



Northwest Commission on Colleges and Universities

Comprehensive Year Seven Self-Evaluation Report

March 1, 2013





**12401 SE 320th St.
Auburn, WA 98092-3622
greenriver.edu**



Comprehensive Year Seven Self-Evaluation Report

**Prepared for the
Northwest Commission on Colleges and Universities**

**Green River Community College
March 1, 2013**

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Institutional Overview

Green River Community College is a two-year public college centrally located between Seattle and Tacoma in Auburn, Washington. It began as an outgrowth of the Auburn School District, which in 1945 started an adult evening education program. The state legislature approved the startup of a community college in 1959, and by 1963 the State Board of Education approved the establishment of Green River Community College. Since 1965, the College has been located on its current site—a heavily wooded hilltop campus of 250 acres. As community needs expanded, the College added a branch campus in downtown Kent (1986) and one in Enumclaw (1996).

Green River offers courses and programs leading to a variety of associate degrees and certificates in academic transfer and Career and Technical fields. The College also offers developmental and adult basic skills programs, including high school completion, and a range of continuing education noncredit courses for professional growth and personal enrichment. There are 146 full-time faculty, 412 adjunct faculty, and 330 classified and exempt staff.

In 2011-2012, the College served approximately 19,700 students, representing over 9,200 annualized full-time equivalent (FTE) students. The enrollments were distributed across the Colleges mission areas (Core Themes) as follows:

College Transfer Education – 49 percent.

Career and Technical Education – 30 percent.

College Readiness Education – 11 percent.

Continuing and Community Education – 10 percent.

Shifting populations in the College’s service area over the last 10 years have changed the demographics of students attending Green River. Since 2003, the student population of color has grown more than 22 percent. Currently, over 34 percent of the student body is of color, and the two largest minority groups are Asian at 15 percent and Hispanic at 8 percent.

In the last five years, the College has added several new buildings to accommodate expanding enrollment and programs. The Marv Nelson Science Learning Center, which centralizes the College’s “wet lab” science programs within one location, was completed in spring 2007. Zgolinski Welcome Center, completed in spring 2008, was created to align all student entry services around a comprehensive service model, and to better prepare prospective and new students for college regardless of point of entry and level of preparedness. The Kent Campus, which is the largest branch campus, doubled its capacity in 2009. The most recent development is the Salish Hall building which replaced the aging Humanities and Science (HS), Social Science (SS) and Business and Industry (BI) buildings. This facility became operational in fall 2011,

housing faculty and staff from Social Science, Humanities, Fine Arts, English, and Business programs. It is the cornerstone of the College's cultural and historic connection to the community.

Green River operates as a publicly funded comprehensive community college. Based on the Revised Code of Washington (RCW), the state of Washington has mandated community and technical colleges be open to all citizens, and provide academic transfer and career and technical courses; basic skills and literacy training; plus opportunities for community involvement of an educational, cultural and/or recreational nature.

Basic Institutional Data Form



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Green River Community College

Address: 12401 SE 320th ST

City, State, ZIP: Auburn, WA 98092-3622

Degree Levels Offered: Doctorate Masters Baccalaureate Associate Other

If part of a multi-institution system, name of system: _____

Type of Institution: Comprehensive Specialized Health-centered Religious-based
 Native/Tribal Other (specify) _____

Institutional control: Public City County State Federal Tribal
 Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term
 Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Computer Reporting Technologies	AAA & Certificate	National Court Reporters Association (NCRA)	05/08/2012
Natural Resources	AAS	Society of American Foresters (SAF)	12/2012
Occupational Therapy Assistant	AAS	The American Occupational Therapy Assoc., Inc. (AOTA)	12/04/2005
Physical Therapist Assistant	AAS	Commission on Accreditation in Physical Therapy Education (CAPTE)	08/26/2008

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: $SUM([CREDITS]/45)$)

Official Fall 2011 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 2011-12	One Year Prior Dates: 2010-11	Two Years Prior Dates: 2009-10
Undergraduate	2,723	2,789	2,627
Graduate			
Professional			
Unclassified			
Total all levels			

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2011 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 2011-12	One Year Prior Dates: 2010-11	Two Years Prior Dates: 2009-10
Undergraduate	10,986	11,128	10,535
Graduate			
Professional			
Unclassified			
Total all levels			

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	146	412	15	6	7	88	2	28
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	\$57,037	14
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 1 through June 30

Reporting of income:	Accrual Basis	Yes	Accrual Basis	Yes
Reporting of expenses:	Accrual Basis	Yes	Accrual Basis	Yes

BALANCE SHEET DATA

ASSETS	Last Completed FY11-12 Dates: 7/1 – 6/30	One Year Prior to Last Completed FY10-11 Dates: 7/1 – 6/30	Two Years Prior to Last Completed FY09-10 Dates: 7/1 – 6/30
CURRENT FUNDS			
Unrestricted			
Cash	8,705,313	4,864,530	5,038,924
Investments	9,111,663	8,647,470	10,181,198
Accounts receivable gross	2,147,603	3,493,762	2,178,617
Less allowance for bad debts	(7,845)	(6,365)	(4,092)
Inventories	627,156	585,001	536,441
Prepaid expenses and deferred charges	212,975	175,528	170,184
Other (identify)	0	0	0
Due from	1,867,202	669,737	1,280,507
Total Unrestricted	22,664,067	18,429,663	19,381,779
Restricted			
Cash	11,000,194	6,307,359	4,858,809
Investments	11,555,208	11,166,457	9,809,249
Other (identify)-AR, PP Exp	868,436	882,102	2,817,977
Due from	3,725,976	2,142,252	962,218
Total Restricted	27,149,814	20,498,170	18,448,253
TOTAL CURRENT FUNDS	49,813,881	38,927,833	37,830,032
ENDOWMENT AND SIMILAR FUNDS			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	0	0	0
PLANT FUND			
Unexpended			
Cash	4,048,559	2,860,747	1,115,732
Investments	4,252,915	5,105,859	2,252,505
Other (identify)-Accounts Receivable	25,859	31,241	28,391
Total unexpended	8,327,333	7,997,847	3,396,628
Investment in Plant			
Land	1,038,679	1,038,679	1,038,679
Land improvements	0	0	0
Buildings	85,492,933	84,000,903	72,100,374
Equipment	1,651,330	1,559,920	1,139,195
Library resources	508,930	508,984	509,245
Other (identify)-Improvements, Retire LT Obligation, Construction in Progress.	48,279,952	47,707,476	66,862,810
Total investments in plant	136,971,824	134,815,962	141,650,303
Due from			
Other plant funds (identify)	0	0	0
TOTAL PLANT FUNDS	145,299,157	142,813,809	145,046,931
OTHER ASSETS (IDENTIFY)	0	0	0
TOTAL OTHER ASSETS	0	0	0
TOTAL ASSETS	195,113,038	181,741,642	182,876,963

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY11-12 Dates: 7/1 – 6/30	One Year Prior to Last Completed FY10-11 Dates: 7/1 – 6/30	Two Years Prior to Last Completed FY09-10 Dates: 7/1 - 6/30
CURRENT FUNDS			
Unrestricted			
Accounts payable	1,628,294	1,329,881	1,216,813
Accrued liabilities	812,202	954,080	850,438
Students' deposits	3,614,942	3,715,290	3,491,157
Deferred credits	0	0	0
Other liabilities (identify)-Leases	13,512	19,899	26,051
Due to	84,571	109,715	97,795
Fund balance	17,548,617	12,984,813	14,175,229
Total Unrestricted	23,702,138	19,113,678	19,857,483
Restricted			
Accounts payable	751,601	586,535	597,910
Other (identify)	3,017,343	2,777,621	2,070,113
Due to	1,574,610	449,950	1,057,981
Fund balance	21,813,214	16,685,393	14,889,708
Total Restricted	27,156,768	20,499,499	18,615,712
TOTAL CURRENT FUNDS	50,858,906	39,613,177	38,473,195
ENDOWMENT AND SIMILAR FUNDS			
Restricted	0	0	0
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	0	0	0
PLANT FUND			
Unexpended			
Accounts payable	37,488	797,534	28,623
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (identify)-Salaries Payable	137,181	151,158	216,715
Due to	0	0	0
Fund balance	8,164,219	7,351,895	2,328,168
Total unexpended	8,338,888	8,300,587	2,573,506
Investment in Plant			
Notes payable	32,314,875	33,809,439	39,797,605
Bonds payable	0	0	0
Mortgage payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	28,147	85,753	8,221
Other plant fund liabilities (identify)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	100,306,421	96,607,939	98,743,715
OTHER LIABILITIES (IDENTIFY)-LT LEAVE	3,265,801	3,324,747	3,280,721
TOTAL OTHER LIABILITIES	3,265,801	3,324,747	3,280,721
TOTAL LIABILITIES	47,280,567	48,111,602	52,740,143
FUND BALANCE	147,832,471	133,630,040	130,136,820

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

Source: IPEDS. Differences between IPEDS and college financial records reported in "other"

REVENUES	Last Completed FY 11-12 Dates: 7/1 – 6/30	One Year Prior to Last Completed FY 10-11 Dates: 7/1 – 6/30	Two Years Prior to Last Completed FY 09-10 Dates: 7/1 – 6/30
Tuition and fees	27,391,519	23,882,646	20,288,485
Federal appropriations	0	0	0
State appropriations	25,105,830	29,411,958	29,151,565
Local appropriations	0	0	0
Grants and contracts	23,546,410	24,048,123	20,880,198
Endowment income	0	0	0
Auxiliary enterprises	5,530,303	5,559,285	5,476,857
Other (identify) <i>Not reported for IPEDS:</i>	29,121,704	45,062,308	34,935,865
<i>Capital/Financial Aid/Internal Service</i>			
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	31,519,298	30,569,214	28,992,733
Research	0	0	0
Public services	0	0	0
Academic support	4,255,349	4,761,569	5,702,115
Student services	8,602,146	8,348,978	8,440,558
Institutional support	13,636,609	11,850,981	11,761,347
Operation and maintenance of plant	6,239,070	11,804,753	7,563,046
Scholarships and fellowships	7,918,062	9,193,129	6,039,810
Other (identify) <i>Not Reported for IPEDS:</i>	21,788,432	39,120,366	29,365,289
<i>Capital/Financial Aid/Internal Service</i>			
Mandatory transfers for:	0	0	0
Principal and interest	0	0	0
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
Total Educational and General	93,958,966	115,648,990	97,864,898
Auxiliary Enterprises			
Expenditures	6,226,889	6,692,297	6,338,977
Mandatory transfers for:	0	0	0
Principal and interest	0	0	0
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	6,226,889	6,692,297	6,338,977
TOTAL EXPENDITURE & MANDATORY TRANSFERS	100,185,855	122,341,287	104,203,875
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)		0	0
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	10,509,911	5,623,033	6,529,095

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates:	One Year Prior to Last Completed FY Dates:	Two Years Prior to Last Completed FY Dates:
For Capital Outlay			
For Operations			

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount

Preface

Brief Update on Institutional Changes since the Last Report

The College hired Dr. Eileen Ely as the new president in 2010. Dr. Ely was raised in the College's district and had even attended Green River for a brief period. She served as president of Western Nebraska Community College in Scottsbluff, Nebraska for five years and is well-versed in the many roles of a community college president in difficult times like the present. Dr. Ely has brought her valuable experience to the College. Her strong communication skills and deep understanding of severe budgetary challenges in a community college system are serving the College well.

Student services, which had been overseen by two deans, was reorganized in June 2010. The functional areas were realigned under the Vice President of Student Affairs. At the beginning of 2013, this functional area was renamed Student Affairs, henceforth referred to as Student Affairs. This new structure has improved the communication among departments and streamlined services for students focusing on a "student-centered" and "learning-centered" approach. In addition, the student affairs leadership team is collaborating more closely with instructional leaders, and developing intentional and responsive college-wide initiatives to improve student success.

Since the 2008-2009 academic year, the fiscal climate has been uncertain due to significant state budget reductions and the looming threat of each year bringing more – either in normal budget cycles or emergency cuts. Conservative budgeting is part of the College's overall fiscal strategy, as well as using revenues from non-state-supported areas such as Running Start and International Program to supplement operating expenses. This strategy will continue to play an increasingly significant role for the College in serving to offset the severity of the state budget cuts.

Response to Recommendations/Issues Requested by the Commission

The 2011 Year One evaluation noted that the College did an outstanding job of satisfying the new requirements of Standard One. The College was given two commendations.

Reviews of Mission and Core Themes

The College reviews its vision, mission and goals on a three-year cycle as part of its strategic planning process. The College first adopted its current mission statement in January 2005 after a thorough review which involved all campus constituents: Board of Trustees, administrators,

faculty, staff, students and community members. The mission statement was last reviewed by the College in 2008 as part of its strategic planning process.

In fall 2009, the College began the process of reviewing its compliance with the new NWCCU accreditation standards. An ad-hoc group, the Accreditation Steering Committee (ASC), was convened and included representatives from all employee groups as well as the student body. The purpose of the committee was to provide guidance to the College and the president to ensure a successful transition to the new process. The committee's first recommendation was that the College align the new accreditation requirements with existing structures and processes for planning, assessing, and reporting on institutional effectiveness. The committee suggested that the Monitoring Report Councils be the vehicle by which the College assesses mission fulfillment for the Core Theme areas, described in the next paragraph. This allows an opportunity for more faculty and staff to get involved with the assessment process. In addition, ASC recommended the board reaffirm the College's mission following an overwhelming response from the campus community to keep the current mission statement. The board concurred and officially reaffirmed the mission statement at its regular meeting in March 2010.

Administrators, faculty, staff, and students were involved in the process of identifying Core Themes for the College. The steering committee met with a number of campus-wide committees, councils, student services units, instructional divisions, the faculty leadership, administrative units and student leadership. The steering committee also met with the president's staff throughout the process to provide updates on progress and seek feedback. In May 2010, the faculty leadership (IC) made an official recommendation to the Executive Vice President that the College adopt four Core Themes reflecting the College's four instructional areas.

Several presentations were given to the board to keep them updated on the new accreditation process and what the College was doing to meet the new standards. A special study session was held with the board in November 2010 to review the proposed Core Themes, objectives and an acceptable threshold for mission fulfillment. The board proposed that the timeframe for the scorecard measuring mission fulfillment be revised from an annual to a biennial process. The College's Core Themes, objectives and thresholds for mission fulfillment were formally adopted by the board at their December 2010 meeting.

Anticipating the end of the current accreditation cycle, a review of the mission, Core Themes, core values, core objectives, and core indicators of measurement began in spring 2012. Assisted by an external consultant with expertise in high level strategic planning, a college-wide environmental scanning process began. The process included representation from all areas of the college community, including key members from the surrounding community. This work involved the synthesis of relevant national, state and local review, as well as projections of economic and educational factors – in other words, the future of education and business in

Green River Community College's service area. The source documents were summarized and the source documents were referenced and made transparent to the wider College community on the Strategic Planning and Assessment Team website.

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Chapter One: Mission, Core Themes, and Expectations (Standard 1)

Executive Summary of Eligibility Requirements 2 and 3

ER 2. Authority

Green River is a publicly funded comprehensive community college and is authorized to operate as an institution of higher education by the State of Washington under the Community College Act of 1967 (revised as the Community and Technical College Act of 1991). Green River is approved to award associate degrees and certificates as a higher education institution under the Revised Code of Washington (RCW 28.B.50).

ER 3. Mission and Core Themes

Green River's mission statement was adopted by the Board of Trustees in 2005 and reaffirmed in 2010. The Board of Trustees is in the process of adopting a new mission, expected to be finalized in March 2013. The mission guides the College in its planning and operations. The College's four Core Themes are derived from the mission statement and represent the educational interests of Green River students. The Core Themes were adopted by the Board of Trustees in 2010, and they have been reaffirmed in the new strategic plan under the proposed new mission.

Standard 1.A Mission

1.A.1 - Mission Statement

The current Green River Community College mission statement (adopted 2005, reaffirmed 2010) is:

Green River Community College improves the lives of people within our diverse communities by providing quality education and training programs.

We assist students in defining and achieving their goals through instructional excellence, innovative programs, and responsive services.

The mission was again reviewed in the fall 2012 and winter 2013 campus-wide strategic planning meetings. As of this report writing, the College is close to finalization pending Strategic Planning Steering Committee review in February 2013, a last round of College and community input in February 2013, and approval by the Board of Trustees in March 2013:

Ensure student success through comprehensive educational programs and support services responsive to our diverse communities.

The Board of Trustees is scheduled to approve this new mission and the new strategic plan in March 2013. This shorter statement captures the essence of what was expressed in the original mission statement. The mission statement is widely published, appearing on the College’s website, in its catalog, and on posters in all classrooms and offices. The mission statement is also included in various documents accessible and shared with students, employees, and community members. Spring 2013 will be a transition period, in which all site pages and documents will be updated with the new mission.

1.A.2 - Interpretation of Fulfillment of the Institution’s Mission

Green River defines fulfillment of its mission by demonstrating an acceptable level of performance of its Core Themes, individually and collectively. The four instructional Core Themes have been reaffirmed in the 2012-2013 strategic planning session as outlined in the 2011 Year 1 Report under the new NWCCU accreditation standards. However, the Strategic Planning and Assessment Team, the comprehensive team of college and community members, voted to rename the Core Themes to be more widely understood by the external community (see Table 1-1). Moreover, the new Department of Institutional Effectiveness has made some changes to the underlying evaluation methods of the Core Theme Objective indicators while preserving the overall weighting system described in the Year 1 Report.

Table 1-1: Crosswalk of original to new Core Theme names.

2010-2011 Core Theme name	2012-2013 Core Theme name change	Core Theme definition
Transfer	College Transfer Education	Provide programs and services that prepare learners for transition to and success in further degree programs.
Professional/Technical	Career and Technical Education	Provide programs and services that prepare learners for professional and technical career readiness, transitions and advancement.
Basic Skills/Developmental	College Readiness Education	Provide pre-college programs and services that prepare for successful transition to college.
Continuing Education	Continuing and Community Education	Provide programs and services that reflect a commitment to the professional, social, and personal enrichment needs of the community.

A scorecard to evaluate the performance of the College was developed with input from administrators, deans, and faculty. Each of the College's Core Themes was assigned a weight based on its share of the College's total full-time equivalent (FTE) enrollment over a seven-year period. As described in the Year 1 Report, College Transfer Education accounted for 53 percent of the total enrollment and was assigned 53 points (see Table 1.1 in the Year 1 Report). The weights, totaling 100, thus represent the extent to which each Core Theme area contributes to the overall assessment of mission fulfillment. Table 1-2 shows the weightings based on the most recent seven completed academic years for the scorecard. The College used these adjusted weightings to evaluate mission fulfillment as described in Chapter Four.

The following outlines the changes to the evaluation method described in the Year 1 Report. First, persistence replaced retention as the indicator between successive fall terms. Persistence includes students returning to the College in the subsequent fall term (i.e., retention), plus the students who graduated during this time. Therefore, persistence is a broader measure of student success.

Second, rather than using biennial performance of two-year rolling averages to determine success, the new method employs evaluation of success compared to a baseline year – in this case, the past three academic years with the first year serving as the baseline. There are three reasons for this change:

1. A two-year average seems to follow the Washington state funding model of full time equivalents (FTE). However, student success in given Core Theme indicators does not align to this funding model – rather it is independent of it because it tracks student performance.
2. A two-year average can create a midpoint effect that can possibly hide two extreme years. Although this technique can smooth out variation within terms (e.g., summer and fall), a single academic year's FTE figure accounts for this same seasonal variation.
3. A baseline plus two years corresponds to a strategic planning mid-cycle review under College Strategic planning process, in which it parallels the NWCCU accreditation standards.

The remaining methods for evaluating mission fulfillment are unchanged from the Year 1 Report.

Table 1-2: College mission fulfillment scorecard

Baseline plus two academic years performance			
Core Theme	Points possible	Core Theme performance	Mission fulfillment
College Transfer Education	53	43.9	82%
Career and Technical Education	26	21.8	
College Readiness Education	13	9.8	
Continuing and Community Education	8	6.95	
Total for College	100	82.45	Meets Expectations

The performance within each Core Theme area is evaluated by the assigned Monitoring Report Council to determine if it meets, exceeds, or falls short of set criteria, and then each area is given a point value (see Table 1-2). Overall performance for the College is subsequently determined by computing the performance point values across the four Core Themes every three years to a Year 1 baseline.

A corresponding scorecard was developed for each of the Core Themes using a methodology similar to the College-wide scorecard. First, indicators of achievement were identified by the Monitoring Report Councils. Then, each indicator was assigned a weight, adding up to the total points allocated to the Core Theme. For example, the College Transfer Education Core Theme was allocated 53 points. Those 53 points (see Table 1-3) were distributed among the three indicators (retention, transfer-ready, and completion) identified by the council after careful analysis of trend data and discussions regarding the meaningfulness of the indicators. This model differs from the original model outlined in the Year 1 Report in that it includes the number as well as the percentage for each indicator.

The Year 1 Report stated that performance categories were defined using specific criteria based on institutional, state, and national trend data. The reality of national and state comparative metrics is that they are based on narrowly defined cohorts. These metrics result in institutional evaluations based on less than 10 percent of the student population, as is the case with Green River and many other colleges.

Because mission fulfillment is based on an institution's self-defined metrics and thresholds, the new Executive Director of Institutional Effectiveness recommended metrics based on larger numbers of students within the Core Theme areas. This change does not by any means abandon the use of comparative indicators in institutional analysis in other areas; however, it does depart from the use of narrowly defined national and state comparative indicators in self-evaluation of mission fulfillment.

In its place, the Executive Director of Institutional Effectiveness recommended using entering cohorts in each Core Theme area. He also recommended that, for this accreditation cycle, that 2009-2010 serve as the baseline year — the following two academic years will be compared to this baseline for mission fulfillment. In addition to providing a larger student pool in each Core Theme area for evaluating mission fulfillment, this model provides a “go-forward” strategy and transition for the new strategic planning cycle and the next phase of mission fulfillment. Both the Board of Trustees and the Strategic Planning and Assessment Team were in favor of this new core theme evaluation plan and the revision of indicators for the Comprehensive Self-Evaluation Report. The results of the evaluation are addressed specifically and completely in Chapter Four of this report.

Table 1-3: Core Theme mission fulfillment scorecard

Baseline plus two academic years performance – Core Theme: College Transfer Education				
Indicators of achievement	Points possible	Points earned	Indicator performance	Core Theme performance
Persistence: percent of first-time, fall-entry students who return for the second fall or have graduated within this time.	7	X	X%	X%
Persistence: number of first-time, fall-entry students who return for the second fall or have graduated within this time.	6	X	X%	
Transfer-Ready: percent of first-time, fall-entry students who completed a minimum of 45 college-level credits and a 2.0 GPA who are neither enrolled nor graduated.	10	X	X%	
Transfer-Ready: number of first-time, fall-entry students who completed a minimum of 45 college-level credits and a 2.0 GPA who are neither enrolled nor graduated.	10	X	X%	
Graduation/Persistence: percent of first-time, fall-entry students who graduate within three years (150 percent time).	10	X	X%	
Graduation/Persistence: percent of first-time, fall-entry students who graduate within three years.	10	X	X%	
Total for College Transfer Education	53			

Articulation of an Acceptable Threshold or Extent of Mission Fulfillment

The evaluation of the College’s performance pertaining to mission fulfillment is rated using the following scale: Exceeds Expectations, Meets expectations and Below expectations. The performance thresholds for each category were determined by the board after careful analysis of five-year trend data. The thresholds were set as follows:

Table 1-4: Thresholds for College Mission fulfillment for Core Theme indicators

Threshold category	Performance range
Exceeding expectations	More than 5 percent above baseline after three academic years
Meeting expectations	Plus or minus 5 percent from baseline after three academic years.
Below expectations	More than 5 percent below 5 percent from baseline after three academic years

Table 1-5: Thresholds for overall College Mission fulfillment

Threshold category	Performance range
Exceeding expectations	90 percent or higher
Meeting expectations	75 percent to 89 percent
Below expectations	74 percent or below

The Executive Director of Institutional Effectiveness recommended a five percent fluctuation point around the starting baseline year to account for factors outside the College’s control. This heuristic derives from confidence intervals used in inference of variables in social systems. The Board of Trustees stipulated that an acceptable threshold of mission fulfillment should fall within the “meets expectations” or “exceeds expectations” ranges. Any performance rated as “below expectations” must be addressed in an improvement plan and a subsequent report to the board.

Standard 1.B Core Themes

1.B.1 and 1.B.2 - Core Themes

Students come to Green River for a variety of reasons; thus the College needs to serve students with a wide range of skills and abilities. A student may enroll at the College with the hope of transferring to a baccalaureate institution, seeking training for a changing job market, or gaining the skills needed for everyday life. The identified Core Themes represent the major instructional mission areas and services meeting the needs of the College’s community.

The College has re-affirmed the following Core Themes as key aspects of its institutional mission:

- College Transfer Education
- Career and Technical Education
- College Readiness Education
- Continuing and Community Education

The Core Themes comprise Institutional Goal 1, as ratified by the Board of Trustees in 2005. The four Core Themes comprise Institutional Goal 1, whereas the remaining four Institutional Goals are based on institutional values across the Core Themes (see Table 1-6).

Table 1-6: Alignment between previous Core Theme names, new Core Theme names, and Institutional Goals

	Core Themes			
	College Transfer Education	Career and Technical Education	College Readiness Education	Continuing and Community Education
Core Values	Institutional Goal 1. Students will benefit from Green River's commitment to learning as its highest priority.			
Success	Institutional Goal 1a. Transfer students will meet the requirements for transfer to successfully pursue a baccalaureate degree.	Institutional Goal 1b. Professional/technical and workforce students will master the skills sought by employers to be successful in the workplace.	Institutional Goal 1c. Under-prepared students will demonstrate competency in reading, English, and math that prepare them for success in college-level courses.	Institutional Goal 1d. Community members will have opportunities for life-long learning to enrich their lives personally, socially, and culturally.
Access	Institutional Goal 2. Members of our diverse communities will have reasonable access to affordable educational programs and services that meet their needs.			
Equity	Institutional Goal 3. Underrepresented students will be provided services that support their learning and promote student success.			
Responsiveness	Institutional Goal 4. The community will benefit from Green River's active participation in programs, events, collaborative partnerships, and entrepreneurial activities with government, business, and community organizations.			
Financial Stewardship	Institutional Goal 5. The citizens of Washington will be ensured of Green River's consistent practice of responsible fiscal stewardship and public accountability.			

Core Theme I: College Transfer Education

A major component of the College's mission is to prepare students who intend to transfer to baccalaureate institutions successfully. Green River is well-known for its strong transfer education, especially in the areas of math, humanities, and science. The majority of transfer students who enroll at the College seek an Associate of Arts – Direct Transfer Agreement (DTA) degree; however, the College also enrolls students who wish only to complete prerequisites for their major prior to transfer to a four-year institution. College Transfer Education is delivered by six academic divisions: Fine Arts, Mathematics, Social Science, English, Humanities, and Science. This Core Theme accounts for more than half of the College's total enrollment.

Objective of the Core Theme

The objective of the Transfer Education Core Theme is: Transfer students will meet the requirements for transfer to successfully pursue a baccalaureate degree.

Indicators of Achievement of the respective Core Theme objectives

Three indicators assess achievement of the Core Theme objective:

- **Persistence:** number and percent of first time, fall college transfer students who return for the second fall or have graduated.
- **Transfer:** number and percent of college transfer students transferred to a four-year institution.
- **Graduation:** number and percent of first-time college transfer students who are awarded a degree or a certificate within three years (150 percent time).

Rationale as to why the indicators are assessable and meaningful measures of achievement of the corresponding objectives of the Core Theme

Persistence numbers and rates allow the College to assess its ability to retain students and support their progress through the first year. First-year retention is critical to overall student success and goal achievement.

Transfer numbers and rates track those students who intend to complete only certain prerequisite courses prior to enrolling at a baccalaureate institution.

Graduation numbers and rates (i.e., degree or certificate completions) measure student success and goal achievement.

Core Theme II: Career and Technical Education

Green River's Career and Technical programs prepare students for employment in numerous career areas. All programs are guided by industry advisory committees to ensure that training meets the needs of business and industry. Career and Technical Education is delivered by four divisions: Business, Health Science and Family Studies, Technology, and Trades.

Objective of the Core Theme

The Career and Technical Education Core Theme has one objective: Career and Technical students will master the skills sought by employers to be successful in the workplace.

Indicators of achievement of the respective Core Theme objectives

Three indicators assess achievement of the Core Theme objective:

- **Persistence:** number and percent of first time, fall college career and technical students who return for the second fall or have graduated.
- **Graduation:** number and percent of first-time career and technical students who are awarded a degree or certificate within three years (150 percent time).
- **Estimated employment:** estimated percent of graduate or workforce-ready students who are employed seven to nine months after leaving Green River. The Washington State Board of Trustees defines career and technical students who have completed 45 credits as workforce-ready.

Rationale as to why the indicators are assessable and meaningful measures of achievement of the corresponding objectives of the Core Theme

Persistence numbers and rates help the College assess its ability to retain students through their programs. The majority of the Career and Technical programs are built around a specific course sequencing from quarter to quarter to build a strong foundation in the competencies needed by the industry.

Assessing graduation numbers and rates for students seeking degrees or certificates is an important benchmark for the College. Degrees and certificates are developed by faculty and advisory committees with the goal of meeting industry and employers' need for skilled workers. Many students enter the College's Career and Technical programs with the goal of obtaining the skills necessary to enter the workforce quickly. These students successfully complete all program-related courses and leave before completing related instruction required for a two-year degree.

Estimated employment rates indicate how well the College has prepared students to be successful in the workplace, as well as the College's contribution to economic and workforce development. Using the SBCTC's Data Linking for Outcomes Assessment data and estimating methodology on directly matched and missing students, the College is able to assess to what extent students completing Career and Technical programs gain employment within nine months of leaving the College.

Core Theme III: College Readiness Education

College Readiness Education comprises Basics Skills programs and Pre-college programs.

Community colleges serve a critical role in providing access to higher education for all learners. Many students who come to Green River lack the basic educational skills they need to succeed in their personal and professional lives. The Basic Skills program opens the door for learners to become more self-sufficient, and increases their knowledge of and contribution to citizenship within the community. It includes Adult Basic Education (ABE), English for Speakers of Other Languages (ESOL), General Equivalency Diploma (GED), and High School Completion (HSC). In addition, the Pre-college program consists of “brush-up” courses in reading, writing, math and study skills to prepare students for college-level coursework.

Courses in Basic Skills and Pre-college are available at all campuses, are offered to meet a wide range of schedules, and include some online or hybrid options. Basic Skills Education and Pre-college Education account for about 13 percent of the College’s total enrollment.

Objective of the Core Theme

The objective of the College Readiness Education Core Theme is: Basic Skills and Pre-college (developmental) students will progress towards demonstrated competency in reading, English, and math that prepare them for success in college-level courses.

Indicators of achievement of the respective Core Theme objectives

Three indicators assess achievement of the Core Theme objective:

- **ABE/ESOL completion:** number and percent of basic skills students who meet the state achievement standard. This metric is expressed as a Washington State Board of Community and Technical Colleges (SBCTC) Student Achievement Initiative point, which measures ABE or ESOL level gain resulting from the CASAS test (Comprehensive Adult Student Assessment System).
- **GED/HS completion:** number and percent of students who earn their GED/High School credential.
- **Pre-college completion:** number and percent of developmental students who achieve college level in English or math as expressed by a Washington State Board of Community and Technical Colleges (SBCTC) Student Achievement Initiative point.

Rationale as to why the indicators are assessable and meaningful measures of achievement of the corresponding objectives of the Core Theme

ABE/ESOL completion rates help the College assess the extent to which students are gaining the skills they need to advance to the next level or meet their goals. All basic skills students

complete pre and post-assessment at each level in the areas of math, reading, writing, speaking and/or listening using the Comprehensive Adult Student Assessment System (CASAS). This federally approved standardized assessment system is used statewide and provides reliable benchmarking.

All students who enter the Basic Skills program identify their intended program goals. GED/HS completion rates assess the extent to which students who wish to earn their high school diploma successfully complete and achieve their intended goal.

Pre-college completion rates allow the College to assess how many students successfully complete the course requirements in developmental mathematics, reading and writing so they may enroll in subsequent course work.

All of the previously defined indicators are effectively captured as part of the Student Achievement Initiative points system of the Washington State Board of Community and Technical College (SBCTC) system.

Core Theme IV: Continuing and Community Education

Green River is committed to education as a lifelong process. The Continuing and Community Education program provides opportunities for students to learn new information, update skills, explore different career fields, start a business or pursue a favorite pastime. Many programs serve as preparation to pursue a college degree program. Continuing and Community Education accounts for eight percent of the College's total enrollment and offers programs and courses in six major areas: Professional Education, Job Training, Small Business and Lifelong Learning, Environmental Training, and Intensive English as a Second Language (IESL).

- **Professional Education** is designed to meet the needs of professionals and is tailored to meet specific business needs in cooperation with professional organizations to upgrade the existing skills of employees.
- **Job Training** is designed for individuals who want training for an entry level position, or who are combining courses with previously developed skills to move in a new career direction.
- **The Small Business Assistance Center** provides technical assistance to small businesses and offers counseling, business assessment, referral services, a Business Resource Library, and small class training sessions.
- **Lifelong Learning** provides educational opportunities for individuals not seeking a degree, but seeking personal enrichment in creative, leisure and/or business activities.

- **Washington Environmental Training Center (WETRC)** offers a wide variety of continuing education classes for water and wastewater operators across the state of Washington to meet their professional growth requirements.
- **Intensive English as a Second Language (IESL)** is intended primarily for international students who want to prepare for academic study at American colleges and universities. Once a student demonstrates English proficiency, he or she is eligible to take the College placement test for English and math.

The breadth and depth of the Continuing and Community Education program reflects a commitment to the professional development and personal enrichment needs of the community. Instructors are primarily full-time professionals who are interested in sharing their particular expertise by teaching, generally on a part time basis.

Objective of the Core Theme

The Continuing and Community Education Core Theme has the following objective: Community members will have opportunities for life-long learning to enrich their lives personally, socially, and culturally.

Indicators of achievement of the respective Core Theme objectives

Three indicators assess achievement of the Core Theme objective:

- **Meeting community needs:** number and percent of instructional classes offered that meet or exceed enrollment targets. Enrollment targets are defined as 70 to 80 percent of class capacity.
- **Enrollment:** number and percent of the College's total enrollment. This metric is operationally defined as the Continuing and Community FTE and percentage of the college total FTE for the last three academic years.
- **Repeat students:** number and percent of repeat students in continuing and community education within a three-year period. Repeat students are defined as the starting cohort of students in a given academic year.

Rationale as to why the indicators are assessable and meaningful measures of achievement of the corresponding objectives of the Core Theme

The Meeting Community Needs indicator allows the College to assess the extent to which the program is able to respond to changing trends in employment, technology, and lifelong enrichment courses. Success of the programs is dependent on a vital program mix that is current, relevant and meets the needs of the community and local businesses.

The Enrollment indicator assesses the number of students the program serves each year in relation to the entire College. Continuing Education serves over 6,500 students annually and since the program operates on a self-support basis, analyzing enrollment data helps the

program budget and allocate resources, project enrollment, and determine the need for new courses.

The Repeat Students indicator helps the College determine the program's ability to keep its best community customers engaged over time in providing broad and deep quality education and training opportunities.

Chapter Two: Resources and Capacity (Standard 2)

Executive Summary of Eligibility Requirements 4 through 21

ER 4. Operational Focus and Independence

Green River operates under the authority of the Community and Technical College Act of 1991 (RCW 28B.50) and is one of 34 colleges under the governance of the Washington State Board of Community and Technical Colleges (SBCTC). However, the College operates independently and is guided by the Board of Trustees, appointed by the governor and confirmed by the state Senate. As an independent institution of higher education, the College is accountable and responsible for meeting the Commission's standards and eligibility requirements.

ER 5. Non-Discrimination

Green River prohibits any and all unlawful discrimination and harassment based on race, creed, color, national origin, sex (including sexual harassment), sexual orientation, age, marital status, religion, disability, or genetic information. The College is committed to equal opportunity in all its instructional and non-instructional programs, services, policies, and practices. Green River is an Equal Opportunity Employer and operates under an affirmative action plan in accordance with federal and state laws and regulations. The coordination of institutional compliance with equal opportunity and non-discrimination policies is assigned to the vice president of human resources.

ER 6. Institutional Integrity

Green River adheres to the highest ethical standards in the management and operations of the College and in its transactions with students, employees, the public, and external organizations and agencies. The College regularly evaluates and revises, as necessary, its policies, procedures, and publications to ensure continuing integrity. Green River publishes its policies and procedures on the College website. The College also collaborates with external agencies such as the Washington State Executive Ethics Board to promote ethical behavior and the highest standards of professional conduct.

ER 7. Governing Board

Green River is governed by the Board of Trustees with five voting members who reside in and represent the College's service district. Each member is appointed by the governor and approved by the Washington State Senate for a term of five years. Trustees may serve up to two terms subject to approval by the governor and the Senate. None of the board members has a contractual, employment, or financial interest in the College. The board carries out its governance authority and duties as described in the College's board policies and Washington state law. The board ensures the institution's mission and Core Themes are being achieved through regularly scheduled Monitoring Reports.

ER 8. Chief Executive Officer

The chief executive officer is Dr. Eileen Ely, who is the fourth president of the College. She was hired in June 2010 after a nationwide search which involved the Board of Trustees, faculty, staff, students, and community members. The president has full-time responsibility to the College and is accountable to the board, which evaluates her performance annually. All board authority delegated to the staff is delegated through the president.

ER 9. Administration

Green River employs a sufficient number of qualified administrators who collaborate across institutional functions to provide effective leadership and management in order to fulfill the College's mission and Core Themes. All administrators meet the requirements for their positions and are evaluated annually by their supervisor.

ER 10. Faculty

Consistent with the College's mission and Core Themes, Green River employs full-time faculty members who are highly qualified in their respective disciplines to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of academic programs. The hiring of full-time faculty is outlined in the collective bargaining agreement between the College and the Green River United Faculty Coalition (UF) and also detailed in Human Resources policies and procedures. Once hired, faculty are evaluated in accordance with the collective bargaining agreement between the College and UF.

ER 11. Educational Programs

In addition to course offerings in Transitional Studies and Wellness that address the needs of students needing pre-college skill attainment for GED, High School Completion, and transition to college level degree/certificate programs, Green River Community College offers comprehensive educational programs through 11 instructional divisions. Within the transfer education divisions, there are 11 transfer degrees. These degrees prepare students for transfer to a four-year college or university in pursuit of a bachelor's degree. Associate degrees at the College that satisfy the Direct Transfer Agreement (DTA) fulfill designations set by the Inter-College Relations Commission and are articulated with Washington state public baccalaureate institutions.

The Faculty Curriculum Review Committee through the Instructional Council provides oversight of all degrees in transfer education with recommendations made to the Vice President of Instruction. Courses offered within transfer divisions also satisfy prerequisite and related instruction requirements for students entering career and technical education programs. Career and technical divisions maintain six Associate in Applied Science (AAS-T) degrees. All career and technical degrees represent recognized fields of professional practice and

monitored by qualified faculty through the applicable division, the Faculty Curriculum Review Committee, and industry-based advisory committees.

ER 12. General Education and Related Instruction

The College's professional-technical programs include both degree and certificate options. Career and technical degrees and certificates requiring over 45 total credits require related instruction. In most cases, related instruction coursework are already included within the program and may be part of several courses or may be included in one particular course. For degree programs, related instruction is focused on the specialized areas of communication (written and oral), computation, and human relations courses. Qualified discipline faculty teaches the related instruction courses (faculty credentials are listed at the end of the reference section of the GRCC catalog). For applied degree and certificate programs, Green River has identified courses that satisfy the related instruction requirement with the Related Instruction Committee, a subcommittee of the Instructional Council, charged with ensuring that these requirements are met. Program faculty members work with the Department of Institutional Effectiveness in developing program outcomes. Advisory committees from local business and industry help the faculty determine curriculum for each career and technical program and provide feedback for program outcome review.

ER 13. Library and Information Resources

Consistent with its mission and Core Themes, Green River provides access to library and information resources with an appropriate level of currency, depth and breadth to support the College's programs and services. Librarians work collaboratively with faculty to ensure that the library supports instruction and student learning. Extensive online library and information resources are available to students and faculty on the main campus, branch campuses, and remotely online.

ER 14. Physical and Technological Infrastructure

Green River maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to provide a learning and working environment that support the College's mission, Core Themes, programs and services.

ER 15. Academic Freedom

Green River supports an atmosphere of intellectual freedom where faculty and students are encouraged to examine and test all knowledge appropriate to their discipline or area of study as judged by the academic/educational community in general. The College demonstrates this commitment in its negotiated agreement with United Faculty. To date, no grievances have been filed by the UF in relation to academic freedom.

ER 16. Admissions

As a public community College serving students with a wide range of abilities and educational needs, Green River adheres to an open admission policy. Eligibility requirements for enrollment in programs and courses are published in the College catalog, quarterly class schedule, program Instructional Academic Brochures (IAB), and on the College website. Specific programs or courses may require prerequisite course work or instructor approval for enrollment.

ER 17. Public Information

The College's catalog and website provide information regarding the mission and Core Themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; students' rights and responsibilities; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar. The catalog is published biennially and made available to students and other College constituents in print and online.

ER 18. Financial Resources

Green River demonstrates financial stability with sufficient cash flow through its annual budgeting process and related reporting to the board. The board established a formal reserve policy at its June 2011 meeting. The College has a long history of balancing current operating resources with the use/replacement of reserves to provide stability and sustainability for the College operations. Related analysis predicts potential sources and uses of College reserves.

ER 19. Financial Accountability

Green River is committed to excellence in reporting of its financial information. The College's financial audits are conducted by the State Auditor's Office (SAO), a state agency independent of Green River. Their office is staffed with professionally qualified personnel and they conduct the audit in accordance with generally accepted auditing standards. The College has had no formal audit findings from its regular audit process for the last 16 years (1996 - 2012). In 2006, however, the College received an audit finding from a special audit relative to internal controls in the College's Tutoring and Resource Center (formerly known as the Help Center).

Starting with the 2009-2010 fiscal year, the Washington State Auditor's Office (SAO) stopped conducting institutional agency level audits. Subsequent to that time the College has been included in Washington's statewide audit. All college transactions are still subject to audit every year. Green River responds to any audit findings and/or management level recommendations. Copies of SAO's statewide Comprehensive Annual Financial Report (CAFR) are published each year on the Washington State Auditor's Office website.

ER 20. Disclosure

Green River accurately discloses to the NWCCU any and all information as may be required for evaluation and accreditation functions of Commission.

ER 21. Relationship with the Accreditation Commission

Green River accepts and agrees to comply with the standards, eligibility requirements, and related policies of the Commission. Further, the College agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Standard 2.A Governance

2.A.1 System of Governance

Green River has a well-established structure for governance in which the board, administration, staff, faculty and students participate through clearly defined roles and responsibilities. Since 2005, the board has practiced a modified version of Carver's Policy Governance that enables the board to set policies while granting administrative authority to the president of the College. Board and administrative policies are published on both the external and internal websites. The President's Staff is made up of vice-presidents and executive directors, who meet weekly to provide administrative direction for the institution. President's Cabinet, which includes classified staff, faculty and exempt employees, as well as President's Staff, meets monthly to provide institutional perspective and offer recommendations on policy formation and implementation; resource allocation; and issues that impact the campus community. President's Cabinet also functions as a communication vehicle among various constituency groups at the College.

There are numerous committees that support and provide input to the College's decision-making processes. These committees, consisting of administrators, staff, faculty, and students serve a variety of functions, solicit feedback, make decisions and/or recommendations, and implement directives. In addition to these committees, ad-hoc committees are established as the need arises to review or address specific issues. Some examples of ad-hoc committees include the Strategic Planning and Assessment Team (SPaAT) and Transitions.

Faculty participates in the general governance of the college through representation on various committees and councils. Faculty also oversee the development of the curriculum through a comprehensive process and play a key role in the retention and tenure of their colleagues. The primary governing faculty body is the Instructional Council (IC) and its subcommittee structure. Division chairs are the voting members and make recommendations to the Vice President of Instruction. The Vice President of Instruction, instructional administrators, and key staff members attend and participate in IC meetings but do not vote. Additional faculty and, in some instances staff, serve on one or more IC subcommittees among which are the Faculty Curriculum Review (FCRC) and the Learning Outcomes Committees (LOC). Faculty and division

chairs also develop the schedule of quarterly course offerings and teaching assignments with final approval by the dean.

The College's IC, comprised of faculty division chairs, makes recommendations to the Vice President of Instruction regarding curricula, course adoption and revisions, equipment allocations, faculty hiring, and policies relevant to instruction. The IC also provides recommendations to student services on policies pertaining to course enrollment processes, student advising, grading guidelines, and academic placement. Student services personnel often attend the IC meetings and provide additional insights when asked to do so. All faculty divisions conduct regular meetings to discuss IC recommendations and provide applicable feedback from all full-time and adjunct faculty. The United Faculty (UF), the sole bargaining agent of the faculty, represents the faculty in its entirety to the Board of Trustees and administration on matters concerning faculty working conditions and contract negotiations. The UF president gives a standing report at the monthly Board of Trustees meetings. While brief, this opportunity allows the faculty union a direct voice to the Board.

Green River's classified staff are represented by the Washington Federation of State Employees (WFSE), which is affiliated with the AFL/CIO. Similar to the UF president, the president of the local classified staff union also presents a standing report at the monthly Board of Trustees meetings.

Students play an important role in the governance of the College. One of the primary avenues of student involvement is through the Associated Students of Green River Community College (ASGRCC). Student leaders have direct responsibility for administering the service and activities fee budget (a.k.a 522 budget). They also serve on a number of faculty tenure committees, support student sponsored activities, organize student programs' events, participate in the student-led judicial process, and report monthly to the Board of Trustees.

2.A.2 Governance System

Green River is one of 34 public community and technical colleges under the governance of the Washington State Board for Community and Technical Colleges (SBCTC). The division of authority and responsibility is clearly defined in state statute (RCW 28B.50). SBCTC responsible for general oversight and coordination for the system; however, each college operates independently and is guided by its Board of Trustees.

2.A.3 Compliance with Commission's Standards

Green River regularly reviews its compliance with the Commission's accreditation standards, eligibility requirements, and related policies. The college also reviews compliance with its collective bargaining agreements, legislative action, and external mandates.

2.A.4 Functioning Governing Board

The college's Board of Trustees is a five-member board. Each member is appointed by the governor to a five-year term, with the possibility of an additional five-year term. Terms are staggered so there is continuity on the board. None of the board members has a contractual, employment, or financial interest in the college. The board members have clearly defined roles and responsibilities which are outlined in RCW 28B.50 and the Board Policy Manual. The Board Policy Manual was written and adopted by the board in 2005 and comprehensively reviewed during the 2012-13 academic year (see Table 2-1).

Table 2-1: Governing board members, 2012-13

Trustee	Residence	Occupation	Appointment
Tom Campbell, Board Chair	Auburn	Attorney of Counsel, Law Offices of Steven D. Weier, Inc. PS	April 2009
Linda Cowen, Board Vice-Chair	Auburn	Retired Superintendent of Schools, Auburn School District	January 2011
Mark Albertson	Kent	Partner/Attorney, Hanis Irvine Prothero, PLLC	October 2012
Claudia Kauffman	Kent	Intergovernmental Affairs Liaison, Muckleshoot Indian Tribe	January 2011
Pete Lewis, Mayor	Auburn	Mayor, City of Auburn	December 2011

The board meets monthly, and meetings are announced in accordance with state regulations. All meetings are open to the general public. The board may meet in an executive session subsequent to the regular meeting to review personnel issues, confidential, and legal matters, if needed. In addition, the board may also hold special study sessions open to the public prior to the regular board meeting to explore topics at a deeper level.

Board duties include establishing college policy, awarding tenure, approving the operating budget, and evaluating the president. The board ensures the institution’s mission and Core Themes are being achieved through regularly scheduled Monitoring Reports.

2.A.5 Committee as a Whole

The board fully understands its governing role with respect to the college and its employees. It always acts as a committee and understands that no member of the board may act on behalf of the board. Each new trustee attends trusteeship training that covers topics such as concept of board as a unit; board role and responsibilities; related laws and regulations; board policies; structure and operations of the board; code of ethics and conflict of interest; and relationships with the CEO and college employees. The board also participates in state meetings held by its state organization, the Trustees Association of Community and Technical Colleges.

Since 2004, the board has used a modified form of the “Carver policy governance model” to outline and define clearly the board’s role in college decision-making. Under this model, the board focuses on the larger issues by setting policy. It delegates to the college president the authority to determine how those policies are carried out. The board adopted five institutional goal statements, with one goal encompassing four sub-goals, focusing on how students and the community would benefit from the college’s programs and services.

2.A.6 Oversight of Institutional Policies

The board regularly reviews and revises, if necessary, policies relevant to College governance. This process is done periodically and as needed via the monthly Board of Trustees meetings.

College policies undergo the following process. The College policy review process is conducted annually from October to May. A College policy proposal may originate from any area of the college. It is submitted to the Policy Coordinator who will review the proposal and assign a College policy number. If necessary, the Policy Coordinator will work with the appropriate personnel to do a preliminary legal review and a review of the collective bargaining agreements. The Policy Coordinator then takes the proposal to the appropriate representative from the President's Staff who serves as the sponsor of the proposal and oversees the College policy as it moves through the process. The President's Staff first reviews the College policy proposal for approval. After the President's Staff's review, it is then sent to the college union leaders for a 10-day review. Once approved by the college union leaders, it is sent to the college community for a 30-day review. The sponsor of the proposal collects comments from the review process and makes necessary modifications. If required, the sponsor works with the Policy Coordinator to handle the final legal review and review of collective bargaining agreements. After final revisions have been made, the policy change is sent to the President for approval. Once approved, it is posted to the web within 15 days.

2.A.7 Selection and Evaluation of CEO

The board selects, appoints, and annually evaluates the President. The President is accountable to the Board as a whole, and all Board authority delegated to the employees is delegated through the President. The Board authorizes the President to carry out the operation of the college and implement board approved policies.

The Board reviews the President's performance at its annual planning retreat. The President's performance is considered synonymous with the College's performance against board policies on College Outcomes and Executive Limitations.

The President's compliance with Board policy compliance is monitored in one or more of three ways:

1. **Internal reports:** Disclosure of compliance information to the Board from the president. Internal reports may include community and student surveys, assessment of student learning, Washington State Performance Reporting, financial reports, and monitoring reports on college outcomes.
2. **External reports:** Disclosure of compliance information by an external auditor or other person or entities external to the institution. External reports may include audit reports and accreditation reports.

- 3.
4. **Direct board review:** Discovery of compliance information by a Board member or the Board as a whole. Review may be of documents, activities, or circumstances directed by the Board, which allows a prudent person test of compliance.

2.A.8 Board Evaluation

The Board evaluates its own performance annually in relation to its duties, responsibilities, and established goals. The evaluation begins with a self-evaluation performance review completed by each Board member. During the annual planning retreat, the self-evaluations and accomplishments are reviewed and discussed. The results are used to improve board effectiveness and to set goals for the upcoming year.

2.A.9 Effective Leadership System

Green River’s administrative team – President’s Staff – includes Dr. Eileen Ely, Green River President, and her direct reports (see Table 2-2):

Table 2-2: President’s Staff, 2012-13

Name	Title	Credential
Derek Brandes	VP of Instruction	M.A., Washington State University
Rick Brumfield	VP of Business Affairs	M.B.A., University of Washington
Deborah Casey	VP of Student Affairs	Ph.D., Florida Atlantic University
Leslie Hogan	VP of Human Resources	B.A., University of Washington
Ross Jennings	VP of International Programs	M.B.A., University of Oklahoma M.Ed., Stanford University
George Frasier	Executive Director of Development/Foundation	B.S., Washington State University
Chris Johnson	Executive Director of Institutional Effectiveness	Ph.D., Nova Southeastern University
Camella Morgan	Executive Director of Information Technology	A.A. Highline Community College
Vickie Sheehan	Executive Director of College Relations and Special Assistant to the President	B.A., Eastern Washington University

The President’s Staff meets weekly to discuss strategic and operational issues. Each direct report is responsible for the planning, organization and management of the operations of his or her respective area.

2.A.10 Chief Executive Officer

The College's president, Dr. Ely, serves as the chief executive officer and has full-time responsibility to Green River. She came to Green River in July 2010 and was selected following a national search and recommendations made by a search committee comprised of faculty, staff and community members. Dr. Ely replaced Rich Rutkowski who retired after serving 26 years as college president.

Dr. Ely holds an Ed.D. in community college leadership from University of Texas at Austin. Prior to Green River, she served as the president at Western Nebraska Community College (WNCC) for four years. Prior to WNCC, Dr. Ely was campus dean and chief operating officer of Laramie County Community College's Albany County Campus in Laramie, Wyoming. She has also worked at the University of Texas at Austin and the Community College of Denver. While at the University of Texas, Ely co-authored a book - "In Pursuit of Excellence: The Community College of Denver" - which identified that school as one of the nation's foremost learning colleges.

2.A.11 Administrators

Green River employs a sufficient number of qualified administrators who collaborate across institutional functions to provide effective leadership and management in order to fulfill the college's mission and Core Themes.

In 2011, as part of the budget planning process, Dr. Ely took a critical look at the college's administrative structure. Based on feedback from faculty and staff that the college had too many layers of administrators, she reviewed a variety of college leadership models that would promote effective leadership and support collaborative processes across the college. As a result, Dr. Ely divided the Executive Vice President's responsibilities into two distinct positions to include a Vice President of Instruction and a Vice President of Student Affairs. The change has allowed the new Vice President of Instruction to focus his efforts on supporting faculty and instructional activities to serve better the needs of the students and to improve student success. Dr. Ely also modified job titles for three of the direct reports to reflect scope of authority: Vice President of Development was changed to Executive Director of Development; and Vice President of Information Technology was changed to Executive Director of Information Technology. In 2012, Dr. Ely added the position of Executive Director of Institutional Effectiveness to President's Staff.

A larger, cross-sectional group of campus leaders – President's Cabinet – meets monthly to advise the President on a variety of topics including long-range planning, strategies, mission issues and other operational aspects. President's Cabinet includes President's Staff members, faculty chair of the instructional council, and five open positions that rotate on staggered terms.

Policies and Procedures: Introduction

The College regularly evaluates and revises as necessary its policies and procedures to ensure continuing integrity. The coordination and oversight of the College's policy development and approval process is assigned to the Executive Director of College Relations. All approved policies and procedures are available to all faculty, staff, and students on the College's web site.

A proposal for a policy may originate from any area of the college. Once developed, the originator takes his or her proposal up the supervisory chain of command for review and revision. The proposal is also shared with the policy coordinator who reviews the proposal for formatting and numbering. If necessary, the policy coordinator also works with the appropriate personnel to do a preliminary legal review and a review of collective bargaining agreements to make sure the proposed policy is neither duplicative nor in conflict with existing law or agreements. The policy coordinator then takes the proposal to the appropriate member of the President's Staff and this person serves as the policy sponsor.

The President's Staff recommends one of three courses for the policy:

1. The policy is recommended for college-wide review.
2. The policy is not recommended for college-wide review. It is sent back to the originator with comments and rationale.
3. The policy may be of such urgency that it is sent straight to the President for approval. Criteria for this decision include potential of harm to people or facilities, or potential legal liability to Green River Community College.

2.A.12 Academic Policies and Procedures

Green River's academic policies related to teaching, service, scholarship, research, and United Faculty Coalition artistic creation are clearly communicated to students and staff through the college website and student handbook.

The website is accessible to Green River staff, faculty, students and community members. Each policy includes purpose; scope; key definitions; specific policy language; and a history of the adoption, revision, and review process. All of the policies are categorized by type such as instruction (IN), student affairs (SA), business affairs (BA), human resources (HR), and general administrative (GA). Academic policies that pertain to classroom operations are categorized as (IN) and include the following: (a) Visitors in the Classroom, (b) High School Completion Course Articulation, and (c) Classrooms: Food and Drink. Policies regarding academic freedom and faculty rights can be found in the faculty negotiated agreement between the Green River Board of Trustees and the Green River United Faculty Coalition (see Appendix F in faculty negotiated agreement).

The faculty negotiated agreement also specifies a policy regarding professional development programs that supports teaching, service, scholarship and research activities for faculty. A

faculty evaluation and course curriculum adoption/revision process are also outlined in the faculty negotiated agreement. In addition to publishing the faculty negotiated agreement through the SBCTC, the Instructional Council, which is comprised of division chairs, communicates the policies to faculty, staff, and students. Academic policies are also reviewed regularly by the instructional divisions, which make recommendations to the Vice President of Instruction's office. Cross divisional academic policies are reviewed by the Instructional Council and approved by the Vice President of Instruction's office. The Instructional Council has instructors for specific campus procedures that have a campus-wide significance in its bylaws .

For the development of new campus policies, the College Policies and Procedures manual contains a published flow chart on the policies website that details the process for a policy proposal to become officially approved. This process involves gathering feedback from the President's Staff, college union leaders, the Instructional Council, classified staff representatives and the student senate members and relies on the president of the college to make the final approval determination.

2.A.13 Library and Information Resources

Green River policies regarding access to and use of library and information resources — regardless of format, location, and delivery method — are published on the library's website. In addition, the library's circulation policies are available in hard copy and posted in the lobby of the library. Policies are enforced by the library staff, and policies regarding access and use of electronic resources are also enforced through the College's computer login authentication process. Each employee is responsible for knowing the content and following procedures found on the shared wiki. Any changes to the wiki are automatically e-mailed to all employees. Changes are also discussed in staff meetings, and discussed by supervisors with employees. New or revised college policies that affect local operations are incorporated into local procedures and discussed in staff meetings and individually.

For more informal policies in the library (such as circulation periods, lead time required for requests and tasks, documentation required for services), staff have the power to make exceptions to meet student and faculty needs. The fact that they may make exceptions is written into internal policy. Exceptions are reported to the direct supervisor and, depending on the importance of the exception, to the library director. Internal policies and procedures are reviewed and modified as necessary to reflect reasonable accommodations.

2.A.14 Transfer-of-Credit Policy

Green River's policies for transfer of credits and acceptance of credits are clearly articulated and made available to students on the college website and in the catalog. Green River is a member of the Inter-College Relations Commission (ICRC), and the college's AA-DTA, AB-DTA, AM-DTA, AEE-DTA, AFA-DTA, A-Pre-Nursing-DTA and AS-T degrees comply with ICRC

recommendations for transfer degrees within Washington (see complete list of degrees in Standard 2.C.4). ICRC has developed a direct transfer agreement with participating Washington community colleges and universities. This ensures that students who complete a designated direct transfer AA degree at Green River will have satisfied all or most of the general education (or core) requirements at the various public four-year institutions in the state. Articulation among the community colleges is maintained through statewide common course numbering and reciprocal policies adopted by the Instruction Commission and considered by the Washington Association of Community and Technical Colleges (WACTC) for approval.

Students are not restricted as to the number of credits transferred into the college but they must be from an accredited institution. Students, however, must earn a minimum of 24 credits, including the last quarter, in residence at Green River. For academic certificates, the student must complete 25 percent of the credits required, including the last quarter, at Green River. The registrar's office serves as the primary evaluator of transfer credits and consults as warranted with appropriate faculty and administrators. Types of courses not accepted in transfer and other requirements are detailed in the transferability of credits statement listed on each Green River degree found on the Green River website and in the catalog. The transfer credit policy can be found in the in the Policies and Procedures Manual on the college website. More specific information as to how transcripts are evaluated is also available in the registrar's office including a Records Office Procedures Manual.

Student Policies and Procedures

2.A.15 Student Rights and Responsibilities

Policies regarding students' rights and responsibilities are made available to students through the college website and the student handbook (College Policy GA-20). New students are informed about Student Code of Rights and Responsibilities through the new student orientation.

2.A.16 Admission and Placement

Green River maintains an open-door, non-discriminatory admission policy as required by RCW 28B.50. The college admits all applicants who are 18 years of age or older or have a high school diploma or equivalent. Students who do not meet the age requirement may be admitted upon appropriate release from their high school. For programs with special admissions requirements, such as Running Start and Career and Technical programs in allied health fields, all policies and procedures are published on the college website and in instructional program brochures. Student placement is determined by COMPASS assessment and/or other standardized placement method.

2.A.17 Co-curricular Activities

The rich variety of co-curricular activities is described in the Student Handbook, as well as the Student Life website. Students who participate in co-curricular activities and events are subject to the Student Code of Conduct and College Policy GA-20.

Human Resources Policies and Procedures

2.A.18 Human Resources Policies

Human Resources (HR) policies and procedures are regularly reviewed to ensure compliance with current state and federal legislation, collective bargaining agreements, negotiated agreements and best business practice. Any new HR policy must go through the college's policy and procedure process as outlined in the college's policy GA-21. Policies and procedures are consistently applied to ensure treatment that is fair and equitable for both students and employees of the college. College policies are available to students, faculty, and staff through the college's website and intranet. Critical policies such as HR-22 (Nondiscrimination Policy and Complaint Procedure), GA-23 (College Ethics Policy), and the Washington State Whistleblower Program are specifically communicated to new employees as part of employee orientation and regularly communicated to all employees through announcements and in-house refresher training. Additional employment-related practices are outlined in the negotiated and collective bargaining agreements for the United Faculty Coalition and classified employees represented by the Washington Federation of State Employees (WFSE).

2.A.19 Employee Communication

The functional and behavioral performance expectations for all employees of the college, including conditions of employment and employee rights and responsibilities, are communicated from the onset of the recruitment process, in the job announcement, and through the termination process. Job descriptions for administrative/exempt professionals as well as classified staff are reviewed on an annual basis to ensure an accurate reflection of the duties and responsibilities of the position; faculty duties and responsibilities are outlined in the collective bargaining agreement.

Performance evaluations are conducted regularly and according to guidelines set forth by HR (for staff) and the respective bargaining agreements (for classified staff and faculty). HR reviews annually the performance evaluation process with managers and supervisors to ensure fair, consistent and appropriate evaluations.

2.A.20 Security and Confidentiality of Personnel Records

HR maintains personnel records for both current and former employees of the college in a safe and secure manner and according to record retention guidelines as determined by statute and the SBCTC. Active employee files and records are stored in a secure building that has limited access during non-work hours; archived records are held in a secured storage area on campus.

Institutional Integrity Policies and Procedures

2.A.21 Institutional Representation

Green River represents itself clearly, accurately, and consistently through its announcements, statements, and publications. The Executive Director of College Relations oversees publications and public information to ensure the college and information is reflected accurately.

Information regarding academic programs and degrees is mainly communicated through the college website and catalog. Any information related to instructional programs and/or degrees is reviewed by faculty and administrators as appropriate.

2.A.22 Ethics Standards

Green River's commitment to high standards of ethical behavior with regard to the treatment of faculty and staff are reflected in college policies and the faculty and classified staff negotiated agreements. The college complies with all state and federal laws regarding equal employment opportunity, nondiscrimination and rights to reasonable accommodations for disabled employees. Green River follows all requirements of the Americans with Disabilities Act and Washington State Law Against Discrimination. Further, the college is committed to providing safe working conditions to all employees, as well as rights of due process, right of privacy, rights of association, rights of academic freedom and rights regarding materials contained in personnel files.

In addition, the president does not allow any practice, activity, decision, or situation which is unlawful, imprudent, or in violation of commonly accepted business and professional ethics, or is contrary to the provisions set forth in the Board Policies Manual.

2.A.23 Conflict of Interest and Code of Conduct

Green River's Ethics Policy obligates employees to abide by the College's code of conduct and conflicts of interest in accordance to Washington state law (RCW 42.52.160).

2.A.24 Intellectual Property

Green River's Copyright Infringement Policy gives clear guidelines on the use of intellectual property within the daily work of the college.

2.A.25 Representation of Accreditation Status

Green River's accreditation status is clearly stated in college's catalog and website (<http://www.greenriver.edu/accreditation/>).

2.A.26 Integrity of Contracts

Integrity of contracts are described in GA 13 Grant/Contract Proposal Development Procedures and GA 14 Grant/Contract Procedures Post Award. Under Board Policy BSR 1 Order Delegating

Authority #10, the Green River Community College Board reserves unto itself the authority to approve all contracts in excess of \$100,000. Mandatory State of Washington bid requirements are enforced through the College's Purchasing Office.

Academic Freedom Policies and Procedures

2.A.27 Academic Freedom

Green River recognizes the importance of Academic Freedom in Appendix F of the negotiated agreement between the Board of Trustees and the United Faculty. The faculty negotiated agreement recognizes that " Each individual's dignity and beliefs shall at all times be honored in that the right of both the student and the instructor to seek the truth, to reason, and to participate freely in discourse shall not be abridged in the course of that inquiry (81)." The section also prohibits censorship of the collections in the library, as well as the freedom of association for all academic employees. To date, no grievances have been filed by the United Faculty in relation to academic freedom.

2.A.28 Independent Thought and Freedom of Expression

The following Green River values support a college environment that support the individuals within the institution and their expression of independent thought while respecting the views of others:

- Recognizing student success as our highest priority.
- Providing access to those who can benefit.
- Embracing diversity.
- Holding teaching excellence in high regard.
- Recognizing the importance of student involvement.
- Demonstrating accountability for achieving our goals.
- Developing a global consciousness.
- Ensuring a safe environment.
- Preserving the natural campus environment.
- Promoting innovation.
- Fostering individual growth and development.
- Respecting the worth and dignity of the individual.

These institutional values are in the catalog and the Green River website.

2.A.29 Objectivity of Faculty

The faculty negotiated agreement (Appendix F in the faculty negotiated agreement) speaks to academic freedom and intellectual property. In addition Green River has a faculty evaluation process (adjunct, tenure-track and post-tenure evaluations and observations) that seeks to ensure that those with teaching responsibilities present scholarship fairly, accurately, and objectivity. Also, Green River has a strict review process for course revisions and submittals

(i.e., course CARs – Course, Adoption/Revision) and faculty are expected as part of their job description to follow the course objectives listed on the CARs for the course they teach.

Finance Policies and Procedures

2.A.30 Oversight and Management of Financial Resources

The Business Affairs policies provide the College specific guidance on the oversight and the management of financial resources. Board Policies EL 3 through EL 6 address general oversight of the College's financial resources.

Standard 2.B Human Resources

2.B.1 Qualified Employees

Green River employs sufficient number of employees to support its operation and carry out the mission of the college. The college currently employs 146 full-time faculty, 412 adjunct faculty, 116 administrative/exempt staff, and 214 classified staff.

Job descriptions reflect the required duties, knowledge and qualifications for each position and are reviewed on an annual basis. Job descriptions for faculty are outlined in Article V (Terms of Employment) of the faculty negotiated agreement. Job announcements posted on the college website clearly state the criteria, qualifications and procedures.

2.B.2 Employee Evaluations

Performance evaluations are conducted annually of administrators and staff that include self and supervisory assessments of achievements for the past twelve months, upcoming challenges and opportunities as well as overall commentary. Classified performance evaluations are outlined in Article 6 (Performance Evaluation) of the WFSE collective bargaining agreement; the process for all administrative/exempt and classified employees is reviewed and communicated annually to ensure fair, consistent and appropriate evaluations.

2.B.3 Professional Development

The college encourages and supports professional development of all employees. Development funds may be used in a variety ways: conferences, workshops, travel, tuition, books and fees. In-service activities are held annually for both faculty and staff and other training sessions are implemented in-house and/or brought to campus throughout each year. Furthermore, the college ensures that faculty and staff are provided the opportunities to develop the knowledge and skills necessary to meet the needs of their respective positions. The Teaching and Learning Center provides a rich variety of professional development offerings to faculty.

2.B.4 Qualified Faculty

Consistent with the mission, the College employs a sufficient number of qualified faculty. Despite diminished state allocations the last three years, the college is fortunate to have maintained the number of full-time faculty positions. Furthermore, additional full-time, tenure track positions have been added to the institution since 2003. Faculty hiring and evaluation processes are detailed in the faculty negotiated agreement.

Candidates for a faculty position are initially screened by a committee consisting of three full-time faculty members of the division in which the position resides, one full-time faculty member outside of the division, the division chair person, and the dean of instruction overseeing the division. The screening committee reviews applications, selects candidates for interviews, and provides a list of finalists to the vice president of instruction and the president for final selection. Ultimately, the hiring authority is granted to the Vice President of Instruction and President of the College.

A tenure review committee is established for each newly hired tenure-track faculty member and consists of three faculty members, an administrator (usually the dean overseeing the division in which the position is housed), and a member of the student leadership organization. Evaluations during the tenure process include student evaluations, peer observations, and any pertinent documentation presented to the committee for consideration. The tenure review committee makes its final recommendation for tenure to the Board of Trustees. Upon receiving tenure, full-time faculty members undergo a post tenure review every five years after receiving tenure. The review team consists of the faculty member being reviewed, the supervising dean, and another faculty member. Oversight of the post tenure review process is granted to the Labor/Management Committee as defined in the faculty negotiated agreement.

2.B.5 Faculty Responsibilities and Workload

Faculty responsibilities and workloads are outlined in Article V (Terms of Employment) and Article V. Section P (Adjunct Faculty) of the faculty negotiated agreement. All tenure and probationary faculty are assigned to an instructional division, which requires participation in division meetings, curriculum development and evaluation, course scheduling, program development, textbook selection, and adjunct faculty observations. Faculty also participate in periodic review and implementation of divisional policies and procedures and serve on numerous committees including hiring of faculty. Librarians and counselors are also assigned to instructional divisions and participate in division activities. As stipulated in the faculty negotiated agreement, full-time faculty maintain a workload based on instructional units. Typically a normal annual load consists of three instructional units equivalent to 45 quarterly credits.

2.B.6 Faculty Evaluations

Every five years, full-time faculty undergo a review to assess their effectiveness, per Article IX (Review of Tenured Faculty) of the faculty negotiated agreement. The evaluation process, as outlined, specifically delineates the timeline, criteria and methods by which faculty are evaluated and by whom. The review provides opportunity for recognition of effectiveness and, if necessary, the opportunity for remediation. Responsibility of implementation of this review process for full-time faculty resides with the chief academic officer of the college. Adjunct faculty are also reviewed, per Article V.P.9 (Adjunct Faculty), every fourth quarter of employment and as prescribed in said article.

Standard 2.C Education Resources

2.C.1 Appropriate Content and Rigor

Green River offers a comprehensive curriculum that is responsive to the needs of students, employers, and the community. The college's educational programs are delivered by 11 academic and Career and Technical divisions, including business, English, fine arts, health science and family studies, humanities, transitional studies and wellness, math, science, social science, technology and trades.

The college offers 15 transfer degrees, 116 Career and Technical degrees and certificates, and basic skills development (ABE, ESOL, GED, High School Completion, and Pre-college). All degrees and certificates are listed in the college catalog and website. To ensure that all instructional programs have appropriate program content and rigor, Green River regularly reviews and revises curriculum, develops courses, and creates new degrees or certificates.

The **Fine Arts Division** offers instruction in art, dance, drama, journalism (print, including the student newspaper, The Current, and broadcasting, including KGRG-FM and KGRG-AM), music and photography. These core programs are similar to most liberal arts programs at four-year universities. In addition, many courses are offered to serve individuals pursuing their own personal development.

The division illustrates a continuing commitment to high standards in a variety of ways. In addition to ongoing assessment of student work, faculty periodically bring in working professionals to provide students with alternate views, assessments, philosophies, and methodologies. Faculty in the Fine Arts division keep current in their disciplines with a number of members professionally recognized in the local and regional art and music communities. Continuing assessment of program content and a strong commitment to emerging technologies causes regular updating of curricula and courses and, in broadcasting and journalism, students are required to adhere to professional standards. The broadcasting department regularly seeks program improvement suggestions from its advisory committee. Faculty encourage students, as

a measure of achievement and as a learning experience, toward professional exhibitions, auditions, publications, and performances. Faculty achieve coherent program design through periodic assessment of course and program learning outcomes in conjunction with state boards, advisory boards, working professionals, and membership in professional organizations. Regular review of program content by faculty address the issues of course and program ideas, outcomes, short and long-term planning, new courses, additional faculty, equipment, and facilities. Implementing the campus-wide learning outcomes into all courses has ensured coherent programs of study in each department.

Promoting student success in math is the primary mission of the **Math Division**. To achieve this, the division strives to provide a variety of courses and services to meet the needs of students and the community. For students pursuing a transfer degree in the fields of science, technology, engineering and mathematics, the division offers two full years of college math beginning with calculus. Additionally, the division offers an evening math program that extends through the first year of calculus. For students majoring in Business or the Social Sciences, the division offers a three quarter sequence in algebra, calculus and statistics. Currently, the division offers several technical math courses designed to meet the needs of the drafting and manufacturing technology programs. In addition a course in contemporary mathematics is offered for liberal arts students, which fulfills the quantitative skills requirements, as well as a three quarter series of classes designed to give future elementary school teachers a strong foundation of the content they will teach.

In addition to offering college-level courses, the division offers a full complement of courses for students who find they need to strengthen their skills before moving into their degree programs. Developmental classes are offered in a flexible schedule, computer-aided learning environment, in addition to a traditional lecture option. For students who need extra time, Green River has a sequence that covers beginning and intermediate algebra content over three quarters, instead of two. And starting in fall 2012, Green River will be offering an accelerated sequence covering these same two subjects in a single quarter. A pre-fall quarter JumpStart module is offered to developmental students so that they may review prerequisite material prior to starting their fall quarter course; this module can also fill in enough content gaps to enable students to 'jump' to the next course in the sequence. Green River supports all developmental courses by offering optional one or two-credit supplemental courses called "Math Modules," which help student target specific content gaps.

Technology plays an increasing role in classes as more instructors use mathematics resources such as WAMAP.org, online graphing tools, Clickers, and similar tools. To help keep expenses down, the Division continues to adopt more open source textbooks along with free online courseware and learning tools.

In order to promote student success in mathematics, the Mathematics Division offers several resources to help place students at the appropriate level. Students may select among three options for placement: COMPASS, Entrance Exams, or for Running Start and recent area high school graduates, transcript-based placement.

Green River continues to expand online course offerings at the branch campuses in Enumclaw and Kent, all in an effort to make more courses accessible to students. The College also continues to support all mathematics students through the Math Learning Center, where students have access to free tutoring and resource materials.

The quantitative and symbolic reasoning campus-wide learning outcome has been incorporated into division courses and are published in course syllabi. Faculty believe that individual faculty assessment of student performance is the best method of determining whether students are achieving the outcome. Faculty agree that the core competencies of the program support the quantitative reasoning outcome and are involved in the campus-wide assessment process for quantitative and symbolic reasoning.

The Social Science Division offers a wide variety of college transfer classes in American ethnic minority studies, anthropology, economics, geography, history, political science, psychology and sociology. Through its offerings, the division helps students develop critical thinking skills, communication skills, and intellectual independence as they learn to analyze human behavior and institutions from various social science perspectives. In addition, the courses offered help students develop a better understanding of self, an increased insight into diverse cultures and points of view, and a better understanding of what it means to live in a global community.

The Social Science Division strongly supports the college's commitment to diversity and the division has many courses which fulfill the diversity requirement for students. Additionally, the division is the home to several courses which support the Gender Studies Certificate and Hispanic Studies Certificate.

The division seeks to meet the needs of Green River students by offering courses in the day and evening at the main Auburn campus while increasing the number of Social Science offerings at the branch campuses in Kent and Enumclaw. The division has a strong online presence for students as well, with each department offering at least one online course in the fall, winter and spring quarters. Additionally, the division has made an effort in recent years to support the High School Completion program. The History Department currently offers three courses per quarter to help students complete their high school degrees.

The Social Science Division incorporates learning outcomes into its program of study. The various departments within the division have incorporated either the critical thinking or written communication campus-wide learning outcomes into the courses offered and these are

published in the syllabi for these classes. The division believes that the responsibility for determining whether students are achieving the course and campus-wide outcomes is best left to the faculty teaching the course and the division remains committed to program assessment and improvement.

The mission of the English Division is to fulfill the college commitment to teaching students writing, basic skills, critical thinking, and cultural literacy by offering required and elective courses that serve a range of needs and competencies. The division seeks to offer an innovative curriculum, including a full spectrum of writing and literature courses, encouraging cultural understanding, historical appreciation, and cultural insight. Recognizing the diversity of students, the division supports academic transfer, career and technical, certificate, and special community and business needs, including the development of and participation in programs on campus, at satellite locations, and via distance learning. Faculty teach more hybrid courses in order to accommodate teaching schedules and classroom availability, and also provides an option for students who benefit from both online and face-to-face instruction. The division offers multiple sections of many of its courses throughout the instructional day. Several sections of composition courses are available during both the day and evening, and, despite the risk of cancellation for low enrollment, at least one literature class is scheduled in the evening each quarter so evening students can fulfill humanities requirements for the AA degree.

The division also offers coursework for the Career and Technical programs so students can fulfill their related instruction requirements. In cooperation with other divisions, the English faculty offer coordinated studies classes, which help to break down the artificial barriers between writing and language skills and the materials to which those skills are applied. Some examples of team-taught courses in which the division has participated include: English Composition and Native American Anthropology; English Composition and Precollege Reading; English Composition and Existential Philosophy; and English Composition and Speech.

English faculty have also taught self-coordinated courses in English Composition and Myth, English Composition and World Literature, and English Composition and Women's Literature. Additional sections of courses have been added to meet the needs of the growing enrollment in international programs and address the increase in English prerequisite required in other disciplines.

The Humanities Division is composed of three departments (Communication Studies, Philosophy, and Foreign Languages) and two instructional support areas (library and counseling). The division provides high quality educational opportunities in these areas for students with diverse backgrounds and goals. The division shares responsibility with the English and Fine Arts divisions for general humanities courses.

The primary objectives of the Humanities Division are to promote global and multicultural literacy through language fluency; to urge identification and clarification of personal values; to increase awareness of cultural traditions and social customs; to encourage students to question and doubt; and to develop skills in speaking, listening, writing, and critical thinking. The Humanities Division has demonstrated its commitment to high standards through active involvement in the development of division outcomes and the campus-wide outcomes. Full-time faculty have incorporated a minimum of one campus-wide outcome into syllabi, and several division members have been actively involved in piloting an oral communication rubric developed by the Communication Studies faculty. This rubric was tested in two public speaking courses as well as in a Spanish course. Faculty worked in conjunction with Foreign Language and Philosophy faculty to evaluate and revise the rubric for evaluating oral presentations. Philosophy will be recommending a similar project involving a rubric designed to assess critical thinking skills.

The Communication studies faculty have also created a Public Speaking Center. The Public Speaking Center is housed on campus in the library and provides 20-minute individual training sessions for all students preparing presentations for any course on campus requiring public speaking skills. Humanities faculty rely heavily on library resources. Most faculty assign projects and papers that require library research. Several faculty also schedule library instructional courses for their students and require that students utilize the media center. The librarians who teach these library instructional courses are Humanities Division faculty.

The **Science Division** offers courses in anatomy and physiology, astronomy, biology, chemistry, environmental science, geology and physics. Students enrolled in science courses include both academic transfer (for majors and non-majors) and Career and Technical students. In particular, many students are enrolled in the Practical Nursing, Occupational Therapy Assistant, or Physical Therapist Assistant programs.

The Science Division began offering a course sequence called Interdisciplinary Science (IDS) in the 2000-2001 academic year. IDS is a yearlong interdisciplinary science sequence incorporating physics, geology, chemistry and biology. The course was designed to be relevant for Project TEACH and the preparation of future teachers, and NSF funds facilitated curriculum development. In order to model exceptional pedagogy in alignment with national science standards, the course is inquiry-based with as little lecture as possible. The division maintains high academic standards through periodic program assessment and improvement, by participating in regional discipline-specific conferences, by maintaining contact with peers across the state at other two- and four-year colleges, by standardizing curriculum so that part-time faculty are teaching the same content and using similar assessment techniques, by implementing rigorous hiring protocols and standards, by using active student learning

activities that address a variety of learning styles, and by providing more personalized instruction.

Each class offered in the division now contains curricula and assessment strategies for at least one of the campus-wide outcomes and one or more of discipline-specific outcomes as outlined in the CAR and the syllabus. This information is provided to part-time faculty to ensure continuity in instruction. The physics faculty assessed the effectiveness of its program in improving the critical thinking skills of students as measured by their ability to analyze a standard set of conceptual physics problems. Other assessments by faculty include those related to discipline and program-specific outcomes. Faculty assessed knowledge of general science concepts by IDS students using an in-house multiple-choice instrument. The greatest gains came in subjects that were taught almost entirely by inquiry, with smaller gains in subjects taught by lecture. In addition, student attitudes were assessed using the Science Attitude Inventory developed at Miami University.

The **Business Division** is composed of six departments: Accounting, Business Administration, Business Education, Business Management, Computer Reporting Technologies, and Criminal Justice. While each department has its own mission and goals, the overall division provides comprehensive, high-quality curricula relevant to the needs of the business and academic communities it serves.

The **Health Sciences and Education Division** is composed of five programs: Occupational Therapy Assistant, Physical Therapist Assistant, Nursing, Education, and Parent-Child Education. These programs are committed to providing students with quality educational experiences to prepare them for employment. As applicable, each program strives to uphold standards as determined by professional associations and accreditation and licensing bodies; each program is also responsive to the needs of the community.

The **Technology Division** offers a diverse set of programs and courses in aviation, computer information technology, computer science, design technology, electronics, engineering, geographic information systems and natural resources.

These programs and courses facilitate student achievement of program objectives and are developed, approved, and periodically reviewed under the established college policies and procedures. Technology Division faculty are constantly evaluating the programs to ensure that they meet industry and student needs. Keeping in close contact with industry leaders and researching the latest technological advancements, the job market, the competition, and industry trends are just a few of the ways faculty determine if and/or what changes might be necessary.

The biggest challenge is that many technological fields change at such a rapid pace that it is difficult for faculty to have the opportunity or time to keep abreast of changing industry standards. Faculty keep open communication with the various advisory committees, which are extremely helpful in designing or redesigning programs to be coherent and to meet industry standards. One of the greatest difficulties in integrating the library into Technology Division courses is maintaining current materials. The technology field advances at a rapid rate and textbooks soon become obsolete, often changing every year. The average computer book, GIS, 3-D modeling software, and CAD texts have a life span of less than one year before the technology is outdated. Due to these changes, the internet and Green River licensed software agreements provide the main source of materials for students enrolled in many of the more computing-centered programs.

The **Trades Division** consists of five programs: Auto Body Technology, Automotive Technology, Carpentry Technology, Manufacturing Technology and Welding Technology. The Trades Division offers educational opportunities for developing attitudes, perfecting skills, and acquiring the knowledge necessary for individuals to be effective and competitive throughout lifetime employment in a changing work environment. To that end, the Trades Division provides a variety of well-equipped programs, necessary supplies, and other resources to meet the needs of a diverse community of learners. For many programs within the Trades Division, it is expensive to acquire the necessary equipment and supplies. This, along with changing technology and relatively low student/faculty ratios, makes these programs expensive to operate and maintain. To assist with expenses, the College often seeks donations. Welding faculty solicit community donations such as recycled steel for use as student-practice material and then resells the scrap. Nissan, General Motors Corporation, Chrysler, and the Ford Corporation, as well as numerous local businesses, have made generous contributions to the Automotive and Auto Body programs. Students also perform low-cost service and repair work on student, staff, and community vehicles and repair donated cars that are later auctioned to raise money for the Auto Body program and the Skills/USA VICA Club.

The **Transitional Studies and Wellness (TSW) Division** consists of the following departments: Adult Basic Education (ABE), GED, English for Speakers of Other Languages (ESOL), High School Completion, and Health and Physical Education.

The TSW Division promotes student success through the provision of high-quality instruction that is responsive to the evolving needs of the community. Faculty strive for excellence by teaching a diverse population of students in basic academic, workforce readiness, and life skills so that they may succeed in further study and contribute to the community. This is a large division that serves approximately 12 percent of the college's state FTE annually.

The ABE department is currently planning for curriculum adjustments in its GED preparation program in response to the pending changes coming in the official 2014 GED test. The ABE department has aligned its courses in basic math, reading, and writing with the developmental pathways in math and English in order to streamline the educational pathway for students needing academic remediation. ESOL and ABE have had similar curricular conversations regarding teaching to the WA state adult learning standards across all levels in ABE and ESOL.

The ESOL department serves students representing 44 different language groups. Six levels of ESOL are offered in addition to skill-specific support classes in writing, technology, and conversation. The high school completion program serves students 16 years of age and older who want to pursue a Washington state high school diploma via a credit retrieval model. The TSW Division houses HSC courses designed to help students meet graduation requirements in Civics and the Culminating Project. Students must take credits in other content areas if they need credits beyond those options. The HSC program has served an increasing number and proportion of international students in the past few years, which has created a unique dynamic for the program. The Physical and Health Education departments offer a full slate of courses designed to teach students about healthy lifestyles and choices that also satisfy the college's activity credit requirement.

2.C.2 Expected Learning Outcomes

Green River is committed to the continuous improvement of teaching and learning. To this end, the college has four campus-wide learning outcomes (CWLO) which are intended to be addressed in a variety of classes within a student's degree or program of study, allowing the student repeated practice with each outcome as he or she moves through a degree or program of study.

Each campus-wide learning outcome has competencies meant to clarify the meaning of the larger outcome and provide examples of what this outcome may include. The competencies are not meant to be reductive or prescriptive. All students completing a degree will be exposed to and are expected to demonstrate proficiency with some competencies within each of the four campus-wide outcomes as described below.

Written Communication

Encompasses all the abilities necessary for effective expression of thoughts, feelings, and ideas in written form. This outcome includes abilities designed to help students:

- WC1. Demonstrate use of a writing process.
- WC2. Demonstrate a clear sense of purpose, focus, thesis, or design in writing.
- WC3. Demonstrate the ability to develop an idea with support.
- WC4. Demonstrate audience awareness in writing.
- WC5. Demonstrate appropriate methods of integrating and documenting outside sources.

- WC6. Demonstrate ability to use common tools of information research in writing.
- WC7. Demonstrate clear organization of thoughts in coherent written form.
- WC8. Demonstrate appropriate choice of format, style, and tone for each particular writing assignment.
- WC9. Use appropriate mechanics, grammar, and word usage based on the language of instruction.
- WC10. Improve the ability to evaluate, revise, edit, and proofread personal work and the work of others.

Critical Thinking

Finds expression in all disciplines and everyday life. It is characterized by an ability to reflect upon thinking patterns, including the role of emotions on thoughts, and to rigorously assess the quality of thought through its work products. Critical thinkers routinely evaluate thinking processes and alter them, as necessary, to facilitate an improvement in their thinking and potentially foster certain dispositions or intellectual traits over time. This outcome includes abilities designed to help students:

- CT1. Apply relevant criteria and standards when evaluating information, claims, and arguments.
- CT2. Use appropriate reasoning to evaluate problems, make decisions, and formulate solutions.
- CT3. Give reasons for conclusions, assumptions, beliefs, and hypotheses.
- CT4. Seek out new information to evaluate and re-evaluate conclusions, assumptions, beliefs, and hypotheses.
- CT5. Exhibit traits evidencing the disposition to reflect, assess, and improve thinking or products of thinking.

Responsibility

Encompasses those behaviors and dispositions necessary for students to be effective members of a community and recognize the value of a commitment to those responsibilities which will enable them to work successfully individually and with others. This outcome includes abilities designed to help students:

- R1. Apply relevant criteria and standards when evaluating information, claims, and arguments.
- R2. Use appropriate reasoning to evaluate problems, make decisions, and formulate solutions.
- R3. Give reasons for conclusions, assumptions, beliefs, and hypotheses.
- R4. Seek out new information to evaluate and re-evaluate conclusions, assumptions, beliefs, and hypotheses.

- R5. Exhibit traits evidencing the disposition to reflect, assess, and improve thinking or products of thinking.

Quantitative and Symbolic Reasoning

Encompasses abilities necessary for a student to become literate in today's technological world. Quantitative reasoning begins with basic skills and extends to problem solving. This outcome includes abilities designed to help students:

- QS1. Evaluate and interpret quantitative and symbolic reasoning information and data.
- QS2. Recognize which quantitative or symbolic reasoning methods are appropriate for solving a given problem.
- QS3. Correctly implement the quantitative or symbolic reasoning methods that are appropriate for solving a given problem.
- QS4. Demonstrate the ability to estimate a solution to a presented problem.
- QS5. Translate data into various formats such as symbolic language, equations, graphs, and formulas.
- QS6. Implement calculators and computer technology to solve problems.
- QS7. Demonstrate logical reasoning skills through formal and informal proofs.

Beginning in the 2005-2006 academic year, the Green River Learning Outcomes Committee (LOC) established Campus Wide Assessment committees for each of the CWLOs with the objective of helping students improve their ability of campus-wide outcomes and help instructors across the degrees better articulate and teach those outcomes. The four committee schedules are staggered over a continuous cycle with the following objectives:

- **Year one:** *What do the students know?* A team of faculty members from across disciplines convene to design and implement an assessment study that fits the given outcome and assesses how students are performing at or end of their degree/program in regards to that outcome.
- **Year two:** *How can faculty improve student learning of the outcomes?* The year one team reports back to the faculty during opening week, then the faculty respond to the team's findings and make changes to the outcomes, instruction, curriculum, etc. in order to address those findings.
- **Year three:** *Did the faculty response make a difference in student learning?* A team of faculty from across disciplines convenes again to re-assess the impacts made by the response during year two of the cycle.
- **Year four:** *Did the process effectively improve student learning?* The LOC discusses and evaluates the process and results for each CWLO team.

The faculty committees, which represent a cross section of disciplines that imbed the respective outcomes into their curriculum, choose one or more of the competencies within the outcome to assess, analyze, and report on their findings. During the first year of each outcome cycle, the

committees also determined that some of the competencies as written needed to be revised, split, or deleted. The committees made recommendations to the LOC and some of those changes were adopted per the feedback of the faculty through their LOC representatives where those changes were deemed necessary to enhance the assessment process.

Reports from the first year committee findings have been presented to the faculty at-large during the opening week of the subsequent year, and the LOC has initiated activities as appropriate during the second year of the cycle to address the findings.

Another major initiative of the LOC has been to complete the merging of the CWLOs into the existing Course Adoption and Review (CAR) for individual courses. The LOC committee members worked with IT staff during fall and winter of 2010-2011 to revise the CAR form, beta-test the input process, and create procedural instructions for faculty. On the spring 2011 in-service day, faculty across campus made significant headway working within their divisions to input the CWLO data into the CAR database. Currently, CWLO data are updated and revised by divisions on a regular basis.

2.C.3 Awarding of Credits and Degrees

Awarding of credit is based on documented achievement of course learning outcomes. These outcomes are published for students on every course syllabi and also are located in the CAR (Course Adoption Revision) database. Course prerequisites are listed in the course description section of the college catalog. Degree and certificate requirements are listed in the programs of study section of the college catalog. All degree and certificates meet the requirements and policy expectation of the SBCTC and are consistent with other community colleges in Washington.

2.C.4 Design of Degree Programs

The College offers two transfer degrees, an Associate in Arts (AA) degree and an Associate of Science (AS) degree. In addition, degrees that are normally terminal in Aviation, Criminal Justice, Early Childhood Education and Business Education allow students some transfer options through articulation agreements negotiated by Green River faculty with faculty from the four-year state institutions.

Discussions are also occurring concerning an Associate in Applied Science-Transfer (AAS-T) degree, which will allow a student with specified Career and Technical degrees to transfer course work to selected four-year institutions. In 2000, the Associate Pre-Professional (AP-P) degree was approved to fulfill the first two years of an Elementary Education bachelor's degree with a minor in science at Central Washington University. Central Washington began offering the last two years of this bachelor's degree on the Green River campus in fall 2002. The 2002-2004 Green River Community College Catalog discusses the method by which credits from any

regionally accredited college or university can transfer to Green River and the manner in which Green River’s credits transfer to other community and four-year colleges and universities.

Based on studies done with current and prospective transfer students, courses applicable to the AA degree are now available in the late afternoon and evening to enable students to obtain their degrees at a non-traditional time. The tremendous growth in distance learning at the College, along with the introduction of hybrid offerings, has also enabled the College to serve students who otherwise might not be able to avail themselves of its services and courses.

The College offers 15 different two-year associate degrees, which are as follows:

— Associate in Arts – Direct Transfer Agreement (<i>AA-DTA</i>).
— Associate in Business – Direct Transfer Agreement/Major Related Program (<i>AB-DTA/MRP</i>).
— Associate in Elementary Education – Direct Transfer Agreement/Major Related Program (<i>AEE-DTA/MRP</i>).
— Associate in Fine Arts in Arts – Direct Transfer Agreement (<i>AFA-DTA</i>).
— Associate in Math Education – Direct Transfer Agreement (<i>AM-DTA</i>).
— Associate in Pre-Nursing - Direct Transfer Agreement/Major Related Programs (<i>APreN-DTA/MRP</i>).
— Associate in Science –Transfer Opt 1/ Biology, Environmental Science, Chemistry, Geology, or Earth Science (<i>AST-1</i>).
— Associate in Science –Transfer Opt 2/Engineering, Engineering Technology, Computer Science, Physics, Atmospheric Science (<i>AST-2</i>).
— Associate in Science – Transfer Opt 2/Major Related Program (<i>AST-2/MRP</i>) - Mechanical/Civil/Aeronautical.
— Industrial/Materials Science Pre-Engineering (Other Engineering).
— Associate in Science – Transfer Opt 2/Major Related Program (<i>AST-2/MRP</i>) - Biological or Chemical Pre-Engineering.
— Associate in Science – Transfer Opt 2/Major Related Program (<i>AST-2/MRP</i>) - Computer or Electrical Pre-Engineering.

The primary Career and Technical degrees are the Associate in Applied Arts (AAA) and the Associate in Applied Science (AAS) degrees. Along with numerous shorter certificates, these degrees and their curricula are published in the catalog and in program information guides (PIGs). Any specific admission requirements and all graduation requirements also appear in these publications. Continuous assessment is a factor in these programs so that they remain responsive to the needs of the community and reflect the employment opportunities that exist. Since the previous self-study, the Career and Technical divisions have developed many

competency-based, modularized programs—most notably in Business Education, Carpentry Technology, Auto Body Technology, Automotive Technology and Manufacturing Technology.

The College offers two-year applied degrees in the following Career and Technical programs:

- Accounting
- Administrative Assistant
- Auto Body Technology
- Automotive Technology
- Aviation Technology
- Business Applications Specialist
- Business Management
- Carpentry Technology
- Captioning
- Court Reporting
- Criminal Justice
- Design Drafting Technology
- Early Childhood Education
- Forensic Technology
- Geographic Information Systems
- Information Technology
- Legal Administrative Assistant
- Machining and Manufacturing Technology
- Medical Office Assistant
- Natural Resources
- Occupational Therapy Assistant
- Paraeducator
- Physical Therapist Assistant
- Welding Technology

One year certificates (45 credits) or less are offered in all of these fields; in addition, the College has a two-year certificate program in Practical Nursing.

2.C.5 Faculty and Curriculum Development

The faculty play a major role in the design, integrity and implementation of the curriculum. The policies and procedures for design and approval of curriculum are clearly articulated in the faculty negotiated agreement and overseen by the Faculty Curriculum Review Committee (FCRC), and the Instructional Council (IC) subcommittee. The faculty-negotiated agreement (Article IV, Sections C and D) outlines the process and responsibilities of the FCRC and IC. All courses offered by the college must be reviewed at least every two years and any written changes must be submitted prior to the course anniversary date. During this review, faculty updates Course Adoption Revision forms (CARs), making sure that the programs of study are coherent and that all learning outcomes and course objectives are clearly articulated. In addition, many divisions have added at least one campus-wide outcome to each CAR form, which also means that these outcomes are required to be in each syllabus and course that corresponds to that CAR. The college received state funding in 2011 for a renovation of its SMT building (renamed Cedar Hall) and in the SBCTC's pipeline for a replacement is its Trades and Industry complex (2013-2015 construction).

2.C.6 Integration of Library and Information Resources

The skilled use of library and information resources is often broadly referred to as “information literacy.” Information literacy outcomes are embedded in Green River’s campus-wide outcomes. Written communication standards include: “Demonstrate ability to use common tools of information research” and “Demonstrate appropriate methods of integrating and documenting outside sources.” The Critical Thinking standards include: “Apply relevant criteria and standards when evaluating information, claims, and arguments” and “Seek out new information to evaluate and re-evaluate conclusions, assumptions, beliefs, and hypotheses.” Green River also has written information literacy definitions and outcomes.

Teaching faculty ensure that the use of library and information resources is integrated into the learning process by partnering with library faculty as co-instructors and/or instruction consultants. This process happens in many ways. Teaching faculty bring students to the library to receive tailored instruction from librarians, created in conjunction with teaching faculty and based on course assignments. Teaching faculty also consult with library faculty when designing research assignments, ensuring both that students gain information literacy skills and also that library and information resources match the requirement of the assignment. In conjunction with librarians, teaching faculty ensure that assessment rubrics assess information literacy.

2.C.7 Credit for Prior Experiential Learning

The college offers students the opportunity to earn credit for prior non-traditional education and work experience. Policies and procedures for awarding experiential learning are available to students through Enrollment Services and posted in the College catalog. Faculty are aware of the options for awarding credit for prior learning and is supported through the process by Education Support Services. The IC regularly reviews prior learning assessment policies through the biennial catalog update process with input from the divisions and disciplines across campus. Enrollment Services also provides feedback and suggestions for improving the policies.

Students can apply for prior learning credit through a faculty review process, course challenge, and prior learning credit translation through the College Level Examination Program (CLEP), Advanced Placement (AP), or International Baccalaureate (IB). Credit awarded to veterans is based on the American Council of Education’s Guide to the Evaluation of Educational Experience in the Armed Services (ACE). A faculty member can review, can include, but is not limited to a portfolio, test, oral interview, other written documentation, or any other appropriate method by which the faculty member determines that the student has met the course outcomes. Faculty from the applicable disciplines has direct input and oversight into determining the appropriate course credit based on the CLEP, AP, IB and ACE evaluation and approve credit (one to two credits per quarter) for portfolios, course challenges, and other means as listed above. Students can either contact a faculty member or see a credential

evaluator in Enrollment Services who inform them of the process and has them complete a Prior Learning Assessment Request form.

Only 25 percent of a degree requirement can be satisfied through prior learning credits. Students are also informed that transferability of prior learning credits is ultimately determined by the transferring institution. Any credits earned through PLA at any Washington community and technical colleges are accepted by Green River. Once the work has been completed by the students, the qualified teaching faculty member assigns a grade and submits the Prior Learning Assessment Request form to Enrollment Services for processing.

2.C.8 Transfer Credit

Green River awards transfer credit from regionally accredited colleges by evaluation on a course-by-course basis. Equivalency is determined by assessment of course content through review of course descriptions and/or syllabi. The college also honors reciprocity between institutions. The expectation is that Green River transfers in courses that meet specific requirements. The inception of the statewide Common Course Numbering (CCN), for example English 101, has allowed courses to transfer directly if the course is offered at Green River.

The College also recognizes that quality education takes place in other learning institutions. In realization of this, Green River has signed articulation agreements with other colleges. Articulation agreements allow credits to transfer from particular colleges to Green River as long as all of the degree requirements are met.

The College has been working with several four-year institutions, both in the state of Washington and bordering states to develop Transfer Institution Agreements. These agreements are designed to provide a smooth transition from Green River into specific college departments. The agreement between Green River and other colleges identifies specific courses that, if taken, will be allowed for automatic credit at the other institution.

Undergraduate Programs

2.C.9 General Education and Related Instruction

Green River is committed to offering comprehensive degree programs that provide general education components designed to prepare students to achieve their academic, career, and personal lifelong learning goals. As a member of the Inter-College Relations Commission (ICRC), the College's degree and certificate programs reflect standard requirements established by ICRC and in accordance to peer institutions in Washington state. Transfer degrees (AA-DTA, AB-DTA/MRP, AFA-DTA, AM-DTA, AEE-DTA/MRP, APreN-DTA/MRP, AAS-T, and AS-T) comply with ICRC recommendations for transfer degrees within Washington. General education requirements for each of these degrees include academic preparation in communication skills (10 credits), quantitative/symbolic reasoning skills (five credits) , intermediate algebra

proficiency, humanities (15-20 credits), social sciences (15-20 credits), natural sciences (15-20 credits) and electives (15 credits, course labeled 100-level or above). Each of the distribution areas (humanities, social sciences, natural sciences) require that courses be taken from at least two disciplines to ensure that students have the variety of coursework required for an undergraduate education.

Specific requirements for each transfer degree are found in the college catalog (35-49). As outlined in the college catalog (60-101), Career and Technical (i.e., Professional/Technical) degrees (AAA, AAS) and certificates require core requirements in related instruction that include courses in written communication (minimum of three credits), oral communication (minimum of three credits), computation (minimum of three credits), and human relations (minimum of three credits). In addition to courses satisfying the related instruction requirements, career and technical degrees and certificates contain coursework that is geared toward preparation for career fields aligned with industry standards.

2.C.10 Learning Outcomes In Transfer Degree Programs

Green River is committed to the continuous improvement of teaching and learning. To this end, the faculty created and implemented four Campus-Wide Learning Outcomes (Written Communication, Critical Thinking, Responsibility, Quantitative and Symbolic Reasoning). Each Campus-Wide Learning Outcome (CWLO) has competencies which are components of the large outcomes and are addressed in a variety of classes within transfer degree programs (see Standard 2.C.2). Course syllabi are required to include which CWLO and competencies are addressed in the course and the competencies are recorded in the CAR database. In addition to the CWLOs, each transfer program has learning outcomes that are published in a Course Adoption Revision (CAR) form, program websites, and the Learning Outcomes Committee website. Transfer degree program learning outcomes are overseen by faculty with changes initiated by faculty through its respective divisions.

Additional approvals for program changes are submitted to the Faculty Curriculum Review Committee (FCRC), the Instructional Council, and to the Vice President of Instruction. A representative from Education Support Services who sits on FCRC provides additional guidance and verifies that all revisions comply with the ICRC handbook. Faculty members in each division develop the criteria by which the learning outcomes for transfer degree programs are assessed and publish the methods on course syllabi and on CAR forms. The Learning Outcomes Committee provides additional support for assessment efforts with faculty leaders conducting a syllabus workshop during opening week of fall quarter and assessment training during the summer that includes rubric development for assessing outcomes.

2.C.11 Learning Outcomes in Career and Technical Degree Programs

The college's career and technical programs include both degree and certificate options. Career and Technical degrees and certificates over 45 total credits require related instruction. In most cases, related instruction coursework is already included within the program and may be part of several courses or may be included in one particular course. For degree programs, related instruction is focused on the specialized areas of communication (written and oral), computation, and human relations courses. The related instruction courses are taught by qualified discipline faculty (faculty credentials are listed at the end of the reference section of the college catalog). For applied degree and certificate programs, Green River has identified courses that satisfy the related instruction requirement with The Related Instruction Committee, a subcommittee of IC, charged with ensuring that these requirements are met. Program faculty members work with the Department of Institutional Effectiveness in assessing program outcomes. Advisory committees from local business and industry help the faculty determine curriculum for each Career and Technical program and provide feedback on program outcomes as part of the review.

Continuing Education and Non-Credit Programs

2.C.16 Compatibility with College Mission and Goals

Consistent with the mission of Green River, the college offers a variety of continuing education and special learning activities that provide employers and community members the ability to upgrade skills for current and future employment, maintain personal well-being and engage in cultural enrichment activities. Continuing Education includes non-credit lifelong learning; non-credit and some credit business and technical offerings, professional development training for water/wastewater facility operators provided by Washington Environmental Training Center (WETRC), small business development counseling and training, and industry contract training. Both credit and non-credit activities are offered at the college's branch campuses in Enumclaw and Kent.

2.C.17 Academic Quality

Continuing Education courses are taught by adjunct instructors who have specialized experience or industry certification in a subject area. Content material is instructor-driven, with a specific set of identified outcomes. CE courses are typically less than one quarter long and are either at a less advanced level of subject matter or are a very specialized skill with an outcome-based course.

Some specialized CE courses are offered for college credit. In these cases, courses are processed through the appropriate governance body, the Faculty Curriculum Review Committee. Faculty are involved in non-credit course development where appropriate and often teaches CE courses in program areas such as contract training and Prime Time Institute.

2.C.18 Granting of Credit

College credit is awarded for Continuing Education courses, in select cases, in accordance with college policies and procedures. Continuing Education also awards CEU's for professional growth and clock hours for teachers. The Continuing Education department is the college's designated granter of CEU's and does so within the parameters of the national standards for awarding Continuing Education Units. CEU and clock hour records are maintained in the CE office in accordance with Department of Education policies and guidelines. Course outlines and outcomes for all CE credit and non-credit activities are on file in the CE office, the WETRC office or the IP office, depending where the courses are housed.

2.C.19 Records

Continuing Education has a strong record keeping system. The student registration system used for CE courses is web-based and uploads directly to the College's administrative system. Both systems maintain course information, student registration records, and course management data. Paper files are also kept on each course including course outlines, class sign-sheets, and any other pertinent information. These paper records, along with the CEU and clock hour records, are kept in accordance with the college's record retention policy.

The record system allows retrieval of student or class information quickly and provides a transaction history. It is also used in processing instructor payroll and class hour verification.

Standard 2.D Student Support Resources

Introduction

Students are at the forefront of Green River and its mission. The vision of the college is to be a leading institution committed to creating opportunities for lifelong learning and student success. This reflects the dedication of Green River institution as being student-focused. The mission upholds this vision by providing quality education and training programs, and Student Affairs Division supports it as well through the various programs and departments that are centered around providing students with services to assist with their educational process. Basically, the role of Student Affairs is to support and augment the instructional program.

The division's mission is to engage and empower Green River's diverse community through innovative opportunities that bridge instruction and life-long learning, leading to student success, social awareness, and action. The vision is to "think student, then decide." Programs and expectations are built around this concept.

The President reorganized the Instruction and Student Affairs area in her first two years of tenure. Whereas the management of the Student Affairs division used to consist of one executive dean and two assistant deans, the restructure promoted the dean of the division to

vice-president status. This student services vice-president now provides principal leadership and direction for all of Student Affairs functional areas and departments. There is a core leadership team within Student Affairs that oversees the areas and reports directly to the vice president. This organizational structure is effective in providing students the services they need that are consistent with the mission and goals of the College.

2.D.1 Effective Learning Environments

Consistent with educational programs and methods of delivery, Green River creates effective learning environments with appropriate programs and services to support student learning needs.

Over the past 15 years, the College has experienced tremendous growth in student numbers and facilities. Consequently, support services have expanded as well, deepening and widening the comprehensive nature of student development and retention services to assist with student learning needs outside the classroom and to create an effective learning environment. These functional areas include access and enrollment, retention, leadership and involvement, and auxiliary services (See Table 2-3).

Table 2-3: Four functional areas within the Student Affairs Division with corresponding standards

Access and Enrollment	Retention	Leadership and Involvement	Auxiliary Services
Assessment and Testing Center (2.D.1)	Counseling (2.D.1)	Athletics (2.D.13)	Childcare Center (2.D.12)
Career and Advising Center (2.D.10)	Disability Support Services (2.D.1)	Community Development Housing (2.D.12)	Conference Services— Food Services (2.D.12)
Enrollment Services (2.D.1, 2.D.3, 2.D.5, 2.D.7, 2.D.14)	Diversity Services and Multicultural Affairs (2.D.1, 2.D.11)	Health Services (2.D.1)	Conference Services— Conference Center (2.D.12)
Financial Aid (2.D.8, 2.D.9)	Judicial Programs (2.D.1)	International Activities (2.D.11)	Paper Tree Bookstore 2.D.12
Recruitment and Outreach (2.D.1)	TRiO Student Support Services (2.D.1)	Student Life (2.D.11)	
Running Start (2.D.10)	Veterans Affairs/Agency Funding (2.D.1)		
Zgolinski Welcome Center (2.D.10)	Women’s Programs (2.D.1)		

These functional areas are coordinated and managed to assist students' progress through their collegiate journey at Green River. While information is provided about specific departments in their respective Standard elements, a brief overview is provided below:

- The functional area of **access and enrollment** focuses on recruitment, admission, and matriculation, and consists of eight areas reporting to directors of Enrollment Services, Financial Aid, and Student Affairs and Access. Each of these areas and their components of Assessment and Testing, Career and Advising, HireWorks, Recruitment and Outreach, Running Start and the Welcome Center provide essential support services for the College's diverse student populations through a variety of service methods. In 2007-08, the College moved to provide a centralized place where prospective and incoming students could be admitted, assessed, advised, and follow-through to actively register for classes. Prior to that year, students had to transition between two widely placed buildings on campus in order to be admitted, assessed, and advised. With this one stop entry point for new students (including entry advising), the rate of registered students new to the College increased significantly.

- The functional area focused on **retention** within student services is comprised of six different programs. Retention is the key to having students matriculate and persist. Student Affairs is fully committed to seeing students excel both academically and socially. Although education is the primary focus, Student Affairs assists students to grow and develop by challenging themselves through college programs, activities and other co-curricular experiences in addition to academics. Retention services focuses on a variety of at-risk student populations to provide a broad network to assist the students who need additional support to remain enrolled. These include Counseling Services, Disability Support Services, Diversity Services and Multicultural Affairs, Judicial Programs, TRiO Student Support Services, Veterans Affairs/Agency Funding, and Women's Programs.

- The functional area of **leadership and involvement** is centered around Student Life and corresponding services. Student Life is a vibrant and dynamic department that is both proactive about and responsive to students' extracurricular and social needs. Student Life is committed to providing co-curricular activities and programs to encourage and foster the intellectual and personal development of students consistent with the College mission, vision and goals. Many students find others with common interests by getting involved on campus with the many programs offered through the Student Life office. This includes clubs, organizations, forums, musical entertainment, student government, volunteer events and other special events. These programs provide opportunities for high quality fun at low costs and are coordinated by students. Staff serve in liaison capacities ensuring the link between faculty, administration and student services. Included within the Student Life Office are the Community Leadership, Education and Outreach (CLEO) program, International Student Activities, Student Government and Intercollegiate Athletics under the direction of the Director of Student Affairs,

- Leadership, and Involvement and Athletic Director, respectively. The Commencement Achievement Program is under the direction of the office of Diversity Services and Multicultural Affairs.
- The fourth functional area is **auxiliary services** which includes the business enterprise operations, and consists of Student Union Enterprises (SUE) entrepreneurial operations: the Paper Tree, Food Services, and Conference and Event Services. SUE provides access to useful resources, maintains competitive prices, and maximizes revenue. It also encompasses Student Housing Campus Corner Apartments and the Childcare Care Center.

To maximize the effective learning environment, the above functional areas are coordinated and directed to assist students to progress through their educational journey at Green River. Specific student services departments (which are directly related to effective learning) are highlighted below.

- **Assessment and Testing Center** is the hub for the following activities: Course placement testing through COMPASS, CASAS, and WAMAP, General Education Development (GED) testing, classroom testing and test proctoring. This center has undergone significant changes over the last 10 years. Initially located in the Lindbloom Center, due to remodeling, it was moved temporarily to the Rutkowski Learning Center, and finally to the Zgolinski Welcome Center in 2007-2008 to pilot a centralized one-stop shop function in the new building. Within this last academic year, over 7,200 COMPASS assessments were administered as well as over 2200 other assessments for specific programs. The bulk of the testing oversight includes classroom testing which included the administration and proctoring for over 25,000 individual class tests. Staffing has increased from a single permanent staff supplemented by nearly a dozen part-time hourly staff to three permanent staff. Plans are in the works to transfer another permanent staff to join them. Increasing the permanent staff will add stability and increase accountability in this function.
- **Enrollment Services (ES)** provides admissions, registration, and student records maintenance services. This is an extremely busy department of the college. With the changing budget climate, this department has had to streamline many of their functions, and reorganize due to staff attrition. Overall the number of ES staff have decreased, while meeting the needs of more student FTEs than ever. The Admissions branch promptly and efficiently processes all applications for admission and responds accurately to all inquiries about college programs and services with a high level of customer service. Admissions coordinates with the Welcome Center to complete the processing of applications accepted by them. Over this last year, Admissions processed nearly 11,000 applications, answered over 34,000 calls, and scheduled nearly 30,000 registration appointments. The Registration sector processed over 24,000 registration

- activities, both on-line and in-person. The third area of operation of this department is Records. Within the last year, nearly 13,000 transcript requests were processed, nearly 2,300 evaluation requests completed, and over 2,700 applications for graduation were processed.
- **Recruitment and Outreach** promotes the institution to the local high schools in our service area. College staff make visits, give presentations, arrange community visits and partnering, and plan, implement and host other campus outreach events.
- **Counseling Services** provides professional psychological assistance to the college community. When the residential component of the college was added, the institution also increased the faculty counselors from one to two. Counseling Services provides short-term personal and crisis counseling for students experiencing problems that threaten to interfere with their educational success. For concerns reaching beyond the scope of this short-term model, counselors provide resource and referral information. Services are confidential within the scope of the law, and there are no additional fees charged to students who use program services. Counselors are tenured faculty who are part of the Humanities Division but who report directly to the Vice President of Student Affairs.
- **Disability Support Services (DSS)** authorizes auxiliary aids, appropriate academic adjustments, and other services for students with disabilities that significantly impact their educational processes. These services include visual and/or sign language interpreters, note-takers, test scribes, audio-taped or e-Textbooks, access to assistive technology, and referrals to community agencies. Students who request auxiliary aids and/or academic adjustments are required to participate in an intake session, provide documentation of disability, and participate in individualized determination process, after which qualified students are authorized appropriate and reasonable academic adjustments and/or auxiliary aids. Within this past year, the numbers of students qualifying for accommodations has significantly increased and the need to expand the staffing to meet the accommodation demand became readily apparent. Due to this increase in need, to meet the mandates of Section 504 and the ADA, and to take advantage of the staffing attrition, a new program coordinator position has been added to Disability Support Services, effective August, 2011.
- **Health Services** fosters student success and retention by informing and educating students on relevant health and wellness topics, and developing effective self-care skills for optimal lifelong physical health. Services provided include: workshops for general audiences and for specific classes, referrals to on-campus and community services, and consultations for students who have been referred by Judicial Programs based on concerns about addictive or substance abuse behavior.

- **Office of Diversity and Multicultural Affairs** assists the college in creating a more welcoming, inclusive, and supportive environment, consistent with the College’s mission, Core Themes, educational programs, and methods of delivery. Diversity and Multicultural Affairs is primarily charged with recruiting and retaining historically marginalized and traditionally underrepresented students. The office is also responsible for creating educational and cultural programming to educate and enrich the campus and surrounding communities. The goal of these efforts is to increase diversity awareness, making regular presentations to classes, departments, and student groups on issues of diversity and multiculturalism. A Commencement Achievement Program was designed and implemented that provides mentoring for diverse incoming and transitioning students. Peer Navigators are employed to provide this mentoring. The office also works to support the efforts of five student organizations, housed within Student Life, whose purposes relate to the mission of the department; for example, the Asian Student Union, the Black Student Union, the First Nations Club, the Latino Student Union, and the Queer and Allies Club.

- **Judicial Programs** meets the needs of student residences on campus; the student conduct process maintains a regular office with permanent staff. The focus of Judicial Programs is to adjudicate student conduct issues, following due process and code of conduct.

- **TRiO Student Support Services** offers individualized advising, tutoring and other supportive services for students who qualify through TRiO Student Support Services. TRiO is a federally funded program offering intensive support for students considering a transfer degree. Students who qualify for low income status, have disabilities, or have parents who have not earned four-year degrees may be eligible to join TRiO. The program serves up to 200 students per year, and has established a track record of a successful graduation and transfer rate for students. The program provides intensive advising, transfer advising, and has a range of activities to assist students with study skills, time management, transfer school selection and financial literacy. It also provides free individual peer tutoring for participants as well.

- **Veterans** are well served at the college through two areas: Veterans Benefits, staffed by a permanent employee designated as the Certifying School Official, and the Veterans Affairs office, staffed by an AmeriCorps Veteran who works with other vets to assist them in acclimating to college culture. The Veteran Benefits office provides orientation and informational services for students who use their GI-Bill benefits and complies with current legislation and outside agencies. The Veterans Benefits Office works with over 300 veterans and all indications suggest that the number of incoming veterans wanting to utilize their benefits will increase.

- **Agency Funding** is a service provided to assist students who are being served by other agencies working with dislocated workers (through the Trade Adjustment Act), or those who are going through Labor and Industry retraining, or those who are working with

- WorkSource or DVR (Department of Vocational Rehabilitation). This office works with outside agencies to support those students who are utilizing funding from various Labor and Industry agencies, Department of Vocational Rehabilitation, Social and Health Services, and Department of Services for the Blind. The office serves as a liaison between the various vocational or agency counselors and students with regard to their academic/vocational plans. The function of this service is to assist with the verification of tuition and fees, required courses, required textbooks, and other required supplies.
- **Women’s Programs** offers information and referrals to campus and community resources; financial assistance with books, calculators, emergency child care, class supplies and transportation. Services include education around topics of domestic violence, sexual assault, sexual harassment, and other women’s issues. Over the past year, Women’s Programs has worked with over 400 unduplicated students, providing services and resources not available to them through any other college program.
- **Workforce Education** is an important tool of instructional support for the Career and Technical Education Division. The Workforce Education department offers a menu of services to students enrolled in Career and Technical Education programs ranging from career planning and resources connection to tuition assistance and supportive services. These services are provided in a culturally competent service delivery model designed to retain students and support program completion.

Workforce Education works with a wide range of students, many of whom qualify as traditionally underserved: dislocated workers, TANF (Temporary Assistance for Needy Families) and food stamp recipients, veterans, and ex-offenders. Workforce served over 2,000 students last year and invested 2.1 million dollars in tuition support for Workforce-related student expenses. Working in tandem with internal divisions, Transitional Studies and Wellness and Student Affairs, Workforce intentionally and deliberately transitions students from Basic Skills programs to job skills attainment certificates to college level classes with a goal of completion and employment. Workforce’s ability to retain students is largely due to its deep community partnerships in providing basic need resources such as transportation, housing, child care, emergency living expenses, mental wellness and substance abuse support. The Workforce Education department delivers these critical student services through its four grants: Worker Retraining, WorkFirst, Opportunity Grant and Basic Food and Employment Training.

Math Learning Center

The Math Learning Center (MLC) is a friendly and supportive learning environment where students can study individually or in small groups. It provides a variety of supplemental math learning resources including drop-in tutorial assistance, math videos, graphing programs, special interest math books and supplemental texts, as well as graphing calculator rentals on a quarterly basis. The MLC also serves math instructors by making class materials available to

their students and providing instructors with various math tools, textbooks, and classroom sets of calculators for their classes. Improvements that have been made include better tracking of student usage of the MLC, the addition of tables to accommodate students with disabilities, periodic updating and replacement of the lab computers, and the current collaboration between the MLC, TRC (Tutoring and Resource Center) and Writing Center on a joint tutor training program.

Writing Center

The Writing Center offers 30-minute, focused, one-on-one tutoring sessions for all Green River students. Whether students need help with technical issues in their writing or if they need help brainstorming or revising, student and faculty tutors are available on a drop-in basis to assist student writers. The Writing Center serves a number of students each quarter coming from many different programs on campus and classes across the disciplines. Along with tutoring, the Writing Center also provides a computer laboratory and printer, a library of writers' reference materials, handouts on grammar and citation guidelines, and a website with links to online writing resources. In providing these resources, the Writing Center helps students gain confidence and competence, helps faculty supplement their curriculum, and helps Green River Community College achieve its mission statement and campus-wide objectives.

Beginning the 2012 fall quarter, a mandatory orientation-training-mentoring sequence for all Green River writing tutors was implemented. The initial training lasted the entire fall quarter but tutors continue to be mentored throughout the academic year. This mentoring sequence prepares tutors to help students develop the skills necessary to be successful in their classes. A new student tracking system called AccuTrack has been launched to help meet the needs of Writing Center student visitors as well as assess the services and performance more effectively.

Tutoring and Resource Center

The Tutoring and Resource Center provides free tutoring in all disciplines for registered students with the exception of Math. In addition to tutoring services, there is a computer lab available to students with the software used in classes from numerous disciplines, supervised study tables, and handouts relevant to study skills, campus support, and tutoring services. Students are required to sign in using a check-in computer that allows the college to collect data and track visits to the center. The Tutoring and Resource Center staff works collaboratively with faculty and other tutoring centers on campus, and also provides support to underrepresented student programs (e.g., CAP, Diversity Services, IESL ESOL, IP, ABE, HSC) and Career and Technical programs. The center is dedicated to providing students the tools they need to achieve their academic strengths that will allow them to become independent learners. Improvements that have been made include refining the tracking system, employing additional tutors in high need areas (including STEM fields), and increasing communication with International Programs about how best to meet the needs of IP students visiting the Center.

With the number of students visiting the Center increasing significantly, the Center director has optimized the tutoring schedule at peak hours to meet the demand and maximize the current budget resources.

Public Speaking Center

The Public Speaking Center opened its doors winter quarter 2011 under the direction of the Communication Studies department. The purpose of the Speaking Center is to provide a space where students, faculty, staff, and alumni can receive proper skills and technique training for effective public speaking.

Based on the model provided by the University of Washington's Public Speaking Center, visitors go to the Speaking Center to receive training in speech writing, to ease anxiety when speaking publically, and deliver an effective speech based on feedback from trained speech tutors and/or communication studies instructors (full-time and adjunct) during a 20 minute, one-on-one coaching session.

Students can also enroll in a public speaking module course, CMST 221, which is offered through the Humanities Division. The module course allows students to practice speeches and improve presentation skills assigned in their classes while earning college credit. The Public Speaking Center is available to students from all discipline areas in addition to those enrolled in communication studies classes.

With the 2012-2013 budget, funding was allocated to the Public Speaking Center from the general fund that allowed for two faculty with one-third release time to manage the Center. In addition, funding was set aside to cover the cost of tutoring and ongoing equipment needs, with some of the start-up equipment costs provided by the Technology Fee Committee. Since its inception, the Public Speaking Center has purchased necessary equipment, maximized tutoring session offerings (space is shared with IT in the Holman Library), offered sessions during summer quarter, and established a tracking system for documenting the visits to the Center, as well as providing students the opportunity to schedule appointments online.

2.D.2 Safety and Security of Students and Property

Green River provides a safe and secure environment for students, employees, and visitors at all campuses. The College's Campus Safety department provides 24-hour services that include dedicated campus housing patrols, vehicle unlocks, vehicle jumpstarts, safety escorts and special event transportation. The College's Safety Ride program provides students courtesy rides to and from campus and local destinations. The department also provides a secure parking lot and shuttle service from a nearby park-and-ride to alleviate challenges due to limited on-campus parking. All members of the Campus Safety staff, with the exception of the

director of Campus Safety and the Transportation Program coordinator, are contracted through Pierce County Security.

Safety staff work closely with the college's Emergency Operations Committee (EOC) to provide operational support and advice helping guide the College through major crisis or disturbances affecting the campus. Mass notification is completed through the opt-in "e2campus" text messaging program. Included in the EOC is the Red Flag Information Reporting System, a program in which students, employees and community members may report odd or concerning information about an individual for further investigation. Staff also actively participate in the college's Behavioral Intervention Team, which brings together campus services to review reports of student behavior and assess if that behavior constitutes a possible threat to the individual or the campus community.

Campus Safety works with local law enforcement, medical, fire prevention and other emergency agencies to help ensure the well-being of individuals on College property. Working closely with students, staff and faculty, Campus Safety helps establish individual safety plans and teaches personal security through meetings, classroom presentations, drills, building captain training and educational campaigns. Safety staff follow up on campus incidents with investigations and provide resources for victims through association with College departments, local law enforcement and social services.

2.D.3 Recruitment and Outreach

Recruitment and Outreach is the major function for promoting Green River to the local high schools and community organizations in the College's service area. Recruitment and Outreach staff complete high school visits, give presentations, perform community visits and partnering, in addition to planning and hosting a variety of outreach events on campus. During the 2010-2011 academic year, Recruitment and Outreach attended over 100 events, connected with more than 4,300 prospective students, and hosted more than 1,314 prospective students through on-campus programming. This function is located in the Zgolinski Welcome Center and Welcome Center. All five staff members facilitate varying degrees of outreach functions and provide overall entry services in the Welcome Center.

Green River is an open door institution and admits all students who meet the minimum age and educational requirements. The Admissions office sends a clear and consistent message regarding high school course recommendations, particularly in the math subject area. All certificate and degree-seeking students take the COMPASS placement test for reading, writing and math before registering for classes. Students receive their COMPASS placement scores and meet with an entry advisor who explains the results, after which students are scheduled for a mandatory orientation session. Student orientation and advising is mandatory for all new students seeking certificates and degrees. New students meet with an Educational Planner for

class selection. Once advised, students register for classes using online services or they may register in person at the registration counter. Students must pay their tuition and fees within four business days, sign up for the Student Tuition Easy Payment Plan (STEPP), or obtain a deferment hold from their lending source.

Advising for transfer and matriculation is mainly provided through the Career and Advising Center; however, this is supplemented by other advising services through athletics, TRiO, SSS and advising faculty. The advising services are explained in further detail in section 2.D.10.

2.D.4 Program Changes or Elimination

The College consistently plans and implements major program changes and closures to minimize student disruption. In every instance students are notified of changes in program status as early as possible. At that time the College will have prepared information for the students which outline the planned sequence of events to implement changes and closures, including pathways to complete current program requirements. The information is shared with students in every possible way including announcements made in classes, and new requirements and program closure information noted on the website and in the College catalog or catalog addendum. Every attempt is made to develop a plan for students to complete program requirements in a timely manner. Typically one or two individuals from the advising department and core faculty members are assigned to work with students to plan their individual schedules. If students are unable to complete the program in the timeline and schedule established by the College, counselors work closely with them to find substitute classes or alternatives to complete the program requirements. The alternatives may include non-traditional credits or online classes from the College or other sources, including other colleges.

2.D.5 Current and Accurate Information

Green River's website is easy to navigate and accurate. It communicates information on academic programs, career and technical programs, and services offered to students and the community. Publications and the website are reviewed on a regular basis to ensure accurate and updated information is published. The website includes but is not limited to the following information: Mission and goals, entrance requirements, college catalog, quarterly class schedule, grading, degree information, course descriptions, tuition and fees, refund policy, payment information, academic calendar, program outcomes, student learning outcomes, student resources, prerequisites information and student rules, regulations, rights and responsibilities.

2.D.6 Publications on Educational Programs

Most programs and courses provide open access to students. Prerequisite requirements are provided within the college catalog and quarterly schedule, as well as through the web on the

“courses and programs” page. Programs that are selective and have limited entry — such as nursing, nurse assistant, occupational therapy assistant, and physical therapist assistant — include selective entry and competitive criteria on the web page for each of the programs as well as in the program application materials. Programs that are linked to specific licensure include the criteria for licensure within their web and application materials.

2.D.7 Student Records and Retention Policies

Green River adheres to the General Retention Schedule for Washington’s Community and Technical Colleges. The registrar is primarily responsible for administrative policies and procedures pertaining to all student records. The college also closely follows the students’ rights under the Family Educational Rights and Privacy Act, also known as FERPA. These rights are clearly stated in the college catalog, college website, and the student handbook. FERPA sessions are held several times a year and the entire campus community is invited to sign up and attend a session or return for a refresher. All faculty and staff gaining access to student information must sign a confidentiality statement prior to getting access to student records.

2.D.8 Financial Aid Program

In accordance with its mission and in support of student access and retention, the Financial Aid (FA) office provides educational access and assists in the retention of students by offering the financial resources needed for students to achieve their educational goals. The college offers an array of grants, scholarships, loans and employment programs to 49 percent of its eligible students to assist them in attaining their educational goals. Using systematic processes and procedures, FA maintains a high level of fiduciary responsibility. Using these internal checks and balances in daily operations ensures accuracy and accountability.

Over the past several years, the number of students seeking to start or continue their education at a community college has grown tremendously. Each year the number of students applying for financial aid has increased at a drastic rate. Last year, the college received 11,637 applications for funding (including nearly 5,000 for workforce student funding). To help offset these numbers and provide enough quiet time for processing applications and awarding students, the FA office is closed to student traffic on Wednesdays. Workforce and Financial Aid Offices work collaboratively to maximize their funding sources. The distribution of aid is based upon systematic written policies and procedures and is administered in an environment of fiduciary responsibility, including internal procedural checks and balances. Audit results have been good because of detailed process and operations in accordance with regulatory requirements. In addition, an array of financial aid information is published in written materials, in the catalog and on the College’s website.

2.D.9 Financial Aid Repayment Obligations

The College participates in the Federal Direct Loan program. Students complete promissory notes and loan counseling on a federal website before receiving funds, and exit counseling information is mailed to them when they leave the College. Written policies and procedures guide operations and assist in monitoring regulatory compliance. The College's two-year cohort default rates for the past three years were: 11.8 percent in 2008, 8.4 percent in 2009, and 11.5 percent in 2010. Students are billed for federal refunds and grant overpayments when they cease attendance.

In addition to the repayment obligations described above, the Post 9-11 GI Bill Veterans Funding obligates the College to ensure that veteran funding is utilized after any other funding that veteran students may receive. The Veterans Benefits office works closely with the Financial Aid Office and the Cashier's Office to determine if any repayment of veteran funding is due and follows established protocol to ensure appropriate repayment, either by the college and/or by the veteran student.

2.D.10 Academic Advising

Academic advising is an integral component in a student's educational experience. Advising helps a student develop and clarify goals, provides opportunity for relationship building with college personnel and promotes a student's persistence and retention. Green River has a shared academic advising model, where advising occurs in a centralized office and is also performed by faculty. The Career and Advising Center provides comprehensive career and educational planning resources for current and prospective students and special populations. The Center has five Educational Planners who provide transfer, academic, career and technical advising, and two Career Specialists who provide career exploration services.

The Running Start program is also housed in the Career and Advising Center, and is fully integrated into this office, with one Educational Planner and one Program Coordinator. Advisors have been trained on coursework requirements for the school districts that are located within the service area, and advise eligible high school students interested in participating in Running Start accordingly.

Full time faculty provides academic advising to current students according to the student's program of study. The Zgolinski Welcome Center performs entry advising for new students. Academic Advising services include the following:

- Entry advising provided for new and prospective students to clarify the program, review COMPASS scores, discuss financial aid options and plan the next steps (Zgolinski Welcome Center).

- Mandatory advising for new students: Student Orientation Advising and Registration (SOAR) program (facilitated by Career and Advising Center and Zgolinski Welcome Center).
- Comprehensive career and education planning resources for current and prospective students and special populations (Career and Advising Center).
- Shared academic advising model: faculty provide academic advising for Career and Technical and Transfer programs, in addition to the centralized advising available in the Career and Advising Center.
- TRiO Student Support Services provides advising for up to 200 transfer students looking to complete a bachelor's degree upon graduation. TRiO is covered in greater depth in section 2.D.1.

Running Start and Zgolinski Welcome Center

The Running Start program is the facilitation of a state-legislated dual-credit program to include orientation, advising, registration and partnering with high schools and school districts. Green River's Running Start program is one of the largest in the state, with over 1,000 participants attending from more than 15 districts and 30 high schools. Running Start has experienced some major modifications in the last two years as a result of new legislation; the first of which required participants to pay college and class fees, and most recently limiting a participant's combined high school and Running Start enrollment to 1.2 FTE. Green River's Running Start program is housed within the Career and Advising Center and has one Educational Planner and one Program Coordinator who work collaboratively with the Career and Advising Center staff to serve Running Start students.

After the Zgolinski Welcome Center completion in June 2008, Green River moved to a one-stop entry point for new students to complete application, placement testing, college tours and entry advising. Outreach and Recruitment is also located in the Welcome Center where students get their entry services. By locating the admissions, assessment and entry advising in one shared area, students benefit by completing these first steps rather than being sent back and forth between buildings.

2.D.11 Co-Curricular Activities

Student Life

Student Life is committed to providing co-curricular activities and programs to encourage and foster the intellectual and personal development of students consistent with the college mission, vision and goals. Many students find others with common interests by getting involved on campus with the many programs offered through the Student Life office such as clubs and organizations, forums, musical entertainment, student government, volunteer events and other special events. These provide opportunities for high quality fun at low costs and are

coordinated by students. Staff serve in liaison capacities, ensuring the link between faculty, administration and student services.

Included within the Student Life Office are the Community Leadership, Education and Outreach (CLEO) program, International Student Activities, Student Government and Intercollegiate Athletics under the ultimate direction of the Director of Student Affairs, Leadership, and Involvement, and the Athletic Director.

Community Leadership, Education and Outreach (CLEO) Program

The Community Leadership, Education and Outreach (CLEO) program continues to be recognized at the local and national levels for its leadership training and community service activities. This highly respected program has established Green River as a model for student development programs throughout the Washington community college system.

Students complete a four-week training program at the beginning of the academic year and facilitate the college's student programming. The CLEO program promotes co-curricular activities and works collaboratively with faculty and staff to create a sense of community and pride at Green River. CLEO and the Associated Students of Green River Community College (ASGRCC) partner to retain students through outreach activities and other educational and social activities that support the mission of Green River. Qualified students learn valuable skills with hands-on experience in managing a program, while at the same time earning money. Each position assumes responsibility for planning, organizing, budgeting, and implementing activities to meet the varied needs of Green River's students, faculty, staff, and surrounding communities. The CLEO program includes more than 22 students from programming, international student activities/ambassadors, the ASGRCC executive staff, and resident assistants from Campus Corner Apartments.

International Student Programs and Activities

International Student Activities provides opportunities for all students to experience diverse cultural experiences through interaction with international students, at the same time affording international students opportunities to gain broader understanding of the College and surrounding community. International student activities are funded by International Programs and serve the entire college community with a focus on the unique needs of international students.

International Student Activities are under the direction of the International Activities Manager and one International Activities Student Programmer. The program provides a number of core services that are integral and unique to international student success. These include a comprehensive orientation program and a conversation partners program. Also included is the International Student Ambassador program in which selected students receive comprehensive

training to serve as peer mentors and assist in the planning and implementation of international student orientation and other outreach functions.

Green River's International Programs (IP) was established by the Board of Trustees in 1988. The board confirmed the following goals for IP: Firstly, to provide revenue to the college; secondly, to promote internationalization; thirdly, contribute to college leadership; and finally, to enhance service and program development.

The creation of Campus Corner Apartments in 2004 is an example of the latter goal. IP provides the following services for international students: Intensive English as a Second Language, international student recruitment, housing, advising, admissions, activities, short-term programs, study abroad, and services supporting these activities. As of fall 2012, Green River welcomed 1,506 international students, ranking 10th among all community colleges in the United States. International students maintain a median grade point average of 3.5.

Green River has four major competitive advantages in attracting students from abroad, including: an outstanding transfer program to highly-ranked universities all over the U.S.; excellent instruction and student services; the High School Completion Plus program, the international equivalent of Running Start; and strong relationships with overseas schools and recruitment agencies. Declining state budgets nationwide is causing more and more U.S. colleges and universities to recruit international students as a revenue source, greatly increasing completion. At present, IP is working with academic faculty in a major initiative to improve international student adjustment and performance in academic classes.

ASGRCC Student Government

The Associated Students of Green River Community College (ASGRCC) is the officially recognized students' voice in the governance of the college and is governed by the ASGRCC Constitution, By-Laws and Financial Code. All students are granted membership in the ASGRCC.

The governing body of the ASGRCC consists of an executive branch and fifteen senators. The chief justice, a member of the executive branch, is also a senator. The senators are divided into four committees: judicial, public relations, finance and bylaws. The executive branch includes the president, vice president, and chief justice who also serves as chair of the Judicial Committee. Each committee consists of a committee chair and three other members. The student government fosters and develops student responsibility, interest and participation in activities and programs of the ASGRCC. Its main purpose is dedicated to the furtherance of general student welfare and provides the opportunity for student organization, to promote growth of the academic and social lives of students and to help further relations with the college community. Throughout the year, in-service trainings for the senators are facilitated in order to build the skills needed to facilitate co-curricular activities.

Commencement Achievement Program Peer Navigators

Housed within Diversity and Multicultural Affairs, the Commencement Achievement Program (CAP) supports the retention of historically marginalized and traditionally underrepresented students through by developing independent college navigation skills. CAP is overseen by a full-time staff member who reports to the Director of Diversity and Multicultural Affairs, and is staffed by approximately 10 student leaders charged with mentoring their peers. The positions for these students, referred to as Peer Navigators, are supported through Services and Activities Fee funds governed by the Associated Students of Green River Community College in accordance with college policies and state laws dictating usage of these funds. Peer Navigators are selected through an application and interview process each spring quarter. All students who will be enrolled at the college through the duration of their tenure as a Peer Navigator, one academic year, are eligible to apply. Students accessing CAP's services undergo a simple intake process where their information is added to a program database and they are paired with a Peer Navigator. Peer Navigators maintain direct contact with each of their assigned students, and plan events and activities to foster their students' participation in the program.

2.D.12 Auxiliary Services

Student Union Enterprises (SUE) consists of three entrepreneurial operations: the Paper Tree, Food Services, and Conference and Event Services. SUE provides access to useful resources, maintains competitive prices and maximizes revenue. Other programs which also are related to auxiliary services include the Child Development Center (overseen by and housed with Financial Aid), and Student Housing, Campus Corner Apartments, which is overseen jointly by the Green River Foundation and Capstone On Campus Management, with programming designed in coordination with Student Life (see Standard 2.D.11).

The Paper Tree Bookstore

The Bookstore is college-owned and operated. Bookstore operating funds are not used to balance the general fund operational budget. Revenue from the bookstore operation, however, does provide funding for campus projects and other areas that serve students. Examples of these include paying on the loan for the last remodel to the Lindbloom Center, contributing to KGRG (campus radio station) and covering some of the labor expenses for the Scheduling and Conference Services staff.

The bookstore is concerned about the cost of textbooks and has taken the following steps to help the students:

- Makes every effort to comply with both the Higher Education Opportunity Act and Washington state laws concerning textbook information.
- Has implemented an online rental option available.
- Has increased the value at buyback for the students.

Food Services

Food Services provides high-quality services to the College and surrounding community while maintaining competitive prices and maximizing revenue. The services are provided through a contract with Chartwells College and University Dining Services, a private vendor whose services are contracted through a competitive bid process every 10 years. Chartwells operates the on-campus cafeteria, the Gator Grille, and an on-site catering operation. Food Services supports the institutional mission by contributing to the intellectual climate and enhancing the campus's learning environment. Students and staff can provide feedback through a semi-annual Food Services survey. A Food Services Committee is being formed to provide additional feedback to Food Services to enhance the positive impact on the campus.

Conference and Event Services

Conference and Event Services provides affordable campus event rentals as a service to the community; promotes opportunities for familiarity of the campus; and maximizes underutilized campus resources while providing event support to on-campus events. These events include banquets, corporate meetings, weddings, community events and non-profit fundraisers.

Conference and Event Services supports the institutional mission, contributes to the intellectual climate and enhances the campus's learning environment. Conference and Event Services solicits feedback after on and off campus events to gather information on how they can better serve their constituents.

Child Development Center

The Green River Child Development Center is operated by Children's Home Society of Washington and is staffed with well-trained early childhood professionals. The nationally accredited center (Council on Accreditation for Children and Family Services and NAEYC) is a site for Head Start and Early Head Start programs. The successful partnership with the College has made high-quality child care possible and has allowed Green River students to advance their own educations while their children are in an early learning environment that helps them to be successful when they start kindergarten. The Center is licensed for 62 children, ages six weeks to kindergarten age. Approximately \$86,000 in scholarships was provided to low income parents to enable their children to enroll in the Center in 2010-2011. Child care services and financial support permit Green River's students to access educational opportunities and persist in their endeavors.

Student Housing-Campus Corner Apartments

In 2004, the partnership between Green River Community College, the Green River Foundation, and Capstone On Campus Management formed to construct an 85-room, 340-bed apartment-style community. With an on-campus population of 70 percent residents, this residence fosters

an opportunity for both domestic and international students to learn about different cultures and styles of living.

Under the leadership of the Director of Housing and Residence Life, Campus Corner Apartments (CCA) carries out its mission statement by providing residents the opportunity to become involved in residential living. The CCA Mission statement reads, “To provide a safe, respectful, and diverse community that promotes each student’s personal and academic growth through outstanding student service, staff expertise, and strong partnerships with Green River Community College.” This mission statement mirrors both the Student Affairs and Green River Community College mission (see Standard 2.D.3).

The Assistant Directors advise six Resident Assistants and 12 Resident Council members. These positions instill into the residents the leadership abilities and skills they will need once they leave Green River. These student groups provide free educational and social events in the CCA community room every quarter. CCA creates effective learning environments with appropriate programs and services to support student learning needs (2.D.1). Weekend shopping trips provide residents with the opportunity to get off campus. Recycling and volunteer events allow residents to become more aware of the impact they can have on their environment and community.

Since the property is managed by Capstone on Campus Management, residents are required to pay their rent to the CCA office on time. This deadline helps reinforce the importance of paying bills on time, how to avoid late fees, and teaches budgeting skills. The Director works closely with International Programs and Financial Aid to let them know about residents that are falling behind on rent payment and are having difficulty acquiring financial assistance (see Standard 2.D.8). Additionally, CCA has a close relationship with advisors to ensure the residents are attending classes and are on track to graduate (see Standards 2.D.3 and 2.D.10). Becoming fiscally literate is an important concept for college students. CCA works one-on-one with residents to educate and prepare them to be successful citizens when they leave.

When they move in, residents sign a housing contract that outlines the policies and procedures for community living (2.D.5). This safe community is monitored by Campus Safety and Resident Assistants (2.D.2). Campus Safety conducts rounds through the day and night in addition to the Resident Assistant rounds of the property after hours. The CCA student staff and Green River’s Campus Safety staff respond to incidents after hours. Any policy violations result in disciplinary action and possible removal from the property. The Assistant Director of Housing holds a judicial meeting with all parties involved in the violation. If requested, an appeals process is in place for residents. During the judicial meetings, residents are encouraged to revisit their past behavior, reflect on their decision, and challenge themselves to improve.

2.D.13 Intercollegiate Athletic and Other Co-Curricular Programs

The Athletic Program at Green River Community College consists of 12 intercollegiate sports sanctioned by the Northwest Athletic Association of Community Colleges (NWAACC). Those 12 sports include men's and women's cross country, volleyball, women's soccer, men's and women's basketball, baseball, men's and women's golf, men's and women's track and fast pitch softball.

Approximately 130 student athletes participate in the intercollegiate Athletic Program at Green River each year. The NWAACC administers and governs intercollegiate athletics in 15 sports at 35 member community colleges where more than 3,600 student athletes compete each year. NWAACC is composed of community colleges in the states of Washington and Oregon as well as the Canadian province of British Columbia. The authority for such action is derived from its rules as a commission of the Washington Association of Community and Technical Colleges.

The Green River Athletic Program is an integral part of the college's comprehensive educational plan. The program is designed to provide a positive influence in developing the student athlete's mind, body, and character. Students participating in athletic activities are required to attend school full-time, make satisfactory academic progress toward completion of their educational goals, and adhere to eligibility guidelines set by NWAACC and the College. Green River's intercollegiate Athletic Program is supervised by the Director of Athletics which reports to the Dean of Student Affairs. The athletic department meets the standard of its financial operation. It is consistently implemented with the college's mission and it is conducted with appropriate institutional oversight.

Student athletes are granted eligibility to represent Green River in NWAACC sanctioned athletic contests provided they meet the provisions set forth in the NWAACC athletic code book. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for student athletes consistently meet or exceed the standard associated with those for other students.

Participants in intercollegiate athletics can receive merit-based financial assistance through scholarships, tuition waivers and athletic work-study employment as governed and regulated by NWAACC and the institution. Each sport, as mandated by NWAACC, has a limit of financial assistance that can be awarded to student athletes based on athletic participation. Athletic financial assistance is monitored by the Green River Financial Aid Office. Annual athletic financial assistance reports are sent to the state and the NWAACC office for review and compliance.

2.D.14 Distance Learning Identity Verification

All students are assigned a student identification number at the time of admission. Once students complete the SOAR session, they are issued a personal identification number. The two numbers go hand-in-hand anytime students use online services. All students using in-person assistance must show picture identification prior to assistance verifying they are who they say they are.

Standard 2.E Library and Information Resources

2.E.1 Access to Library and Media Services

Holman Library's physical and electronic collections provide appropriate support for Green River's mission, themes and programs. The college has supported the collections through adequate materials budgets even in the face of budget cuts, and the student Technology Fee provides a considerable amount towards electronic resources. Acquisition of materials is guided by the Collection Development Policy and the Media Collection Development Policy, which address collection areas, depth, breadth and currency. The extensive electronic information resources are freely accessible any time to all students whether they are at main campus, remote campuses, or online. Physical items are circulated to remote campuses for students to pick up.

The physical monograph (book) collection size is 57,500. This is in line with Holman Library's long-term goal of 55,000-60,000 physical volumes, a goal established per the original Association for College and Research Libraries collection recommendations. With both appropriate growth and adroit weeding of outdated items, the physical collection has continued to improve in currency and relevancy, as illustrated by improved circulation statistics. The circulation statistics also show a dramatic increase in access to teacher-owned materials through Course Reserve.

Electronic monographs are increasingly available and used, and, without limitations of physical space, the 41,400-volume e-book collection will continue to grow. E-book selection is also guided by the Collection Development Policy and usage statistics are monitored.

In accordance with current trends, the physical serials (magazine and journal) collection size has continued to decline while electronic access has increased dramatically. Almost all e-journals are held in databases. Database usage statistics demonstrate increased use of the collection. Access to items not held by the library is provided through interlibrary loan. Holman Library belongs to the OCLC interlibrary loan consortium, and the increase in interlibrary loan transactions shows students' increasing awareness of their ability to access additional library materials not held by Holman Library.

2.E.2 Planning for Library and Information Resources

Planning for library and information resources is guided by data, including feedback from users and library staff. Collection development, collection management, hours, staffing, and services are all affected by library-collected data and feedback from users and staff.

Collection development is a good example of data-driven decisions. The collection development librarian uses multiple statistical reports, generated real-time, to guide both purchasing and weeding of print and electronic collections. Lists of new items of particular interest to divisions are distributed monthly. Faculty, students and staff can request items directly through the web page, and orders from each division are tracked.

Each division also has a librarian as a liaison. Those librarians encourage requests as they attend division meetings and distribute information. Librarians working with faculty for subject-area instruction also make purchase requests through the online form in support of assignments and areas. Another source of input for needed collection development are the reports from the Faculty Curriculum Review Committee; new courses have course adoption revision forms which note needed library resource support for new or revised courses.

Several areas of the collection have been reorganized to enhance access due to faculty, staff, and user feedback. Non-fiction DVDs were integrated into the main collection so that subject books and media are shelved together. A new collection, Essential College Skills, was created not only to bring together study aids and support for developing reading, writing, and mathematics skills, but also to highlight those items that were purchased using an allocation specifically earmarked to support underprepared students.

In a larger project, the library collaborated with the ESOL (English Speakers of Other Languages) to completely restructure the Basic Skills (English language acquisition) Collection. This six-month project re-organized the collection from being shelved by Dewey Decimal number to be shelved by category (such as Reading and Speaking/Listening) and then by reading level. ESOL faculty, library technical services staff, library circulation staff, and library faculty all worked together to solve problems, pilot and adopt working procedures. From spring 2010, before the change, to spring 2011, there was a 26 percent increase in circulation.

Staffing and library hours are primarily guided by patron counts and feedback from desk staff. Hours have been adjusted over the years based on changing patterns, while staffing levels are adjusted each quarter. Many other aspects of the library facility and services have been changed due to student, staff and faculty feedback.

2.E.3 Instruction and Support for Use of Library and Information Resources

Faculty librarians partner with other teaching faculty as co-instructors and/or instruction consultants to ensure that information literacy skills and outcomes are woven into the curriculum across campus. Teaching faculty bring students to the library, where they receive tailored information literacy instruction from librarians. These sessions are created by librarians in conjunction with teaching faculty based on course research assignments. Many classes have multiple sessions depending on need. Librarians also consult with teaching faculty when designing research assignments and assessment rubrics. Projects done to enhance information literacy instruction include multiple state-wide grants, campus learning communities and embedded librarians.

Librarians also offer one-on-one research instruction and support through face-to-face and online reference services. One or more librarians are available at the reference desk all hours that the library is open. Librarians are also available all day and all night to students, faculty, and staff through a cooperative online chat service.

As so much research and instruction takes place online, library faculty have created online self-directed information literacy instruction. Subject and class guides provide custom instruction to help students research a specific assignment or subject area. As part of the library's new website, librarians are working to embed online tutorials at point-of-need. In Canvas, Green River's learning management system, Holman Library is automatically embedded in all classrooms. Instructors may also easily embed their individualized library research guides.

2.E.4 Evaluation of Library and Information Resources

The quality, adequacy and utilization of the collections are monitored through collection reviews, usage statistics and feedback from surveys and liaisons.

The collection development librarian systematically reviews the physical collection by subject area, using circulation and in-house usage statistics. The collection development librarian also assigns areas of the collection to be reviewed by part-time librarians on a project basis.

Usage statistics for databases and online resources are monitored annually, but can be consulted any time there is a question. Librarians constantly judge database effectiveness by monitoring search results and informal user feedback. New products are evaluated and compared to current product effectiveness.

Library user surveys assess the adequacy of library collections, services and facilities. Informal surveys at the circulation and reference desk gather information on physical collections and the quality of reference transactions. Librarians also solicit feedback from faculty divisions in their roles as liaisons to each division.

The physical collection is secured using 3M Detection Systems, updated to a new system in 2011. A full inventory of the collection is performed every other year. Patrons are required to have photo identification to check out materials and patron data is accessible only by authorized staff.

Online databases are secured through EZproxy authentication and access software. Current students, faculty and staff access online resources using their identification numbers. EZproxy access data is refreshed weekly the first five weeks of the quarter.

Standard 2.F Financial Resources

2.F.1 Financial Stability

Green River demonstrates its financial stability through its annual budget process and subsequent Year End Report. In the week prior to the scheduled approval of the budget, the Vice President for Business Affairs and the Director of Business Services meet with the individual Board of Trustees members to brief them on the budget for the coming fiscal year. These briefing sessions include review of fund balances and reserves, and an update from the

Year End Report from the prior year. Included in the budget packet is a listing of future financial commitments.

Fiscal year 2010-2011 was a particularly difficult year for all Washington State Community and Technical Colleges. Green River was able to “weather the storm” primarily due to the revenue generated by the college’s strong International and Running Start programs.

2.F.2 Resource Planning and Development

Resource planning and development include realistic budgeting, enrollment management and responsible projections of grants, donations and other non-tuition revenue sources.

The budget process mentioned in 2.F.1 includes links to the college’s strategic planning process and enrollment management. Large dollar budgets (the general fund, international programs, and Running Start) are all very closely tied to enrollments. The President’s Staff review the current state of enrollments every week. Budgets for each of those areas are based primarily on enrollments. In fiscal/academic year 2010-2011, in spite of the declining state allocations, Green River was able to serve a record number of students in almost every category. Running Start was down slightly after peaking in fiscal/academic year 2009-2010.

2.F.3 Policies, Guidelines, and Processes for Financial Planning

Green River clearly defines and follows its policies, guidelines and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies. Because of the reduction in state allocations over the last several years, but more intensely for fiscal year 2010-2011 and 2011-2012, the college spent virtually the whole of fiscal year 2010-2011 adjusting the budget for that year and planning for 2011-2012. In addition to the college’s normal budgeting activities (i.e., departmental preparation, Presidential Cabinet review, and Presidential Staff review), several additional budget planning activities were conducted in 2010-2011 and 2011-2012 that included all campus surveys, 10 percent budget cut scenario planning, and nine separate budget think tank meetings to collect ideas from across the campus to assist the college with its budget decision making.

2.F.4 Timely and Accurate Financial Information

Green River ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls. The College conducts an annual risk evaluation as part of its ongoing internal control process. The accounting system is a centralized system used by all Washington State Community and Technical Colleges. Green River is an agency of the State of Washington and its accounting system is built to roll up consolidated financial information for the state-wide financial report. The college is subject to generally accepted accounting principles (GAAP) and follow the guidelines of the both the SBCTC’s Fiscal

Affairs Manual (FAM) and Washington State's Administrative and Accounting Manual (SAAM). All of Green River's transactions are subject to audit by the Washington State Auditor's Office.

2.F.5 Capital Budgets

Green River maintains its Facilities Master Plan (FMP) and updates the plan consistent with Washington State's Capital Request cycle. Because of the economic downturn in the state, no request cycle is anticipated for the 2015-2017 biennium. The college received state funding in 2011 for a renovation of its SMT (Science, Mathematics, and Technology) building (renamed Cedar Hall) and is in the SBCTC's pipeline for a replacement of its Trades and Industry complex (2013-2015 construction). New major projects beyond that are not anticipated until 2021-2023 at the earliest. Existing debt and any potential new debt is reviewed during the annual budget process.

2.F.6 Relationship between General Operations and Auxiliary Enterprises

The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations. Support to or from auxiliary operations is defined in the respective budgets. Significant support is sent to the general fund from International Programs and from Running Start.

2.F.7 External Financial Audit

All college financial transactions and balances for all periods are subject to audit by the Washington State Auditor's Office (SAO). The SAO publishes the Comprehensive Annual Financial Report (CAFR) every year. Washington State has received the Government Financial Officers Association (GFOA) Certificate of Achievement for Excellence in Financial Reporting for twenty-three consecutive years. The last institutional level audit by the SAO for Green River was for the 2007-2009 biennium. The college has had no formal audit findings in 16 years (1996 - 2012). Because of the statewide budgetary cutbacks, the college is not anticipating audit reports at the institutional level anymore; however the college is still subject to audit and inclusion in the state's CAFR. Institutional level financial reports are prepared annually and shared with the board and the campus community.

2.F.8 Fundraising Activities

Green River has an agreement in place with the Green River Community College Foundation to conduct fundraising and other activities in support of the college's mission. The Foundation was incorporated in 1975 for the purpose of "providing resources to assist Green River Community College in achieving educational excellence." The Foundation provides significant scholarship support to Green River students and contributes funds to the college for special projects and events. Additionally the Foundation is charged with providing operational flexibility and

capacity building for the college. The Foundation – College agreement specifies the organizational relationships and the use of funds.

The Foundation is governed by a 19-member volunteer board of directors which oversees the operation, fundraising activities and events through its regularly scheduled board meetings and standing committees. The Foundation also supports a Limited Liability Corporation that owns and operates student housing on campus

The Green River Community College Foundation has chosen to have an annual audit performed by an external entity (licensed certified public accountant), to ensure compliance with rules and regulations and to confirm that the organization is upholding professional and ethical expectations set forth by the Foundation Board and state and federal laws, rules and regulations. The Foundation staff hold membership in CRD, CASE, and AFP. Team members adhere to those organizations statement of ethics and values.

Standard 2.G Physical and Technological Infrastructure

2.G.1 Facilities that Support the Mission, Programs, and Goals

The College Facilities Master Plan articulates a set of design ideals to insure the institution creates and maintains physical facilities that are accessible, safe, secure and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution’s mission, programs and services.

Over the past eight years, the college has undertaken an extensive capital replacement and renovation program. Capital projects are typically funded in one of two ways:

- State funding through a State Board for Community and Technical College competitive process.
- Using non-tuition local funds to support the debt service on a Certificate of Participation (COP), which is a loan from the state treasurer’s office.

Recent projects include:

Year	Project Name	Gross Square Footage
2003	Performing Arts Center (replacement)	20,178
2005	Technology Center (growth)	35,598
2005	Kent Campus I (growth)	22,192
2005	IVD Offices (growth)	8,248
2007	Science Center (replacement)	81,258
2008	Physical Education (renovation)	35,317
2009	Kent Campus II (growth)	43,526
2011	Salish Hall (replacement)	87,541

All the projects listed above were funded by state funds except Kent Camus I and II, which were funded through COPs.

Upcoming Project

The college recently received state funding to renovate the Science, Math, and Technology (SMT) building. Construction commenced in winter 2012 with completion slated for Fall Quarter 2013. The state does not fund Student Life facilities and those functions currently reside in the aging Lindbloom Student Center. In 2007, the Student body voted to assess a student fee to support the debt service on a COP to design and construct a new Student Life building. Designing the project began fall quarter 2011 with construction following in 2013.

The college received design funds in 2009 to replace the aging Trades and Industry Complex and was in the SBCTC pipeline to receive construction funding in 2011. A shrinking state capital budget and reduced bonding capacity caused the project to be put on hold until 2013.

2.G.2 Policies and Procedures for Hazardous Materials

The Director of Safety and Transportation is the contact for the college's Hazardous Communication Program required by the Washington Industrial Safety and Health Act (WISHA). This program includes training for college employees on the handling and disposal of hazardous material, personal protective requirements, labeling hazardous containers, providing supervisors and employees with copies of material safety data sheets, informing contractors of hazardous materials used at the college, and employees performing hazardous non-routine tasks — such as cleaning storage containers that contain hazardous materials required to perform the job.

Green River is currently classified as a small quantity dangerous waste generator. The Director of Purchasing ensures that the dangerous waste annual report is completed as required by the Washington State Department of Ecology. Each department that uses chemicals is required to have a monthly disposal of its hazardous material.

2.G.3 Facilities Master Plan

The Facilities Master Plan (FMP) is an integrated facilities planning process that takes direction from the college strategic, instructional and student affairs plans. Launched in 2001, the FMP is updated every two years to reflect current facilities conditions and respond to state-wide, institutional and community needs and priorities.

Master Planning Philosophy

Green River Master Planning will be a collaborative process that utilizes effective communication to develop capital solutions in response to college needs.

Master Planning Process

Master Planning will be:

Congruent with and supportive of the Strategic and Instructional/Student Affairs Plans. The Instructional/Student Affairs Plan is developed with considerable faculty input. The plan includes a strategic direction for facilities, goals, and implementation strategies for the Facilities Master Plan.

- An evolving process responsive to current information and future trends: Where are we? Where do we want to go? How will we bridge the gap?

Green River's emphasis on process means that extensive effort will be made to involve campus stakeholders in all master planning efforts through regularly scheduled effective communication with the campus community. Our emphasis on process further means that master planning must be forward-thinking, flexible and clearly defined.

The process for periodic Facilities Master Plan updates includes:

Evaluating the ability of campus facilities to serve emerging curriculum needs and their suitability for current instructional and student service functions.

- Assessing and ranking the current physical condition of each campus building.
- Reviewing the ability of buildings to meet standards for accessibility and public safety.
- Updating long-range capital project sequencing.

The Facilities Master Plan is also aligned with the three SBCTC 10-Year System Direction Goals: economic demand, student success, and innovation.

- **Economic Demand:** Strengthen state and local economies by meeting the demands for a well-educated and skilled workforce.

Specifically, the FMP will drive the design and construction of facilities that will:

- Offer high quality, relevant, flexible programs in learning spaces that respond to student and program needs.
- Meet the needs of changing local economies and increases the number of skilled employees by providing instructional spaces that respond to the enrollment demands.

- **Student Success:** Achieve increased educational attainment for all residents across the state.

Specifically, the FMP will drive the design and construction of facilities that will:

- Improve achievement for all students by creating optimal learning and study spaces that support academic development and persistence.
- Expand the pipeline to associate and bachelor's degrees.

- **Innovation:** Use technology, collaboration and innovation to meet the demands of the economy and improve student success.
 - Specifically, the FMP will drive the design and construction of facilities that will:
 - Adapt to the changing nature of how people learn and access information by enabling collaborative learning communities. Learning communities require adjacencies between instructional and support spaces, such as faculty offices.
 - Ensure state-of-the-art, lifelong education that is relevant, convenient and efficient by designing instructional spaces that support evolving program needs, and innovative instructional methodologies.

2.G.4 Equipment

As previously stated in the Technology Design Idea, the college “will support emerging technology opportunities that enhance the learning environment for students, staff and faculty through appropriate infrastructure development and operations.”

State-of-the-art equipment and technology have been key elements in the capital improvement program that began in 2003. All capital projects have included an equipment line item in the project budget that provided for program growth and development by modernizing instructional spaces and providing up-to-date instructional technology and equipment.

2.G.5 Technology Systems and Infrastructure

Green River provides a comprehensive technical infrastructure to support the College’s programs and services. The college’s network is made up of one main campus and three remote campuses located in Auburn, Enumclaw and Kent. The network environment supports a variety of voice, video, wireless and data services. The main campus network connects all campus locations securely together and provides connectivity to the Washington State K-20 educational network for access to SBCTC and the Internet.

In 2010, the College completed a major upgrade of the network infrastructure. This project involved replacing the core network technology on the main campus and updating the wireless network design. This modern networking infrastructure provides gigabit bandwidth (10GB backbone between buildings) on main campus to accommodate increased demand for high-speed connectivity by students and instructional programs. It brought wireless networking to every building on the main campus and to some outdoor gathering areas. Remote campuses are connected to the main campus via multiple methods including T1 lines (Auburn and Enumclaw) and 10 megabyte fiber (Kent).

The College supports student computers in 220 computer labs and classrooms in nearly all buildings on campus, as well as off-campus locations. All computers contain, at a minimum, Intel Pentium 4 processors with the majority containing Intel Core 2 processors or better. In addition to general-purpose productivity software, each instructional lab has specialized

software for the purpose of instruction that is selected by faculty and reviewed by the Green River Information Technology (IT) department for system requirements. Instructional classrooms are equipped with an instructor workstation that contains a computer, document camera, data projector and audio (amplification, speakers) capabilities. With the help of INTEC, the College has increased both the quantity and the quality of instructional computing.

Technology is selected, acquired, organized and maintained in coordination with the Green River IT department to support the College's educational programs. The IT department is a service organization that supports the mission of Green River Community College and promotes teaching and learning by providing access to and support for technology such as modern computer hardware, software applications, instructional media, and network services including internal and external databases, online library and instructional services, wireless access, e-mail and the Internet. The IT department monitors the state of all technology infrastructure assets. The IT department supports approximately 1,455 instructional computers for students and 645 administrative computers for employees. IT also installs, configures, troubleshoots and repairs technology. Support services provided by IT include:

Computer Labs and Workstations

Green River Community College operates 100 computer labs. Of these, seven labs are open to all students on a walk-in, first-come, first-served basis. The remaining 93 labs are dedicated to support specific vocational, academic transfer and Pre-college programs and are scheduled accordingly. Computers in open and instructional labs are replaced on a four year replacement plan as budget allows.

Computer labs are equipped with Microsoft Windows-based machines and have the Microsoft Office suite of office productivity software installed. Specialized software used by instructional programs, including graphics applications, CAD applications, software development tools, statistical packages and discipline-specific tutorials, is installed in specific labs. To support the after-hours needs of students in specialized programs, Information Technology equips a number of stations in the open lab facilities with specialized application programs. All laboratory facilities are connected to the campus network and provide access to the Internet. Each computer lab is equipped with one or more Americans with Disabilities Act-compliant workstations. These workstations include appropriate furniture to permit wheelchair access and assistive technologies for hearing and sight-impaired students.

In addition to full-time staff, computer labs with open hours are staffed by some part-time student workers who are selected, trained and supervised by the IT Department. Part-time student workers help students with application questions, printing, accessing network resources and troubleshooting, plus maintaining cleanliness and order in the lab. Part-time student workers are paid with revenue generated by a student technology fee. Technology fee

revenues are also used to purchase replacement equipment, application software, and consumable supplies such as paper and toner cartridges.

Course Management Software

Green River Community College has operated a course management system to support all courses offered at all campuses since 2000. Currently the Blackboard Angel™-based system automatically populates course shells for all campus course sections and enrolls students and instructors. Instructors who wish to use the course management system for their courses simply activate their shells and begin using tools and placing content. Today, the course management system supports 1696 courses, which is about 39 percent of the courses offered at Green River.

Data Centers

The college maintains two data centers that are located on the main campus. These data centers are secured and controlled with dedicated HVAC systems and emergency backup generators. Industry-standard temperature monitoring systems are utilized and configured to alert Green River IT personnel of temperature increases. Alerts are sent via e-mail and text message to staff cell phones. Uninterruptible power supply hardware is utilized with all servers to protect against power failures, brownouts, and power spikes and to facilitate an orderly shutdown of server hardware and related systems for extended periods of time. The HPUX platform at the SBCTC provides administrative applications (e.g., finance, personnel, student records). These resources are fully integrated into disaster recovery plans as well as all other server hardware.

These data centers store college operational data and provide enterprise services to the campus community. The College employs industry-standard server hardware sufficient in capacity and quantity to meet existing and foreseeable future information system needs. There are currently 156 servers running primarily Microsoft Windows operating systems, but a few run Sun Solaris UNIX and CentOS Linux operating systems. The technical infrastructure of the institution is maintained and upgraded to keep up with changing technological needs and requirements as the college budget allows.

Emergency Operations and Disaster Recovery

Emergency shutdown procedures are updated and tested on a yearly basis or as conditions dictate. Business continuity plans are well documented and supported by data backup systems that backup important Green River data onto backup media in one of the secured server rooms and then transferred weekly to a secure waterproof and fireproof off-site storage location for data survival assurance. A recently completed project to upgrade the college enterprise backup system has resulted in dramatic improvements in efficiency. A robust backup and off-site

storage rotation ensures that critical college data is protected and the College is capable of system restoration if needed.

Employee Workstations

The College provides access to a computer, e-mail, voice mail, and printing services for employees. Currently, the minimum standard computing platform is Windows XP with the majority of the computers already upgraded to Windows 7.

Networking

Network devices at Green River are standardized on an HP ProCurve platform. Fiber optics are used for connections between buildings, as well as between floors in a building. CAT6 copper wire is used for the last leg to the end device. VLANs (virtual local area networks) and ACLs (access control lists) are used to separate the network traffic of different roles that end devices have (e.g., staff computers, student computers, servers, printers).

Green River's network is connected to the Internet via a 100Mbit connection to CTCNet, the regional Internet service for all SBCTC colleges. Green River uses a Cisco firewall to prevent unauthorized access to internal devices. The configuration of this firewall follows best practices as recommended by Cisco.

Physical Security

Green River IT keeps and maintains all server hardware and related systems in enclosed environments with industry standard access control methods. Key card access or key access methods are utilized where appropriate.

Standardized Equipment and Software

As much as possible, Green River standardizes on Microsoft products college-wide. Hewlett Packard server hardware is the standard hardware platform used to deliver information services to students, staff, faculty and administrators. Hardware and software standardization allows the college IT department to keep maintenance of server hardware and software at manageable levels. Server systems of sufficient capabilities are deployed as deemed necessary by IT and configured and secured according to Microsoft security best practice standards.

Telecommunications

The College's voice communication system utilizes current technology and provides enhanced functionality to address a wide range of needs, including keeping all phones at offsite locations linked to the main campus. This Avaya Conversant system is versatile and will support both expansion and new technologies as the need arises. The copper cable platform for the phone system is reliable and adequately meets current needs.

2.G.6 Instruction and Support for Users

The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services and institutional operations.

The Green River IT department creates or obtains necessary training materials based on an observed need or requests from faculty, students, staff or administrators when introducing new services and technologies in the environment. The institution uses a variety of training resources, including instructor-led training, training delivered via web-based services, and other mediums. An example is the College's deployment of the Microsoft Office 2007 software suite for the faculty and staff computers. Live classes were taught by an experienced instructor to introduce new tools. Links to web tutorials and instructional videos were also provided. Follow-up workshops offered a short, focused learning opportunity on specific topics of high interest. Training content is of industry-standard quality and is readily available upon request. An orientation is also provided to new employees at the time of hiring to address any training for technologies required by the individual's position in an office or classroom environment.

The college provides an information technology help desk, accessible through a single phone extension or e-mail. Employees can call the help desk with a variety of requests, ranging from network logon questions to software/hardware support and printing questions. All requests are logged in an online intake tracking software application from where work orders are subsequently assigned to individuals within the department. The help desk utilizes a remote diagnostic software program to identify and resolve computing questions without dispatching a technician to the site of the call. This has resulted in quicker response times from IT in addressing many technology problems and questions for employees. IT assists employees with hardware and software selections and with preparation of documents for purchasing IT-related items. All computing purchases must be made through IT to ensure accurate inventory and licensing controls. This policy also ensures elimination of purchase duplication and that products meet minimum system requirements and all state requirements.

With this expanse of technological support, the College's information resources are sufficient to accomplish the College's mission and goals.

2.G.7 Technological Infrastructure Planning

Technological infrastructure planning provides opportunities for input from the technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Green River's IT department consults with staff, students, faculty and administrators via various institutional committees for input when considering architectural changes to technical

infrastructures that significantly impact the quality and ability of the institution to deliver on its mission statement. Some of these committees include the student-led Technology Fee Committee, the Instructional Technology Committee (INTEC), and the Administrative Systems Committee. These committees serve as the primary mechanism to involve faculty, staff and students in the planning and development of information resources. External resources such as the SBCTC, a computing consortium of community and technical colleges statewide, and vendors are also frequently consulted.

Policies, regulations and procedures such as the IT technology purchasing plan are documented and maintained, and made available on the college's Intranet site. Hard copies are available by request. When a technology need is identified, IT staff work with the departments or individuals involved to create a clear and shared understanding of the need. IT staff then research potential solutions to meet the need, and determine whether the most appropriate route is to purchase a solution or develop one in-house. Extensive planning is undertaken to ensure proper adoption levels are achieved when new services and technologies are introduced. Feedback generated by these institutional committees is evaluated and changes are made as necessary.

2.G.8 Technology Updates and Replacement Plans

The College regularly develops, implements and reviews for updates a technology equipment replacement plan to ensure its technological infrastructure is adequate to support its operations, programs and services.

Green River's IT department maintains constant communication with all academic, administrative and operational departments to ensure proper needs are forecasted for technology. Collaborative efforts ensure the technical infrastructure has sufficient capabilities to meet college needs. A hardware replacement plan based on industry standards replaces end-of-life hardware on a rotating five to six year schedule.

Chapter Three: Institutional Planning (Standard 3A)

Since starting to address the new NWCCU accreditation standards, the College has been evolving its strategic planning process. In addition to the new standards, a number of key events in the College's recent history have prompted these changes:

1. The 2010 selection of a new College President.
2. The 2010 reorganization that separated Student Affairs and Instruction, formerly under one Executive Vice President, into two functional areas under the Vice President of Student Affairs and the Vice President of Instruction.
3. The 2011 selection of three new Board of Trustees members, as well as the 2012 selection of the fifth Board of Trustee member.
4. The spring 2012 selection of a new Vice President of Instruction.
5. The fall 2012 creation of the Office of Institutional Effectiveness as an executive level function under the College President, which will provide oversight, processes, systemization and analysis to align and integrate institutionally Strategic Planning, Accreditation, Assessment and Institutional Research.
6. Since 2008, higher education as a whole has faced threats of unprecedented funding reductions. Although Green River has been fortunate to weather these past four academic years via its diverse and robust revenue model, the specter of dramatic reductions in its state-funded revenue has influenced strategic planning during the past four academic years.

Because of these changes, the 2011-2012 and 2012-2013 academic years have seen realignment in the area of strategic planning and assessment. These realignment efforts comprise a modification of past practices, as well as introducing new practices.

3.A.1 & 3.A.2 Comprehensive Planning at the Institution Level with Comprehensive Input from Appropriate Constituencies

Green River has engaged in participatory and ongoing strategic planning that is purposeful, systematic, integrated and comprehensive. The planning process occurs in three stages: strategic mission and vision as approved by the Board of Trustees, strategic at the institutional level via its Core Themes, and operational planning that leads to mission fulfillment. Appendix B comprises a list of operational plans that are either current or under development. All of the plans in the list will be modified in accordance to the new strategic plan.

The new and revised Green River Strategic Plan serves as the institutional vehicle for resource allocation, linking operational plans to the Core Themes, and overall mission fulfillment. It accomplishes this connection via the overarching strategies, which prioritize actions to operations. All budget requests must be tied to a specific Core Theme or Core Themes, as well as institutional goals via annual planning forms and budget request forms. This budget and

operations to Core Themes process has been in place since 2011-2012 and it is part of the former strategic planning process that will continue into the new cycle. Table 3-1 shows the evolving and transitional phases of strategic planning for the past three academic and fiscal years.

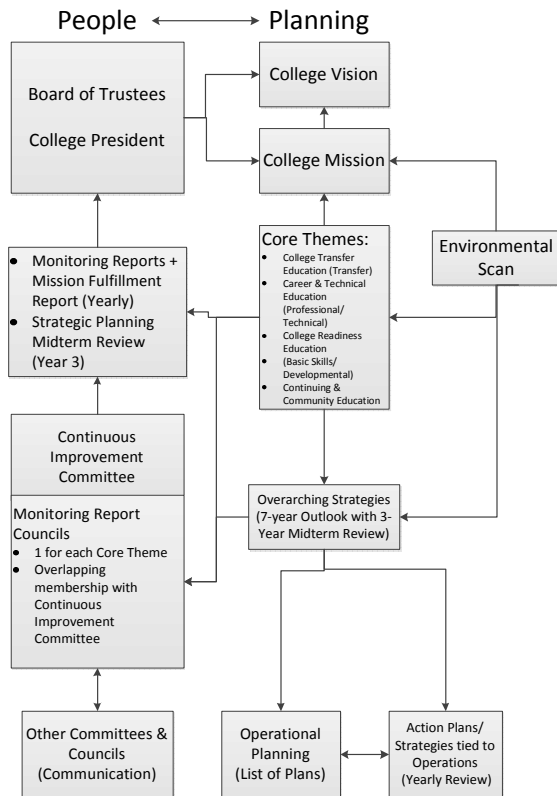
Table 3-1: Strategic Planning phases for the last three academic and fiscal years

Academic/fiscal Year	Strategic planning environment
2010-2011	Budget Crisis and Reduction Phase, carried over from previous Academic Year. Budget reduction made in uncertain funding environment. New President starts.
2011-2012	Strategic Planning based on Board of Trustees Policies. First Core Themes adopted from Institution Goal 1. First Core Objectives and Core Indicators adopted (see Chapter 1).
2012-2013	Transition Phase with development and adoption of new Strategic Plan (baseline and development year). Core Themes reaffirmed with new Core Objectives and Core Indicators.

In spring 2012, the College conducted an institutional comprehensive environmental scan. In fall 2012, the College began revising its strategic plan based on the environmental scan and college-wide input and the previous Core Themes and Institutional Goals. The Board of Trustees annual retreat launched this activity on September 25, 2012, which focused on the new seven-year planning goals for the College. The results of the meeting set the planning framework for the strategic planning input meetings in fall 2012. The strategic plan was finalized in March 2013. The diagram in Figure 3-1 illustrates the relation of the processes between the strategic plan and operations, as well as the institutional personnel involved. The environmental scan has been and will be continuously updated to inform the process dynamically – thus adding the consideration of the external environment to the planning process.

The revised mission and vision, as well as the reaffirmation of the Core Themes, was completed by the ad hoc Strategic Planning and Assessment Team. This team consisted of approximately 50 members, which represent all constituencies of the college, including students, and a wide cross-section of the external community. These members communicated the strategic planning process and acted as representatives bringing in input from their respective constituencies. The overarching strategies, which are general priorities to generate operational and action plans, are stated in Green River’s strategic plan.

Figure 3-1. Components of Green River Community College’s Strategic Planning Process.



In order to obtain stakeholder input and participation from the start, the Strategic Planning and Assessment Team implemented a college-wide input process. Students and staff, including the branch campuses, had the opportunity to provide input at five open daylong walk-in sessions, where they provided input to strategic planning goals and objectives specific to Core Themes. The Continuous Improvement Committee tabulated and summarized the results. The Continuous Improvement Committee has similar representation as the Strategic Planning and Assessment Team, but on a smaller scale. Both the raw comments from the sessions and the summarized results are available at the Strategic Planning and Assessment Team website.

After the finalization of the institutional strategic plan, the Continuous Improvement Committee will assume the oversight of the strategic plan’s implementation, and provide oversight for the Core Theme Monitoring Reports to the Board of Trustees. Included in this oversight, the Continuous Improvement Committee will also provide oversight of the Core Theme Monitoring Report Councils, each of which will consist of representation from the instructional area pertaining to the Core Theme (i.e., deans and faculty), Student Affairs, Finance, and community relations (e.g., community members or staff that work with the external community). There is also overlap in membership between the Monitoring Report

Subcommittees and the Continuous Improvement Committee to ensure continuity of process and promote an institutional outlook. In addition, the new Monitoring Report Councils will be reformed as interdepartmental to accommodate the Core Values interwoven with the Core Themes (see Table 3-2 and Table 3-3).

For longer than a decade, the Monitoring Report Councils, via Monitoring Reports, provided support for the current Core Themes and Mission Fulfillment, as well as the institutional goals or college goals. They have been the primary vehicles for communication of institutional goals. This communication structure and wide college participation will continue with the new strategic plan and Core Theme Objectives and Core Theme Indicators. Table 3-2 shows the conversion from the old Monitoring Report structure to the new structure being adopted in March 2013.

Table 3-2: Alignment between previous and current Monitoring Report Structure

Monitoring Report structure (2005-2012)	Monitoring Report structure (2012-2013)	Institutional goal alignment (see Table 1-6)
Transfer Students (Core Theme)	College Transfer Education (Core Theme)	Institutional Goal 1a
Professional Technical and Workforce Students (Core Theme)	Career and Technical Education (Core Theme)	Institutional Goal 1b
Continuing Education (Core Theme)	Continuing and Community Education (Core Theme)	Institutional Goal 1c
Under-Prepared students (Core Theme)	College Readiness Education (Core Theme)	Institutional Goal 1d
Student Access	Access objective under all Core Themes	Institutional Goal 2
Under-Represented Students	Access and success objectives under all Core Themes through disaggregation of Core Objective indicators into student demographics and characteristics	Institutional Goal 3
Community Involvement	Collaboration and responsiveness objectives under all Core Themes.	Institutional Goal 4
Financial Stewardship	Budget process and requests for each Core Theme area	Institutional Goal 5

3.A.3 Data and Evaluation

The Department of Institutional Effectiveness (IE) is merging strategic planning, analysis and evaluation under one office to further an institutional focus on these processes– aligning and integrating strategic planning, accreditation, assessment, and institutional research. In addition, the Executive Director of IE heads the Continuous Improvement Committee – a College-wide committee that includes student and community representation. This structure will ensure that data collection, analysis, evaluation and planning will take place throughout the strategic planning cycle in a consistent way.

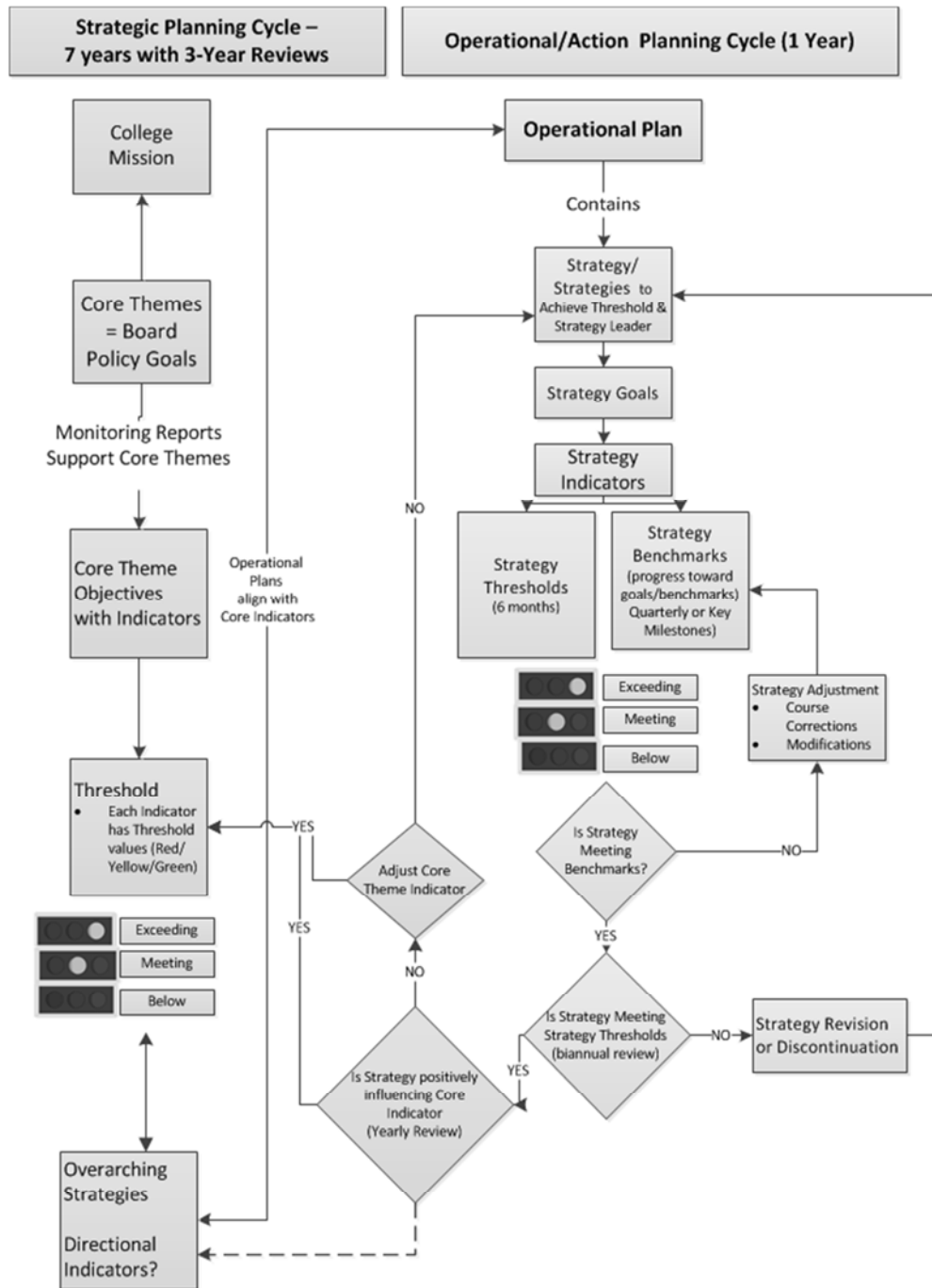
The IE Department has been assessing the current data and analysis systems – specifically the Monitoring Reports and Mission Fulfillment reports to the Board. While Green River has a good reporting structure in place, the IE Department recommended that the Board of Trustees receive fewer Monitoring Reports. The recommendation was for four Monitoring Reports: one for each of the three Core Themes and one Mission Fulfillment Report per year. The Executive Director recommended this change after a thorough review of the Monitoring Reports for the past five years. He also noted that, in the new institutional strategic plan, the Core Values reported in the remaining Monitoring Reports (i.e., Student Access, Student Success, Diversity and Equity, and Financial Stewardship) are being integrated across the Core Themes in a “basket model” as objectives under each Core Theme (see Table 3-3). The College will implement this model in the cycle starting in 2013-2014 with 2012-2013 as the transition year. Specific information on the new Core Objectives and their respective indicators are in the new institutional strategic plan.

Table 3-3: “Basket Model” showing Core Values integrated with Core Themes as Core Objectives.

Core Themes				
Core Values	College Transfer Education	Career and Technical Education	Continuing and Community Education	College Readiness Education
Access	Transfer-Access-Objective	C&T-Access-Objective	C&C-Access-Objective	CR-Access-Objective
Success	Transfer-Success-Objective	C&T-Success-Objective	C&C-Success-Objective	CR-Success-Objective
Equity	Transfer-Equity-Objective	C&T-Equity-Objective	C&C-Equity-Objective	CR-Equity-Objective
Responsiveness	Transfer-Responsiveness-Objective	C&T-Responsiveness-Objective	C&C-Responsiveness-Objective	CR-Responsiveness-Objective

The IE Department is also acquiring the technology necessary to have dashboards and scorecards available to staff that will inform actionable influence on the Core Themes objectives. The IE Department will also set up systems and reporting that tie operations to Core Themes. Green River has a tradition of tying strategic planning to budget to operations via its annual planning form process. The goal of Institutional Effectiveness is to enhance this process in a more intuitive and integrated fashion. The diagram in Figure 3-2 models the relationship between operational/action planning and Core Themes and Monitoring Reports.

Figure 3-2: Model of Relation between Strategic Planning and Action/Operational Cycles.



3.A.4 Prioritization and Allocation of Resources

Resource allocation is based on budgeting and planning. Every five years, instructional programs and support functions review both performance and requirements through the Program Assessment and Review Process. Examples of requirements include equipment, software, staffing, professional development, and other instructional or non-instructional resources. Every management area on President's Staff submits an annual planning sheet, and they must indicate to which Core Theme their budget request applies. The Department of Institutional Effectiveness will be working to supply reporting support and automation in this process.

3.A.5. Emergency Preparedness and Contingency Planning

The College's emergency planning focuses on mitigating the likelihood of emergency or catastrophe situations and developing effective responses in the case an emergency should occur. Green River implements a coordinated three-prong approach to proactively address safety measures. This approach includes the Campus Safety and Transportation Department; the Emergency Operations Committee (EOC); and the Environmental Health and Safety Committee (EHS).

Each of these groups resides in the following areas:

1. Campus Safety and Transportation Department is housed within Student Affairs
2. Emergency Operations Committee (EOC) is facilitated by College Relations.
3. Environmental Health and Safety Committee (EHS) is facilitated by Administrative Affairs.

The three-prong structure under different administrative functions maximizes the specialization of each area while providing an institutional approach via coordination and a division of responsibilities among the three areas. Each of these areas meets periodically to ensure proactive methods are in place to reduce the likelihood of environmental or human crisis (i.e., danger to employees or students).

The EOC meets to plan College-wide training on emergency responses. A Behavioral Interventions Team also mitigates human crisis on campus by creating a round-the-clock culture of reporting and early intervention process regarding potentially dangerous behaviors. Campus safety measures also include electronic emergency communications such as Red Flag reporting systems, E2Campus text messaging, and e-mail notifications. There are two Emergency Operations locations on campus.

In the event of a catastrophic event that significantly interrupts normal institutional operations, contingency planning for continuity and recovery of operations at all campus locations is focused on safeguarding the management information systems, academic and administrative facility needs, business operations, confidentiality and counseling support for residents,

employees, and students, as well as on-going communication efforts with local emergency and FEMA response teams.

Chapter Four: Core Theme Planning (Standard 3.B), Assessment (Standard 4.A), and Improvement (Standard 4.B)

Executive Summary of Eligibility Requirements 22 and 23

ER 22. Student Achievement

The College identifies, publishes and maintains expected learning outcomes for its degree and certification programs. It employs regular and ongoing assessment in validating these learning outcomes with respect to student achievement. Outcomes are also addressed in the Program Assessment and Improvement (PA&I) process for continuous improvement.

ER 23. Institutional Effectiveness

The Core Theme plans, Monitoring Report and Council system, and Institutional Strategic Plan are adaptive and responsive to both internal and external factors. Their derivation, analysis and evaluation of effectiveness are documented to show the effects on Core Theme and wider institutional planning. Changes to the process are based on existing process review of outcomes and indicators, alignment analysis, campus wide forums and an environmental scan. The Continuous Improvement Committee with support from the Department of Institutional Effectiveness oversees these processes.

3.B.1, 3.B.3, 4.A.1, 4.B.1. Core Theme Planning, Use of Data in Evaluation for Alignment with Institutional Plan and Accomplishment of Core Objectives, Use of Results

Green River focuses its Core Themes, and consequently Mission Fulfillment, in instructional areas while other functions of the college support these Core Theme areas. The new Core Objectives illustrated by the “Basket Model” in Table 3-2 will ensure that the selection, modification and evaluation of programs and services align.

All of the new Core Objectives derive directly from the college strategic plan and align with the college mission. The new Core Objectives for each Core Theme are:

1. Access
2. Success
3. Responsiveness
4. Collaboration

The College will measure equity and diversity by disaggregating the indicators for these objectives by student characteristics. These new indicators based on the new Core Objectives

will aid the Monitoring Report Councils in a more comprehensive and holistic evaluation of the Core Themes.

College Transfer Education Core Theme

To align with the new Institutional Strategic Plan, The College Transfer Education Core Theme has the following new indicators to measure each of the four Core Objectives as depicted in Table 4-1. The objectives and indicators are in context of the Core Theme.

Table 4-1: Core Objectives and Core Indicators for the College Transfer Education Core Theme under the new Strategic Planning Process

Core Objective	Core Indicators
<p>Access - increase student access through availability of needed classes, advising, collaboration among programs, and alternative educational strategies, with special attention to diverse student populations.</p>	<ul style="list-style-type: none"> — Number and percent of students with a learning plan coordinated to achieving their educational goals. — Number and percent of transfer pathways available in multiple modalities and formats [relates to Equity]. — Number and percent of college learning resources available in multiple languages [relates to Equity]. — Relation of college demographics to community demographics and associated gaps [relates to Equity]. — Identification and monitoring of strategies designed to address gaps in college and community demographics [relates to Equity]. — Affordability of the college's educational programs in terms of cost per credit in relation to cost per credit in nearby public four-year colleges and universities.
<p>Success - increase student retention, completion, transfer rates, and proficiency in four-year programs for all students with special attention to diverse student populations.</p>	<ul style="list-style-type: none"> — Number and percent of students who successfully transfer to a four-year college or university of their first and second choice. — Grade point average of college transfer students in relation to transfer students from other colleges. — Number and percent of students prepared to succeed at four-year college and university level educational programs. — Number and percent of alumni willing to give financial donations to the college.
<p>Responsiveness - increase responsiveness to regional, state, and national educational and employment needs (e.g., STEM [Science, Technology, Engineering, and Mathematics],</p>	<ul style="list-style-type: none"> — All students have mandatory advisory pertaining to their needs and projected further education and employment opportunities. — Students experience efficiency in transfer in terms of time to transfer and number of credits that transfer. — Number of students transferring into four-year college and university educational programs in high-demand employment fields.

Table 4-1. Continued

Core Objective	Core Indicators
applied baccalaureate).	<ul style="list-style-type: none"> — Number of transfer students who are successful in completing degrees at four-year colleges and universities in high-demand employment fields.
<p>Collaboration - increase external collaboration with four-year baccalaureate institutions involving transfer pathways including course requirements, advising and curriculum changes relevant to evolving career fields and improve and increase efficiency of internal collaboration to prepare students to be transfer ready.</p>	<ul style="list-style-type: none"> — Listing of four-year colleges and universities and educational programs where the college’s students transfer. — Number of college partnerships with four-year colleges and universities resulting in transfer pathways. — Improvements existing community connections in terms of frequency and focus that improve the College’s responsiveness in areas of economic need. — Number of new community connections that improve the College’s responsiveness in areas of economic need.

All analysis and evaluation with respect to diverse populations (i.e., equity and diversity) will be accomplished by disaggregating the Transfer Education indicators by characteristics of these special populations. Examples include age, ethnicity, gender, census area or location – as well as attributes, such as, veteran’s status, disability and income level.

During the transition year of 2012-2013 and the new Strategic Plan implementation year of 2013-2014, the Institutional Effectiveness Department will develop a dashboard and scorecard system for the indicators in Table 4-1. This dashboard and scorecard will aid the College Transfer Education Monitoring Report Council in its analysis of the Transfer Education indicators. Some indicators will be more difficult to develop than others with respect to data collection and reliability. The goal of the transition year is to reveal those gaps and adjust for them, as well as start production of a baseline.

The previous Core Objectives and Core Indicators for College Transfer Education were defined in the first iteration of Core Theme development as shown in Table 4-2.

Table 4-2: Objective - College transfer students will meet the requirements for transfer to successfully pursue a baccalaureate degree.

Indicator	Operational definition	Percent Increase/Decrease from baseline year	Threshold
Persistence	Percent of first time, fall college transfer students who return for the second fall or have graduated.	3 percent increase in success rate	Meets expectations
Persistence	Number of first time, fall college transfer students who return for the second fall or have graduated.	2 percent decrease in number	Meets expectations
Transfer-ready	Percent of college transfer students who transferred to a four-year institution.	No increase or decreased in percentage of students transferring – remained stable.	Meets expectations
Transfer-ready	Number of college transfer students who transferred to a four-year institution.	No increase or decreased in number of students transferring – remained stable.	Meets expectations
Graduation	Percent of first-time college transfer students who graduate within three years or are still enrolled (150 percent time).	2 percent increase in success rate	Meets expectations
Graduation	Number of first-time college transfer students who graduate within three years or are still enrolled (150 percent time).	5 percent increase in number of graduates.	Exceeds expectations

The thresholds displayed in Table 4-1 use the methodology described in 1.A.2 with respect to the 2009-2010 baseline year and 2010-2011 and 2011-2012 performance years or three most recent academic years for the indicator. Appendix C describes the methodology in detail, as well as detailed data presentation for the College Transfer Education Core Theme (see Tables C-3 through C-6).

The data in Table 3-1 has been appropriately defined in the area of student success, and they address the new Core Objective of Success. The data were systematically collected and analyzed. However, the new Institutional Strategic Plan reveals other objectives and areas of measurement, which will provide a broader and more holistic determination of

accomplishment for College Transfer Education. Other objectives include student access and responsiveness to community needs.

Career and Technical Education Core Theme

To align with the new Institutional Strategic Plan, the Career and Technical Education Core Theme has the following new indicators to measure each of the four Core Objectives as shown in Table 4-3. The objectives and indicators are in context of the Core Theme.

Table 4-3: Core Objectives and Core Indicators for the Career and Technical Education Core Theme under the new Strategic Planning Process.

Core Objective	Core Indicators
<p>Access – remove barriers to enrollment in career and technical programs and provide relevant training opportunities.</p>	<ul style="list-style-type: none"> — Number and percent of students who complete their education profile (e.g., financial aid application, enrollment application, Compass, provide transcripts). — Number and percent of students whose time to complete programs aligns with the published program completion time.
<p>Success – increase support for student progress and completion of their goals while at college, achievement of nationally recognized credentials (where available), and placement in family wage-earning employment after college.</p>	<ul style="list-style-type: none"> — Number and percent of graduated continuing education students transitioning to related degree program. — Number and percent of students who achieve credentials (where available). — Number and percent of students who are working in related employment field one year after leaving the college.
<p>Responsiveness - increase pace of response to current and emerging employment needs of business and industry and student interests.</p>	<ul style="list-style-type: none"> — Number and percent of programs in high-demand employment fields as defined by Workforce Development Council. — Number of program completers in relation to projected labor market demand in related employment field (local, regional or state). — Number of program completers who are employed in a related employment field.
<p>Collaboration – increase partnerships with K-12 schools, business and industry, community and college alumni to improve awareness of programs and funding.</p>	<ul style="list-style-type: none"> — Number of partnerships with K-12 schools, business and industry and community. — Information on where and how students learned about educational program of interest.

All analysis and evaluation with respect to diverse populations (i.e., equity and diversity) will be accomplished by disaggregating the above indicators by characteristics of these special populations. Examples include age, ethnicity, gender, census area or location – as well as attributes, such as, veteran’s status, disability and income level.

During the transition year of 2012-2013 and the new Strategic Plan implementation year of 2013-2014, the Institutional Effectiveness Department will develop a dashboard and scorecard system for the Career and Technical Education indicators. This dashboard and scorecard will aid the Career and Technical Education Monitoring Report Council in its analysis of the above indicators. Some indicators will be more difficult to develop than others with respect to data collection and reliability, and the goal of the transition year is to reveal those gaps and adjust for them, as well as start production of a baseline. The previous Core Objectives and Core Indicators for Career and Technical Education were defined in the first iteration of Core Theme development as shown in Table 4-4.

Table 4-4: Objective - Career and Technical students will master the skills sought by employers to be successful in the workplace.

Indicator	Operational definition	Percent increase/decrease from baseline year	Threshold
Persistence	Percent of first time, fall college career and technical students who return for the second fall or have graduated.	3 percent decrease in persistence rate	Meets expectations
Persistence	Number of first time, fall college career and technical students who return for the second fall or have graduated.	22 percent decrease in number of persisting students	Below expectations
Graduation	Percent of first-time career and technical students who graduate within three years with a degree or certificate.	7 percent increase in graduation rate	Exceeds expectations
Graduation	Number of first-time career and technical students who graduate within three years with a degree or certificate.	108% increase in number of graduates	Exceeds expectations
Estimated employment	Estimated percent of graduate or workforce-ready students who are employed seven to nine months after leaving Green River. The Washington State Board of Trustees defines career and technical students who have completed 45 credits as workforce-ready.	2 percent decrease in placement rates – two years to baseline	Meets expectations

The thresholds displayed in Table 4-4 use the methodology described in 1.A.2 with respect to the 2009-2010 baseline year and 2010-2011 and 2011-2012 performance years or three most recent academic years for the indicator. Appendix C describes the methodology in detail, as well as detailed data presentation for the Career and Technical Education Core Theme (see Tables C-7 through C-10).

This data has been appropriately defined in the area of student success, and addresses the new Core Objective of Success. The data was systematically collected and analyzed. However, the new Institutional Strategic Plan reveals other objectives and areas of measurement, which will provide a broader and more holistic determination of accomplishment for Career and Technical Education.

College Readiness Education Core Theme

To align with the new Institutional Strategic Plan, The College Readiness Education Core Theme has the following new indicators to measure each of the four Core Objectives as depicted in Table 4-5. The objectives and indicators are in context of the Core Theme.

Table 4-5: Core Objectives and Core Indicators for the College Readiness Education Core Theme under the new Strategic Planning Process.

Core Objective	Core Indicators
<p>Access – Increased student access by strategically locating classes and wrap-around services throughout the community.</p>	<ul style="list-style-type: none"> — Number of students in community-based classes. — Number and variety of locations for community-based classes. — Number of community-based organizations/partnerships. — Extent of wrap-around student services for college readiness in terms of frequency, time commitment, and type of service.
<p>Success – Students will demonstrate needed competency in reading, writing, mathematics, and technology that prepare them for success with their identified goals and/or college-level courses in reduced amount of time.</p>	<ul style="list-style-type: none"> — Number and percent of students who meet their stated educational goals. — Number and percent of student who move from Pre-college to college level classes. — Number and percent of basic skills students transitioning into other college level classes within one year. — Number of students earning a high school diploma/exiting credentials.

Table 4-5. Continued

Core Objective	Core Indicators
<p>Responsiveness - Increase variety and innovativeness in strategies to attain basic skills and the clarity, availability and navigational literacy for transition pathways to college programs</p>	<ul style="list-style-type: none"> — Number of students indicating high confidence in coping with the college’s culture and learning opportunities. — Number of student completing high school exiting credentials. — Number of pathways to basic skills attainment. — Student grades in basic skills courses. — Information on number of languages used in our communities and relation to college responsive in educational programs and services.
<p>Collaboration – Improve collaboration with K-12 schools and other appropriate community partners to increase college readiness.</p>	<ul style="list-style-type: none"> — Number of community partners involved and actively engaged at college in terms of time commitment and type of engagement. — Number of students served through community partnerships. — Number of requests for services from K-12 partners. — Number of K-12 school partners indicating satisfaction with college relationship. — Assessment of success of Memorandum of Understanding (MOU) with K-12 partners. — Level of success with I-Grad program.

All analysis and evaluation with respect to diverse populations (i.e., equity and diversity) will be accomplished by disaggregating the above indicators by characteristics of these special populations. Examples include age, ethnicity, gender, census area or location – as well as attributes, such as, veteran’s status, disability and income level.

During the transition year of 2012-2013 and the new Strategic Plan implementation year of 2013-2014, the Institutional Effectiveness Department will develop a dashboard and scorecard system for the College Readiness Education indicators. This dashboard and scorecard will aid the College Readiness Monitoring Report Council in its analysis of the above indicators. Some indicators will be more difficult to develop than others with respect to data collection and reliability, and the goal of the transition year is to reveal those gaps and adjust for them – as well as start production of a baseline. The previous Core Objectives and Core Indicators for College Readiness Education were defined in the first iteration of Core Theme development as shown in Table 4-6.

Table 4-6: Objective - Basic Skills and Pre-college students will progress towards demonstrated competency in reading, English, and math that prepare them for success in college-level courses.

Indicator	Operational definition	Percent increase/decrease from baseline year	Threshold
ABE/ESOL completion	Percent of basic skills students who meet the state achievement standard.	4 percent increase in completion rate in number of students meeting standard.	Meets expectations
ABE/ESOL completion	Number of basic skills students who meet the state achievement standard.	9 percent decrease in number of students meeting standard.	Below expectations
GED/high school Completion	Percent of students who earn their GED/high school credential.	1 percent increase in GED/high school completion rate.	Meets expectations
GED/high school completion	Number of students who earn their GED/high school credential.	9 percent decrease in number of students earning credential.	Below expectations
Pre-college completion	Percent of Pre-college students who achieve college level in English or math.	3 percent decrease in Pre-college completion rate.	Meets expectations
Pre-college completion	Number of Pre-college students who achieve college level in English or math.	51 percent decrease in number of students completing Pre-college English or math.	Below expectations

The thresholds displayed in Table 3-1 use the methodology described in 1.A.2 with respect to the 2009-2010 baseline year and 2010-2011 and 2011-2012 performance years or three most recent academic years for the indicator. Appendix C describes the methodology in detail, as well as detailed data presentation for the College Readiness Education Core Theme (see Tables C-11 through C-14).

This data has been appropriately defined in the area of student success, and they address the new Core Objective of Success. The data were systematically collected and analyzed. However, the new Institutional Strategic Plan reveals other objectives and areas of measurement, which will provide a broader and more holistic determination of accomplishment for College Readiness Education.

Continuing and Community Education Core Theme

To align with the new Institutional Strategic Plan, The Continuing and Community Education Core Theme has the following new indicators to measure each of the four Core Objectives as depicted in Table 4-7. The objectives and indicators are in context of the Core Theme.

Table 4-7: Core Objectives and Core Indicators for the Continuing and Community Education Core Theme under the new Strategic Planning Process.

Core Objective	Core Indicators
<p>Access – increase access by offering diverse learning opportunities at multiple locations on and off campus and providing guidance to assist in taking advantage of these opportunities.</p>	<ul style="list-style-type: none"> — Number of new offerings per year geared to underserved populations. — Number of classes per year offered at a non-college site. — Number of cross-promoting opportunities designed to raised enrollment in continuing education. — Number of informational sessions provided to campus and community to increase knowledge of continuing education.
<p>Success - increase student success in terms of meeting their needs, continued enrollment, and positive recommendations to others and pathways to enrollment in credit-bearing and certificated learning.</p>	<ul style="list-style-type: none"> — Number and percent of repeat students over three years. — Number and percent of continuing education students that would refer others. — Number and percent of students perceiving that they are on the way to achieving their educational goals. — Number of community forums.
<p>Responsiveness - increase opportunity for community members to enrich their lives personally, socially, culturally, and professionally through relevant and renewing life-long learning.</p>	<ul style="list-style-type: none"> — Number of new classes offered. — Number and percent or number of courses that achieve fill rate. — Comparative report from one year to next on changes in program mix.
<p>Collaboration – increase collaboration and partnership with business and industry, K-12 education, community organizations and other continuing education providers to meet needs.</p>	<ul style="list-style-type: none"> — Number of partnerships. — Number of offerings at or with business, community groups and organizations. — Number of offerings that qualify or apply to maintaining professional certification or license. — Number of offerings that lead to credit bearing or certificated programs.

All analysis and evaluation with respect to diverse populations (i.e., equity and diversity) will be accomplished by disaggregating the above indicators by characteristics of these special populations. Examples include age, ethnicity, gender, census area or location – as well as attributes, such as, veteran’s status, disability and income level.

During the transition year of 2012-2013 and the new Strategic Plan implementation year of 2013-2014, the Institutional Effectiveness Department will develop a dashboard and scorecard system for the Continuing and Community Education indicators. This dashboard and scorecard will aid the Continuing and Community Education Monitoring Report Council in its analysis of the above indicators. Some indicators will be more difficult to develop than others with respect to data collection and reliability, and the goal of the transition year is to reveal those gaps and adjust for them – as well as start production of a baseline. The previous Core Objectives and Core Indicators for Continuing and Community Education were defined in the first iteration of Core Theme development as shown in Table 4-8.

Table 4-8: Objective - Community members will have opportunities for life-long learning to enrich their lives personally, socially and culturally.

Indicator	Operational definition	Percent increase/decrease from baseline year	Threshold
Meeting community needs	Percent of instructional classes offered that meet or exceed enrollment targets. Enrollment targets are defined as 70 to 80 percent of class capacity.	7 percent increase in enrollment target.	Exceeds expectations
Meeting community needs	Number of instructional classes offered that meets or exceeds enrollment targets. Enrollment targets are defined as 70 to 80 percent of class capacity.	92 percent increase in number of classes meeting enrollment targets.	Exceeds expectations
Enrollment	Percent of the College's total enrollment. This metric is operationally defined as the Continuing and Community FTE and percentage of the college total FTE for the last three academic years.	3 percent increase in percent of total college enrollment.	Meets expectations
Enrollment	Number of the Core Theme enrollment. This metric is operationally defined as the Continuing and Community FTE and percentage of the college total FTE for the last three academic years.	54 percent increase in Core Theme enrollment.	Exceeds expectations
Repeat students	Percent of repeat students within a three-year period. Repeat students are defined as the starting cohort of students in a given academic year.	5 percent decrease in percentage of repeat students in a three-year period.	Below expectations
Repeat students	Number of repeat students within a three-year period. Repeat students are defined as the starting cohort of students in a given academic year.	6 percent increase in number of repeat students in a three-year period.	Exceeds expectations

The thresholds displayed in Table 3-1 use the methodology described in 1.A.2 with respect to the 2009-2010 baseline year and 2010-2011 and 2011-2012 performance years or three most recent academic years for the indicator. Appendix C describes the methodology in detail, as

well as detailed data presentation for the Continuing and Community Education Core Theme (see Tables C-15 through C-18).

This data has been appropriately defined in the area of student success, and addresses the new Core Objectives of Success and Access. The data was systematically collected and analyzed. However, the new Institutional Strategic Plan reveals other objectives and areas of measurement, which will provide a broader and more holistic determination of accomplishment for College Readiness Education.

Core Theme Evaluation Conclusions

The strengths of the Core Themes with the evaluated indicators are as follows:

They are meaningful, appropriately defined and assessable.

They measure accomplishment of the Core Objective in the objective of Student Success for all of the four Core Themes. Continuing and Community Education also show success in growth and access.

The indicators also suggest the following areas of improvement:

- Although they evaluate the Core Theme Objective of Student Success, the one objective too narrowly defines the Core Theme.
- The Core Themes could better inform planning, decision making, and allocation of resources and capacity within each Core Theme area. The new Institutional Strategic Plan in combination with the Instructional Plan and supporting plans for the rest of the College will close this gap moving forward.

The new Institutional Strategic Plan adds more objectives and indicators to address this situation (see Table 4-1). The overarching strategies and initiating actions will align with operations at the program and services levels more seamlessly. The Monitoring Report Councils, who report on the Core Theme to the Board every year under both the former and new Monitoring Report structure, consist of deans and faculty from the Core Theme area. In this way, constituencies are informed and the process of the Core Theme accomplishment interacts with programs and services in the Core Theme functional areas.

3.B.2, 3.B.3, 4.A.2, 4.B.1. Planning and Goal Alignment for Programs and Services, Use of Data in Evaluation of Achievement and Use of Results, Role of Faculty, Components of Programs and Services

Planning for Core Theme programs and services consists of a bidirectional process via the Instruction Plan and the Instructional Department/Division Plans for the programs that form the Core Theme instructional areas. The Student Affairs Plan, along with Student Affairs Division Plans, provides support in the areas of student success, student access, and diversity and equity.

Instructional and student support services and programs are evaluated via the Program Assessment and Improvement (PA&I) process. Each instructional program and student affairs divisional area is on a five-year cycle of evaluation. The instructional reports are a combination of standard data for enrollment and student success factors. Student Affairs programs and services incorporate success factors relevant to their respective areas.

Program faculty, along with the division chair and dean, complete the review over a five-month period. Institutional Effectiveness compiles and inserts extensive academic data on the PA&I reporting form, including enrollments, course retention, grade distributions and employment outcomes. The review team then meets with the Vice President of Instruction, area dean, and Institutional Effectiveness staff to discuss the strengths and challenges of the program and outline a plan for improvement.

Similarly, the Student Affairs directors for each functional area, along with their dean, complete the view over a five-month time period. Institutional Effectiveness, in partnership with Student Affairs, evaluates enrollment, retention and completion data to assess ongoing continuous improvements for support services. The review team meets with the Vice President of Student Affairs and the Student Affairs leadership team to discuss strengths and challenges in the support services area and suggestions for program improvement.

The PA&I reporting form requires departments to address numerous questions about their service and program goals/objectives, curriculum, student achievements, enrollments, personnel, facilities and institutional support. The report ascertains and leadership ensures that programs have well aligned educational objectives, curriculum and intended student outcomes, as well as the resources necessary to run the programs and services.

Educational programs also employ the following levels of analysis within the PA&I process:

1. Program Assessment and Improvement (PA&I) on a five-year rotating cycle, as previously discussed in this section.

2. Program Review in cases where a program needs to examine potential issue or issues. A committee of the dean of the program, the program faculty, Institutional Effectiveness and external experts from the community and specialized program area investigate the program issue(s) in detail.
3. Program viability in cases, in which Program Review reveals potential issues in specific areas, such as enrollment or projected wages. In such cases, Washington State Board of Community and Technical Colleges Standard Program Viability Analysis is followed.

Components of programs and services include grants, contracts and special services designed to forward progress for one or more Core Objectives under a given Core Theme. Appendix E displays a list of these efforts with the respective Core Theme(s) and Core Objective(s) with which they align. Integration of benchmarking, outcomes and feasibility analysis will be developed for each of these components to align better with the new strategic plan.

4.A.3, 4.A.6, 4.B.2. Assessment of Student Achievement

Green River has a comprehensive and established system of effective and regular assessment of student achievement via assessment of learning outcomes. Faculty document, manage, and review this process through the Learning Outcomes Committee (LOC). Ex-officio members are an academic dean and a representative from Institutional Effectiveness.

Course-level assessment is the process by which individual instructors form clear outcomes for their courses, assess student ability of those outcomes, and make changes to their teaching and instructional materials to help students better achieve those outcomes. The purpose of course-level assessment is to help students improve their performance on specific course outcomes and help instructors better articulate and teach those outcomes. Green River supports course-level assessment through the following activities: Yearly summer assessment institute, course adoption revision database (link between course outcomes and campus-wide outcomes), and a yearly syllabus workshop.

Program-level assessment is the process by which faculty in programs formulate clear outcomes for their overall program of study, collect student data from courses across the program in order to assess how well students are meeting the program outcomes, and make improvements in program curriculum to help students better achieve competency with each outcome. The purpose of program-level assessment is to help students improve their performance on program outcomes and help instructors across programs to better articulate and teach those outcomes. Green River achieves this level through a program assessment project completed by the program faculty as a requirement of Program Assessment and Improvement and overseen by the Vice President of Instruction's office.

Campus-wide assessment is the process by which faculty formulates student learning outcomes across degrees and certificates of 45 credits or more, collects student data from across the degrees in order to assess how well students are meeting the campus-wide outcomes, and makes improvements in curriculum and/or teaching to help students better achieve competency with the different outcomes. Green River supports institution-level assessment via a four-year cycle of assessment for each campus-wide outcome. The process for this cycle is: a team of five faculty convening during year one to assess a component of the campus-wide outcome of focus. They share their results at the end of the year with all faculty members. Years two and three are spent responding to the findings of the year one study. The Learning Outcomes Committee leads this effort. Faculty re-convene during year four to assess the impacts made during the year two and three response. This report is then shared with all faculty members at the end of year four.

4.A.4 Programs and Services with respect to Core Themes – Alignment, Correlation, Integration, and Accomplishment

The process of institutional alignment is ongoing. Between 2005-2006 and 2011-2012, alignment and correlation evolved from program and service level evaluation via the Program, Assessment, and Improvement reporting process through the Monitoring Reports to the President and Board of Trustees. This process completed alignment and reported accomplishment of the Core Themes and Institutional Goals of the College. Key indicators, as reported in detail in the Standards 3.B.1, 3.B.3, 4.A.1, 4.B.1 section of this report indicate degree of Core Theme accomplishment. Other more detailed indicators within the Monitoring Reports integrated the Monitoring Report level to the program, assessment, and improvement level. A detailed list of these indicators can be found in Appendix D. The detailed list in Appendix D comprises the 2005-2012 indicators that evaluated a given Core Theme, plus more detailed indicators that evaluate the program level. Appendix D also maps these indicators to the new Core Theme Objectives starting 2013-2014.

This alignment and integration also existed within the personnel structure of the college. All Core Theme Monitoring Report Councils included deans and faculty from their respective Core Theme areas: College Transfer Education, Career and Technical Education, College Readiness Education, and Continuing and Community Education. Other Monitoring Reports align with the remaining institutional Goals — Access, Success, Diversity and Equity, Community, and Fiscal Stewardship – which include the support areas of the College (i.e., Student Affairs, Business Affairs, and the College Foundation). Finally, the annual planning form process ties operational planning and budgeting directly to Core Themes and Institutional Goals.

Although this structure provides a good foundation for alignment and correlation between program and service level to the Core Themes, continuous improvement is ongoing and necessary. Holistic evaluation has revealed that further alignment and integration can improve

this structure. Specifically, the environmental scan and strategic planning process prompted the following improvements to this ongoing process:

1. Formation of the Continuous Improvement Committee, whose charge is to take over and continue the strategic planning process, implement the new Institutional Strategic Plan, and provide oversight and an institutional outlook to Monitoring Report Process and Monitoring Report Councils. The Continuous Improvement Committee will also aid other committees and functional areas in aligning and correlating their plans with the Overarching Strategies, Monitoring Reports, and Core Themes.
2. Realignment of the Monitoring Reports and Monitoring Report Councils. This realignment includes the reduction of the Monitoring Reports and Councils to four, one of each Core Theme. The other Monitoring Reports reflect Core Values and are expressed under the new Monitoring Report structure as objectives (i.e., the “Basket Model”). Furthermore, personnel from support areas of the college, such as Student Affairs and Business Affairs, will join the deans and faculty for a given Monitoring Report. In addition, there will be overlap in the membership of the Monitoring Report Councils and the Continuous Improvement Committee. This realignment will create an institutional orientation and remove the “silo” affect which periodically plagued the former system.
3. The Department of Institutional Effectiveness will provide data, analysis, and support for this process. Most importantly, it will systematize and provide technical and research support for this process — for example, dashboards and scorecards. Included in this department is a new position, slated to be filled in March 2013, that will provide support with assessment, support instructional and non-instructional areas in the development of outcomes based evaluation and assessment, and integrate these assessment processes with traditional numerical success indicators.
4. A redesign of the Program, Assessment, and Improvement processes will include cohort-based student success indicators and holistic evaluation of indicators to complement the faculty driven assessment process described in the Standards 4.A.3, 4.A.6, 4.B.2 of this report. These indicators will better align and correlate with the Monitoring Report indicators and include input from all areas of the College. The College’s recent application to the Achieving the Dream Initiative will aid in driving this process forward.

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Chapter Five: Mission Fulfillment, Adaptation, and Sustainability (Standard 5)

Executive Summary of Eligibility Requirement 24

Green River is fortunate to have a solid and diverse revenue stream that has enabled it to weather the severe financial situations that all community colleges have faced since 2008. The college continues to seek new ways of diversification via grants development, expanding its large international program to include more partner countries and institutions, and forging additional local business partnerships.

Internally, the College is linking strategic planning to resource allocation, which has resulted and will result in more efficient use of resources. The college is also implementing lean processes to find more efficiencies and cost savings. Financial stability is a Core Value that directly relates to scalability and sustainability.

Despite these efforts and good financial position, the College is constantly watching Legislative activity with respect to state funding. This situation dictates awareness of the external environment and constant analysis and implementations of potential cost savings and new and diversified revenue streams.

Standard 5.A Mission Fulfillment

5.A.1. and 5.A.2 Assessment of Accomplishments

Green River has a long tradition of yearly Monitoring Reports to the Board of Trustees to report its accomplishments. The College also synthesizes the Monitoring Report in the Mission Fulfillment Report, and it also has had a Board Policy on Monitoring Reports since 2004. This tradition will continue under the new Institutional Strategic Plan. This process is regular, systematic, participatory, self-reflective and based on evidence.

Monitoring Reports are also presented in the public forum of Board of Trustees meetings, and they are shared with community members. Going forward, the Continuous Improvement Committee will oversee the Monitoring Report process, which has community and student representation on the committee. Finally, the Strategic Planning website, with the Environmental Scan and analysis of College and community input, is available to the College community. The Strategic Plan, in addition to the 50-member Strategic Planning and Assessment Team, was sent to the College community one last time for final review.

As discussed previously in this report, the new Institutional Strategic Plan will contain broader and more comprehensive objectives and measurable indicators. New thresholds will be

developed as well. Currently, the mission fulfillment with the 2005-2006 through 2011-2012 indicators is shown in Table 5-1.

Table 5-1: Ranges of mission fulfillment thresholds (2005-2006 through 2011-2012)

Threshold category	Performance range
Exceeding expectations	90 percent or higher
Meeting expectations	75 percent to 89 percent
Below expectations	74 percent or below

Mission fulfillment, according to the methodology described in chapter one, is outlined in Table 5-2. The complete methodology and supporting data are presented in Appendix C.

Table 5-2: College mission fulfillment scorecard

Baseline plus two academic years performance			
Core Theme	Points possible	Core Theme performance	Mission fulfillment
College Transfer Education	53	43.9	82 percent
Career and Technical Education	26	21.8	
College Readiness Education	13	9.8	
Continuing and Community Education	8	6.95	
Total for College	100	82.45	Meets expectations

The institution meets expectations according to this methodology. However, as previously stated in this report, the prior objectives were primarily related to student success, but they do not encompass the new Core Theme Objectives of Access, Responsiveness, Collaboration, and Diversity and Equity.

Standard 5.B Adaptation and Sustainability

5.B.1 and 5.B.2. Adequacy and Documentation of Resources, Capacity, and Effectiveness of Operations

Because the new Institutional Strategic Plan calls for broader and more comprehensive indicators, the underlying scoring methods will change. Using 2012-2013 as the transition and baseline year, the new Institutional Strategic Plan will set the new strategic planning cycle in

motion. This cycle corresponds with the seven-year accreditation cycle. It will have yearly operational reviews corresponding with operational plans, and have a midterm major strategic planning review between years three and four. Therefore, Green River will have a systematic evaluation of resources, capacity, adequacy and effectiveness with respect to accomplishment of its Core Theme Objectives and, ultimately, the College Mission. Key work to be accomplished in the next year will be the revision of the Program Assessment and Improvement process to align more seamlessly with the new strategic planning effort. Special attention will also be made to align the annual planning process with respect to budget and resources and Core Theme alignment.

5.B.3 Monitoring of External Environment

Since the full-scale environmental scan, which was conducted through spring 2012 and finalized in August 2012, the College has continuously updated and appended the document. This process will continue under the auspices of the Department of Institutional Effectiveness and will be factored into the continuous improvement process with respect to the Institutional Strategic Plan. It will help dictate course corrections and adjustments during the new seven-year cycle, as well as possible major adjustments in Mission, Core Themes, Core Objectives and Core Indicators.

Conclusion

The snapshot afforded by this comprehensive self-evaluation finds Green River Community College in an exciting transition period. It is a transition period with a new president, Trustees, executive leadership and accreditation standards. It is also a period of diminished funding and increased competition for scarce resources. During the past year, Green River has responded to these challenges by conducting a comprehensive environmental scan at the national, state and local levels. It has also invested in a large-scale and inclusive strategic planning process that includes all areas of the college and reaches far into the community.

In the past academic year, the College created the Continuous Improvement Committee, which will give institutional oversight and representative participation in the strategic planning process and its implementation – in other words, to keep this process going with continuous momentum. Simultaneously, the College has expanded its research capacity via the Department of Institutional Effectiveness, with goals to integrate all aspects of institutional research, assessment, strategic planning and accreditation. Green River seeks to merge and combine strategic planning and accreditation efforts because the new standards create an opportunity for this integration.

The College is also striving to keep its good financial condition stable by diversifying its revenue structure. This diversification includes continuing to expand international programs to include more nationalities, for example, South American and Middle Eastern countries.

Another area of financial diversification is grants development, an area in which Green River has already made great strides. The Green River Foundation is hiring a grants writer to take an institutional approach to grant funding and help leverage the current portfolio the College already has to secure new and varied funding. An example is to combine the results of Achieving the Dream, the Community College Survey of Student Engagement (CCSSE), the Survey of Entering Student Engagement (SENSE) with Student Affairs grants on advising and peer mentoring. These efforts can be combined to apply for a Federal Title III grant.

Green River has applied to be an Achieving the Dream institution starting in 2013-2014. In addition to establishing a culture of evidence-based decision making, the initiative strives to provide scalable strategies to help underserved student populations succeed. The potential of combining this initiative with its underserved student groups and the challenges of achieving equity among all students is exciting and welcome.

Green River is approaching its 50-year anniversary in 2015, and its new strategic direction will be well underway. A full-scale evaluation is a fitting way to prepare for the launch of Green River's **second 50 years** as a comprehensive community college with its diverse student population.

Appendices

Appendix A. List of Acronyms

3DC.....	Design, Development and Deployment Council
A	Associate
AA.....	Associate in Arts
AAA.....	Associate in Applied Arts
AAS.....	Associate in Applied Science
AB.....	Associate in Business
ABE.....	Adult Basic Education
AC.....	Access Council
ACE.....	American Council of Education
ACL.....	Access Control Lists
AD.....	Administration
ADA.....	American with Disabilities Act
ADDA.....	American Design Drafting Association
AEAC.....	Washington State Adult Education Advisory Council
AEE.....	Associate in Elementary Education
AFA.....	Associate in Fine Arts
AFL.....	American Federation of Labor
AFP.....	Association of Fundraising Professionals
AM.....	Associate in Math Education
AOTA.....	The American Occupational Therapy Association, Inc.
AP.....	Advanced Placement
AP-P.....	Associate Pre-Professional
APreN.....	Associate in Pre-Nursing
AS.....	Associate in Science
ASC.....	Accreditation Steering Committee
ASC.....	Administrative Systems Committee
ASC.....	Alternative Scheduling Committee
ASGRCC.....	Associated Students of Green River Community College
ASME.....	American Society of Mechanical Engineers
ASPC.....	Academic Standards and Progress
ASU.....	Asian Student Union
ATC.....	Assessment and Testing Center
AtD.....	Achieving the Dream
ATE.....	Advanced Technical Education
BA.....	Business Affairs
BAC.....	Business Affairs Commission
BCR.....	Biennial Capital Requests
BFET.....	Basic Food Employment Training
BI.....	Business & Industry

BITBehavioral Interventions Team
 BOT.....Board of Trustees
 BSRBoard Staff Relationships
 BSUBlack Student Union
 C2CConnect2Complete
 CAC.....Career and Advising Center
 CAD.....Computer Aided Design
 CAFRComprehensive Annual Financial Report
 CAPCapital Projects
 CAPCommencement Achievement Program
 CAPTECommission on Accreditation in Physical Therapy Education
 CAR.....Course Adoption/Revision
 CASECouncil for Advancement and Support of Education
 CASASComprehensive Adult Student Assessment Systems
 CATCollege Articulation and Transfer
 CCChild Care Center
 CCCommencement Committee
 CCCopier Committee
 CCACampus Corner Apartments
 CCAStudent Housing
 CCEContinuing and Community Education
 CCCC.....Campus Corner Coordinating Council
 CCN.....Common Course Numbering
 CCSSE.....Community College Survey of Student Engagement
 CEContinuing Education
 CEO.....Chief Executive Officer
 CHPTCedar Hall Project Team
 CICContinuous Improvement Committee
 CIO.....Congress of Industrial Organizations
 CIPClassification of Instructional Programs
 CLEOCommunity Leadership, Education & Outreach
 CLEP.....College Level Examination Program
 CO.....College Outcomes
 COE.....Center of Excellence
 COP.....Certificate of Participation
 CRD.....Council for Resource Development
 CRECollege Readiness Education
 CRO.....Community Resources Online
 CRSACourt Reporting Student Association
 CSCClassified Staff Council
 CSOCertifying School Official
 CTCritical Thinking
 CTCNetCommunity and Technical College Network
 CTECareer and Technical Education

CTECollege Transfer Education
 CEUContinuing Education Unit
 CWLOCampus-Wide Learning Outcomes
 DECDegree Exception Committee
 DESWashington State Department of Enterprise Services
 DREAMData, Reform, Equity, Achievement, Movement
 DSBDepartment of Services for the Blind
 DSHSDepartment of Social and Health Services
 DSSDisability Support Services
 DTADirect Transfer Agreement
 DVRDepartment of Vocational Rehabilitation
 EHSEnvironmental, Health and Safety Committee
 ELExecutive Limitations
 ELCeLearning Committee
 EMCEnrollment Management Committee
 EOCEmergency Operations Committee
 EPEducational Planner
 EPCEducational Program Code
 ERCEmployee Recognition Committee
 ESEnrollment Services
 ESOLEnglish for Speakers of other Languages
 ETPEligibility Training Provider
 FAMSBCTC’s Fiscal Affairs Manual
 FCFitness Center
 FCRCFaculty Curriculum Review Committee
 FDCFaculty Development Committee
 FDLPFederal Direct Loan Program
 FECFaculty Excellence Committee
 FEMAFederal Emergency Management Agency
 FERPAFamily Educational Rights and Privacy Act of 1974
 FISCFaculty In-Service Committee (Training)
 FMPFacilities Master Plan
 FTEFull-Time Equivalent
 FSCFood Services Committee
 GAGeneral Administration
 GAAPGenerally Accepted Accounting Principles
 GACGeneral Advisory Committee
 GDECGreen River Diversity and Equity Council
 GEDGeneral Equivalency Diploma
 GFOAGovernment Financial Officer’s Association
 GISSGovernment Institutional Student Success
 GPGovernance Process
 HEOAHigher Education Opportunity Act
 HLHolman Library

HR.....Human Resources
 HRMCHuman Resources Management Commission
 HSHumanities & Social Science
 HSCHigh School Completion
 HSCPHigh School Completion Plus
 HPUXHewlett Packard UNIX Operating System
 HVACHeating, Ventilation, Air Conditioning
 IAIntercollegiate Athletics
 IABInstructional Academic Brochures
 IBInternational Baccalaureate
 IBEST.....Integrated Basic Education and Skills Training
 IBPD.....Industry Based Professional Development
 ICInstruction Commission
 ICInstructional Council
 ICRC.....Inter-College Relations Commission
 IDC.....Instructional Diversity Committee
 IE.....Institutional Effectiveness
 IESL.....Intensive English as a Second Language
 iGRAD Individualized Graduation and Degree Program
 INTEC.....Instructional Technology Committee
 IPInternational Programs
 IPEDSIntegrated Postsecondary Education Data System
 IDC.....In-Service Day Committee (All Campus)
 IT.....Information Technology
 ITCInformation Technology Commission
 IVMcIntyre International Village
 L&ILabor and Industry
 LC.....Legislative Committee
 LC.....Lindbloom Student Center
 LOC.....Learning Outcomes Committee
 LOTSLearning Outcomes Tracking System
 LULatinos Unidos
 OEB.....Occupational Education
 OGOpportunity Grant
 MAC.....Master Achiever Center
 MC.....Maintenance Center
 MLCMath Learning Center
 MOUMemorandum of Understanding
 MRP.....Major Related Program
 NAEYC.....National Association for the Education of Young Children
 NASANative American Student Association
 NCRANational Court Reporters Association (NCRA)
 NWACC.....Northwest Athletic Association of Community Colleges
 NWCCU.....Northwest Commission on Colleges and Universities

OSPI.....Office of the Superintendent of Public Instruction
 PABleha Center for the Performing Arts
 PAPeer Advocate
 PA&IProgram Assessment and Improvement
 PAC.....Program Advisory Committees
 PAR.....Program Adoption Revision
 PCProgram Coordinator
 PCD.....Perkins Curriculum Development
 PCSPierce County Security
 PCTProject Coordination Team
 PE.....Physical Education Building
 PICPublic Information Commission
 PIGS.....Program Information Guides
 PLAPrior Learning Assessment
 PLC.....Prior Learning Council
 PPCPolicies and Procedures Committee
 PPMSPayroll/Personnel Management System
 PNPeer Navigators
 PTIPrime Time Institute
 PTKPhi Theta Kappa
 PVA.....Program Viability Analysis
 QS.....Quantitative and Symbolic Reasoning
 RResponsibility
 RCWRevised Code of Washington
 RICRelated Instruction Committee
 RLC.....Rutkowski Learning Center
 RPCResearch and Planning Commission
 RS.....Running Start
 RSRPCReallocated Space and Room Priorities Committee
 RTIReturn to Industry
 SAAM.....Washington State’s Administrative and Accounting Manual
 SACStudent Affairs Commission
 SAF.....Society of American Foresters
 SAIStudent Achievement Initiative
 SAO.....State Auditor’s Office
 SBCTCWashington State Board for Community and Technical Colleges
 SBE.....State Board of Education
 SC.....Marv Nelson Science Learning Center
 SC.....Speaking Center
 SENSESurvey of Entering Student Engagement
 SHSalish Hall
 SMTSMT Building
 SOARStudent Orientation Advising and Registration
 SOTA.....Student Occupational Therapy Association

SBCTCState Board for Community and Technical Colleges
 SIDStudent Identification Number
 SLPTStudent Life Project Team
 SPaATStrategic Planning and Assessment Team
 SPTAStudent Physical Therapist Assistant Club
 SS.....Social Science Building
 SSSStudent Support Services
 STEMScience, Technology, Engineering and Mathematics
 STEPP.....Student Tuition Easy Payment Plan
 SUEStudent Union Enterprises
 T.....Transfer
 TAATrade Adjustment Act
 TANF.....Temporary Aid for Needy Families
 TCTechnology Center
 TCTenure Committee
 TCTransitions Committee
 TFC.....Technology Fee Committee
 TI.....Trades and Industries
 TIATransfer Institution Agreements
 TRCTutoring and Resource Center
 TRPTTrades Replacement Project Team
 UFGreen River United Faculty Coalition
 UIUnemployment Insurance
 VCVeterans Council
 VLAN.....Virtual Local Area Network
 WABERS.....Washington Adult Basic Education Reporting System
 WAC.....Washington Administrative Code
 WACTCWashington Association of Community and Technical Colleges
 WAMAPWashington Mathematics Assessment and Placement
 WAOLWashington Online Learning
 WC.....Writing Center
 WC.....Written Communication
 WDAWorkFirst Delivery Agreement
 WDCWorkforce Development Council
 WEC.....Workforce Education Council
 WELAWashington Executive Leadership Academy
 WETRC.....Washington Environmental Training Center
 WFSEWashington Federation of State Employees
 WFTWorkFirst
 WISHAWashington Industrial Safety and Health Act
 WKFWorkforce
 WNCCWestern Nebraska Community College
 WRTWorker Retraining
 WSCR.....Washington State Capital Request

WSLAD.....Washington State Law against Discrimination
WSSSCStudent Services Commission
WSCTC.....Washington State Community and Technical Colleges
WTWashington Environmental Training Resource Center
ZWC.....Zgolinski Welcome Center

Appendix B. List of Plans*

1. Board of Trustees' Plan
2. Business Affairs Plan
3. Communications Plan
4. Emergency Operations Committee Plan
5. Facilities Master Plan
6. Foundation Development Plan
7. Human Resources Plan
8. Institutional Effectiveness Plan
9. Instructional Plan
10. International Programs Plan
11. Strategic Enrollment & Retention Plan
12. Student Affairs Plan
13. Technology Plan

**Updated and revised plans pending March 1, 2013 finalization of Green River's Institutional Strategic Plan. In March 2013, new area plans will be drafted in alignment with the Institutional Strategic Plan then reviewed by the Continuous Improvement Committee and President's Staff during April, 2013. Operational planning and budgeting will be completed in May and June 2013 referencing these plans.*

Appendix C. Core Theme and Mission Fulfillment Analysis

Sources:

- Washington State SBCTC Data Warehouse
- Student Management Information Systems Database (SMIS)
- Data Linking for Outcomes Assessment Database (DLOA)

Table C-1: Criteria for Mission Fulfillment

Threshold Category	Performance Range
Exceeding expectations	90 percent or higher
Meeting expectations	75 percent to 89 percent
Below expectations	74 percent or below

Mission Fulfillment Criteria and Weightings

- Core Themes criteria:
 - Points possible weighted according to total FTE by Core Theme area for the most recent seven full academic years
 - Points are divided as evenly as possible to the total FTE weighting for a given Core Theme.
- Indicator criteria:
 - Exceeds expectations – greater than or equal to 5 percent above baseline at year three.
 - Meets expectations – plus or minus 5 percent of baseline at year three.
 - Below expectations – less than or equal to 5 percent below baseline at year three.
 - Last three most recent academic years according to indicator. Note that some indicators are farther back in the past to allow for time period specified to pass (e.g., three years or 150 percent graduation time).
 - Year one is baseline.
 - Years two and three compared to baseline in terms of percentage and/or number.
- Indicator weightings:
 - Exceeds expectations – weighted at 95 percent of points possible for a given indicator.
 - Meets expectations – weighted at 80 percent of points possible for a given indicator.
 - Below expectations – weighted at 70 percent of points possible for a given indicator.

Table C-2: Mission Fulfillment and Core Theme Points Earned

Core Theme	Points Possible	Core Theme Performance	Mission Fulfillment
Core Theme: College Transfer Education	53	43.9	Meets Expectations
Core Theme: Career and Technical Education	26	21.8	
Core Theme: College Readiness Education	13	9.8	
Core Theme: Continuing and Community Education	8	6.95	
	100	82.45	

Table C-3: Core Theme - College Transfer Education: Evaluation of Core Objective and Core Indicators) Accomplishment (2009-2010 – 2011-2012 or three most recent academic years)

Indicator	Operational definition	Points possible	Points earned	Indicator performance	Indicator threshold
Persistence	Percent of first time, fall college transfer students who return for the second fall or have graduated.	7	5.6	80%	Meets expectations
Persistence	Number of first time, fall college transfer students who return for the second fall or have graduated.	6	4.8	80%	Meets expectations
Transfer	Percent of college transfer students who transfer to a four-year institution.	10	8	80%	Meets expectations
Transfer	Number of college transfer students who transfer to a four-year institution.	10	8	80%	Meets expectations
Graduation	Percent of first-time college transfer students who graduate within three years or are still enrolled (150 percent time).	10	8	80%	Meets expectations
Graduation	Number of first-time college transfer students who graduate within three years or are still enrolled (150 percent time).	10	9.5	95%	Exceeds expectations
	Total for College Transfer Education	53	43.9	83%	Meets expectations

Table C-4: College Transfer Education Students: Transfer to four-year Institution

Status	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	+/- %
Transferred to a 4Yr	1026	1030	1026	38%	38%	38%	0%
Did not Transfer to a 4Yr	1664	1703	1705	62%	62%	62%	
Total	2690	2733	2731	100%	100%	100%	

Table C-5: College Transfer Education Students. Fall to Fall Retention.

Enrolled/Graduated Subsequent Fall	Fall 2009	Fall 2010	Fall 2011	+/- %
Not Enrolled	703	642	599	
Enrolled	923	787	902	-2%
Total	1,626	1,429	1,501	
<i>Retained 2nd Fall or Grad by 2nd Fall</i>	<i>57%</i>	<i>55%</i>	<i>60%</i>	<i>+3%</i>

Table C-6: College Transfer Education Students. Graduation.

Graduated in Fall of Year three	Fall 2007	Fall 2008	Fall 2009	+/- %
Not Graduated	1467	1500	1335	
Graduated	278	325	291	+5%
<i>Percentage</i>	<i>16%</i>	<i>18%</i>	<i>18%</i>	<i>+2%</i>

Table C-7: Core Theme: Career and Technical Education: Evaluation of Core Objective and Core Indicators) Accomplishment (2009-2010 – 2011-2012 or three most recent academic years)

Indicator	Operational Definition	Points Possible	Points Earned	Indicator Performance	Indicator Threshold
Persistence	Percent of first time, fall college career and technical students who return for the second fall or have graduated.	5	4	80%	Meets expectations
Persistence	Number of first time, fall college career and technical students who return for the second fall or have graduated.	5	3.5	70%	Below expectations
Graduation	Percent of first-time career and technical students who graduate within three years with a degree or certificate.	5	4.75	95%	Exceeds expectations
Graduation	Number of first-time career and technical students who graduate within three years with a degree or certificate.	5	4.75	95%	Exceeds expectations
Estimated Employment	Estimated percent of graduate or workforce-ready students who are employed seven to nine months after leaving Green River. The Washington State Board of Trustees defines career and technical students who have completed 45 credits as workforce-ready.	6	4.8	80%	Meets expectations
	Total for Career and Technical Education	26	21.8	84%	Meets expectations

Table C-8. Career & Technical Education: Fall to Fall Persistence

Enrolled/Graduated Subsequent Fall	Fall 2009	Fall 2010	Fall 2011	+/- %
Not Enrolled	676	749	600	
Enrolled	520	506	407	-22%
Total	1,196	1,255	1,007	
<i>Retained 2nd Fall or Grad by 2ndFall</i>	<i>43%</i>	<i>40%</i>	<i>40%</i>	<i>-3%</i>

Table C-9. Career & Technical Education: Graduation

Graduated in Fall of Year 3	Fall 2007	Fall 2008	Fall 2009	+/- %
Not Graduated	707	853	926	
Graduated	130	134	270	+108%
Total	837	987	1,196	
<i>Grad by 3rdFall</i>	<i>16%</i>	<i>14%</i>	<i>23%</i>	

Table C-10. Career & Technical Education: Employment

Cohort Year	Estimated Employment Rate
2008-09	69%
2009-10	67%
2010-11	67%
<i>Decrease</i>	<i>-2%</i>

Table C-11. Core Theme: College Readiness Education: Evaluation of Core Objective and Core Indicators) Accomplishment (2009-2010 – 2011-2012 or 3 most recent Academic Years)

Indicator	Operational Definition	Points Possible	Points Earned	Indicator Performance	Indicator Threshold
ABE/ESOL Completion	Percent of basic skills students who meet the state achievement standard.	3	2.4	80%	Meets expectations
ABE/ESOL Completion	Number of basic skills students who meet the state achievement standard.	2	1.4	70%	Below expectations
GED/HS Completion	Percent of students who earn their GED/High School credential.	2	1.6	80%	Meets expectations
GED/HS Completion	Number of students who earn their GED/High School credential.	2	1.4	70%	Below expectations
Pre-college Completion	Percent of Pre-college students who achieve college level in English or Math.	2	1.6	80%	Meets expectations
Pre-college Completion	Number of Pre-college I students who achieve college level in English or Math.	2	1.4	70%	Below expectations
	Total for College Readiness Education	13	9.8	75%	Meets expectations

Table C-12. College Readiness Education: State Achievement Standards

Met State Achievement Standard	Fall 2009	Fall 2010	Fall 2011	+/- %
Did not Meet Standard	354	343	272	
Met Standard	167	146	152	-9%
Total	521	489	424	
<i>Percent of Students</i>	<i>32%</i>	<i>30%</i>	<i>36%</i>	<i>+4%</i>

Table C-13. College Readiness Education: GED/High School Completion

Earned HS Diploma or GED	Fall 2009	Fall 2010	Fall 2011	+/- %
Did not earn HS Diploma or GED	478	454	385	
Earned HS Diploma or GED	43	35	39	-9%
Total	521	489	424	
<i>Percent of Students</i>	<i>8%</i>	<i>7%</i>	<i>9%</i>	<i>+1%</i>

Table C-14. College Readiness Education: Pre-college Math/English Completion

Pre-college Completion in English or Math	Fall 2009	Fall 2010	Fall 2011	+/- %
Not College Ready	482	460	405	
College Ready	39	29	19	-51%
Total	521	489	424	
<i>Percent of Students</i>	<i>7%</i>	<i>6%</i>	<i>4%</i>	<i>-3%</i>

Table C-15. Core Theme: Continuing & Community Education: Evaluation of Core Objective and Core Indicators) Accomplishment (2009-2010 – 2011-2012 or three most recent Academic Years)

Indicator	Operational Definition	Points Possible	Points Earned	Indicator Performance	Indicator Threshold
Meeting Community Needs	Percent of instructional classes offered that meet or exceed enrollment targets. Enrollment targets are defined as 70 to 80 percent of class capacity.	1	0.95	95%	Exceeds Expectations
Meeting Community Needs	Number of instructional classes offered that meets or exceeds enrollment targets. Enrollment targets are defined as 70 to 80 percent of class capacity.	1	0.95	95%	Exceeds Expectations
Enrollment	Percent of the College's total enrollment. This metric is operationally defined as the Continuing and Community FTE and percentage of the college total FTE for the last three academic years.	1	0.8	80%	Meets Expectations
Enrollment	Number of the Core Theme enrollment. This metric is operationally defined as the Continuing and Community FTE and percentage of the college total FTE for the last three academic years.	1	0.95	95%	Exceeds Expectations
Repeat Students	Percent of repeat students within a three-year period. Repeat students are defined as the starting cohort of students in a given academic year.	2	1.4	70%	Below expectations
Repeat Students	Number of repeat students within a three-year period. Repeat students are defined as the starting cohort of students in a given academic year.	2	1.9	95%	Exceeds Expectations
	Total for Continuing & Community Education	8	6.95	87%	Meets Expectations

Table C-16. Continuing & Community Education: Meeting Enrollment Targets

Target	2009-10	2010-11	2011-12	+/- %
Capacity 70% or Higher	74	125	142	+92%
Total CE Courses	655	808	793	
Percent of Courses that Reached a Capacity of 70% or Higher	11%	15%	18%	+7%

Table C-17. Continuing & Community Education: Percent of Total College FTE

Mission Area	2009-10	2010-11	2011-12	+/- %
Continuing & Community Education FTE	1814.289	2293.383	2798.45	+54 %
Total FTE	26420.483	28109.387	27882.114	
Percent of Total College FTE	7%	8%	10%	+3%

Table C-18. Continuing & Community Education: Repeat Students

Repeat Enrollment in Years 2 or 3	Fall 2008	Fall 2009	Fall 2010	+/- %
CE Students Enrolled Year 2 or 3	122	124	129	+6%
Total CE Students	618	706	833	
Percent of CE Students	20%	18%	15%	-5%

Appendix D. Mapping and Alignment of Monitoring Report Indicators

Table D-1. Mapping and Alignment of Monitoring Report Indicators (2005-2006 through 2011-2012) to New Core Theme Monitoring Report Structure.

Indicator Code	Indicator Description	Core Theme Indicator	Monitoring Report (2005-2006 through 2011-2012)	Core Theme & New Monitoring Report	Corresponding Objective (New Strategic Plan)
TRCI-M1:1	% of first-time, fall students who return for the second fall	Core Theme Indicator	Academic Transfer	College Transfer Education	Success
TRCI-M1:2a	For students who returned in the second fall, the mean number of first year credits and college level credits earned		Academic Transfer	College Transfer Education	Success
TRCI-M1:2b	For students who returned in the second fall, the first year GPA		Academic Transfer	College Transfer Education	Success
TRCI-M1:3	% of first-time students who graduate within three and five years	Core Theme Indicator	Academic Transfer	College Transfer Education	Success
TRCI-M1:4	% of first-time students who are still enrolled at three and five years		Academic Transfer	College Transfer Education	Success
TRCI-M1:5	# of students who completed a minimum of 45 college-level credits and a 2.0 GPA that are not enrolled nor graduated	Core Theme Indicator	Academic Transfer	College Transfer Education	Success
TRCI-M2:1	# of transfer degrees conferred		Academic Transfer	College Transfer Education	Success
TRCI-M2:2	# and % of degree recipients that graduate with Honors, and with a GPA of 2.75 or higher		Academic Transfer	College Transfer Education	Success
TRCI-M3:1	# and % of transfer graduates who enroll at four-year institutions within two years of graduating		Academic Transfer	College Transfer Education	Success
TRCI-M4:1	First term GPA at transfer institution		Academic Transfer	College Transfer Education	Success
TRCI-M4:2	Cumulative GPA at transfer institution		Academic Transfer	College Transfer Education	Success

Table D-1. Continued

Indicator Code	Indicator Description	Core Theme Indicator	Monitoring Report (2005-2006 through 2011-2012)	Core Theme & New Monitoring Report	Corresponding Objective (New Strategic Plan)
TRCI-M5:1	% of transfer graduates satisfied or very satisfied with their educational experience at GRCC		Academic Transfer	College Transfer Education	Success
TRCI-M5:2	% of transfer graduates indicating that GRCC enhanced their academic skills or abilities very much or quite a bit in written communication, critical thinking, quantitative reasoning, and responsibility		Academic Transfer	College Transfer Education	Success
PTCI-M1:1	% of first-time, fall students who return for the second fall	Core Theme Indicator	Professional Technical	Career & Technical Education	Success
PTCI-M1:2	For students who returned in the second fall, the mean number of first year credits and college level credits earned, and first year GPA		Professional Technical	Career & Technical Education	Success
PTCI-M1:3	% of first-time students who graduate within three years	Core Theme Indicator	Professional Technical	Career & Technical Education	Success
PTCI-M1:4	% of first-time students who are still enrolled at three years		Professional Technical	Career & Technical Education	Success
PTCI-M1:5	# of first-time students who completed a minimum of 45 college-level credits and a 2.0 GPA that are not enrolled nor graduated		Professional Technical	Career & Technical Education	Success
PTCI-M2:1	# and % of students passing certification examinations		Professional Technical	Career & Technical Education	Success
PTCI-M2:2	# of students who graduate with a professional/technical degree		Professional Technical	Career & Technical Education	Success
PTCI-M2:3	# of students who complete a 45-89 credit certificate		Professional Technical	Career & Technical Education	Success

Table D-1. Continued

Indicator Code	Indicator Description	Core Theme Indicator	Monitoring Report (2005-2006 through 2011-2012)	Core Theme & New Monitoring Report	Corresponding Objective (New Strategic Plan)
PTCI-M2:4	# of students who complete a less than 45 credit certificate		Professional Technical	Career & Technical Education	Success
PTCI-M3:1	# and % students who are employed six to nine months after graduation	Core Theme Indicator	Professional Technical	Career & Technical Education	Success
PTCI-M4:1	Median wage of students six to nine months after graduation		Professional Technical	Career & Technical Education	Success
PTCI-M5:1	% of graduates very satisfied or satisfied with their educational experience at GRCC		Professional Technical	Career & Technical Education	Success
PTCI-M5:2	% of graduates indicating that they met their primary goal for attending GRCC		Professional Technical	Career & Technical Education	Success
PTCI-M5:3	% of targeted employers who are very satisfied or satisfied with the job performance of former GRCC students		Professional Technical	Career & Technical Education	Success
BSCI-M1:1	# and % of ABE students who meet the state achievement standard	Core Theme Indicator	Under-Prepared Students	College Readiness Education	Success
BSCI-M1:2	# and % of ESOL students who meet the state achievement standard	Core Theme Indicator	Under-Prepared Students	College Readiness Education	Success
BSCI-M1:3	# and % of students who earn their GED credential	Core Theme Indicator	Under-Prepared Students	College Readiness Education	Success
BSCI-M1:4	# and % of basic skills students who meet their goal of obtaining a job		Under-Prepared Students	College Readiness Education	Success
BSCI-M1:5	# and % of basic skills students who transition to college programs		Under-Prepared Students	College Readiness Education	Success
BSCI-M2:0	Combined Metric of M2:1-3 which defines requirements to meet developmental transition		Under-Prepared Students	College Readiness Education	Success

Table D-1. Continued

Indicator Code	Indicator Description	Core Theme Indicator	Monitoring Report (2005-2006 through 2011-2012)	Core Theme & New Monitoring Report	Corresponding Objective (New Strategic Plan)
BSCI-M2:1	# and % of students enrolled in developmental writing courses who successfully meet the requirements to enroll in the next writing and/or English course		Under-Prepared Students	College Readiness Education	Success
BSCI-M2:2	# and % of students enrolled in developmental reading courses who successfully meet the requirements to enroll in the next reading and/or English course		Under-Prepared Students	College Readiness Education	Success
BSCI-M2:3	# and % of students enrolled in developmental math courses who successfully meet the requirements to enroll in the next math course		Under-Prepared Students	College Readiness Education	Success
			Under-Prepared Students	College Readiness Education	Success
BSCI-M3:1	# and % of former developmental writing students enrolled in college level English courses; and the # and % who pass, and who pass with a grade of 2.0 or higher		Under-Prepared Students	College Readiness Education	Success
BSCI-M3:2	# and % of former developmental reading students enrolled in college level English courses; and the # and % who pass, and who pass with a grade of 2.0 or higher		Under-Prepared Students	College Readiness Education	Success

Table D-1. Continued

Indicator Code	Indicator Description	Core Theme Indicator	Monitoring Report (2005-2006 through 2011-2012)	Core Theme & New Monitoring Report	Corresponding Objective (New Strategic Plan)
BSCI-M3:3	# and % of former developmental math students enrolled in college level math courses; and the # and % who pass, and who pass with a grade of 2.0 or higher		Under-Prepared Students	College Readiness Education	Success
BSCI-M3:4	For comparison purposes, the # and % of all students in English 110 and in college level math with a 2.0 or higher grade		Under-Prepared Students	College Readiness Education	Success
CECI-M1:1	The breadth and depth of program offerings meets the community's needs		Continuing Education	Continuing & Community Education	Responsiveness
CECI-M1:2	Program offerings keep pace with changing demand		Continuing Education	Continuing & Community Education	Responsiveness
CECI-M2:1	Enrollment in continuing education courses	Core Theme Indicator	Continuing Education	Continuing & Community Education	Access
CECI-M2:2	Enrollment at each main campus location and in DL courses		Continuing Education	Continuing & Community Education	Access
CECI-M2:3	Enrollments from the different local communities		Continuing Education	Continuing & Community Education	Access
CECI-M2:4	Enrollment by age		Continuing Education	Continuing & Community Education	Access
CECI-M2:5	Course/program affordability		Continuing Education	Continuing & Community Education	Access
CECI-M3:1	% of students who are very satisfied or satisfied with their course and /or program		Continuing Education	Continuing & Community Education	Responsiveness
CECI-M3:2	# and % of repeat customers	Core Theme Indicator	Continuing Education	Continuing & Community Education	Success
SACI-M1:1	Total annual headcount enrollment (excluding Continuing Education)		Student Access	All	Access
SACI-M1:2	Transfer annual FTEs		Student Access	All	Access

Table D-1. Continued

Indicator Code	Indicator Description	Core Theme Indicator	Monitoring Report (2005-2006 through 2011-2012)	Core Theme & New Monitoring Report	Corresponding Objective (New Strategic Plan)
SACI-M1:3	Professional/Technical annual FTEs		Student Access	All	Access
SACI-M1:4	Basic Skills/Developmental Education annual FTEs		Student Access	All	Access
SACI-M1:5	The number of annual applicants who registered (i.e., the yield).		Student Access	All	Access
SACI-M1:6	Something on capacity: Are students getting into the courses they want?		Student Access	All	Access
SACI-M2:1	Tuition and fees		Student Access	All	Access
SACI-M2:2	# of students applying for financial aid		Student Access	All	Access
SACI-M2:3	# and % of state-supported students receiving financial assistance from all sources		Student Access	All	Access
SACI-M2:4	# and amount of financial aid awards by source		Student Access	All	Access
SACI-M2:5	# and % of state-supported students receiving need-based financial aid		Student Access	All	Access
SACI-M3:1	# and % of student FTEs enrolled at satellite campuses		Student Access	All	Access
SACI-M3:2	# and % of student FTEs enrolled in distance learning courses		Student Access	All	Access
SACI-M3:3	# and % of student FTEs enrolled in late afternoon and evening courses		Student Access	All	Access
URCI-M1:1	% of first-time, fall students who return in winter		Under-Represented Students	All	Diversity & Equity
URCI-M1:1a	African American		Under-Represented Students	All	Diversity & Equity
URCI-M1:1b	Asian		Under-Represented Students	All	Diversity & Equity
URCI-M1:1c	Latino/Hispanic		Under-Represented Students	All	Diversity & Equity

Table D-1. Continued

Indicator Code	Indicator Description	Core Theme Indicator	Monitoring Report (2005-2006 through 2011-2012)	Core Theme & New Monitoring Report	Corresponding Objective (New Strategic Plan)
URCI-M1:1d	White		Under-Represented Students	All	Diversity & Equity
URCI-M1:2	% of first-time, fall students who return the second fall		Under-Represented Students	All	Diversity & Equity
URCI-M1:2a	African American		Under-Represented Students	All	Diversity & Equity
URCI-M1:2b	Asian		Under-Represented Students	All	Diversity & Equity
URCI-M1:2c	Latino/Hispanic		Under-Represented Students	All	Diversity & Equity
URCI-M1:2d	White		Under-Represented Students	All	Diversity & Equity
URCI-M1:3	For students who returned in the second fall, the mean number of first year credits and college level credits earned, and first year GPA		Under-Represented Students	All	Diversity & Equity
URCI-M1:3a	Mean Total		Under-Represented Students	All	Diversity & Equity
URCI-M1:3b	Mean College		Under-Represented Students	All	Diversity & Equity
URCI-M1:3c	CUM GPA		Under-Represented Students	All	Diversity & Equity
URCI-M2:1	% of first-time, fall students who graduate within three years		Under-Represented Students	All	Diversity & Equity
URCI-M2:2	% of first-time, fall students who are still enrolled and/or graduated at three years		Under-Represented Students	All	Diversity & Equity
URCI-M3:1	% very satisfied or satisfied from returning student and alumni surveys		Under-Represented Students	All	Diversity & Equity
URCI-M4:1	Ratio of all employees by employee category of color to students of color		Under-Represented Students	All	Diversity & Equity
URCI-M4:1a	Of Color		Under-Represented Students	All	Diversity & Equity
URCI-M4:1b	White		Under-Represented Students	All	Diversity & Equity

Table D-1. Continued

Indicator Code	Indicator Description	Core Theme Indicator	Monitoring Report (2005-2006 through 2011-2012)	Core Theme & New Monitoring Report	Corresponding Objective (New Strategic Plan)
URCI-M4:2	Ratio of FT faculty and all faculty of color to students of color		Under-Represented Students	All	Diversity & Equity
URCI-M4:2a			Under-Represented Students	All	Diversity & Equity
URCI-M4:2b			Under-Represented Students	All	Diversity & Equity
CICI-M1:1	# of affiliations with government, business, and community organizations		Community Involvement	All	Collaboration
CICI-M2:1	# of GRCC employees that serve on boards or as officers of local organizations		Community Involvement	All	Collaboration
CICI-M2:2	# of GRCC employees that serve as members of local organizations		Community Involvement	All	Collaboration
CICI-M3:1	# of GRCC sponsored public arts and cultural events		Community Involvement	All	Collaboration
CICI-M3:2	Event attendance		Community Involvement	All	Collaboration
CICI-M4:1	1. # of community service initiatives supported		Community Involvement	All	Collaboration
FSCI-M1:1	Number of state FTEs compared to allocation		Financial Stewardship		Fiscal Responsibility Value
FSCI-M1:2	Number of Worker Retraining FTEs compared to allocation		Financial Stewardship		Fiscal Responsibility Value
FSCI-M1:3	Number of Running Start FTEs compared to budgeted level		Financial Stewardship		Fiscal Responsibility Value
FSCI-M1:4	Number of International FTEs compared to budgeted level		Financial Stewardship		Fiscal Responsibility Value
FSCI-M2:1	Maintains a reasonable fund balance		Financial Stewardship		Fiscal Responsibility Value
FSCI-M2:2	Attains its budgeted revenue		Financial Stewardship		Fiscal Responsibility Value

Table D-1. Continued

Indicator Code	Indicator Description	Core Theme Indicator	Monitoring Report (2005-2006 through 2011-2012)	Core Theme & New Monitoring Report	Corresponding Objective (New Strategic Plan)
FSCI-M2:3	Manages its expenditures within its overall expenditure budget		Financial Stewardship		Fiscal Responsibility Value
FSCI-M2:4	Maintains a reasonable student/faculty ratio		Financial Stewardship		Fiscal Responsibility Value
FSCI-M3:1	Accreditation		Financial Stewardship		Fiscal Responsibility Value
FSCI-M3:2	Audit, Financial Statements		Financial Stewardship		Fiscal Responsibility Value
FSCI-M3:3	Budget		Financial Stewardship		Fiscal Responsibility Value
FSCI-M3:4	Development, Grant Activities		Financial Stewardship		Fiscal Responsibility Value
FSCI-M3:5	Capital Request		Financial Stewardship		Fiscal Responsibility Value
FSCI-M3:6	Facilities Master Plan		Financial Stewardship		Fiscal Responsibility Value
FSCI-M3:7	Internal Control		Financial Stewardship		Fiscal Responsibility Value
FSCI-M3:8	Personnel Hiring and Evaluation		Financial Stewardship		Fiscal Responsibility Value
FSCI-M3:9	Strategic Planning		Financial Stewardship		Fiscal Responsibility Value
FSCI-M3:10	Training		Financial Stewardship		Fiscal Responsibility Value

Appendix E. Grants, Contracts, and Special Programs tied to Core Themes and Core Theme Objectives

Table E-1.

Core Theme	Core Theme Objectives	Grant/Contract/Special Program Title	Description
All	Access	College Access Challenge Grant (CACG) Program (Subcontract)	Improving access to college.
All	Access	METRO bus tickets - college matches 20% (college pays \$320 for \$1,600 in bus tickets)	Bus tickets for financially needy students facing transportation challenges.
All	Access	South King County College Access Network (SKC-CAN)	Development/coordination of county-wide college access coalition.
All	Collaboration,	Tobacco-free Colleges Opportunity Grant	Promotional materials for tobacco-free campus.
All	Success	2012-13 Perkins Plan	Perkins
All	Success	2012-13 Perkins Plan	Perkins
All	Success	2012-13 Perkins Special Projects	PSP-Boot Camp
All	Success	Campus Compact - Connect2Complete	Mentorship and support for retention/completion of underserved/at-risk students.
All	Success	Department of Education - TRiO Student Support Services (Year 3)	Comprehensive retention/completion support for underserved/at-risk students.
All	Success	Designing rubric for English class placement of HS graduates	Alternative assessment techniques for greater course placement accuracy/completion.
All	Success	Green River Community College - Persistence and Completion Project	Improved advising and support services to increase student persistence/completion.
Career & Technical Education	Success	110-JSP-13LSS - 2012-13 Job Skills Program Grant (Lean Six Sigma)	Instructional
Career & Technical Education	Success	110-JSP-13LSS - 2012-13 Job Skills Program Grant (Lean Six Sigma)	Program Development
Career & Technical Education	Success	110-JSP-13LSS - 2012-13 Job Skills Program Grant (Lean Six Sigma)	Administration
Continuing & Community Education	Success	2012-13 Job Skills Program Grant (Labinal, Inc)	Program Development
Continuing & Community Education	Success	2012-13 Job Skills Program Grant (Labinal, Inc)	Administration
Continuing & Community Education	Success	2012-13 Job Skills Program Grant (Labinal, Inc.)	Instructional

Table E-1. Continued

Core Theme	Core Theme Objectives	Grant/Contract/Special Program Title	Description
Continuing & Community Education	Success	2012-13 Job Skills Program Grant (Skills Inc)	Instructional
Continuing & Community Education	Success	2012-13 Job Skills Program Grant (Skills Inc)	Program Development
Continuing & Community Education	Success	2012-13 Job Skills Program Grant (Skills Inc)	Administration
Continuing & Community Education	Success	2012-13 Job Skills Program Grant (TECT Aerospace Inc)	Instructional
Continuing & Community Education	Success	2012-13 Job Skills Program Grant (TECT Aerospace Inc)	Program Development
Continuing & Community Education	Success	2012-13 Job Skills Program Grant (TECT Aerospace Inc)	Administration
Career & Technical Education	Success	2012-13 Perkins Leadership Block Grant	Perkins Leadership Block Grant
Continuing & Community Education	Success	2012-13 WorkFirst Delivery Agreement	WorkFirst Delivery Agreement
Continuing & Community Education	Success	2012-13 WorkFirst Delivery Agreement	WorkFirst Delivery Agreement
Continuing & Community Education	Success	2012-13 WorkFirst Delivery Agreement	WorkFirst Delivery Agreement
Continuing & Community Education	Success	2012-13 WorkFirst Delivery Agreement	WorkFirst Delivery Agreement
Continuing & Community Education	Success	2012-13 WorkFirst Delivery Agreement	WorkFirst Delivery Agreement
Continuing & Community Education	Success	2012-13 WorkFirst Delivery Agreement	WorkFirst Delivery Agreement
Career & Technical Education	Success	Recruitment and Training of Realtime Writers	Scholarships and infrastructure to increase success in high-wage, high-demand field
Career & Technical Education	Success, Responsiveness	Aerospace - Principles of Precision Machining	Short-term certificate training in high-demand aerospace machining/manufacturing
Career & Technical Education	Success, Responsiveness	Basic Food Employment & Training contract	
College	Success	2012-13 ABE (Adult Basic	Adult Literacy Week

Table E-1. Continued

Core Theme	Core Theme Objectives	Grant/Contract/Special Program Title	Description
Readiness Education		Education) Adult Literacy Week Grant	
College Readiness Education	Success	2012-13 ABE (Adult Basic Education) Master Extension Application	Adult Basic Education
College Readiness Education	Success	2012-13 ABE (Adult Basic Education) Master Extension Application	Adult Basic Education
College Readiness Education	Success	2012-13 ABE (Adult Basic Education) Program - EL Civics Application	EL Civics
College Readiness Education	Success	2012-13 ABE (Adult Basic Education) Program - EL Civics Application	EL Civics
College Readiness Education	Success	2012-2013 ABE (Adult Basic Education) Training Grant	Adult Basic Education
College Readiness Education	Success	ESOL (English for Speakers of Other Languages) OnRamp to I-BEST (Integrated Basic Education and Skills Training)	Green River enrolled about 30 low-level (ESOL (English for Speakers of Other Languages) 1-3) students in a class that teaches basic math, basic technology skills, and English language skills. Our program uses a distance learning and team teaching model. The ESOL (English for Speakers of Other Languages) is on-site with the students. The content teacher is at a different campus and uses Apple's Face Time and instructional videos she's created to teach the math. The students learn the technology by using it. The intent is to prepare students for I-BEST (Integrated Basic Education and Skills Training) program more quickly than a traditional ESOL (English for Speakers of Other Languages) class would.
College Readiness Education	Success	I-BEST (Integrated Basic Education and Skills Training) CDA	Childhood Development Associate (CDA) - enrolls basic skills students in CDA courses (20 credits) while supporting their basic skills education at the same time. Students taking these courses prepare to CDA exam to earn a nationally recognized certificate.
College Readiness Education	Success	I-BEST (Integrated Basic Education and Skills Training) ECE	Early Childhood Education (ECE) enrolls basic skills students in Early Childhood development courses (27 credits - changing to a 29 credit course program) while supporting their basic skills education an assistant teacher's certificate.

Table E-1. Continued

Core Theme	Core Theme Objectives	Grant/Contract/Special Program Title	Description
College Readiness Education	Success	Skill Link On Ramp Grant	Skills Link On Ramp to I-BEST (Integrated Basic Education and Skills Training) is a partnership with Seattle Education Access, the Seattle-King County WDC, and Green River Community College to accelerate progress of young adults (18-30 years old) in basic skills classes along education and career pathways to I-BEST (Integrated Basic Education and Skills Training) and other college programs and certificates/degrees with meaning in the local job market. Students in the program do career exploration and receive supportive services as they complete the basic skills needed to move along their educational pathway.
College Readiness Education	Success	Student Achievement and Success (SAS) Project	Master Achievers Center (MAC) to support Pre-college I-BEST (Integrated Basic Education and Skills Training) students' transitions to college level. It started with a College Spark grant and initially designed to provide targeted advising for ABE (Adult Basic Education) and ESOL (English for Speakers of Other Languages) students wanting to enter I-BEST (Integrated Basic Education and Skills Training) courses and those transitioning from I-BEST (Integrated Basic Education and Skills Training) course into college programs. It has since grown to assist all upper level ABE (Adult Basic Education) and ESOL (English for Speakers of Other Languages) students in their transitions to college by offering, for example, workshops on COMPASS testing, individualized help with FAFSA forms and individualized advising into college programs.
College Readiness Education	Success, Collaboration	iGRAD	A partnership between Green River and the Kent School District to enroll youth (16-21 year-olds) who have disengaged from high school into a high school completion program. After students have earned a high school credential through one of three iGrad programs, they can work towards AA degree at Green River tuition-free until

Table E-1. Continued

Core Theme	Core Theme Objectives	Grant/Contract/Special Program Title	Description
			they turn 21.
College Transfer Education	Collaboration,	Bridging Cultures, Bridging Communities	Creation/endowment of Humanities Cultural Center to lead College/community Humanities activities.
College Transfer Education	Success	Espial	An award-winning literary art journal that is produced each spring by Green River Community College students who enroll in either English 239: Espial Workshop or Art 150: Literary Arts Journal design.
College Transfer Education	Success	Society of Physics Students Chapter	An award-winning Society of Physics Students.
College Transfer Education	Success, Collaboration	Introducing Research Experiences at Community Colleges	Providing real research experiences to STEM majors, in partnership with UW.
Career & Technical Education	Success	SBCTC (Washington State Board for Community & Technical Colleges) Workforce Special Projects	To train up to 18 students in Machine Maintenance (instruction costs only), purchase a laptop lab for use by Machine Maintenance and Continuing Education, and fund instruction for a new Manufacturing Technology degree track.
Career & Technical Education	Responsiveness	Washington State University Grant	Grant provides for partial wages and benefits for two Business Advisors and one support staff.
Career & Technical Education	Responsiveness, Collaboration	Auburn - Business Advisor, support Staff	Grant provides for partial wages and benefits for two Business Advisors and one support staff.
Career & Technical Education	Access, Responsiveness, Collaboration	Kent - Business Advisor, Counseling	Grant provides for partial wages and benefits for one Business Advisor and one support staff for one on one counseling and community outreach.
Career & Technical Education	Responsiveness, Collaboration	Enumclaw - Business Advisor - Community Workshops	Grant provides for partial wages and benefits for one Business Advisor to provide community workshops.
Career & Technical Education	Success	Washington Certification Services - Water and Wastewater Operators	To establish and maintain professional growth records for certified Water and Wastewater Operators.
Career & Technical Education	Success	Washington Certification Services - Backflow Assembly Tester Certification	To manage the Department of Health Backflow Assembly Tester Certification program.

Appendix F. Basic Institutional Data Form



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Green River Community College

Address: 12401 SE 320th ST

City, State, ZIP: Auburn, WA 98092-3622

Degree Levels Offered: Doctorate Masters Baccalaureate Associate Other

If part of a multi-institution system, name of system: _____

Type of Institution: Comprehensive Specialized Health-centered Religious-based
 Native/Tribal Other (specify) _____

Institutional control: Public City County State Federal Tribal
 Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term
 Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Computer Reporting Technologies	AAA & Certificate	National Court Reporters Association (NCRA)	05/08/2012
Natural Resources	AAS	Society of American Foresters (SAF)	12/2012
Occupational Therapy Assistant	AAS	The American Occupational Therapy Assoc., Inc. (AOTA)	12/04/2005
Physical Therapist Assistant	AAS	Commission on Accreditation in Physical Therapy Education (CAPTE)	08/26/2008

Revised February 2011

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: $SUM([CREDITS]/45)$)

Official Fall 2011 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 2011-12	One Year Prior Dates: 2010-11	Two Years Prior Dates: 2009-10
Undergraduate	2,723	2,789	2,627
Graduate			
Professional			
Unclassified			
Total all levels			

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2011 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 2011-12	One Year Prior Dates: 2010-11	Two Years Prior Dates: 2009-10
Undergraduate	10,986	11,128	10,535
Graduate			
Professional			
Unclassified			
Total all levels			

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	146	412	15	6	7	88	2	28
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	\$57,037	14
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 1 through June 30

Reporting of income:	Accrual Basis	<u>Yes</u>	Accrual Basis	<u>Yes</u>
Reporting of expenses:	Accrual Basis	<u>Yes</u>	Accrual Basis	<u>Yes</u>

BALANCE SHEET DATA

ASSETS	Last Completed FY11-12 Dates: 7/1 – 6/30	One Year Prior to Last Completed FY10-11 Dates: 7/1 – 6/30	Two Years Prior to Last Completed FY09-10 Dates: 7/1 – 6/30
CURRENT FUNDS			
Unrestricted			
Cash	8,705,313	4,864,530	5,038,924
Investments	9,111,663	8,647,470	10,181,198
Accounts receivable gross	2,147,603	3,493,762	2,178,617
Less allowance for bad debts	(7,845)	(6,365)	(4,092)
Inventories	627,156	585,001	536,441
Prepaid expenses and deferred charges	212,975	175,528	170,184
Other (identify)	0	0	0
Due from	1,867,202	669,737	1,280,507
Total Unrestricted	22,664,067	18,429,663	19,381,779
Restricted			
Cash	11,000,194	6,307,359	4,858,809
Investments	11,555,208	11,166,457	9,809,249
Other (identify)-AR, PP Exp	868,436	882,102	2,817,977
Due from	3,725,976	2,142,252	962,218
Total Restricted	27,149,814	20,498,170	18,448,253
TOTAL CURRENT FUNDS	49,813,881	38,927,833	37,830,032
ENDOWMENT AND SIMILAR FUNDS			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	0	0	0
PLANT FUND			
Unexpended			
Cash	4,048,559	2,860,747	1,115,732
Investments	4,252,915	5,105,859	2,252,505
Other (identify)-Accounts Receivable	25,859	31,241	28,391
Total unexpended	8,327,333	7,997,847	3,396,628
Investment in Plant			
Land	1,038,679	1,038,679	1,038,679
Land improvements	0	0	0
Buildings	85,492,933	84,000,903	72,100,374
Equipment	1,651,330	1,559,920	1,139,195
Library resources	508,930	508,984	509,245
Other (identify)-Improvements, Retire LT Obligation, Construction in Progress.	48,279,952	47,707,476	66,862,810
Total investments in plant	136,971,824	134,815,962	141,650,303
Due from			
Other plant funds (identify)	0	0	0
TOTAL PLANT FUNDS	145,299,157	142,813,809	145,046,931
OTHER ASSETS (IDENTIFY)	0	0	0
TOTAL OTHER ASSETS	0	0	0
TOTAL ASSETS	195,113,038	181,741,642	182,876,963

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY11-12 Dates: 7/1 – 6/30	One Year Prior to Last Completed FY10-11 Dates: 7/1 – 6/30	Two Years Prior to Last Completed FY09-10 Dates: 7/1 - 6/30
CURRENT FUNDS			
Unrestricted			
Accounts payable	1,628,294	1,329,881	1,216,813
Accrued liabilities	812,202	954,080	850,438
Students' deposits	3,614,942	3,715,290	3,491,157
Deferred credits	0	0	0
Other liabilities (identify)-Leases	13,512	19,899	26,051
Due to	84,571	109,715	97,795
Fund balance	17,548,617	12,984,813	14,175,229
Total Unrestricted	23,702,138	19,113,678	19,857,483
Restricted			
Accounts payable	751,601	586,535	597,910
Other (identify)	3,017,343	2,777,621	2,070,113
Due to	1,574,610	449,950	1,057,981
Fund balance	21,813,214	16,685,393	14,889,708
Total Restricted	27,156,768	20,499,499	18,615,712
TOTAL CURRENT FUNDS	50,858,906	39,613,177	38,473,195
ENDOWMENT AND SIMILAR FUNDS			
Restricted	0	0	0
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	0	0	0
PLANT FUND			
Unexpended			
Accounts payable	37,488	797,534	28,623
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (identify)-Salaries Payable	137,181	151,158	216,715
Due to	0	0	0
Fund balance	8,164,219	7,351,895	2,328,168
Total unexpended	8,338,888	8,300,587	2,573,506
Investment in Plant			
Notes payable	32,314,875	33,809,439	39,797,605
Bonds payable	0	0	0
Mortgage payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	28,147	85,753	8,221
Other plant fund liabilities (identify)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	100,306,421	96,607,939	98,743,715
OTHER LIABILITIES (IDENTIFY)-LT LEAVE	3,265,801	3,324,747	3,280,721
TOTAL OTHER LIABILITIES	3,265,801	3,324,747	3,280,721
TOTAL LIABILITIES	47,280,567	48,111,602	52,740,143
FUND BALANCE	147,832,471	133,630,040	130,136,820

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

Source: IPEDS. Differences between IPEDS and college financial records reported in "other"

REVENUES	Last Completed FY 11-12 Dates: 7/1 – 6/30	One Year Prior to Last Completed FY 10-11 Dates: 7/1 – 6/30	Two Years Prior to Last Completed FY 09-10 Dates: 7/1 – 6/30
Tuition and fees	27,391,519	23,882,646	20,288,485
Federal appropriations	0	0	0
State appropriations	25,105,830	29,411,958	29,151,565
Local appropriations	0	0	0
Grants and contracts	23,546,410	24,048,123	20,880,198
Endowment income	0	0	0
Auxiliary enterprises	5,530,303	5,559,285	5,476,857
Other (identify) <i>Not reported for IPEDS:</i>	29,121,704	45,062,308	34,935,865
<i>Capital/Financial Aid/Internal Service</i>			
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	31,519,298	30,569,214	28,992,733
Research	0	0	0
Public services	0	0	0
Academic support	4,255,349	4,761,569	5,702,115
Student services	8,602,146	8,348,978	8,440,558
Institutional support	13,636,609	11,850,981	11,761,347
Operation and maintenance of plant	6,239,070	11,804,753	7,563,046
Scholarships and fellowships	7,918,062	9,193,129	6,039,810
Other (identify) <i>Not Reported for IPEDS:</i>	21,788,432	39,120,366	29,365,289
<i>Capital/Financial Aid/Internal Service</i>			
Mandatory transfers for:	0	0	0
Principal and interest	0	0	0
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
Total Educational and General	93,958,966	115,648,990	97,864,898
Auxiliary Enterprises			
Expenditures	6,226,889	6,692,297	6,338,977
Mandatory transfers for:	0	0	0
Principal and interest	0	0	0
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	6,226,889	6,692,297	6,338,977
TOTAL EXPENDITURE & MANDATORY TRANSFERS	100,185,855	122,341,287	104,203,875
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)		0	0
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	10,509,911	5,623,033	6,529,095

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates:	One Year Prior to Last Completed FY Dates:	Two Years Prior to Last Completed FY Dates:
For Capital Outlay			
For Operations			

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

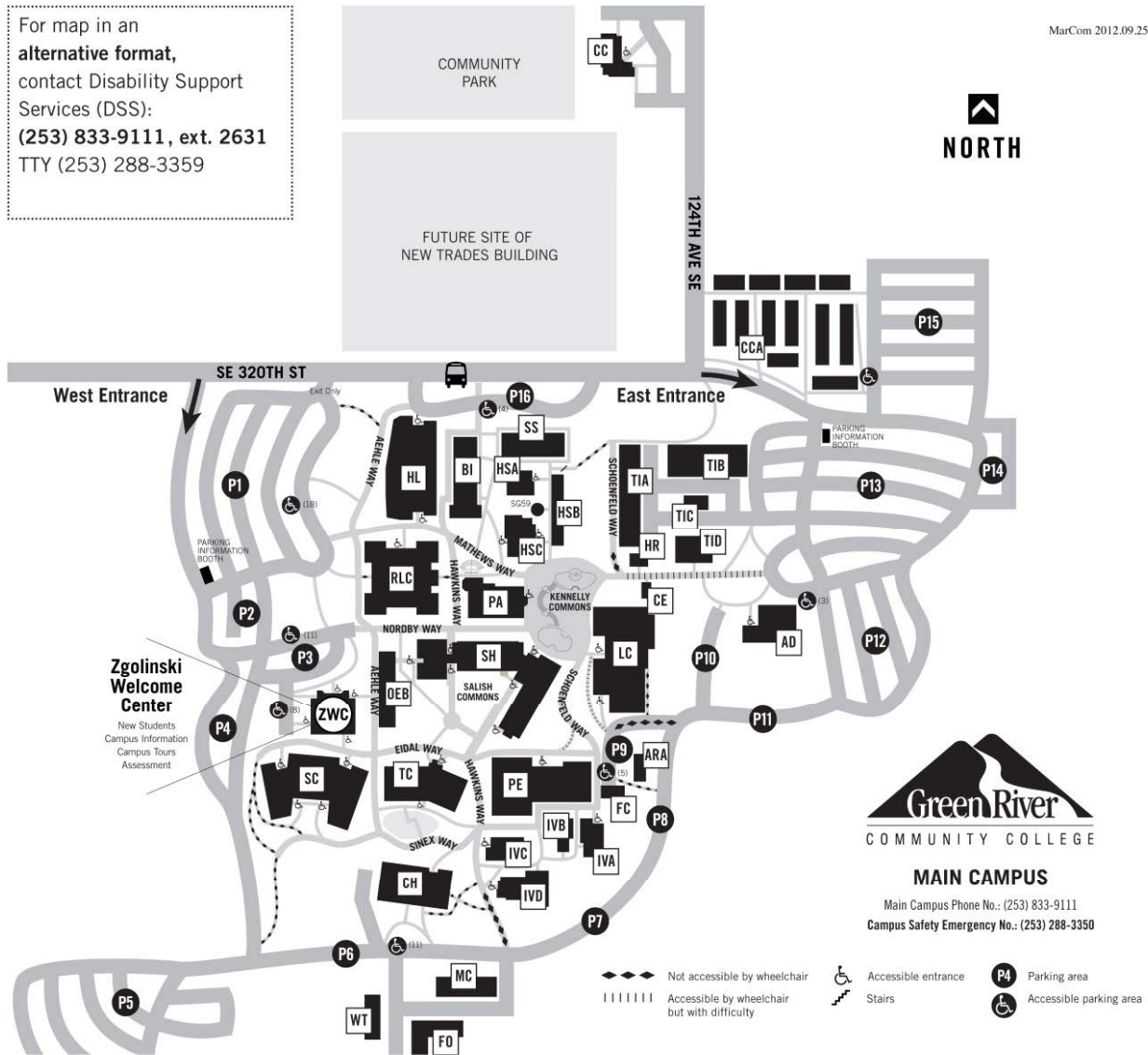
PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount

Appendix G. Campus Map

For map in an alternative format, contact Disability Support Services (DSS):
 (253) 833-9111, ext. 2631
 TTY (253) 288-3359

MarCom 2012.09.25



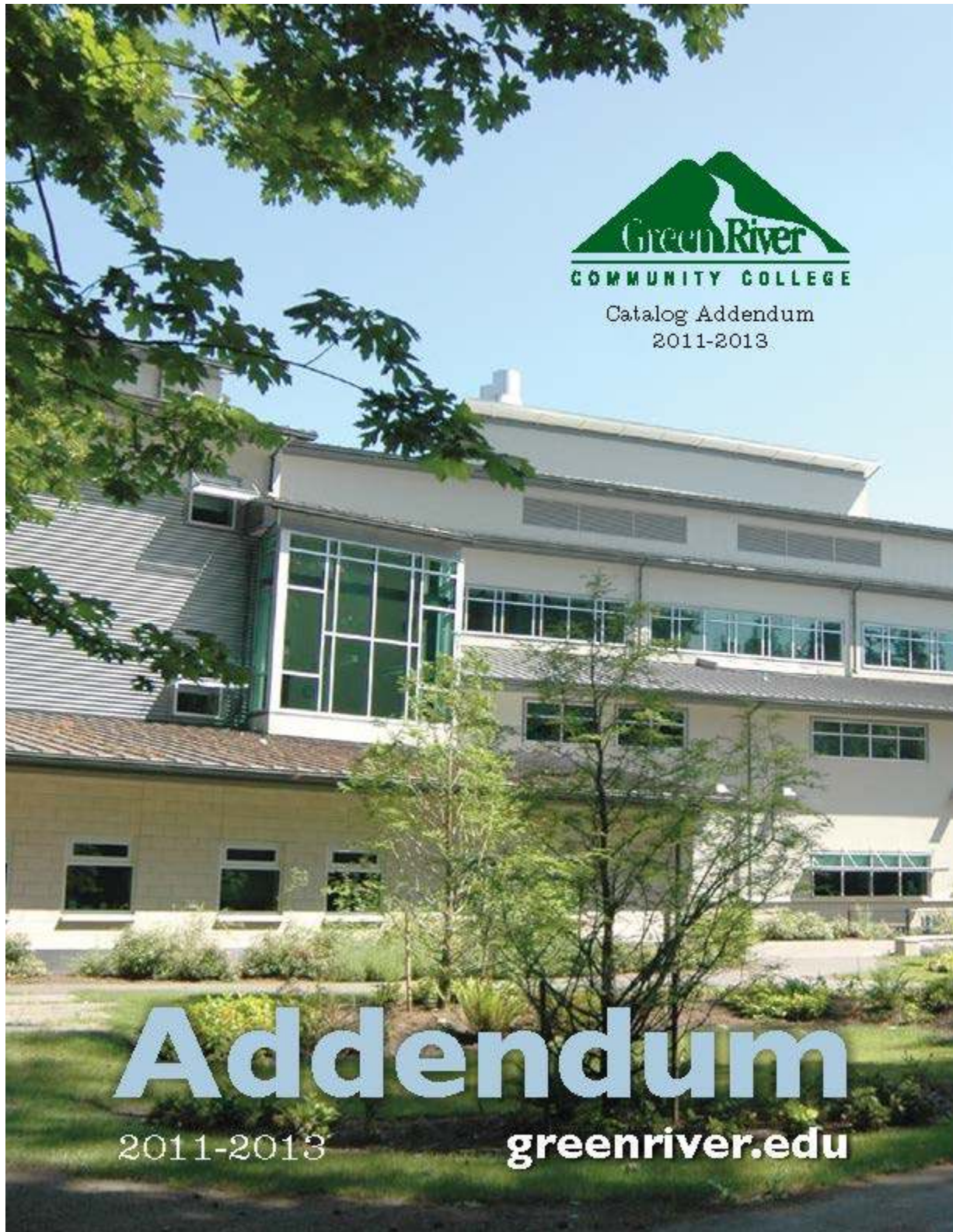
Campus Destinations

Building Name	Abbr	Building Name	Abbr
Administration	AD	Physical Education Building	PE
Bleha Center for the Performing Arts	PA	Rutkowski Learning Center	RLC
Business & Industry	BI	Salish Hall	SH
Cedar Hall (Opening Fall 2013)	CH	Social Science Building	SS
Child Care Center	CC	Student Housing	CCA
Continuing Education	WT	Technology Center	TC
Facilities Operations	FO	Trades & Industries	
Fitness Center	FC	Building A, B, C, D	TIA-D
Holman Library	HL	Washington Environmental Training Resource Center	WT
Human Resources	HR	Zgolinski Welcome Center	ZWC
Humanities & Social Science Building A, B, C	HSA-C		
Lindbloom Student Center	LC		
Maintenance Center	MC		
Marv Nelson Science Learning Center	SC		
McIntyre International Village Building A, B, C, D	IVA-D		
Occupational Education	OEB		

Popular Destinations

For the...	Go to the...	Abbr
Assessment & Testing Center	Zgolinski Welcome Center	ZWC
Campus Information & Tours	Zgolinski Welcome Center	ZWC
Bookstore	Lindbloom Student Center	LC
Campus Safety	Administration	AD
Cashier's Office	Lindbloom Student Center	LC
Career & Advising Center	Lindbloom Student Center	LC
Conference Center	Lindbloom Student Center	LC
Continuing Education	WETRC	WT
Disability Support Services	Lindbloom Student Center	LC
Diversity Services	Lindbloom Student Center	LC
Enrollment Services	Lindbloom Student Center	LC
Financial Aid Office	Lindbloom Student Center	LC
Helen S. Smith Gallery	Holman Library	HL
Math Learning Center	Business & Industry	BI
Speaking Center	Holman Library	HL
TRIO Student Support Services	Lindbloom Student Center	LC
Tutoring & Resource Center	Holman Library	HL
Veteran's Services	Lindbloom Student Center	LC
Washington State Center of Excellence for Careers in Education	Technology Center	TC
Workforce Education	Business & Industry	BI
Writing Center	Rutkowski Learning Center	RLC

Appendix H. Addendum to College Catalog



Catalog Addendum
2011-2013

Addendum

2011-2013

greenriver.edu

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GET STARTED

MONEY FOR COLLEGE, TUITION

Special Fees (Effective July 1, 2012)

Special Fees (All fees are subject to change)

Admissions application fee	\$20 (was \$10)
Assessment	\$20
Assessment retakes	\$10/\$20
Cap and gown, tassel	\$24
General Education	
Development Test (GED)	\$150 (was \$75) – Effective October 1, 2012
GED Retest	\$15
Graduation application fee	\$25 (was \$10)
Locker fee (refundable)	\$10
Nelson Denny Test fee	\$10
Parking fine	\$25 (was \$10)
Student Easy Payment Plan STEP	\$25 (was \$20)
Transcript fee	\$10 (was \$3)
Transcript on-demand	\$25 (New)

Special Courses

Parent-Child Education	\$14 per credit
Basic Skills	\$25 per quarter
Apprenticeship	\$48 per credit

ACADEMIC POLICIES

ADVANCE PLACEMENT – GENERAL EXAMINATION

The Advanced Placement® is a cooperative educational endeavor between secondary schools and colleges and universities. The program provides motivated high school students with the opportunity take college-level courses in a high school setting. Students who participate in the program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. AP courses are taught by high school teachers who follow course guidelines developed and published by the College Board.

Green River Community College grants credit in a variety of subject areas for students who have obtained a particular score on their College Board Advanced Placement examinations. These exams are given by the Educational Testing Service at locations around the country. Students must submit an official copy of AP scores. Upon evaluation of those scores, the student will be notified of acceptable credits. Credit is posted to the student transcript at the time of graduation only.

Below is the list showing division policies on granting placement or credit for AP examinations. Grades range from a high of 5 to 3; in most departments, credit and/or placement is awarded for grades of 3 or higher. In some cases, the student must consult the appropriate departmental advisor.

Examination Name	Minimum Score	Course (Credit)	General Education Category	Comment
Art 2D Design	4-5	ART 109 (5)	Humanities	
Art 2D Design	3	Elective	Elective	
Art 3D Design	4-5	ART 110 (5)	Humanities	
Art 3D Design	3	Elective	Elective	
Art History	3-5	Elective	Elective	
Art Studio (Drawing)	4-5	ART 105 (5)	Humanities	
Art Studio (Drawing)	3	Elective	Elective	
Art Studio (General)	3	Elective	Elective	
Biology	3-5	BIOL 100 (5)	Lab Science	Natural Science
Calculus AB	5	MATH& 151, 152 (10)	Math Science	Quantitative Skills/Reasoning
Calculus AB	3-4	MATH& 151 (5)	Math Science	Quantitative Skills/Reasoning
Calculus BC	4-5	MATH& 151, 152 (10)	Math Science	Quantitative Skills/Reasoning
Calculus BC	3	MATH& 151 (5)	Math Science	Quantitative Skills/Reasoning
Chemistry	5	CHEM& 161, 162, 163 (18)	Lab Science	Natural Science
Chemistry	4	CHEM& 161, 162 (12)	Lab Science	Natural Science
Chemistry	3	Elective	Elective	
Chinese Language	3-5	Elective	Elective	
Chinese Literature	3	Elective	Elective	
Computer Science A	3-5	CS& 131 (5)	Math Science	Quantitative Skills/Reasoning
Computer Science AB	3-5	CS& 141 (5)	Math Science	Quantitative Skills/Reasoning
Economics (Macro)	4-5	ECON& 202 (5)	Social Science	
Economics (Macro)	3	Elective	Elective	
Economics (Micro)	4-5	ECON& 201 (5)	Social Science	
Economics (Micro)	3	Elective	Elective	
English Language/Composition	5	ENG& 101 (5) and either ENGL 126, 127 or 128 (5)	Basic Skills/ Humanities	Communication & Humanities
English Language/Composition	4	ENGL& 101 (5)	Basic Skills/ Humanities	Communication & Humanities
English Language/Composition	3	Elective	Elective	

Examination Name	Minimum Score	Course (Credit)	General Education Category	Comment
English Literature/Composition	3-5	Elective	Elective	
Environmental Science	4-5	ENV S 204 (5)	Natural Science	
Environmental Science	3	Elective	Elective	
French Language	5	FRCH& 123 (5)	Humanities	
French Language	4	FRCH& 122 (5)	Humanities	
French Language	3	FRCH& 121 (5)	Humanities	
French Literature	3-5	Elective	Elective	
German Language	5	GERM& 123 (5)	Humanities	
German Language	4	GERM& 122 (5)	Humanities	
German Language	3	GERM& 121 (5)	Humanities	
German Literature	3-5	Elective	Elective	
Government (American)	4-5	POLS& 202 (5)	Social Science	
Government (American)	3	Elective	Elective	
Government (Comparative)	4-5	POLS& 204 (5)	Social Science	
Government (Comparative)	3	Elective	Elective	
History (European)	3-5	Elective	Elective	
History (US)	5	HIST& 136 and &137 (10)	Social Science	
History (US)	4	HIST& 136 or &137 (5)	Social Science	
History (US)	3	Elective	Elective	
History (World)	4-5	HIST 101, 102 or 103 (5)	Social Science	
History (World)	3	Elective	Elective	
Human Geography	3-4	GEOG& 200 (5)	Social Science	
Italian Language	3-5	Elective	Elective	
Japanese Language	3-5	Elective	Elective	
Japanese Literature	3-5	Elective	Elective	
Latin Literature	3-5	Elective	Elective	
Latin: Vergil	3-5	Elective	Elective	
Latin Literature & Latin: Vergil	3-5	Elective	Elective	
Music Listening Theory	3-5	Elective	Elective	
Music Theory	3-5	Elective	Elective	
Music Theory	3-5	Elective	Elective	
Music Theory	3-5	Elective	Elective	
Music: Aural (subscore)	3-5	Elective	Elective	
Music: Nonaural (subscore)	3-5	Elective	Elective	
Physics B	3-5	Elective	Elective	
Physics C (Elec and Mag)	3-5	Elective	Elective	
Physics C (Mechanics)	3-5	Elective	Elective	
Psychology	4-5	See Department faculty	Social Science	
Psychology	3	Elective	Elective	
Russian Language	3-5	Elective	Elective	
Russian Literature	5-5	Elective	Elective	
Spanish Language	5	SPAN& 123 (5)	Humanities	
Spanish Language	4	SPAN& 122 (5)	Humanities	
Spanish Language	3	SPAN& 121 (5)	Humanities	
Spanish Literature	3-5	Elective	Elective	
Statistics	4-5	MATH 256 (5)	Math Science	Quantitative Skills/Reasoning
Statistics	3	Elective	Elective	

Additional Mathematics Note:

The Mathematics Division can award Advanced Placement credits. If students are placed by the Mathematics Division at a level higher than the College Board Placement, they may receive additional credits. If students have not taken the AP Calculus test, but have done college-level work in high school and are placed by the Mathematics Division into either Math& 152 or Math& 153, they may receive additional credits.

If students' first mathematics course is Math& 152, they will earn credit for Math& 151. If students' first mathematics course is Math& 153, they will earn credit for both Math& 151 and Math& 152. Students may apply through the Mathematics Division and receive Mathematics Division Advanced Placement credits by challenging the course and paying the appropriate fees.

ACADEMIC POLICIES

GRADING SYSTEM AND POLICY

Under Green River's numerical grading system, instructors may report grades from 4.0 to 1.0 in 0.1 increments, and the grade of 0.0. Grades in the range of 0.9 to 0.1 may not be assigned.

A	-	4.0	3.9	
A-	-		3.6	
B+	-		3.3	
B	-		3.0	
B-	-		2.7	
C+	-		2.3	
C	-		2.0	
C-	-		1.7	
D+	-		1.3	
D	-	1.0		Lowest passing grade
F	-	-0		Failure or unofficial withdrawal-no credit given

DEGREES AND CERTIFICATE PROGRAMS

The following lists the **changes** to the degrees and certificates offered at Green River Community College.

TRANSFER DEGREES:

A. Note: There are no new transfer degree additions.

B. The following lists the changes to the transfer degrees/certificates:

AA-DTA	Associate in Arts-Direct Transfer Agreement
AB-DTA/MRP	Associate in Business-Direct Transfer Agreement/Major Related Program
AFA-DTA	Associate in Fine Arts Degree in Art – Direct Transfer Agreement
AEE-DTA/MRP	Associate in Elementary Education – Direct Transfer Agreement/Major Related Program
AM-DTA	Associate in Math Education – Direct Transfer Agreement
APreN-DTA/MRP	Associate in Pre-Nursing Degree – Direct Transfer Agreement/Major Related Program
AST- Opt 1	Associate in Biology, Environmental Science, Chemistry, Geology or Earth Science
AST- Opt 2	Associate in Engineering Technology, Computer Science, Physics or Atmospheric Science
AST-Opt 2/MRP	Associate in Mechanical, Civil, Aeronautical, Industrial or Materials Science Pre-Engineering
AST-Opt 2/MRP	Associate in Computer or Electrical Pre-Engineering
AST-Opt 2/MRP	Associate in Bioengineering and Chemical Pre-Engineering
A-Cert	Art - Studio
A-Cert	Diversity Study
A-PP	Natural Resources

A-PP – Associate in Pre-Professional • DTA – Direct Transfer Agreement • MRP – Major Related Programs

C. The following lists the cancelled transfer degrees:

AS-T	Associate in Biology Education
AS-T	Associate in Chemistry Education
AS-T	Associate in General Science Education
AS-T	Associate in Physics Education

D. Washington 45is a list of year transfer course, not a degree/certificate program. This is new to Green River Community College.

Associate in Arts Degree

Direct Transfer Agreement (AA-DTA) – Minimum of 90 Credits

1. BASIC SKILLS (15 credits)

Any course used to satisfy Basic Skills distribution may not be used to satisfy any other portion of the Associate in Arts degree requirements.

A. Communication Skills: (10 credits)

Courses in this area support the written communication learning outcome.

English & 101 and one of the following:

English 126 or **127** or **128**

B. Quantitative Skills/Symbolic

Reasoning: (5 credits—explained below)

Courses in this area support the quantitative and symbolic reasoning learning outcome.

1. Completion of Mathematics course for which **Intermediate Algebra** (Math 097) or higher is a prerequisite.

2. Completion of **Engineering 106** or **&204** or **&214** or **&215**.

3. Completion of **Philosophy &120***

**If option 3 is chosen, the student must, in addition, satisfy one of the following before graduation:*

- a) COMPASS placement in Math 106 or Math&107 or higher; or
- b) Complete Intermediate Algebra (Math 097) with a grade of 2.0 or higher.

2. HUMANITIES/FINE ARTS/ ENGLISH (15 credits)

Minimum 15 credits from three separate areas. *No more than 5 credits in foreign language at the 100 level. No more than 5 credits in performance/ skills courses (all courses in bold type). Courses that fulfill the diversity requirement may also be used to fulfill a distribution requirement (all courses in italics). See Section 7 for a complete list of courses satisfying the diversity course requirements.*

Art &100, 105, 106, 107, 109, 110, 111, 112, 113, 114, 115, 119, 120, 122, 130, 133, 135, 212, 213, 214, 219, 251, 252, 253, 255, 256, 257

Chinese 111, &121, &122, &123

Communication Studies &102, &210, 212, 215, &220, &230, 238, 245, 265

Dance 101, 102, 103, 110, 204

Drama &101, 111, 112, 113, 151, 152, 153

English &112, &113, &114, 115, 160, 161, 163, 164, 165, 168, 180, 181, 183, 185, 187, 190, &220, &226, &227, &228, &236, &237, 239, &244, &245, &246, 247, 248, 249, &254, &255, &256, 257

Film 120, 121, 141

French &121, &122, &123, &221

German &121, &122, &123

Humanities 100, 110, 133, 142, 146, 160, 186, 190, 191, 224, 272

Japanese &121, &122, &123

Journalism 101, 150, 151, 152, 254

Music 101, 103, 104, &105, 107, 108, 109, 110, 118, 119, 120, &121, &122, &123, 124, 127, 128, 129, 130.1, 130.2, 130.3, &131, &132, &133, 140, 141, 142, 218, 219, 220, &221, &222, 227, 228, 229, 230.1, 230.2, 230.3, &231, &232

Philosophy &101, 102, 103, 104, 105, 110, 112, 114, 115, 160, 200, 206, 210, 220, 236, 238, 240, 243

Photography 101, 102, 103, 111

Spanish 110, &121, &122, &123, &221, &222, &223

3. SOCIAL SCIENCE (15 credits)

Minimum 15 credits from three separate areas or minimum 15 credits from two separate areas with a 200-level course required within the two course emphasis. Courses that fulfill the diversity requirement (all courses in italics) may also be used to fulfill a distribution requirement. See Section 7 for a list of courses satisfying the diversity course requirements.

American Minority and Ethnic Studies 100, 150, 211

Anthropology &100, &204, &205, &206, &207, &210, 211, &216, &234, &235, &236, 273

Business Management &101, &201

Criminal Justice &101, &105, &110, &240

Economics 100, 101, &201, &202

Geography &100, 120, 123, 190, &200, 201, 205

History 101, 102, 103, 120, 122, 135, &136, &137, &214, &215, 220, 224, 226, 228, 230, 231, 232, 233, 235, 237, 240, 245, 250

Political Science &101, &200, &202, &203, &204, 207, 209

Psychology &100, &180, &200, 201, 209, &220, 225, 240

Social Science 160, 211

Sociology &101, &201, 202, 205, 215, 220, 230, 240, 245, 260

4. NATURAL SCIENCE (15 credits)

Minimum of 15 credits from at least two separate areas (except for completion of **IDS 101, 102, and 103** sequence which will satisfy the full natural science and lab science requirement). Ten credits must be chosen from List A, including a minimum of 5 credits from lab sciences (courses designated in bold type). The additional 5 credits may be taken from either List A or List B.

LIST A

Anatomy-Physiology 100, 102, 103, 104, 210

Astronomy &100 or &101

Biology &100, 103, 110, 127, &160,

&211, &212, &213, &241, &242, &260

Chemistry &121, &131, &140, &161, &162, &163, &261, &262, &263

Environmental Science 204

Geology &101, 106, 107, 200, 206, &208

Interdisciplinary Science 101, 102, 103

Oceanography &101

Physics 107, &110, &114, &115, &116, 154, 155, 156, &221, &222, &223, 225, 229

LIST B

Anthropology &205

Computer Science &131, 132, &141, 145

Engineering &104, 106, 140, &204, &214, &215, &224, &225

Mathematics 106, &107, 108, &141, &142, 147, &148, &151, &152, &153, 170, 171, 172, 210, 238, 240, &254, 256

Nutrition &101

Philosophy &120, 215

5. ADDITIONAL CREDITS (15 credits)

A minimum of 15 credits from courses listed in one or both of the following categories:

A. Distribution Courses

Courses in Humanities/Fine Arts/English, Social Science, or Natural Science categories listed above. There is no restriction on the number of required disciplines.

B. Generally-Transferable Courses:

Accounting &201, &202, &203

Early Childhood Education 101

Education &115, 193, &204, &205, 210

Natural Resources 100

6. LIFETIME FITNESS/WELLNESS and ACTIVITY (4-9 credits)

A. Lifetime Fitness/Wellness (3 credits (required)).

One 2- or 3-credit course from List A is required.

LIST A: Physical Education 101, 102, 103, 111, 131, 149, 160, 165, 169

One course from List B must be taken if a 2-credit class from List A has been chosen:

LIST B: Physical Education 101, 102, 103, 107, 108, 109, 110, 111, 112, 113, 114, 115, 117, 118, 119, 121, 122, 124, 125, 128, 129, 131, 132, 134, 136, 137, 138, 139, 140, 141, 143, 144, 147, 148, 149, 150, 158, 160, 165, 169, 193, 201, 202, 207, 210, 211, 212, 215, 216, 224, 231, 234, 236, 237, 248, 251, 253, 258
No more than 3 credits total of physical education coursework (including your elective credits) may be applied to the AA degree.

Degree exceptions for fitness/wellness courses must include medical documentation submitted to Disability Support Services

(DSS) and documentation to the Degree Exception Committee.

B. Activity (1-6 credits)

An activity is a fully instructed course of study that primarily involves the student in an activity that develops a technique or skill.

Art 105, 106, 107, 111, 112, 113, 114, 119, 130, 219, 255, 256, 257

Biology 140

Business Education 111, 115

Business Management 103

Dance 101

Drama 111, 153

Early Childhood Education 103, 104, 175, 214, 215

Education 210

Education in Early Childhood 220, 221

Geology 150, 152, 153

Health Education 190

Industrial Education 101, 102.1 or 102.2 or 102.3, 103

Journalism 100.1, 110, 120, 200

Music 118, 124, 127, 130.1, 140

Photography 101, 111, 112, 113

Spanish 115

Technology 100

7. DIVERSITY REQUIREMENT (1 course)

A minimum of one course from the following list must be taken to satisfy the diversity course requirement. In most cases, a course from the list below (in italics) also satisfies other distribution areas.

Ames 100, 150

Anthropology &206, &210

Criminal Justice 220

English 160, 161, 163, 165, 168, 247, 248, 249, &256, 257

Film 121

Geography &200

History 103, &215, 224, 226, 228, 233

Humanities 190, 191, 224

Philosophy 206, 238

Political Science &204

Sociology 205, 220

Spanish &221, &222, &223

8. ELECTIVES (6-11 credits)

All courses numbered 100 or higher, with the exception of Basic Skills and Physical Education may be taken as electives. Courses should include preparation for a major and/or general interest/leisure-time activity.

9. TRANSFERABILITY OF CREDITS

Green River Community College is fully accredited. Academic courses will usually be accepted by other institutions offering the same (or similar) courses. However, each institution has its own transfer policies and each student is responsible for knowing the transfer and admission requirements of the receiving institution. Students are urged to consult with their advisor and a representative from the college they plan to attend after Green River.

ASSOCIATE IN BUSINESS DEGREE

Direct Transfer Agreement/Major Related Program (AB-DTA/MRP) - Minimum of 90 Credits

The Associate in Business degree is generally pursued by students who plan to transfer to a four-year university as a business or accounting major after completing their first two years at Green River. It is designed to meet the distribution requirements at universities in Washington State by fulfilling the general requirements taken by freshman and sophomores. The degree also indicates that a student has completed a two-year business program, which may be of value in career or lifetime goals.

To earn this degree, students must complete a minimum of 90 quarter credits in courses numbered 100 or higher (from approved distribution list below) and meet specific distribution requirements. No more than 25 percent of credit requirements may be taken on a pass/no-credit basis. Students should be aware that courses with "Pass" grades may not satisfy the requirements in their major field. Students must attain a cumulative GPA of 2.0 and earn a minimum of 24 credits, including the last quarter, in residence at Green River Community College. Students are responsible for knowing transfer requirements and policies, and they are urged to consult the catalog of the institution to which they plan to transfer.

1. BASIC SKILLS (20 credits)

Any course used to satisfy Basic Skills distribution may not be used to satisfy any other portion of the Associate in Business degree requirements.

A. Communication Skills: (10 credits)

Courses in this area support the written communication learning outcome.

**English &101 and one of the following:
English 126 or 127 or 128**

B. Quantitative Skills/Symbolic Reasoning: (10 credits)

Courses in this area support the quantitative and symbolic reasoning learning outcome.

Mathematics 147 and &148

2. HUMANITIES/FINE ARTS/ ENGLISH (15 credits)

(Minimum 15 credits from three separate areas.) No more than 5 credits in foreign language at the 100 level. No more than 5 credits in performance/skills courses (all courses in bold type) can be applied toward the Humanities/Fine Arts/English distribution.

Art &100, 105, 106, 107, 109, 110, 111, 112, 113, 114, 115, 119, 120, 122, 130, 133, 135, 212, 213, 214, 219, 251, 252, 253, 255, 256, 257

Chinese 111, &121, &122, &123

Communication Studies &102, &210, 212, 215, &220, &230, 238, 245, 265

Dance 101, 102, 103, 110, 204

Drama &101, 111, 112, 113, 151, 152, 153

English &112, &113, &114, 115, 160, 161, 163, 164, 165, 168, 180, 181, 183, 185, 187, 190, &220, &226, &227, &228, &236, &237, 239, &244, &245, &246, 247, 248, 249, &254, &255, &256, 257

Film 120, 121, 141

French &121, &122, &123, &221

German &121, &122, &123

Humanities 100, 110, 133, 142, 146, 160, 186, 190, 191, 224, 272

Japanese &121, &122, &123

Journalism 101, 150, 151, 152, 254

Music 101, 103, 104, &105, 107, 108, 109,

110, 118, 119, 120, &121, &122, &123, 124, 127, 128, 129, 130.1, 130.2, 130.3, &131, &132, &133, 140, 141, 142, 218, 219, 220, &221, &222, 227, 228, 229, 230.1, 230.2, 230.3, &231, &232

Philosophy &101, 102, 103, 104, 105, 110, 112, 114, 115, 160, 200, 206, 210, 220, 236, 238, 240, 243

Photography 101, 102, 103, 111

Spanish 110, &121, &122, &123, &221, &222, &223

3. SOCIAL SCIENCE (20 credits)

No more than 10 credits from any one discipline

A. Economics &201 and &202 (10 credits)

B. Business Management &201* (5 credits)

**Political Science &200 is a prerequisite to Business Management &201.*

C. Choose 5 credits from the following areas:

American Minority and Ethnic Studies 100, 150, 211

Anthropology &100, &204, &205, &206, &207, &210, 211, &216, &234, &235, &236, 273

Business Management &101

Criminal Justice &101, &105, &110, &240

Geography &100, 120, 123, 190, &200, 201, 205

History 101, 102, 103, 120, 122, 135, &136, &137, &214, &215, 220, 224, 226, 228, 230, 231, 232, 233, 235, 237, 240, 245, 250

Political Science &101, &200, &202, &203, &204, 207, 209

Psychology &100, &180, &200, 201, 209, &220, 225, 240

Social Science 160, 211

Sociology &101, &201, 202, 205, 215, 220, 230, 240, 245, 260

4. NATURAL SCIENCE (15 credits)

A. Mathematics 256 (5 credits)

B. Natural Science (10 credits)

(5 credits from the lab sciences, courses designated in bold type, must be included)
Anatomy-Physiology 100, 102, 103, 104, 210

Astronomy &100 or &101

Biology &100, 103, 110, 127, &160, &211, &212, &213, &241, &242, &260

Chemistry &121, &131, &140, &161, &162, &163, &261, &262, &263

Environmental Science 204

Geology &101, 106, 107, 200, 206, &208

Interdisciplinary Science 101, 102, 103

Nutrition &101

Oceanography &101

Physics 107, &110, &114, &115, &116, 154, 155, 156, &221, &222, &223, 225, 229

5. ACCOUNTING (15 credits)

Accounting &201, &202, &203

6. FITNESS/WELLNESS (2-3 credits)

Fitness-related classes:

Physical Education 101, 102, 103, 111, 131, 149, 160, 165, 169

No more than 3 credits total of physical education coursework (including your elective credits) may be applied to the AB-DTA degree.

Degree exceptions for fitness/wellness courses must include medical documentation submitted to Disability Support Services (DSS) and documentation to the Degree Exception Committee.

7. ELECTIVES (2-3 credits)

All courses numbered 100 or higher, with the exception of Basic Skills and Physical Education may be taken as electives.

Note: Students choose electives in consultation with their Green River advisor and transfer university admissions representative.

8. TRANSFERABILITY OF CREDITS

Green River Community College is fully accredited. Academic courses will usually be accepted by other institutions offering the same (or similar) courses. However, each institution has its own transfer policies and each student is responsible for knowing transfer and admission requirements of the receiving institution. Students are urged to consult with their advisor and a representative from the college they plan to attend after Green River.

ASSOCIATE IN ELEMENTARY EDUCATION

Direct Transfer Agreement/Major Related Program (AEE-DTA/MRP) - Minimum of 94-95 Credits

The Associate in Elementary Education degree is intended for all future elementary teachers. It provides a broad foundation in liberal arts and beginning coursework in teacher education that is needed upon transfer to most teacher certification programs at Washington state universities. It is designed to provide early experiences in teacher education, including opportunities for hands-on work in local classrooms and specific courses for elementary teachers.

To earn this degree, students must complete a minimum of 94-95 quarter credits in courses numbered 100 or higher (from approved distribution list below) and meet specific distribution requirements. No more than 25 percent of credit requirements may be taken on a pass/no-credit basis. Students should be aware that courses with "Pass" grades may not satisfy the requirements in their major field. Students must attain a cumulative GPA of 2.0 and earn a minimum of 24 credits, including the last quarter, in residence at Green River Community College.

Students are responsible for knowing the transfer requirements and policies, as well as specific course choices and GPA requirements, and are urged to consult the catalog of the institution to which they plan to transfer.

1. BASIC SKILLS (25 credits)

A. Communication Skills (10 credits)

Courses in this area support the written communication learning outcome.

English &101 and one of the following:

English 126 or 127 or 128

B. Quantitative Skills/ Symbolic Reasoning (15 credits)

Courses in this area support the quantitative and symbolic reasoning learning outcome.

Mathematics 170, 171, and 172

2. HUMANITIES/FINE ARTS/ENGLISH (15 credits)

Minimum 15 credits from three separate areas.

A. Communication Studies &220 (5 credits)

B. English &112, &113, &114, 165, 180, 190 or &236 (5 credits)

C. Choose 5 credits from the following areas:

Art &100, 105, 106, 107, 109, 110, 111, 112, 113, 114, 115, 119, 120, 122, 130, 133, 135, 212, 213, 214, 219, 251, 252, 253, 255, 256, 257

Chinese 111, &121, &122, &123

Drama &101, 111, 112, 113, 151, 152, 153

Film 120, 121, 141

French &121, &122, &123, &221

German &121, &122, &123

Humanities 100, 110, 133, 142, 146, 160, 186, 190, 191, 224, 272

Japanese &121, &122, &123

Journalism 101, 150, 151, 152, 254

Music 101, 103, 104, &105, 107, 108, 109, 110, 118, 119, 120,

&121, &122, &123, 124, 127, 128, 129, 130.1, 130.2, 130.3,

&131, &132, &133, 140, 141, 142, 218, 219, 220, &221, &222,

227, 228, 229, 230.1, 230.2, 230.3, &231, &232

Philosophy &101, 102, 103, 104, 105, 110, 112, 114, 115, 160,

200, 206, 210, 220, 236, 238, 240, 243

Photography 101, 102, 103, 111

Spanish 110, &121, &122, &123, &221, &222, &223

3. SOCIAL SCIENCE (25 credits)

A. History 101, 102, 103, or 231 (5 credits)

B. History &136 or &137 (5 credits)

C. Select 15 credits from two (2) different disciplines from the following:

American Minority and Ethnic Studies

100 or

Anthropology &206

Psychology &100

Sociology &101, 220 or 240

Social Science 160

4. NATURAL SCIENCES (15 credits)

Interdisciplinary Science 101, 102 and 103

5. ADDITIONAL COURSES (7 credits)

Education &205 and 270

6. LIFETIME FITNESS/ WELLNESS (2-3 credits)

Fitness-related classes:

Physical Education 101, 102, 103, 111, 131, 149, 160, 165, 169

Degree exceptions for fitness/wellness courses must include medical documentation submitted to Disability Support Services (DSS) and documentation to the Degree Exception Committee.

7. ELECTIVES (Minimum of 5 credits)

All courses numbered 100 or higher, with the exception of Basic Skills and Physical Education may be taken as electives. Courses should include preparation for a major and/or general interest/leisure-time activity. Students should consult their transfer institution.

8. TRANSFERABILITY OF CREDITS

Green River Community College is fully accredited. Academic courses will usually be accepted by other institutions offering the same (or similar) courses. However, each institution has its own transfer policies and each student is responsible for knowing the transfer and admission requirements of the receiving institution. Students are urged to consult with their advisor and a representative from the college they plan to attend after Green River.

Associate in Fine Arts in Art
Direct Transfer Agreement (AFA-DTA) - Minimum of 105-106 Credits

The Associate in Fine Arts degree in Art is generally pursued by students who plan to transfer to a four-year university. However, completion of this degree does not guarantee admission as an art major. This degree offers students a broad foundation in advanced education or a career in art.

Students granted the degree meet all of the requirements of the Washington state Direct Transfer Agreement (DTA).

A portfolio highlighting the student's best work completed at Green River Community College, emphasizing originality, facility, and exploration is highly recommended. Portfolio presentation is usually the determining factor in acceptance for Fine Arts major, and this degree provides the structure for the preparation of a strong portfolio.

To earn this degree, students must complete a minimum of 105-106 quarter credits in courses numbered 100 or higher (from approved distribution list below) and meet specific distribution requirements. No more than 25 percent of credit requirements may be taken on a pass/no-credit basis. Students should be aware that courses with "Pass" grades may not satisfy the requirements in their major field. Students must attain a cumulative GPA of 2.0 and earn a minimum of 24 credits, including the last quarter, in residence at Green River Community College.

Students are responsible for knowing the transfer requirements and policies, as well as specific course choices and GPA requirements, and are urged to consult the catalog of the institution to which they plan to transfer.

1. BASIC SKILLS (15 credits)

Any course used to satisfy Basic Skills distribution may not be used to satisfy any other portion of the Associate in Fine Arts degree requirements.

A. Communication Skills: (10 credits)

Courses in this area support the written communication learning outcome.

English &101 and one of the following:

English 126 or 127 or 128

B. Quantitative Skills/Symbolic Reasoning: (5 credits—explained below)

Courses in this area support the quantitative and symbolic reasoning learning outcome.

1. Completion of Mathematics course for which Intermediate Algebra (Math 097) or higher is a prerequisite.

2. Completion of Engineering 106, &204, &214 or &215.

3. Completion of Philosophy &120*

* If option 3 is chosen, the student must, in addition, satisfy one of the following before graduation:

A) COMPASS placement in Math 106 or Math&107 or higher; or

B) Complete Intermediate Algebra (Math 097) with a grade of 2.0 or higher.

2. HUMANITIES/FINE ARTS/ ENGLISH (15 credits)

Three separate areas.

Art 212 or 213 or 214

**Communication Studies &220
Photography 101 or 111****3. SOCIAL SCIENCE (15 credits)**

Minimum 15 credits from three separate areas or minimum 15 credits from two separate areas with a 200-level course required within the two course emphasis.

American Minority and Ethnic Studies 100, 150, 211

Anthropology &100, &204, &205, &206, &207, &210, 211, &216, &234, &235, &236, 273

Business &101, &201

Criminal Justice &101, &105, &110, &240

Economics 100, 101, &201, &202

Geography &100, 120, 123, 190, &200, 201, 205

History 101, 102, 103, 120, 122, 135, &136, &137, &214, &215, 220, 224, 226, 228, 230, 231, 232, 233, 235, 237, 240, 245, 250

Political Science &101, &200, &202, &203, &204, 207, 209

Psychology &100, &180, &200, 201, 209, &220, 225, 240

Social Science 160, 211

Sociology &101, &201, 202, 205, 215, 220, 230, 240, 245, 260

4. NATURAL SCIENCE (15 credits)

Minimum of 15 credits from at least two separate areas (except for completion of IDS 101, 102, and 103 sequence which will satisfy the full natural science and lab science requirement). Ten credits must be chosen from List A, including a minimum of 5 credits from lab sciences (courses designated in bold

type). The additional 5 credits may be taken from either List A or List B.

LIST A

Anatomy-Physiology 100, 102, 103, 104, 210

Astronomy &100 or &101

Biology &100, 103, 110, 127, &160, &211, &212, &213, &241, &242, &260

Chemistry &121, &131, &140, &161, &162, &163, &261, &262, &263

Environmental Science 204

Geology &101, 106, 107, 200, 206, &208

Interdisciplinary Science 101, 102, 103

Oceanography &101

Physics 107, &110, &114, &115, &116, 154, 155, 156, &221, &222, &223, 225, 229

LIST B

Anthropology &205

Computer Science &131, 132, &141, 145

Engineering &104, 106, 140, &204, &214, &215, &224, &225

Mathematics 106, &107, 108, &141, &142, 147, &148, &151, &152, &153, 170, 171, 172, 210, 238, 240, &254, 256

Nutrition &101

Philosophy &120, 215

5. SPECIFIC REQUIREMENTS (43 credits)**LIST A (20 credits)**

Art 105, 109, 114, 119

LIST B (23 credits)

Class selection depends on the student's

area of study. After consultation with an Art advisor, a minimum of 23 credits are required from the following:

Art 106, 107, 110, 120, 122, 130, 133, 135, 180, 212*, 213*, 214*, 219, 251, 252, 253, 255, 256, 257
Photo 101*, 102, 103, 111*, 112, 113

* Students cannot use this course if previously taken under a different category.

6. LIFETIME FITNESS/ WELLNESS (2-3 credits)

Physical Education 101, 102, 103, 111, 131, 149, 160, 165, 169

No more than 3 credits total of physical education coursework (including your elective credits) may be applied to the AM-DTA degree.

Degree exceptions for fitness/wellness courses must include medical documentation submitted to Disability Support Services (DSS) and documentation to the Degree Exception Committee.

7. TRANSFERABILITY OF CREDITS

Green River Community College is fully accredited. Academic courses will usually be accepted by other institutions offering the same (or similar) courses. However, each institution has its own transfer policies and each student is responsible for knowing the transfer and admission requirements of the receiving institution. Students are urged to consult with their advisor and a representative from the college they plan to attend after Green River.

Associate in Math Education

Direct Transfer Agreement (AM-DTA) - Minimum of 90 Credits

The Associate in Math Education degree was created to aid students interested in careers as secondary math teachers. Future secondary teachers must pursue a major in their field, as well as entrance into a school of education. As a result, there is little room for electives.

This degree is intended to ensure that graduates of Green River are as well prepared as their counterparts at four-year colleges. The transferability of these degrees is backed by a statewide articulation agreement with teacher-training universities. In addition, this degree is accepted by baccalaureate institutions in the state of Washington under the Direct Transfer Agreement. It will fulfill the general education requirements at Washington state transfer institutions.

Apart from the requirements embedded within the degree, students should check specific requirements of their intended transfer schools. This is especially true in the area of field experience, since teacher certification institutions vary in terms of the quality and quantity of experience required.

To earn this degree, students must complete a minimum of 90-quarter credits in courses numbered 100 or higher (from approved distribution list below) and meet specific distribution requirements. No more than 25 percent of credit requirements may be taken on a pass/no-credit basis. Students should be aware that courses with "Pass" grades may not satisfy the requirements in their major field. Students must attain a cumulative GPA of 2.0 and earn a minimum of 24 credits, including the last quarter, in residence at Green River Community College. Students are responsible for knowing the transfer requirements and policies, and they are urged to consult the catalog of the institution to which they plan to transfer.

1. BASIC SKILLS (15 credits)

Any course used to satisfy Basic Skills distribution may not be used to satisfy any other portion of the Associate in Math Education degree requirements.

A. Communication Skills (10 credits)

Courses in this area support the written communication learning outcome.

English &101 and one of the following:

English 126 or 127 or 128

B. Quantitative Skills/Symbolic Reasoning (5 credits)

Courses in this area support the quantitative and symbolic reasoning learning outcome.

Mathematics &151

2. HUMANITIES/FINE ARTS/ENGLISH (15 credits)

No more than 10 credits allowed from any one discipline.

A. Communication Studies &220

No more than 5 credits allowed from any one discipline. No more than 5 credits in foreign language at the 100 level. No more than 5 credits in performance/skills courses (all courses in bold type) can be applied towards Humanities/Fine Arts/English distribution.

Art &100, 105, 106, 107, 109, 110, 111, 112, 113, 114, 115, 119, 120, 122, 130, 133, 135, 212, 213, 214, 219, 251, 252, 253, 255, 256, 257

Chinese 111, &121, &122, &123
Communication Studies &102, &210, 212, 215, &230, 238, 245, 265

Dance 101, 102, 103, 110, 204

Drama &101, 111, 112, 113, 151, 152, 153

English &112, &113, &114, 115, 160, 161, 163, 164, 165, 168, 180, 181, 183, 185, 187, 190, &220, &226, &227, &228, &236, &237, 239, &244, &245, &246, 247, 248, 249, &254, &255, &256, 257

Film 120, 121, 141

French &121, &122, &123, &221

German &121, &122, &123

Humanities 100, 110, 133, 142, 146, 160, 186, 190, 191, 224, 272

Japanese &121, &122, &123

Journalism 101, 150, 151, 152, 254

Music 101, 103, 104, &105, 107, 108, 109, 110, 118, 119, 120, &121, &122, &123, 124, 127, 128, 129, 130.1, 130.2, 130.3, &131, &132, &133, 140, 141, 142, 218, 219, 220, &221, &222, 227, 228, 229, 230.1, 230.2, 230.3, &231, &232

Philosophy &101, 102, 103, 104, 105, 110, 112, 114, 115, 160, 200, 206, 210, 220, 236, 238, 240, 243

Photography 101, 102, 103, 111
Spanish 110, &121, &122, &123, &221, &222, &223

3. SOCIAL SCIENCE (15 credits)

No more than 10 credits from any one discipline.

A. Psychology &100

B. American Minority and Ethnic Studies 100 or Anthropology &206 (5 credits)

C. A minimum of 5 credits from the following:

Anthropology &100, &204 &205, &206, &207, &210, 211, &216, &234, &235, &236, 273

Economics 100, 101, &201, &202

History 101, 102, 103, 120, 122, 135, &136, &137, &214, &215, 220, 224, 226, 228, 230, 231, 232, 233, 235, 237, 240, 245, 250

Political Science &101, &200, &202, &203, &204, 207, 209

Psychology &180, &200, 201, 209, &220, 225, 240

Social Science 160, 211

Sociology &101, &201, 205, 215, 220, 230, 240, 245, 260

4. NATURAL SCIENCES (15 credits)

No more than 10 credits allowed from any one discipline.

A. Mathematics &152

B. A minimum of 10 credits from the following list with 5 credits from the lab sciences (courses designated in bold type) must be included.

Astronomy &101

Biology &100, 103, 110, 127, &160, &211, &212, &213, &260

Chemistry &121, &131, &140, &161, &162, &163, &261, &262, &263

Geology &101, 106, 107, 200, 206, &208

Physics 107, &110, &114, &115, &116, 154, 155, 156, &221, &222, &223, 225, 229

5. ADDITIONAL COURSES (25-26 credits)

Education &205

Health Education 190

Mathematics &153, 240 and &254

Lifetime Fitness/Wellness (2-3 credits)

Physical Education 101, 102, 103, 111, 131, 149, 160, 165, 169

No more than 3 credits total of physical education coursework (including your elective credits) may be applied to the AM-DTA degree.

Degree exceptions for fitness/wellness courses must include medical documentation submitted to Disability Support Services (DSS) and documentation to the Degree Exception Committee.

6. ELECTIVES (4-5 credits)

All courses numbered 100 or higher, with the exception of Basic Skills and Physical Education may be taken as electives. Courses should include preparation for a major and/or general interest/leisure-time activity. Students should consult their transfer institution.

7. TRANSFERABILITY OF CREDITS

Green River Community College is fully accredited. Academic courses will usually be accepted by other institutions offering the same (or similar) courses. However, each institution has its own transfer policies and each student is responsible for knowing the transfer and admission requirements of the receiving institution. Students are urged to consult with their advisor and a representative from the college they plan to attend after Green River.

Associate in Pre-Nursing Degree

Direct Transfer Agreement/Major Related Program (A-PreN-DTA/MRP) - Minimum of 91 Credits

The Associate in Pre-Nursing degree is general pursued by students who plan to transfer to a four-year college or university at the junior level to a Bachelor of Science in Nursing Program (BSN). Four-year schools accepting Pre-Nursing Transfer degree include Seattle University, Seattle Pacific University, University of Washington-Seattle, Washington State University, Pacific Lutheran University, Northwest University and Walla Walla University. This degree is designed to meet the distribution requirements at universities in Washington State, by fulfilling the general requirements taken by freshmen and sophomores.

To earn this degree, students must complete a minimum of 91-quarter credits in courses numbered 100 or higher (from approved distribution list below) and meet specific distribution requirements. No more than 25 percent of credit requirements may be taken on a pass/no-credit basis. Students should be aware that courses with "Pass" grades may not satisfy the requirements in their major field. Students must attain a cumulative GPA of 2.0 and earn a minimum of 24 credits, including the last quarter, in residence at Green River Community College.

Students are responsible for knowing the transfer requirements and policies, as well as specific course choices and GPA requirements, and are urged to consult the catalog of the institution to which they plan to transfer.

1. BASIC SKILLS (15 credits)

A. Communication Skills (10 credits)

Courses in this area support the written communication learning outcome.

English &101 and 128

B. Quantitative Skills/ Symbolic Reasoning (5 credits)

Courses in this area support the quantitative and symbolic reasoning learning outcome.

Mathematics 256

2. HUMANITIES/FINE ARTS/ ENGLISH (15 credits)

No more than 10 credits from any one discipline.

A. Communication Studies &220 (5 credits)

B. Minimum of 10 credits from the following. No more than 5 credits in foreign language at the 100-level. No more than 5 credits in performance/ skills courses (all courses in bold type)

Art &100, 105, 106, 107, 109, 110, 111, 112, 113, 114, 115, 119, 120, 122, 130, 133, 135, 212, 213, 214, 219, 251, 252, 253, 255, 256, 257

Chinese 111, &121, &122, &123

Communication Studies &102, &210, 212, 215, &230, 238, 245, 265

Dance 101, 102, 103, 110, 204

Drama &101, 111, 112, 113, 151, 152, 153

English &112, &113, &114, 115, 160, 161, 163, 164, 165, 168, 180, 181, 183, 185, 187, 190, &220, &226, &227, &228, &236, &237, 239, &244, &245, &246, 247, 248, 249, &254, &255, &256, 257

Film 120, 121, 141

French &121, &122, &123, &221

German &121, &122, &123

Humanities 100, 110, 133, 142, 146, 160, 186, 190, 191, 224, 272

Japanese &121, &122, &123

Journalism 101, 150, 151, 152, 254

Music 101, 103, 104, &105, 107, 108, 109, 110, 118, 119, 120, &121, &122, &123, 124, 127, 128, 129, 130.1, 130.2, 130.3, &131, &132, &133, 140, 141, 142, 218, 219, 220, &221, &222,

227, 228, 229, 230.1, 230.2, 230.3, &231, &232

Philosophy &101, 102, 103, 104, 105, 110, 112, 114, 115, 160, 200, 206, 210, 220, 236, 238, 240, 243

Photography 101, 102, 103, 111

Spanish 110, &121, &122, &123, &221, &222, &223

3. SOCIAL SCIENCE (15 credits)

A. Psychology &100

B. Psychology &200

C. A minimum of 5 credits:

Sociology &101, &201, 202, 205, 215, 220, 230, 240, 245, or 260

4. NATURAL SCIENCES

(36 credits with a minimum of 25 credits lab-based)

A. Biology &211 and &260

B. Biology &241 and &242

C. Chemistry &121 and &131

D. Nutrition & 101

5. ADDITIONAL COURSES

Select 10 credits from the following:

American Minority and Ethnic Studies 100

Anatomy-Physiology 100

Anthropology &205, &235

Communication Studies 238

Mathematics 147

6. TRANSFERABILITY OF CREDITS

Green River Community College is fully accredited. Academic courses will usually be accepted by other institutions offering the same (or similar) courses. However, each institution has its own transfer policies and each student is responsible for knowing the transfer and admission requirements of the receiving institution. Students are urged to consult with their advisor and a representative from the college they plan to attend after Green River.

Associate in Biology, Environmental Science, Chemistry, Geology or Earth Science

Associate in Science Transfer Degree – Option 1 (AST-1) - Minimum of 90 Credits

The Associate in Science Transfer degree Option 1 encompasses some general education courses required of first- and second-year students and is intended to prepare students planning to transfer to a university in the science-related fields. It will give students the broad background needed before beginning more specialized, upper-division courses. The curriculum is not intended to fulfill General Education/University (GER/GUR) requirements, but to prepare prospective transfer science students to enter the state universities with junior standing, not only in credits but also with major/program preparation.

To earn this degree, students must complete 90-quarter credits in courses numbered 100 or above (from approved distribution list below) and meet specific distribution requirements. No more than 25 percent of credit requirements may be taken on a pass/no credit basis. Students should be aware that courses with "Pass" grades may not satisfy the requirements in their major field. Students must attain a cumulative grade point average of 2.0, and earn a minimum of 24 credits, including the last quarter in residence, at Green River Community College.

Students are responsible for knowing transfer requirements and policies, as well as specific course choices and GPA requirements, and are urged to consult the catalog of the institution for which they plan to transfer.

1. BASIC SKILLS (20 credits)

Any course used to satisfy Basic Skills distribution may not be used to satisfy any other portion of the Associate in Science-Transfer Option 1 degree requirements.

A. Communication Skills (5 credits)

Courses in this area support the written communication learning outcome.

English &101

After consultation with a Science advisor, five additional credits are recommended from the following: English 126 or 127 or 128

B. Quantitative Skills/Symbolic Reasoning (15 credits)

Courses in this area support the quantitative and symbolic reasoning learning outcome.

Mathematics &151 and &152 and &153 or 256

2. HUMANITIES/FINE ARTS/ ENGLISH and SOCIAL SCIENCE (15 credits)

Select 15 credits from the Humanities/ Fine Arts/English and Social Science with at least five (5) credits taken from each and from three (3) separate areas.

A. Humanities/Fine Arts/ English

A minimum of 5 credits from the following. No more than 5 credits in foreign language at the 100 level. No more than 5 credits in performance or skills courses (all courses in bold type) may be applied to the Humanities/ Fine Arts/English distribution.

Art &100, 105, 106, 107, 109, 110, 111, 112, 113, 114, 115, 119, 120, 122, 130, 133, 135, 212, 213, 214, 219, 251, 252, 253, 255, 256, 257

Chinese 111, &121, &122, &123

Communication Studies &102,

&210, 212, 215, &220, &230, 238, 245, 265

Dance 101, 102, 103, 110, 204

Drama &101, 111, 112, 113, 151, 152, 153

English &112, &113, &114, 115,

160, 161, 163, 164, 165, 168, 180,

181, 183, 185, 187, 190, &220,

&226, &227, &228, &236, &237,

239, &244, &245, &246, 247, 248,

249, &254, &255, &256, 257

Film 120, 121, 141

French &121, &122, &123, &221

German &121, &122, &123

Humanities 100, 110, 133, 142,

146, 160, 186, 190, 191, 224, 272

Japanese &121, &122, &123

Journalism 101, 150, 151, 152,

254

Music 101, 103, 104, &105, 107,

108, 109, 110, 118, 119, 120,

&121, &122, &123, 124, 127, 128,

129, 130.1, 130.2, 130.3, &131,

&132, &133, 140, 141, 142, 218,

219, 220, &221, &222, 227, 228,

229, 230.1, 230.2, 230.3, &231,

&232

Philosophy &101, 102, 103, 104,

105, 110, 112, 114, 115, 160, 200,

206, 210, 220, 236, 238, 240, 243

Photography 101, 102, 103, 111

Spanish 110, &121, &122, &123,

&221, &222, &223

B. SOCIAL SCIENCE

A minimum 5 credits from the following:

American Minority and Ethnic Studies 100, 150, 211

Anthropology &100, &204, &205,

&206, &207, &210, 211, &216,

&234, &235, &236, 273

Business Management &101,

&201

Criminal Justice &101, &105,

&110, &240

Economics 100, 101, &201, &202

Geography &100, 120, 123, 190,

&200, 201, 205

History 101, 102, 103, 120, 122,

135, &136, &137, &214, &215,

220, 224, 226, 228, 230, 231, 232,

233, 235, 237, 240, 245, 250

Political Science &101, &200,

&202, &203, &204, 207, 209

Psychology &100, &180, &200,

201, 209, &220, 225, 240

Social Science 160, 211

Sociology &101, &201, 202, 205,

215, 220, 230, 240, 245, 260

3. SPECIFIC REQUIREMENTS (50 credits)

Class selection depends on the student's area of study. It is strongly suggested that students beginning their science sequence complete it at the originating college. After consultation with a Science advisor, a total of 50 credits are required from the following:

A. Chemistry &161, &162, and &163 (18 credits)

(Chemistry &261, &262, and &263 may be substituted with prior consultation with a Science/Engineering advisor.)

B. Select 15-18 credits (to be taken in sequence order) from the following:

1. **Biology** &211, &212 and &213

or

2. **Physics** &114, &115 and &116

or

3. **Physics** &221, &222 and &223

C. Natural Science

Select 14-17 credits from the following after consultation with a Science advisor.

Anatomy-Physiology 210

Biology &160, &211, &212, &213,

&241, &242, &260

Chemistry &161, &162, &163,

&261, &262, &263

Engineering 106, &214, &224

Environmental Science 204

Geology &101, 206

Mathematics 106, &141, &142,

&153, 238, 240, &254, 256

Philosophy &120, 215

Physics &114, &115, &116, 154,

155, 156, &221, &222, &223, 225,

229

4. LIFETIME FITNESS/WELLNESS (2-3 credits)

Select one course from the following:

Physical Education 101, 102, 103,

111, 131, 149, 160, 165, 169

Degree exceptions for fitness/wellness courses must include

medical documentation submitted to

Disability Support Services (DSS)

and documentation to the Degree

Exception Committee.

5. ELECTIVES (2-3 credits)

All courses numbered 100 or higher, with the exception of Basic Skills and Physical Education may be taken as electives.

English 126, 127 or 128 may be used

6. TRANSFERABILITY OF CREDITS

Green River Community College is fully accredited. Academic courses will usually be accepted by other

institutions offering the same (or

similar) courses. However, each

institution has its own transfer

policies and each student is

responsible for knowing the transfer

and admission requirements of the

receiving institution. Students are

urged to consult with their advisor

and a representative from the

college they plan to attend after

Green River.

Associate in Engineering, Engineering Technology, Computer Science, Physics or Atmospheric Science

Associate in Science Transfer Degree – Option 2 (AST-2) - Minimum of 90 Credits

The Associate in Science Transfer degree Option 2 encompasses some general education courses required of first- and second-year students and is intended to prepare students planning to transfer to a university in the science-related fields. It will give students the broad background needed before beginning more specialized, upper-division courses. The curriculum is not intended to fulfill General Education/University (GER/GUR) requirements, but to prepare prospective transfer science students to enter the state universities with junior standing, not only in credits but also with major/program preparation.

To earn this degree, students must complete 90-quarter credits in courses numbered 100 or above (from approved distribution list below) and meet specific distribution requirements. No more than 25 percent of credit requirements may be taken on a pass/no credit basis. Students should be aware that courses with "Pass" grades may not satisfy the requirements in their major field. Students must attain a cumulative grade point average of 2.0, and earn a minimum of 24 credits, including the last quarter in residence, at Green River Community College.

Students are responsible for knowing transfer requirements and policies, as well as specific course choices and GPA requirements, and are urged to consult the catalog of the institution for which they plan to transfer.

1. BASIC SKILLS (20 credits)

Any course used to satisfy Basic Skills distribution may not be used to satisfy any other portion of the Associate in Science-Transfer Option 2 degree requirements.

A. Communication Skills (5 credits)

Courses in this area support the written communication learning outcome.

English & 101

B. Quantitative Skills/Symbolic Reasoning (15 credits)

Courses in this area support the quantitative and symbolic reasoning learning outcome.

Mathematics & 151 and & 152; and & 153 or 256

2. HUMANITIES/FINE ARTS/ ENGLISH and SOCIAL SCIENCE (15 credits)

Select 15 credits from the Humanities/ Fine Arts/English and Social Science with at least five (5) credits taken from each and from three (3) separate areas.

A. Humanities/Fine Arts/English

A minimum of 5 credits from the following. No more than 5 credits in foreign language at the 100 level. No more than 5 credits in performance or skills courses (all courses in bold type) may be applied to the Humanities/Fine Arts/English distribution.

Art & 100, 105, 106, 107, 109, 110, 111, 112, 113, 114, 115, 119, 120, 122, 130, 133, 135, 212, 213, 214, 219, 251, 252, 253, 255, 256, 257
Chinese 111, & 121, & 122, & 123
Communication Studies & 102, & 210, 212, 215, & 220, & 230, 238, 245, 265
Dance 101, 102, 103, 110, 204
Drama & 101, 111, 112, 113, 151,

152, 153

English & 112, & 113, & 114, 115, 160, 161, 163, 164, 165, 168, 180, 181, 183, 185, 187, 190, & 220, & 226, & 227, & 228, & 236, & 237, 239, & 244, & 245, & 246, 247, 248, 249, & 254, & 255, & 256, 257
Film 120, 121, 141
French & 121, & 122, & 123, & 221
German & 121, & 122, & 123

Humanities 100, 110, 133, 142, 146, 160, 186, 190, 191, 224, 272

Japanese & 121, & 122, & 123

Journalism 101, 150, 151, 152, 254

Music 101, 103, 104, & 105, 107, 108, 109, 110, 118, 119, 120, & 121, & 122, & 123, 124, 127, 128, 129, 130.1, 130.2, 130.3, & 131, & 132, & 133, 140, 141, 142, 218, 219, 220, & 221, & 222, 227, 228, 229, 230.1, 230.2, 230.3, & 231, & 232
Philosophy & 101, 102, 103, 104, 105, 110, 112, 114, 115, 160, 200, 206, 210, 220, 236, 238, 240, 243
Photography 101, 102, 103, 111
Spanish 110, & 121, & 122, & 123, & 221, & 222, & 223

Philosophy & 101, 102, 103, 104, 105, 110, 112, 114, 115, 160, 200, 206, 210, 220, 236, 238, 240, 243

Photography 101, 102, 103, 111
Spanish 110, & 121, & 122, & 123, & 221, & 222, & 223

B. SOCIAL SCIENCE

A minimum 5 credits from the following:

American Minority and Ethnic Studies 100, 150, 211

Anthropology & 100, & 204, & 205, & 206, & 207, & 210, 211, & 216, & 234, & 235, & 236, 273

Business & 101, & 201

Criminal Justice & 101, & 105, & 110, & 240

Economics 100, 101, & 201, & 202
Geography & 100, 120, 123, 190, & 200, 201, 205

History 101, 102, 103, 120, 122,

135, & 136, & 137, & 214, & 215, 220, 224, 226, 228, 230, 231, 232, 233, 235, 237, 240, 245, 250

Political Science & 101, & 200, & 202, & 203, & 204, 207, 209

Psychology & 100, & 180, & 200, 201, 209, & 220, 225, 240

Social Science 160, 211

Sociology & 101, & 201, 202, 205, 215, 220, 230, 240, 245, 260

3. SPECIFIC REQUIREMENTS (50 credits)

Class selection depends on the student's area of study. It is strongly suggested that students beginning their science sequence complete it at the originating college. After consultation with a Science advisor, a total of 50 credits are required from the following:

A. Physics & 221, & 222, and & 223 (15 credits)

(Physics & 114, & 115, and & 116 may be substituted with prior consultation with a Science/Engineering advisor.)

B. Select 6 credits from the following:

Chemistry & 161, & 162, & 163, & 261, & 262 or & 263

C. Natural Science

Select 29 credits from the following after consultation with a Science/Engineering advisor.

Anatomy-Physiology 210
Biology & 160, & 211, & 212, & 213, & 241, & 242, & 260

Chemistry & 161, & 162, & 163, & 261, & 262, & 263

Computer Science & 131, 132, & 141, 145

Engineering 106, 140, & 214, & 215, & 224, & 225, 250

Environmental Science 204

Geology & 101, 206

Mathematics 106, & 141, & 142, & 153, 238, 240, & 254, 256

Philosophy & 120, 215

Physics & 114, & 115, & 116, 154, 155, 156, & 221, & 222, & 223, 225, 229

4. LIFETIME FITNESS/WELLNESS (2-3 credits) Select one course from the following:

Physical Education 101, 102, 103, 111, 131, 149, 160, 165, 169

Degree exceptions for fitness/wellness courses must include medical documentation submitted to Disability Support Services (DSS) and documentation to the Degree Exception Committee.

5. ELECTIVES (2-3 credits)

All courses numbered 100 or higher, with the exception of Basic Skills and Physical Education may be taken as electives.

English 126, 127 or 128 may be used

9. TRANSFERABILITY OF CREDITS

Green River Community College is fully accredited. Academic courses will usually be accepted by other institutions offering the same (or similar) courses. However, each institution has its own transfer policies and each student is responsible for knowing the transfer and admission requirements of the receiving institution. Students are urged to consult with their advisor and a representative from the college they plan to attend after Green River.

Associate in Mechanical, Civil, Aeronautical, Industrial, or Materials Science Pre-Engineering
Associate in Science Transfer Degree/Major Related Program – Option 2 (AST-2/MRP) - Minimum of 112 Credits

The Associate in Mechanical, Civil, Aeronautical, Industrial, or Materials Science Pre-Engineering AST-Option 2/MRP encompasses some general education courses required of first- and second-year students and is intended to prepare students planning to transfer to a university in the science-related fields. It will give students the broad background needed before beginning more specialized, upper-division courses. The curriculum is not intended to fulfill General Education/University (GER/GUR) requirements, but to prepare prospective transfer science students to enter the state universities with junior standing, not only in credits but also with major/program preparation.

To earn this degree, students must complete 112-quarter credits in courses numbered 100 or above (from approved distribution list below) and meet specific distribution requirements. No more than 25 percent of credit requirements may be taken on a pass/no credit basis. Students should be aware that courses with "Pass" grades may not satisfy the requirements in their major field. Students must attain a cumulative grade point average of 2.0, and earn a minimum of 24 credits, including the last quarter in residence, at Green River Community College. Students should include some 200-level classes in their course of study.

Students are responsible for knowing transfer requirements and policies, as well as specific course choices and GPA requirements, and are urged to consult the catalog of the institution for which they plan to transfer.

<p>1. BASIC SKILLS (35 credits)</p> <p>A. Communication Skills (5 credits) <i>Courses in this area support the written communication learning outcome.</i> English &101</p> <p>B. Quantitative Skills/ Symbolic Reasoning (30 credits) <i>Courses in this area support the quantitative and symbolic reasoning learning outcome.</i> Mathematics &151, &152 &153, 238, 240 and &254</p> <p>2. HUMANITIES/FINE ARTS/ENGLISH and SOCIAL SCIENCE (15 credits) <i>Minimum 5 credits each from humanities/fine arts/English and social science areas plus 5 additional credits in either area (for a total of 15 credits). Three separate areas.</i></p> <p>A. Humanities/Fine Arts/ English <i>A minimum of 5 credits from the following. No more than 5 credits in any one discipline. No more than 5 credits in foreign language at the 100 level. No more than 5 credits in performance/skills courses (all courses in bold type) may be applied to the Humanities/Fine Arts/English distribution.</i></p> <p>Art &100, 105, 106, 107, 109, 110, 111, 112, 113, 114, 115, 119, 120, 122, 130, 133, 135,</p>	<p>212, 213, 214, 219, 251, 252, 253, 255, 256, 257 Chinese 111, &121, &122, &123 Communication Studies &102, &210, 212, 215, &220, &230, 238, 245, 265 Dance 101, 102, 103, 110, 204 Drama &101, 111, 112, 113, 151, 152, 153 English &112, &113, &114, 115, 160, 161, 163, 164, 165, 168, 180, 181, 183, 185, 187, 190, &220, &226, &227, &228, &236, &237, 239, &244, &245, &246, 247, 248, 249, &254, &255, &256, 257 Film 120, 121, 141 French &121, &122, &123, &221 German &121, &122, &123 Humanities 100, 110, 133, 142, 146, 160, 186, 190, 191, 224, 272 Japanese &121, &122, &123 Journalism 101, 150, 151, 152, 254 Music 101, 103, 104, &105, 107, 108, 109, 110, 118, 119, 120, &121, &122, &123, 124, 127, 128, 129, 130.1, 130.2, 130.3, &131, &132, &133, 140, 141, 142, 218, 219, 220, &221, &222, 227, 228, 229, 230.1, 230.2, 230.3, &231, &232 Philosophy &101, 102, 103, 104, 105, 110, 112, 114, 115, 160, 200, 206, 210, 220, 236, 238, 240, 243</p>	<p>Photography 101, 102, 103, 111 Spanish 110, &121, &122, &123, &221, &222, &223</p> <p>B. Social Science <i>A course in Economics is recommended. A minimum of 5 credits from the following:</i></p> <p>American Minority and Ethnic Studies 100, 150, 211 Anthropology &100, &204, &205, &206, &207, &210, 211, &216, &234, &235, &236, 273 Business Management &101, &201 Criminal Justice &101, &105, &110, &240 Economics 100, 101, &201, &202 Geography &100, 120, 123, 190, &200, 201, 205 History 101, 102, 103, 120, 122, 135, &136, &137, &214, &215, 220, 224, 226, 228, 230, 231, 232, 233, 235, 237, 240, 245, 250 Political Science &101, &200, &202, &203, &204, 207, 209 Psychology &100, &180, &200, 201, 209, &220, 225, 240 Social Science 160, 211 Sociology &101, &201, 202, 205, 215, 220, 230, 240, 245, 260</p> <p>2. SPECIFIC REQUIREMENTS (62 credits)</p>	<p><i>It is strongly suggested that students beginning their science sequence complete it at the originating college.</i></p> <p>A. Physics &221, &222 and &223 (15 credits)</p> <p>B. Chemistry &161 (6 credits)</p> <p>C. Select 20 credits from the following:</p> <p>D. Engineering 100, 106, &214, &215, &225</p> <p>E. Select 21 credits from the following after consultation with a Science/Engineering advisor:</p> <p>Chemistry &162 Computer Science &131, 132, &141, 145 English 128 Engineering &104, &114, 140, &204, &224, 250</p> <p>3. TRANSFERABILITY OF CREDITS</p> <p>Green River Community College is fully accredited. Academic courses will usually be accepted by other institutions offering the same (or similar) courses. However, each institution has its own transfer policies and each student is responsible for knowing the transfer and admission requirements of the receiving institution. Students are urged to consult with their advisor and a representative from the college they plan to attend after Green River.</p>
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Associate in Computer or Electrical Pre-Engineering

Associate in Science Transfer Degree/Major Related Program – Option 2 (AST-2/MRP) - Minimum of 96 Credits

The Associate in Computer or Electrical Pre-Engineering AST-Option 2/MRP degree encompasses some general education courses required of first- and second-year students and is intended to prepare students planning to transfer to a university in the science-related fields. It will give students the broad background needed before beginning more specialized, upper-division courses. The curriculum is not intended to fulfill General Education/University (GER/GUR) requirements, but to prepare prospective transfer science students to enter the state universities with junior standing, not only in credits but also with major/program preparation.

To earn this degree, students must complete 96-quarter credits in courses numbered 100 or above (from approved distribution list below) and meet specific distribution requirements. No more than 25 percent of credit requirements may be taken on a pass/no credit basis. Students should be aware that courses with "Pass" grades may not satisfy the requirements in their major field. Students must attain a cumulative grade point average of 2.0, and earn a minimum of 24 credits, including the last quarter in residence, at Green River Community College. Students should include some 200-level classes in their course of study.

Students are responsible for knowing transfer requirements and policies, as well as specific course choices and GPA requirements, and are urged to consult the catalog of the institution for which they plan to transfer.

<p>1. BASIC SKILLS (30 credits)</p> <p>A. Communication Skills (5 credits) <i>Courses in this area support the written communication learning outcome.</i> English &101</p> <p>B. Quantitative Skills/Symbolic Reasoning: (25 credits) <i>Courses in this area support the quantitative and symbolic reasoning learning outcome.</i> Mathematics &151 &152 &153, 238 and &254</p> <p>2. HUMANITIES/FINE ARTS/ENGLISH and SOCIAL SCIENCE (15 credits) <i>Minimum of 5 credits each from Humanities/Fine Arts/English and Social Science area plus 5 additional credits in either area (for a total of 15 credits). Three separate areas.</i></p> <p>A. Humanities/Fine Arts/English <i>A minimum of 5 credits from the following: No more than 5 credits in foreign language at the 100 level. No more than 5 credits allowed in any one discipline. No more than 5 credits in performance/skills courses (all courses in bold type) can be applied towards Humanities/ Fine Arts/English distribution.</i></p> <p>Art &100, 105, 106, 107, 109, 110, 111, 112, 113, 114, 115, 119, 120, 122, 130, 133, 135,</p>	<p>212, 213, 214, 219, 251, 252, 253, 255, 256, 257 Chinese 111, &121, &122, &123 Communication Studies &102, &210, 212, 215, &220, &230, 238, 245, 265 Dance 101, 102, 103, 110, 204 Drama &101, 111, 112, 113, 151, 152, 153 English &112, &113, &114, 115, 160, 161, 163, 164, 165, 168, 180, 181, 183, 185, 187, 190, &220, &226, &227, &228, &236, &237, 239, &244, &245, &246, 247, 248, 249, &254, &255, &256, 257 Film 120, 121, 141 French &121, &122, &123, &221 German &121, &122, &123 Humanities 100, 110, 133, 142, 146, 160, 186, 190, 191, 224, 272 Japanese &121, &122, &123 Journalism 101, 150, 151, 152, 254 Music 101, 103, 104, &105, 107, 108, 109, 110, 118, 119, 120, &121, &122, &123, 124, 127, 128, 129, 130.1, 130.2, 130.3, &131, &132, &133, 140, 141, 142, 218, 219, 220, &221, &222, 227, 228, 229, 230.1, 230.2, 230.3, &231, &232 Philosophy &101, 102, 103, 104, 105, 110, 112, 114, 115, 160, 200, 206, 210, 220, 236, 238, 240, 243 Photography 101, 102, 103, 111</p>	<p>Spanish 110, &121, &122, &123, &221, &222, &223</p> <p>B. Social Science <i>A course in Economics is recommended. A minimum 5 credits from the following:</i></p> <p>American Minority and Ethnic Studies 100, 150, 211 Anthropology &100, &204, &205, &206, &207, &210, 211, &216, &234, &235, &236, 273 Business Management &101, &201 Criminal Justice &101, &105, &110, &240 Economics 100, 101, &201, &202 Geography &100, 120, 123, 190, &200, 201, 205 History 101, 102, 103, 120, 122, 135, &136, &137, &214, &215, 220, 224, 226, 228, 230, 231, 232, 233, 235, 237, 240, 245, 250 Political Science &101, &200, &202, &203, &204, 207, 209 Psychology &100, &180, &200, 201, 209, &220, 225, 240 Social Science 160, 211 Sociology &101, &201, 202, 205, 215, 220, 230, 240, 245, 260</p> <p>3. SPECIFIC REQUIREMENTS (51 credits) <i>It is strongly suggested that students beginning their science</i></p>	<p><i>sequence complete it at the originating college.</i></p> <p>A. Physics &221, &222 and &223 (15 credits)</p> <p>B. Chemistry &161 (6 credits)</p> <p>C. Select 10 credits Computer Science &131 and 132 or &141 and 145</p> <p>D. Select 10 credits Engineering 100, 106, &204, 250</p> <p>E. *Select 10 credits Computer Science &131, 132, &141, 145 Engineering &104, &214, &224, 250 English 128 Mathematics 240</p> <p><i>* A course in digital logic will be added to this list in the future.</i></p> <p>4. TRANSFERABILITY OF CREDITS Green River Community College is fully accredited. Academic courses will usually be accepted by other institutions offering the same (or similar) courses. However, each institution has its own transfer policies and each student is responsible for knowing the transfer and admission requirements of the receiving institution. Students are urged to consult with their advisor and a representative from the college they plan to attend after Green River.</p>
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Associate in Bioengineering or Chemical Pre-Engineering

Associate in Science Transfer Degree/Major Related Program – Option 2 (AST-2/MRP) - Minimum of 101-102 Credits

The Associate in Bioengineering or Chemical Pre-Engineering AST-Option 2/MRP degree encompasses some general education courses required of first- and second-year students and is intended to prepare students planning to transfer to a university in the science-related fields. It will give students the broad background needed before beginning more specialized, upper-division courses. The curriculum is not intended to fulfill General Education/University (GER/GUR) requirements, but to prepare prospective transfer science students to enter the state universities with junior standing, not only in credits but also with major/program preparation.

To earn this degree, students must complete 101-102 quarter credits in courses numbered 100 or above (from approved distribution list below) and meet specific distribution requirements. No more than 25 percent of credit requirements may be taken on a pass/no credit basis. Students should be aware that courses with "Pass" grades may not satisfy the requirements in their major field. Students must attain a cumulative grade point average of 2.0, and earn a minimum of 24 credits, including the last quarter in residence, at Green River Community College. Students should include some 200-level classes in their course of study.

Students are responsible for knowing transfer requirements and policies, as well as specific course choices and GPA requirements, and are urged to consult the catalog of the institution for which they plan to transfer.

1. BASIC SKILLS (30 credits)

A. Communication Skills (5 credits)

Courses in this area support the written communication learning outcome.

English & 101

B. Quantitative Skills/ Symbolic Reasoning (25 credits)

Courses in this area support the quantitative and symbolic reasoning learning outcome.

**Mathematics & 151 & 152
& 153, 238 and & 254**

2. HUMANITIES/FINE ARTS/ENGLISH and SOCIAL SCIENCE (15 credits)

Minimum 5 credits each from humanities/fine arts/English and social science area plus 5 additional credits in either area (for a total of 15 credits). Three separate areas.

A. Humanities/Fine Arts/ English

A minimum of 5 credits from the following. No more than 5 credits in any one discipline. No more than 5 credits in performance/skills courses (all courses in bold type) can be applied towards Humanities/Fine Arts/ English distribution. No more than 5 credits in foreign language at the 100 level.

Art & 100, 105, 106, 107, 109, 110, 111, 112, 113, 114, 115, 119, 120, 122, 130, 133, 135,

212, 213, 214, 219, 251, 252, 253, 255, 256, 257

Chinese 111, & 121, & 122, & 123

Communication Studies & 102, & 210, 212, 215, & 220, & 230, 238, 245, 265

Dance 101, 102, 103, 110, 204

Drama & 101, 111, 112, 113, 151, 152, 153

English & 112, & 113, & 114, 115, 160, 161, 163, 164, 165, 168, 180, 181, 183, 185, 187, 190, & 220, & 226, & 227, & 228, & 236, & 237, 239, & 244, & 245, & 246, 247, 248, 249, & 254, & 255, & 256, 257

Film 120, 121, 141

French & 121, & 122, & 123, & 221

German & 121, & 122, & 123

Humanities 100, 110, 133, 142, 146, 160, 186, 190, 191, 224, 272

Japanese & 121, & 122, & 123

Journalism 101, 150, 151, 152, 254

Music 101, 103, 104, & 105, 107, 108, 109, 110, 118, 119, 120, & 121, & 122, & 123, 124, 127, 128, 129, 130.1, 130.2, 130.3, & 131, & 132, & 133, 140, 141, 142, 218, 219, 220, & 221, & 222, 227, 228, 229, 230.1, 230.2, 230.3, & 231, & 232

Philosophy & 101, 102, 103,

104, 105, 110, 112, 114, 115, 160, 200, 206, 210, 220, 236, 238, 240, 243

Photography 101, 102, 103,

111

Spanish 110, & 121, & 122, & 123, & 221, & 222, & 223

B. Social Science

A course in Economics is recommended. A minimum of 5 credits from the following:

American Minority and Ethnic Studies 100, 150, 211

Anthropology & 100, & 204, & 205, & 206, & 207, & 210, 211, & 216, & 234, & 235, & 236, 273

Business Management & 101, & 201

Criminal Justice & 101, & 105, & 110, & 240

Economics 100, 101, & 201, & 202

Geography & 100, 120, 123,

190, & 200, 201, 205

History 101, 102, 103, 120, 122, 135, & 136, & 137, & 214, & 215,

220, 224, 226, 228, 230, 231, 232, 233, 235, 237, 240, 245,

250

Political Science & 101, & 200, & 202, & 203, & 204, 207, 209

Psychology & 100, & 180, & 200, 201, 209, & 220, 225, 240

Social Science 160, 211

Sociology & 101, & 201, 202, 205, 215, 220, 230, 240, 245,

260

3. SPECIFIC REQUIREMENTS (56-57 credits)

It is strongly suggested that students beginning their science sequence complete it at the originating college.

A. Physics & 221, & 222 and & 223 (15 credits)

B. Chemistry & 161, & 162, & 163 and & 261 (24 credits)

C. Engineering 100 (2 credits)

D. Biology & 100 or Chemistry & 262 (5-6 credits)

E. Select at least 15 credits from the following list after consultation with an engineering advisor.

Biology & 100

Chemistry & 263*

Computer Science & 131,

132, & 141, or 145

Engineering 100, & 204, & 224, 250

English 128

Mathematics 240

** An online course in chemical process, principles, and calculations will be added to this degree in the future.*

4. TRANSFERABILITY OF CREDITS

Green River Community College is fully accredited. Academic courses will usually be accepted by other institutions offering the same (or similar) courses. However, each institution has its own transfer policies and each student is responsible for knowing the transfer and admission requirements of the receiving institution. Students are urged to consult with their advisor and a representative from the college they plan to attend after Green River.

Art – Studio
Academic Certificate
 43 Credits

The certificate program provides students with a core group of classes that will aid in the creation of an art portfolio. Each certificate is designed to create a proper progression of courses beginning with a strong foundation in the fundamentals of art and design.

NOTE: *This certificate does not qualify for federal financial aid or VA funding, unless the certificate or courses is applied towards and Associate in Arts or Associate Development degree.*

Contact: Cindy Small, ext. 4203
 Csmall@grenriver.edu

Dept./No.	Course Title	Credits
Art 105	Beginning Drawing	5
Art 106	Intermediate Drawing	5
Art 107	Advanced Drawing	5
Art 109	Beginning Design	5
Art 110	Intermediate Design and Color	5
Art 111	Painting 1	5
Art 119	3-Dimensional Design	5
*Art 180	The Artist's Portfolio	3
Art 255	Advanced Painting 1	5

To enhance the student's portfolio, the following are recommended:

Art 130	Watercolor Painting	(3)
Art 133	Portrait Drawing	(3)
Art 135	Introduction to Screen Printing	(3)
Art 219	Advanced 3-Dimensional Design	(5)
Art 256	Advanced Painting 2	(5)
Art 257	Advanced Painting 3	(5)

All art history classes are recommended:

Art 212, 213, 214	History of Art 1-3	5 ea
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*Courses will transfer as elective only. Consult with your transfer institution.

Diversity Studies
Academic Certificate
 20 Credits

Diversity in the curriculum refers to the study of one or more groups that have been historically marginalized on the basis of culture, race, ethnicity, gender, sexual orientation, class, disability, religion, age, immigration, and/or geopolitical power. Diversity-designated courses facilitate academic inquiry, analysis and understanding of past and current differences, conflicts, and relations of power, thereby moving the discourse of diversity beyond mere tolerance, celebration, or appreciation.

The Diversity Studies certificate supports students in critical self-reflection, intercultural literacy, and cross-cultural communication to aid them in critically understanding their own and others' experiences. By taking courses in a variety of disciplines to fulfill the certificate, students will have been introduced to multiple academic frameworks and approaches that will provide them with competencies and analytical tools fundamental to articulating and navigating the changing demographics and power relations of a diverse world and workplace.

- Students must take at least four courses totaling 20 credits, including at least one core courses (see list below) and one course from each of the three sponsoring divisions: Social Science, Humanities, and English.
- Students must have an accumulative G.P.A. of 2.0 for the classes chosen for the certificate; only one class can have a Pass/No Credit designation.
- Students seeking the Gender Studies certificate or the Hispanic Studies certificate may use no more than two courses from that certificate to fulfill the Diversity certificate.

Contact: Michael Moreno, ext. 4244
 Mmoreno@grenriver.edu

Dept./No.	Course Title	Credits
Required Course:		
<i>Select at least one of the following courses (5 credits)</i>		
Ames 100	Introduction to Ethnic and Minority Studies	5
Engl 247	American Ethnic Literature	(5)
Phil 238	Introduction to the Philosophy of Human Rights	(5)
<i>Select from the following courses to total 20 credits:</i>		
Additional Courses:		
Ames 150	Race and Ethnicity in the Pacific	(5)
Anth& 206	Cultural Anthropology	(5)
Anth& 210	Indians of North America	(5)
CJ 220	Multicultural Diversity in Criminal Justice	(5)
Engl 160	Literature By and About Women	(5)
Engl 161	Cultures of Desire	(5)
Engl 163	The Poetics of Rap and Hip Hop	(5)
Engl 165	Introduction to World Myth	(5)
Engl 168	Introduction to Irish Literature	(5)
Engl 248	African American Literature	(5)
Engl 249	U.S. Latino Literature	(5)
Engl& 256	World Literature III: 19 th -21 st Century	(5)
Engl 257	Non-Western World Literature	(5)
Film 121	Contemporary American Movies	(5)
Geog& 200	Human Geography	(5)
Hist 103	The Modern World	(5)
Hist& 215	Women in United States History	(5)
Hist 224	African-American History	(5)
Hist 226	Asian-American History	(5)
Hist 228	Latinos in the United States	(5)
Hist 233	History of Latin America	(5)
Human 190	Latin American Film	(5)
Human 224	Women and World Religions	(5)
Phil 206	Gender and Philosophy	(5)
Pols& 204	Comparative Government	(5)
Soc 205	Sociology of Disability	(5)
Soc 220	Sex and Gender in Society	(5)
Span 221	Spanish IV	(5)
Span 222	Spanish V	(5)
Span 223	Spanish VI	(5)

Natural Resources
Associate in Pre-Professional Degree
95 Credits

The pre-professional degree prepares students to transfer to a college or university program as juniors in several Natural Resources areas. By developing academic skills in mathematics, science, English, humanities, and natural resource courses, the student can transfer directly into a professional program such as natural resources management, forest engineering, or wildlife biology. Selected natural resource courses will transfer to these four-year programs.

While this program of study is designed to transfer to most four-year professional programs in Natural Resources or closely related fields, you should consult the catalog of the school to which you plan to transfer. The university catalog requirements will provide the guidance for substitutions and be approved by the Natural Resources instructor/advisor. Some professional schools require a foreign language.

Contacts: Dick Hopkins, ext. 4509 Rob Sjogren, ext. 4582
 Dhopkins@greenriver.edu rsjogren@greenriver.edu

Dept./No. Course Title Credits
A minimum of 95 credits must be earned from the following categories:

Natural Resources—core classes			44
GIS 192	GIS for Natural Resources	(5)	
Natrs 100	Introduction to Natural Resources	(5)	
Natrs 172	Computer Applications Overview	(4)	
Natrs 180	Natural Resources Measurements	(7)	
Natrs 181	Forest Navigation and Mapping	(8)	
Natrs 182	Aerial Photo Interpretation	(5)	
Natrs 183	Tree and Shrub Identification	(5)	
Natrs 210	Introduction to Soils	(5)	
Mathematics—minimum of 10 credits from the following:			10
Math& 141	Precalculus 1	(5)	
Math& 142	Precalculus 2	(5)	
Math& 151	Calculus I	(5)	

Math& 152	Calculus II	(5)	
Math 256	Statistics for Business and Social Science	(5)	
English—required			10
Engl& 101	English Composition I	(5)	
Engl 128	Research Writing: Science/Engineering/Business	(5)	
Science—minimum of 10 credits from the following:			10
Biol& 211	Majors Cellular	(6)	
Biol& 212	Majors Animal	(6)	
Biol& 213	Majors Plant	(6)	
Chem& 121	Introduction to Chemistry	(5)	
Chem& 131	Introduction to Organic Chemistry and Biochemistry	(5)	
Geol& 101	Introduction to Physical Geology	(5)	
Phys& 110	Physics Non-Science Major with Lab	(5)	
Humanities—required:			5
Cmst& 220	Public Speaking	(5)	
Social Science—minimum of 10 credits from the following:			10
Econ& 201	Microeconomics	(5)	
Econ& 202	Macroeconomics	(5)	
Geog 120	Introduction to Geography	(5)	
Soc& 101	Introduction to Sociology	(5)	
Wellness:			
P E 113	Group Dynamic Activities (taken concurrently with Natrs 181)		1
Electives—minimum of 5 credits from the following:			5
Any of the above listed courses			
Any Natural Resources courses			
Any General Engineering courses			
Any GRCC course that is required by the university of 100-level or higher.			

WASHINGTON 45: List of One Year Transfer Course

Adopted: May 2012

Implemented: Fall 2012

The list of courses in Washington 45 does not replace the Direct Transfer Agreement, Associate of Science Option 1 and Option 2 or any Major Related Program agreement, nor will it guarantee admission to a four-year college.

A student who completes courses selected from within the general education categories listed below at a public community, technical, four-year college or university in Washington State will be able to transfer and apply a maximum of 45 credits toward general education requirement(s) at any other public and most private higher education institutions in the state.¹

For transfer purposes, a student must have a minimum grade of C or better (2.0 or above) in each course completed from this list.

Students who transfer Washington 45 courses must still meet a receiving institution's admission requirements and eventually satisfy all their general education requirements and their degree requirements in major, minor and professional programs.

"First Year Transfer List" of general education courses

- Communications (5 credits) – ENGL& 101, ENGL& 102
- Quantitative and Symbolic Reasoning (5 credits) – MATH& 107, MATH& 148 or MATH& 151
- Humanities (10 credits in two different subject areas or disciplines²) – PHIL& 101, MUSC& 105, DRMA& 101, ENGL& 111, or HUM& 101. *(For colleges that use History as Humanities – HIST& 116, HIST& 117, HIST& 118, HIST& 146, HIST& 147, HIST& 148)*
- Social Science (10 credits in two different subject areas or disciplines) – PSYC& 100, SOC& 101, POLS& 101, POLS& 202
(For colleges that use History as Social Science – HIST& 116, HIST& 117, HIST& 118, HIST& 146, HIST& 147, HIST& 148)
- Natural Science (10 credits in two different subject areas or disciplines) – BIOL& 100, BIOL& 160 with lab, ASTR& 100, ASTR& 101 with lab, CHEM& 105, CHEM& 110 with lab, CHEM& 121 with lab, CHEM& 161, CHEM& 162, ENV&S 101, PHYS& 121, GEOL& 101 with lab
- Additional 5 credits in a different discipline can be taken from any category listed above.

¹ Many private non-profit college and universities have distinct general education requirements. Students should check with institution(s) they plan to attend regarding application of transfer credits that will meet general education requirements.

² Disciplines are sometimes called subject or subject matter areas and designated by a prefix (i.e., PHIL for Philosophy and POLS for Political Science).

Note: Although these courses are listed under categories, the actual course may satisfy a different general education category at a receiving institution.

DEGREES AND CERTIFICATES PROGRAMS

PROFESSIONAL/TECHNICAL DEGREES

The following lists the **new** professional/technical degrees/certificates:

- Aerospace and Advanced Manufacturing-Precision Machining 1 (13 credit-certificate)
- Aerospace and Advanced Manufacturing-Precision Machining 2 (13 credit-certificate)
- Aerospace and Advanced Manufacturing-Machine Maintenance 1 (13 credit-certificate)
- Aerospace and Advanced Manufacturing-Machine Maintenance 2 (13 credit-certificate)
- Aerospace and Advanced Manufacturing-Quality Assurance 1 (14 credit-certificate)
- Aerospace and Advanced Manufacturing-Quality Assurance 2 (14 credit-certificate)

The following lists the **changes** to professional/technical degrees and certificates:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Accounting (AAA) • Advanced Aviation Knowledge (Certificate) • Air Traffic Control (AAS) • Aircraft Dispatcher (Certificate) • Airline Dispatch (AAS) • Airline Dispatcher Completion (Certificate) • Auto Body Technology (AAS) • Auto Body Technology, Collision Repair (Certificate) • Basic Airport Management (Certificate) • Business Applications Specialist (AAA) • Business Applications Specialist (Certificate) • Business for Small Business Applications (Certificate) • Early Childhood Education and Diversity Study (AAS-T) • Information Technology – Computer Support Specialist (AAS-T) • Information Technology--Networking (AAS-T) • Information Technology-- Systems (AAS-T) • International Flight Planning (Certificate) | <ul style="list-style-type: none"> • Helicopter Pilot (AAS) • Intermediate Aviation Knowledge (Certificate) • Design Technology – Design Drafting Technology (AAS) • Design Technology – Construction Design Technology (AAS) • Design Technology – Mechanical Design Technology (AAS) • Geographic Information Systems (AAS) • Geographic Information Systems (Certificate) • Mechanical Design Technology (AAS-T) • Natural Resources – Forestry (AAS) • Natural Resources – Geographic Information System (AAS) • Natural Resources – Park Management (AAS) • Natural Resources – Water Quality (AAS) • Natural Resources – Wildland Fire (AAS) • Occupational Therapy Assistant (AAA) • Practical Nursing Certificate (Certificate) • Professional Pilot (AAS) |
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The following lists the **reinstatements** to professional/technical degrees and certificates.

- Water Supply Technology (AAS)
- Water Distribution Technology (Certificate)
- Wastewater Technology (AAS)
- Wastewater Collection Technology (Certificate)

The following lists **cancellations** to the professional/technical degrees and certificates..

- Information Technology – Networking Infrastructure (AAS-T)
- Information Technology – Networking Infrastructure (Certificate)
- Information Technology – Security (AAS-T)
- Advanced Air Traffic Control (Certificate)

NEW PROFESSIONAL/TECHNICAL CERTIFICATES

AEROSPACE AND ADVANCED MANUFACTURING (AAM)

Contact: Scott Schreiber, ext. 4421
Sschreiber@greenriver.edu

Precision Machining 1
 Certificate of Proficiency
 13 Credits

<u>Dept./No.</u>	<u>Course Title</u>	<u>Credits</u>
AAM 101	Principles of Precision Machining 1	13

Precision Machining 2
 Certificate of Proficiency
 13 Credits

<u>Dept./No.</u>	<u>Course Title</u>	<u>Credits</u>
AAM 102	Principles of Precision Machining 2	13

Machine Maintenance 1
 Certificate of Proficiency
 13 Credits

<u>Dept./No.</u>	<u>Course Title</u>	<u>Credits</u>
AAM 103	Machine Maintenance 1	13

Machine Maintenance 2
 Certificate of Proficiency
 13 Credits

<u>Dept./No.</u>	<u>Course Title</u>	<u>Credits</u>
AAM 103	Machine Maintenance 2	13

Quality Assurance 1
 Certificate of Proficiency
 14 Credits

<u>Dept./No.</u>	<u>Course Title</u>	<u>Credits</u>
AAM 105	Quality Assurance 1	7
AAM 107	Inspection 1	7

Quality Assurance 2
 Certificate of Proficiency
 14 Credits

<u>Dept./No.</u>	<u>Course Title</u>	<u>Credits</u>
AAM 106	Quality Assurance 2	7
AAM 108	Inspection 2	7

REVISED PROFESSIONAL/TECHNICAL DEGREES AND CERTIFICATES

ACCOUNTING (ACCT)

Contact: Paul Mueller, ext. 2635
 Pmueller@greenriver.edu

Accounting
 Associate in Applied Arts Degree
 90 Credits

The graduate of this two-year program will be prepared for employment in accounting and future supervisory positions in accounting and business. Students in this program must complete all required Accounting classes with a grade of 2.0 or higher. Students must earn a cumulative GPA of 2.0 or higher.

Dept./No.	Course Title	Credits
Core Requirements		
Acct 110	Practical Financial Accounting 1	5
Acct 111	Practical Financial Accounting 2	5
Acct 112	QuickBooks for Accounting	5
Acct 113	Practical Accounting	5
Acct 118	Individual Taxation	5
Acct 121	Payroll Accounting	5
Bus& 101 or Bus 164	Introduction to Business or Entrepreneurship and Small Business Management	5
Bus& 201 or Pols& 200	Business Law and the Regulation of Business or Introduction to Law and Commerce	5
Bus E 100	Fundamentals of Computers	5
†Bus E 101	Beginning Typing/Keyboarding	5
Bus E 110	Business Math Applications	5
Bus E 162	Introduction to Excel	5
Bus E 163	Advanced Excel	5
Related Instruction Requirements		
#B A 145	Business Computation	5
#Bus 166 or Cmst 100 or Cmst& 210 or Cmst& 220	Human Relations and Work Readiness or Fundamentals of Oral Communication or Interpersonal Communication or Public Speaking	5
#Bus E 130 or Engl 109 or Engl& 101 or Engl 126 or Engl 127 or Engl 128	Business Correspondence or Writing for Trades and Professional/Technical Degrees or English Composition 1 or Writing: Humanities or Writing: Social Sciences or Research Writing: Science/Engineering/Business	5
#Cmst 100 or Cmst& 210 or Cmst& 220 or	Fundamentals of Oral Communication or Interpersonal Communication or Public Speaking or	

Cmst& 230 Reading	Small Group Communication Eligible for Read 104, Reading Mastery	5 0-5
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Suggested Electives:
 Select from the following courses to total 90 credits:

Any Acct course	(5)
Any B A course	(5)
Any Bus E Course	(5)
Any Bus Course	(5)
Any Math Course	(5)
Coop 171	Work Experience Seminar (1)
Econ 100	Economic Principles and Applications (5)
Econ& 201	Microeconomics (5)
Econ& 202	Macroeconomics (5)

#Satisfies related instruction requirements.
 *Acct& 201, Principles of Accounting I, may be substituted for Acct 110 and Acct 111.
 **Acct& 202, Principles of Accounting II, may be substituted for Acct 113.
 †Bus E 101; Beginning Typing/Keyboarding may be waived by passing a 3-minute typing test at 30 wpm with 5 or less errors using the proper touch typing techniques.

Note: Students can only apply Cmst 100, &210, or Cmst& 220 towards the human relations area if NOT already use in the Communications area of the related instruction requirements.

AVIATION (AVIA)

Contact: George Comollo, ext. 4336 Gcomollo@greenriver.edu
 Curt Scott, ext. 4335 cscott@greenriver.edu
 Chris Ward, ext. 4337 Cward@greenriver.edu

Air Transportation
 Associate in Applied Science Degree
 90 Credits

Aviation, business and human relations courses form the core of this program, which is designed to help prepare a student for entry into the airline industry. It is intended for students interested in ramp service, customer service, reservations, flight attendant service, aircraft servicing, and airport maintenance and management careers.

Students may enter this program at the beginning of any quarter.

Dept./No.	Course Title	Credits
Acct 110 or Acct& 201	Practical Financial Accounting 1 or Principles of Accounting I	5
Avia 101	Aviation Fundamentals	5
Avia 103	Aviation History and Careers	5
Avia 110	Airline Operation	5

Avia 111	Private Pilot Ground School	5
Avia 112	Aircraft Systems	2
Avia 123	Aviation Weather	5
Avia 190	FAA Next Generation Technologies	5
Avia 201	Air Traffic Control 1	5
Avia 214	Airport Management and Operations	5
Avia 217	Aviation Security	5
#Bus 166 or	Human Relations and Work Readiness or	
Cmst& 210 or	Interpersonal Communication or	
Cmst 238	Intercultural Communication	5
Bus 121	Marketing Fundamentals	5
#Cmst 100 or	Fundamentals of Oral Communication or	
Cmst& 220 or	Public Speaking or	
Cmst 230	Small Group Communication	5
Econ 100 or	Economic Principles and Applications or	
Econ& 201 or	Microeconomics or	
Econ& 202	Macroeconomics	5
#Engl 100 or	Introductory Composition or	
Engl& 101 or	English Composition I or	
Engl 109 or	Writing for Trades/Professional Technical	
	Degrees or	
Engl 126 or	Writing: Humanities or	
Engl 127 or	Writing: Social Science or	
Engl 128	Research Writing: Science/Engineering/ Business	5
#Math	Any Math course 100 or higher	5

Suggested Electives:

Select from the following courses to total 90 credits.

Any Aviation course	(2-5)	
Any Computer course 100 or higher	(3-5)	
Any GIS course	(5)	
Any Math course 100 or higher	(5)	
Any Science course 100 or higher with a lab	(5)	
Avia 177-179 and	Aviation Work Experience 1-3 and	(1-13)
Coop 171	Work Experience Seminar	(1)
Bus& 201	Business Law	(5)
Bus 159	Professional Selling	(5)
Bus 181	Introduction to International Business	(5)
Natrs 117	Aerial Photography Uses and Ground Based Mapping	(5)

#Satisfies related instruction requirements.

Basic Airport Management

Certificate of Proficiency

15 Credits

Dept./No.	Course Title	Credits
Avia 103	Aviation History and Careers	5
Avia 110	Airline Operation	5
Avia 214	Airport Management and Operations	5

Air Traffic Control

Associate in Applied Science Degree

103 Credits

Green River Community College is a Federal Aviation Administration-Air Traffic College Training Initiative (FAA AT-CTI) school. Students seeking employment with the FAA as Air Traffic Controllers and using the CTI track for entry into the FAA must have a Faculty Recommendation for fitness to work for the FAA. To earn a positive recommendation from the Faculty, GRCC AT-CTI students must meet or exceed the standards indicated below. Completing the ATC degree and meeting the standards listed below DOES NOT assure the FAA will hire the GRCC AT-CTI Graduate. FAA Air Traffic Controller hiring is extremely competitive and the FAA hires according to FAA needs. GRCC has no control or influence over the FAA hiring process.

Academic Performance

Students must successfully complete academic work with minimum grades of:

1. Non-Aviation courses - GRCC grade of 2.0 (75%)
2. Aviation non-ATC courses - GRCC grade of 2.5 (80%)
3. ATC courses, excluding Avia 203 - GRCC grade of 3.0 (85%)
4. Avia 203 ATC capstone course, GRCC grade of 3.2 (87%) AND, complete the following Avia 203 tests and quizzes with at least these minimum scores:
 - a. Avia 203 Area Knowledge Test (Map Test) - 90%
 - b. Avia 203 Phraseology Tests and Quizzes - 80% average
 - c. Avia 203 Strip-Marking Tests and Quizzes - 80% average
 - d. Avia 203 AT-Basics Final Exam series (Four Tests)
 - Any individual test - minimum score - 80%
 - Overall average score of 90% or higher for all four tests.
5. The ATC degree program with an overall minimum GPA GRCC grade of 3.0 (85%).

Conduct and Department

Because judgment, personal integrity and team-work are so critical for ATC work, the faculty recommendation also includes an evaluation of student judgment, personal integrity and ability to be an effective team member. Note that the conduct and department evaluation covers student activity 24/7-365 days a year (continuously, on and off campus, in and out of class, and for the entire time the student attends GRCC).

To earn a positive recommendation GRCC AT-CTI students must demonstrate:

- Excellent judgment, integrity and personal ethics, and positive attitude at all times and in all situations.
- Strong ability to work effectively in teams- to respect ideas of other teammates and to communicate with others respectfully and courteously, to actively engage in team work with a positive attitude and a willingness to put the team's needs and goals above personal needs and goals
- Superior self-responsibility, complete honesty, and outstanding personal integrity in such manner that the student engenders trust and confidence with all who know and work with the student.

Dept./No.	Course Title	Credits
Avia 101	Aviation Fundamentals	5
Avia 103	Aviation History and Careers	5
Avia 110	Airline Operation	5

Avia 111	Private Pilot Ground School	5
Avia 123	Aviation Weather	5
Avia 128	Basic Weather Observation	3
Avia 190	FAA Next Generation Technologies	5
Avia 201	Air Traffic Control 1	5
Avia 202	Air Traffic Control 2	5
Avia 203	Air Traffic Control 3-Enroute ATC	5
Avia 208	Airline Dispatch	5
Avia 209	International Flight Planning and ETOPS	5
Avia 211	Aerodynamics for Pilots	5
Avia 214	Airport Management and Operations	5
Avia 216 and Avia 226 or	Basic Instrument Pilot Ground School and Advanced Instrument Pilot Ground School or	5
Avia 225	Instrument Procedures	10
#Bus 166 or Cmst& 210 or Cmst 238	Human Relations and Work Readiness or Interpersonal Communication or Intercultural Communication	5
#Cmst 100 or Cmst& 220 or Cmst& 230	Fundamentals of Oral Communication or Public Speaking or Small Group Communication	5
#Engl 100 or Engl& 101 or Engl 109 or Engl 126 or Engl 127 or Engl 128	Introductory Composition or English Composition I or Writing for Trades/Professional Technical Degrees or Writing: Humanities or Writing: Social Science or Research Writing: Science/Engineering/Business	5
#Math 115T or	Technical Algebra/Trigonometry 1 or Any Math course 100 or higher	5
Natural Science	Any Science course 100 or higher with a lab	5

Suggested Electives:
Select from the following courses to total 103 credits:

Any Aviation course	(2-5)
Any Computer course 100 or higher	(3)
Any GIS course	(5)
Any Math course 100 or higher	(5)
Any Science course 100 or higher with a lab	(5)
Avia 177-179 and Coop 171	Aviation Work Experience 1-3 and Work Experience Seminar (1)
Natrs 117	Aerial Photography Uses and Ground Based Mapping (2)

#Satisfies related instruction requirements.

Aircraft Dispatcher
Certificate of Proficiency
 40 Credits

This certificate program prepares students with no background in Aviation for the FAA Aircraft Dispatcher practical examination. This examination must be taken within 90 days of graduation.

Entrance Requirements:
 1. Math scores of 86-100 on the numerical skill portion of the COMPASS or qualifies for Math 072.

2. College-level reading competency as measured by COMPASS or qualifies for Read 104.
 3. Recommended keyboarding/typing skill of 30 wpm. Keyboarding/typing skills may be demonstrated by passing a 3-minute typing test at 30 wpm with 5 or less errors using the proper touch typing technique administered by the Business Education department.

Dept./No.	Course Title	Credits
First Quarter		
Avia 110	Airline Operation	5
Avia 111	Private Pilot Ground School	5
Avia 123	Aviation Weather	5
Second Quarter		
Avia 201	Air Traffic Control 1	5
Avia 225	Instrument Procedures	5
Third Quarter		
Avia 190	FAA Next Generation Technologies	5
Avia 208	Airline Dispatch	5
Avia 209	International Flight Planning and ETOPS	5

Airline Dispatch
Associate in Applied Science Degree
 103 Credits

Dept./No.	Course Title	Credits
Avia 101	Aviation Fundamentals	5
Avia 103	Aviation History and Careers	5
Avia 110	Airline Operation	5
Avia 112	Aircraft Systems	2
*Avia 123	Aviation Weather	5
Avia 128	Basic Weather Observation	3
Avia 190	FAA Next Generation Technologies	5
Avia 201	Air Traffic Control 1	5
Avia 202	Air Traffic Control 2	5
Avia 208	Airline Dispatch	5
Avia 209	International Flight Planning and ETOPS	5
Avia 211	Aerodynamics for Pilots	5
Avia 214	Airport Management and Operations	5
Avia 216 and Avia 226 or	Basic Instrument Pilot Ground School and Advanced Instrument Pilot Ground School or	5
Avia 225	Instrument Procedures	10
#Bus 166 or Cmst& 210 or Cmst 238	Human Relations and Work Readiness or Interpersonal Communication or Intercultural Communication	5
#Cmst 100 or Cmst& 220 or Cmst& 230	Fundamentals of Oral Communication or Public Speaking or Small Group Communication	5
#Engl 100 or Engl& 101 or Engl 109 or Engl 126 or Engl 127 or Engl 128	Introductory Composition or English Composition I or Writing for Trades/Professional Technical Degrees or Writing: Humanities or Writing: Social Science or Research Writing: Science/Engineering/Business	5
#Math 115T or	Technical Algebra/Trigonometry 1 or	

	Any Math course 100 or higher	5
Natural Science	Any Science course 100 or higher with a lab	5

Suggested Electives:

Select from the following courses to total 103 credits:

Any Aviation course	(2-5)
Any Business Management course	(3-5)
Any Computer course 100 or higher	(3)
Any Engineering course	(2-10)
Any GIS course	(5)
Any Math course 100 or higher	(5)
Any Science course 100 or higher with a lab	(5)
Natrs 117	Aerial Photography Uses and Ground Mapping (2)

Satisfies related instruction requirements.

Airline Dispatcher Completion

Certificate of Proficiency
20-25 Credits

Dept./No.	Course Title	Credits
First Quarter		
Avia 111	Private Pilot Ground School (if necessary)	0-5
Avia 123	Aviation Weather	5
Avia 225	Instrument Flight Operations and Procedures	5
Second Quarter		
Avia 201	Air Traffic Control 1	5
Avia 208	Airline Dispatch	5

International Flight Planning

Certificate of Proficiency
25-30 Credits

Dept./No.	Course Title	Credits
First Quarter		
Avia 111	Private Pilot Ground School (if necessary)	0-5
Avia 123	Aviation Weather	5
Avia 225	Instrument Flight Operations and Procedures	5
Second Quarter		
Avia 201	Air Traffic Control 1	5
Avia 208	Airline Dispatch	5
Avia 209	International Flight Planning and ETOPS	5

Helicopter Pilot
Associate in Applied Science Degree
104 Credits

The Commercial Helicopter Pilot FAA certificate (license) is required. This degree requires 150 hours of flight time. Flight training is conducted at Boeing Field, Tacoma Narrows, or Crest Airpark.

Dept./No.	Course Title	Credits
Avia 101	Aviation Fundamentals	5
Avia 108	Aviation History and Careers	5
Avia 110	Airline Operation	5
Avia 111	Private Pilot Ground School	5
Avia 112	Aircraft Systems	2
*Avia 123	Aviation Weather	5
Avia 128	Basic Weather Observation	3
Avia 132	Helicopter Private Pilot Flight 1	2
Avia 133	Helicopter Private Pilot Flight 2	2
Avia 134	Helicopter Private Pilot Flight 3	2
Avia 190	FAA Next Generation Technologies	5
Avia 201	Air Traffic Control 1	5
Avia 206	Helicopter Ground School	3
Avia 208	Airline Dispatch	5
Avia 211	Aerodynamics for Pilots	5
Avia 217	Aviation Security	5
Avia 218	Commercial Pilot Ground School	5
Avia 232	Helicopter Pilot Commercial Flight 1	2
Avia 233	Helicopter Pilot Commercial Flight 2	2
Avia 242	Helicopter Pilot Instrument Flight 1	2
Avia 243	Helicopter Pilot Instrument Flight 2	2
Avia 244	Helicopter Pilot Instructor	2
#Bus 166 or	Human Relations and Work Readiness or	
Cmst& 210 or	Interpersonal Communication or	
Cmst 238	Intercultural Communication	5
#Cmst 100 or	Fundamentals of Oral Communication or	
Cmst& 220 or	Public Speaking or	
Cmst& 230	Small Group Communication	5
#Engl 100 or	Introductory Composition or	
Engl& 101 or	English Composition I or	
Engl 109 or	Writing for Trades/Professional Technical Degrees or	
Engl 126 or	Writing: Humanities or	
Engl 127 or	Writing: Social Science or	
Engl 128	Research Writing: Science/Engineering/Business	5
#Math 115T or	Technical Algebra/Trigonometry 1 or	
Any Math course 100 or higher		5
Natural Science	Any Science course 100 or higher with a lab	5

Suggested Electives:

Any Computer course 100 or higher	(3-5)
Any GIS course	(5)
Any Math course 100 or higher	(5)
Avia 177-179 and	Aviation Work Experience 1-3 and (1-13)
Coop 171	Work Experience Seminar (1)
Natrs 117	Aerial Photography Uses and Ground Mapping (2)

#Satisfies related instruction requirements.

Professional Pilot
Associate in Applied Science Degree
106 Credits

This degree program for Professional Pilot, Instrument Pilot and Commercial Pilot requires completion of the relevant certificates (licenses). All ground instruction and supporting courses are available on campus. Because Green River does not own or operate any aircraft, all flight training except for use of flight simulator, is completed at local airports where the flight schools are located. Each pilot certificate requires the passing of a flight physical, a written test, accumulation of a prescribed amount of flight time, and a flight test. The written test may be taken anytime, and actual flight time is not required. The pilot ground school and other supporting course at Green River prepare students for the written test.

Dept./No.	Course Title	Credits
Avia 101	Aviation Fundamentals	5
Avia 103	Aviation History and Careers	5
Avia 110	Airline Operation	5
Avia 111	Private Pilot Ground School	5
Avia 112	Aircraft Systems	2
Avia 123	Aviation Weather	5
Avia 128	Basic Weather Observation	3
Avia 145	Professional Pilot Private Flight 1	2
Avia 146	Professional Pilot Private Flight 2	2
Avia 190	FAA Next Generation Technologies	5
Avia 201	Air Traffic Control 1	5
Avia 208	Airline Dispatch	5
Avia 211	Aerodynamics for Pilots	5
Avia 214	Airport Management and Operations	5
Avia 216 and Avia 225 or Avia 226	Basic Instrument Pilot Ground School and Instrument Procedures or Advanced Instrument Pilot Ground School	
Avia 218	Commercial Pilot Ground School	5
Avia 245	Professional Pilot Commercial Flight 1	2
Avia 246	Professional Pilot Commercial Flight 2	2
Avia 247	Professional Pilot Commercial Flight 3	2
Avia 255	Professional Pilot Instrument Flight 1	2
Avia 256	Professional Pilot Instrument Flight 2	2
Avia 257	Professional Pilot Instrument Flight 3	2
#Bus 166 or Cmst& 210 or Cmst 238	Human Relations and Work Readiness or Interpersonal Communication or Intercultural Communication	5
#Cmst 100 or Cmst& 220 or Cmst& 230	Fundamentals of Oral Communication or Public Speaking or Small Group Communication	5
#Engl 100 or Engl& 101 or Engl 109 or Engl 126 or Engl 127 or Engl 128	Introductory Composition or English Composition I or Writing for Trades/Professional Technical Degrees or Writing: Humanities or Writing: Social Science or Research Writing: Science/Engineering/ Business	5
#Math 115T or Natural Science	Technical Algebra/Trigonometry 1 or Any Math course 100 or higher Any Science course 100 or higher with a lab	5

Suggested Electives:

Any Computer course 100 or higher	(3-5)
Any GIS course	(5)
Any Math course 100 or higher	(5)
Any Science course 100 or higher	(5)
Avia 177-179 and Coop 171	Aviation Work Experience 1-3 and Work Experience Seminar (1-13)
Natrs 117	Aerial Photography Uses and Ground Mapping (2)

#Satisfies related instruction requirements.

Intermediate Aviation Knowledge
Certificate of Proficiency
15 Credits

This certificate program prepares individuals with only the private pilot background in aviation for the FAA Instrument Pilot written examination.

Dept./No.	Course Title	Credits
Avia 111	Private Pilot Ground School	5
Avia 123	Aviation Weather	5
Avia 225	Instrument Flight Operations and Procedures	5

Advanced Aviation Knowledge
Certificate of Proficiency
20 Credits

This certificate program prepares individuals with a private pilot and instrument rating background for the FAA Instrument Pilot written examination.

Dept./No.	Course Title	Credits
Avia 111	Private Pilot Ground School	5
Avia 123	Aviation Weather	5
Avia 225	Instrument Flight Operations and Procedures	5

AUTOBODY TECHNOLOGY (ABODY)

Contacts: Mark Millbauer, ext. 4285 millbauer@greenriver.edu Paul Mueller, ext. 2635 pmueller@greenriver.edu

Auto Body Technology Associate in Applied Science Degree 109-116 Credits

This degree program educates students in the complete repair and refinishing of collision damaged vehicles. Graduates of this NATEF certified program will have acquired the skills necessary to enter into other aspects of the trade such as management, sales, and appraising.

The auto collision repair industry is becoming more technical and our graduates will have been trained with that in mind due to the help of competencies set forth by the National Automotive Technicians Education Foundation (NATEF) the National Institute for Automotive Service Excellence (ASE), and the Inter-Industry Conference on Collision Repair (I-Car).

This is an open entry program, and providing space is available, students may enter at the beginning of any quarter with instructor's permission.

Suggested first quarter classes for new students: Abody 100, 12 credits of Abody 104, and Indus 102.1 or Abody 102. See advisor for scheduling of subsequent quarters.

Dept./No.	Course Title	Credits
Abody 100	Conduct/Safety/Equipment	1
Abody 104	Non-Structural Repair	14
Abody 105	Structural Damage Repair	14
Abody 106	Mechanical and Electrical Repair	15
Abody 107	Plastics and Adhesives	2
Abody 108	Painting and Refinishing	20
Abody 109	Special Shop Practice	10
Abody 110	Estimating for Collision Repair	3
Abody 111	Collision Shop Estimator	3
Abody 177-179	Auto Body Work Experience 1-3	3
Abody 180-184	Industry Leadership 1-5	5
Indus 102.1	Welding Survey 1	3
Indus 102.2 or Abody 102	Welding Survey 2 or Introduction to Auto Metal Fabrication	3
First Aid/CPR	Possess First Aid/CPR card upon graduation	

Related Instruction Requirements:

#Cmst 100	Fundamentals of Oral Communication	5
#Engl 109	Writing for Trades and Professional/ Technical Degrees	5
#Human Relations	Any course that satisfies the Human Relations Related Instruction Requirements	3-5
#Acomp 100T or Math 062	Computation for the Trades or Review of Arithmetic or Eligible for Math 070	0-5

#Satisfies related instruction requirements.

For scheduling or transferability reasons, other courses from the current list of related instruction requirements may be substituted.

Note: Students whose primary language is not English, must pass ESOL Level 3 before enrolling in the Auto Body Technology program.

Collision Repair Certificate of Proficiency 43 Credits

This certificate program prepares students for entry-level employment in the auto body and the collision repair industries. Students are instructed in the basics of auto body repair including structural and non-structural repair and welding through completion of National Automotive Technician Education Foundation (NATEF) certified courses.

This is an open-entry program, and providing space is available, students may enter at any time with instructor's permission.

Dept./No.	Course Title	Credits
Abody 100	Conduct/Safety/Equipment	1
Abody 104	Non-Structural Repair	14
Abody 105	Structural Damage Repair	14
Abody 107	Plastics and Adhesives	2
Abody 109	Special Shop Practice	6
Indus 102.1	Welding Survey 1	3
Indus 102.2 or Abody 102	Welding Survey 2 or Introduction to Auto Metal Fabrication	3

BUSINESS APPLICATION SPECIALIST (BUS E)

Contacts: Tonya Mccabe, ext. 4783 Tmccabe@greenriver.edu Lea Ann Simpson, ext. 4393 lsimpson@greenriver.edu

Julie Slettvet, ext. 4687 jslettvet@greenriver.edu M. J. Lockemy, ext. 4375 mlockemy@greenriver.edu

Business Applications Specialist Associate in Applied Arts Degree 90 Credits

This degree program provides students an opportunity to develop essential business skills in their area of interest, as well as a comprehensive general education. Placement in courses depends on the student's prior education and experience. Students in this program must complete all required classes with a grade of 2.0 or higher. Students may enter this program at the beginning of any quarter. This program meets the college's related instruction requirements for the Associate in Applied Arts degree.

Dept./No.	Course Title	Credits
Lifetime Fitness/Wellness/Activity	Any courses under the AA degree Lifetime Fitness/Wellness/Activity Area	1+
Bus E 100	Fundamentals of Computers	5

*Bus E 101	Beginning Typing/Keyboarding	5
*Bus E 102	Intermediate Keyboarding	5
#Bus E 110	Business Math Applications	5
Bus E 112 or	Beginning Word or	
Bus E 255	Advanced Word	5
#Bus E 130	Business Correspondence	5
Bus E 132	Business Communication Applications	5
Bus E 140	Records Management	5
Bus E 150	Introduction to Windows	5
Bus E 162 or	Introduction to Excel or	
Bus E 163	Advanced Excel	5
Bus E 184 or	Internet and Basic Web Design or	
IT 121	Introduction to HTML	5
Bus E 185	Introduction to Microsoft Access	5
Bus E 214	Introduction to Information Security	5
Bus E 216	Computer Support Internship 1	2-5
Bus E 218	Basic Office PC Support	5
#Bus E 250	Office Relations and Procedures	5
Bus E 266	Inside Microsoft Office	5
#Cmst 100 or	Fundamentals of Oral Communication or	
Cmst& 210 or	Interpersonal Communication or	
Cmst& 220 or	Public Speaking or	
Cmst& 230	Small Group Communication	5
Reading	Eligible for Read 104 (as determined by The appropriate COMPASS test score) or completion of Read 094	0-5

Suggested Electives:

Students must select from the following list of courses below to total a minimum of 90 credits.

Acct 110 or	Practical Financial Accounting 1 or	
Acct& 201 or	Principles of Accounting I or	
Bus E 090	Office Accounting	5
Acct 112	quickbooks for Accounting	5
Bus& 101 or	Introduction to Business or	
Bus 164	Entrepreneurship and Small Business Management	5
Bus 166	Human Relations and Work Readiness	5
Bus E 103	Advanced Keyboarding	5
Bus E 107 and/or	Typing Speed and Accuracy 1 and/or	
Bus E 108	Typing Speed and Accuracy 2	4-8
*Bus E 111	Personal Computing	3
*Bus E 115	Professional Image Building	1
Bus E 132	Business Communication Applications	5
Bus E 163	Advanced Excel	5
Bus E 170.1 or	Beginning Keyboarding-Alphabet Keys or	
Bus E 170.2 or	Keyboarding-Mastering 10-Key and Symbols or	
Bus E 170.3	Keyboarding-Speed and Accuracy- Skill Building	1
Bus E 171.1 or	PowerPoint: Preparing a Presentation or	
Bus E 171.2 or	PowerPoint: Design with Graphics and Multimedia or	
Bus E 171.3	PowerPoint: Customize and Incorporate Web Features	1
Bus E 173.1 or	Word: Create, Edit and Format Documents or	
Bus E 173.2 or	Word: Tables and Sharing Documents or	
Bus E 173.3 or	Word: Mail Merges and Other Productivity Tools or	

Bus E 173.4 or	Word: Create a Newsletter or	
Bus E 173.5	Word: Creating Forms, Macros and Document Security	1
Bus E 174.1 or	Excel: Introduction to Formulas and Functions or	5
Bus E 174.2 or	Excel: Charts and Working with Large Worksheets or	
Bus E 174.3 or	Excel as a Database or	
Bus E 174.4 or	Excel: Data Consolidation and What-If Analysis or	
Bus E 174.5	Excel: Collaboration, the Web and Macros	1
Bus E 175	Instructor Assistant	1-5
Bus E 176.1 or	Access: Create and Modify a Database or	
Bus E 176.2 or	Access: Use Queries to Produce Information or	
Bus E 176.3 or	Access: Create and Modify Forms or	
Bus E 176.4	Access: Create and Modify Reports	1
†Bus E 177-179	Business Education Work Experience 1-3 and	2-10
Coop 171	Work Experience Seminar	1
Bus E 217	Computer Support Internship 2	2-5
Bus E 219	Basic Networking Concepts	5
Bus E 255	Advanced Word	5
Psyc& 100	General Psychology	5
Soc& 101	Introduction to Sociology	5

#Satisfies related instruction requirements.

*Credit by advanced placement may be granted in typing/keyboarding after departmental review of prior training.

†Qualifies as AA activity credit.

†Students may earn up to 10 credits through Work Experience classes.

**Business Applications Specialist
Certificate
75-80 Credits**

This certificate program provides students an opportunity to develop essential business skills. Earning a Business Applications Specialist certificate provides students with the educational background and skills to help secure employment as an office worker in an entry-level position. These credits can be applied to any Business Education degree program. Students in this program must complete all required classes with a grade of 2.0 or higher.

Dept./No.	Course Title	Credits
Bus E 100	Fundamentals of Computers	5
*Bus E 102	Intermediate Keyboarding	5
#Bus E 110	Business Math Applications	5
Bus E 112 or	Beginning Word or	
Bus E 255	Advanced Word	5
#*Bus E 130	Business Correspondence	5
Bus E 132	Business Communication Applications	5
Bus E 140	Records Management	5
Bus E 150	Introduction to Windows	5
Bus E 162 or	Introduction to Excel or	
Bus E 163	Advanced Excel	5
Bus E 184 or	Internet and Basic Web Design or	
IT 121	Introduction to HTML	5

Bus E 185	Introduction to Microsoft Access	5
Bus E 218	Basic Office PC Support	5
#Bus E 250	Office Relations and Procedures	5
Bus E 266	Inside Microsoft Office	5
#Cmst 100 or	Fundamentals of Oral Communication or	
Cmst& 210 or	Interpersonal Communication or	
Cmst& 220 or	Public Speaking or	
Cmst& 230	Small Group Communication	5
Reading	Eligible for Read 104 (as determined by the	
	Appropriate COMPASS test score) or	
	Completion of Read 094	0-5

Suggested Electives:

Students must select from the following list of courses to total a minimum of 90 credits.

Acct 110 or	Practical Financial Accounting 1 or	
Acct& 201 or	Principles of Accounting I or	
Bus E 090	Office Accounting	5
Acct 112	Quickbooks for Accounting	5
Art 109	Beginning Design	5
Bus& 101 or	Introduction to Business or	
Bus 164	Entrepreneurship and Small Business	
	Management	5
Bus 166	Human Relations and Work Readiness	5
Bus E 101	Beginning Typing/Keyboarding	5
Bus E 103	Advanced Keyboarding	5
Bus E 107 and/or	Typing Speed and Accuracy 1 and/or	
Bus E 108	Typing Speed and Accuracy 2	4-8
*Bus E 111	Personal Computing	3
*Bus E 115	Professional Image Building	1
Bus E 132	Business Communication Applications	5
Bus E 163	Advanced Excel	5
Bus E 170.1 or	Beginning Keyboarding-Alphabet Keys or	
Bus E 170.2 or	Keyboarding-Mastering 10-Key and	
Bus E 170.3	Symbols or	
Bus E 170.3	Keyboarding-Speed and Accuracy-	
	Skill Building	1
Bus E 171.1 or	PowerPoint: Preparing a Presentation or	
Bus E 171.2 or	PowerPoint: Design with Graphics and	
Bus E 171.3	Multimedia or	
Bus E 171.3	PowerPoint: Customize and Incorporate	
	Web Features	1
Bus E 173.1 or	Word: Create, Edit and Format	
	Documents or	
Bus E 173.2 or	Word: Tables and Sharing Documents or	
Bus E 173.3 or	Word: Mail Merges and Other	
	Productivity Tools or	
Bus E 173.4 or	Word: Create a Newsletter or	
Bus E 173.5	Word: Creating Forms, Macros and	
	Document Security	1
Bus E 174.1 or	Excel: Introduction to Formulas and	
	Functions or	
Bus E 174.2 or	Excel: Charts and Working with Large	
	Worksheets or	
Bus E 174.3 or	Excel as a Database or	
Bus E 174.4 or	Excel: Data Consolidation and What-If	
	Analysis or	
Bus E 174.5	Excel: Collaboration, the Web and	
	Macros	1
Bus E 175	Instructor Assistant	1-5
Bus E 176.1 or	Access: Create and Modify a Database or	

Bus E 176.2 or	Access: Use Queries to Produce	
	Information or	
Bus E 176.3 or	Access: Create and Modify Forms or	
Bus E 176.4	Access: Create and Modify Reports	1
Bus E 177 and	Business Education Work	
	Experience 1 and	3-5
Coop 171	Work Experience Seminar	1
Bus E 214	Introduction to Information Security	5
Bus E 216	Computer Support Internship 1	2-5
Bus E 217	Computer Support Internship 2	2-5
Bus E 219	Basic Networking Concepts	5
Bus E 255	Advanced Word	5

#Satisfies related instruction requirements.

*Credit by advanced placement may be granted in typing/keyboarding after departmental review of prior training.

*Qualifies as AA activity credit.

Business Applications for Small Business Certificate 40 Credits

This certificate program provides students an opportunity to develop essential business skills. Earning this certificate provides students with the educational background and skills to be involved in a small business focusing on current business applications. Students in this program must complete all required classes with a grade of 2.0 or higher.

Dept./No.	Course Title	Credits
Required Classes		
Acct 110	Practical Financial Accounting 1	5
Bus 164	Entrepreneurship and Small Business Management	5
†Bus E 101	Beginning Typing/Keyboarding	5
Bus E 130	Business Correspondence	5
Bus E 132	Business Communication Applications	5
Bus E 162 or	Introduction to Excel or	
Bus E 163	Advanced Excel	5
Bus E 214	Introduction to Information Security	5
Bus E 266	Inside Microsoft Office	5

Electives: Select one of the following courses to total 40 credits:

Acct 111	Practical Financial Accounting 2	(5)
Acct 112	Quickbooks for Accounting	(5)
Bus E 110	Business Math Applications	(5)
Bus E 112 or	Beginning Word or	
Bus E 255	Advanced Word	(5)
Bus E 140	Records Management	(5)
Bus E 150	Introduction to Windows	(5)
Bus E 163	Advanced Excel	(5)
Bus E 184 or	Internet and Basic Web Design or	
IT 121	Introduction to HTML	(5)
Bus E 185	Introduction to Microsoft Access	(5)
Bus E 216	Computer Support Internship 1	(5)

†Bus E 101 Beginning Typing/Keyboarding may be waived by passing a 5-minute typing test at 40 wpm with five or less errors using the proper touch typing techniques. Elective credits may be used to meet the minimum degree requirements.

BUSINESS MANAGEMENT (BUS)

Contact: Jeff Perlot, ext. 4865
jperlot@greenriver.edu

Business Management Associate in Applied Arts Degree 91-96 Credits

This degree program prepares students to be successful in a wide range of business careers. The focus is on providing a broad set of business skills that will help students perform better in the workplace and increase their advancement opportunities. Career paths in business management include marketing, sales, general management, project management, small business, and more.

Business Management courses emphasize practical application of skills important for personal and professional development. Our students range from those with no business experience to those with more than two decades in the workforce.

Dept./No.	Course Title	Credits
*Keyboarding	30 wpm (test administered by the Business Education Dept.)	
Reading	Eligible for Read 104 or completion of Read 094	0-5
Acct 110 or Acct& 201	Practical Financial Accounting I or Principles of Accounting I	5
#B A 145 or Math& 107 or Math 147	Business Computation or Math in Society or Finite Math for Business and Social Science	5
Bus& 101 or Bus 164	Introduction to Business or Entrepreneurship and Small Business Management	5
Bus 103	Business Leadership	4
Bus 121	Marketing Fundamentals	5
Bus 159	Professional Selling	5
#Bus 166	Human Relations and Work Readiness	5
Bus 173	Basic Financial Management	5
Bus 175	Career Management Seminar	1
Bus 181	Introduction to International Business	5
Bus 202	Project Management and E-Business	5
Bus 257	Customer Service Strategies	5
Bus 258	Principles of Management and Supervision	5
Bus E 100	Fundamentals of Computers	5
#Bus E 130 or Engl& 101	Business Correspondence or English Composition 1	5
Bus E 162	Introduction to Excel	5
#Cmst& 210 or Cmst& 220	Interpersonal Communication or Public Speaking	5

Students must choose 10 credits from the following electives. Students wishing to obtain an additional specialized certificate should seek advising assistance.

Acct Any Accounting course 100 level or higher

Bus	Any Business Management course 100 level or higher
Bus E	Any Business Education course 100 level or higher
Bus 177	Supervised Work Experience
Cmst	Any Communication Studies course 100 level or higher
Econ	Any Economics course 100 level or higher
Engl	Any English course 100 level or higher
Pols& 200	Introduction to Law and Commerce

#Satisfies related instruction requirements.

*Keyboarding/typing skills may be demonstrated by passing a 3-minute typing test at 30 wpm with 5 or less errors using the proper typing techniques administered by the Business Education Department.

COMPUTER REPORTING TECHNOLOGIES (CRPT)

Contacts: Lori Rapozo, ext. 4219 Sidney Weldele-Wallace, ext.4705
lrapozo@greenriver.edu sweldele@greenriver.edu

Captioning – Sequence A Associate in Applied Arts Degree 144-209 Credits

Realtime captioning is done by specially trained court reporters called stenocaptioners. The stenocaptioner utilizes a steno machine to provide captions of live television programs and other forms of media for hearing-impaired viewers through realtime technology that instantly produces readable English text. Broadcast captioners work for local stations and for national networks captioning news, emergency broadcasts, sporting events, and other programming.

Another facet of the captioning process is called Communication Access Realtime Translation (CART). This area allows stenocaptioners to provide more personalized services for hearing-impaired people. Most hearing-impaired people lose their hearing postlingually -- after acquiring reading and speaking skills -- and many of them do not become as proficient with a sign language as they are at reading text. CART reporters may accompany deaf or hearing-impaired clients as needed to classes, meetings, conferences, doctor appointments, church services, etc., to provide instant conversion of speech into text using the steno machine linked to a laptop computer.

The Green River Computer Reporting Technologies program is approved by the National Court Reporters Association. All students entering the program must be high school graduates or have earned a GED certificate. A COMPASS spelling test score of 90 percent accuracy or higher or Engl 090 is required prior to entry into the Computer Reporting Technologies Program.

Upon completion of the required classes, students qualify for the Associate in Applied Arts degree in Captioning. They must have completed 40 hours of internship of which 25 hours is actual writing time and 15 hours is research and dictionary preparation; passed three 15-minute literary broadcast material tests at 180 wpm at 96 percent accuracy or higher; and passed three 5-minute tests on Q&A (two-voice) at 225 wpm with 95 percent accuracy or higher.

In addition to the course work, there are recommended state and/or national examinations that a student should pass to become a captioner or CART provider.

Dept./No.	Course Title	Credits
#B A 145 or Bus E 110 or Math 072	Business Computation or Business Math Applications or Eligible for Math 072	0-5
Bus E 109	Legal Terminology	3
#Bus E 130 or Engl& 101 or Engl 109	Business Correspondence or English Composition 1 or Writing for Trades and Professional/ Technical Degrees	5
#Cmst 100 or Cmst& 220	Fundamentals of Oral Communication or Public Speaking	5
Crpt 100.1	Machine Shorthand Theory 1	10
Crpt 100.2	Machine Shorthand Theory 2	10
Crpt 101.1	Machine Shorthand Theory 3	10
Crpt 101.2	Machine Shorthand – 60 wpm	8-12
Crpt 102	Machine Shorthand – 80 wpm	8-16
Crpt 133	Machine Shorthand – 100 wpm	8-16
Crpt 134	Machine Shorthand – 120 wpm	8-16
Crpt 135	Machine Shorthand – 140 wpm	8-16
Crpt 136	Machine Shorthand – 160 wpm	8-16
#Crpt 153	Court Reporting Procedures 1	5
Crpt 201	Machine Shorthand – 180 wpm	8-16
Crpt 202	Machine Shorthand – 200 wpm	8-16
Crpt 203	Machine Shorthand – 225 wpm	8-16
Crpt 250	Computer-Aided Transcription	3
Crpt 251	Introduction to Captioning/Alternative Careers	3
Crpt 252	Captioning Internship 1	4
Crpt 253	Captioning Internship 2	4
Crpt 254	Captioning Internship 3	4
Edec 220	Introduction to Sign Language 1	2
Engl 108	Medical Terminology	2
<i>To enhance the student's preparation for future employment, the following are recommended:</i>		
Acct 110	Practical Financial Accounting 1	5
Bus 103	Business Leadership	5
Bus& 201 or Pols& 200	Business Law and the Regulation of Business or Introduction to Law and Commerce	5
Bus E 100	Fundamentals of Computers	5
Bus E 107 or Bus E 108 or *Typing test	Typing Speed and Accuracy 1 or Typing Speed and Accuracy 2 or 60 wpm with less than 5 errors	0-4
Bus E 184	Internet and Basic Web Design	5
Bus E 266	Inside Microsoft Office	5
Crpt 255	Computer-Aided Transcription-Advanced	3
Engl 106	Vocabulary Mastery	5
Lib 101	Searching Electronic Databases	2

Additional Suggested Electives:

Electives might not be eligible for financial aid or veteran's benefits. (See your financial aid advisor.)

Bus E 112	Beginning Word	5
Bus E 255	Advanced Word	5
Phil 112	Ethics in the Workplace	5

#Satisfies related instruction requirements.

**Keyboarding/typing skills may be demonstrated by passing two 5-minute typing tests at 60 wpm with 5 or less errors using the proper typing techniques administered by the Business Education Department.*

Captioning – Sequence B
Associate in Applied Arts Degree
102-139 Credits

Dept./No.	Course Title	Credits
#B A 145 or Bus E 109	Business Computation or Legal Terminology	3
Bus E 110 or Math 072	Business Math Applications or Eligible for Math 072	0-5
#Bus E 130 or Engl& 101 or Engl 109	Business Correspondence or English Composition 1 or Writing for Trades and Professional/ Technical Degrees	5
#Cmst 100 or Cmst& 220	Fundamentals of Oral Communication or Public Speaking	5
Crpt 080	Machine Shorthand Lab	0-6
Crpt 090.1	Machine Shorthand Theory-Beginning	3-4
Crpt 090.2	Machine Shorthand Theory-Intermediate	3-4
Crpt 091	Machine Shorthand Theory-Advanced	3-4
Crpt 092	Machine Shorthand – 40 wpm	3-4
Crpt 093	Machine Shorthand – 60 wpm	3-4
Crpt 094	Machine Shorthand – 80 wpm	5-6
Crpt 095	Machine Shorthand – 100 wpm	5-6
Crpt 096	Machine Shorthand – 120 wpm	5-6
Crpt 097	Machine Shorthand – 140 wpm	5-6
Crpt 098	Machine Shorthand – 160 wpm	5-6
Crpt 099	Machine Shorthand – 180 wpm	5-6
#Crpt 153	Court Reporting Procedures 1	5
Crpt 154	Court Reporting Procedures 2	5
Crpt 177-179 and Experience 1-3 and	Court Reporting/Captioning Work Experience 1-3 and	2-6
Crpt 202	Machine Shorthand – 200 wpm	8-16
Crpt 203	Machine Shorthand – 225 wpm	8-16
Crpt 250	Computer-Aided Transcription	3
Crpt 251	Introduction to Captioning/Alternative Careers	3
Crpt 252	Captioning Internship 1	4
Crpt 253	Captioning Internship 2	4
Crpt 254	Captioning Internship 3	4
Edec 220	Introduction to Sign Language	2
Engl 108	Medical Terminology	2

To enhance the student's preparation for future employment, the following are recommended:

Acct 110	Practical Financial Accounting 1	5
Bus 103	Business Leadership	5
Bus& 201 or	Business Law or	
Pols& 200	Introduction to Law	5
Bus E 100	Fundamentals of Computers	5
Bus E 107 or	Typing Speed and Accuracy 1 or	
Bus E 108 or	Typing Speed and Accuracy 2 or	
*Typing test	60 wpm with less than 5 errors	0-4
Bus E 184	Internet and Basic Web Design	5
Bus E 266	Inside Microsoft Office	5
Crpt 255	Computer-Aided Transcription-Advanced	3
Engl 106	Vocabulary Mastery	5
Lib 101	Searching Electronic Databases	2

Additional Suggested Electives:

Electives might not be eligible for financial aid or veteran's benefits. (See your financial aid advisor.)

Bus E 112	Beginning Word	5
Bus E 255	Advanced Word	5
Phil 112	Ethics in the Workplace	5

#Satisfies related instruction requirements.

*Keyboarding/typing skills may be demonstrated by passing two 5-minute typing tests at 60 wpm with 5 or less errors using the proper typing techniques administered by the Business Education Department.

Court Reporting – Sequence A

Associate in Applied Science Degree
148-217 Credits

Court Reporters record the verbatim proceedings of a courtroom, deposition, hearing, arbitration, or meeting and provide an accurate transcript of the proceedings. Students learn how to prepare the transcript with the use of a computer. Additionally, students are trained in realtime writing and captioning for the hearing-impaired and nonhearing community. This skill affords new job opportunities.

Official court reporters record the proceedings in a court or hearing room. Freelance reporters may work in various offices or locations as the job necessitates and may be employed by a reporting firm.

The Green River Court Reporting program is accredited by the National Court Reporters Association. All students entering the Court Reporting program must be high school graduates or have earned a GED certificate. A COMPASS spelling test score of 90% accuracy or above or ENGL 090 is required prior to entry into the Computer Reporting Technologies Program.

Upon completion of the required classes, students qualify for the Associate in Applied Arts degree in Court Reporting. They must have completed 60 hours of internship of which 50 hours is actual writing time during internship training; passed three 5-minute tests with 96% accuracy or above on literary at 180 wpm and jury charge at 200 wpm; and passed three 5-minute tests on Q and A (two-voice) at 225 wpm, two with 95% accuracy and two with 96% accuracy or above.

In addition to the course work, there are state and/or national examinations that a student should pass to become a court reporter.

Reporters must pass the Washington State Licensing examination in order to be certified to work in the state of Washington.

Dept./No.	Course Title	Credits
AP 100	Survey of Human Anatomy-Physiology	5
#B A 145 or	Business Computation or	
Bus E 110 or	Business Math Applications or	
Math	Eligible for Math 072	0-5
Bus E 109	Legal Terminology	3
#Bus E 130 or	Business Correspondence or	
Engl 109 or	Practical College Writing or	
Engl& 101	College Writing	5
#Cmst 100 or	Fundamentals of Oral Communication or	
Cmst 220	Basic Speech Communication	5
Crpt 100.1	Machine Shorthand Theory 1	10
Crpt 100.2	Machine Shorthand Theory 2	10
Crpt 101.1	Machine Shorthand Theory 3	10
Crpt 101.2	Machine Shorthand – 60 wpm	10
Crpt 102	Machine Shorthand – 80 wpm	8-12
Crpt 133	Machine Shorthand – 100 wpm	8-16
Crpt 134	Machine Shorthand – 120 wpm	8-16
Crpt 135	Machine Shorthand – 140 wpm	8-16
Crpt 136	Machine Shorthand – 160 wpm	8-16
#Crpt 153	Court Reporting Procedures 1	5
#Crpt 154	Court Reporting Procedures 2	5
Crpt 177-179 and	Court Reporting/Captioning Work Experience and	2-6
Coop 171	Work Experience Seminar	1
Crpt 201	Machine Shorthand – 180 wpm	8-16
Crpt 202	Machine Shorthand – 200 wpm	8-16
Crpt 203	Machine Shorthand – 225 wpm	8-16
Crpt 250	Computer-Aided Transcription	3
Crpt 251	Introduction to Captioning/Alternative Careers	3
Engl 105	Grammar and Usage	5
Engl 108	Medical Terminology	2

To enhance the student's preparation for future employment, the following are recommended:

Acct 110	Practical Financial Accounting	5
Bus& 201	Business Law and the Regulation of Business	
Bus E 100	Fundamentals of Computers	5
Bus E 107 or	Typing Speed and Accuracy 1 or	
Bus E 108	Typing Speed and Accuracy 2 or	
*Typing Test	60 wpm with fewer than 5 errors	0-4
Bus E 184	Internet & Basic Web Design	5
Bus E 266	Inside Microsoft Office	5
Crpt 255	Computer-Aided Transcription Advanced	3
Engl 106	Vocabulary Mastery	5

Additional Suggested Electives:

Electives might not be eligible for financial aid or veteran's benefits. (See your financial aid advisor.)

Bus E 112	Beginning Word for Windows	5
Bus E 140	Records Management	5
Bus E 150	Introduction to Windows	5
Bus E 162	Introduction to Excel	5
Bus E 255	Advanced Word	5
CJ& 101	Introduction to Criminal Justice	5
CI& 240	Forensics: An Introduction to Criminalistics	5

#Satisfies related instruction requirement.

*Keyboarding/typing skills may be demonstrated by passing two 5-minute typing tests at 60 wpm with 5 or less errors using the proper typing techniques administered by the Business Education Department.

Court Reporting-Sequence B
Associate in Applied Science Degree
106-147 Credits

Dept./No.	Course Title	Credits
AP 100	Survey of Human Anatomy-Physiology	5
#B A 145 or	Business Computation or	
Bus E 110 or	Business Math Applications or	
Math	Eligible for Math 072	0-5
Bus E 109	Legal Terminology	3
#Bus E 130 or	Business Correspondence or	
Engl 109 or	Writing for Trades/Professional Technical Degrees or	
Engl& 101	English Composition I	5
#Cmst 100 or	Fundamentals of Oral Communication or	
Cmst& 220	Public Speaking	5
Crpt 080	Machine Shorthand Lab	1-6
Crpt 090.1	Machine Shorthand Theory Beginning	3-4
Crpt 090.2	Machine Shorthand Theory Intermediate	3-4
Crpt 091	Machine Shorthand Theory-Advanced	3-4
Crpt 092	Machine Shorthand – 40 wpm	3-4
Crpt 093	Machine Shorthand – 60 wpm	3-4
Crpt 094	Machine Shorthand – 80 wpm	5-6
Crpt 095	Machine Shorthand – 100 wpm	5-6
Crpt 096	Machine Shorthand – 120 wpm	5-6
Crpt 097	Machine Shorthand – 140 wpm	5-6
Crpt 098	Machine Shorthand – 160 wpm	5-6
Crpt 099	Machine Shorthand – 180 wpm	5-6
#Crpt 153	Court Reporting Procedures 1	5
#Crpt 154	Court Reporting Procedures 2	5
Crpt 177-179 and	Court Reporting/Captioning Work Experience and	2-6
Coop 171	Work Experience Seminar	1
Crpt 202	Machine Shorthand – 200 wpm	8-16
Crpt 203	Machine Shorthand – 225 wpm	8-16
Crpt 250	Computer-Aided Transcription	3
Crpt 251	Introduction to Captioning/Alternative Careers	3
Engl 105	Grammar and Usage	5
Engl 108	Medical Terminology	2

To enhance the student's preparation for future employment, the following are recommended:

Acct 110	Practical Financial Accounting 1	5
Bus& 201	Business Law and the Regulation of Business	
Bus E 100	Fundamentals of Computers	5
Bus E 107 or	Typing Speed and Accuracy 1 or	
Bus E 108 or	Typing Speed and Accuracy 2 or	
*Typing Test	60 wpm with less than 5 errors	0-4
Bus E 184	Internet and Basic Web Design	5
Bus E 266	Inside Microsoft Office	5
Crpt 255	Computer-Aided Transcription Advanced	3
Engl 106	Vocabulary Mastery	5

Additional Suggested Electives:

Electives might not be eligible for financial aid or veteran's benefits. (See your financial aid advisor.)

Bus E 112	Beginning Word	5
Bus E 140	Records Management	5
Bus E 150	Introduction to Windows	5
Bus E 162	Introduction to Excel	5
Bus E 255	Advanced Word	5
CJ& 101	Introduction to Criminal Justice	5
CJ& 240	Intro to Forensic Science	5

#Satisfies related instruction requirement.

*Keyboarding/typing skills may be demonstrated by passing two 5-minute typing tests at 60 wpm with 5 or less errors using the proper typing techniques administered by the Business Education Department.

DESIGN TECHNOLOGY (D T)

Contacts: Terry Waagan, ext. 4342 twaaagan@greenriver.edu Felix Serna, ext.4321 fserna@greenriver.edu

Design Drafting Technology
Associate in Applied Science Degree
110-112 Credits

This degree program allows students to sample a broad range of drafting careers, including studies in mechanical, architectural, civil, structural, and electrical-electronics drafting. Students develop proficiency in board drafting and computer-aided drafting. Students prepare drawings for manufacturing and fabrication. The American National Standards Institute (ANSI) and the American Society of Mechanical Engineers (ASME) drafting and design standards are taught and reinforced as students prepare drawings in both 2-D and 3-D using AutoCAD, KeyCreator, and Mastercam applications software. Throughout this course of study, students use sketches, notes, technical literature, and personal research to complete assignments. Students may take related credits in the trade areas of building, manufacturing, engineering, welding, and surveying.

Dept./No.	Course Title	Credits
Required Courses:		
#Cmst 100 or	Fundamentals of Oral Communication or	
Cmst& 210 or	Interpersonal Communication or	
Cmst& 220	Public Speaking	5
D T 100 or	Introduction to CADD/CAM or	(7)
D T 110 and	Introduction to AutoCAD and	(4)
D T 112	Introduction to KeyCreator	(4) 7-8
D T 101 or	Technical Drafting or	(7)
D T 101.1 and	Drafting Fundamentals and	(4)
D T 101.2	Machine Drafting 1	(3) 7
D T 102 or	Descriptive Geometry or	(7)
D T 102.1 and	Descriptive Geometry and	(4)
D T 102.2	Machine Drafting 2	(3) 7
D T 105 or	Design Drafting Careers or	

Tech 100	Careers for the New Millennium	2
D T 113 or D T 236	Introduction to SolidWorks or Introduction to Inventor	4
D T 131	Mechanical Drafting-CADD	7
D T 135	3-D CADD/CAM	7
D T 151	Technical Illustration	7
#D T 231	Mechanical Design (CADD)	7
#Engl 109 or Engl 128	Writing for Trades and Professional/ Technical Degrees or Research Writing: Science/Engineering/ Business	5
#Math 116T or Math& 142 or Math& 151	Technical Math 2 or Precalculus II or Calculus I	5
Phys& 114 or Phys& 221	General Physics I with Lab or Engineering Physics I with Lab	5
Three credits from the following courses:		3
Carp	Any Carpentry course	(1-4)
Indus 102.1	Welding Survey 1	(3)
Mfg 101 and Mfg 102	Introduction to Machining and Manufacturing and Conventional Milling and Turning	(1-13) (1-13)
Four credits from the following courses:		4
Carp 148	Material Estimating	(5)
Engr& 214	Statics	(5)
I E 189	Basic Metallurgy	(4)
I E 204	Statics and Strengths	(5)
Suggested Electives:		28
<i>Additionally, complete 28 credits from the following list:</i>		
Bus 164	Entrepreneurship and Small Business Management	(5)
D T 110	Introduction to AutoCAD	(4)
D T 113	Introduction to SolidWorks	(4)
D T 115	Geometric Dimensioning and Tolerancing	(4)
D T 125	Civil Drafting 1	(5)
D T 141	Architectural Drafting 1	(5)
D T 142	REVIT Architecture 1	(4)
D T 145	Structural Drafting-Steel	(4)
D T 146	Structural Drafting-Concrete	(4)
D T 147	Structural Drafting-Wood	(4)
D T 200	ADDA Certification Preparation	(2)
D T 210	Advanced AutoCAD Development 1	(4)
D T 225	Civil Drafting 2	(4)
D T 232	Drafting and Design Projects (CADD)	(7)
D T 236	Introduction to Inventor	(4)
D T 237	Advanced 3-D CADD/CAM	(4)
D T 238	Intermediate Inventor	(3)
D T 241	Architectural Drafting 2	(4)
GIS 121	Introduction to GIS	(5)
GIS 260	Cartography-Based GIS	(5)
I E 114	CATIA-2-D	(4)
I E 210	CATIA-Modeling	(7)
I E 214	CATIA-Solids	(5)
I E 215	CATIA-3-D Surfacing	(4)
Natrs 181	Forest Navigation and Mapping	(8)

A maximum of eight credits from the following courses: 8

Carp	Any Carpentry course	(4)
Engr 106	Introduction to Engineering Problems	(3)
Engr& 214	Statics	(5)
I E 189	Basic Metallurgy	(4)
I E 204	Statics and Strengths	(5)

A maximum of eight credits from the following courses: 8

Carp	Any Carpentry course	(1-8)
Indus	Any Industry shop/lab course	(1-8)
Mfg	Any Manufacturing shop/lab course	(1-8)
Weld	Any Welding shop/lab course	(1-8)

A maximum of 13 credits from the following courses: 13

Coop 171	Work Experience Seminar	(1)
D T 175	Drafting Work Experience	(4-12)
D T 177 or D T 178 or D T 179	Drafting Work Experience 1 or Drafting Work Experience 2 or Drafting Work Experience 3	(3) (3) (3)
D T 180 or D T 181 or D T 182	Leadership Skills 1 or Leadership Skills 2 or Leadership Skills 3	(1) (1) (1)
D T 199 or D T 299	Independent Study-Drafting 1 or Independent Study-Drafting 2	(1-5) (1-5)
D T 277 or D T 278 or D T 279	Drafting Work Experience 4 or Drafting Work Experience 5 or Drafting Work Experience 6	(3) (3) (3)
P E 113	Group Dynamic Activities	(1)
Tech 100	Careers for the New Millennium	(2)

A maximum of ten credits from the following courses: 10

Engl 100	Introductory Composition	(5)
Engl& 101	English Composition I	(5)
Math 117T	Technical Math 3	(5)
Math& 141	Precalculus I	(5)
Math& 151	Calculus I	(5)
Math& 152	Calculus II	(5)
Phys& 115	General Physics II with Lab	(5)

#Satisfies related instruction requirements.

Note: Courses used to satisfy "Required Courses" requirements may not be used to satisfy "Elective Courses" requirements.

Construction Design Technology Associate in Applied Science Degree 120 Credits

This degree program allows students to be employed by firms connected with the construction and building industry. Using board drafting techniques and computer-aided drafting, students prepare drawings in both 2-D and 3-D. Throughout the program, industry-accepted drafting and design standards will be taught and reinforced. Students use sketches, notes, technical literature, and personal research to complete assignments. Students complete related credits in the areas of construction and engineering.

Dept./No.	Course Title	Credits
Required Courses:		
Bus 164	Entrepreneurship and Small Business	

	Management	5
Carp 151 or Carp 152	International Residential Code or International Building Code	3
#Cmst 100 or Cmst& 220 or Cmst& 210	Fundamentals of Oral Communication or Public Speaking or Interpersonal Communication	5
Coop 171	Work Experience Seminar	1
D T 100 or D T 110 and D T 112	Introduction to CADD/CAM or Introduction to AutoCAD and Introduction to KeyCreator	(7) (4) 7-8
*D T 101 or D T 101.1 and D T 101.2	Technical Drafting or Drafting Fundamentals and Machine Drafting	(7) (4) (3) 7
*D T 102 or D T 102.1 and D T 102.2	Descriptive Geometry or Descriptive Geometry and Machine Drafting 2	(7) (4) (3) 7
*D T 105 or Tech 100	Design Drafting Careers or Careers for the New Millennium	2
D T 125	Civil Drafting 1	5
D T 131	Mechanical Drafting-CADD	7
D T 141	Architectural Drafting 1	5
D T 151 or Natsr 181	Technical Illustration or Forest Navigation and Mapping	7-8
D T 225	Civil Drafting 2	4
#D T 231 or	Mechanical Design (CADD) or Three credits of the Human Relations Related Instructions requirement	3-7 4
D T 241	Architectural Drafting 2	4
#Engl 109 or Engl 128	Writing for Trades and Professional/ Technical Degrees or Research Writing: Science/Engineering/ Business	5 5 5
GIS 121	Introduction to GIS	5
GIS 260	Cartography-Based GIS	5
Engr& 214 or IE 204	Statics or Statics and Strengths	5
#Math 116T or Math& 142 or Math& 151	Technical Math 2 or Precalculus II or Calculus I	5
Phys& 114 or Phys& 221	General Physics I with Lab or Engineering Physics I with Lab	5
Completion of a minimum of two (2) classes from the following courses:		
D T 142	REVIT Architecture 1	(4)
D T 145	Structural Drafting-Steel	(4)
D T 146	Structural Drafting-Concrete	(4)
D T 147	Structural Drafting-Wood	(4)
Suggested Electives: <i>Select from the following to total 120 credits:</i>		
Carp	Any Carpentry course	(4)
Carp 151	International Residential Code	(3)
Carp 152	International Building Code	(3)
D T 142	REVIT Architecture 1	(4)
D T 145	Structural Drafting-Steel	(4)
D T 146	Structural Drafting-Concrete	(4)
D T 147	Structural Drafting-Wood	(4)
D T 151	Technical Illustration	(7)
D T 175	Drafting Work Experience	(4-6)
D T 177-179	Drafting Work Experience 1-3	(3 ea)

D T 180-182	Leadership Skills 1-3	(1 ea)
D T 199 or 299	Independent Study-Drafting 1 or 2	(1-5 ea)
D T 200	ADDA Certification	(2)
D T 231	Mechanical Design (CADD)	(7)
D T 210	Advanced AutoCAD Development 1	(4)
D T 277-279	Drafting Work Experience 4-6	(3 ea)
Engr 106	Introduction to Engineering Problems	(3)
PE 113	Group Dynamics Activities	(1)

#Satisfies related instruction requirements.

Mechanical Design Technology
Associate in Applied Science –Transfer Degree
(AAS-T)
120 Credits

Mechanical designers and technicians assist engineers in industry and require a very broad technological background. Students in this program develop proficiency in board drawing and computer-aided drafting. Students are able to prepare drawings for manufacturing and fabrication. The ANSI (American National Standards Institute) and the ASME (American Society of Mechanical Engineers) drafting and design standards are taught and reinforced as students prepare drawings in both 2-D and 3-D using AutoCAD, KeyCreator, and Mastercam applications software. Throughout this course of study, students use sketches, notes, technical literature, and personal research to complete assignments. Students complete related credits in the areas of manufacturing and engineering.

For additional information, see the course description listed under Design Technology.

Dept./No.	Course Title	Credits
#Cmst 100 or Cmst& 210 or Cmst &220	Fundamentals of Oral Communication or Interpersonal Communication or Public Speaking	5
D T 100 or D T 110 and D T 112	Introduction to CADD/CAM or Introduction to AutoCAD and Introduction to KeyCreator	(7) (4) (4) 7-8
D T 101 or D T 101.1 and D T 101.2	Technical Drafting or Drafting Fundamentals and Machine Drafting 1	(7) (4) (3) 7
D T 102 or D T 102.1 and D T 102.2	Descriptive Geometry or Descriptive Geometry and Machine Drafting 2	(7) (4) (3) 7
D T 105 or Tech 100	Design Drafting Careers or Careers for the New Millennium	2
D T 113 or D T 236	Introduction to SolidWorks or Introduction to Inventor	4
D T 115	Geometric Dimensioning and Tolerancing	4
D T 131	Mechanical Drafting (CADD)	7
D T 135	3-D CADD/CAM	7
D T 145	Structural Drafting-Steel	4
D T 151	Technical Illustration	7
D T 231	Mechanical Design (CADD)	7
D T 232	Drafting and Design Projects (CADD)	7
D T 237	Advanced 3-D CADD/CAM	4
#Engl 109 or	Writing for Trades and Professional/	

Engl 128	Technical Degrees or Research Writing: Science/ Engineering/Business	5
Engr& 214 or I E 204	Statics or Statics and Strengths	5
I E 189	Basic Metallurgy 4	
Phys& 114 or Phys& 221	General Physics 1 with Lab or Engineering Physics 1 with Lab	5
#Ten credits from the following Math courses:		10
Math 116T	Technical Math 2	(5)
Math 117T	Technical Math 3	(5)
Math& 141	Precalculus 1	(5)
Math& 142	Precalculus 2	(5)
Math& 151	Calculus I	(5)
Math& 152	Calculus II	(5)
Suggested Electives:		
<i>Students must choose from the following courses to total 120 credits:</i>		
Coop 171	Work Experience Seminar	(1)
D T 113	Introduction to SolidWorks	(4)
D T 175	Drafting Work Experience	(4-6)
D T 177-179	Drafting Work Experience 1-3	(3 ea)
D T 180-182	Leadership Skills 1-3	(1 ea)
D T 199 or 299	Independent Study-Drafting 1 or 2	(1-5 ea)
D T 200	ADDA Certification Preparation	(2)
D T 210	Advanced AutoCAD Development 1	(4)
D T 236	Introduction to Inventor	(4)
D T 238	Intermediate Inventor	(3)
D T 277-279	Drafting Work Experience 4-6	(3 ea)
Engr 106	Introduction to Engineering Problems	(3)
Indus 102.1	Welding Survey 1	(3)
Mfg	Any Manufacturing class	(10)

Satisfies general education requirements.

Mechanical Design Technology

Associate in Applied Science Degree
120 Credits

Mechanical designers and technicians assist engineers in industry and require a very broad technological background. Students develop proficiency in board drawing and computer-aided drafting. Students prepare drawings for manufacturing and fabrication. The American National Standards Institute (ANSI) and the American Society of Mechanical Engineers (ASME) drafting and design standards will be taught and reinforced as students prepare drawings in both 2-D and 3-D using AutoCAD, KeyCreator, and Mastercam applications software. Throughout this course of study, students use sketches, notes, technical literature, and personal research to complete assignments. Students complete related credits in the areas of manufacturing and engineering.

For additional information, see the course description listed under Design Technology.

Students can also earn an Associate in Applied Science-Transfer degree (AAS-T) in Mechanical Design Technology.

Dept./No.	Course Title	Credits
#Cmst 100 or Cmst& 210 or Cmst &220	Fundamentals of Oral Communication or Interpersonal Communication or Public Speaking	5
D T 100 or D T 110 and D T 112	Introduction to CADD/CAM or Introduction to AutoCAD and Introduction to KeyCreator	(7) (4) (4)
D T 101 or D T 101.1 and D T 101.2	Technical Drafting or Drafting Fundamentals and Machine Drafting 1	(7) (4) (3)
D T 102 or D T 102.1 and D T 102.2	Descriptive Geometry or Descriptive Geometry and Machine Drafting 2	(7) (4) (3)
D T 105 or Tech 100	Design Drafting Careers or Careers for the New Millennium	2
D T 113 or D T 236	Introduction to SolidWorks or Introduction to Inventor	4
D T 115	Geometric Dimensioning and Tolerancing	4
D T 131	Mechanical Drafting (CADD)	7
D T 135	3-D CADD/CAM	7
D T 151	Technical Illustration	7
D T 145	Structural Drafting-Steel	5
D T 231	Mechanical Design (CADD)	7
D T 232	Drafting and Design Projects (CADD)	7
D T 237	Advanced 3-D CADD/CAM	4
#Engl 109 or Engl 128	Writing for Trades and Professional/ Technical Degrees or Research Writing: Science/Engineering/ Business	5
I E 189	Basic Metallurgy	4
Engr& 214 or I E 204	Statics or Statics and Strengths	5
Phys& 114 or Phys& 221	General Physics I with Lab or Engineering Physics I with Lab	5

#Ten credits from the following Math courses:		10
Math& 141	Precalculus I	(5)
Math& 142	Precalculus II	(5)
Math 116T	Technical Math 2	(5)
Math 117T	Technical Math 3	(5)
Math& 151	Calculus I	(5)
Math& 152	Calculus II	(5)

Suggested Electives:

Select from the following courses to total 120 credits:

Coop 171	Work Experience Seminar	(1)
D T 113	Introduction to SolidWorks	(4)
D T 175	Drafting Work Experience	(4-6)
D T 177-179	Drafting Work Experience 1-3	(3 ea)
D T 180-182	Leadership Skills 1-3	(1 ea)
D T 199 or 299	Independent Study-Drafting 1 or 2	(1-5 ea)
D T 200	ADDA Certification Preparation	(2)
D T 210	Advanced AutoCAD Development 1	(4)
D T 236	Introduction to Inventor	(4)
D T 238	Intermediate Inventor	(3)
D T 277-279	Drafting Work Experience 4-6	(3 ea)
Engr 106	Introduction to Engineering Problems	(3)
Indus 102.1	Welding Survey 1	(3)
Mfg	Any Manufacturing class	(10)

#Satisfies related instruction requirements.

EARLY CHILDHOOD EDUCATION (ECE)

Contacts: Diana Holz, ext. 4334 Leslie Kessler, ext. 4555
 dholz@greenriver.edu lkessler@greenriver.edu

Early Childhood Education and Diversity Studies

Associate in Applied Science- Transfer (AAS-T)
 90-91 Credits

This Associate in Applied Science-Transfer (AAS-T) is a dual purpose degree built upon the technical courses required for job preparation. It includes college-level general education courses, enabling the student to transfer to a select number of baccalaureate institutions. Programs that offer this degree option will have articulated a transfer agreement with specific universities.

Students completing the AAS-T Early Childhood Education and Diversity Studies degree will also earn an Early Childhood Education certificate and a separate certificate in Diversity Studies. The completion of the degree and certificate program prepares graduates to seek employment in child care centers, Head Start, family child care homes, cooperative and private preschools, children's homes, institutions and other programs serving children from birth through 8 years of age. This curriculum provides meaningful instruction for parents, foster parents, and persons working with young children as instructional aides or paraeducators. Diversity Studies encompasses the knowledge, attitudes and skills necessary for students to understand power relations; to function responsibly in a diverse, global society; and to gain a critical awareness of the social construction of race, ethnicity, gender, class, sexual orientation, disability, culture, religion and age in local, national and global contexts.

Basic Requirements:

- Completion of 90 applicable college level quarter credit hours.
- GRCC cumulative GPA must be a minimum of 2.00 (Note: A higher admissions GPA may be required at the receiving institutions).
- Transfer credits with less than a "D" grade are not counted to satisfy a graduation requirement.
- At least 30 of the 90 quarter credits for a degree must be completed in residence at GRCC.

Dept./No.	Course Title	Credits
Basic Skills Requirements:		15
#Engl& 101	English Composition I	(5)
#Cmst& 220	Public Speaking	(5)
#Math	Completion of Math course for which Math 097 or higher is a prerequisite	(5)
Lab Science Requirement: Select 5-6 credits from the following:		5-6
Biol &100	Survey of Biology	(5)
Biol 103	Introduction to Botany	(5)
Chem& 121	Introduction to Chemistry	(5)

Chem& 131	Introduction to Organic Chemistry and Biochemistry	(5)
Chem& 140	General Chemistry Prep with Lab	(6)
Chem& 161	General Chemistry with Lab I	(6)
Chem& 162	General Chemistry with Lab II	(6)
Chem& 163	General Chemistry with Lab III	(6)
Chem& 261	Organic Chemistry with Lab I	(6)
Chem& 262	Organic Chemistry with Lab II	(6)
Chem& 263	Organic Chemistry with Lab III	(6)
Geol &101	Introduction to Physical Geology	(5)
Geol 206	Earth History	(5)
Geol& 208	Geology of Pacific Northwest	(5)
Phys& 110	Concepts of the Physical World	(5)
Phys& 114	General Physics 1 with Lab	(5)
Phys& 115	General Physics 2 with Lab	(5)
Phys& 116	General Physics 3 with Lab	(5)
Phys 154	Physics for the Life Sciences 1	(5)
Phys 155	Physics for the Life Sciences 2	(5)
Phys 156	Physics for the Life Sciences 3	(5)
Phys& 221	Engineering Physics 1 with Lab	(5)
Phys& 222	Engineering Physics 2 with Lab	(5)
Phys& 223	Engineering Physics 3 with Lab	(5)

Diversity Studies Requirements 25

Required Course:

Select at least one of the following courses (5 credits)

#Ames 100	Introduction to Ethnic and Minority Studies	(5)
Engl 247	American Ethnic Literature	(5)
Phil 238	Introduction to the Philosophy of Human Rights	(5)

Additional Courses: 25

Select from the following courses to total 20 credits:

Ames 150	Race and Ethnicity in the Pacific	(5)
Anth& 206	Cultural Anthropology	(5)
Anth& 210	Indians of North America	(5)
CJ 220	Multicultural Diversity in Criminal Justice	(5)
Engl 160	Literature By and About Women	(5)
Engl 161	Cultures of Desire	(5)
Engl 163	The Poetics of Rap and Hip Hop	(5)
Engl 165	Introduction to World Myth	(5)
Engl 168	Introduction to Irish Literature	(5)
Engl 248	African American Literature	(5)
Engl 249	U.S. Latino Literature	(5)
Engl& 256	World Literature III: 19 th -21 st Century	(5)
Engl 257	Non-Western World Literature	(5)
Film 121	Contemporary American Movies	(5)
Geog& 200	Human Geography	(5)
Hist 103	The Modern World	(5)
Hist& 215	Women in United States History	(5)
Hist 224	African-American History	(5)
Hist 226	Asian-American History	(5)
Hist 228	Latinos in the United States	(5)
Hist 233	History of Latin America	(5)
Human 190	Latin American Film	(5)
Human 224	Women and World Religions	(5)
Phil 206	Gender and Philosophy	(5)
Pols& 204	Comparative Government	(5)

Soc 205	Sociology of Disability	(5)
Soc 220	Sex and Gender in Society	(5)
Span 221	Spanish IV	(5)
Span 222	Spanish V	(5)
Span 223	Spanish VI	(5)

Early Childhood Education Core Requirements: 45
 Select one or more of the ECE certificates with any ECE/Edec/ Educ class over the 100 level to make up 45 credits.
 (Must include Educ 240 Multicultural/antibias Issues in Education [5 credits] and 12 credits of practicum.)

- Early Childhood Education, Certificate of Proficiency, 44 credits
- Early Childhood Education, Assistant Teacher, Certificate of Proficiency, 27-28 credits
- Early Childhood Education, Child Development Associate (CDA), Certificate of Proficiency, 20 credits
- Early Childhood Education, Instructional Paraeducator, Certificate of Proficiency, 44 credits
- Early Childhood Education, Montessori Teaching, Certificate of Proficiency, 34 credits

Satisfies general education requirements.

Early Childhood Education
 Associate in Applied Arts Degree
 97-100 Credits

This degree program prepares students for a career in Early Childhood Education. The completion of the degree or certificate program prepares graduates to seek employment in child care centers, Head Start, family child care homes, cooperative and private preschools, children's homes, institutions and other programs serving children from birth through 8 years of age. This curriculum provides meaningful instruction for parents, foster parents and persons working with young children as instructional aides or paraeducators. Cultural relevancy is integrated into each course.

Students may specialize in one or more areas of emphasis and may enter this program at the beginning of any quarter.

Dept./No.	Course Title	Credits
#B A 145 or Bus E 110	Business Computation or Business Math Applications or Any Acomp 100 or Math course 100 or higher	3-5
Cmst&220	Public Speaking	5
ECE 101	Introduction to Early Childhood Education	5
ECE 140	Health, Safety and Nutrition	3
ECE 151	Language and Literacy	3
ECE 152	Multicultural Books	2
ECE 155	Exploring Science and Math P-3	5
ECE 160	Art for Children	3
ECE 175	Music and Movement Activities	3
ECE 205	Learning Environments	3
ECE 235	Child, Family and Community Relationship	3
ECE 243	Creative Teaching of the Young Child	5
ECE 250	Early Childhood Education Final Practicum	3
Educ 112	Technology in Education	3

Educ 130	Guidance and Discipline	3
Educ& 115	Child Development	5
Educ& 204	Exceptional Child	5
Educ 240	Multicultural/Anti-Bias Issues in Education	3-5
#Engl& 101	English Composition I	5

Select twelve (12) credits from the following practicum classes: 12

#ECE 103	Early Childhood Education Practicum 1	(3)
ECE 103.1	Child Development Associate Practicum 1	(3)
#ECE 104	Early Childhood Education Practicum 2	(3)
ECE 104.1	Child Development Associate Practicum 2	(3)
ECE 181	Montessori Practicum 1	(4)
ECE 182	Montessori Practicum 2	(4)
#ECE 214	Early Childhood Education Practicum 3	(3)
#ECE 215	Early Childhood Education Practicum 4	(3)
#ECE 260	CDA Performance Documentation	(5)
ECE 265	Supervised Montessori Teaching	(4)
Educ 210	Assisting Practicum	(6)

Electives or Areas of Specialization 15
 Any ECE, Edec or Educ class numbered 100 or higher.

#Satisfies related instruction requirements

GEOGRAPHIC INFORMATION SYSTEM (GIS)

Contact: Sabah Jabbouri, ext. 4854
Sjabbouri@greenriver.edu

Geographic Information Systems
 Associate in Applied Science Degree
 101-110 Credits

Geographic Information Systems (GIS) are software applications designed to support decision-making, site-selection, spatial analysis and cartography (map making). This technology is widely used by industry and government to support applications such as urban growth management, natural resources/conservation and utilities management. The GIS program prepares students for employment as a GIS technician and analysts. Graduates are employed by a wide variety of government agencies, utilities, private businesses and nonprofit organizations.

Dept./No.	Course Title	Credits
FIRST YEAR		
Fall Quarter		
GIS 104	Introduction to Geospatial Technology	3
GIS 121	Introduction to Geographic Information Systems	5

#Math 115T or Math 116T or Math& 141 or Math 147	Technical Algebra/Trigonometry 1 or Technical Math 2 or Precalculus I or Finite Math for Business and Social Science	5
Natrs 172 or Natrs 286	Computer Applications Overview or Natural Resources Business Principles	4-5
Winter Quarter		
#Engl& 101 or Engl 109 or Engl 128	English Composition I or Writing for Trades and Professional/ Technical Degrees or Research Writing: Science/Engineering/Business	5
Geog 120 or Natrs 270	Introduction to Physical Geography or Streams and Wetland Technology	5
GIS 141	Spatial Statistics	3
GIS 260	Cartography Based-GIS	5
Spring Quarter		
GIS 120	GIS Modules Analyst	5
IT 201	Fundamental Database Design	5
Electives	Any course	5-10
SECOND YEAR		
Fall Quarter		
D T 110	Introduction to AutoCAD	4
GIS 250	Data and Spatial Database Design	5
Natrs 117	Aerial Photo Uses and Ground Based Mapping	2
Electives	Any course	4
Winter Quarter		
#Cmst& 210 or Cmst& 220	Interpersonal Communication or Public Speaking	5
GIS 255	Introduction to GIS Programming	5
GIS 291	GIS Project Planning	5
Coop 171 or Natrs 290	Work Experience Seminar or Internship Seminar	1
Spring Quarter		
GIS 177-179	GIS Work Experience	8
GIS 270	GIS in the Field	5
GIS 292	GIS Project	5-8

#Satisfies related instruction requirements.

Geographic Information Systems

Certificate of Proficiency

44 Credits

This certificate program is an intensive nine to twelve month program. It is designed for anyone without GIS background who wants to pursue GIS as a new career or for those pursuing GIS careers in government, industry, utilities, planning, municipal services, health or business. This program accepts new students each fall quarter. Students with previous GIS training and/or experience may be admitted beginning in winter or spring quarter.

Dept./No.	Course Title	Credits
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Fall Quarter		
GIS 104	Introduction to Geospatial Technology	3
GIS 121	Introduction to GIS	5
GIS 250	Data and Spatial Database Design	5
Natrs 117	Aerial Photography Uses and Ground-Based Mapping	5
Winter Quarter		
GIS 141	Spatial Statistics	3
GIS 202	GIS Fundamentals and Theory	5
GIS 260	Cartography Based-GIS	5
GIS 291	GIS Project Planning	2
Spring Quarter		
GIS 220	GIS Modules Analyst	5
GIS 270	GIS in the Field	5
GIS 292	GIS Project	4

To enhance student's preparation for employment, an internship is highly recommended:

GIS 177-179 and Coop 171	GIS Work Experience 1-3 and Work Experience Seminar	8 1
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INFORMATION TECHNOLOGY (IT)

Contact: Alan Carter, ext. 4630
Acarter@greenriver.edu

Computer Support Specialist

Associate in Applied Science-Transfer Degree (AAS-T)
90 Credits

This degree program prepares students for entry-level employment in a variety of IT positions, such as: PC repair technician, computer support technician, technical support specialist, and systems administrator.

Students in this degree program receive foundational training in a broad range of help desk and computer systems administration subjects, resulting in a balanced, well-rounded knowledge of information technology. In addition to these specialized courses, students learn key interpersonal communication skills sought by employers, and complete a minimum of 264 hours of help-desk work experience.

Computer support technicians troubleshoot hardware, software, and operating system problems reported by end users, often over the telephone. Technical support specialists install, configure, update, troubleshoot, and repair computer hardware, software, operating systems, and peripheral devices. System administrators install, support, and maintain an organization's network servers and directory services infrastructure.

Dept./No.	Course Title	Credits
General Education Requirements:		
Bus& 101	Introduction to Business	5
Cmst& 210 or Cmst& 220 or Cmst& 230	Interpersonal Communication or Public Speaking or Small Group Communication	5

Engl 101	English Composition I	5
Math& 107 or Math 108 or	Math in Society or Contemporary Math for Information Technology or	
Math& 141 or Math& 142 or Math 147 or	Precalculus I or Precalculus II or Finite Math for Business and Social Science or	
Math& 148 or Math& 151 or Math 256	Business Calculus or Calculus I or Statistics for Business and Social Science	5

Core Requirements:

*Keyboarding	30 wpm (5 minute-typing test)	
Bus E 100	Fundamentals of Computers	5
Bus E 132	Business Communication Applications	5
Bus E 266	Inside Microsoft Office	5
IT 101	Introduction to Computer Science	5
IT 102 or	Programming I for Information Professionals or	
IT 121 or Bus E 184	Introduction to HTML or Internet Basic and Web Design	5
** IT 114 or Comp TIA	PC Repair Technician or A+ Certification	0-7
IT 116	PC Support Technician 3 (Windows)	5
IT 131	Network Infrastructure Fundamentals	5
IT 135	Introduction to Network Security	5
IT 141	Customer Service and Work Environment for IT Professionals	4
IT 160	Microsoft Windows (Current version) Server Implementation	5
IT 240	Manage MS Windows (Current version) Network Environment	5

Practical Experience:

<i>Nine credits from the following courses:</i>		
IT 175	Student Assistant	(0-4)
IT 178	Help Desk Work Experience	(5-9)

Electives:

Any course numbered 100 or higher in the college catalog 0-10

*Keyboarding/typing skills may be demonstrated by passing a 5-minute typing test at 30 wpm with 5 or less errors using the proper typing techniques.

**Elective credits are only required if students submit a CompTIA A+ certification in place of IT 114.

Note: Students who wish to transfer should meet with an academic advisor to ensure they take the appropriate classes to meet the transfer requirements.

Networking

Associate in Applied Science-Transfer Degree (AAS-T)
109-121 Credits

The degree program prepares students for entry-level employment in a variety of IT positions, such as, PC repair technician, help-desk

technician, technical support specialist, network technician, and network or computer systems administrator.

Students receive foundational training in a broad range of networking and computer systems administration subjects, resulting in a balanced, well-rounded knowledge of information technology. Students also complete four courses on key networking topics: Introduction to Networking, Managing Cisco Routers and Switches, Managing a Microsoft Windows Network Environment, and Implementing and Securing Wireless Networks (or Implementing and Managing Microsoft Exchange). In addition to these specialized courses, students learn key interpersonal communication skills sought by employers and complete a minimum of 90 hours of information assurance-related work experience.

Help-desk technicians troubleshoot hardware, software, and operating system problems reported by end users, often over the telephone. Technical support specialists install, configure, update, troubleshoot, and repair computer hardware, software, operating systems, and peripheral devices. Network technicians and administrators install, support, and maintain an organization's network infrastructure. They also troubleshoot problems and monitor the network to ensure that performance and availability standards are met. System administrators install, support, and maintain an organization's network servers and directory services infrastructure. Applications) 5

Dept./No.	Course Title	Credits
General Education Requirements:		
Bus& 101	Introduction to Business	5
Cmst& 210 or Cmst& 220 or Cmst& 230	Interpersonal Communication or Public Speaking or Small Group Communication	5
Engl& 101	English Composition I	5
Engl 128	Research Writing: Science/Engineering/ Business	5
Math& 107 or Math 108 or	Math in Society or Contemporary Math for Information Technology or	
Math& 141 or Math& 142 or Math 147 or Math& 148 or Math& 151 or Math 256 or	Precalculus 1 or Precalculus 2 or Finite Math for Business and Social Science or Business Calculus or Calculus I or Statistics for Business and Social Science or Eligible for Math& 142 or higher	0-5

Note: Students wishing to transfer to Central Washington University should take Math 147 and one of the following: (Math& 141, Math& 142, Math& 107, Math& 151 or Math& 148). Students who wish to transfer should meet with an academic advisor to ensure they take the appropriate classes to meet the transfer requirements.

Core Requirements

*Keyboarding	30 wpm (5 minute-typing test)	
IT 114 or Comp TIA	PC Repair Technician or A+ Certification	0-7
Bus E 266 or IT 116	Inside Microsoft Office or PC Support Technician 3	5
IT 131	Network Infrastructure Fundamentals	5
IT 132	Structured Cabling	2

IT 135	Introduction to Network Security	5
IT 141	Customer Service and Work Environment for IT Professionals	4
IT 145	Using Microsoft Project (Current Version)	5
IT 160	Microsoft Windows (Current version) Server Implementation	5
IT 190	Linux Administration	5
Bus E 184 or CS& 141 or IT 102 or IT 121 or IT 225	Internet Basic and Web Design or Computer Science I Java or Programming I for Information Professionals or Introduction to HTML or Shell Scripting for Windows	5
IT 201 or IT 252	Fundamental Database Design or MS SQL Server Administration	5
IT 210	Managing Cisco Routers and Switches	5
IT 216	Implementing Firewalls	5
IT 240	Manage MS Windows (Current version) Network Environment	5
IT 245	Implementing and Administering Directory Services	5
IT 248	Implementing and Securing Microsoft Applications Services	5
IT 250	Implement and Manage MS Exchange (Current version)	5
IT 285	Implementing and Securing Wireless Networks	5
Practical Experience: Eight credits from the following courses:		
IT 175	Student Assistant	(0-3)
IT 178	Help Desk Work Experience	(0-7)
IT 181	Network Management Work Experience	(0-7)

Systems

Associate in Applied Science-Transfer Degree (AAS-T) 90 Credits

This degree program prepares students for transfer to a university to complete a bachelor's degree in an IT related field. In addition, the degree program prepares students for entry-level employment in a variety of IT positions, such as PC repair technician, help-desk technician, technical support specialist, network technician, and network or computer systems administrator.

Students in this degree program receive foundational training in a broad range of networking and computer systems administration subjects resulting in a balanced, well-rounded knowledge of information technology. Students complete three courses on key networking topics: Introduction to Networking, Managing Cisco Routers and Switches, and Implementing Firewalls. In addition to these specialized courses, students learn key interpersonal communication skills sought by employers and complete a minimum of 120 hours of information technology-related work experience.

Help-desk technicians troubleshoot hardware, software, and operating system problems end users report (usually via telephone.) Technical support specialists install, configure, update, troubleshoot, and repair computer hardware, software, operating systems, and peripheral devices. Network technicians and administrators install, support, and

maintain an organization's network infrastructure. Students learn to troubleshoot problems and monitor the network to ensure the system meets performance and availability standards. System administrators install, support, and maintain an organization's network servers and directory services infrastructure.

Dept./No.	Course Title	Credits
General Education Requirements		
Bus& 101	Introduction to Business	5
Cmst& 210 or Cmst& 220 or Cmst& 230	Interpersonal Communication or Public Speaking or Small Group Communication	5
Engl& 101	English Composition I	5
Engl 128	Research Writing: Science/Engineering/Business	5
Math& 142 or Phil& 101	Precalculus II or Introduction to Philosophy	5
Psyc& 100 or Soc& 101	General Psychology or Introduction to Sociology	5
<i>Note: Students who wish to transfer should meet with an academic advisor to ensure they take the appropriate classes to meet the transfer requirements for the university to which they intend to transfer.</i>		
Core Requirements		
*Keyboarding	30 wpm (5 minute-typing test)	
CS& 141	Java I	5
IT 102	Programming I for Information Professionals	5
IT 114 or Comp TIA	PC Repair Technician or A+ Certification	0-7
IT 131	Networking Infrastructure Fundamentals	5
IT 135	Introduction to Network Security	5
IT 141	Customer Service and Work Environment for IT Professionals	4
IT 160	Microsoft Windows (Current version) Server Implementation	5
IT 190	Linux Administration	5
IT 252 or IT 201	MS SQL Server Administration or Fundamental Database Design	5
IT 210 or IT 240	Managing Cisco Routers and Switches or Manage MS Windows (Current Version) Network Environment	5

Electives: 0-7
Any course numbered 100 or higher that is not listed above may be used for elective credits.

Note: Elective credits are only required if a Comptia A+ certification is used in place of IT 114.

Practical Experience:		
Four credits from the following courses:		
IT 175	Student Assistant	(0-2)
IT 178	Help Desk Work Experience	(0-4)
IT 181	Network Management Work Experience	(0-4)

*Keyboarding/typing skills may be demonstrated by passing a 5-minute typing test at 30 wpm with 5 or less errors using the proper typing techniques

Help Desk Support Technician
Certificate of Proficiency
 44 Credits

This certificate program prepares students for entry-level employment as a help-desk technician or technical support specialist.

Help-desk technicians troubleshoot hardware, software, and operating system problems reported by end users, often over the telephone. Technical support specialists install, configure, update, troubleshoot, and repair computer hardware, software, operating systems, and peripheral devices.

Key topics in this certificate program include: PC support, networking, user support, and Microsoft Windows Server or Linux administration. In addition to technical knowledge and skills, this program focuses on the key interpersonal communication skills sought by employers. Students in this program also gain real-world help desk work experience.

Students can earn an Associate in Applied Science-Transfer degree (AAS-T) in Computer Support Specialist.

Dept./No.	Course Title	Credits
Bus E 132	Business Communication Applications	5
Bus E 266	Inside Microsoft Office	5
IT 101 or Bus E 100	Introduction to Computer Science or Fundamentals of Computers	5
IT 114	PC Repair Technician	7
IT 116	PC Support Technician (Windows Application)	5
IT 131	Network Infrastructure Fundamentals	5
IT 141	Customer Service and Work Environment For IT Professionals	4
IT 160	Microsoft Windows (Current version) Server Implementation	5
IT 178	Help Desk Work Experience	3

LEGAL ADMINISTRATIVE ASSISTANT
(BUS E)

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Tmccabe@greenriver.edu lsimpson@greenriver.edu
 Julie Slettvet, ext. 4687 M. J. Lockemy, ext. 4375
jslettvet@greenriver.edu mlockemy@greenriver.edu

Legal Administrative Assistant
Associate in Applied Arts Degree
 97-102 Credits

This degree program provides students an opportunity to develop essential business skills in their area of interest, as well as to offer a comprehensive general education. Placement in courses depends on prior education and experience. Students in this program must complete all required classes with a grade of 2.0 or higher. This program meets the college's related instruction requirements for the Associate in Applied Arts degree. Students may enter this program at the beginning of any quarter.

Dept./No.	Course Title	Credits
Activity	Any course under the AA degree	
	Lifetime Fitness/Wellness/Activity area	1+
Bus& 201	Business Law and the Regulation of Business	5
Bus E 100	Fundamentals of Computers	5
*Bus E 102	Intermediate Keyboarding	5
Bus E 103	Advanced Keyboarding	5
Bus E 109	Legal Terminology	3
#Bus E 110	Business Math Applications	5
Bus E 112 or Bus E 255	Beginning Word or Advanced Word	5
Bus E 121	Legal Machine Transcription 1	5
Bus E 129	Legal Machine Transcription 2	5
Bus E 130	Business Correspondence	5
Bus E 132	Business Communication Applications	5
Bus E 140	Records Management	5
Bus E 150	Introduction to Windows	5
Bus E 177	Business Education Work Experience 1	3
Bus E 201	Legal Production Keyboarding	5
Bus E 235	Legal Office Procedures	4
Bus E 250	Office Relations and Procedures	5
Bus E 266	Inside Microsoft Office	5
#Cmst 100 or Cmst& 210 or Cmst& 220 or Cmst& 230	Fundamentals of Oral Communication or Interpersonal Communication or Public Speaking or Small Group Communication	5
Coop 171	Work Experience Seminar	1
Pols& 200	Introduction to Law and Commerce	5
Reading	Eligible for Read 104 (as determined by the appropriate COMPASS score) or Completion of Read 094	0-5

To enhance the student's preparation for future employment, we recommend the following:

Acct 110 or Acct& 201 or Bus E 090	Practical Financial Accounting 1 or Principles of Accounting I or Office Accounting	5
Bus& 101 or Bus 164	Introduction to Business or Entrepreneurship and Small Business Management	5
Bus 166	Human Relations and Work Readiness	5
Bus E 107 and/or Bus E 108	Typing Speed and Accuracy 1 and/or Typing Speed and Accuracy 2	4-8
Bus E 111	Personal Computing	3
Bus E 115	Professional Image Building	1
Bus E 162 or	Introduction to Excel or	

Bus E 163	Advanced Excel	5
Bus E 175	Instructor Assistant	1-5
Bus E 178-179	Business Education Work Experience 2-3	2-10
Bus E 184	Internet and Basic Web Design	5
Bus E 185	Introduction to Microsoft Access	5
Bus E 214	Introduction to Information Security	5
Bus E 255	Advanced Word	5
Engl 105	Grammar and Usage	5
Psyc& 100	General Psychology	5
Soc& 101	Introduction to Sociology	5

*Credit by advanced placement may be granted in typing/keyboarding after departmental review of prior training.

#Satisfies related instruction requirements.

*Qualifies as AAA and AA-DTA activity credit.

Note: Students may choose the advanced computer applications course as an alternative to the introductory application course requirement such as Bus E 255 in place of Bus E 112.

NATURAL RESOURCES (NATRS)

Contacts: Dick Hopkins, ext. 4509 Rob Sjogren, ext. 4582
Dhopkins@greenriver.edu rsjogren@greenriver.edu

Natural Resources – Forestry

Associate in Applied Science Degree
 124 Credits

This degree program prepares graduates to work in a variety of outdoor careers. The growing awareness of water quality, wetland protection, reforestation, and environmentally sensitive timber harvest requires the services of technicians with a broad knowledge base. People who are trained to measure and sample the forest, its wildlife, streams and wetlands will enhance their employment opportunities. Wildlife biologists and professional foresters need technicians to efficiently produce accurate data. Park managers need knowledgeable personnel to perform maintenance duties and interpret wildland ecology for the public. Wildland firefighters are needed with current certificates of knowledge and skills.

Students may enter these professional/technical programs at the beginning of any quarter: Natural Resources with emphasis in forestry technology, and specialties in Natural Resources-GIS, Park Management, Water Quality, and Wildland Fire.

Completion of high school algebra and trigonometry courses or equivalent is recommended before beginning this program.

Students can also earn an Associate in Pre-Professional degree in natural resources.

Dept./No.	Course Title	Credits
FIRST YEAR		
Summer Quarter		
#Cmst& 220	Public Speaking	5
#Engl& 101	English Composition I	5
Fall Quarter		
Engl 128	Research Writing: Science/ Engineering/Business	5
Natrs 100	Introduction to Natural Resources	5
Natrs 172	Computer Applications Overview	4
Natrs 183	Tree and Shrub Identification	5
Winter Quarter		
Natrs 114	Chainsaw Operation and Maintenance	1
Natrs 161	Wildlife Habitat Management	5
#Natrs 180	Natural Resources Measurements	7
Natrs 270	Stream and Wetland Ecology	5
Spring Quarter		
Natrs 181	Forest Navigation and Mapping	8
Natrs 182	Air Photo Interpretation and Remote Sensing	5
Natrs 184	Shrub and Wildflower Identification	5
P E 113	Group Dynamics Activities (taken concurrently with Natrs 181)	1
SECOND YEAR		
Fall Quarter		
GIS 192	GIS for Natural Resources	5
Natrs 205	Wildland Recreation	4
Natrs 285	Forest Protection	5
Natrs 292	Resource Sampling and Appraisal	8
Winter Quarter		
Natrs 210	Introduction to Soils	5
Natrs 284	Road and Trail Engineering	6
Natrs 290	Internship Seminar	1
Natrs 293	Silvicultural Analysis	5
Spring Quarter		
#Natrs 286	Natural Resources Business Principles	5
*Natrs 294.1	Natural Resources Internship 1	4
*Natrs 294.2	Natural Resources Internship 2	4
*Natrs 294.3	Natural Resources Internship 3	3
*Natrs 294.4	Natural Resources Internship 4	3
<i>To enhance the student's preparation for future employment, the following are recommended:</i>		
Avia 123	Aviation Weather	(5)
Engr 106	Introduction to Engineering Problems	(3)
GIS	Any GIS class	(2-5)
HI Ed 190	Standard First Aid/CPR	(3)
Natrs 130	Wildland Firefighter Training	(4)
Natrs 134	Intermediate Wildland Fire Behavior	(3)
Natrs 162	Biology and Conservation of Birds	(3)
Natrs 198-199	Independent Study-Natural Resources 1-2	(1-5)
Natrs 297-299	Independent Study-Natural Resources 4-6	(1-5)

St Sk 110 College Success Strategies (5)

**Complete NATRS 294.1, 294.2, 294.3 and 294.4 during summer quarter if needed.*

#Satisfies related instruction requirements

Note: Students may enter the Natural Resources program in any quarter, however many Natural Resources courses are only offered one time each year. Correct sequencing is important!

Geographic Information Systems Option

Associate in Applied Science Degree

125 Credits

This degree option prepares graduates to work outside collecting data using electronic equipment such as Global Positioning Systems (GPS) or ArcPad, laser range-finders, and data-loggers. Students will also work inside at a computer, downloading the data collected into databases to produce Geographic Information systems (GIS) computer-generated maps for public and private entities.

Students may enter the Natural Resources program in any quarter, however many Natural Resources courses are only offered one time each year. Correct sequencing is important!

Dept./No	Course Title	Credits
<i>As soon as possible, or mix into schedule:</i>		
#Cmst& 220	Public Speaking	5
#Engl& 101	English Composition I	5
Engl 128	Research Writing: Science/ Engineering/Business	5
FIRST YEAR		
Fall Quarter		
GIS 121	Introduction to GIS	5
Natrs 100	Introduction to Natural Resources	5
#Natrs 172	Computer Applications Overview	4
Natrs 183	Tree and Shrub Identification	5
Winter Quarter		
GIS 260	Cartography-Based GIS	5
#Natrs 180	Natural Resources Measurements	7
Natrs 270	Stream and Wetland Ecology	5
Spring Quarter		
GIS 220	GIS Modules Analyst	5
Natrs 181	Forest Navigation and Mapping	8
Natrs 182	Aerial Photo Interpretation and Remote Sensing	5
P E 113	Group Dynamics Activities (taken concurrently with NATRS 181)	1
SECOND YEAR		
Fall Quarter		
GIS 192	GIS for Natural Resources	5
GIS 250	Data and Spatial Database Design	5
Natrs 285	Forest Protection	5
Natrs 292	Resource Sampling and Appraisal	8

Winter Quarter

GIS 202	GIS Fundamentals and Theory	5
GIS 291	GIS Project Planning	2
Natrs 290	Internship Seminar	1

Spring Quarter

GIS 270	GIS in the Field 1	5
Natrs 286	Natural Resources Business Principles	5

Capstone (spring and/or summer)

Natrs 294.1	Natural Resources Internship 1	4
Natrs 294.2	Natural Resources Internship 2	4
Natrs 294.3	Natural Resources Internship 3	3
Natrs 294.4	Natural Resources Internship 4	3

To enhance the student's preparation for future employment, the following are recommended:

Any GIS		(1-8)
Any Natrs		(1-8)
Bus E 101	Beginning Typing/Keyboarding	(5)
Geog 120	Introduction to Physical Geography	(5)
Natrs 114	Chainsaw Operation and Maintenance	(1)
St Sk 110	College Success Strategies	(5)

#Satisfies related instruction requirements.

Park Management

Associate in Applied Science Degree

121 Credits

This degree program prepares graduates to work in state, private, county, municipal, and federal parks as assistant park rangers and in associated positions. Park management includes interpreting plant and animal ecology to the general public. Rangers are responsible for constructing and maintaining trails, campgrounds, and facilities. They collect fees, explain and enforce park rules, and promote public safety.

Students may enter the Natural Resources program in any quarter, however many natural resources courses are only offered one time each year. Course sequencing is important! Complete prerequisite as early as possible.

Dept./No.	Course Title	Credits
FIRST YEAR		
Summer Quarter		
#Cmst& 220	Public Speaking	5
#Engl& 101	English Composition I	5
Fall Quarter		
Engl 128	Research Writing: Science/ Engineering/Business	5
Natrs 100	Introduction to Natural Resources	5
#Natrs 172	Computer Applications Overview	4
Natrs 183	Tree and Shrub Identification	5
Winter Quarter		
Natrs 114	Chainsaw Operation and Maintenance	1

Natrs 161	Wildlife Habitat Management	5
#Natrs 180	Natural Resources Measurements	7
Natrs 270	Stream and Wetlands Ecology	5
Spring Quarter		
Natrs 181	Forest Navigation and Mapping	8
Natrs 182	Air Photo Interpretation and Remote Sensing	5
Natrs 184	Shrub and Wildflower Identification	5
P E 113	Group Dynamics Activity (taken concurrently with Natrs 181)	1

SECOND YEAR

Fall Quarter

Geol& 101	Introduction to Physical Geology	5
GIS 192	GIS for Natural Resources	5
Natrs 205	Wildland Recreation	4
Natrs 285	Forest Protection	5

Winter Quarter

Natrs 284	Road and Trail Engineering	6
Natrs 290	Internship Seminar	1
Natrs 293	Silvicultural Analysis	5
Soc& 101	Introduction to Sociology	5

Spring Quarter

#Natrs 286	Natural Resources Business Principles	5
*Natrs 294.1	Natural Resources Internship 1	4
*Natrs 294.2	Natural Resources Internship 2	4
*Natrs 294.3	Natural Resources Internship 3	3
*Natrs 294.4	Natural Resources Internship 4	3

To enhance the student's preparation for future employment, we recommend the following:

Avia 123	Aviation Weather	(5)
Geol 200	Geological Investigation of the National Parks	(5)
Geol& 208	Geology of the Pacific Northwest	(5)
GIS	Any GIS course	(2-5)
HI Ed 190	Standard First Aid/CPR	(3)
Natrs 162	Biology and Conservation of Birds	(3)
Natrs 198-199	Independent Study-Natural Resources 1-2	(1-5)
Natrs 271	Stream and Wetland Restoration	(5)
Natrs 292	Resource Sampling and Appraisal	(8)
Natrs 298-299	Independent Study-Natural Resources 4-6	(1-5)
St Sk 110	College Success Strategies	(5)
Other	Small Engine Repair, Basic Carpentry, Plumbing, Wiring	

Complete Natrs 294.1, 294.2, 294.3, 294.4 in summer quarter if needed.

#Satisfies related instruction requirements.

Note: Substitutions of required courses may be made with the department's prior approval when it is agreed that the student's suitability for employment will be enhanced. Examples include courses involving small engine repair, basic carpentry, plumbing or wiring.

Water Quality
Associate in Applied Science Degree
121 Credits

This degree program prepares graduates to work in a variety of outdoor careers. Graduates monitor stream, lake, and wetland systems for water quality and functions of physical, biological, and chemical parameters. They identify plants and animals using taxonomic keys. They assist wetlands delineation and GPS/map their location. Graduates also apply and follow environmental regulations regarding stream and wetland protection.

Students may enter the Natural Resources program in any quarter, however many natural resources classes are only offered one time each year. Correct sequencing is important!

Dept./No.	Course Title	Credits
FIRST YEAR		
Summer Quarter		
#Cmst& 220	Public Speaking	5
#Engl& 101	English Composition I	5
Fall Quarter		
Natrs 100	Introduction to Natural Resources	5
Natrs 172	Computer Applications Overview	4
Natrs 183	Tree and Shrub Identification	5
Engl 128	Research Writing: Science/Engineering/Business	5
Winter Quarter		
Natrs 161	Wildlife Habitat Management	5
#Natrs 180	Natural Resources Measurements	7
Natrs 270	Stream and Wetland Ecology	5
Spring Quarter		
Natrs 181	Forest Navigation and Mapping	8
Natrs 182	Aerial Photo Interpretation and Remote Sensing	5
Natrs 184	Shrub and Wildflower Identification	5
P E 113	Group Dynamics Activities (taken concurrently with NATRS 181)	1
SECOND YEAR		
Fall Quarter		
GIS 192	GIS for Natural Resources	5
Natrs 205	Wildland Recreation	4
Natrs 272	Fish Identification and Habitat	5
Natrs 285	Forest Protection	5
Winter Quarter		
Natrs 114	Chainsaw Operation and Maintenance	1
Natrs 284	Road and Trail Engineering	6
Natrs 290	Internship Seminar	1
Natrs 293	Silvicultural Analysis	5
Spring Quarter		
Natrs 271	Stream and Wetland Restoration	5
#Natrs 286	Natural Resources Business Principles	5

Capstone		
Natrs 294.1	Natural Resources Internship 1	4
Natrs 294.2	Natural Resources Internship 2	4
Natrs 294.3	Natural Resources Internship 3	3
Natrs 294.4	Natural Resources Internship 4	3

To enhance the student's preparation for future employment, the following are recommended:

Any Course	Biology, Chemistry, and Geology	(5 ea)
Any Courses	GIS	(3-8)
Avia 123	Aviation Weather	(5)
Geog 120	Introduction to Physical Geography	(5)
HI Ed 190	Standard First Aid/CPR	(3)
Natrs 162	Biology and Conservation of Birds	(3)
Natrs 210	Introduction to Soils	(5)
Natrs 198, 199	Independent Study-Natural Resources 1-2	(1-5)
Natrs 292	Resource Sampling and Appraisal	(8)
Natrs 297-299	Independent Study-Natural Resources 4-6	(1-5)
St Sk 110	College Success Strategies	(5)

#Satisfies related instruction requirements.

Note: Substitutions of required courses may be made with the department's prior approval when it is agreed that the student's suitability for employment will be enhanced.

Wildland Fire

Associate in Applied Science Degree 118 Credits

This degree program prepares graduates to perform fire prevention and educational activities. They serve as crew members or leaders of aerial, engine, or ground wildland fire crews.

Students may enter the Natural Resources program in any quarter, however many natural resources courses are only offered one time each year. Correct sequencing is important!

<u>Dept./No.</u>	<u>Course Title</u>	<u>Credits</u>
FIRST YEAR		
Summer Quarter		
#Engl& 101	English Composition I	5
FIRST YEAR		
Fall Quarter		
Engl 128	Research Writing: Science/Engineering/ Business	5
Natrs 100	Introduction to Natural Resources	5
#Natrs 172	Computer Applications Overview	4
Natrs 183	Tree and Shrub Identification	5
Winter Quarter		
Natrs 114	Chainsaw Operation and Maintenance	1
Natrs 161	Wildlife Habitat Management	5
#Natrs 180	Natural Resources Measurements	7
Natrs 270	Stream and Wetland Ecology	5

Spring Quarter		
Natrs 130	Wildland Firefighter Training I-100 and S-130/190	4
Natrs 134	Intermediate Wildland Fire Behavior	3
Natrs 181	Forest Navigation and Mapping	8
Natrs 182	Air Photo Interpret and Remote Sensing	5
#P E 113	Group Dynamic Activities (taken concurrently with Natrs 181)	1

Summer Quarter: Wildfire experience required

SECOND YEAR		
Fall Quarter		
#Cmst& 220	Public Speaking	5
GIS 192	GIS for Natural Resources	5
Natrs 285	Forest Protection	5

Winter Quarter		
Natrs 131	Advanced Wildland Firefighter Training S-131	1
Natrs 132	Wildland Firefighter Crew Boss S-230	2
Natrs 133	Wildland Firefighter Engine Boss S-231	1
Natrs 284	Road and Trail Engineering	6
Natrs 290	Internship Seminar	1
Natrs 293	Silvicultural Analysis	5

Spring Quarter		
Natrs 184	Shrub and Wildflower Identification	5
#Natrs 286	Natural Resources Business Principles	5

Capstone		
Natrs 294.1	Natural Resources Internship 1	4
Natrs 294.2	Natural Resources Internship 2	4
Natrs 294.3	Natural Resources Internship 3	3
Natrs 294.4	Natural Resources Internship 4	3

To enhance the student's preparation for future employment, the following are recommended:

Avia 123	Aviation Weather	(5)
Bus E 100	Fundamentals of Computers	(5)
Engr 106	Introduction to Engineering Problems	(3)
GIS	Any GIS course	(2-5)
HI Ed 190	Standard First Aid/CPR	(3)
Natrs 162	Biology and Conservation of Birds	(3)
Natrs 205	Wildland Recreation	(4)
Natrs 198, 199,	Independent Study-Natural Resources 1-2	(1-5)
Natrs 292	Resource Sampling and Appraisal	(8)
Natrs 297-299	Independent Study-Natural Resources 4-6	(1-5)
Phys&114	General Physics I with Lab	(5)
St Sk 110	College Success Strategies	(5)

#Satisfies related instruction requirements.

Note: Substitutions of required courses may be made with the department's prior approval when it is agreed that the student's suitability for employment will be enhanced.

NURSING (NURSE)

Contact: Byron Ford, ext. 2641 bford@greenriver.edu Mariena Mears, ext. 4654 mmears@greenriver.edu

Information Session Sign up: www.greenriver.edu/info-sessions

Practical Nursing

Certificate
100-105 Credits

The certificate program prepares a student to provide safe and efficient nursing care. Health facilities such as hospitals, nursing homes, clinics and public health nursing services employ practical nurses under the supervision of a registered nurse or physician.

A multimedia system of individualized instruction, offering stated objectives with a wide range of learning experiences to accomplish each objective is provided.

The Practical Nursing program is a 100 to 105-credit program in which students must demonstrate academic proficiency by completing basic curriculum requirements prior to entry into the core sequence of nursing classes. A high school diploma or GED is required, and a physical exam is required after entrance into the core program. A minimum grade of 2.5 is required in each nursing and supporting course. Evidence of academic proficiency is established by completion of each of the following curriculum requirements with a 2.5 grade or higher.

The following courses are required *prior* to applying into the Practical Nursing program:

- AP 103 and 104, or Biol& 241 and Biol& 242 (10 credits);
- Read 094 or 104, Reading Mastery (5 credits), or college-level reading ability as measured by COMPASS assessment;
- Math 097, Intermediate Algebra or Math& 107, Math in Society (5 credits).
- H Sci 150, Human Life Span, Growth, & Development (5 credits) or Psyc& 200, Lifespan Psychology (5 credits)
- Nutr& 101, Nutrition (5 credits)
- Communication Studies (5 credits). Choose from Cmst& 210, &220, or &230.
- English Composition (5 credits). Choose from Engl& 101, Engl 109, 126, 127, or 128.

The student is expected to provide his/her own transportation to off-site clinical facilities. In addition to paying for tuition and books, the student is required to purchase a uniform, pin, white shoes, watch, bandage, scissors, and liability insurance. For additional information about a required nursing orientation and the application procedure, contact the Health Science curriculum advisor in Career and Advising Center, at ext. 2639.

Upon successful completion of the required credits, the student will earn a certificate in Practical Nursing. The graduate will be eligible to take the licensing examination and upon passing, practice as a Licensed Practical Nurse. Application for LPN licensure asks information regarding background checks, drug/alcohol and addiction conditions that may inhibit nursing practice. For additional questions on this issue, contact the Washington State Nursing Care Quality Assurance Commission. The program is fully accredited by the Washington State Nursing Care Quality Assurance Commission and the Northwest Association of Schools and Colleges.

Dept./No.	Course Title	Credits
Fall Quarter		
Nurse 101	Introduction to Computers in Nursing	1
Nurse 102	Introduction to Clinical Pharmacology in Nursing	3
Nurse 104	Nursing 1 Fundamentals	6
Nurse 105	Community Lab 1	4
#Nurse 116	Nursing Issues and Delivery Systems	3
Winter Quarter		
Nurse 103	Drug Therapy and the Nursing Process	2
Nurse 106	Nursing 2	8
Nurse 107	Nursing 2 Community Lab 2	8
Spring Quarter		
Nurse 109	Nursing 3 Community Lab 3	8
Nurse 110	Nursing 3	8
Summer Quarter		
#Nurse 112	Nursing 4	
Nurse 113	Nursing 4 Community Lab 4	6
Nurse 114	Principles and Practice of Intravenous Therapy	2
Curriculum Requirements:		
Nutr& 101	Nutrition	5
H Sci 150 or	Human Life Span, Growth and Development or	
Psyc& 200	Lifespan Psychology	5
AP 103 and	Essentials of Human Anatomy- Physiology	
AP 104 or	1 and 2 or	
Biol& 241 and	Human Anatomy-Physiology 1 and 2	10
Biol& 242		
Cmst& 210 or	Interpersonal Communication or	
Cmst& 220 or	Public Speaking or	
Cmst& 230	Small Group Communication	5
#Engl 109 or	Writing for Trades and Professional/ Technical Degrees or	
Engl& 101 or	English Composition I or	
Engl 126 or	Writing: Humanities or	
Engl 127 or	Writing: Social Sciences or	
Engl 128	Research Writing: Science/Engineering/ Business	5
#Math 097 or	Intermediate Algebra or	
Math& 107	Math in Society	5
Read 094	Reading Improvement	0-5

Satisfies related instruction requirements.

Nurse Assistant Certificate Program
Certificate of Proficiency
 12 Credits

This certificate program prepares graduates to develop concepts and knowledge necessary to provide an entry level nurse assistant care.

Students in this certificate program must possess the following prior to enrollment in the program:

- High school graduate or GED
- Washington State Patrol clearance check
- Nelson Denny 10th Grade Reading Level
- TB Skin test (two-step method)
- Hepatitis vaccination series
- Medical and Liability insurance
- Uniform supplies: gait belt, dictionary, watch with 2nd hand, and white shoes

Dept./No.	Course Title	Credits
Nrs A 100	Nurse Assistant Theory	6
Nrs A 111	Nurse Assistant Skill	4
Nrs A 112	Introduction to Nursing Care and Studies	2

WATER SUPPLY TECHNOLOGY (WST)

Water Supply Technology
 Associate in Applied Science Degree
 90 Credits

This degree program prepares graduates for positions in municipal drinking water distribution and treatment facilities. Along with appropriate operating experience, this degree provides a foundation for positions with responsibilities beyond the entry level. The requirements build on those for the Water Distribution Technology Certificate of Proficiency, which should generally be completed first.

Dept./No.	Course Title	Credits
#Bus 166	Human Relations and Work Readiness	5
Biol& 100 or Geol& 101	Survey of Biology or Introduction to Physical Geology	5
Bus E 100 or Bus E 112 or Bus E 118 or Bus E 150 or Bus E 184	Fundamentals of Computers or Beginning Word or Basics for Online Education or Introduction to Windows or Internet and Basic Web Design	5
Chem& 161	General Chemistry with Lab I	6
Chem& 162	General Chemistry with Lab II	6
#Cmst 100 or Cmst& 210 or Cmst& 220 or Cmst& 230	Fundamentals of Oral Communication or Interpersonal Communication or Public Speaking or Small Group Communication	5
#Engl& 101	English Composition I	
Engl 128	Research Writing: Science/Engineering/ Business	5

#Math& 141 or Math& 107	Precalculus I or Math in Society	5
Wtech 181	Water Hydraulics	3
Wtech 182	Pumps and Pumping Systems	3
Wtech 183	Utility Worker Safety	3
Wtech 184	Disinfection and Chemical Feed Systems	3
Wtech 187	Drawings and Manuals	3
Wtech 188	Water and Wastewater Electrical	3
Wtech 191	Pre-Employment Seminar	3
WST 177	Water Cooperative Education	8
WST 180	Water Distribution	3
WST 183	Water Sources	1
WST 184	Water Regulations	2
WST 185	Water Treatment 1	3
WST 186	Water Treatment 2	3
WST 188	Water Laboratory	2

#Satisfies related instruction requirement.

Water Distribution Technology
Certificate of Proficiency
 31-41 Credits

This certificate program prepares graduates for entry level positions operating and maintaining public drinking water distribution systems. The program is designed to start any quarter, depending upon student composition, computation and computing skills; please contact an advisor for skill assessment information.

Dept./No.	Course Title	Credits
Bus E 100 or Bus E 112 or Bus E 118 or Bus E 150 or Bus E 184	Fundamentals of Computers or Beginning Word or Basics for Online Education or Introduction to Windows or Internet and Basic Web Design	5
*Engl 081	Fundamentals of Written Communication	0-5
*Math 072	Elementary Algebra	0-5
Wtech 181	Water Hydraulics	3
Wtech 182	Pumps and Pumping Systems	3
Wtech 183	Utility Worker Safety	3
Wtech 184	Disinfection and Chemical Feed Systems	3
Wtech 187	Drawings and Manuals	3
Wtech 188	Water and Wastewater Electrical	3
WST 180	Water Distribution	3
WST 183	Water Sources	1
WST 184	Water Regulations	2
WST 188	Water Laboratory	2

*Not required if eligible for Engl 100 or higher.
 **Not required if eligible for Math 097 or higher.

Wastewater Technology
 Associate in Applied Science Degree
 90 Credits

This degree program prepares graduates for positions in municipal wastewater collection systems and treatment facilities. Along with

appropriate operating experience, this degree provides a foundation for positions with responsibilities beyond the entry level. The requirements build on those for the Municipal Wastewater Treatment Technology Certificate of Proficiency, which should generally be completed first.

Dept./No.	Course Title	Credits
#Bus 166	Human Relations and Work Readiness	5
Bio&I 100 or	Survey of Biology or	
Env S 204	Natural Science and the Environment	5
Bus E 100 or	Fundamentals of Computers or	
Bus E 112 or	Beginning Word or	
Bus E 118 or	Basics for Online Education or	
Bus E 150 or	Introduction to Windows or	
Bus E 184	Internet and Basic Web Design	5
Chem& 161	General Chemistry with Lab I	6
Chem& 162	General Chemistry with Lab II	6
#Cmst 100 or	Fund of Oral Communication or	
Cmst& 210 or	Interpersonal Communication or	
Cmst& 220 or	Public Speaking or	
Cmst 234	Small Group Communication	5
#Engl& 101	English Composition I	5
Engl 128	Research Writing: Science, Engineering and Business	5
#Math& 141 or	Precalculus I or	
Math& 107	Math in Society	5
Wtech 181	Water Hydraulics	3
Wtech 182	Pumps and Pumping Systems	3
Wtech 183	Utility Worker Safety	3
Wtech 184	Disinfection and Chemical Feed Systems	3
Wtech 187	Drawings and Manuals	3
Wtech 188	Water and Wastewater Electrical	3
Wtech 191	Pre-Employment Seminar	3
WWT 177	Water Cooperative Education	11
WWT 180	Water Distribution	3
WWT 185	Water Treatment 1	3
WWT 186	Water Treatment 2	3
WWT 188	Water Laboratory 2	2

Satisfies related instruction requirement.

Municipal Wastewater Treatment Technology

Certificate of Proficiency 31-41 Credits

This certificate program prepares graduates for entry-level positions in municipal wastewater treatment facilities. The program is designed for a fall quarter start, depending upon student composition, computation and computing skills; please contact an advisor for skill assessment information.

Dept./No.	Course Title	Credits
Bus E 100 or	Fundamentals of Computers or	
Bus E 112 or	Beginning Word or	
Bus E 118 or	Basics for Online Education or	
Bus E 150 or	Introduction to Windows or	
Bus E 184	Internet & Basic Web Design	5
*Engl 081	Fundamentals of Written Communication	0-5

**Math 072	Elementary Algebra	0-5
Wtech 181	Water Hydraulics	3
Wtech 182	Pumps and Pumping Systems	3
Wtech 183	Utility Worker Safety	3
Wtech 184	Disinfection & Chemical Feed Systems	3
Wtech 187	Drawings and Manuals	3
Wtech 188	Water and Wastewater Electrical	3
WWT 185	Municipal Water Treatment 1	3
WWT 186	Municipal Water Treatment 2	3
WWT 188	Wastewater Laboratory	2

*Not required if eligible for Engl 100 or above.

**Not required if eligible for Math 097 or higher.

DEGREES AND CERTIFICATES PROGRAMS OTHER LEARNING OPTIONS

High School Diploma

Green River Community College offers a complete schedule of courses that meets the requirements for a high school diploma as defined by the Office of the State Superintendent of Public Instruction (OSPI) and the Washington Board of Education. Students complete the required classes to earn a Washington State Diploma. Students can pursue high school credits in one of two ways:

- Students earn credits at Green River and transfer them back to their high school, for a high school awarded diploma. Contact your high school counselor for approved courses.
- Students earn credits at Green River and apply those credits along with their high school credits to a GRCC awarded high school diploma.

The GRCC high school diploma program is an alternative way to complete high school. Although it is designed for adult students, 19 years and older, students 16-18 can participate. Successful students meet state and Green River requirements for graduation and are issued an official State of Washington high school diploma. Students must earn a minimum of 1 credit at Green River to earn a high school diploma. Reduced tuition may be available for those students 19 years or older.

Green River Community College will grant a high school diploma if requested by a Running Start student or a student over 21 years of age who completes any Associates degree (per SHB 1758).

Application Process

Prospective students should follow the steps outlined below:

(International students should apply for high school completion through the International Programs application process)

1. Submit a completed Green River Application for Admission form to the Admissions Office in the LSC Building, (253) 333-2500. (\$20 application fee)
2. If age 16, 17, or 18, submit a completed High School Release form from the high school you would normally be attending. This is a Green River form that high schools typically have. A letter from school district personnel on official school stationery can be substituted.
3. Obtain and submit "official" copies of all previous high school/college transcripts. Submit sealed transcripts to:

Green River Community College
Enrollment Services/HSC
12401 SE 320th Street
Auburn, WA 98092-3622

4. Complete Green River's assessment (COMPASS) prior to enrolling in classes. Call (253) 833-9111, ext. 2650, for a recorded message regarding testing hours. There is a fee of \$20.00 for the COMPASS, and picture identification is required.
5. Depending on a student's assessment/placement scores, college level classes may be taken to fulfill both high school and college degree requirements at the same time.

There is more information on the Green River Community College Website, at:
<http://www.greenriver.edu/edplanning/hscomp.htm>.

Registration

To complete the registration process, prospective students should meet with Green River Educational Planner to discuss course selection based on the official transcript evaluation completed by Enrollment Services (call ext. 2641 for an appointment).

High School Diploma Course Articulation

The high school diploma course articulation policy was created to ensure that students are not penalized by the differences in specific requirements imposed by individual districts/campuses within the general guidelines of the Washington State High School Diploma. Its intent is to provide a pathway for acceptance of credit between Washington State high schools and Green River Community College and to limit the need for duplication of credits previously earned.

Policy

If a student transfers an individual course (from a Washington State high school or community and technical college) that meets a specific state high school requirement category at the sending institution, that course is considered to have met that requirement at GRCC, even if this course does not have an exact equivalent. It is the student's responsibility to initiate the articulation process. We recommend that incoming students work with a Green River Educational Planner to gather appropriate documentation from the high school as needed. This policy is in accordance with OSPI guidelines for acceptance of credit and Washington State High School Diploma requirements.

High School Diploma Requirements:

See *schedule of courses (chart)* on page 54.

Washington State high school graduation requirements should be confirmed with the Office of Superintendent of Public Instruction (OSPI) and/or Board of Education. Rules of State Board for Community and Technical Colleges may also apply. Generally, high school graduation requirements are categorized in four areas:

1. Complete a minimum number of credits in core content areas (outlined on page 54).
2. Complete a Culminating Project (GRCC has integrated this into several courses).
3. Complete a High School and Beyond plan (GRCC has integrated this into several courses)
<http://www.k12.wa.us/graduationrequirements/Requirement-highschoolbeyond.aspx>
4. Earn a Certificate of Academic Achievement (CAA) by passing state tests: WASL (Washington Assessment of Student Learning) and/or HSPE (High School Proficiency Exam)
 - Beginning with the 09-10 school year the WASL was replaced by the HSPE.
 - If a student previously passed the WASL, they do not need to retake the HSPE.
 - GRCC is not a WASL/HSPE test site but students can connect with their local school district for instructions on taking the test at a high school.

Green River currently participates in one approved CAA Option – AP and College Admissions Test Scores. This option allows students who meet state determined minimum test area scores to substitute those scores for the WASL/HSPE test. Washington state resident students must take the WASL/HSPE once after 10th grade before accessing a CAA option. Out of state/country transfers or students from private schools within the state do not need to take the WASL/HSPE first. To access this option, students must also have a score verification form filled out and sent to OSPI.

College admissions test scores:

	SAT	ACT
Math	470	19
Reading	350	13
Writing	380	15

AP tests that can substitute for ACT/SAT scores if an AP

score of 3 or higher is earned:

Math	Calculus or Statistics examination
Reading	English Literature and Composition, Macroeconomics, Microeconomics, Psychology, United States History, World History, United States Government and Politics, or Comparative Government and Politics examination
Writing	English Language and Composition examination

Transfer students from out of state or out of country who transfer in during their junior or senior year may: use previous state's high school exit exam, or the exam used to meet federal "No Child Left Behind" testing requirements instead of the WASL, or use any of the CAA Options without first taking the WASL/HSPE.

If the student did not pass the math WASL/HSPE or an alternative assessment, they need additional math credits, as outlined below:

Class of 2008	Classes of 2009 to 2012
Earn 5 more math credits at Math 097 or higher	Earn 10 more math credits, 5 of which are at Math 097 or higher.

High School Diploma - Schedule of Classes

Washington State Course Requirements	High School Credits (1 HS credit = 5 GRCC Credits)	Green River Community College Requirements for students entering high school classes in Fall 2004 or later	GRCC Credits (1 HS credit = 5 GRCC credits)
English	3	Reading/Literature: Reading: (5 credits) 084, 094, 104 or Engl &112, &113, &114, 115, 160, 161, 163, 165, 168, 180, 181, 183, 185, &220, &226, &227, &228, &244, &245, &246, 247, 248, 249, &254, &255, &256, 257 Writing: (5 credits) Engl 081 or 100, &101, 109, 126, 127, 128, &236, &237, 239 Communication Studies: (5 credits) Cmst 100 or higher	15
Math	2-3* (see advisor; # of credits depends on incoming year)	10-15 credits of Math with 5 of those credits at Math 097 or higher.	10-15
Science	2	10 credits of science with 5 of those credits being any lab science course that meets the lab science requirement (see AA degree for details). Suggested lab courses without prerequisites: Biol& 100, 103, 110; Geol& 101; Ocea& 101; Phys 107	10
U. S. History	1	Select 5-6 credits from the following: Hist 021 (3-5 credits) and/or Hist 022 (3-5 credits) or Hist 135, &136, &137, 220 (5 credits each)	5-6
Civics and Government	0.5	Select 3-5 credits from the following: HSC 025 (3-5 credits) or POLS& 202 (5 credits)	3-5
Washington State History	0.5	Select 5 credits from the following: Hist 024 or POLS& 202 (5 credits each)	5
Contemporary World History, Geography and World Problems	1	Select 5 credits from the following: Ames 100; Econ 100; Geog& 200, 201; Hist 103, 231, 250; Phil 102; &101, &203 or &204; or Soc& 101	5
Fitness/Health	2	A minimum of 3 credits is required from List A. The remaining credits may be taken from any combination of List A and List B: List A: Health – HI Ed 150, P E 101, 102, 103, 111, 131, 149, 160, 165, 169 List B: Fitness – HI Ed 190, P E 101, 102, 103, 107, 108, 109, 110, 111, 112, 113, 114, 115, 117, 118, 119, 121, 122, 124, 125, 128, 129, 131, 132, 134, 136, 137, 138, 139, 140, 141, 143, 144, 147, 148, 149, 150, 158, 160, 165, 169, 193, 201, 202, 207, 210, 211, 212, 215, 216, 224, 231, 234, 236, 237, 248, 251, 253, 258	10
Occupational Health	1	5 credits from any Professional/Technical course with the following prefixes: AAM, Acct, Abody, Atech, Avia, B A, Bus, Bus E, Carp, Crpt, CJ, CS, D T, Ece, Edec, Educ, Engr, GIS, H Sci, H Hsc, Indus, I E, IT, Journ, Mfg, Natrs, Nrs A, Nurse, O T, Photo, PTA, R Estate, Tech, Weld, WST, WWT, Wtech	5
Arts	1	5 credits in any Fine Arts or Performing Arts course with the following prefixes: Art, Dance, Drma, Musc, Photo	5
Culminating Project and Educational Plan		HSC 040 or Engr 100 or Tech 100 or other alternative approved by the High School Completion committee. Note: Any of the courses above may also count as an elective if not used to satisfy any other credit requirement.	
Electives	5	Up to 25 credits, as needed to total 95 credits. Any GRCC credit, except BASIC or ESOL	22-25
Total Credits	*19-20		*95

Washington State high school graduation requirements are subject to change based on the student's incoming year. Be sure to talk about your specific plan of study with an advisor after receiving your official transcript evaluation from Enrollment Services.

COMMON COURSE NUMBERING CROSSWALK

Note: This list includes common course numbering and other related course changes such as collisions and department/division prefix changes.



GRCC course numbers are changing. Make sure you don't take the same class twice.

Common Course Numbering (CCN) is a new program that makes commonly shared courses among Washington community and technical colleges have the same course number and title.

Recently, faculty from Washington state community and technical colleges have met to discuss the similarities in courses, and their course content. These courses, once identified, were then given the same course numbers and titles. For those students who transfer courses from one Washington state community college to another, this will make that translation for coursework much easier. These courses are identified by an "&" within the department abbreviation. For example: PSYCH 100 now becomes PSYC& 100.

If you have taken GRCC courses with the previous numbers, your transferability will not be affected. These courses will transfer just as they would before.

If a course is not labeled as a common course, it does not mean that transferability is limited. The course will be considered as transferable using the same course content requirements as before. It is always important that you check the course descriptions at www.greenriver.edu/catalog/courses/default.aspx for all course transferability information.

GRCC renamed and renumbered 265 courses during the CCN project. Be careful that you do not take the same course twice.

Contact your advisor or visit our web site for more information.

OLD COURSE NUMBER	OLD COURSE TITLE	OLD CREDITS	NEW COURSE NUMBER	NEW COURSE TITLE	NEW CREDITS
ACCOUNTING			ACCOUNTING		
B A 110	Practical Financial Accounting 1	5	ACCT 110		5
B A 111	Practical Financial Accounting 2	5	ACCT 111		5
B A 112	Quickbooks for Accounting	5	ACCT 112		5
B A 113	Practical Accounting	5	ACCT 113		5
B A 118	Individual Taxation	5	ACCT 118		5
B A 121	Payroll Accounting	5	ACCT 121		5
B A 130.1	Quickbooks: Introduction and Customer Satisfaction	1	ACCT 130.1		1
B A 130.2	Quickbooks: Vendor Transactions and Banking	1	ACCT 130.2		1
B A 130.3	Quickbooks: Create and Invent a Company	1	ACCT 130.3		1
B A 130.4	Quickbooks: Payroll and Balance Sheet	1	ACCT 130.4		1
B A 130.5	Quickbooks: Estimates, Job Costing, Time	1	ACCT 130.5		1
B A 175	Instructor Aide	5	ACCT 175	Accounting Instructor Aide	5
B A 210	Financial Accounting 1	5	ACCT& 201	Principles of Accounting I	5
B A 220	Financial Accounting 2	5	ACCT& 202	Principles of Accounting II	5
B A 230	Managerial Accounting	5	ACCT& 203	Principles of Accounting III	5
ANTHROPOLOGY			ANTHROPOLOGY		
ANTHR 100	Introduction to Anthropology	5	ANTH& 100	Survey of Anthropology	5
ANTHR 194	Special Topics	5	ANTH 194	Special Topics - Anthropology 1	5
ANTH 203	Principles of Archeology	5	ANTH& 204	Archeology	5
ANTHR 201	Biological Anthropology	5	ANTH& 205	Biological Anthropology	5
ANTHR 202	Sociocultural Anthropology	5	ANTH& 206	Cultural Anthropology	5
ANTHR 204	Introduction to Linguistic Anthropology	5	ANTH& 207	Linguistic Anthropology	5
ANTHR 205	Introduction to Medical Anthropology	5	ANTH& 235	Cross-Cultural Medicine	5
ANTHR 206	Introduction to Anthropology-Religion	5	ANTH& 234	Religion and Culture	5
ANTHR 210	Indians of North America	5	ANTH& 210	Indians of North America	5
ANTHR 215	NW Coast Indians: Nuu-Cha Nulth	5	ANTH 211	Nuu-Chah-Nulth Indians	5
ANTHR 220	Northwest Coast Indians	5	ANTH& 216	Northwest Coast Indians	5
ANTHR 265	Forensic Anthropology	5	ANTH& 236	Forensic Anthropology	5

OLD COURSE NUMBER	OLD COURSE TITLE	OLD CREDITS	NEW COURSE NUMBER	NEW COURSE TITLE	NEW CREDITS
ANTHR 273	Field Archeology	10	ANTH 273		10
ANTHR 294	Special Topics (Varies)	5	ANTH 294	Special Topics - Anthropology 2	5
ANTHR 298	Independent Study-Anthropology	5	ANTH 298	Independent Study - Anthropology 1	5
ANTHR 299	Independent Study-Anthropology	5	ANTH 299	Independent Study - Anthropology 2	5
ANATOMY-PHYSIOLOGY			ANATOMY-PHYSIOLOGY		
AP 205	Human Anatomy and Physiology 1	5	BIOL& 241		5
AP 206	Human Anatomy and Physiology 2	5	BIOL& 242		5
ART			ART		
ART 100	Introduction to Art	5	ART& 100	Art Appreciation	5
ASTRONOMY			ASTRONOMY		
ASTRO 100	Introduction to General Astronomy	5	ASTR& 100	Survey of Astronomy	5
ASTRO 101	General Astronomy	5	ASTR& 101	Introduction to Astronomy	5
BIOLOGY			BIOLOGY		
BIOL 100	Introductory Biology	5	BIOL& 100	Survey of Biology	5
			BIOL& 160	General Biology with Lab	5
BIOL 201	General Biology	6	BIOL& 211	Majors Cellular	6
BIOL 202	Animal Biology	6	BIOL& 212	Majors Animal	6
BIOL 203	Plant Biology	6	BIOL& 213	Majors Plant	6
BIOL 210	Microbiology	5	BIOL& 260		5
BUSINESS			BUSINESS		
B A 101	Business, Government and Society	5	BUS& 101	Introduction to Business	5
B A 200	Introduction to Law	5	POLS& 200	Introduction to Law	5
B A 205	Business Law	5	BUS& 201	Business Law	5
COMPUTER SCIENCE			COMPUTER SCIENCE		
C SCI 142	C++ Programming	5	CS& 131	Computer Science I C++	5
C SCI 143	C++ Data Structures	5	CS 132		5
C SCI 144	Java 1	5	CS& 141	Computer Science I Java	5
C SCI 145	Java 2	5	CS 145		5
CHEMISTRY			CHEMISTRY		
CHEM 101	Survey of General Chemistry	5	CHEM& 121	Introduction to Chemistry	6
CHEM 102	Survey Organic Chemistry and Biochemistry	5	CHEM& 131	Introduction to Organic/Biochemistry	6
CHEM 105	Introduction to General Chemistry	5	CHEM& 140	General Chemistry Prep w/Lab	5
CHEM 140	General Chemistry 1	6	CHEM& 161	General Chemistry w/Lab I	6
CHEM 150	General Chemistry 2	6	CHEM& 162	General Chemistry w/Lab II	6
CHEM 160	General Chemistry 3	6	CHEM& 163	General Chemistry w/Lab III	6
CHEM 235	Organic Chemistry	6	CHEM& 261	Organic Chemistry w/Lab I	6
CHEM 236	Organic Chemistry	6	CHEM& 262	Organic Chemistry w/Lab II	6
CHEM 237	Organic Chemistry	6	CHEM& 263	Organic Chemistry w/Lab III	6
CHINESE			CHINESE		
CHIN 101	Elementary Chinese 1	5	CHIN& 121	Chinese I	5
CHIN 102	Elementary Chinese 2	5	CHIN& 122	Chinese II	5
CHIN 103	Elementary Chinese 3	5	CHIN& 123	Chinese III	5
COMMUNICATION STUDIES			COMMUNICATION STUDIES		
COMM 100	Fund-Oral Communication	5	CMST 100		5
COMM 110	Interpersonal Communications	5	CMST& 210		5
COMM 177	Communication Work Experience	1-12	CMST 177	Communication Work Experience 1	1-12
COMM 178	Communication Work Experience	1-12	CMST 178	Communication Work Experience 2	1-12
COMM 179	Communication Work Experience	1-12	CMST 179	Communication Work Experience 3	1-12
COMM 194	Special Studies	5	CMST 194	Special Studies in Communications	5

OLD COURSE NUMBER	OLD COURSE TITLE	OLD CREDITS	NEW COURSE NUMBER	NEW COURSE TITLE	NEW CREDITS
COMM 212	Persuasion and Propaganda	5	CMST 212		5
COMM 215	Critical Analysis/Media	5	CMST 215		5
COMM 101	Basic Speech Communication	5	CMST& 220	Public Speaking	5
COMM 234	Small Group Leadership	5	CMST& 230	Small Group Communication	5
COMM 238	Intercultural Communication	5	CMST 238		5
COMM 245	Argumentation	5	CMST 245		5
COMM 299	Independent Study	5	CMST 299	Independent Study - Communications	5
CRIMINAL JUSTICE			CRIMINAL JUSTICE		
CRJ 100	Introduction to Criminal Justice	5	CJ& 101		5
CRJ 115	Fingerprint Science	5	CJ 115		5
CRJ 177	Cooperative Education	1-5	CJ 177	Criminal Justice Work Experience 1	5
CRJ 178	Cooperative Education	1-5	CJ 178	Criminal Justice Work Experience 2	5
CRJ 179	Cooperative Education	5	CJ 179	Criminal Justice Work Experience 3	5
CRJ 200	Individual Rights	5	CJ 200		5
CRJ 205	Criminal Evidence	5	CJ 205		5
CRJ 215	Criminology	5	CJ& 112		5
CRJ 220	Multicultural Diversity	5	CJ 220		5
CRJ 225	Criminal Law	5	CJ& 110		5
CRJ 230	Corrections	5	CJ& 105	Introduction to Corrections	5
CRJ 240	Community Oriented Policing	5	CJ 236		5
CRJ 255	Forensic Science	5	CJ& 240	Introduction Forensic Science	5
CRJ 294	Special Topics In Criminal Justice	5	CJ 294		5
CRJ 299	Independent Study	5	CJ 299	Independent Study - Criminal Justice	5
DRAMA			DRAMA		
DRAMA 102	Drama Appreciation	5	DRMA& 101	Introduction to Theatre	5
DRAMA 111	Rehearsal and Performance	5	DRMA 111	Rehearsal and Performance 1	5
DRAMA 112	Rehearsal and Performance	5	DRMA 112	Rehearsal and Performance 2	5
DRAMA 113	Rehearsal and Performance	5	DRMA 113	Rehearsal and Performance 3	5
DRAMA 141	Pop Culture In Movies and TV	5	DRMA 141		5
DRAMA 151	Acting-Living the Role	5	DRMA 151		5
DRAMA 152	Acting-Technical Aspects	5	DRMA 152		5
DRAMA 153	Acting Workshop	5	DRMA 153		5
DRAMA 298	Independent Study	5	DRMA 298	Independent Study - Drama	5
ECONOMICS			ECONOMICS		
ECON 200	Macroeconomics	5	ECON& 202	Macro Economics	5
ECON 201	Microeconomics	5	ECON& 201	Micro Economics	5
EDUCATION			EDUCATION		
EDEC 110	Child Development	5	EDUC& 115	Child Development	5
EDEC 193	The Exceptional Child	3	EDUC& 204	Exceptional Child	3
EDU 170	Introduction to Education	5	EDUC& 205	Introduction to Education w/Field Experience	5
EDU 193	Introduction to Special Education	3	EDUC 193		3
EDU 194	Education Special Topics 1	5	EDUC 194		5
EDU 195	Education Special Topics 2	5	EDUC 195		5
EDU 196	Education Special Topics 3	5	EDUC 196		5
EDU 210	Assisting Practicum	6	EDUC 210		6
EDU 240	Multicultural/Anti Bias	5	EDUC 240		5
EDU 270	Teacher Portfolio Review	1	EDUC 270		1
EDU 294	Education Special Topics 4	5	EDUC 294		5
EDU 295	Education Special Topics 5	5	EDUC 295		5

OLD COURSE NUMBER	OLD COURSE TITLE	OLD CREDITS	NEW COURSE NUMBER	NEW COURSE TITLE	NEW CREDITS
EDU 296	Education Special Topics 6	5	EDUC 296		5
ENGLISH			ENGLISH		
ENGL 102	Practical College Writing	5	ENGL 109	Writing for Trades/Professional Technology	5
ENGL 110	College Writing	5	ENGL& 101	English Composition I	5
ENGL 111	Writing: Humanities	5	ENGL 126		5
ENGL 112	Writing: Social Sciences	5	ENGL 127		5
ENGL 113	Research Writing: Science/Engineering/Business	5	ENGL 128		5
ENGL 131	Introduction to Short Fiction	5	ENGL& 112	Introduction to Fiction	5
ENGL 132	Introduction to Reading Drama	5	ENGL& 114	Introduction to Drama	5
ENGL 133	Introduction to Poetry	5	ENGL& 113	Introduction to Poetry	5
ENGL 135	Introduction to Novels	5	ENGL 115	Introduction to Novels	5
ENGL 151	Creative Writing 1	5	ENGL& 236	Creative Writing I	5
ENGL 152	Creative Writing 2	5	ENGL& 237	Creative Writing II	5
ENGL 154	Lit/Art Journalism Production	3	ENGL 239	Espial Workshop	5
ENGL 221	American Literature to 1860	5	ENGL& 244	American Literature I: American Literature to 1860	5
ENGL 222	American Literature: Civil War/WWI	5	ENGL& 245	American Literature II: Civil War to WWI	5
ENGL 223	American Literature: WWI to Present	5	ENGL& 246	American Literature III: WWI to Present	5
ENGL 224	American Ethnic Literature	5	ENGL 247		5
ENGL 225	African-American Literature	5	ENGL 248		5
ENGL 240	Introduction to Shakespeare	5	ENGL& 220		5
ENGL 244	English Literature: 7-16th Century	5	ENGL& 226	British Literature I: 7 th -16 th Century	5
ENGL 245	English Literature: 17-18th Century	5	ENGL& 227	British Literature II: 17 th -18 th Century	5
ENGL 246	English Literature: 19-21st Century	5	ENGL& 228	British Literature III: 19 th -21 st Century	5
ENGL 265	Literature of the Ancient World	5	ENGL& 254	World Literature I: Ancient World	5
ENGL 266	World Literature: 7-18th Century	5	ENGL& 255	World Literature II: 7 th to 18 th Century	5
ENGL 267	World Literature: 19-21st Century	5	ENGL& 256	World Literature III: 19 th to 21 st Cent	5
ENGL 268	Non-Western World Literature	5	ENGL 257		5
FRENCH			FRENCH		
FREN 101	Elementary French 1	5	FRCH& 121	French I	5
FREN 102	Elementary French 2	5	FRCH& 122	French II	5
FREN 103	Elementary French 3	5	FRCH& 123	French III	5
FREN 201	Intermediate French	5	FRCH& 221	French IV	5
ENGINEERING			ENGINEERING		
G E 100	Careers in Engineering	2	ENGR 100		2
G E 104	Innovations in Design	5	ENGR& 104	Introduction to Design	5
G E 106	Introduction to Engineering Problems	3	ENGR 106		3
G E 112	Statics	5	ENGR& 214	Statics	5
G E 120	Engineering Computational Tools	2	ENGR 120		2
G E 123	Engineering Graphics and 3D Model	5	ENGR& 114	Engineering Graphics	5
G E 140	Materials Science	5	ENGR 140		5
G E 177	Engineering Work Experience	1-12	ENGR 177	Engineering Work Experience 1	1-12
G E 178	Engineering Work Experience	1-12	ENGR 178	Engineering Work Experience 2	1-12
G E 179	Engineering Work Experience	1-12	ENGR 179	Engineering Work Experience 3	1-12
G E 198	Independent Study in Computer Programming	5	ENGR 198		5
G E 199	Independent Study in Design Project	5	ENGR 199		5
G E 235	Fund Electrical Circuits	5	ENGR& 204	Electrical Circuits	5
G E 240	Mechanics of Materials	5	ENGR& 225		5

OLD COURSE NUMBER	OLD COURSE TITLE	OLD CREDITS	NEW COURSE NUMBER	NEW COURSE TITLE	NEW CREDITS
G E 280	Thermodynamics	5	ENGR& 224		5
G E 281	Dynamics	5	ENGR& 215		5
GEOGRAPHY			GEOGRAPHY		
GEOG 100	Introduction to Geography	5	GEOG& 100		5
GEOG 108	Introduction to Human Geography	5	GEOG& 200	Human Geography	5
GEOG 200	World Regional Geography	5	GEOG 201		5
GEOLOGY			GEOLOGY		
GEOL 101	Physical Geology	5	GEOL& 101	Introduction Physical Geology	5
GEOL 200	Geology of National Parks	5	GEOL 200	Geological Investigation of National Parks	5
GEOL 208	Geology of the Northwest	5	GEOL& 208	Geology of Pacific NW	5
GERMAN			GERMAN		
GERM 101	Elementary German	5	GERM& 121	German I	5
GERM 102	Elementary German 2	5	GERM& 122	German II	5
GERM 103	Elementary German 3	5	GERM& 123	German III	5
HISTORY			HISTORY		
HIST 200	The Pacific Northwest	5	HIST& 214	Pacific NW History	5
HIST 221	United States to 1877	5	HIST& 136	US History 1	5
HIST 222	United States 1877 to Present	5	HIST& 137	US History 2	5
HIST 225	Women In US History	5	HIST& 215		5
JAPANESE			JAPANESE		
JAPAN101	Elementary Japanese 1	5	JAPN& 121	Japanese I	5
JAPAN102	Elementary Japanese 2	5	JAPN& 122	Japanese II	5
JAPAN103	Elementary Japanese 3	5	JAPN& 123	Japanese III	5
JOURNALISM			JOURNALISM		
JOURN201	Introduction to Mass Media	5	CMST& 102	Introduction to Mass Media	5
MATHEMATICS			MATHEMATICS		
MATH 102	Pre-Calculus 1	5	MATH& 141	Precalculus 1	5
MATH 104	Pre-Calculus 2	5	MATH& 142	Precalculus 2	5
MATH 107	Contemporary Mathematics	5	MATH & 107	Math in Society	5
MATH 124	Calculus and Analytic Geometry 1	5	MATH& 151	Calculus I	5
MATH 125	Calculus and Analytic Geometry 2	5	MATH& 152	Calculus II	5
MATH 126	Calculus and Analytic Geometry 3	5	MATH& 153	Calculus III	5
MATH 156	Finite Math-Business and Social Science	5	MATH 147	Finite Math-Business and Social Science	5
MATH 157	Calculus for Business and Social Science	5	MATH& 148	Business Calculus	5
MATH 224	Intermediate Analysis	5	MATH& 254	Calculus IV	5
MUSIC			MUSIC		
MUSIC 100	Music Survey	5	MUSC& 105	Music Appreciation	5
MUSIC 101	Fundamentals of Music	5	MUSC 101		5
MUSIC 103	American Popular Music	5	MUSC 103		5
MUSIC 104	Music in World Culture	5	MUSC 104		5
MUSIC 105	Introduction to Computer Music	5	MUSC 108		5
MUSIC 106	Computer Music Notation	5	MUSC 109		5
MUSIC 107	History of Jazz	5	MUSC 107		5
MUSIC 111	Music Theory 1	3	MUSC& 131		3
MUSIC 112	Music Theory 2	3	MUSC& 132		3
MUSIC 113	Music Theory 3	3	MUSC& 133		3
MUSIC 114	Ear Training 1	2	MUSC& 121		2
MUSIC 115	Ear Training 2	2	MUSC& 122		2
MUSIC 116	Ear Training 3	2	MUSC& 123		2
MUSIC 118	Concert Choir 1	3	MUSC 118		3

OLD COURSE NUMBER	OLD COURSE TITLE	OLD CREDITS	NEW COURSE NUMBER	NEW COURSE TITLE	NEW CREDITS
MUSIC 119	Concert Choir 2	3	MUSC 119		3
MUSIC 120	Concert Choir 3	3	MUSC 120		3
MUSIC 124	Musical Rehearsal and Performance	5	MUSC 124		5
MUSIC 127	Rendezvous Chambers Singers 1	5	MUSC 127		5
MUSIC 128	Rendezvous Chambers Singers 2	5	MUSC 128		5
MUSIC 129	Rendezvous Chambers Singers 3	5	MUSC 129		5
MUSIC 130.1	Private Instruction 1	1	MUSC 130.1		1
MUSIC 130.2	Private Instruction 2	1	MUSC 130.2		1
MUSIC 130.3	Private Instruction 3	1	MUSC 130.3		1
MUSIC 132	Class Piano	2	MUSC 140	Class Piano 1	2
MUSIC 133	Class Piano	2	MUSC 141	Class Piano 2	2
MUSIC 134	Class Piano	2	MUSC 142	Class Piano 3	2
MUSIC 218	Concert Choir 4	3	MUSC 218		3
MUSIC 219	Concert Choir 5	3	MUSC 219		3
MUSIC 220	Concert Choir 6	3	MUSC 220		3
MUSIC 227	Rendezvous Chambers Singers 4	5	MUSC 227		5
MUSIC 228	Rendezvous Chambers Singers 5	5	MUSC 228		5
MUSIC 229	Rendezvous Chambers Singers 6	5	MUSC 229		5
MUSIC 230.1	Private Instruction 4	1	MUSC 230.1		1
MUSIC 230.2	Private Instruction 5	1	MUSC 230.2		1
MUSIC 230.3	Private Instruction 6	1	MUSC 230.3		1
MUSIC 251	Music Theory 4	3	MUSC& 231		3
MUSIC 252	Music Theory 5	3	MUSC& 232		3
MUSIC 254	Ear Training 4	2	MUSC& 221		2
MUSIC 255	Ear Training 5	2	MUSC& 222		2
MUSIC 298	Independent Study	5	MUSC 298	Independent Study - Music 1	5
MUSIC 299	Independent Study	5	MUSC 299	Independent Study - Music 2	5
NURSE			NURSE		
NURSE 100	Nutrition	5	NUTR& 101		5
OCEANOGRAPHY			OCEANOGRAPHY		
OCEAN 101	Survey of Oceanography	5	OCEA& 101	Introduction to Oceanography	5
POLITICAL SCIENCE			POLITICAL SCIENCE		
P SCI 100	Introduction to Politics	5	POLS& 101	Introduction Political Science	5
P SCI 194	Special Topics	5	POLS 194	Special Topics - Political Science	5
P SCI 201	Comparative Politics	5	POLS& 204	Comparative Government	5
P SCI 202	US Government and Politics	5	POLS& 202	American Government	5
P SCI 203	International Relations	5	POLS& 203		5
P SCI 204	State/Local Government Politics	5	POLS 209		5
P SCI 207	American Political Participants	5	POLS 207		5
P SCI 298	Independent Study	5	POLS 298	Independent Study - Political Science	5
PHILOSOPHY			PHILOSOPHY		
PHIL 100	Introduction to Philosophy	5	PHIL& 101	Introduction to Philosophy	5
PHIL 120	Introduction to Logic	5	PHIL& 106	Introduction to Logic	5
PHYSICS			PHYSICS		
PHYS 105	Concepts of the Physical World	5	PHYS& 110	Physics Non-Science Majors with lab	5
PHYS 105	Concepts of the Physical World	5	PHYS& 110	Physics Non-Science Major with Lab	5
PHYS 110	Introduction to College Physics	5	PHYS& 114	General Physics I with Lab	5
PHYS 111	College Physics 2	5	PHYS& 115	General Physics II with Lab	5
PHYS 112	College Physics 3	5	PHYS& 116	General Physics III with Lab	5
PHYS 201	Physics/Science/Engineering	5	PHYS& 221	Engineering Physics I with Lab	5
PHYS 202	Physics/Science/Engineering	5	PHYS& 222	Engineering Physics II with Lab	5

OLD COURSE NUMBER	OLD COURSE TITLE	OLD CREDITS	NEW COURSE NUMBER	NEW COURSE TITLE	NEW CREDITS
PHYS 203	Physics/Science/Engineering	5	PHYS& 223	Engineering Physics III with Lab	5
PHYS 208	Electric and Magnetic Fields	2	PHYS 229		2
PHYS 221	Modern Physics	3	PHYS 225		3
PSYCHOLOGY			PSYCHOLOGY		
PSYCH 100	General Psychology	5	PSYC& 100		5
PSYCH 200	Human Sexuality	5	PSYC& 180		5
PSYCH 201	Personality	5	PSYC 201		5
PSYCH 209	Fundamentals of Psychological Research	5	PSYC 209		5
PSYCH 210	Developmental Psychology	5	PSYC& 200	Lifespan Psychology	5
PSYCH 220	Fundamentals of Physical Psychology	5	PSYC 225		5
PSYCH 250	Abnormal Psychology	5	PSYC& 220		5
PSYCH 298	Independent Study	5	PSYC 298	Independent Study - Psychology 1	5
PSYCH 299	Independent Study	5	PSYC 299	Independent Study - Psychology 2	5
SOCIOLOGY			SOCIOLOGY		
SOC 110	Survey of Sociology	5	SOC& 101	Introduction to Sociology	5
SOC 201	Social Problems	5	SOC& 201		5
SPANISH			SPANISH		
SPAN 101	Elementary Spanish	5	SPAN& 121	Spanish I	5
SPAN 102	Elementary Spanish	5	SPAN& 122	Spanish II	5
SPAN 103	Elementary Spanish	5	SPAN& 123	Spanish III	5
SPAN 201	Intermediate Spanish	5	SPAN& 221	Spanish IV	5
SPAN 202	Intermediate Spanish	5	SPAN& 222	Spanish V	5
SPAN 203	Intermediate Spanish	5	SPAN& 223	Spanish VI	5

COURSE DESCRIPTIONS

NEW COURSES

Aerospace and Advanced Manufacturing (AAM)

<p>AAM 101 (13) Principles of Precision Machining 1 Covers conventional machining, basic blueprint reading and math, health and safety, and introduction to Computer Numerical Control (CNC) machining. Coursework is divided between lab assignments, lecture and reading/workbook assignments. Students spend their time divided lecture and lab work each week with a significant amount of lab time dedicated to conventional mills and lathes. Basic computer skills are highly recommended: Windows, Internet and Email. PREREQUISITE: Eligible for MATH 072, READ 104 and ENGL 081; or instructor's permission.</p> <p>AAM 102 (13) Principles of Precision Machining 2 Covers advanced blueprint reading skills including understanding of Geometric Dimensioning and Tolerancing (GD&T), applied math skills including geometry and trigonometry, CNC machine programming and operation. Coursework is divided between lab assignments, lecture and reading/workbook assignments. Student spends a significant portion of the lab time dedicated to conventional mills and lathes. Basic computer skills are highly recommended: Windows, Internet and Email. PREREQUISITE: Eligible for MATH 072, READ 104 and ENGL 081; or instructor's permission.</p> <p>AAM 103 (13) Machine Maintenance 1 Covers industry and workplace safety awareness and practices in-depth. Prepares the entry level machine maintenance technician with the knowledge and skills necessary to maintain, diagnose, and repair elementary hydraulic and pneumatic systems. Introduces students to the fundamental mechanical concepts necessary for the installation, operation, and maintenance of industrial machinery. Students acquires the skills to design and interpret industrial prints</p>	<p>and component schematics. Basic computer skills are highly recommended: Windows, Internet and Email. PREREQUISITE: Eligible for MATH 072, READ 104 and ENGL 081; or instructor's permission.</p> <p>AAM 104 (13) Machine Maintenance 2 Covers techniques of assembling, rigging, and installing mechanical equipment. Students learn to work with mechanical transmission devices, including procedures for installation, removal, and maintenance. Upon completion students will have an understanding of preventive, predictive, corrective, and reliability-centered maintenance. Students study the development of a comprehensive maintenance program and learn how to use a computerized maintenance management system. Basic computer skills are highly recommended: Windows, Internet and Email. PREREQUISITE: Eligible for MATH 072, READ 104 and ENGL 081; or instructor's permission.</p> <p>AAM 105 (7) Quality Assurance 1 Helps student to select, set up and inspect machine parts, based on specifications and tolerancing standards. Students will learn to read and interpret GD&T information along with standard tolerances. Students practice set up, record measurements, and determines discrepancies in Co-Ordinate Measuring Machines (CMM). Basic computer skills are highly recommended: Windows, Internet and Email. PREREQUISITE: Eligible for MATH 072, READ 104 and ENGL 081; or instructor's permission.</p> <p>AAM 106 (7) Quality Assurance 2 Prepares the students for the knowledge and skills required to effectively write instructions or "tie-ins". Topics include operation of mechanical lifts, knowledge of the different fasteners and allowable substitutions, use of computer for data search and input, and understanding of statistical process controls. Basic computer skills are highly recommended: Windows, Internet and Email. PREREQUISITE: Eligible for MATH 072, READ 104; and ENGL 081; or instructor's permission.</p>
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<p>AAM 107 (7) Inspection 1 Prepares the students to read and interpret drawings for the inspection segment of the manufacturing industry. Includes drawing symbols, thread nomenclature, and dimension conversion: metric to inch and inch to metric, notes and title blocks, and dimensioning system. Students will get an understanding of assembly and manufacturing processes and safe working practices and emergency procedures. Basic computer skills are highly recommended: Windows, Internet and Email. PREREQUISITE: Eligible for MATH 072, READ 104 and ENGL 081; or instructor's permission.</p>
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<p>AAM 108 (7) Inspection 2 Helps the student to select and set up and inspect machine parts, based on specifications and tolerancing standards. Students learn to read and interpret Geometric Dimensioning & Tolerancing (GD&T) information along with standard tolerances. Students practice set-up, record measurements and determine discrepancies with Co-ordinate Measuring Machines (CMM). Basic computer skills are highly recommended: Windows, Internet and Email. PREREQUISITE: Eligible for MATH 072, READ 104 and ENGL 081; or instructor's permission.</p>

Auto Body Technology (ABODY)

<p>ABODY 102 (3) Introduction to Metal Fabrication Covers skills using various tools, equipment and processes of the automotive fabrication industry. Emphasizes measuring, welding, cutting, shaping and constructing auto parts of other various projects. This is a beginner's course where students are introduced to basic skills. PREREQUISITE: Instructor's permission.</p>
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Aviation Technology (AVIA)

AVIA 226 (5)
Advanced Instrument Pilot Ground School
 Provides students with information to pass the FAA instrument pilot written examination. Covers advanced instrument flight procedures and planning including radio navigation, IFR flight planning and decision-making, ATC procedures, and FAA regulations pertinent to instrument flight. FAA part 141 approved. **PREREQUISITE:** AVIA 111 or instructor's permission.

Biology (BIOL)

BIOL& 160 (5)
General Biology with Lab
 Introduces major concepts in cell biology, including science process, cell biochemistry, cell physiology and structure, molecular biology, genetics, and evolution. Course is a prerequisite for professional health-science programs. Format includes group work in a laboratory setting. Intended for health science majors. Strongly recommend MATH 097 or higher and CHEM& 121. **PREREQUISITE:** ENGL& 101 with a grade of 2.0 or higher. *Satisfies a lab or natural science requirement for AA degree.*

Communication Studies (CMST)

CMST 222 (1-2)
Advanced Public Speaking Module
 Offers students who have taken a beginning public speaking course. An opportunity to enhance the public speaking skills learned in their previous course by presenting at least two speeches. Students also learn skills that will enable them to coach other students wishing to improve their presentations. Course also entails a review of the principles of effective public speaking, observing coaching sessions in the GRCC Public Speaking Center, and actively coaching other students in the Public Speaking Center. Course is useful for future teachers, as well as any student whose future careers or community involvement will require delivering

presentations. **PREREQUISITE:** CMST 220 with a grade of 3.2 or higher; and instructor's permission.

Drama (DRMA)

DRMA 102 (5)
Contemporary American Theatre
 Introduces the student to trends in American theatre beginning with the early 20th-Century and continuing to today. Course will focus on the evolution of American playwriting, the changes in the theatrical arts to include scenic, costume, lighting and sound design. Course regards drama as one of the performing arts and not as literature. *Satisfies a humanities/fine arts/English requirement for the AA degree.*

DRMA 211 (5)
Rehearsal and Performance 3
 Students participate in play production and performance on an intermediate level to include featured roles in plays and musicals on stage; and/or backstage as costume designer, set designer, props master, or choreographer, etc.

DRMA 212 (5)
Rehearsal and Performance 4
 Students participate in play production and performance on an advanced level to include leading roles in plays and musicals; or work as stage manager, costume designer, set designer, props master or choreographer, etc. **PREREQUISITE:** DRMA 211.

DRMA 213 (5)
Rehearsal and Performance 5
 Students participate in play production and performance on an advanced level to include leading roles in plays and musicals, or work as assistant director, stage manager or lead designer. **PREREQUISITE:** DRMA 212.

DRMA 154 (5)
Improvisation 1
 Offers students of all experience levels the opportunity to learn improvisational skills to supplement and enhance acting technique. Students will actively participate in theatre

games relying heavily on the technique of Viola Spolin, Paul Sills and others. *Satisfies a humanities/fine arts/English requirement for AA degree.*

DRMA 155 (5)
Improvisation 2
 Offers students of all experience levels the opportunity to learn improvisational skills to supplement and enhance acting technique. Students who have taken DRMA 154 will act as team leaders in exercises. Students will actively participate in theatre games relying heavily on the technique of Viola Spolin, Paul Sills and others.

DRMA 156 (5)
Improvisation 8
 Offers students of all experience levels the opportunity to learn improvisational skills to supplement and enhance acting technique. Students who have taken DRMA 155 will act as games facilitators and referees. Students will actively participate in theatre games relying heavily on the technique of Viola Spolin, Paul Sills and others.

English Speakers of Other Languages (ESOL)

ESOL 047-049 (1-5)
ESOL Conversation Support-Level 4-6
 To provide additional support for current students in ESOL 014, 015 or 016 who need to improve their conversational skills. **PREREQUISITE:** Instructor's permission. *This is a pass/no credit course.*

ESOL 072 (1-15)
ESOL Intensive Writing Level 2
 For ESOL Level 2 students who have much stronger speaking/listening skills than reading/writing skills for their level. It is for students who want to improve their writing skills. **PREREQUISITE:** Instructor's permission. *This is a pass/no credit course.*

ESOL 073 (1-15)

ESOL Intensive Writing Level 3

For ESOL Level 3 students who have much stronger speaking/listening skills than reading/writing skills for their level. It is for students who want to improve their writing skills. PREREQUISITE: Instructor's permission. *This is a pass/no credit course.*

ESOL 074 (1-15)

ESOL Intensive Writing Level 4

For ESOL Level 4 students who have much stronger speaking/listening skills than reading/writing skills for their level. It is for students who want to improve their writing skills. PREREQUISITE: Instructor's permission. *This is a pass/no credit course.*

ESOL 091 (1-15)

Special Topics 1

Prepares ESOL students to enter an I-BEST program. Course content varies each time it is offered. It may include English language skills for specific content areas such as Early Childhood Education, Welding, or Health Services. For ESOL students in Level 1. *This is a pass/no credit course.*

Geographic Information Systems (GIS)

GIS 104 (3)

Introduction to Geospatial Technology

Provides an introduction to geospatial technology including geographic information systems (GIS), remote sensing (RS), global positioning systems (GPS), and other emerging online mapping technologies. Explores the GIS profession, types of jobs in the field, required skills, and GIS programs offered at GRCC and four-year institutions. Course is designed for everyone interested in learning how to apply geospatial technology in their field of study. Covers the wide range of geospatial technology software including Google Earth, GPS, ArcGIS Explorer online, web mapping, ArcGIS desktop including ArcMap and ArcCatalog.

GIS 192 (5)

GIS for Natural Resources

Provides an overview with hands-on experience with ArcGIS tools and functionality in Natural Resources applications. Emphasizes the three principal components of ArcGIS: ArcMap, ArcCatalog, and ArcToolbox. Provides hands-on practical exercises using field data in various formats including shapefiles, coverages, geodatabase feature classes, and raster data. Explores how to use geospatial datasets already available and how to create, modify or build new databases, as well as how to download data from the Internet. Students create, manage, analyze, and display georeferenced datasets and finished maps. PREREQUISITE: Second year Natural Resources student completed one of these courses: GIS 102, GIS 104, NATRS 172 and MATH 072 or MATH 097; or instructor's permission.

Humanities (HUMAN)

HUMAN 146 (5)

Introduction to Chinese Culture and Life

Students learn about various aspects of Chinese traditional and modern culture. Key features of Chinese culture such as history, philosophy, nationalities, arts and language will be incorporated. There will also be integration of other well-known cultural aspects such as martial arts, foods and traditional medicine. Students will understand primary differences between Chinese core culture and Western culture. Students discuss the role of traditional culture in the current economic development of China. RECOMMEND: College-level reading. PREREQUISITE: Eligible for ENGL 100. *Satisfies a humanities/fine arts/English requirement for AA degree.*

Information Technology (IT)

IT 248 (5)

Implementing and Securing Microsoft Applications Services

An overview of Microsoft Windows application services, including Windows Deployment Services, Hyper-V services, high availability, Remote App, Remote Desktop, Web services infrastructure, SSL Security, and

streaming media. PREREQUISITE: IT 160 or instructor's permission.

Nursing (NURSE)

NURSE 194 (1-6)

Special Studies-Nursing

Enables students to pursue areas of special interest in the nursing field such as gerontology, adult critical care, pediatrics, and fetal monitoring.

NURSE 200 (4)

Nursing 5: Advanced Medical Surgical Nursing

Advanced medical surgical nursing focuses on the application of the nursing process in the care of adults with medically complex health impairments. Nursing theory and evidenced-based concepts utilized will promote and maintain safe and effective health care with culturally diverse patients. Emphasis will be placed on the prioritization of care through collaboration with the interdisciplinary health care team, patients, and their families.

NURSE 201 (6)

Nursing 5: Community Lab

Community lab experience planned concurrently with NURSE 200 in a variety of health care settings. PREREQUISITE: Unencumbered Practical Nursing License and concurrent enrollment in NURSE 200 and instructor's permission. PREREQUISITE: Unencumbered Practical Nursing License and instructor's permission.

NURSE 202 (2)

Advanced Pharmacology

Focuses on pharmacologic principles, indications, nursing implications, and dosage calculations related to drug therapy in the care of individuals with complex health care needs. Emphasis will be placed on medications used for clients who have acute or chronic cardiovascular, oncology, or neurological conditions, and individuals with multi-system dysfunction. PREREQUISITE: Unencumbered Practical Nursing License and instructor's permission.

NURSE 203 (2)
Transcultural and Community Nursing
 Provides students with an in-depth study of the humanistic and scientific practices in nursing. Focuses on the differences and similarities among cultures with respect to human care, health, and illness, based upon cultural values, beliefs, and practices. This knowledge will be used to provide culturally specific or culturally congruent nursing care to individuals, families, and the community. PREREQUISITE: Unencumbered Practical Nursing License and instructor's permission.

NURSE 204 (4)
Nursing 6: Nursing of Childbearing Families
 Nursing interventions focusing on health promotion, restoration, and support to childbearing families. Focuses on the care, counseling, and education of childbearing families. Didactic and clinical learning opportunities focus on nursing practice with expectant mothers, neonates and their families. Provides the theoretical basis for the nursing management of developmental and pathological human responses related to healthy and high risk childbearing families. PREREQUISITE: Unencumbered Practical Nursing License and successful completion of NURSE 200, 201, 202, and 203; and instructor's permission.

NURSE 205 (6)
Nursing 6: Community Lab
 Lab experience planned concurrently with NURSE 204 in campus lab and clinical settings. PREREQUISITE: Unencumbered Practical Nursing License and successful completion of NURSE 200, 201, 202, and 203; and instructor's permission.

NURSE 206 (2)
Professionalism and Leadership in Nursing
 Focuses on current nursing issues with an emphasis on legal, ethical and political processes on professional nursing care and health care delivery. Responsibility for continued professional development is emphasized with an opportunity to explore management and leadership within an area of interest. PREREQUISITE: Unencumbered

Practical Nursing License and instructor's permission.

NURSE 207 (4)
Nursing 7: Mental Health Nursing
 Course furthers the student's knowledge in psychiatric function and those associated disorders commonly encountered in nursing practice. Covers illness, illness prevention, and health promotion for individuals, families, and groups experiencing actual or potential alterations in mental health. PREREQUISITE: Unencumbered Practical Nursing License and instructor's permission.

NURSE 208 (6)
Nursing 7: Community Lab
 Community lab experience planned concurrently with NURSE 207 in a variety of health care settings. PREREQUISITE: Unencumbered Practical Nursing License and concurrent enrollment in NURSE 207 and instructor's permission.

NURSE 209 (2)
Introduction to Nursing Informatics
 Introduces nursing students to the application of computer technology to the health care profession. PREREQUISITE: Unencumbered Practical Nursing License and instructor's permission.

NURSE 294
Special Studies in Nursing 2
 Enables students to pursue areas of special interest in the nursing field such as neonatal intensive care, adult critical care, advanced pediatrics, and advanced fetal monitoring.

Nutrition (NUTR)

NUTR& 101 (5)
Nutrition
 Introduction to the role of nutrition in human health. Topics include human metabolism, utilization of nutrients, nutritive value of foods, factors that affect eating habits, food advertising, nutrition and disease, and establishing a healthy lifestyle. This course is particularly suitable for health occupations students. Formerly NURSE 100.

Psychology (PSYC)

PSYC 240 (5)
Social Psychology
 Covers theories and supporting research that explore the area of social psychology. Topics may include the social self, stereotypes, prejudice and discrimination, attitudes, persuasion, group influence, conformity and obedience, attraction and close relationships, aggression and helping others. PREREQUISITE: PSYC& 100. *Satisfies a social science requirement for AA degree.*

Sociology (SOC)

SOC 205 (5)
Sociology of Disability
 A sociological study of disability includes the implications of disability on identity formation and social policies. Examination also includes the intersectionality of disability with other categories such as race, gender, sexual orientation and social class. Investigates the Disability Rights Movement, from the enactment of the American with Disabilities Act to the development of the model of Universal Design. PREREQUISITE: Eligible for ENGL& 101 or instructor's permission. *Satisfies a social science and the diversity course requirement for AA degree.*

(1-6)

REVISED COURSES

American Minority and Ethnic Studies (AMES)

AMES 100 (5)
Introduction to Minority and Ethnic Studies
 Social and historical overview of the interrelationships between Native American, African American, Latino and Asian Americans in the United States. Focuses on relations with each other and with the dominant society. PREREQUISITE: Eligible for ENGL 100. *Satisfies a social science and the diversity course requirement for AA degree.*

AMES 150 (5)
Race and Ethnicity in the Pacific
 An interdisciplinary social and theoretical overview of the interrelationships that exist among various groups in the Northwest consisting of Washington, Oregon, and Idaho. Focuses on the historical, economical, political and social connections of Native American, African American, Latino/a, and Asian American/Pacific Islander with each other and with the dominant society. PREREQUISITE: Eligible for ENGL 100 or instructor's permission. *Satisfies a social science and the diversity course requirement for AA degree.*

Anatomy-Physiology (AP)

AP 100 (5)
Survey of Human Anatomy and Physiology
 Covers the basics of human anatomy and physiology including anatomical terminology, basic biochemistry, cells and tissues, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. Introduces common human disease processes. Prepares non-science majors and allied-health profession students to take advanced anatomy and physiology courses. PREREQUISITE: Eligible for ENGL& 101. *Satisfies a natural science requirement for AA degree.*

AP 102 (5)
Bringing Anatomy and Physiology to Life
 Intended for students interested in taking human anatomy and physiology without going into the depth of the other GRCC anatomy/physiology course. Intended for non-science majors and for students not pursuing an allied health career. Develops an understanding of the structure and function of some of the key systems in the human body. Non-lab science course. PREREQUISITE: Eligible for ENGL& 101 or MATH 072. *Satisfies a natural science requirement for AA degree.*

AP 103 (5)
Essentials of Human Anatomy-Physiology 1
 Introductory course in human anatomy and physiology. First of a two-quarter sequence including the study of structure and function of cells, tissues, and the integumentary, skeletal, muscular, and nervous systems. Introduces common human disease processes. Laboratory component includes anatomical studies using microscopy and dissection and the study of physiological concepts via experimentation. AP 100 strongly recommended. PREREQUISITE: Eligible for ENGL& 101. *Satisfies a lab or natural science requirement for AA degree.*

AP 104 (5)
Essentials of Human Anatomy-Physiology 2
 Introductory course in human anatomy and physiology. Second of a two-quarter sequence including the study of the endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. Introduces common human disease processes. Laboratory component includes anatomical studies using microscopy and dissection and the study of physiological concepts via experimentation. PREREQUISITE: AP 103 and eligible for ENGL& 101. *Satisfies a lab or natural science or requirement for AA degree.*

AP 210 (1)
Cadaver Anatomy
 Comprehensive review of human cadaver anatomy for health professionals and students of the health professions. Covers major muscles, skin, bones and joints, internal organs, blood vessels, the brain, spinal cord and major nerves. Uses dissected cadavers to

study anatomical variations, pathologies, and anatomical change due to the aging process. PREREQUISITE: Concurrent enrollment in AP 104 or BIOL& 242 and eligible for ENGL& 101; or instructor's permission. *Satisfies a natural science requirement for AA degree.*

Astronomy (ASTR)

ASTR& 100 (5)
Survey of Astronomy
 Introduces the history of astronomy, star formation, life cycle and death, galactic astronomy, the beginning and evolution of the universe, solar system formation and operation, and the possibility of intelligent life elsewhere in the universe. Does not include a laboratory experience. Not open to students who have taken ASTR& 101. PREREQUISITE: Eligible for ENGL& 101. *Satisfies a natural science requirement for AA degree.* Formerly ASTRO 100.

Aviation (AVIA)

AVIA 103 (5)
Aviation History and Careers
 Provides students with a clear understanding of aviation, its history, and technological developments in the past, and future. Also addresses the range of career opportunities in the field of aviation, including flight instructor, airline captain, air traffic controller, and aircraft dispatcher. Formerly AVIA 213.

AVIA 201 (5)
Air Traffic Control 1
 Introduces radar and non-radar air traffic control, flight data processing, aircraft communication, FAA separation standards, controller techniques, and airspace management. Covers computer simulation of ATC problems. PREREQUISITE: AVIA 216 or 225, or concurrent enrollment or instructor's permission.

AVIA 211 (5)
Aerodynamics for Pilots
 Covers aerodynamic forces, symbols-equations, airspeed measurements, the four forces of light, jet aircraft performance, propeller aircraft performance, helicopter

aerodynamics, stability, takeoff and landing performance. *Changed credits from 3 to 5.*

AVIA 216 (5)
Basic Instrument Pilot Ground School
 Provides students with information to pass the FAA instrument pilot written examination. Covers basic instrument flight procedures and planning including radio navigation, IFR flight planning and decision-making, ATC procedures, and FAA regulations pertinent to instrument flight. FAA part 141 approved. PREREQUISITE: AVIA 111 and concurrent enrollment in AVIA 226; or instructor's permission.

AVIA 220 (5)
Flight Instructor Ground School
 Prepares students to pass the FAA fundamentals of instructing, basic ground instructor, advanced ground instructor and flight instructor-airplane written tests. Covers aviation instruction methods, the learning process, elements of effective teaching and lesson planning. Also covers aerodynamics, aircraft systems, aviation weather, flight maneuvers and navigation. PREREQUISITE: AVIA 111, 216 and 218.

AVIA 243 (2)
Helicopter Pilot Instrument Flight 2
 Qualifies students to obtain and/or update skills and knowledge necessary for the instrument pilot flight proficiency requirements in a helicopter. A local authorized flight school will provide all in-flight instruction.

AVIA 245 (2)
Professional Pilot Commercial Flight 1
 Qualifies students to obtain and/or update skills and knowledge necessary for 33% of commercial pilot flight proficiency training. A local authorized flight school will provide all in-flight instruction.

AVIA 247 (2)
Professional Pilot Commercial Flight 3
 Qualifies students to obtain and/or update skills and knowledge necessary for commercial pilot flight proficiency requirements in an

airplane. A local authorized flight school will provide in-flight instruction. PREREQUISITE: AVIA 246.

AVIA 255 (2)
Professional Pilot Instrument Flight 1
 Qualifies students to obtain and/or update skills and knowledge necessary for 33% of the instrument pilot flight proficiency requirements. A local authorized flight school will provide all in-flight instruction.

AVIA 257 (2)
Professional Pilot Instrument Flight 3
 Qualifies students to obtain and/or update skills and knowledge necessary for instrument pilot flight proficiency requirements in an airplane. A local authorized flight school will provide in-flight instruction. PREREQUISITE: AVIA 256.

BIOLOGY (BIOL)

BIOL& 100 (5)
Survey of Biology
 Presents fundamental topics from all areas of modern biology including the environment, ecology, physiology and cell biology to non-biology majors. Uses examples from all the kingdoms of life. PREREQUISITE: Eligible for ENGL& 101. *Satisfies a lab or natural science requirement for AA degree.* Formerly BIOL 100.

BIOL 125 (3-5)
Field Studies
 Focuses on natural history, ecological and environmental topics at specific geographical areas, and involves online, classroom and field work. A reference letter is required. PREREQUISITE: Instructor's permission. Students must be able to walk 3-7 miles in one day, sleep outside, and follow class and instructor guidelines. PREREQUISITE: Eligible for ENGL& 101.

BIOL 127 (5)
Natural Science of Australia and New Zealand
 Focuses on the ecology of Australia and New Zealand, including ecosystems and human impact on ecosystems. Investigates the biodiversity, characteristics, and interactions of Australian flora and fauna within various habitats and ecosystems. Involves field observations and experiences. Does not meet the lab requirement. PREREQUISITE: Enrollment in Australia Study Abroad Program and eligible for ENGL& 101. *Satisfies a natural science requirement for AA degree.*

BIOL 140 (1)
Field Trips in Biology
 Explores various biological ecosystems of the Pacific Northwest. Locations of the field trips vary from year to year. PREREQUISITE: Eligible for ENGL& 101 and instructor's permission. Satisfies an activity requirement for AA degree.

BIOL 177 (1-12)
Biology Work Experience
 Allows students to work full or part-time in jobs directly related to their programs and interests. Students may receive a salary or volunteer. PREREQUISITE: Concurrent enrollment in COOP 171; and eligible for ENGL& 101; and instructor's permission.

BIOL 194 (1-5)
Special Topics in Biology 1
 Focuses on topics such as bird study, local plants, and environmental issues such as timber management and pollution in Puget Sound. Instructor lectures, leads class and group discussion and readings. May be repeated when a different topic is presented. PREREQUISITE: Eligible for ENGL& 101.

BIOL 195 (1-4)
Special Topics in Biology 2
 A lab component that may be linked to BIOL 194. Focuses on topics such as bird study, local plants, and environmental issues such as timber management and pollution in Puget Sound. PREREQUISITE: Eligible for ENGL& 101.

BIOL& 212 (5)
Majors Animal
 Surveys the animal kingdom in the context of evolution, taxonomic classification, fundamental physiology, and fundamental ecology. Focuses on selected representatives of the animal kingdom. Laboratory portion of this class corresponds to selected lecture topics, and provides hands-on experience. PREREQUISITE: BIOL& 211 and eligible for ENGL& 101. *Satisfies a lab or natural science requirement for AA degree.* Formerly BIOL 202.

BIOL& 213 (5)
Majors Plant
 Covers the phylogenetic relationships of flowering plants, photosynthesis, plant structure and function, water and mineral nutrition, control of growth and development, and animal and plant ecology. Presents topics using a problem solving approach to plant biology through observation and discussion. Stresses independent laboratory work. Successful students apply their understanding of the principles taught to new situations. PREREQUISITE: BIOL& 211 and eligible for ENGL& 101. *Satisfies a lab or natural science requirement for AA degree.* Formerly BIOL 203.

BIOL& 241 (5)
Human Anatomy-Physiology 1
 First of a two-quarter sequence covering the study of human structure and function. Includes the study of cells, tissues and the integumentary, skeletal, muscular and nervous systems. Explores mechanisms of common human disease processes. Laboratory component includes anatomical studies using microscopy, palpation, and dissection and the study of physiological concepts via experimentation. Prepares transfer students for careers in health profession fields. PREREQUISITE: Eligible for ENGL& 101; and AP 104 or BIL& 160 or BIOL& 211, all with a grade of 2.0 or higher; or instructor's permission. *Satisfies a lab or natural science requirement for AA degree.* Formerly AP 205.

BIOL& 242 (5)
Human Anatomy-Physiology 2
 Second of a two-quarter sequence covering the study of human structure and function. Includes the study of endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. Explores mechanisms of common human disease processes. Laboratory component includes anatomical studies using microscopy, palpation, and dissection and the study of physiological concepts via experimentation. Prepares transfer students for careers in health professions. PREREQUISITE: BIOL& 241 with a minimum grade of 2.0 and eligible for ENGL& 101. *Satisfies a lab or natural science requirement for AA degree.* Formerly AP 206.

BIOL& 260 (5)
Microbiology
 requirement for AA degree. Formerly BIOL 210.
 Introduces the characteristics and activities of microorganisms with emphasis on the role of microorganisms in medicine, the environment and industry. Topics include microbial classification, growth, metabolism, the role of microorganisms in disease, and immune responses of the host. Laboratory portion includes culture, identification and control of selected microorganisms. PREREQUISITE: AP 104, BIOL& 212, or BIOL& 242; and eligible for ENGL& 101; or instructor's permission. *Satisfies a lab or natural science requirement for AA degree.*

BIOL 298 (1-5)
Independent Study in Biology
 Independent study of selected topic(s) in various areas of the biological sciences. Student and instructor determine topics and scope. Successful students apply their understanding of the principles taught to new situations. PREREQUISITE: Eligible for ENGL& 101 and instructor's permission.

Business Management (BUS)

BUS& 201 (5)
Business Law
 Focuses on business law and the regulation of business activities. Emphasizes contracts, the uniform commercial code, sales and secured transactions, bankruptcy, and third party contract rights. Illustrates concepts using the case method presentation approach. PREREQUISITE: READ 094 with a grade of 2.0 or higher; or eligible for READ 104; and POLS& 200; or instructor's permission. **Satisfies a social science requirement for AA degree.** Formerly B A 205.

Business Education (BUS E)

BUS E 112 (5)
Beginning Word
 Introduces the basic skills of Microsoft Word. Focuses on creating, saving, and printing a document; editing and managing documents; formatting characters and paragraphs; using spellchecker, autocorrect, thesaurus, word count and grammar tools; conducting find and replace; using AutoText; manipulating tabs, merging documents, creating headers, footers, footnotes and end notes. A minimum typing speed of 30 wpm is recommended. PREREQUISITE: BUS E 100 with a grade of 2.0 or higher; or instructor's permission.

BUS E 117 (2)
Exploring PowerPoint
 Students learn to create and deliver easy, effective, professional-looking presentations using Microsoft PowerPoint. PREREQUISITE: BUS E 100 or instructor's permission.

BUS E 130 (5)
Business Correspondence
 Emphasizes techniques to develop and compose psychologically-sound business letters and memorandums dealing with good news, bad news, and persuasive messages. Teaches students to write a clear and well-organized business report. PREREQUISITE: BUS E 100 with a grade of 2.0 or higher; eligible for

ENGL 100 and READ 104; or instructor's permission.

BUS E 132 (5)

Business Communication Applications

Introduces PowerPoint, Outlook and One Note. Focuses on the applications' basic tools and their usage in business. PREREQUISITE: BUS E 100 with a grade of 2.0 or higher; or instructor's permission.

BUS E 140 (5)

Records Management

Introduces filing methods, related rules and applications for paper and electronic records management. Uses Microsoft Access extensively for lab applications. Students create appropriate electronic file structures for various record volumes. Covers filing equipment, supplies, microfilms, vital records plan, retention scheduling, and the records life cycle process. RECOMMEND: BUS E 185. PREREQUISITE: BUS E 100 with a grade of 2.0 or higher; or instructor's permission.

BUS E 142 (5)

Basic Concepts of Healthcare Delivery Systems

Introduces the organization, financing, regulatory and delivery structures of healthcare services, providers, payers, and agencies in the U.S.. Focuses on the healthcare organization, accreditation standards, payment and reimbursement systems. Addresses current issues in healthcare to enrich the students understanding and breadth of knowledge of the U.S. healthcare system, along with the roles and functions of various healthcare professionals. PREREQUISITE: AP 100 or AP 103, BUS E 100 with a grade of 2.0 or higher; and ENGL 108; or instructor's permission.

BUS E 150 (5)

Introduction to Windows

Introduces Microsoft Windows graphical user interface, the preparation of text and graphics documents, and the management of windows on the desktop. Includes the customization of the Windows desktop, techniques for working with files, folders and documents, and

communication with other computers through the Internet. PREREQUISITE: BUS E 100 with a grade of 2.0 or higher; or instructor's permission.

BUS E 157 (2)

Introduction to Outlook

Focuses on the application's basic tools for sending and receiving e-mails; organizing schedules and events; making journal entries; and maintaining contact lists, to-do lists, and notes. Covers some customization. PREREQUISITE: BUS E 100 with a grade of 2.0 or higher; or instructor's permission.

BUS E 162 (5)

Introduction to Excel

Introduces the basic skills for developing spreadsheets in Microsoft Excel. Students prepare and format worksheets, and maintain and enhance workbooks. PREREQUISITE: BUS E 100 with a grade of 2.0 or higher; or instructor's permission.

BUS E 184 (5)

Internet and Basic Web Design

Students apply the necessary online skills to be successful using the Internet. Topics include understanding and using the Internet, Web, FTP, E-mail, HTML, Web graphics, browsers, browser plug-ins, relative/absolute addressing, and other related aspects. Students produce a Web site using a variety of available technologies. PREREQUISITE: BUS E 100 with a grade of 2.0 or higher; or instructor permission. RECOMMEND: BUS E 150 or IT 110.

BUS E 185 (5)

Introduction to Microsoft Access

Provides students with introductory Microsoft Access database training, specifically storage of data in a logical manner for later retrieval and use in the business environment. PREREQUISITE: BUS E 100 with a grade of 2.0 or higher; or instructor's permission.

BUS E 250 (5)

Office Relations and Procedures

Provides instruction and activities directed toward technology, communication, and

human relations skills of the administrative support professional. Topics include organizational structures, virtual offices, teamwork, anger, stress and time management; ethics, diversity, and sexual harassment; communication essentials, customer service, postal services, telecommunications, meetings and travel, job search, and leadership elements. PREREQUISITE: BUS E 100 with a grade of 2.0 or higher; BUS E 130; and eligible for ENGL& 101; or instructor's permission.

BUS E 266 (5)

Inside Microsoft Office

Focuses on the use of advanced Microsoft Office including object linking and embedding (OLE) and the integration of applications. Enhances prior application skills through the use of macros and switchboards. These skills culminate in a professional PowerPoint group presentation that also incorporates Word, Excel, and Access concepts. PREREQUISITE: BUS E 100 with a grade of 2.0 or higher; or IT 101. RECOMMEND: BUS E 112, BUS E 150, BUS E 162, and BUS E 185.

Chemistry (CHEM)

CHEM& 121 (5)

Introduction to Chemistry

Beginning course for the non-science student interested in chemistry with less mathematical rigor than CHEM& 140. Together with CHEM& 131, it satisfies the chemistry requirement for many students in the allied health sciences and related fields. PREREQUISITE: MATH 072 or eligible for MATH 097; and eligible for ENGL& 101. Satisfies a lab or natural science requirement for AA degree. Formerly CHEM 101.

CHEM& 131 (5)

Introduction to Organic Chemistry and Biochemistry

Satisfies allied health program requirements. Covers structure, nomenclature and reactions of organic and biological compounds, and applications to living systems. PREREQUISITE: CHEM&121 with a grade of 2.0 or higher or instructor's permission and eligible for ENGL&

101. *Satisfies a lab or natural science requirement for AA degree.* Formerly CHEM 102.

CHEM& 140 (5)

General Chemistry Prep with Lab

Prepares students planning to enroll in the science and engineering majors sequence (CHEM& 161, 162 and 163) who have not completed a one-year high school chemistry course or who need a refresher course prior to entering CHEM& 161. Stresses metric conversions, inorganic naming, equation writing and quantitative aspects of chemistry. PREREQUISITE: A grade of 2.0 or higher in MATH 072; or one year of high school algebra; or concurrent enrollment in MATH 097; or eligible for MATH& 141 or higher. Eligible for ENGL& 101. RECOMMEND: Eligible for READ 104. RESTRICTION: Students who have completed one year of high school chemistry may not be able to transfer more than five credits from CHEM& 121, 131 and 161. *Satisfies a lab or natural science requirement for AA degree.* Formerly CHEM 105.

CHEM& 161 (6)

General Chemistry with Lab I

For science, engineering and other majors who plan to take a year or more of chemistry. Covers the structure of matter, solution chemistry (acid-base and oxidation-reduction), stoichiometry of reactions in solution, thermochemistry, atomic and electronic structure and quantitative relationships. PREREQUISITE: A grade of 2.0 or higher in CHEM& 140 or a one-year high school chemistry course; and concurrent enrollment in MATH& 141 or eligible for MATH& 142 or higher; or instructor's permission. Eligible for ENGL& 101. *Satisfies a lab or natural science requirement for AA degree.* Formerly CHEM 140.

CHEM& 162 (6)

General Chemistry with Lab II

Continuation of CHEM& 161. Covers modern atomic theory, chemical bonding, molecular and electronic structure, valence bond theory, liquids and solids, and intermolecular forces. PREREQUISITE: A grade of 2.0 or higher in CHEM& 161 and concurrent enrollment in

MATH& 142 or MATH 147; or eligible for MATH& 151 or higher; or instructor's permission. Eligible for ENGL& 101. *Satisfies a lab or natural science requirement for AA degree.* Formerly CHEM 150.

CHEM& 163 (6)

General Chemistry with Lab III

Continuation of CHEM& 162. Covers metals and non-metals, electrochemistry, nuclear reactions and coordination compounds, thermodynamics, kinetics, equilibrium, acid-base and solubility equilibria. PREREQUISITE: A grade of 2.0 or higher in CHEM& 162 and eligible for MATH& 151 or higher, or instructor's permission. Eligible for ENGL& 101. *Satisfies a lab or natural science requirement for AA degree.* Formerly CHEM 160.

CHEM 177 (1-12)

Chemistry Work Experience

Allows students to work full or part-time in jobs directly related to their programs and interests. Students may receive a salary or volunteer. PREREQUISITE: Concurrent enrollment in COOP 171 and instructor's permission; and eligible for ENGL& 101.

CHEM 194 (1-5)

Special Topics – Chemistry I

Allows chemistry faculty to teach topics of special interest in chemistry. Not taught on a regular basis. PREREQUISITE: Eligible for ENGL& 101 and instructor's permission. This is a pass/no credit course.

CHEM 195 (1-5)

Special Topics – Chemistry 2

A continuation of CHEM 194 which allows chemistry faculty to teach topics of special interest in chemistry. Not taught on a regular basis. PREREQUISITE: Eligible for ENGL& 101 and instructor's permission.

CHEM& 261 (6)

Organic Chemistry with Lab I

For science and other related majors that require a full year of organic chemistry. Covers structure, nomenclature, reactions (including mechanisms) and synthesis of organic

compounds, as well as spectroscopic analysis. PREREQUISITE: CHEM& 163 and eligible for ENGL& 101. *Satisfies a lab or natural science requirement for AA degree.* Formerly CHEM 235.

CHEM& 262 (6)

Organic Chemistry with Lab II

Continuation of CHEM& 261. PREREQUISITE: CHEM& 261 and eligible for ENGL& 101. *Satisfies a lab or natural science requirement for AA degree.* Formerly CHEM 236.

CHEM& 263 (6)

Organic Chemistry with Lab III

A continuation of CHEM& 262. Covers the chemistry of selected classes of biomolecules. PREREQUISITE: CHEM& 262 and eligible for ENGL& 101. *Satisfies a lab or natural science requirement for AA degree.* Formerly CHEM 237.

CHEM 296 (1-5)

Independent Study-Chemistry 1

Permits a student to pursue a special field of interest in chemistry under the guidance of an instructor. PREREQUISITE: Eligible for ENGL& 101 and instructor's permission.

CHEM 299 (1-5)

Independent Study-Chemistry 2

Permits a student to pursue a special field of interest in chemistry under the guidance of an instructor. PREREQUISITE: Eligible for ENGL& 101 and instructor's permission.

Chinese (CHIN)

CHIN 111 (5)

First Year Chinese for Heritage Learners

Intended for students with some formal or home training in listening and speaking Mandarin Chinese. Focuses on reading comprehension and writing characters in context. Students who speak Mandarin with non-standard accents are trained in standard pronunciation. Uses 80% Mandarin Chinese in the classroom. Course cannot be taken by students who are highly literal in Mandarin Chinese. PREREQUISITE: Eligible for ENGL 100.

Satisfies a humanities/fine arts/ English requirement for AA degree.

**CHIN& 121 (5)
Chinese I**

Begins the study of Mandarin Chinese (the official Chinese Language). Focuses on listening, speaking, reading, and writing. Emphasizes pronunciation, vocabulary development, and sentence structure. Includes practices with complex Chinese characters, as well as simpler forms. PREREQUISITE: No previous background in Mandarin Chinese, or no more than one year of high school Mandarin, or no more than two years of high school Mandarin with a "C" average or less. Eligible for ENGL& 101. *Satisfies a humanities/fine arts/ English requirement for AA degree.* Formerly CHIN 101.

**CHIN& 122 (5)
Chinese II**

Continues the study of Mandarin Chinese. Focuses on listening, speaking, reading, and writing. Emphasizes pronunciation, vocabulary development, and sentence structure. Includes practice with complex Chinese characters as well as simpler forms. PREREQUISITE: A grade of 2.0 or higher in CHIN& 121 or equivalent with instructor's permission and eligible for ENGL& 101. *Satisfies a humanities/fine arts/ English requirement for AA degree.* Formerly CHIN 102.

**CHIN& 123 (5)
Chinese III**

Completes the study of Mandarin at the elementary level. Focuses on listening, speaking, reading and writing. Emphasizes pronunciation, vocabulary development, complex sentence structure, and writing with Chinese characters. PREREQUISITE: A grade of 2.0 or higher in CHIN& 122 or equivalent with instructor's permission and eligible for ENGL& 101. *Satisfies a humanities/fine arts/ English requirement for AA degree.* Formerly CHIN 103.

**Communication Studies
(CMST)**

**CMST 215 (5)
Critical Analysis of Media**

Examines basic theories of media analysis and effects. Covers stereotypes, persuasive messages, and violent and sexual imagery. Applies media theories to a variety of media including movies, television, radio, and print. *Satisfies a humanities/fine arts/English requirement for AA degree.* Formerly COMM 215.

**CMST 221 (1-2)
Public Speaking Module**

Taken in conjunction with courses that require oral presentations. Helps increase confidence and skill when delivering an oral presentation by providing opportunities for individual coaching. Students taking CMST& 220, CMST 100, or CMST& 230 concurrently will be able to practice speeches assigned in their classes, however, this class is available to any student wishing to improve presentational skills. Student coaching sessions will be recorded, and students will have access to their own speeches for the purpose of analysis. PREREQUISITE: Concurrent enrollment in CMST 100, CMST& 220, or CMST& 230 or instructor permission for other courses requiring oral presentations.

**CMST 245 (5)
Argumentation**

Introduces and explores the basic theories and practices of argumentation. Discusses the different types of arguments and the tools (theoretical and practical) needed to analyze, understand, and construct arguments. Through in-class projects, students develop the skills necessary to test and apply the theoretical and practical aspects of argumentation. Focuses on the oral presentation of arguments. Uses written work to support and provide context for the oral argumentation practiced in class. *Satisfies a humanities/fine arts/English requirement for AA degree.* Formerly COMM 245.

CMST 265 (5)

Introduction to Popular Culture

Why is the iPod so popular? Who really watches reality TV? What makes it possible for celebrities to become activists and politicians? What determines what music will be popular? These are the types of questions popular culture theory explores. Introduces the theories and practices of popular culture. Also introduces some of the most important critiques of culture since the 1930s. Covers the different theories and critiques to help the students understand popular culture, the consumption of popular culture and/or the effects of popular culture in different contexts (e.g., music, film, books, magazines, advertising, comics, television, etc.) RECOMMEND: College-level reading and writing. *Satisfies a humanities/fine art/English requirement for AA degree.*

Computer Science (CS)

**CS 132 (5)
C++ Data Structures**

A continuation of CS& 131. Uses C++ data structure to illustrate concepts in computer science. Students organize and write C++ language computer programs to obtain the solutions to assigned problems. Emphasizes use of common data structures, abstract data types, inheritance, modularity, encapsulation, and recursion. Students learn to understand, design and implement medium-sized programs. PREREQUISITE: CS& 131 with a grade of 2.0 or higher and MATH& 151. *Satisfies a natural science requirement for AA degree.* Formerly C SCI 143.

**CS 145 (5)
Java 2**

A continuation of CS & 141. Uses Java language to cover topics such as classes and interfaces, inheritance, basic design principles, exceptions, stream I/O, user interfaces, recursion, elementary data structures and associated algorithms (lists, queues, stacks, trees); and introduces performance analysis and implementation tradeoffs. Successful completion of the course gives students the tools they need to construct substantial

computer programs and understand computers and software. Course also provides a good foundation for further study in computer science and engineering. PREREQUISITE: CS& 141 with a grade of 2.0 or higher. *Satisfies a natural science requirement for AA degree.* Formerly C SCI 145.

Drama (DRMA)

DRMA 111 (5)

Rehearsal and Performance 1

Students participate in play production and performance at an introductory level to include bit parts or ensemble members onstage; or member of a backstage crew, e.g., costumes, props, etc. *Satisfies an activity requirement or a humanities/fine arts/English requirement for AA degree.* Formerly DRAMA 111.

DRMA 112 (5)

Rehearsal and Performance 2

Students participate in play production and performance at a beginning level to include bit parts or ensemble members onstage; and/or backstage crew head on costumes, props, etc. PREREQUISITE: DRMA 111. Formerly DRAMA 112.

DRMA 113 (5)

Rehearsal and Performance 3

Students participate in play production and performance at an intermediate level to include featured roles in plays and musicals; and/or backstage crew head on costumes, props, etc. PREREQUISITE: DRMA 112. Formerly DRAMA 113.

DRMA 151 (5)

Acting Fundamentals

Presents basic approaches to acting suitable for all levels of experience including the beginning actor. Students will actively participate in theatre games, storytelling, short monologues and simple scene work. *Satisfies a humanities/fine arts/English requirement for AA degree.* Formerly DRAMA 151.

DRMA 153 (5)

Acting Workshop

Offers the opportunity for students of varying abilities in acting to approach a role through text analysis, identifying moments, beats and units and applying Actions to those components. Students will be assigned monologues and scenes to rehearse and perform concurrently with the text analysis. *Satisfies an activity or a humanities/fine arts/English requirement for AA degree.* Formerly DRAMA 153.

English (ENGL)

ENGL 100 (5)

Introductory Composition

Intensive writing course designed to prepare students for ENGL& 101. Focuses on college-level composition skills (composition and revision processes) and college-level reading analysis. Presents a general review of the rules of English grammar and spelling. PREREQUISITE: COMPASS placement (Writing and Reading Scores) or ENGL 081 with a grade of 2.0 or higher and eligible for READ 104.

ENGL& 101 (5)

English Composition

A composition course designed to teach critical reading and clear, purposeful, and effective writing. Writing tasks are related to course readings and prepare students for writing assignments in other college classes. PREREQUISITE: COMPASS placement or a minimum of 2.0 in ENGL 100, and college-level reading skills or a minimum of 2.0 in READ 104. *Satisfies basic skills requirement for AA degree.* Formerly ENGL 110.

ENGL 126 (5)

Writing: Humanities

A composition course with readings designed to teach research-based writing in the disciplines of the humanities. Continues to develop the reading and writing skills taught in ENGL& 101, but emphasizes the development of academic research and writing skills. Students engage in critical thinking throughout the course, which includes analysis, interpretation, and

evaluation of humanities texts and the documentation and synthesis of multiple sources and evidence. PREREQUISITE: A grade of 2.0 in ENGL& 101. *Satisfies basic skills requirement for AA degree.* Formerly ENGL 111.

ENGL 127 (5)

Writing: Social Science

A composition course with readings designed to teach research-based writing in the social sciences. Continues to develop the basic reading and writing skills taught in ENGL& 101, but emphasizes the development of academic research and writing skills. Students engage in critical thinking, which includes the analysis, interpretation, evaluation, documentation, and synthesis of multiple sources and evidence. PREREQUISITE: A grade of 2.0 or higher in ENGL&101. *Satisfies basic skills requirement for AA degree.* Formerly ENGL 112.

ENGL 128 (5)

Research Writing: Science/Engineering/Business

A composition course with readings designed to teach research-based writing in the sciences, engineering and business. Continues to develop the basic reading and writing skills taught in ENGL& 101, but emphasizes the development of academic research and writing skills. Students engage in critical thinking which includes the analysis, interpretation, evaluation, documentation, and synthesis of multiple sources and evidence. PREREQUISITE: A grade of 2.0 or higher in ENGL& 101. *Satisfies a basic skills requirement for AA degree.* Formerly ENGL 113.

ENGL 161 (5)

Cultures of Desires

Examines literary and cultural representations of desire-including love, the erotic, sexuality, the body, the spirit, and community-across various traditions, historical periods, and locations. Literal text may be studied comparatively with mythologies, religions, scientific discourses, the arts, popular culture, and/or cyberspace. Critical questions include

language, identity, hegemony, diversity, and/or freedom, among others.
PREREQUISITE: Eligible for ENGL 100 or instructor's permission. *Satisfies a humanities/fine arts/English and the diversity course requirements for AA degree.*

ENGL 164 (5)

Film as Literature

Students view and then write about films through a literary analysis lens using both literary and film terms and techniques in order to interpret and analyze them. Students discuss and write about the films focusing on themes, symbolism, genre, social and historical context, bias, points of view, plot development, and character development. Course also uses scripts and a film as literature textbook for deeper exploration of the films.
PREREQUISITE: Eligible for ENGL 100. *Satisfies a humanities/fine arts/English requirement for AA degree.*

Environmental Science (ENV S)

ENV S 194 (1-5)

Special Topics - Environmental Science

Investigates the interaction of physical and biological systems in the environment. Examines the scientific principles which are involved in modern environmental problems and issues. Scientific topics could include energy, climate, soils, water, animal studies, local plants, and the dynamics of plants and animal populations and the communities they form. For students wishing to obtain a broad picture of human activities and their relationship to basic processes of ecosystems. Classes are conducted through lectures, class and group discussion and/or readings. May be repeated when a different topic is presented. This class does not meet the lab requirement.
PREREQUISITE: Eligible for ENGL& 101.

Film (FILM)

FILM 120 (5)

The Art of the Film

Course is an introduction to the art of film. The goal is to instill an appreciation for film as an art form. Course looks at the breadth of

film as an art form by covering aspects of film from the style, theme, genre, cinematic techniques, etc. Satisfies a humanities/fine arts/English requirement for AA degree. Formerly DRMA 120.

FILM 121

Contemporary American Film

Examines contemporary American movies: directors, actors, style, and themes of cultural diversity. Focuses on the examination of popular films for greater understanding of cinematic aesthetics and greater awareness of how movies today both reflect and influence values of our culture, with special focus on diversity of gender, ethnicity and class. Satisfies humanities/fine arts/English requirement for AA degree. Formerly DRMA 121.

FILM 141 (5)

Film and Television as Popular Culture

Studies the dramatic and cinematic aesthetics of modern film and episodic television. Focuses on the examination of popular film and TV dramas and sitcoms for greater understanding of the power and scope of popular culture. Considers the role of pop culture in both society and self-awareness. *Satisfies a humanities/fine arts/English requirement for AA degree.* Formerly DRMA 141.

French (FRCH)

FRCH& 121 (5)

French I

Begins the systematic study of French with an emphasis on speaking and listening. Includes basic grammar, vocabulary, reading, writing, and conversation practice. Students acquire basic knowledge of the diversity of the French speaking world, its history, and cultures.
PREREQUISITE: No previous background in French, or no more than one year of high school French, or no more than two years of high school French with a "C" average or less. Eligible for ENGL 100. *Satisfies a humanities/fine arts/English requirement for AA degree.* Formerly FREN 101.

FRCH& 122 (5)

French II

A systematic study of French using the four basic skills of listening, speaking, reading, and writing. Students acquire basic knowledge of the diversity of the French speaking world, its history, and cultures. **PREREQUISITE:** A grade of 2.0 or higher in FRCH&121 or equivalent with instructor's permission. Eligible for ENGL 100. *Satisfies a humanities/fine arts/English requirement for AA degree.* Formerly FREN 102.

FRCH& 123 (5)

French III

Completion of basic system grammar, vocabulary, reading, writing, and conversation. Students acquire basic knowledge of the diversity of the French speaking world, its history, and cultures. Fulfills University of Washington College of Arts and Sciences graduation requirement. **PREREQUISITE:** A grade of 2.0 or higher in FRCH& 122 or equivalent with instructor's permission. Eligible for ENGL 100. *Satisfies a humanities/fine arts/English requirement for AA degree.* Formerly FREN 103.

Geology (GEOL)

GEOL& 101 (5)

Introduction to Physical Geology

Survey of the physical systems that give the Earth its form. Emphasizes the dynamic nature of interior and exterior processes and their relevance to humans. Laboratory class with field trips. **PREREQUISITE:** Eligible for ENGL& 101. *Satisfies a lab or natural science requirement for AA degree.* Formerly GEOL 101.

GEOL 106 (5)

Dinosaurs

Dinosaur biology, behavior, and evolution. Exploration of the factors that led to the dinosaur's extinction and the history of their discovery by paleontologists. With dinosaurs as the focal point, the course also introduces students to how hypotheses in science are formulated and tested. Students examine fossils of dinosaurs and other prehistoric

animals during classroom discussions.
 PREREQUISITE: Eligible for ENGL& 101.
 Satisfies a natural science requirement for AA degree.

GEOL 107 (5)
Prehistoric Life
 Introduces fossils and the geologic record. Topics include geologic time, different types of fossils and how they are preserved, what fossils tell us about past life, how the history of life unfolded, how the earth's environments have changed over time, what caused the great events in biological evolution, and what caused extinctions. PREREQUISITE: Eligible for ENGL& 101. *Satisfies a natural science or lab science requirement for AA degree.*

GEOL 150 (1)
Field Trips in Geology 1
 Investigates the geology of the Pacific Northwest. Locations of field trips vary from quarter to quarter. Some of the trips involve hiking up to 3 or 4 miles on variable terrain. PREREQUISITE: Concurrent enrollment in GEOL, or GEOL& 101, or instructor's permission. Eligible for ENGL& 101. This is a pass/no credit course. *Satisfies an activity requirement for AA degree.*

GEOL 151 (1)
Dinosaurs: Museum Field Trips in Geology
 Students learn about dinosaur biology, behavior, and the reasons behind their extinction. Students examine fossils of dinosaurs and other prehistoric animals during classroom discussions and students are guided through dinosaur exhibits at museums in the Puget Sound region. Students are responsible for museum entry fees and transportation to and from museums. PREREQUISITE: Eligible for ENGL& 101. This is a pass/no credit course.

GEOL 152 (1)
Field Trips in Geology 2
 Investigates the geology of the Pacific Northwest. Locations of field trips vary from quarter to quarter. Some of the trips involve hiking up to 3 or 4 miles on variable terrain. PREREQUISITE: Concurrent enrollment in

GEOL, or GEOL& 101, or instructor's permission. Eligible for ENGL& 101. *This is a pass/no credit course. Satisfies an activity requirement for AA degree.*

GEOL 200 (5)
Geological Investigations of National Parks
 An investigation of the geology of national parks of the U.S. and Canada. The primary emphasis is on the geology of the western park. PREREQUISITE: GEOL& 101 and eligible for ENGL& 101. *Satisfies a natural science requirement for AA degree.*

GEOL 206 (5)
Earth History
 A study of the geological theories of the evolution of the earth, the oceans, the atmospheres, and life. Includes principles of physical stratigraphy, biostratigraphy, geochronology, plate tectonics, fossil identification, and the paleogeographic changes in North America through time. PREREQUISITE: GEOL& 101 and eligible for ENGL& 101. *Satisfies a lab or natural science requirement for AA degree.*

GEOL& 208 (5)
Geology of the Pacific Northwest
 Covers the geological history of Washington, Oregon, and Idaho. Emphasizes the use of geologic principles in interpreting evidence found in landscapes and rocks. Includes field trips. PREREQUISITE: GEOL& 101 or equivalent and eligible for ENGL& 101. *Satisfies a lab or natural science requirement for AA degree.* Formerly GEOL 208.

GEOL 299 (1-5)
Independent Study-Geology
 Allows and encourages students to study independently in their special interest in geology. Course contents, type and scope of project is decided in conference between student and instructor. PREREQUISITE: GEOL& 101 and/or instructor's permission and eligible for ENGL& 101.

History (HIST)

HIST 021 (4)
U.S. History 1
 Covers U.S. history from pre-Columbian times through Reconstruction. Explores topics in political, economic, social, intellectual, cultural, diplomatic and military history. PREREQUISITE: Concurrent enrollment in READ 084 or eligible for READ 094 and ENGL 081.

HIST 022 (4)
U.S. History 2
 Covers US History from Reconstruction to contemporary times. Explores topics in political, economic, social, intellectual, cultural, diplomatic and military history. PREREQUISITE: Concurrent enrollment in READ 094 and ENGL 081.

Humanities (HUMAN)

HUMAN 110 (5)
Background for the Humanities
 Study of the common language of the arts and humanities and their relationship to the societies in which they were created. Includes the study of critical concepts and vocabulary, as well as common motifs and elements in the humanities. Also includes the study of the relationship between arts and humanities of a culture and that cultures economic, political and technological environment. PREREQUISITE: Eligible for ENGL 100. *Satisfies a humanities/fine arts/English requirement for AA degree.*

HUMAN 133 (5)
People, Language and Culture
 Examines the relationship between language and culture, in particular how the language of a national or ethnic group provides a key to understanding the people who speak that language. Focuses chiefly on Indo-European (other than English) and East Asian languages and cultures, but specific languages studied may vary from quarter to quarter. PREREQUISITE: Eligible for ENGL 100. *Satisfies*

a humanities/fine arts/English requirement for AA degree.

HUMAN 142 (5)
Introduction to Japanese Life and Culture

Students learn the various aspects of Japanese traditional and popular culture from a Western perspective. Incorporates key features of Japanese culture such as history, film, and art. Integrates other popular culture media such as anime and manga.
RECOMMEND: College-level reading.
PREREQUISITE: Eligible for ENGL 100. *Satisfies a humanities/fine arts/English requirement for AA degree.*

HUMAN 146 (5)
Introduction to Chinese Culture and Life

Students learn about various aspects of Chinese traditional and modern culture. Key features of Chinese culture such as history, philosophy, nationalities, arts and language will be incorporated. There will also be integration of other well-known cultural aspects such as martial arts, foods and traditional medicine. Students will understand primary differences between Chinese core culture and Western culture. Students discuss the role of traditional culture in the current economic development of China.
RECOMMEND: College-level reading.
PREREQUISITE: Eligible for ENGL 100. *Satisfies a humanities/fine arts/English requirement for AA degree.*

HUMAN 224 (5)
Women and World Religions

Explores feminine perspectives of religion and spirituality in classical and indigenous religions today and throughout history. Examines images of the divine, mythological presentations, as well as roles and practices of women in each tradition through the study of traditional writings, feminist themes and feminist theologies. Addresses questions such as: What do sacred sources in traditional religions say about women and issues of gender; and how both men and women in society used oral and written sacred narratives. PREREQUISITE: Eligible for ENGL

100. *Satisfies a humanities/fine arts/English and the diversity course requirement for AA degree.*

Interdisciplinary Science (IDS)

IDS 101 (5)
Interdisciplinary Science 1

First of a three-quarter sequence integrated science course involving physics, chemistry, biology, and geology. Uses climate and global change as a theme to develop basic concepts in science, such as measurement, analysis of data, hypothesis generation, and testing. Students collect and analyze data in physics, chemistry, biology and geology that relate to the topic of climate and global change. Includes field trips during class time to locations near the college. PREREQUISITE: MATH 097 or concurrent enrollment and eligible for ENGL& 101. No previous college science or instructor's permission. *Satisfies a lab or natural science requirement for AA degree.*

IDS 102 (5)
Interdisciplinary Science 2

Second of a three-quarter sequence integrated science course involving physics, chemistry, biology and geology. Uses climate and global change as a theme to develop basic concepts in science, such as measurement, analysis of data, hypothesis generation and testing. Students collect and analyze data in physics, chemistry, biology and geology that relate to the topic of climate and global change. May include field trips during class time to locations near the college. PREREQUISITE: IDS 101 and eligible for ENGL& 101. *Satisfies a lab or natural science requirement for AA degree.*

IDS 103 (5)
Interdisciplinary Science 3

Last of the three-quarter sequence integrated science course involving physics, chemistry, biology and geology. Uses climate and global change as a theme to develop basic concepts in science, such as measurement, analysis of data, hypothesis generation and testing. Students collect and analyze data in physics, chemistry, biology and geology that relate to

the topic of climate and global change. May include field trips during class time to locations near the college. PREREQUISITE: IDS 102 and eligible for ENGL& 101. *Satisfies a lab or natural science requirement for AA degree.*

Information Literacy (INFO)

INFO 126 (2)
Information Literacy

Students gain an understanding of information sources in the Humanities. Students develop the ability to locate, evaluate, and effectively use information sources and information retrieval systems pertinent to Humanities disciplines. Students understand the object and method of study in the Humanities, and compare scholarly with popular sources. PREREQUISITE: Eligible for ENGL 100. *This is a pass/no credit course.*

Information Technology (IT)

IT 132 (2)
Structured Cabling

Provides individuals who are new to networking with the foundational knowledge of structured cabling. Topics include cabling concepts, detailed cable characteristics of common cabling types, cabling standards, and hands-on experience with cable termination. PREREQUISITE: IT 101, 114 or 131; or instructor's permission.

IT 210 (5)
Managing Cisco Routers and Switches

Focuses on the knowledge and skills to implement and configure switching and routing using Cisco products. Topics include device configuration, virtual local area networks (VLANs), routing protocols, and wide area networking (WAN) technologies. PREREQUISITE: IT 130 or instructor's permission.

IT 240 (5)
Routing Theory and Implementation

Students learn the skills required to configure a Cisco router using Command Line Interface (CLI) commands. Key topics include router components, startup sequence, password

security, and configuring interfaces and routing protocols. PREREQUISITE: IT 130 or IT 131; or concurrent enrollment; or instructor's permission.

Japanese (JAPN)

JAPN& 121 (5) Japanese I

Begins the systematic study of Japanese. Includes basic grammar, vocabulary, reading, writing, and conversation practice, and introduces Hiragana and Kanji writing systems. Students learn the history, nature, and diversity of Japanese speaking cultures. PREREQUISITE: No previous background in Japanese, or no more than one year of high school Japanese, or no more than two years of high school Japanese with a "C" average or less. Eligible for ENGL 100. *Satisfies a humanities/fine arts/English requirement for AA degree.* Formerly JAPAN 101.

JAPN& 122 (5) Japanese II

Systematic study of Japanese using the four basic skills of listening, speaking, reading, and writing. Students learn the history, nature, and diversity of Japanese speaking cultures. PREREQUISITE: A grade of 2.0 or higher in JAPN& 121 or equivalent with instructor's permission. Eligible for ENGL 100. *Satisfies a humanities/fine arts/English requirement for AA degree.* Formerly JAPAN 102.

JAPN& 123 (5) Japanese III

Continues the systematic study of Japanese using the four basic skills of listening, speaking, reading, and writing. Students learn the history, nature, and diversity of Japanese speaking cultures. Fulfills the University of Washington College of Arts and Science graduation requirement. PREREQUISITE: A grade of 2.0 or higher in JAPN& 122 or equivalent with instructor's permission. Eligible for ENGL 100. *Satisfies a humanities/fine arts/English requirement for AA degree.* Formerly JAPAN 103.

Journalism (JOURN)

JOURN 111 (3-5)

Radio Laboratory 2

Gives students working at GRCC campus radio station KGRG-FM additional experience in newsgathering, remote broadcasting, and on-the-air performance. PREREQUISITE: JOURN 110 or instructor's permission.

JOURN 112 (3-5)

Radio Laboratory 3

Gives students working at GRCC campus radio station KGRG-FM additional experience in production work, news casting, and on-the-air performance. PREREQUISITE: JOURN 111 or instructor's permission.

JOURN 152 (3)

Radio and the Community

Covers radio management practices emphasizing the business of broadcasting. Includes sales, promotion, community relations, government regulations, demographics and programming. *Satisfies a humanities/fine arts/English requirement for AA degree.*

JOURN 251 (3)

Journalism Internship 1

Students work for a local media company 10 hours per week each quarter and meet one hour a week with an instructor to evaluate their on-the-job training. PREREQUISITE: Instructor's permission.

JOURN 253 (3)

Journalism Internship 3

Students work for a local newspaper or radio station 10 hours per week each quarter and meets one hour a week with an instructor to evaluate their on-the-job training. PREREQUISITE: Instructor's permission.

Mathematics (MATH)

MATH 147 (5)

Finite Mathematics: Business and Social Science

Study of graphs and solutions of linear equations, systems of equations, matrices, linear inequalities and linear programming, the simplex method, piecewise defined, quadratic, polynomial, rational exponential and logarithmic functions, and financial formulas. Many problems and examples are drawn from the fields of business, economics, and social science. Graphing calculator required. PREREQUISITE: MATH 097 with a grade of 2.0 or higher; or appropriate placement test score; or high school transcript evaluation; or instructor's permission. *Satisfies a natural science or quantitative skills requirement for AA degree.*

Natural Resources (NATRS)

NATRS 181 (8)

Forest Navigation and Mapping

Teaches the use of compass and chain/tape, mapping, map reading, topography, orientation, area determination, triangulation, the U.S. survey system, notekeeping, field reporting, GPS (Global Positioning Systems), and pacing. Uses extensive field exercises in individual, team, and group situations. Students conducts open and closed traverses of roads, trails, and areas. PREREQUISITE: NATRS 180 with a grade of 2.0 or higher; or instructor's permission.

NATRS 114 (1)

Chainsaw Operation and Maintenance

Students demonstrate competency using small engine-powered forestry equipment. Teaches safety, maintenance, repairs and operation of the equipment. Emphasizes how the equipment is used in current forestry operations. PREREQUISITE: Instructor's permission. This is a pass/no credit course. *Change course number from FORES 114.*

NATRS 205 (4)
Wildland Recreation
 Students learn skills needed to develop and manage wildland parks and recreational sites for private, state, and federal owners. Students visit, observe, and participate in actual projects within the growing wildland recreational industry. PREREQUISITE: Eligible for ENGL 100 and NATRS 172; or instructor's permission.

NATRS 294.1 (4)
Natural Resources Internship 1
 Internship requires the student to work full time in a paid or volunteer position for an agency or company that will best help the student enhance his/her technical skills and prepare the student for career employment. The student must earn 4 credits by working 132 hours during the quarter following completion of the second-year Natural Resources courses. Students will find and choose their employers and obtain instructor approval before beginning work. Students must have suitable field clothes and equipment for the internship position. PREREQUISITE: Instructor's permission. *This is a pass/no credit course.*

NATRS 294.2 (4)
Natural Resources Internship 2
 Internship requires the student to work full time in a paid or volunteer position for an agency or company that will best help the student enhance his/her technical skills and prepare the student for career employment. The student must earn 4 credits by working 132 hours following NATRS 294.1. Students will find and choose their employers and obtain instructor approval before beginning work. Students must have suitable field clothes and equipment for the internship position. PREREQUISITE: Instructor's permission. *This is a pass/no credit course.*

NATRS 294.3 (4)
Natural Resources Internship 3
 Internship requires the student to work full time in a paid or volunteer position for an agency or company that will best help the student enhance his/her technical skills and

prepare the student for career employment. The student must earn 3 credits by working 99 hours following NATRS 294.2. Students will find and choose their employers and obtain instructor approval before beginning work. Students must have suitable field clothes and equipment for the internship position. PREREQUISITE: Instructor's permission. *This is a pass/no credit course.*

NATRS 294.4 (4)
Natural Resources Internship 4
 Internship requires the student to work full time in a paid or volunteer position for an agency or company that will best help the student enhance his/her technical skills and prepare the student for career employment. The student must earn 3 credits by working 99 hours following NATRS 294.3. Students will find and choose their employers and obtain instructor approval before beginning work. Students must have suitable field clothes and equipment for the internship position. PREREQUISITE: Instructor's permission. *This is a pass/no credit course.*

Nursing (NURSE)

NURSE 102 (3)
Introduction to Clinical Pharmacology in Nursing
 Introduction to clinical drug therapy emphasizing the knowledge and interventions needed to maximize therapeutic effects and prevent or minimize adverse effects of drugs. Major content areas include basic concepts of pharmacology, groups of therapeutic drugs, prototypes of drugs, commonly prescribed individual drugs, drug effects on body tissues, and applying the nursing process in relation to prescribed therapy regimens. PREREQUISITE: Enrollment in Practical Nursing program or instructor's permission.

NURSE 103 (2)
Drug Therapy and the Nursing Process
 Focuses on the relationship of the nursing process and drug therapy. Includes the principles of medication administration and evaluation of the patient. Presents major drug classifications with related nursing implications. PREREQUISITE: NURSE 102 or instructor's permission.

NURSE 106 (8)
Nursing 2
 Students study diseases through the identification of the relationships and similarities of health problems. Students apply information to all age groups. PREREQUISITE: NURSE 104 and 105; concurrent enrollment in NURSE 107; or instructor's permission.

NURSE 107 (8)
Nursing 2 Community Lab 2
 Lab experience planned concurrently with NURSE 106 in various healthcare settings. PREREQUISITE: NURSE 105 or instructor's permission; and concurrent enrollment in NURSE 106.

NURSE 109 (8)
Nursing 3 Community Lab 3
 A lab experience planned concurrently with NURSE 110. Provides opportunity to learn basic to more advanced nursing skills including patient/client assessment, basic hygiene and assistance with activities of daily living. PREREQUISITE: Concurrent enrollment in NURSE 110.

NURSE 110 (8)
Nursing 3
 Study of diseases through the identification of the relationships and similarities of health problems. Students apply this information to all age groups. PREREQUISITE: Enrollment in the Practical Nursing Program; NURSE 106; and concurrent enrollment in NURSE 109; or instructor's permission.

NURSE 113**Nursing 4 Community Lab 4**

A lab experience planned concurrently with NURSE 112. Provides opportunity to learn more advanced medical surgical nursing skills, as well as mother/baby care. PREREQUISITE: NURSE 109 and 110 or instructor's permission; and concurrent enrollment in NURSE 112.

Oceanography (OCEA)**OCEA& 101 (5)****Introduction to Oceanography**

Introduces the fundamental principles of ocean science: the geology and geography of ocean basins; chemistry of sea water; physical dynamics of currents, waves, and tides; coastal processes; how human activity influences ocean environments; and the diverse ecosystems of Earth's oceans such as deep sea vents, coral reefs, and estuaries. PREREQUISITE: Eligible for ENGL& 101. Satisfies a lab or natural science requirement for AA degree. Formerly OCEAN 101.

Philosophy (PHIL)**PHIL 115 (5)****Critical Thinking**

Introduces students to informal non-symbolic logic and critical thinking. Sample topics include language analysis, inductive reasoning, statistical analysis, causal reasoning, arguments from analogy and fallacious patterns of reasoning. Students examine arguments in real-life situations, such as in conversations, television presentations, political speeches, editorials, and other writings on various topics. Satisfies a humanities/fine arts/English requirement for AA degree.

PHIL& 120 (5)**Symbolic Logic**

Introduces students to modern symbolic logic, including both propositional logic translation and proofs and predicate logic translation and proofs. Topics may include recognizing arguments, translating from a natural to a formal language, validity of arguments, logical

implications, equivalency, and consistency.

PREREQUISITE: Eligible for ENGL 100. Satisfies a natural science requirement or, under certain conditions, the quantitative component of the basic skills requirement for AA degree. Formerly PHIL& 106.

Physics (PHYS)**PHYS& 110 (5)****Concepts of the Physical World**

PHY For the student with no previous experience in physics or other physical science courses and even an apprehension toward science and math. Topics such as light, sound, electricity, motion, are used to develop underlying principles which describe some of our physical universe. Stresses conceptual reasoning while mathematics is limited to arithmetic reasoning. Uses a hands-on approach to more easily gain insight to the concepts being studied. PREREQUISITE: Eligible for ENGL& 101. Satisfies a lab or natural science requirement for AA degree. Formerly PHYS 105.

PHYS& 114. (5)**General Physics I with Lab**

For students in technical and transfer programs. Course goals are to further develop an understanding of basic concepts of physics and analytical and problem-solving skills. Laboratory is an integral component of the course. Covers Newton's Laws form the framework within which ideas of motion, forces, momentum and energy. No credits given to students who have completed PHYS 154. PREREQUISITE: Eligible for ENGL& 101 and a grade of 2.0 or higher in MATH 097 or 116T; or 1-1/2 years of high school algebra. Satisfies a lab or natural science requirement for AA degree. Formerly PHYS 110.

PHYS& 115 (5)**General Physics II with Lab**

Continues the goals of PHYS& 114. Course is based on concepts involving thermal properties of matter, and electricity and magnetism. Teaches the properties of fluids as time permits. PREREQUISITE: Eligible for ENGL& 101 and a grade of 2.0 or higher in

PHYS& 114 and in MATH 097, or 117T, or 1-1/2 years of high school Algebra. Satisfies a lab or natural science requirement for AA degree. Formerly PHYS 111.

PHYS& 116 (5)**General Physics III with Lab**

Continues the goals of PHYS& 115. Explores the concepts associated with wave phenomena and atomic physics. Uses sound, light (including lasers) and mechanical vibrations as examples of waves. PREREQUISITE: Eligible for ENGL& 101 and a grade of 2.0 or higher in PHYS& 115 and MATH 097, 117T or 1-1/2 years of high school Algebra. Satisfies a lab or natural science requirement for AA degree. Formerly PHYS 112.

PHYS 154 (5)**Physics for Life Sciences 1**

For students in college transfer programs, especially those interested in biological or medical sciences. Course develops an understanding of the basic concepts of physics and analytical and problem-solving skills with applications to biological systems. Laboratory is an integral component of the course. Teaches the dynamics of heat, energy, fluid flow, and electricity with biological and medical applications. No credit given to students who have completed PHYS& 114. PREREQUISITE: Eligible for ENGL& 101 and a grade of 2.0 or higher in MATH 097 or 116T or 1-1/2 years of high school Algebra. Satisfies a lab or natural science requirement for AA degree. Formerly PHYS 150.

PHYS 155 (5)**Physics for Life Sciences 2**

For students in college transfer programs, especially those interested in biological or medical sciences. Course develops an understanding of the basic concepts of physics and analytical and problem-solving skills with applications to biological systems. Laboratory is an integral component of the course. Teaches the dynamics of oscillations, waves, electromagnetism, and light with biological and medical applications. No credit given to students who have completed PHYS& 115.

PREREQUISITE: Eligible for ENGL& 101 and a grade of 2.0 or higher in PHYS& 114 or PHYS 154 and in either MATH 097 or 1 1/2 years of high school Algebra. *Satisfies a lab or natural science requirement for AA degree.* Formerly PHYS 151.

PHYS 156 (5)

Physics for Life Sciences 3

For students in college transfer programs, especially those interested in biological or medical sciences. Course develops an understanding of the basic concepts of physics and analytical and problem-solving skills with applications to biological systems. Laboratory is an integral component of the course.

Teaches the dynamics of oscillations, waves, electromagnetism, and light with biological and medical applications. No credit given to students who have completed PHYS& 116. PREREQUISITE: Eligible for ENGL& 101 and a grade 2.0 or higher in PHYS& 115 or PHYS 156; and either MATH 097 or 116T, or 1 1/2 years of high school Algebra. Satisfies a lab or natural science requirement for AA degree. Formerly PHYS 152.

PHYS& 221 (5)

Engineering Physics I with Lab

Includes a detailed study of the basic laws of physics. Emphasizes the evolution of ideas from experimental observation to mathematical models. Includes a comprehensive investigation of Newtonian particle dynamics. Laboratory is an integral part of the course. PREREQUISITE: Eligible for ENGL& 101 and a grade of 2.0 or higher in PHYS& 114 or in a high school physics, or equivalent, and in MATH& 142 or equivalent with concurrent enrollment or completion in MATH& 151. *Satisfies a lab or natural science requirement for AA degree.* Formerly PHYS 201.

PHYS& 222 (5)

Engineering Physics II with Lab

Applications of Newtonian Physics to energy, momentum, and extended bodies, as well as the study of electro-magnetic theory. Course develops ideas from experimental observation to a mathematics model. Laboratory is an

integral part of the course. PREREQUISITE: Eligible for ENGL& 101 and a grade of 2.0 or higher in PHYS& 221 and MATH& 151 and at least concurrent enrollment in MATH& 152. *Satisfies a lab or natural science requirement for AA degree.* Formerly PHYS 202.

PHYS& 223 (5)

Engineering Physics III with Lab

Study of classical wave properties with applications to mechanical and electrical systems, sound, electromagnetic waves, light, and atomic physics. PREREQUISITE: Eligible for ENGL& 101 and a grade of 2.0 or higher in PHYS& 222 and MATH& 152 and at least concurrent enrollment in MATH& 153. *Satisfies a lab or natural science requirement for AA degree.* Formerly PHYS 203.

PHYS 229 (2)

Electric and Magnetic Fields

Introduces the quantitative laws of electricity and magnetism including principles of electromagnets, electric generators, and electromagnetic waves. PREREQUISITE: Eligible for ENGL& 101 and a grade of 2.0 or higher in PHYS& 222 and MATH & 152 and at least concurrent enrollment in MATH& 153. *Satisfies a natural science requirement for AA degree.* Formerly PHYS 208.

Political Science (POLS)

POLS& 204 (5)

Comparative Government

A comparative analysis of politics and types of governing systems around the globe (e.g., democratic, authoritarian, theocratic, parliamentary, presidential). Examines power relationships (e.g., race, ethnicity, religion, sex) and citizen rights. Explores and analyzes the political issues and problems in their international, historical, economic, and cultural contexts. PREREQUISITE: Eligible for ENGL& 101 or instructor's permission. *Satisfies a social science and the diversity course requirement for AA degree.* Formerly P SCI 201.

Spanish (SPAN)

SPAN 110 (4)

Spanish Oral Practice

Oral discussion of current events, cultural topics and subjects of particular interest to the class. Revision of basic grammar and relevant vocabulary that allows proper oral communication in Spanish. PREREQUISITE: Eligible for ENGL 100 and SPAN& 122, or two years of high school Spanish or equivalent or instructor permission. *Satisfies a humanities/fine arts/English requirement for AA degree.*

SPAN 111 (5)

Spanish for Health Care Workers 1

Focuses on developing basic communication skills primarily for health care workers or for anyone desiring a background in the language of health care in Spanish. Students learn introductory vocabulary and grammatical structures in Spanish related to the language of health care. PREREQUISITE: Eligible for ENGL 100.

SPAN 112

Spanish for Health Care Workers 2

A continuation of SPAN 111. Focuses on further developing communication skills primarily for health care workers or for anyone desiring a background in the language of medicine in Spanish. Students expand introductory vocabulary and grammatical structures in Spanish related to the language health care. PREREQUISITE: Eligible for ENGL 100 and SPAN 111 with a grade of 2.0 or higher.

SPAN 115 (1)

Hispanic Activities

Allows students to learn about the multiple contributions of the Hispanic world to the global community. Students are exposed to different elements of Hispanic culture, including music, dancing, and festivals, as well as basic Hispanic history. PREREQUISITE: Eligible for ENGL 100. *Satisfies an activity requirement for AA degree.*

<p>SPAN& 121 (5) Spanish I Begins the systematic study of Spanish emphasizing speaking and listening, basic grammar, vocabulary, reading, writing, and conversation practice. Course requires practice with lab materials. PREREQUISITE: No previous background in Spanish, or no more than one year of high school Spanish with a "C" average or less. Eligible for ENGL 100. <i>Satisfies a humanities/fine arts/English requirement for AA degree.</i> Formerly SPAN 101.</p>	<p>SPAN 194 Special Studies – Spanish A field course experience in which students improve their conversational Spanish within a cultural framework. Content varies each time the course is offered. Includes actual practice in the language. PREREQUISITE: SPAN& 121 and &122 or instructor's permission. Eligible for ENGL 100.</p>	<p>SPAN& 223 (5) Spanish VI Systematic review of Spanish grammar aimed at communicative competency at an intermediate level. Intensive practice in listening, speaking, reading, and writing with special emphasis on reading and reacting to texts that explore the diversity of the Spanish speaking world, as well as the global and local implications of gender, racial and cultural interdependence. Includes oral practice through discussion of above mentioned materials. PREREQUISITE: Eligible for ENGL 100 and a grade of 2.0 or higher in SPAN& 222 or equivalent with instructor's permission. <i>Satisfies a humanities/fine arts/English and the diversity course requirement for AA degree.</i> Formerly SPAN 203.</p>
<p>SPAN& 122 (5) Spanish II Systematic study of Spanish using the four basic skills of listening, speaking, reading and writing. Course requires practice with lab materials. PREREQUISITE: A grade of 2.0 or higher in SPAN& 121 or equivalent with instructor permission. The equivalent of SPAN& 121 is one year in high school with a grade of B or higher. Eligible for ENGL 100. <i>Satisfies a humanities/fine arts/English requirement for AA degree.</i> Formerly SPAN 102.</p>	<p>SPAN& 221 (5) Spanish IV Systematic review of Spanish grammar aimed at communicative competency at an intermediate level. Intensive practice in listening, speaking, reading, and writing with special emphasis on reading and reacting to texts that explore the diversity of the Spanish speaking world, as well as the global and local implications of gender, racial and cultural interdependence. Includes oral practice through discussion of above mentioned materials. PREREQUISITE: Eligible for ENGL 100 and a grade of 2.0 or higher in SPAN& 123 or equivalent with instructor permission. The equivalent of SPAN& 123 is three years in high school with a grade of B or higher. <i>Satisfies a humanities/fine arts/English and the diversity course requirement for AA degree.</i> Formerly SPAN 201.</p>	<p>SPAN 299 (1-5) Independent Study-Spanish Encourages students to study independently in a field of their special interest in Spanish. Students meet on a tutorial basis with their instructor. Course content is decided in conferences between student and instructor. PREREQUISITE: Eligible for ENGL 100 and a grade of 2.0 or higher in SPAN& 222 or equivalent with instructor permission.</p>
<p>SPAN& 123 (5) Spanish III Completion of basic grammar system grammar, vocabulary, reading, writing, and conversation. Course requires practice with lab materials. Fulfills the University of Washington College of Arts and Sciences graduation requirement. PREREQUISITE: A grade of 2.0 or higher in SPAN& 122 or equivalent with instructor permission. The equivalent of SPAN& 122 is two years in high school with a grade of B or higher. Eligible for ENGL 100. <i>Satisfies a humanities/fine arts/English requirement for AA degree.</i> Formerly SPAN 103.</p>	<p>SPAN& 222 (5) Spanish V Systematic review of Spanish grammar aimed at communicative competency at an intermediate level. Intensive practice in listening, speaking, reading, and writing with special emphasis on reading and reacting to texts that explore the diversity of the Spanish speaking world, as well as the global and local implications of gender, racial and cultural interdependence. Includes oral practice through discussion of above mentioned materials. PREREQUISITE: Eligible for ENGL 100 and a grade of 2.0 or higher in SPAN& 221 or equivalent with instructor permission. The equivalent of SPAN& 221 is four years in high school with a grade of B or above higher. <i>Satisfies a humanities/fine arts/English and the diversity course requirement for AA degree.</i> Formerly SPAN 202.</p>	

LIST OF CANCELLED COURSES

BEHSC 101
BEHSC 103
BEHSC 107
BEHSC 115
BEHSC 180
BEHSC 185
BEHSC 190
BEHSC 194
BEHCS 298
BEHCS 299
ECE 113.1
ECE 113.2
ECE 150
ECE 225
ECE 243
EDUC 111
EDUC 193
ESOL 003
ESOL 004
ESOL 005
ESOL 006
ESOL 008
ESOL 021
ESOL 022
ESOL 023
ESOL 024
ESOL 025
ESOL 026
ESOL 042
ESOL 043
HSC 031
HSC 032
IT 110
IT 115
IT 140
NATRS 191
NRS A 10
NRS A 101
NRS A 102
NRS A 103
NRS A 104
NRS A 105
NURSE 108
NURSE 118