New Program Request Form

CA1

General Information

Institution Submitting Proposal	Fort Hays Tech | Northwest
Name, title, phone, and email of person submitting the application (*contact person for the approval process)*	Jason Showalter Vice President of Student & Academic Advancement jason.showalter@fhnw.edu 785-890-1584
Identify the person responsible for oversight of the proposed program	Jason Showalter Vice President of Student & Academic Advancement
Proposed Program Title	Electrical Power Distribution
Standard Occupation Code (SOC) Associated to the Proposed CIP Code	49-9051
SOC Description - Including title and job description (from onetonline.org)	Electrical Power-Line Installers and Repairers Install or repair cables or wires used in electrical power or distribution systems. May erect poles and light or heavy duty transmission towers.
Proposed Classification of Instructional Program (CIP) Code	46.0301
CIP Code Description - Including title and definition (from nces.ed.gov/ipeds)	Electrical and Power Transmission Installation/Installer, General. A program that generally prepares individuals to apply technical knowledge and skills to install indoor and outdoor residential, commercial, and industrial electrical systems, and associated power transmission lines. Includes instruction in electricity, safety procedures, wiring, insulation and grounding, schematic blueprint interpretation, equipment operation and maintenance, and applicable codes and standards.
Method of Program Delivery (face to face, online, hybrid)	Face to Face
Number of Credits for the Degree and for each Certificate Requested	Tech Cert B - 44
Proposed Date of Initiation	Fall 2027
Specialty Program Accrediting Agency	N/A
Industry-Recognized Certification(s) Students Can Earn	OSHA 30, CDL, NCCER Core, NCCER Electric Power Distribution

Compliance with applicable state or federal laws or licensure is the sole responsibility of the institution.

Accelerating Opportunity Kansas (AO-K) eligibility will be requested (Y or N)	N
Number of Projected Enrollments	Year 1: 16
	Year 2: 18
	Year 3: 20

Signature of College Official _____ Date 9/18/26

Signature of KBOR Official _____ Date _____

Use this form to:

1. **Request a brand-new program. Approval required by TEA and KBOR**
2. **Request an expansion of an existing program to add a higher award level. Approval required by TEA and KBOR**
3. **Request a subordinate award level with an existing program already approved by TEA and KBOR**

Institutions requesting subordinate credentials (i.e., requesting a CERTA/B/C when an AAS is already approved, and coursework is a subset of existing courses) need only submit the following sections:

1) *General Information,*
2) *Program Rationale,*
3) *Demand for the Program in Kansas (all 10-year Occupational Outlook data and Perkins CLNA information),*
4) *Complete catalog descriptions (including program objectives) for the proposed program,*
5) *List by prefix, number, title, and description all courses (including prerequisites) to be required or elective in the proposed program,*
6) *Provide a Program of Study/Degree Plan for the proposed program including a semester-by-semester outline that delineates required and elective courses and notes each program exit point.*
7) *List any pertinent program accreditation available (rationale for seeking or not seeking accreditation and plan to achieve accreditation),*
8) *CA-1b if Excel in CTE fees if requesting approved to charge fees that are not already approved,*
9) *CA-1d if requesting eligibility for Promise Scholarship, and*
10) *Program Approval at the Institution Level*

Note: Changes are often simultaneously being made to existing awards when requesting a subordinate award. The CA1 can be used to document those changes as well, rather than also creating the CA2. The changes can be noted on this application, and the CA2a form can be used in conjunction with explanation in the above items to demonstrate the changes being made to the existing awards.

Narrative

Completely address each one of the following items for new program requests. Provide any pertinent supporting documents in the form of appendices, (i.e., minutes of meetings, industry support letters, CA-1a form, etc.).

Program Rationale

- Provide an overall explanation and background surrounding the development of the proposed program. Include:
    - how the institution identified the need in the occupation for which the training is being developed,
    - where the idea to offer the program came from,
    - include business and industry partners that requested the program be offered, and
    - who was involved in the development of the program

The need was identified through conversation with Business and Industry representatives. Officials from Pioneer Electric, Prairieland Electric, Midwest Energy, and our local municipality were consulted with regarding the viability and demand for a Power Distribution program. They indicated the retirement cliff is impacting their existing workforce and the need to replace them is continuously growing. They also indicated aging infrastructure is driving the need for expanding their workforce. Aging power poles and lines across western Kansas is providing a continuous need for a strong workforce. With an aging workforce and the growing demand for infrastructure improvements, now is the perfect time to provide western Kansas with an Electrical Power Distribution program.

This started with regional industry partners indicating a strong and growing need for an Electrical Lineman program. During conversations with Mike Morley of Midwest Energy in Hays, Kansas, he emphasized that utility companies throughout the region are experiencing increasing difficulty in recruiting qualified lineworkers. He also indicated that employers would prefer graduates of a focused, one-year certificate program that prepares students to enter the workforce quickly.

The demand for electrical linemen is expected to remain strong over the next 15 to 20 years. A significant portion of the current workforce is approaching retirement age, creating a substantial need to replace experienced lineworkers. In addition to workforce turnover, electric utilities are investing heavily in maintaining, repairing, and upgrading aging electrical infrastructure. These modernization efforts require a steady pipeline of skilled workers capable of safely constructing and maintaining electrical distribution systems.

The continued growth in residential, commercial, and industrial electricity consumption is also increasing the demand for qualified linemen. As communities expand and the electric grid evolves to meet new energy needs, utility companies require additional trained professionals to ensure reliable power delivery and system resilience.

Developing an Electrical Lineman program will help address these regional workforce shortages by providing students with a direct pathway into a high-demand, high-wage career while supplying local utility companies with graduates who possess the technical skills and safety training needed to enter the workforce immediately. A one-year program aligns with employer preferences by allowing students to complete their training efficiently and begin meeting industry workforce needs as quickly as possible.

- If the recommended program is duplicative of other programs in the area, please specifically address why the new, additional program is necessary.

There isn't another program in Northwest Kansas that meets the need for our area. All the other programs are much farther east or south of us. The additional program will help fulfill the needs of businesses that are operating in Northwest Kansas.

Program Description and Requirements

- Provide a complete catalog description (including program objectives/outcomes) for the proposed program.

The Electric Power Distribution Technician program is a one-year certificate program designed to prepare students for entry-level employment in the electric utility industry. The curriculum provides students with the technical knowledge and hands-on skills needed to install, maintain, and repair residential, commercial, and industrial electrical distribution systems and associated power transmission lines. Students receive instruction in electrical theory, industry safety practices, wiring methods, grounding and insulation, equipment operation and maintenance, and applicable electrical codes and standards. Emphasizing safe work practices and practical field experience, the program equips graduates with the competencies necessary to meet the workforce needs of electric utilities, municipalities, and electrical contractors.

Program Objectives

- Obtain CDL so that they can drive the required equipment for Power Distribution.
- Obtain OSHA 30 certification.
- Demonstrate best safety practices while working in the field of Power Distribution.
- Identify and demonstrate proper usage of tools related to the Power Distribution trade.
- Climb and work on poles and structures using approved safety equipment and procedures.
- Operate utility vehicles and line equipment for rigging, excavation, and pole setting.
- Test and troubleshoot electrical line components
- Explain and demonstrate use of hand signals to communicate between the rigger and crane operator
- Demonstrate and understanding of electrical circuits and theory
- Install and maintain overhead and underground distribution lines and components.

- Include any work-based learning requirements of the program, such as clinicals, internships, apprenticeships etc. If clinical experience or apprenticeship is required for the occupation; please identify whether sufficient clinical sites are available, or how the institution is partnering with business and industry to ensure sufficient apprenticeship spaces are available.

There is a 6 Credit Hour internship scheduled in the spring. This would be at the end of the semester allowing the students to take all they have learned and apply it in a real world setting. We are working with local electrical providers to hire our students for the internships.

- List and describe the admission and graduation requirements for the proposed program.

Admissions requirements:

- The student needs to be 18 years of age or older
- The student needs to fill out an application for the college.

Program Requirements

- This is a 1 year certification with an Internship that results in a Tech Cert B certification.
- The student must complete 44 credit hours with an overall GPA of 2.0 or higher.

Demand for the Program in Kansas

- Using the most recent Kansas Department of Labor's Long Term (10-year) Occupational Outlook, (https://klic.dol.ks.gov) identify employment trends and projections for the SOC code identified in the General Information section:
    - annual job openings,
    - estimated annual median wages, and
    - typical education level needed for entry
  - Labor information included should show demand in Kansas in the occupation *for the specific level of education being proposed for the program*.
  - Please utilize the following format to indicate the job postings (and wage/salary) in Kansas which correspond to each educational level being proposed for the new program:

Education level proposed	Data Source utilized – include only Kansas data	# of job openings corresponding to the level of education	Hourly wage/annual salary for jobs for each level of education
AAS (60-68 CH)			
CERTC (45-59 CH)			
CERTB (30-44 CH)	Kansas Long Term Occupational Projections 2022-2032 Kansas 2025 High Demand Emerging Demand High Wage	116 annually	$89,950
CERTA (16-29 CH)			
SAPP (less than 15 CH)			

  - Include additional data demonstrating local and regional employer demand in Kansas if available.

According to Kansas Middle Skills Pathways (https://ksmiddleskills.netlify.app/), the Electrical Power-Line Installers and Repairers is High Demand and High Wage in our area with an average median wage of $103,592.

Compliance with applicable state or federal laws or licensure is the sole responsibility of the institution.

    - For new programs for which state-level labor data is not yet available, additional resources to demonstrate demand for the occupation being trained must be included to show demand in Kansas. Job posting data (cite resource used and date of review) and projected hiring needs for employers (documented in employer letters of support) in Kansas are examples of additional labor data documentation.
- Show demand from the local community. Provide letters of support from **at least three potential employers** in your region, **which state the specific type of support** they will provide to the proposed program. Examples of program supports may include commitments to interview graduates for job positions, providing scholarships, providing internships or other work-based learning opportunities, donation of equipment/materials, assistance with program design, serving on advisory board, etc. Additional support letters from other organizations may also be included, but at least three letters from potential employers are required.

See Appendix A for letters of support.

- Provide data from the most recent Perkins Comprehensive Local Needs Assessment recommendations, demonstrating the need for the program initiation. Example: "(Data source) listed X number of annual openings for the occupation, with Y number of Concentrators in the matching program area". If the occupation corresponding to the proposed program was not evaluated in the most recent CLNA, please explain why.

This program was evaluated on our most recent CLNA. It was listed as a high demand, high wage occupation. Projected employment outlook over the next 10 years is expected to increase by 0.5% in the NW region. Projected annual openings in the state of KS are 116 and 17 in the NW region.

Business and industry have indicated a need for more employees in this area.

- Describe/explain any business/industry partnerships specific to the proposed program.
  If a formal partnership agreement exists, agreement explaining the relationship between partners and documenting support to be provided for the proposed program must be submitted to the Board office independent from the CA1 materials for review purposes. The agreement will not be published or posted during the comment period.

We have no specific partnership agreements at this time.

Duplication of Existing Programs

- Identify similar programs in the state based on CIP code, title, and/or content. For each similar program provide the most recent K-TIP data: name of institution, program title, number of declared majors, number of program graduates, number of graduates exiting the system and employed, and annual median wage for graduates existing the system and employed.

Institution Name	CIP Code	Program Title	Number of Declared Majors	Number of program graduates	Number of graduates exiting the system and employed	Annual median wage of graduates exiting and employed
Pratt Community College	46.0301	Electrical & Power Transmission AAS CERT C	154	57	48	70965
Manhattan Area Technical College	46.0301	Electric Power and Distribution AAS CERT C	40	17	17	58,885
WSU Tech	46.0301	Electric Power Distribution	N/A	N/A	N/A	N/A
KCKCC	46.0303	High Voltage Line Technician	N/A	N/A	N/A	N/A

- Please explain how collaboration was pursued with similar programs. Institutions proposing a new program should always reach out to existing programs to identify collaboration opportunities. Examples of collaboration include (but are not limited to) sharing best practices, recruitment and retention strategies, curriculum or equipment suggestions, structure with business and industry on work-based learning opportunities, etc.
    - Once existing programs have been contacted, if collaboration was not a viable option, please explain why.

The president of our college, Dr. Corey Isbell, visited with Jim Genandt from Manhattan Area Technical College. He was supportive of the program and offered instructor collaboration once we get an instructor hired. Dr. Corey Isbell also visited with Sheree Utash from WSU Tech. She was supportive of the program as well. Collaboration was discussed but determined not viable due to geographical constraints.Both institutions are supportive of the program and offered possible collaboration between faculty members to discuss best practice and different field lab configurations.

Program Information

- If the program has undergone the alignment process at the state level, please review alignment requirements and verify that
    - program title.
    - courses, (including titles and competencies)
    - industry-recognized certifications,
    - all marketing materials and public-facing information meets requirements, and
    - accreditation requirements

  are met in the proposal. Listing of aligned programs can be found at: https://www.kansasregents.gov/workforce_development/program-alignment

This is not an aligned program.

- List by course ID/prefix, number, title, and catalog description all courses (including prerequisites) to be required or elective in the proposed program.

See Appendix C for the course titles and descriptions.

- Provide a Program of Study/Degree Plan for the proposed program for each program exit point including a semester-by-semester outline that delineates required and elective courses.
    - Degree plan/map in application should match degree map on institution website
    - KBOR links individual institution Degree Map landing pages at https://www.kansasregents.gov/students/advising-resources
    - Please refer to Guidance on Academic Degree Maps at https://www.kansasregents.gov/academic_affairs/performance-agreements

See Appendix C for the enrollment guide.

- If the proposed program includes multiple curricula (e.g., pathways, tracks, concentrations, emphases, options, specializations, etc.), identify courses unique to each alternative.

This program does not include multiple curricula.

- List any pertinent program accreditation available:
    - Provide a rationale for seeking or not seeking said accreditation.
    - If seeking accreditation, also describe the plan to achieve it.

The program will utilize the nationally recognized NCCER curriculum, providing students with opportunities to earn industry-relevant certifications. Program leadership will continue to monitor accreditation options that align with business and industry standards.

- If the program/coursework will be made available to high school students, provide letters of support from local high schools and/or districts that intend to participate.

Because of the CDL requirement, we are not offering this program to local high schools at this time.

Faculty

- Describe faculty qualifications and/or certifications required to teach in the proposed program.

In adherence to the guidelines set forth by the Higher Learning Commission (HLC) and their Criteria for Accreditation and Assumed Practices, Fort Hays Tech | Northwest is committed to ensuring that all faculty members—whether full-time, part-time, adjunct, dual credit, or temporary—meet the highest standards of qualification for teaching. Upon employment, all faculty will be placed on a professional development plan to ensure that qualifications are met, foster continuous growth, improve teaching effectiveness, and stay updated on evolving academic trends and best practices in the field.

Throughout the search process, the Faculty Credential Table should be used to evaluate candidates according to HLC's Determining Qualified Faculty requirements. The Faculty Credential Table should also be used to assess qualifications for adjunct instructors and dual enrollment faculty. If a candidate does not meet the minimum required credentials as outlined in the table, the Rubric for Equivalent Experience (See Appendix C) should be used to determine whether or not the candidate is qualified in place of having the appropriate credentials. Documentation and evidence collected for the rubric will be saved with the rubric and placed in the faculty's personal file. See the rubric for acceptable forms of documentation and evidence. The burden of providing proof is on the applicant.

Cost and Funding for Proposed Program

- Provide a detailed budget narrative that describes all costs associated with the proposed program. Items should include (but are not limited to)
    - physical facilities,
    - equipment and tools,
    - faculty,
    - instructional materials,
    - accreditation,
    - student support services

Personnel Cost

Fort Hays Tech | Northwest will hire one full time faculty member during the implementation year. The starting salary and benefits will be $63,360 per year. The faculty members will have the standard benefits package that includes a retirement plan and health care coverage.

Physical Facilities

Fort Hays Tech | Northwest will utilize existing facilities for this program.

Instructional Materials

We are working with local industry to help procure a few of the things that we will need to get. The main components that we will need will be a Digger Derrick Truck, a Double Bucket Truck, Poles, pole trailer, aerial framing materials, safety equipment, and testing equipment. The books and test costs are covered by Associated General Contractors of Kansas (AGC).

Transfr VR System

Compliance with applicable state or federal laws or licensure is the sole responsibility of the institution.

We have a Tranfr VR system that has modules on electrical theory and basic circuits. It also has many modules on safety and common tools used in the electrical trade. This is available to all students that want to practice procedures without risk of material cost or safety issues. It also provides extra one on one time as there is a tutorial followed by an assessment of the student.

Other Support

We will utilize many of our current student support services that are provided to our existing students. We offer a resource center that has Title III tutors that focus on helping students before they fall behind. We also offer online tutoring called Brainfuse. Other services include a campus nurse and mental health counseling. We also provide IT and Blackboard LMS support to ensure that the students have access to their coursework.

- Provide financing details on **CA-1a form. Please include the specific funding source for each item.**

See Appendix C for CA-1a form.

- Describe any grants (including requirements of the grant), donations or outside funding sources that will be used for the initial startup of the new program and to sustain the proposed program.

The Associated General Contractors of Kansas (AGC) has agreed to cover the cost of all NCCER materials including books, tests, and some professional development for our instructors.

- **Additional cost and funding documents to include as needed:**
    - Provide Excel in CTE fee details on the **CA-1b form** if the program will be offered to high school students and requesting approval for fees.
    - If the program requests Perkins funding, provide details on the **CA-1c form**.
    - If the program requests KS Promise Act eligibility, provide details on the **CA-1d form**.

CA-1C and CA-1D are in Appendix C.

Program Review and Assessment

- Describe the institution's program review cycle, and anticipated review timeframe for proposed program.

Assessment of programs is conducted through multiple measures, and the data is compiled and evaluated during the **annual review**. Plans for each unique assessment method are described below.

Benchmark Assessment

- Each program will evaluate the number of students that successfully completed the program learner outcomes. Benchmarks are set for each of the learner outcomes by the faculty based on what is required for student learning in that industry.
- Faculty will identify the specific evidence to be used to evaluate each of the learner outcomes. This can be exams, projects, surveys, certifications, presentations, or any other form of assessment that demonstrates a student's learning.

Other Assessment

- Faculty will evaluate enrollment, retention, graduation rates, student satisfaction, employer satisfaction, placement, industry certification pass rates, and budgets. Multiple years of data will be reviewed to complete the assessment.
- Additionally, many programs utilize third-party evaluation tools to evaluate student knowledge. Third-party assessments provide students with additional opportunities to demonstrate competencies.

Assessment Report

At the end of the academic year, instructors complete the Assessment Report. This step represents "closing the loop" and provides the action steps for how the program will change or evolve in light of what is learned from the current assessment results. Each report will be turned in to the C&A Committee.

Using data from the assessments, faculty develop a plan for instructional/curricular growth and improvement. At a data retreat prior to the start of the fall semester, each program will review its action plan and consider implementations for improvement.

Program Approval at the Institution Level

- Provide copies of the minutes at which the new program was approved from the following groups:
    - Program Advisory Committee
      (Including a list of the business and industry members)
    - Curriculum Committee
    - Governing Board
      (Including a list of all Board members and indicate those in attendance at the approval meeting)

See Appendix B

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 cchambers@ksbor.org
      Director for Workforce Development
    - Crystal Roberts croberts@ksbor.org
      Associate Director for Workforce Development
    - Brandi Wells bwells@ksbor.org
      Workforce Development Program Specialist

Appendix A

Letters of support from

- Midwest Energy
- Pioneer Electric
- Sherman County Power

Compliance with applicable state or federal laws or licensure is the sole responsibility of the institution.

Midwest Energy, Inc.

Patrick Parke
Chief Executive Officer

1330 Canterbury Drive
P.O. Box 898
Hays, Kansas 67601-0898
Direct (785) 625-1405
patparke@mwenergy.com

Sept. 9, 2026

Alysia Johnston, Chair
Kansas Board of Regents
1000 SW Jackson Street Ste 520
Topeka, KS 66612-1368

Dear Chair Johnston,

I convey Midwest Energy's strongest support for the establishment of a new lineman training program at Fort Hays Tech – Northwest (FHTNW) in Goodland, Kan.

Midwest Energy is a customer-owned electric and natural gas cooperative headquartered in Hays, providing service to 92,000 customers in 40 central and western Kansas counties. Our co-op serves some of Kansas' least populous counties, and recruitment of graduates from existing linemen training programs in eastern Kansas for our most rural locations in the western part of the state can be a challenge.

The proposed FHTNW lineman program would be the only training program of its kind in the northwest region of the state. We believe that a program hosted in the western part of the state would dramatically increase the number of qualified linemen candidates seeking to work in rural Kansas, an area historically hard to recruit outside talent into. We have found that new hires native to western Kansas are easier to retain for the long term.

The Bureau of Labor Statistics forecasts employment of linemen will grow seven percent through 2034 – much faster than the average for all occupations. The nationwide growth in datacenters, combined with the need to rebuild much of America's aged electrical infrastructure~~,~~ will tax the ability of Kansas' current training programs to meet the demand.

Midwest Energy has had a close working relationship with Fort Hays State University and Fort Hays Tech – Northwest that reaches back decades. I'm confident in the leadership of both institutions to institute a superb line training program, and we stand ready to collaborate with FHTNW on training processes and desired outcomes, to include potential materials support, internships and collaboration by guest instructors.

If you have any questions about Midwest Energy's support, please feel free to contact me at (785) 625-1405. Thank you for your consideration.

Sincerely,

Pat Parke

pioneer electric cooperative, inc.

A Touchstone Energy Cooperative

Pioneer Electric Cooperative, Inc.
1850 West Oklahoma
P.O. Box 368
Ulysses, Kansas 67880
Office: 620.356.1462
www.pioneerelectric.coop

July 8, 2026

To Whom It May Concern,

I am writing to express my strong support for the addition of an Electrical Lineman Training Program to the curriculum at Fort Hays Tech. As an Engineering and Operations professional working closely with utility operations and infrastructure, I have witnessed firsthand the growing need for highly trained line workers across Kansas and the surrounding region.

The electric utility industry is facing a significant workforce challenge as experienced linemen retire and the demand for reliable electric service continues to increase. Utilities, municipalities, cooperatives, and contractors are all competing for a limited pool of qualified candidates. Establishing a lineman training program at Fort Hays Tech would help address this critical workforce shortage by providing students with a clear pathway into a high-demand, high-paying career field.

A locally accessible training program would offer tremendous benefits to both students and employers. Students would have the opportunity to gain the technical knowledge, safety training, and hands-on experience necessary to enter the workforce with confidence. Employers would benefit from a pipeline of skilled graduates who are prepared to contribute immediately to the safe construction, operation, and maintenance of electrical distribution and transmission systems.

In addition to meeting workforce demands, a lineman program would support economic development throughout western and central Kansas. Utility infrastructure is vital to every community, business, and industry. Developing a skilled workforce locally helps ensure that utilities can continue providing reliable service while creating rewarding career opportunities for residents who wish to remain in the region.

Fort Hays Tech has a proven reputation for providing practical, industry-focused education that prepares students for successful careers. An Electrical Lineman Program would align well with the institution's mission and would complement existing technical and workforce development offerings. I am confident that such a program would attract strong student interest and receive support from utility companies, electric cooperatives, municipalities, and industry partners throughout the state. Pioneer Electric will be offering used materials, poles, and transformers to help establish the program. With safety being our top priority, we would also make our high voltage safety demonstration trailer available along with our safety department for demonstrations of real life situations for the students.

I wholeheartedly encourage Fort Hays Tech to consider adding a Lineman Training Program to its curriculum. The program would serve an important need for students, employers, and communities while helping strengthen the future workforce of Kansas' electric utility industry.

Thank you for your consideration and commitment to workforce education. Please feel free to contact me if additional information would be helpful.

Sincerely,

Clinton J Meier

Clint Meier

VP of Operations and Engineering
Pioneer Electric Cooperative, Inc.
Southern Pioneer Electric Company
Tele: 620-424-5232
e-mail: cmeier@pioneerelectric.coop

CITY OF GOODLAND
204 W. 11TH ST.
PO BOX 59
GOODLAND, KANSAS 67735

August 31, 2026

Kansas Board of Regents
1000 SW Jackson Street Ste 520
Topeka, KS 66612-1368

Dear Board of Regents:

We are writing on behalf of the City of Goodland and its Electric Department lending our support for the proposal by Fort Hays Tech Northwest to start a power lineman program at the college.

There are numerous opportunities that this project, over time, will offer to Goodland and the surrounding communities, as well as the entire Northwest Kansas region. The program would set out to provide solid technical skills and knowledge to climb poles safely, proper use to operate equipment and tools, develop effective communication skills, and understand electrical theory related to electrical distribution systems. The demand for this skilled workforce is exploding: The Bureau of Labor Statistics projects 10,700 new lineman positions by 2033. Aging infrastructure, renewable energy expansion, and baby boomer retirements are driving massive hiring. Having one more program to develop additional skilled power lineman is a recommendation that has merit.

One of the most significant problems that many Kansas public power systems encounter is the ability to employ a well-trained and experienced electric line crew. Many municipal electric utilities in Kansas, particularly small towns and other rural areas, often find it hard to find and retain qualified electric lineworkers. Many lineman in Kansas receive their training at Dodge City Community College, Kansas Municipal Utilities Lineman Apprenticeship Program and Manhattan Area Technical College. However, having a program at Fort Hays Tech Northwest offers the opportunity to fill the gap for a training program in northwest Kansas, eastern Colorado and southwest Nebraska.

The City of Goodland would also be willing to provide some training on the pole-setting trucks in coordination with our power line crews until the college is able to procure a used truck for the program. We support this proposal and look forward to partnering with the various entities involved with this project and helping the program succeed.

Respectfully,

Kent Brown
City Manager

Dustin Bedore
Director of Public Power

Appendix B

Minutes from Meetings

- Advisory Board Meeting Minutes
- Curriculum and Assessment Minutes
- Area Board Minutes

FORT HAYS TECH NORTHWEST

PROGRAM ADVISORY COMMITTEE MEETING RECORD

7/22/2026

Proposed Power Line Distribution Technology Program

I. MEETING INFORMATION

Institution: Fort Hays Tech Northwest
Program: Proposed Power Line Distribution Technology Program
Committee: Industry and Community Advisory Committee

II. PURPOSE OF THE MEETING

The purpose of this advisory committee meeting was to obtain current and relevant industry input regarding the proposed development of a **Power Line Distribution Technology Program** at Fort Hays Tech Northwest (FHNW).

The committee was convened to assess regional workforce demand, identify employer expectations for entry-level lineworkers, evaluate proposed technical and employability competencies, identify opportunities for work-based learning, and determine potential industry support for program equipment and resources.

Industry feedback will be utilized by FHNW in the development and refinement of the program curriculum, instructional resources, work-based learning opportunities, equipment plan, and employer partnerships.

III. ADVISORY COMMITTEE MEMBERS AND INDUSTRY REPRESENTATION

Representative	Organization	Industry/Community Representation
Mike Morley	Midwest Energy	Electric Utility
Kody Pounds	Prairie Land Electric Cooperative, Norton, KS	Electric Cooperative
Clint Meier	Pioneer Electric Cooperative, Beloit, KS	Electric Cooperative
Kent Brown	City of Goodland	Municipal Utility
Dustin Bedore	City of Goodland	Municipal Utility

Shamara Dethridge	Midwest Energy	Human Resources/Workforce Representative
Jason Showalter	Fort Hays Tech Northwest	Institutional Representative
Corey Isbell	Fort Hays Tech Northwest	Institutional Representative

The committee represents multiple segments of the electrical power distribution industry, including investor-owned utility, cooperative, and municipal utility perspectives.

IV. INDUSTRY WORKFORCE NEED

The committee discussed the current and anticipated need for qualified electrical lineworkers throughout western Kansas and surrounding rural communities.

Industry representatives consistently indicated that employers are experiencing difficulty recruiting sufficient numbers of qualified entry-level lineworkers. Representatives noted that many utilities currently operate or participate in their own lineman training programs; however, existing programs are **not producing a sufficient number of graduates to meet current workforce demand**.

The committee identified the development of an additional regional training pipeline as a potential strategy for addressing the shortage of qualified workers.

Committee members expressed support for FHNW developing a program that would prepare students for employment with electric cooperatives, municipal utilities, investor-owned utilities, contractors, and other organizations involved in electrical power distribution.

Advisory Committee Finding

The committee identified a demonstrated and continuing regional workforce need for qualified power line distribution workers and supports FHNW's development of a program designed to address this need.

V. EMPLOYER EXPECTATIONS FOR PROGRAM GRADUATES

Committee members discussed the competencies expected of individuals entering the electrical linework profession.

The committee emphasized that graduates should possess a combination of **technical knowledge, hands-on skills, safety awareness, and employability skills**.

Employers identified the following areas as important competencies for program graduates:

VI. CURRICULUM CONTENT AND PROGRAM EMPHASIS

The committee discussed the appropriate balance between traditional lineman training and the broader technical competencies required by contemporary electric utilities.

Prairie Land Electric representatives expressed concern that some existing training programs may place disproportionate emphasis on pole climbing compared with other competencies required in modern utility operations.

Midwest Energy representatives similarly emphasized the importance of strengthening graduates' foundational knowledge in **mathematics and electrical theory**.

Committee members agreed that climbing remains an important component of lineworker preparation and that students must demonstrate competency in climbing techniques and related safety procedures. However, the committee recommended that climbing be incorporated into a comprehensive curriculum rather than serving as the primary focus of the program.

Advisory Committee Recommendation

The committee recommends that FHNW develop a curriculum that balances:

Foundational Academics + Electrical Theory + Technical Skills + Safety + Hands-On Training + Employability Skills

The committee specifically recommended that graduates possess a strong understanding of the fundamental principles behind electrical distribution rather than relying exclusively on task-specific or physical skills.

VII. WORK-BASED LEARNING AND INDUSTRY PARTNERSHIPS

All participating industry representatives expressed a willingness to collaborate with FHNW in providing students with opportunities for practical, work-based learning.

Potential opportunities identified included:

- Internships
- Cooperative education experiences
- Job shadowing
- Work-based learning courses
- Employer site visits
- Industry demonstrations
- Guest instruction
- Equipment demonstrations
- Industry-sponsored training
- Career exploration activities
- Employment interviews and recruitment opportunities

Industry representatives indicated that direct exposure to utility operations would provide students with an opportunity to apply classroom and laboratory knowledge in an authentic work environment.

Advisory Committee Recommendation

FHNW should incorporate meaningful employer engagement and work-based learning into the program whenever feasible and should develop formal partnerships with regional utilities to support student learning and transition to employment.

VIII. INDUSTRY SUPPORT FOR PROGRAM DEVELOPMENT

Committee members expressed a willingness to assist FHNW with the development of the program and the acquisition of specialized equipment and training resources.

Potential areas of support discussed included:

- Utility poles for training
- Training equipment
- Tools
- Electrical distribution equipment
- Vehicles and/or utility trucks
- Training materials
- Safety equipment
- Technical expertise
- Guest instructors
- Demonstrations
- Industry training
- Work-based learning placements
- Internship opportunities

The committee recognized that specialized equipment is necessary to provide students with authentic, hands-on training and encouraged FHNW to continue developing industry partnerships to support the program.

IX. LOCAL AND REGIONAL RECRUITMENT

The committee discussed the importance of developing a workforce pipeline from western Kansas and surrounding rural communities.

Industry representatives expressed support for recruiting local students who have an understanding of the region, its communities, and the working environment associated with rural utility operations.

Committee members indicated that graduates who have existing ties to western Kansas may be more likely to seek and maintain long-term employment with regional utility providers.

The committee therefore supported FHNW's efforts to recruit students locally and regionally and to create a pathway that allows students to:

Recruit Locally → Train Locally → Gain Industry Experience Locally → Obtain Regional Employment

X. EMPLOYMENT OPPORTUNITIES FOR GRADUATES

Participating employers indicated a willingness to consider qualified graduates of the proposed FHNW program for employment.

The committee identified the following characteristics as particularly important when evaluating potential entry-level employees:

1. Safety awareness
2. Dependability
3. Strong work ethic
4. Basic mathematics competency
5. Understanding of electrical theory
6. Technical aptitude
7. Ability to work effectively within a crew
8. Communication skills
9. Professional conduct
10. Willingness to learn and advance within the industry

Advisory Committee Finding

The committee determined that graduates who successfully demonstrate the technical and employability competencies identified above would possess skills applicable to entry-level employment within the regional power distribution industry.

Curriculum and Assessment Committee Meeting

August 20th, 2026

1. Remote Pilot Ground School / UAS Program

Purpose:
The group discussed creating a shared Remote Pilot Ground School program that could serve multiple FHNW programs—including Precision Agriculture, Engineering/Surveying, Construction, and potentially Public Safety—rather than duplicating drone instruction within individual programs. The program would also be available to community members seeking FAA Part 107 knowledge and commercial drone skills.

Program structure discussed:

- **AVT 109 / Part 107 Ground School** – preparation for FAA Part 107 regulations and testing.
- **AVT 207 / Flight Lab** – hands-on drone flight training.
- Mapping and Remote Sensing elective.
- Autonomous Drone Operations elective.

Major decisions/discussion points:

- The core SAP will be **7 credit hours**, consisting of the two required courses.
- The two elective courses will **not be required to complete the SAP** and will be offered as optional next-step training.
- Students will initially enroll only in the two core courses. After successfully completing those, they can select electives based on their interests or career pathway.
- The program will likely be structured in an **8-week format** to make scheduling and enrollment easier.
- Part 107 testing in Denver will be optional. Students who do not take the FAA test can complete an institutional final exam.
- Students who already possess a Part 107 credential may receive appropriate credit/recognition, subject to verification and evaluation of prior flight experience.
- Course numbering should be reviewed so that the sequence and course levels make sense.
- The **CA-5 documentation needs to be revised** from 11 hours to 7 hours to accurately reflect the approved SAP.
- The program is targeted for a **Fall 2027 launch**, with paperwork anticipated for the September approval cycle.
- The program could potentially run multiple sections simultaneously—daytime sections for FHNW students and evening/community offerings for external participants.

Outcome:
The motion to approve the revised **7-credit-hour SAP structure** for the Remote Pilot program passed.

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2. Electrical Power Line Technology / Lineman Program

Program concept

The second major discussion focused on establishing a **Power Line Technology/Lineman program** designed primarily as a short-term, one-year workforce program.

The program is being developed in response to significant employer demand. Industry discussions indicated that employers are actively seeking trained linemen and that FHNW could fill an important workforce gap in Kansas.

Industry demand

The group referenced conversations with:

- Midwest Energy
- Prairie Land Electric
- Other regional power companies

Employers indicated strong demand for graduates and interest in using the program as a pipeline for future employees. The meeting also referenced statewide workforce data identifying power-line work as an area with particularly strong demand and relatively few training programs.

Existing Kansas programs discussed included:

- Manhattan Tech
- Pratt Community College
- Wichita Technical College

Program structure

The proposed program would be approximately **one year** and would include:

- Electrical/power distribution theory
- Hands-on lineman training
- Technical mathematics
- Technical writing

- Safety-related training
- CDL training
- Internship/work experience
- Other required technical coursework

The group discussed the importance of incorporating the **CDL requirement early enough in the program** because employers view a CDL as an important prerequisite for employment.

Internship

An internship is planned for the second semester, potentially beginning after spring break.

Students could work with regional utilities or other power companies. Employers indicated they are willing to provide internship opportunities and potentially use the internships as a recruiting pipeline.

Important unresolved issue:
The college needs a contingency option for students who cannot secure an internship. A campus-based special project or comparable hands-on experience may need to be established as an alternative.

Instructor recruitment

One of the biggest challenges identified was finding a qualified instructor.

Industry contacts indicated that an ideal candidate may be:

- A retired or near-retirement journeyman lineman
- Someone with significant industry experience
- Someone willing to transition from the field into teaching

The group recognized that qualified linemen can earn substantial salaries in industry, making recruitment difficult.

Industry partners were asked to help identify potential instructor candidates.

Facilities

No final location was established.

Potential space includes:

- Existing Electrical Technology facilities
- Other available campus space
- The currently underutilized Collision building

The group agreed that FHNW has adequate physical space, but the permanent instructional location still needs to be determined.

Relationship with Electrical Technology

The group discussed sharing or aligning certain electrical courses with the existing Electrical Technology program.

The intent is to ensure that overlapping electrical theory courses are aligned where possible and that faculty resources could potentially be shared if enrollment requires it.

However, the group emphasized that this was **not yet a finalized shared-faculty arrangement**.

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3. Certificate and Degree Structure

A significant portion of the discussion centered on whether the Lineman program should be limited to a certificate or also provide a pathway to an **Associate of Applied Science (AAS)**.

The group ultimately supported creating a structure that would allow students to complete the short-term certificate while also providing an opportunity to **stack general education courses toward an AAS**.

The proposed concept is similar to structures already used in programs such as cosmetology, welding, and medical programs. Students would not necessarily need to complete the AAS requirements before entering the workforce.

Potential general education coursework discussed included areas such as:

- College algebra/math
- English/writing
- Personal finance
- Critical thinking
- Science
- Computer coursework
- Other institutional AAS requirements

The group noted that general education courses could largely be completed online, making the additional degree pathway more flexible.

Athletic/student scheduling consideration

The group also discussed the possibility of athletes using the program as part of a two-year educational plan. Students could potentially complete the technical program while taking additional general education coursework over two years.

The internship and athletic schedules will need to be coordinated carefully.

4. Major Action Items

Remote Pilot Program

- Revise the **CA-5** to reflect a 7-credit-hour SAP.
- Remove the electives from the required SAP.
- Review/revise course numbering.
- Absorb the capstone into the core coursework.
- Finalize the 8-week course structure.
- Establish the process for students who already possess Part 107 certification.
- Clarify FAA testing versus institutional final-exam procedures.
- Prepare the program for the targeted Fall 2027 implementation.

Power Line Technology

- Finalize the curriculum and course sequencing.
- Determine the appropriate certificate level/designation.
- Develop the optional AAS pathway.
- Identify appropriate general education courses for the AAS.
- Recruit a qualified lineman instructor.
- Continue working with Midwest Energy, Prairie Land Electric, and other utilities on instructor recruitment and internships.
- Establish an internship contingency/special-project option.
- Finalize the physical location for the program.
- Verify alignment between shared electrical courses and existing Electrical Technology curriculum.
- Determine how CDL training will be scheduled so lineman students can complete it early enough.
- Monitor enrollment and employer demand as the program launches.

Final Decisions

Remote Pilot Ground School: Approved as a **7-credit-hour SAP**, with two core courses required and electives available separately.

Power Line Technology: Approved as a **one-year Lineman/Power Line program**, with the addition of **Certificate C and an AAS pathway** to provide students an opportunity to stack general education coursework toward an associate degree.

Meeting adjourned: 4:07 PM.

MINUTES
Area Advisory Board Meeting - August 22, 2026

The regular monthly meeting of the Area Advisory Board, Fort Hays Tech | Northwest, Goodland, Kansas, was called to order on Saturday, August 22, 2026, at 3:00 pm MT, by Chairman Dan Wasson with the following present:

Area Advisory Board Members

Dan Wasson	Dick Short
Robert Loftin	Julia Cheney
Billi Beckman	Katherine Franklin
Carol Laws (via Zoom)	Griselda Sigala
Shane Mann	Bruce Bolen
Katelin Skrdlant	

College Administration, Staff & Guests

Dr. Corey Isbell, President
Dr. Tisa Mason, FHSU President
Sherri Knitig, VP of Operations

Executive Session

At 3:05 p.m. MT, Billi Beckman moved for a 10-minute executive session for discussion of non-elected personnel. Shane Mann seconded the motion, and the motion carried. The meeting reconvened at 3:10 p.m. MT.

Consent Agenda

Robert Loftin moved to approve the Consent Agenda. Bruce Bolen seconded the motion, and the motion carried.

Administrative Reports

FHSU President's Report

Dr. Mason expressed excitement for being back face-to-face with the Board this month and shared several positive updates regarding enrollment, institutional leadership, legislative priorities, and partnerships. On-campus enrollment remains relatively flat, although official enrollment figures will not be available until the 20th day of the semester. Online enrollment, however, has increased significantly, which is particularly encouraging given that online students previously represented the university's largest enrollment segment. The university experienced a decline in this market share during the COVID-19 pandemic but is now seeing meaningful growth in its online population. The largest online demographic is women from rural Kansas, with an average age of approximately 30, presenting an exciting opportunity for continued enrollment growth.

The affiliation is progressing well, with continued collaboration and positive momentum between the institutions.

KBOR President and CEO Blake Flanders retired at the end of June. Following a nationwide search, Dr. Jennifer Bonds-Raacke was selected as his successor. Her background makes her a

strong fit for the position, and she has already demonstrated excellent communication and engagement in her new role.

The university is preparing for the upcoming unified appropriations process. FHSU is submitting a one-time request of approximately $2 million focused on agricultural innovation. The proposal centers on a "Smart Farm" initiative in partnership with Northwest and would provide funding for the purchase of necessary resources at both institutions. If approved, the intent is to move forward collaboratively and ensure the project is implemented as a strong institutional partnership. Leadership is engaging legislators early in the process by presenting the university's priorities directly and holding one-on-one conversations rather than waiting until later in the legislative session. There remains significant uncertainty surrounding higher education funding, with concerns that the state may ultimately reduce appropriations. Despite this uncertainty, university leadership remains hopeful about the outcome.

There has been significant turnover on the KBOR; however, the new board chair has been excellent, although she has only one year remaining on her term. University leadership has made a deliberate effort to strengthen relationships with senators, board members, regents, and other state leaders. The board chair was recently invited to participate in an international trip to China, reflecting the university's continued emphasis on broader engagement and relationship-building. The presence of a former community college president on the board has also brought a valuable perspective and placed greater emphasis on partnerships and collaboration. Communication across the higher education sectors has improved considerably, with increased focus on working together and identifying opportunities for collaboration. Additionally, the vice president of the board is a former legislator with extensive contacts and established relationships throughout the state and at the federal level, further strengthening the university's ability to engage effectively with key stakeholders.

<u>President's Report</u>
There are now four remaining technical colleges following Flint Hills Technical College's recent departure from the technical college sector. While the community colleges would not characterize the current situation as a strategic initiative, the remaining four technical colleges are working collaboratively to determine a path forward and strengthen their representation with the Legislature as affiliated technical colleges.

The remaining technical colleges voted to continue working collectively with Kearney & Associates on legislative affairs. Given how far the group has progressed with the firm, the intent is to continue the relationship while making adjustments to the contract to better reflect the colleges' current needs. The contract also includes a 90-day termination provision, allowing the group to evaluate the arrangement as it moves forward.

The president of WSU Tech is serving as the technical college president for the group this year and has been very proactive and supportive of developing a joint, co-branded legislative document with the community colleges outlining shared priorities and budget requests for the upcoming legislative session.

The group will need to advocate for several funding areas, including the base operating grant, tiered and non-tiered funding, Excel in CTE, capital outlay, apprenticeship funding, and

continuation of the Kansas Promise Act. As in the previous year, the KBOR request includes only tiered and non-tiered funding for the two-year sector. As a result, the institutions will need to advocate to ensure that the other existing funding sources are restored to the legislative budget.

There is also ongoing discussion about moving toward performance-based funding for technical and community colleges. A primary concern is that any new performance-based funding model could be funded through the reallocation of existing appropriations rather than through new funding, which could limit the overall benefit to the institutions.

Community colleges are proposing changes to residency requirements. Universities generally require one year of residency, while community colleges currently have a six-month requirement. Technical colleges operate under a 24-hour statutory residency requirement. Community colleges are proposing to align their residency requirement with that of the universities.

Because of North Central's and Northwest's proximity to Colorado and Nebraska, as well as the influence of athletics and other factors, changing the technical college residency requirement to one year could have a significant financial impact on both institutions. A fiscal analysis has not yet been completed, but calculations are currently underway to determine the potential impact.

Leadership intends to strongly oppose including technical colleges in this proposed change, as the change is primarily intended to address issues within the community college sector and could have unintended and significant financial consequences for technical colleges.

HB 2485 addresses concurrent enrollment and would establish requirements for how concurrent enrollment instructors are compensated. Under the proposal, technical colleges would be required to pay high school teachers $600 per credit hour, with future increases tied to the Consumer Price Index (CPI). The primary concern is that the legislation would dictate the amount colleges must pay for these arrangements, potentially creating a significant financial impact for the College.

Because agreements were required to be in place by July 1, the College has some protection for the upcoming academic year. Leadership is hopeful that the proposal can be addressed or derailed before it creates a larger financial burden for the College.

Another potential legislative issue involves the continuation of due process requirements. A few years ago, tenure was eliminated in K–12 education; however, technical colleges and community colleges retained tenure requirements for faculty. This issue will likely resurface during the upcoming legislative session, as it has been identified as a potential community college initiative.

Faculty should be made aware that this issue is being discussed, although it remains unclear how significant a legislative issue it will become for Fort Hays Tech | Northwest.

Welcome Week got off to a very strong start and was one of the smoothest starts the College has experienced in several years. We have an excellent group of students who are actively participating in Welcome Week activities and becoming engaged in campus life.

Faculty returned one week before classes began, with AED training serving as one of the primary focuses this year. The College partnered with Goodland EMS over several days to rotate employees through training and ensure that all employees had an opportunity to participate. The goal is to increase the number of employees who are comfortable locating and using the AEDs on campus in an emergency.

The College also held a data retreat that incorporated a five-hole disc golf activity. QR codes were placed at each hole with survey questions focused on identifying ways the College can improve. The activity provided an informal and engaging way to gather employee feedback while also giving employees an opportunity to have fun and spend time outdoors.

Enrollment remains fluid due to varying program start dates and the timing of high school students entering programs. The enrollment report included in the Board packet provides the most current enrollment figures. Full-time program enrollment is currently down; however, we expect those numbers to move closer to flat as additional students begin their programs.

App Development is being phased out, with this academic year serving as the final year of the teach-out period. Other potential program offerings will be discussed later in the agenda. Computer Graphics Technology has also been impacted by changes to Excel in CTE.

On a positive note, Cosmetology enrollment has increased, particularly among high school students. Maintaining an affordable tuition rate has continued to make the program appealing to high school students and should help support sustained enrollment.

Another issue the College is working through is the new bell-to-bell cell phone ban implemented at area high schools, which prohibits students from using cell phones anywhere on school property. This creates challenges for high school students taking College coursework through the learning management system (LMS), as the system requires two-factor authentication that often relies on students' phones to log in.

The College is exploring alternative authentication options, including allowing students to use their school district email addresses or other approved devices for verification. The goal is to ensure high school students can continue accessing their College coursework while remaining in compliance with their school districts' cell phone policies.

The Healthcare Specialist program did not enroll any students this year. Although the College had high expectations for the program, we plan to reevaluate how it is structured and determine whether it can be simplified into prerequisite coursework, CNA training, and stackable credentials. This approach may be particularly beneficial for high school students.

The College currently has three CNA classes scheduled and will continue to build enrollment and capacity in this area. We are also exploring shorter, stackable healthcare credentials, such as phlebotomy and IV therapy, that could provide additional opportunities for students while also addressing the needs of the local workforce.

The College has also received interest in school bus driver training and is exploring the possibility of developing an offering in this area. One option under consideration is having Paul

Simoneau provide the pre-trip training while utilizing an adjunct instructor to provide the hands-on driving component.

An Emergency Operations Plan is currently being developed, with Jason leading the project. While the plan remains a work in progress, the College has a sample plan that provides a strong starting point. The plan will establish clear response procedures, responsibilities, and communication protocols, including identifying who should communicate with the media, law enforcement, and other external agencies during an emergency. The College is also developing a five-level emergency response structure to help guide employees in responding appropriately to different types and levels of situations.

VP Showalter reported that the College is currently seeing a higher volume of students requesting Section 504 plans. Section 504 differs from the high school Individualized Education Program (IEP) process and provides greater flexibility for both students and the College. Students are not necessarily required to have an IEP to receive accommodations, and accommodations may be established when a student requests them.

The College received a final hail claim estimate related to the hailstorm in May, with a total estimated loss of approximately $3.07 million. The insurance company has proposed a cash settlement of $751,819.27, excluding allowable depreciation and the deductible. The deductible is substantial, and even if the College were to complete all eligible replacements and recover the applicable depreciation, the available insurance proceeds would not be sufficient to address all of the identified damage.

Because much of the damage is cosmetic, the Administration is asking the Board to consider allowing the College to prioritize the use of the cash settlement funds to address the areas with the greatest need. Administration will develop a proposal outlining recommended priorities for the Board's consideration.

The College is preparing to complete its first Passive House project. Grant funding was received for three homes; however, the first home was not completed last year due to shipping and material delays. The College plans to finish the existing home while also identifying lots for the next two homes. Two side-by-side lots are currently being considered, and a floor plan has been selected for the next house.

To meet the grant requirements, the College needs to complete two homes this year. The existing home located at 4th and Sherman primarily needs the doors and windows completed before winter. Once the remaining work is finished, the College hopes to place the home on the market.

The radio station recently changed the format of the Good Neighbor Hour, which was previously a weekly, free 6–7 a.m. segment used to discuss College and community activities. After discussing the change, we decided to move to a once-a-month segment due to the associated costs. General College updates will be provided on the second Wednesday of each month.

This approach allows the College to maintain a presence on the radio and continue sharing information with the community while working within the station's new format and associated costs.

Anica is the new Foundation Director, and she will be invited to attend a future Board meeting. Katherine Franklin has assisted her in making community connections, and she has already brought forward several ideas for the Foundation.

The Foundation's initial focus will be on building strong relationships within the community, with fundraising efforts developing from those connections. Ideas under consideration include an "Isle of Lights" holiday display along the campus walking trail and potentially having train rides with the train from the fair.

PCC has 32 events scheduled for this semester, and it is encouraging to see the space receiving increased attention and engagement from the community.

The Strategic Planning Committee reviewed and provided input on progress made during the past year and approved a new strategy directly related to the affiliation. Overall, the College has made good progress, particularly in the areas of facilities and employee relations. While some goals have been completed, others have not yet been started. Because the strategic plan is intended to be multi-year, there are no concerns about some areas having limited or no progress at this stage.

The College also wants to ensure that committee members remain engaged and willing to participate, particularly given the size of the group. Committee members were given the option to step down if they no longer wish to serve. The College is also seeking a volunteer to serve as committee chair to help ensure that quarterly meetings are productive and focused.

Athletic enrollment is currently approximately 155 students, compared to 112 students last year, representing a significant improvement. However, enrollment remains below the College's overall goals, so the Athletic Director will continue working with under-enrolled athletic programs to identify strategies to strengthen recruiting and retention.

The College has a full coaching staff in place and successfully retained all head coaches, which is a significant accomplishment and an important factor in supporting continued student-athlete retention.

The College supported the annual 4-H livestock auction by helping raise the floor price on goats and purchasing two hogs. One hog was shipped, while the other was retained by the College to continue the annual Bacon Day tradition across campus, which was very well received last year.

The College continues to find meaningful ways to remain visible and engaged in the community and to support local organizations and events.

The College is working with Fort Hays State University to provide evaluator training on September 16. The half-day training will be required for all employees who are responsible for evaluating staff. The training will cover general human resources practices, followed by a session specifically focused on faculty evaluations. This will be particularly beneficial for division chairs who are responsible for evaluating faculty within their departments.

Katelin asked about the status of a potential Powersports program. President Isbell explained that the College is not currently recruiting for an instructor. The College previously attempted to hire an instructor but was unsuccessful. The program remains an approved offering and could be restarted if a qualified instructor is identified.

Katelin asked whether there is still interest in pursuing the program, particularly given local demand for lawn equipment, side-by-sides, and other powersports equipment. President Isbell agreed that the program is likely worth pursuing again if the College can identify a qualified instructor and prepare the existing dedicated space, which is currently being used for storage.

Action Items

Shane Mann presented the Treasurer's Report. Billi Beckman moved to approve the Treasurer's Report as presented. Dick Short seconded the motion. The motion carried.

Sherri Knitig presented the Financial Reports. Shane Mann moved to approve the payment of bills and monthly journal entries as presented. Kateline Skrdlant seconded the motion. The motion carried.

Strategy 8-4 was presented to the Board as recommended by the Strategic Planning Committee. This new strategy aligns with the University's Strategic Plan and enhances the existing plan by focusing on affiliation initiatives. Dick Short moved to approve the addition of Strategy 8-4 to the 2026–2030 Strategic Plan. Katherine Franklin seconded the motion. The motion carried.

The College's health insurance broker explored as many options as possible; however, no alternative plan with more favorable rates was available to offset the significant renewal increase. Dr. Isbell noted that the College cannot continue to sustain the rising costs and recommended maintaining the current plan options while asking employees to contribute 10% of the single premium. Employees were advised last year, following the previous significant increase, that the continued escalation in costs would not be sustainable. The College explored alternative options but was unsuccessful in identifying a more affordable plan. It is hoped that the health insurance market will stabilize, as the property insurance market has, and provide some relief in future years. Robert Loftin moved to approve Board coverage of 90% of the Option A Blue Cross Blue Shield policy, effective October 1. Katelin Skrdlant seconded the motion. The motion carried.

Shane Mann moved to approve the Memorandum of Agreement (MOA) with FHSU as presented. Bruce Bolen seconded the motion. The motion carried.

With the App Development teach-out program entering its final year, a new short-term Remote Pilot/Drone program was proposed. The College already has courses in place that provide portions of this training; however, they have not previously been packaged as a short-term program for approval by the Kansas Board of Regents (KBOR). KBOR is not currently accepting proposals for a full drone program due to a lack of Department of Labor data, but the College anticipates that the short-term training program will be approved. The current App Development instructor is developing the curriculum, and the College is exploring grant opportunities to support the launch of the program. The proposed training could also support

cross-curricular applications in areas such as agriculture, computer graphics, and crime scene investigation. Students completing the training will be eligible to sit for the FAA Part 107 Remote Pilot Certificate examination. Additional coursework is also being developed to provide advanced training in an à la carte format. Dick Short moved to approve the 7-credit-hour Remote Pilot Ground School program. Julia Cheney seconded the motion. The motion carried.

Power Distribution, sometimes referred to as lineman training, is not a state-aligned program, allowing the curriculum to be developed based on input from the College's business and industry partners. The program was named Power Distribution Technician based on feedback from business and industry that the term "lineman" can be misleading, as the work involves more than pole climbing and includes underground power distribution and other technical competencies. Business and industry partners also emphasized the importance of mathematics and technical writing skills, which have been incorporated into the proposed curriculum. Katelin Skrdlant moved to approve the new Power Distribution Technician program as a one-year Technical Certificate with an Associate of Applied Science (AAS) degree option. Shane Mann seconded the motion. Several Board members expressed excitement about bringing this program to rural western Kansas. The motion carried.

Misc. Items

Dan Wasson commented that he had driven around campus and noted that the campus grounds look very good. Dr. Isbell noted that the condition of the campus is especially impressive given current staffing shortages. Kyler is doing a fantastic job, and a former retiree has been temporarily hired to work a few hours each week until the vacant staff position can be filled.

Dr. Isbell also noted that the College is developing a campus security lighting plan to extend trail lighting throughout campus for the benefit of students and community members who use the campus for walking at night. The College plans to begin implementing the plan this year with the installation of 10 lights as the initial phase.

Julie Cheney jokingly wanted to know who changes Jalapenos to habaneros, but commented she was proud because a Scott City boy tied for first.

The next Board meeting is scheduled for Saturday, September 26, 2026, at 3:00 p.m. MT/4:00 p.m. CT.

Adjournment

At 4:45 p.m. MT Julia Cheney moved to adjourn the meeting. The motion was seconded by Bruce Bolen. Motion carried.

Appendix C

Other Documents

- Program Guide
- Course Descriptions
- Rubric for Equivalent Faculty
- CA-1a form
- CA-1c form
- CA-1d form

Electrical Power Distribution

Internal Enrollment Program Guide **2027-2028**

(0700, PLT, CL) M-F 7:00-3:30

	YEAR I: FIRST SEMESTER			27 Fall	27 Fall
	Course #	S1	Course Name	Credits	Credits
☐	CDL 101		CDL ELDT	3	3
☐	CDL 115		CDL Road & Range	3	3
☐	EPD 101		Construction Tools, Rigging & Aerial Framing	4	4
☐	EPD 105		AC DC Circuits I	4	4
☐	EPD 110		Safely & Climbing Technique	4	4
☐	TEC 150		OSHA 30 General Industry	3	3
TOTAL SEMESTER CREDITS				**21**	**21**

	YEAR I: SECOND SEMESTER			28 Spring	28 Spring
	Course #	S2	Course Name	Credits	Credits
☐	ENG 105		Technical Writing (Comm or Eng Elective)	3	3
☐	EPD 115		Pole Setting, Rigging & Excavation	2	2
☐	EPD 120		Pole Setting Lab	2	2
☐	EPD 125		Distrubuted Systems & Maintenance	4	4
☐	EPD 130		Overhead & URD Service Installations	4	4
☐	EPD 135 -OR-		Power Lineman Internship -OR-	5	5
☐	EPD 140		Power Lineman Special Projects		
☐	MATH 102		Technical Math (or Math Elective)	3	3
TOTAL SEMESTER CREDITS				**23**	**23**
TOTAL PROGRAM CREDITS (CERTIFICATE)				**44**	**44**

☐	Degree Audit		
☐	Cert B/Diploma 2		44 cr.

Electrical Power Distribution

Semester 1

EPD 101 Construction Tools, Rigging, & Aerial Framing (4 CR)
Covers specialized line worker tools, including hot sticks, universal tool accessories, ladders, work platforms, crimpers, cable cutters, pneumatic tools, and powder-actuated tools. Explains selection and use of common rigging equipment and methods, including hand signals and communication between rigger and crane operator. Also covers installation of guys, cross-arms, transformers, and conductors to support utility poles.

EPD 105 AC/DC CIRCUITS I (4 CR)
AC/DC circuits address the basics of direct and alternating current circuits.

EPD 110 Safety & Climbing Technique (4 CR)
Covers safety equipment and practices associated with the special hazards of power line work, including electrical and arc flash hazards; traffic control; trenching; horizontal directional drilling; confined space entry; and safe substation entry. Also covers equipment, inspection procedures, and techniques for safely climbing wooden utility poles and towers, including pole-top rescue and environmental hazards such as snakes, birds, insects, and weather.

Tech 150 Osha 30 General Industry (3 CR)
This course provides students with comprehensive training on occupational safety and health standards as outlined by OSHA for general industry. It covers hazard recognition, workplace safety regulations, and strategies for maintaining a safe work environment. Upon successful completion, students earn the OSHA 30-Hour General Industry Certification, equipping them with valuable knowledge to enhance workplace safety and compliance in various industrial settings.

CDL 101 Entry Level Driver Training (ELDT) Theory (3 CR)
This course is delivered in a classroom on the Fort Hays Tech | Northwest campus. Course content includes the federally mandated Entry Level Driver Training theory instruction topics: basic orientation, safe operating procedures; advanced operating practices; vehicle systems and reporting malfunctions; and non-driving activities. Additional coursework includes review of the state DMV's CDL handbook. Includes a review of driving skills test tasks and instruction operating the simulator. Each student is allocated a designated amount of time on the simulator to gain skills that will assist in the road and range practice driving courses. Upon completion of this course, students may go to their respective DMV to apply for the CDL learner's permit. NOTE: students are responsible to pay the DMV for testing and learner's permit fees.

CDL 115 Btw Road & Range (3 CR)
This course is designed to allow students pursuing either the Class A or Class B CDL to practice range and road driving. Classroom instruction includes a review of driving rules and regulations

while individualized instruction includes a designated number of hours of driving time with the instructor. Topics include: basic vehicle control skills and mastery of basic maneuvers; ground inspection; "Get Out And Look" as mandated by federal regulations.

Semester 2

EPD 115 Pole Setting, Rigging, & Excavation (2 CR)

Covers the storage, loading, and transport of wooden utility poles, including procedures for digging and installing poles with a digger derrick and removing poles using a hydraulic jacking device. Describes the operation of the digger derrick, bucket truck, crane truck, and aerial lift, including safety requirements, inspection and maintenance, driving and setup operations, and emergency procedures. Also covers tools such as hot sticks, shotgun sticks, and wire tongs, along with the PPE and safe work practices required for live line and bare hand work, including methods for moving conductors and replacing insulators, cross-arms, and poles.

EPD 120 Pole Setting Lab (2 CR)

Provides hands-on practice in the storage, loading, and transport of wooden utility poles, including digging and installing poles with a digger derrick and removing poles using a hydraulic jacking device. Includes hands-on operation of the digger derrick, bucket truck, crane truck, and aerial lift, with practice in safety requirements, inspection and maintenance, driving and setup operations, and emergency procedures. Also provides hands-on practice using tools such as hot sticks, shotgun sticks, and wire tongs, applying PPE and safe work practices for live line and bare hand work, including performing live-line tasks such as moving conductors and replacing insulators, cross-arms, and poles.

EPD 125 Distributed Systems & Maintenance (4 CR)

Covers the inspection, maintenance, and troubleshooting of poles, conductors, and equipment used in aerial and underground residential distribution (URD) systems, including transformer testing, load management systems, and protective device coordination. Describes the types of conductors and cables used in overhead and URD systems, along with the equipment and procedures used to install, remove, and splice them. Also covers methods for safely locating and correcting faults in aerial and URD systems, including troubleshooting techniques and work site preparation.

EPD 130 Overhead & URD Service Installations (4 CR)

Covers the use and maintenance of trenching equipment, backhoe/loaders, and horizontal directional drilling equipment for installing direct-buried power lines, along with safety guidelines related to buried utilities. Describes methods and equipment used to distribute power in residential and commercial subdivisions, including pad-mount transformers, switchgear, primary and secondary power connections, protective devices, and methods for locating and repairing buried cables. Covers safety practices, vault and manhole applications, transformer configurations, and sectionalizing equipment used in three-phase URD systems, as well as three-phase cables and

conduit cable-pulling methods. Also describes methods for terminating single-phase and three-phase aerial and URD systems at customer locations, including revenue meters and street light connections, and identifies overhead distribution equipment components such as transformers, reclosers, fuses, sectionalizers, capacitor banks, and voltage regulators.

EPD 135 Power Distribution Technician Internship (5 CR)

Provides a culminating, work-based learning experience with a utility company that reinforces and applies the knowledge and skills developed throughout the program. Interns work under the supervision of experienced line workers to gain hands-on experience with specialized tools, rigging equipment, and pole hardware installation; DC and AC electrical theory and test equipment; safety practices and pole/tower climbing; wooden pole handling, equipment truck operation, and live line/bare hand work; and the inspection, maintenance, and troubleshooting of aerial and underground residential distribution (URD) systems. Interns also apply knowledge of subdivision power distribution, three-phase URD systems, service terminations, and overhead distribution equipment in real-world field settings. Emphasis is placed on integrating classroom and lab instruction with actual utility operations, reinforcing safe work practices, professionalism, and industry standards under the guidance of qualified utility personnel.

– or –

EPD 140 Power Distribution Special Project (5 CR)

Provides a culminating, project-based learning experience that reinforces and applies the knowledge and skills developed throughout the program. Students complete supervised projects involving specialized tools, rigging equipment, pole hardware installation, DC and AC electrical theory, test equipment, safety practices, pole and tower climbing, wooden pole handling, equipment truck operation, and the inspection, maintenance, and troubleshooting of aerial and underground residential distribution (URD) systems. Projects may also incorporate subdivision power distribution, three-phase URD systems, service terminations, and overhead distribution equipment. Emphasis is placed on integrating classroom and lab instruction through hands-on projects while reinforcing safe work practices, professionalism, and industry standards.

ENGL 105 Technical Writing (3 CR)

Technical Writing provides students with a background in the practical, technical writing skills necessary for today's workplace. This course covers the following topics: internal workplace communications; writing for clarity and brevity; process and service documentation; using visuals and document layout effectively; methods of editing, proofreading, and revising; and a review of punctuation, spelling, and the standard conventions of written English.

MATH 102 Technical Math (3 CR)

This course provides material designed for career technical students who need to study particular mathematical topics. These include arithmetic, exponents, the Metric System, measurements, introductory algebra, equations and formulas, ratios and proportions, and geometry. These are presented on an introductory level, and the emphasis is on the applications.

KBOR Fiscal Summary for Proposed Academic Programs

CA-1a Form (July 2024)

Institution: Fort Hays Tech | Northwest
Proposed Program: Power Distribution Technician

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:		16	--	
Part II. Initial Budget		Implementation Year		
A. Faculty		Existing:	New:	Funding Source:
Full-time	#1	$	$63,360	General & Tuition
Part-time/Adjunct	#	$	$	
		Amount	Funding Source	
B. Equipment required for program		$185,000	General Fund & Tuition	
C. Tools and/or supplies required for the program		$		
D. Instructional Supplies and Materials		$1000	General Fund & Tuition	
E. Facility requirements, including facility modifications and/or classroom renovations		$		
F. Technology and/or Software		$		
G. Other *(Please identify; add lines as required)*				
Total for Implementation Year		$249,360		

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:		18 year 2 20 year 3	--	
Part II. Ongoing Program Costs		First Two Years		
A. Faculty		Existing:	New:	Funding Source:
Full-time	#	$132,516	$	General Fund & Tuition
Part-time	#	$	$	
		Amount	Funding Source	
B. Equipment required for program		$100,000		
C. Tools and/or supplies required for the program		$		
D. Instructional Supplies and Materials		$2,000		
E. Facility requirements, including facility modifications and/or classroom renovations		$		
F. Technology and/or Software		$		
G. Other *(Please identify; add lines as required)*				
Total for Program Sustainability		$234,516		

KBOR Fiscal Summary for Proposed Academic Programs

CA-1a Form (July 2024)

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

The Associated General Contractors of Kansas (AGC) has agreed to cover the cost of all NCCER materials including books, tests, and some professional development for our instructors. This program will also be supported by the Perkins grant and that other grant possibilities will be pursued to offset general fund impacts. We also have support from business and industry to supply much of the items we need to teach this 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	Fort Hays Tech | Northwest
Name, title, phone, and email of person submitting the Perkins Eligibility application *(contact person for the approval process)*	Jason Showalter Vice President of Student & Academic Advancement jason.showalter@fhnw.edu 785-890-1584
Name, title, phone, and email of the Perkins Coordinator	Jason Showalter Vice President of Student & Academic Advancement
Program Name	Power Distribution Technician
Program CIP Code	46.0301
Educational award levels and credit hours for the proposed request(s)	Tech Cert B - 44
Number of concentrators for the educational level	Year 1: 16 Year 2: 18 Year 3: 20 Every year after will have a goal of 20 students.
Does the program meet program alignment?	N/A
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)*	On page 30 of our CLNA report, it has the Lineman-Power Distribution (CIP 46.0303; SOC 49-9051) which states the following: Listed as a high demand, high wage occupation. Projected employment outlook over the next 10 years is expected to increase by 0.5% in the NW region. Projected annual openings in the state of KS are 116 and 17 in the NW region. This program is designed to help fill that need in our area.
Justification for conditional approval: *(how will Perkins funds will be used to develop/improve the program)*	Perkins funding will be used for professional development of the instructor along with helping keep the latest technologies in the program so that students are trained on the tools they will use out in the field.
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?	The building this program is housed in is ADA compliant. The college participates regularly in the Civil Rights Compliance Review as well.

Carl D. Perkins Funding
Eligibility Request Form

Strengthening Career and Technical Education for the 21st Century Act

CA-1c Form (2022)

(Contact Board staff for technical assistance if there are questions regarding accessibility)	

Signature of College Official _____ Date 9/12/22

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	Fort Hays Tech | Northwest
Name, title, and email of person responsible for Academic program	Jason Showalter Vice President of Student & Academic Advancement jason.showalter@fhnw.edu
Name, title, and email of Financial Aid contact	Penny Nemecheck Financial Aid Coordinator penny.nemechek@fhnw.edu

Kansas Promise
Eligibility Request Form

CA-1d Form (2024)

Information Technology and Security				
CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date

Mental and Physical Healthcare				
CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date

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
46.0301	Power Distribution Technician	High Wage and High need	Tech Cert B - 44	8/1/2027

Early Childhood Education and Development				
CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date

College Designated Field of Study:				
CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date

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

Signature of College Official _____ Date 9/18/26

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

Kansas Promise
Eligibility Request Form

CA-1d Form (2024)

matt@kscolleges.org

Last updated: 3/7/2024