New Program Request Form
CA1

General Information

Institution submitting proposal	Manhattan Area Technical College
Name, title, phone, and email of person submitting the application (*contact person for the approval process)*	Kerri Bellamy, Chief Academic Officer 785-320-4530, kerribellamy@manhattantech.edu
Identify the person responsible for oversight of the proposed program	Kerri Bellamy, Chief Academic Officer
Title of proposed program	Electrical Technology
Standard Occupation Code (SOC) associated to the proposed CIP code	47-2111 - Electricians
SOC description including title and job description (from onetonline.org)	Install, maintain, and repair electrical wiring, equipment, and fixtures. Ensure that work is in accordance with relevant codes. May install or service street lights, intercom systems, or electrical control systems.
Proposed suggested Classification of Instructional Program (CIP) Code	46.0302 - Electrician
CIP code description including Title and Definition (from nces.ed.gov/ipeds)	A program that prepares individuals to apply technical knowledge and skills to install, operate, maintain, and repair electric apparatus and systems such as residential, commercial, and industrial electric-power wiring; and DC and AC motors, controls, and electrical distribution panels. Includes instruction in the principles of electronics and electrical systems, wiring, power transmission, safety, industrial and household appliances, job estimation, electrical testing and inspection, and applicable codes and standards.
Method of program delivery (face to face, online, hybrid)	Hybrid
Number of credits for the degree and for each certificate requested	Cert B – 34 Credit Hours A.A.S. - 61 Credit Hours
Proposed Date of Initiation	Fall 2026
Specialty program accrediting agency	N/A
Industry-recognized certification(s) to be earned by students	Journey Worker Licensure Exam, OSHA 10
Number of projected enrollments 1st year	Year 1: 12 students
	Year 2: 24 students

	Year 3: 24 students

Signature of College Official Kerri Bellamy Date 1-8-2026

Signature of KBOR Official _____ Date _____

Narrative

Program Rationale

The Electrical Technology Program at Manhattan Area Technical College has been requested by regional industry partners for several years. Classified as a high-demand, high-wage skilled occupation requiring less than a bachelor's degree, the program aligns with MATC's mission to meet workforce needs through accessible, career-focused education. The growing demand stems from a steady increase in retirements among experienced electricians locally and nationally, creating a gap in the skilled trades that must be addressed to support infrastructure and small business development in our region.

In addition to workforce attrition, the electrical field is evolving with the integration of advanced technologies such as smart systems, automation, and renewable energy. These changes require a new generation of electricians who are not only skilled in traditional methods but also adaptable to emerging tools and systems. Younger practitioners are often well-positioned to meet these expectations, making this an opportune time to launch a program that blends foundational skills with modern applications.

Local contractors and general construction firms, including BHS, have expressed strong interest in the program, citing challenges in securing qualified electricians for timely project completion. MATC aims to enroll up to 24 students annually, focusing on certificate-level training, industry-recognized credentials, and hands-on learning through internships and on-the-job experiences. These elements will help accelerate workforce readiness and ensure a sustainable pipeline of skilled electrical professionals for the region. While the Electrical Technology program at MATC shares similarities with those offered at Salina Area Technical College and Highland Community College, the regional demand for skilled electricians is so substantial that there is more than enough opportunity to support all three institutions. Local contractors consistently report difficulty in hiring qualified electricians, and the aging workforce continues to widen the gap between supply and demand.

MATC is able to launch this program now because several critical factors have aligned that were not in place previously. The opening of MATC's new building provides the necessary space and infrastructure to support specialized labs and classrooms, which was a major barrier in the past. Employer engagement has also grown significantly, with local industry leaders expressing strong support and committing to advisory roles, internships, and hiring pipelines. Financial stability has improved as well, thanks in part to the base operating grant becoming statute, which ensures a more predictable funding stream for new program development. Finally, MATC has successfully recruited qualified faculty with the technical expertise and teaching credentials required, overcoming one of the most significant challenges faced in previous years. Together, these developments make it possible to meet a long-standing workforce need that MATC could not address before.

Conversations with business and industry began in August 2023 with Mark Sanner of Border States Electric and Chris Hybarger of Alternative Air and Electric, where potential curriculum, ideas, and concerns were shared. A follow-up meeting was held on April 16, 2024, with the same partners to refine program concepts and gather feedback. Another meeting took place with Economy Electric on May 8, 2025, to review the proposed curriculum and address questions. These ongoing discussions demonstrate strong industry engagement and confirm the relevance and urgency of the Electrical Technology Program for the region.

Program Description and Requirements

Catalog Description

A program that prepares individuals to apply technical knowledge and skills to install, operate, maintain, and repair electric apparatus and systems such as residential, commercial, and industrial electric-power wiring; and DC and AC motors, controls, and electrical distribution panels. Includes instruction in the principles of electronics and electrical systems, wiring, power transmission, safety, industrial and household appliances, job estimation, electrical testing and inspection, and applicable codes and standards.

Occupational Work Experience (OWE)/Pre-Apprenticeship

Both Occupational Work Experience courses, ELT 120 OWE I and ELT 145 OWE II are 2 credit hours each and are designed to provide students with comprehensive, hands-on experience in the electrical trade, ensuring they are well-prepared for their future careers. The progression from ELT 120 to ELT 145 allows students to build on their foundational skills and tackle more advanced tasks, fostering continuous professional growth and development. Both ELT 120 OWE I and ELT 145 OWE II are required for the Cert B and AAS. We have already have multiple business and industry sites willing to host students for their OWE's. The faculty member maintains relationships with those B&I sites and works with the students to place them at a site/sites that is/are best for them. The students will ultimately graduate as a pre-apprentice in the industry.

Program Objectives

- Demonstrate safety while working with electrical equipment: Students are trained to prioritize safety in all electrical work environments.
- Analyze schematics and blueprints: Students learn to interpret and work with detailed electrical schematics and blueprints.
- Perform installation of electrical equipment and materials in residential, industrial, and commercial settings: The program covers installation techniques across various settings.
- Apply the theory of electrical technology to specific jobs using critical thinking/reasoning: Students are taught to apply theoretical knowledge practically, using critical thinking and reasoning.
- Diagnose and install motor control centers: The curriculum includes diagnosing issues and installing motor control centers.
- Utilize troubleshooting techniques: Students develop skills in troubleshooting electrical problems effectively.
- Demonstrate knowledge of the National Electrical Code (NEC): The program ensures students are knowledgeable about NEC standards and regulations.

Admission Requirements

Program Seeking Students

Students who wish to attend a Manhattan Tech academic program must submit the materials below to be considered for admission:

- Complete college application and application fee (found online at manhattantech.edu)
- Official transcript verifying graduation and final grades from an accredited high school, registered home school, or a General Education Development (GED®) diploma.
- ACT scores within the last three years, if available.
- Meet college placement assessment criteria, unless exempt from assessment based on ACT scores (Refer to Entrance Assessment section for additional details).

High School/Concurrent Enrollment/Dual Credit Students
Students may receive concurrent high school/college credit, which can be applied toward a Manhattan Tech technical certificate/degree following the student's high school graduation. (Part-time enrollments will be considered if program space is available.)

Students interested in enrolling should refer to www.manhattantech.edu/concurrent for more information and consult with their guidance counselor to determine course interest and eligibility.

Admission/Enrollment Guidelines for Concurrent Credit/Dual Credit for High School Students:

- Students must be classified as a sophomore, junior, or senior in high school.
- Students must have a cumulative GPA of 2.5 or higher.
- Students must take the ACCUPLACER or show qualifying ACT scores to enroll in English Composition I and/or College Algebra. To schedule a placement test, visit www.manhattantech.edu/proctor
- Students are required to attend an enrollment session at their respective high school and submit their completed Concurrent Enrollment Form/Parent Financial Agreement. Students should check with their guidance counselor or the Manhattan Tech website for specific dates/deadlines, enrollment forms, and payment information.

Please note: these guidelines also apply to homeschooled students receiving dual credit.

High school students wishing to enroll in courses held on campus at Manhattan Tech or online who are not obtaining Dual Credit will follow standard entrance specifications. Refer to General Admission Requirements for those provisions.

Graduation Requirements
Students who intend to graduate with a technical Certificate and/or Associate Applied Science degree must complete the following requirements to graduate and/or participate in commencement exercises:

- Submit the Intent to Graduate form (available on MATC Online) and $25 fee.
- Satisfactorily complete all course work for technical certificate/degree.
- Achieve a cumulative GPA of 2.0 or higher.
- Have no more than 6 credit hours of course requirements remaining to complete the Certificate/Degree.
- Fulfill all financial obligations to Manhattan Tech as well as Financial Counseling, if applicable.

Demand for the Program in Kansas

Education level proposed	Data Source utilized – include only Kansas data	Employment Numbers (2022)	Projected Employment Numbers (2032)	# of job openings corresponding to the level of education	Hourly wage/annual salary for jobs for each level of education
AAS (60-68 CH)	KDOL Long-Term Occupational Outlook – State of Kansas	6,440	7,010	640	$61,830 annual

					median salary
CERTB (30-44 CH)	KDOL Long-Term Occupational Outlook - State of Kansas	6,440	7,010	640	$61,830 annual median salary

Employment and Wage Data for Proposed Program provided by B&I

Education Level Proposed	Data Source Utilized (Kansas)	Employment Numbers (# of job openings)	Hourly Wage / Annual Salary
AAS (60–68 CH)	Local Electrical Companies (Economy Electric, Alternative Electric, V&V Electric, Torgeson Electric, Heineken Electric, Coleman Electric, etc.)	Estimated 20 openings	$61,830 annual median salary
CERTB (30–44 CH)	Local Electrical Companies (Economy Electric, Alternative Electric, V&V Electric, Torgeson Electric, Heineken Electric, Coleman Electric, etc.)	Estimated 15 openings over next 3 years	$20–$25/hr ($41,600–$52,000 annual)
Apprentice/Helper	Same sources as above	Ongoing demand	$13/hr ($27,040 annual)
Journeyman	Same sources as above	Ongoing demand	$25–$45/hr ($52,000–$93,600 annual)

Regardless of whether an individual earns a Certificate B (CERT B) or an Associate of Applied Science (AAS) in Electrical Technology, the core job opportunities for electricians remain the same. Both credentials prepare graduates for entry-level roles in the electrical trade, such as residential, commercial, or industrial wiring, maintenance, and troubleshooting. Employers typically prioritize demonstrated skills, hands-on experience, and licensure requirements over the specific academic pathway.

The primary differences between CERT B and AAS programs are in **scope and duration**:

- **CERT B** focuses on essential technical competencies and is often shorter, making it ideal for those seeking a quicker entry into the workforce.
- **AAS** includes general education courses and may provide a broader academic foundation, which can be advantageous for career advancement or pursuing further education.

However, when it comes to **initial employment as an electrician**, both credentials meet industry standards for technical training. Success in the field is more influenced by practical ability, certifications (such as state licensing), and on-the-job performance than by the type of academic credential earned.

KDOL data does not differentiate between associate-degree and certificate-level roles, we rely on Business & Industry (B&I) partners to identify which positions can be filled with less than an associate degree. B&I provides qualitative insight rather than formal, quantitative forecasts. Specifically, they confirm credential eligibility for entry-level roles, share wage ranges, and communicate openings as they occur along with required skills. They do not supply comprehensive projected employment numbers or guaranteed annual hiring counts. Therefore, the CERTB section of our chart reflects scenario-based estimates derived from these conversations, historical placement patterns, and program capacity. Until businesses provide confirmed openings, our projections remain conservative and consistent with KDOL. This approach ensures that while KDOL data offers a broad occupational view, B&I input helps us align training programs with real-world hiring practices and wage expectations.

When MATC participated in the local comprehensive needs assessment required under the Strengthening Career Technical Education for the 21st Century Act (Perkins V) project through the Kansas Board of Regents, KansasWorks/WIOA, and the Kansas State Department of Education for our area, the Electrical occupational area met the high demand, high wage conditions (per data from the Kansas Department of Labor). Postsecondary concentrator data showed 43 concentrators in the region with 107 annual openings.

There are currently no business/industry partnerships specific to the Electrical Technology program.

Letters of support from local industry are provided in **Appendix A** from the following industry contacts. The following businesses are also part of the PAC for Electrical Technology. The PAC model focuses on getting business and industry to co-lead the team, not just advising. These teams meet regularly and feel ownership of the program. The PAC is made up of business and industry, wholesalers, and regional suppliers all looking to fill open positions or make meaningful connections. New business/industry partnerships specific to Electrical Technology are currently in process and developing.

- Kaisha Wells – Human Resource Manager, Torgeson Electric
- Keldon Fox – Operations Manager, Heineken Electric
- Rodney Dugan – Owner, Economy Electric Inc.
- Tyler Matthews – Branch Manager, Stanion Wholesale Electric Co.
- Chris Holborn – Career and Tech Ed Coordinator, Manhattan High School

Duplication of Existing Programs

Name of Institution	Program Title	CIP Code	Award	Total # Declared Majors	Total # Grads	Total # Grads Exited & Employed	Med Wage of Grads Employed
Butler Community College	Electrician	46.0302	ASSOC/CERT	25	10	^	^
Coffeyville Community College	Electrician	46.0302	ASSOC/CERT	11	8	6	$29,696.00
Dodge City Community College	Electrician	46.0302	ASSOC/CERT	25	^	^	^
Fort Hays Tech | North Central	Electrician	46.0302	ASSOC/CERT	59	26	23	$52,547.00
Fort Hays Tech | Northwest	Electrician	46.0302	ASSOC/CERT	35	33	16	$38,910.00

Highland Community College	Electrician	46.0302	ASSOC/CERT	45	7	6	$51,184.00
Hutchinson Community College	Electrician	46.0302	ASSOC/CERT	12	^	^	^
Johnson County Community College	Electrician	46.0302	ASSOC/CERT	203	61	39	$47,154.00
Kansas City Kansas Community College	Electrician	46.0302	ASSOC/CERT	118	30	18	$33,221.00
Neosho County Community College	Electrician	46.0302	ASSOC/CERT	43	5	^	^
Salina Area Technical College	Electrician	46.0302	ASSOC/CERT	14	8	^	^
Washburn Institute of Technology	Electrician	46.0302	ASSOC/CERT	86	52	30	$34,498.00

Collaboration

Efforts were made via email on September 30, 2025 to collaborate with Salina Area Technical College, Fort Hays Tech Northwest, and Highland Community College. Our instructor also reached out to Fort Hays Tech North Central and is planning a visit/campus tour of both Fort Hays Tech Northwest on Nov 4 and Forth Hays Tech North Central on Nov 5 to help further the development of an Electrical Technology program at Manhattan Tech. We have not received a response from the other institutions.

Program Information

Electrical Technology is currently aligned at the state level.

Course Prefix/ #	Course Title	SCH	Prereq.
OSA 100	**OSHA 10**	1	None.
	This quality safety training course is intended to inform students about the general hazards of construction work. Completion of the Construction Industry version, which is geared towards new construction projects, major renovation work, and demolition, will prepare students for work that will be completed at the job site.		
ELT 105	**AC/DC Circuits I**	4	None.
	AC/DC circuits address the basics of direct and alternating current circuits.		
ELT 110	**National Electrical Code I**	4	None.
	An introductory course on the use of and interpretation of the current national electric code NEC chapters 1-4).		
ELT 115	**Residential Wiring I**	4	OSA 100, ELT 105, ELT 110
	An introductory course on residential wiring methods that includes practical applications and hands-on experience in implementing code requirements.		
ELT 120	**Occupational Work Experience I**	2	OSA 100, ELT 105, ELT 110
	Occupational Work Experience is a hands-on, field-based course designed to provide students with real-world experience in the electrical trade. Students will engage in a variety of tasks related to electrical installation, maintenance, troubleshooting, and safety protocols, and gain exposure to industry-specific tools, equipment, and procedures. This course allows students to develop		

	their professional skills, work ethic, and communication abilities in preparation for a successful career in the electrical field.		
ELT 125	**Print Reading**	2	ELT 115, ELT 120
	Students learn to read specification manuals and prints as applied to residential, commercial, and industrial buildings.		
ELT 130	**National Electrical Code II**	4	ELT 115, ELT 120
	A continuation of the National Electrical Code I course on the use and interpretation of the current national electrical code (NEC Chapters 5-9)		
ELT 135	**Commercial Wiring I**	4	ELT 125, ELT 130
	An introductory course on commercial wiring methods that includes practical applications and hands-on experience in implementing code requirements.		
ELT 140	**Journeyman's Exam Preparation**	4	ELT 125, ELT 130
	Journeyman's Exam Prep is a comprehensive course designed to prepare students for the National Electrical Code (NEC) Journeyman's Exam. This course provides in-depth coverage of the critical aspects of the NEC that are essential for electrical professionals seeking certification as journeymen. The course will focus on applying the NEC in practical, real-world scenarios, reviewing key articles, sections, and concepts that will be tested on the exam.		
ELT 145	**Occupational Work Experience II**	2	ELT 125, ELT 130
	Occupational Work Experience is a hands-on, field-based course designed to provide students with real-world experience in the electrical trade. Students will engage in a variety of tasks related to electrical installation, maintenance, troubleshooting, and safety protocols, and gain exposure to industry-specific tools, equipment, and procedures. This course allows students to develop their professional skills, work ethic, and communication abilities in preparation for a successful career in the electrical field.		
ACC 100	**Business Accounting**	3	None
	Business Accounting includes the theory and practice associated with double-entry accounting. Special emphasis is placed on the preparation of the documents necessary to complete the accounting cycle. Topics include: transactions, journals, financial statements, schedules, adjustments/closing entries, accounting cycle, cash control, bank reconciliation, and payroll.		
BUS 185	**Business Ethics & Human Relations**	3	None
	This course introduces contemporary and controversial ethical issues facing the business community. Topics include moral reasoning, moral dilemmas, law and morality, equity, justice and fairness, ethical standards, and moral development. The course emphasizes employability skills such as communication, work habits and attitudes, ethics, conflict management, motivation and problem solving, self-concept, perception, self-awareness, personality, values and communications.		
BUS 255	**Principles of Management**	3	None
	The course teaches the basic components of management: planning, organizing, leading, and controlling. This course will focus on the fundamentals of management as they are practiced today.		
COM 105	**English Composition I – KRSN ENG1010**	3	Meet placement guidelines
	English Composition I is an introduction to expository writing emphasizing expression of ideas, structure, organization, development, and grammatical correctness. The course offers practice in researching, revising, and editing.		
COM 110	**Technical Writing**	3	

	This course is an introduction to professional and technical writing used in the workplace. The class offers practice in document design and editing. The types of correspondence include memos, letters, e-mail, reports, and instructional manuals. The course will focus on clarity, conciseness, document design, organization, audience recognition, audience involvement, and accuracy. Collaboration and teamwork is stressed. Presentations will be practiced during class.		Meet placement guidelines
MAT 109	**Technical Mathematics II**	3	Meet placement guidelines
	This is an algebra-based mathematics course that focuses on technical applications. Topics include graphing linear equations, systems of linear equations, polynomials, factoring polynomials, quadratic equations, right triangle trigonometry and trigonometry with any angle. This course is designed to provide students with the critical thinking needed for solving complex technical problems.		
MAT 111	**MAT 111 (SWT MAT 1040) Contemporary Math**	3	Meet placement guidelines
	This course offers a survey of various mathematical topics for the non-math/science major. In addition to the study of the mathematical topics, the skills will be studied with an emphasis on real-world application spanning many disciplines to support the concept that math impacts much of our everyday lives. Topics may include algebra, geometry, probability and statistics, the real number system, and logic.		

Program Options

A.A.S Degree in Electrical Technology

61 Credit Hours

- 31 Technical Specialty Credits
- 15 General Education Credits
- 15 Technical Elective Credits

Fall Semester – Year 1		
OSA 100	OSHA 10	1 SCH
ELT 105	AC/DC Circuits I	4 SCH
ELT 110	National Electrical Code I	4 SCH
ELT 115	Residential Wiring I	4 SCH
ELT 120	Occupational Work Experience I	2 SCH
MAT 109 or 111	Technical Mathematics II or Contemporary Math	3 SCH
	Total:	**18 SCH**
Spring Semester – Year 1		
ELT 125	Print Reading	2 SCH
ELT 130	National Electrical Code II	4 SCH
ELT 135	Commercial Wiring I	4 SCH

Certificate B in Electrical Technology

34 Credit Hours

- 31 Specialty Credit Hours
- 3 General Education Credit Hours

Fall Semester – Year 1		
OSA 100	OSHA 10	1 SCH
ELT 105	AC/DC Circuits I	4 SCH
ELT 110	National Electrical Code I	4 SCH
ELT 115	Residential Wiring I	4 SCH
ELT 120	Occupational Work Experience I	2 SCH
MAT 101	Technical Mathematics I	3 SCH
	Total:	**18 SCH**
Spring Semester – Year 1		
ELT 125	Print Reading	2 SCH
ELT 130	National Electrical Code II	4 SCH

ELT 140	Journeyman's Exam Prep	4 SCH
ELT 145	Occupational Work Experience II	2 SCH
	Total:	**16 SCH**
Fall Semester – Year 2		
	Technical Elective	3 SCH
	Technical Elective	3 SCH
	Technical Elective	3 SCH
COM 105 or 110	English Composition I or Technical Writing	3 SCH
	Gen Ed	3 SCH
	Total:	**15 SCH**
Spring Semester – Year 2		
	Gen Ed	3 SCH
	Gen Ed	3 SCH
	Technical Elective	3 SCH
	Technical Elective	3 SCH
	Total:	**12 SCH**

ELT 135	Commercial Wiring I	4 SCH
ELT 140	Journeyman's Exam Prep	4 SCH
ELT 145	Occupational Work Experience II	2 SCH
	Total:	**16 SCH**

Accreditation

No accreditation is available at this time for the Electrical Technology program.

Faculty

Credentials for teaching in the Electrical Technology Program are the same as for those who are employed for any position as a faculty member, including education, training, and/or industry experience in the topic areas taught. The instructor will hold a degree one level higher than the program degree when possible, or be willing to obtain said degree within a prescribed time period. The instructor must possess or be eligible to obtain certification commensurate with those required by the industry to perform duties at or above the level taught within the program.

The employed instructor was a Journeyman electrician in Kansas since 1998. A Master electrician in Kansas(2000), Montana(2002), Michigan(2013-23). Started an electrical contracting business called Everything Electric llc in 2003 in Montana , relocated to Michigan in 2013 and restarted the company ending his company in 2024. He is also a US navy veteran specializing in telecommunication systems and a Naval achievement medal recipient.

Cost and Funding for Proposed Program

- Detailed budget narrative is provided below.
- Additional cost and funding documents to include as needed:
  - Excel in CTE fee: No fees will be charged to high school students.
  - Perkins funding details are located in Appendix C on the CA-1c form.
  - KS Promise Act eligibility request is located in Appendix D on the CA-1d form.

Budget Narrative

The proposed Electrical Technology program at Manhattan Area Technical College is designed to ensure sustainability and effective implementation during its initial years. The program anticipates an enrollment of 12 full-time students in the first year, growing to 24 full-time students in subsequent years. During the implementation year, the budget reflects significant investments to establish the program's foundation. Faculty costs include one full-time position projected at $64,700, funded by the MATC General Fund. Equipment expenses total $100,000, funded through state grant funding, to provide essential electrical training equipment. Tools and supplies are budgeted at $20,000, also funded by state grant funding, ensuring students have access to necessary materials for hands-on learning. Instructional supplies and materials are allocated at $2,500, funded by the General Fund, to support classroom instruction. Facility modifications are estimated at $5,000, funded by state grant funding, to cover any required classroom renovations. No additional technology or software costs are anticipated for the implementation year. The total implementation year budget is $192,200, reflecting the upfront investment required to launch a high-quality program.

For the second and third years, the program's ongoing costs are projected to ensure sustainability. Faculty costs remain consistent at $64,700, funded by the MATC General Fund. Equipment costs are estimated at $1,000, funded by capital outlay, to maintain and update instructional equipment. Tools and supplies are budgeted at $5,000, funded by student fees, ensuring continued access to necessary materials. Instructional supplies and materials are projected at $2,500, funded by student fees, supporting classroom activities. No additional facility, technology, or software costs are anticipated. The total annual budget for program sustainability in years two and three is $73,200, ensuring the program continues to operate effectively and meet educational goals.

The Base Operating Grant provided critical support for the program's start-up costs, ensuring the successful launch of Electrical Technology at MATC. In addition, Perkins funding and donations from Business and Industry partners have contributed to program development, and future donations will continue to support long-term sustainability. Tuition revenue and program fees will also play an essential role in maintaining and operating the program, helping to cover ongoing instructional needs and ensure the program remains financially viable.

Program Review and Assessment

Faculty and administration review the effectiveness of individual instructional programs on a three-year rotational basis. Such a review may lead to recommendations for modifications of practice, changes in content and courses, and expansion or discontinuation of the program of instruction. Areas of the program that are reviewed specifically include mission, objectives of the program, and learning outcomes; relevance of curriculum; budgetary requirements of the program; enrollment, graduation, and placement data, including wages; and any other items that are unique to the program being reviewed. New programs are reviewed annually in a modified form and three years after the initial introduction of the program.

See Appendix E for the Program Review document. The program faculty will complete the program review, review findings with their direct supervisor, and present finalized review to the Board of Directors.

Program Approval at the Institution Level

Electrical Advisory Committee. during September 2025. Their approvals can be found in Appendix F.

MATC Curriculum Committee. The MATC Curriculum Committee approved the Electrical Technology program and course outlines originally on December 12, 2024. Faculty was since hired and changes were made to some of the course outlines so those changes were approved October 3, 2025. Both sets of Minutes are provided in Appendix G.

MATC Board Members. The MATC governing board approved the curriculum and new program at the meeting in October 2025. Minutes provided in Appendix H.

Program Proposal Submission

- Please enter proposed program into the Kansas Higher Education Data System (KHEDS)
- Please create a single PDF packet including all documents, and submit the completed application to the following:

Charmine Chambers
Director for Workforce Development
cchambers@ksbor.org

Crystal Roberts
Associate Director for Workforce Development
croberts@ksbor.org

Brandi Wells
Workforce Development Program Specialist
bwells@ksbor.org

torgeson ELECTRIC

1400 NW SALINE STREET
TOPEKA KS 66618
P 785.233.2213
F 785.233.7066

100% EMPLOYEE OWNED

January 7th, 2026

To whom it may concern:

On behalf of Torgeson Electric Company, I am writing to express our strong support for Manhattan Tech in the development and launch of an Electrical Technology program. As an electrical contractor actively involved in workforce development, we see a growing need for formal electrical education pathways that prepare students for successful careers in skilled trades.

According to the U.S. Bureau of Labor Statistics, employment of electricians is projected to grow by approximately 9 percent, which is significantly higher than the average growth rate of 3 percent for most occupations. This continued demand highlights the importance of establishing technical programs that introduce students to the electrical trade and help meet current and future workforce needs.

From our industry perspective, a one-year foundational program would be an ideal structure to educate and expose students to the electrical field. If students graduate with a basic working understanding of electricity, safety, tools, and blueprint reading, they are well positioned to begin a successful electrical career. These core competencies provide a strong foundation while allowing students to enter the workforce sooner.

We believe students benefit most when on-the-job training occurs after graduating from a one-year program. Once foundational knowledge is established, employment in the field allows graduates to apply what they have learned in real-world environments. This is especially valuable because electrical contractors vary widely in scope of work, project type, and methods. Post-graduation field experience helps individuals develop practical skills, adaptability, and a deeper understanding of the trade that cannot be fully replicated in a classroom setting.

We strongly support Manhattan Tech’s efforts to establish an Electrical Technology program and believe it would provide meaningful career opportunities for students while addressing a critical workforce need within our industry. We appreciate the opportunity to support this initiative and look forward to the positive impact it will have on students and the community.

Sincerely,

Kaisha Wells
Human Resource Manager
Kaishaw@torgesonelectric.com
785-233-2213 x172

Economy Electric Inc.
2501 Stagg Hill Rd
PO Box 1225
Manhattan KS 66505
Tel 785 776-7279 Fax 785 776-1080
Rdugan.econele@outlook.com

SEPTEMBER 10, 2025

As a business focusing on educating the next generation, I am providing this letter of support for MATC and their new program of study in Electricity. The need for this program is clear from regional labor data.

For our specific business, we will be assisting MATC through active engagement in:

- Program Curriculum development and review
- Providing cash and/or in-kind donations to help with the acquisition of equipment and supplies for the program
- Providing teaching support by making 1 or more of my employees available as an adjunct instructor, internship/apprenticeship facilitator.

We support this new program of study as it is critical to helping my company and others in the region meet our workforce demands for the regional economy.

Sincerely,

Rodney Dugan

Rodney Dugan

STANION
WHOLESALE ELECTRIC CO.

2305 Skyvue Lane ● Manhattan, KS 66502 ● Phone: 785-537-4600 ● Fax: 785-537-5010 ● manhattan@stanion.com

To whom it may concern:

Stanion Wholesale Electric Co. is excited to hear that Manhattan Area Technical College plans to start an Electrical Technology program in our area. As an electrical distributor serving Manhattan and the surrounding region, we rely on skilled electricians to meet the needs of our customers and support the growth of the electrical industry.

Our company has a strong need for individuals trained in electrical technology, and programs like this are essential to preparing a qualified workforce. In support of the program, Stanion Wholesale Electric Co. is interested in providing guest speakers to college classes and offering facility tours to instructors and students to demonstrate how our business connects with and depends on skilled electricians. We fully support this new program of study because it is critical to helping our company hire qualified electricians and to meeting the local workforce demands that drive our economy.

Thank you for your time and attention,

Tyler Matthews
Branch Manager
Stanion Wholesale Electric Co.

Heineken Electric Co Inc.
PO Box 236
Beloit, KS 67420
Phone 785-738-3831
Fax 785-738-3592

Heineken Electric Co Inc.
1131 Hayes Dr
Manhattan, KS 66502
Phone 785-539-7400

Keldon Fox
Heineken Electric Co Inc
1131 Hayes Dr
Manhattan, KS 66502

September 25, 2025

Eric Bartow
Manhattan Area Technical College
3136 Dickens Ave
Manhattan, KS 66503

Dear Mr. Bartow:

I understand that Manhattan Area Technical College is expanding its workforce programs to address key needs in the Manhattan region. With residential and commercial construction growing faster than the available skilled workforce, this initiative comes at an essential time.

As a business specializing in commercial and industrial electrical contracting, I am pleased to provide this letter of support for MATC's new Electrical Technology program. The need for trained electricians is evident across the region and aligns directly with the demands of our industry.

Heineken Electric is prepared to assist MATC through participation in curriculum development and review to ensure students gain practical, job-ready skills. We can also explore offering potential apprenticeship opportunities after graduation and arranging active job site tours for faculty and students to give them firsthand insight into real-world electrical trade operations.

We support this program because it will help our company and others in the region meet workforce needs and strengthen the local economy.

Best regards,

Keldon Fox

Keldon Fox
Operations Manager

U·S·D 383

Manhattan-Ogden Public Schools

To Whom it May Concern:

I am writing to express my strong support for the Electrical Technology program at Manhattan Area Technical College. Manhattan High School and USD 383 have built a strong and ongoing partnership with MATC through concurrent credit opportunities and collaborative efforts aimed at helping students continue their education and pursue careers within our region.

Currently, Manhattan High School offers courses within the Construction and Design pathway, where students gain a solid foundation and hands-on experience in various aspects of the construction industry—including basic electrical systems. While the exposure to electrical concepts is limited, these courses provide a valuable introduction to the field and can spark interest in becoming an electrician. Additionally, students enrolled in the Automotive Technology pathway spend a significant amount of time working with electrical systems and components, offering another entry point for those curious about electrical careers.

Students in the Construction pathway earn both the NCCER Core Certification and OSHA 10, equipping them with essential industry-recognized credentials. Our course offerings are reviewed annually, and we see potential for adding concurrent credit opportunities in the future to better align with post-secondary technical programs like Electrical Technology at MATC.

The Construction and Design pathway consistently maintains strong enrollment. Students in these courses develop critical skills in problem-solving, tool usage, and foundational construction knowledge—all of which are directly applicable to careers in the construction and electrical trades. Instructors frequently invite guest speakers and organize industry visits to increase awareness of opportunities and career pathways in the skilled trades.

Given the growing demand for professionals in construction—including electricians—we are committed to guiding students toward these high-demand, high-opportunity career fields. Many of our graduates have successfully transitioned into the local workforce, contributing meaningfully to our region's economic development.

In conclusion, I fully support MATC's efforts to expand programs that meet critical workforce needs and offer students pathways to meaningful, sustainable careers. High school often provides students with their first exposure to these industries, and we remain committed to fostering interest, building skills, and supporting early access to post-secondary education and credentials.

Sincerely,

Chris Holborn
Career and Tech Ed Coordinator
Manhattan High School / USD383

KBOR Fiscal Summary for Proposed Academic Programs

CA-1a Form (July 2024)

Institution: Manhattan Area Technical College
Proposed Program: Electrical Technology

IMPLEMENTATION COSTS				
Part I. Anticipated Enrollment		Implementation Year		
Please state how many students/credit hours are expected during the initial year of the program?				
		Full-Time	Part-Time	
A. Headcount:		12	0	
Part II. Initial Budget		Implementation Year		
A. Faculty		Existing:	New:	Funding Source:
Full-time	#1	$	$64,700	MATC General
Part-time/Adjunct	#0	$	$	
		Amount	Funding Source	
B. Equipment required for program		$100,000	State Grant Funding	
C. Tools and/or supplies required for the program		$20,000	State Grant Funding	
D. Instructional Supplies and Materials		$2,500	General Fund	
E. Facility requirements, including facility modifications and/or classroom renovations		$5,000	State Grant Funding	
F. Technology and/or Software		$0		
G. Other *(Please identify; add lines as required)*				
Total for Implementation Year		$192,200		

PROGRAM SUSTAINABILITY COSTS (Second and Third Years)				
Part I. Program Enrollment		Second and Third Years		
Please state how many students/credit hours are expected during the first two years of the program?				
		Full-Time	Part-Time	
A. Headcount:		24	0	
Part II. Ongoing Program Costs		First Two Years		
A. Faculty		Existing:	New:	Funding Source:
Full-time	#1	$64,700	$	MATC General
Part-time	#0	$	$	
		Amount	Funding Source	
B. Equipment required for program		$1,000	Capital Outlay	
C. Tools and/or supplies required for the program		$5,000	Student Fees	
D. Instructional Supplies and Materials		$2,500	Student Fees	
E. Facility requirements, including facility modifications and/or classroom renovations		$0	Capital Outlay	
F. Technology and/or Software		$0	Student Fees	
G. Other *(Please identify; add lines as required)*				
Total for Program Sustainability		$73,200		

KBOR Fiscal Summary for Proposed Academic Programs

CA-1a Form (July 2024)

Please indicate any additional support and/or funding for the proposed program:

Submit the completed CA-1a application and supporting documents as a PDF included in the CA1 completed application packet.

Carl D. Perkins Funding
Eligibility Request Form

Strengthening Career and Technical Education for the 21st Century Act

CA-1c Form (2022)

This application should be used for new programs (currently in the program approval process) or existing programs the institution would like reviewed for Carl D. Perkins funding eligibility.

Program Eligibility

Any program receiving Perkins funds must be designated as a technical program by KBOR. Definition of a technical program may be found in state statute K.S.A. 72-1802.

Program Levels:

Educational Award Level	Credit Hours
SAPP	1-15
Certificate A	16-29
Certificate B	30-44
Certificate C	45-59
Associate of Applied Science	60-69

Stand-Alone Parent Program (SAPP) criteria:

1. Designated as "Technical Program" in KHEDS
2. Leads to an industry-recognized credential
3. Leads to a specific occupation
4. Addressed and evaluated in the Comprehensive Local Needs Assessment
5. Minimum 6 concentrators (average over the previous two academic years)
6. Instructor/Trainer/Teacher programs and Workforce AID programs are not eligible

Certificates and Associate of Applied Science (CERT and AAS) criteria:

1. Designated as "Technical Program" in KHEDS
2. Aligned at the state level (for select aligned programs). Visit the program alignment section of the KBOR website for the list of aligned programs at the state level.
3. Addressed and evaluated in the Comprehensive Local Needs Assessment
4. Minimum 6 concentrators (average over the previous two academic years)
5. Instructor/Trainer/Teacher programs and Workforce AID programs are not eligible

Carl D. Perkins Funding
Eligibility Request Form

Strengthening Career and Technical Education for the 21st Century Act

CA-1c Form (2022)

Name of Institution	Manhattan Area Technical College
Name, title, phone, and email of person submitting the Perkins Eligibility application *(contact person for the approval process)*	Kerri Bellamy, Dean of Advanced Technology/CAO 785-320-4530 kerribellamy@manhattantech.edu
Name, title, phone, and email of the Perkins Coordinator	Kerri Bellamy, Dean of Advanced Technology/CAO 785-320-4530 kerribellamy@manhattantech.edu
Program Name	Electrical Technology
Program CIP Code	46.0302
Educational award levels and credit hours for the proposed request(s)	Cert B – 34 Credit Hours A.A.S. - 61 Credit Hours
Number of concentrators for the educational level	24
Does the program meet program alignment?	Yes
How does the needs assessment address the occupation and the program *(provide page number/section number from the CLNA and describe the need for the program)*	Based on findings in the FY25-26 Manhattan Area Needs Assessment, there are 107 openings with a median wage of $54,361 for employees. (pg. 14) This program offers both the AAS and Certificate to provide training for these job opportunities.
Justification for conditional approval: *(how will Perkins funds will be used to develop/improve the program)*	Perkins funds will be used for professional development for new faculty, and some program equipment/software.
Pursuant to Americans with Disabilities Act, the proposed program will be offered in a location or format is fully accessible, according to applicable ADA laws? *(Contact Board staff for technical assistance if there are questions regarding accessibility)*	Yes

Signature of College Official Kerri Bellamy Date 11/17/25

Signature of KBOR Official _____ Date _____

Kansas Promise
Eligibility Request Form

CA-1d Form (2024)

This application should be used for new programs (currently in the program approval process) or existing programs the institution would like reviewed for Kansas Promise eligibility.

Program Eligibility

Per statutory language (Section 28), a "promise eligible program" means any two-year associate degree program or career and technical education certificate or stand-alone program offered by an eligible postsecondary educational institution that is:

1) approved by the Board of Regents;
2) high wage, high demand or critical need; and
3) identified as a "promise eligible program" by the Board of Regents pursuant to K.S.A. 2021 Supp. 74-32,272:
    - Information Technology and Security
    - Mental and Physical Healthcare
    - Advanced Manufacturing and Building Trades
    - Early Childhood Education and Development

Section 29 (9d), states that the Board of Regents may designate an associate degree transfer program as an eligible program only if such program is included in:

1) An established 2+2 agreement with a Kansas four-year postsecondary education institution; or
2) An articulation agreement with a Kansas four-year postsecondary educational institution and is part of an established degree pathway that allows a student to transfer at least 60 credit hours from the eligible postsecondary educational institution to a four-year postsecondary education institution for the completion of an additional 60 credit hours toward a bachelor's degree.

Section 30 states an eligible postsecondary educational institution may designate an additional field of study to meet local employment needs if the promise eligible programs within this field are two-year associate degree programs or career and technical education certificate or stand-alone programs approved by the Board of Regents that correspond to jobs that are high wage, high demand, or critical need in the community from one of the following fields:

1) Agriculture;
2) Food and Natural Resources;
3) Education and Training;
4) Law, Public Safety, Corrections, and Security; or
5) Transportation, Distribution and Logistics

Name of Institution	Manhattan Area Technical College
Name, title, and email of person responsible for Academic program	Kerri Bellamy, Dean of Advanced Technology/CAO 785-320-4530 kerribellamy@manhattantech.edu
Name, title, and email of Financial Aid contact	Laura Weiss-Cook, Director of Student Success lauraweisscook@manhattantech.edu

Kansas Promise
Eligibility Request Form

CA-1d Form (2024)

Advanced Manufacturing and Building Trades				
CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date
46.0302	Electrical Technology	High Demand and High Wage	AAS, Certificate	Fall 2026

**If any programs are claiming "critical need" status, please provide supporting documentation:

Signature of College Official Kerri Bellamy Date 11/17/25

Signature of KBOR Official_____ Date_____

Special Note to Kansas Independent Colleges:
Please carbon copy the KICA contact below when submitting this application to the Kansas Board of Regent office:

Matt Lindsey, President KICA
matt@kscolleges.org

Last updated: 3/7/2024

Appendix E

Program Review Report for AY 24-25

Program Name	
Does the catalog program description still accurately represent your program to external constituents?	
How does your program meet the mission and vision of MATC?	
Program Accreditation or Certifications	***Discuss the results of the most recent accreditation and plans for addressing any deficiencies or recommendations. Please identify the next accreditation visit.*** ***If program is not accredited, please identify any certification and certification alignments that exist. (i.e. NCCER, AWS, Military alignment, MOS, CCNA, RedHat)***
Full-Time Faculty	List full-time instructors and classes taught
Adjunct Faculty	List adjunct instructors and classes taught
Co-curricular Activities	***Co-curricular refers to activities, programs, and learning experiences that reinforce MATC's mission, values, and complements the formal curriculum. Co-curricular activities support student development outside of the classroom. (i.e. student organizations, internships, attending PAC meetings, and service projects)***
Advisory Committee Involvement	Current members including their title, organization, phone number, email, number of years on committee, contributions to the program (guest speaker, donations, internships, etc.) ***Provide documented evidence of PAC validating program outcomes and recommendations from the PAC related to program needs. (i.e. PAC meeting minutes)***
Gifts in Kind or Donations And new equipment purchases	Name of donor/company Specifically what was donated Value of donation - estimate the value and identify what the college did not have to spend for an equivalent purchase.

Program Review Report for AY 24-25

Certificates and Degrees Awarded	Certificate(s) – name of certificate and number of credit hours A.A.S. degree requirements ***Discuss the data provided related to number of students in program and retention/completion. Provided an analysis regarding the number of students completing the program within 150% of normal time (A.A.S. degree – 3 years; Certificate – 1.5 years).*** ***Discuss employment placement evidence: number of students placed into jobs related to the program of study, student/employer feedback on satisfaction of their preparation from MATC, longevity/advancement of graduates within their program of study and job placement, number of students who were successful with gaining related employment who did not complete their program of study.***
Curriculum Review	***Provide a narrative identifying the significant program changes since last program review***
Program Learning Outcomes	Map course outcomes to program outcomes – provide matrix as an attachment Map KBOR Core Abilities to program/course outcomes
Grade Distribution	Registrar/IR will provide this data; ***provide an analysis of the grade distribution***
Assessment Results	Program and Course MATC Core Abilities assessment results – IR will provide MATC Core Abilities results (Oral Communication, Written Communication, Problem Solving/Critical Thinking, Quantitative Literacy) for the most recent years. End-of-program assessment results Other external assessment results ***Provide narrative discussing what you learned from the assessment data and how you will use the data to make improvements/changes***
Delivery Methods	Describe how you use delivery method to deliver the classes. (LMS, Canvas, Online lectures, lab, face to face, etc.)
Recruiting, Retention, Persistence, and Completion	***Describe the recruiting efforts that you have utilized as well as the efforts that you have implemented to affect retention, persistence, and completion of your students. Why should students pick MATC over other programs?***
Job Outlook – Demand for Program	
Resources Needed	1. To maintain program quality 2. To advance program quality and value to regional employers

Program Review Report for AY 24-25

S.W.O.T. Analysis – Completed with PAC/BILT and any appropriate external group.

*Internal vs External treats/opportunities, new programs in the area, what makes you different from other programs nearby, etc.

Strengths
Weaknesses
Opportunities
Threats

Analysis of S.W.O.T.
(please provide a short narrative about the SWOT)

Program Review Report for AY 21-22

Faculty Credentials & Professional Development

Faculty Name	
Credentials	
Professional Development Activity	
Professional Development Reflection	

Program Review
Program Name
AY 2024-2025

CIP Code(s):
00.0000 CIP Description

Degree(s) / Certificate(s) Awarded:
AAS xx credit hours
Certificate B xx credit hours
Certificate A xx credit hours

SOC Code(s):
00-0000 SOC Description
00-0000 SOC Description

Program Accreditation(s):
none

Curriculum Alignment:
Program is aligned with the Kansas Board of Regents (KBOR). A program alignment map, last updated in March 2021, is available.

Third-Party Credentials / TSA and Credential List
MATC offers the following third-party credentials that are approved by KBOR/TEA for submission on the KBOR Follow Up report.

Award Level	Credential ID	Credential Name	WIOA
All			
All			
All			
All			
All			
All			
All			
All			
All			
All			
All			
All			
All			

Not accepted by KBOR on the Follow Up report, but offered by MATC:
n/a

All awards accepted by KBOR on Follow Up, those greyed out are not offered at MATC currently; additional credentials available at different award levels.

Award Level	Credential ID	Credential Name	WIOA
All			
All			
All			
All			
All			
All			
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All			

Financial Information Revenue						
	AY 22-23		**AY 21-22**		**AY 20-21**	
Tuition	x,xxx SCH @ $xxx/CH	$0	x,xxx SCH @ $xxx/CH	$0	x,xxx SCH @ $xxx/CH	$0
Program/Course Fees		$0		$0		$0
Institutional Fees		$0		$0		$0
State Aid		$0		$0		$0
Total Revenue		**$0**		**$0**		**$0**

Grant/External Funding			
	AY 22-23	**AY 21-22**	**AY 20-21**
Perkins			
Equipment	$0	$0	$0
Professional Development	$0	$0	$0
Capital Outlay	$0	$0	$0
Total External Funding	**$0**	**$0**	**$0**

Expenses			
	AY 22-23	**AY 21-22**	**AY 20-21**
Teaching Salary & Benefits	$0	$0	$0
Program/Course Supplies	$0	$0	$0
Professional Development	$0	$0	$0
Equipment Purchased	$0	$0	$0
Other Expenses	$0	$0	$0
Total Expenses	**$0**	**$0**	**$0**
Program Contribution to Indirect Costs	**$0**	**$0**	**$0**

Supplemental Program Information			
	AY 22-23	**AY 21-22**	**AY 20-21**
MATC Per Credit Hour of Instruction (direct costs only)	$0	$0	$0
Cost Model Composite Rate (average)			
Total Annual Cost to Students – tuition, lab fees, textbooks, tools, equipment	$0		

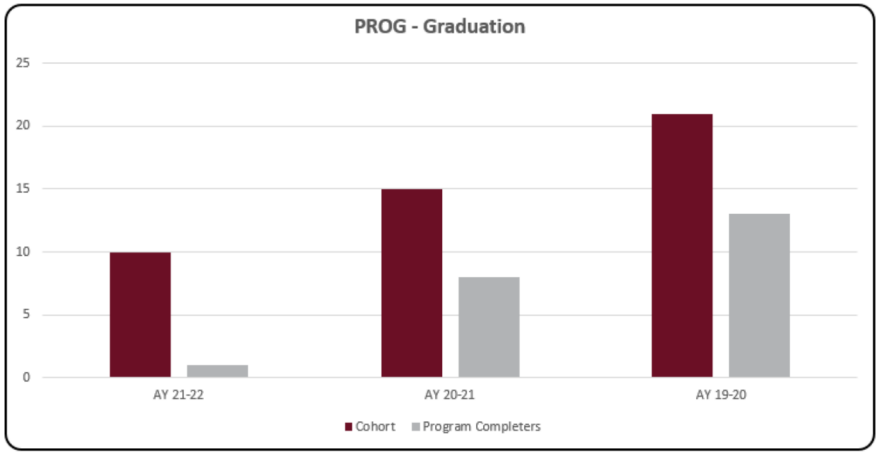
Program Data						
	AY 22-23		AY 21-22		AY 20-21	
Enrollment (Declared Major)	# AAS	# CERTB # CERTA	# AAS	# CERTB # CERTA	# AAS	# CERTB # CERTA
Male/Female Mix	# / # AAS	# / # CERTB # / # CERTA	# / # AAS	# / # CERTB # / # CERTA	# / # AAS	# / # CERTB # / # CERTA
Retention						
1st to 2nd Semester Retention						
Number of Graduates[1]						
Associate (AAS)	#		#		#	
Certificate (CERTC)	# CERTB / # CERTA		# CERTB / # CERTA		# CERTB / # CERTA	
Semester Credit Hours Generated[2]						
Total Unduplicated Students	#		#		#	
Total SCH (Omit Gen Ed SCH)	#		#		#	
Follow-Up[3]						
No. of Students Available	#		#		#	
No. of Students Placed[4]	#/#	#%	#/#	#%	#/#	#%
No. Placed in Field	#/#	#%	#/#	#%	#/#	#%
Average Wage	$##.## / $##.##	$##,###	$##.##	$##,###	$##.##	$##.## / $##.##
Industry Credentials[5]						
Number Attempted	#		#		#	
Number Earned	#		#		#	
Students Who Earned a Credential	#/#	#%	#/#	#%	#/#	#%
MATC Core Abilities Assessment[6]						
Oral Communication						
Written Communication						
Problem Solving/Critical Thinking						
Quantitative Literacy						

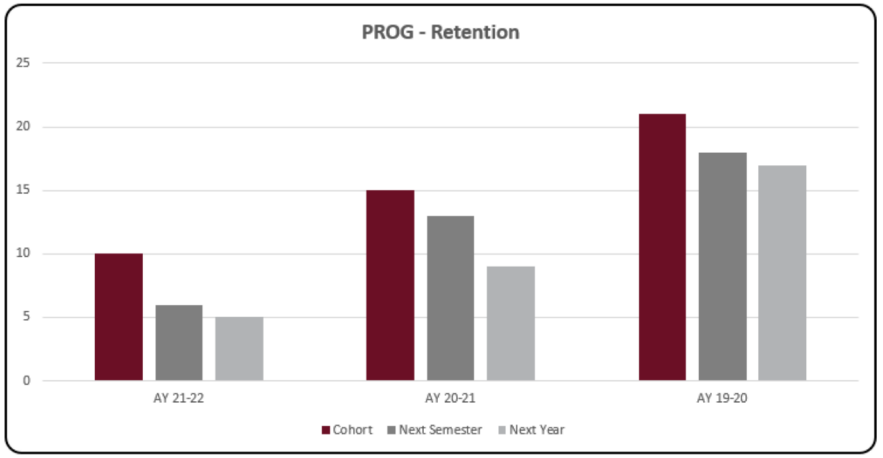
[1] KBOR Academic Year Basic Counts report, table 6a
[2] KBOR Academic Year Registrations file
[3] KBOR Follow Up Report / Perkins V Core Indicators of Performance; Average wage = table 7
[4] Perkins V Core Indicators Report; Placed = Perkins V concentrators who are employed, continuing education, serving in the military, or in a service program as of the 2nd quarter after exist as reported on the KBOR Follow Up Report
[5] KBOR Follow Up Report (may be duplicates); Students who earned a credential is from Perkins V Core Indicators of Performance, 2P1
[6] The department may not have submitted an assessment or submitted it incorrectly for data purposes for this period (indicated by an *); entered MATC averages

Graduation & Retention Information by Cohort

	Retention					
	Cohort	Program Completers	MATC Completers	Still Enrolled in Program	Non-Completers	Graduation Percentage
AY 21-22	10	5	3	2	3	50.00%
AY 20-21	15	10	2	1	4	66.67%
AY 19-20	20	13	0	2	5	65.00%

	Retention					
	Cohort	Next Semester	Next Year	Still Enrolled in Program	Still Enrolled at MATC	Transfer
AY 21-22	10	6	5	4	1	1
AY 20-21	15	13	9	1	0	2
AY 19-20	20	18	17	2	0	4





Notes:

- Cohort determined by first enrollment in ABC 100 course for students with a ABC declared major
- Dropped registrations are excluded from counts while withdrawn registrations are included
- Some students had dual declared majors
- Graduation percentage may increase if those still enrolled complete the program
    - Award Levels for Program Completions (by highest degree earned)
        AY 19-20 cohort: x AAS / x CERTB
        AY 20-21 cohort: x AAS / 1 CERTB
        AY 21-22 cohort: x CERTB
- Transfers:
    - KSU – x
    - Highland CC – x
    - XYZ – x
    - LMN – x
    - OPQ – x
    - RST – x

Employment Data

Kansas Wage Survey, 2021 Edition, Local Areas — Local Area II: Northeast Kansas

Standard Occupational Classification Code	Occupational Title	Employment	Mean (Average) Hourly	Mean Annual	Entry Level Hourly	Entry Level Annual	Experienced Level Hourly	Experienced Level Annual	Median (Middle) Hourly	Median Annual
00-0000										
00-0000										

Kansas Wage Survey, 2021 Edition, Kansas Statewide

Standard Occupational Classification Code	Occupational Title	Employment	Mean (Average) Hourly	Mean Annual	Entry Level Hourly	Entry Level Annual	Experienced Level Hourly	Experienced Level Annual	Median (Middle) Hourly	Median Annual
00-0000										
00-0000										

Projected Employment Data

Kansas Wage Survey, 2021 Edition, Projection Regions, 10-year projection Region: Northeast Kansas

Standard Occupational Classification Code	Occupational Title	Employment	Mean (Average) Hourly	Mean Annual	Entry Level Hourly	Entry Level Annual	Experienced Level Hourly	Experienced Level Annual	Median (Middle) Hourly	Median Annual
00-0000										
00-0000										

Source: Kansas Department of Labor, Labor Market Information Services and the Bureau of Labor Statistics; Occupational Employment Statistics (OES)

Core Ability Assessment Data: AY 21-22
Fall 2021 Critical Thinking Problem Solving

Department Compared to MATC Totals Overall

	Identifies the Problem/Task	Understands the possible causes or reasons for the problem	Formulates Possible Alternatives for Solving the Problem	Prioritizes and Implements Viable Solution(s)	Monitors Results and Revises Solution(s) As Needed	Grand Total
Courses/Dept	0.00	0.00	0.00	0.00	0.00	0.00
PROG Total	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
MATC Total	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

Spring 2022 Oral Communication

Department Compared to MATC Totals Overall

	Quality of Introduction	Quality of Organization and Argumentation	Quality of Oral Presentation	Quality of Conclusion	Responsiveness to Audience: Verbal Interaction	Grand Total
Courses/Dept	0.00	0.00	0.00	0.00	0.00	0.00
PROG Total	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
MATC Total	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

Program Advisory Committee Meeting Minutes

Manhattan Area Technical College
Program
Program Advisory Committee Meeting
30 Sep 2025

5:00pm The annual meeting of PAC member for the Matc Electrical Technology program

PAC members absent: Von Elling electric, Border States, Coleman electric

OLD Business: no old business

Members present: Ecomony Electric Steve, Stanion Wholesale Brandon, Heineken Electric Keldon, Mickael and Hunter

NEW Business:

1. **Degree Map**

   Being the first meeting for electrical technology we had open forum about the degree map and courses, All members present asked questions about each class and understood that the state of Kansas regulations that KBOR as established. A motion was presented by Steve(Economy electric) to accept the courses and degree map presented was seconded by Hunter(Heineken electric) and was a unanimous vote of approval.

2. **Shop tour and discussion of exhaust system retractors**

   Discussion opened up about layout of design and proposed application of the Lab space and tools that are currently in space that each member got to see.

3. **Student Tool List**

   Tool list was presented and suggestion of a tool bag be added to the list. Motion was made by Brandon(Stanton) seconded by Micheal(Heineken), vote was held and all approved that a canvas tool bag be added to the student tool list.

4. **Software**

   Steve(economy) brought up there is software that they use for blueprint reading now. Discussion was held and it was suggested one of the Pac member come and help instruct and show the software during the blueprint class. No vote was taken but I would be happy to let them show this software , because it would be new to me also.

5:35 pm Meeting Adjourd

Minutes: Curriculum Committee

Date 12/12/2024

Members Present: Marcey Fickbohm **(Chair)**, Alex Anderson **(Vice Chair)**, Jen Cupery, Deirdre Greeley, Brian Koch, Justin Meuli, Ed Zahler, Laura Weiss-Cook, Steve Davis, Casey Field, Pamela Imperato, Lauren Rust, Kerri Bellamy

Time: 1300

Guests: Chris Boxberger, Bryant Kniffin, Brian Braun

Members Absent: Suzanne Duncan, Kim Davis

Place: 404

Recorder: Deirdre Greeley

AGENDA ITEM	DISCUSSION	ACTION TAKEN
Call to order		The meeting was called to order at 1304
Acceptance of Minutes	Review of minutes from 9/20/24 and 11/15/24	Motion to approve the minutes from 9/20/24 as written: Ed Second: Laura Motion carried Motion to approve the minutes from 11/15/24 as written: Laura Second: Alex Motion carried
Old Business		
1. **None**		
New Business		
1. **New Program – Electrical Technology Degree Map**	Electrical Technology (ELT) is a new program that will have AAS, Cert B, and Cert C pathways. The program is 61 CH and is aligned with KBOR.	Motion to approve New Program – Electrical Technology Degree Map: Brian Second: Laura Motion carried
2. **New Course Forms and Course Outlines – ELT 100, 105, 110, 115, 120, 125, and 135**	The Course Descriptions and Outcomes and Competencies for these courses are taken straight from KBOR and not subject to change.	Motion to approve New Course Forms and Course Outlines for ELT 100, 105, 110, 115, 120, 125, and 135 as written: Brian Second: Laura Motion carried
3. **ELT 130 – New Course Form and Course Outline**	ELT 130 *Troubleshooting* new course form and outline reviewed.	Motion to approve ELT 130 New Course Form and Course Outline as written: Brian Second: Ed Motion carried

AGENDA ITEM	DISCUSSION	ACTION TAKEN
4. ELT 140 – New Course Form and Course Outline	ELT 140 *Motor Controls* new course form and outline reviewed.	Motion to approve ELT 140 New Course Form and Course Outline as written: Ed Second: Laura Motion carried
5. ELT 200 New Course Form and Course Outline	ELT 200 *National Electrical Code III* new course form and outline reviewed.	Motion to approve ELT 200 New Course Form and Course Outline as written: Brian Second: Justin Motion carried
6. ELT 205 New Course Form and Course Outline	ELT 205 *Motor Controls II* new course form and outline reviewed.	Motion to approve ELT 205 New Course Form and Course Outline as written: Ed Second: Alex Motion carried
7. ELT 210 New Course Form and Course Outline	ELT 210 *Troubleshooting II* new course forms and outline reviewed.	Motion to approve ELT 210 New Course Form and Course Outline as written: Brian Second: Jen Motion carried
8. ELT 215 New Course Form and Course Outline	ELT 215 *Schematics* new course forms and outline reviewed.	Motion to approve ELT 215 New Course Form and Course Outline as written: Brian Second: Jen Motion carried
9. ELT 220 New Course Form and Course Outline	ELT 220 *Programmable Logic Controllers* new course form and course outline reviewed. The word “schematics” removed from course description.	Motion to approve ELT 220 New Course Form and Course Outline with changes: Brian Second: Jen Motion carried
10. ELT 225 New Course Form and Course Outline	ELT 225 *Controls and Automation* new course form and course outline reviewed.	Motion to approve ELT 225 New Course Form and Course Outline as written: Ed Second: Brian Motion carried
11. ELT 230 New Course Form and Course Outline	ELT 230 *National Electrical Code IV: Journeyman’s Exam Prep* new course form and course outline reviewed.	Motion to approve ELT 230 New Course Form and Course Outline as written: Brian Second: Jen Motion carried

AGENDA ITEM	DISCUSSION	ACTION TAKEN
12. ELT 235 New Course Form and Course Outline	ELT 235 *Occupational Work Experience* new course form and course outline reviewed.	Motion to approve ELT 235 New Course Form and Course Outline as written: Brian Second: Jen Motion carried
13. ELT 240 New Course Form and Course Outline	ELT 240 *Forklift Training* new course form and course outline reviewed. Minor changes made for clarity.	Motion to approve ELT 240 New Course Form and Course Outline with changes: Ed Second: Justin Motion carried
14. Update to Plumbing (PLM) Program Page	PLM program page updated to reflect addition of Cert A pathway.	Change noted. No committee action required.
15. PLM Program Change Form	PLM courses have a new prefix and have been renumbered: PML has been changed to PLM for all courses. PLM 110 has been changed to 105, 120 to 110, 130 to 115, 140 to 120, 150 to 125, 160 to 130, 200 to 135, 210 to 140, 220 to 145, 230 to 150, 240 to 155.	Change noted. Not committee action required.
16. PLM 100 Course Change Form and Course Outline	PLM 100 *OSHA 10 General Industry Safety Course*. Outcomes updated with measurable taxonomy and minor grammatical changes.	Motion to approve PLM 100 Course Change Form and Course Outline with changes: Brian Second: Justin Motion carried
17. PLM 105 Course Change Form and Course Outline	PLM 105 *Introduction to Craft Skills*. Small changes made to learning outcomes and competencies.	Motion to approve PLM 105 Course Change Form and Course Outline with changes: Brian Second: Justin Motion carried
18. PLM 110 Course Change Form and Course Outline	PLM 110 *Introduction to Plumbing Technology*. Small changes to learning outcomes and competencies.	Motion to approve PLM 110 Course Change Form and Course Outline with changes: Brian Second: Justin Motion carried
19. PLM 115 Course Change Form and Course Outline	PLM 115 *Plumbing Fixtures and Fittings*. Small changes to learning outcomes and competencies.	Motion to approve PLM 115 Course Change Form and Course Outline with changes: Brian Second: Justin Motion carried

AGENDA ITEM	DISCUSSION	ACTION TAKEN
20. PLM 120 Course Change Form and Course Outline	PLM 120 *Plumbing Basics*. Small changes to learning outcomes and competencies.	Motion to approve PLM 120 Course Change Form and Course Outline with changes: Ed Second: Justin Motion carried
21. PLM 125 Course Change Form and Course Outline	PLM 125 *Plumbing Blueprint Reading*. Small changes to learning outcomes and competencies.	Motion to approve PLM 125 Course Change Form and Course Outline with changes: Brian Second: Justin Motion carried
22. PLM 130 Course Change Form and Course Outline	PLM 130 *Occupational Work Experience I*. Small changes to purpose, formatting, and LO&C.	Motion to approve PLM 130 Course Change Form and Course Outline with changes: Ed Second: Justin Motion carried
23. PLM 135 Course Change Form and Course Outline	PLM 135 *Codes and Special Systems*. Reviewed, no changes.	Motion to approve PLM 135 Course Change Form and Course Outline as written: Justin Second: Ed Motion carried
24. PLM 140 Course Change Form and Course Outline	PLM 140 Plumbing Electricity and Gas. Small changes to learning outcomes and competencies.	Motion to approve PLM 140 Course Change Form and Course Outline with changes: Justin Second: Ed Motion carried
25. PLM 145 Course Change Form and Course Outline	PLM 145 Advanced Plumbing Fixtures. Reviewed, no changes.	Motion to approve PLM 145 Course Change Form and Course Outline as written: Ed Second: Alex Motion carried
26. PLM 150 Course Change Form and Course Outline	PLM 150 Workplace Skills. Minor grammatical changes made.	Motion to approve PLM 150 Course Change Form and Course Outline with changes: Ed Second: Justin Motion carried
27. PLM 155 Course Change Form and Course Outline	PLM 155 Occupational Work Experience II. Small changes to learning outcomes and competencies.	Motion to approve PLM 155 Course Change Form and Course Outline with changes: Justin Second: Ed Motion carried

Open Discussion: None

AGENDA ITEM	DISCUSSION	ACTION TAKEN
Next Meeting	1-9-2025 @ 1100	
Agenda Items for Next Meeting:	TBD	
Adjournment	The meeting adjourned at 1421	Motion to adjourn: Justin Second: Jen Motion carried

Minutes: Curriculum Committee

Date 10/3/2025

Members Present: Marcey Fickbohm **(Chair)**, Alex Anderson **(Vice Chair),** Suzy Baker, Eric Bartow, Brian Braun, Jen Cupery, Steve Davis, Suzanne Duncan, Casey Field, Deirdre Greeley, Brian Koch, Justin Meuli, Lauren Rust, Laura Weiss-Cook, Kim Davis (ex officio), Kerri Bellamy (ex officio)

Time: 1500

Guests: None

Members Absent: None

Place: 404

Recorder: Deirdre Greeley

AGENDA ITEM	DISCUSSION	ACTION TAKEN
Call to order		The meeting was called to order at 1503
Acceptance of Minutes	Review of minutes from 8/7/2025	Motion to approve the minutes from 8/7/2025 as written: Deirdre Second: Brian B. Motion carried
Old Business		
1. None		
New Business		
1. ALH 1202 – Course Change Form and Outline	Course number change and competencies updated.	Motion to approve ALH 1202 Course Change Form and Outline as written: Brian B. Second: Jen Motion carried
2. AMT 152 – Course Change Form and Outline	Typographical errors in Description and Prerequisites corrected.	Motion to approve AMT 152 Course Change Form and Outline as written: Brian B. Second: Alex Motion carried
3. ECE 155 – Course Change Form and Outline	Typographical error in Prerequisites corrected.	Motion to approve ECE 155 Course Change Form and Outline as written: Brian B. Second: Jen Motion carried
4. NUR 138 Course Change Form and Outline	Typographical error in Prerequisites changed.	Motion to approve NUR 138 Course Change Form and Outline as written: Brian B. Second: Brian K. Motion carried

AGENDA ITEM	DISCUSSION	ACTION TAKEN
5. ELT Delete 100, 200, 205, 210, 215, 220, 225, 230, 235, and 240	These course numbers have been deleted to create new course numbers and course outlines.	No action required
6. ELT 115 New Course Outline	ELT 115 Print Reading being changed to ELT 115 Residential Wiring I. Learning Outcomes and Competencies (LO/C) come from KBOR and cannot be changed.	Motion to approve ELT 115 new Course Outline as written: Brian B. Second: Alex Motion carried
7. ELT 120 New Course Outline	ELT 120 Residential Wiring I being changed to ELT 120 Occupational Experience I. LO/C from NEC/OSHA. Minor grammatical changes, and hyperlinks removed.	Motion to approve ELT 120 new Course Outline with changes: Brian K. Second: Jen Motion carried
8. ELT 125 New Course Outline	ELT 125 National Electrical Code II being changed to ELT 125 Print Reading. LO/C from KBOR. Hyperlinks removed.	Motion to approve ELT 125 new Course Outline with changes: Jen Second: Brian K. Motion carried
9. ELT 130 New Course Outline	ELT 130 Troubleshooting being changed to ELT 130 National Electrical Code II. LO/C from KBOR. Minor punctuation changes made.	Motion to approve ELT 130 new Course Outline with changes: Brian B. Second: Brian K. Motion carried
10. ELT 140 New Course Outline	ELT 140 Motor Controls being changed to ELT 140 Journeyman's Exam Preparation. Minor changes to Bloom's Taxonomy made to LO/C.	Motion to approve ELT 140 new Course Outline with changes: Brian K. Second: Jen Motion carried
11. ELT 145 New Course Form and Outline	Minor changes made.	Motion to approve ELT 145 new Course Form and Outline with changes: Brian K. Second: Brian B. Motion carried

Open Discussion:	None

Next Meeting: 11-14-25 @ 1500

AGENDA ITEM	DISCUSSION	ACTION TAKEN
Agenda Items for Next Meeting:		
Adjournment	The meeting adjourned at 1532	Motion to adjourn: Brian K. Second: Jen Motion carried

Manhattan Area Technical College
Board of Directors Meeting Minutes
October 28, 2025/MATC Advanced Technology Center/5:30pm (zoom/live stream)

Mission: Manhattan Area Technical College provides high quality technical, general, and adult education to prepare individuals to pursue technologically advanced careers and lead productive lives in a dynamic and diverse global environment.

Vision: As a leader in technical education, Manhattan Area Technical College will enhance student-

HELPING IGNITE the ambition and passion:

- in our students through self-advocacy
- in our faculty and staff by providing student centered support
- of our community by supporting regional workforce needs.

REVOLUTIONIZE EDUCATION through:

- active learning with hands-on instruction from day one
- faculty delivering cutting-edge industry driven expertise
- inspiring innovative lifelong learning.

Objectives:

- Offering associate of applied science degrees and technical certificates upon completion of programs and courses in technical fields to meet student, employer, and community needs.
- Complementing technical instruction with general education courses emphasizing written and verbal communication, quantitative literacy, and critical thinking/problem solving.
- Creating opportunities for secondary students in technical and general education through partnerships.
- Providing student-centered services to include counseling, financial aid, skill enhancement and assessment, employability preparation, and student-led organizations.
- Assessing student performance and outcomes to enhance learning.
- Allocating resources to ensure a safe, accessible, and student-friendly learning environment.
- Maintaining integrity through interaction with Business and Industry Leadership Teams (BILT), our Board of Directors, and ensure compliance with approving agencies.
- Serving as a valued community leader and partner in the educational, economic, and workforce development of our service area.

Board of Directors Statement of Ownership*:* The Board of Directors for Manhattan Area Technical College has identified its moral ownership, to which it has a fiduciary or trusteeship responsibility, as the general public of the college's service areas.

VISION AND MISSION: The Vision and Mission of the Manhattan Area Technical College Board of Directors is to ensure that MATC strives to be a leader in postsecondary technical education in Kansas to prepare people for productive and enriched lives.

Attendance:
Board of Directors

Tim Flanary, Chair (Pottawatomie)
Brett Ballou (Riley) ZOOM
Julie Crimmins (Clay)
Dan Strom (Pottawatomie)
Leslie Goodwin (Geary)
David Urban, Vice Chair (Riley)
John Armbrust (Riley)
~~Heather Peterson (Pottawatomie)~~
Stephanie Pierce (Riley)

Administration/Staff

James Genandt, President/CEO
Josh Gfeller, Vice President of Operations
Kerri Bellamy, Dean, Advanced Technologies
Kim Davis, Dean, Nursing Ed & Health
~~Peter Vopata, Coordinator, Human Resources~~
Brian Koch, Faculty, Chair, Faculty Senate
Pam Imperato, Special Advisor to President
Chris Boxberger, Vice President, Education & Engagement
Cara Prichard, Chief Financial Officer
Neil Ross, Dean, Institutional Effectiveness, CSSO
Kim Withroder, Director, Institutional Research/Effectiveness
Suzy Baker, Senior Executive Officer, Board Clerk

Agenda (*items require Board action)

1. Call to Order **Tim called the meeting to order at 5:30p.**
    a. Introductions (if necessary)
    b. Agenda revisions (if necessary) *
2. Consent Agenda* **Tim asked for a motion to approve the consent agenda as is. Dan 1st, Stephanie 2nd 8 yes, 0 no. Motion approved.**
    a. Previous board minutes (Attachment 1) *
    b. Previous month check register and related financial information (Attachment 2) *
    c. Organizational update (Attachment 3) *
3. General Agenda (*items that may require Board action)
    a. Partnerships/Outreach
        i. Progress Update (Attachment 4) **Chris:**

Started this month with providing a report each meeting with the month's outreach efforts. Industry Partnerships: Ongoing conversations with local companies like for program support and equipment training. Early discussions about paid internships and training opportunities for students. Partnerships aim to supplement electrical programs and provide hands-on experience. Discussion of block licensing and alignment with industry standards. Outreach and Collaboration with Other Institutions: Flint Hills Tech reached out for program support and alignment. Plans to collaborate with Wamego High School and possibly Fort Riley. Efforts to align curriculum with state requirements and share best practices across institutions.

    b. Faculty Senate
        i. Update Report (Attachment 5) **Brian:**

Discussed Adult Ed Ft Riley. Brian has been working with the state to go over regulations. Wamego HS – Brian is still doing courses there, very impressed with the leadership at WHS. All programs are doing well as much as Brian has heard.

c. Operations
    i. Facilities update **Josh:**

Tax exemption issue from last year – all is good to go now. Josh presented report on furniture needs (especially for nursing dept) Tim asked for a motion to approve furniture purchase not to exceed $75,000. David 1st, Stephanie 2nd. 8 yes, 0 no. Motion approved.

d. Finance (as required)
    i. Financial Dashboard & Q1 Financials/Actuals (Attachment 6) **Cara:**

Review of purchasing policies, especially regarding sole-source justification and capital outlay. Discussion about confusion over thresholds for bids and capital improvements. Tuition and credit hour income discussed. Recent audit started and is progressing well. Bank affiliations and reconciliation processes reviewed. Plan for dual review of audit entries for accuracy.

e. Academics
    i. Computer Support Specialist Degree Map (Attachment 7) * **Kerri:**

Presented final degree map. Program is aligned with KBOR requirements. Tim asked for motion to approve the Computer Support Specialist Degree Map. Dan 1st, Stephanie 2nd. 8 yes, 0 no. Motion approved.

    ii. ELT Degree Map (Attachment 8) * **Kerri:**

Presented final degree map. Program is aligned with KBOR requirements. Electrical Technology program condensed to a one-year format with Cert B and associate's degree. Discussion on alignment with pre-apprenticeship and apprenticeship programs, including OSHA requirements. Local contractors are willing to provide on-the-job experience for students. Tim asked for a motion to approve the ELT Degree map. Stephanie 1st, Dan 2nd. 8 yes, 0 no. Motion approved.

Program Updates: **Kerri & Kim:**

Kerri reported on Matthew Asbury's professional development. Matthew received NC3 instructor certification for mechatronics. Industrial Maintenance Technology program is progressing well and now offers nationally recognized certifications. Kim: Nursing faculty achievements in national certifications highlighted.

    iii. Adult Education Update (Attachment 9) **Rachel:**

Was not able to be at the meeting, her report was added to the packet.

f. Policies
    i. No Updates
g. Student Services
    i. No Updates
h. Resource Development
    i. No Updates
i. Governance Monitoring Reports (as required) **Tim asked for a motion to approve all monitoring reports. David 1st, Dan 2nd. 8 yes, 0 no. Motion approved.**

i. Asset Protection (Attachment 10)* **Cara:**
ii. Budgeting/Financial Planning/Forecasting (Attachment 11)* **Cara:**
iii. Compensation & Benefits (Attachment 12)* **Jim:**
iv. Achievement of Ends (Attachment 13)* **Kim W:**

All mentioned above presented reports attached in packet.

j. President's Report
i. Monthly Update Report (Attachment 14) **Jim:**

Presented report attached in packet.

ii. JDG Response for State Senator Starnes (Attachment 15)
iii. Congressional Record for the Senate (Attachment 16)

4. Events/Meetings Calendar
   a. Red Cross Blood Drive (October 30, 2025)
   b. Thanksgiving Break – Campus Closed (November 24-28, 2025)
   c. November/December Board Meeting (December 9, 2025, 5:30p)
   d. Nursing Pinning Ceremony (December 12, 2025)
   e. December Commencement (December 13, 2025)
   f. End of Semester Celebration (December 15, 2025, 10a-12p)
   g. Winter Break – Campus Closed (December 22-January 4)
5. Adjournment **Tim asked for a motion to adjourn the meeting, Julie 1st, Dan 2nd. 8 yes, 0 no. Motion approved. Meeting adjourned at 6:40p.**

	Schedule of President's Monitoring Reports
Monthly Through BOD Meetings Written Report in December	1. **GENERAL EXECUTIVE CONSTRAINT** a) The President shall not cause or allow any practice, activity, decision or organizational circumstance which is illegal, imprudent, or unethical
June	2. **TREATMENT OF PEOPLE** a) With respect to treatment of students, staff, volunteers and the community, dealings shall not be inhumane, unfair, or undignified.
October	3. **BUDGETING/FINANCIAL PLANNING/FORECASTING** a) Budgeting shall not deviate significantly from board priorities, or risk fiscal jeopardy.

Quarterly (Reports to Include Both MATC Operating Financials as Well as MATC Foundation Impact)	4. **FINANCIAL CONDITION** a) With respect to the actual, ongoing condition of the organization's financial health, the President shall not cause or allow the development of fiscal jeopardy or a significant deviation of actual expenditures from board priorities established in policies. b) July – September c) October - December January – March d) April – June
Ongoing	5. **INFORMATION AND ADVICE** a) With respect to providing information and counsel to the board, the President shall not permit the board to be uninformed.
October	6. **ASSET PROTECTION** a) Assets shall not be unprotected, inadequately maintained, or unnecessarily risked.
October	7. **COMPENSATION/BENEFITS** a) With respect to employment, compensation, and benefits to employees, consultants, contract workers, and volunteers, the President shall not cause or allow fiscal integrity or public image to be jeopardized. b) Annual Budget presented for approval if not done earlier (pending final state approval of appropriations and negotiations)
January & August	8. **STRATEGIC PLAN (General Executive Constraint & Board Governance Process)** a) Annual presentation of Strategic Plan…the President shall not operate the college without a Strategic Plan. b) Monitoring progress of Strategic Plan.
February & October	9. **ACHIEVMENT OF ENDS** a) Vision & Mission b) Essential Skills c) Work Preparedness d) Workforce Development e) Leadership