the associate presiding officer and secretary from the membership.

The bill clarifies that service on a faculty council or senate is an additional duty of the faculty member's employment. Members are not entitled to compensation or expense reimbursement for their role unless the expense is on behalf of and approved by the institution.

The bill requires faculty council or senate meetings to be conducted if a quorum is present in accordance with procedures issued by the institution's president or CEO. The bill requires the council or senate to adopt rules to establish a quorum. The meetings must be open to the public and, if more than half of the members are present at the meeting, broadcast live online.

The bill requires the institution to publicly post on the institution's website by the seventh day before a faculty council or senate meeting a sufficiently detailed agenda and any curriculum proposals that the council or senate has reviewed and will discuss or vote on at the meeting. Attendance must be taken and the members' names recorded if the council or senate conducts business related to a no confidence vote regarding an administrator or to policies addressing curriculum and academic standards.

The bill prohibits a faculty council or senate from issuing a statement or report using the institution's official seal or mark or resources funded by the institutions unless issued in relation to the council's or senate's advisory duties.

The bill states that it may not be construed to limit faculty's right to freedom of association under the US or Texas Constitutions.

The bill abolishes all faculty councils and senates in existence before the bill's effective date on September 1, 2025, unless the council or senate was established in accordance with the bill's provisions or its continuation is ratified by the governing board before September 1 on a finding the council or senate meets the requirements of a policy adopted by the governing board under the bill's provisions.

THECB Office of the Ombudsman: The bill requires THECB to create an Office of the Ombudsman. The ombudsman is appointed by the governor, with the senate's consent, and serves at the pleasure of the governor.

The bill tasks the ombudsman with serving as the intermediary between the legislature and the public and higher education institutions, including by answering the legislature and public's questions about the obligations of an institution to students, faculty, staff, and the public. The ombudsman serves as the director of compliance and monitoring, including coordinating THECB's compliance monitoring functions under Texas Government Code section 61.035.

The bill requires the office of the ombudsman to accept and investigate student, faculty, and staff complaints, filed as described by the bill, that an institution did not comply with the bill's provisions on general education curriculum review, the general education curriculum advisory board, the evaluation duties of the president or CEO, the discipline, grievance, and hiring authority provisions, and the faculty council and senate provisions. The office also must accept and investigate complaints arising under the existing DEI law, Texas Education Code section 51.3525.

The bill requires the office of the ombudsman to notify the governing board of the relevant institution that a complaint has been filed by the fifth date after the complaint is received. The board must respond to the complaint by the 175th day after receiving notice unless the deadline is extended for good cause.

The bill permits the office of the ombudsman to request information from the institution as part of the investigation. The institution must provide a written response to the request by the 30th day after receiving the request. The bill does not require an institution to provide privileged information as part of its response.

The bill requires the office to provide an update on the status of the investigation to the complainant and each individual allegedly involved in the failure to comply with the law at least quarterly, unless the update would jeopardize and undercover investigation.

The bill requires the office of the ombudsman to send the institution's governing board an investigation report that included the ombudsman's final determination and recommendations. If the institution does not address any noncompliance by the 180th day after the report is submitted, the office must submit a report of noncompliance to the ombudsman and state auditor. The bill permits the ombudsman to recommend to the legislature that the institution be prohibited from spending appropriated funds for the state fiscal year until the institution certifies compliance and state auditor. The bill permits the ombudsman to recommend to the legislature that the institution be prohibited from spending appropriated funds for the state fiscal year until the institution certifies compliance and the state auditor confirms compliance.

The bill requires the office of the ombudsman to dismiss a complaint if the individual has filed a lawsuit or an administrative complaint with another state or federal agency that makes the same or similar allegations or arises from the same fact situation. If the individual knowingly submits a false complaint, the office may decline to investigate a future complaint filed by the individual and must require the individual to pay costs resulting from the complaint.

The bill requires the office of the ombudsman to report annually to named state officials regarding the number of complaints filed, the number of investigations conducted and substantiated, and a summary of the investigation results.

Governing Board Training: The bill expands the topics that must be covered by the THECB training for governing board members. The training must provide an overview of the legislature, General Appropriations Act, and the state budget and emphasize the commitment the members

are making to the board member's institution, the state, and taxpayers. The bill requires a board member to provide a sworn statement affirming the member understands the member's duties and responsibilities at the completion of the training.

Decision-Making Authority Regarding Hiring: The bill amends existing provisions on governing board authority at Texas Education Code section 51.352 to provide that the board must approve or deny the hiring of a provost or deputy, associate, or assistant provost.

The bill permits the board to overturn any hiring decision made by the administration for the position of vice president or dean. If the board overturns the decision, the institution must take appropriate action, such as rescinding an employment offer or terminating the employee. The bill requires the governing board to annually submit to select state government officials a report regarding decisions made by the board in the past academic year on any hiring decisions the board approved or denied or on which the board acted.

The bill prohibits an institution from granting final decision-making authority to a faculty member on hiring a faculty or administrative position.

Executive Search Committees: The bill requires that an executive search committee for an institution's president or CEO include at least two members of the institution's governing board. At least one of the board members must serve as chair of the committee.

Discipline and Grievance Review: The bill only permits the president or CEO or provost or that person's designee to be involved in decision making regarding review of a faculty grievance or the faculty discipline process.

Administrator Evaluations: The bill requires the president or CEO to conduct annual evaluations of employees serving in the role of vice president, provost, dean, or a similar position overseeing curriculum or student affairs. The president or CEO must report to the governing board any decision to remove one of those individuals from the person's position.

SB 530 – Accreditation

Effective date: September 1, 2025

This bill removes the reference to the Southern Association of Colleges and Schools (SACSCOC) in the Texas Education Code definition of recognized accrediting agency and replaces references to SACSCOC with a general reference to an institution's recognized accrediting agency throughout the code. In so doing, the bill updates the code to align with federal rules from the US Department of Education allowing institutions of education more flexibility in selecting an accreditor. The bill requires THECB to adopt rules or take other necessary action to ensure that institutions of higher education are properly accredited.

SB 2972 – Campus Expression

Effective Date: September 1, 2025. Applies beginning the 2025-26 academic year.

This bill amends Texas Education Code section 51.9315, which addresses the regulation of expressive activities on campus by institutions of higher education, including community colleges.

Definition of *Expressive Activities*: The bill amends the definition of expressive activities to clarify that the term does not include defamation, unlawful harassment, incitement to imminent unlawful activity, obscenity, or threats to engage in unlawful activity.

Purpose of Section 51.9315: The bill clarifies the purpose of the section. Section 51.9315 addresses protections for all persons to assemble and engage in expressive activities on campus. The bill amends those references to focus only on protections for enrolled students and employees. The bill permits institutions to differentiate between the rights of students and employees to engage in campus expression and individuals who are unaffiliated with the institution.

Public Forums: The bill also removes the requirement that an institution ensure that common outdoor areas of campus are deemed traditional public forums. Instead, the institution's governing board must designate the areas on campus that are public forums, consistent with the US Constitution First Amendment and Texas Constitution article I, section 8.

Required Policy: The bill expands the requirement to adopt a policy addressing students' rights and responsibilities by removing the reference to students, instead focusing on members of the university community.

The bill requires the policy to prohibit engaging in expressive activities on campus from 10 p.m. to 8 a.m. It must prohibit the use of a device to amplify sound while engaging in expressive activities during class hours if that device intimidates others, interferes with campus operations, or interferes with an employee's or peace officer's performance of awful duties. The policy must prohibit engaging in expressive activities during the last two weeks of a semester or term in the institution's common outdoor areas in a manner that materially and substantially disrupts the institution's functions, by inviting speakers to speak, by using a device to amplify sound, or by using percussive instruments, such as drums.

The bill requires the policy to prohibit camping or erecting living accommodations on campus. It must prohibit concealing the person's identity while engaging in expression with the intent to obstruct enforcement of the institution's rules or the law by avoiding identification, intimidate others, or interfere with an employee's or peace officer's duties. The policy must also prohibit lowering the institution's US or Texas flag so as to raise another nation's flag or a flag representing an organization or group of people.

The bill requires the policy to address disciplinary sanctions for students, student organizations, and employees who violate the institution's policy or state law. It expands the existing requirement that the policy address disciplinary sanctions for students, student organizations, and faculty who unduly interfere with others' expressive activities to apply the requirement to all employees. Additionally, the policy must require enrolled students and employees to present their identification and status at the institution if requested by an institution official on campus engaging in an official duty.

Compliance with the US and Texas Constitutions: The bill provides that Section 51.9315 may not be construed to interfere with an individual's rights to free speech and expression under the US Constitution First Amendment and Texas Constitution article I, section 8.

INSTRUCTION

SB 12 – Parent's Rights

Effective date: September 1, 2025. Applies beginning the 2025-26 academic school year.

This bill addresses concerns related to school district and open-enrollment charter school management and oversight and a parent's rights in relation to the parent's child's education.

Parents' Rights: The bill prohibits the state or a political subdivision, including a community college, from infringing on a parent's right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child, unless necessary to further a compelling state interest, such as providing a child life-saving care, and narrowly tailored using the least restrictive means to achieve that interest.

The bill requires a school district contractor to obtain written consent of a child's parent before the contractor may make or authorize the making of a videotape of a child or record or authorize the recording of a child's voice. This requirement does not apply if the video or recording is used for purposes of safety, a cocurricular or extracurricular activity, or classroom instruction or for media coverage.

The bill also requires the contractor to obtain written consent to disclose the child's health or medical information to someone other than the child's parent or collect, use, store, or disclose a child's biometric data to a person other than a child's parent.

Instruction: The bill requires a school district or open enrollment charter school to adopt a procedure for the discipline of a contractor, which may include a community college, that intentionally or knowingly engages in or assigns another person an act prohibited by Texas Education Code section 28.0022. Section 28.0022 addresses certain instructional requirements and prohibitions, such as the requirement that controversial issues of public policy or social affairs be taught objectively and free from political bias and that a course not require inculcation of a concept that a race or sex is inherently superior. The district or school must provide a physical and electronic copy of the procedure to the contractor.

The bill prohibits a school district or open-enrollment charter school or a district or school employee from allowing a third party, such as a community college, to provide instruction, guidance, activities, or programming regarding sexual orientation and gender identity to elementary and secondary students.

DEI: The bill applies prohibitions on DEI duties in elementary and secondary schools that are like those applied to higher education and requires a school district or open enrollment charter school to prohibit contractors, which may include a community college, from engaging in DEI duties at, for, or on behalf of the district or school. Specifically, the bill prohibits hiring or employment practices with respect to race, sex, color, or ethnicity except as necessary to comply with law; promoting differential treatment of or providing special benefits to individuals on the basis of race, color, or ethnicity; or compelling, requiring, inducing, or soliciting the provision of a DEI statement or giving preferential consideration based on that statement. The bill also prohibits the development or implementation of policies, procedures, trainings, activities, or programs that reference race, color, ethnicity, gender identity, or sexual orientation except for the purpose of collaborating in student recruitment efforts with Historically Black Colleges and Universities (HBCUs).

The bill provides exceptions for classroom instruction consistent with the Texas Essential Knowledge and Skills (TEKS) and acknowledging or teaching about state and federal holidays or commemorative months and how they fit into historical themes and the stories of the state and the US in accordance with the TEKS. The bill also excepts policies and practices intended to enhance student academic achievement or postgraduate outcomes that are designed and implemented without regard to race, sex, color, or ethnicity.

The bill requires a school district or charter school to develop a procedure for discipline, following adequate due process and the opportunity to appeal, of a contractor who intentionally or knowingly engages in or assigns to another person the described DEI duties.

PERSONNEL

SB 2615 – Telework-Return to Work

Effective date: September 1, 2025. Applies beginning the 2025-26 academic year.

This bill permits an institution of higher education, including a community college, to allow an employee to telework on a temporary or permanent basis only if the employee meets one of the bill's conditions. Telework is defined as a work arrangement that allows an employee to regularly conduct all or some institutional business at a place other than the employee's regular or assigned temporary place of employment during at least a portion of the employee's work hours. Faculty member is defined as a person employed full-time by an institution as a member of the faculty or staff and whose duties include teaching, research, administration, librarian, or professional services.

Medical Condition: The bill permits an institution to allow an employee to telework if the employee has a temporary illness. The institution may also permit telework if the employee has a temporary or permanent medical condition or disability and telework is a required reasonable accommodation under state or federal law.

Employees in Nonteaching Positions: The bill permits an institution to allow an employee serving in a nonteaching position that does not require the employee to be onsite daily or to

interact in-person with students and other employees to telework. The employee must have demonstrated the ability to work well with little supervision, have a deep understanding of the employee's duties and responsibilities, have demonstrated effective time management, and have a record of thoroughly and efficiently accomplishing the employee's duties.

Employees in Teaching Positions: The bill permits employees in teaching positions to telework if the employee is not a faculty member or if the employee is teaching only a course or program approved for remote instruction and designated as distance education or a dual credit course or program. A faculty member may telework if temporarily assigned to a research project off campus or if the faculty member provides telehealth services as part of assigned clinical, research, or instructional duties.

The bill permits an employee to teach a dual credit course or program on a school district -or open enrollment charter school campus or if required by the course or program, by telework.

Exception During Catastrophes: The bill permits an employee to telework during a catastrophe that the institution's chief administrative officer or the officer's designee has determined directly interferes with the employee's ability to work in person, such as a natural disaster, a power failure, an epidemic or a civil disturbance. The officer or designee also must determine that the event either poses or may pose a danger to the employee's physical health or safety or prevents or may prevent the employee from performing the employee's duties. After the catastrophe is over, the institution must make all reasonable efforts to apply the telework restrictions.

SAFETY & SECURITY

SB 412 – Materials or Conduct Harmful to Minors

Effective date: September 1, 2025

This bill repeals defenses to prosecution for the offenses of sale, distribution, or display of harmful material to a minor and sexual performance by a child. Existing law provides a defense to the former for conduct with a scientific, educational, governmental, or similar justification and to the latter for a bona fide educational, medical, psychological, psychiatric, judicial, law enforcement, or legislative purpose. The bill replaces these defenses with a defense applicable only to a judicial or law enforcement officer discharging the officer's official duties.

Repeal of the Texas Dream Act

The Texas Dream Act allowed certain undocumented students to receive in-state tuition and state financial aid at Texas public institutions, including community colleges, but was effectively repealed in June 2025 through a federal court injunction. As a result, undocumented students at community colleges were reclassified as non-residents. As a result, they can no longer be charged at in-district tuition rates. and access to state financial aid was eliminated.



EMPOWERING TEXAS TAXPAYERS

FIVE STEPS TO OVERHAUL THE PROPERTY TAX SYSTEM

Governor Greg Abbott has delivered the largest property tax relief ever provided by any governor in American history — \$51 billion in relief for Texans this session alone. However, spiking appraisals and local government tax hikes are wiping out the savings of hardworking Texans. Governor Abbott is going to overhaul the property tax system to give Texans the power to stop local governments from hiking your property taxes. Texans deserve complete control over their property taxes.

Require Common Sense Local Spending Limits

Texas families must live within their means, and local governments must too. The State of Texas has five spending limits, but there are no standardized limits for cities, counties, and other local government entities. Limiting local government spending to population + inflation or 3.5% (the lesser of the two) would ensure fiscally responsible governance. Other safeguards like the state's debt limit and prohibition on deficit spending are common sense policies that should apply to all levels of government. Governor Abbott's plan will protect taxpayer dollars and institute fiscally responsible policies that will keep Texas prosperous.

Require Two-Thirds Voter Approval for Tax Increases

Right now, it is far too easy for local governments to impose higher taxes on Texans without their approval. It must be harder, not easier, for local governments to take your hard-earned money. In fact, certain laws regarding property taxes and spending require a two-thirds and, in some cases, a four-fifths vote. Governor Abbott's plan will require a two-thirds voter approval on all local property tax increases before they can take effect. This will empower voters and protect taxpayers, putting everyday Texans in control of proposed tax hikes.

Empower Voters to Roll Back Taxes

The State of Texas does not levy any property tax. Local governments control your property taxes and they can raise them in multiple ways. Unfortunately, there are limited options for taxpayers to lower their tax bills. Under Governor Abbott's plan, if 15% of registered voters in a local area sign a petition, they can force a rollback election to lower rates, reducing taxes for all property owners and constraining the growth and spending of local governments.



Create Appraisal Predictability, Cap Appraisal Growth

The current appraisal process is unnecessarily burdensome, and Texans should not be troubled with appraisal protests year after year. It strains families and businesses and allows taxing entities to take more of your money while blaming rising values. Governor Abbott's plan will require that all properties be appraised only once every five years. That means fewer surprises, less red tape, and more peace of mind for Texas families and businesses.

Currently, Texas law limits appraisal value growth of homesteads to 10% per year. While meant to provide relief to Texas homeowners, rising values and tax increases are still pricing people out of their homes, especially those on fixed incomes. Governor Abbott's plan will lower the homestead appraisal cap from 10% to 3%, providing homeowners with the help they need. Further, his plan will expand that cap to all properties, which will help renters and businesses — a major step to protect property owners, deliver more relief and predictability, and keep housing affordable.

Eliminate School Property Taxes for Homeowners

Despite record property tax relief provided by the state, local government tax increases have wiped out billions in savings for homeowners. More must be done to rein in out-of-control property taxes. School district property taxes are the largest portion of Texas homeowners' tax bills, and voters deserve the right to decide whether to abolish school district taxes.

Under Governor Abbott's plan, voters will have the right to decide - through a constitutional amendment — to eliminate school district property taxes on homeowners.

Lt. Governor Patrick's Interim Legislative Charges

Higher Education Committee

- **Higher Education Committee Public Junior College State Finance Program:** Review the implementation of the community college funding model. Make recommendations for any structural changes to the model, while continuing to ensure a dynamic structure that aligns student outcomes with workforce preparation and demands.
- **Funding the Permanent University Fund and the Texas University Fund:** Review the distribution methodology for the Permanent University Fund and the Texas University Fund. Analyze the allocation structure and uses for the Permanent University Fund for the University of Texas and Texas A&M University Systems, with particular focus on how the fund is allocated between the flagship campuses and other system institutions. Explore the implementation and distribution of the Texas University Fund, as new institutions gain eligibility and the fund's corpus grows, ensuring stability and predictability for all participating institutions. Make recommendations for any needed reforms.
- **Monitoring:** Monitor the implementation of legislation addressed by the Senate Committee on Education K-16 passed by the 89th Legislature, as well as relevant agencies and programs under the committee's jurisdiction. Specifically, make recommendations for any legislation needed to improve, enhance, or complete implementation of the following:
 - Senate Bill 37 (89th Legislature), relating to the governance of public institutions of higher education, including review of curriculum and certain degree and certificate programs, a faculty council or senate, training for members of the governing board, and the establishment, powers, and duties of the Texas Higher Education Coordinating Board
 - Office of the Ombudsman; and
 - House Bill 127 (89th Legislature), relating to measures to protect institutions of higher education from foreign adversaries and to the prosecution of the criminal offense of theft of trade secrets; increasing a criminal penalty.

Local Government Committee

- **Cutting Property Taxes:** Examine Texas property taxes, focusing on homeowners' school property taxes. Make recommendations to cut Texans' property taxes by increasing the homestead exemption for all homesteads. Determine the savings for homestead owners attributable to lowering the age of eligibility for the senior homestead exemption and senior tax ceiling from 65 to 55. Additionally, evaluate options to further reduce property taxes for new homeowners.
- **Examining the Effect of Increasing the Homestead Exemption:** Review and report on the effects of Senate Bill 4 and Senate Bill 23, 89th Legislature, Senate Bill 2, 88th Legislature, 2nd Called Session, Senate Bill 1, 87th Legislature, 3rd Called Session, Senate Bill 2, 86th Legislature, and Senate Bill 1, 84th Legislature, which in combination have increased the

homeowners' school tax exemption from \$15,000 to \$140,000 for those under the age of 65, and from \$25,000 to \$200,000 for those 65 and older. Identify the percentage of Texas homeowners that no longer pay school property taxes due to these efforts.

- **Removing Barriers to Housing Affordability:** Report on the implementation of Senate Bill 15, Senate Bill 840, and Senate Bill 2477, 89th Legislature, and Senate Bill 2038, 88th Legislature. Make recommendations to strengthen property rights as the cornerstone of Texas housing affordability.
- **Holding Local Government Fees Accountable:** Examine the collection, use, and oversight of fees imposed by local governments, including but not limited to utility connection charges, permit and inspection fees, and drainage or stormwater improvement fees. Evaluate whether these fees are subject to adequate financial transparency requirements and whether independent audits should be required. Make necessary recommendations to enhance accountability and ensure fee revenues are used solely for their intended public purposes.
- **Ensuring Transparency in Appraisal District Funding:** Study the governance, budgeting authority, and cost allocation practices of county appraisal districts. Examine the fiscal impact of appraisal district costs on taxing entities. Evaluate whether additional guardrails are warranted.

Texas House Interim Committee Charges

Higher Education Committee

- **Monitoring:** Monitor the implementation and associated rulemaking of all legislation passed by the Committee and enacted by the 89th Legislature to ensure that legislative purposes are properly implemented, including the following:
 - SB 1786, relating to public higher education;
 - SB 2231, relating to requiring the Texas Higher Education Coordinating Board to waive fees for admission applications submitted to public institutions of higher education during certain periods; and
 - SB 2314, relating to the creation of an electronic platform and submission portal, known as My Texas Future, to facilitate public high school students' awareness of and application to institutions of higher education using the electronic common admission application form
- **State of Higher Education:** Study the current state of higher education in Texas. Examine enrollment trends, workforce demands, and postsecondary outcomes, as well as progress toward the state's Building a Talent Strong Texas strategic plan. Examine indicators of institutional competitiveness, including completion rates, faculty recruitment and retention, and research classification trends in comparison to other states.

- **Postsecondary Education Affordability:** Study strategies to improve postsecondary education affordability for Texas students and reduce financial barriers to enrollment, persistence, and completion. Evaluate whether state financial aid investments are effectively targeted and structured to promote student success and meet workforce needs. Review the impact of recent federal legislation on student aid and institutional affordability. Analyze unmet financial need among eligible students and make recommendations to ensure state investments deliver measurable returns for students, employers, and taxpayers.
- **Foreign Adversary Protections in Higher Education:** Examine the implementation of recent legislation that protects Texas institutions of higher education from foreign adversarial influence and research security risks. Assess institutional compliance with statutory requirements, including reporting, screening, and oversight processes, and evaluate the role and effectiveness of the Higher Education Research Security Council. Identify and make recommendations regarding the scope of covered foreign entities, designation of sensitive research areas, and institutional risk determination processes.
- **Increasing Credential Completion:** Evaluate methods to increase credential completion aligned with regional labor demands and national defense strategy in Texas public higher education institutions. Study accelerated postsecondary pathways such as credit for prior learning, prior learning assessments, reverse transfer, and competency-based education. Explore the impact of federal Workforce Pell Grants on short-term credentials. Identify areas to provide better transfer supports, increase re-enrollment, and reduce time to credential completion.
- **Research Competitiveness:** Examine the ability of Texas public higher education institutions to compete for and secure federal grant funding. Review the impact of recent changes in federal policy and assess whether current state policies adequately support competitiveness. Evaluate opportunities to strengthen coordination, prioritize research related investments based on statewide impact and workforce needs, and enhance institutional capacity to meet federal requirements.
- **Aligning Advising Initiatives:** Examine investments by the state in advising systems and tools that support high school and college course planning, credential attainment, and successful transitions to postsecondary education and the workforce. Evaluate partnership-based models that leverage postsecondary and labor market research and available data aligned to high-wage and high-demand careers and expand advising capacity. Assess opportunities for the Tri-Agency to better align resources and services to strengthen advising systems and improve student outcomes.
- **Agency Oversight:** Pursuant to the broad oversight responsibilities granted to the Committee under Section 301.014, Government Code, and the House Rules of Procedure, monitor the agencies under the Committee's jurisdiction, including for fraud, waste, and abuse, where applicable. The jurisdiction of the Higher Education Committee includes the following agencies:

- Colleges and universities of the State of Texas;
- The Texas A&M Engineering Experiment Station;
- The Texas A&M Engineering Extension Service;
- The Texas Higher Education Coordinating Board;
- The Texas Guaranteed Student Loan Corporation;
- The Prepaid Higher Education Tuition Board; and
- The Texas A&M Transportation Institute.

Ways and Means Committee

- **Monitoring:** Monitor the implementation and associated rulemaking of all legislation passed by the Committee and enacted by the 89th Legislature to ensure that legislative purposes are properly implemented, including the following:
 - HB 103, relating to the creation and maintenance of a database of taxing unit bond, tax, and bond-related project information; and
 - HB 148, relating to the qualification of candidates for, and the training and education of members of, the board of directors of an appraisal district.
- **Property Tax Relief:** Study and consider methods to build on the property tax relief provided by the 89th Legislature. Review the cost and benefits of compressing school district tax rates and increasing the homestead exemption; whether the property tax appraisal system is working as intended, and opportunities to improve the system to benefit homeowners and businesses; and the economic performance of state tax revenue supporting ongoing property tax relief, including the impact of exemptions.
- **Local Government Spending:** Examine local government spending and debt practices, including the use of certificates of obligation, to determine the overall impact on property tax rates. Evaluate other revenue sources, such as fees, utilized by local units of government to facilitate increased spending. Make recommendations to improve the long-term affordability for Texas families by limiting the growth of local government spending.
- **Agency Oversight:** Pursuant to the broad oversight responsibilities granted to the Committee under Section 301.014, Government Code, and the House Rules of Procedure, monitor the agencies under the Committee's jurisdiction, including for fraud, waste, and abuse, where applicable. The jurisdiction of the Ways and Means Committee includes the following agencies:
 - The Multistate Tax Commission; and
 - The Comptroller of Public Accounts.

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Board Policy Discussion



Admissions Procedure

Texas Education Code

“In addition to powers and duties specifically granted by this code or other law, each governing board shall collaborate with institutions under its control and management, including a college district, to set campus admission standards consistent with the role and mission of the institution and considering the admission standards of similar institutions nationwide having a similar role and mission, as determined by the Coordinating Board.” Education Code 51.352(d)(5)

“Texas public junior colleges shall be two-year institutions primarily serving their local taxing districts and service areas in Texas and offering vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance shall be provided. Each institution shall insist on excellence in all academic areas—instruction, research, and public service. Faculty research, using the facilities provided for and consistent with the primary function of each institution is encouraged. Funding for research should be from private sources, competitively acquired sources, local taxes, and other local revenue.” Education Code 130.0011

Midland College Policy

Modified and adopted by the Board in February 2026 to address Senate Bill 37, clarifying that the board must develop admission procedures in collaboration with the college’s chief executive officer.

Policy FB, Admissions

The College District has an open admissions policy that ensures that all persons who can benefit from postsecondary education have an opportunity to enroll. The College District shall not discriminate on the basis of race, color, sex, national origin, religion, disability, age, or military status in admissions.

Admission to the College District does not guarantee admittance to a particular course or program of study. A student may be required to satisfy certain requirements before enrolling in particular courses of study.

The Board, in collaboration with the College President, shall develop procedures for student admissions, including any additional course admission requirements. The procedures shall be published in the College District catalog and other relevant College District publications.

Categories under which students may be admitted are published in the Catalog and Student Handbook.

High School Graduate

Graduates from accredited high schools or equivalent institutions.

Students with an Official Certificate of High School Equivalency

Students who have completed an approved High School Equivalency examination.

Graduates of a Home School or a Non-Accredited High School

Any student who has completed a home school program or has graduated from a non-accredited high school.

Returning Students

Students who were formerly enrolled at MC and have not attended for one long session during the last 12 months.

Transfer Students

Students who have attended another institution of higher education.

Visiting Students

Students who are regularly enrolled and seeking a degree at another college or university.

High School Students

High school students seeking to enroll in classes as college credit only or as dual credit.

International Students

International students who comply with all legal requirements and procedures.

Non-High School/GED Graduates

Individuals who are 18 years of age or older and do not meet other student category requirements.

Casual (non-degree seeking) Students

Students not intending to seek a degree or a certificate or planning to transfer to another college or university.

Exceptions

Students who do not fall in other categories and who request and receive approval of the Vice President of Instruction.

Admissions Process

All students must apply to MC using either the College's locally developed application or the state produced online application. All incoming applications are processed in the same manner regardless of the student's location, status as dual credit, or intent to enroll in face-to-face or distance education classes. Process:

- Initial review to determine if the application is fraudulent and to determine the residency status.
- Review by advisors to determine presence of required documents.
- Application moved to Registration Ready status
- Students notified in writing and assisted in scheduling an appointment with an advisor

Enrollment by Admission Category

Admission Categories	Fall 2025	Spring 2026
High school graduates	1,385	200
Students with an official certificate of high school equivalency	122	53
Graduates of a home school or a non-accredited high school	4	0
Returning students	398	161
Transfer students	419	221
Visiting students	239	74
High school students (dual credit and early admissions)	2,119	262
International students	33	6
Non-high school/GED graduates	19	10
Casual (non-degree seeking) students	33	27
Exceptions	0	0
Total Admitted	4,739	1,013

Selective Admissions Programs

Program specific admission requirements:

- Ensure that students have the prerequisite skills and knowledge essential to benefit.
- Provide equitable approaches to managing access to programs with limited capacity.
- Reflect widely accepted standards including prerequisite coursework, clinical/worksite requirements, background checks, and, in some cases, evidence that students are aware of work situations.

Published in the Catalog and Student Handbook

Radiologic Technology

Admission to the **Radiologic Technology Program** is competitive due to cohort size limitations and the availability of clinical placement sites. Meeting minimum eligibility requirements does not guarantee admission.

To be considered for admission, applicants must meet all Midland College admission requirements and complete all program-specific admissions requirements, which include:

- Completion of all required prerequisite coursework with a grade of C or higher, including:
 - BIOL 2401, Anatomy and Physiology I
 - MATH 1314, College Algebra
- Completion of a clinical observation with a radiologic technologist within 12 months of application submission
- Completion of all required immunizations in accordance with Texas law
- Submission of all required documentation, including the Student Information Form and Clinical Observation Form

All admissions requirements and application materials are published in the program's Admissions Packet on the program webpage at

<https://www.midland.edu/academics/degrees/health/radiologic-tech.php>.

Ranking and Admissions

Applicants who meet all minimum eligibility requirements are evaluated using a standardized point system outlined in the published Admissions Packet.

Applicants are initially ranked based on total admission points earned in designated coursework.

Admissions points are awarded for grades of C or higher as follows:

- BIOL 2401, Anatomy and Physiology I – 10 points for A; 5 points for B; 2 points for C
- MATH 1314, College Algebra – 10 points for A; 5 points for B; 2 points for C
- BIOL 2402, Anatomy and Physiology II – 10 points for A; 5 points for B; 2 points for C
- HPRS 1106, Medical Terminology – 5 points for A; 3 points for B; 1 points for C
- Humanities/Fine Arts Elective – 5 points for A; 3 points for B; 1 points for C
- Social/Behavioral Sciences Elective – 5 points for A; 3 points for B; 1 points for C
- ENGL 1301, Composition I – 5 points for A; 3 points for B; 1 points for C

When applicants have equivalent total admission points, the cumulative GPA, calculated from all attempts of all courses designated for admissions points, is used as a secondary ranking factor.

Following this initial ranking, the highest-ranked applicants participate in an in-person interview. Interviews are evaluated using a standardized scoring rubric and are worth 6–30 points. Final rank is determined primarily by the average interview score, with secondary ranking given to the applicant's admission point total, in the event of equal interview scores. Additional information regarding the interview process and scoring criteria is published in the program's Admissions Packet on the program webpage at <https://www.midland.edu/academics/degrees/health/radiologic-tech.php>.

Respiratory Care

Admission to the **Respiratory Care Program** is competitive due to accreditation requirement and the availability of clinical placement sites. Meeting minimum eligibility requirements does not guarantee admission.

To be considered for admission, applicants must meet all Midland College admission requirements and complete all program-specific admissions requirements, which include:

- Completion of an advising session with the Program Chair or Clinical Director
- Completion of all required prerequisite coursework with a grade of C or higher, including:
 - BIOL 2401, Anatomy and Physiology I
 - BIOL 2402, Anatomy and Physiology II
- Completion of a clinical observation with a respiratory therapist within 12 months of application submission
- Completion of all required immunizations in accordance with Texas law
- Completion of all clinical clearance requirements, including:
 - Tuberculosis (TB) Testing
 - Influenza Vaccination
 - 10-panel Urine Drug Screening
 - Background Clearance
- Completion of CPR Training through the American Heart Association as a Professional Rescuer
- Submission of all required documentation, including the Clinical Observation Form

All admissions requirements and application materials are published in the program's Admissions Packet on the program webpage at

<https://www.midland.edu/academics/degrees/health/respiratory.php>

Ranking and Admissions

Applicants who meet all minimum eligibility requirements are evaluated using a standardized point system outlined on the Program's webpage.

Applicants are initially ranked based on total admission points earned in designated coursework, which includes prerequisite courses and additional courses from the degree plan.

Admissions points are awarded for grades of C or higher as follows:

- BIOL 2401, Anatomy and Physiology I – 4 points for A; 3 points for B; 2 points for C
- BIOL 2402, Anatomy and Physiology II – 4 points for A; 3 points for B; 2 points for C
- Social/Behavioral Sciences Elective – 4 points for A; 3 points for B; 2 points for C
- Humanities/Fine Arts Elective – 4 points for A; 3 points for B; 2 points for C
- ENGL 1301, Composition I – 4 points for A; 3 points for B; 2 points for C
- Previous Degree – 8 points for Masters; 6 points for Bachelors; 4 points for Associate

When applicants have equivalent total admission points, the cumulative GPA is used as a secondary ranking factor.

Additional information regarding the interview process and scoring criteria is published in the program's Admissions Packet on the program webpage at

<https://www.midland.edu/academics/degrees/health/radiologic-tech.php>.

Sonography

Admission to the **Radiologic Technology Program** is competitive due to cohort size limitations and the availability of clinical placement sites. Meeting minimum eligibility requirements does not guarantee admission.

To be considered for admission, applicants must meet all Midland College admission requirements and complete all program-specific admissions requirements, which include:

- Completion of the ATI Test of Essential Academic Skills (ATI TEAS, Version 7) with a minimum score of “Proficient”
- Completion of all required prerequisite coursework with a grade of C or higher, including:
 - PHYS 1415 Physical Science I or PHYS 1401 College Physics I
 - BIOL 2401 Anatomy and Physiology I
 - MATH 1314 College Algebra
 - ENGL 1301 Composition I
 - HPRS 1106 Essentials of Medical Terminology
- Completion of a minimum four-hour clinical observation with a registered sonographer within 12 months of application submission
- Completion of all required immunizations in accordance with Texas law
- Submission of all required documentation, including the Student Information Form, Clinical Observation Form, Clinical Rotation Preference Form, and immunization records

All admissions requirements and application materials are published in the program’s Admissions Packet on the program webpage at www.midland.edu/sonography

Ranking and Admissions

Applicants who meet all minimum eligibility requirements are evaluated using a standardized point system outlined in the published Admissions Packet.

Applicants are initially ranked based on total admission points earned in designated coursework. Admissions points are awarded only for grades of B or higher as follows:

- PHYS 1415 Physical Science I or PHYS 1401 College Physics I – 10 points for A; 5 points for B
- BIOL 2401 Anatomy and Physiology I – 10 points for A; 5 points for B
- MATH 1314 College Algebra – 10 points for A; 5 points for B
- ENGL 1301 Composition I – 5 points for A; 3 points for B
- BIOL 2402 Anatomy and Physiology II – 10 points for A; 5 points for B
- PSYC 2301 Introduction to Psychology – 5 points for A; 3 points for B
- Humanities/Fine Arts elective – 5 points for A; 3 points for B

When applicants have equivalent total admission points, the ATI TEAS score is used as a secondary ranking factor.

Following this initial ranking, the highest-ranked applicants participate in an in-person interview. Interviews are evaluated using a standardized scoring rubric and are worth 6–30 points. Interview scores are then ranked within the applicant’s stated clinical site preference, to ensure equitable comparison among candidates competing for the same clinical placement

site.applicant's admission point total, in the event of equal interview scores. Additional information regarding the interview process and scoring criteria is published in the program's Admissions Packet on the program webpage at <https://www.midland.edu/academics/degrees/health/radiologic-tech.php>.

Nursing - Registered

Admission to the **Registered Nursing Program** is competitive due to cohort size limitations and the availability of clinical placement sites. Meeting minimum eligibility requirements does not guarantee admission.

To be considered for admission, applicants must meet all Midland College admission requirements and complete all program-specific admissions requirements, which include the following:

- Completion of the ATI Test of Essential Academic Skills (ATI TEAS, Version 7) with a minimum score of "Proficient"
- Background clearance from the Texas Board of Nursing in the form of a "blue card" or letter.
Note – any other form of background clearance is not accepted
- Active American Heart Association Basic Life Support (BLS) card
- Completion of all required prerequisite coursework with a grade of C or higher, including:
 - ENGL 1301 Composition I
 - PSYC 2301 General Psychology
- Completion of all required prerequisite coursework within 5 years of application due date with a grade of B or higher, including:
 - BIOL 2401 Anatomy and Physiology I
 - BIOL 2401 Anatomy and Physiology II
- Extra admission points can be earned with completion of the following:
 - PSYC 2314 Lifespan Growth and Development with a grade of C or higher
 - Humanities/Fine Arts Elective with a grade of C or higher
 - Active Certified Nursing Assistant certification
 - Active Phlebotomy Certificate from an accredited college or program
 - Other active current healthcare field Certificate from an accredited college or program
- Completion of all required immunizations in accordance with Texas law
- Submission of all required documentation, including the Student Information Form and immunization records

All admissions requirements and application materials are published in the program's Admissions Packet on the program webpage www.midland.edu/nursing.

Nursing - Registered (cont.)

Ranking and Admissions

Applicants who meet all minimum eligibility requirements are evaluated using a standardized point system outlined in the published Admissions Packet.

Applicants are ranked based on total admission points earned in designated coursework and optional certificates, including:

- ENGL 1301 Composition I – 3 points for A; 2 points B; 1 point for C
- PSYC 2301 General Psychology - 3 points for A; 2 points B; 1 point for C
- BIOL 2401 Anatomy and Physiology I - 5 points for A; 3 points B
- BIOL 2402 Anatomy and Physiology II - 5 points for A; 3 points B
- PSYC 2314 Lifespan Growth and Development - 3 points for A; 2 points B; 1 point for C
- Humanities/Fine Arts elective - 3 points for A; 2 points B; 1 point for C
- Certified Nursing Assistant - 2 points
- Phlebotomy certificate - 1 point
- Other healthcare field certificate - 1 point

When applicants have equivalent point totals, student overall grade point average is used as a secondary ranking factor.

Additional information regarding admission requirement, application material, and scoring criteria is published in the program's Admissions Packet on the program webpage at www.midland.edu/nursing.

Nursing - Vocational

Admission to the **Licensed Vocational Nursing Program** is competitive due to cohort size limitations and the availability of clinical placement sites. Meeting minimum eligibility requirements does not guarantee admission.

To be considered for admission, applicants must meet all Midland College admission requirements and complete all program-specific admissions requirements, which include the following:

- Completion of the ATI Test of Essential Academic Skills (ATI TEAS, Version 7) with a minimum score of “Basic”
- Must be TSI complete
- Background clearance from the Texas Board of Nursing in the form of a “blue card” or letter.
Note – any other form of background clearance is not accepted
- Active Certified Nursing Assistant certification
- Active American Heart Association Basic Life Support (BLS) card
- Completion of all required immunizations in accordance with Texas law
- Submission of all required documentation, including the Student Information Form and immunization records
- Although there is no required prerequisite coursework, extra admission points can be earned with completion of the following:
 - VNSG 1320 Anatomy & Physiology for Allied Health or BIOL 2401 Anatomy and Physiology I and BIOL 2402 Anatomy and Physiology II, completed within 5 years of application due date with a grade of C or higher
 - HPRS 1106 Essentials of Medical Terminology, with a grade of C or higher
 - TEAS score above “Basic” level
 - Active Phlebotomy Certificate from an accredited college or program
 - Active Medication Aide Certificate from an accredited college or program

All admissions requirements and application materials are published in the program’s Admissions Packet on the program at www.midland.edu/lvn.

Ranking and Admissions

Applicants who meet all minimum eligibility requirements are evaluated using a standardized point system outlined in the published Admissions Packet.

Applicants are ranked based on total admission points earned in designated extra admission work, including:

- VNSG 1320 Anatomy & Physiology for Allied Health or BIOL 2401 Anatomy and Physiology I and BIOL 2402 Anatomy and Physiology II - 4 points for A; 3 points B; 1 point for C
- HPRS 1106 Essentials of Medical Terminology - 4 points for A; 3 points B; 1 point for C
- TEAS Score above Basic – 10 points for Exemplary; 8 points for Advanced; 5 points for Proficient
- Phlebotomy Certification - 2 points
- Medication Aide Certification - 1 point

When applicants have equivalent point totals, student overall grade point average is used as a secondary ranking factor.

Additional information regarding admission requirement, application material, and scoring criteria is published in the program's Admissions Packet on the program webpage at www.midland.edu/lvn.

Common Outdoor Area

Excerpt

Policy GD (LOCAL)

Community Expression and Usage of College Facilities

The Board shall designate common outdoor areas where community members and organizations may engage, without prior approval, in expressive activities that do not constitute prohibited speech or conduct. Those areas will be published on the College District website and in other appropriate publications.

Common Outdoor Area Community Expression



Excerpt Policy EFAA (LOCAL)

The Board shall comprehensively review the College District's general education curriculum every five years but may review it more frequently at the Board's discretion. The Board shall consider the potential costs the curriculum may impose on students and ensure courses in the curriculum:

1. Are foundational and fundamental to a sound postsecondary education;
2. Are necessary to prepare students for civic and professional life;
3. Equip students for participation in the workforce and in the betterment of society;
4. Ensure a breadth of knowledge in compliance with applicable accreditation standards; and
5. Meet any other relevant criteria, as determined by the Board.

Midland College General Education (Core) Curriculum

Communications: 9 Semester Credit Hours Required

English: 6 Semester Credit Hours

- Complete ENGL 1301 - Composition I **3 Hours and**
- ENGL 1302 - Composition II **3 Hours or**
- ENGL 2311 - Technical and Business Writing **3 Hours**

Speech: 3 Semester Credit Hours

- SPCH 1311 - Introduction to Speech Communication **3 Hours**
- SPCH 1315 - Public Speaking **3 Hours**
- SPCH 1318 - Interpersonal Communication **3 Hours**
- SPCH 1321 - Business and Professional Communication **3 Hours**

Mathematics: 3 Semester Credit Hours Required

- MATH 1314 - College Algebra **3 Hours**
- MATH 1316 - Trigonometry **3 Hours**
- MATH 1324 - Mathematics for Business and Social Sciences I **3 Hours**
- MATH 1332 - Quantitative Reasoning **3 Hours**
- MATH 1342 - Statistics **3 Hours**
- MATH 1414 - College Algebra **4 Hours**
- MATH 1442 - Statistics **4 Hours**
- MATH 2412 - Pre-Calculus **4 Hours**
- MATH 2413 - Calculus I **4 Hours**
- MATH 2414 - Calculus II **4 Hours**

Life and Physical Sciences: 8 Semester Credit Hours Required

- BIOL 1406 - Biology for Science Majors I **4 Hours**
- BIOL 1407 - Biology for Science Majors II **4 Hours**
- BIOL 1408 - Introduction to Biology I **4 Hours**
- BIOL 1409 - Introduction to Biology II **4 Hours**
- BIOL 2401 - Anatomy and Physiology I **4 Hours**
- BIOL 2402 - Anatomy and Physiology II **4 Hours**
- BIOL 2404 - Human Anatomy and Physiology **4 Hours**
- CHEM 1405 - Introductory Chemistry **4 Hours**
- CHEM 1411 - General Inorganic Chemistry I **4 Hours**
- CHEM 1412 - General Inorganic Chemistry II **4 Hours**
- ENVR 1402 - Environmental Science II **4 Hours**

Life and Physical Sciences: 8 Semester Credit Hours Required (cont.)

- GEOL 1401 - Earth Sciences for Non-Science Majors I **4 Hours**
- GEOL 1403 - Physical Geology **4 Hours**
- GEOL 1404 - Historical Geology **4 Hours**
- GEOL 1405 - Environmental Science **4 Hours**
- GEOL 1447 - Meteorology **4 Hours**
- PHYS 1401 - College Physics I **4 Hours**
- PHYS 1402 - College Physics II **4 Hours**
- PHYS 1403 - Stars and Galaxies **4 Hours**
- PHYS 1404 - Solar System **4 Hours**
- PHYS 1415 - Physical Science I **4 Hours**
- PHYS 2425 - University Physics I **4 Hours**
- PHYS 2426 - University Physics II **4 Hours**

Language, Philosophy and Culture: 3 Semester Credit Hours Required

- ENGL 2321 - British Literature (single-semester course) **3 Hours**
- ENGL 2322 - British Literature I **3 Hours**
- ENGL 2323 - British Literature II **3 Hours**
- ENGL 2326 - American Literature (single-semester course) **3 Hours**
- ENGL 2327 - American Literature I **3 Hours**
- ENGL 2328 - American Literature II **3 Hours**
- ENGL 2331 - World Literature (single-semester course) **3 Hours**
- ENGL 2332 - World Literature I **3 Hours**
- ENGL 2333 - World Literature II **3 Hours**
- ENGL 2341 - Forms of Literature (single semester course) **3 Hours**
- HUMA 1301 - Introduction to Humanities I **3 Hours**
- HUMA 1302 - Introduction to Humanities II **3 Hours**
- PHIL 1301 - Introduction to Philosophy **3 Hours**
- PHIL 2306 - Ethics **3 Hours**

Creative Arts: 3 Semester Credit Hours Required

- ARTS 1301 - Art Appreciation **3 Hours**
- ARTS 1303 - Art History I **3 Hours**
- ARTS 1304 - Art History II **3 Hours**
- DRAM 1310 - Theater Appreciation **3 Hours**
- DRAM 2361 - History of Theatre I **3 Hours**
- DRAM 2362 - History of Theatre II **3 Hours**
- MUSI 1306 - Music Appreciation **3 Hours**
- MUSI 1310 - American Music **3 Hours**

Social and Behavioral Sciences: 15 Semester Credit Hours Required

U.S. History: 6 Semester Credit Hours

- HIST 1301 - United States History I **3 Hours**
- HIST 1302 - United States History II **3 Hours**
- HIST 2301 - Texas History **3 Hours**
- HIST 2327 - Mexican- American History **3 Hours**
- HIST 2328 - Mexican American History II **3 Hours**
- HIST 2381 - African American History I **3 Hours**
- HIST 2382 - African American History II **3 Hours**

Government/Political Science: 6 Semester Credit Hours

- GOVT 2305 - Federal Government **3 Hours**
- GOVT 2306 - Texas Government **3 Hours**

Other Social/Behavioral Sciences: 3 Semester Credit Hours

- ANTH 2302 - Introduction to Archeology **3 Hours**
- ANTH 2351 - Cultural Anthropology **3 Hours**
- BUSI 1301 - Business Principles **3 Hours**
- CRIJ 1301 - Introduction to Criminal Justice **3 Hours**
- ECON 2301 - Principles of Macroeconomics **3 Hours**
- ECON 2302 - Principles of Microeconomics **3 Hours**
- GEOG 1302 - Human Geography **3 Hours**
- GEOG 1303 - World Regional Geography **3 Hours**
- PSYC 2301 - General Psychology **3 Hours**
- SOCI 1301 - Introduction to Sociology **3 Hours**
- SOCI 1306 - Social Problems **3 Hours**
- TECA 1354 - Child Growth and Development **3 Hours**

Additional Requirements: 1 Semester Credit Hour Required

- KINE 1164 - Introduction to Physical Fitness and Wellness **1 Hour**
- EDUC 1100 - Effective Learning **1 Hour**

Communications

English: 6 Semester Credit Hours Required

ENGL 1301 - Composition I

3 Hours (3-0)

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement and style. Focus on writing the academic essay as a vehicle for learning, communicating and critical analysis. Course assignments will include a minimum of 6,000 words of writing. *Prerequisite(s): Students must have satisfied TSI readiness in ELAR. Course is available in conjunction with the corequisite courses IRWD 0480 and IRWD 0381 as a part of the developmental corequisite sequence. Note: ENGL 1301 is a prerequisite for all 2000-level literature courses. A student must attain a grade of "C" or better in order to enroll in ENGL 1302.*

ENGL 1302 - Composition II

3 Hours (3-0)

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual and multimedia texts; systematic evaluation, synthesis and documentation of information sources; and critical thinking about evidence and conclusions. Course assignments will include a minimum of 6,000 words of writing. *Prerequisite(s): ENGL 1301 or its equivalent. Grade of "C" or better in ENGL 1301.*

ENGL 2311 - Technical and Business Writing

3 Hours (3-0)

Intensive study of and practice in professional settings. Focus on the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters and descriptions of products and services. Includes practice of individual and collaborative processes involved in the creation of ethical and efficient documents. Course assignments will include a minimum of 6,000 words of writing. *Prerequisite(s): ENGL 1301.*

Communications

Speech: 3 Semester Credit Hours Required

SPCH 1311 - Introduction to Speech Communication

3 Hours (3-0)

This course introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group and public speaking.

SPCH 1315 - Public Speaking

3 Hours (3-0)

Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations.

SPCH 1318 - Interpersonal Communication

3 Hours (3-0)

Application of communication theory to interpersonal relationship development, maintenance, and termination in relationship contexts including friendships, romantic partners, families, and relationships with co-workers and supervisors.

SPCH 1318 - Business and Professional Communication

3 Hours (3-0)

Study and application of communication within the business and professional context. Special emphasis will be given to communication competencies in presentations, dyads, teams and technologically mediated formats.

Mathematics

Mathematics: 3 Semester Credit Hours Required

MATH 1314 - College Algebra

3 Hours (3-0)

An in-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability and conics may be included. *Prerequisite(s): Students must have satisfied the TSI readiness requirement in Mathematics or have Mathematics Department Chair approval. Course fee.*

MATH 1316 - Trigonometry

3 Hours (3-0)

In-depth study and applications of trigonometry including definitions, identities, inverse functions, solutions of equations, graphing and solving triangles. Additional topics such as vectors, polar coordinates and parametric equations may be included. *Prerequisite(s): A "C" or better in MATH 1314 or a satisfactory score on the College Level Math placement test. Students must have satisfied the TSI readiness requirement in Mathematics or have Mathematics Department Chair approval. Course fee.*

MATH 1324 - Mathematics for Business and Social Sciences I

3 Hours (3-0)

The application of common algebraic functions, including polynomial, exponential, logarithmic, and rational, to problems in business, economics, and the social sciences are addressed. The applications include mathematics of finance, including simple and compound interest and annuities; systems of linear equations; matrices; linear programming; and probability, including expected value. *Prerequisite(s): Students must have satisfied the TSI readiness requirement in Mathematics or have Mathematics Department Chair approval. Course fee.*

MATH 1332 - Quantitative Reasoning

3 Hours (3-0)

Intended for Non-STEM (Science, Technology, Engineering, and Mathematics) majors. Topics include introductory treatments of sets and logic, financial mathematics, probability and statistics with appropriate applications. Number sense, proportional reasoning, estimation, technology, and communication are embedded throughout the course. *Prerequisite(s): Students must have satisfied the TSI readiness requirement in Mathematics or have Mathematics Department Chair approval. Course fee.*

MATH 1314 - Statistics

3 Hours (3-0)

Collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended. *Prerequisite(s): Students must have satisfied the TSI readiness requirement in Mathematics or have Mathematics Department Chair approval. Course fee.*

MATH 1414 - College Algebra

4 Hours (4-0)

An in-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included. This course is designed for students needing more time to successfully complete College Algebra. *Prerequisite(s): Students must have satisfied the TSI readiness requirement in Mathematics or have Mathematics Department Chair approval.*
Course fee.

MATH 1442 - Statistics

4 Hours (4-0)

Collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended. *Prerequisite(s): Students must have satisfied the TSI readiness requirement in Mathematics or have Mathematics Department Chair approval.*
Course Fee

MATH 2412 - Pre-Calculus

4 Hours (4-0)

In-depth combined study of algebra, trigonometry, and other topics for calculus readiness. *Prerequisite(s): A "C" or better in MATH 1314 or a satisfactory score on the College Level Math placement test or have Mathematics Department Chair approval.* *Course fee.*

MATH 2413 - Calculus I

4 Hours (4-0)

Limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas. *Prerequisite(s): A "C" or better in MATH 1316 or a "C" or better in MATH 2412 or a satisfactory score on the College Level Math placement test or have Mathematics Department Chair approval.* *Course fee.*

MATH 2414 - Calculus II

4 Hours (4-0)

Differentiation and integration of transcendental functions, parametric equations and polar coordinates; techniques of integration; sequences and series; improper integrals. *Prerequisite(s): A "C" or better in MATH 2413.* *Course fee.*

Life and Physical Science

Life and Physical Sciences: 8 Semester Credit Hours Required

BIOL 1406 - Biology for Science Majors I

4 Hours (3-3)

General biology (first semester) is devoted to principles shared by all organisms. These principles include the physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. *Prerequisite(s): Students must have satisfied the TSI readiness requirement in ELAR and in Mathematics.*

BIOL 1407 - Biology for Science Majors II

4 Hours (3-3)

General biology (second semester) is devoted to principles of diversity and classification of organisms including animals, plants, protists, fungi and prokaryotes. Special emphasis will be given to anatomy, physiology ecology, and evolution of plants and animals. Dissection required. *Prerequisite(s): "C" or greater in BIOL 1406.*

BIOL 1408 - Introduction to Biology I

4 Hours (3-3)

Provides a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction. This course is suitable as a required lab science for non-biology majors and may not be substituted for BIOL 1406. *Prerequisite(s): Students must have satisfied the TSI readiness requirement in ELAR.*

BIOL 1409 - Introduction to Biology II

4 Hours (3-3)

Provides a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity, and physiology. This course is suitable as a required lab science for non-biology majors and may not be substituted for BIOL 1407. *Prerequisite(s): Students must have satisfied the TSI readiness requirement in ELAR.*

BIOL 2401 - Anatomy and Physiology I

4 Hours (3-4)

Anatomy and Physiology I is the first part of a two-course sequence. It is a study of the structure and function of the human body including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. Laboratory work will include dissection of a mammal. Dissection required. BIOL 1406 highly recommended. *Prerequisite(s): Students must have satisfied the TSI readiness requirement in ELAR and in Mathematics.*

BIOL 2402 - Anatomy and Physiology II

4 Hours (3-4)

Anatomy and Physiology II is the second part of a two-course sequence. It is a study of the structure and function of the human body including the following systems: endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. Laboratory work will include dissection of a mammal. Dissection required. *Prerequisite(s): "C" or greater in BIOL 2401.*

BIOL 2404 - Human Anatomy and Physiology

4 Hours (3-4)

Study of the structure and function of human anatomy, including the neuroendocrine, integumentary, musculoskeletal, digestive, urinary, reproductive, respiratory, and circulatory systems. Content may be either integrated or specialized. This course is designed for non-science majors and SOME health science majors. It does not take the place of BIOL 2401 and/or BIOL 2402 (Anatomy and Physiology I and II) and may not be combined with either of these classes to meet core science or graduation requirements. BIOL 2404 lab with dissection required. *Prerequisite(s): Students must have satisfied the TSI readiness requirement in ELAR and in Mathematics.*

CHEM 1405 - Introductory Chemistry

4 Hours (3-4)

Survey course introducing chemistry. Topics may include inorganic, organic, biochemistry, food/physiological chemistry, and environmental/consumer chemistry. Designed for non-science and allied health students. *Prerequisite(s): Students must have satisfied the TSI readiness requirement in ELAR and in Mathematics.*

CHEM 1411 - General Inorganic Chemistry I

4 Hours (3-4)

Fundamental principles of chemistry for majors in the sciences, health sciences, and engineering; topics include measurements, properties and states of matter, chemical reactions, stoichiometry, periodicity of elemental properties, atomic and molecular structure, chemical bonding, solutions, properties of gases, and an introduction to thermodynamics and descriptive chemistry. Laboratory experiments are designed to reinforce theoretical concepts, emphasizing the scientific method, experimental design, data collection and analysis, and the preparation of laboratory reports. *Prerequisite(s): MATH 1314 or higher-level Math.*

CHEM 1412 - General Inorganic Chemistry II

4 Hours (3-4)

General Inorganic Chemistry II includes chemical equilibrium, phase diagrams, spectrometry, acid-base concepts, thermodynamics, kinetics, electrochemistry, nuclear chemistry, and introductory organic and descriptive inorganic chemistry. Laboratory experiments reinforce these principles and emphasize the scientific method, experimental design, chemical instrumentation, data collection and analysis, and the preparation of laboratory reports. *Prerequisite(s): "C" or greater in CHEM 1411.*

ENVR 1402 - Environmental Science II

4 Hours (3-3)

General interest course requiring a minimum of previous science background and relating scientific knowledge to problems involving energy and the environment. Lab activities will cover methods used to collect and analyze environmental data. *Prerequisite(s): Students must have satisfied the TSI readiness requirement in ELAR and in Mathematics.*

GEOL 1401 - Earth Sciences for Non-Science Majors I

4 Hours (3-3)

Survey of physical and historical geology, astronomy, meteorology, oceanography, and related sciences. Laboratory activities reinforce concepts from these disciplines. This course is designed for non-science majors.

GEOL 1403 - Physical Geology

4 Hours (3-3)

Introduction to the study of the materials and processes that have modified and shaped the surface and interior of Earth over time. These processes are described by theories based on experimental data and geological data gathered from field observations. Laboratory activities will cover methods used to collect and analyze earth science data. This is a foundation course for geology majors, and may also be taken by non-majors for lab science requirement.

GEOL 1404 - Historical Geology

4 Hours (3-3)

Survey of the geologic history of the earth through the study of rocks and fossils. Laboratory activities will introduce methods used by scientists to interpret the history of life and major events in the physical development of Earth from rocks and fossils. This is a foundation course for geology majors and may be taken by non-majors for lab science requirement. *Prerequisite(s): GEOL 1403.*

GEOL 1405 - Environmental Science

4 Hours (3-3)

A survey of the forces, including humans, that shape our physical and biological environment, and how they affect life on Earth. Introduction to the science and policy of global and regional environmental issues, including pollution, climate change, and sustainability of land, water, and energy resources. Lab activities will cover methods used to collect and analyze environmental

data. Cross-listed with ENVR 1401. *Prerequisite(s): Students must have satisfied the TSI readiness requirement in ELAR and in Mathematics.*

GEOL 1447 - Meteorology

4 Hours (3-3)

Study of and practical experience in weather analysis, methods of instrumentation and observational meteorology. This course is designed for non-science majors.

PHYS 1401 - College Physics I

4 Hours (3-4)

Fundamental principles of physics, using algebra and trigonometry; the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton's Laws of Motion, and gravitation with other fundamental forces; with emphasis on problem solving. Lab activities will reinforce these concepts. *Prerequisite(s): MATH 1316 or MATH 2412.*

PHYS 1402 - College Physics II

4 Hours (3-4)

Fundamental principles of physics, using algebra and trigonometry; the principles and applications of electricity and magnetism, including circuits, electrostatics, electromagnetism, waves, sound, light, optics, and modern physics topics; with emphasis on problem solving. Lab activities will reinforce these concepts. *Prerequisite(s): PHYS 1401.*

PHYS 1403 - Stars and Galaxies

4 Hours (3-3)

Study of stars, galaxies, and the universe outside our solar system. Lab activities will reinforce these concepts. This course is designed for non-science majors. *Prerequisite(s): Students must have satisfied the TSI readiness requirement in ELAR.*

PHYS 1404 - Solar System

4 Hours (3-3)

Study of the sun and its solar system, including its origin. Lab activities will reinforce these concepts. This course is designed for non-science majors. *Prerequisite(s): Students must have satisfied the TSI readiness requirement in ELAR.*

PHYS 1415 - Physical Science I

4 Hours (3-3)

This is a survey course in the physical sciences and scientific methods and is intended for non-science majors. The course introduces topics in physics, chemistry, geology, meteorology, and astronomy with an emphasis on physics topics. A lab is included, and basic mathematics is required. *Prerequisite(s): Students must have satisfied the TSI readiness requirement in ELAR.*

PHYS 2425 - University Physics I

4 Hours (3-3)

Fundamental principles of physics, using calculus, for science, computer science, and engineering majors; the principles and applications of classical mechanics, including harmonic motion, physical systems and thermodynamics; and emphasis on problem solving.

Prerequisite(s): MATH 2413.

PHYS 2426 - University Physics II

4 Hours (3-3)

Principles of physics for science, computer science, and engineering majors, using calculus, involving the principles of electricity and magnetism, including circuits, electromagnetism, waves, sound, light and optics. *Prerequisite(s): PHYS 2425 and MATH 2414.*

Language, Philosophy, and Culture

Language, Philosophy and Culture: 3 Semester Credit Hours Required

ENGL 2321 - British Literature

3 Hours (3-0)

A survey of the development of British literature from the Anglo-Saxon period to the present. Students will study works of prose, poetry, drama and fiction in relation to their historical, linguistic and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Course assignments will include a minimum of 6,000 words of writing. *Prerequisite(s): ENGL 1302 or ENGL 2311.*

ENGL 2322 - British Literature I

3 Hours (3-0)

A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama and fiction in relation to their historical, linguistic and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Course assignments will include a minimum of 6,000 words of writing. *Prerequisite(s): ENGL 1302 or ENGL 2311.*

ENGL 2323 - British Literature II

3 Hours (3-0)

A survey of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Course assignments will include a minimum of 6,000 words of writing. *Prerequisite(s): ENGL 1302 or ENGL 2311.*

ENGL 2326 - American Literature

3 Hours (3-0)

A survey of American literature from the period of exploration and settlement to the present. Students will study works of prose, poetry, drama and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character. Course assignments will include a minimum of 6,000 words of writing. *Prerequisite(s): ENGL 1302 or ENGL 2311.*

ENGL 2327 - American Literature I

3 Hours (3-0)

A survey of American literature from the period of exploration and settlement through the Civil War. Students will study works of prose, poetry, drama and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character. Course assignments will include a minimum of 6,000 words of writing. *Prerequisite(s): ENGL 1302 or ENGL 2311.*

ENGL 2328 - American Literature II

3 Hours (3-0)

A survey of American literature from the Civil War to the present. Students will study works of prose, poetry, drama and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character. Course assignments will include a minimum of 6,000 words of writing. *Prerequisite(s): ENGL 1302 or ENGL 2311.*

ENGL 2331 - World Literature

3 Hours (3-0)

A survey of world literature from the ancient world to the present. Students will study works of prose, poetry, drama and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Course assignments will include a minimum of 6,000 words of writing. *Prerequisite(s): ENGL 1302 or ENGL 2311.*

ENGL 2332 - World Literature I

3 Hours (3-0)

A survey of world literature from the ancient world through the sixteenth century. Students will study works of prose, poetry, drama and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Course assignments will include a minimum of 6,000 words of writing. *Prerequisite(s): ENGL 1302 or ENGL 2311.*

ENGL 2333 - World Literature II

3 Hours (3-0)

A survey of world literature from the seventeenth century to the present. Students will study works of prose, poetry, drama and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Course assignments will include a minimum of 6,000 words of writing. *Prerequisite(s): ENGL 1302 or ENGL 2311.*

ENGL 2341 - Forms of Literature**3 Hours (3-0)**

The study of one or more literary genres including but not limited to poetry, fiction, drama, and film. Course assignments will include a minimum of 6,000 words of writing. *Prerequisite(s): ENGL 1302 or ENGL 2311.*

HUMA 1301 - Introduction to Humanities I**3 Hours (3-0)**

This stand-alone course is an interdisciplinary survey of cultures focusing on the philosophical and aesthetic factors in human values with an emphasis on the historical development of the individual and society and the need to create. This course will offer selected, interrelated topics in philosophy, literature, religion, and the arts and sciences from ancient times to about the year 1500. *Prerequisite(s): Students must have satisfied TSI readiness in ELAR.*

HUMA 1302 - Introduction to Humanities II**3 Hours (3-0)**

This stand-alone course is an interdisciplinary survey of cultures focusing on the philosophical and aesthetic factors in human values with an emphasis on the historical development of the individual and society and the need to create. This course will offer selected and varying topics in philosophy, literature, religion, and the arts and sciences from about 1500 to the present. *Prerequisite(s): Students must have satisfied TSI readiness in ELAR.*

PHIL 1301 - Introduction to Philosophy**3 Hours (3-0)**

A study of major issues in philosophy and/or the work of major philosophical figures in philosophy. Topics in philosophy may include theories of reality, theories of knowledge, theories of value, and their practical applications. *Prerequisite(s): Students must have satisfied TSI readiness in ELAR.*

PHIL 2306 - Ethics**3 Hours (3-0)**

This course provides a systematic evaluation of classical and/or contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value. It covers the major classic philosophies of life with consideration of value in the moral, religious, aesthetic, and scientific points of view. *Prerequisite(s): Students must have satisfied TSI readiness in ELAR.*

Creative Arts

Creative Arts: 3 Semester Credit Hours Required

ARTS 1301 - Art Appreciation

3 Hours (3-0)

A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts and will weigh the importance of art in their choices and values in everyday life.

ARTS 1303 - Art History I

3 Hours (3-0)

A chronological analysis of and inquiry into the historical and cultural contexts of painting, sculpture, architecture, and the decorative arts from prehistoric times to the 14th century. The course includes inquiry into the role of art, the creative process, and discourse about art in one's ethical, cultural, and intellectual development. This class requires extensive ability in reading and writing. *Prerequisite(s): Students must have satisfied TSI readiness in ELAR.*

ARTS 1304 - Art History II

3 Hours (3-0)

A chronological analysis of and inquiry into the historical and cultural contexts of painting, sculpture, architecture, and the decorative arts from the 14th century to the present day. The course includes inquiry into the role of art, the creative process, and discourse about art in one's ethical, cultural, and intellectual development. This class requires extensive ability in reading and writing. *Prerequisite(s): Students must have satisfied TSI readiness in ELAR.*

DRAM 1310 - Theater Appreciation

3 Hours (3-0)

Survey of theater including its history, dramatic works, stage techniques, production procedures, and relation to other art forms. Course is designed to give students an understanding and appreciation for theatre as an art form and career choice. Students will study theatre practice and dramatic literature from various genres and periods and view at least one live performance.

DRAM 2361 - History of Theatre I

3 Hours (3-0)

Study of the history of the theatre from primitive times through the Renaissance, examining different aspects of the theatre such as historical staging and techniques, styles of acting, social and cultural context of drama, and themes and genres of plays produced -and the role of theatre, the creative process, and discourse about theatre in one's ethical, cultural, and intellectual development.

DRAM 2362 - History of Theatre II

3 Hours (3-0)

Study of the history of the theatre from the Renaissance to today, examining different aspects of the theatre such as historical staging and techniques, styles of acting, social and cultural context of drama, and themes and genres of plays produced - and the role of theatre, the creative process, and discourse about theatre in one's ethical, cultural, and intellectual development.

MUSI 1306 - Music Appreciation

3 Hours (3-0)

A course designed to provide an overview of music from antiquity to the present. Course is designed to enable student to investigate music in the context of social and cultural history.

MUSI 1310 - American Music

3 Hours (3-0)

This course is designed to provide students with an overview of various popular styles of American music. Topics will include jazz, ragtime, folk, rock and contemporary art music.

Social and Behavioral Sciences

U.S. History: 6 Semester Credit Hours Required

HIST 1301 - United States History I

3 Hours (3-0)

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government. *Prerequisite(s): Students must have satisfied TSI readiness in ELAR.*

HIST 1302 - United States History II

3 Hours (3-0)

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy. HIST 1302 may be taken prior to HIST 1301.

Prerequisite(s): Students must have satisfied TSI readiness in ELAR.

HIST 2301 - Texas History

3 Hours (3-0)

A survey of the political, social, economic, cultural, and intellectual history of Texas from the pre-Columbian era to the present. Themes that may be addressed in Texas History include: Spanish colonization and Spanish Texas; Mexican Texas; the Republic of Texas; statehood and secession; oil, industrialization, and urbanization; civil rights; and modern Texas. *Prerequisite(s): Students must have satisfied TSI readiness in ELAR.*

HIST 2327 - Mexican- American History

3 Hours (3-0)

A survey of the economic, social, political, intellectual, and cultural history of Mexican Americans/Chicanx. Periods include early indigenous societies, conflict and conquest, early European colonization and empires, New Spain, early revolutionary period, Mexican independence and nation building, United States expansion to the United States-Mexico War Era. Themes to be addressed are mestizaje and racial formation in the early empire, rise and fall of native and African slavery, relationship to early global economies, development of New Spain's/Mexico's northern frontier, gender and power, missions, resistance and rebellion, emergence of Mexican identities, California mission secularization, Texas independence, United States' wars with Mexico, and the making of borders and borderlands. HIST 2327 may be substituted for one semester of U.S. History. *Prerequisite(s): Students must have satisfied TSI readiness in ELAR.*

HIST 2328 - Mexican American History II

3 Hours (3-0)

A survey of the economic, social, political, intellectual, and cultural history of Mexican Americans/Chicanx. Periods include the United States-Mexico War Era, incorporation of Northern Mexico into the United States, Porfirian Mexico, and the nineteenth century American West, 1910 Mexican Revolution and Progressive Era, the Great Depression and New Deal, World War II and the Cold War, Civil Rights Era, Conservative Ascendancy, the age of NAFTA and turn of the 21st Century developments. Themes to be addressed are the making of borders and borderlands, impact of Treaty of Guadalupe Hidalgo, gender and power, migration and national identities, citizenship and expulsion, nineteenth century activism and displacement, industrialization and the making of a transnational Mexican working class, urbanization and community formation, emergence of a Mexican American Generation, war and citizenship, organized advocacy and activism, Chicano Movement, changing identifications and identities, trade and terrorism. HIST 2328 may be substituted for one semester of U.S. History. *Prerequisite(s): Students must have satisfied TSI readiness in ELAR.*

HIST 2381 - African American History I

3 Hours (3-0)

A survey of the social, political, economic, cultural, and intellectual history of people of African descent in the formation and development of the United States to the Civil War/Reconstruction period. African American History I includes the study of African origins and legacy, trans-Atlantic slave trade, and the experiences of African Americans during Colonial, Revolutionary, Early

National, Antebellum, and the Civil War/Reconstruction Eras. This course will enable students to understand African American history as an integral part of U.S. history. HIST 2381 may be substituted for one semester of U.S. History. *Prerequisite(s): Students must have satisfied TSI readiness in ELAR.*

HIST 2382 - African American History II

3 Hours (3-0)

A survey of the social, political, economic, cultural, and intellectual history of people of African descent in the United States from the Civil War/Reconstruction period to the present. African American History II examines segregation, disenfranchisement, civil rights, migrations, industrialization, world wars, the Harlem Renaissance and the conditions of African Americans in the Great Depression, Cold War and post-Cold War eras. This course will enable students to understand African American history as an integral part of U.S. history. HIST 2382 may be substituted for one semester of U.S. History. *Prerequisite(s): Students must have satisfied TSI readiness in ELAR.*

Government/Political Science: 6 Semester Credit Hours Required

GOVT 2305 - Federal Government

3 Hours (3-0)

Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights. *Prerequisite(s): Students must have satisfied TSI readiness in ELAR.*

GOVT 2306 - Texas Government

3 Hours (3-0)

Origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas. *Prerequisite(s): Students must have satisfied TSI readiness in ELAR.*

Social and Behavioral Sciences

Other Social/Behavioral Sciences: 3 Semester Credit Hours Required

ANTH 2301 - Physical Anthropology

3 Hours (3-0)

The study of human origins and bio-cultural adaptations. Topics may include primatology, genetics, human variation, forensics, health, and ethics in the discipline. Additional topics may include scientific theories regarding development of early hominines and the genus Homo.

ANTH 2351 - Cultural Anthropology

3 Hours (3-0)

The study of human cultures. Topics may include social organization, institutions, diversity, interactions between human groups, and ethics in the discipline. Students will study human culture in historical perspective by examining the development of culture as well as comparing present cultures. Additional topics may include an introduction anthropology and its subfields; the characteristics of culture; language and communication; social, personality, and gender identity; patterns of subsistence and exchange; sex, marriage, and the family; kinship and other methods of grouping; politics, power, and violence; spirituality, religion and the supernatural; mechanisms of change; and global challenges and the role of anthropology.

BUSI 1301 - Business Principles

3 Hours (3-0)

This course provides a survey of economic systems, forms of business ownership, and considerations for running a business. Students will learn various aspects of business, management, and leadership functions; organizational considerations; and decision-making processes. Financial topics are introduced including accounting, money and banking, and securities markets. Also included are discussions of business challenges in the legal and regulatory environment, business ethics, social responsibility, and international business. Emphasized is the dynamic role of business in everyday life.

CRIJ 1301 - Introduction to Criminal Justice

3 Hours (3-0)

This course provides an historical and philosophical overview of the American criminal justice system, including the nature, extent, and impact of crime; criminal law; and justice agencies and processes.

ECON 2301 - Principles of Macroeconomics

3 Hours (3-0)

An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycle, and fiscal policy and monetary policy.

ECON 2302 - Principles of Microeconomics

3 Hours (3-0)

Analysis of the behavior of individual economic agents, including consumer behavior and demand, producer behavior and supply, price and output decisions by firms under various market structures, factor markets, market failures, and international trade.

GEOG 1302 - Human Geography

3 Hours (3-0)

This course introduces students to fundamental concepts, skills, and practices of human geography. Place, space, and scale serve as a framework for understanding patterns of human experience. Topics for discussion may include globalization, population and migration, culture, diffusion, political and economic systems, language, religion, gender, and ethnicity.

GEOG 1303 - World Regional Geography

3 Hours (3-0)

This course is an introduction to the world's major regions seen through their defining physical, social, cultural, political, and economic features. These regions are examined in terms of their physical and human characteristics and their interactions. The course emphasizes relations among regions on issues such as trade, economic development, conflict, and the role of regions in the globalization process.

PSYC 2301 - General Psychology

3 Hours (3-0)

The survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes. The focus is on a wide variety of topics including human development, perception, thought and memory, emotion, and the social interactions of people in their everyday lives. Psychological disorders and therapy are briefly introduced. The student should gain insight into how behaviors, cognitive processes, and emotions help solve adaptive problems in their own lives. *Prerequisite(s): Students must have satisfied TSI readiness in ELAR.*

SOCI 1301 - Introduction to Sociology

3 Hours (3-0)

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance.

SOCI 1306 - Social Problems

3 Hours (3-0)

The application of sociological principles and theoretical perspectives to major social problems in contemporary society such as inequality, crime and violence, substance abuse, environmental issues, deviance or family problems.

TECA 1354 - Child Growth and Development**3 Hours (3-0-0)**

A study of the physical, emotional, social, language, and cognitive factors impacting growth and development of children through adolescence.

Additional Requirements

Additional Requirements: 1 Semester Credit Hour Required**KINE 1164 - Introduction to Physical Fitness and Wellness****1 Hour (1-1)**

Provides an overview of the lifestyle necessary for fitness and health. Students will participate in physical activities and assess their fitness status. Students will be introduced to proper nutrition, weight management, cardiovascular health, flexibility and strength training.

EDUC 1100 - Effective Learning**1 Hour (1-1)**

A study of the research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned.

Facilities Priorities



Instructional Facilities

Applied Technology and Dual Credit Health Sciences

Phase I Construction

A critical priority is the creation of space to enable the College to meet the demand for programs in Applied Technology and Dual Credit Health Sciences. Data from Midland ISD indicates continued growth in dual credit participation, while internal analyses of non-dual credit enrollment, including documented instances of students unable to be accommodated due to space and capacity limitations, further confirm unmet demand specifically in the programs addressed in Phase I.

Based on these combined indicators, the College projects an additional 700 applied technology students can be immediately served with the construction of a new facility, with capacity for continued growth. Additionally, relocating existing applied technology programs from their current space will create the opportunity to expand dual credit health sciences offerings, enabling the College to serve approximately 300 additional dual credit students in high-demand Health Sciences pathways.

After lengthy evaluation, the administration recommends the addition of three buildings on the north part of the campus adjacent to Garfield. Buildings would house programs in **Welding Technology** (38,400 sq. ft.), **Diesel Technology** (38,400 sq. ft.), and **Petroleum Energy Technology, Automation, and Natural Gas Compression** (48,000 sq. ft.). See AT Complex Site Plan.

An estimate for tilt-wall construction of these buildings, including sitework, is \$83M. This cost (\$528.58 sq. ft. for construction) is not significantly higher than that of a Level 5 pre-engineered metal building (PEMB). See PEMB Cost Classification Chart. However, the administration believes that PEMB costs could be lowered by designing significant portions of each building to be at a lesser building classification. While safety systems such a fire suppression and use of fire walls would be required, planned lab spaces are very similar to those of industrial shops. A rough estimate is \$330 sq. ft. for construction.

Estimated Cost: \$60M to \$83M

Applied Technology and Dual Credit Health Sciences

Phase I Renovations

The move to the Applied Technology Complex would vacate the Diesel Technology building at the **Cogdell Learning Center** (CLC) and Welding labs at both the **Advanced Technology Center** (ATC) and the **Technology Center** (TC) Annex. The Diesel Technology building would be repurposed to house workforce continuing education classes in the skilled trades. The Welding lab at the TC Annex would house a dual credit program in the Construction Trades. Neither of these are expected to require major remodeling. The Welding lab at the ATC would be remodeled to house growing dual credit Health Sciences program with a goal of these programs eventually being the building's only tenants. Programs would include the planned Dual Credit Vocational Nursing Program.

Estimated Cost: \$4.5M

Phase II Construction

The second construction phase involves addition of two buildings below the existing road to the Applied Technology Complex. One would house the Automotive Technology program and the other, Construction Trades, HVAC, and CADD.

Estimated Cost: \$60 to \$80M

Phase II Renovation

The major Phase II renovation involves changing the Automotive Technology lab at the ATC to house Dual Credit Health Sciences programs. The role and function of the Technology Annex would be evaluated to determine the best use of vacated Construction Trades and HVAC labs.

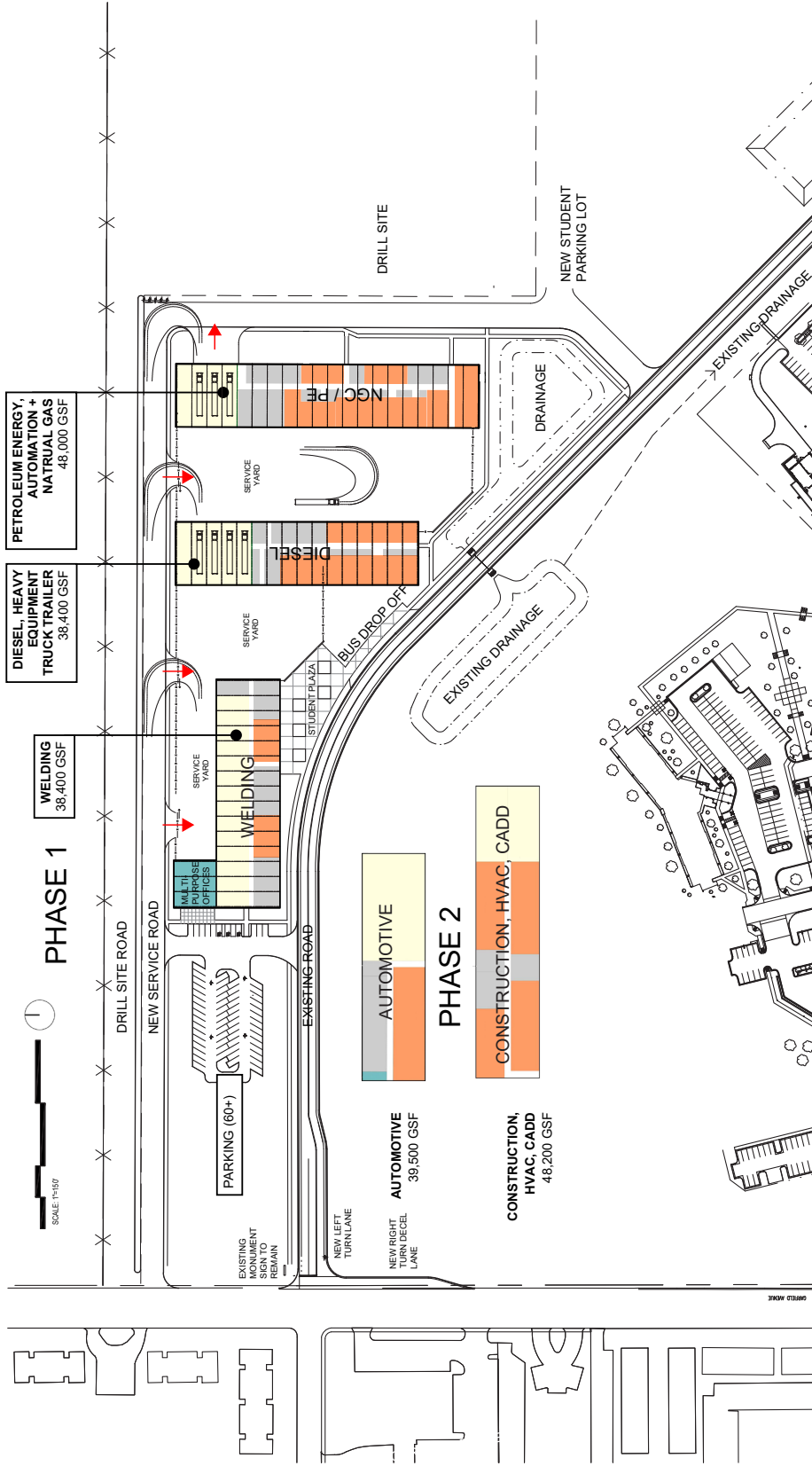
Estimated Cost: \$2.5M

Pre-Engineered Metal Building (PEMB) Cost Classification Chart

Industrial vs Institutional Applications – Midland, TX Region

Classification Level	Typical Application	Code / Occupancy	Typical Building Systems	Typical Cost Range (\$/SF)	Cost Drivers
Level 1 – Basic Industrial PEMB	Oilfield shop, warehouse, equipment storage	IBC S-1 / S-2	PEMB frame, metal panels, minimal insulation, slab on grade, overhead doors	\$120 – \$160/SF	Minimal HVAC, limited electrical, no architectural finishes
Level 2 – Conditioned Industrial PEMB	Manufacturing shop, maintenance facility	IBC F-1 / S-1	PEMB frame, insulated panels, packaged HVAC, basic offices	\$160 – \$220/SF	Added mechanical systems, insulation, basic office space
Level 3 – Heavy Industrial / Technical PEMB	Equipment training, fabrication, crane-served facilities	IBC F-1 / B	PEMB frame, cranes, large power distribution, ventilation, shop equipment	\$220 – \$300/SF	Structural upgrades, power demand, specialty ventilation
Level 4 – Institutional Technical PEMB	Workforce training facilities	IBC B / F-1 / A-3	PEMB structure with conventional interiors, classrooms, labs, advanced MEP	\$300 – \$400/SF	Higher occupant loads, life safety, classroom finishes
Level 5 – Institutional Campus PEMB	College technical campus buildings	IBC B / A-3	PEMB shell with full institutional interior buildout	\$400 – \$500+/SF	Redundant infrastructure, architectural standards, public safety systems

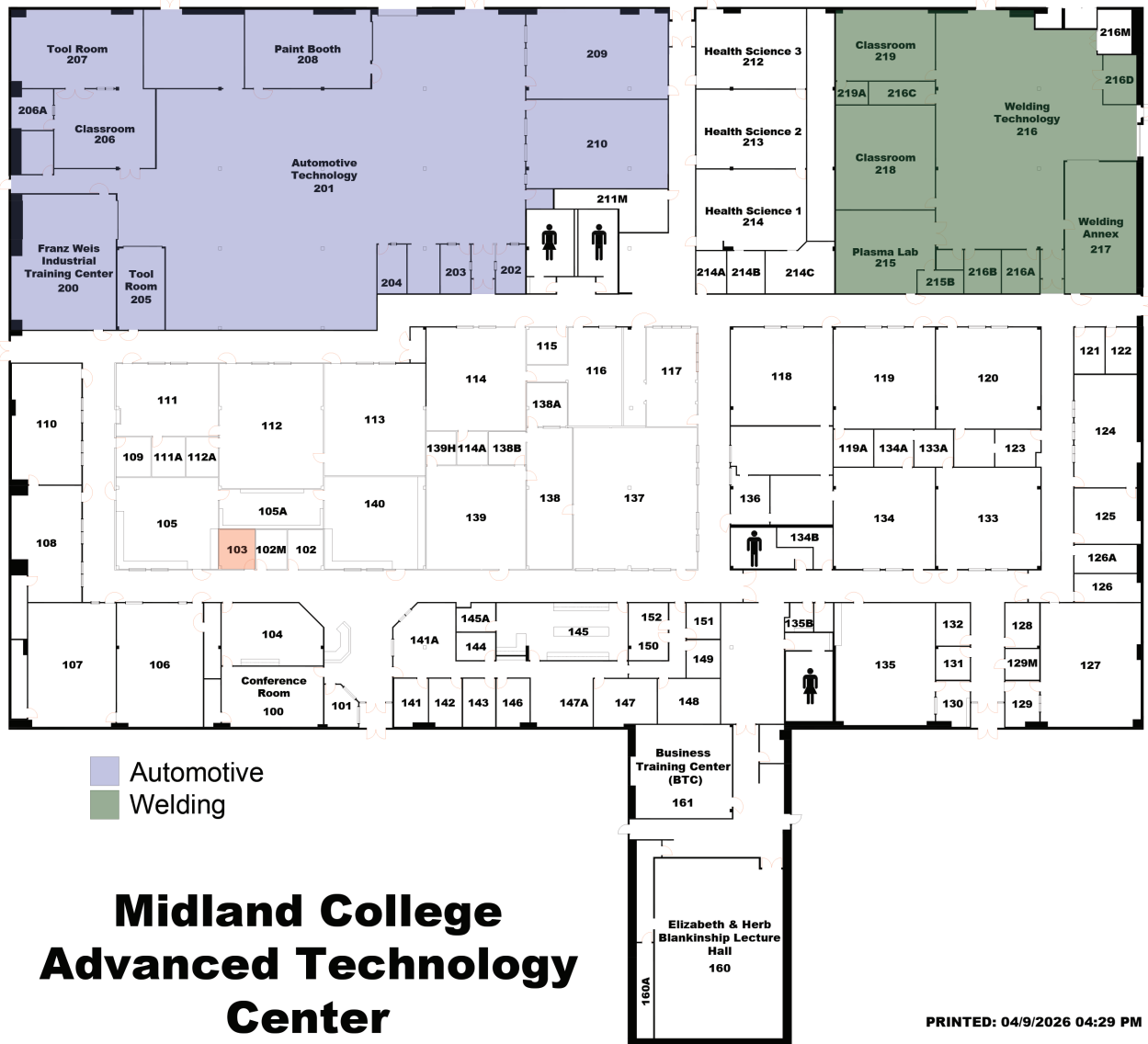
APPLIED TECHNOLOGY COMPLEX



SITE PLAN
 October 6, 2025
 Drill Site Revision April 2026



Applied Technology and Dual Credit Health Sciences

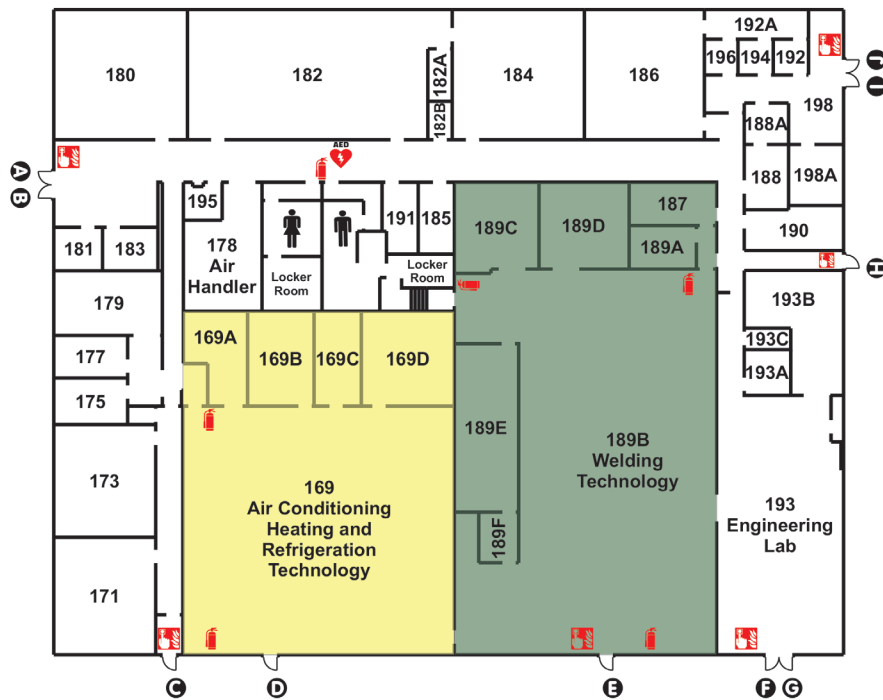


Technology Center Annex



- 169 Air Conditioning Heating and Refrigeration Lab
- 171 Skillpoint Lab
- 173 Skillpoint Lab
- 175 Skillpoint Office
- 177 Skillpoint Office
- 181 Skillpoint Admin Office
- 183 Skillpoint Admin Office
- 189 Welding Lab
- 193 Engineering Lab
- 193B Paula and Jim Henry Innovations Center

- Air Conditioning, Heating, and Refrigeration
- Welding



04/09/2026

Transportation Training

Midland College's Transportation Training (CDL) Program plays a vital role in meeting regional workforce demand for licensed commercial drivers, but current facilities do not adequately support modern training requirements. The program lacks sufficient secure space for truck and trailer storage, controlled areas for slow speed maneuvering and skills training, and dedicated classroom and office capacity. These limitations restrict scheduling flexibility, increase operational risk, and constrain the program's ability to modernize, expand enrollment, and maintain strong employer partnerships.

Based on programmatic needs and industry standards, the facility will require approximately 8,500–12,000 square feet with space for two classrooms, instructional support areas, and administrative offices, situated on 2–10 acres suitable for CDL maneuver training, testing, and secure vehicle parking. A review of comparable industrial properties in the Midland/Odessa market indicates that facilities meeting these requirements are available within an estimated purchase range of \$1.5 million to \$2.3 million, depending on building size, acreage, and configuration. Beyond addressing current deficiencies, acquisition of a dedicated facility would improve student safety and instructional quality, provide full operational control, support long term program growth, and reduce risks associated with shared or leased training environments.

Estimated Cost: \$2.5M

Cogdell Learning Center

The CLC is returning to its role as a gateway to Midland College and a hub for community activity, adult and continuing education, and college classes. However, the age and condition of the original building are presenting maintenance challenges with costs that exceed the worth of the structure. The possible demolition of part or all that building and construction of additional instructional and office space on the adjacent lot warrants consideration.

Estimated Cost: \$5.75M

Non-Instructional Facilities

Residence Halls

The renovation of **Daniel Hall** and **Craddick Hall** as part of the phased residential life investment strategy will focus on mechanical, electrical, and plumbing (MEP) system modernization, supplemented by a limited refresh of student rooms and common spaces. Both facilities have exceeded 20 years of service and are operating with critical building systems at or beyond their useful life, creating operational risks, deferred maintenance exposure, and impacts to student comfort and reliability. While the ongoing renovation of **O’Shaughnessy Residence Hall** will establish the highest standard for on campus housing, Daniel Hall and Craddick Hall are intentionally scoped to prioritize functionality, reliability, and life safety compliance without replicating the full restoration level or cost profile of O’Shaughnessy. This approach stabilizes core infrastructure to reduce long term maintenance liabilities and preserves student housing capacity.

Prior to advancing these projects into final design or construction, the College proposes completion of a targeted feasibility and cost validation study, not to exceed \$100,000, to confirm system conditions, refine scope, and establish defensible cost ranges. The study would be performed by Malitz, a firm specializing in residence hall renovations, to provide buildable MEP strategies, constructability analysis, and sequencing options informed by lessons learned from O’Shaughnessy Hall. Completion of this study will ensure transparency, reduce financial risk, and provide the Board of Trustees with reliable information to determine appropriate phasing, funding, and timing for Daniel Hall and Craddick Hall, while maintaining momentum toward stabilizing Midland College’s housing infrastructure.

Estimated Cost: \$15M

Athletics Facilities

Chap Center

The Chap Center is a high-visibility athletic and event venue that plays a critical role in institutional reputation, student experience, and community engagement. With the College scheduled to host the regional basketball tournament for NJCAA Division I Region 5 in March 2027, targeted improvements are necessary to ensure reliable facility performance and to mitigate operational and reputational risk associated with a high-profile external event.

Recent investments in concessions, plumbing infrastructure, and safety rail improvements have addressed several critical deficiencies. However, additional upgrades remain necessary, including A/V system enhancements, lighting control modernization, ceiling grid infrastructure improvements, and completion of remaining exterior work. These improvements are required to support reliable operations, improve the student and spectator experience, and reduce dependence on temporary or workaround solutions that increase long-term cost, complexity, and operational risk.

Estimated Cost: \$7.5M

Christensen Stadium

Christensen Stadium has been a major part of Midland's sports history since 1952. Prior to 2002, it was the home to the Midland Cubs, Midland Angels, and Midland Rockhounds. Since 2010, Christensen Stadium has been the home to Midland College Chaparrals baseball program and supports the community through shared field use with the Midland Christian Mustangs and various tournaments.

In May 2024, a wind storm caused one of the outfield stadium light poles to fall.

The College implemented an AWRE Sports camera and video analytics system at Christensen Stadium beginning in Spring 2026 to support game operations, coaching analysis, player development, and fan engagement. AWRE is a comprehensive athletics video platform that provides live streaming, broadcasting, automated highlights, instant replay, and video indexing.

The College completed the installation of a Trackman Baseball analytics system at Christensen Stadium in Fall 2025. Trackman is an industry-standard performance data system widely used across collegiate and professional baseball programs to support athletic development and coaching analysis.

Recently, the City of Midland requested that the College discontinue its use of Christensen Stadium. While the College's current agreement extends through 2040, either party may terminate the contract with 180 days' notice. The facility is estimated to require **\$8–\$10 million** in renovations to restore it to its former glory. Given the \$15 million projected cost to construct a new stadium, it may be prudent to explore whether the City would consider renegotiating a long-term lease and eliminating the termination provisions in exchange for the College completing the necessary renovations.

Major Infrastructure

Aging Facilities

Much of MC's core campus infrastructure was constructed decades ago and is now operating well beyond its originally intended service life. Across multiple instructional and non-instructional buildings, aging mechanical, electrical, and plumbing systems are resulting in increasing frequency of failures, elevated maintenance costs, and growing exposure to service disruptions that impact instruction, housing, and campus operations.

This infrastructure challenge is not isolated to a single building or use case but represents a systemic condition across the campus. An example is the condition and serviceability of multiple elevators. Addressing aging facilities will require a coordinated, programmatic approach that prioritizes life-safety, instructional continuity, energy efficiency, and risk reduction. Strategic reinvestment in major building systems will stabilize campus operations, reduce emergency repair costs, and protect the College's long-term capital assets while enabling future academic and enrollment growth.

Central Utility Plant. Aging chillers, boilers, hydronic and electrical distribution components, and control systems are more difficult to maintain, less energy-efficient, and increasingly dependent on obsolete parts and specialized labor. These conditions introduce operational risk, increase long-term maintenance liabilities, and limit the College's ability to respond effectively to instructional growth and technology upgrades.

Office of Civil Rights (OCR) Required Modifications

The College is participating in an OCR Corrective Action Plan. This is a critical compliance obligation that directly impacts the College's facilities planning, capital prioritization, and long-term infrastructure strategy. OCR findings require the College to address accessibility deficiencies across campus to ensure that instructional, residential, and support facilities meet federal nondiscrimination and accessibility standards.

Compliance efforts include improvements to building access, interior circulation, restrooms, program spaces, signage, routes of travel, and supporting infrastructure. Many of the required upgrades must be implemented within existing facilities that were not originally designed to modern accessibility standards, significantly increasing complexity, cost, and coordination requirements. In several cases, accessibility improvements must be paired with broader infrastructure upgrades due to the age and condition of underlying building systems.

OCR compliance is not discretionary and must be sequenced carefully alongside other major capital projects to avoid duplication, rework, or unnecessary disruption to academic programs. As a result, OCR related work influences the timing, scope, and prioritization of renovations across campus. Proactive investment in these improvements reduce compliance risk, demonstrates institutional commitment to accessibility and access, and ensures that Midland College continues to serve all students, employees, and the community effectively.

Safety and Security

Security Cameras and Lighting

Ensuring a safe and secure campus environment is fundamental to student success, employee well being, and the College's overall instructional mission. As the campus continues to grow in size, program offerings, and evening activity, existing security infrastructure, particularly camera coverage and exterior lighting, has not kept pace with safety expectations.

This project focuses on targeted enhancements to campus security cameras and lighting to improve visibility, deter criminal activity, and strengthen incident response capabilities. Expanded camera coverage will address blind spots, improve monitoring of high traffic and low visibility areas, and support timely investigations when incidents occur. Upgraded and additional exterior lighting will improve nighttime visibility along walkways, parking areas, building perimeters, and lesser populated areas of campus, directly contributing to both real and perceived safety.

Estimated Cost: \$3M

Signage and Wayfinding

Clear, consistent, and intuitive signage and wayfinding are essential to campus safety, accessibility, and the overall student and visitor experience. As the campus continues to expand with new facilities, renovations, and increased community use, the current signage system lacks consistency, visibility, and alignment with a comprehensive campus wayfinding strategy, making navigation challenging for students, employees, and visitors.

This project will modernize campus signage and implement an integrated wayfinding system that clearly identifies buildings, parking areas, pedestrian routes, and key destinations. Improved wayfinding supports efficient movement across campus, reduces confusion and reliance on staff for directions, and improves first impressions for prospective students, families, and community partners. Importantly, standardized signage also enhances emergency response by ensuring buildings and locations can be quickly identified by first responders.