New Program Request Form
CA1

General Information

Institution submitting proposal	Wichita State University Campus of Applied Sciences and Technology
Name, title, phone, and email of person submitting the application (*contact person for the approval process)*	Dr. Jennifer Seymour Vice President of General Education & Applied Technologies jseymour2@wstech.edu 316.677.1695
Identify the person responsible for oversight of the proposed program	Jessi Lane Dean, Applied Technologies
Title of proposed program	Electric 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 suggested 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	Associate of Applied Science 63Credits Technical Certificate B 42 Credits
Proposed Date of Initiation	8/1/2026
Specialty program accrediting agency	N/A

Industry-recognized certification(s) to be earned by students	OSHA 30, NCCER Core, NCCER Electric Power Distribution
Number of projected enrollments 1st year	Year 1:14
	Year 2:18
	Year 3:20

Signature of College Official___ ___ Date_12/5/2025_

Signature of KBOR Official_____ Date_____

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).

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 for this program emerged from both changes in regional training availability and direct outreach from major utility providers. For several years, Pratt Community College has operated an Electric Power Distribution program at WSU Tech's City Center campus through an agreement between Pratt, WSU Tech, and USD 259. That agreement included students completing their General Education requirements through WSU Tech while Pratt delivered the technical coursework.

During the AY 23.24 academic year Shere Utash, President of WSU Tech was approached by leadership at Evergy, the largest energy provider in Kansas, regarding their projected need for a significantly expanded workforce. Several major infrastructure and economic-development projects in the South-Central region will require substantial upgrades to the power grid, intensifying demand for skilled line workers.

Around this same time, the Kansas City Board of Public Utilities (BPU) connected with WSU Tech through the college's work on the SHRM apprenticeship initiative. BPU expressed interest in developing a more holistic partnership that would create additional opportunities to recruit students interested in the Kansas City market, where Electric Power Distribution training is not currently available. Following an initial connection through the apprenticeship project, BPU requested a campus tour. After visiting WSU Tech, they were highly impressed with WSU Tech's facilities and existing technical programs and expressed a desire to recruit from multiple WSU Tech programs, including a future Electric Power Distribution offering.

Both utility partners expressed strong interest in WSU Tech leading the Electric Power Distribution program and requested that the college take on delivery of the training moving forward.

Given WSU Tech's established laboratory infrastructure at City Center and the clear endorsement from industry partners for WSU Tech to assume responsibility for training, the college elected to conclude its partnership with Pratt Community College and deliver the program internally.

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

Although Electric Power Distribution (CIP 46.0301) is currently offered in Wichita by Pratt Community College, the program is delivered using WSU Tech's City Center facility and will no longer be available at that location after Pratt vacates the space at the end of AY 2025–2026. This creates a potential gap in local access to training for a critical high-demand occupation.

Labor-market data clearly demonstrates the necessity of maintaining a Wichita-based program. According to the Kansas Department of Labor's Long-Term Outlook and recent Lightcast analysis, Electrical Power-Line Installers and Repairers consistently rank as a high-demand, high-wage occupation, with 116 annual openings statewide. Employer needs are sustained and significant, with 411 unique job postings from 55 employers between January 2024 and September 2025, including Evergy, MasTec, Wolf Creek Nuclear Operating Corporation, and multiple municipal utilities. Despite this strong demand, only two institutions in Kansas currently produce graduates in this field—Pratt Community College and Manhattan Area Technical College, yielding a combined 75 completers annually, far below the 116 projected openings.

Program Description and Requirements

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

The Electric Power Distribution program prepares students for careers in the electrical utility industry as power line workers responsible for building, maintaining, and repairing overhead and underground electrical distribution systems. Through a combination of classroom instruction, hands-on training, and field experience, students develop the technical knowledge and physical skills required to safely work with high-voltage systems. Coursework covers electrical theory, pole climbing, rigging, equipment operation, system maintenance, and live-line procedures.

- Demonstrate safe work practices in accordance with OSHA and NESC regulations.
- Apply electrical theory to the installation, maintenance, and repair of power distribution systems.
- 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.
- Install and maintain overhead and underground distribution lines and components.
- Troubleshoot and repair electrical distribution system faults.
- Demonstrate proficiency in the use, inspection, and maintenance of line worker tools, equipment, and personal protective gear in accordance with utility and manufacturer specifications.

- 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.

Students enrolled in the Associate of Science degree will be required to complete two internships totaling 270 hours of supervised work-based learning. WSU Tech will collaborate with local and regional energy providers to ensure sufficient placement opportunities for all students. The Kansas City Board of Public Utilities and Cox Communication letters of support (appendix's A- C) both indicate they will support student internships These partnerships will allow students to apply the knowledge and skills gained through classroom and laboratory instruction in real-world settings, reinforcing both technical competence and professional readiness.

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

Admission Requirements:

- The requirements for admission to the Electric Power Distribution program are:
- Attainment of 16 or more years of age or attainment of junior status.
- Completion of application and related procedures.
- Add extra from the program development process if appropriate

Program Requirements

- 42 semester credits for technical certificate 63 semester credits for the associate applied sciences degree with an overall GPA of 2.0 or higher.
- A grade of C or better in all technical courses and foundation general education courses in composition, math and communication.
- At least 25 percent of credits must be earned at WSU Tech.
- Recommendation for graduation by the Registrar.

Graduation Requirements

To be awarded an AAS degree or technical certificate, students must pass all required coursework, submit required transcripts for transfer credit and meet all academic, financial, or other obligations required for their program of study. To be eligible for graduation, students must have an overall GPA of at least 2.0. WSU Tech urges students to continuously monitor their educational progress. Before the final semester or registration period, students should meet with an Academic Advisor to ensure all requirements will be finished before the anticipated graduation date.

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)	Kansas Long Term Occupational Projections 2022-2032 Kansas 2025 High Demand Emerging Demand High Wage	116 annually	$89,950
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)			

The Kansas Department of Labor's Long-Term Occupational Outlook highlights significant employment trends and projections for Electrical Power-Line Installers and Repairers, under Standard Occupational Classification (SOC) code 49-9051. According to the Kansas Long-Term Occupational Projections (2022-2032), this occupation is set to have 116 annual openings, totaling 1,168 projected openings over the 10-year period. The projected growth stems from both workforce exits and transfers, with 425 openings attributed to exits and 749 to transfers. With a median annual wage of

$97,260 and typical entry requirements of a high school diploma or equivalent, this occupation reflects strong potential for individuals seeking opportunities in a high-wage field.

The Kansas -2025 Occupational Employment Demand (Indicators for High Demand, Emerging Demand, High Wage Occupations) further validates the significance of this occupation, assigning it a ranking 237 and categorizing it as a high demand and high-wage occupation in Kansas. The consistency of the reported annual mean wage ($89,950) across sources emphasizes its lucrative nature. The report also confirms that the minimum education requirement remains a high school diploma or equivalent, making it accessible to those pursuing postsecondary training or technical certificates, aligning well with a two-year technical college program.

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

Lightcast (Q4 2025) labor market data demonstrate strong and sustained demand for Electrical Power-Line Installers and Repairers (SOC 49-9051) in Kansas. In 2024, there were 1,545 jobs statewide, projected to grow to 1,570 by the end of 2025 which is a 1.6% increase. This concentration is higher than the national average for a state of Kansas's size. Importantly, the median annual wage is $102,321, which is 11% higher than the national median of $92,419, placing this occupation firmly in the high-wage category.

Regionally, the Wichita metro area accounts for 232 positions, alongside major concentrations in Kansas City (944) and Topeka (326). Most jobs are found in the Electric Power Generation, Transmission, and Distribution sectors (49.1%), followed by Utility System Construction (27.7%)

Employer demand is consistently strong. Between January 2024 and September 2025, there were 411 unique postings from 55 employers. Leading employees include Evergy, MasTec, Wolf Creek Nuclear Operating Corporation, and multiple municipal utilities, all of whom report recurring needs for trained line installers

Education and training pathways in Kansas are limited to two institutions producing completions in 2024 totaling 75 graduates statewide. When compared against average annual openings of 116 positions statewide, there is a clear shortfall of trained workers entering the field.

Collectively, these statewide projections, regional employment patterns, wage advantages, and employer demand demonstrate a compelling case for a new program in Electric Power Distribution. Graduates of this program will enter a high-demand, high-wage field that is essential to Kansas's infrastructure and energy economy.

- 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.

Appendix A - D

- 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.

According to the most recent *Perkins Comprehensive Local Needs Assessment (CLNA)* (effective July 2024–June 2026), the CIP/SOC code combination associated with this proposal (46.0301/49-9051) falls under the broader NCES category of Construction Trades (46). The CLNA identifies Construction as an occupational area with insufficient numbers of concentrators to meet regional job demand (p. 13). This documented shortage supports the need for the proposed program to help address the workforce gap in construction-related fields.

- 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.

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 the system and employed
Pratt Community College	46.0301	Electrical & Power Transmission AAS CERT C	154	58	48	$70,965
Manhattan Area Technical College	46.0301	Electric Power and Distribution AAS CERT C	40	17	17	$58,885

- 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.

WSU Tech collaborated with both Pratt Community College and Manhattan Technical College to inform the development of the proposed program. Discussions with Jerry Haskell, an instructor at Pratt Community College, focused on the curriculum currently in use as well as the operational logistics of the "pole farm" located at WSU Tech's City Center facility. In addition, WSU Tech engaged with Justin Meuli, an instructor at Manhattan Technical College, to review their curriculum, identify industry partners they work with, determine which regional partners WSU Tech should also engage, and assess equipment, tool, and facility needs. These conversations also provided valuable insights into common challenges associated with operating an Electric Power Distribution program, further strengthening the design and implementation plan for WSU Tech's proposal.

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 for all courses (including prerequisites) to be required or elective in the proposed program.

  Appendix E

- 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

  Appendix F provides the degree map for this program. Upon approval, the program map will be added to the WSU Tech website degree map page.

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

This program proposal 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, and students will have the opportunity to earn industry-relevant certifications. Program leadership will also continue to monitor and

pursue appropriate program-level accreditation options as they become available and 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.

Appendix G

Faculty

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

Technical Faculty

WSU Tech will hire a full-time faculty member in the implementation year. Additional faculty (adjunct or full time) will be determined based on student enrollment. The qualifications for these positions will meet or exceed the college qualification requirements for faculty teaching in CTE programs. Specifically, successful candidates will have a minimum of 4000 hours in an electrical power distribution position or closely related field.

Transferable General Education Faculty: General Education Courses will be taught by existing faculty members who meet or exceed the following standards:

Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified". To comply, all instructors will be assessed by the following:

1. Master's A: Master's degree or higher within subject area of teaching, or
2. Master's B: Master's degree or higher not in subject area and 18 hours of graduate course work within subject area of teaching, or
3. Meet a minimum of a 3 on the Education & Years of Experience rubric standards

Category	4	3	2	1
Education	Master's degree in content area or Master's degree plus 18 grad level hours in content area	Master's degree plus 9 grad level hours in content area	Master's degree (subject other than content area)	Bachelor's degree and enrolled in graduate program
Experience	10+ years of experience in discipline or industry	5+ years of experience in discipline or industry	3+ years of experience in discipline or industry	Less than 3 years of experience in discipline or industry

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

WSU Tech will hire one full-time faculty member during the implementation year. Additional faculty (adjunct or full-time) will be determined based on student enrollment. The starting salary for faculty in these positions will be $58,000 per year. Candidates will be required to meet or exceed the college's established qualifications for Career and Technical Education (CTE) instructors, including a minimum of 4,000 hours of experience in a manufacturing quality assurance role. Additionally, successful candidates must hold—or be willing to obtain—an associate degree in a related field.

Physical facilities:

WSU Tech will house the Electric Power Distribution program at the City Center location. This facility has more than sufficient classroom and lab space to accommodate the proposed program. Additionally, this facility already includes a Pole Farm Lab to facilitate technical skill mastery.

Instructional Equipment

The City Center location already has the required pole farm to support hands-on experiences in that area of the program. During the implementation year, the proposed program will spend 148,000 for additional program equipment. The equipment will be paid for using new program development funds. In addition, the proposed program will spend an additional$ 100,000 through FY 27& 28 on equipment. This funding will provide a Digger Derrick for the program. This equipment will also be funded via the new program development budget.

In years 1 - 3, the proposed program will have $10000 for instructional supplies and technology paid for with institutional funds.

Instructional Materials: WSU Tech follows an all-inclusive finance model in which instructional materials such as software or consumable lab supplies are incorporated into the cost of tuition resulting in no additional cost to students. Standing outside of this cost structure are books (either physical or digital), testing fees, and tools. AGC of Kansas provides funding that ensures students in many WSU Tech programs receive NCCER digital content at no cost. Thanks to this support, students in the Electric Power Distribution program will not have to pay for their books. As a result, this submission does not include a Ca1b.

Advising Services

Advising prospective students will be shared between the Electric Power Distribution program and the college's Student Services staff. As with other programs offered by the college, Student Services personnel provide general information, assist students with admission to the college, and transfer credits. Program personnel supply detailed information about the Electric Power Distribution program. The Financial Aid Specialist provides financial aid advice.

Additional services:

WSU Tech supplies various services to students designed to ensure they are successful in their educational pursuits. There is no charge for these services except for the Laptop Loan Service provided by the IT department.

Tutor.com is available when the student is ready Tutor.com is a 24/7 online tutoring service that provides effective as-needed tutoring in all topics, including general education discipline and technical areas such as nursing and engineering.

Tutoring Hub: As part of the Learning Services department the Tutoring Hub's services are available at the WSU Tech South Campus and online via Zoom. General education topics, such as Sciences, Math, English, writing, social sciences, humanities and test prep as well as technical topics such as Blueprint Reading and Accounting, are available.

Technology support for WSU Tech online students includes a student help desk which provides technology assistance as needed, enhanced WIFI hot spots at all WSU Tech locations, and student Laptop Loan service available for a nominal fee ($50.00 per semester).

Student Portal (Pathify)– The portal provides students with immediate access to all the services provided by the college. The portal includes links to events occurring on campus, access to Registrar and Financial Aid resources as well as access to the Learning Management System (Canvas).

On Deck at Tech – is a series of live and online sessions designed to provide an overview of student life at WSU Tech. The sessions utilize a gamification model to move students through required and optional sessions where winning prizes is the reward for completion!

UThrive Student Resource Centers – located at the NCAT, WSUTech South, and City Centers locations provide on-site and community resources to help students succeed, such as food pantry, mentoring, or referrals to tutoring or counseling.

Online Student Services Support: All student services, including academic advising, enrollment, and financial aid, are available to students in the online environment.

Wrap Around Services: to prepare students for the rigors of college course-work, WSuTech provides a variety of wrap-around services, including:

- Library: The Library is on the South campus, while the NCAT facility includes a shared space that houses both library and tutoring. Also, online library services are available to all students and include access to extensive database services like EBSCOhost and ProQuest. Students can also access several databases by signing up for the Kansas Library Card.
- Student Mentoring: WSUTech provides a formalized academic mentoring program for students with academic risk factors. This program pairs students with faculty volunteers to ensure students meet their academic obligations and goals.
- Academic Success Clinics: At the beginning of the Fall and Spring semesters, WSUTech hosts workshops and events designed to engage students in the academic side of college. Topics include notetaking skills, dealing with stress, test-taking skills, accessible technologies and other resources such as the IT help desk and the Colab.
- TRIO Student Support Services: For students who meet the college's TRIO eligibility requirements, WSU Tech provides services designed to help students maximize their potential and meet their educational goals. These services include academic coaching, tutoring, financial planning, transfer assistance, cultural enrichment, career exploration, and mentoring.
- The Department of Student Engagement: This department provides students with opportunities to engage in college life outside the classroom. Activities include student organizations and clubs such as Skills USA, Veterinary Nursing Club, Hispanic American Leadership Organization (HALO), Presidents Advisory Council (PAC), and Esports. Other activities include welcome week events such as "Hunt a Duck", Spring Oasis, and lecture series on current topics.
- The Office of Disability Services: coordinates services for students with disabilities.

- Learning Services: includes Career Services, Testing and Tutoring. Students are provided career coaching as well as resume and interview workshops. The department hosts multiple industry sector focused job which bring in employers from around the Wichita region.
- Collaboration Lab: The Collaboration Lab (CoLab) provides students, faculty, and staff access to the latest technologies to enhance the learning experience. The technologies include HoloLens, green screens, a recording studio with audio and visual capabilities, and online and on-ground meeting spaces equipped with up-to-date technology providing collaboration and recording capabilities. While physically located at the WSU Tech South Campus, the CoLab technologies are available at other WSU Tech locations via a mobile version of the lab.

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

Appendix H

- 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 AGC of Kansas provides funding that ensures students in many WSU Tech programs receive NCCER digital content at no cost. Thanks to this support, students in the Electric Power Distribution program will not have to pay for their books.

- **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.

High School students will not be required to pay any additional costs. As a result, this submission does not include a Ca1b.

- If the program is requesting Perkins funding, provide details on the **CA-1c form**.

Appendix I

- If the program is requesting KS Promise Act eligibility, provide details on the **CA-1d form**.

Appendix J
Program Review and Assessment

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

The Electric Power Distribution program will complete the same assessment and Program Review processes used for all other programs throughout the college.

Assessment of Student Learning
WSU Tech has adopted a set of four student learning outcomes (SLOs) that all students, regardless of program, are expected to master. These four SLOs are the institutional outcomes that address learning experiences inside and outside the classroom. In addition, all programs have defined learning outcomes at the program level. Each year, the program's Industry Advocate Team reviews program outcomes, content, and competencies in addition to admission requirements and equipment. Faculty work with the Director of Assessment to align the institutional SLOs and program learning outcomes to courses and assessment activities; these alignments are revisited and updated every three years, or sooner if warranted by curriculum changes, during the program review process. The Electric Power Distribution program will complete curriculum maps in Summer 2026.

The curricular assessment processes are documented through the Outcome Assessment Plan (OAP) and the annual assessment analysis report. During the planning phase of the curricular assessment cycle, faculty identify student learning experiences and assessment tools for measuring student achievement of the

institutional, program, and corresponding course learning outcomes. All SLOs are assessed yearly in courses specified in the annual OAP across all programs and are measured using college-wide common rubrics with a program data collection plan outlined within the OAP. Faculty evaluate student learning throughout the program for mastery of knowledge and technical skills using various assessment activities in which data is collected and aggregated. Data visualization reports are used during the analysis phase to identify student learning trends, achievements, and challenges and to aid in determining appropriate instructional revisions and interventions to improve the student learning experience. The Electric Power Distribution program will launch an OAP assessment plan and begin data collection in Fall 2026

Program Review
Program reviews are conducted over a three-year cycle and involve collaboration between faculty, staff, and administration to evaluate the program thoroughly, reflect upon strengths and weaknesses, and set strategic goals for improvement. Additionally, programs participate in a "Semester Snapshot" activity in which progress towards goals and special projects and initiatives is documented and archived for later reference. During the Program Review process, faculty and program leadership revisit past snapshots, assessment analysis reports, course reviews, and other information and data sources to evaluate the implementation of instructional quality improvements. A combination of interactive data dashboards and static Program Review IR Data Reports provided by the Institutional Effectiveness Department are utilized. These data sets, including enrollment, demographics, course offerings, applications, completions, credentials, placement, retention, and completion, allow faculty to reflect and plan for continuous quality improvement while ensuring program goals, institutional mission, and accreditation standards are met. These data sets are also used when evaluating the performance of a program when being considered for closure or suspension per the college's Program Performance Review and Closure Policy 5-05.

The Electric Power Distribution program will initiate the Program Review process with the first Semester Snapshot report in Fall of 2026 and will partake in the entirety of the formal Program Review process in AY 2027-2028.

Program Approval at the Institution Level

Appendix K - M

- 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)

Program Proposal Submission

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

Charmine Chambers
Director for Workforce Development
cchambers@ksbor.org

Crystal Roberts
Associate Director for Workforce Development

Revised/Approved 4/2022, 6/2023, 3/2024, 7/2024, 11/2024, 2/2025, 4/2025

croberts@ksbor.org

Brandi Wells
Workforce Development Program Specialist
bwells@ksbor.org

11/10/2025

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

To Whom It May Concern:

On behalf of Cox, I'd like to express our support for Wichita State University Campus of Applied Sciences and Technology (WSU Tech) and their proposal to launch the Electric Power Distribution program. This type of training is something our industry truly needs, and we're excited to see WSU Tech stepping up to prepare the next generation of line workers.

Finding and developing skilled workers has become a growing challenge across the electrical field. A program like this will give students the technical foundation and safety awareness needed to enter the workforce ready to contribute from day one. WSU Tech has always been a reliable partner when it comes to aligning education with real-world industry needs, and this initiative is another great example of that.

We're glad to support the program however we can—whether that means reviewing course materials, offering job site visits or internships, or looking at WSU Tech graduates when hiring for open positions.

We believe the Electric Power Distribution program will have a lasting positive impact on both students and employers in our region.

Sincerely,

Kansas Market Vice President
Cox Communications
316.978.0091
Rachel.Aja@cox.com

November 14, 2025

To whom it may concern,

On behalf of Evergy, I am pleased to express our strong support for WSU Tech's Electrical Power Distribution Technical Certificate B and Associates Degree Programs. This program plays a vital role in preparing highly skilled professionals for the energy sector, and we recognize its importance in developing a workforce that meets the growing demands of our industry.

Evergy is committed to partnering with WSU Tech in the following ways:

- **Interviewing Graduates**: We will actively recruit and interview graduates of the Electrical Power Distribution program for employment opportunities within Evergy.
- **Advisory Board Participation**: Our team will continue to serve on program advisory boards, sharing insights on industry trends and workforce needs.
- **Program Feedback**: We will provide constructive feedback to help WSU Tech continuously enhance its curriculum and align training with real-world requirements.

We value the collaboration between Evergy and WSU Tech and believe this partnership strengthens both the local workforce and the energy industry. Thank you for your dedication to excellence in technical education.

Sincerely,

Jamin Raigoza
Lead Safety Coordinator/Skills Trainer
Evergy

KANSAS CITY BPU
THE POWER OF COMMUNITY

November 17, 2025

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

To Whom It May Concern:

The Kansas City Board of Public Utilities supports Wichita State University Campus of Applied Sciences and Technology (WSU Tech) in its proposal to develop and deliver the Electric Power Distribution program. We believe this program will play a critical role in preparing a skilled workforce of line workers to meet the needs of our industry and strengthen the regional economy.

As a valued educational partner in our community, WSU Tech continues to demonstrate a strong commitment to workforce readiness and industry collaboration. The development of this program will help address current and future workforce shortages while ensuring that graduates are equipped with the technical and professional skills required for success in the electrical power distribution field.

Our organization supports WSU Tech's efforts to expand training in this area and intends to participate through one or more of the following:

- Providing input or feedback on curriculum to ensure it aligns with industry standards
- Engaging with students through classroom visits, applied learning opportunities, or internships
- Considering qualified program graduates for employment opportunities within our company

We recognize the importance of this initiative to our community and workforce, and we fully support WSU Tech's proposal for the Electric Power Distribution Technical Certificate B and Associates Degree programs.

Sincerely,

Darrin McNew, P.E.
Executive Director of Electric Operations
Kansas City Board of Public Utilities
913-573-9592
dmcnew@bpu.com

Butler REC
216-218 S. Vine
P.O. Box 1242
El Dorado, KS 67042
(316) 321-9600

November 6, 2025

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

To Whom It May Concern:

Butler Rural Electric Cooperative fully supports Wichita State University Campus of Applied Sciences and Technology (WSU Tech) in its proposal to develop and deliver the *Electric Power Distribution* program.

Our cooperative has long been a proud supporter of the Pratt Community College program—both at its Pratt campus and its Wichita training location. Pratt has done an outstanding job preparing skilled, safety-minded lineworkers who serve utilities and communities across Kansas. We are grateful for their long history of partnership and their dedication to workforce training in the electric industry.

We are confident that WSU Tech will continue this strong tradition of excellence. The development of this program will ensure that the next generation of lineworkers is trained to meet the evolving needs of our industry and will help strengthen the workforce and economy throughout our region.

As an organization committed to advancing technical education and workforce readiness, we look forward to partnering with WSU Tech in several ways, including:

- Offering feedback on curriculum to align training with real-world utility operations and safety standards
- Engaging with students through classroom visits, demonstrations, and applied learning opportunities
- Considering qualified program graduates for employment within our cooperative

We recognize the importance of this initiative and fully support WSU Tech's proposal to offer the *Electric Power Distribution* program.

Sincerely,

Kevin Brownee
CEO
Butler Rural Electric Cooperative

Program Course List

Program Name: Electric Power Distribution

Course Number	Title	Credits	Relationship	Description	Pre/Corequisites
EPD 105	Construction Industry	3	Required AAS CERT B	This course introduces students to the construction and utility industries with an emphasis on career pathways, safety, and foundational work practices. Topics include construction site safety, material handling, construction math, and blueprint reading. Students learn to interpret construction drawings, apply safe work habits, and understand basic industry terminology and procedures essential to success in skilled trades.	N/A
EPD 110	Construction Tools, Rigging, & Employability Skills	3	Required AAS CERT B	This course provides hands-on experience with the tools, equipment, and communication practices used in the skilled trades. Students will gain proficiency in the identification, inspection, and safe use of hand and power tools, as well as the fundamentals of rigging. The course also emphasizes teamwork, communication, and professional behavior expected on the job site.	N/A

EPD 119	Lineworker Internship I	3	Required AAS	In this course students will have the opportunity to link classroom/ lab theory with an experiential learning opportunity. Through direct observation, reflection and evaluation, students gain an understanding of the internship site's work, mission, and customers. The student will identify how these relate to their program of study, as well as the organization's position in the broader industry or field. Students will produce a critical reflection of their internship experience demonstrating how they have addressed specific learning goals.	N/A
EPD 120	Power Line Worker Safety	2	Required AAS CERT B	This course emphasizes the essential safety practices required for entry-level power line workers. Students will learn hazard recognition, safe work procedures, and the proper use of personal protective equipment (PPE) in compliance with OSHA and industry standards.	N/A
EDP 125	Electrical Theory & Circuits	1	Required AAS CERT B	This course provides students with a foundation in electrical principles and circuit analysis as applied to electric power distribution.	N/A

				Topics include atomic structure, voltage, current, resistance, and power relationships, as well as Ohm's law and Kirchhoff's laws. Students will study series, parallel, and combination circuits, electrical measurements, and safe practices for working with energized systems.	
EPD 129	Lineworker Internship II	3	Required AAS	This course is a continuation of Lineworker Internship I in which students continue their work in experiential learning. Through observation, reflection and evaluation, students gain an understanding of the internship site's work, mission, and customers. The student will identify how these relate to their program of study, as well as the organization's position in the broader industry or field. Students will produce a critical reflection of their internship experience, demonstrating how they have addressed specific learning goals.	EPD 119
EDP 130	Safety & Climbing Techniques	5	Required AAS CERT B	This course introduces students to fundamental safety practices and climbing techniques used in electric power distribution. Emphasis is placed on personal	N/A

				protective equipment, fall protection systems, and safe work practices when climbing and working at heights. Students will develop proficiency in climbing wooden poles and non-wooden structures using industry-standard methods. Topics include pole inspection, proper use of climbing gear, body positioning, controlled descent, rescue procedures, and safe work positioning.	
EDP 135	Tools, Framing & Equipment	4	Required AAS CERT B	This course introduces students to the tools, materials, and equipment used in the power line industry. Students will learn the proper selection, inspection, care, and safe use of hand tools, power tools, and specialty equipment required for linework. Instruction covers aerial framing practices, utility hardware identification and installation, and the operation of utility service equipment. Hands-on training emphasizes correct application of tools and equipment to construct and maintain distribution systems in accordance with industry standards.	N/A
EPD 140	Pole Setting, Rigging, & Excavation	2	Required AAS	This course provides students with the	N/A

			CERT B	knowledge and hands-on skills to safely perform rigging operations and set utility poles. Instruction includes rigging principles, inspection and use of ropes, slings, and hoists, and the application of knots, splices, and hitches used in linework.	
EPD 141	Pole Setting Lab	2	Required AAS CERT B	This hands-on lab course provides students with practical experience in the installation, setting, and removal of utility poles used in electrical distribution systems. Students will apply rigging principles, operate digging and lifting equipment, and perform pole framing, setting, and backfilling using industry-standard methods. Emphasis is placed on safety, teamwork, equipment operation, and compliance with OSHA and National Electrical Safety Code (NESC) standards.	EPD 140 Corequisite
EPD 145	Overhead & Underground Installation	1	Required AAS CERT B	This course introduces students to basic methods and equipment used in overhead and underground power distribution installations. Instruction includes the safe operation of trenching, excavating, and boring equipment, as well as the fundamentals of underground utility placement. Students	N/A

				are also introduced to common electrical test equipment and its use in verifying system integrity and safety. Hands-on activities reinforce proper equipment operation, testing techniques, and compliance with industry standards.	
EPD 150	Distribution Systems & Maintenance	4	Required AAS CERT B	This course introduces students to the principles and operation of electric power distribution systems, focusing on alternating current (AC) fundamentals and three-phase power. Students will study the configuration and function of aerial distribution systems, including the installation and maintenance of distribution hardware and equipment. Emphasis is placed on understanding system components, maintaining line integrity, and applying industry-standard safety and maintenance procedures to ensure reliable power delivery.	N/A
EPD 155	Cable & Underground Distribution Systems	4	Required AAS CERT B	This course provides instruction and hands-on training in the installation, maintenance, and removal of electrical cables used in underground distribution systems. Students learn the methods and equipment used to	N/A

				install and splice conductors, set transformers, and connect underground residential distribution (URD) systems. Emphasis is placed on trenching and conduit practices, cable identification, fault location, and system restoration. Students apply safety procedures and utility standards to ensure reliability and protection of personnel and equipment.	
EPD 160	Overhead & URD Service Installations	4	Required AAS CERT B	This course focuses on the installation, connection, and maintenance of overhead and underground residential distribution (URD) service systems. Students learn to identify service types, install meters, connect transformers, and terminate service conductors to ensure safe and reliable customer connections. The course emphasizes proper grounding, clearances, and service configurations according to the National Electrical Safety Code (NESC) and utility company standards.	N/A
EPD 165	Distribution Line Maintenance	4	Required AAS CERT B	This course provides advanced training in the inspection, maintenance, and repair of overhead and underground	N/A

				electrical distribution systems. Students will perform detailed pole and line inspections, maintain pole-mounted equipment, and replace essential hardware such as crossarms, insulators, arresters, and switches. The course also covers re-conductoring procedures, transformer replacement, fault location in underground residential distribution (URD) systems, and load management coordination. Emphasis is placed on safety, preventive maintenance, and industry-standard practices to ensure reliable operation of distribution systems.	
SAF 135	Safety/OSHA 30	3	Required AAS CERT B	This course equips students with essential knowledge and skills to enhance job-site safety. Students will explore the role of OSHA in promoting workplace safety, including a thorough understanding of the General Duty Clause and 1926 CFR Subpart C. The course covers hazard recognition and risk assessment techniques while identifying critical high-hazard areas, such as falls, electrical hazards, and heavy equipment safety. Participants	N/A

				will gain hands-on experience using personal protective equipment, following proper safety procedures, and implementing effective emergency protocols. Upon completing the course, students will receive their OSHA 30 card.	
ENG 101	Composition I	3	Required AAS	This course is designed to improve the reading and writing skills of students. The emphasis is on fundamental principles of written English in structurally correct sentences, paragraphs and expository themes. Critical analysis of essays will be used to aid in developing the student's thinking, support of thesis and style. Students are introduced to the basic components of research by writing a documented essay in Modern Language Association (MLA) style.	N/A
	Communications Elective	3	Required AAS	This is the placeholder for the communication elective. Students may enroll in the following courses to fulfill the communication elective: SPH101 Public Speaking or SPH 111 Interpersonal Communication.	N/A
	Humanities Elective	3	Required AAS	This is the placeholder for the Humanities elective.	N/A

				Students may enroll in the following courses to fulfill the Humanities elective: ART 100 Art Appreciation, ENG 110 Introduction to Literature, ENG 205 Introduction to Creative Writing , HIS 110 United States History to 1877, HIS 120 United States History since 1865, HIS 130 World History I, MGT 111 Business Ethics, PHL 110 Ethics, PHL 115 Logic, REL 101 New Testament, THR 100 Theater Appreciation	
	Social Science Elective	3	Required AAS	This is the placeholder for the Social Science elective. Students may enroll in the following courses to fulfill the social Science elective: CRJ 101 Introduction to Criminal Justice, CRJ 155 Policing Diverse Cultures, ECO 105 Principles of Macroeconomics, ECO 110 Principles of Microeconomics, POL 101 American Government, PSY 101 General Psychology, PSY110 Child Psychology, PSY 120 Developmental Psychology, SOC 101 Principles of Sociology, GEO 101 Principles of Geography, SOC 115 Social Problems	N/A
Math Elective	Math Elective	3	Required AAS	This is the place holder course for the math electives. To fulfill these elective students may choose between MTH 107,	N/A

				108, MTH 110, MTH 112, MTH 119, or MTH 120	

Degree Map

Associate of Applied Sciences: Electric Power Distribution

Semester 1

Course #	***Course Title***	***Credits***	***Function***
SAF135	*Safety/OSHA 30*	3	Technical
EPD105	*Construction Industry*	3	Technical
EPD110	*Construction Tools, Rigging, & Employability Skills*	3	Technical
EPD120	*Power Line Worker Safety*	2	Technical
EPD125	*Electrical Theory & Circuits*	1	Technical
EPD130	*Safety & Climbing Techniques*	5	Technical
EPD135	*Tools, Framing & Equipment*	4	Technical

Semester 2

Course #	***Course Title***	***Credits***	***Function***
EPD140	*Pole Setting, Rigging, & Excavation*	2	Technical
EPD141	*Pole Setting Lab*	2	Technical
EPD145	*Overhead & Underground Installations*	1	Technical
EPD150	*Distribution Systems & Maintenance*	4	Technical
EPD155	*Cable & Underground Distribution Systems*	4	Technical
EPD160	Overhead & URD Service Installations	4	Technical
	Math Elective	3	General Education

Semester 3

Course #	***Course Title***	***Credits***	***Function***
EPD165	*Distribution Line Maintenance*	4	Technical
EPD119	*Line worker Internship I*	3	Technical
ENG101	*English Composition I*	3	General Education

Semester 4

Course #	***Course Title***	***Credits***	***Function***
EPD129	*Line worker Internship II*	3	Technical
	Communication Elective	3	General Education
	Humanities Elective	3	General Education
	Social Sciences Elective	3	General Education

Technical Certificate B: Electric Power Distribution

Semester 1

Course #	***Course Title***	***Credits***	***Function***
SAF135	*Safety/OSHA 30*	3	Technical
EPD105	*Construction Industry*	3	Technical
EPD110	*Construction Tools, Rigging, & Employability Skills*	3	Technical
EPD120	*Power Line Worker Safety*	2	Technical

EPD125	*Electrical Theory & Circuits*	1	Technical
EPD130	*Safety & Climbing Techniques*	5	Technical
EPD135	*Tools, Framing & Equipment*	4	Technical

Semester 2

Course #	***Course Title***	***Credits***	***Function***
EPD140	*Pole Setting, Rigging, & Excavation*	2	Technical
EPD141	*Pole Setting Lab*	2	Technical
EPD145	*Overhead & Underground Installations*	1	Technical
EPD150	*Distribution Systems & Maintenance*	4	Technical
EPD155	*Cable & Underground Distribution Systems*	4	Technical
EPD160	Overhead & URD Service Installations	4	Technical
EPD 165	*Distribution Line Maintenance*	4	Technical

Collaboration Agreement between
Wichita State University Campus of Applied Sciences and Technology (WSU Tech)
and Maize Career Academy

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Wichita State University Campus of Applied Sciences and Technology (WSU Tech) and Maize Career Academy to provide support and opportunities for the programs outlined in this document to publicly support WSU Tech students.

Background
This MOU serves as notification that Maize Career Academy recognizes a need to develop a talent pool in this industry for specific program(s). This partnership outlines opportunities for the organization to support WSU Tech. The opportunities are listed below in their entirety and include membership on the Industry Advocate Team, hosting Applied Learning Opportunities, and providing Guaranteed Interviews and/or other aspects of support designed to increase the workforce by removing barriers for individuals being trained to enter the pipeline.

Purpose
This MOU will establish the role of and scope of agreed involvement for Maize Career Academy in regard to aforementioned programs. Involvement and participation is defined by supporting the goals set out below for outreach, coordination, and retention campaigns/ events for enriching, sourcing, and securing a viable talent pipeline.

Support will be accomplished by Maize Career Academy undertaking the following activities in these critical areas. The programs involved include:(Please check which areas you wish to participate in.)

EMT Bridge to Nursing
PCT Bridge to Nursing
Additive Manufacturing
PCT Bridge to Sonography
Automation Engineer Technology
Community HealthCare Worker
Masonry
Heavy Equipment Operator
Electric Power Distribution
Data Center Technician

School Partners will:

- ☑ Engage in Industry Advocate Team meetings twice a year to provide input in curriculum guidance, focus groups on retention and recruitment for students.
- ☑ Provide opportunities for students to engage with WSU Tech in-person or virtually through career awareness activities in regards to the aforementioned programs.
- ☑ Provide constructive feedback as appropriate.
- ☑ Refer interested high school students to WSU Tech for enrollment opportunities in programs above.

Reporting of Outcomes

Reports and evaluation of program effectiveness and adherence to the agreement will be ongoing and communicated to employer partners annually.

Funding

This MOU is not a commitment of funds; however, WSU Tech personnel are available to discuss scholarship opportunities to help partners grow their own educational opportunities and offerings as well as social media marketing and asset donations.

Duration

This MOU is at will and may be modified by mutual consent of authorized officials from WSU Tech and Maize Career Academy .This MOU shall become effective upon signature by the authorized officials from WSU Tech and Maize Career Academy and will remain in effect until modified or terminated by any one of the partners by mutual consent.

Your generosity and collaboration for the students of WSU Tech is greatly appreciated and we are honored to have you as a supporter and partner!

Notice of Nondiscrimination

The WSU TECH Board of Directors supports and complies with Title VI and Title VII of the Civil Rights Act of 1964 as amended, Section 504 of the Rehabilitation Act of 1973 and Amendments, The Americans with Disabilities Act, Title IX and all requirements imposed by or pursuant to the regulations of the Department of Health and Human Services and the Department of Education. It is the policy of the Board of Directors that no person in the United States (on the grounds of race, color, religion, sex, national origin, ancestry or disability) shall be excluded from participation in, denied the benefit of or otherwise subjected to discrimination under any program or activity of, or employment with WSU Tech. Persons with inquiries may contact the Human Resources Director at 4004 N. Webb Road Wichita, KS 67226 or by phone at 316.677-9500.

Legal Citation

Opportunities in Applied education and job placement at WSU TECH are available to all students regardless of race, color, national origin, sex or disability in compliance with Title VI:34 CFR 100.3(b) Guidelines VII-A, Title IX: 34 CFR 106.31(d), Section 504: CFR 104.4(b)

This Memorandum of Understanding (MOU) sets forth the terms and understanding between WSU Tech and Maize Career Academy to provide the above checked services for the programs outlined in this document programs to publicly support WSU Tech students.

Contact Information and Signatures

District Name: USD 266
Partner Representative Name: Dr. Lindsay King
Position Title: Director of College and Career Readiness
Address: 11700 W 45th St N Maize KS 67
Telephone: 316 350 2252
E-mail: lking@gmail.com
Signature: _____
Date: 10/13/25

WSU Tech
WSU Tech Representative Name:
Position:
Address: 4004 N. Webb Rd., Wichita, KS 67226
Telephone:
E-mail:
Signature: _____
Date: 10/13/25

KBOR Fiscal Summary for Proposed Academic Programs

CA-1a Form (July 2024)

Institution: Wichita State University Campus of Applied Sciences and Technology
Proposed Program: Electric Power Distribution

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:		14	--	
Part II. Initial Budget		Implementation Year		
A. Faculty		Existing:	New:	Funding Source:
Full-time	#1	$	$58,000	New Program Development Fund
Part-time/Adjunct	#	$	$	
		Amount		Funding Source
B. Equipment required for program		$148,000		
C. Tools and/or supplies required for the program		$0		
D. Instructional Supplies and Materials		$1000.00		
E. Facility requirements, including facility modifications and/or classroom renovations		$0		
F. Technology and/or Software		$		
G. Other *(Please identify; add lines as required)*		0		
Total for Implementation Year		207,000.00		

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	#1	$121,272.00	$	Program Budget
Part-time	#	$	$	
		Amount		Funding Source
B. Equipment required for program		$100,000		New Program Development Fund
C. Tools and/or supplies required for the program		$0		
D. Instructional Supplies and Materials		$2,000		
E. Facility requirements, including facility modifications and/or classroom renovations		$0		
F. Technology and/or Software		$0		
G. Other *(Please identify; add lines as required)*		0		
Total for Program Sustainability		223,272		

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 AGC of Kansas provides funding that ensures students in many WSU Tech programs receive NCCER digital content at no cost. Thanks to this support, students in the Electric Power Distribution program will not have to pay for their books.

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	Wichita State University Campus of Applied Sciences and Technology
Name, title, phone, and email of person submitting the Perkins Eligibility application *(contact person for the approval process)*	Dr. Jennifer Seymour Vice President of General Education & Applied Technologies Jseymour2@wstech.edu 316.677.1695
Name, title, phone, and email of the Perkins Coordinator	Tara Carlile Perkins Coordinator & Grants Specialist Tcarlile1@wsutech.edu 316.677.9547
Program Name	Electric Power Distribution
Program CIP Code	46.0301
Educational award levels and credit hours for the proposed request(s)	Associate of Applied Science 63Credits Technical Certificate B 42 Credits
Number of concentrators for the educational level	Year 1 -14 Year 2 18 Year 3 20 On going the program will have 20 per year
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)*	According to the most recent *Perkins Comprehensive Local Needs Assessment (CLNA)* (effective July 2024–June 2026), the CIP/SOC code combination associated with this proposal (46.0301/49-9051) falls under the broader NCES category of Construction Trades (46). The CLNA identifies Construction as an occupational area with insufficient numbers of concentrators to meet regional job demand (p. 13). This documented shortage supports the

Carl D. Perkins Funding
Eligibility Request Form

Strengthening Career and Technical Education for the 21st Century Act

CA-1c Form (2022)

	need for the proposed program to help address the workforce gap in construction-related fields.
Justification for conditional approval: *(how will Perkins funds will be used to develop/improve the program)*	At WSU Tech Perkins funding for new programs is allocated for several uses designed to enhance the overall quality of the program. The plan includes professional development opportunities for faculty so they can enhance their skills in the programmatic areas and the art and science of teaching, equipment, and curriculum development.
Pursuant to Americans with Disabilities Act, the proposed program will be offered in a location or format is fully accessible, according to applicable ADA laws? *(Contact Board staff for technical assistance if there are questions regarding accessibility)*	This program will be offered in multiple modalities. The online/hybrid courses meet accessibility standards. The face-to-face courses will take place at the City Center location , which meets ADA accessibility requirements. This campus also includes a fully accessible hybrid/hyflex classroom designed for the effective delivery of online content. Additionally, faculty members are provided with accessibility training and support.

Signature of College Official_ _____ Date_12/5/2025_

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	Wichita State University Campus of Applied Sciences and Technology
Name, title, and email of person responsible for Academic program	Dr. Jennifer Seymour Vice President of General Education & Applied Technologies

Kansas Promise
Eligibility Request Form

CA-1d Form (2024)

	Jseymour2@wstech.edu 316.677.1695
Name, title, and email of Financial Aid contact	Lacey Ledwich Executive Director, Financial Aid & Scholarship Lledwich@wsutech.edu

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	Electric Power Distribution	High Wage and High Need	Associate of Applied Science 63Credits Technical Certificate B 42 Credits	8/1/2026

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

Kansas Promise
Eligibility Request Form

CA-1d Form (2024)

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_12/5/2025_

Signature of KBOR Official_____ Date_____

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

Matt Lindsey, President KICA
matt@kscolleges.org

Last updated: 3/7/2024

Industry Advocate Team Meeting Minutes

WSU Tech
Electric Power Distribution
12/4/2025
Location: Zoom

Members:

P	Jamin Raigoza	Evergy			
P	Claudia Vazquez-Puebla	KCBPU			
P	Jeremiah Waldeck	KCBPU			
P	Mike Fergus	KCBPU			
P	Jessi Lane	WSU Tech			
A	Mandy Wilbert	Cox			
A	Sheri Gonzales	Evergy			
A	Ryan Yokley	Evergy			
A	Sarah Madden	Butler Electric Co-op			

I. Chair calls meeting to order
II. Review and Approval of previous meeting minutes: N/A
III. WSU Tech Updates
    a. Dean of Applied Technology – Jessi Lane – Details on program submission status
IV. Program Status/Review of Program Outcomes (Yearly)
    a. Program Review – Sent out program outline in advance for review by all advisory members. Reviewed program and provided information on curriculum and outcome alignment to NCCER curriculum.
    b. Questions – Questions on the length of the program and advised the Technical Certificate was 1 year in length and the Associates was 2 years in length depending on the student's timeframe.
V. Old Business: N/A
VI. New Business/Areas of Focus:
    a. Equipment Review – Reviewed equipment list and budget with advisory committee to confirm needs of equipment. Consensus was that a bucket truck would likely only be necessary for safety and a digger derrick would be "ideal" equipment. Several pieces of equipment outlined in the NCCER curriculum were identified as not needed to start the program. Additional in depth equipment review to be handled by instructor upon hire.
VII. Looking ahead: Continued communication through e-mail for advising on equipment/startup/engagement through e-mails will proceed through the current academic year with the next official advisory meeting in Fall 2026.
VIII. Recommendations from Industry:
    a. Consensus on Curriculum and Program Outline were approved, with all in favor.
IX. Next meeting Fall 2026.

NCCER - Electric Power, Level 1

NCCER - Electric Power, Level 2

Course		Module		Module Contact	Credits	
ELECTRIC POWER TC - Certificate B					**42**	
1st Semester					**21**	
SAF 135	**Safety Orientation / OSHA 30**				**3**	
EPD105	**Construction Industry**				**3**	
EPD 110	**Construction Tools, Rigging, & Employability Skills**				**3**	
EPD 120	**Power Line Worker Safety**			22.5	**2**	30/0
		Power Line Worker Safety	49102-11	22.5		
EPD 125	**Electrical Theory & Circuits**			15	**1**	15/0
		Introduction to Electrical Circuits	49103-11	7.5		
		Introduction to Electrical Theory	49104-11	7.5		
EPD 130	**Safety & Climbing Techniques**			120	**5**	30/90
		Climbing Wooden Poles	49105-11	80		
		Climbing Structures Other than Wood	49106-11	40		
EPD135	**Tools, Framing & Equipment**			105	**4**	30/0
		Tools of the Trade	49107-11	10		
		Aerial Framing and Associated Hardware	49108-11	80		
		Utility Service Equipment	49109-11	15		
2nd Semester					**21**	
EPD140	**Pole Setting, Rigging, & Excavation**			32.5	**2**	30/0
		Rigging	49110-11	12.5		
		Setting and Pulling Poles	49111-11	20		
EPD141	**Pole Setting Lab**				**2**	0/60
EPD145	**Overhead & Underground Installations**			15	**1**	15/0
		Trenching, Excavating, and Boring Equipment	49112-11	7.5		
		Introduction to Electrical Test Equipment	49113-11	7.5		
EPD 150	**Distribution Systems & Maintenance**			42.5	**4**	30/60
		Alternating Current and Three-Phase Systems	80201-11	17.5		
		Aerial Distribution Equipment	80202-11	25		
EPD 155	**Cable & Underground Distribution Systems**			50	**4**	30/60
		Cable and Conductor Installation & Removal	80203-11	20		
		Underground Residential Distribution Systems	80204-11	30		
EPD 160	**Overhead & URD Service Installations**				**4**	30/60
		Overhead and URD Service Installations	80205-11	15		
EPD 165	**Distribution Line Maintenance**			50	**4**	15/90
		Distribution Line Maintenance	80206-11	50		

NCCER - Electric Power, Level 1

NCCER - Electric Power, Level 2

Course		Module		Module Contact	Credits	
ELECTRIC POWER AAS						
1st Semester					**21**	
SAF 135	**Safety Orientation / OSHA 30**				**3**	
EPD105	**Construction Industry**				**3**	
EPD 110	**Construction Tools, Rigging, & Employability Skills**				**3**	
EPD 120	**Power Line Worker Safety**			22.5	**2**	30/0
		Power Line Worker Safety	49102-11	22.5		
EPD 125	**Electrical Theory & Circuits**			15	**1**	15/0
		Introduction to Electrical Circuits	49103-11	7.5		
		Introduction to Electrical Theory	49104-11	7.5		
EPD 130	**Safety & Climbing Techniques**			120	**5**	30/90
		Climbing Wooden Poles	49105-11	80		
		Climbing Structures Other than Wood	49106-11	40		
EPD135	**Tools, Framing & Equipment**			105	**4**	30/0
		Tools of the Trade	49107-11	10		
		Aerial Framing and Associated Hardware	49108-11	80		
		Utility Service Equipment	49109-11	15		
2nd Semester					**20**	
EPD140	**Pole Setting, Rigging, & Excavation**			32.5	**2**	30/0
		Rigging	49110-11	12.5		
		Setting and Pulling Poles	49111-11	20		
EPD141	**Pole Setting Lab**				**2**	0/60
EPD145	**Overhead & Underground Installations**			15	**1**	15/0
		Trenching, Excavating, and Boring Equipment	49112-11	7.5		
		Introduction to Electrical Test Equipment	49113-11	7.5		
EPD 150	**Distribution Systems & Maintenance**			42.5	**4**	30/60
		Alternating Current and Three-Phase Systems	80201-11	17.5		
		Aerial Distribution Equipment	80202-11	25		
EPD 155	**Cable & Underground Distribution Systems**			50	**4**	30/60
		Cable and Conductor Installation & Removal	80203-11	20		
		Underground Residential Distribution Systems	80204-11	30		
EPD 160	**Overhead & URD Service Installations**				**4**	30/60
		Overhead and URD Service Installations	80205-11	15		
	Math Elective				**3**	
3rd Semester					**10**	
EPD 165	**Distribution Line Maintenance**			50	**4**	15/90
		Distribution Line Maintenance	80206-11	50		
EPD 119	**Line Worker Internship I**				**3**	
ENG101	**English Composition I**				**3**	
4th Semester					**12**	
EPD 129	**Line Worker Internship II**				**3**	
	Communication Elective				**3**	
	Humanities Elective				**3**	
	Social Sciences Elective				**3**	

Location: virtual
Date: November 20, 2025
Time: 3:00 pm

Program Review Committee

Attendees

Shelby Lowen	Chair-Dean of Curriculum, Assessment & Accreditation (ex-officio)	
Orville Brown	Assistant Dean, Building Trades	
Amanda Hackerott	Faculty & Program Director, Veterinary Nursing	X
Kendra Heim	Faculty & Department Chair, Education & Social Sciences	X
Jess Hendricks	Faculty, Aerospace Manufacturing	X
Dawn Kealey	Assistant Dean, Aviation	X
Pam Layman	Director, Academic Transitions	X
Matthew Lewis	Faculty & Dean IT Programs	
Victoria Philo	Faculty & Program Director, Advanced Technology	X
Brandie Thompson	Faculty & Department Chair, Interior Design	X
Flora Diaz	Faculty & Program Director, ADN	
Lauren Thornhill	Faculty & Program Director, Phlebotomy & EKG	
Diana Holladay	Manager, Teaching & Learning Center (ex-officio)	X
Jim Hall	VP, Aviation & Workforce Development (ex-officio)	
Sarah Leftwich	VP, Health Sciences, Nursing, & Grants Mgmt. (ex-officio)	
Scott Lucas	VP, Manufacturing & Workforce Solutions (ex-officio)	
Trish Schmidt	VP, Instructional & Academic Support (ex-officio)	x
Jennifer Seymour	VP, General Education & Applied Technologies (ex-officio)	X
Jessi Lane	Dean, Applied Technologies	x
Jena Roth	Dean, High School Partnerships	X

I. Objectives/Agenda

a. New Program and/or Program Revision approvals – Trish

II. Discussion

a. New Program approvals – Jessi lane presented three new programs in the Applied Technologies area
   i) MAS – Masonry Construction: See Appendix A
      (1) MAS Program curriculum approved as presented, AAS & TC; Unanimous faculty approval
   ii) HEO – Heavy Equipment Operation: See Appendix B
      (1) HEO Program curriculum approved as presented, AAS & TC; Unanimous faculty approval
   iii) EPD – Electric Power Distribution: See Appendix C

(1) EPD Program curriculum approved as presented, AAS & TC, Unanimous faculty approval

b. Program Revision approvals – Trish introduced this topic indicating that the programs adjusted for AY 25.26 to include Masonry and Heavy Equipment Operator needed to be revised to remove those curriculum areas. Jessi Lane presented the revised curriculum to the committee

i) Construction Technology

(1) CCP revision for AY 26.27 presented. This revision returns the program to its original format before the inclusion of Masonry.

(a) CCP program revision fully approved as presented, AAS & TC CERT A and CERT C. CERT B expired

ii) Mobile Equipment Technology

(1) EQP revision for AY 26.27 presented. This revision includes the following

- removes Heavy Equipment Operator from the EQP programming
- assigns EQP course codes to all courses except for TAS 160
- provides for better alignment with Caterpillar curriculum at the AAS level

(a) EQP program revision fully approved as presented, AAS & TC with multiple pathways

III. Action Items

a. TBD

IV. Upcoming Dates

a. December 4
b. January 15
c. February 5
d. March 5
e. April 2
f. April 17 – SOAR Showcase

Appendix A – Masonry Construction

1. Rationale for Development

The Southeast Kansas Career and Technical Education Center (SEK CTEC) previously partnered with Fort Scott Community College to award college credit for its technical programs. Following the mutual decision to end that partnership after the 2024–2025 academic year, SEK CTEC sought support from WSU Tech to maintain uninterrupted educational access for roughly 200 students each semester. After review by WSU Tech leadership, its Board of Trustees, and Pittsburg State University, WSU Tech agreed to assume educational oversight beginning in August 2025.

To support the transition, WSU Tech received temporary KBOR approval to embed a Masonry track within its Construction Technology program, ensuring students previously affiliated with Fort Scott could continue progressing toward completion. All students were formally transferred to WSU Tech in August 2025.

With the transition complete, WSU Tech now proposes establishing a standalone Masonry Construction program, offering both a Technical Certificate and an AAS degree at the SEK CTEC location. At the same time, Construction Technology will be revised to remove the temporarily added masonry courses, returning it to its original general construction focus.

2. Degree/Exit Point(s)

Associate of Applied Sciences – 60 Credits
Technical Certificate – CERT B 38 Credits

3. Program Description

The Masonry Technology program prepares students for careers in the construction industry as skilled brick masons and block masons. Students gain hands-on experience in the layout,

construction, and repair of structures using brick, block, and stone materials, while learning to read blueprints, mix and apply mortar, and safely operate industry-standard tools and equipment.

4. **Program-Level Outcomes**
    1. Apply safety standards and job site procedures to maintain compliance with OSHA and industry expectations in all phases of masonry work.
    2. Interpret construction drawings, specifications, and codes to plan and execute masonry projects accurately.
    3. Select, prepare, and maintain masonry tools, materials, and equipment for proper and efficient use in the field.
    4. Mix, test, and apply mortar, grout, and reinforcement materials to achieve required strength and finish quality.
    5. Lay and align masonry units using appropriate bonding, leveling, and spacing techniques for structural and decorative applications.
    6. Construct structural and specialty masonry systems such as walls, arches, openings, and veneers according to trade standards.
    7. Perform inspection and quality assurance checks to ensure dimensional accuracy, surface finish, and code compliance.
    8. Estimate material quantities and labor requirements for residential and commercial masonry projects.

5. **Demand for the Program**

    Kansas labor-market data supports program offerings at the AAS, Technical Certificate, and Certificate of Completion levels. According to the Kansas Long-Term Occupational Projections (2022–2032) and the Kansas 2025 Occupational Employment Demand report for High Demand, Emerging Demand, and High Wage Occupations, the occupation shows 54 projected annual openings statewide, with hourly wages ranging from $25.20–$27.36 (approximately $52,420–$56,910 annually) for roles aligned to certificate and AAS-level preparation.

    Additional regional labor data from Lightcast Q4 2025 shows strong workforce need in south-central and southeast Kansas, with 925 existing positions in 2024 and 69 job postings from 18 employers between January 2024 and September 2025. The region averaged 21 hires per month, demonstrating consistent employer demand for masonry and related construction skills

6. **Degree Map(s)**
    See attached degree map

7. **Program Accreditation**

The program has integrated the NCCER Masonry curriculum with students obtaining up to multiple certifications. No program accreditation will be pursued at this time

8. **Faculty Resources**

This program will utilize current faculty to teach all technical courses. Nacoma Oehme exceeds the WSU Tech requirements for technical faculty (4000 hours experience in the field or closely related field).

- Teaching Experience: 15 years
- Industry Experience: 20 Years
- Academic/Industry Credentials:

General Education courses will be taught by existing faculty members who meet or exceed the general education standards at WSU Tech. The faculty meet or exceed the expectations for faculty credentials

9. **Cost for Students**

AAS: $13,725
TC $9,880
Cost does not include online fees, books or tools and is subject to changes based on FY 27 budget process.

Appendix B – Heavy Equipment Operation

1. **Rationale for Development**

The Southeast Kansas Career and Technical Education Center (SEK CTEC) previously partnered with Fort Scott Community College to award college credit for its technical programs. Following the mutual decision to end that partnership after the 2024–2025 academic year, SEK CTEC sought support from WSU Tech to maintain uninterrupted educational access for two hundred students each semester. After review by WSU Tech leadership, its Board of Trustees, and Pittsburg State University, WSU Tech agreed to assume educational oversight beginning in August 2025.
To support the transition, WSU Tech received temporary KBOR approval to embed a Heavy Equipment Operator track within its Mobile Equipment Technology program, ensuring students previously affiliated with Fort Scott could continue progressing toward completion. All students were formally transferred to WSU Tech in August 2025.

With the transition complete, WSU Tech now proposes establishing a standalone Heavy Equipment Operator program, offering both a Technical Certificate and an AAS degree at the SEK CTEC location. At the same time, Mobile Equipment Technology will be revised to remove the temporarily added heavy equipment courses, returning it to its original focus.

2. Degree/Exit Point(s)

Associate of Applied Sciences – 60 Credits
Technical Certificate – CERT B 35 Credits

3. Program Description

The Heavy Equipment Operation program prepares students with the technical knowledge and hands-on skills required to operate and maintain a wide range of construction and earthmoving equipment used in the heavy civil and infrastructure industries. Students gain practical experience on industry-standard machines such as loaders, dozers, excavators, motor graders, scrapers, and dump trucks while applying principles of earthmoving, grading, and compaction.

4. Program-Level Outcomes

1. Inspect, maintain, and operate heavy equipment safely and efficiently in accordance with manufacturer and regulatory standards.
2. Apply earthmoving, grading, and compaction principles to perform sitework operations within design tolerances.
3. Interpret civil drawings, grade stakes, and layout data to establish grades and excavation limits.
4. Operate multiple types of heavy equipment—including loaders, dozers, excavators, and graders—to perform coordinated site preparation activities.
5. Demonstrate safe work practices, communication, and traffic control within active construction sites.
6. Evaluate soil types, equipment capabilities, and site conditions to determine the most effective operational approach.
7. Collaborate with a team to complete field-based projects simulating real-world jobsite operations.

5. Demand for the Program

Kansas labor-market indicators consistently show strong demand for Heavy Equipment Operators and related occupations across multiple education levels. According to the Kansas Long-Term Occupational Projections (2022–2032) and the Kansas 2025 Occupational Employment Demand Report, programs aligned to the AAS and Certificate B (30–44 credit hours) levels correspond to occupations ranked 71 out of 796 in statewide high-demand categories, with approximately 604 annual job openings and median wages ranging from $51,940 to $55,760.

Lightcast Q4 2025 further reinforces the need for a Kansas-based Heavy Equipment Operation training pipeline. From 2024 to 2025, employment for Heavy Equipment Operators is projected to grow by 1.4%, reaching more than 7,100 jobs statewide, with a median annual wage of $50,551. Kansas sees an average of fifty-two job postings per month and 699 annual openings, yet produced only 20 program completions in 2024, demonstrating a significant talent shortage.

6. **Degree Map(s)**
   See attached degree map.

7. **Program Accreditation**

   The program has integrated the NCCER Heavy Equipment Operator curriculum with students obtaining up to multiple certifications. No program accreditation will be pursued at this time.

8. **Faculty Resources**

   This program will utilize current faculty to teach all technical courses. Faculty members exceed the WSU Tech requirements for technical faculty (four thousand hours experience in the field or closely related field).

   General Education courses will be taught by existing faculty members who meet or exceed the general education standards at WSU Tech. The faculty meets or exceeds the expectations for faculty credentials.

9. **Cost for Students**
   CERT B: $10,500
   AAS: $15,525
   Cost does not include online fees, books or tools and is subject to changes based on FY 27 budget process.

Appendix C - Electric Power Distribution

1. **Rationale for Development**

   Kansas labor-market data clearly show a strong statewide need for an Electric Power Distribution program. Electrical Power-Line Installers and Repairers (SOC 49-9051) are classified as high-demand occupations with 116 annual openings, and Lightcast data indicate continued job growth and major employment concentrations in Wichita, Kansas City, and Topeka. Yet Kansas produced only 75 program completers in 2024—far below the number of workers needed.

   This demand is reinforced by direct industry engagement. The largest power company in Kansas approached WSU Tech to request that the college establish a Wichita-based training program to meet critical workforce needs. With 411 unique postings from 55 employers over the past two years, this field reflects urgent and sustained demand. Developing this program

directly aligns with Kansas workforce priorities and addresses a clearly documented regional and statewide shortage.

2. Degree/Exit Point(s)

Associate of applied Sciences – 63 Credits
Technical Certificate – 42 Credits

3. Program Description

The Electric Power Distribution program prepares students for careers in the electrical utility industry as power line workers responsible for building, maintaining, and repairing overhead and underground electrical distribution systems. Through a combination of classroom instruction, hands-on training, and field experience, students develop the technical knowledge and physical skills required to safely work with high-voltage systems. Coursework covers electrical theory, pole climbing, rigging, equipment operation, system maintenance, and live-line procedures.

4. Program-Level Outcomes

1. Demonstrate safe work practices in accordance with OSHA and NESC regulations.
2. Apply electrical theory to the installation, maintenance, and repair of power distribution systems.
3. Climb and work on poles and structures using approved safety equipment and procedures.
4. Operate utility vehicles and line equipment for rigging, excavation, and pole setting.
5. Install and maintain overhead and underground distribution lines and components.
6. Troubleshoot and repair electrical distribution system faults.
7. Demonstrate proficiency in the use, inspection, and maintenance of line worker tools, equipment, and personal protective gear in accordance with utility and manufacturer specifications.

5. Demand for the Program

Kansas labor-market data clearly demonstrate sustained, statewide demand for Electrical Power-Line Installers and Repairers (SOC 49-9051), with 116 annual openings and median wages consistently reported between $89,950 and $102,321, depending on the data source. Both the *Kansas Long-Term Occupational Projections (2022–2032)* and the *Kansas 2025 High Demand/Emerging Demand/High Wage Report* identify this occupation as high-demand and high-wage, with typical entry requirements of a high school diploma, making it well-aligned to AAS and certificate-level training. Despite the strong wages and employment need, only two

institutions in Kansas produced 75 program completers in 2024, far below the number of annual openings.

Lightcast Q4 2025 data reinforce this statewide need, showing job growth of 1.6%, high concentrations of positions in Wichita, Kansas City, and Topeka, and 411 employer postings from 55 companies during 2024–2025—led by major utilities such as Evergy, MasTec, and Wolf Creek. With more than 1,500 jobs statewide, nearly half within Electric Power Generation, Transmission, and Distribution industries, Kansas faces a clear workforce shortage. Collectively, the strong wage levels, consistent employer demand, and insufficient supply of trained workers make a compelling case for establishing a new Electric Power Distribution program.

6. **Degree Map(s)**
   See attached degree map

7. **Program Accreditation**

   The program will utilize the nationally recognized NCCER curriculum, and students will have the opportunity to earn industry-relevant certifications. Program leadership will also continue to monitor and pursue appropriate program-level accreditation options as they become available and align with business and industry standards.

8. **Faculty Resources**

   WSU Tech will hire a full-time faculty member during the program's implementation year, ensuring the position meets or exceeds the college's established qualifications for CTE instructors. The selected candidate will be required to have a minimum of 4,000 hours of experience in electrical power distribution or a closely related field, ensuring strong industry expertise and instructional readiness.

9. **Cost to Students**
   AAS - $14,505.00
   TC - $10,920.00

WSU Tech Board of Trustees
Board Minutes
October 16, 2025

Role Call	WSU Tech Board of Trustees met face-to-face at 3:05 pm on October 16, 2025. The meeting was held at WSUS Campus with a virtual option. **Role Call:** Alicia Thompson – Yes (virtual Andrew Nichols - No Bryan Frye – Yes (virtual) Derek Penn - Yes Derrick Nielsen - No Doug Stark - No Enrique Villars – Yes Greg Stroud – No Kahlilah Iratheta – Yes Lily Wu – Yes Maggie Topping – no Matt Hesse – Yes Meredith Olson – Yes Pete Meitzner - Yes **Absent**: Andrew Nichols, Derrick Nielsen, Doug Stark, Greg Stroud, and Maggie Topping
Public Communications	All proper notifications have been sent out, and we have no speakers signed up to speak under Public Communications
Bond Resolution	Sheree discusses the need to re-vote on a bond resolution due to missing a quorum the previous Tuesday. Sheree explained the resolution authorizes staff to sign various documents and mentions Stacia's involvement in the vote. Thereupon, there was presented to the Board a resolution entitled: A RESOLUTION OF THE WICHITA STATE UNIVERSITY CAMPUS OF APPLIED SCIENCES AND TECHNOLOGY INDUSTRY ADVISORY BOARD RECOMMENDING AND ADVISING THE ACQUISITION, CONSTRUCTION, AND EQUIPPING OF AN EDUCATIONAL FACILITY; AND RECOMMENDING AND ADVISING THE ISSUANCE OF TAXABLE REVENUE BONDS OF THE WICHITA STATE UNIVERSITY CAMPUS OF APPLIED SCIENCES AND TECHNOLOGY IN AN APPROXIMATE AMOUNT OF NOT TO EXCEED $25,000,000 FOR THE PURPOSE OF (I) PAYING A PORTION OF THE COSTS THEREOF, (II) FUNDING ANY RELATED RESERVES, AND (III) PAYING CERTAIN COSTS OF ISSUANCE. Thereupon, the Resolution was considered and discussed; and on motion of **Pete Meitzner**, seconded by **Meredith Olson**, the Resolution was adopted by a majority vote of members present. **Role Call:** Alicia Thompson – Yes (virtual) Bryan Frye – Yes (virtual) Derek Penn – Yes Enrique Villars – Yes Kahlilah Iratheta – Yes Lily Wu – Yes Matt Hesse – Yes Meredith Olson – Yes Pete Meitzner - Yes **Motion carried 9-0** Andrew Nichols, Derrick Nielsen, Doug Stark, Greg Stroud, and Maggie Topping noted absent
Make A Difference Student Award – Justin Pfeifer	Justin introduced the Make A Difference Award and highlights Laura Barrows, an IT student at WSU Tech.

	Justin praises Laura's academic achievements, resilience, and commitment to her education despite personal challenges. Laura Barrows shared her personal story, including her battle with breast cancer and her determination to pursue a career in IT.
Consent agenda	a. **BOT Meeting Minutes** Recommendation action: Approval of the WSU Tech Board of Trustees Meeting Minutes from August 21, 2025 and October 7, 2026, email vote. These documents were provided to the Board electronically in advance of the meeting. The consent agenda was considered and discussed and upon the motion of Board member Doug Stark seconded by Derrick Nielsen, the consent agenda was approved. Motion carried: 9-0 Derek Penn, Bryan Frye, Khalilah Iraheta, Matt Hesse, and Alicia Thompson noted absent b. **Board review & ratification of employment offers June - August** ***Xavier Ard, Faculty, Phlebotomy EKG** Education/Credentials: Associate of Science in Nutrition Sciences, Allen County Community College Adjunct Faculty, Phlebotomy/EKG, WSU Tech (December 2024-August 2025) **Paige Bailey, Development Director, WSU Tech Foundation** Education/Credentials: Bachelor of Science in Event Planning, Wichita State University About 2.5 years of experience as Advancement Manager **Kayla Van Deest, High School Advisor** Education/Credentials: Master of Public Administration, Wichita State University Bachelor of Arts in Global & International Studies, The University of Kansas 6 years of experience as Study Abroad Advisor **Zachary Evans, Faculty, Industrial Machine Maintenance Technology** Education/Credentials: Associates in Robotics, WSU Tech 3 years of experience as Robot Technician **Timothy Glassco, Faculty, Machining Technology** Education/Credentials: High school graduate 4.5 years of experience as CNC Machinist ***Jacquelin Hoover, Receptionist, NCAT Campus** Education/Credentials: High school graduate About 3 years of experience as an Admissions Coordinator and Office Assistant Federal Work Study, Nursing Programs, WSU Tech (2018) ***Glenn Lull, Faculty, Aviation Maintenance Technology** Education/Credentials: Most recent experience (6 years) as an ODA Unit Member/Certification, Textron Aviation Over 30 years of experience as Quality Inspector, Quality Assurance, Quality Specialist, and Flight Test Mechanic Airframe and Power Plant (A&P) Certification Inspection Authorization (IA) Certification Adjunct Faculty, AMT, WSU Tech (April 2025-August 2025)

	***Jake Masterson, Faculty, EMT** Education/Credentials: Associates of Applied Science in Paramedicine, Cowley County Community College 68W10- Healthcare Specialist/EMT, U.S. AMEDD National Registry of Emergency Medical Technicians- Paramedic American Heart Association- CPR, ACLS State Paramedic Certifications/ Licensures- KS EMT Lab Adjunct, WSU Tech (January 2020- August 2025) ***Amelia Phommachanh, Specialist, Social Media & Digital Content** Education/Credentials: Associates of Applied Science in Digital Marketing, WSU Tech Associates of Applied Science in Business Administration, WSU Tech Career Demonstrator-Social Media & Outreach for FutureMaker Lab (December 2024-September 2025) ***Sara Plett, Academic Coordinator, HACK** Education/Credentials: Bachelor of Science in Rehabilitation Services Education, Emporia State University Butler Community College (Attended August 2001- May 2003) Assistant Registrar, WSU Tech (June 2012-March 2014) **Elissa Triana, Faculty, Interior Design** Education/Credentials: Associates in Interior Design, WSU Tech 3 years of experience as Design Specialist and Cabinet Designer ***Indicates transition to a full-time position or rehire** The ratification of employment offers were considered and discussed and upon the motion of Board member Pete Meitzner seconded by Matt Hesse, the consent agenda was approved. **Motion carried 9-0** Andrew Nichols, Derrick Nielsen, Doug Stark, Greg Stroud, and Maggie Topping noted absent
Reports of Officers	**Vice President of Finance & Administration** – Marlo Dolezal Marlo provided an update on the audit, mentioning a clean opinion and the pending release from the Federal government. The financial update shows revenue sources pacing ahead of budget, with a potential shortfall in the Excel and CTE fund. Expenses are generally on budget, with a slight overage in depreciation due to new building and equipment purchases. The net income is forecasted to be $6.6 million against a budget of $5.8 million. The September Financials were considered and discussed and upon the motion of Board member Pete Meitzner seconded by Matt Hesse, the financials were approved. **Vice President, Instructional & Academic Support** – Trish Schmidt Masonry Construction and Heavy Equipment Operation Trish presented proposed revisions to the *Masonry Construction* and *Heavy Equipment Operation* programs. These programs were initially approved by the Board last spring to be incorporated into existing programs in order to offer them at CTEC. Per the agreement with KBOR, this structure was to remain in place for one year, after which the programs would need to be established as independent offerings. Both *Masonry Construction* and *Heavy Equipment Operation* are now being proposed as standalone programs, available in both Associate of Applied Science (AAS) and Technical Certificate formats, primarily

	delivered at CTEC, but the plan is to move them to our City Center location as well. Electric Power Distribution Trish presented a proposal for a new program in *Electric Power Distribution*, commonly referred to as the *Lineman Program*. WSU Tech will assume responsibility for this program from Hutchinson Community College, which currently offers it at our City Center Campus. Hutchinson Community College will be discontinuing their delivery of the program, and WSU Tech will take over the existing facilities and equipment at that location. The *Electric Power Distribution* program will be offered as both an Associate of Applied Science (AAS) degree and a Technical Certificate. A key advantage of this transition is that much of the necessary equipment and infrastructure are already in place, minimizing startup costs. Trish noted that subject matter experts were present to address any detailed questions regarding the program. The above programs were considered and discussed and upon the motion of Board member Pete Meitzner seconded by Enrique Villars, the programs were approved. **Motion carried 9-0** Andrew Nichols, Derrick Nielsen, Doug Stark, Greg Stroud, and Maggie Topping noted absent **Vice President of Student Success –** Dr. Justin Pfeifer **Adult Enrollment:** Highest headcount and credit hour totals in the college's history for postsecondary (adult) learners. **Recent High School Graduates:** The college has seen significant success attracting students who graduate in May and enroll in the fall semester. This year, **527 recent graduates** enrolled directly from high school—up **20%** from last year. Early indicators suggest that this record will be surpassed again next year. **High School Enrollment:** Record-setting enrollment in both headcount and credit hours for dual credit and current high school students. With a typically higher spring enrollment, another record is anticipated for spring. **Program Impact:** New and expanded programs have been key drivers of enrollment growth. *Electrical Technology* enrolled 45 new students, *Mobile Equipment*—in its first full semester—enrolled 93 students, and *Mental Health Technician* launched successfully. Upcoming programs such as *Electric Power Distribution* are expected to continue this momentum. **Partnership Growth:** The partnership with **CTEC in Pittsburg and southeast Kansas** contributed 144 students between June and August, with projections for 200–250 students in the coming year as name recognition expands in the region. **Spring Outlook** Spring enrollment trends remain strong, marking the **fifth consecutive full semester** of record-breaking growth. Early data show adult enrollment up over **6%**, and high school enrollment significantly ahead of last year's pace. Projections suggest continued growth in the **7–10% range** for both populations. During discussion, a board member asked if enrollment growth might ever plateau. Justin noted that the only recent declines occurred during the Boeing 737 production slowdown and the onset of the COVID-19 pandemic. The discussion also addressed broader demographic trends, including declining birth rates and the potential impact of expanded four-year degree options at technical colleges. Sheree and Justin acknowledged these

	as challenges but noted that Wichita continues to experience in-state migration from rural areas, helping offset population declines. The college remains focused on maintaining enrollment strength despite a shrinking pool of college-going students.
President's Report	**WSU Tech President's Report –** Dr. Sheree Utash NCAT Construction update – Johnna Hart Provided a construction update on the Wichita Biomedical Campus, highlighting the progress and key milestones. The board is informed about the budget position and the favorable bidding process for the NCAT expansion project. The board was updated on the timeline for the NCAT expansion, including the expected completion date and key milestones. The board was encouraged to visit the construction sites to see the progress firsthand. Capital Campaign Sheree provided a brief update on the ongoing Capital Campaign. • **Proposals Pending:** 11 • **Donations Received to Date:** $301,894 • **Pledge Commitments:** $2,811,806 Sheree noted that progress continues to be positive, with multiple proposals under review and continued donor engagement supporting the campaign's overall goals. Shock Tank Provided an update on the *Shock Tank* innovation initiative and highlighted the continued success of *On Deck at Tech*, a project that—while not a Shock Tank entry—was launched around the same time and has significantly enhanced the student orientation experience. The program continues to receive outstanding feedback from students and staff for improving engagement and readiness. Previous Shock Tank winners were also revisited. *Tech Connections*, proposed by **Sam Nava**, Director of Community Navigation, was selected two years ago and has exceeded expectations. The program helps connect lower-income families to education, breaking down barriers and building community relationships. Another past finalist, *Organizational Leadership and Learning*, placed second that same year and has also grown substantially, adding a transfer team position to support WSU Tech students pursuing bachelor's degrees at Wichita State University. **2025 Shock Tank Finalists** This year's competition featured four strong proposals, each introduced through short video presentations: • **Propel Language Learning Lab** – A hybrid learning model providing English-language support for students through structured sessions and drop-in assistance, utilizing the Burlington English platform. • **Access Bridge** – A program designed to provide educational and employment pathways for individuals with intellectual disabilities, fostering inclusion and workforce participation. • **Tech Financial** – A financial wellness and literacy initiative offering students, employees, and community members access to

financial education through workshops, one-on-one sessions, and online learning.

1. **Grow Your Own Technical Faculty Program** – An apprenticeship model that cultivates future instructors from WSU Tech's own graduates, pairing them with mentors and guiding them toward bachelor's degrees in technical education through Wichita State University.

After presentations and voting, the results were announced as follows:

- **4th Place:** *Access Bridge*
- **3rd Place:** *Propel Language Learning Lab*
- **2nd Place:** *Tech Financial*
- **1st Place / Winner:** *Grow Your Own Technical Faculty Program*

Winning Presentation – Grow Your Own

Team members **Matthew (Dean of Information Technologies)**, **Jenna Roth (Dean of School Partnerships and Community Outreach)**, and **Jesse Lane (Dean of Applied Technologies)** presented the *Grow Your Own* initiative. The program aims to address faculty shortages by creating a pipeline of qualified instructors from WSU Tech's own graduates and industry professionals. Through mentoring, classroom assistantships, and partnerships with Wichita State University, participants will earn teaching credentials while gaining real-world classroom experience.

The initiative supports workforce sustainability by developing instructors who combine industry experience with educational training—benefiting WSU Tech, local high schools, and regional employers.

President Sheree Utash praised all four projects, noting that the final vote was very close and that each idea demonstrated innovation and alignment with WSU Tech's mission. She also shared her commitment to pursuing additional funding or partnerships to support the remaining three proposals.

Board Member:

President Sheree Utash took a moment to recognize Meredith Olson, noting that this meeting marked her final service as a member of the WSU Tech Board of Directors. Meredith has been an active and dedicated board member since 2017, serving as Board Chair for four years, including during the challenging period of the COVID-19 pandemic. She has also been a member of the Finance Committee since 2018.

Sheree expressed her deep appreciation for Meredith's outstanding leadership, trusted guidance, and steadfast support, both for the college and for her personally. She noted that Meredith has been a "right hand" through critical times—offering principled advice, encouragement, and advocacy—and thanked her for her commitment, positivity, and service to WSU Tech's mission.

Meredith shared her gratitude, expressing that serving on the WSU Tech Board has been one of the most rewarding experiences of her professional life. She noted that of all the boards she has served on, WSU Tech has been her favorite, citing its exceptional leadership, culture of collaboration, and focus on innovation and student success. Meredith thanked Sheree and the leadership team for always making her feel valued—not only for her organizational representation but also for her personal insights and ideas.

Meredith shared that after more than 20 years with Koch Industries, she has transitioned to serve full time as President of the VELA Education Fund, a venture philanthropy organization she co-founded that invests in innovative K–12 educational entrepreneurs across the country. Since its

	launch in 2019, VELA has grown from supporting three founders to a network of over 4,700 educational innovators serving more than 500,000 students. Meredith concluded by sharing her excitement for this next chapter while affirming her continued connection to Wichita and her support for WSU Tech. Sheree also noted that Meredith recently appeared on "The Way I Heard It with Mike Rowe" podcast, highlighting her impactful work and continued influence in education innovation. **In-Service and Community Engagement** President **Sheree Utash** shared highlights from the college-wide *In-Service Day* held on **September 28**. The morning focused on **professional development and wellness activities**, providing faculty and staff an opportunity for reflection, growth, and team building. In the afternoon, the college community participated in a large-scale service initiative across Wichita, volunteering at multiple nonprofit organizations and community sites. WSU Tech is proud to give back to a community that has given so much to the college. Following the in-service activities, WSU Tech also participated in Open Streets ICT, taking over the area along Douglas Avenue in front of East High School. As part of this effort, Mandy and Caitlin created a special project titled *"A Love Letter to the City of Wichita"*—a creative reflection of WSU Tech's gratitude and pride in its role within the community.
Adjournment	The meeting adjourned at approximately 4:25 p.m.

Approved: Signature Dated