



BOARD OF DIRECTORS MEETING

Date: February 28, 2017

**Place: Manhattan Area Technical College
Room 104a at 5:30 p.m.**

2017

Therese Adams – Chair (Riley)

Board of Directors

Wendy King-Luttman (Clay)
Marla Brandon (Pottawatomie)
Randall Anderes (Riley)
John Pagen (Riley)
Irma O'Dell (Geary)
Megan Umscheid (Pottawatomie)
LJ Baker (Geary)
David Fritchen (Riley)

Administration/Staff

Jim Genandt (President/CEO)
Tracy Geisler (Exec. Assistant/Board Clerk)
Carmela Jacobs (CFO)
Dr. Richard Fogg (AVPIA)
Sarah Phillips (VPSS)
Keith Zachariasen (VPAS)
Cris Fanning (GPD)



**Board of Directors Meeting Agenda
Manhattan Area Technical College
February 28, 2017
Board meeting at 5:30 p.m.
Room 104a**

Board of Directors:

___ Adams, Therese Chair (Riley) ___ Fritchen, David (Riley) ___ O'Dell, Irma (Geary)
___ Anderes, Randall Vice Chair (Riley) ___ Pagen, John (Riley) ___ Umscheid, Megan (Pottawatomie)
___ Brandon, Marla (Pottawatomie) ___ King-Luttman, Wendy (Clay) ___ Baker L J (Geary)

Administration/Staff:

___ Genandt, Jim (President/CEO) ___ Geisler, Tracy (Board Clerk) ___ Fanning, Cris (GPD)
___ Zachariasen, Keith (VPAS) ___ Dr. Fogg, Richard (AVPIA) ___ Phillips, Sarah (VPSS)
___ Jacobs, Carmela (CFO) ___ Gfeller, Josh (CIO) ___ Schroll, Linn (Faculty Senate)
___ Student Senate

___ Call to Order

- Activities Update (Frank Avila)
- Student Services Update (Sarah Phillips)

___ Incidental Information

- Additions/Changes to Agenda
- BOD Member Community Reports

___ Consent Agenda (Routine items requiring BOD action) *

- Approval of January 2017 Meeting Minutes (Attachment 1) *
- January Check Register w/ Threshold Expenditures (Attachment 2) *
- Organizational update (Attachment 3) *

___ General Agenda (Items possibly requiring BOD Action)

- Monitoring Report: Financial Condition (Attachment 4) * (Carmela and Jim)
- Monitoring Report: Achievement of Ends (Attachment 5) * (Jim)

___ Discussion of Ends (Demonstration, Testimonial, or Report of Results related to Board Mission)

- Diversity Policy 3.7.1 Revisions (Attachment 6) (Sarah P and Sara F)
- Guidelines for Establishing Faculty Qualifications 7.3.3 (Attachment 7)
- Credit Hour Calculation by Course 02 - 4.2.4 (Attachment 8)
- 1st discussion on Revenue Increases (handout) (Carmela)

- HLC
- Critical Environments Technology Training Center Update (Jim)
- Facilities Renovations Update (Keith)

___ **Ownership Linkage** (Related to Owner Expectations, "Gaps", Meeting Expectations, Identifying New Needs of Employers, etc.)

- Program Outcome Metrics (Handout) (Rich)
- Opportunity Funding Update (Jim and Tracy)

___ **Evaluation of Board Process**

-

Executive Session

- Confidential data relating to the financial affairs or trade secrets of corporations, partnerships, trusts and individual proprietorship (economic development)
- Personnel matters of non-elected personnel

Meetings and Upcoming Events

Next Board Meeting: March 28, 2017 at 5:30 p.m. in room 104a

* Requires BOD Action

Submitted to Board Chair in writing prior to meeting; three-minute limit. Contact Board Clerk for details

Manhattan Area Technical College
Board of Directors Meeting
January 24, 2017 Room 104a at 5:30 p.m.

1. The Board of Directors of the Manhattan Area Technical College met January 24, 2017 at 5:30 p.m. in room 104a.

Members present: Irma O'Dell, Therese Adams, John Pagen, Marla Brandon, Wendy King-Luttman, and Megan Umscheid

Members absent: David Fritchen, LJ Baker, and Randall Anderes

Also present: Jim Genandt, President/CEO; Tracy Geisler, Executive Assistant/Board Clerk; Keith Zachariasen, Vice President for Administrative Services; Carmela Jacobs, Chief Financial Officer; Sarah Phillips, Vice President for Student Services; Dr. Rich Fogg, Associate Vice President of Institutional Advancement, and Cris Fanning, Title III Grant Project Director.

- a. Faculty/Staff/SGO/Visitors: Linn Schroll, Faculty Senate, Donna Hobbs, Chris Nichols, Ben O'Leary, and Kim Withroder.

2. CALL TO ORDER

Therese Adams called the meeting to order at 5:31 p.m.

3. INCIDENTAL INFORMATION

- a. Introductions were made: Criss Fanning, Title III Grant Project Director; Kim Withroder, Learning Management Specialist.
- b. Welding Instructors Chris Nichols and Ben O'Leary took the board members and guests to the Welding department for a tour of their facilities and to show the renovations that have been made.

4. CONSENT AGENDA (Routine items requiring BOD action) *

- a. Marla Brandon moved to approve the Consent Agenda (Attachments 1, 2, 3, and 4). John Pagen seconded. After discussion, Motion carried 6 yeas, 0 nays.

5. GENERAL AGENDA (items possibly requiring BOD action)

- a. Marla Brandon moved to approve the Financial Condition Monitoring Report (Attachment 5). Megan Umscheid seconded. Motion carried 6 yeas, 0 nays.
- b. Marla Brandon moved to approve the General Executive Monitoring Report (Attachment 6). John Pagen seconded. Motion carried 6 yeas, 0 nays.

6. DISCUSSION OF ENDS (Demonstration, Testimonial, or Report of Results related to Board Mission)

- a. Jim Genandt announced the IBB team: Keith Zachariasen, and Sarah Phillips as Administrative

representatives, Tracy Geisler as Reporter, and himself as President.

- b. Jim Genandt presented the Critical Environments Technology Training Center Update.
- c. Jim Genandt updated the board on the Westar project.
- d. Keith Zachariasen presented the Facilities Renovations Update.

7. OWNERSHIP LINKAGE (related to Owner Expectations, "Gaps", Meeting Expectations, Identifying New Needs of Employers, etc.).

- a. Jim Genandt presented his President Report/College Progress (Attachment 7).

8. EVALUATION OF BOARD PROCESS

- a. Board Retreat will be Wednesday, February 8 at 5:00 p.m. in room 104a.

EXECUTIVE SESSION: CONFIDENTIAL DATA RELATING TO FINANCIAL AFFAIRS OR TRADE SECRETS OF CORPORATIONS, PARTNERSHIPS, TRUSTS AND INDIVIDUAL PROPRIETORSHIPS.

- Marla Brandon moved to go into executive session at 6:00 p.m. and return to open session at 6:40 p.m. Wendy King-Luttman seconded. Motion carried 6 yeas 0 nays. Marla Brandon moved to return to open session at 6:40 p.m. Wendy King-Luttman seconded. Motion carried 6 yeas, 0 nays.
 - In Open session Marla Brandon moved to approve the recommendation and to develop & present the action plan. Wendy King-Luttman seconded. Motion carried 6 yeas, 0 nays.

EXECUTIVE SESSION: STUDENT MATTER

- Marla Brandon moved to go into executive session at 6:42 p.m. and return to open session at 6:47 p.m. Irma O'Dell seconded. Motion carried 6 yeas 0 nays. Marla Brandon moved to return to open session at 6:47 p.m. Irma O'Dell seconded. Motion carried 6 yeas, 0 nays.

EXECUTIVE SESSION: PERSONNEL

- Marla Brandon moved to go into executive session at 6:47 p.m. and return to open session at 6:57 p.m. John Pagen seconded. Motion carried 6 yeas 0 nays. Marla Brandon moved to return to open session at 6:57 p.m. John Pagen seconded. Motion carried 6 yeas, 0 nays.

ADJOURNMENT: Therese Adams, Board Chair, adjourned the meeting at 6:57 p.m.

MATC Board Clerk

Date

Approved:
Chair

Date



February 28, 2017

To: MATC Board of Directors
From: Carmela Jacobs, Chief Financial Officer
Re: January 2017 Expenditures

Category	Costs
Payroll Withholdings and Benefits	\$ 116,415.29
Facilities	\$ 20,785.28
Student Payments	\$ -
Program Expenditures	\$ 31,437.62
Other Operating costs	\$ 44,706.39
Total January Expenditures	\$ 213,344.58

Threshold Expenditures > \$5,000				
Vendor Name	Item(s) Purchased	Department	Cost	Funding
Ramona Munsell & Associates	Title III Consulting	All School	\$ 10,000.00	general fund
All-Star Services	January Custodial Services	All School	\$ 6,100.00	general fund
Kriz Davis	EPD Poles/Supplies	EPD	\$ 7,800.00	course fees
S&S Truck Service	EPD Truck Repair	EPD	\$ 6,129.84	general fund
Westar	Utilities	All School	\$ 7,683.21	general fund
BayBridge	Remit PR Deductions	All School	\$ 9,705.17	general fund
KPERS	Remit PR Deductions	All School	\$ 8,936.56	general fund
IRS	Federal Tax Payment/Remit PR Deductions	All School	\$ 34,898.04	general fund
KPERS	Remit PR Deductions	All School	\$ 8,624.77	general fund
Blue Cross Blue Shield	Health Insurance Coverage	All School	\$ 34,311.70	general fund
Total January Expenditures Exceeding Threshold			\$ 134,189.29	



Jim Genandt
President

3136 Dickens Ave., Manhattan, KS 66503-2499

Phone: 785-587-2800, FAX 785-587-2804

MEMORANDUM

TO: MATC Board of Directors
RE: Organizational Update

DATE: January 24, 2017

Consent Agenda:

Organizational Update

1. Revisions to organizational structure/positions:

- None at this time

2. Personnel changes

- Hiring of Kim Withroder, Learning Management System Administrator
- Hiring of Andrew Caponera, Client Support Specialist (IT) – part time
- Termination of Diane Fowler, Accounting Specialist

3. Advertised positions

- a. Risk Reduction Training Instructor
- b. Title III Distance Learning / Instructional Design Specialist
- c. Nursing Instructor – Associate Degree Nursing
- d. Coordinator Allied Health Continuing Education and Simulation Lab
- e. Accounting Specialist



Attachment 4

INTERNAL MONITORING REPORT
FINANCIAL CONDITION
February, 2017
(Period ending December 31, 2016)

I hereby present my monitoring report on your Executive Limitations policy "Financial Condition" according to the annual schedule of reports. I certify that the information contained in this report, as prepared by Carmela Jacobs, Chief Financial Officer, is true.

BROADEST POLICY PROVISION:

With respect to the actual, ongoing condition of the college'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 the ENDS policies:

Policy Provision #1:

Exceed the budget for the fiscal year (July 1 - June 30).

President's INTERPRETATION:

The attached Statements of Net Position and Statements of Revenues, Expenses and Changes in Net Position provide the College financial condition as of December 31, 2016. The full fiscal-year budget and year-to-date budget is presented on the Statements of Revenues, Expenses and Changes in Net Position with comparison to actual results. The Statements reflect a deficit to the budget of (\$117,238) for the three months ended December 31, 2016. This deficit is derived from the re-purchase and improvement of the Loma Ridge property. The Board of Directors along with Administration made the decision to re-purchase the Loma Ridge property in an effort to limit litigation acts against the college. The goal is to complete the necessary improvements and get the property back on the market.

I report compliance.

Policy Provision #2:

Fail to maintain an appropriate cash reserve.

President's INTERPRETATION:

The current cash position is reported on the attached Statements of Net Position. Total cash balance as of December 31, 2016, would support operations of the College for approximately 45 days without any additional income. Administration is acutely aware that this reserve level is not sufficient to support the College long-term. Sources and uses of funds are constantly being monitored and will be adjusted as needed.

I report compliance.

Signed _____, President Date February 21, 2017
Jim Genandt

MANHATTAN AREA TECHNICAL COLLEGE
 Manhattan, Kansas
STATEMENTS OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
 For the Periods Ended

	Actual	Budget		Actual
	12/31/2016	12/31/2016	6/30/2017	6/30/2016
OPERATING REVENUES				
Student tuition and fees	\$ 1,527,317	\$ 1,691,022	\$ 3,382,043	\$ 2,486,092
Federal grants and contracts	147,978	\$ 107,456	214,911	626,198
State and local grants and contracts	-	\$ -	-	678,962
Sales and services of educational departments	257,861	\$ 131,350	262,700	31,029
Other	24,788	\$ 63,482	126,963	231,609
Total Operating Revenues	<u>\$ 1,957,943</u>	<u>\$ 1,993,309</u>	<u>\$ 3,986,617</u>	<u>\$ 4,053,890</u>
OPERATING EXPENSES				
Salaries	\$ 2,032,810	\$ 1,909,219	\$ 3,818,437	\$ 3,667,190
Benefits	\$ 311,079	\$ 296,950	593,900	671,439
Contractual services	91,894	\$ 123,519	247,038	495,833
Supplies and other operating expenses	605,296	\$ 655,601	1,311,202	942,943
Utilities	45,740	\$ 53,750	107,500	86,876
Repairs and maintenance	22,667	\$ 22,940	45,880	47,120
Scholarship and financial aid		-	-	121,770
Depreciation and amortization	125,000	\$ 125,000	250,000	236,550
Total Operating Expenses	<u>\$ 3,234,487</u>	<u>\$ 3,186,978</u>	<u>\$ 6,373,957</u>	<u>\$ 6,269,721</u>
OPERATING INCOME (LOSS)	<u>\$ (1,276,544)</u>	<u>\$ (1,193,670)</u>	<u>\$ (2,387,339)</u>	<u>\$ (2,215,831)</u>
NON-OPERATING REVENUES (EXPENSES)				
State appropriations	\$ 1,122,065	\$ 1,193,450	\$ 2,386,899	\$ 2,337,634
Interest income	3,560	\$ 2,000	4,000	5,714
Federal grants	42,247	\$ -	-	113,119
Interest expense	(8,566)	\$ (6,000)	(12,000)	(11,500)
Total Non-Operating Revenues (Expenses)	<u>\$ 1,159,305</u>	<u>\$ 1,189,450</u>	<u>\$ 2,378,899</u>	<u>\$ 2,444,967</u>
CHANGE IN NET POSITION	<u>\$ (117,238)</u>	<u>\$ (4,220)</u>	<u>\$ (8,440)</u>	<u>\$ 229,136</u>
NET POSITION - BEGINNING OF PERIOD	<u>3,031,944</u>	<u>3,031,944</u>	<u>3,031,944</u>	<u>2,802,808</u>
NET POSITION - END OF PERIOD	<u><u>\$ 2,914,706</u></u>	<u><u>\$ 3,027,724</u></u>	<u><u>\$ 3,023,504</u></u>	<u><u>\$ 3,031,944</u></u>

MANHATTAN AREA TECHNICAL COLLEGE
 Manhattan, Kansas
STATEMENTS OF NET POSITION

	<u>12/31/2016</u>	<u>9/30/2016</u>	<u>6/30/2016</u>	<u>6/30/2015</u>
ASSETS				
Current Assets				
Cash and cash equivalents	\$ 415,701	\$ 1,191,646	\$ 657,956	\$ 695,173
Student receivable	235,271	308,544	180,587	139,163
Other receivables	829	112	717	30,093
Due from (to) activity funds	18,716	-	3,606	643
Prepaid expenses and other assets	316,191	41,881	176,483	67,099
Total Current Assets	<u>\$ 986,708</u>	<u>\$ 1,542,183</u>	<u>\$ 1,019,349</u>	<u>\$ 932,171</u>
Non-Current Assets				
Property, plant, and equipment	\$ 5,806,420	\$ 5,806,420	\$ 5,635,552	\$ 5,213,942
Less: Accumulated depreciation	(2,823,300)	(2,471,861)	(2,698,300)	(2,461,750)
Total Non-Current Assets	<u>\$ 2,983,120</u>	<u>\$ 3,334,559</u>	<u>\$ 2,937,252</u>	<u>\$ 2,752,192</u>
TOTAL ASSETS	<u><u>\$ 3,969,828</u></u>	<u><u>\$ 4,876,742</u></u>	<u><u>\$ 3,956,601</u></u>	<u><u>\$ 3,684,363</u></u>
LIABILITIES AND NET POSITION				
Current Liabilities				
Accounts payable	\$ 224,183	\$ 1,204	\$ 92,402	\$ 3,410
Payroll and other related liabilities	36,506	63,206	254,727	277,596
Deposits	33,415	12,000	40,115	18,800
Deferred revenue	0	1,335,098		0
Funds held for others - activity funds	9,791	9,337	13,070	9,243
Notes payable - current portion	140,515	140,515	140,615	148,846
Other liabilities	651	0	19,945	18,619
Total Current Liabilities	<u>\$ 445,060</u>	<u>\$ 1,561,360</u>	<u>\$ 560,874</u>	<u>\$ 476,514</u>
Non-Current Liabilities				
Notes payable - noncurrent portion	\$ 610,062	\$ 283,438	\$ 363,783	\$ 405,041
Total Liabilities	<u>\$ 1,055,122</u>	<u>\$ 1,844,798</u>	<u>\$ 924,657</u>	<u>\$ 881,555</u>
Net Position				
Invested in capital assets - Net of related debt	\$ 2,431,940	\$ 2,431,940	\$ 2,432,854	\$ 2,125,798
Unrestricted	482,766	600,004	369,954	636,314
Total Net Position	<u>\$ 2,914,706</u>	<u>\$ 3,031,944</u>	<u>\$ 2,802,808</u>	<u>\$ 2,762,112</u>
TOTAL LIABILITIES AND NET POSITION	<u><u>\$ 3,969,828</u></u>	<u><u>\$ 4,876,742</u></u>	<u><u>\$ 3,727,465</u></u>	<u><u>\$ 3,643,667</u></u>



Attachment 5

INTERNAL MONITORING REPORT
ACHIEVEMENT OF ENDS
February, 2017

I hereby present my monitoring report on the Achievement of Ends I certify that the information contained in this report is true.

VISION AND MISSION: We continue to advance the mission and vision of MATC. Evidence is seen through the meetings, events, and projects we have done since the academic year began last fall. We work to improve our reporting of how we are engaged in our region. Since the January board meeting we have continued to advance engagement with the school districts of Manhattan, Rock Creek, Riley Co., and Junction City. We have received recognition and/or approval of our KBOR Performance Report and Outcome Metrics results. We have received recognition from the Siemens Technical Scholars program for Dental Hygiene and Electric Power and Distribution. We have worked with several area employers about current and future plans to train workforce, including Central Mechanical Construction, as well as presented at the State CTE Conference in collaboration with TRANE and USD 383.

CEO's INTERPRETATION: While there are always ways to improve, MATC faculty and staff consistently and continuously advance our mission and vision with tangible results: student success, student retention and completion, placement, student earnings, employer satisfaction. We also continue to discuss and sketch out our future as an institution, and how we maintain and strengthen our value and viability to the region.

ESSENTIAL SKILLS: Essential skills are validated through the acceptance from KBOR of our most recent performance agreement report, as well as their calculation of our results through the Outcome Metrics report. Both of these reports testify to student preparedness and success in using what they have learned to complete their courses, programs of study, and placement into jobs. Our recognition by the Chronicle of Higher Education in having the 19th best graduation rate in the nation (from an analysis of over 800 community and technical colleges in the nation) and earlier recognition by WalletHub also reinforce our performance in essential skills.

CEO's INTERPRETATION: We continue to analyze data to ascertain current performance, and to identify actions we can take to reinforce essential skills with our students. Essential skills are a component that has different meanings to different entities. KBOR has recognized this and has provided guidelines and flexibility in how we evaluate and place students in looking at more than test scores. We continue to revise and use our assessment of student learning process to gauge our effectiveness, and also rely on feedback from students and employers so that we understand the current "interpretation" of essential skills and address those expectations.

WORK PREPAREDNESS: Our data on industry-recognized credentials indicates strong performance with work preparedness. Licensure rate, certifications achieved, as well as data from previously mentioned reports (Performance Agreement and Outcome Metrics) all document our success in this area.

CEO's INTERPRETATION: MATC again makes efforts to strengthen and expand our evidence of work preparedness. We are constantly on the lookout for additional industry-recognized credentials that match with our programs of study, and will be expanding in certain programs for the next academic year. We are examining information from the National Certification Clearinghouse (NC3) for consideration also. Finally, in AY2018 we will implement corporate training components to reinforce our performance in this category, with an emphasis on additional skills training to persons already employed but have need for additional training and certification of completion of the training. We hope to launch biosafety/risk reduction, welding, dental hygiene, and drafting/design opportunities in this training component.

WORKFORCE DEVELOPMENT: Discussions and plans are underway with USD 383 to expand on existing general education and tech ed opportunities. Currently 30% of our enrollment are USD 383 students, and we also have students with a few other area districts. We will be having discussions with personnel from Ft. Riley over the next several weeks/months to discuss how to credential their training, and to ascertain other needs they have that MATC can address. We are also active with the Manhattan Chamber and

USD 383 for significant education and workforce training planning that will happen April-September of this year, designed to enhance awareness and action from the area business community in support of the school district and MATC.

CEO's INTERPRETATION: This is our #1 priority, and is being pursued through telling the story of what MATC offers, our successful performance, rebranding that we are not the "vo-tech" and that we offer options for basic workforce training, higher skilled technical education, and value-added corporate training.

LEADERSHIP: Each employee of MATC can be a leader through the performance of their job description, their duties with the college, and as an ambassador of the institution as we interact with the public on- and off-campus. The senior administration team consists of Jim Genandt, Keith Zachariasen, Sarah Phillips, Carmela Jacobs, Josh Gfeller, Cris Fanning, and Tracy Geisler. We also appreciate effective leadership from the faculty, particularly from Linn Schroll and Darren Ortega.

CEO's INTERPRETATION: MATC is in a time of transition as we design our capacity for future needs of the region. I am very appreciative of the time, efforts, and talents of all of our employees, and of our instructors being open to discussion of how we modify some of our structures and parameters to meet 21st century workforce expectations.

Signed _____ President/CEO
James Genandt

Date _____

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 3.7.1

Title: Diversity Policy	
Originated by: VPSS on behalf Diversity/Military Relations Committee	
Signature	Date
Approved:	
Signature	Date
Reviewed:	Revised:

Policy Statement: Manhattan Area Technical College is committed to providing a ~~positive and productive learning and working environment that is free from discrimination, including harassment on the basis of~~ **safe, equitable, and productive learning and working environment. All students, employees, and visitors will be treated fairly and with respect, irrespective of their** gender, race, color, national origin, disability, sexual orientation, gender identity, religion, age, genetic information, parental status, military status, or veteran status.

Rationale: The college environment should promote understanding and appreciation of others while encouraging students to grow as individuals.

Procedure:

1. In accordance with this philosophy, MATC has developed *Principles of Community* that affirms the colleges commitment to maintaining a respectful environment for all dedicated to teaching and learning. These principles are:

Manhattan Area Technical College is an environment dedicated to the teaching and learning of professional and technical skills in an increasingly diverse and ever-changing environment. MATC is a place where all people, regardless of age, sex, gender identity, sexual orientation, ability, marital or family status, race, religion, national origin, political affiliation, and military or veteran status may learn a living. Students, staff, faculty, and administration seek to empower all persons to contribute to their families, communities, and societies. In the spirit of creating and maintaining a professional and respectful space for all who come here to learn and teach, we—students, staff, faculty, and administration—acknowledge the following:

- *We come to MATC with different experiences, expectations, values, and practices;*
- *Some of our differences are visible, others are not;*
- *Our differences may create misunderstandings, fears, and hurt feelings;*
- *We must work together to create mutual understanding;*
- *We strive to overcome the negative consequences of our differences;*
- *We seek to celebrate our shared humanity and shared goals;*

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- *We accept responsibility for creating a learning/work environment where our differences are valued and mutually accepted;*
 - *We agree to respect everyone's right to have and to share personal beliefs and opinions without fear of public condemnation;*
 - *We agree to reject prejudice, discrimination, and intolerance in the MATC community.*
2. ~~In accord with this philosophy, MATC~~ **The college** strives to continually evaluate its hiring, admissions, and financial aid policies to ensure diversity and equal access within the institution. ~~The college strives to~~ **It** ensures that the results of these evaluations conform to the concept of open access, the cornerstone of the two-year college mission.
3. MATC believes that colleges are, in effect, microcosms of our greater society. As such, they should encourage and enhance the fullest understanding of human rights and responsibilities, and should teach the skills that allow their students to effectively participate in a democratic society. The college should be responsible for shaping an environment that mirrors the general culture and creates opportunities for all within the college community to interact with understanding, tolerance, and respect for others. In this way, diversity in education not only serves as a model for the world at large, but it also helps perpetuate social harmony for the future.
4. ~~Manhattan Area Technical College hereby endorses the following statement on the importance of diversity in higher education as published by the American Association of Community Colleges in February 1999.~~
- a. ~~“America’s colleges and universities differ in many ways. Some are public, others are independent; some are large urban universities, some are two-year community colleges, others provide graduate education. Each of our more than 3,000 colleges and universities has its own strengths of America’s higher education system, and has helped make it the best in the world. Preserving that diversity is essential if we hope to serve the needs of our democratic society. Similarly, many colleges and universities share a common belief, born of experience, that diversity in their student bodies, faculties, and staff is important for them to fulfill their primary mission: providing a quality education. The public is entitled to know why these institutions believe so strongly that racial and ethnic diversity should be one factor among the many considered in admissions and hiring. The reasons include:~~
- ~~i. It enriches the educational experience. We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.~~
 - ~~ii It promotes personal growth and a healthy society. Diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds.~~
 - ~~iii It strengthens communities and the workplace. Education within a diverse setting prepares students to become good~~

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- ~~citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions.~~
- ~~iv. It enhances America's economic competitiveness. Sustaining the nation's prosperity in the 21st century will require us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures.~~
- b. ~~American colleges and universities traditionally have enjoyed significant latitude in fulfilling their missions. Americans have understood that there is no single model of a good college, and that no single standard can predict with certainty the lifetime contribution of a teacher or a student. Yet, the freedom to determine who shall teach and be taught has been restricted in a number of places, and come under attack in others. As a result, some schools have experienced precipitous declines in the enrollment of African American and Hispanic students, reversing decades of progress in the effort to assure that all groups in American society have an equal opportunity for access to higher education. Achieving diversity on college campuses does not require quotas, nor does diversity warrant admission of unqualified applicants. However, both the diversity we seek, and the future of the nation, do require that colleges and universities continue to be able to reach out and make a conscious effort to build healthy and diverse learning environments appropriate for their missions. The success of higher education and the strength of our democracy depend on it."~~

Manhattan Area Technical College hereby endorses the following statement on the importance of diversity in higher education as published by the American Council on Education Board of Directors in June 2012.

- A. "The American Council on Education (ACE) has a longstanding record of commitment to access to higher education for all qualified Americans and to the advancement of equal educational opportunity. This commitment is reflected in ACE's positions on public policy, its programmatic activities, and its employment practices. It has been expressed repeatedly in resolutions by the ACE Board of Directors regarding affirmative action, nondiscrimination, equity, equal opportunity, and admission standards.

America's colleges and universities differ in many ways. Some are public, others are independent; some are large urban universities, some are two-year community colleges, and still others are small rural campuses. Some offer graduate and professional programs, others focus primarily on undergraduate education. Each of our more than 4,000 colleges and universities has its own specific and distinct mission. This collective diversity among institutions is one of the great strengths of

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America's higher education system, and has helped make it the best in the world. Preserving that diversity is essential if we hope to serve the needs of our democratic society and of the increasingly global scope of the economy.

Similarly, many colleges and universities share a common belief, borne of experience, that diversity in their student bodies, faculties, and staff is important for them to fulfill their primary mission: providing a high-quality education. The public is entitled to know why these institutions believe so strongly that racial and ethnic diversity should be one factor among the many considered in admissions. The reasons include:

- i. *Diversity enriches the educational experience.* We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.
- ii. *It promotes personal growth-and a healthy society.* Diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds.
- iii. *It strengthens communities and the workplace.* Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions.
- iv. *It enhances America's economic competitiveness.* Sustaining the nation's prosperity in the 21st century requires us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures.

- B. American colleges and universities traditionally have enjoyed significant latitude in fulfilling their missions. Americans have understood that there is no single model of a good college, and that no single standard can predict with certainty the lifetime contribution of a teacher or a student. Yet the freedom to determine who shall teach and be taught has been restricted in a number of places, and come under attack in others. As a result, some schools have experienced precipitous declines in the enrollment of students from underrepresented minority groups, reversing decades of progress in the effort to ensure that all groups in American society have an equal opportunity for access to higher education.

Diversity on college campuses is not achieved through quotas. Nor does diversity justify or warrant admission of unqualified applicants. However, the diversity we seek and the future of the nation do require that colleges and universities continue to be able to reach out and make a conscious effort to build healthy and diverse learning environments

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that are appropriate for their missions. The success of higher education and the strength of our democracy depend on it.”

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Title: Diversity Policy	
Originated by: VPSS on behalf Diversity/Military Relations Committee	
Signature	Date
Approved:	
Signature	Date
Reviewed:	Revised:

Policy Statement: Manhattan Area Technical College is committed to providing a safe, equitable, and productive learning and working environment. All students, employees, and visitors will be treated fairly and with respect, irrespective of their gender, race, color, national origin, disability, sexual orientation, gender identity, religion, age, genetic information, parental status, military status, or veteran status.

Rationale: The college environment should promote understanding and appreciation of others while encouraging students to grow as individuals.

Procedure:

1. In accordance with this philosophy, MATC has developed *Principles of Community* that affirms the colleges commitment to maintaining a respectful environment for all dedicated to teaching and learning. These principles are:

Manhattan Area Technical College is an environment dedicated to the teaching and learning of professional and technical skills in an increasingly diverse and ever-changing environment. MATC is a place where all people, regardless of age, sex, gender identity, sexual orientation, ability, marital or family status, race, religion, national origin, political affiliation, and military or veteran status may learn a living. Students, staff, faculty, and administration seek to empower all persons to contribute to their families, communities, and societies. In the spirit of creating and maintaining a professional and respectful space for all who come here to learn and teach, we—students, staff, faculty, and administration—acknowledge the following:

- *We come to MATC with different experiences, expectations, values, and practices;*
- *Some of our differences are visible, others are not;*
- *Our differences may create misunderstandings, fears, and hurt feelings;*
- *We must work together to create mutual understanding;*
- *We strive to overcome the negative consequences of our differences;*
- *We seek to celebrate our shared humanity and shared goals;*

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- *We accept responsibility for creating a learning/work environment where our differences are valued and mutually accepted;*
 - *We agree to respect everyone's right to have and to share personal beliefs and opinions without fear of public condemnation;*
 - *We agree to reject prejudice, discrimination, and intolerance in the MATC community.*
2. The college strives to continually evaluate its hiring, admissions, and financial aid policies to ensure diversity and equal access within the institution. It ensures that the results of these evaluations conform to the concept of open access, the cornerstone of the two-year college mission.
 3. MATC believes that colleges are, in effect, microcosms of our greater society. As such, they should encourage and enhance the fullest understanding of human rights and responsibilities, and should teach the skills that allow their students to effectively participate in a democratic society. The college should be responsible for shaping an environment that mirrors the general culture and creates opportunities for all within the college community to interact with understanding, tolerance, and respect for others. In this way, diversity in education not only serves as a model for the world at large, but it also helps perpetuate social harmony for the future.
 4. Manhattan Area Technical College hereby endorses the following statement on the importance of diversity in higher education as published by the American Council on Education Board of Directors in June 2012.
 - A. "The American Council on Education (ACE) has a longstanding record of commitment to access to higher education for all qualified Americans and to the advancement of equal educational opportunity. This commitment is reflected in ACE's positions on public policy, its programmatic activities, and its employment practices. It has been expressed repeatedly in resolutions by the ACE Board of Directors regarding affirmative action, nondiscrimination, equity, equal opportunity, and admission standards.

America's colleges and universities differ in many ways. Some are public, others are independent; some are large urban universities, some are two-year community colleges, and still others are small rural campuses. Some offer graduate and professional programs, others focus primarily on undergraduate education. Each of our more than 4,000 colleges and universities has its own specific and distinct mission. This collective diversity among institutions is one of the great strengths of America's higher education system, and has helped make it the best in the world. Preserving that diversity is essential if we hope to serve the needs of our democratic society and of the increasingly global scope of the economy.

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Similarly, many colleges and universities share a common belief, borne of experience, that diversity in their student bodies, faculties, and staff is important for them to fulfill their primary mission: providing a high-quality education. The public is entitled to know why these institutions believe so strongly that racial and ethnic diversity should be one factor among the many considered in admissions. The reasons include:

- i. *Diversity enriches the educational experience.* We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.
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Policy No. 7.3.3

Title: Guidelines for Establishing Faculty Qualifications	
Originated By: Vice President of Academic Affairs	
Signature	Date
Reviewed:	
Signature	Date
Approved:	Revised:

Policy Statement: According to the Guidelines of the Higher Learning Commission (HLC) for determining qualified faculty, qualified faculty members are identified primarily by credentials, but other factors including, but not limited to, equivalent (tested) experience, may be considered. Instructors must possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established.

Rational: Institutions must ensure that faculty members who deliver college content are appropriately qualified to do so, following the guidelines established by the HLC and published October 2015. The guidelines apply to full-time faculty, adjunct faculty, and dual credit/concurrent credit courses, and any other person employed to provide credit-bearing instruction.

Procedure:

i. Scope

This procedure applies to the hiring of all faculty members at the institution. The College is committed to effective teaching and learning, and will demonstrate consistent evaluation procedures and careful consideration of qualifications for all instructional faculty. The Vice President of Academic Affairs has the final approval at all stages in the hiring process and will assign academic affairs personnel to facilitate the process. Finally, the ultimate hiring approval is completed by the President. Department Chairs, Associate Vice Presidents, Program Faculty, or their designees, will be involved in the hiring process when appropriate in the following possible ways: identifying a need in their area; reviewing applicant files, establishing and documenting qualifications, interviewing when needed, making recommendations for hire, mentoring newly hired faculty, and providing departmental orientation when appropriate.

The institution must have sufficient numbers and continuity of faculty members to carry out both classroom and non-classroom roles of faculty including oversight of the curriculum, expectations for student performance, establishment of academic credentials for instructional staff, and involvement in the broad assessment of student learning.

Within a specific discipline or field of study, the faculty and staff needed for effective, high-quality programs and student services refers to a faculty member's ability to understand and convey the essentials of the discipline that a student should master at various course and programs levels. Qualified faculty should be able to engage professionally with colleagues in

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determining the specific, stated learning objectives for all graduates of a specific program, as well as possess the full scope of knowledge, skills, and dispositions appropriate to the degree awarded. Faculty are expected to be actively involved with their personal professional development. In addition, qualified faculty should know the broad learning objectives of the institution for all of its students. The Higher Learning Commission expects that, through the higher education curricula that faculty develop, the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs. Qualified faculty should also be aware of whether and how much students learn, since an institution should be able to demonstrate a commitment to educational achievement and improvement through ongoing assessment of student learning.

II. Procedure Purpose

The purpose of this procedure is to ensure that qualified faculty are hired at the College.

III. Definitions

Determination by Credentials – Faculty credentials generally refer to the degrees faculty have earned that provide a foundation for knowing what students should learn in a specific discipline or field. Over the years, some hallmarks and common expectations for faculty credentials have emerged within the higher education community, such as:

- A. Faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield in which they will teach, and/or for which they will develop curricula, with coursework at least one level above that of the courses being taught or developed. Successful completion of a coherent degree better prepares a person than an unstructured collection of credit courses.
- B. Faculty teaching in undergraduate programs should hold a degree at least one level above that of the program in which they are teaching. Those teaching general education courses, or other courses that transfer, typically hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.
- C. Faculty teaching in MATC's technical education college-level certificate and associate's degree programs should hold a bachelor's degree in the field and/or a combination of education, training, and tested experience.

Determination by Tested Experience – The value of using tested experience to determine faculty qualifications depends upon the relevance of the experience both to the degree level and to the specific content of the course(s) for which the faculty member is responsible. Tested experience implies that some objective measure ensures that the individual's knowledge and expertise are sufficient for determining what students should learn. For example, a faculty member who teaches courses in a pre-associate technology program may not possess a graduate degree but might have the industry certification and years of experience working in that field. In addition:

- A. Valid/current industry-recognized credential for career technical field, and/or
- B. Industry experience with a minimum of 4000 hours (two years) in the field

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Policy No. 7.3.3

Concurrent Enrollment (Dual-Credit) Faculty –

- A. High school instructors participating in the CEP program must first be recommended by the district. Potential instructors will be provided orientation and training in course curriculum, assessment criteria, course philosophy, and CEP administrative requirements.
- B. MATC administration and/or instructional directors will interview and approve the instructor for concurrent college courses based on MATC's required selection criteria.

KBOR Policy Chapter III A Concurrent Enrollment. High school faculty teaching college-level, non-tiered Concurrent Enrollment Partnership courses shall attain instructional eligibility by meeting the standards established by the Higher Learning Commission, as stated in the body's Criteria for Accreditation and Assumed Practices regarding faculty roles and qualifications. MATC instructors must possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. When faculty members are employed based on equivalent (tested) experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process.

IV. Procedure

- A. Before hiring, each faculty candidate must be evaluated to ensure quality and credentials following determination by credentials, faculty employee preparation, and tested experience as all defined above.
- B. The initial confidential evaluation will be completed by Human Resources in conjunction with the Vice President of Academic Affairs.

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Policy No. 4.2.4

Title: Computation of Credit Hours by Course	
Originated by: Vice President of Academic Affairs	
Signature	Date
Approved by: James D. Genandt President/CEO	
Signature	Date
Reviewed on:	Revised on: July 14, 2016

Policy Statement: The purposes of this policy are to articulate Manhattan Area Technical College's practice regarding assignment of student credit hours, demonstrate compliance with commonly-accepted educational practices, and ensure that the College awards educational credits in a manner consistent with federal regulations and the expectations of the Higher Learning Commission.

Rationale: To ensure the use of a consistent standard for determining the appropriate amount of time a class should meet, depending upon the type of instruction that is being delivered.

Definition of Student Credit Hour

A student credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in #1 of this definition for other academic activities established by the College, including laboratory work, internships, externships, clinical rotations, and other academic work leading to the award of student credit hours.

The Office of Academic Affairs will ensure appropriate academic calendars and course schedules are established to meet the time requirements to award designated credit hours. Academic divisions and departments will provide appropriate course content to support the learning outcomes required by the designated credit hours awarded.

Definition of Semester Full Load

- The *minimum* full-load per semester is defined as: Fall and Spring 12 credit hours; Summer 6 credit hours
- The *maximum* full-load per semester is defined as: Fall and Spring 21 credit hours; Summer 10 credit hours

All semester / credit hours awarded by MATC will conform to the federal and state definitions. These guidelines are also in compliance with policies set forth by the Higher Learning Commission

The faculty and program administrators are responsible for developing, maintaining and evaluating the curriculum within an academic program, although the Board of Directors or their representative retain final control and approval of the curriculum. Assignments of credit hours for courses are determined within the program based on faculty expertise and course learning objectives. Existing courses will be evaluated for adherence to federal credit hour regulations during routine Program Reviews. New courses will, upon review and approval at the program level, be reviewed by the Curriculum Committee and recommended to the President for approval or denial. The Curriculum Committee is charged with following the policy on credit hours in their review and approval of all courses and curricula and for certifying that the expected student learning for the course meets the credit hour standard.

Approved courses are sent to the Vice President of Student Services for inclusion in the *College Catalog*. The Registrar's Office reviews the class schedules prior to the start of each semester to ensure that all classes are scheduled for the minimum number of minutes corresponding to the credits assigned, or otherwise notes when course schedules do not match assigned credit hours. Any discrepancies are brought to the attention of the Vice President for Academic Affairs who will work with department chairs and/or faculty to provide correction or explanation.

The following provides general guidance on the how the credit hour translates to the particular instruction method. Note, however, that the credit hour definition does not dictate particular amounts of classroom time versus out-of-class student work—the information below serves as general guidance only.

Lecture: Courses with multiple students who meet to engage in various forms of group instruction under the direct supervision of a faculty member.

Lectures: Classroom / Faculty Instruction and Outside Student Work					
Credits awarded	Minimum contact time per week	Minimum instructional time Total for 15 Weeks (Contact Time x Weeks)	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 15 Weeks (Outside Work x Weeks)	Total of instructional contact time and out of class student work
1	50 contact minutes	750 contact minutes	100 minutes	1500 minutes	2250 minutes (37.5 hours)
2	100 contact minutes	1500 contact minutes	200 minutes	3000 minutes	4500 minutes (75.0 hours)
3	150 contact minutes	2250 contact minutes	300 minutes	4500 minutes	6750 minutes (112.5 hours)
4	200 contact minutes	3000 contact minutes	400 minutes	6000 minutes	9000 minutes (150 hours)

Laboratory: Courses with a focus on experiential learning under the direct supervision of a faculty member wherein the student performs substantive work in a laboratory setting. The minimum contact time per credit is typically twice that of a lecture (2:1 ratio)

Laboratory: Classroom / Faculty Instruction and Outside Student Work					
Credits awarded	Minimum contact time per week	Minimum instructional time Total for 15 Weeks (Contact Time x Weeks)	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 15 Weeks (Outside Work x Weeks)	Total of instructional contact time and out of class student work
1	100 contact minutes	1500 contact minutes	50 minutes	750 minutes	2250 minutes (37.5 hours)
2	200 contact minutes	3000 contact minutes	100 minutes	1500 minutes	4500 minutes (75.0 hours)
3	300 contact minutes	4500 contact minutes	150 minutes	2250 minutes	6750 minutes (112.5 hours)
4	400 contact minutes	6000 contact minutes	200 minutes	3000 minutes	9000 minutes (150 hours)

Clinicals: Courses with a focus on experiential learning under the direct supervision of a faculty member wherein the student performs substantive work in a clinical setting. The minimum contact time per credit is typically three times that of a lecture (3:1 ratio), depending upon the amount of outside work assigned.

Clinicals: Classroom / Faculty Instruction and Outside Student Work					
Credits awarded	Minimum contact time per week	Minimum instructional time Total for 15 Weeks (Contact time X Weeks)	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 15 Weeks (Outside Work X Weeks)	Total of instructional contact time and out of class student work
1	150 contact minutes	2250 contact minutes	0 minutes	0 minutes	2250 minutes (37.5 hours)
2	300 contact minutes	4500 contact minutes	0 minutes	0 minutes	4500 minutes (75.0 hours)
3	450 contact minutes	6750 contact minutes	0 minutes	0 minutes	6750 minutes (112.5 hours)
4	600 contact minutes	9000 contact minutes	0 minutes	0 minutes	9000 minutes (150 hours)

Under-enrolled Courses: Courses of study designed in instances where enrollment has fallen below established standards but under conditions where the College agrees to offer the course to allow students to progress academically (such as the need for a particular course in order to graduate). The course will meet at the times and for the time periods specified in the relevant course schedule.

Internship/Externship/Field Experience: Courses of study in which a faculty member regularly interacts and directs student outcomes with periodic contact, but where the actual learning environment takes place off campus at an approved site. The learning experience will typically involve a site supervisor or preceptor and directed activity/learning will occur outside of a lecture setting. Contact time and outside student work requirements must be established and documented, and must match the total amount of work given in the example above. The faculty member or program director responsible for the experience is required to keep records of amount of supervised work and the amount of outside work assigned so that contact hours can be calculated.

Accelerated Courses: Courses offered outside of a standard 15 week semester in which the credit hours offered are the same as standard semester courses and the content and substantive learning outcomes are the same as those in the standard semester. These courses must meet the total amount of instructional and student work time as the examples above even if delivered within an accelerated time frame.

Online Courses: Courses offered entirely online without any on-site face-to-face meetings. These courses have the same learning outcomes and substantive components of a standard lecture course with an alternate delivery method. Contact time is satisfied by several means which can include, but is not limited to, the following: A) regular instruction or interaction with a faculty member once a week for each week the course runs. B) Academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, engaging with class peers and computer tutorials graded and reviewed by faculty. In all such instances, these courses must meet the total amount of instructional and student work time as the examples above even if delivered online or asynchronously.

Blended Courses: Courses offered in a blended format with one or more on-site face-to-face class sessions and at least one or more online sessions, with both containing direct interaction with a faculty member. Contact time is assessed using both on-site definitions (for the on-site portion) and online definitions as above (for the online portion). In all such instances, these courses must meet the total amount of instructional and student work time as the examples above even if delivered online or asynchronously.