

# New Program Request Form

## CA1

### General Information

Institution submitting proposal	Manhattan Area Technical College
Name, title, phone, and email of person submitting the application <i>(contact person for the approval process)</i>	Kerri Bellamy, Chief Academic Officer 7850320-4530, kerribellamy@manhattantech.edu
Identify the person responsible for oversight of the proposed program	Kerri Bellamy, Chief Academic Officer
Title of proposed program	Computer Support Specialist
Standard Occupation Code (SOC) associated to the proposed CIP code	15-1232 – Computer User Support Specialists
SOC description including title and job description (from <a href="http://onetonline.org">onetonline.org</a> )	Provide technical assistance to computer users. Answer questions or resolve computer problems for clients in person, via telephone, or electronically. May provide assistance concerning the use of computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems.
Proposed suggested Classification of Instructional Program (CIP) Code	11.1006 - Computer Support Specialist
CIP code description including Title and Definition (from <a href="http://nces.ed.gov/ipeds">nces.ed.gov/ipeds</a> )	A program that prepares individuals to provide technical assistance, support, and advice to computer users to help troubleshoot software and hardware problems. Includes instruction in computer concepts, information systems, networking, operating systems, computer hardware, the Internet, software applications, help desk concepts and problem solving, and principles of customer service.
Method of program delivery (face to face, online, hybrid)	Hybrid
Number of credits for the degree <u>and</u> for each certificate requested	AAS – 62 credits Cert B – 32 credits Cert A – 17 credits
Proposed Date of Initiation	Fall 2026
Specialty program accrediting agency	N/A
Industry-recognized certification(s) to be earned by students	The students will have the opportunity to test for: CompTIA A + CompTIA Network+ CompTIA Security +

	CompTIA CySA+ CompTIA PenTest+
Number of projected enrollments 1 <sup>st</sup> year	Year 1: 12
	Year 2: 24
	Year 3: 24

Signature of College Official                     *Kerri Bellamy*                     Date 2-6-26

Signature of KBOR Official \_\_\_\_\_ Date \_\_\_\_\_

# Narrative

## Program Rationale

The Computer Support Specialist program was developed in response to a clearly identified and growing need for skilled professionals in IT support, networking, and cybersecurity across the region. This need was recognized through a combination of industry feedback, labor market analysis, and strategic conversations with local economic development leaders, including the Manhattan Chamber of Commerce and regional business partners.

The idea to redesign and launch this program emerged from multiple sources. Advisory committee members—representing a broad spectrum of industries—consistently emphasized the increasing integration of IT support, networking, and cybersecurity in everyday business operations. These insights were reinforced by national and regional business trends, news reports, and direct input from MATC’s economic development community. The consensus was clear: businesses require professionals who not only understand basic computer support but also possess foundational knowledge in networking and cybersecurity.

Key industry partners, including **Tylo Technologies, Trenchant, Central National Bank Information Technology, and The City of Manhattan**, contributed to the program’s development by sharing real-world needs, workforce challenges, and insight into the evolving technology landscape. Their participation helped ensure that the curriculum is aligned with practical expectations and reflects the technology infrastructure and security demands seen across local organizations.

MATC responded by intentionally designing the program to include; real-world skills that are applicable across nearly every sector—from small businesses and government agencies to healthcare and education. The curriculum is designed to be flexible and inclusive, serving traditional students, hybrid learners, secondary students, and adult learners seeking professional development.

A key target population for the program includes soldiers and their families stationed at Fort Riley. MATC aims to support transitioning service members by equipping them with valuable credentials and connecting them to regional employment opportunities. This aligns with broader workforce development goals and supports community resilience.

While other institutions may offer similar programs, MATC’s version is distinguished by its alignment with local industry needs, and its accessibility to a diverse student population. The program is not duplicative but rather complementary, filling a gap in the regional training ecosystem and offering a more holistic and adaptable skill set. Due to an increased demand in technology fields, coming into Manhattan and the surrounding area, we are meeting a demand that is challenging to be met by institutions that are over two hours away.

The development of the program involved collaboration among MATC faculty, advisory committee members, industry partners, and community stakeholders. Specific business and industry partnerships are in the process of development and refinement. Their collective input shaped a curriculum that is both forward-looking and grounded in practical workforce demands. MATC anticipates stable and steadily increasing enrollment, supported by strong community interest and ongoing industry engagement.

## **Program Description and Requirements**

### Catalog Description

A program that prepares individuals to provide technical assistance, support, and advice to computer users to help troubleshoot software and hardware problems. Includes instruction in computer concepts, information systems, networking, operating systems, computer hardware, the Internet, software applications, help desk concepts and problem solving, and principles of customer service.

### Occupational Work Experience

While Occupational Work Experience (OWE) will not be a requirement for earning a certificate or Associate of Applied Science (AAS) degree, it will be available as an optional technical elective for students who wish to gain hands-on industry experience.

### Program Objectives

- » Design, implement, and secure SMB network architectures, integrating firewalls, intrusion detection systems, and encryption protocols to ensure robust cybersecurity and operational efficiency.
- » Install, configure, and manage virtualized computing environments (e.g., VMware, Hyper-V) with a focus on optimizing resource allocation, securing virtual machines, and ensuring high availability.
- » Deploy, configure, and manage cloud-based infrastructure (e.g., AWS, Azure, Google Cloud), implementing security best practices such as identity access management (IAM), data encryption, and compliance with industry standards.
- » Deploy, configure, and maintain physical computing infrastructure, including servers, workstations, and peripherals, while applying hardening techniques to mitigate physical and cyber threats.
- » Leverage scripting (e.g., PowerShell, Python, Bash) and programming languages to automate routine security tasks (e.g., log analysis, patch management) and enhance system administration efficiency.
- » Demonstrate proficiency in using AI-driven tools (e.g., threat detection platforms, anomaly recognition systems) to proactively strengthen cybersecurity defenses and optimize IT support workflows.
- » Diagnose and resolve complex issues across hardware, operating systems (e.g., Windows, Linux), and network systems, using advanced troubleshooting methodologies and tools like packet analyzers and diagnostic software.
- » Exhibit strong interpersonal skills, including active listening, empathy, and clear communication, to effectively support end-users and collaborate with stakeholders in a service-driven IT environment.
- » Contribute effectively to multidisciplinary IT teams, demonstrating collaboration, conflict resolution, and shared accountability in achieving cybersecurity and support objectives.
- » Evaluate and recommend cost-effective technology solutions, balancing performance, security, and scalability with budget constraints, and justifying decisions with data-driven analysis.
- » Produce detailed, user-friendly technical documentation (e.g., network diagrams, security policies, incident reports) that meets industry standards and supports operational continuity.
- » Conduct thorough research on emerging cybersecurity threats and technologies, and deliver clear, persuasive verbal presentations to technical and non-technical audiences.
- » Propose actionable security solutions tailored to SMB needs, integrating risk assessments, threat intelligence, and cost-benefit analyses to enhance system resilience.
- » Identify, analyze, and mitigate cyber threats (e.g., malware, phishing, DDoS) using incident response frameworks (e.g., NIST, SANS) and real-time monitoring tools.
- » Apply ethical and secure practices when using internet-connected devices, ensuring compliance with privacy regulations and safeguarding sensitive data across platforms.
- » Assess and remediate prevalent security risks in SMB environments (e.g., weak passwords, unpatched systems, insider threats), implementing layered defenses and employee training initiatives.

## Admission Requirements

### *Program Seeking Students*

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

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

### *High School/Concurrent Enrollment/Dual Credit Students*

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

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

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

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

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

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

## Graduation Requirements

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

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

### Demand for the Program in Kansas

Education level proposed	Data Source utilized – include only Kansas data	Employment Numbers	# of job openings corresponding to the level of education	Hourly wage/annual salary for jobs for each level of education
AAS (60-68 CH)	KDOL Long-Term Occupational Outlook – State of Kansas	5,398	540	\$50,870 annual median salary
CERTB (30-44 CH)	KDOL Long-Term Occupational Outlook - State of Kansas	5,398	540	\$50,870 annual median salary
CERTA (16-29 CH)	KDOL Long-Term Occupational Outlook - State of Kansas	5,398	540	\$50,870 annual median salary

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

#### Employment and Wage Data for Proposed Program

Education Level (Proposed)	Data Source Utilized – Kansas Only	Employment Numbers	# of Job Openings	Hourly Wage / Annual Salary
CERTA/CERTB (16-44 CH)	Central National Bank	290 current employees	3 over the next 3 years	\$39,000 entry annual median salary
CERTA/CERTB (16-44 CH)	United Bank & Trust	110 current employees	15 over the next 3 years	\$40,000 entry annual median salary
CERTA/CERTB (16-44 CH)	Tylo Technologies	3 current employees	3 over the next 3 years	\$37,000 entry annual median salary
AAS (60-68 CH)	Central National Bank	290 current employees	3 over the next 3 years	\$46,000 entry annual median salary
AAS (60-68 CH)	City of Manhattan	Requires open records request	Requires open records request	Requires open records request

AAS (60–68 CH)	Tylo Technologies	3 current employees	3 over the next 3 years	\$42,000 entry annual median salary
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When MATC participated in the local comprehensive needs assessment, with 32 concentrators, required under the Strengthening Career Technical Education for the 21st Century Act (Perkins V) project through the Kansas Board of Regents, KansasWorks/WIOA, and the Kansas State Department of Education for our area, the Computer Support Specialist occupational area met the high demand, high wage conditions (per data from the Kansas Department of Labor). As of December 8, 2025 there is 166 positions open through Kansas Works and Indeed for computer support specialists and related fields. Kansas Labor Information Center (KLIC) projects 200-400 annual openings each year.

There are currently no business/industry partnerships specific to the Computer Support Specialist program.

The Computer Support Specialist program offers multiple exit points, each aligned with distinct job roles and industry needs. The **Certificate (CERTA)** prepares students for entry-level positions such as Help Desk Technician or Computer User Support Specialist (Tier 1), where responsibilities include basic troubleshooting, customer support, and installing hardware and software. This credential is critical because it provides a quick entry into the workforce and serves as a stackable pathway for students who may later pursue advanced credentials.

The **Certificate (CERTB)** targets mid-level roles like Desktop Support Technician, IT Support Specialist (Tier 2), and Field Service Technician. These positions require deeper technical skills, including network troubleshooting, operating system configuration, and security basics, which employers consistently identify as a gap in the labor market.

Finally, the **Associate Degree (AAS)** prepares graduates for advanced roles such as Network Support Specialist or Junior Systems Administrator, where responsibilities expand to include network management and systems administration.

Letters of Support

Letters of support from local industry are provided in Appendix A from the following industry contacts. The following business are also part of the PAC for Computer Support Specialist. The PAC model focuses on getting business and industry to co-lead the team, not just advising. These teams meet regularly and feel ownership of the program.

- Danielle Dulin – City Manager, City of Manhattan
- Chad Kelley -- Information Technology Director, Central National Bank
- Edward Hansen -- CISSP Founder, Trenchant Cyber Security
- Sophia Carr – CEO, Tylo Technologies
- Robert Hart – Education Officer, Fort Riley
- Chris Holborn – Career and Tech Ed Coordinator, Manhattan High School

**Duplication of Existing Programs**

Name of Institution	Program Title	CIP Code	Award	Total # Declared Majors	Total # Grads	Total # Grads Exited & Employed	Med Wage of Grads Employed
Garden City Community College	Computer Support Specialist	11.1006	ASSOC/CERT	14	7	^	^
Highland Community College	Computer Support Specialist	11.1006	ASSOC/CERT	23	^	^	^
Hutchinson Community College	Computer Support Specialist	11.1006	ASSOC/CERT	25	^	^	^
Johnson County Community College	Computer Support Specialist	11.1006	ASSOC/CERT	170	20	12	\$40,157
Kansas City Kansas Community College	Computer Support Specialist	11.1006	ASSOC/CERT	32	11	^	^
Neosho County Community College	Computer Support Specialist	11.1006	ASSOC/CERT	11	^	^	^
Seward County Community College	Computer Support Specialist	11.1006	ASSOC/CERT	12	^	^	^
Wichita State University Campus of Applied Sciences and Technology	Computer Support Specialist	11.1006	ASSOC/CERT	228	48	28	\$39,095

Collaboration

On October 5, 2025, outreach efforts were made to both Highland Community College and WSU Tech regarding potential collaboration. A campus and program tour is scheduled with WSU Tech. Additionally, our Computer Support Specialist (CSS) faculty previously connected with Flint Hills Area Technical College and conducted a campus and program visit on October 9, 2025. On October 2, 2025, our faculty also held a virtual meeting via Microsoft Teams with Fort Hays Tech North Central to exchange best practices and program development ideas.

**Program Information**

Computer Support Specialist is currently aligned at the state level.

Course Prefix/ #	Course Title	SCH	Prereq.
<b>CSS 100</b>	<b>Introductions to Computers and Applications</b>	3	None.
	This course serves as an introduction to computer concepts and will teach students to use computers for basic tasks. This course will also introduce students to information technology concepts to prepare students for the CompTIA Tech+ exam.		
<b>CSS 105</b>	<b>CompTIA A+ Core 1</b>	3	CSS 100

	This course offers training in essential hardware and networking technology concepts necessary for supporting computer systems. Students will develop a foundational understanding of mobile devices, networking basics, computer hardware components, cloud computing and virtualization, and hardware troubleshooting methodology.		
<b>CSS 110</b>	<b>CompTIA A+ Core 2</b>	3	CSS 100, CSS 105
	This course offers training in computer software, operating systems, security, and operational procedures. Building on A+ Core 1 concepts (hardware and networking), students will develop a complete foundation for computer support competencies.		
<b>CSS 115</b>	<b>CompTIA Network+</b>	6	CSS 100, CSS 105, CSS 110
	This course provides training covering networking competencies required for success in the computer support field. Students will be equipped with the knowledge and hands-on skills required to design, implement, manage, and troubleshoot wired and wireless networks. Students will explore core networking concepts, enabling them to configure network devices, implement security measures, and successfully and systematically troubleshoot network problems.		
<b>CSS 120</b>	<b>Computer Helpdesk Fundamentals</b>	2	CSS 100, CSS 105, CSS 110, CSS 115
	This course will equip students with essential service and support skills for customer support IT roles, emphasizing effective communication and problem solving. Students will hone their skills to troubleshoot technical issues, assess user needs, and communicate clearly. Students will be prepared to deliver professional user support in a variety of computer support environments.		
<b>CSS 125</b>	<b>Computer Programming and Scripting</b>	3	CSS 100, CSS 105, CSS 110, CSS 115, CSS 120
	This course will build foundational skills in students in the areas of computer programming and scripting, with a focus on practical problem-solving. Students will learn to write, test, and debug basic programs, while also exploring scripting techniques for task automation and system interaction. Through hands-on projects and real-world scenarios, learners will gain experience designing solutions and selecting appropriate tools for various computing tasks.		
<b>CSS 130</b>	<b>CompTIA Security+</b>	3	CSS 100, CSS 105, CSS 110, CSS 115, CSS 120, CSS 125
	This course introduces students to foundational and advanced cybersecurity principles through applicable hands on learning. This course covers threat identification, risk management, and the implementation of security controls across networks and systems. Students will gain practical experience in configuring firewalls, responding to incidents, and designing resilient security schemes.		
<b>CSS 135</b>	<b>CompTIA Server+</b>	6	CSS 100, CSS 105, CSS 110, CSS 115, CSS 120, CSS 125, CSS 130
	This course teaches students the essential skills required to install, manage, secure, and troubleshoot physical and virtual servers in modern IT environments. Students will work hands-on with server hardware, operating systems, virtualization, and disaster recovery strategies. Real world scenarios will be taught, involving on premise, hybrid, and cloud infrastructures.		
<b>CSS 140</b>	<b>Internet of Things (IoT)</b>	3	CSS 100, CSS 105, CSS 110, CSS 115, CSS 120, CSS 125, CSS 130, CSS 135
	This course introduces students to the foundational concepts and technologies of the Internet of Things (IoT), emphasizing both practical implementation and security. Students will explore how IoT connects devices, data, and people. Students will gain experience configuring devices, analyzing data, and applying security protocols. Through real-world scenarios students will develop the skills to design, deploy, and protect various IoT systems.		
<b>ACC 100</b>	<b>Business Accounting</b>	3	None

	Business Accounting includes the theory and practice associated with double-entry accounting. Special emphasis is placed on the preparation of the documents necessary to complete the accounting cycle. Topics include: transactions, journals, financial statements, schedules, adjustments/closing entries, accounting cycle, cash control, bank reconciliation, and payroll.		
<b>BUS 185</b>	<b>Business Ethics &amp; Human Relations</b>	3	None
	This course introduces contemporary and controversial ethical issues facing the business community. Topics include moral reasoning, moral dilemmas, law and morality, equity, justice and fairness, ethical standards, and moral development. The course emphasizes employability skills such as communication, work habits and attitudes, ethics, conflict management, motivation and problem solving, self-concept, perception, self-awareness, personality, values and communications.		
<b>BUS 255</b>	<b>Principles of Management</b>	3	None
	The course teaches the basic components of management: planning, organizing, leading, and controlling. This course will focus on the fundamentals of management as they are practiced today.		
<b>COM 105</b>	<b>English Composition I – KRSN ENG1010</b>	3	Meet placement guidelines
	English Composition I is an introduction to expository writing emphasizing expression of ideas, structure, organization, development, and grammatical correctness. The course offers practice in researching, revising, and editing.		
<b>COM 110</b>	<b>Technical Writing</b>	3	Meet placement guidelines
	This course is an introduction to professional and technical writing used in the workplace. The class offers practice in document design and editing. The types of correspondence include memos, letters, e-mail, reports, and instructional manuals. The course will focus on clarity, conciseness, document design, organization, audience recognition, audience involvement, and accuracy. Collaboration and teamwork is stressed. Presentations will be practiced during class.		
<b>MAT 109</b>	<b>Technical Mathematics II</b>	3	Meet placement guidelines
	This is an algebra-based mathematics course that focuses on technical applications. Topics include graphing linear equations, systems of linear equations, polynomials, factoring polynomials, quadratic equations, right triangle trigonometry and trigonometry with any angle. This course is designed to provide students with the critical thinking needed for solving complex technical problems.		
<b>MAT 111</b>	<b>MAT 111 (SWT MAT 1040) Contemporary Math</b>	3	Meet placement guidelines
	This course offers a survey of various mathematical topics for the non-math/science major. In addition to the study of the mathematical topics, the skills will be studied with an emphasis on real-world application spanning many disciplines to support the concept that math impacts much of our everyday lives. Topics may include algebra, geometry, probability and statistics, the real number system, and logic.		

**Program Options**

A.A.S Degree in Computer Support Specialist

62 Credit Hours

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

**Fall Semester – Year 1**

Certificate B in Computer Support Specialist

32 Credit Hours

CSS 100	Introduction to Computers and Applications	3 SCH
CSS 105	CompTIA A+ Core 1	3 SCH
CSS 110	CompTIA A+ Core 2	3 SCH
CSS 115	CompTIA Network+	6 SCH
CSS 120	Computer Helpdesk Fundamentals	2 SCH
<b>Total:</b>		<b>17 SCH</b>
<b>Spring Semester – Year 1</b>		
CSS 125	Computer Programming and Scripting	3 SCH
CSS 130	CompTIA Security+	3 SCH
CSS 135	CompTIA Server+	6 SCH
CSS 140	Internet of Things (IoT)	3 SCH
<b>Total:</b>		<b>15 SCH</b>
<b>Fall Semester – Year 2</b>		
COM 105 or 110	English Composition I or Technical Writing	3 SCH
MAT 109 or 111	Technical Mathematics II or Contemporary Math	3 SCH
COM 115 or 116	Public Speaking or Interpersonal Communications	3 SCH
	Technical Elective	3 SCH
	Technical Elective	3 SCH
<b>Total:</b>		<b>15 SCH</b>
<b>Spring Semester – Year 2</b>		
	Gen Ed	3 SCH
	Gen Ed	3 SCH
	Technical Elective	3 SCH
	Technical Elective	3 SCH
	Technical Elective	3 SCH
<b>Total:</b>		<b>15 SCH</b>

### 32 Specialty Credit Hours

<b>Fall Semester – Year 1</b>		
CSS 100	Introduction to Computers and Applications	3 SCH
CSS 105	CompTIA A+ Core 1	3 SCH
CSS 110	CompTIA A+ Core 2	3SCH
CSS 115	CompTIA Network+	6 SCH
CSS 120	Computer Helpdesk Fundamentals	2 SCH
<b>Total:</b>		<b>17 SCH</b>
<b>Spring Semester – Year 1</b>		
CSS 125	Computer Programming and Scripting	3 SCH
CSS 130	CompTIA Security+	3 SCH
CSS 135	CompTIA Server+	6 SCH
CSS 140	Internet of Things (IoT)	3 SCH
<b>Total:</b>		<b>15 SCH</b>

### Certificate A in Computer Support Specialist

17 Credit Hours

#### 17 Specialty Credit Hours

<b>Fall Semester – Year 1</b>		
CSS 100	Introduction to Computers and Applications	3 SCH
CSS 105	CompTIA A+ Core 1	3 SCH
CSS 110	CompTIA A+ Core 2	3 SCH
CSS 115	CompTIA Network+	6 SCH
CSS 120	Computer Helpdesk Fundamentals	2 SCH
<b>Total:</b>		<b>17 SCH</b>

#### Accreditation

No accreditation is available at this time for the Computer Support Specialist program.

#### Faculty

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

The employed instructor was an IT Technician for over 20 years working in non-profit and education fields, as well as ongoing private technology consulting, and meets all requirements of HLC Accreditation for our institution.

### **Cost and Funding for Proposed Program**

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

### Budget Narrative

The proposed Computer Support Specialist program at Manhattan Area Technical College is designed to prepare students for careers in IT support and technical assistance. The budget includes all costs associated with program implementation and sustainability, covering physical facilities, equipment, faculty, instructional materials, and student support services. Funding sources include MATC general funds, student fees, and capital outlay allocations.

During the implementation year, the program anticipates enrolling 12 full-time students. One full-time faculty member at an annual salary of \$58,000, funded through the MATC General Fund. No part-time or adjunct faculty are anticipated during the initial year. Physical facilities will require no modifications or renovations, as existing campus infrastructure will be utilized. Equipment purchases totaling \$5,000 will be funded through capital outlay and will include computers, networking hardware, and peripherals essential for hands-on training. Tools and supplies will cost \$2,500, also funded through capital outlay, and will cover specialized IT tools and consumables. Instructional materials such as textbooks, lab manuals, and digital resources will cost \$1,000, funded by the General Fund. Technology and software licensing for operating systems will cost \$2,500, funded through capital outlay. Student support services such as advising, tutoring, and career placement will be provided through existing resources without additional cost. The total implementation year cost, including faculty salary, is \$69,000.

For program sustainability in years two and three, enrollment is expected to increase to 24 full-time students. The full-time faculty member will continue at an annual salary of \$58,000, funded by the MATC General Fund. Equipment upgrades and replacements will cost \$5,000, funded through student fees, while tools and supplies will cost \$2,500, also funded through student fees. Instructional materials will require \$1,000 annually, and technology and software renewals will cost \$2,500, both funded through student fees. No additional facility costs are anticipated. The total sustainability cost, including faculty salary, is \$69,000 annually.

Funding sources for the program include the MATC General Fund for faculty salaries and instructional materials, capital outlay for initial equipment, tools, and technology purchases, and student fees for ongoing equipment, tools, instructional materials, and technology costs. While no external grants or donations are

currently listed, MATC will explore opportunities for state and federal workforce development grants to offset technology and equipment costs, industry partnerships for in-kind donations of hardware and software, and local business contributions to sustain program growth and student support services.

## **Program Review and Assessment**

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

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

## **Program Approval at the Institution Level**

Due to KBOR guidance we adjusted the program from a Cybersecurity scope to the aligned Computer Support Specialist.

Program Advisory Committee. A PAC meeting was held March 26, 2025 to switch from Cyber to Computer Support and the Computer Support Specialist curriculum was formally approved by the PAC at the December 11, 2025 meeting. Minutes provided in Appendix F.

MATC Curriculum Committee. The MATC Curriculum Committee approved the degree map and course outlines for Computer Support Specialist on November 14, 2025. Minutes provided in Appendix G.

MATC Board Members. The MATC governing board approved the Computer Support Specialist program at the meeting in October 2025. Minutes provided in Appendix H.

## **Program Proposal Submission**

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

Charmine Chambers  
Director for Workforce Development  
[cchambers@ksbor.org](mailto:cchambers@ksbor.org)

Crystal Roberts  
Associate Director for Workforce Development  
[croberts@ksbor.org](mailto:croberts@ksbor.org)

Brandi Wells  
Workforce Development Program Specialist  
[bwells@ksbor.org](mailto:bwells@ksbor.org)

September 23, 2025

Dear Kansas Board of Regents and Higher Learning Commission,

As an information technology and support leader in Kansas, the City of Manhattan recognizes the growing demand for highly skilled professionals in the field of cybersecurity. I am writing to express our strong support for the establishment of the Computer Support Specialist program at Manhattan Area Technical College.

This program addresses the critical need for cybersecurity expertise in the region and aligns with the growing demand for qualified professionals in high-wage, high-demand career fields. By providing students with the skills and certifications required in today's workforce, the program will serve as a key resource for meeting Local, State, and National cybersecurity challenges.

We are committed to supporting this initiative and program by:

- Providing students with internships, apprenticeships, or other work experience with their education

We firmly believe that the Computer Support Specialist program at Manhattan Area Technical College will play an essential role in advancing information technology & cybersecurity education and workforce development in our region. We look forward to working with the program and contributing to its long-term success.

Sincerely,



Danielle Dulin  
City Manager

January 13, 2026

Dear Kansas Board of Regents and Higher Learning Commission,

Central National Bank (CNB) recognizes the need for and relies upon information technology as well as cybersecurity to operate safely and efficiently. This letter is to express strong support for the creation of the Computer Support Specialist program at Manhattan Area Technical College (MATC).

CNB and I have been a long-time supporters of MATC as I previously served on the Information and Network Technology Professional Advisory Committee starting in 2016. Through the years we have hired 8 MATC graduates and currently have a part-time student position available. CNB has also donated to MATC because the bank acknowledges the benefits of investing into the program that has provided graduates responsible for the ongoing support of bank technology functions. The need and demand for qualified information technology and cybersecurity professionals with a strong work ethic and a well-rounded education is rising and MATC has been a consistent source for quality candidates for the region.

Given the past successes and experiences with MATC graduates we support this new program of study and think it is important in aiding in the success of the bank's Information Technology department in supporting the bank's functions. We are excited to continue to work with the new program and MATC overall as we know that continued cooperation is a "win-win" for all involved, the bank, MATC and the community.

Regards,

Chad Kelley

A handwritten signature in blue ink that reads "Chad Kelley". The signature is fluid and cursive, with a large initial "C" and "K".

Information Technology Director  
Central National Bank



Dear Kansas Board of Regents and Higher Learning Commission,

As a Cybersecurity and Technology leader in Kansas, our business recognizes the growing demand for highly skilled professionals in the field of cybersecurity, web development, and AI tools. I am writing to express our strong support for the establishment of the Cybersecurity Technology program at Manhattan Area Technical College.

This program addresses the critical need for cybersecurity expertise in the region and aligns with the growing demand for qualified professionals in high-wage, high-demand career fields. By providing students with the skills and certifications required in today's workforce, the program will serve as a key resource for meeting Local, State, and National cybersecurity challenges.

Our company is committed to supporting this initiative and program by:

- Serving as an advisory committee member
- Providing students with internships, apprenticeships, or other work experience with their education
- Donations for student scholarships for the program
- Consideration of serving as an adjunct instructor, mentor, etc., for the program.

We firmly believe that the Cybersecurity Technology program at Manhattan Area Technical College will play an essential role in advancing cybersecurity education and workforce development in our region. We look forward to working with the program and contributing to its long-term success.

Sincerely,

*Edward Hansen*

Edward Hansen, CISSP Founder  
Trenchant Cyber  
ehansen@trenchantcyber.com

14 January 2026

Dear Kansas Board of Regents and Manhattan Area Technical College,

As an information technology and cybersecurity leader in Kansas, our business recognizes the growing demand for highly skilled professionals in the field of cybersecurity. I am writing to express our strong support for the establishment of the Computer Support Specialist program at Manhattan Technical College in the following areas:

- Program Curriculum development and review;
- Providing opportunities for the faculty and students of the program to interact with my company to review projects, plans, and timelines that help us perform our work to meet contractual requirements; and/or
- Providing teaching support by becoming in consideration as an adjunct instructor, internship/apprenticeship facilitator.

For these reasons, I am proud to endorse the Computer Support Specialist Program, and the important workforce gaps it aims to accomplish. I encourage your consideration and support for this initiative, which I believe will contribute significantly to building a safer, more secure digital future.

If additional information is needed, please feel free to contact me at your convenience.

Sincerely,

Sophia Carr – CEO & Owner

Tylo Technologies

scarr@tylo-tech.com

785-670-6387



**DEPARTMENT OF THE ARMY**  
EDUCATION SERVICES, UNITED STATES ARMY GARRISON, FORT RILEY  
211 CUSTER DRIVE  
FORT RILEY, KANSAS 66442-7000

AMIM-RLH-E

14 November 2025

**MEMORANDUM FOR RECORD**

**SUBJECT:** Recommendation for Computer Support Specialist courses for Manhattan Area Technical College.

1. Manhattan Area Technical College (MATC) has requested support for the addition of Computer Support Specialist (CSS) courses to its academic catalog. As the Education Services Officer, I agree that CSS is a field that will provide opportunities for employment and sustainable careers for students completing the required classes and obtaining industry certifications. I also acknowledge that MATC is a premier academic institution to offer training in the field of Computer Support Specialist.
2. MATC is flexible enough to offer CSS as certificates or associate degrees to provide students with the opportunity to enter a growing field and expand their potential overtime to achieve above average earnings during their career. MATC's ability to offer face-to-face and online training for courses ensures that learners can access course work that best supports their learning style. Offering a computer support specialist program also supports MATC's relationship with industry by expanding the resources for businesses through the learners they produce and linking students to businesses that will maximize their skills.
3. Allowing MATC to offer a CSS program provides separating Soldiers, their dependents and Veterans of Kansas to pursue a career in a constantly growing field that offers competitive income and the potential for growth and longevity. For many Veterans the opportunity to pursue a career in CSS allows them to transition to a white-collar career field, greatly enhancing their employment opportunities while allowing them to overcome any limitations incurred during their period of service.
4. As colleges move further into the 21<sup>st</sup> Century, programs like CSS will be the foundation for education into more advanced degrees and certifications that will allow students to be marketable in the digital age. Allowing MATC to add cyber security to their catalog and offer supporting courses to meet industry standards increases employment opportunities for students and improves the Kansas workforce.

Robert Hart  
Education Officer  
Fort Riley, KS



# Manhattan-Ogden Public Schools

To Whom it May Concern:

I am writing to express my full support for the Computer Support Specialist program at Manhattan Area Technical College. Manhattan High School and USD 383 have developed a strong and ongoing partnership with MATC through concurrent credit opportunities and collaborative efforts to support students in continuing their education and securing employment within our region.

At present, we do not offer concurrent credit specifically in the Computer Support Specialist program. However, many of our students benefit from related coursework offered through our Information Technology and Programming pathways. These courses provide foundational knowledge and hands-on experience that may lead students to pursue careers in computer support and related fields. We review our course offerings on an annual basis, and there is potential to include concurrent credit opportunities in this area in the future.

Our Programming and Software Development, as well as Media Design and Communication pathways, consistently see strong student enrollment. Courses such as Computer Applications, web design, Graphic Design, Video Production, Java, and Python are available to students, along with select independent study options. These courses help students build skills in problem-solving, application use, and basic coding—skills that are directly relevant to careers in computer support. Additionally, students are introduced to a broad range of career paths within the tech field.

Given the increasing demand for skilled professionals in technology and support roles, we are focused on guiding students toward these promising and essential career paths. Many of our graduates have successfully entered the workforce in local businesses, supporting the region's economic growth.

In conclusion, I strongly support MATC's efforts to develop programs that meet regional workforce needs and provide students with meaningful career opportunities. High school is often a student's first exposure to these fields, and we are committed to promoting high-demand career pathways. We continue to explore ways to help students begin their post-secondary journeys early, earning certifications and credentials that will serve them well in their future careers.

Sincerely,

Chris Holborn

Career and Tech Ed Coordinator  
Manhattan High School / USD383

# KBOR Fiscal Summary for Proposed Academic Programs

CA-1a Form (July 2024)

Institution: Manhattan Area Technical College  
 Proposed Program: Computer Support Specialist

<u>IMPLEMENTATION COSTS</u>				
<b>Part I. Anticipated Enrollment</b>			Implementation Year	
Please state how many students/credit hours are expected during the initial year of the program?				
			Full-Time	Part-Time
A. Headcount:			12	0
<b>Part II. Initial Budget</b>			Implementation Year	
A. Faculty		Existing:	New:	Funding Source:
Full-time	#1	\$	\$58,000	MATC General
Part-time/Adjunct	#	\$	\$	
		Amount	Funding Source	
B. Equipment required for program		\$5,000	Capital Outlay	
C. Tools and/or supplies required for the program		\$2,500	Capital Outlay	
D. Instructional Supplies and Materials		\$1,000	General Fund	
E. Facility requirements, including facility modifications and/or classroom renovations		\$0		
F. Technology and/or Software		\$2,500	Capital Outlay	
G. Other <i>(Please identify; add lines as required)</i>				
<b>Total for Implementation Year</b>		\$69,000		

<u>PROGRAM SUSTAINABILITY COSTS (Second and Third Years)</u>				
<b>Part I. Program Enrollment</b>			Second and Third Years	
Please state how many students/credit hours are expected during the first two years of the program?				
			Full-Time	Part-Time
A. Headcount:			24	--
<b>Part II. Ongoing Program Costs</b>			First Two Years	
A. Faculty		Existing:	New:	Funding Source:
Full-time	#1	\$58,000	\$	MATC General
Part-time	#0	\$	\$	
		Amount	Funding Source	
B. Equipment required for program		\$5,000	Student Fees	
C. Tools and/or supplies required for the program		\$2,500	Student Fees	
D. Instructional Supplies and Materials		\$1,000	Student Fees	
E. Facility requirements, including facility modifications and/or classroom renovations		\$0		
F. Technology and/or Software		\$2,500	Student Fees	
G. Other <i>(Please identify; add lines as required)</i>				
<b>Total for Program Sustainability</b>		\$69,000		

# Carl D. Perkins Funding Eligibility Request Form

Strengthening Career and Technical Education for the 21<sup>st</sup> 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



# 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	<a href="#">Manhattan Area Technical College</a>
Name, title, and email of person responsible for Academic program	<a href="#">Kerri Bellamy, Chief Academic Officer (CAO)</a> 785-320-4530, <a href="mailto:kerribellamy@manhattantech.edu">kerribellamy@manhattantech.edu</a>
Name, title, and email of Financial Aid contact	<a href="#">Laura Weiss-Cook, Director of Financial Aid</a> <a href="mailto:lauraweisscook@manhattantech.edu">lauraweisscook@manhattantech.edu</a>





## Program Review

Program Name

AY 2025-2026

### Overview

#### CIP Code(s):

00.0000 CIP Description

#### SOC Code(s):

00-0000 SOC Description

00-0000 SOC Description

00-0000 SOC Description

#### Degree(s) / Certificate(s) Awarded:

AAS xx credit hours

Certificate B xx credit hours

Certificate A xx credit hours

#### Program Accreditation(s)/Certification(s):

none

### Curriculum Alignment:

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

### CIP Definition / Catalog Description:

#### Program Alignment with MATC

How does your program meet the mission and vision of MATC?

How does your program meet MATC's Strategic Plan?



## Program Review

Program Name

AY 2025-2026

### Third-Party Credentials

A credential (aka technical skills assessment or TSA) is an industry-recognized credential that verifies that a student knows and can perform certain skills. These are often issued to a student by a third-party who has the relevant authority or expertise to issue the credential.

*MATC offers the following third-party credentials that are approved by KBOR/TEA for submission on the KBOR Follow Up report.*

Award Level	Credential Name	WIOA
All		

*Not accepted by KBOR on the Follow Up report, but offered by MATC:*

n/a

## Program Review

Program Name

AY 2025-2026

### Resources

#### Program Faculty & Related Personnel

##### Full-time faculty/instructors, qualifications, and courses taught:

Bill Bison, ASE Master Level 1 (*Faculty name, credentials*)

Fall: AMT 101, 102, 103

Spring: AMT 150, 151, 152

Jill Bison, ASE Master Level 2

Fall: AMT 201, 202, 203

Spring: AMT 250, 251, 252

##### Part-time faculty/instructors, qualifications, and courses taught:

James Bison, ASE Certified Mechanic

Fall: AMT 100

Spring: n/a

##### Related program personnel, qualifications, role, and brief description of activities:

Kelly Bison, Program Assistant, A.A.S. Business Accounting

Ms. Bison assists with administrative tasks such as entering grades into Canvas, developing materials for accreditation purposes. She also assists in the lab when needed.

#### Professional Development Activity & Reflection

##### AY 2024-2025

Bill Bison: ASE Master Conference, June 10, 2024

This conference covered blah blah blah. I intend to incorporate the new techniques of blah blah blah.

Jill Bison:

##### AY 2023-2024

##### AY 2022-2023

## Program Review

Program Name

AY 2025-2026

### Program Advisory Committee

List current members including their title, organization, phone number, email, number of years on the committee, and contributions to the program (guest speaker, donations, internships, etc.).

Provide documented evidence of PAC validating program outcomes and recommendations from the PAC related to program needs (i.e. PAC meeting minutes).

### Physical Resources

#### Facilities & Equipment

Give a brief description of current facilities & equipment.

#### New Equipment, Donations, and Gifts in Kind

Briefly list gifts in kind, donations, and new equipment purchases since the last program review.

Include:

Name of donor/company

What was donated, specifically,

Value of donation – estimate the value and identify what the college did not have to spend for an equivalent purchase.

#### Resources Needed

What resources does your program need to:

1. Maintain program quality
2. Advance program quality and value to regional employers

**Program Review**  
Program Name  
AY 2025-2026

Financial Information						
Revenue						
	AY 24-25		AY 23-24		AY 22-23	
	x,xxx SCH @ \$xxx/CH	\$0	x,xxx SCH @ \$xxx/CH	\$0	x,xxx SCH @ \$xxx/CH	\$0
Tuition		\$0		\$0		\$0
Program/Course Fees		\$0		\$0		\$0
Institutional Fees		\$0		\$0		\$0
State Aid		\$0		\$0		\$0
<b>Total Revenue</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>
Grant/External Funding						
	AY 24-25		AY 23-24		AY 22-23	
Perkins						
Equipment		\$0		\$0		\$0
Professional Development		\$0		\$0		\$0
Capital Outlay		\$0		\$0		\$0
<b>Total External Funding</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>
Expenses						
	AY 24-25		AY 23-24		AY 22-23	
Teaching Salary & Benefits		\$0		\$0		\$0
Program/Course Supplies		\$0		\$0		\$0
Professional Development		\$0		\$0		\$0
Equipment Purchased		\$0		\$0		\$0
Other Expenses		\$0		\$0		\$0
<b>Total Expenses</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>
<b>Contribution to Indirect Costs</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>
Supplemental Program Information						
	AY 24-25		AY 23-24		AY 22-23	
MATC Per Credit Hour of Instruction (direct costs only)		\$0		\$0		\$0
Cost Model Composite Rate (average)						
Total Annual Cost to Students – tuition, lab fees, textbooks, tools, equipment		\$0				

**Financial Analysis**

Provide a brief analysis of the overall financial status of the program? Where have there been improvements or issues? What could be improved and how do you plan on making these improvements?

## Program Review

Program Name

AY 2025-2026

### Curriculum, Program Data, & Assessment

#### Curriculum & Academic Information

##### Curriculum Review

Provide a narrative identifying the current curriculum and any significant changes since the last program review.

##### Delivery Methods

Describe how you use delivery methods to deliver program classes. (LMS, Canvas, online lectures, lab, face-to-face, hybrid, etc.)

##### Program Learning Outcomes

Map course outcomes to program outcomes – provide matrix as an attachment

Map KBOR Core Abilities to program/course outcomes

Discuss results of program learning outcome assessment

##### Grade Distribution

Registrar/IR will provide this data; **provide an analysis of the grade distribution**

**Program Review**  
Program Name  
AY 2025-2026

Program Data						
	AY 24-25		AY 23-24		AY 22-23	
Enrollment <sup>1</sup> (Declared Major)	# AAS	# CERTB # CERTA	# AAS	# CERTB # CERTA	# AAS	# CERTB # CERTA
Male/Female Mix	# / # AAS	# / # CERTB # / # CERTA	# / # AAS	# / # CERTB # / # CERTA	# / # AAS	# / # CERTB # / # CERTA
Semester Credit Hours Generated <sup>2</sup>						
Total Unduplicated Students	#		#		#	
Total SCH (Omit Gen Ed SCH)	#		#		#	

Retention						
	AY 24-25		AY 23-24		AY 22-23	
1 <sup>st</sup> to 2 <sup>nd</sup> Semester Retention						
Retention Rate <sup>3</sup>						
Number of Graduates <sup>4</sup>						
Associate (AAS)	#		#		#	
Certificate (CERTC)	# CERTB / # CERTA		# CERTB / # CERTA		# CERTB / # CERTA	
Follow-Up <sup>5</sup>						
Students Available	#		#		#	
Students Placed <sup>6</sup>	##/##	##%	##/##	##%	##/##	##%
No. Placed in Field	##/##	##%	##/##	##%	##/##	##%
Employment Rate <sup>7</sup>						
Average Wage	###.### / \$###.###	\$###,###	###.###	\$###,###	###.###	\$###.### / \$###.###
Industry Credentials <sup>8</sup>						
Number Attempted	#		#		#	
Number Earned	#		#		#	
Students Who Earned a Credential	##/##	##%	##/##	##%	##/##	##%
First-Time Credentials Pass Rate <sup>9</sup>						

<sup>1</sup> KBOR Academic Year Declared Majors; not distinct

<sup>2</sup> KBOR Academic Year Registrations file

<sup>3</sup> [INSERT CALCULATION RATE DEF HERE]

<sup>4</sup> KBOR Academic Year Basic Counts report, table 6a

<sup>5</sup> KBOR Follow Up Report / Perkins V Core Indicators of Performance; Average wage = table 7

<sup>6</sup> Perkins V Core Indicators Report; Placed = Perkins V concentrators who are employed, continuing education, serving in the military, or in a service program as of the 2<sup>nd</sup> quarter after exit as reported on the KBOR Follow Up Report

<sup>7</sup> [INSERT EMPLOYMENT RATE DEF HERE]

<sup>8</sup> KBOR Follow Up Report (may be duplicates); Students who earned a credential is from Perkins V Core Indicators of Performance, 2P1

<sup>9</sup> [INSERT FIRST-TIME CREDENTIALS PASS RATE DEF HERE]



## Program Review

Program Name

AY 2025-2026

### Program/Student Success Metrics

Describe the recruiting efforts that you have utilized as well as the efforts that you have implemented to affect retention, persistence, and completion? Why should students pick MATC over other programs?

### Accomplishments and Improvements

What are you most proud of when you look at your student success metrics (retention, persistence, and completion)? What could be improved and how do you plan on making those improvements?

---

## Program Review

Program Name

AY 2025-2026

MATC Core Abilities Assessment <sup>10</sup>			
	AY 24-25	AY 23-24	AY 22-23
Oral Communication			
Written Communication			
Problem Solving/Critical Thinking			
Quantitative Literacy			

### Assessment Results

Program and Course

MATC Core Abilities assessment results –

IR will provide MATC Core Abilities results (Oral Communication, Written Communication, Problem Solving/Critical Thinking, Quantitative Literacy) for the most recent years.

End-of-program assessment results

Other external assessment results

### Accomplishments and Improvements

What are you most proud of when you look at your program assessment results? What could be improved and how do you plan on making those improvements?

*Provide narrative discussing what you learned from the assessment data and how you will use the data to make improvements/changes*

<sup>10</sup> The department may not have submitted an assessment or submitted it incorrectly for data purposes for this period (indicated by an \*); entered MATC averages

## Program Review

Program Name

AY 2025-2026

### Labor Market / Employment Data

Kansas Wage Survey, 2021 Edition, Local Areas

Local Area II: Northeast Kansas

SOC	Employment	Mean Hourly	Mean Annual	Entry Level Hourly	Entry Level Annual	Experienced Level Hourly	Experienced Level Annual	Median Hourly	Median Annual
00-0000									
00-0000									

Kansas Wage Survey, 2021 Edition, Kansas Statewide

SOC	Employment	Mean Hourly	Mean Annual	Entry Level Hourly	Entry Level Annual	Experienced Level Hourly	Experienced Level Annual	Median Hourly	Median Annual
00-0000									
00-0000									

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

### **Job Outlook – Demand for Program**

What is the demand for your program in the region? In the state?

### **Accomplishments and Improvements**

Are you meeting the needs of the community and/or local area? Maybe provide some anecdotal evidence (comments from community, PAC, etc.)?

## Program Review

Program Name

AY 2025-2026

**SWOT Analysis** – A SWOT Analysis is a strategic planning tool used to identify and evaluate the Strengths, Weaknesses, Opportunities, and Threats related to your program. Based on the information contained in the rest of the program review, complete a SWOT Analysis with your PAC/BILT and any appropriate external group.

### Strengths

### Weaknesses

### Opportunities

\* Internal vs. external opportunities

### Threats

\* Internal vs. external threats, new programs in the area or state, what makes you different from other nearby programs, etc.

### Analysis of SWOT

Provide a short narrative about the SWOT Analysis.

**Manhattan Area Technical College**

**Professional Advisory Committee (PAC) – Computer Support Specialist**

**Date: March 26, 2025 - 12:00pm-1:00pm – virtual**

**Minutes**

Attendees:

Danielle Dulin, Manhattan City Manager  
Jordan Erikson, Callie Hansen, Conceptualized Design  
Ed Hansen, Trenchant Cyber/Consultant

MATC Representatives:

Andrew Caponera, Director of Emerging Technologies  
James Genandt, President  
Callie Hansen, Instructor  
  
Pamela Imperato, Special Advisory to the President(recorder)

**Meeting objective:** Review the Computer Support Specialist program to evaluate alignment with program goals and industry expectations.

**Decision Points:** Seek approval of program and course title changes and curriculum/degree map pursuant to KBOR request. (per accompanying attachments)

1. **Discuss Changes implemented in the curriculum to enhance program effectiveness.**
  - a. Discussion ensued relative to changes requested by the Kansas Board of Regents (KBOR). This included the nature and objective of program alignment overall and for the Computer Support Specialist program. When initially proposed, the program was presented to Members and to KBOR as the Cybersecurity Technology program. Upon discussion by MATC with KBOR, the present, proposed changes to the program and course title now reflect KBOR alignment with the Computer Support Specialist program.
  - b. A motion was made by Callie Hansen and seconded by Jordan Erikson to accept proposed changes to the program name and course titles, reflective of recommendations made by KBOR. Motion Carried.

## **2. Overarching themes and objectives embedded within the curriculum**

The structure of the curriculum was discussed with a year-one focus on industry recognized certifications with added emphasis on cloud technology. The importance of acquiring basic I.T. competency was seen as a strength, allowing students to later focus and specialize in year 2. This approach was seen as beneficial as part of their overall career development, due to this strong foundational approach/emphasis.

In Year 2 greater dedication is placed on cybersecurity and computer automation. The later will be a differentiator and provide MATC students with a competitive edge from that of programmers and developers.

## **3. Students Learning Outcome.**

Three pillars were seen as primary drivers for student success. First, is the opportunity for a strong entry wage upon completion of the program and an enhanced earning trajectory over time as students' progress in their careers. As indicated on the program sheet presented, the average wage in Kansas for a computer support specialist is \$101, 430. Second, filling the employment gap in this field within the state of Kansas will contribute to growing businesses and the economy. In turn this will have a direct spillover translating into increased individual buying power and strengthening of our community and state tax base.

## **4. Intended audience for the program and relevance**

Promoting the program to exiting Fort Riley soldiers and their families was identified as an important recruitment goal to build and maintain this talent in our communities. On-base and virtual/hybrid delivery strategies are a focus as the program develops and matures.

Both credit and noncredit approaches will be taken in the delivery of content to include multiple certificate opportunities, as presented in the program sheet and KBOR alignment documents.

It was recommended that an important vertical to focus on within the program is that of the agricultural industry as precision agriculture and drone technology heavily uses IoT. Cybersecurity intrusions in the "field" are fundamentally different from that of which occurs at the "desktop." Therefore, recommended was emphasis on integrating emerging cybersecurity approaches/techniques in this sector as part of the curriculum.

## **5. Alignment with community needs and collaborations with Manhattan businesses.**

Recommendations were made to provide opportunity for additional elective opportunities in the areas of 1) Leadership – particularly to address the often-rapid promotion path of those in

the field. 2) Accessibility and Audit and, 3) Data Analytics/Compliance given the context and complexity of regulatory environment attendant to this field.

#### **6. Program Resources**

MATC was identified as well-resourced from an equipment perspective to well-meet the needs of students entering the program. Noted was the ongoing importance of maintaining currency in equipment as technology advances in the area. Recommendations for modifying the laboratory space from that of a classroom design to more of a security operations center was seen as both aspirational and desirable.

The meeting adjourned at 12:45p.

# ***Program Advisory Committee Meeting Minutes***

Manhattan Area Technical College  
CSS Program  
Program Advisory Committee Meeting  
12/11/25

**4:30 pm** The annual PAC meeting for the CSS program was called to order with the following PAC members present:  
Chad Kelley, Tracy Dockter, Ed Hanson, and Instructor Ben Wilhelm.  
PAC members absent: Luis Marrero, Sophia Carr, Jared Brazzle

## **Approval of Previous Meeting Minutes**

First official PAC meeting of CSS program so no previous minutes to approve.

## **OLD Business:**

PAC members gave brief introduction centering around their various career experience and their MATC connections. Ben briefly discussed previous program and path that led us to today. INT rolled up in the past 2 years. CYB was initiated but was reclassified to CSS at KBOR recommendation. All PAC members present have been part of the PAC so generally had this background already. Ben was hired fall 25 and began work of retooling CYB to CSS.

## **NEW Business:**

1. **Equipment/Tools Received** – NA at this time. Did discuss looking for handful of current gear, representative of broad base of different manufacturers.
2. **Professional Development Attended** – Noted that Ben visited Flint Hills Technical College, and has corresponded with various other schools to note what they are doing with similar programs.
3. **Program Updates** –
  - a. **Degree Map** – The majority of the meeting discussion centered around the new CSS degree map. Ben explained year 1 in detail, and the exit points for cert a and cert b. Year 1, semester 1, would cover an intro course, A+ and Net+ and a hands on help desk course to finish out. Year 1, semester 2, would dive deeper with an intro to programming, Security+ and Server+, and as written included IoT (internet of things). PAC members note that the IoT course felt too specific and not broad enough and didn't seem to fit will. Ben noted he had also considered a project management course instead, and PAC members agreed that would be a better fit for year 1, semester 2. **Thus recommendation was made by the PAC to approve this degree map and Ben would see what it would take to add project management and remove IoT.** Perhaps IoT could be discussed and included as a tech elective for year 2. General ideas were discussed about what tech electives could be included in year 2, but that discussion was mostly tabled for offline discussion leading up to the spring 26 meeting.
  - b. **Marketing Materials** – NA, no discussion at this time.
  - c. **Course Outlines** – Ben explained process of rewriting and writing new course outlines. PAC declined to review them in depth at this time, but were satisfied with Ben's description of how outlines were written generally about concepts and less about specifics that change as industry changes.
  - d. **Books/LMS/V.R.-A.I.** – Ben noted that course resources will mainly come from Cengage. There was also general discussion from PAC members about the availability of good online labs in most areas but challenges in other areas.
  - e. **Certifications** – Certifications were discussed at length during the degree map discussion. Students will sit for several CompTIA exam certifications as part of this program. Ben explained his decision to require students to sit for the CompTIA exams as part of course requirements, but that passing the exam was not a requirement. Ben noted he didn't want to penalize a poor exam taker on their first try, and that if the student was not grasping the concepts that would already be shown in their grades by the end of the course.
  - f. **Student Tool List** – Ben noted his short student tool list he is considering at this time including: computer repair tool kit, network termination tool kit, and flash drives for running computer utilities. A secondary list of optional relevant

industry tools will be available for students to review if they choose to purchase more tools that may be valuable once they leave school.

4. **Equipment/Tool Needs** – As stated above in 1, Ben is looking for a handful of hardware to have on hand to expose students to various types of equipment and various manufacturers. Ed noted that he may have a lead on some equipment from MSPs that have unused equipment from old contracts.
5. **Other Program Needs** – This meeting primarily discussed year 1 of the CSS program. Input will be needed on planning for the tech electives in year 2. Some initial discussions centered around picking perhaps two tracks or ten electives to be available for the 5 required tech electives in year 2. It was noted that we could discuss this further offline and at a spring 26 meeting.
6. **Upcoming Events** - NA
7. **PAC Survey** – No survey was available at this time but Ben will follow up with PAC at a later time.
8. **Next Meeting** – Noted that we would try to schedule something again in March 26.

5:31 pm Meeting Adjourned

**Minutes:** Curriculum Committee

**Date** 11/14/2025

**Members Present:** Marcey Fickbohm (**Chair**), Alex Anderson (**Vice Chair**), Suzy Baker, Eric Bartow, Brian Braun, Jen Cupery, Steve Davis, Deirdre Greeley, Brian Koch, Lauren Rust, Kim Davis (ex officio), Kerri Bellamy (ex officio)

**Time:** 1500

**Guests:** Ben Wilhelm from the Computer Sciences department

**Members Absent:** Justin Meuli, Casey Field, Suzanne Duncan

**Place:** 404

**Recorder:** Deirdre Greeley

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<u>AGENDA ITEM</u>	<u>DISCUSSION</u>	<u>ACTION TAKEN</u>
Call to order		The meeting was called to order at 1505
Acceptance of Minutes	Review of minutes from 10/3/2025 meeting	Motion to approve the minutes from 10/3/2025 meeting as written: Brian B. Second: Eric Motion carried

Old Business

1. None

New Business

- |   |   |   |
|---|---|---|
| 1. <b>Delete the CYB program and courses</b>                    | This program is no longer being offered. A few Cyber Security tech electives may be offered in the future.                          | Motion to approve the deletion of CYB program and courses: Brian B.<br>Second: Eric<br>Motion carries           |
| 2. <b>Approval of Computer Support Specialist (CSS) program</b> | Program discussed and degree map reviewed. The program will offer a Cert A, a Cert B, and an AAS. Program presented by Ben Wilhelm. | Motion to approve the new Computer Support Specialist (CSS) program: Brian K.<br>Second: Eric<br>Motion carried |
| 3. <b>CSS 100 New Course Form and Outline</b>                   | Introduction to Computers and Applications. Minor grammatical changes made. Core outcomes statement added.                          | Motion to approve CSS 100 New Course Form and Outline with changes: Brian K.<br>Second: Eric<br>Motion carried  |

**AGENDA ITEM**

**DISCUSSION**

**ACTION TAKEN**

**4. CSS 105 New Course Form and Outline**

*CompTIA A+ Core 1.* KBOR aligned. Minor verbiage changes.

Motion to approve CSS 105 New Course Form and Outline with changes: Brian K.  
Second Eric  
Motion carried

**5. CSS 110 New Course Form and Outline**

*CompTIA A+ Core 2.* KBOR aligned. Minor verbiage changes.

Motion to approve CSS 110 New Course Form and Outline with changes: Brian K.  
Second: Eric  
Motion carried

**6. CSS 115 New Course Form and Outline**

*CompTIA Network+.* KBOR aligned. Minor verbiage changes.

Motion to approve CSS 115 New Course Form and Outline with changes: Brian K.  
Second: Deirdre  
Motion carried

**7. CSS 120 New Course Form and Outline**

*Computer Helpdesk Fundamentals.* Not KBOR aligned. Minor verbiage changes.

Motion to approve CSS 120 New Course Form and Outline with changes: Brian K.  
Second: Eric  
Motion carried

**8. CSS 125 New Course Form and Outline**

*Computer Programming and Scripting.* Not KBOR aligned.

Motion to approve CSS 125 New Course Form and Outline as written: Brian K.  
Second: Eric  
Motion carried

**9. CSS 130 New Course Form and Outline**

*CompTIA Security+.* KBOR aligned. Minor verbiage changes.

Motion to approve CSS 130 New Course Form and Outline with changes: Brian K.  
Second: Eric  
Motion carried

**10. CSS 135 New Course Form and Outline**

*CompTIA Server+.* KBOR aligned. Minor verbiage changes.

Motion to approve CSS 135 New Course Form and Outline with changes: Brian K.  
Second: Eric  
Motion carried

**11. CSS 140 New Course Form and Outline**

*Internet of Things.* Not KBOR aligned.

Motion to approve CSS 140 New Course Form and Outline as written: Brian K.  
Second: Eric  
Motion carried

AGENDA ITEM

DISCUSSION

ACTION TAKEN

**Open Discussion:** None

**Next Meeting:** Jan 2026

**Agenda Items for Next Meeting:**

**Adjournment**

The meeting adjourned at 1540

Motion to adjourn: Brian B.  
Second: Eric  
Motion carried

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

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

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

**HELPING IGNITE** the ambition and passion:

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

**REVOLUTIONIZE EDUCATION** through:

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

Objectives:

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

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

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

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**Attendance:  
Board of Directors**

Tim Flanary, Chair (Pottawatomie)  
Brett Ballou (Riley) ZOOM  
Julie Crimmins (Clay)  
Dan Strom (Pottawatomie)  
Leslie Goodwin (Geary)

David Urban, Vice Chair (Riley)  
John Armbrust (Riley)  
~~Heather Peterson (Pottawatomie)~~  
Stephanie Pierce (Riley)

**Administration/Staff**

James Genandt, President/CEO  
Josh Gfeller, Vice President of Operations  
Kerri Bellamy, Dean, Advanced Technologies  
Kim Davis, Dean, Nursing Ed & Health  
~~Peter Vopata, Coordinator, Human Resources~~  
Brian Koch, Faculty, Chair, Faculty Senate

Pam Imperato, Special Advisor to President  
Chris Boxberger, Vice President, Education & Engagement  
Cara Prichard, Chief Financial Officer  
Neil Ross, Dean, Institutional Effectiveness, CSSO  
Kim Withroder, Director, Institutional Research/Effectiveness  
Suzy Baker, Senior Executive Officer, Board Clerk

Agenda (\*items require Board action)

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

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

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

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

c. Operations

i. Facilities update **Josh:**

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

d. Finance (as required)

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

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

e. Academics

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

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

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

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

**Program Updates: Kerri & Kim:**

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

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

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

f. Policies

i. No Updates

g. Student Services

i. No Updates

h. Resource Development

i. No Updates

i. Governance Monitoring Reports (as required) **Tim asked for a motion to approve all monitoring reports. David 1<sup>st</sup>, Dan 2<sup>nd</sup>. 8 yes, 0 no. Motion approved.**

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

**All mentioned above presented reports attached in packet.**

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

**Presented report attached in packet.**

- ii. JDG Response for State Senator Starnes (Attachment 15)
  - iii. Congressional Record for the Senate (Attachment 16)
4. Events/Meetings Calendar
- a. Red Cross Blood Drive (October 30, 2025)
  - b. Thanksgiving Break – Campus Closed (November 24-28, 2025)
  - c. November/December Board Meeting (December 9, 2025, 5:30p)
  - d. Nursing Pinning Ceremony (December 12, 2025)
  - e. December Commencement (December 13, 2025)
  - f. End of Semester Celebration (December 15, 2025, 10a-12p)
  - g. Winter Break – Campus Closed (December 22-January 4)
5. Adjournment **Tim asked for a motion to adjourn the meeting, Julie 1<sup>st</sup>, Dan 2<sup>nd</sup>. 8 yes, 0 no. Motion approved. Meeting adjourned at 6:40p.**

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

<p>Quarterly (Reports to Include Both MATC Operating Financials as Well as MATC Foundation Impact)</p>	<p><b>4. FINANCIAL CONDITION</b></p> <ul style="list-style-type: none"> <li>a) With respect to the actual, ongoing condition of the organization’s financial health, the President shall not cause or allow the development of fiscal jeopardy or a significant deviation of actual expenditures from board priorities established in policies.</li> <li>b) July – September</li> <li>c) October - December    January – March</li> <li>d) April – June</li> </ul>
<p>Ongoing</p>	<p><b>5. INFORMATION AND ADVICE</b></p> <ul style="list-style-type: none"> <li>a) With respect to providing information and counsel to the board, the President shall not permit the board to be uninformed.</li> </ul>
<p>October</p>	<p><b>6. ASSET PROTECTION</b></p> <ul style="list-style-type: none"> <li>a) Assets shall not be unprotected, inadequately maintained, or unnecessarily risked.</li> </ul>
<p>October</p>	<p><b>7. COMPENSATION/BENEFITS</b></p> <ul style="list-style-type: none"> <li>a) With respect to employment, compensation, and benefits to employees, consultants, contract workers, and volunteers, the President shall not cause or allow fiscal integrity or public image to be jeopardized.</li> <li>b) Annual Budget presented for approval if not done earlier (pending final state approval of appropriations and negotiations)</li> </ul>
<p>January &amp; August</p>	<p><b>8. STRATEGIC PLAN (General Executive Constraint &amp; Board Governance Process)</b></p> <ul style="list-style-type: none"> <li>a) Annual presentation of Strategic Plan...the President shall not operate the college without a Strategic Plan.</li> <li>b) Monitoring progress of Strategic Plan.</li> </ul>
<p>February &amp; October</p>	<p><b>9. ACHIEVMENT OF ENDS</b></p> <ul style="list-style-type: none"> <li>a) Vision &amp; Mission</li> <li>b) Essential Skills</li> <li>c) Work Preparedness</li> <li>d) Workforce Development</li> <li>e) Leadership</li> </ul>