

Computer Information Systems
Networking/Cyber Security & Programming
Business and Leadership Councils Meeting Minutes

CHAIRPERSON:		
MEETING DATE: September 19, 2025	MEETING TIME: 3:00 pm -4:30 pm	MEETING LOCATION: Innovation Outpost Rm 114
RECORDER: Traci Nowell CIS Administrative Assistant		PREVIOUS MEETING: Networking Cyber Security May 2, 2025 Programming April 11, 2025

MEMBERS PRESENT: (P = Present) Add nonmembers to bottom of table with heading "Others Present."

P?	Name and Title (List all)	Business Affiliation	Email	Best contact number
BLC Committee Members				
X	Star Rayburn, Owner	Skylabs Technology LLC	star@skylabstechnology.io	480-343-5451
X	Kayla Collier	Kamino Technology	kyla@kaminotech.com	806-553-0303
X	Teagan Jewett, Sr. Software Dev.	Region 16	Teagan.jewett@esc16.net	806-220-1314
X	Zack Newbill, Sr. Software Dev.	AQHA	Znewbill41@gmail.com	Zack Newbill, Sr. Software Dev.
X	Trevor Wagner, Instructor	AmTech	trevor.wagner@amaisd.org	806-881-9733
X	Jeff Stoughton, Instructor	AmTech	jeff.stoughton@amaisd.org	
X	Ashley Golden, Director of Information Technology	BSA	Ashley.golden@bsahs.org	806-212-8552
Ex-Officio Members				
X	Linda Munoz, PhD Amarillo College	Grants	lmunoz27@actx.edu	806-371-2999

X	Karen Boatman, CIS Department Chair, Assistant Professor	Amarillo College	keboatman@actx.edu	806-371-5930
X	Lynne Kenney, CIS Instructor	Amarillo College	L0504159@actx.edu	806-371-5275
X	Delane McUne, CIS Instructor	Amarillo College	S0059629@actx.edu	806-371-5220
X	Carol Buse, CIS Professor	Amarillo College	acbuse@actx.edu	806-345-5619
X	Joseph Melius, CIS Instructor	Amarillo College	jamelius@actx.edu	806-371-5213
X	Timothy Vo, CIS Instructor	Amarillo College	Tvo212@actx.edu	806-371-5410
X	Ryan Francis, Coordinator	Coordinator Perkins Activities	rfrancis@actx.edu	806-371-5472
X	Traci Nowell, CI Administrative Assistant	Amarillo College	Traci.Nowell@actx.edu	806-371-5934
X	Taya Mamba	Director of Perkins Grant	tlmamba@actx.edu	806-371-5073
X	Jordan Ramos	Perkins Community Liaison	j0448390@actx.edu	806-371-5166

Minutes	
Key Discussion Points	Discussion
Old Business:	
Continuing Business:	
	Begin meeting 3:01 pm Karen Boatman welcomes everyone to the BLC orientation meeting, mentioning that some information may be new for some attendees. Karen Boatman introduces herself as the chair of CIS and initiates a round of introductions. Participants introduce themselves, including Zach Newbill, Teagan Jewett, Kyla Collier, Star Rayburn, Jeff Stoughton, Trevor Wagner, Ashley Golden, Delane McCune, and others. Karen Boatman thanks everyone for attending and says Joseph Melius is going to give you an overview of our COSC side of our program and how our classes are laid out. She mentions the handouts they have in front of them so they can follow along. Joseph Melius provides an overview of the COSC AAS Program Structure Joseph Melius explains the structure of the AAS for CIS, including the institutional course that all students must take. Then we have our general education requirements, which are 5 courses or 15 hours. Those are on your papers but not on the slides. Those are your standard basics for college. Then we have our major core requirements for the COSC side, not necessarily the Networking Cyber Security side, then Delane will talk to you about that after me. These slides are laid out by semester. The first semester includes courses on Microsoft Word, Excel, and PowerPoint. They dig into that a little bit more with Excel, with the data management and data analysis piece. Then they go into the Basic Logic class. This includes

basic logic and facilitates this using Python. They also take the Beginning Webpage, which is our introduction to our whole set of webpage courses.

Their second semester covers database introduction, planning the database, implementation, basic documentation, and creating those things in Microsoft Access because they are kind of familiar with the Microsoft software suite at that point. Then we get into MySQL, SQL, MySQL Server, and Computer Programming. This is their first programming course and is fully Python at this point, which is a 16-week course. They are taking those while they are taking their Database courses. In the second 8 weeks, they take Intermediate Web, which builds on what they did in the Beginning Web and adds JavaScript or Client-Side.

Advanced courses in the second year include Advanced Web Programming, Object-Oriented Programming, which is a new course that gives them time to really understand object-oriented paradigms, the four pillars of Object-Oriented, and hopefully learn some good software development skills. They also take the IT Essentials course, where they get PC Hardware and Software. They also take one or two classes from their specialization.

We have 4 Specializations that they can choose from, including

- Computer Science Track-** is a pure programmer track that includes computer science Programming Fundamentals courses & Mobile Application Development
- Full-Stack Development Track-** is our software development track where they learn software design and how to work better as a team to develop software. Object-Oriented, Advanced Mobile Class, and a new class, Software Analysis and Design, which is a capstone where we try to simulate a real-world work environment with includes soft skills like dealing with people while they are working on software development.
- Game Design Track-** has not changed. It includes 4 classes that help them have a specialization in game design.
- IT Track-** focuses on a little Cyber Security and Networking classes instead of purely programming. This is for those who don't feel like they are the best programmer, or maybe they want to get more skills that apply to their current job.

New and Removed Courses

Joseph Melius mentions the addition of System Analysis and Design & Object-Oriented Programming as new courses were added based on BLC recommendations from last year.

Removed courses were the Advanced Mobile Applications class and the iOS Class.

The Certifications available are limited on the programming side. Depending on the courses and specialization in hardware and some software. Including Microsoft Fundamentals and Expert certifications. Joseph Melius reminds members that we are open to their suggestions if they have some certifications, they would like us to look into for the programming side of the program.

Delane McUne introduces the Computer Networking Cyber Security portion of our program.

Delane McUne explains that on the Networking Cyber Security side, we focus on industry certifications. We are a CompTIA Academy partner. In the IT Essentials Course, students are required to take the A+ exam. This exam is built into student fees, and we purchase their vouchers. They must take that A+ exam as part of the course. The rest of the courses are aligned with CompTIA certifications. We have an alignment to Network+ Security+, Linux+, CySA+, Pentest+.

The program includes Cisco side includes 3 classes leading to the CCNA Certification, and we have a couple Cloud classes where we are a Microsoft Learn for Educators Partner. In those classes, we focus on the Azure methodology. Then, students can take the AZ900. SC900, AZ104.

In the Networking Cyber Security side, we try to focus on certification because they are what matter to employers in the long run.

Year 1 Fall includes BCIS 1305 Microsoft Word, PowerPoint, and Excel Class, which is a great fundamental start for students. They can get their 1st level MOS Certification.

The 1351 class is our IT Essentials class, which aligns with the A+ exam.

CCNA1 Introduction to Networks. Even though it is aligned with the CCNA1 Network exam track it also aligns with the Network+ with CompTIA. Then they get Security+.

In their first semester, they can obtain A+, Net+, and Security+.

The second semester, they start Advanced Networking, which aligns with Server +

CCNA 2 does not have a certificate with it. When they finish the CCNA3 they are prepared to take the CCNA Certificate.

Unix Class is also offered, which does not include a certification but is the prerequisite to the Advanced Linux class, where they can take the Advanced Linux+.

The third semester, they begin Digital Forensics for the 1st 8 weeks, and Digital Forensics Tools 2nd 8 weeks. There are Digital Forensics Certifications out there, but we have not found one that we think aligns with what we are teaching. They also take Intrusion Detection, which is their CySA+ class for the first 8 weeks. Then the 2nd 8 weeks, they are focused on an internship in the industry or they do an industry-based project that is an Intrusion Detection project with a full report. They also start their Cloud classes, where they do AZ900 and SC900 certifications. We used to do AWS, but based on BLC members' recommendations, we changed to Azure.

In their last semester, they get the 3rd class for the CCNA track so they can sit for the CCNA certification. They get Advanced Cloud, where they get AZ104, Advanced Linux that aligns to Linux+, and Security Management Practices aligns to Pentest+.

Delane McUne shows members all the different Certifications students can get on the Networking Cyber Security side of our program.

Delane McUne invites questions about the current curriculum as it is now.

Zach Newbill asks when did it switch to Python? He thought they were in C#.

Delane answers that we were originally going to the Logic class, where it was not going to be language specific at all, then computer programming was going to be C#, and Object-Oriented Programming was going to be in C#. Then we started looking for textbooks, looking for something that taught the students at the level we needed, and we found a textbook from Pearson that worked very well for Programming Logic and Design, and the second half of the book was good for Computer Programming. So we were able to get one textbook that focused on Python. However, they are still doing C# in Object-Oriented Programming. Great question.

Kyla Collier asks what the Advanced Linux includes.

Delane McUne answers that the basic Unix course includes command line. Advanced Linux prepares students for the Linux+ Exam. Some of it includes using Linux as an administrator, server administration. It is a deeper dive into Linux.

Star Rayburn asked who is teaching Advanced Linux, and Delane answered that Mr. Usnick is teaching that course. Members say they love Mr. Usnick.

Delane McUne explains Mr. Usnick is our primary instructor for Linux, and Mr. Melius also teaches Linux. Mr. Usnick is primarily our Computer Science Instructor.

Delane Mcune says: Now we are going to talk about what is a Business Leadership Council. Why are you here?

Delane McUne explains the concept of BLCs, emphasizing their role in fostering deep, sustainable relationships to ensure curriculum design and credentials meet the needs of the industry. We are here talking to you to find out what you need. BLC is a co-leadership model where BLC members are the leaders driving what our curriculum offers. The co-leadership model allows us to really delve into what our local industry needs, as well as the requirements of the state.

BLCs increase our engagement. We have seen that to be true as we have gone through the last few years of BLCs. We see the increased engagement with all our partners. It helps us shape curriculum to ensure workforce-ready graduates, and BLCs add business value long term. We always want our business partners to see value in what Amarillo College is providing.

The idea behind BLCs is to support the reform of workforce education in our region's economy by making sure our curriculum is specifically tied to what our local industry wants. We also want to provide an opportunity for technical thought leaders to help us know what the industry wants. BLCs will also improve the link between education and businesses through internships, cooperative education opportunities, and other work-based learning models. BLCs improve our curriculum alignment and workforce preparation of our graduates. The workforce preparation includes soft skills or human skills in addition to the hard skills we are teaching. We want to guarantee that workforce needs in

our industry are actively addressed. We want to look at what is coming up in the future. How do we need to change in order to meet what your needs are?

The value to BLC members' businesses because it reduces your recruiting and training budgets because you now know that AC is providing what you need. You don't have to look as far into recruiting and training. BLC members benefit from that steady and sustainable talent pipeline of AC graduates. We can build collaborative sector-based networks where you are working with other people who are doing the same thing you are doing, and we can now see that we can build a model that is good for our entire community. It invests in our local human capital to really strengthen our regional economy and make sure our future workforce is prepared.

The Standard Cycle for our BLC is we start with an orientation meeting where we welcome new members, set expectations, explain our BLC model, and the benefits. The next step is typically what we call our KSA meeting, where we discuss knowledge, skills, and abilities. At the KSA, we bring to the members things we think we need to be covering and ask them to rate each item as Important, Kind of Important, or we don't need to teach it anymore. So, BLC members can give us an idea of the importance they place on the items we are teaching.

After the KSA meeting, the AC faculty work to cross-reference the KSAs into our curriculum, asking are we covering everything we need to cover? Are we covering something too much? Where do we need to adjust our curriculum to better meet the needs of what the industry is telling us they need?

Then we have a final feedback meeting where we share with members what our plans are to change and how it will work into our coming year.

Delane McUne reiterates that frequency, specificity, depth of input, and industry-led are the primary pieces behind our Business Leadership Council. What we would like from BLC members is to host internships, help with mock interviews, provide apprenticeships, and serve as guest speakers/lecturers in our classrooms. We would like for you to allow us to bring you in, to help the students. So that the BLC is a benefit for the businesses and a benefit for us.

Delane McUne explains examples of knowledge, skills, and abilities. Knowledge is about the theory. It is what do I know. It is not necessarily can I take that computer apart, but I understand that it has got this particular piece in it. It is technical, product knowledge, and things like that.

Skills are, I can actually do this. I can perform an action and create whatever it is that this particular skill is.

Communication skills, leadership skills. Skills are things that we think can be developed in someone. Knowledge is something we can teach them via textbooks. Skills are something we can develop through lab settings.

Abilities are sometimes harder to measure, but the ones we really need to focus on like critical thinking, adaptability, leadership, emotional intelligence, and creativity. Those kinds of things. How do we foster those abilities and help the student be an overall better student and overall better employee if they have all three knowledge, skills, and abilities?

Examples of knowledge, skills, and abilities on our Programming side will be knowledge would be the programming language or the concepts. The skills would be that they can actually write efficient and manageable code, debug, and do version control. The knowledge is something that we can teach from a textbook, but you have to figure out the skill by doing labs and actually do the things.

Delane McUne asks if there are any questions on why we have BLCs. She clarifies if all the members have seen the orientation information last year and asks Teagan Jewett if she has already seen it.

Teagan Jewett answered that she thinks she started late in the BLC process last year, and she hasn't seen the orientation information before.

Delane McUne explains that we are starting a new cycle now. She says the faculty have been working very hard to align our curriculum better with how a student really gets their certifications. She directs everyone to the back side of the sheet, to where it shows the certificates for each side of our program. She points out that the certificates don't really align to a semester-by-semester basis, so we have really been tasked with creating pathways. Ms. Kenney and Mrs. McUne have been working on these pathways quite a bit. What we are trying to do is say that after a semester of our courses, students can obtain a level I certificate. They can have some credentials, which is an academic certificate, and maybe after 2 semesters, they can either get another level I or maybe a level II certificate. Then, after 3 semesters, we can get them a level II or another advanced certificate, and then build up to their associates. We truly want them to be stackable credentials. Right now, the way we've got our courses laid out and the way we have the program built, they kind of get most of the credentials at the end. Whether that is a good thing or not, I don't know, but that is just kind of the way it has been. We are trying now to realign some of those. One of the things that we are looking at in terms of realignment is how is their financial aid is affected. For example, a level I certificate that is only 15 hours, which is what our Networking Essentials is, which is what AmTech offers, students can't get financial aid for that because it is only 15 hours. We have to be at 16 hours for financial aid. Where do we get that extra hour? What do we want to do to get that extra hour? These are the kind of discussions we have been having. We have put together a plan for this. The question we have for the BLC members is whether we need to have a curriculum review meeting, because our pathways are due to the College in this time frame. We know we have to have the Networking Cyber Security side done in October, and we need to have the Programming side done in November. The question is on the modality: do you guys want to get together again, or do we want to put it together and send it out to you, and let you look at it and let you vote on it. Do we want to get together to have that robust discussion, or something else? I need to find out where you are as BLC members. Delane McUne explains, you might be thinking, 'Why are we doing curriculum, when we have not done KSAs yet in this cycle?' She explains we did our KSAs last year. It takes long enough at our college for us to get through to get the curriculum changed. We are basing the curriculum changes on the KSAs we did in last year's BLC cycle. The first set of KSA's was the curriculum you saw on the screen. The second set of KSA's are what we went through last year is the curriculum changes we are making now. We intend to

implement those curriculum changes this fall, so they can be implemented in the fall of 2026. It just takes time at the college to get the curriculum changes to happen. This year, we won't do KSAs because we haven't made our implementation, and we have these new classes. The new Object-Oriented Class, the new Systems Analysis & Design, that we haven't even taught them yet. Well, actually, Joseph Melius is teaching Object-Oriented Programming for the first time now. We are in week 4. So we can't really evaluate where we are at on it yet.

Star Rayburn asks: How is it going, Joseph?

Joseph Melius answers, "It is going fine. The students are a little frazzled, but we are making it work.

Delane McUne continues and says we recognize we are going to have to take some sort of space gap to not do KSAs right now because we need to make these curriculum changes to see if they work. That is really where we are.

Karen Boatman mentioned that we do have a wrench that got thrown into the mix. She explains that the workforce education course manual team occasionally meets, and they change the rules. In the Beginning Webpage class, they changed the description on it. The description now actually includes the JavaScript in that class. So, they are taking two classes and making it one for us. So we are going to have to follow suit. One of the things we will also be looking at this cycle is how do we take out the JavaScript class and put it all into the Beginning Webpage Programming class, and then what do we fill in that space?

Delane McUne clarifies by saying: What course do we now offer in the major course requirements. Some of our thoughts are that Beginning Web is 8 weeks, and Intermediate Web is 8 weeks. Do we combine them and make it a 16-week class?

Karen Boatman says we listen to our BLC. We have gone back into the notes and listened. One of the things that was talked about was Unix. Why isn't Unix offered in the major course requirements? Why isn't every student in our programming field taking Unix? These are some of the conversations we are listening to on the notes, and coming back and saying ok, why aren't we making this happen?

Delane McUne says, as a preview of that, we know that Unix needs to come back into the core. We are actually going to make the tracks Full-Stack, Programming, IT, and Game each 3 classes, and pull Unix back as a class everyone takes. That is one of the ways we think we are going to get Unix in. This is just a preview, because I don't want to get real in-depth into what the curriculum is going to look like right now. We still have a few things that we are trying to iron out. Like, does WECM have a class that we want to teach that has the right description for covering what we need it to cover? We always have to abide by those State guidelines.

Karen Boatman says we will be meeting before we put this out to you. How you want them put out is up to you. Do you want to meet or do you want to do this online? Do you want us to put something out where you can read and then vote, or would you like to come in and have a discussion? We enjoy the discussions because when we go back and look at our notes. I am not trying to influence you or anything, but when we go back we can look at our notes, and listen to the discussion, It helps us.

Kyla Collier says she likes the discussions. It has been a couple of years for me, but I saw things from a different perspective that I didn't necessarily think about while filling out the initial survey. I realized that the IT options are actually what I graduated with, but I utilize more of the Networking Security stuff, not the development stuff.

Delane McUne says: You are technically on one BLC, and Kyla says she realizes she might need to be on the other BLC. Kyla realizes she would like to do both BLCs.

Delane McUne asks How do we want to do this? We will close out the meeting by deciding when we want to come back and meet, and we will put everything that we have been working on with the pathways in front of you guys so that you can see them from the beginning of how we are having to reevaluate. One of the things we are looking at is moving one of the classes to 4 hours so that we can get those 16 hours in that initial level one certificate. We have been talking about which class that should be. We will take your thoughts and want your approval of what we are doing, before we take it to the curriculum committee. Once we take it to the curriculum committee and it is set in stone in the catalog, then we've got a couple of years before we can change it. We want to be sure we can get it right or close to right if we can get it that far.

Delane McUne asks: Would you like an online curriculum process?

Kyla Collier asks if it is an online Zoom meeting.

Delane McUne explains that if you vote online, then we will put information out, have a survey, and you would answer the survey. It would not be interacting with your peers.

Teagan Jewett asks if we can give them the information so they can sit with it and know the information before we come into a meeting in person. So we are a little more prepared.

Jeff Stoughton says, so we get the info before, and then we come to a meeting?

Karen Boatman says I think we could put something together.

Delane McUne reiterates that we can do that.

Delane McUne asks to make sure that Friday afternoon, late is still the best time for everybody to meet? Can we set a day right now in October for the Networking Cyber Security? Can we set a day in November for the COSC Programming? At least two weeks prior to the meeting, we will get you the information so you have time to look at it. Everyone agrees.

Delane McUne pulls up the calendar so everyone can see it. She explains that the College has fall break on the 24th, so she is assuming AC instructors would not be available, and takes that date out of the mix. Lynne Kenney votes yes for the meeting on the 24th during fall break, and Joseph Melius says he has family commitments during fall break and cannot come then.

Karen Boatman proposes October 17th?

Delane McUne explains that October 17th has been proposed as the Networking Cyber Security BLC at 3 pm. And we will send members our proposal by October 3rd.

Everyone agrees that October 17th at 3 pm will work for them.

Delane McUne explains we should meet for the Programming BLC before the Thanksgiving Holiday, that is, Nov. 27-28th.

Zach Newbill says November 21 is good

Jeff Stoughton says as long as it is not the first week of November, he is good.

Star Rayburn suggests November 14th or 21st.

Everyone agrees that November 21st at 3 pm will be our COSC Programming BLC to discuss curriculum.

Delane McUne says we appreciate you guys, and we love it when we get to come together.

Star Rayburn asks if we are offering AC-specific certificates around course sets with returning education?

Delane McUne says we are currently trying to work on that with the IO (Innovation Outpost). She explains that we have created an Occupational Skills Award (OSA) from one of our course sets: A+, Net+, and Security+. This is for a student who goes through and takes all 3 of those classes at the IO, they get that Amarillo College OSA certificate.

Delane asks Linda Munoz for the title of the OSA. Linda Munoz says it is the Secure Infrastructure Specialists. Jeff Stoughton reiterates that they have to pass each certification to get the award. Delane McUne agrees, yes, they must get all 3 A+, Net+, and Security+ certificates through Amarillo College.

Kyla Collier asks about failing certification exams, and Delane McUne explains that in our regular academic coursework, someone can fail the certification exam but still pass the course at AC, and that the passing the certification they are talking about now is specific to our Continuing Education Certificate.

Delane McUne explains that many of the students who take the IT Essentials Certificate exam don't pass. Our pass rate isn't great on that. She asks Jeff Stoughton of AmTech what his pass rates are. Jeff Stoughton says that last year they were at a 40% pass rate, but there were not a whole lot of students in those numbers. This year will be different because he will have 18 that will be taking it this year, and it will be a lot different.

Delane McUne says we are working towards improving the course all the time, but our pass rates were in the 30s. I think it was 33 in the spring.

Delane McUne then explains that we have Rapid Reviews at the IO that Chris George and Delane have been doing a bunch of are A+, Net+, Security+, Linux+, and we are going to be offering CySA+. We are doing Rapid Reviews, where students come to the IO and do a week of test prep with us. 20-24 hours depending on the course. Our pass rates on Rapid Reviews are at 62%.

Jeff Stoughton asks if our Security+ pass rate is higher than other certifications. Delane McUne answers yes, our Security+ seems to be better than Net+. Security+ seems to be the easier exam, which is weird because it is the 3rd one in the sequence. She explains that in the Rapid Reviews, we are really focusing on test-taking; we are not teaching the information to pass the certifications. We are teaching them how to take a test. There is an expectation that they are coming in with a knowledge base, and now we are teaching them how to take a test specific to whatever it might be.

Star Rayburn explains that any developers that he works with, especially if they are new, he suggests that they go through the AC Programming Fundamentals Courses and Unix. Those 4 courses together. He says those 4 courses taught him so much as a developer. After he took those courses, everything clicked for him. That is why he suggests those courses to other developers who are looking for growth. There are some developers who are ok with coming in, doing their work, and leaving, but the ones who are really driven and want to move up or do their own kind of development on the side, these classes are what he suggests. He suggests putting them into a certificate program, where certain employers may be willing to pay for the education, versus the individual having to pay out of pocket for those courses. So they are not just a set of “random” courses. He explains employers won’t pay for random courses, but they will pay for a certificate. Delane McUne says she understands what he is saying, but she says she does not know if we can, since it is a computer science course rather than CIS in terms of how much we could take... We will have to look at it, she doesn’t know. We will take your suggestion and investigate.

Star Rayburn says that he understands those are the courses he would suggest, and that he supposes that we have other courses that might work.

Delane McUne says we have the Coding and Design Certificate, which does not include Programming Fundamentals at all. She says it gets them core coursework, but does not include Programming Fundamentals classes. That might be something we could look at, where we could have another certificate in that area. She doesn’t know the answer to that.

Star explains that they are abstract concepts that are made clear in those classes.

Kyla Collier agrees that even as a non-developer, it helped her understand PowerShell. Delane McUne says that makes sense because of her Unix background.

Star Rayburn reiterates that it would be helpful to provide opportunities to developers if their companies are willing to pay for certificates.

Teagan Jewett explains that she has a developer who has a degree, but it is not in anything technology-based; he taught himself programming, but he doesn’t have the specific credentials. Region 16 does reimburse for certificates, but not for degrees, and not for individual classes. He is taking a course, paying out of pocket, and it would be nice for reimbursement purposes.

Delane McUne says she understands. She explains that AC has the ability to do certificates, but they are normally entry-level. Programming Fundamentals 1 & 2 and then Programming Fundamentals 3 is not necessarily entry-level, which is what she is thinking, but it might be a little harder. She says we can look at it and see what we can come up with.

Teagan Jewett says it would be nice to have different levels. Entry-level, but also the higher-level course info. She mentions that for someone in her coworker's position, it would not benefit him to take an entry-level course.

Delane McUne mentions entry-level courses like Programming Logic and Design. She says we have some students who say “I already know this”, but they have to take it anyway.

Star Rayburn says he thinks we had this conversation about “you have to take it anyway” when he was in school. Karen Boatman agrees.

Delane McUne reiterates if you want the degree, you have to take the class.

Linda Munoz reminds us that we could build this in Continuing Education rather than academic.

Star Rayburn explains that he would not tell someone who is first starting to take just these four courses, and you will be fine, because they are going to be so confused.

Delane McUne says that doing it through our workforce education would probably be more appropriate. Karen asks jokingly, that Star Rayburn will be teaching, right? Star Rayburn says, If you want me to, I will be glad to.

Delane turns the meeting over to Jordan Ramos to share about the October 7 Badger Cyber Security that is put on by Perkins, along with the IO, and CIS. We are putting on an event at the IO from 9 am -2 pm, they would like high-schoolers, but adults as well. They have sent email blasts to all the schools in the service area. Jordan and others from the enrollment center. They went to different career fairs throughout the Texas Panhandle to get the word out about our event. Right now, we have 17-18 students registered. We are hoping to get 60 registered. Everyone discusses who can come. Freshmen can come. Jordan explains that with Badger Bound Dual Credit coming, Freshmen are the perfect age to focus on coming to this event.

Delane McUne told everyone what Badger Bound is. Badger Bound is new. Our Board of Regents at the last meeting in August, approved a new program where if a student takes 15 hours of Dual Credit at Amarillo College, their next 45 hours are free.

Kyla Collier says that it is really cool, and she is jealous.

Delane McUne explains it can be anywhere in our service area. She is doing Dual Credit in Bovina right now. If those students get their full 15 hours of the Networking Essentials Certificate, which we hope they will do, then they can come to Amarillo College and get the rest of their 45 hours free. It is a fantastic thing. It is not funded by the Foundation. They looked at it from the perspective of the success of our dual credit students, and Amarillo College decided that this is a reasonable way to help those dual credit students come in and have their associate's degrees paid for. It starts in the fall of 2026. So seniors graduating in May have to go to Amarillo College the next semester. You can't like lay out semesters. But if they graduate, then come to Amarillo College in the summer or fall, if they got their 15 hours of dual credit, then it would apply to them.

Star Rayburn asks if they automatically get the 45 hours, or do they have to maintain a grade point average to continue on with the Badger Bound?

	Delane McUne says she doesn't know the answer for sure but she would assume that would be the case that they would still have to maintain satisfactory academic progress and satisfactory completion. That is typically what they look at. She would imagine we would look at things like they look at the financial aid requirements. That is her guess. Karen Boatman says she has not seen the rules yet. Delane McUne says one of the things that is different is that every school district will have an MOU, a Memorandum of Understanding, with Amarillo College. They have to kinda sign on with us, and we expect that once parents hear about this that it is really gonna grow for us. We expect our dual credit to just skyrocket. Ryan Francis says there are a lot of eyes on this program, healthcare, and skilled trades have always in high demand. With all the data warehouses and all of that. He just had a great conversation that included there is a big push for cybersecurity. I see this BLC really evolving in the next few years. You are the pipeline for their workforce. This will be great! Jordan Ramos reminds everyone that the October 7 event is free and that they are providing food from Youngbloods. Delane McUne closes the meeting at 3:59 pm.
New Business:	
Curriculum Decisions:	
Other:	
Adjourn:	3:59 pm

Committee Chairperson:	MEETING DATE: 09-19-2025	NEXT MEETING: Networking Cyber Security October 17, 2025 @3 pm Programming November 21, 2025 @3pm
Recorder's Signature: Traci Nowell <i>Traci Nowell</i>	09-30-2025 09/30/2025	
DEPARTMENTAL CHAIRPERSON'S SIGNATURE: Karen Boatman <i>Karen Boatman</i>	DATE: 09/30/2025	
DIVISION DEAN'S SIGNATURE: Edie Carter <i>Edie Carter</i>	DATE: 09/30/2025	