Green River College PRFR Report Appendix 2.A.1

2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Table of Contents

2.A.1 EV.#1 / Section 1 ..... **5**

2.A.1 EV.#2 / Section 2 ..... **37**

2.A.1 EV.#4 / Section 4 ..... **79**

2.A.1 EV.#5 / Section 5 ..... **85**

2.A.1 EV.#6 / Section 6 ..... **119**

2.A.1 EV.#7 / Section 7 ..... **171**

2.A.1 EV.#8 / Section 8 ..... **179**

Additional Evidences / Section 9 ..... **209**

Section 1: Institutional board governance policies and procedures

- Green River College: Washington Administrative Code - Title 132J
- GP-1 Policy Governance Commitment
- GP-7 Naming of Facilities
- GP-2 Governing Style
- GP-3 Board Job Description
- GP-4 Board Chairperson's Role
- GP-6 Board Code of Ethics
- Leadership organizational chart - 2/5/2026
- College Organizational Structure - 2/5/2026
- BSR-1 Order Delegating Authority
- BSR-2 President's Job Description
- BSR-3 Monitoring Presidential Performance
- BSR-4 Staff Reports to the Board

Section 2: System governance policies and procedures

- Purpose, RCW 28B.50.020
- State Board Supervision: RCW 28B.50.050
- College Board—Powers and duties, RCW 28B.50.090
- College districts enumerated, RCW 28B.50.040
- Board of trustees—Generally, RCW 28B.50.100
- Board of trustees—Powers and duties, RCW 28B.50.140
- Boards of trustees—Bylaws, rules, and regulations—Chair and vice chair—Terms—Quorum, RCW 28B.50.130
- Public Meetings, RCW 42.30

Section 3: Multiple board governing policies and procedures

- N/A

Section 4: Bylaws and Articles of Incorporation referencing governance structure

- GP-5 Community College District No.10 Bylaws

Section 5: Board's calendar for reviewing institutional and board policies and procedures or evidence that demonstrates regular review of board policies and procedures

- (Bylaws Updated) 06122025 Board Minutes - FINAL and SIGNED
- ACT Guidance on Policy Establishment and Review
- TAB C - ByLaws
- August 5, 2020 Board Minutes (showing calendar chosen)
- TAB C - Green River College Board Policy Review Schedule
- Statement from the Board of Trustees of June 12, 2025 board meeting
- 2-20-25 Board Minutes - FINAL and SIGNED
- 1 - 06122025 Board Minutes - FINAL and SIGNED
- 8-6-2025 Board Minutes - FINAL and SIGNED
- 1 - 2-15-2024 Board Minutes - Final and Signe
- 1-18-2024 Board Minutes - Final and Signed

Section 6: Board onboarding materials

- New Trusteee Onboarding Roadmap
- New Trusteee Onboarding Training Topics - First 30 Days
- New Trusteee Onboarding Training Topics - First 90 Days
- New Trusteee Onboarding Training Topics - First Year

Section 7: Board professional development/training materials

- OPMA Training Requirements SB 5964
- RCW 42.30.205: Training.

Section 8: Board self-evaluation

- ACT Guidance on Board Self-Evaluations
- Board Self Evaluation Blank Form
- Board Self Evaluation 2024-25 - Final
- President Evaluation - Final and Signed – REDACTED

Section 9: Additional Evidences

- GRC 2026 PACE Service Agreement
- President Position Change Email

2.A.1 EV.#1 / Section 1

Green River College: Washington Administrative Code - Title 132J

- Title 132C - Olympic College
- Title 132D - Skagit Valley College
- Title 132E - Everett Community College
- Title 132F - Seattle Colleges
- Title 132G - Shoreline Community College
- Title 132H - Bellevue College
- Title 132I - Highline College
- Title 132J - Green River College
- Title 132K - Pierce College
- Title 132L - Centralia College
- Title 132M - Lower Columbia College
- Title 132N - Clark College
- Title 132P - Yakima Valley Community College
- Title 132Q - Spokane, Community Colleges of
- Title 132R - Big Bend Community College
- Title 132S - Columbia Basin College
- Title 132T - Walla Walla Community College
- Title 132U - Whatcom Community College
- Title 132V - Tacoma Community College
- Title 132W - Wenatchee Valley College
- Title 132X - South Puget Sound Community College
- Title 132Y - Edmonds Community College
- Title 132Z - Cascadia College
- Title 133 - Commerce, Department of (Community Economic Revitalization Board)
- Title 135 - Conservation Commission
- Title 136 - County Road Administration Board
- Title 137 - Corrections, Department of
- Title 138 - Corrections Ombuds, Office of the
- Title 139 - Criminal Justice Training Commission
- Title 140 - Convention and Trade Center
- Title 142 - Dairy Products Commission
- Title 143 - Consolidated Technology Services
- Title 148 - Deaf, Washington State School for the
- Title 162 - Human Rights Commission
- Title 170 - Early Learning, Department of
- Title 172 - Eastern Washington University
- Title 173 - Ecology, Department of (See also Titles 197, 317, 372, and 508)

GP-1 Policy Governance Commitment

Select Language
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GP-1 POLICY GOVERNANCE COMMITMENT

Policy

The Board of Trustees is committed to governing Green River College by means of a policy governance model. As representatives for the citizens of College District No. 10, the Board is responsible for formulating strategic, values-based policies so that Green River College has guidelines within which to act. The Board further maintains oversight to assure that administrative action occurs within the context of established policy and identified outcomes.

History of Policy

Draft: 9/30/03
Adopted: 4/15/04
Reviewed: 10/10/19
Revised: 10/17/13, 12/18/14, 11/21/19

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

Board Policies

Governance Process

- GP-1 Policy Governance Commitment
- GP-2 Governing Style
- GP-3 Board Job Description
- GP-4 Board Chairperson's Role
- GP-5 Community College District No. 10 Bylaws
- GP-6 Board Code of Ethics
- GP-7 Naming of Facilities

GP-7 Naming of Facilities

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GP-7 NAMING OF FACILITIES

Policy

The Board of Trustees shall have the discretion of naming college facilities, including buildings, rooms, landscaped areas or other significant locations. The Board will give consideration to naming for people or organizations that have made extraordinary contributions to Green River Community College through personal service, financial support, or who have greatly enhanced the prestige of the institution through outstanding state or national achievement or recognition.

The naming of facilities should be done deliberately. In exercising its discretion, the Board will consider requests within the following guidelines:

1. Naming a facility after an employee or a person officially involved with Green River shall normally be made one year or more after retirement, conclusion of their relationship with the College or the person's death.
2. While the Board normally reserves the right to approve a proposed name, the Board may delegate the ability to grant preliminary approval to the president in certain circumstances.
3. The Board delegates responsibility to the president to solicit input and suggestions for naming.

History of Policy

Draft: November 4, 2003, December 12, 2003
Adopted: April 15, 2004
Revised: October 17, 2013

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

Board Policies

Governance Process

- GP-1 Policy Governance Commitment
- GP-2 Governing Style
- GP-3 Board Job Description
- GP-4 Board Chairperson's Role
- GP-5 Community College District No. 10 Bylaws
- GP-6 Board Code of Ethics
- GP-7 Naming of Facilities

GP-2 Governing Style

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GP-2 GOVERNING STYLE

Policy

The Board of Trustees will govern with an emphasis on outward vision, focusing their efforts on representing community interests by establishing governing policies. The Board will encourage diversity in perspectives, focus on strategic viewpoints rather than administrative detail, clearly define Board and presidential roles, make collective rather than individual decisions, focus on the future rather than the past, and be proactive rather than reactive. More specifically, the Board will do the following:

1. Operate in ways mindful of its obligation to the public.
2. Direct the organization through the careful establishment of the broadest organizational policies reflecting the Board's values and perspectives. Board's major focus will be on the intended long-term impacts (i.e. college outcomes) outside the operating organization. Board Members will provide information regarding the administrative and/or programmatic means for attaining the college outcomes.
3. Be the initiator of policy.
4. Seek input from staff, faculty, students, alumni, employers and other community members on Board policies when appropriate.
5. Enforce mutual accountability as needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, respect of roles and ensuring the continuity of governance capability.
6. Make decisions based on consensus and speak with one voice.
7. Orient new Board members to the governing process and have periodic discussions of process improvement.
8. Monitor and discuss the Board's process and performance regularly. Self-monitoring will include comparison of Board activity and discipline to policies adopted under Governance Process and Board-Staff Relationships.

History of Policy

Draft: 9/30/03, 2/16/04
Adopted: 4/15/04

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

Board Policies

Governance Process

- GP-1 Policy Governance Commitment
- GP-2 Governing Style
- GP-3 Board Job Description
- GP-4 Board Chairperson's Role
- GP-5 Community College District No. 10 Bylaws
- GP-6 Board Code of Ethics
- GP-7 Naming of Facilities

Reviewed: 10/10/19
Revised: 10/17/13, 12/18/14, 11/21/19

- GP-8 Civility and Mutual Respect
- GP-9 Participatory Governance

Board Staff Relationships

- BSR-1 Order Delegating Authority
- BSR-2 President's Job Description
- BSR-3 Monitoring Presidential Performance
- BSR-4 Staff Reports to the Board
- BSR-5 Other Board Interactions

Executive Limitations

- EL-1 General Executive Constraint
- EL-2 Treatment of People
- EL-3 Compensation and Benefits
- EL-4 Financial Planning/Forecasting
- EL-5 Financial Condition
- EL-6 Asset Protection
- EL-7 Communication/Counsel to the Board
- EL-8 Emergency Executive Succession
- EL-9 Reserves

College Outcomes

- CO-1 College Mission
- CO-2 College Vision
- CO-3 Core Theme: College Transfer Education
- CO-4 Core Theme: Career and Technical Education

GP-3 Board Job Description

Select Language
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GP-3 BOARD JOB DESCRIPTION

Policy

The Board of Trustees shall set direction for Green River Community College and represent the citizens of Community College District No. 10 in determining and requiring appropriate organizational performance. Specifically, the Board will concentrate on the following:

1. Serving as the link between the College and the public.
2. Determining and enacting written governing policies that will address:
   a. *Governance Process*: Specifications of how the Board envisions, carries out and monitors its own tasks.
   b. *Board-Staff Relationships*: How power is delegated and its proper use monitored; the president's role, authority and accountability.
   c. *Executive Limitations*: Constraints on executive authority, which establish the prudence and ethics boundaries within which all executive activity and decisions take place.
   d. *College Outcomes*: College impacts, benefits, and end products and their relative worth. Answers the question, “What good, for which people or needs, at what cost?”
3. Monitoring college performance and the president's performance against established Board policies.
4. Ensuring college compliance with all applicable laws and regulations.
5. Serving as a link between the College and the Green River College Foundation to ensure communication and coordination between the two boards.
6. Promoting a positive image and advocating for the College.
7. Keeping current with issues pertaining to higher education by participating in development and training opportunities including the following:
   a. Participating in the Washington State Association of College Trustees (ACT)
   b. Attending ACT new trustee orientation program
   c. Participating in advocacy activities such as legislative committee work and attending legislative sessions or functions
   d. Attending the annual Board of Trustees retreat
   e. Mentoring new Board members

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

Board Policies

Governance Process

- GP-1 Policy Governance Commitment
- GP-2 Governing Style
- GP-3 Board Job Description
- GP-4 Board Chairperson's Role
- GP-5 Community College District No. 10 Bylaws
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History of Policy

Draft: 9/30/03, 12/12/03, 2/16/04
Adopted: 4/15/04
Reviewed: 10/10/19
Revised: 10/17/13, 12/18/14, 11/21/19

- GP-8 Civility and Mutual Respect
- GP-9 Participatory Governance

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- BSR-1 Order Delegating Authority
- BSR-2 President's Job Description
- BSR-3 Monitoring Presidential Performance
- BSR-4 Staff Reports to the Board
- BSR-5 Other Board Interactions

Executive Limitations

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- EL-3 Compensation and Benefits
- EL-4 Financial Planning/Forecasting
- EL-5 Financial Condition
- EL-6 Asset Protection
- EL-7 Communication/Counsel to the Board
- EL-8 Emergency Executive Succession
- EL-9 Reserves

College Outcomes

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- CO-2 College Vision
- CO-3 Core Theme: College Transfer Education
- CO-4 Core Theme: Career and Technical Education

GP-4 Board Chairperson's Role

Select Language
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GP-4 BOARD CHAIRPERSON'S ROLE

Policy

In addition to the duties outlined in GP-5 (Article III of Community College District No. 10 Bylaws), the chairperson of the Board of Trustees is primarily charged with maintaining the integrity of the Board's processes. The chairperson is secondarily responsible for representing the Board to outside parties. The chairperson is the only Board member who is authorized to speak on behalf of the Board (beyond simply reporting Board decisions) other than in rare or otherwise authorized instances. Specifically, the chairperson will do the following:

1. Ensure that the Board behaves consistent with its own rules and those legitimately imposed upon the Board from outside the College.
2. Preside at Board meetings in an efficient and effective manner including:
   a. Ensure that other Board members are informed of current and pending Board issues.
   b. Lead discussion on issues, which according to Board policy, belong to the Board to decide.
   c. Ensure that deliberations will be fair, open and thorough, but also efficient, timely, orderly and to the point.
3. Work closely with the president to set Board meeting agendas as described in GP-5 (Article II of Community College District No.10 Bylaws).
4. Assign members to serve as liaisons to the Green River College Foundation and on appropriate College committees.
5. Serve as or appoint designee to serve as the Green River Board liaison to ACT.
6. The chairperson has no individual authority to supervise or direct the president.
7. In absence of the chairperson, the vice-chairperson will assume the responsibilities of the chairperson.

History of Policy

Draft: September 30, 2003, December 12, 2003, January 13, 2004, February 16, 2004
Adopted: April 15, 2004

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

Board Policies

Governance Process

- GP-1 Policy Governance Commitment
- GP-2 Governing Style
- GP-3 Board Job Description
- GP-4 Board Chairperson's Role
- GP-5 Community College District No. 10 Bylaws
- GP-6 Board Code of Ethics
- GP-7 Naming of Facilities

Reviewed: October 10, 2019
Revised: October 17, 2013, December 18, 2014, October 20, 2016, November 21, 2019

- GP-8 Civility and Mutual Respect
- GP-9 Participatory Governance

Board Staff Relationships

- BSR-1 Order Delegating Authority
- BSR-2 President's Job Description
- BSR-3 Monitoring Presidential Performance
- BSR-4 Staff Reports to the Board
- BSR-5 Other Board Interactions

Executive Limitations

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- EL-2 Treatment of People
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- EL-4 Financial Planning/Forecasting
- EL-5 Financial Condition
- EL-6 Asset Protection
- EL-7 Communication/Counsel to the Board
- EL-8 Emergency Executive Succession
- EL-9 Reserves

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- CO-4 Core Theme: Career and Technical Education

GP-6 Board Code of Ethics

Select Language
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GP-6 BOARD CODE OF ETHICS

Policy

The Board expects ethical conduct by itself and its members. This includes proper use of authority and appropriate decorum in both group and individual behavior when acting as Board members.

1. Board members must maintain un-conflicted loyalty to the interests of the citizens and the district. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs. This accountability supersedes the personal interest of any Board member acting as an individual consumer of college services.
2. Board members must avoid any conflict of interest with respect to their fiduciary responsibility.
   a. There must be no self-dealing or any conduct of private business or personal services between any Board member and the College except as allowed by Chapter 42.52 RCW.
   b. Board members must not use their positions to obtain employment by the College for themselves, family members, friends or associates.
   c. Board members shall abstain from votes upon which they have an appearance of a conflict of interest.
3. The Board speaks with one voice, and Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies.
   a. Board members' interaction with the president or with staff must recognize the lack of authority in any individual Board member or group of Board members except as noted above.
   b. Board members' interaction with the public, press or other entities must recognize the same limitation and the similar inability of any Board member to speak for the Board except for those duties reserved to the chairperson.
   c. Board members will make no judgments of presidential performance except as that performance is assessed against explicit Board policies.

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

Board Policies

Governance Process

- GP-1 Policy Governance Commitment
- GP-2 Governing Style
- GP-3 Board Job Description
- GP-4 Board Chairperson's Role
- GP-5 Community College District No. 10 Bylaws
- GP-6 Board Code of Ethics
- GP-7 Naming of Facilities

History of Policy

Draft: September 30, 2003, December 12, 2003, February 16, 2004
Adopted: April 15, 2004
Revised: October 17, 2013

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Board Staff Relationships

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- BSR-2 President's Job Description
- BSR-3 Monitoring Presidential Performance
- BSR-4 Staff Reports to the Board
- BSR-5 Other Board Interactions

Executive Limitations

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- EL-9 Reserves

College Outcomes

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- CO-2 College Vision
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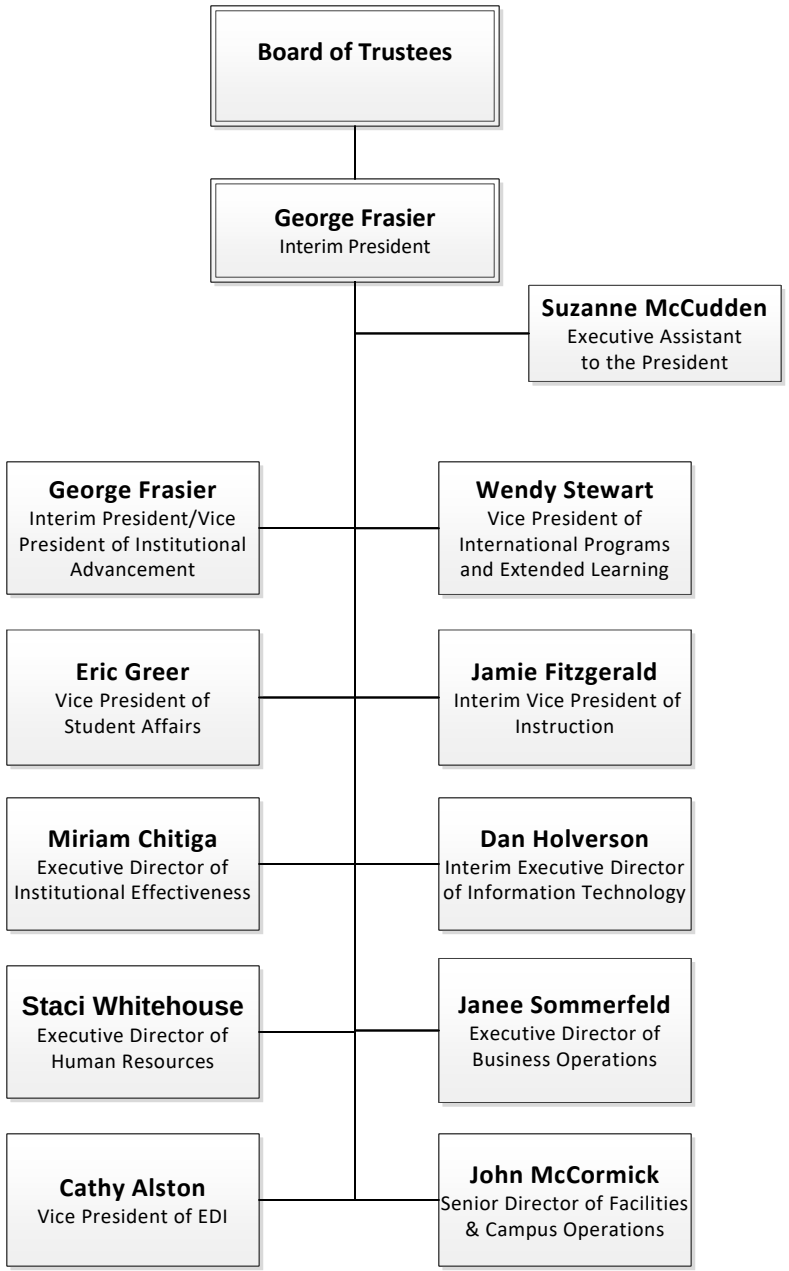
Leadership organizational chart - 2/5/2026

Green River COLLEGE

DIRECT REPORTS TO PRESIDENT



Last Revised: 2.5.26

College Organizational Structure - 2/5/2026

COLLEGE ORGANIZATIONAL STRUCTURE

Board of Trustees

George Frasier
Interim President

Suzanne McCudden
Executive Assistant to the President

BUSINESS OPERATIONS
Janee Sommerfeld
Executive Director

Business Services
- Budget

Controller
- Accts Payable
- Accts Receivable
- General Accounting
- Payroll
- Purchasing
- Audit Coordination

Internal Controller

Foundation Support

LLC Support

EQUITY DIVERSITY & INCLUSION
Kit Alston
Vice President

- Equity Compliance
- Title IX

HUMAN RESOURCES
Staci Whitehouse
Executive Director

Human Resources
- Benefits
- Classification & Compensation
- EEO/Affirmative Action
- Labor & Employee Relations
- Recruiting & Staffing
- Training & Staff Development
- Workplace Safety, Health, and Welfare

FACILITIES
John McCormick
Senior Director of Facilities and Campus Operations

- Administrative
- Capital Projects
- Maintenance/ Projects
- Building Services
- Custodial Services
- Grounds Services

INSTRUCTION
Jamie Fitzgerald,
Interim Vice President

Instructional Divisions
- Business & Law
- English
- Humanities
- Health Sciences, Nursing & Education
- Transitional Studies & Wellness
- Fine Arts
- Math
- Social Science
- Science
- Technology
- Trades

Center of Excellence for Careers In Education

Workforce Education

Instructional Deans

Instructional Support
- Instructional Support Services
- Building Secretaries

High School Options
- Open Doors

Library and Media Services

eLearning

Academic Resources Centers
- Math Learning Center
- Tutoring and Resource Center
- Writing and Reading Center
- Public Speaking Center
- Master Achiever Center

Continuing and Community Education
- Corporate Training
- Business Technology
- Personal Interests/ Discovery Academy Cybersecurity

Washington Environmental Training Center

Small Business Center
- APEX Accelerator
- Small Business Development Center (SBDC)

Branch Locations
- Kent Campus
- Enumclaw Campus
- Auburn Center

STUDENT AFFAIRS
Eric Greer
Vice President

Dean of Campus Life
- Athletics
- Auxiliary Services
- Bookstore
- Conference Services
- Food Services
- Disability Support Services (DSS)
- Office of Diversity, Equity, and Inclusion (ODEI)
- Indigenous Student Success Center (ISSC)
- PONO Program
- Recreation & Athletics Center (RAC)
- Student Life & Wellness
- Center for Transformational Wellness (CTW)
- Benefits Hub
- Gator Pantry
- TRiO

Dean of Enrollment & Completion
- Business Systems Analyst (ctcLink)
- Career & Advising Center
- Financial Aid
- Judicial Affairs & Compliance
- Office of the Registrar
- Placement & Testing Center
- Recruitment & Outreach
- Welcome Desk
- Main College Phoneline (Switchboard)
- Running Start & College in the High School
- Veteran Services Office
- Veteran's Lounge

INTERNATIONAL PROGRAMS AND EXTENDED LEARNING
Wendy Stewart,
Vice President

Study Abroad

International Programs
- International Marketing
- International Student Services & Operations
- International Student Advising
- International Housing
- International Education

Extended Learning:

Washington Certification Services

INSTITUTIONAL ADVANCEMENT
George Frasier,
Interim President

GRC Foundation
- Executive Director
- Board and Committees
- Major and Planned Gifts
- Annual Fund and Scholarships
- Student Housing

Development
- Alumni
- Grants
- Events

Real Estate Dev.

Campus Safety

College Relations

Public Information
- Public Information
- KGRG Radio
- EOC Management

Marketing & Communications
- Publications
- Web Services
- Print Shop

INSTITUTIONAL EFFECTIVENESS
Miriam Chitiga
Executive Director

Institutional Effectiveness
- Strategic Planning
- Accreditation
- Institutional Research
- Assessment

INFORMATION TECHNOLOGY
Dan Holverson
Interim Executive Director

Information Technology
- Administrative Systems
- Client Services
- Enterprise Services
  - Network
  - Infrastructure
  - IT Security
- Database and Appl. Development
- Staff Training
- Telephone Communications

Last Revised: 2.5.26

BSR-1 Order Delegating Authority

Select Language
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BSR-1 ORDER DELEGATING AUTHORITY

Policy

The President of the College shall have the authority to exercise in the name of the Board all of the powers and duties vested in or imposed upon the Board by law, including all powers granted to the Board as governing body by Chapter 39.34 RCW or any other statute. The President of the College shall be directly responsible to the Board of Trustees. The President shall be the principal administrative officer of the College and shall have general supervision of all operations and programs of the institution.

The President shall be the appointing authority for all administrative exempt, classified, faculty, and other employees of the College; the President may delegate some or all of that authority in writing to vice presidents and/or other designees. The President shall carry out all rules, regulations, orders, directives, and policies established by the Board and shall perform all other duties necessary or appropriate to the administration of the College. The essence of the relationship between the Board and the President shall be one of full mutual confidence and completely open communication.

AUTHORITY RESERVED BY THE BOARD OF TRUSTEES

The Board of Trustees reserves unto itself the following authority (unless specifically delegated in particular instances by definite resolution passed by the Board):

1. To employ the President and set the salary and the terms and conditions of his or her employment.
2. To organize, administer, and operate the Board of Trustees.
3. To adopt, amend, or repeal rules pursuant to the Administrative Procedure Act, Chapter 34.05 RCW.
4. To approve the operating budgets and capital budget request for the College.
5. To approve revisions of $500,000 or more, to the revenues or expenses in the adopted budgets of any fund, or transfers between funds of $200,000 or more.
6. To authorize the purchase or long-term lease (for two years or more) of real property.
7. To establish dormitories, food service facilities, bookstores, and other self-supporting facilities.

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

Board Policies

Governance Process

- GP-1 Policy Governance Commitment
- GP-2 Governing Style
- GP-3 Board Job Description
- GP-4 Board Chairperson's Role
- GP-5 Community College District No. 10 Bylaws
- GP-6 Board Code of Ethics
- GP-7 Naming of Facilities

8. To borrow money and issue and sell revenue bonds or other evidences of indebtedness.
9. To establish schedules for tuition and fees charged by the institution (with the exception of co-op fees and other self-sustaining program and service fees).
10. To enter into major contracts, others than public works contracts, for amounts in excess of $100,000.
11. To accept gifts, grants, conveyances, devises, bequests of real or personal property from private sources valued in excess of $25,000 and adopt regulations to govern the receipt and expenditure of the proceeds, rents, profits, and income thereof.
12. To approve and execute negotiated agreements with bargaining agents for academic employees and classified staff.
13. To award and deny tenure and dismiss and/or lay off tenure-track faculty members.
14. To authorize the award of degrees for appropriate programs of study.
15. To retain the responsibility for the expenditure of state funds by the College and its agents and employees.
16. To exercise all authority expressly reserved to the Board of Trustees in rules which have been or are hereafter adopted or amended by the Board pursuant to the provisions of the Administrative Procedure Act, Chapter 34.05 RCW.
17. To retain all authority which may be hereafter delegated to the Board of Trustees by the legislature of the state of Washington, unless such authority is expressly delegated to the President or his or her designee.

History of Policy

Draft: November 4, 2003, January f13, 2004, February 16, 2004
Adopted: August 19, 1982, April 15, 2004
Revised: September 18, 1986, October 15, 1987, October 16, 1996, November 19, 1998, June 19, 2014

- GP-8 Civility and Mutual Respect
- GP-9 Participatory Governance

Board Staff Relationships

- BSR-1 Order Delegating Authority
- BSR-2 President's Job Description
- BSR-3 Monitoring Presidential Performance
- BSR-4 Staff Reports to the Board
- BSR-5 Other Board Interactions

Executive Limitations

- EL-1 General Executive Constraint
- EL-2 Treatment of People
- EL-3 Compensation and Benefits
- EL-4 Financial Planning/Forecasting
- EL-5 Financial Condition
- EL-6 Asset Protection
- EL-7 Communication/Counsel to the Board
- EL-8 Emergency Executive Succession
- EL-9 Reserves

College Outcomes

- CO-1 College Mission
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- CO-3 Core Theme: College Transfer Education
- CO-4 Core Theme: Career and Technical Education

BSR-2 President's Job Description

Select Language
Powered by Google Translate

BSR-2 PRESIDENT'S JOB DESCRIPTION

Policy

The president is the chief executive officer of the College. The president is the Board of Trustee's official link with the operating organization. The president is accountable to the Board acting as a body. The Board will instruct the president through written policies delegating implementation to the president. The president's job performance will be considered synonymous with the organization's performance as a whole.

The president's responsibilities can be stated as performance in two main areas:

1. Organizational accomplishment of the Board's policies on College Outcomes.
2. Organizational operation within the boundaries established in Board policies on Executive Limitations. The president shall also develop a working job description in concert with the Board.

History of Policy

Draft: November 4, 2003, February 16, 2004
Adopted: April 15, 2004
Revised: January 16, 2014

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

Board Policies

Governance Process

- GP-1 Policy Governance Commitment
- GP-2 Governing Style
- GP-3 Board Job Description
- GP-4 Board Chairperson's Role
- GP-5 Community College District No. 10 Bylaws
- GP-6 Board Code of Ethics
- GP-7 Naming of Facilities

BSR-3 Monitoring Presidential Performance

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BSR-3 MONITORING PRESIDENTIAL PERFORMANCE

Policy

The Board will monitor performance in a manner as to have systematic assurance of policy compliance.

1. Policy compliance may be monitored at any time, but the monitoring shall include at least one of the following methods:
   a. **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 and monitoring reports on college outcomes.
   b. **External reports**: Disclosure of compliance information by an external auditor or other person or entities external to the institution. External reports may include audit and accreditation information.
   c. **Direct board review**: Discovery of compliance information by a Board member or the Board as a whole. Discovery by an individual Board member will be reported to the Board Chair for review by 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. College Outcomes and Executive Limitations will be monitored by the Board no less than annually.
3. The Board will typically review executive performance at its annual July Board meeting including discussion of the president's working job description. The Board, in conjunction with the president, shall also develop an annual assessment instrument to be used during this review.

History of Policy

Draft: 11/4/03, 10/10/19
Adopted: 4/15/04
Reviews: 10/10/19
Revised: 1/16/14, 12/18/14, 11/21/19

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

Board Policies

Governance Process

- GP-1 Policy Governance Commitment
- GP-2 Governing Style
- GP-3 Board Job Description
- GP-4 Board Chairperson's Role
- GP-5 Community College District No. 10 Bylaws
- GP-6 Board Code of Ethics
- GP-7 Naming of Facilities

BSR-4 Staff Reports to the Board

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BSR-4 STAFF REPORTS TO THE BOARD

Policy

The Board of Trustees will govern with an emphasis on outward vision rather than being overly preoccupied with internal college operations. Because of this focus and a concentration on the identified core objectives, to the extent possible, college staff and faculty shall address the following four questions during formal Reports to the Board.

1. How does this program/activity/initiative align with the College strategic plan?
2. What are the benefits and/or impacts to students? How will this contribute to student learning, success and completion?
3. How will success be defined and measured?
4. What is the future outlook? (feasibility, sustainability, improvement)
5. How does this program/activity/initative align with the college's diversity, equity and inclusion practices?

All documents and reports presented to the Board must be submitted in writing to the Board Secretary for inclusion in the official meeting minutes.

History of Policy

Draft: 11/4/03, 10/10/19
Adopted: 4/15/04
Reviewed: 10/10/19
Revised: 1/16/14, 12/18/14, 11/21/19

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2.A.1 EV.#2 / Section 2

Purpose, RCW 28B.50.020

RCW 28B.50.020 Purpose. The purpose of this chapter is to provide for the dramatically increasing number of students requiring high standards of education either as a part of the continuing higher education program or for occupational education and training, or for adult basic skills and literacy education, by creating a new, independent system of community and technical colleges which will:

(1) Offer an open door to every citizen, regardless of his or her academic background or experience, at a cost normally within his or her economic means;

(2) Ensure that each college district, in coordination with adjacent college districts, shall offer thoroughly comprehensive educational, training, and service programs to meet the needs of both the communities and students served by combining high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural, and recreational nature; and adult education, including basic skills and general, family, and workforce literacy programs and services;

(3) Provide for basic skills and literacy education, and occupational education and technical training in order to prepare students for careers in a competitive workforce;

(4) Provide or coordinate related and supplemental instruction for apprentices at community and technical colleges;

(5) Provide administration by state and local boards which will avoid unnecessary duplication of facilities, programs, student services, or administrative functions; and which will encourage efficiency in operation and creativity and imagination in education, training, and service to meet the needs of the community and students;

(6) Allow for the growth, improvement, flexibility and modification of the community colleges and their education, training, and service programs as future needs occur; and

(7) Establish firmly that as provided under RCW 28B.50.810, community colleges are, for purposes of academic training, two year institutions, and are an independent, unique, and vital section of our state's higher education system, separate from both the common school system and other institutions of higher learning. [2010 c 246 s 2; 2010 c 245 s 2; 2009 c 64 s 2; 2005 c 258 s 7; 1991 c 238 s 21; 1969 ex.s. c 261 s 17; 1969 ex.s. c 223 s 28B.50.020. Prior: 1967 ex.s. c 8 s 2.]

Reviser's note: This section was amended by 2010 c 245 s 2 and by 2010 c 246 s 2, each without reference to the other. Both amendments are incorporated in the publication of this section under RCW 1.12.025(2). For rule of construction, see RCW 1.12.025(1).

Findings—Intent—2010 c 246: "The legislature finds that Washington's community and technical college system consists of thirty-four two-year institutions geographically dispersed across the state to encourage and enable student access and participation. The legislature also finds that, compared with other states, Washington's two-year public participation rate is ranked as high as fifth in the nation. The legislature further finds that Washington's community and technical colleges have been making and are continuing to make great progress towards system efficiencies and coordination of their efforts through such things as common course numbering, the student achievement initiative, associate transfer degrees, eLearning and integrated basic education, skills training, and some common

administrative systems. While maintaining Washington's recognized leadership in community and technical college education, the legislature intends to provide mechanisms to encourage further efficiencies that will provide cost savings to be used to enhance student access and success, strengthen academic programs, and develop and retain high quality faculty through cost-effective partnerships and coordination between institutions, including shared services and increased complementary programming, as well as structural administrative efficiencies." [2010 c 246 s 1.]

Findings—Expand on demand—System design plan endorsed—2010 c 245: "The legislature finds that the state institutions of higher education are providing a high quality education to the citizens of the state. The legislature further finds that to meet goals of the strategic master plan for higher education the state needs a higher education system that is capable of delivering many more degrees. The legislature also finds that expansion of the system should be based on the proven demands of the citizens and the marketplace, a concept called "expand on demand." The legislature further finds that the *higher education coordinating board, in collaboration with the state board for community and technical colleges, the two-year and four-year institutions of higher education, and other stakeholders developed a system design plan that contains seven guiding principles for system expansion, focuses near-term enrollment growth at university branch campuses, comprehensive universities, and university centers where existing capacity is available without new state capital investment, establishes a process for evaluating major new capital expansion, and creates a fund for innovation to foster change and innovation in higher education delivery. The legislature finds that the strategies in the plan support the concept of expand on demand and would increase degree production by first reinvesting in higher education to use existing capacity while also providing long-term strategies to guide decisions on when and where to build new campuses, significantly expand existing sites, and change missions of existing institutions.

The legislature endorses the system design plan, approved by the *higher education coordinating board in November 2009, and adopts the recommendations and strategies in the plan." [2010 c 245 s 1.]

***Reviser's note:** The higher education coordinating board was abolished by 2011 1st sp.s. c 11 s 301, effective July 1, 2012.

Intent—2009 c 64: "It is the intent of the legislature to allow public technical colleges under the authority of the state board for community and technical colleges to offer associate degrees that prepare students for transfer to bachelor's degrees in professional fields, subject to rules adopted by the state board for community and technical colleges." [2009 c 64 s 1.]

Findings—Intent—2005 c 258: See note following RCW 28B.45.014.

Severability—1969 ex.s. c 261: "If any provision of this 1969 amendatory act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected." [1969 ex.s. c 261 s 37. Formerly RCW 28.85.911.]

State Board Supervision: RCW 28B.50.050

RCW 28B.50.050 State board for community and technical colleges.

(1) There is hereby created the "state board for community and technical colleges," to consist of 10 members who represent the geographic diversity of the state, and who shall be appointed by the governor, with the consent of the senate. At least two members shall reside east of the Cascade mountains. In making these appointments, the governor shall attempt to provide geographic balance and give consideration to representing labor, business, women, and racial and ethnic minorities, among the membership of the board. At least one member of the board shall be from business and at least one member of the board shall be from labor. One member of the board shall be a student enrolled at a community or technical college.

(2) The members, except for the student member, shall be appointed for terms of four years except that a person appointed to fill a vacancy occurring prior to the expiration of any term shall be appointed only for the remainder of such term. The student member shall serve for a term of one year. The student member must be at least 18 years of age at the time of appointment. Each member shall serve until the appointment and qualification of his or her successor. All members shall be citizens and bona fide residents of the state.

(3) Members of the college board shall be compensated in accordance with RCW 43.03.240 and shall receive reimbursement for travel expenses in accordance with RCW 43.03.050 and 43.03.060 for each day actually spent in attending to the duties as a member of the college board.

(4) The members of the college board may be removed by the governor for inefficiency, neglect of duty, or malfeasance in office, in the manner provided by RCW 28B.10.500.

(5) A student appointed under this section shall excuse themself from participating or voting on matters relating to hiring, discipline, personnel, or issues pertaining to pending litigation.

(6) The college board may adopt rules to implement this section. [2025 c 91 s 2; 1991 c 238 s 30; 1988 c 76 s 1; 1984 c 287 s 64; 1982 1st ex.s. c 30 s 9; 1975-'76 2nd ex.s. c 34 s 74; 1973 c 62 s 13; 1969 ex.s. c 261 s 19; 1969 ex.s. c 223 s 28B.50.050. Prior: 1967 ex.s. c 8 s 5.]

Findings—Intent—2025 c 91: "The legislature recognizes that the decisions made by the state board for community and technical colleges greatly impact the lives and education experiences of students and that student participation in the decision-making process can provide meaningful insight into the impact of these decisions from the student perspective, which is unique compared to the perspective of traditional board members.

The legislature finds that students have served on higher education-related governing boards in Washington state and other states for decades. Specifically, students serve on the governing boards of systems of community and technical colleges in over 10 other states. Students also serve as voting members on both the Washington student achievement council and the workforce education investment accountability and oversight board. These opportunities have provided students the opportunity to contribute greatly to deliberations where they have been able to share ideas and concerns on decisions that directly impact students.

The legislature further finds that student perspectives offer the opportunity to bring the state board for community and technical

colleges closer to the student community that it serves. Being on campus and in class every day, students are exposed directly to many topics of interest to the board, which is important for comprehensive and in-depth discussion. Moreover, student populations at community and technical colleges are the most diverse of any institution of higher education in the state, and thus the student member would be exposed to a more diverse group than any other member of the board representing any one group of the community.

Additionally, the legislature acknowledges that student positions on governing boards are also a valuable tool for developing leadership through experiential learning. Student members learn processes of institutional governance, analyze policy proposals, and participate in board discussions and decision making.

Therefore, it is the intent of the legislature to enhance community college governance by the state board of [for] community and technical colleges through fostering a stronger relationship with students in policy development and decision making at the state level." [2025 c 91 s 1.]

Legislative findings—Severability—Effective date—1984 c 287: See notes following RCW 43.03.220.

Effective date—Severability—1975-'76 2nd ex.s. c 34: See notes following RCW 2.08.115.

Savings—Severability—1973 c 62: See notes following RCW 28B.10.510.

Severability—1969 ex.s. c 261: See note following RCW 28B.50.020.

Appointment of director of state system of community and technical colleges, by: RCW 28B.50.060.

Employees of, appointment and employment of: RCW 28B.50.060.

Occupational forecast—Agency consultation: RCW 50.38.030.

Powers and duties: RCW 28B.50.090.

College Board—Powers and duties, RCW 28B.50.090

RCW 28B.50.090 College board—Powers and duties. The college board shall have general supervision and control over the state system of community and technical colleges. In addition to the other powers and duties imposed upon the college board by this chapter, the college board shall be charged with the following powers, duties and responsibilities:

(1) Review the budgets prepared by the boards of trustees, prepare a single budget for the support of the state system of community and technical colleges and adult education, and submit this budget to the governor as provided in RCW 43.88.090;

(2) Establish guidelines for the disbursement of funds; and receive and disburse such funds for adult education and maintenance and operation and capital support of the college districts in conformance with the state and district budgets, and in conformance with chapter 43.88 RCW;

(3) Ensure, through the full use of its authority:

(a) That each college district, in coordination with colleges, within a regional area, shall offer thoroughly comprehensive educational, training, and service programs to meet the needs of both the communities and students served by combining high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; and community services of an educational, cultural, and recreational nature; and adult education, including basic skills and general, family, and workforce literacy programs and services;

(b) That each college district shall maintain an open-door policy, to the end that no student will be denied admission because of the location of the student's residence or because of the student's educational background or ability; that, insofar as is practical in the judgment of the college board, curriculum offerings will be provided to meet the educational and training needs of the community generally and the students thereof; and that all students, regardless of their differing courses of study, will be considered, known and recognized equally as members of the student body: PROVIDED, That the administrative officers of a community or technical college may deny admission to a prospective student or attendance to an enrolled student if, in their judgment, the student would not be competent to profit from the curriculum offerings of the college, or would, by his or her presence or conduct, create a disruptive atmosphere within the college not consistent with the purposes of the institution. This subsection (3)(b) shall not apply to competency, conduct, or presence associated with a disability in a person twenty-one years of age or younger attending a technical college;

(4) Prepare a comprehensive master plan for the development of community and technical college education and training in the state; and assist the office of financial management in the preparation of enrollment projections to support plans for providing adequate college facilities in all areas of the state. The master plan shall include implementation of the vision, goals, priorities, and strategies in the statewide strategic master plan for higher education under *RCW 28B.76.200 based on the community and technical college system's role and mission. The master plan shall also contain measurable performance indicators and benchmarks for gauging progress toward achieving the goals and priorities;

(5) Define and administer criteria and guidelines for the establishment of new community and technical colleges or campuses within the existing districts;

(6) Establish criteria and procedures for modifying district boundary lines and consolidating district structures to form multiple campus districts consistent with the purposes set forth in RCW 28B.50.020 as now or hereafter amended and in accordance therewith make such changes as it deems advisable;

(7) Establish minimum standards to govern the operation of the community and technical colleges with respect to:

(a) Qualifications and credentials of instructional and key administrative personnel, except as otherwise provided in the state plan for vocational education;

(b) Internal budgeting, accounting, auditing, and financial procedures as necessary to supplement the general requirements prescribed pursuant to chapter 43.88 RCW;

(c) The content of the curriculums and other educational and training programs, and the requirement for degrees and certificates awarded by the colleges;

(d) Standard admission policies;

(e) Eligibility of courses to receive state fund support; and

(f) Common student identifiers such that once a student has enrolled at any community or technical college he or she retains the same student identification upon transfer to any college district;

(8) Encourage colleges to use multiple measures to determine whether a student must enroll in a precollege course including, but not limited to, placement tests, the SAT, high school transcripts, college transcripts, or initial class performance, and require colleges to post all the available options for course placement on their website and in their admissions materials;

(9) Establish and administer criteria and procedures for all capital construction including the establishment, installation, and expansion of facilities within the various college districts;

(10) Encourage innovation in the development of new educational and training programs and instructional methods; coordinate research efforts to this end; and disseminate the findings thereof;

(11) Exercise any other powers, duties and responsibilities necessary to carry out the purposes of this chapter;

(12) Authorize the various community and technical colleges to offer programs and courses in other districts when it determines that such action is consistent with the purposes set forth in RCW 28B.50.020 as now or hereafter amended;

(13) Notwithstanding any other law or statute regarding the sale of state property, sell or exchange and convey any or all interest in any community and technical college real and personal property, except such property as is received by a college district in accordance with RCW 28B.50.140(8), when it determines that such property is surplus or that such a sale or exchange is in the best interests of the community and technical college system;

(14) In order that the treasurer for the state board for community and technical colleges appointed in accordance with RCW 28B.50.085 may make vendor payments, the state treasurer will honor warrants drawn by the state board providing for an initial advance on July 1, 1982, of the current biennium and on July 1st of each succeeding biennium from the state general fund in an amount equal to twenty-four percent of the average monthly allotment for such budgeted biennium expenditures for the state board for community and technical

colleges as certified by the office of financial management; and at the conclusion of such initial month and for each succeeding month of any biennium, the state treasurer will reimburse expenditures incurred and reported monthly by the state board treasurer in accordance with chapter 43.88 RCW: PROVIDED, That the reimbursement to the state board for actual expenditures incurred in the final month of each biennium shall be less the initial advance made in such biennium;

(15) Notwithstanding the provisions of subsection (13) of this section, may receive such gifts, grants, conveyances, devises, and bequests of real or personal property from private sources as may be made from time to time, in trust or otherwise, whenever the terms and conditions thereof will aid in carrying out the community and technical college programs and may sell, lease or exchange, invest or expend the same or the proceeds, rents, profits and income thereof according to the terms and conditions thereof; and adopt regulations to govern the receipt and expenditure of the proceeds, rents, profits and income thereof; and

(16) The college board shall have the power of eminent domain. [2013 c 57 s 1; 2011 c 109 s 1; 2010 c 246 s 3; 2009 c 64 s 4; 2004 c 275 s 57; 2003 c 130 s 6; 1991 c 238 s 33; 1982 c 50 s 1; 1981 c 246 s 2; 1979 c 151 s 20; 1977 ex.s. c 282 s 4; 1973 c 62 s 16; 1969 ex.s. c 261 s 21; 1969 ex.s. c 223 s 28B.50.090. Prior: 1967 ex.s. c 8 s 9.]

***Reviser's note:** RCW 28B.76.200 was repealed by 2011 1st sp.s. c 11 s 244, effective July 1, 2012.

Findings—Intent—2010 c 246: See note following RCW 28B.50.020.

Intent—2009 c 64: See note following RCW 28B.50.020.

Part headings not law—2004 c 275: See note following RCW 28B.76.090.

Findings—Intent—2003 c 130: See note following RCW 28B.77.070.

Severability—1981 c 246: "If any provision of this amendatory act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." [1981 c 246 s 6.]

Severability—1977 ex.s. c 282: See note following RCW 28B.50.870.

Savings—Severability—1973 c 62: See notes following RCW 28B.10.510.

Severability—1969 ex.s. c 261: See note following RCW 28B.50.020.

Construction, reconstruction, equipping facilities—Financing: RCW 28B.50.340.

Development of budget: RCW 43.88.090.

Eminent domain: Title 8 RCW.

State budgeting, accounting, and reporting system: Chapter 43.88 RCW.

College districts enumerated, RCW 28B.50.040

RCW 28B.50.040 College districts enumerated. The state of Washington is hereby divided into thirty college districts as follows:

(1) The first district shall encompass the counties of Clallam and Jefferson;

(2) The second district shall encompass the counties of Grays Harbor and Pacific;

(3) The third district shall encompass the counties of Kitsap and Mason;

(4) The fourth district shall encompass the counties of San Juan, Skagit and Island;

(5) The fifth district shall encompass Snohomish county except for the Northshore common school district and that portion encompassed by the twenty-third district created in subsection (23) of this section: PROVIDED, That the fifth district shall encompass the Everett Community College;

(6) The sixth district shall encompass the present boundaries of the common school districts of Seattle and Vashon Island, King county;

(7) The seventh district shall encompass the present boundary of the common school district of Shoreline in King county;

(8) The eighth district shall encompass the present boundaries of the common school districts of Bellevue, Issaquah, Mercer Island, Skykomish and Snoqualmie, King county;

(9) The ninth district shall encompass the present boundaries of the common school districts of Federal Way, Highline and South Central, King county;

(10) The tenth district shall encompass the present boundaries of the common school districts of Auburn, Black Diamond, Renton, Enumclaw, Kent, Lester and Tahoma, King county, and the King county portion of Puyallup common school district No. 3;

(11) The eleventh district shall encompass all of Pierce county, except for the present boundaries of the common school districts of Tacoma and Peninsula;

(12) The twelfth district shall encompass Lewis county, the Rochester common school district No. 401, the Tenino common school district No. 402 of Thurston county, and the Thurston county portion of the Centralia common school district No. 401;

(13) The thirteenth district shall encompass the counties of Cowlitz, and Wahkiakum;

(14) The fourteenth district shall encompass the counties of Clark, Skamania and that portion of Klickitat county not included in the sixteenth district;

(15) The fifteenth district shall encompass the counties of Chelan, Douglas and Okanogan;

(16) The sixteenth district shall encompass the counties of Kittitas, Yakima, and that portion of Klickitat county included in United States census divisions 1 through 4;

(17) The seventeenth district shall encompass the counties of Ferry, Lincoln (except consolidated school district 105-157-166J and the Lincoln county portion of common school district 167-202), Pend Oreille, Spokane, Stevens and Whitman;

(18) The eighteenth district shall encompass the counties of Adams and Grant, and that portion of Lincoln county comprising consolidated school district 105-157-166J and common school district 167-202;

(19) The nineteenth district shall encompass the counties of Benton and Franklin;

(20) The twentieth district shall encompass the counties of Asotin, Columbia, Garfield and Walla Walla;

(21) The twenty-first district shall encompass Whatcom county;

(22) The twenty-second district shall encompass the present boundaries of the common school districts of Tacoma and Peninsula, Pierce county;

(23) The twenty-third district shall encompass that portion of Snohomish county within such boundaries as the state board for community and technical colleges shall determine: PROVIDED, That the twenty-third district shall encompass the Edmonds Community College;

(24) The twenty-fourth district shall encompass all of Thurston county except the Rochester common school district No. 401, the Tenino common school district No. 402, and the Thurston county portion of the Centralia common school district No. 401;

(25) The twenty-fifth district shall encompass all of Whatcom county;

(26) The twenty-sixth district shall encompass the Northshore, Lake Washington, Bellevue, Mercer Island, Issaquah, Riverview, Snoqualmie Valley and Skykomish school districts;

(27) The twenty-seventh district shall encompass the Renton, Kent, Auburn, Tahoma, and Enumclaw school districts and a portion of the Seattle school district described as follows: Commencing at a point established by the intersection of the Duwamish river and the south boundary of the Seattle Community College District (number six) and thence north along the centerline of the Duwamish river to the west waterway; thence north along the centerline of the west waterway to Elliot Bay; thence along Elliot Bay to a line established by the intersection of the extension of Denny Way to Elliot Bay; thence east along the line established by the centerline of Denny Way to Lake Washington; thence south along the shoreline of Lake Washington to the south line of the Seattle Community College District; and thence west along the south line of the Seattle Community College District to the point of beginning;

(28) The twenty-eighth district shall encompass all of Pierce county;

(29) The twenty-ninth district shall encompass all of Pierce county; and

(30) The thirtieth district shall encompass the present boundaries of the common school districts of Lake Washington and Riverview in King county and Northshore in King and Snohomish counties. [1994 c 217 s 2; 1991 c 238 s 23; 1988 c 77 s 1; 1981 c 72 s 1; 1973 1st ex.s. c 46 s 7; 1969 ex.s. c 223 s 28B.50.040. Prior: 1967 ex.s. c 8 s 4. Formerly RCW 28.85.040.]

Effective date—1994 c 217: See note following RCW 28B.45.0201.

Findings—1994 c 217: See RCW 28B.45.0201.

Effective date—1988 c 77: "Section 2 of this act is necessary for the immediate preservation of the public peace, health, and safety, the support of the state government and its existing public institutions, and shall take effect immediately. The remainder of this act shall take effect July 1, 1988." [1988 c 77 s 12.]

Severability—1988 c 77: "If any provision of this act or its application to any person or circumstance is held invalid, the

remainder of the act or the application of the provision to other persons or circumstances is not affected." [1988 c 77 s 11.]

District No. 23 Interlocal cooperation agreements by school districts in Snohomish county authorized—1981 c 72: "Any school district within Snohomish county may enter into interlocal cooperation agreements with any community college located within Snohomish county pursuant to the provisions of chapter 39.34 RCW." [1981 c 72 s 8.]

Savings—Provisions of existing collective bargaining agreement—1981 c 72: "Nothing contained in this amendatory act shall be construed to alter any provision of any existing collective bargaining agreement until any such agreement has expired or been modified pursuant to chapter 28B.52 RCW." [1981 c 72 s 9.]

Savings—Generally—1981 c 72: "Nothing in this amendatory act shall be construed to affect any existing rights, nor as affecting any actions, activities, or proceedings validated prior to the effective date of this amendatory act, nor as affecting any civil or criminal proceedings, nor any rule, regulation, or order promulgated, nor any administrative action taken prior to the effective date of this amendatory act, and the validity of any act performed with respect to Edmonds Community College, or any officer or employee thereof prior to the effective date of this amendatory act, is hereby validated." [1981 c 72 s 10.]

Effective date of this amendatory act defined—1981 c 72: "The phrase "the effective date of this amendatory act" as used in sections 3, 4, 6 and 10 of this amendatory act shall mean July 1, 1981: PROVIDED, That nothing in this amendatory act shall prohibit any transfers mandated in section 4 hereof nor the action contemplated in section 11 hereof prior to such July 1, 1981." [1981 c 72 s 12.]

Severability—1981 c 72: "If any provision of this amendatory act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." [1981 c 72 s 13.]

Severability—1973 1st ex.s. c 46: See note following RCW 28B.10.704.

Board of trustees—Generally, RCW 28B.50.100

RCW 28B.50.100 Boards of trustees—Generally. There is hereby created a board of trustees for each college district as set forth in this chapter. Each board of trustees shall be composed of five trustees, except as provided in RCW 28B.50.102, who shall be appointed by the governor for terms commencing October 1st of the year in which appointed. In making such appointments, the governor shall give consideration to geographical diversity, and representing labor, business, women, and racial and ethnic minorities, in the membership of the boards of trustees. The boards of trustees for districts containing technical colleges shall include at least one member from business and one member from labor.

The successors of the trustees initially appointed shall be appointed by the governor to serve for a term of five years except that any person appointed to fill a vacancy occurring prior to the expiration of any term shall be appointed only for the remainder of the term. Each member shall serve until a successor is appointed and qualified.

Every trustee shall be a resident and qualified elector of the college district. No trustee may be an employee of the community and technical college system, a member of the board of directors of any school district, or a member of the governing board of any public or private educational institution.

Each board of trustees shall organize itself by electing a chair from its members. The board shall adopt a seal and may adopt such bylaws, rules, and regulations as it deems necessary for its own government. Three members of the board shall constitute a quorum, but a lesser number may adjourn from time to time and may compel the attendance of absent members in such manner as prescribed in its bylaws, rules, or regulations. The district president, or if there be none, the president of the college, shall serve as, or may designate another person to serve as, the secretary of the board, who shall not be deemed to be a member of the board.

Each board of trustees shall follow procedures for open public meetings in chapter 42.30 RCW. Each board shall provide time for public comment at each meeting.

Members of the boards of trustees may be removed for misconduct or malfeasance in office in the manner provided by RCW 28B.10.500. [2013 c 23 s 58. Prior: 2012 c 228 s 5; 2012 c 148 s 2; 2011 c 336 s 739; 1991 c 238 s 37; 1987 c 330 s 1001; 1983 c 224 s 1; 1979 ex.s. c 103 s 1; 1977 ex.s. c 282 s 2; 1973 c 62 s 17; 1969 ex.s. c 261 s 22; 1969 ex.s. c 223 s 28B.50.100; prior: 1967 ex.s. c 8 s 10.]

Finding—Intent—2012 c 148: "The legislature finds that decisions made by governing boards of each respective institution greatly impact the lives of students and that student participation in the decision-making process can provide insight into the impacts of actions by trustees that are not always measurable through reports and statistics. Students are on campus every day using services and experiencing aspects of the institution that board members may only see on paper, providing a unique and valuable perspective that should not be overlooked.

Students serving on governing boards of higher education have proven effective in Washington and in over thirty other states. For over ten years students at Washington's four-year institutions of higher education have served as voting members on the board of trustees, regents, and the *higher education coordinating board,

providing greater depth in board deliberations and a well-educated conduit for students to voice ideas and concerns.

The student perspective at community colleges also brings the board closer to their community. Student populations at community colleges are the most diverse of any institution of higher education in the state. Being on campus and in class every day, students are exposed to a more diverse group than any member of the board representing any one group of the community.

Student positions on governing boards are also a valuable tool for developing leadership through experiential learning. Student members learn processes of institutional governance, become involved in campus projects, analyze policy proposals, and participate in board discussions and decision making.

It is the intent of the legislature to enhance community college governance by fostering a more dynamic relationship between students and institutions through the encouragement of student participation in policy development and decision making at the district and state level." [2012 c 148 s 1.]

***Reviser's note:** The higher education coordinating board was abolished by 2011 1st sp.s. c 11 s 301, effective July 1, 2012.

Construction—Application of rules—Severability—1987 c 330: See notes following RCW 28B.12.050.

Severability—1979 ex.s. c 103: See note following RCW 28B.20.100.

Severability—1977 ex.s. c 282: See note following RCW 28B.50.870.

Effective date—1977 ex.s. c 282 ss 2, 3: "Sections 2 and 3 of this 1977 amendatory act shall not take effect until January 1, 1978." [1977 ex.s. c 282 s 9.]

Savings—Severability—1973 c 62: See notes following RCW 28B.10.510.

Severability—1969 ex.s. c 261: See note following RCW 28B.50.020.

Chief executive officer as secretary of board: RCW 28B.50.130.

Board of trustees—Powers and duties, RCW 28B.50.140

RCW 28B.50.140 Boards of trustees—Powers and duties. Each board of trustees:

(1) Shall operate all existing community and technical colleges in its district;

(2) Shall create comprehensive programs of community and technical college education and training and maintain an open-door policy in accordance with the provisions of RCW 28B.50.090(3);

(3) Shall employ for a period to be fixed by the board a college president for each community and technical college and, may appoint a president for the district, and fix their duties and compensation, which may include elements other than salary. Compensation under this subsection shall not affect but may supplement retirement, health care, and other benefits that are otherwise applicable to the presidents as state employees. The board shall also employ for a period to be fixed by the board members of the faculty and such other administrative officers and other employees as may be necessary or appropriate and fix their salaries and duties. Except as provided for academic employees in RCW 28B.52.035 and technical college classified employees under chapter 41.56 RCW, compensation and salary increases under this subsection shall not exceed the amount or percentage established for those purposes in the state appropriations act by the legislature as allocated to the board of trustees by the state board for community and technical colleges. The state board for community and technical colleges shall adopt rules defining the permissible elements of compensation under this subsection;

(4) May establish, in accordance with RCW 28B.77.080, new facilities as community needs and interests demand. However, the authority of boards of trustees to purchase or lease major off-campus facilities shall be subject to the approval of the student achievement council pursuant to RCW 28B.77.080;

(5) May establish or lease, operate, equip and maintain dormitories, food service facilities, bookstores and other self-supporting facilities connected with the operation of the community and technical college;

(6) May, with the approval of the college board, borrow money and issue and sell revenue bonds or other evidences of indebtedness for the construction, reconstruction, erection, equipping with permanent fixtures, demolition and major alteration of buildings or other capital assets, and the acquisition of sites, rights-of-way, easements, improvements or appurtenances, for dormitories, food service facilities, and other self-supporting facilities connected with the operation of the community and technical college in accordance with the provisions of RCW 28B.10.300 through 28B.10.330 where applicable;

(7) May establish fees and charges for the facilities authorized hereunder, including reasonable rules and regulations for the government thereof, not inconsistent with the rules of the college board; each board of trustees operating a community and technical college may enter into agreements, subject to rules of the college board, with owners of facilities to be used for housing regarding the management, operation, and government of such facilities, and any board entering into such an agreement may:

(a) Make rules for the government, management and operation of such housing facilities deemed necessary or advisable; and

(b) Employ necessary employees to govern, manage and operate the same;

(8) May receive such gifts, grants, conveyances, devises and bequests of real or personal property from private sources, as may be made from time to time, in trust or otherwise, whenever the terms and conditions thereof will aid in carrying out the community and technical college programs as specified by law and the rules of the state college board; sell, lease or exchange, invest or expend the same or the proceeds, rents, profits and income thereof according to the terms and conditions thereof; and adopt rules to govern the receipt and expenditure of the proceeds, rents, profits and income thereof;

(9) May establish and maintain night schools whenever in the discretion of the board of trustees it is deemed advisable, and authorize classrooms and other facilities to be used for summer or night schools, or for public meetings and for any other uses consistent with the use of such classrooms or facilities for community and technical college purposes;

(10) May make rules for pedestrian and vehicular traffic on property owned, operated, or maintained by the district;

(11) Shall prescribe, with the assistance of the faculty, the course of study in the various departments of the community and technical college or colleges under its control, and publish such catalogues and bulletins as may become necessary;

(12) May grant to every student, upon graduation or completion of a course of study, a suitable diploma, degree, or certificate under the rules of the state board for community and technical colleges that are appropriate to their mission. The purposes of these diplomas, certificates, and degrees are to lead individuals directly to employment in a specific occupation or prepare individuals for a bachelor's degree or beyond. Technical colleges may only offer transfer degrees that prepare students for bachelor's degrees in professional fields, subject to rules adopted by the college board. In adopting rules, the college board, where possible, shall create consistency between community and technical colleges and may address issues related to tuition and fee rates; tuition waivers; enrollment counting, including the use of credits instead of clock hours; degree-granting authority; or any other rules necessary to offer the associate degrees that prepare students for transfer to bachelor's degrees in professional areas. Only colleges under RCW 28B.50.810 or 28B.50.825 may award baccalaureate degrees. The board, upon recommendation of the faculty, may also confer honorary associate of arts degrees, or if it is authorized to award baccalaureate degrees may confer honorary bachelor of applied science degrees, upon persons other than graduates of the community college, in recognition of their learning or devotion to education, literature, art, or science. No degree may be conferred in consideration of the payment of money or the donation of any kind of property;

(13) Shall enforce the rules prescribed by the state board for community and technical colleges for the government of community and technical colleges, students and teachers, and adopt such rules and perform all other acts not inconsistent with law or rules of the state board for community and technical colleges as the board of trustees may in its discretion deem necessary or appropriate to the administration of college districts: PROVIDED, That such rules shall include, but not be limited to, rules relating to housing, scholarships, conduct at the various community and technical college facilities, and discipline: PROVIDED, FURTHER, That the board of

trustees may suspend or expel from community and technical colleges students who refuse to obey any of the duly adopted rules;

(14) May, by written order filed in its office, delegate to the president or district president any of the powers and duties vested in or imposed upon it by this chapter. Such delegated powers and duties may be exercised in the name of the district board;

(15) May perform such other activities consistent with this chapter and not in conflict with the directives of the college board;

(16) Notwithstanding any other provision of law, may offer educational services on a contractual basis other than the tuition and fee basis set forth in chapter 28B.15 RCW for a special fee to private or governmental entities, consistent with rules adopted by the state board for community and technical colleges: PROVIDED, That the whole of such special fee shall go to the college district and be not less than the full instructional costs of such services including any salary increases authorized by the legislature for community and technical college employees during the term of the agreement: PROVIDED FURTHER, That enrollments generated hereunder shall not be counted toward the official enrollment level of the college district for state funding purposes;

(17) Notwithstanding any other provision of law, may offer educational services on a contractual basis, charging tuition and fees as set forth in chapter 28B.15 RCW, counting such enrollments for state funding purposes, and may additionally charge a special supplemental fee when necessary to cover the full instructional costs of such services: PROVIDED, That such contracts shall be subject to review by the state board for community and technical colleges and to such rules as the state board may adopt for that purpose in order to assure that the sum of the supplemental fee and the normal state funding shall not exceed the projected total cost of offering the educational service: PROVIDED FURTHER, That enrollments generated by courses offered on the basis of contracts requiring payment of a share of the normal costs of the course will be discounted to the percentage provided by the college;

(18) Shall be authorized to pay dues to any association of trustees that may be formed by the various boards of trustees; such association may expend any or all of such funds to submit biennially, or more often if necessary, to the governor and to the legislature, the recommendations of the association regarding changes which would affect the efficiency of such association;

(19) May participate in higher education centers and consortia that involve any four-year public or independent college or university in accordance with RCW 28B.77.080;

(20) Shall perform any other duties and responsibilities imposed by law or rule of the state board; and

(21) May confer honorary associate of arts degrees upon persons who request an honorary degree if they were students at the college in 1942 and did not graduate because they were ordered into an internment camp. The honorary degree may also be requested by a representative of deceased persons who meet these requirements. For the purposes of this subsection, "internment camp" means a relocation center to which persons were ordered evacuated by Presidential Executive Order 9066, signed on February 19, 1942. [2018 c 267 s 3; 2016 sp.s. c 33 s 3; 2015 3rd sp.s. c 4 s 946; 2014 c 158 s 1; 2012 c 229 s 537; 2010 c 51 s 4; 2009 c 64 s 5; 2005 c 258 s 9; 2004 c 275 s 58; 1997 c 281 s 1. Prior: 1991 c 238 s 39; 1991 c 58 s 1; 1990 c 135 s 1; prior: 1987 c 407 s 1; 1987 c 314 s 14; 1985 c 370 s 96; 1981 c 246 s 3; 1979 ex.s.

c 226 s 11; 1979 c 14 s 6; prior: 1977 ex.s. c 282 s 5; 1977 c 75 s 28; 1973 c 62 s 19; 1970 ex.s. c 15 s 17; prior: 1969 ex.s. c 283 s 30; 1969 ex.s. c 261 s 23; 1969 ex.s. c 223 s 28B.50.140; prior: 1967 ex.s. c 8 s 14.]

Effective dates—2015 3rd sp.s. c 4: See note following RCW 28B.15.069.

Effective date—2012 c 229 ss 101, 117, 401, 402, 501 through 594, 601 through 609, 701 through 708, 801 through 821, 902, and 904: See note following RCW 28B.77.005.

Intent—2009 c 64: See note following RCW 28B.50.020.

Findings—Intent—2005 c 258: See note following RCW 28B.45.014.

Part headings not law—2004 c 275: See note following RCW 28B.76.090.

Severability—1981 c 246: See note following RCW 28B.50.090.

Effective date—1979 ex.s. c 226: "This act is necessary for the immediate preservation of the public peace, health, and safety, the support of the state government and its existing public institutions, and shall take effect immediately [June 15, 1979]." [1979 ex.s. c 226 s 13.]

Severability—1977 ex.s. c 282: See note following RCW 28B.50.870.

Savings—Severability—1973 c 62: See notes following RCW 28B.10.510.

Severability—1970 ex.s. c 15: See note following RCW 28A.230.160.

Severability—1969 ex.s. c 283: See note following RCW 28A.150.050.

Severability—1969 ex.s. c 261: See note following RCW 28B.50.020.

Boards of trustees—Bylaws, rules, and regulations—Chair and vice chair—Terms—Quorum, RCW 28B.50.130

RCW 28B.50.130

Boards of trustees—Bylaws, rules, and regulations—Chair and vice chair—Terms—Quorum.

Within thirty days of their appointment the various district boards of trustees shall organize, adopt bylaws for its own government, and make such rules and regulations not inconsistent with this chapter as they deem necessary. At such organizational meeting it shall elect from among its members a chair and vice chair, each to serve for one year, and annually thereafter shall elect such officers to serve until their successors are appointed or qualified. The chief executive officer of the college district, or designee, shall serve as secretary of the board. Three trustees shall constitute a quorum, and no action shall be taken by less than a majority of the trustees of the board. The district boards shall transmit such reports to the college board as may be requested by the college board. The fiscal year of the district boards shall conform to the fiscal year of the state.

[**1991 c 238 s 38**; **1977 c 75 s 27**; **1973 c 62 s 18**; **1969 ex.s. c 223 s 28B.50.130**. Prior: **1967 ex.s. c 8 s 13**. Formerly RCW **28.85.130**.]

NOTES:

Savings—Severability—1973 c 62: See notes following RCW **28B.10.510**.

*District president or president of college as secretary of board: RCW **28B.50.100**.*

*Fiscal year defined: RCW **43.88.020**.*

Public Meetings, RCW 42.30

Chapter 42.30 RCW
OPEN PUBLIC MEETINGS ACT

Sections

42.30.010 Legislative declaration.
42.30.020 Definitions.
42.30.030 Meetings declared open and public.
42.30.035 Minutes—Recording of school district board of directors meetings.
42.30.040 Conditions to attendance not to be required.
42.30.050 Interruptions—Procedure.
42.30.060 Ordinances, rules, resolutions, regulations, etc., adopted at public meetings—Notice—Secret voting prohibited.
42.30.070 Times and places for meetings—Emergencies—Exception.
42.30.075 Schedule of regular meetings—Publication in state register—Notice of change—"Regular" meetings defined.
42.30.077 Agendas of regular meetings—Online availability.
42.30.080 Special meetings.
42.30.090 Adjournments.
42.30.100 Continuances.
42.30.110 Executive sessions.
42.30.120 Violations—Personal liability—Civil penalty—Attorneys' fees and costs.
42.30.130 Violations—Mandamus or injunction.
42.30.140 Chapter controlling—Application.
42.30.200 Governing body of recognized student association at college or university—Chapter applicability to.
42.30.205 Training.
42.30.210 Assistance by attorney general.
42.30.220 Recording or online streaming by agency encouraged.
42.30.230 Declared emergencies—Remote meeting—Limits on physical attendance.
42.30.240 Public comment.
42.30.250 Notices soliciting public comment—Time period.
42.30.900 Short title.
42.30.910 Construction—1971 ex.s. c 250.

Drug reimbursement policy recommendations: RCW 74.09.653.

RCW 42.30.010 Legislative declaration. The legislature finds and declares that all public commissions, boards, councils, committees, subcommittees, departments, divisions, offices, and all other public agencies of this state and subdivisions thereof exist to aid in the conduct of the people's business. It is the intent of this chapter that their actions be taken openly and that their deliberations be conducted openly.

The people of this state do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed and informing the people's public servants of their views so that they may retain control over the instruments they have created. For these reasons, even when not required by law, public agencies are encouraged to incorporate and

accept public comment during their decision-making process. [2022 c 115 s 2; 1971 ex.s. c 250 s 1.]

Reviser's note: Throughout this chapter, the phrases "this act" and "this 1971 amendatory act" have been changed to "this chapter." "This act" [1971 ex.s. c 250] consists of this chapter, the amendment to RCW 34.04.025, and the repeal of RCW 42.32.010 and 42.32.020.

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

RCW 42.30.020 Definitions. As used in this chapter unless the context indicates otherwise:

(1) "Public agency" means:

(a) Any state board, commission, committee, department, educational institution, or other state agency which is created by or pursuant to statute, other than courts and the legislature. This does not include a comprehensive cancer center participating in a collaborative arrangement as defined in RCW 28B.10.930 that is operated in conformance with RCW 28B.10.930;

(b) Any county, city, school district, special purpose district, or other municipal corporation or political subdivision of the state of Washington;

(c) Any subagency of a public agency which is created by or pursuant to statute, ordinance, or other legislative act, including but not limited to planning commissions, library or park boards, commissions, and agencies;

(d) Any policy group whose membership includes representatives of publicly owned utilities formed by or pursuant to the laws of this state when meeting together as or on behalf of participants who have contracted for the output of generating plants being planned or built by an operating agency.

(2) "Governing body" means the multimember board, commission, committee, council, or other policy or rule-making body of a public agency, or any committee thereof when the committee acts on behalf of the governing body, conducts hearings, or takes testimony or public comment.

(3) "Action" means the transaction of the official business of a public agency by a governing body including but not limited to receipt of public testimony, deliberations, discussions, considerations, reviews, evaluations, and final actions. "Final action" means a collective positive or negative decision, or an actual vote by a majority of the members of a governing body when sitting as a body or entity, upon a motion, proposal, resolution, order, or ordinance.

(4) "Meeting" means meetings at which action is taken. [2022 c 71 s 11; 1985 c 366 s 1; 1983 c 155 s 1; 1982 1st ex.s. c 43 s 10; 1971 ex.s. c 250 s 2.]

Findings—Intent—2022 c 71: See note following RCW 28B.10.930.

Severability—Savings—1982 1st ex.s. c 43: See notes following RCW 43.52.374.

RCW 42.30.030 Meetings declared open and public. (1) All meetings of the governing body of a public agency shall be open and public and all persons shall be permitted to attend any meeting of the

governing body of a public agency, except as otherwise provided in this chapter.

(2) Public agencies are encouraged to provide for the increased ability of the public to observe and participate in the meetings of governing bodies through real-time telephonic, electronic, internet, or other readily available means of remote access that do not require an additional cost to access the meeting. [2022 c 115 s 3; 1971 ex.s. c 250 s 3.]

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

RCW 42.30.035 Minutes—Recording of school district board of directors meetings. (1) The minutes of all regular and special meetings except executive sessions of such boards, commissions, agencies or authorities shall be promptly recorded and such records shall be open to public inspection.

(2) Except in the case of an emergency as provided for in RCW 42.30.070, and excluding executive sessions, all regular and special meetings of school district boards of directors at which a final action is taken or formal public testimony is accepted shall be audio recorded and such recordings shall be maintained for at least one year. The recording shall include the comments of the directors and the comments of members of the public, if any formal testimony was accepted from the public during the meeting. Subject to the limitations on identifiable records in RCW 42.56.080(1), such recordings must be provided electronically to the public upon request. It is not a violation of this chapter if a school board attempts to record a meeting in good faith and, due to technological issues, a recording is not made or if any or all of a recording is unintelligible. Whenever possible, school districts are encouraged to make the content of school board of directors meetings, or a summary thereof, available in formats accessible to individuals who need communication assistance and in languages other than English. [2023 c 67 s 3; 1953 c 216 s 3. Formerly RCW 42.32.030.]

Effective date—2023 c 67: "This act takes effect June 30, 2024." [2023 c 67 s 5.]

RCW 42.30.040 Conditions to attendance not to be required. A member of the public shall not be required, as a condition to attendance at a meeting of a governing body, to register his or her name and other information, to complete a questionnaire, or otherwise to fulfill any condition precedent to his or her attendance. This section does not prohibit any generally applicable conditions determined by the governing body to be reasonably necessary to protect the public health or safety, or to protect against interruption of the meeting, including a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency. [2022 c 115 s 6; 2012 c 117 s 124; 1971 ex.s. c 250 s 4.]

Effective date—2022 c 115 ss 5-11: See note following RCW 42.30.230.

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

RCW 42.30.050 Interruptions—Procedure. In the event that any meeting is interrupted by a group or groups of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are interrupting the meeting, the members of the governing body conducting the meeting may order the meeting room cleared and continue in session or may adjourn the meeting and reconvene at another location selected by majority vote of the members. In such a session, final disposition may be taken only on matters appearing on the agenda. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this section. Nothing in this section shall prohibit the governing body from establishing a procedure for readmitting an individual or individuals not responsible for disturbing the orderly conduct of the meeting. Nothing in this section prohibits the governing body from stopping people from speaking to the governing body when not recognized by the governing body to speak. [2022 c 115 s 7; 1971 ex.s. c 250 s 5.]

Effective date—2022 c 115 ss 5-11: See note following RCW 42.30.230.

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

RCW 42.30.060 Ordinances, rules, resolutions, regulations, etc., adopted at public meetings—Notice—Secret voting prohibited. (1) No governing body of a public agency shall adopt any ordinance, resolution, rule, regulation, order, or directive, except in a meeting open to the public and then only at a meeting, the date of which is fixed by law or rule, or at a meeting of which notice has been given according to the provisions of this chapter. Any action taken at meetings failing to comply with the provisions of this subsection shall be null and void.

(2) No governing body of a public agency at any meeting required to be open to the public shall vote by secret ballot. Any vote taken in violation of this subsection shall be null and void, and shall be considered an "action" under this chapter. [1989 c 42 s 1; 1971 ex.s. c 250 s 6.]

RCW 42.30.070 Times and places for meetings—Emergencies—Exception. The governing body of a public agency shall provide the time for holding regular meetings by ordinance, resolution, bylaws, or by whatever other rule is required for the conduct of business by that body. Unless otherwise provided for in the act under which the public agency was formed, meetings of the governing body need not be held within the boundaries of the territory over which the public agency exercises jurisdiction. If at any time any regular meeting falls on a holiday, such regular meeting shall be held on the next business day. If, by reason of fire, flood, earthquake, or other emergency, there is a need for expedited action by a governing body to meet the emergency, the presiding officer of the governing body may provide for a meeting site other than the regular meeting site, for a remote meeting without a physical location, or for a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency, and the notice requirements of this chapter shall be

suspended during such emergency. It shall not be a violation of the requirements of this chapter for a majority of the members of a governing body to travel together or gather for purposes other than a regular meeting or a special meeting as these terms are used in this chapter: PROVIDED, That they take no action as defined in this chapter. [2022 c 115 s 8; 1983 c 155 s 2; 1973 c 66 s 1; 1971 ex.s. c 250 s 7.]

Effective date—2022 c 115 ss 5-11: See note following RCW 42.30.230.

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

RCW 42.30.075 Schedule of regular meetings—Publication in state register—Notice of change—"Regular" meetings defined. State agencies which hold regular meetings shall file with the code reviser a schedule of the time and place of such meetings on or before January of each year for publication in the Washington state register. Notice of any change from such meeting schedule shall be published in the state register for distribution at least twenty days prior to the rescheduled meeting date.

For the purposes of this section "regular" meetings shall mean recurring meetings held in accordance with a periodic schedule declared by statute or rule. [1977 ex.s. c 240 s 12.]

Effective date—1977 ex.s. c 240: See RCW 34.08.905.

Public meeting notices in state register: RCW 34.08.020.

RCW 42.30.077 Agendas of regular meetings—Online availability. (1) Public agencies with governing bodies must make the agenda of each regular meeting of the governing body available online no later than 24 hours in advance of the published start time of the meeting. An agency subject to provisions of this section may share a website with, or have its website hosted by, another public agency to post meeting agendas, minutes, budgets, contact information, and other records, including any resolution or ordinance adopted by the agency establishing where and how the public agency will meet in the event of an emergency. Nothing in this section prohibits subsequent modifications to agendas nor invalidates any otherwise legal action taken at a meeting where the agenda was not posted in accordance with this section. Nothing in this section modifies notice requirements or shall be construed as establishing that a public body or agency's online posting of an agenda as required by this section is sufficient notice to satisfy public notice requirements established under other laws. Failure to post an agenda in accordance with this section shall not provide a basis for awarding attorney fees under RCW 42.30.120 or commencing an action for mandamus or injunction under RCW 42.30.130.

(2) A special purpose district, city, or town subject to the provisions of this section is not required to post an agenda online if the district, city, or town:

(a) Has an aggregate valuation of the property subject to taxation by the district, city, or town of less than $400,000,000, as

placed on the last completed and balanced tax rolls of the county preceding the date of the most recent tax levy;

(b) Has a population within its jurisdiction of under 3,000 persons; and

(c) Provides confirmation to the state auditor at the time it files its annual reports under RCW 43.09.230 that the cost of posting notices on a website of its own, a shared website, or on the website of the county in which the largest portion of the district's, city's, or town's population resides, would exceed one-tenth of one percent of the district's, city's, or town's budget. [2022 c 115 s 9; 2014 c 61 s 2.]

Effective date—2022 c 115 ss 5-11: See note following RCW 42.30.230.

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

Intent—Finding—2014 c 61: "The legislature intends to promote transparency in government and strengthen the Washington's open public meetings act. The legislature finds that it is in the best interest of citizens for public agencies with governing bodies to post meeting agendas on websites before meetings. Full public review and inspection of meeting agendas will promote a greater exchange of information so the public can provide meaningful input related to government decisions." [2014 c 61 s 1.]

RCW 42.30.080 Special meetings. (1) A special meeting may be called at any time by the presiding officer of the governing body of a public agency or by a majority of the members of the governing body by delivering written notice personally, by mail, by fax, or by email to each member of the governing body. Written notice shall be deemed waived in the following circumstances:

(a) A member submits a written waiver of notice with the clerk or secretary of the governing body at or prior to the time the meeting convenes. A written waiver may be given by telegram, fax, or email; or

(b) A member is actually present at the time the meeting convenes.

(2) Notice of a special meeting called under subsection (1) of this section shall be:

(a) Delivered to each local newspaper of general circulation and local radio or television station that has on file with the governing body a written request to be notified of such special meeting or of all special meetings;

(b) Posted on the agency's website. An agency is not required to post a special meeting notice on its website if it does not have a website or share a website with another agency. Except in the case of a remote meeting or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency as provided for in this chapter, an agency is not required to post a special meeting notice on its website if it employs no full-time equivalent employees, or does not employ personnel whose duty, as defined by a job description or existing contract, is to maintain or update the website; and

(c) Prominently displayed at the main entrance of the agency's principal location and the meeting site if it is not held at the

agency's principal location and is not held as a remote meeting; except that during a declared emergency which prevents a meeting from being held in-person with reasonable safety an agency that hosts a website or shares a website with another agency may instead post notice of a remote meeting without a physical location on the website hosted or shared by the agency.

Such notice must be delivered or posted, as applicable, at least 24 hours before the time of such meeting as specified in the notice.

(3) The call and notices required under subsections (1) and (2) of this section shall specify the time and place of the special meeting and the business to be transacted. Final disposition shall not be taken on any other matter at such meetings by the governing body.

(4) The notices provided in this section may be dispensed with in the event a special meeting is called to deal with an emergency involving injury or damage to persons or property or the likelihood of such injury or damage, when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage, or when the required notice cannot be posted or displayed with reasonable safety, including but not limited to declared emergencies in which travel to physically post notice is barred or advised against. [2022 c 115 s 10; 2012 c 188 s 1; 2005 c 273 s 1; 1971 ex.s. c 250 s 8.]

Effective date—2022 c 115 ss 5-11: See note following RCW 42.30.230.

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

RCW 42.30.090 Adjournments. The governing body of a public agency may adjourn any regular, adjourned regular, special, or adjourned special meeting to a time and place specified in the order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular or adjourned regular meeting the clerk or secretary of the governing body may declare the meeting adjourned to a stated time and place. He or she shall cause a written notice of the adjournment to be given in the same manner as provided in RCW 42.30.080 for special meetings, unless such notice is waived as provided for special meetings. Except in the case of remote meetings without a physical location as provided for in this chapter, whenever any meeting is adjourned a copy of the order or notice of adjournment shall be conspicuously posted immediately after the time of the adjournment on or near the door of the place where the regular, adjourned regular, special, or adjourned special meeting was held. When a regular or adjourned regular meeting is adjourned as provided in this section, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment of any meeting fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings by ordinance, resolution, bylaw, or other rule. [2022 c 115 s 11; 2012 c 117 s 125; 1971 ex.s. c 250 s 9.]

Effective date—2022 c 115 ss 5-11: See note following RCW 42.30.230.

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

RCW 42.30.100 Continuances. Any hearing being held, noticed, or ordered to be held by a governing body at any meeting may by order or notice of continuance be continued or recontinued to any subsequent meeting of the governing body in the same manner and to the same extent set forth in RCW 42.30.090 for the adjournment of meetings. [1971 ex.s. c 250 s 10.]

RCW 42.30.110 Executive sessions. (1) Nothing contained in this chapter may be construed to prevent a governing body from holding an executive session during a regular or special meeting:

(a)(i) To consider matters affecting national security;

(ii) To consider, if in compliance with any required data security breach disclosure under RCW 19.255.010 and 42.56.590, and with legal counsel available, information regarding the infrastructure and security of computer and telecommunications networks, security and service recovery plans, security risk assessments and security test results to the extent that they identify specific system vulnerabilities, and other information that if made public may increase the risk to the confidentiality, integrity, or availability of agency security or to information technology infrastructure or assets;

(b) To consider the selection of a site or the acquisition of real estate by lease or purchase when public knowledge regarding such consideration would cause a likelihood of increased price;

(c) To consider the minimum price at which real estate will be offered for sale or lease when public knowledge regarding such consideration would cause a likelihood of decreased price. However, final action selling or leasing public property shall be taken in a meeting open to the public;

(d) To review negotiations on the performance of publicly bid contracts when public knowledge regarding such consideration would cause a likelihood of increased costs;

(e) To consider, in the case of an export trading company, financial and commercial information supplied by private persons to the export trading company;

(f) To receive and evaluate complaints or charges brought against a public officer or employee. However, upon the request of such officer or employee, a public hearing or a meeting open to the public shall be conducted upon such complaint or charge;

(g) To evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. However, subject to RCW 42.30.140(4), discussion by a governing body of salaries, wages, and other conditions of employment to be generally applied within the agency shall occur in a meeting open to the public, and when a governing body elects to take final action hiring, setting the salary of an individual employee or class of employees, or discharging or disciplining an employee, that action shall be taken in a meeting open to the public;

(h) To evaluate the qualifications of a candidate for appointment to elective office. However, any interview of such candidate and final action appointing a candidate to elective office shall be in a meeting open to the public;

(i) To discuss with legal counsel representing the agency matters relating to agency enforcement actions, or to discuss with legal counsel representing the agency litigation or potential litigation to which the agency, the governing body, or a member acting in an

official capacity is, or is likely to become, a party, when public knowledge regarding the discussion is likely to result in an adverse legal or financial consequence to the agency.

This subsection (1)(i) does not permit a governing body to hold an executive session solely because an attorney representing the agency is present. For purposes of this subsection (1)(i), "potential litigation" means matters protected by RPC 1.6 or RCW 5.60.060(2)(a) concerning:

(i) Litigation that has been specifically threatened to which the agency, the governing body, or a member acting in an official capacity is, or is likely to become, a party;

(ii) Litigation that the agency reasonably believes may be commenced by or against the agency, the governing body, or a member acting in an official capacity; or

(iii) Litigation or legal risks of a proposed action or current practice that the agency has identified when public discussion of the litigation or legal risks is likely to result in an adverse legal or financial consequence to the agency;

(j) To consider, in the case of the state library commission or its advisory bodies, western library network prices, products, equipment, and services, when such discussion would be likely to adversely affect the network's ability to conduct business in a competitive economic climate. However, final action on these matters shall be taken in a meeting open to the public;

(k) To consider, in the case of the state investment board, financial and commercial information when the information relates to the investment of public trust or retirement funds and when public knowledge regarding the discussion would result in loss to such funds or in private loss to the providers of this information;

(l) To consider proprietary or confidential nonpublished information related to the development, acquisition, or implementation of state purchased health care services as provided in RCW 41.05.026;

(m) To consider in the case of the life sciences discovery fund authority, the substance of grant applications and grant awards when public knowledge regarding the discussion would reasonably be expected to result in private loss to the providers of this information;

(n) To consider in the case of a health sciences and services authority, the substance of grant applications and grant awards when public knowledge regarding the discussion would reasonably be expected to result in private loss to the providers of this information;

(o) To consider information regarding staff privileges or quality improvement committees under RCW 70.41.205;

(p) To consider proprietary or confidential data collected or analyzed pursuant to chapter 70.405 RCW;

(q) To consider greenhouse gas allowance auction bidding information that is prohibited from release or disclosure under RCW 70A.65.100(8).

(2) Before convening in executive session, the presiding officer of a governing body shall publicly announce the purpose for excluding the public from the meeting place, and the time when the executive session will be concluded. The executive session may be extended to a stated later time by announcement of the presiding officer. The announced purpose of excluding the public must be entered into the minutes of the meeting required by RCW 42.30.035. [2024 c 277 s 2. Prior: 2022 c 153 s 13; 2022 c 115 s 12; 2019 c 162 s 2; 2017 c 137 s 1; 2014 c 174 s 4; 2011 1st sp.s. c 14 s 14; 2010 1st sp.s. c 33 s 5; 2005 c 424 s 13; 2003 c 277 s 1; 2001 c 216 s 1; 1989 c 238 s 2; 1987

c 389 s 3; 1986 c 276 s 8; 1985 c 366 s 2; 1983 c 155 s 3; 1979 c 42 s 1; 1973 c 66 s 2; 1971 ex.s. c 250 s 11.]

Findings—Intent—2024 c 277: "The climate commitment act requires some publicly owned natural gas and electric utilities and other government agencies to obtain greenhouse gas allowances to cover a portion of emissions. Because the allowance auctions must be carefully regulated to guard against market interference, market participants are strictly prohibited from disclosing any information about how they plan to participate in a specific auction. Investor-owned utilities, which are governed by a private board of directors, are able to keep this information confidential. In contrast, many public agencies are overseen by governing boards that are subject to the open public meetings act, which requires that deliberations be conducted in public. This act allows the governing body of a public agency to meet in executive session to consider the information necessary to comply with the climate commitment act's protection of all information necessary to participate in the greenhouse gas allowance market." [2024 c 277 s 1.]

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

Intent—2014 c 174: See note following RCW 28B.50.902.

Severability—Effective date—1987 c 389: See notes following RCW 41.06.070.

RCW 42.30.120 Violations—Personal liability—Civil penalty—Attorneys' fees and costs. (1) Each member of the governing body who attends a meeting of such governing body where action is taken in violation of any provision of this chapter applicable to him or her, with knowledge of the fact that the meeting is in violation thereof, shall be subject to personal liability in the form of a civil penalty in the amount of five hundred dollars for the first violation.

(2) Each member of the governing body who attends a meeting of a governing body where action is taken in violation of any provision of this chapter applicable to him or her, with knowledge of the fact that the meeting is in violation thereof, and who was previously assessed a penalty under subsection (1) of this section in a final court judgment, shall be subject to personal liability in the form of a civil penalty in the amount of one thousand dollars for any subsequent violation.

(3) The civil penalty shall be assessed by a judge of the superior court and an action to enforce this penalty may be brought by any person. A violation of this chapter does not constitute a crime and assessment of the civil penalty by a judge shall not give rise to any disability or legal disadvantage based on conviction of a criminal offense.

(4) Any person who prevails against a public agency in any action in the courts for a violation of this chapter shall be awarded all costs, including reasonable attorneys' fees, incurred in connection with such legal action. Pursuant to RCW 4.84.185, any public agency which prevails in any action in the courts for a violation of this chapter may be awarded reasonable expenses and attorney fees upon final judgment and written findings by the trial judge that the action

was frivolous and advanced without reasonable cause. [2016 c 58 s 1; 2012 c 117 s 126; 1985 c 69 s 1; 1973 c 66 s 3; 1971 ex.s. c 250 s 12.]

RCW 42.30.130 Violations—Mandamus or injunction. Any person may commence an action either by mandamus or injunction for the purpose of stopping violations or preventing threatened violations of this chapter by members of a governing body. [1971 ex.s. c 250 s 13.]

RCW 42.30.140 Chapter controlling—Application. If any provision of this chapter conflicts with the provisions of any other statute, the provisions of this chapter shall control: PROVIDED, That this chapter shall not apply to:

(1) The proceedings concerned with the formal issuance of an order granting, suspending, revoking, or denying any license, permit, or certificate to engage in any business, occupation, or profession or to any disciplinary proceedings involving a member of such business, occupation, or profession, or to receive a license for a sports activity or to operate any mechanical device or motor vehicle where a license or registration is necessary; or

(2) That portion of a meeting of a quasi-judicial body which relates to a quasi-judicial matter between named parties as distinguished from a matter having general effect on the public or on a class or group; or

(3) Matters governed by chapter 34.05 RCW, the Administrative Procedure Act; or

(4)(a) Collective bargaining sessions with employee organizations, including contract negotiations, grievance meetings, and discussions relating to the interpretation or application of a labor agreement; or (b) that portion of a meeting during which the governing body is planning or adopting the strategy or position to be taken by the governing body during the course of any collective bargaining, professional negotiations, or grievance or mediation proceedings, or reviewing the proposals made in the negotiations or proceedings while in progress. [1990 c 98 s 1; 1989 c 175 s 94; 1973 c 66 s 4; 1971 ex.s. c 250 s 14.]

Effective date—1989 c 175: See note following RCW 34.05.010.

Drug reimbursement policy recommendations: RCW 74.09.653.

Mediation testimony competency: RCW 5.60.070 and 5.60.072.

RCW 42.30.200 Governing body of recognized student association at college or university—Chapter applicability to. The multimember student board which is the governing body of the recognized student association at a given campus of a public institution of higher education is hereby declared to be subject to the provisions of the open public meetings act as contained in this chapter, as now or hereafter amended. For the purposes of this section, "recognized student association" shall mean any body at any of the state's colleges and universities which selects officers through a process approved by the student body and which represents the interests of

students. Any such body so selected shall be recognized by and registered with the respective boards of trustees and regents of the state's colleges and universities: PROVIDED, That there be no more than one such association representing undergraduate students, no more than one such association representing graduate students, and no more than one such association representing each group of professional students so recognized and registered at any of the state's colleges or universities. [1980 c 49 s 1.]

RCW 42.30.205 Training. (1) Every member of the governing body of a public agency must complete training on the requirements of this chapter no later than ninety days after the date the member either:

(a) Takes the oath of office, if the member is required to take an oath of office to assume his or her duties as a public official; or

(b) Otherwise assumes his or her duties as a public official.

(2) In addition to the training required under subsection (1) of this section, every member of the governing body of a public agency must complete training at intervals of no more than four years as long as the individual is a member of the governing body or public agency.

(3) Training may be completed remotely with technology including but not limited to internet-based training. [2014 c 66 s 2.]

Findings—Short title—Effective date—2014 c 66: See notes following RCW 42.56.150.

RCW 42.30.210 Assistance by attorney general. The attorney general's office may provide information, technical assistance, and training on the provisions of this chapter. [2001 c 216 s 2.]

RCW 42.30.220 Recording or online streaming by agency encouraged. (1) Public agencies are encouraged to make an audio or video recording of, or to provide an online streaming option for, all regular meetings of its governing body, and to make recordings of these meetings available online for a minimum of six months.

(2) This section does not alter a local government's recordkeeping requirements under chapter 42.56 RCW. [2022 c 115 s 4.]

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

RCW 42.30.230 Declared emergencies—Remote meeting—Limits on physical attendance. (1) If, after the declaration of an emergency by a local or state government or agency, or by the federal government, a public agency determines that it cannot hold a meeting of the governing body with members or public attendance in person with reasonable safety because of the emergency, the public agency may:

(a) Hold a remote meeting of the governing body without a physical location; or

(b) Hold a meeting of the governing body at which the physical attendance by some or all members of the public is limited due to a declared emergency.

(2) During a remote meeting, members of the governing body may appear or attend by phone or by other electronic means that allows

real-time verbal communication without being in the same physical location. For a remote meeting or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency, the public agency must provide an option for the public to listen to the proceedings telephonically or by using a readily available alternative in real-time that does not require any additional cost for participation. Free readily available options include, but are not limited to, broadcast by the public agency on a locally available cable television station that is available throughout the jurisdiction or other electronic, internet, or other means of remote access that does not require any additional cost for access to the program. The public agency may also allow the other electronic means of remote access.

(3) No action may be taken at a remote meeting or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency if the public agency has not provided an option for the public to listen to proceedings pursuant to subsection (2) of this section, except for an executive session as authorized in this chapter.

(4) Notice of a remote meeting without a physical location or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency must be provided in accordance with this chapter and must include instructions on how the public may listen live to proceedings and on how the public may access any other electronic means of remote access offered by the public agency.

(5) A remote meeting or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency that is held under the provisions of this section shall be considered open and public in compliance with the requirements of this chapter. Nothing in this section alters the ability of public agencies to take action in response to an emergency as provided for in RCW 42.30.070, or to have members of a governing body participate in a meeting remotely with no declared emergency.

(6) Notwithstanding any other provision in this section, any governing body of a public agency which held some of its regular meetings remotely prior to March 1, 2020, may continue to hold some of its regular meetings remotely with no declared emergency so long as the public agency provides an option for the public to listen to the proceedings pursuant to subsection (2) of this section. [2022 c 115 s 5.]

Effective date—2022 c 115 ss 5-11: "Sections 5 through 11 of this act are necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and take effect immediately [March 24, 2022]." [2022 c 115 s 15.]

Findings—Intent—2022 c 115: "The legislature finds and declares that, due to technological advances since the 1971 adoption of the open public meetings act, elected officials no longer conduct the public's business solely at in-person meetings, but can and do utilize telephonic and other electronic methods to efficiently conduct the business of state and local government remotely. Further, limitations on public gatherings required as the result of a disaster or emergency, for example, to assist in preventing the spread of

infectious diseases, may affirmatively necessitate the use of technology and the avoidance of in-person attendance at public meetings for the conduct of governmental business. It is the policy of the state that a governing body's actions, including deliberations, shall be taken and conducted in the open. When the public cannot observe and participate in person, it may limit participation in democracy. Therefore, this act shall be construed in favor of ensuring access by the public to observe elected officials when they meet pursuant to this act. It is the intent of this act to modernize and update the open public meetings act emergency procedures to reflect technological advances, while maintaining the act's public policy that governing body's actions and deliberations be taken and conducted openly while balancing public safety in emergency conditions. Governing bodies are encouraged to adopt resolutions or ordinances establishing where and how meetings will be held in the event of an emergency, in order to allow the public to more easily learn about and observe public agency action in an emergent situation.

The legislature further finds people participating in their government, especially through public comment, is an essential part of developing public policy. The legislature finds that there are numerous developing technologies that can be used to facilitate public comment, especially for those with disabilities, underserved communities, and those who face time or distance challenges when traveling to public meetings. Therefore, the legislature intends to encourage public agencies to make use of remote access tools as fully as practicable to encourage public engagement and better serve their communities." [2022 c 115 s 1.]

RCW 42.30.240 Public comment. (1) Except in an emergency situation, the governing body of a public agency shall provide an opportunity at or before every regular meeting at which final action is taken for public comment. The public comment required under this section may be taken orally at a public meeting, or by providing an opportunity for written testimony to be submitted before or at the meeting. If the governing body accepts written testimony, this testimony must be distributed to the governing body. The governing body may set a reasonable deadline for the submission of written testimony before the meeting.

(2) Upon the request of any individual who will have difficulty attending a meeting of the governing body of a public agency by reason of disability, limited mobility, or for any other reason that makes physical attendance at a meeting difficult, the governing body shall, when feasible, provide an opportunity for that individual to provide oral comment at the meeting remotely if oral comment from other members of the public will be accepted at the meeting.

(3) Nothing in this section prevents a governing body from allowing public comment on items not on the meeting agenda.

(4) Nothing in this section diminishes the authority of governing bodies to deal with interruptions under RCW 42.30.050, limits the ability of the governing body to put limitations on the time available for public comment or on how public comment is accepted, or requires a governing body to accept public comment that renders orderly conduct of the meeting unfeasible. [2022 c 115 s 13.]

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

RCW 42.30.250 Notices soliciting public comment—Time period. (1) A public agency that is required by state law to solicit public comment for a statutorily specified period of time, and is required by state law to provide notice that it is soliciting public comment, must specify the first and last date and time by which written public comment may be submitted.

(2) An agency that provides a notice that violates this section is subject to the same fines under the same procedures as other violations of this chapter are subject to under RCW 42.30.120. [2024 c 171 s 1.]

RCW 42.30.900 Short title. This chapter may be known and cited as the Washington state open public meetings act or OPMA. [2022 c 115 s 14; 1971 ex.s. c 250 s 16.]

Findings—Intent—2022 c 115: See note following RCW 42.30.230.

RCW 42.30.910 Construction—1971 ex.s. c 250. The purposes of this chapter are hereby declared remedial and shall be liberally construed. [1971 ex.s. c 250 s 18.]

2.A.1 EV.#4 / Section 4

GP-5 Community College District No.10 Bylaws

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GP-5 COMMUNITY COLLEGE DISTRICT NO. 10 BYLAWS

Bylaws

ARTICLE I: Offices of Board of Trustees

The Board of Trustees shall maintain an office at 12401 Southeast 320th Street, Auburn, Washington 98092. All records of the district, including matters and proceedings of the Board of Trustees and the official College seal, shall be kept at the office of the Board of Trustees. The office shall be open during all normal business hours to any resident taxpayer of the state of Washington.

ARTICLE II: Meetings of the Board of Trustees

The Board of Trustees shall hold one regular meeting each month. The regular monthly meeting shall be held the third Thursday of each month commencing at 4:30 p.m. Special meetings of the Board may be convened by the chairperson, provided written notice of such meeting is given to each individual trustee at least 24 hours prior to a special meeting. Such notice shall specify the date, time and place of meeting. Whenever a change in meeting date is made, notice of said change will be published in area newspapers. Regular meetings may be canceled with consent of all the members of the Board.

Place of Meeting

All meetings, both regular and special, shall be held at the office of the Board of Trustees; provided, however, that the place of the meeting may be changed from the offices of the Board to such location as the chairperson may direct and 24 hours written notice of the change of place of the meeting shall be given to each member of the Board of Trustees.

Agenda of Meetings

The president of the College, with the concurrence of the chairperson, shall prepare a written agenda for each regular meeting, a copy of which shall be supplied to each member of

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

Board Policies

Governance Process

- GP-1 Policy Governance Commitment
- GP-2 Governing Style
- GP-3 Board Job Description
- GP-4 Board Chairperson's Role
- GP-5 Community College District No. 10 Bylaws
- GP-6 Board Code of Ethics
- GP-7 Naming of Facilities

the Board of Trustees three days prior to such meeting. The chairperson may add additional items to the agenda without notice to the members of the Board of Trustees; provided, however, there shall be no final adoption of a resolution, rule, regulation, order or directive by the Board of Trustees unless the same was included in the written agenda and notice given as provided herein, or unless at least four of the members of the Board of Trustees approve the addition to the agenda in writing or verbally to the chairperson or president at or prior to the meeting.

Meetings shall be Public

All regular and special meetings shall be public meetings, open to the public at all times; provided, that nothing contained in these bylaws shall be construed to prevent the Board of Trustees from holding executive sessions, from which the public is excluded, for the purposes other than final adoption of a resolution, rule, regulation, order or directive.

Order of Business

The order of business for each regular meeting shall be as follows:

1. Roll Call
2. Approval of Minutes
3. Correspondence
4. Reports to the Board
5. Standing Reports
6. Recommendations for Board Action
7. Other Business
8. Items for Future Agendas
9. Washington State Association of College Trustees Report
10. Executive Session
11. Adjournment

The order of business may be changed by the chairperson with the consent of the Board members present.

Trustees

The Board shall be composed of five trustee positions appointed by the Governor. The Board of Trustees, by majority vote, may establish a sixth trustee that shall be filled by a student. The student trustee shall be selected by the Governor from a list of candidates, of at least three and not more than five, submitted by the associated student government. The student trustee shall be a full-time student in good standing at a College at the time of appointment and throughout the student's term of office. The student trustee shall hold their office for a term of one year, beginning July 1st and ending June 30th, or until the student trustee's successor is appointed and qualified, whichever is later. If the student member fails to be enrolled at the College full-time or loses their academic standing, the student trustee is disqualified and a new student trustee must be appointed. The Board may determine by majority vote that a student trustee is disqualified, and the student trustee shall be removed from the board. The Board may also, by majority vote, choose to eliminate the student trustee position. If the student trustee position is eliminated, the current student trustee shall remain on the Board of Trustees until the end of that student’s term of office.

Quorum

If there is not a student trustee, then three members of the Board of Trustees shall constitute a quorum, but a lesser

- GP-8 Civility and Mutual Respect
- GP-9 Participatory Governance

Board Staff Relationships

- BSR-1 Order Delegating Authority
- BSR-2 President's Job Description
- BSR-3 Monitoring Presidential Performance
- BSR-4 Staff Reports to the Board
- BSR-5 Other Board Interactions

Executive Limitations

- EL-1 General Executive Constraint
- EL-2 Treatment of People
- EL-3 Compensation and Benefits
- EL-4 Financial Planning/Forecasting
- EL-5 Financial Condition
- EL-6 Asset Protection
- EL-7 Communication/Counsel to the Board
- EL-8 Emergency Executive Succession
- EL-9 Reserves

College Outcomes

- CO-1 College Mission
- CO-2 College Vision
- CO-3 Core Theme: College Transfer Education
- CO-4 Core Theme: Career and Technical Education

number may adjourn from time to time for the purpose of securing the presence of absent members. Approval of any resolution, rule, regulation, order or directive must be made by a minimum of three members of the Board of Trustees.

If there is a student trustee, then four members of the Board of Trustees shall constitute a quorum. Approval of any resolution, rule, regulation, order or directive must be made by a minimum of four members of the Board of Trustees. A student trustee shall not participate or vote on matters pertaining to collective bargaining agreements or on matters relating to the hiring, discipline, or tenure of faculty members and personnel. The Board Chair may direct that a student trustee is not allowed to attend or listen to executive session discussions involving issues that the student trustee is not allowed to participate or vote on. During any period where there is a vacancy in the student trustee position, the Board of Trustees shall operate as a five person Board that requires three trustees for a quorum, and approval by three trustees to approve any final action by motion.

Parliamentary Procedure

Voting shall be by viva voce; however, a roll call vote may be requested by any member of the Board. Except as modified by state law, rules and regulations of the State Board for Community and Technical Colleges, and these bylaws, Robert's Rules of Order shall apply to procedures at the meetings of the Board of Trustees.

ARTICLE III: Officers of the Board

At the regular meeting of the Board in June of each fiscal year, the Board shall elect, from its membership, a chairperson and vice chairperson to serve for the ensuing year. Officers shall assume positions July 1. The chairperson and vice chairperson shall not be a student trustee. The president shall serve as, or may designate another person to serve as, the secretary for the Board, who shall not be deemed to be a member of the Board.

The chairperson, in addition to any duties imposed by rules and regulations of the State Board, shall preside at each regular or special meeting of the Board, sign all legal and official documents recording actions of the Board, and review the agenda prepared for each meeting of the Board. The chairperson shall, while presiding at official meetings, have full right of discussion and vote. The vice chairperson, in addition to any duties imposed by rules and regulations of the State Board, shall act as chairperson of the Board in the absence of the chairperson.

The secretary, in addition to any duties imposed by rules and regulations of the State Board, shall keep the official seal of the Board; maintain all records of meetings and other official actions of the Board. The secretary shall also be responsible for Board correspondence, distributing the agenda of meetings and distributing the minutes of the meetings and related reports. The secretary shall attend all regular and special meetings of the Board, and official minutes must be kept of all such meetings. In the absence of the secretary, the chairperson may appoint a temporary secretary who shall be the acting secretary for such meetings not attended by the secretary.

ARTICLE IV: Fiscal Year

The fiscal year for the Community College District No.10 shall conform to the fiscal year of the state of Washington and shall

- CO-5 Core Theme: College Readiness Education
- CO-6 Core Theme: Continuing & Community Ed
- CO-7 Overarching Strategies
- CO-8 Core Values

be from July 1 to June 30 inclusive.

ARTICLE V: Seal

The Board of Trustees shall maintain an official seal for use upon any or all official documents of the Board. The seal shall have inscribed upon it the name of the College, which shall be:

Community College District No. 10
Green River College
State of Washington

ARTICLE VI: Amendments to Bylaws

Bylaws of the Board may be revised by majority vote of the Board, provided such changes are proposed at least one meeting prior to the meeting at which the vote is taken. Bylaws may be revised by unanimous vote of the Board at the same meeting at which the revision is originally proposed.

ARTICLE VII: Delegation of Responsibility

It shall be the responsibility of the Green River College Board of Trustees to establish policy and to evaluate the success of the College operation. To administer the College, the Board of Trustees shall employ a college district president and hold him or her responsible for the interpretation of Board policy into administrative action and for the administration of the College in general.

History of Policy

Draft: 9/30/03, 2/16/04, 3/08/04
Adopted: 2/18/71, 4/15/04
Reviewed: 10/10/19, 5/15/25
Revised: 5/20/76, 5/18/78, 7/19/79 (All College Council deleted from Order of Business), 1/15/81, 5/14/14, 12/18/14, 1/16/18, 11/21/19, 6/12/25

2.A.1 EV.#5 / Section 5

(Bylaws Updated) 06122025 Board Minutes - FINAL and SIGNED

Green River COLLEGE

COLLEGE DISTRICT NO.10
Green River College
Auburn, Washington
June 12, 2025 / 4:30 p.m. Regular Meeting

The Board of Trustees of Green River College District No. 10 held a regular meeting at 4:30 p.m. on June 12, 2025 in the ZC Boardroom and virtually via Zoom, ID #: 862 3989 7920. Board Chair Boschok presided.

TRUSTEES
Chair Jackie Boschok
Vice Chair Sharonne Navas
Arlene Pierini
Jennifer Ramirez Robson

STUDENTS/STAFF/GUESTS
Sarah Al-hwail
Mares Almusawi
Marwa Almusawi
Anissa Andersen
Heidi Aranda
Julie Baldemira
Marc Barrington
Burl Battersby
Adrienne Battle
Emily Beals
Scott Beals
Allison Beckwith
Whitney Boswell
Mark Brown
Andy Bung
Miebeth Bustillo-Booth
Chanda Cadtillo
Chris Carlson
Brazell Carter
Chanda Castillo
Laurie Centauri
Brandon Chandler
Tsai-En Cheng
Amanda Chin
Bradley Chinn
Miriam Chitiga
Andee Church
John Clark
Jason Counihan
dani crivello-chang
Katie Cunnion
Angela Davis
Phil Denman
Catherine Duva
Sarah Edwards

STUDENTS/STAFF/GUESTS
Richard Falk
Matthew Ferrer
Lori Fishburn
Jamie Fitzgerald
Callae Frazier
Tsega Gaim
Jean Pierre Garcia
Georgina Garretson
Sarah Dillon Gilmartin
Christie Gilliland
Brandon Gregoire
Hailey Gregoire
Taylor Gregoire
Wendi Gregoire
Sarah Gordon
Steve Gregor
Beth Hawes
Dan Hielo
Kirsten Higgins
Dan Holverson
Coral Hunter
Lonnie Hunter
Isadora Jimenez
Suzanne Johnson
Sara Keene
Leslie Kessler
Emily Kohring
Anna Kolesnikov
Sam Krahn
Nancy Kremer
David Larsen
Kara LaValley
Luther Lessor
Lisa Luengo
Elijah Lumiere
Celina Quintana Marquez
John McCormick
Suzanne McCudden
Tawnya McLavey
Beatrice Mears
Candice Mihaila

STUDENTS/STAFF/GUEST
Rochelle Mitchell
Julie Moore
Carel Neffenger
Anna Neil
Dave Norberg
Elnaz Parviz
Maria Paz
Justin Pitt
Melissa Porras-Monroe
Siobhan Presley
Kate Lawson Rogers
Jay Rawson
Chelsee Redmond
Mary Saldin
Rosemary Salix
Rhonda Sample
Scott Schreiber
William Sciacca
Jody Segal
Heidi Sheneberger
Ian Sherman
Melissa Sitzenstock
Chitra Solomonson
Janee Sommerfeld
Leslie Soule
Wendy Stewart
Leo Studach
Andy Sturt
Mark Thomason
Jeremy Upsal
Julissa Valenciano
Jamie Vandette
Zai Watson
Jenny Wheeler
Staci Whitehouse
Ariadne Wilber
Michael Wilson
Madeleine Wright
Others who did not to sign-in or sign in was illegible

ROLL CALL

The meeting opened at 4:34 p.m. with Chair Boschok, Vice Chair Navas, Trustee Pierini and Trustee Ramirez Robson, present. Trustee Chu was absent and excused.

PUBLIC COMMENT

Public comment was provided by Steve Gregor regarding negative experiences at Green River College.
Public comment was provided by Sarah Edwards regarding safety concerns.
Public comment was provided by Andy Bung regarding class sequencing.
Public comment was provided by Sara Keene regarding transparency and accountability.
Public comment was provided by Allison Beckwith regarding review processes.
Public comment was provided by Jeremy Upsal regarding transparent and equitable practices.
Public comment was provided by Rochelle Mitchell regarding the safety survey and campus climate.
Public comment was provided by Richard Falk regarding staffing levels.
Public comment was provided by Jean Pierre Garcia regarding the closure of radio station KGRG.

Statement from the Green River College Board of Trustees on Equity, Anti-Racism, and Campus Culture

To the Faculty, Staff, Classified Professionals, and Administration of Green River College:

The Board of Trustees affirms, unequivocally, that equity and anti-racism are not only priorities at Green River College—they are our north star. Every decision we make and every action we take must reflect a commitment to building an inclusive, just, and accountable institution where every member of our community can thrive.

We are entering a pivotal moment in our college's journey.

The Board of Trustees requests the launch of a campus climate survey, built, distributed, and analyzed by a third-party firm, as an essential tool to understand where we are, where we are falling short, and how we can move forward—together. This process must be approached with humility and honesty, and with the shared goal of identifying and removing barriers that harm, exclude, or silence members of our community.

The forthcoming campus climate survey is an essential tool to understand where we are, where we are falling short, and how we can move forward—together.

To ensure the integrity of this process, the survey will be anonymous. Individual responses will only be accessible to the third-party firm administering the survey, along with the Board of Trustees, the President, and the Executive Team. The results will be collated and shared college-wide using best practices for data analysis and reporting. Importantly, we will not repeat the painful and harmful practice—seen in last week's survey—of sharing raw comments that disparage or target individual members of our college community.

While that disclosure was framed as an act of transparency and offered in the name of equity, its impact caused direct harm—particularly to people of color and most acutely to women of color named in those comments. The result was a deepening sense of fear, mistrust, and unsafety on our campus. Let us be clear: equity cannot be achieved through methods that silence, shame, or endanger others. Kindness and respect are not measured by the intent of the giver, but by the experience of the receiver.

We also want to be clear: the work of equity and anti-racism is inherently uncomfortable. That discomfort is not a problem to be avoided—it is a necessary part of growth, particularly for those who have long benefited from institutional privilege. However, discomfort must never be used to justify harm. We will not tolerate bullying, intimidation, or harassment—especially when done under the guise of "advocating for equity."

Equity work requires integrity, care, and a deep respect for the humanity of others. It also demands that those with privilege do the internal work to acknowledge, understand, and accept that privilege—and then use it to advocate for systemic and institutional change that benefits those who have been historically excluded or marginalized. We recognize that this process can feel unsettling; when you're accustomed to privilege, equality can feel like oppression. But that discomfort is not a signal to retreat—it is a call to reflect, to grow, and to act with greater justice and solidarity.

While the Board recognizes and supports the right to freedom of speech, we also affirm that freedom of speech does not mean freedom from accountability. Words and actions—especially in a learning environment—have real consequences. We are each responsible for the culture we help create.

We urge all members of our college community to engage in this cultural assessment and in our broader equity journey with openness, courage, and a shared sense of responsibility. Green River College can and must be a place where equity and anti-racism are not just aspirations, but lived realities. That is the institution we are committed to building—together.

In service and solidarity,

The Green River College Board of Trustees

CELEBRATING SUCCESS

2025 GRC Graduation Report

Vice President of Student Affairs, Dr. Eric Greer, submitted the celebrating success presentation in writing, but did not present.

MINUTES

It was moved by Trustee Pierini and seconded by Vice Chair Navas, that the Board of Trustees of College District No. 10 approve the meeting minutes of May 15, 2025, as distributed. Motion passes.

It was moved by Trustee Pierini and seconded by Vice Chair Navas, that the Board of Trustees of College District No. 10 approve the meeting minutes of May 28, 2025, as distributed. Motion passes.

CORRESPONDENCE

No correspondence.

INTRODUCTIONS

No introductions.

REPORTS TO THE BOARD

2025/26 Budget

Senior Director of Financial Services, Janee Sommerfeld presented the Green River College budget for fiscal year 2025-2026, requesting approval of resolution 2025-2026-1. A copy of the materials provided is attached under TAB A.

Student Report

The student report was moved to this portion of the agenda.

ASGRC President, Zai (Isaiah) Watson and Elijah Lumiere provided the student report. The power point presentations are attached under TAB E.

BREAK 5:52pm to 6:02pm

Fiscal Sustainability Taskforce Update
Interim Senior Vice President/Chief of Staff, Dr. Angela Davis; Dean of STEM Miebeth Bustillo-Booth and Senior Director of Financial Services, Janee Sommerfeld, provided an overview of the Fiscal Sustainability Taskforce. A copy of the power point presentation is attached under TAB B.

Board Bylaws, Second Reading
Trustees briefly discussed the second reading of the Board Bylaws to add a student trustee. Action is recommended in today's meeting. A copy of the draft board bylaws are attached under TAB C.

2025/26 Election of Board Officers
Chair Boschok and Trustees discussed a previous decision for board officer positions to run on a two-year rotation. Trustees would like to continue with two-year rotations, while remaining flexible as each year approaches. Due to special considerations and circumstances, Trustees agree that Chair Boschok should become Vice Chair and Vice Chair Navas should become Chair, for 2025/26.

ACTION
It was moved by Trustee Pierini and seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10 elect Sharonne Navas as Chair of the Green River College Board of Trustees, for academic year 2025/26. Motion passes.

It was moved by Trustee Pierini and seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10 elect Jackie Boschok as Vice Chair of the Green River College Board of Trustees, for academic year 2025/26. Motion passes.

STANDING REPORTS

Equity, Diversity and Inclusion Report
No Report

College Council Report
No Report

Faculty Report
United Faculty President, Dave Norberg provided a verbal Faculty Report, sharing concerns about faculty frustrations, working conditions and budget concerns, and shared that 96.1% of faculty voted in favor for ratification of the Collective Bargaining Agreement.

Classified Staff Report
No Report.

President's Report
President Johnson provided the President's Report, highlighting budget priorities, visa application and impact on enrollment, federal advocacy efforts, survey instruments and intention to proceed with a third party to create a climate survey in fall quarter. President Johnson shared appreciation to all faculty, staff and trustees committed to the mission and our Green River students. A copy of the 2024/25 accomplishments report is attached under TAB I.

EXECUTIVE SESSION

Board Chair Boschok called for an executive session to begin at 6:57 p.m. for twenty-eight (28) minutes to discuss the interpretation or application of a labor agreement and to discuss the planning, strategy, and positions to be taken during the course of collective bargaining AND to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. At 7:25 p.m. executive session was extended an additional ten (10) minutes. At 7:35 p.m. executive session was extended an additional five (5) minutes. At 7:40 p.m. executive session was extended an additional five (5) minutes. At 7:45 p.m. the regular meeting reconvened.

BOARD ACTION

Tenure Continuation

It was moved by Vice Chair Navas, seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10, after giving reasonable consideration to the recommendations of the Tenure Review Committee and Tenure Review Advisory Committee, continue the probationary appointment for Jeremy Upsal. Motion passes.

Board Bylaws / Policy GP-5

It was moved by Vice Chair Navas, seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10 amend the Board Bylaw Policy GP-5 to include the addition of a student trustee, effective July 1, 2025, as attached. Motion passes.

Faculty Collective Bargaining Agreement

It was moved by Trustee Ramirez Robson, seconded by Vice Chair Navas, that the Board of Trustees of College District No. 10 approve the United Faculty Agreement for the period of July 1, 2025 to June 30, 2028. Motion passes.

522 Budget 2025/26

It was moved by Trustee Ramirez Robson, seconded by Vice Chair Navas, that the Board of Trustees of College District No. 10 approve the Service and Activity Fund 522 Budget for 2025-2026 in the amount of $ 1,850,000, as presented in TAB B during the May 15, 2025 Board Meeting. A courtesy copy is attached. Motion passes.

College Budgets, Tuition and Fees for 2025/26

It was moved by Trustee Ramirez Robson, seconded by Trustee Pierini, that the Board of Trustees of College District No. 10 officially adopt Resolution 2025-2026-1, attached, for the approval of College Budgets, Tuition and Fees for 2025-2026. Motion passes.

President Contract Addendum

It was moved by Vice Chair Navas, seconded by Trustee Pierini, that the Board of Trustees of College District No. 10 approve the 2024 addendum to the presidential contract, as attached.
Discussion: Dr. Johnson has voluntarily denied a COLA in this extension. The Board fully supports the leadership of President Johnson and leadership members of the College.
Motion passes.

TRUSTEES ASSOCIATION

Trustee Pierini participated in the ACT Spring Conference, where the main topic of conversation was federal government and actions that impact higher education. Trustee Pierini shared there is concern about the image of higher education.

PUBLIC COMMENT

Public comment was provided by Scott Schreiber regarding transparency and follow-through.
Public comment was provided by Rochelle Mitchell regarding transparency during the budget process.
Public comment was provided by William Sciacca regarding collaboration and respect for individual's time.
Public comment was provided by Ariadne Wilber regarding the safety survey.

OTHER BUSINESS

A list of upcoming activity dates was provided and is attached under other business.

ADJOURNMENT

There being no further business, it was moved by Vice Chair Navas, seconded by Trustee Pierini, that the Board of Trustees of College District No. 10 adjourn its meeting of June 12, 2025 at 8:07 p.m. Motion passes.

Jackie Boschok, Chair
GRC Board of Trustees

Suzanne McCudden
Secretary to the Board of Trustees

ACT Guidance on Policy Establishment and Review

ESTABLISHING POLICY

"Policy" has been defined as "a written statement of an organization's intent and direction based on a philosophy or belief that guides the people in the organization." If we accept this definition, it would appear that the job of a trustee, and collectively of a board of trustees, is to define the "intent" and direction" of the district and inscribe it so the managers of the institution have guidelines within which to act and a set of goals toward which to proceed. In addition, there is the responsibility to maintain an overview so as to assure the trustee, and through the trustee the community and the citizens of the state, that administrative action is indeed being taken within the context of the policies laid down.

Authority for board responsibility in policy-making resides in two acts: First, RCW 28B.10.528, the Higher Education Act, and second, in 28B.50.140, the Community and Technical College Act. In the latter act, the responsibility for the creation of "rules" and "regulation" is spelled out as a board of trustees' obligation. After a listing of the many powers and duties of a board of trustees, there is the admonition that the board has the authority to "perform such other actions consistent with the law and not in conflict with the state college board" (SBCTC).

The Board of Trustees has responsibility for formulating policy for the operation of the college. Accordingly:

1. *Division of responsibility:*
   The governance activities of the college shall maintain a clear distinction between:
   a. strategic, values-based policies, which are the responsibility of the board of trustees,
   b. administrative rules for employees to follow in implementing college policies, which are the responsibility of the president, and
   c. specific tactical decisions made in operating the various operating units, structures, or positions designated by the president.

2. *Policy development and review:*
   In accordance with the policy-governance model of board operation, the board itself will set its agenda for policy development and review, based on its analysis of the strategic needs of the college after internal and external consultation, including consideration of any areas of policy development or revision suggested by the president, employee association, community, or students. This policy agenda shall be updated twice a year, and the board shall conduct a comprehensive review of its policies for relevance, clarity, and appropriateness each biennium.

The authority to "delegate" to the president, and through him to his or her designees, any of the powers and duties assigned to a board of trustees is contained in the Community and Technical College Act. It is this section of the act which largely provides the authority for administrative action. In essence, almost every action taken by the management team is taken in the name of the board of trustees. Implicit in the word "delegate" lays the responsibility of "review" for the delegating authority. Because there has been a delegation of authority in a given area, the board is not relieved of its responsibility to review actions taken in its name. This does not mean that the board must "second guess" those to whom authority is delegated. The board should, however, periodically review the performance of those to whom it entrusts management authority.

Finally, look at the close relationship indicated in the Community and Technical College Act between the "policy makers" and the "action takers." There are in the act separate and distinct areas of responsibility for each with few "gray areas" of duplicated activity, and yet an interlocking and shared responsibility for the overall conduct of the business of the institution.

TAB C - ByLaws

GP-5 Community College District No. 10 Bylaws

Bylaws

ARTICLE I: Offices of Board of Trustees

The Board of Trustees shall maintain an office at 12401 Southeast 320th Street, Auburn, Washington 98092. All records of the district, including matters and proceedings of the Board of Trustees and the official College seal, shall be kept at the office of the Board of Trustees. The office shall be open during all normal business hours to any resident taxpayer of the state of Washington.

ARTICLE II: Meetings of the Board of Trustees

The Board of Trustees shall hold one regular meeting each month. The regular monthly meeting shall be held the third Thursday of each month commencing at 4:30 p.m. Special meetings of the Board may be convened by the chairperson, provided written notice of such meeting is given to each individual trustee at least 24 hours prior to a special meeting. Such notice shall specify the date, time and place of meeting. Whenever a change in meeting date is made, notice of said change will be published in area newspapers. Regular meetings may be canceled with consent of all the members of the Board.

Place of Meeting

All meetings, both regular and special, shall be held at the office of the Board of Trustees; provided, however, that the place of the meeting may be changed from the offices of the Board to such location as the chairperson may direct and 24 hours written notice of the change of place of the meeting shall be given to each member of the Board of Trustees.

Agenda of Meetings

The president of the College, with the concurrence of the chairperson, shall prepare a written agenda for each regular meeting, a copy of which shall be supplied to each member of the Board of Trustees three days prior to such meeting. The chairperson may add additional items to the agenda without notice to the members of the Board of Trustees; provided, however, there shall be no final adoption of a resolution, rule, regulation, order or directive by the Board of Trustees unless the same was included in the written agenda and notice given as provided herein, or unless at least four of the members of the Board of Trustees approve the addition to the agenda in writing or verbally to the chairperson or president at or prior to the meeting.

Meetings shall be Public

All regular and special meetings shall be public meetings, open to the public at all times; provided, that nothing contained in these bylaws shall be construed to prevent the Board of Trustees from holding executive sessions, from which the public is excluded, for the purposes other than final adoption of a resolution, rule, regulation, order or directive.

Order of Business

The order of business for each regular meeting shall be as follows:

1. Roll Call
2. Approval of Minutes
3. Correspondence
4. Reports to the Board
5. Standing Reports

6. Recommendations for Board Action
7. Other Business
8. Items for Future Agendas
9. Washington State Association of College Trustees Report
10. Executive Session
11. Adjournment

The order of business may be changed by the chairperson with the consent of the Board members present.

Trustees

The Board shall be composed of five trustee positions appointed by the Governor. The Board of Trustees, by majority vote, may establish a sixth trustee that shall be filled by a student. The student trustee shall be selected by the Governor from a list of candidates, of at least three and not more than five, submitted by the associated student government. The student trustee shall be a full-time student in good standing at a College at the time of appointment and throughout the student's term of office. The student trustee shall hold their office for a term of one year, beginning July 1st and ending June 30th, or until the student trustee's successor is appointed and qualified, whichever is later. If the student member fails to be enrolled at the College full-time or loses their academic standing, the student trustee is disqualified and a new student trustee must be appointed. The Board may determine by majority vote that a student trustee is disqualified, and the student trustee shall be removed from the board. The Board may also, by majority vote, choose to eliminate the student trustee position. If the student trustee position is eliminated, the current student trustee shall remain on the Board of Trustees until the end of that student's term of office.

Quorum

~~Three~~ If there is not a student trustee, then three members of the Board of Trustees shall constitute a quorum, but a lesser number may adjourn from time to time for the purpose of securing the presence of absent members. Approval of any resolution, rule, regulation, order or directive must be made by a minimum of three members of the Board of Trustees.

If there is a student trustee, then four members of the Board of Trustees shall constitute a quorum. Approval of any resolution, rule, regulation, order or directive must be made by a minimum of four members of the Board of Trustees. A student trustee shall not participate or vote on matters pertaining to collective bargaining agreements or on matters relating to the hiring, discipline, or tenure of faculty members and personnel. The Board Chair may direct that a student trustee is not allowed to attend or listen to executive session discussions involving issues that the student trustee is not allowed to participate or vote on. During any period where there is a vacancy in the student trustee position, the Board of Trustees shall operate as a five person Board that requires three trustees for a quorum, and approval by three trustees to approve any final action by motion.

Parliamentary Procedure

Voting shall be by viva voce; however, a roll call vote may be requested by any member of the Board. Except as modified by state law, rules and regulations of the State Board for Community and Technical Colleges, and these bylaws, Robert's Rules of Order shall apply to procedures at the meetings of the Board of Trustees.

ARTICLE III: Officers of the Board

At the regular meeting of the Board in June of each fiscal year, the Board shall elect, from its membership, a chairperson and vice chairperson to serve for the ensuing year. Officers shall assume positions July 1. The

chairperson and vice chairperson shall not be a student trustee. The president shall serve as, or may designate another person to serve as, the secretary for the Board, who shall not be deemed to be a member of the Board.

The chairperson, in addition to any duties imposed by rules and regulations of the State Board, shall preside at each regular or special meeting of the Board, sign all legal and official documents recording actions of the Board, and review the agenda prepared for each meeting of the Board. The chairperson shall, while presiding at official meetings, have full right of discussion and vote. The vice chairperson, in addition to any duties imposed by rules and regulations of the State Board, shall act as chairperson of the Board in the absence of the chairperson.

The secretary, in addition to any duties imposed by rules and regulations of the State Board, shall keep the official seal of the Board; maintain all records of meetings and other official actions of the Board. The secretary shall also be responsible for Board correspondence, distributing the agenda of meetings and distributing the minutes of the meetings and related reports. The secretary shall attend all regular and special meetings of the Board, and official minutes must be kept of all such meetings. In the absence of the secretary, the chairperson may appoint a temporary secretary who shall be the acting secretary for such meetings not attended by the secretary.

ARTICLE IV: Fiscal Year

The fiscal year for the Community College District No.10 shall conform to the fiscal year of the state of Washington and shall be from July 1 to June 30 inclusive.

ARTICLE V: Seal

The Board of Trustees shall maintain an official seal for use upon any or all official documents of the Board. The seal shall have inscribed upon it the name of the College, which shall be:

Community College District No. 10
Green River College
State of Washington

ARTICLE VI: Amendments to Bylaws

Bylaws of the Board may be revised by majority vote of the Board, provided such changes are proposed at least one meeting prior to the meeting at which the vote is taken. Bylaws may be revised by unanimous vote of the Board at the same meeting at which the revision is originally proposed.

ARTICLE VII: Delegation of Responsibility

It shall be the responsibility of the Green River College Board of Trustees to establish policy and to evaluate the success of the College operation. To administer the
College, the Board of Trustees shall employ a college district president and hold him or her responsible for the interpretation of Board policy into administrative action and for the administration of the College in general.

History of Policy

Draft: 9/30/03, 2/16/04, 3/08/04, 5/15/25
Adopted: 2/18/71, 4/15/04
Reviewed: 10/10/19
Revised: 5/20/76, 5/18/78, 7/19/79 (All College Council deleted from Order of Business), 1/15/81, 5/14/14, 12/18/14, 1/16/18, 11/21/19

August 5, 2020 Board Minutes (showing calendar chosen)

COLLEGE DISTRICT NO.10

Green River College
Auburn, Washington
August 5, 2020

The Board of Trustees of Green River College District No. 10 held a special meeting at 9:00 a.m. on August 5, 2020 virtually via Zoom, ID #: 917 4246 5063. Board Chair Arlene Pierini presided.

9:00 a.m. – Special Retreat Board Meeting – Morning/Early Afternoon Session

TRUSTEES	STUDENTS/STAFF	GUESTS
Arlene Pierini, Chair	John Clark	MIG Consultants
Elaine Chu, Vice Chair	Suzanne Johnson	
Sharonne Navas	Suzanne McCudden	
Linda Cowan	George Frasier	
Jackie Boschok	Marcie Sims	

ROLL CALL
The meeting opened at 9:00 a.m. with Trustees Boschok, Chu, Cowan, Navas and Pierini, present virtually.

BOARD RETREAT TOPICS
The board retreat topics presented, reviewed and discussed:

- Board Self-Evaluation
  The self-evaluation is accepted as presented.
- Board Ethics, presented by John Clark
- Board Policy Review Schedule Proposals
  Proposal 1 was chosen.
- Board logistics (schedule, agendas future meetings, planning, conferences, etc.)
  Trustees agreed to hold next year's retreat on August 4, 2021

A copy of the board self-evaluation, policy Board Ethics presentation, are attached.

3:15 p.m. – Afternoon Session

TRUSTEES
Jackie Boschok, Chair
Arlene Pierini, Vice Chair
Elaine Chu
Sharonne Navas
Linda Cowan

STUDENTS/STAFF
John Clark
Suzanne Johnson
Suzanne McCudden
Matt Swenson
Chitra Solomonson
Kristine Schroeder
Deb Casey

PRESENTATIONS

NSF LSAMP Grant

Director of Grants, Matt Swenson, Director of MESA, Kristine Schroeder and Faculty member, Chietra Solomonson, presented information and a request for action to accept the NSF LSAMP Grant in the amount of $369,362. A copy of the Power Point presentation is attached.

Small Business Center Grant

Vice President of Instruction, Rolita Ezeonu and Dean of Branch Campuses, Tsai-En Cheng, presented information and a request for action to accept the Washington SBDC COVID-19 Response & Recovery Project CARES grant in the amount of $209,450. A copy of the Power Point presentation is attached.

New Title IX Regulations

Vice President of Student Affairs, Deb Casey, presented information and a request for action to approve the proposed Supplemental Title IX Student Conduct Procedures in Chapter 132J-126 WAC. A copy of the Power Point presentation is attached.

BOARD ACTION

NSF LSAMP Grant

It was moved by Jackie Boschok, seconded by Linda Cowan, that the board of Trustees of College District No. 10 accept the Green River College's sub-award as part of NSF LSAMP grant #2009170, as described in TAB F. The total value of this sub-award is anticipated to be $369,362 over the three-year grant period of August 1, 2020 – July 31, 2023. Motion passes.

Small Business Center Grant

It was moved by Sharonne Navas, seconded by Elaine Chu, that the Board of Trustees of College District No. 10 accept the Washington SBDC COVID-19 Response & Recovery Project CARES $209,450 for the Green River College Small Business Center SBDC program. There are no match requirements for the grant. The funds are for direct costs incurred to support the scope of work. Materials were presented under TAB G. Motion passes.

New Title IX Regulations

It was moved by Linda Cowan, seconded by Jackie Boschok, that the Board of Trustees of College District No. 10 approve the proposed Supplemental Title IX Student Conduct Procedures in Chapter 132J-126 WAC as emergency rules with an effective date of August 14, 2020, to comply with new

federal Title IX regulations. Materials with the recommended rule changes were presented under TAB H. Discussion.
Yes – 3
No – 1
Abstain - 1
Motion passes.

OTHER BUSINESS/PUBLIC COMMENT

No other business.
Public comment was provided by Rochelle Mitchell.

ADJOURNMENT

There being no further business, it was moved by Jackie Boschok, seconded by Linda Cowan, that the Board of Trustees of College District No. 10 adjourn its meeting of August 5, 2020 at 4:25 p.m. Motion passes.

Arlene Pierini, Chair
GRC Board of Trustees

Suzanne McCudden
Secretary to the Board of Trustees

TAB C - Green River College Board Policy Review Schedule

Green River College

Board Policy Review Schedule

Proposal 1

Each board policy section is reviewed every <u>three</u> years. Policy section scheduled for review is reviewed by the Board of Trustees at their annual retreat and approved at the regular September Board meeting. If needed, a policy may be reviewed/revised at any time outside of the proposed schedule.

2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
College Outcomes	Governance Process	Executive Limitations	Board Staff Relationships				
			College Outcomes	Governance Process	Executive Limitations	Board Staff Relationships	
						College Outcomes	Governance Process

DRAFT

Green River College

Board Policy Review Schedule

Proposal 2

Each board policy is reviewed every <u>five</u> years. Policies scheduled for review are reviewed by the Board of Trustees at their annual retreat and approved at the regular September Board meeting. If needed, a policy may be reviewed/revised at any time outside of the proposed schedule.

2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
CO-1 College Mission	GP-1 Policy Governance Commitment	GP-6 Board Code of Ethics	BSR-3 Monitoring Presidential Performance	EL-7 Communication /Counsel to the Board	CO-1 College Mission	GP-1 Policy Governance Commitment	GP-6 Board Code of Ethics
CO-2 College Vision	GP-2 Governing Style	GP-7 Naming of Facilities	BSR-4 Staff Reports to the Board	EL-8 Emergency Executive Succession	CO-2 College Vision	GP-2 Governing Style	GP-7 Naming of Facilities
CO-8 Core Values	GP-3 Board Job Description	GP-9 Participatory Governance	EL-1 General Executive Constraint	EL-9 Reserves	CO-8 Core Values	GP-3 Board Job Description	GP-9 Participatory Governance
CO-3 Core Themes/ College Goals	GP-4 Board Chairperson's Role	BSR-1 Order Delegating Authority	EL-2 Treatment of People	EL-4 Financial Planning/ Forecasting	CO-3 Core Themes/ *College Goals*	GP-4 Board Chairperson's Role	BSR-1 Order Delegating Authority
CO-7 Overarching Strategies	GP-5 Community College District No. 10 Bylaws	BSR-2 President's Job Description	EL-3 Compensation and Benefits	EL-5 Financial Condition	CO-7 Overarching Strategies	GP-5 Community College District No. 10 Bylaws	BSR-2 President's Job Description
				EL-6 Risk Management			

DRAFT

Statement from the Board of Trustees of June 12, 2025 board meeting

Get Outlook for iOS

From: Suzanne McCudden <SMcCudden@greenriver.edu>
Sent: Friday, June 13, 2025 12:32:36 PM
To: *Restricted - All College Mail <resmail@greenriver.edu>
Subject: Statement from the Green River College Board of Trustees on Equity, Anti-Racism, and Campus Culture

Good afternoon,

The following statement from the Board of Trustees was presented during the June 12, 2025 board meeting. At the Board's request, we are also sharing it via email for broader communication.

Statement from the Green River College Board of Trustees on Equity, Anti-Racism, and Campus Culture

To the Faculty, Staff, Classified Professionals, and Administration of Green River College:

The Board of Trustees affirms, unequivocally, that equity and anti-racism are not only priorities at Green River College—they are our north star. Every decision we make and every action we take must reflect a commitment to building an inclusive, just, and accountable institution where every member of our community can thrive.

We are entering a pivotal moment in our college's journey.

The Board of Trustees requests the launch of a campus climate survey, built, distributed, and analyzed by a third-party firm, as an essential tool to understand where we are, where we are falling short, and how we can move forward—together. This process must be approached with humility and honesty, and with the shared goal of identifying and removing barriers that harm, exclude, or silence members of our community.

The forthcoming campus climate survey is an essential tool to understand where we are, where we are falling short, and how we can move forward—together.

To ensure the integrity of this process, the survey will be anonymous. Individual responses will only be accessible to the third-party firm administering the survey, along with the Board of Trustees, the President, and the Executive Team. The results will be collated and shared college-wide using best practices for data analysis and reporting. Importantly, we will not repeat the painful and harmful practice —seen in last week's survey—of sharing raw comments that disparage or target individual members of our college community.

While that disclosure was framed as an act of transparency and offered in the name of equity, its impact caused direct harm—particularly to people of color and most acutely to women of color named in those comments. The result was a deepening sense of fear, mistrust, and unsafety on our campus. Let us be clear: equity cannot be achieved through methods that silence, shame, or endanger others. Kindness and respect are not measured by the intent of the giver, but by the experience of the receiver.

We also want to be clear: the work of equity and anti-racism is inherently uncomfortable. That discomfort is not a problem to be avoided—it is a necessary part of growth, particularly for those who have long benefited from institutional privilege. However, discomfort must never be used to justify harm. We will not tolerate bullying, intimidation, or harassment—especially when done under the guise of "advocating for equity."

Equity work requires integrity, care, and a deep respect for the humanity of others. It also demands that those with privilege do the internal work to acknowledge, understand, and accept that privilege—and then use it to advocate for systemic and institutional change that benefits those who have been historically excluded or marginalized. We recognize that this process can feel unsettling; when you're accustomed to privilege, equality can feel like oppression. But that discomfort is not a signal to retreat—it is a call to reflect, to grow, and to act with greater justice and solidarity.

While the Board recognizes and supports the right to freedom of speech, we also affirm that freedom of speech does not mean freedom from accountability. Words and actions—especially in a learning environment—have real consequences. We are each responsible for the culture we help create.

We urge all members of our college community to engage in this cultural assessment and in our broader equity journey with openness, courage, and a shared sense of responsibility. Green River College can and must be a place where equity and anti-racism are not just aspirations, but lived realities. That is the institution we are committed to building—together.

In service and solidarity,

The Green River College Board of Trustees

****

Thank you,

Suzanne (assistant version)

Suzanne McCudden
Executive Assistant to the President
Secretary to the Board of Trustees
Green River College | 12401 SE 320th St. Auburn, WA 98092-3622
253-931-6407 | smccudden@greenriver.edu

2-20-25 Board Minutes - FINAL and SIGNED

STANDING REPORTS

Student Report

ASGRC President, Isiah (Zai) Watson provided a verbal student report, with a formal ask for the Board of Trustees to add a Student Trustee as a 6th Board of Trustees member. A copy of the report is attached under TAB C.

Equity, Diversity and Inclusion Report

No Report

College Council Report

No Report

Faculty Report

United Faculty President, Dave Norberg provided the Faculty Report and Instructional Council Chair, Amanda Schaefer also presented a Joint Letter from IC and UF. Vice Chair Navas requested the March report include five items the United Faculty would like to see in future budget reports. A copy of both the report and the letter are attached under TAB E.

Classified Staff Report

WFSE Union Steward, Richard Falk, provided the Classified Report. A copy of the report is attached under TAB F.

President's Report

President Johnson provided a President's Report. A copy of the report is attached under TAB G.

EXECUTIVE SESSION

No Executive Session

BOARD ACTION

It was moved by Trustee Pierini, seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10 accept the grant of U.S. Department of Labor funding sub-awarded to Green River College from Spokane Community College, as described. The total value of this subaward is anticipated to be $746,043 over the approximately four-year grant period of February 1, 2025 – January 31, 2029. Motion passes.

It was moved by Trustee Ramirez Robson, seconded by Trustee Chu, that the Board of Trustees of College District No. 10 approve the addition of a student trustee to the Green River College Board of Trustees, effective July 1, 2025. Motion passes.

TRUSTEES ASSOCIATION

Trustee Ramirez Robson and Trustee Chu attended the ACCT Conference in February. Trustee Ramirez Robson reported that there is great engagement by the federal delegation from Washington State in Washington DC. Trustee Ramirez Robson shared that if you have concerns, please take the time to call, email or visit the offices of your elected officials, in both federal and state. Trustees Ramirez Robson and Chu also shared that the PELL Grant was a focus of many conversations.

1 - 06122025 Board Minutes - FINAL and SIGNED

EXECUTIVE SESSION

Board Chair Boschok called for an executive session to begin at 6:57 p.m. for twenty-eight (28) minutes to discuss the interpretation or application of a labor agreement and to discuss the planning, strategy, and positions to be taken during the course of collective bargaining AND to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. At 7:25 p.m. executive session was extended an additional ten (10) minutes. At 7:35 p.m. executive session was extended an additional five (5) minutes. At 7:40 p.m. executive session was extended an additional five (5) minutes. At 7:45 p.m. the regular meeting reconvened.

BOARD ACTION

Tenure Continuation

It was moved by Vice Chair Navas, seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10, after giving reasonable consideration to the recommendations of the Tenure Review Committee and Tenure Review Advisory Committee, continue the probationary appointment for Jeremy Upsal. Motion passes.

Board Bylaws / Policy GP-5

It was moved by Vice Chair Navas, seconded by Trustee Ramirez Robson, that the Board of Trustees of College District No. 10 amend the Board Bylaw Policy GP-5 to include the addition of a student trustee, effective July 1, 2025, as attached. Motion passes.

Faculty Collective Bargaining Agreement

It was moved by Trustee Ramirez Robson, seconded by Vice Chair Navas, that the Board of Trustees of College District No. 10 approve the United Faculty Agreement for the period of July 1, 2025 to June 30, 2028. Motion passes.

522 Budget 2025/26

It was moved by Trustee Ramirez Robson, seconded by Vice Chair Navas, that the Board of Trustees of College District No. 10 approve the Service and Activity Fund 522 Budget for 2025-2026 in the amount of $ 1,850,000, as presented in TAB B during the May 15, 2025 Board Meeting. A courtesy copy is attached. Motion passes.

College Budgets, Tuition and Fees for 2025/26

It was moved by Trustee Ramirez Robson, seconded by Trustee Pierini, that the Board of Trustees of College District No. 10 officially adopt Resolution 2025-2026-1, attached, for the approval of College Budgets, Tuition and Fees for 2025-2026. Motion passes.

President Contract Addendum

It was moved by Vice Chair Navas, seconded by Trustee Pierini, that the Board of Trustees of College District No. 10 approve the 2024 addendum to the presidential contract, as attached.
Discussion: Dr. Johnson has voluntarily denied a COLA in this extension. The Board fully supports the leadership of President Johnson and leadership members of the College.
Motion passes.

TRUSTEES ASSOCIATION

Trustee Pierini participated in the ACT Spring Conference, where the main topic of conversation was federal government and actions that impact higher education. Trustee Pierini shared there is concern about the image of higher education.

8-6-2025 Board Minutes - FINAL and SIGNED

- Trustees reviewed and discussed final results from the board self-evaluations, with a focused discussion on scores of 4.25 and lower. A copy of the evaluation is attached.
    - Action Items:
        - Crisis communication training is desired.
        - Consider Public Information Officer role in assisting Trustees directly.
        - Consider enhancing language in HR-22 policy regarding threatening behavior.
        - Request OPMA and Ethics Training from John Clark at a future regular meeting.

Agenda Amendment

- It was moved by Trustee Ramirez Robson, seconded by Vice Chair Boschok, to amend the agenda to facilitate the EAB MOU to earlier than scheduled, should the earlier time become available. Motion passes.

Board Meeting Structure and Calendar, ACCT/SBCTC updates

- Proposed Committee Structure & Associated Roles
    - Trustees provide committee report outs at each board meeting. This would allow the student Trustee to report out as a committee member.
    - Discussion of concise, collegial report outs with more time for dialogue in the regular meetings.
        - Action Items:
            - September 18, 2025 regular meeting will include a board retreat debrief.
- August 21, 2025 regular meeting will be cancelled.
- ACCT/SBCTC
    - LAC Committee – Sharonne Navas and Jackie Boschok
    - ACCT in Fall – Sharonne Navas and Jackie Boschok
    - ACT in Fall will be in SeaTac

CLERY/Campus Safety Update

Director of Campus Safety and Transportation, Derek Ronnfeldt and Vice President of College Advancement, George Frasier, provided a history and overview of CLERY. A copy of the presentation is attached.

EAB Navigate MOU

Interim Vice President of Instruction, Jamie Fitzgerald, provided an overview of the EAB Navigate MOU, with a request for action to sign the MOU. The MOU expires June 30, 2026 and will need to be addressed in the next contract. A copy of the EAB MOU is attached.

1 - 2-15-2024 Board Minutes - Final and Signed

Classified Staff Report
No Report

President's Report
President Johnson provided a President's Report. In response to the previous reports, President Johnson commended students for their work on advocacy day, congratulated Ha Nguyen on her new position at Pierce and shared that Kit Alston will be the Interim VP of EDI beginning March 1. She went on to share that Camella Morgan, Executive Director of Information Technology, has decided to retire after 25 years of service to Green River College. Work is under way to provide oversight and hire an interim person into the position. Dr. Johnson shared her gratitude for Camella's service to our institution and that she will be missed. Dr. Johnson also shared that the Vice President for Student Affairs position has been posted and the committee is co-chaired by Wendy Stewart and Mark Brown. Dr. Johnson asked Trustees to reach out to the President's Office if they would like a tour of the new Innovation and Learning Center and shared there will be a ribbon cutting in the future. A copy of the Power Point presentation and related material is attached under TAB F. President Johnson also handed out an International Programs Marketing Packet, drawing attention to this years Annual Report to our Communities.

BOARD ACTION
Board Statement & Goals
It was moved by Trustee Pierini and seconded by Trustee Chu that the Board of Trustees of College District No. 10 approve the 2023/2024 Board Statement and Board Goals, as presented under TAB A at the January 18, 2024 board meeting. Discussion: Trustees shared that the purpose is to show the Board's commitment to the strategic plan goals by aligning and connecting their own goals with the goals of the strategic plan. Trustees shared that this is a significant piece of the long-term outcome of our strategic plan. Chair Ramirez Robson hung the Statement and Goals poster on the wall. A courtesy copy of the statement and goals is attached. Motion passes.

NSF (National Science Foundation) Sub Award
It was moved by Trustee Chu and seconded by Trustee Boschok that the Board of Trustees of College District No. 10 accept the IUSE grant in the amount of $207,822, and as described in TAB C. Motion passes.

EXECUTIVE SESSION
No Executive Session

TRUSTEES ASSOCIATION
Trustees who attended ACCT shared that PELL continues to be an item of repeat conversation. In October ACCT will be in Seattle.

OTHER BUSINESS/PUBLIC COMMENT
A list of upcoming activity dates was provided and is attached under other business. No public comment.

1-18-2024 Board Minutes - Final and Signed

CORRESPONDENCE
No Correspondence

INTRODUCTIONS
No Introductions

REPORTS TO THE BOARD
Board Statement and Goals
Trustees shared and reviewed a draft of their Board Statement and Board Goals, created over the summer with the guidance of Angela Davis. Trustees shared that these goals were created with accountability as the leading factor, with specifics that could be looked to for inspiration and measurement, for the Trustees themselves. A copy of the Power Point presentation is attached under TAB A. Action will be brought forward at the February 2024 board meeting.

STANDING REPORTS
Student Report
ASGRC President of Governance, Abraham Gibson and ASGRC Vice President of Finance, Anh Truong (Kay), presented the student report. A copy of the presentation is attached under TAB B.

E*quity & Diversity Report*
No Report

College Council Report
No Report

Faculty Report
No Report

Classified Staff Report
No Report

President's Report
President Johnson shared a variety of verbal updates and gratitude:

- Thursday, January 25th Dr. Johnson will be in Olympia with student leadership for Advocacy Day
- Congratulations to Trustee Boschok, who was officially confirmed in the Senate
- Gratitude to the Trustees for their work in creation of their board statement and goals
- Operational updates on the creation of an AI Taskforce and improved enrollment numbers

BOARD ACTION
No Action

EXECUTIVE SESSION
No Executive Session

2.A.1 EV.#6 / Section 6

New Trusteee Onboarding Roadmap

NEW TRUSTEE ONBOARDING ROADMAP

October 2020

Washington State ACT Association of College Trustees

Table of Contents

Introductions 1
About Our College 2
Our College in the Community 4
Our College in the System 6
How to be a Trustee 9
How to be a Board 12
Trustee Equity Onboarding Topics 16
Future Section: Finances 20
Future Section: Advocacy 20
Future Section: Human Resources 20
Future Section: Strategic Planning 20
Future Section: Accreditation 21
Future Section: Foundation 21
Future Section: Other 21

Introductions

Background

Washington State's Association for College Trustees (ACT) Education Committee made new trustee orientation a priority in 2019.

A team of trustees interviewed college presidents, board chairs, and trustees with 3 or fewer years of service in all 34 districts to determine how their trustee onboarding experience was successful and what needed improvement.

Based on that feedback, a "roadmap" was created to guide new trustees' learning in their first days, months, and years of service. The Roadmap is simply a way to organize information in the context of and from the perspective of a new trustee.

Intent

Each colleges has its own onboarding process for new trustees. The Roadmap is intended to be a resource to organize and support that effort. It contains a "superset" of topics and information. Each college will decide what is relevant and how and when it will be used. It is our hope that, with the support of the Roadmap, new trustees will be functioning more effectively and comfortably within a year.

Description and Organization

The Roadmap is organized as a "digital binder." Information is presented by subject area, similar to tabs in a binder, and each subject area consists of multiple topics related to that subject. A recommended timeframe for covering a particular topic is provided. Checklists organized by timeframe - 30 days, 90 days, 1 year - have been constructed from the Roadmap. The Roadmap and these Checklists are available on the ACT website.

The first five sections are the most robust. Additional sections will be developed in the future. They are included for context but are currently considered "Under Construction." Suggested resources are provided for some topics; colleges can use these or others they deem better or more relevant. What is covered, when, how, and by whom are the decision of each individual college – the Roadmap is intended to be a resource in your onboarding process.

Your Feedback Needed and Welcome

Please let us know how the Roadmap works for you. We want to hear from presidents, board chairs and new trustees themselves. We appreciate your suggestions of resources and additional topics to make the Roadmap as useful as possible. Please direct your feedback to the ACT Director, Kim Tanaka (ktanaka@sbctc.edu) and/or ACT Administrative Assistant, Linda Graham (lgraham@sbctc.edu).

ABOUT OUR COLLEGE									
WHAT	**WHY**	**RESPONSIBLE**				**HOW**	**WHEN**		
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**	**1-30 days**	**90 days**	**1 year**
College Overview • Student demographics, characteristics, facts • Faculty and staff demographics • Programs, certificates, courses of study offered	• Understand who the college serves and how.	X				• College marketing materials • Fast Facts • SBCTC Field Guide • Website • Accreditation self-study and reports • Annual report	X	X	
Campus • Where we meet and where to park • Key building and office locations • Planned and needed facility improvements	• Not to be lost or late getting to meetings	X				• Campus map • Campus tour • Facility projects • Campus master plan	X		X
Leadership • Leadership team members • How the college is organized • Who is accountable for what • Board of Trustees members	• Understand role with the college • Confidence in communication	X	X			• Organizational charts • Contact lists	X		

ABOUT OUR COLLEGE									
WHAT	**WHY**	**RESPONSIBLE**				**HOW**	**WHEN**		
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**	**1-30 days**	**90 days**	**1 year**
<u>Strategy</u> • Vision, Mission, and Strategic Plan • Core Themes and Goals	• Understand the board's charge to the college • Know how the college will be evaluated in accreditation • Understand the college's priorities and focus	X				• Strategic plan • Website links • Related documents	X	X	
<u>Enrollment</u> • College enrollments • How targets are being met • Who attends the college • How enrollments change	• Understand how enrollment impacts the college budget • Know the challenges the college faces • Understand the value the college brings to the community	X				• Current enrollment report • Historical enrollment reports • Student demographics	X	X	

OUR COLLEGE IN THE COMMUNITY									
WHAT	**WHY**	**RESPONSIBLE**				**HOW**	**WHEN**		
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**	**1-30 days**	**90 days**	**1 year**
Service Area • School districts served • Geographical area served	• Know who we serve and where they come from	X						X	
Other Higher Ed Options • Four-year institutions • Online education • Other organizations providing education & training	• Understand the choices students have • Understand who we need to collaborate with	X		X				X	
Community Needs • Demographic, economic & social trends and challenges • How well the college is addressing them	• Know the community and its needs	X		X		• Local data & reports o Nonprofit o Business o Government			X
Key Employers and Businesses • Major local employers • Local employment needs • Gaps and opportunities	• Understand local community needs and demand for skilled workers	X		X		• Economic development information • Chamber of Commerce information			X

OUR COLLEGE IN THE COMMUNITY									
WHAT	**WHY**	**RESPONSIBLE**				**HOW**	**WHEN**		
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**	**1-30 days**	**90 days**	**1 year**
<u>Relationships</u> • Our reputation in the community • Community leaders, key stakeholders, legislators • K-12 school districts • Other CTC and four-year colleges • Nonprofits, businesses, municipalities	• Know who important partners are • Know who potential partners are • How to foster relationships	X	X						X
<u>College Advisory Committees</u> • What they are • What they do • Who serves on them • Effectiveness	• Know how local industry and community members influence college decisions and support college programs	X				• List of advisory committees and members			X

OUR COLLEGE IN THE SYSTEM									
WHAT	**WHY**	**RESPONSIBLE**				**HOW**	**WHEN**		
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**	**1-30 days**	**90 days**	**1 year**
SBCTC and State Government • How SBCTC fits in state government • SBCTC Responsibilities • SBCTC Colleges • How the colleges work as a system • How resources are allocated and prioritized • SBCTC vs ACT vs WACTC - relationship to each other	• Know how the college fits within State and SBCTC systems • Understand how funding is allocated for the college			X	X	• New Trustee Orientation Session (Jan or Feb) • ACT calendar of events • SBCTC website • SBCTC publications			X
Impact of Washington Community and Technical Colleges • Student demographics • Student Success Data (including transfers in-state vs out-of-state) • Goals • Needs • Economic Impacts	• Understand information needed to communicate and advocate on behalf of my college and SBCTC system as a whole	X		X	X	• SBCTC website • SBCTC publications o SBCTC Quick Facts and Publications o SBCTC Field Guide o SBCTC Community & Technical Colleges at a Glance		X	X

OUR COLLEGE IN THE SYSTEM									
WHAT	**WHY**	**RESPONSIBLE**				**HOW**	**WHEN**		
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**	**1-30 days**	**90 days**	**1 year**
Trustee Organizations - ACT/ACCT • What are ACT and ACCT? • Key activities and events • ACT organization and committees • SBCTC vs ACT vs WACTC - relationship to each other	• How do trustees support each other & work together? • Helps new trustee understand the meeting schedule of the various organizations and which ones to should attend		X	X	X	• SBCTC website • SBCTC publications • ACT website • ACCT website o About o Events o Resources o Publications o Podcast		X	X
President Organizations - WACTC/AACC • What are WACTC & AACC? • WACTC Councils and Commissions • SBCTC vs ACT vs WACTC - relationship to each other	• How do college presidents support each other & work together?	X		X	X	• SBCTC website • SBCTC publications • SBCTC Commissions and Councils • AACC website • AACC publications			X

OUR COLLEGE IN THE SYSTEM									
WHAT	**WHY**	**RESPONSIBLE**				**HOW**	**WHEN**		
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**	**1-30 days**	**90 days**	**1 year**
Shared IT System – ctcLink • What is ctcLink? • Implications for my college (including financial) • Implications for trustees • My college's implementation plan	• How do I provide proper oversight for a successful implementation • What are the opportunities to improve my college	X				• SBCTC ctcLink webpage • ctcLink Connect blogs			X

HOW TO BE A TRUSTEE									
WHAT	**WHY**	**RESPONSIBLE**				**HOW**	**WHEN**		
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**	**1-30 days**	**90 days**	**1 year**
Getting Started • Key meetings & events to attend • Per Diem, travel and expense • College systems • Training for trustees • Information about board meetings	• Getting set up to be a trustee • Working within the college's administrative structure	X				• Email address/ IT • Business cards • Parking pass • Photo and bio for website • Calendar & invitations • Most recent board packet • Travel & expense policies	**X**		
Role of the Trustees – General • Role of community college trustees differ from the role of board members in other organizations • Policy governance: difference between policy and management • Trustee's role vs. president's role • Public sector vs. private and nonprofit sectors	• Understand how a public official is different from a private citizen		X			• Trustee policy manual • ACT New Trustee Orientation; Other reading material • ACT resource website • "Trustee Responsibilities and Working Relationships" • "ACCT Governing Board Roles and Responsibilities" • "ACCT Trusteeship 101" • "What I Wish I'd Known as a New Trustee" podcast by Rosaelena O'Neil	**X**		
Scope of the Trustee Commitment	• Understand what is expected of you - time and level of participation	X	X				**X**	**X**	

HOW TO BE A TRUSTEE									
WHAT	**WHY**	**RESPONSIBLE**				**HOW**	**WHEN**		
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**	**1-30 days**	**90 days**	**1 year**
• Board meetings: preparation and attendance • Additional trustee meetings • Community events • College events • Local, state and national conferences									
Effective Governance • Your college • Community and state relations • District relations • Fiscal responsibilities • Educational standards • Social and economic trends	• Provide guidance and make good decisions	X	X	X		• Workforce Development Trends, work with President • "Four Questions Every Trustee Should Ask", Bernie Rhinerson • ACCT "Board Buzzwords"		**X**	**X**
Communication • How to get questions answered • How to communicate with other trustees • Who speaks about the college	• Understand communication constraints	X	X				**X**		
Ethics	• Avoid trouble for you and the college	X	X	X		• ACT website	**X**	**X**	

HOW TO BE A TRUSTEE									
WHAT	**WHY**	**RESPONSIBLE**				**HOW**	**WHEN**		
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**	**1-30 days**	**90 days**	**1 year**
• Code of ethics • Open meetings law • Public records • Conflict of interest • Personal financial disclosures (F-1 filing)	• Use your position of authority appropriately					• "Attention New Trustees: This Episode is For You," Jeff Advokat • ACCT Guide to Ethical Governance • Annual PDC F-1 Personal Financial Affairs Statement • Governor's website • Documents from AG's office			
Fundraising • The trustees' relationship to the Foundation board • The trustees' role and responsibility in fundraising	• Help the college get resources to accomplish its mission		X			• College policy regarding Foundation			**X**
Professional Development Opportunities for Trustees • Learning opportunities for trustees • ACT activities and events • ACCT activities and events	• Improve skills and effectiveness • Gain better understanding of issues • Build network of fellow trustees throughout the system		X	X		• New Trustee Orientation (Jan or Feb) • ACT calendar webpage • ACCT event webpage			**X**

HOW TO BE A BOARD									
WHAT	**WHY**	**RESPONSIBLE**				**HOW**	**WHEN**		
What I Need to Know	**Purpose**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**	**1-30 days**	**90 days**	**1 year**
The Basics • Members of the board • Meeting schedule • Participate in community • Maintain integrity • Expectations • Financial commitment • Tour the campus • Spread the word to inspire others • Meet faculty	• To understand and meet obligations and commitments as a trustee	X	X			• Board contact list • Board calendar	X		
Board Role vs. President's Role • Policy vs. management • Board's authority • Policy governance	• Understand the line between oversight and management • Provide oversight	X	X			• Board Policy Manual • Articles • ACT New Trustee Orientation • ACT website		X	
Who the Board Represents • The Board's constituents	• Understand on whose behalf you are speaking, discussing and deciding		X			• Articles • ACT New Trustee Orientation		X	

HOW TO BE A BOARD									
WHAT	**WHY**	**RESPONSIBLE**				**HOW**	**WHEN**		
What I Need to Know	**Purpose**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**	**1-30 days**	**90 days**	**1 year**
Duties and Responsibilities of the Board • Who speaks for the board • How the board gets its work done • Board packet and typical agenda • Who's in the room • Role of the board chair • Robert's Rules of Order • Motions, voting, quorums • Working as a team	• Understand what you are being asked to do		X			• ACT New Trustee Orientation • ACT website • Board operating procedures • Recent board packet • Robert's Rules of Order • Modified Robert's Rules of Order	X		
Work of the Board • Timing of board actions throughout the academic year • College and community events • Board chair duties	• Know what to be prepared for and when • Reserve important dates on calendar	X				• Board calendar • Schedule of college and community events	X		X
Board Policies • Key policies	• Know which policies affect the work of the Board		X			• Board policy manual		X	

HOW TO BE A BOARD									
WHAT	**WHY**	**RESPONSIBLE**				**HOW**	**WHEN**		
What I Need to Know	**Purpose**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**	**1-30 days**	**90 days**	**1 year**
Using Influence Effectively • How to get items on the board agenda • How to share ideas and influence discussions • How to effectively influence board decisions	• Understand how to influence outcomes vs. directing them		X	X		• ACT new trustee orientation • ACT website • ACCT website		X	X
President as an Employee • Selection • Performance management • Compensation	• Choose and manage an outstanding president for the college		X			• ACCT website • Board and president goals			X
Responding to the Media • Who is authorized to speak on behalf of the board	• Clarity of communication	X	X			• College's communication plan • PIO, as needed		X	
Board Governance • How the is board organized • How the board does its work • Board retreats • Board self-evaluation	• Understand how the board functions		X			• ACT website • Recent board self-evaluation • Committee structure and members		X	

HOW TO BE A BOARD									
WHAT	**WHY**	**RESPONSIBLE**				**HOW**	**WHEN**		
What I Need to Know	**Purpose**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**	**1-30 days**	**90 days**	**1 year**
<u>Communication</u> • Board communications with each other, the president and the college **<u>Shared Governance</u>** •	• Ensure compliance with open government requirements • Understand whom to talk with about what •	X	X			•	X		

TRUSTEE EQUITY ONBOARDING TOPICS									
WHAT	**WHY**	**RESPONSIBLE**				**HOW**	**WHEN**		
What I Need to Know	**Purpose**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**	**1-30 days**	**90 days**	**1 year & ongoing**
• Community demographics: past, current, future • Student demographics: past, current, future • Student outcome disparities • Faculty and staff demographics: past, current, future	• Trustees and boards lead with racial equity and anti-racism representing the entire community both now and trends for the future • Trustees and boards understand how well their district is meeting the needs of the entire community it serves	X X X X		X X X X		• Community statistical reports available from your president's office and/or census bureau https://www.census.gov/ • District statistical reports from your president's office or Field Guide https://www.sbctc.edu/about/facts-publications/field-guide-2022/default.aspx	X X X	X	X X X X

TRUSTEE EQUITY ONBOARDING TOPICS										
WHAT	**WHY**	**RESPONSIBLE**				**HOW**	**WHEN**		
• DEI initiatives at the district (ODEI, faculty, staff, admin, student)	• Trustees are conversant in the terms and language of diversity, equity, and inclusion	X	X	X	X	• Trustee Recruitment and Selection Handbook https://www.sbctc.edu/resources/documents/about/trustees/trustee-recruitment-and-selection-handbook-draft-as-released.pdf • Equity, Diversity, and Inclusion Research and Resources https://www.sbctc.edu/about/edi/research-resources.aspx • Check your district's Office of Diversity, Equity, and Inclusion web site •	X	X	X
• Board composition, equity practices, and norms	• Trustees set the tone by role modeling equitable board membership	X	X	X	X	• Trustee Recruitment and Selection Handbook https://www.sbctc.edu/resources/documents/about/trustees/trustee-recruitment-and-selection-handbook-draft-as-released.pdf • Review your district's past board meeting and retreat minutes •		X	X

TRUSTEE EQUITY ONBOARDING TOPICS									
WHAT	**WHY**	**RESPONSIBLE**				**HOW**	**WHEN**		
• Best practices in equitable hiring and evaluating	• Boards hire and evaluate Presidents	**X**	**X**	**X**	**X**	• Equity in hiring • Unconscious bias Boards who anticipate conducting a presidential search are advised to complete **Unconscious Bias Training** and **Equity in Hiring Training** within the previous two years. Boards are advised to work through their District President to access training material from their College's Diversity, Equity, and Inclusion team. If material is not locally available boards are advised to contact Ha T. Nguyen, Director Equity, Diversity, & Inclusion, WA State Board for Community and Technical Colleges (hnguyen@sbctc.edu, 360-704-1001) to identify additional options. • Peer college benchmarks. For references to recent presidential searches in the WA State system contact Kim Tanaka, Director, Washington State Association of College Trustees, (ktanaka@sbctc.edu, 360.704.4307) • ACCT Searches Resources for Boards https://acctsearches.org/search-guidance/ • Evaluating the CEO https://www.sbctc.edu/resources/documents/about/trustees/ceo-performance-evaluation.pdf • Diversity, Equity, and Inclusion in evaluating the CEO https://www.acct.org/DEI-guide-2020 •			**X**

TRUSTEE EQUITY ONBOARDING TOPICS									
WHAT	**WHY**	**RESPONSIBLE**				**HOW**	**WHEN**		
• How to insightfully evaluate and approve budgets with an equity lens	• Boards approve budgets	**X**	**X**	**X**	**X**	• Review your district's budget process and content documents • Equitable decision making https://www.clark.edu/about/governance/shared-governance/EquitableDecisionMakingTool.pdf • ACCT Equity Action Agenda https://www.acct.org/equity-action-agenda		**X**	**X**
• How to insightfully evaluate and approve policy with an equity lens	• Boards approve policy	**X**	**X**	**X**	**X**	• Review your board and district's policy documents • Equitable decision making https://www.clark.edu/about/governance/shared-governance/EquitableDecisionMakingTool.pdf • ACCT Equity Action Agenda https://www.acct.org/equity-action-agenda • From Equity Talk To Equity Walk (McNair, Bensimon, & Malcom-Piqueux) https://www.aacu.org/publication/from-equity-talk-to-equity-walk-expanding-practitioner-knowledge-for-racial-justice-in-higher-education		**X**	**X**

TRUSTEE EQUITY ONBOARDING TOPICS									
WHAT	**WHY**	**RESPONSIBLE**				**HOW**	**WHEN**		
• Equity is an ever-changing space requiring continuous learning from a place of inquiry and humility	• Trustees require both head and heart knowledge that is contemporary to the times.	**X**	**X**	**X**	**X**	• Review and enroll in equity workshops provide by your district. • Monitor and engage in equity workshops and events in your community. • ACT Equity Resource Bank https://www.sbctc.edu/about/edi/edi-equity-resource-bank.aspx • Northwest Commission on Colleges and Universities Equity Library https://nwccu.org/equity-resource-library/ • YWCA Equity Resources Directory https://untiljusticejustis.org/wp-content/uploads/2020/07/YWCA-Resources-Final-7-2-20.pdf			**X**

FUTURE SECTION: FINANCES				
WHAT	**WHY**	**RESPONSIBLE**	**HOW**	**WHEN**

FUTURE SECTION: ADVOCACY				
WHAT	**WHY**	**RESPONSIBLE**	**HOW**	**WHEN**

FUTURE SECTION: HUMAN RESOURCES				
WHAT	**WHY**	**RESPONSIBLE**	**HOW**	**WHEN**

FUTURE SECTION: STRATEGIC PLANNING				
WHAT	**WHY**	**RESPONSIBLE**	**HOW**	**WHEN**

FUTURE SECTION: ACCREDITATION				
WHAT	**WHY**	**RESPONSIBLE**	**HOW**	**WHEN**

FUTURE SECTION: FOUNDATION				
WHAT	**WHY**	**RESPONSIBLE**	**HOW**	**WHEN**

FUTURE SECTION: OTHER				
WHAT	**WHY**	**RESPONSIBLE**	**HOW**	**WHEN**

New Trusteee Onboarding Training Topics - First 30 Days

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
College Overview • Student demographics, characteristics, facts • Faculty and staff demographics • Programs, certificates, courses of study offered	• Understand who the college serves and how.	X				• College marketing materials • Fast Facts • SBCTC Field Guide • College website • Accreditation self-study and reports • Annual report
Campus • Where we meet and where to park • Key building and office locations • Planned and needed facility improvements	• Not to be lost or late getting to meetings	X				• Campus map • Campus tour • Facility projects • Campus master plan
Leadership • Leadership team members • How the college is organized • Who is accountable for what • Board of Trustees members	• Understand role with the college • Confidence in communication	X	X			• Organizational charts • Contact lists
Getting Started • Key meetings & events to attend • Per Diem, travel and expense • College systems • Training for trustees • Information about board meetings	• Getting set up to be a trustee • Working within the college's administrative structure	X				• Email address/ IT • Business cards • Parking pass • Photo and bio for website • Calendar & invitations • Most recent board packet • Travel & expense policies

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
Role of the Trustees – General • Role of community college trustees differ from the role of board members in other organizations • Policy governance: difference between policy and management • Trustee's role vs. president's role • Public sector vs. private and nonprofit sectors	• Understand how a public official is different from a private citizen		X			• Trustee policy manual • ACT New Trustee Orientation; Other reading material • ACT resource website • "Trustee Responsibilities and Working Relationships" • "ACCT Governing Board Roles and Responsibilities" • "ACCT Trusteeship 101" • "What I Wish I'd Known as a New Trustee" podcast by Rosaelena O'Neil
Scope of the Trustee Commitment • Board meetings: preparation and attendance • Additional trustee meetings • Community events • College events • Local, state and national conferences	• Understand what is expected of you - time and level of participation	X	X			
Communication • Board communications with each other, the president and the college • How to get questions answered • Who speaks about the college	• Understand communication constraints • Ensure compliance with open government requirements • Understand whom to talk with about what	X	X			

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
Ethics • Code of ethics • Open meetings law • Public records • Conflict of interest • Personal financial disclosures (F-1 filing)	• Avoid trouble for you and the college • Use your position of authority appropriately		X	X		• ACT website • "Attention New Trustees: This Episode is For You," by Jeff Advokat • ACCT Guide to Ethical Governance • Annual PDC F-1 Personal Financial Affairs Statement • Governor's website • Documents from AG's office
The Basics • Members of the board • Meeting schedule • Participate in community • Maintain integrity • Expectations • Financial commitment • Tour the campus • Spread the word to inspire others • Meet faculty	• To understand and meet obligations and commitments as a trustee		X	X		• Board contact list • Board calendar
Duties and Responsibilities of the Board • Who speaks for the board • How the board gets its work done • Board packet and typical agenda • Who's in the room • Role of the board chair • Robert's Rules of Order	• Understand what you are being asked to do		X			• ACT New Trustee Orientation • ACT website • Board operating procedures • Recent board packet • Robert's Rules of Order • Modified Robert's Rules of Order

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
• Motions, voting, quorums • Working as a team						
<u>Work of the Board</u> • Timing of board actions throughout the academic year • College and community events • Board chair duties	• Know what to be prepared for and when • Reserve important dates on calendar	X				• Board calendar • Schedule of college and community events
<u>Trustee Equity Topics</u> • Community demographics: past, current, future • Student demographics: past, current, future • Faculty and staff demographics: past, current, future	• Trustees and boards lead with racial equity and anti-racism representing the entire community both now and trends for the future • Trustees and boards understand how well their district is meeting the needs of the entire community it serves	X X X		X X X		• Community statistical reports available from your president's office and/or census bureau https://www.census.gov/ • District statistical reports from your president's office or Field Guide https://www.sbctc.edu/about/facts-publications/field-guide-2022/default.aspx

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
• DEI initiatives at the district (ODEI, faculty, staff, admin, student)	• Trustees are conversant in the terms and language of diversity, equity, and inclusion	X	X	X	X	• Trustee Recruitment and Selection Handbook https://www.sbctc.edu/resources/documents/about/trustees/trustee-recruitment-and-selection-handbook-draft-as-released.pdf • Equity, Diversity, and Inclusion Research and Resources https://www.sbctc.edu/about/edi/research-resources.aspx • Check your district's Office of Diversity, Equity, and Inclusion web site

New Trusteee Onboarding Training Topics - First 90 Days

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
College Overview • Student demographics, characteristics, facts • Faculty and staff demographics • Programs, certificates, courses of study offered	• Understand who the college serves and how.	X				• College marketing materials • Fast Facts • SBCTC Field Guide • College website • Accreditation self-study and reports • Annual report
Strategy • Vision, Mission, and Strategic Plan • Core Themes and Goals	• Understand the board's charge to the college • Know how the college will be evaluated in accreditation • Understand the college's priorities and focus	X				• Strategic plan • Website links • Related documents

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
Enrollment • College enrollments • How targets are being met • Who attends the college • How enrollments change	• Understand how enrollment impacts the college budget • Know the challenges the college faces • Understand the value the college brings to the community	X				• Current enrollment report • Historical enrollment reports • Student demographics
Service Area • School districts served • Geographical area served	• Know who we serve and where they come from	X				
Other Higher Ed Options • Four-year institutions • Online education • Other organizations providing	• Understand the choices students have • Understand who we need to collaborate with	X		X		

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
education & training						
Impact of Washington Community and Technical Colle • Student demographics • Student Success Data (including transfers in-state vs out-of-state) • Goals • Needs • Economic Impacts	• Understand information needed to communicate and advocate on behalf of my college and SBCTC system as a whole	X		X	X	• SBCTC website • SBCTC publications o SBCTC Quick Facts and Publications o SBCTC Field Guide o SBCTC Community & Technical Colleges at a Glance

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
Trustee Organizations - ACT/ACCT • What are ACT and ACCT? • Key activities and events • ACT organization and committees • SBCTC vs ACT vs WACTC - relationship to each other	• How do Trustees support each other & work together? • Helps new trustee understand the meeting schedule of the various organizations and which ones to attend		X	X	X	• SBCTC website • SBCTC publications • ACT website • ACCT website o About o Events o Resources o Publications o Podcast
Scope of the Trustee Commitment	• Understand what is expected of you - time and level of participation	X	X			

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
• Board meetings: preparation and attendance • Additional trustee meetings • Community events • College events • Local, state and national conferences						
Ethics • Code of ethics • Open meetings law • Public records • Conflict of interest • Personal financial disclosures (F-1 filing)	• Avoid trouble for you and the college • Use your position of authority appropriately	X	X	X		• ACT website • "Attention New Trustees: This Episode is For You," Jeff Advokat • ACCT Guide to Ethical Governance • Annual PDC F-1 Personal Financial Affairs Statement • Governor's website • Documents from AG's office

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
Board Role vs. President's Role • Policy vs. management • Board's authority • Policy governance	• Understand the line between oversight and management • Provide oversight	X	X			• Board Policy Manual • Articles • ACT New Trustee Orientation • ACT website
Who the Board Represents • The Board's constituents	• Understand on whose behalf you are speaking, discussing and deciding		X			• Articles • ACT New Trustee Orientation
Board Policies • Key policies	• Know which policies affect the work of the Board		X			• Board policy manual
Using Influence Effectively • How to get items on the board agenda • How to share ideas and	• Understand how to influence outcomes vs. directing them		X	X		• ACT new trustee orientation • ACT website • ACCT website

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
influence discussions • How to effectively influence board decisions						
<u>Responding to the Media</u> • Who is authorized to speak on behalf of the board	• Clarity of communication	X	X			• College's communication plan • PIO, as needed
<u>Board Governance</u> • How the is board organized • How the board does its work • Board retreats • Board self-evaluation	• Understand how the board functions		X			• ACT website • Recent board self-evaluation • Committee structure and members

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
<u>Trustee Equity Topics</u> • Community demographics: past, current, future • Student demographics: past, current, future • Student outcome disparities • Faculty and staff demographics: past, current, future • DEI initiatives at the district (ODEI, faculty, staff, admin, student)	• Trustees and boards lead with racial equity and anti-racism representing the entire community both now and trends for the future • Trustees and boards understand how well their district is meeting the needs of the entire community it serves	X X X X	 X	X X X	 X X X	• Community statistical reports available from your president's office and/or census bureau https://www.census.gov/ • District statistical reports from your president's office or Field Guide https://www.sbctc.edu/about/facts-publications/field-guide-2022/default.aspx • Trustee Recruitment and Selection Handbook https://www.sbctc.edu/resources/documents/about/trustees/trustee-recruitment-and-selection-handbook-draft-as-released.pdf • Equity, Diversity, and Inclusion Research and Resources https://www.sbctc.edu/about/edi/research-resources.aspx • Check your district's Office of Diversity, Equity, and Inclusion web site

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
• Board composition, equity practices, and norms	• Trustees are conversant in the terms and language of diversity, equity, and inclusion • Trustees set the tone by role modeling equitable board membership	X	X	X	X	• Trustee Recruitment and Selection Handbook https://www.sbctc.edu/resources/documents/about/trustees/trustee-recruitment-and-selection-handbook-draft-as-released.pdf • Review your district's past board meeting and retreat minutes • Equity in hiring • Unconscious bias Boards who anticipate conducting a presidential search are advised to complete **Unconscious Bias Training** and **Equity in Hiring Training** within the previous two years. Boards are advised to work through their District President to access training material from their College's Diversity, Equity, and Inclusion team. If material is not locally available boards are advised to contact Ha T. Nguyen, Director Equity, Diversity, & Inclusion, WA State Board for Community and Technical Colleges (hnguyen@sbctc.edu, 360-704-1001) to identify additional options • Peer college benchmarks. For references to recent presidential searches in the WA State system contact Kim Tanaka, Director, Washington State Association of College Trustees, (ktanaka@sbctc.edu, 360.704.4307) • ACCT Searches Resources for Boards https://acctsearches.org/search-guidance/ • Evaluating the CEO https://www.sbctc.edu/resources/documents/about/trustees/ceo-performance-evaluation.pdf • Diversity, Equity, and Inclusion in evaluating the CEO https://www.acct.org/DEI-guide-2020
• Best practices in equitable hiring and evaluating	• Boards hire and evaluate Presidents	X	X	X	X	

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
• How to insightfully evaluate and approve budgets with an equity lens	• Boards approve budgets	X	X	X	X	• Review your board and district's policy documents
• How to insightfully evaluate and approve policy with an equity lens	• Boards approve policy	X	X	X	X	• Equitable decision making https://www.clark.edu/about/governance/shared-governance/EquitableDecisionMakingTool.pdf • ACCT Equity Action Agenda https://www.acct.org/equity-action-agenda • From Equity Talk To Equity Walk (McNair, Bensimon, & Malcom-Piqueux) https://www.aacu.org/publication/from-equity-talk-to-equity-walk-expanding-practitioner-knowledge-for-racial-justice-in-higher-education • Review and enroll in equity workshops provide by your district. • Monitor and engage in equity workshops and events in your community. • ACT Equity Resource Bank https://www.sbctc.edu/about/edi/edi-equity-resource-bank.aspx • Northwest Commission on Colleges and Universities Equity Library https://nwccu.org/equity-resource-library/ YWCA Equity Resources Directory https://untiljusticejustis.org/wp-content/uploads/2020/07/YWCA-Resources-Final-7-2-20.pdf
• Equity is an ever-changing space requiring continuous learning from a place of inquiry and humility	• Trustees require both head and heart knowledge that is contemporary to the times	X	X	X	X	

New Trusteee Onboarding Training Topics - First Year

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
Campus • Where we meet and where to park • Key building and office locations • Planned and needed facility improvements	• Not to be lost or late getting to meetings	X				• Campus map • Campus tour • Facility projects • Campus master plan
Community Needs • Demographic, economic & social trends and challenges • How well the college is addressing them	• Know the community and its needs	X		X		• Local data & reports o Nonprofit o Business o Government
Key Employers and Businesses • Major local employers • Local employment needs • Gaps and opportunities	• Understand local community needs and demand for skilled workers	X		X		• Economic development information • Chamber of Commerce information

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
<u>Relationships</u> • Our reputation in the community • Community leaders, key stakeholders, legislators • K-12 school districts • Other CTC and four-year colleges • Nonprofits, businesses, municipalities	• Know who important partners are • Know who potential partners are • How to foster relationships	X	X			
<u>College Advisory Committees</u> • What they are • What they do • Who serves on them • Effectiveness	• Know how local industry and community members influence college decisions and support college programs	X				• List of advisory committees and members

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
SBCTC and State Government • How SBCTC fits in state government • SBCTC Responsibilities • SCTC Colleges • How the colleges work as a system • How resources are allocated and prioritized • SBCTC vs ACT vs WACTC - relationship to each other	• Know how the college fits within State and SBCTC systems • Understand how funding is allocated for the college			X	X	• New Trustee Orientation Session (Jan or Feb) o ACT calendar of events • SBCTC website • SBCTC publications
Impact of Washington Community and Technical Colleges • Student demographics • Student Success Data (including transfers in-	• Understand information needed to communicate and advocate on behalf of my college and SBCTC system as a whole	X		X	X	• SBCTC website • SBCTC publications o SBCTC Quick Facts and Publications o SBCTC Field Guide o SBCTC Community & Technical Colleges at a Glance

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
state vs out-of-state) • Goals • Needs • Economic Impacts						
Trustee Organizations - ACT/ACCT • What are ACT and ACCT? • Key activities and events • ACT organization and committees • SBCTC vs ACT vs WACTC - relationship to each other	• How do trustees support each other & work together? • Helps new trustee understand the meeting schedule of the various organizations and which ones to attend		X	X	X	• SBCTC website • SBCTC publications • ACT website • ACCT website o About o Events o Resources o Publications o Podcast
President Organizations - WACTC/AACC • What are WACTC & AACC?	• How do college presidents support each other & work together?	X		X	X	• SBCTC website • SBCTC publications • SBCTC Commissions and Councils • AACC website • AACC publications

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
• WACTC Councils and Commissions • SBCTC vs ACT vs WACTC - relationship to each other						
Shared IT System – ctcLink • What is ctcLink? • Implications for my college (including financial) • Implications for trustees • My college's implementation plan	• How do I provide proper oversight for a successful implementation • What are the opportunities to improve my college	X				• SBCTC ctcLink webpage • ctcLink Connect blogs
Effective Governance • Your college • Community and state relations • District relations	• Provide guidance and make good decisions	X	X	X		• Workforce Development Trends, work with President • "Four Questions Every Trustee Should Ask", Bernie Rhinerson • ACCT “Board Buzzwords”

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
• Fiscal responsibilities • Educational standards • Social and economic trends						
<u>Fundraising</u> • The trustees' relationship to the Foundation board • The trustees' role and responsibility in fundraising	• Help the college get resources to accomplish its mission		X			• College policy regarding Foundation
<u>Professional Development Opportunities for Trustees</u> • Learning opportunities for trustees • ACT activities and events • ACCT activities and events	• Improve skills and effectiveness • Gain better understanding of issues • Build network of fellow trustees throughout the system		X	X		• New Trustee Orientation (Jan or Feb) • ACT calendar webpage • ACCT event webpage

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
<u>President as an Employee</u> • Selection • Performance management • Compensation	• Choose and manage an outstanding president for the college		X			• ACCT website • Board and president goals
<u>Trustee Equity Topics</u> • Community demographics: past, current, future • Student demographics: past, current, future • Student outcome disparities • Faculty and staff demographics: past, current, future • DEI initiatives at the district (ODEI, faculty, staff, admin, student)	• Trustees and boards lead with racial equity and anti-racism representing the entire community both now and trends for the future • Trustees and boards understand how well their district is meeting the needs of the entire community it serves	X X X X X	 X	X X X X	 X X	• Community statistical reports available from your president's office and/or census bureau https://www.census.gov/ • District statistical reports from your president's office or Field Guide https://www.sbctc.edu/about/facts-publications/field-guide-2022/default.aspx • Trustee Recruitment and Selection Handbook https://www.sbctc.edu/resources/documents/about/trustees/trustee-recruitment-and-selection-handbook-draft-as-released.pdf • Equity, Diversity, and Inclusion Research and Resources https://www.sbctc.edu/about/edi/research-resources.aspx • Check your district's Office of Diversity, Equity, and Inclusion web site

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
• Board composition, equity practices, and norms	• Trustees are conversant in the terms and language of diversity, equity, and inclusion • Trustees set the tone by role modeling equitable board membership	X	X	X	X	• Trustee Recruitment and Selection Handbook https://www.sbctc.edu/resources/documents/about/trustees/trustee-recruitment-and-selection-handbook-draft-as-released.pdf • Review your district's past board meeting and retreat minutes • Equity in hiring • Unconscious bias Boards who anticipate conducting a presidential search are advised to complete **Unconscious Bias Training** and **Equity in Hiring Training** within the previous two years. Boards are advised to work through their District President to access training material from their College's Diversity, Equity, and Inclusion team. If material is not locally available boards are advised to contact Ha T. Nguyen, Director Equity, Diversity, & Inclusion, WA State Board for Community and Technical Colleges (hnguyen@sbctc.edu, 360-704-1001) to identify additional options • Peer college benchmarks. For references to recent presidential searches in the WA State system contact Kim Tanaka, Director, Washington State Association of College Trustees, (ktanaka@sbctc.edu, 360.704.4307) • ACCT Searches Resources for Boards https://acctsearches.org/search-guidance/ • Evaluating the CEO https://www.sbctc.edu/resources/documents/about/trustees/ceo-performance-evaluation.pdf • Diversity, Equity, and Inclusion in evaluating the CEO https://www.acct.org/DEI-guide-2020
• Best practices in equitable hiring and evaluating	• Boards hire and evaluate Presidents	X	X	X	X	

WHAT	WHY	BY WHOM				HOW
What I Need to Know	**Why this is important**	**President's Office**	**Board Chair**	**Self-Guided**	**Trustee Assoc.**	**Resources/Methods/Actions**
• How to insightfully evaluate and approve budgets with an equity lens	• Boards approve budgets	X	X	X	X	• Review your board and district's policy documents
• How to insightfully evaluate and approve policy with an equity lens	• Boards approve policy	X	X	X	X	• Equitable decision making https://www.clark.edu/about/governance/shared-governance/EquitableDecisionMakingTool.pdf • ACCT Equity Action Agenda https://www.acct.org/equity-action-agenda
• Equity is an ever-changing space requiring continuous learning from a place of inquiry and humility	• Trustees require both head and heart knowledge that is contemporary to the times	X	X	X	X	• From Equity Talk To Equity Walk (McNair, Bensimon, & Malcom-Piqueux) https://www.aacu.org/publication/from-equity-talk-to-equity-walk-expanding-practitioner-knowledge-for-racial-justice-in-higher-education • Review and enroll in equity workshops provide by your district. • Monitor and engage in equity workshops and events in your community. • ACT Equity Resource Bank https://www.sbctc.edu/about/edi/edi-equity-resource-bank.aspx • Northwest Commission on Colleges and Universities Equity Library https://nwccu.org/equity-resource-library/ YWCA Equity Resources Directory https://untiljusticejustis.org/wp-content/uploads/2020/07/YWCA-Resources-Final-7-2-20.pdf

2.A.1 EV.#7 / Section 7

OPMA Training Requirements SB 5964

CERTIFICATION OF ENROLLMENT

ENGROSSED SENATE BILL 5964

Chapter 66, Laws of 2014

63rd Legislature
2014 Regular Session

PUBLIC RECORDS AND MEETINGS--TRAININGS

EFFECTIVE DATE: 07/01/14

Passed by the Senate February 18, 2014
YEAS 45 NAYS 2

BRAD OWEN

President of the Senate

Passed by the House March 7, 2014
YEAS 66 NAYS 31

FRANK CHOPP

Speaker of the House of Representatives

Approved March 27, 2014, 9:54 a.m.

JAY INSLEE

Governor of the State of Washington

CERTIFICATE

I, Hunter G. Goodman, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SENATE BILL 5964** as passed by the Senate and the House of Representatives on the dates hereon set forth.

HUNTER G. GOODMAN

Secretary

FILED

March 27, 2014

Secretary of State
State of Washington

ENGROSSED SENATE BILL 5964

Passed Legislature - 2014 Regular Session

State of Washington 63rd Legislature 2014 Regular Session

By Senators Fain, Rivers, Braun, Hasegawa, Rolfes, Conway, Frockt, Tom, Keiser, Mullet, and Hill; by request of Attorney General

Read first time 01/13/14. Referred to Committee on Governmental Operations.

AN ACT Relating to training public officials and employees regarding public records, records management, and open public meetings; adding a new section to chapter 42.30 RCW; adding new sections to chapter 42.56 RCW; creating new sections; and providing an effective date.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. **Sec. 1.** The legislature finds that the rights of citizens to observe the actions of their public officials and to have timely access to public records are the underpinnings of democracy and are essential for meaningful citizen participation in the democratic process. All too often, however, violations of the requirements of the public records act and the open public meetings act by public officials and agencies result in citizens being denied this important information and materials to which they are legally entitled. Such violations are often the result of inadvertent error or a lack of knowledge on the part of officials and agencies regarding their legal duties to the public pursuant to these acts. Also, whether due to error or ignorance, violations of the public records act and open public meetings act are very costly for state and local governments, both in

terms of litigation expenses and administrative costs. The legislature also finds that the implementation of simple, cost-effective training programs will greatly increase the likelihood that public officials and agencies will better serve the public by improving citizen access to public records and encouraging public participation in governmental deliberations. Such improvements in public service will, in turn, enhance the public's trust in its government and result in significant cost savings by reducing the number of violations of the public records act and open public meetings act.

NEW SECTION. **Sec. 2.** A new section is added to chapter 42.30 RCW to read as follows:

(1) Every member of the governing body of a public agency must complete training on the requirements of this chapter no later than ninety days after the date the member either:

(a) Takes the oath of office, if the member is required to take an oath of office to assume his or her duties as a public official; or

(b) Otherwise assumes his or her duties as a public official.

(2) In addition to the training required under subsection (1) of this section, every member of the governing body of a public agency must complete training at intervals of no more than four years as long as the individual is a member of the governing body or public agency.

(3) Training may be completed remotely with technology including but not limited to internet-based training.

NEW SECTION. **Sec. 3.** A new section is added to chapter 42.56 RCW to read as follows:

(1) Each local elected official and statewide elected official, and each person appointed to fill a vacancy in a local or statewide office, must complete a training course regarding the provisions of this chapter, and also chapter 40.14 RCW for records retention.

(2) Officials required to complete training under this section may complete their training before assuming office but must:

(a) Complete training no later than ninety days after the date the official either:

(i) Takes the oath of office, if the official is required to take an oath of office to assume his or her duties as a public official; or

(ii) Otherwise assumes his or her duties as a public official; and

(b) Complete refresher training at intervals of no more than four years for as long as he or she holds the office.

(3) Training must be consistent with the attorney general's model rules for compliance with the public records act.

(4) Training may be completed remotely with technology including but not limited to internet-based training.

NEW SECTION. **Sec. 4.** A new section is added to chapter 42.56 RCW to read as follows:

(1) Public records officers designated under RCW 42.56.580 and records officers designated under RCW 40.14.040 must complete a training course regarding the provisions of this chapter, and also chapter 40.14 RCW for records retention.

(2) Public records officers must:

(a) Complete training no later than ninety days after assuming responsibilities as a public records officer or records manager; and

(b) Complete refresher training at intervals of no more than four years as long as they maintain the designation.

(3) Training must be consistent with the attorney general's model rules for compliance with the public records act.

(4) Training may be completed remotely with technology including but not limited to internet-based training.

NEW SECTION. **Sec. 5.** A new section is added to chapter 42.56 RCW to read as follows:

The attorney general's office may provide information, technical assistance, and training on the provisions of this chapter.

NEW SECTION. **Sec. 6.** This act may be known and cited as the open government trainings act.

NEW SECTION. **Sec. 7.** This act takes effect July 1, 2014.

Passed by the Senate February 18, 2014.
Passed by the House March 7, 2014.
Approved by the Governor March 27, 2014.
Filed in Office of Secretary of State March 27, 2014.

RCW 42.30.205: Training.

RCW 42.30.205 Training. (1) Every member of the governing body of a public agency must complete training on the requirements of this chapter no later than ninety days after the date the member either:

(a) Takes the oath of office, if the member is required to take an oath of office to assume his or her duties as a public official; or

(b) Otherwise assumes his or her duties as a public official.

(2) In addition to the training required under subsection (1) of this section, every member of the governing body of a public agency must complete training at intervals of no more than four years as long as the individual is a member of the governing body or public agency.

(3) Training may be completed remotely with technology including but not limited to internet-based training. [2014 c 66 s 2.]

Findings—Short title—Effective date—2014 c 66: See notes following RCW 42.56.150.

2.A.1 EV.#8 / Section 8

ACT Guidance on Board Self-Evaluations

Evaluating Board Performance

This information was adapted for Washington Association of College Trustees based on the publication, Assessing Board Effectiveness: Resources for Boards of Trustees Self-Evaluation, *by Cindra Smith and presented during the May 23, 2019, Spring Conference.*

Effective Leadership and Governance

Successful colleges require effective leadership and governance. Success is a result of highly qualified and skilled people serving in leadership positions. These people learn their roles, embrace their responsibilities, and continually improve their performance. Effective governing boards are comprised of trustees who are committed to excellence in performing their duties.

Students, communities, college staff, the public, media, government, and the accrediting commission have the right to expect and deserve a high degree of professionalism and performance from trustees of Washington's community and technical colleges.

How do governing boards assure they are effective? One way is through ongoing board and trustee education and development, to provide the skills necessary to govern well. Another is through regular board self-evaluation, to assess how the board is upholding commonly accepted standards of good governance. The board seeks and uses information on how it is performing on specific roles and responsibilities.

Assessing board performance involves looking at the board as a unit. While individual trustee behavior contributes to effective board functioning, a board self-evaluation looks at how individuals *collectively* work together to govern the district. It focuses on board policies and practices related to the role of the board in representing the community, setting policy direction, working with the CEO, and monitoring institutional effectiveness.

Board Tasks

Adopt a board self-evaluation policy and process
Regularly conduct a board self-evaluation
Discuss the results of the evaluation to identify strengths and areas for improvement
Use the results to enhance board effectiveness and set annual board goals

Relationship to CEO Evaluation

Given the unique nature of the relationship between the board and CEO, the evaluations of the board and the CEO are intertwined. When the board evaluates itself, it is evaluating in part how well the CEO supports the board; when it evaluates the CEO, it is evaluating the direction and support the board provides for that person. The CEO contributes to board evaluation and evaluates his or her support and leadership to the board. The board conducts the CEO evaluation and looks at its own behavior in fostering CEO effectiveness.

Some boards schedule their CEO evaluation and board self-evaluation discussions in conjunction with each other to capitalize on the link between them. Others do them at different times. One of the outcomes of both evaluations are priorities and tasks for the coming year, and no matter how the evaluation sessions are linked, the board and CEO priorities must be aligned.

Accreditation Standard

The importance of regular board self-evaluation is reflected in the Northwest Association of College and University Accrediting Commission Standards. Standard 2.A.8 states:

> *"The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner."*

The district's accreditation self-study will provide evidence that boards have conducted regular self-evaluations and used the results to improve how they are governing their district.

Purpose and Outcomes

The purposes of the board self-evaluation are to identify areas of board functioning that are working well and those that may need improvement. It is an opportunity for open and candid discussion about board and trustee responsibilities, as well as trustees' interests and desires. Board self-evaluations also model the value of reflecting on one's own performance and engage in ongoing improvement. They set an example for ongoing improvement throughout the institution.

Evaluation discussions foster communication and leads to more cohesive board teams. Reports from trustees on boards that regularly conduct self-evaluations include that they gain an increased appreciation for and understanding of their fellow trustees. Their board meetings run more smoothly and they receive better information. They have a set of priorities that guide board agendas and workshops. And, they increase the time they spend on college policy, goals and accomplishments.

The outcomes of a board self-evaluation include:

- a summary of what the board does well and its accomplishments for the prior year
- a better understanding of what is needed from each trustee and the CEO to be an effective board and board/CEO team
- an assessment of progress on the prior year's goals and identification of what needs to be completed
- goals and tasks for the coming year related to board performance and its leadership for district goals

In addition to the general outcomes, boards may have specific needs or desires from year to year, depending on circumstances. For instance, during an accreditation self-study, the board

may want to focus on the accreditation standards. Or, if the board has hired a new CEO in the past year, the evaluation may focus on the board/CEO relationship. If a board has not been functioning well, it may wish to focus on team dynamics, communication and the board's code of ethics. If the board has a significant number of new trustees, the evaluation may focus on the roles and responsibilities of the board and trustees.

Evaluation Process

Self-evaluation processes range from relatively informal discussions to formal, structured assessment surveys or even interviews. A board evaluation, whether formal or informal, should result in a report that describes the process, summarizes the results, and identifies actions that the board intends to take as a result of the evaluation.

Annual board self-evaluations are the most common. Each year, the board sets aside time to reflect on past accomplishments and performance against pre-determined criteria, and to identify priorities and expectations for the coming year.

Boards may choose specific areas to review more often. For instance, some boards will quickly assess the board meeting discussion and agenda content at the end of each meeting, which provides immediate feedback. Other examples are boards assessing how they oriented and integrated newly elected trustees, or the process of hiring a new CEO, after those events occurred.

Surveys

Surveys are by far the most common approach to gathering information about board performance. Responders rate board performance on various criteria, and the ratings are summarized and presented to the board for discussion. (College staff, a consultant, and/or a board member or committee may do the summary). The discussion of the summarized ratings and related comments is the board's self-evaluation.

Survey instruments ask responders to rate performance on the items in the survey, usually using a numeric scale. The ratings are provided as raw data and/or are summarized in some way (averages, charts, graphs, etc.)

Using the same rating scale from year to year allows average ratings to be compared to prior years for the same or similar criteria. Using the same rating scale for surveys of trustees and for college leadership allows for easy comparison between the two sets of results.

Surveys are designed to assess two areas of board functioning

- The progress was made on achieving board priorities and tasks set the previous year.
- Board performance on characteristics of effective board functioning.

Annual Board Priorities and Tasks: Survey instruments that assess achievement on board priorities are unique to each board. Annual priorities, related to the Board's governance role for

institutional goals, will vary from district to district (and from year to year within the same district). In addition, the board may identify specific areas related to board performance to address in the coming year.

Board Functioning. There are two primary types of instruments that assess board functioning. The first involves using a generic survey based on criteria that reflect commonly accepted standards of board effectiveness. The second involves developing a survey using criteria in local board policy and practice, related to ethics, board meetings, delegation to the CEO, monitoring policy implementation, and other board roles.

Interviews

Another evaluation strategy is for someone, usually a consultant, to interview all board members, the CEO and others (if any) identified by the board. The interviewer gathers information about board performance, summarizes the results of the interviews and presents a report to the board. It is a qualitative approach to evaluation. It may be used in addition to a survey.

An interview approach may be beneficial to use when the board has not had an evaluation for some time, or when there are significant and/or ongoing concerns about board functioning. Drawbacks include that it is a time-consuming, more expensive process.

Informal Discussion

Informal processes do not use surveys or structured interviews to gather information. Rather, the board allots time for a substantive discussion of board strengths, accomplishments, weaknesses and areas for improvement. It is recommended that such discussions be facilitated by an external person or consultant to allow the board chair ample opportunity to participate. A report of the discussion is prepared that summarizes the discussion and identifies further board action.

Boards with members who have been together a number of years, along with a long-term CEO, may use this approach. The drawback is that, unlike surveys, it does not provide numerical ratings that can be compared over time.

Designing the Evaluation Process

A Board Policy may be adopted that states the purpose and value of the board self-evaluation, either describes the process or states how it will be determined (by a committee of the board or other method), indicates when the evaluation will take place, may include if constituency feedback will be sought, and commits the board to using the results to enhance board performance.

Boards may have a standing or ad hoc committee to review the criteria and conduct the process. If a board hasn’t had a process or wishes to significantly revamp the process and criteria, a subcommittee of the board is usually asked to develop a recommendation.

Alternatively, the Board may ask the CEO and his or her staff to research and recommend a self-evaluation process to the board.

Decisions for the board include: the specific purposes of the evaluation, whether or not the evaluation will include a survey and/or interviews, who will participate, which criteria will be used, consultant roles (if any), how the results will be shared and discussed, and who will write the report. Designing the process involves answering the following questions:

- Will the board evaluation be conducted through an evaluation discussion, survey, interviews, or a combination of approaches?
- Who will be asked to evaluate the board?
- Who will gather the information and compile the results?
- When will the results be discussed by the board?

Who participates in the board's self-evaluation?

All board members: The expectation is that the board evaluates itself. Each and every trustee should be involved in assessing board performance and in discussing the results of the evaluation. New trustees may think they don't have enough experience on the board to provide useful feedback; however, most new trustees have spent time observing the board prior to being appointed, and their input can be very valuable. Student trustees may be encouraged to contribute feedback and participate in the evaluation discussion.

CEO: The CEO is in a position to provide essential feedback to the board on its performance, and is key to ensuring that the board has the information and other resources to fulfill its responsibilities on many evaluation criteria. For instance, the CEO would provide feedback during a discussion of the results of a survey rather than completing a survey form.

College constituents: Boards may provide an opportunity for college employees to complete surveys on board performance. The most common approach is to invite the college leaders who are most familiar with the board to complete a brief survey and make comments. They are usually administrators who routinely attend board meetings as well as faculty, staff, and student constituency group leaders. Data from these surveys let the board know how it is perceived by those who most often see it in action.

Community members: A few boards occasionally seek information from selected community representatives (such as those on foundation boards or advisory committees). Surveys or interviews that gather feedback from community members should include those areas that community members may know about, such as the visibility and effectiveness of the board as ambassadors for the college. These surveys are often short – three to six questions, such as:

- The Governing Board for [Community College District] has a reputation for effective governance and positive leadership for the colleges.

- [Community College District] board members are effective ambassadors for the community colleges.

- The Governing Board for [Community College District] ensures that community interests and needs are reflected in decisions affecting the colleges.

If the board evaluation process includes feedback from college and/or community, the summary of the survey or feedback should be presented separately from the board's self-evaluation data, so that the board may compare trustee perceptions with those of others.

Evaluation Discussion
The actual board self-evaluation is the *discussion* about the survey or interview results. Interview summaries and survey ratings provide information for the board as a basis for discussion, but are not, in themselves, the self-evaluation.

Survey ratings identify areas where the board is doing well; high scores should be celebrated, and lower scores explored to see how the board might improve. Items where trustees had differing ratings should be addressed to explore the differing perceptions. The process of exploring what "excellence" and "efficiency" looks like contributes to board effectiveness.

The evaluation session is an open meeting of the board. Boards often schedule the evaluation session as a study session, workshop or retreat to allow for enough time to discuss the evaluation and identify priorities for the following year.

The schedule for evaluation, particularly if it results in identifying s annual priorities and identifying priorities, should be coordinated with the district's annual goal setting cycles.

The Report
The end results of the evaluation are a summary of the discussion and a set of goals or actions to be taken as a result of the evaluation. A written follow-up report helps ensure that the results will be used and that any issues will be addressed. It is evidence for the public and college community that the board is serious about assessing its performance and that trustees are committed to being an effective governing body. **The report is a public document, usually posted on the District's Web page for the Board of Trustees.** The goals, priorities, or action items for the coming year are usually reviewed at a subsequent board meeting and ratified or adopted.

Conducting the Survey
Most districts have research personnel who are skilled in survey development and using survey software to collect responses. The raw data of the results may be provided, but it is very helpful to summarize the data in some way (averages, charts, and/or graphs) to help the board make sense of the data.

Role of Consultants

Consultants and facilitators are often helpful to boards in developing and conducting an evaluation. They can provide an independent, non-biased influence to help keep board discussions focused and productive. They may help prepare the survey form, summarize data, and provide follow-up reports. They allow the board chair, who would normally chair the discussion, to participate fully.

Evaluation Criteria

Boards may use a variety of types of criteria to assess performance, as well as a combination of approaches. A good practice is to combine assessing progress on board priorities with criteria related to effective board practice.

1. Progress on annual board priorities, including board roles (tasks) in furthering the strategic goals of the district.
2. Commonly accepted standards for community college boards of trustees, including but not limited to ACCT, ACT and Accrediting Commission standards, and/or
3. Criteria gleaned from the board's own policies (e.g. the code of ethics, board responsibilities and duties, delegation to the CEO).

Annual Board Priorities and Tasks

Each year, boards should discuss progress on the district's goals and plans, identify the most important priorities for the coming year and the board's role (tasks) in governing and furthering those priorities. **Board priorities are developed in conjunction with the CEO and align with the CEO's annual goals and priorities.**

Annual priorities clarify where board and CEO resources and time should be spent in the coming year. They comprise steps toward strategic and long-range goals and clarify what the board should be doing. The priorities lead to tasks or roles for the board and answer the question, "What does the board need to do in order to accomplish the specific priorities?"

Common board roles or tasks related to the goals include "setting expectations," "monitoring progress," "reviewing and approving plans or policies," "advocating for the district," and the like. The priorities and tasks inform the development of board meeting agenda items and workshop topics.

The priorities and implementing board roles (or tasks) are criteria in the board's annual self-evaluation for the following year. Specific benchmarks or measures may be established to help the board define expectations for itself and the members.

Following are just a few examples of district goals, board priorities, and related tasks, and a possible benchmark. There are countless possibilities and they will vary from district to district and year to year. A caveat is not to have too many, perhaps six to ten areas to address.

Board goals may be lofty, such as "provide leadership to ensure educational quality through fostering innovation." This type of statement lets the college know the Board is vitally

interested in educational quality and will be expecting reports. It is helpful to identify specific tasks or roles for the board in providing such leadership, e.g. "review a comprehensive report of program reviews in the career-technical areas, and monitor implementation of plans to improve programs where indicated."

Example 1. District Strategic Goal: Improve Student Success

- Board Priority: Expect and monitor progress on establishing and assessing student success measures.
- Board Task: Participate in workshop that educate board members about the metrics and reports used by the district to monitor student achievement.

Example 2. District Strategic Goal: Maintain the Fiscal Stability of the District

- Board Priority: Ensure that all board members are knowledgeable about the district's fiscal condition.
    - Board Task: Hold board study sessions on state and other revenues, long-range budget projections. Support trustee education on understanding budgets, financial statements and audit reports.

- Board Priority: Maintain a 10% unrestricted general fund balance.
    - Board Task: Expect that the budget presented for review will include a 10% unrestricted general fund balance.

Example 3. District Strategic Goal: Promote a college culture that fosters innovation, excellence, and commitment to education.

- District Objective: Strengthen professional and leadership development opportunities for all staff.
    - Board Priority: Ensure there is a program for leadership development to address retirements and turnover in administration.
        - Board Task: Expect and review a report on leadership development within the administration.
        - Board Task: Expect that the budget will include resources for professional and leadership development.

These examples barely scratch the surface of possible criteria, as well as approaches to goal setting. Governing boards and CEOs will have their own approach and language to describe goals, objectives, priorities and/or tasks.

1. Board Priority: Strengthen the board's connections with and knowledge of K-12 trends and issues.
    - Board Task: Participate in a joint workshop with local K-12 boards of trustees.

2. Board Priority: Ensure that board meetings are positive and productive.
    - Board Task: Revise the board meeting agenda to include a consent agenda on routine items to allow more time to discuss issues.

- Board Task: Maintain respectful, inclusive and professional attitudes and language during board meetings.

3. Board Priority: Strengthen the board's policy role.
    - Board Task: Approve an updated board policy manual by the end of the academic year.
    - Board Task: Uphold the principle that delegation to the CEO is only through the board as a unit.

In addition to the priorities and tasks related to the District's strategic goals, the board may set professional development standards for itself. There may be special circumstances, such as hiring a new CEO, integrating new trustees, and/or respond to accreditation recommendations that will require board attention. The board may wish to focus on area that were not rated highly in a board self-evaluation. Examples include:

Example 1: Board Priority: Strengthen the board's connections with and knowledge of K-12 trends and issues:

- Board Task: Participate in a joint workshop with local K-12 boards of trustees.

Example 2: Board Priority: Hire and support and excellent CEO

- Board Task: Work with a search consultant to conduct a professional and effective search resulting in an outstanding CEO.
- Board Task: Develop and implement a plan to support and guide the new CEO during his or her first year.

Example 3 Board Priority: Strengthen the board's policy role.

- Board Task: Approve an updated board policy manual by the end of the academic year.
- Board Task: Uphold the principle that delegation to the CEO is only through the board as a unit.

To help trustees (and others) respond to these types of criteria, the survey instrument may describe what the board did to fulfill its role. For instance, the survey may list the board meetings or workshops where the board addressed certain topics, or activities the trustees engaged in to further their own development or represent the district.

Board Performance Standards

The most common approach to board self-evaluation is to use a survey based on commonly accepted criteria for effective boards. A sample survey form is included as an appendix. Criteria also may be derived from the following:

District Mission and Planning: Does the board understand the role and mission of community colleges? Does the board regularly review the mission? Does the board provide leadership for planning through setting broad policy direction and standards for planning processes?

Board Policy Role: Does the board understand and fulfill its policy role? Is the board policy manual up to date? Does the board clearly differentiate between its role and the role of the CEO? Is the board focused on the future direction of the district?

Board/CEO Relationship: Is there an open, respectful partnership and good communication between the board and the CEO? Does the board clearly delegate to and set clear expectations for the CEO? Is there an effective CEO evaluation process? Does the board create an environment that supports CEO success?

Board/Community Relationship: Does the board represent the community that it serves? Is the board knowledgeable about community trends and needs? Does the board help promote the image of the college in the community? Does the board effectively advocate on behalf of the college?

Educational Programs and Quality: Does the board understand the educational programs and services? Does the board monitor student success and educational quality? Does the board focus on the students of the future and their needs?

Fiduciary Responsibilities: Does the board ensure that the district is fiscally healthy? Does it approve a budget that supports educational and strategic goals? Does it effectively monitor fiscal management? Does it assure that district facilities meet student and employee needs?

Board/Staff Relations & Human Resources: Does board policy and direction foster respect and support for employee excellence? Does the board provide leadership and clear parameters for the collective bargaining process? Does the board refrain from micromanaging staff work? Does board policy and practice support faculty, staff, and student participation in decision-making?

Board Leadership and Behavior: Does the board understand and uphold its role and responsibilities? Does it have and adhere to a code of ethics and policies on conflicts of interest? Does the board deal effectively with perceived ethical violations? Do board members work together as a unit for the good of the district? Do board members respect each other's opinions? Do board members "do their homework" and contribute effectively to board discussions?

Board Meetings and Agendas: Do meeting agendas focus on key policy issues and board responsibilities? Does the board have the information it needs to make good decisions? Are meetings conducted in such a manner that the purposes are achieved effectively and efficiently? Do board members adhere to all aspects of open meetings laws?

Board Development: Does the board have its own goals and objectives for the year and evaluate itself on how it has achieved them? Do new board members, including the student trustee, receive an orientation to the roles and responsibilities and to the district's mission and policies? Are all board members encouraged to engage in ongoing education about college and state issues? Do board members receive and review information about important issues? Does the board continually explore how it be a cohesive team that engages in rich discussions that create an environment that fosters excellence?

Local Board Policy

In addition to commonly accepted criteria, a board may decide to use criteria derived from its local policies. The code of ethics and policies on board roles, meetings, delegation to the CEO, and how the board monitors policy implementation are all rich sources of criteria. A benefit of this approach is that the board reviews its policies during the course of the evaluation.

Using this approach requires a board committee and/or staff to develop a customized survey instrument. The following are examples of items found in various board policies:

1. Individual trustees have no legal authority outside the meetings of the board; they shall conduct their relationships with the community college staff, the local citizenry, and all media of the community on the basis of this fact. (From a board code of ethics policy)
2. The board delegates to the CEO the executive responsibility for administering the policies adopted by the board and executing all decisions of the Board requiring administrative action. (From a board policy on delegation to the CEO)

Individual Trustee Performance

As stated at the beginning, board self-evaluation focuses on how the board, as a unit, is functioning. The focus is on board roles, dynamics, and practices. However, effective board functioning depends on the contributions of individual trustees—boards benefit when their members are skilled and knowledgeable about their roles and the issues they face. Excellent communication skills, critical thinking, a focus on the future and the ability to consider broad policy goals and values are all important attributes.

Boards may wish to provide an opportunity for individuals to assess their knowledge and skills required to be an effective, contributing trustee. The responses to these individual self-assessments can be used to identify trustee development activities, including board study sessions, attendance at conferences, reading materials, and on-line seminars.

Summary
This resource guide is intended to help boards of trustees design a self-evaluation process that meets specific board needs and cultures. The information should help boards determine the approach they will use, which criteria will provide the best information for the board, who will be asked to evaluate the board, and how the results will be used.

Governing boards that engage in the self-evaluation process and thoughtfully consider and use the results to improve their performance provide excellent leadership for their communities and colleges. They are embracing their responsibilities and ensuring that board members have the skills and knowledge to lead and govern. High performing boards of trustees add value to their districts, thereby ensuring that their colleges make a difference in the lives of students and for the community.

Sample Board Self-Evaluation Survey

Board Performance Standards
The following set of criteria reflect key characteristics of effective governing boards. Results from this survey form may be used to provide a basis for discussion of overall board functioning. It may be used in conjunction with a survey on progress on board priorities and tasks. Boards may add or substitute items more pertinent to their specific needs.

Trustees are asked to rate their level of agreement using the following scale:

5 Strongly Agree
4 Agree
3 Neutral
2 Disagree
1 Strongly Disagree
N/A Unable to evaluate

CRITERIA	**RATING**
1. The Board understands its policy role and differentiates its role from those of the CEO and district/college employees.	
2. The board is committed to and regularly reviews the district's mission and goals and monitors progress toward achieving the mission and goals.	
3. The board assures that there are effective planning processes and that resource allocation support institutional plans.	
4. The board adheres to its policies; the board's policies are regularly reviewed and up-to-date	
5. The board delegates responsibility and authority to the CEO, and supports the CEO's leadership.	
6. The board maintains an excellent working relationship with the CEO; including honoring established protocols for communication.	

CRITERIA	RATING
7. The board sets clear expectations for and effectively evaluates the CEO.	
8. Board members represents the interests and needs of the communities served by the District.	
9. The board supports advocates District interests to local, state, and federal governments.	
10. Board members represent the District well at college events and in the community.	
11. The board reflects a commitment to student success in its deliberations and decisions.	
12. The board effectively monitors the quality and effectiveness of the educational program and services in fostering student success.	
13. Board members are sufficiently knowledgeable about the district's educational programs and services.	
14. The board assures the fiscal stability and health of the district.	
15. Board members understand the budget and provide effective oversight for fiscal operations.	
16. The board ensures that plans for facilities and maintenance are current and monitors their implementation.	
17. Board human resource policies and union contracts protect the district and effectively set standards for quality, fairness and equity.	
18. The board respects faculty, staff, and student participation in college decision-making.	
19. Board members refrain from attempting to manage or direct the work or activities of employees.	
20. Board members understand and fulfill their roles and responsibilities.	
21. The board expresses its authority only as a unit; members understand they have no individual authority.	
22. Board members maintain confidentiality of privileged information.	
23. The board regularly reviews and adheres to its code of ethics, and avoid conflicts of interest and the perception of such conflicts.	
24. Board meeting agendas reflect board responsibilities and include sufficient information for decision-making.	
25. Board meetings are conducted in an orderly, respectful manner; there is adequate time to explore and resolve key issues.	
26. The board understands and adheres to the Brown Act.	
27. Board members work together and with the CEO for the good of the District.	

CRITERIA	RATING
28. The new member orientation process effectively educates new members about board roles and the institution.	
29. Board members are committed to their own professional growth and participate in trustee development activities.	
30. The board evaluation process helps the board enhance its performance.	

Add any comments related to any of the above items:

Please respond to the following questions.

1. What are the board's greatest strengths?

2. What are the major accomplishments of the board in the past year?

3. What are areas in which the board could improve its performance?

4. I recommend that the board has the following goals for the coming year:

Board Self Evaluation Blank Form

College District No. 10
Board of Trustees Self Evaluation
DATE

The Board of Trustees shall conduct an annual self-evaluation.
The purpose of the evaluation is to identify strengths and weaknesses of the Board and to meet accreditation requirements.

	BOARD SELF EVALUATION	**1—Strongly Disagree 2—Somewhat Disagree 3—Neutral 4—Somewhat Agree 5—Completely Agree Please indicate your response**
1.	Meets its statutory responsibilities including approving an annual budget, granting or denying tenure, and establishing appropriate policies.	☐1 ☐2 ☐3 ☐4 ☐5
2.	Keeps informed of the latest social, economic, and political trends within the district.	☐1 ☐2 ☐3 ☐4 ☐5
3.	Keeps informed of social, political and economic events affecting community college education at both the state and national levels.	☐1 ☐2 ☐3 ☐4 ☐5
4.	Regularly evaluates and updates the college mission statement.	☐1 ☐2 ☐3 ☐4 ☐5
5.	Conducts an annual evaluation of the College President.	☐1 ☐2 ☐3 ☐4 ☐5
6.	Complies with the Open Public Meetings law.	☐1 ☐2 ☐3 ☐4 ☐5
7.	Understands its basic function is the establishment of policies.	☐1 ☐2 ☐3 ☐4 ☐5
8.	Recognizes the importance of continuous trustee education, including current community college research and trends regarding governance.	☐1 ☐2 ☐3 ☐4 ☐5
9.	Ensures that the college maintains on going and strategic planning.	☐1 ☐2 ☐3 ☐4 ☐5
10.	Supports diversity on campus.	☐1 ☐2 ☐3 ☐4 ☐5
11.	Encourages high academic standards.	☐1 ☐2 ☐3 ☐4 ☐5
12.	Provides the College President with the necessary authority and autonomy to implement board policy.	☐1 ☐2 ☐3 ☐4 ☐5
13.	Adheres to the Washington Ethics in Public Service Act, the Trustees Association of Community and Technical Colleges, and its local Code of Ethics, and sets the ethical tone for the institution.	☐1 ☐2 ☐3 ☐4 ☐5
14.	Annually reviews its local Code of Ethics.	☐1 ☐2 ☐3 ☐4 ☐5
15.	Communicates in an open, honest, and candid manner with each other.	☐1 ☐2 ☐3 ☐4 ☐5
	Comments: Click here to enter text.	

	TRUSTEE SELF EVALUATION	**1—Strongly Disagree** **2—Somewhat Disagree** **3—Neutral** **4—Somewhat Agree** **5—Completely Agree** **Please indicate your response**
16.	Attends at least 80 percent of regular and called meetings.	☐1 ☐2 ☐3 ☐4 ☐5
17.	Actively participates in at least 80 percent of regular and called meetings.	☐1 ☐2 ☐3 ☐4 ☐5
18.	Participates in Board and College assignments when asked.	☐1 ☐2 ☐3 ☐4 ☐5
19.	Supports the majority decisions of the Board.	☐1 ☐2 ☐3 ☐4 ☐5
20.	Attends college-related activities.	☐1 ☐2 ☐3 ☐4 ☐5
21.	Participates in trustee organizations whose activities relate to board duties and responsibilities.	☐1 ☐2 ☐3 ☐4 ☐5
22.	Reviews appropriate sources of information prior to decision-making when possible.	☐1 ☐2 ☐3 ☐4 ☐5
23.	Recognizes the number one priority is the student.	☐1 ☐2 ☐3 ☐4 ☐5
	Comments: Click here to enter text.	

ADDITIONAL QUESTIONS FOR DISCUSSION

Please comment

24.	What are the Board's greatest strengths? Click here to enter text.
25.	What are the major accomplishments of the Board in the past year? Click here to enter text.
26.	What are areas in which the Board could improve? Click here to enter text.
27.	As a trustee, I am most pleased about: Click here to enter text.
28.	As a trustee, I have concerns about: Click here to enter text.
29.	As a trustee, I would like to see the following changes in how the Board operates: Click here to enter text.
30.	I recommend that the Board has the following goals for the coming year: Click here to enter text.

Board Self Evaluation 2024-25 - Final

College District No. 10
Board of Trustees Self Evaluation
July 2025

The Board of Trustees shall conduct an annual self-evaluation.
The purpose of the evaluation is to identify strengths and weaknesses of the Board and to meet accreditation requirements.

	BOARD SELF EVALUATION	**1—Strongly Disagree 2—Somewhat Disagree 3—Neutral 4—Somewhat Agree 5—Completely Agree Please indicate your response**
1.	Meets its statutory responsibilities including approving an annual budget, granting or denying tenure, and establishing appropriate policies.	4. 5
2.	Keeps informed of the latest social, economic, and political trends within the district.	4.25
3.	Keeps informed of social, political and economic events affecting community college education at both the state and national levels.	4. 5
4.	Regularly evaluates and updates the college mission statement.	4.25
5.	Conducts an annual evaluation of the College President.	4. 75
6.	Complies with the Open Public Meetings law.	4
7.	Understands its basic function is the establishment of policies.	4. 75
8.	Recognizes the importance of continuous trustee education, including current community college research and trends regarding governance.	4. 5
9.	Ensures that the college maintains on going and strategic planning.	4. 5
10.	Supports diversity on campus.	4. 75
11.	Encourages high academic standards.	4.75
12.	Provides the College President with the necessary authority and autonomy to implement board policy.	4.75
13.	Adheres to the Washington Ethics in Public Service Act, the Trustees Association of Community and Technical Colleges, and its local Code of Ethics, and sets the ethical tone for the institution.	4
14.	Annually reviews its local Code of Ethics.	4
15.	Communicates in an open, honest, and candid manner with each other.	3. 75
	Comments: Click here to enter text.	

	TRUSTEE SELF EVALUATION	**1—Strongly Disagree 2—Somewhat Disagree 3—Neutral 4—Somewhat Agree 5—Completely Agree Please indicate your response**
16.	Attends at least 80 percent of regular and called meetings.	4. 75
17.	Actively participates in at least 80 percent of regular and called meetings.	4.75
18.	Participates in Board and College assignments when asked.	4. 5
19.	Supports the majority decisions of the Board.	4. 75
20.	Attends college-related activities.	4. 25
21.	Participates in trustee organizations whose activities relate to board duties and responsibilities.	4. 25
22.	Reviews appropriate sources of information prior to decision-making when possible.	4. 25
23.	Recognizes the number one priority is the student.	5
	Comments: Click here to enter text.	

ADDITIONAL QUESTIONS FOR DISCUSSION

24.	**What are the Board's greatest strengths?** • Reaching consensus on important issues • Longevity of board members. We've all been here long enough to understand our role, but not so long that it feels stale
25.	**What are the major accomplishments of the Board in the past year?** • Working towards economic sustainability • Staying strong during tumultuous budget crisis
26.	**What are areas in which the Board could improve?** • Being aware of and respecting the interface between regulations and meeting procedure • We all could use training and support in crisis communications
27.	**As a trustee, I am most pleased about:** • Though budget discussions at board meetings have been very tense, they have remained largely civil • Our solidarity
28.	**As a trustee, I have concerns about:** • Budget concerns • Sometimes I think we may things in the moment, trying to be responsive to comments or concerns during board meetings, that may actually cause harm
29.	**As a trustee, I would like to see the following changes in how the Board operates:**

	• Not sure the two-year board terms are working as intended • Protocols for responding at meeting and to correspondence
30.	**I recommend that the Board has the following goals for the coming year:** • Continue supporting efforts to improve budgeting and fiscal oversight • Not sure

President Evaluation - Final and Signed - REDACTED

Green River COLLEGE

Presidential Performance Review

Presidential Functions – [redacted]

The purpose of this performance review is to communicate about performance of the President of Green River College.

At the beginning: This form contains a list of presidential functions. Space is provided in each section for the board to add any specific objectives assigned to the president for the coming year. Once any objectives are added, the form contains the criteria against which the president will be evaluated at the end of the review period.

At review time: When the review period ends, the board jointly discusses performance for each function and objective with the president. Once the discussion has been held, the rating scale is completed to reflect the consensus of the board. The chair signs the form on behalf of the board for the permanent record.

Performance Scale

1 = unacceptable 2 = below average 3 = average 4 = above average 5 = superior

1. Community Relations	Performance
Media – Develops and implements a short and long term marketing / public relations plan for the college.	4
Marketing – maintains an effective, planned marketing program for the college to make the public aware of the college, its programs, and activities.	4
Community Activities – active in community activities and organizations to gain visibility for the college; interpret the college's needs to the community; and become aware of and sensitive to community needs.	4.4
Educational Institutions – maintains effective dialogue and communications with the local public school systems and other higher education institutions to promote coordination and cooperation.	4. 4

Comments:

[redacted]

2. Legislative Relations

	Performance
Information – assists the board and provides leadership in informing and educating local legislators of issues of importance to the college	4.4
Liaison – maintains ongoing communication with local legislators on new and emerging issues concerning the college.	4.4
Participation – participates in community and technical college system legislative activities to support and promote issues of importance to the college and the community college system and testifies as appropriate, in legislative hearings.	4.4
Dissemination – keeps the internal college community (trustees, faculty, staff, and students) informed of legislative issues.	4. 2
Coordination – involves college staff, faculty, and students in legislative affairs where appropriate.	4. 2

Comments

[redacted]

3. Educational Planning

	Performance
Needs Assessment - creates and implements an effective and comprehensive system of direct and authentic assessment of student learning outcomes	4. 2
Evaluation – conducts formal evaluation and assessment to determine educational program quality and needs.	4
Diversity Leadership - promotes and supports the further development of college wide conversations and action plans to address and make progress on diversity, equity, and inclusion at all levels of the college.	4. 4
Process for a Strategic Enrollment - plans, creates and implements a system to address student access, progression and success.	4. 4
Curriculum – provides leadership in the development of innovative curriculums to meet changing community needs.	4. 2

Comments

[redacted]

4. Budget Control

	Performance
Fiscal Accountability – assumes the lead, as chief executive officer, in instilling awareness for fiscal responsibility and accountability among members of the staff.	3. 4
Budget Development – conducts a thorough and sound process of annual budget development for presentation to the board.	3.2
Budget Presentation – presents the budget in an organized and understandable manner.	3. 4
Fiscal Priorities – recognizes the approved budget as the board of trustees' expression of fiscal priorities and evaluates deviations from the budget prior to their implementation.	3. 6
Needs Awareness – is completely informed on the needs of the college program, plant, facilities, equipment, and supplies.	3.2
Auxiliary Funding – pursues external and supplemental funding and resources to support special college projects and to augment the regular fund allocations.	3. 8

Comments

- [redacted]
- [redacted]

5. Personnel and Labor Relations

	Performance
Negotiations – supports and pursues good faith negotiations with employee groups and association.	4
Fair Hearing – assures all employees a fair hearing if disciplinary action is initiated against them.	4. 2
Human Resource Development – develops and promotes professional development activities and opportunities for promotion for faculty, staff, and administrators.	4. 4
Diversity – supports and promotes diversity in hiring and promotion of staff, services to students, and all college activities.	4. 6
Equal Employment Opportunity – employs a personnel department that conducts fair and equitable employment selection and promotional practices.	4. 2
Employee Selection – recruits and selects highly qualified and capable employees through thorough selection processes.	4.2

Participation – provides opportunities for all members of the college community to be represented in college governance.	4. 2

Comments

[redacted]

6. Management Activities	Performance
Planning and Organizing –plans ahead, anticipates problems, and uses resources effectively.	4
Analytical Ability and Judgment – sizes up a problem, gathers and evaluates facts, and reaches sound conclusions.	4. 2
Communication – clearly expresses ideas both verbally and in writing.	4. 2
Establishing Priorities – sets rational priorities so that the implementation of decisions takes place in a timely fashion.	4. 2
Consultation – consults willingly with appropriate constituencies as a part of the decision-making process.	4. 2
Decision Making – makes the right decision in new or uncertain situations.	4
Management – Monitors and implements requirements for: both TRiO support services and expansion of MESA student recruitment and retention. Develops quarterly Financial Reports to the Board with recommended adjustments as needed. Produces and executes a plan to meet the Strategic Plan goals.	3.4
Administrative Capacity – provides direction, has the confidence of colleagues, delegates tasks and responsibilities.	4
Facilities Master Plan – review and update current facilities master plan.	4. 2
Public Safety Master Plan – Continue to monitor and implement current public safety master plan revisions.	4. 2

Comments

[redacted]

7. Board Relations

	Performance
Information – provides enough information for the board to make intelligent decisions.	4. 2
Implements Policy – carries out the policies of the board in a timely manner.	4. 2
Requests Assistance – seeks guidance from the board on important matters when necessary.	4.4
Assists Board – helps the board understand its legal responsibilities.	4
Informs Board – keeps the board informed on emerging issues in a timely manner.	4. 2

Comments

[redacted]

8. Constituency Relations

	Performance
Washington State Board for Community and Technical Colleges (SBCTC) – establishes effective working relationships with the state staff; represents the college effectively to the State Board for Community and Technical Colleges.	4. 4
Washington Association of Community and Technical Colleges (WACTC) – contributes to the operation of the community college system by participation in the activities of the Washington Association of Community and Technical Colleges, Board of Presidents.	4. 4
Legislators – maintains contact with legislators, promoting the interests of the college and the citizens of the district.	4. 4
State Government – maintains contact with other agencies of government (Governor's Office, Office of Financial Management, Higher Education Coordinating Board, Washington Personnel Resources Board) promoting the interests of the college, college personnel, and the citizens of the district.	4. 4
Foundation – actively involves/offers direction to Foundation, interprets college to foundation board, and listens to board members.	4. 2

Comments
No comments

9. College Activities

	Performance
Students – supports and encourages student leadership development beyond maintaining support for ASGRC. Supports a campus culture to encourage all students, including: Running Start students, international students and students of color.	4. 4
Activities – encourages college activities; ie: athletics, student newspaper, and a vibrant list of student centered clubs.	4. 2
Staff/Personnel – supports staff/personnel functions, activities and ceremonies through attendance at college related activities, including Foundation outreach activities, faculty award ceremonies and celebrating new campus opportunities.	4. 2

Comments
No comments

10. Professional Growth

	Performance
Participation – participates in professional organizations to keep abreast of new and innovative practices and programs.	4. 4
Improvement – participates in seminars, workshops, and classes to renew, refresh, and extend technical and professional expertise.	4. 4
Improvement – considers and, as appropriate, responds to suggestions for improvement and takes risks in attempting new and innovative practices and programs.	4. 4

Comments
No comments

11. Strategic Planning

	Performance
Philosophy of College – supports the continuing examination of the philosophy and purposes of the college.	4. 4

Comments
No comments

Discussed with the President and approved by the Board of Trustees of Green River College:

Bo[redacted] Da[redacted]

[redacted] Date

Additional Evidences / Section 9

GRC 2026 PACE Service Agreement

NORTH CAROLINA STATE UNIVERSITY
College of Education

SERVICE AGREEMENT
Agencies of Other States

Number PACE2026-27 **Date** January 28, 2026

THIS SERVICE AGREEMENT (the "Agreement") entered by and between North Carolina State University on behalf of its College of Education ("NC State"), and Green River College ("Client").

WHEREAS, NC State wishes to supply services to Client; and,

WHEREAS, the services contemplated herein are of mutual interest and benefit to NC State and Client, and will further the instructional, research, and public service objectives of NC State in a manner consistent with its status as a public educational institution; and,

WHEREAS, Client desires to provide funding in support of the services.

NOW, THEREFORE, in exchange of the mutual promises contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, NC State and Client agree as follows:

1. **Scope of Services.** NC State agrees to supply Client with the services described in **Exhibit A** (the "Services"), attached hereto and incorporated by reference as if fully set forth herein.

2. **Term.** NC State shall commence providing the Services on January 9, 2026 (the "Commencement Date"), and shall terminate on September 17, 2026 (the "Term").

3. **Payment.** In consideration of the Services provided pursuant to this Agreement, Client shall pay NC State Eight Thousand Dollars ($8,000.00). Payment shall be made by check payable to **NC State University - PACE Climate Survey for Community Colleges** or only **NC State University**. Client shall make payment following a NET45 Pay Term from date of invoice.

4. **Project Manager.** NC State shall provide the Services under the supervision of Dr. Kaitlin Newhouse, who shall serve as the Project Manager. If for any reason the Project Manager shall be unable to continue to serve, a successor acceptable to both parties shall be chosen. The Project Manager and Client shall not enter a consulting arrangement with each other on the subject of the Services or this Agreement during the Term, according to the Conflict of Interest Policies of NC State.

5. **Intellectual Property.** Neither party transfers by operation of this Agreement any intellectual property rights owned by either party now or hereafter acquired in connection with its performance under this Agreement. Should any invention potential arise during the Term, the parties shall execute a sponsored project agreement ("SPA").

6. **Communications Content.** NC State shall have the right to promote the Services provided to Client in order to highlight NC State's ability to offer education and technical assistance. Neither

party shall use the name of the other party in any form of publicity or promotion without prior approval of the other party.

7. **Scholarly Publications.** NC State shall have the right to publish scholarly articles based on the results obtained from its provision of the Services, using data only in the aggregate and adhering to accepted professional standards of anonymity and confidentiality.

8. **Independent Contractor.** Nothing herein is intended or shall be construed to establish any agency, partnership, or joint venture between Client and NC State.

9. **Termination.** This Agreement may be terminated by either party upon thirty (30) days' written notice to the other party. Upon termination, Client shall reimburse NC State for all costs and non-cancellable commitments incurred by NC State's provision of the Services prior to the date of termination, not to exceed the total commitment specified in Paragraph 3 of this Agreement.

10. **Indemnification.** Each party will be responsible for any liabilities incurred by the negligence of its own officers, agents, and employees in the course of carrying out its responsibilities as set forth in this agreement. NC State will not be liable for any claims arising from Client's use or interpretation of the results of the Services.

11. **Tort Claims Act.** NC State's liability for bodily injury, property damage or any other matter sounding in tort is determined in accordance with the provisions, procedures, and limits of the North Carolina Tort Claims Act, N.C.G.S. 143-291, et seq., and NC State's assertion of sovereign immunity.

12. **Notices.** All notices shall be hand delivered, sent by private overnight mail service, or sent by registered or certified U.S. mail and addressed to the party to receive such notice at the address given below, or such other address as may hereafter be designated by notice in writing:

If to NC State:	Belk Center for Community College Leadership and Research Attn: PACE 706 Hillsborough Street Raleigh, NC 27603
If to Client:	Green River College Attn: Miriam Chitiga 12401 SE 320th St. Auburn, WA, 98092

13. **Force Majeure.** Neither party shall be deemed to be in default of its obligations hereunder if and so long as it is prevented from performing such obligations by an act of war, hostile foreign action, nuclear explosion, earthquake, hurricane, tornado, or other catastrophic natural event or act of God.

14. **Entire Agreement.** This Agreement contains the entire agreement of the parties and there are no representations, inducements or other provisions other than those expressed herein. All changes, additions or deletions to this Agreement shall be in writing and executed by the authorized representatives of both parties.

15. **Severability.** Should any provision of this Agreement be declared illegal, void, or unenforceable under North Carolina law, or shall be considered severable, the Agreement shall remain in force and be binding upon the parties hereto as though the said provision had never been included.

IN WITNESS THEREOF, the parties have executed this Agreement effective the day and year first written above.

NORTH CAROLINA STATE UNIVERSITY

Reviewed and approved by:

DocuSigned by:

A36C8BD3B872457...

Name: Dr. Audrey J. Jaeger

Title: Executive Director

Date: 1/28/2026

CLIENT

By:

Signed by:

Miriam Chitiga

EEC9A9DA616D425...

Name: Miriam Chitiga

Title: Executive Director of Institutional Effectiveness

Date: 2/5/2026

SCOPE OF PROJECT: PACE CLIMATE SURVEY FOR COMMUNITY COLLEGES INFORMATION for
Green River College
Auburn, WA
PACE2026-27

Purpose of the Work to Be Performed
The purpose of the PACE Climate Survey for Community Colleges (PACE Climate Survey) study is to gather employee perspectives on campus climate and provide institutional leaders with critical information for strategic decision making. Data can be utilized to benchmark progress made toward goals and to compare perceived performance with other similar institutions. Climate assessments are completed for the purpose of enhancing institutional performance and student success. They are typically used during strategic planning, during accreditation, before or after a new initiative has been implemented, or to assess the climate before or after a change in leadership.

Specifications of Work to Be Performed
The PACE team at the Belk Center for Community College Leadership and Research manage the climate survey project under the general direction of the Dean of the College of Education.

Institutional Representative

- Consults with PACE team to determine survey customizations and distribution method.
- Provides participant email list for distribution (unless using an open link.)
- Submits custom survey and custom demographic questions (if applicable).
- Reviews and approves survey draft and distribution emails.
- Confirms survey launch and close dates.

Survey Customization
In order to provide national and comparison group benchmarking data, the PACE survey must maintain standardized question language for the PACE 46, optional question sets, and qualitative questions. As such, customizations to scale, question wording, and/or inclusion of specific items within the PACE 46, optional question sets, and qualitative questions are not permitted. If there are serious concerns about questions included on the survey, contact your report author.

Depending on the selected package, you are able to include up to 20 custom questions and up to 3 custom demographic questions of your own design. Additionally, you can provide limited instruction customization within the survey and email communications.

Data Access and Use
In selected packages and as an additional service, the PACE Research Team may provide your institution with de-identified data files for analysis. In these cases, we ask that you comply with the following data analysis and use guidelines.

The PACE Research Team provides a data file of survey responses to assist institutional research activities. To protect respondent confidentiality, we redact data from any demographic response

option with fewer than seven respondents. By receiving a data file(s), you agree that these data will be used only for statistical analyses and reporting of aggregated information, and not for the investigation of specific individuals. You also give assurance that no survey respondent will be sanctioned based on any answer provided in the PACE Climate Survey.

Survey Communications

Internal promotional or marketing communications sent by your institution about the PACE Climate Survey or use of the PACE Survey wordmark must be approved by a representative from the PACE Survey team. For institutions that opt to administer the survey via an open link, all communications that use the formal PACE Survey wordmark must be approved by the PACE Survey team in advance of survey launch. For institutions who opt for the PACE Survey team to distribute the PACE Survey using a distribution list of employees, all communications will come from the PACE Survey team via Qualtrics.

PACE Team

- Provides instruments, advises the institution, and oversees administration of the instruments.
- Conducts data analysis.
- Writes climate survey report and provides report 10 weeks after the survey close date, not including university breaks and holidays.
- Any category within a demographic variable with a response rate of less than 7 respondents will be excluded from data in the report and data file. PACE Climate Survey responses will be kept confidential to the extent possible; however, there are exceptions when information may be shared. For example, information may be relayed to appropriate personnel in the event there is a safety concern. Any results from demographic categories with fewer than seven respondents will automatically be redacted. Personalized information such as email and IP addresses will not generally be reported to your institution. Any phrasing or sentences in the open-ended responses that may reveal the identity of the survey respondent will be removed.
- Provides tabulated data file of quantitative measures broken down by each demographic variable in order to maintain confidentiality. The PACE team reserves the right to refuse requests for additional data that violate the confidentiality of the participants and jeopardize our third-party status.
- Provides tabulated Canvs qualitative data file with the personnel classification demographic item included. Comments are redacted for respondent confidentiality. The PACE team reserves the right to refuse requests for additional data that violate the confidentiality of the participants and jeopardize our third-party status.
- Provides Canvs Qualitative Summary Report, which includes a password protected link to the client's Canvs dashboard, as well as a Canvs Interpretation Guide.
- Provide an optional report interpretation consultation (virtual 1 hour) with the client within 90 days of final report receipt. Up to 8 institutional employees can attend the consultation.
- Retains institutional survey data and a copy of the final climate report in file for future comparisons by the institution.

Your full PACE report includes the following items:

- Executive Summary
- PACE Report
- Demographics Report
- Personnel Classification Report
- Personnel Classification Data File
- Custom Report
- Student Success Report
- Change Readiness Report
- Canvs Qualitative Summary Report
- Canvs Qualitative Data File
- Report Interpretation Instructions
- Disaggregated Quantitative Data File and Codebook
- PACE Survey Discussion Guide

Payment and Other Provisions

PACE project for Green River College: ***$8,000.00***
Invoice: ***PACE2026-27***

The Institutional Representative and the PACE team must comply with the professional standards established by the American Psychological Association.

President Position Change Email

Outlook

A Statement from the Green River College Board of Trustees

From Philip Denman <PDenman@greenriver.edu>
Date Mon 2026-02-02 13:46

The following is sent on behalf of the Green River College Board of Trustees

A Statement from the Green River College Board of Trustees

Today, the Green River College Board of Trustees voted to exercise the separation for convenience provision in President Suzanne Johnson's contact. Her last day at the College will be Tuesday, February 3, 2026.

This was a difficult decision made thoughtfully and with mutual respect, recognizing the many meaningful contributions President Johnson has made to the College, as well as the opportunities ahead. We want to thank President Johnson for her more than nine years of dedicated leadership to Green River. During her tenure, GRC saw record enrollment; doubled the number of bachelor's degrees offered; opened the Auburn Center; was ranked an Aspen Institute Top 150 community college; completed the 2020 Year Seven Accreditation visit, receiving six commendations; hosted the sitting President of the United States; and led the College through the COVID-19 pandemic, providing a steady hand while consistently demonstrating compassion, understanding, and care for our campus community.

The Board is deeply grateful for President Johnson's commitment to serving our students and the Green River community, and wish her the very best moving forward.

To ensure continuity and stability during this transition, the Board is appointing George Frasier as Interim President, effective Wednesday, February 4, 2026.

Currently serving as GRC's Vice President of College Relations, George brings deep institutional knowledge and strong campus and community connections built over 18 years of service to Green River College, the Foundation, and Southeast King County. He notably co-led the development of the College's Equity-Centered Strategic Plan; facilitates the Auburn Area Chamber of Commerce's Leadership Institute; and recently received the Auburn CONNECT Impact Award for outstanding contributions to the community.

Looking ahead, the Board remains focused on empowering student success and to the College's mission to serve the educational needs of our community and is committed to conducting a competitive and transparent national search for Green River's next president. Students, faculty, staff, and community members will play a vital role in the search process and will be invited to participate throughout. Specific details, such as timelines and methodology, are in development and will be shared in the coming weeks.

Philip Denman (he/his)
GRC | Senior Director of College Relations
Office: 253-351-6613 | **On Campus:** M, W, Th

Submit a project request at **greenriver.edu/cro**

Green River College PRFR Report Appendix 2.A.2

2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

Table of Contents

2.A.2 EV.#1 / Section 1 ..... **4**

2.A.2 EV.#2 / Section 2 ..... **17**

Additional Evidences / Section 3 ..... **94**

Section1: Leadership organizational chart

- Leadership organizational chart - 2/5/2026
- College Organizational Structure - 2/5/2026
- Leadership Team
- Board of Trustees

Section 2: Curriculum vitae of executive leadership (EC)

- Interim President Interim President (2/4/2026 – ongoing)/ Vice President of Institutional Advancement - George Frasier
- Former President (July 2017 – 2/3/2026) - Dr. Suzanne M. Johnson
- Vice President of EDI - Cathy Alston
- Vice President of Student Affairs - Eric Greer
- Vice President of International Programs and Extended Learning -Wendy Stewart
- Interim Vice President of Instruction - Jamie Fitzgerald
- Executive Director of Human Resources - Staci Whitehouse
- Executive Director of Information Technology - Dan Holverson
- Executive Director of Business Operation- Janee Sommerfeld
- Executive Director of Institutional Effectiveness - Miriam Chitiga
- Senior Director of Facilities & Campus Operations – John McCormick

Section 3: Additional Evidences

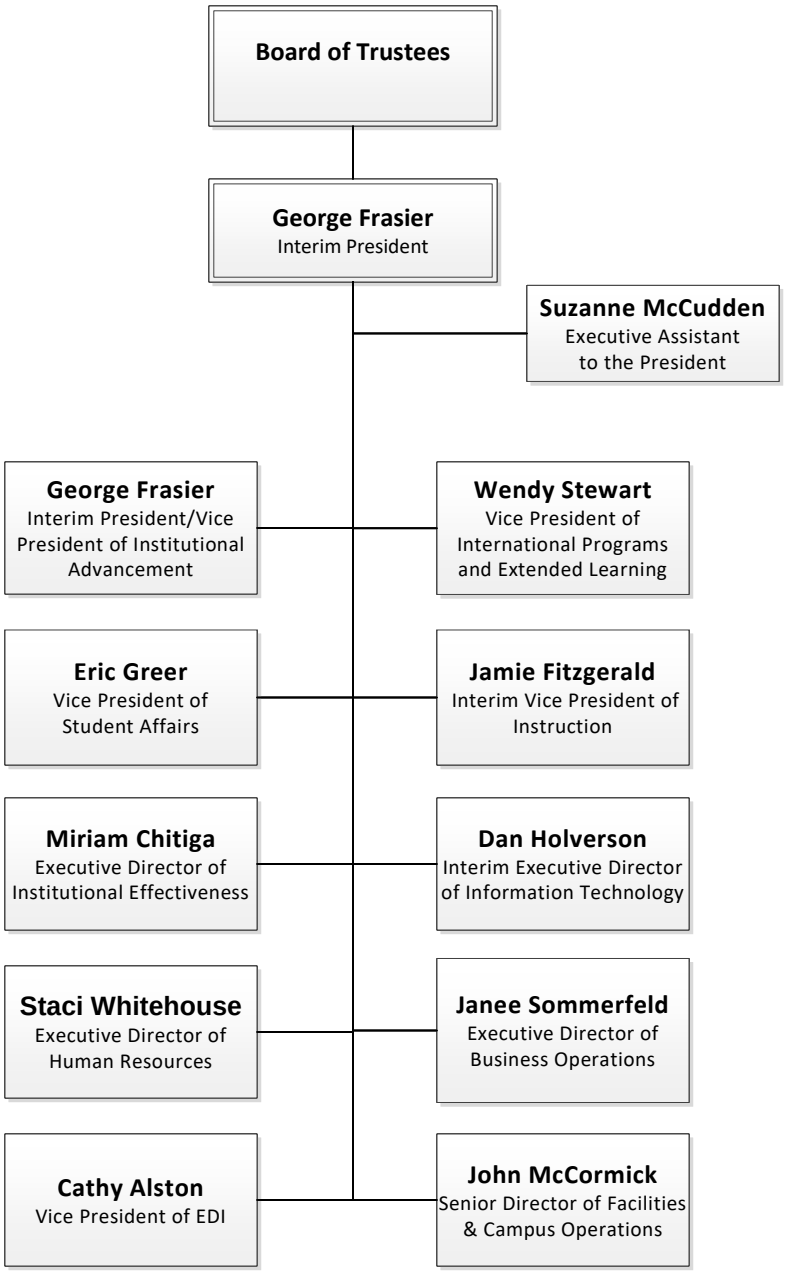
- Operational Planning
- President's Priorities 2025-26

2.A.2 EV.#1 / Section 1

Leadership organizational chart - 2/5/2026

Green River COLLEGE

DIRECT REPORTS TO PRESIDENT



Last Revised: 2.5.26

College Organizational Structure - 2/5/2026

COLLEGE ORGANIZATIONAL STRUCTURE

Board of Trustees

George Frasier
Interim President

Suzanne McCudden
Executive Assistant to the President

BUSINESS OPERATIONS
Janee Sommerfeld
Executive Director

Business Services
- Budget

Controller
- Accts Payable
- Accts Receivable
- General Accounting
- Payroll
- Purchasing
- Audit Coordination

Internal Controller

Foundation Support

LLC Support

EQUITY DIVERSITY & INCLUSION
Kit Alston
Vice President

- Equity Compliance
- Title IX

HUMAN RESOURCES
Staci Whitehouse
Executive Director

Human Resources
- Benefits
- Classification & Compensation
- EEO/Affirmative Action
- Labor & Employee Relations
- Recruiting & Staffing
- Training & Staff Development
- Workplace Safety, Health, and Welfare

FACILITIES
John McCormick
Senior Director of Facilities and Campus Operations

- Administrative
- Capital Projects
- Maintenance/ Projects
- Building Services
- Custodial Services
- Grounds Services

INSTRUCTION
Jamie Fitzgerald,
Interim Vice President

Instructional Divisions
- Business & Law
- English
- Humanities
- Health Sciences, Nursing & Education
- Transitional Studies & Wellness
- Fine Arts
- Math
- Social Science
- Science
- Technology
- Trades

Center of Excellence for Careers In Education

Workforce Education

Instructional Deans

Instructional Support
- Instructional Support Services
- Building Secretaries

High School Options
- Open Doors

Library and Media Services

eLearning

Academic Resources Centers
- Math Learning Center
- Tutoring and Resource Center
- Writing and Reading Center
- Public Speaking Center
- Master Achiever Center

Continuing and Community Education
- Corporate Training
- Business Technology
- Personal Interests/ Discovery Academy Cybersecurity

Washington Environmental Training Center

Small Business Center
- APEX Accelerator
- Small Business Development Center (SBDC)

Branch Locations
- Kent Campus
- Enumclaw Campus
- Auburn Center

STUDENT AFFAIRS
Eric Greer
Vice President

Dean of Campus Life
- Athletics
- Auxiliary Services
- Bookstore
- Conference Services
- Food Services
- Disability Support Services (DSS)
- Office of Diversity, Equity, and Inclusion (ODEI)
- Indigenous Student Success Center (ISSC)
- PONO Program
- Recreation & Athletics Center (RAC)
- Student Life & Wellness
- Center for Transformational Wellness (CTW)
- Benefits Hub
- Gator Pantry
- TRiO

Dean of Enrollment & Completion
- Business Systems Analyst (ctcLink)
- Career & Advising Center
- Financial Aid
- Judicial Affairs & Compliance
- Office of the Registrar
- Placement & Testing Center
- Recruitment & Outreach
- Welcome Desk
- Main College Phoneline (Switchboard)
- Running Start & College in the High School
- Veteran Services Office
- Veteran's Lounge

INTERNATIONAL PROGRAMS AND EXTENDED LEARNING
Wendy Stewart,
Vice President

Study Abroad

International Programs
- International Marketing
- International Student Services & Operations
- International Student Advising
- International Housing
- International Education

Extended Learning:

Washington Certification Services

INSTITUTIONAL ADVANCEMENT
George Frasier,
Interim President

GRC Foundation
- Executive Director
- Board and Committees
- Major and Planned Gifts
- Annual Fund and Scholarships
- Student Housing

Development
- Alumni
- Grants
- Events

Real Estate Dev.

Campus Safety

College Relations

Public Information
- Public Information
- KGRG Radio
- EOC Management

Marketing & Communications
- Publications
- Web Services
- Print Shop

INSTITUTIONAL EFFECTIVENESS
Miriam Chitiga
Executive Director

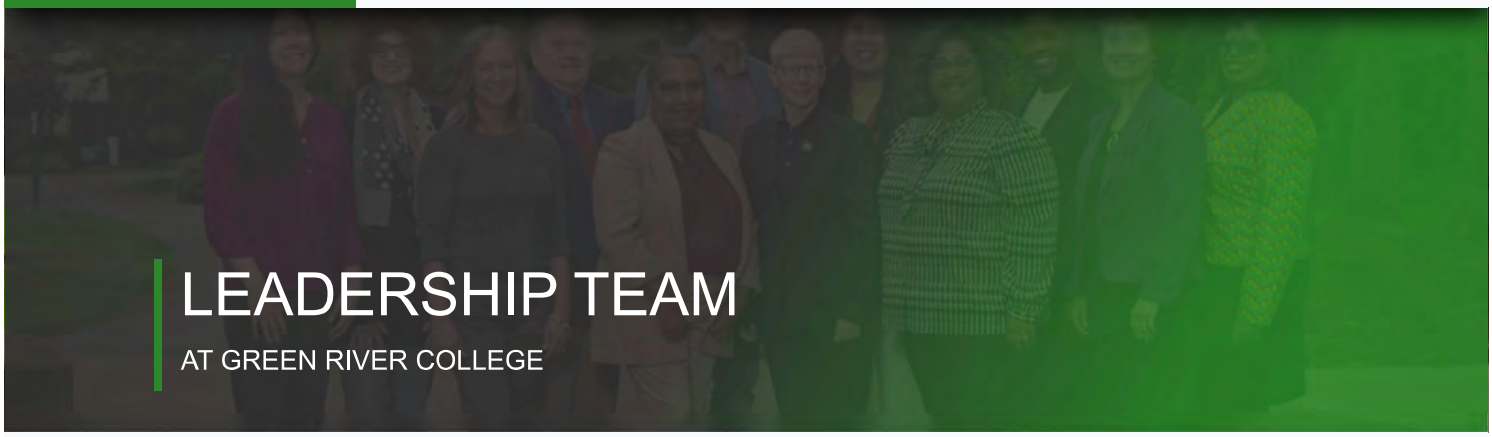
Institutional Effectiveness
- Strategic Planning
- Accreditation
- Institutional Research
- Assessment

INFORMATION TECHNOLOGY
Dan Holverson
Interim Executive Director

Information Technology
- Administrative Systems
- Client Services
- Enterprise Services
  - Network
  - Infrastructure
  - IT Security
- Database and Appl. Development
- Staff Training
- Telephone Communications

Last Revised: 2.5.26

Leadership Team



LEADERSHIP TEAM

AT GREEN RIVER COLLEGE

President's Staff

Green River College strives to assure student success through purposeful planning, assessment and implementation of strategic goals through collaborative leadership, promoting transparency, making data-informed decisions, and providing open communication for continuous quality improvement.

George Frasier

GRC Interim President

Office: ZC 110F

Extension: 3340

Email George

Learn more: Office of the President

Suzanne McCudden

Executive Assistant to the President

Office: ZC 110E

Extension: 253-931-6407

Email Suzanne

Dr. Eric Greer

Vice President of Student Affairs

Office: SA 206B

Extension: 6445

Email Eric

Cathy (Kit) Alston

Vice President of Equity, Diversity, and Inclusion

Office: Zgolinski Center (ZC) 120E

Extension: 3337

Email Kit

Jamie Fitzgerald

Interim Vice President of Instruction

Office: SH 120-10

Extension: 6814

Email Jamie

Dr. Wendy Stewart

Vice President of International Programs & Extended Learning

Office: IVD 112
Extension: 3313

Email Wendy

Learn more: International Programs

Miriam Chitiga, PhD

Executive Director of Institutional Effectiveness

Office: HLB 122B
Extension: 3317

Email Miriam

Staci Whitehouse

Executive Director of Human Resources

Office: AD 35
Extension: 6628

Email Staci

Dan Holverson

CIO - Executive Director of Information Technology

Office: HLB 120
Extension: 6050

Email Dan

Board of Trustees

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BOARD OF TRUSTEES

GREEN RIVER COLLEGE, DISTRICT 10

Meet the Board

The Board of Trustees for Green River College is composed of influential community members who reside within the college's District 10 service area. Trustees are volunteers serving a five-year term by appointment of the Governor.

Trustees bring a rich diversity of backgrounds and skills to the governance of Green River College; they serve as an important communication link between the college and the community. All trustees sit as members of the Trustees Association of Community and Technical Colleges. This association is comprised of trustees from the 34 community and technical colleges statewide.

The Green River Board of Trustees meets every third Thursday of the month at 4:30 p.m. on campus in the Zglonski Center Boardroom. These monthly meetings are open to the public.

Board of Trustees

Sharonne Navas

Board Chair for 2025/26

Appointed March, 2016

About Sharonne

Jackie Boschok

Vice Chair for 2025/26

Appointed October, 2016

About Jackie

2023-2024 Statement and Goals

Mission

Green River College welcomes our diverse local and global communities and is committed to meeting students where they are by providing inclusive, equitable access to innovative and comprehensive educational programs, and individualized support that empowers and prepares students to achieve their personal, educational, and career goals.

Vision

Green River College will be an equity-centered leader in higher education committed to excellence in teaching and learning, to being an anti-racist college, and to advancing social and economic justice.

Arlene Pierini

Trustee

Appointed October 2018

About Arlene

Elaine Chu

Trustee

Appointed October 2018

About Elaine

Jennifer Ramirez Robson

Trustee

Appointed September, 2020

About Jennifer

All members of the college community will feel a strong sense of belonging and, together, build a culture of care. The racial and ethnic diversity of staff, faculty, and leadership will reflect the diversity of the communities we serve.

Green River will be:

- The destination of choice for post-secondary education.
- First choice in partnership with our community, its business and industry.
- Ranked among the best nationally in student achievement, closing all opportunity gaps.
- Recognized for its preparation of students for the global workforce and for civic engagement in an increasingly diverse, interdependent world.

Core Values

- Anti-Racism, Diversity, Equity, and Inclusion
- Belonging
- Accessibility
- Accountability
- Community Engagement
- Growth and Development
- Global Responsibility
- Acknowledgement and Stewardship of the Natural Environment

2.A.2 EV.#2 / Section 2

Interim President Interim President (2/4/2026 – ongoing)/ Vice President of Institutional Advancement - George Frasier

Jamie C. Fitzgerald

2826 SW Nevada St.
Seattle, WA
Phone: 206.714.9976
Fitz2010@gmail.com

Executive Summary

Educator with 22 years of experience in teaching and instructional leadership. Core strengths include collaboration, project management, effective communication, and an equity-centered growth mindset. Relationship builder and connector who maximizes the strengths of others to help identify and achieve collective objectives.

Professional Experience

Interim Vice President of Instruction
Green River College, Auburn, Washington
March 2025 – Present

Key Responsibilities:

Provide leadership to team of academic affairs professionals tasked with managing multiple transfer, professional-technical, and transitional studies education programs. Coordinate and lead college-wide strategic initiatives. Represent Academic Affairs at internal and external meetings.

Selected Achievements:

- Led the Guided Pathways Advisory Team in identifying and implementing student success essential practices (eg. First Year Experience Program; Areas of Interest; program maps; directed self-placement; progress monitoring).
- Member of the Student Success Consortium.
- Served as lead negotiator for management during faculty collective bargaining negotiations.
- Member of the State Board of Community & Technical Colleges' Instruction Commission.
- Provides support and guidance to the Instruction Support Services, Instructional Budget, and eLearning departments.
- Facilitated the implementation of articulation agreements with transfer partners in WA state.
- Completed AAC&U's, "Future Leaders Institute," and Green River's, "Foundation of Leadership I and II" trainings.

Dean of Transfer Education
Green River College, Auburn, Washington
2018 – 2025

Key Responsibilities:

Responsible for leading transfer education programs in the English and Humanities academic divisions, including the Writing and Reading Center, Public Speaking Center, and the Foreign Language Center. Collaborated with faculty, division chairs, tutoring center directors, institutional research, Washington's Articulation and Transfer Commission, Guided Pathways Advisory Team, and curriculum committees.

Selected Achievements:

- Led the hiring and tenure processes for 16 faculty members in the English and Humanities division.
- Served on inaugural Strategic Enrollment Management team.
- Chaired the Articulation and Transfer Statewide Commission.
- Led committee that revised the Direct Transfer Agreement.
- Served as lead negotiator for management team during faculty collective bargaining negotiations.
- Served on the Equity Centered Strategic Plan development committee.
- Chaired the Professional Development Center Advisory Board.
- With team, established a First Year Experience program.

English Division Chair
Green River College, Auburn, Washington
2015 – 2018

Key Responsibilities:
Served as the elected representative for the English Division. Led faculty in strategic scheduling and staffing recommendations to the Dean of Transfer Education. Coordinated the developmental education program in collaboration with faculty, academic support services, and deans to help students earn college-level English credits.

Selected Achievements:

- Facilitated the implementation of the direct self-placement.
- Managed College Spark WA grant to study the impacts of embedded tutoring in pre-College English courses.
- Implemented the Writing Program Administrator position.
- Supported the implementation of a co-requisite college composition (ENGL&101) model and supported faculty training through summer institutes.
- Assembled and led committee that established Green River College's first eLearning department.
- Expanded the Writing & Reading Center Director position, adding reassignment time and hours of operation during the summer quarter.

English Faculty Member, Tenured
Green River College, Auburn, Washington
2012 – 2015

- Taught composition, research writing, and literature classes for the English division.
- Served as Writing and Reading Center Director
- Faculty advisor

English Faculty Member, Tenured
Pierce College, Puyallup, Washington
2007 – 2012

- Taught composition, research writing, Humanities, and literature classes for the English & Humanities division.
- Served as Writing Center Coordinator
- Faculty advisor

Education

University of Oregon, Eugene, OR
Master of Arts
English: Rhetoric & Composition

Grand Valley State University, Grand Rapids, MI
Bachelor of Arts
English: Professional Writing

Teaching and Curriculum Development	
Green River College ABE 056 ENGL 099 Introductory Composition ENGL&101 College Composition ENGL 115 Introduction to Novels ENGL 126 Research Writing: Humanities ENGL 127 Research Writing: Social Sciences ENGL 164 Film as Literature ENGL 168 Irish Literature ENGL 251 British Literature III ENGL 256 World Literature III	**University of Oregon** WR 121 College Composition I WR 122 College Composition II **Pierce College** Eng 099 Introduction to Composition ENGL&101 College Composition Eng 103 Composition – Argument & Research Eng 111 Intro to Literature Eng 200 Intro to Fiction Eng 210 Intro to American Literature Eng 211 British Literature, 800 – 1660 Hum 210 American Cinema/ American Society Hum 212 Great Directors and Auteurs

College and Community Service

- Instruction Commission (SBCTC), Member, 2025 - Present
- Articulation and Transfer Council (SBCTC), Chair, 2024 - 2025
- Guided Pathways Advisory Team (Green River College), 2019 - 2025
- Instructional Council (Green River College), 2025 - Present
- Administration Bargaining Team (Green River College), Lead, 2024 - 2025
- Labor and Management (Green River College), Member, 2021 - Present
- Administration Bargaining Team (Green River College), Lead, 2019 - 2021
- Learning Outcomes Committee (Green River College), Admin Rep, 2021 - 2024
- Strategic Planning Committee (Green River College), Transfer Ed Rep. 2020 - 2021
- Professional Development Center Advisory Board (Green River College), Chair, Fall 2019

- eLearning Task Force (Green River College), Chair, Spring 2017.
- International Education Committee (Green River College) Chair, Fall 2016.

Selected Professional Presentations and Professional Development

- Panelist, Guided Pathways Panel, SBCTC's Guided Pathways Summit. Panelist, Tacoma, WA June, 2025.
- Participant, Future Leaders Initiative, American Association of Colleges & Universities, Washington DC, June, 2025
- Presenter, "Two Years on the Pipeline: Did It Work?" TYCA – PNWCA joint regional conference. University of Washington—Tacoma. Fall 2017.
- Participant, Association of Departments of English Summer Chairs Institute, New York University. Summer 2016
- Presenter, "Fixing the Leaky Pipeline: Writing Tutors and Career and Academic Advisors in Developmental English Classrooms." Assessment, Teaching & Learning Conference, Clark College. Spring 2016
- Participant, "First Year Experience Conference" Dallas, TX. Winter 2016
- Presenter, "Fixing the Leaky Pipeline: Writing Tutors and Career and Academic Advisors in Developmental English Classrooms." Northwest Tutoring Center Conference. Winter 2015
- Co-Presenter, "*Transit*--The Embattled Text: Unraveling War through Literature and Film." CCHA National Conference, Phoenix, AZ. Fall 2015
- Co-Presenter. "The Word Made Flesh: Why the Heart Matters in *Ulysses,*" CCHA regional conference. Seattle, WA. Fall 2014.

Awards

- Distinguished Faculty Award, Green River College. 2017
- Executive Board Award, AFT Washington. 2017
- Student Advocate of the Year Award, Pierce College Puyallup. 2010
- Finalist, Sarah Harkness Kirby Award, University of Oregon. 2002

References available upon request

Former President (July 2017 – 2/3/2026) - Dr. Suzanne M. Johnson

SUZANNE M. JOHNSON, Ph.D.

Home Address:
7053 Lindsay Ave. SE
Apt. 0102
Auburn, WA 98092

Work Address:
12401 SE 320th St.
Office of the President, ZC-110
Green River College
Auburn, WA 98092

Administrative Experience:

President / CEO, Green River College (2017 - present)
-providing institutional leadership as president and chief executive officer for the college

National Service:

2024- present: **AAC&U:** Board of Directors member
2021– present: **AAWCC**: Board member
2025 – 2026: Past-president
2023 – 2025: Board president
2022 – 2023: President-elect
2017-present: **Community Colleges for International Development:** Board member
2024 – 2025: Past Board Chair
2023 – 2024: Board Chair
2022 – 2023: Board chair-elect
2021 – 2024: **AACC Commission on Student Success**: commission member
2019 – 2020: **AACC Commission on Student Success**: commission member
2017 – 2019**: AACC Commission on Global Education:** commission member
2020 – 2021: **EdQuity Council of Presidents:** council member

Regional Service:

2017 – 2023: **Campus Compact of Washington,** Board member
2020 – 2021: **Equity Council Northwest Commission of Colleges and Universities (NWCCU) Equity Council,** committee member

Service to the state of Washington CTC system:

2025 – 2026: **Legislative Liaison Committee** for WACTC / SBCTC: committee member
2022 – 2024: **Aerospace and Advanced Materials Manufacturing Pipeline Advisory Committee** for SBCTC: committee member
2022 – 2025: **Equity Committee** for WACTC / SBCTC: committee member
2021 – 2022: **Critical Issues Committee** for WACTC / SBCTC: Chairperson
2020 – 2021: **Critical Issues Committee** for WACTC / SBCTC: Vice-Chair
2019 – 2020: **Strategic Visioning Committee** for WACTC / SBCTC: Chairperson
2017 – 2019: **Task Force for Strategic Enrollment Management** for WACTC / SBCTC: Co-Chair of a two-year task force convened to address enrollment in the CTC system
2018 – 2019**: Legislative Liaison Committee** for WACTC / SBCTC: committee member

2017 – 2018: **Education Services Committee** for WACTC / SBCTC: committee member

Community Service:

2017–present: **Auburn Symphony Orchestra:** Board of Directors member
2023 – 2024: Board chair
2017 – 2022: ASO Education Committee member
2022: **Auburn School District Strategic Plan Committee:** member
2021 - present: **Museum of Flight Board:** Board of Directors member
2022 - present: **Boeing Academy for STEM Learning Advisory Committee**: member
2017 - present: **Auburn Rotary**: Rotary member
2018 – present: **Mayors' Workforce Initiative: Strong Education, Strong Careers, Strong Communities in Auburn, Algona and Pacific:** steering committee member
2020 – 2021: **United Way of King County Bridge to Finish Advisory Council**: council member
2019 – 2020: **King County Metro-Renton, Kent, Auburn Area Mobility Plan – Partner Review Board:** review board member
2018 – 2019: **United Way of King County Task Force on Poverty**: task force member

Recognitions since joining Green River College:

2024: **ACT Chief Executive Officer Award** given by the Washington State ACT (Association of College Trustees)
2022: **Jack Witte Spirit of Caring Award:** given by **Catholic Community Services** Serving People of All Beliefs organization.
2020: **Aspen Institute New President's Fellowship**: selected into the inaugural class of the Aspen Institute's Fellowship for Community College Excellence for new Community College Presidents (2020 – 2021).
2019: **Connect Achieve Award**: given by the **Auburn Chamber of Commerce** recognizing an Educator that has excelled in creating, implementing or supporting a high-caliber education and / or workforce development system aligned with closing employment gaps.
2019: **Educator of the Year**: given by the **Kent Chamber of Commerce** for providing significant impacts to ensure a highly motivated and skilled workforce.

Prior positions held:

Vice President for Academic Affairs, Suffolk County Community College (2015 - 2017)

-provide leadership and oversight of academic affairs throughout the College at the largest multi-campus community college of the SUNY system
-provide guidance and oversight for all credit and non-credit offerings in academic programs, workforce development, and continuing education
-provide guidance and oversight for curriculum development, articulation agreements, instructional modalities, and class scheduling consistent with community workforce needs and in support of academic quality and student success
-develop, communicate, coordinate, and implement all academic policies and procedures to provide consistency throughout the College to serve the needs of all students

-work collaboratively with Campus Executive Deans to ensure consistency in providing academic programming and faculty support to the three campuses
-organize and lead the development and implementation of a comprehensive and sustained system of learning assessment and program evaluation in collaboration with faculty and staff
-establish policies for appointment, evaluation, and assignment of full-time and part-time professional personnel in the academic, workforce and continuing education area; coordinate the request for personnel lines, and coordinate the promotion process for full- and part-time professional staff in academic affairs
-provide leadership in the development of the annual academic calendar, the College handbook, the College catalog, and other related academic affairs publications, reports and documents
-serve as advocate for students, faculty, academic departments, programs, and the administration, to promote policies, procedures, and allocation of resources that respond to the needs of all College stakeholders
-provide enhanced opportunities for full-time and adjunct faculty professional development
-represent the Office of Academic Affairs within the College, and locally, regionally, nationally, with the State University of New York, to enhance communication, to establish "best practices", and to promote the College and its mission
-oversee the accreditation process for the College including the Middle States Association for Colleges and Schools and for other specialized program accreditation
-supervise Associate Vice Presidents of Academic Affairs and Workforce Development, College-wide Deans of Instruction and their direct reports, and the College's Office of Sustainability
-coordinate new curriculum proposals for submission to the State University of New York and the State Education Department
-participate as appropriate in the negotiation and implementation of professional employee bargaining agreements
-serve as a member of the President's Cabinet
-act as Chief Executive Officer of the College, when so designated, in the absence of the President

Additional Administrative Responsibilities (Suffolk County Community College):

2015 - 2017 **Board of Trustees Executive Subcommittee**: committee member
2015 - 2017 **Board of Trustees Subcommittee on Student Success:** committee member
2015 - 2017 **Strategic Planning Committee**: committee member
2015 - 2017 **Joint Planning and Assessment Council**: committee member
2015 - 2017 **College Committees addressing faculty development and personnel decisions:** co-chair various committees addressing Faculty Development, and Personnel Evaluations for continuous appointment and promotion
2015 - 2017 **Task Force on Diversity:** Cabinet member for the College wide task force
2015 - 2017 **Student Engagement Committee:** committee member

Interim Campus President, Sylvania Campus, Portland Community College: (2014 – 2015)
-serve as the Executive Officer of the campus with an operating budget of approximately 44 million dollars and student enrollment of nearly 30K part-time & full-time students
-provide leadership to all campus-based student development and instructional programs and services; staff and faculty

-provide leadership and direct supervision of the Campus Dean of Students and Campus Dean of Instruction
-work with the deans / department chairs to establish goals and strategies for meeting the educational and student development needs of the community
-provide leadership and oversight to other district-wide programs
-participate in the selection of campus management, classified staff and academic professionals; have oversight for all faculty of the campus, subject to final approval of the District President and Board
-promote, support, and maintain racial and ethnic diversity among students, faculty, and staff
-develop and manage the campus budget as well as provide leadership for resource development and effective resource management
-serve as a member of the District President's staff and member of President's Cabinet
-represent the college to the campus community
-develop and market entrepreneurial programs that achieve positive net revenue and alternative revenue streams for the college
-advocate for the needs of the college campus and its community
-represent the college to the community at large through involvement with service, charitable, community and business organizations, and fundraising activities

Additional Administrative Responsibilities (Portland Community College):

2014-2015: **Oregon President's Council**: member of the 17 Community Colleges State-wide Council of Community College Presidents
2014-2015: **Budget Planning Advisory Council:** committee member
2014-2015**:** **Administrative Advisory Committee:** member for contract negotiations with faculty Unions
2014-2015**:** **Northwest Accreditation Committee:** member for PCC's seven year review
2014-2015**:** **Diversity and Inclusion Co-Experiential Learning Series**: Sylvania Campus leadership training undertaken with the Office of Equity and Inclusion
2015: **Campus Compact Executive Leadership Series:** participant on Equity: Improving Outcomes for Students of Color

Dean of the College / Dowling College: 2012 - 2013:
-provide leadership to the four Schools of the College: Arts & Sciences, Education, Business, and Aviation
-provide leadership and oversight of all academic student support services including tutoring, services for learning disabled students, remedial programs, and HEOP (Higher Education Opportunity Program)
-approve the hiring of adjunct faculty and participate in the recruitment and hiring of full time faculty College wide
-oversee special programs aimed at retention and academic performance
-oversee the assessment and evaluation of academic offerings and course content
-collaboratively work with faculty College wide to implement appropriate enhancements and improvements to existing academic programs
-conduct outcomes assessment of special programs as required
-recommend a College-wide academic schedule of classes and budgetary expenditures

-coordinate with enrollment services a system for standardized new student testing
-approve budgetary expenditures across all academic departments
-provide leadership and oversight of the development, implementation and evaluation of the College curricula to ensure enhancement and maintenance of quality and appropriateness relevant to the College's mission and goals
-provide leadership and direct the activities and contributions of faculty, administrators and staff College wide
-coordinate, oversee and ensure compliance for specialized accreditation (e.g. NCATE, AABI, IACBE)
- represent the College to assist with evaluators' reviews of various programs for the purposes of accreditation (e.g. NCATE, AABI, IACBE, Middle States)
-review findings; report as appropriate and recommend the appropriate changes regarding accreditations (e.g. NCATE, AABI, IACBE, Middle States)
-oversee placement of students in student teacher placements and internships
-oversee articulation agreements with surrounding institutions and BOCES

Academic Chair of Social Sciences Division / Dowling College: 2010-2012; 1993-1994:
-oversee the professional development and curriculum of the division
-evaluate faculty re: promotion, contract renewal, and tenure
-mentor faculty as needed to assist performance in the classroom and/or other professional development
-coordinate semester course schedules from Department Chairs in the division and present these schedules to the Dean
-oversee all changes to existing courses and approve new courses to department offerings
-oversee all changes to existing minors and approve the development of new minors
-oversee all changes to existing majors and approve the development of new programs of study
-recommend any significant changes to degree requirements
-recommend proposals concerning general education College wide
-review proposals for and recommend faculty for released time for professional development
-review proposals for and recommend faculty for travel and research funds
-review and recommend applications for sabbatical leaves
-represent the members of the Social Sciences Division (six academic departments: Anthropology, Sociology, Economics, Political Science, History, and Psychology) to the Faculty Administrative Senate
-represent the members of the division in working with the broader Administration and the standing committees of the Faculty and such ad hoc committees as may be created by the Faculty Administrative Senate
-represent the members of the Social Sciences Division on the Faculty Curriculum Committee

Department Chair (Psychology) / Dowling College: 2003-2005; 2001-2002:
-recruit and screen adjunct and full-time faculty in consultation with appropriate faculty in the Department and recommend such faculty to the Faculty Development and Curriculum Committee
-recommend the operating budget for the Department in consultation with appropriate faculty in the Department

-develop and coordinate the curriculum within the department and represent the Department to the Administration, working cooperatively with Enrollment Services to enhance enrollment, and working with Academic Chairs and Dean in scheduling
-recommend a coordinated and sound schedule of course offerings in consultation with appropriate faculty within the Department and submit this schedule to the Academic Chair for submission to the Dean
-grant credit for proficiency and consider waivers of degree requirements in accordance with policies set by the Faculty Administrative Senate and in consultation with appropriate faculty
-serve as a member of the Division's Faculty Development and Curriculum Committee and represent the members of the Department

Additional Administrative Responsibilities (Dowling College):

2012-2014: **Middle States Steering Committee**: Co-chair of committee for Decennial Accreditation review
2011-2013: **Strategic Planning Committee**: committee member (as Academic Chair and then Dean of the College)
2010-2012: **Chairperson**: **Faculty Development and Curriculum Committee / Social Sciences Division**
2010-2012: **Faculty Administrative Senate**: senate member
2010-2012: **Curriculum Committee:** social sciences representative / committee member
2007-2009: **Faculty Personnel Committee:** Social Sciences Representative
2003-2004: **College Wide Planning and Priorities Committee**: committee member
2003-2004: **Faculty Personnel Committee:** Social Sciences Representative
2001-2002: **Middle States Steering Committee:** committee member
2001-2002: **Strategic Planning Committee**: committee member (as Department Chair)
1996-1999: **Chairperson**: **Academic Standards Committee**
1996-1999: **Joint Committee of Academic Administrators:** committee member
1994-1999: **Faculty Administrative Senate:** senate member (various representative roles, Union President, Academic Standards Committee Chairperson)
1994-1996: **Faculty Union Executive Committee** (as President and past President)
1994-1995: **Faculty Union President:** Dowling College Chapter of NYSUT
1993-1994: **Curriculum Committee:** social sciences representative / committee member
1992-1994: **Program Coordinator:** First Year Seminars / College Orientation Program for Incoming First Year Students
1990-1993: **Long Range Planning and Development Committee**: social sciences representative / committee member

Academic Experience / Summary of Positions held at Dowling College:

2001 – 2012: Professor of Psychology
1995 – 2001: Associate Professor of Psychology
1991 – 1995: Assistant Professor of Psychology
1988 – 1991: Instructor of Psychology

Education:

Ph.D.: Stony Brook University: Developmental Psychology
M.A.: Stony Brook University: Psychology
B.A.: Ithaca College: Major: Psychology Minor: Art History

Honors and Awards:

2024: **ACT Chief Executive Officer Award** given by the Washington State ACT (Association of College Trustees)
2022: **Jack Witte Spirit of Caring Award:** given by **Catholic Community Services** Serving People of All Beliefs organization.
2020: **Aspen Institute New President's Fellowship**: selected into the inaugural class of the Aspen Institute's Fellowship for Community College Excellence for new Community College Presidents (2020 – 2021).
2019: **Connect Achieve Award**: given by the **Auburn Chamber of Commerce** recognizing an Educator that has excelled in creating, implementing or supporting a high-caliber education and / or workforce development system aligned with closing employment gaps.
2019: **Educator of the Year**: given by the **Kent Chamber of Commerce** for providing significant impacts to ensure a highly motivated and skilled workforce.
2016: **Aspen Institute Rising Presidential Fellowship**: selected into the inaugural class of the Aspen Institute's Presidential Fellowship for Community College Excellence for aspiring presidents (2016-2017).
2015: **Deborah Evind Powerhouse Award** in appreciation of dedication to serving the Women's Resource Center of Portland Community College
2015: **Dr. Diane Mulligan Friend of ROOTS Award** - Portland Community College
2014**: Student Government Association's Women's Month Award:** Given by Dowling College Student Government Association for outstanding leadership at Dowling College.
2002: **Gold Award:** from Foreword Magazine for best parenting book of 2001 from an independent or university press (For Lesbian Parents, Guilford Press)
2001: **PRIDE Award:** Recipient of the Dowling College Faculty PRIDE award for excellence and service to Dowling College
2000: **Student Government Association's Women's Month Award:** Given by Dowling College Student Government Association for outstanding leadership at Dowling College.
1997: **The Dowling College Women's Month Inspiration Award:** Given by the Dowling College Cultural Affairs Committee for outstanding leadership at Dowling College.
1994: **Professor of the Year:** Given by Dowling College's Program for Learning Disabled College Students.
1993: **Outstanding Club Advisor:** Given by the Student Government Association of Dowling College for outstanding service and dedication to the students of the Psychology Club.
1992: **Faculty Appreciation Award:** Given by Dowling College's Chapter of Alpha Chi and the Dowling College Academic Excellence Society.

Publications:

Johnson, S. and O'Connor, E. & Tornello, S. (2016). *Gay and Lesbian Parents*. Kuehnle, K. & Drozd, L. (eds.) Parenting Plan Evaluations: Applied Research for the Family Court, 2nd edition. Oxford University Press.

Tornello, S., Johnson, S., & O'Connor, E. (2013). *Relationship Quality among Lesbian Mothers in Planned Families.* Journal of GLBT Family Studies, 9:4, 346-363.

Johnson, S. (January 2012). *Lesbian Mothers and Their Children: The Third Wave.* Journal of Lesbian Studies., 16:1, 45-53. The Haworth Press.

Johnson, S. and O'Connor, E. (2012). *Gay and Lesbian Parents*. Kuehnle, K. & Drozd, L. (eds.) Parenting Plan Evaluations: Applied Research for the Family Court. Oxford University Press.

Johnson, S. (2009). *Between a Rock and a Hard Place.* Feminism and Psychology (Special feature on negotiating sexualities in higher education classrooms), 19:2, pp. 186-189. Sage Publications.

Johnson, S. (2008). *My Revolving Closet Door*. Journal of Lesbian Studies, (Special thematic issue on "Lesbians and Work" simultaneously published in book form), 12:1, pp. 59-68. The Haworth Press.

Johnson, S. (2006). *Life as Mama*. Chapter appearing in The Other Mother: Non-Biological Lesbian Moms Tell All, pp.101-112. New York: Beacon Press.

Johnson, S. and O'Connor, E. (2005). *Are the Children Normal?* Chapter in Contemporary Issues Companion: Gays and Lesbians, pp. 77-81. (CIOGAL) published by Thomson / Gale.

Johnson, S. and O'Connor, E. (2005). *Family Functioning in Gay and Lesbian Families in the United States*. Chapter appearing in Homoparentalites, Etat Des Lieux, pp. 357-362. Eres Press (France).

Johnson, S. and O'Connor, E. (2002). The Gay Baby Boom: The Psychology of Gay Parenthood: New York: New York University Press.

O'Connor, E. and Johnson, S. (2002) *Lagging Behind: Gay Couples Live Normal Lives at Home but Not in the Law*. Long Island Newsday, Sept 15, 2002, p. A31.

Johnson, S. and O'Connor, E. (2001). For Lesbian Parents: Your Guide to Helping Your Family Grow Up Happy, Healthy and Proud. New York: Guilford Press. (Second printing 2005 with simultaneous publication / translation into Spanish.)

Presentations:

Johnson, S., Ramirez Robson, J. (2023). "Student Equity: The Imperative of Turning Words into Actions". Presentation at the AACC annual conference, Denver, April 12, 2023.

Johnson, S., Ramirez Robson, J., & Chu, E. (2022). "Student Equity: The Imperative of Turning Words into Actions". Presentation at the ACCT annual conference, New York, October 28, 2022.

Johnson, S. (2022). "The Imperative of Turning Words into Actions: Equity is More Than Just a Policy". University of North Dakota, EDI conference, October 5, 2022.

Johnson, S. (2022). "The Imperative of Turning Words into Actions: Creating a World Without Racial Hierarchy through Equity Leadership". Presentation at the AAC&U DESS conference, New Orleans, March 19, 2022.

Howard, J., Johnson, S., & Johnson, S. (2017). "The Elephant in the Room: Part-time Faculty and the Student Success Agenda". Presentation at the American Association of Community Colleges, New Orleans, LA, April 24, 2017.

Howard, J. & Johnson, S. (2016). "Her Brave New World: Gender and Transformational Leadership in Community Colleges of the Future". American Association of Community Colleges, Chicago, Il., April 12, 2016.

Johnson, S. (2011). Invited presentation: "GLBT Parents and Their Children: What Does Research Say and How Are They Treated in the Law?" at The Association of Family and Conciliation Courts, New York Bar Association, Manhattan, November 18, 2011.

Johnson, S. (2011). Invited presentation on counseling issues with gay and lesbian clients who are parents or who are considering parenthood entitled "Psychological and Clinical Issues Facing Q Parents and Prospective Q Parents" at ihi Chelsea (Institute for Human Identity), Chelsea, New York, November, 2011.

Johnson, S. (2011). Invited presentation on the Gay Baby Boom: Research Past and Present for the Dowling College annual theme: America Past and Present, Dowling College, March 31, 2011.

Johnson, S. (2011). Invited presentation / workshop: "What Every Preschool and Daycare Provider Needs to Know About Children With Gay and Lesbian Parents" presented at the 13th annual Long Island Infant, Toddler, Preschool Staff Training Event. Sponsored by Hi Hello Child Care Training Institute and funded by the Rauch Foundation. February, 12, 2011, Freeport, Long Island, New York.

Johnson, S. (2010). Invited presentation on counseling issues with gay and lesbian clients who are parents or who are considering parenthood entitled "Psychological and Clinical Issues Facing Q Parents and Prospective Q Parents" at ihi Chelsea (Institute for Human Identity), Chelsea, New York, October 29, 2010.

Johnson, S. (2009). Invited presentation on gay and lesbian parenting and family formation entitled "Paths to Parenthood" at ihi Chelsea (Institute for Human Identity), Chelsea, New York, November 2009.

Johnson, S. (2008). Invited presentation on gay and lesbian parenting entitled "Who's My Mommy? Who's My Daddy?" at ihi Chelsea (Institute for Human Identity), Chelsea, New York, November 12, 2008.

Johnson, S. (2008). Invited presentation on "The Making of a Serial Killer". Presented at Comsewogue Public Library, Port Jefferson Station, New York, September 17, 2008.

Johnson, S. (2008). Invited presentation on "The Making of a Serial Killer". Presented at Emma S. Clark Library, Setauket, New York, May 9, 2008.

Johnson, S. (2007). Children's Adjustment and Development in Gay and Lesbian Headed Families. Presented at the 12th annual LIGALY (Long Island Gay and Lesbian Youth) conference held at Hofstra University March 13, 2007.

Johnson, S. (2006). Special Issues Facing Gay and Lesbian Couples: From Couple to Family. Presented at the 11th annual LIGALY (Long Island Gay and Lesbian Youth) conference held at Hofstra University, March 13, 2006.

Johnson, S. (2006). Children's Adjustment and Development in Gay and Lesbian Headed Families. Presented at the 11th annual LIGALY (Long Island Gay and Lesbian Youth) conference held at Hofstra University March 13, 2006.

Johnson, S. (2005). Invited presentation on Considering Parenthood. LIGALY (Long Island Gay and Lesbian Youth) Center, Bay Shore, April 25, 2005.

Johnson, S. and O'Connor, E. (2005). Invited presentation on Gay and Lesbian Parenting and Therapy Issues, Dept. of Psychology, SUNY Stony Brook, April 20, 2005.

Johnson, S. (2005). Special Issues Facing Gay and Lesbian Couples: From Couple to Family. Presented at the 10th annual LIGALY (Long Island Gay and Lesbian Youth) conference held at Hofstra University, March 7, 2005.

Johnson, S. (2005). Children's Adjustment and Development in Gay and Lesbian Headed Families. Presented at the 10th annual LIGALY (Long Island Gay and Lesbian Youth) conference held at Hofstra University March 7, 2005.

Johnson, S. and O'Connor, E. (2005). Invited presentation for LIGSEA (Long Island Gay Straight Education Association) entitled: "Building Bridges between Gay and Lesbian Parents and the School Community", January 21, 2005.

Johnson, S. and O'Connor, E. (2004). Invited presentation on Gay and Lesbian Parenting and Therapy Issues, Dept. of Psychology, SUNY Stony Brook, May 5, 2004.

Johnson, S. (2003). Invited presentation on Gay and Lesbian Headed Families presented for the SAFE club at Sachem North High School, May 13, 2003, Long Island, New York.

Johnson, S. and O'Connor, E. (2003). Invited presentation on Gay and Lesbian Parenting and Therapy Issues, Dept. of Psychology, SUNY Stony Brook, April 30, 2003.

Johnson, S. (2003). Invited presentation / workshop: "What Every Preschool and Daycare Provider Needs to Know about Children with Gay and Lesbian Parents" presented at the 5th annual Long Island Infant, Toddler, Preschool Staff Training Event. Sponsored by Hi Hello Child Care Training Institute and funded by the Rauch Foundation. February, 22, 2003, Freeport, Long Island, New York.

Johnson, S. and O'Connor, E. (2003). Invited presentation: "Gay and Lesbian Headed Families" presented at the January meeting of PFLAG of Long Island, January 19, 2003, Huntington Unitarian Universalist Church.

Johnson, S. and O'Connor, E. (2002). Invited presentation on Gay and Lesbian Parenting and Therapy Issues, Dept. of Psychology, SUNY Stony Brook, April 24, 2002.

Tye, M. and Johnson, S. (2002). Full day (6 hour presentation) Continuing Education Workshop: Custody Evaluations with Gay, Lesbian, and Bisexual Parents. Presented at the American Psychological Association, Chicago, Ill., August 2002.

Johnson, S. and O'Connor, E. (2001). Invited keynote speakers for Washoe Health Center Conference on Counseling Gay and Lesbian Clients and Families, sponsored by Nevada Association of Marriage and Family Therapy and Washoe Life Skills, Reno, Nevada, October, 2001. Three presentations given during the course of the conference: "Counseling Someone Through the Process of Identifying Sexual Orientation and Coming Out", "Couple-Family Counseling Issues", and "Gay and Lesbian Parenting Today in the United States".

Johnson, S. and O'Connor, E. (2001). Invited presentation of Gay and Lesbian Parenting and Family Court Issues for the Long Island Women's Bar Association, Long Island, New York, October, 2001.

Tye, M., Johnson, S., and O'Connor, E. (2001). Continuing Education Workshop: In the Best Interests of the Child: Gay and Lesbian Parents. Presented at the American Psychological Association Convention. San Francisco, CA, August 2001. Two papers presented: "In the Best Interest of the Child" and "Gay and Lesbian Parenting: The National Gay and Lesbian Family Study".

Tye, M., Johnson, S., and Silverman, N. (2001). Symposium presentation on Perspectives on Lesbian and Gay Parenting. Presented at the American Psychological Association, San Francisco, CA., August 2001. Paper presented at the symposium: Lesbian Parents and Their Children.

Johnson, S. and O'Connor, E. (2001). Invited presentation on Gay and Lesbian Parenting at the annual national COLAGE (Children of Lesbians and Gays Everywhere) Convention, Provincetown, Mass., August, 2001.

Johnson, S. and O'Connor, E. (2001). Invited presentation on Gay and Lesbian Parenting at the Long Island Gay and Lesbian Community Center, Deer Park, New York, July, 2001.

Johnson, S. and O'Connor, E. (2001). Invited presentation of Gay and Lesbian Parenting at Center Kids, Gay and Lesbian Community Services Center, New York, New York, May 2001.

Posada, G. and Johnson, S. (1993). Relationship between Harsh Discipline Practices and Security of Attachment in Preschoolers. Presented at the annual conference of The American Academy of Child and Adolescent Psychiatry, San Francisco, CA., March 1993.

Posada, G., Crowell, J., Gao, Y., Golby, B., Johnson, S., Lay, K., Fleischman, M., Treboux, D. and Waters, E. (1993). Symposium presentation on the Validity of the Adult Attachment Interview: Does it Measure What It Should? The Adult Attachment Interview and the Attachment Q-sort: A study of Mothers and Children. Presented at the biennial conference of The Society for Research in Child Development, New Orleans, LA, April, 1993.

Johnson, S., Feider, O., and Posada, G. (1991). Previous Relationships with Parents and Peers and Their Association with the Current Quality of Young Adult Friendships and Dating Relationships. Presented at the biennial conference of The Society for Research in Child Development. Seattle, WA, April, 1991

Posada, G. and Johnson, S. (1991). Child Rearing Practices Disagreements and Attachment: Associations with Behavior Problems. Presented at the biennial conference of The Society for Research in Child Development. Seattle, WA, April, 1991.

References: available upon request

Vice President of EDI - Cathy Alston

CATHY E. ALSTON

Seattle-Tacoma Metropolitan area
360.464.5596 ♦ cealston1505@gmail.com

PROFESSIONAL SUMMARY

Experienced educational leader with a strong background in diversity, equity, and inclusion (DEI), workforce development, and academic administration. Proven track record in implementing strategic initiatives, fostering inclusive environments, building strong cohesive teams and driving institutional change. Adept at managing complex projects, developing policies, and cultivating community partnerships. Committed to promoting equity, excellence and continuous improvement in education.

PROFESSIONAL EXPERIENCE

Vice President for Equity, Diversity, and Inclusion: Green River College, WA. **2025 - Present**

Previously served as Interim Vice President for Equity, Diversity, and Inclusion (2024-2025). On November 16, 2025, the position was made permanent in recognition of demonstrated leadership in advancing institutional equity diversity, and inclusion initiatives. Responsibilities include:

- Leading the college's EDI strategic vision and ensuring alignment with institutional mission and accreditation standards.
- Overseeing policy development, compliance, and programming focused on anti-racism and belonging.
- Driving organizational change through measurable accountability frameworks and inclusive practices.

Interim Vice President for Equity, Diversity, and Inclusion: Green River College, WA. **2024 - 2025**

As the Vice President for Equity, Diversity, and Inclusion (VPEDI) responsible for developing and executing the strategy to cultivate the organizational capacity for equity, diversity, inclusion, respect and belonging. In collaboration across the college community inclusive of leaders, faculty, students, staff and campus organizations, implements the strategic vision for institutional thriving around EDI best practices. Provide oversight of policy development, oversee programming and foster an inclusive campus atmosphere involving all community members with a focus centered on anti-racism and combatting anti-blackness. Forge partnerships with various campus constituents to cultivate and strengthen an inclusive and equitable campus environment.

- Develop and implement equity, diversity, inclusion, and belonging initiatives with a focus on anti-racism and combatting anti-blackness.
- Create and guide the implementation of measurable and effective policies to establish a culture of accountability.
- Cultivate relationships with community partners from diverse, marginalized, and underserved populations.
- Drive institutional change to create a more diverse curriculum and inclusive environment.
- Develop sustainable accountability measures for EDI efforts with ongoing evaluation and adaptive improvements.
- Collaborate with the Executive Team on EDI recruiting, hiring, onboarding, orientation, retention, and professional development practices.
- Provide mentoring, training, and coaching to faculty and staff to build equity, diversity, and inclusion into the curriculum.
- Advise on equitable marketing and recruiting strategies to attract students from diverse populations.
- Stay updated on relevant practices related to equity, diversity, inclusion, belonging, and respect.
- Recommend individuals to appropriate grievance processes to address specific issues.

Accomplishments:

- **Anti-Racism Training:** Developed and launched a campus-wide Equity, Diversity and Inclusion training program attended by over 500 participants.
- **Community Partnerships:** Established partnerships with community organizations to support marginalized and underserved populations.
- **Policy Development:** Co-led the restructuring of the EDI Office and the creation of the Equity Compliance Manger position that is responsible for Title IX compliance and Bias reporting for staff, faculty and student

Dean of Instruction: Green River College, WA. 2020 - 2024

As the Dean of Instruction Supervised Faculty and staff in two divisions, Transitional Studies and Health Science, Wellness and Education. Within the divisional structure, there are multiple departments that include, Basic Skills, ELL, Master Achievers, Integrated Basic Education Skills and Training (I-BEST), HSC +, Open Doors, OTA/PTA, Early Childhood Education (ECE) and Workforce Education.

- Evaluated and oversaw faculty performance and professional development.
- Developed and implemented academic programs and curricula
- Managed budgets and resource allocation for academic departments.
- Ensured compliance with accreditation standards and regulatory requirements.
- Fostered a culture of continuous improvement in teaching and learning.
- Coordinated professional development opportunities for faculty.
- Collaborated with other administrative departments to align academic goals with institutional objectives.
- Facilitated the assessment and evaluation of academic programs.
- Promoted diversity and inclusion within the academic community.

Accomplishments:

Increased student enrollment by 15% through strategic program development and outreach.
Successfully led the accreditation process for the Health Sciences, ensuring compliance and high standards.
Increased the Integrated Basic Skills and Training program for high demand academic programs to include LPN, Carpentry, and Early Childhood Education
Developed and launched new academic programs that addressed emerging industry needs and trends.

INTERIM ASSOCIATE DEAN OF CTE: Green River College, WA. 2019 - 2020

As the Interim Associate Dean of CTE monitors programs to ensure compliance with applicable accrediting bodies. Plans, organizes, administers, and manages processes and operations related to assigned areas of responsibility. Interprets and applies federal and state mandated guidelines, plans, implements, administers, and evaluates related projects and services impacting the college.

- Serves as liaison to external agencies and community partners, to strengthen and build strong partnerships that respond and fulfill the growing needs of a diversified community. In close collaboration with the Muckleshoot Tribal College and Trades faculty developed a Carpentry Pre-Apprentice Cohort with I-BEST support to meet the needs of Muckleshoot Tribal Members. The instruction and curriculum were provided in partnership between Green River College and the Muckleshoot Tribal College. The cohort has 50+ students, all facing a variety of barriers, providing wrap around student supports to include, Workforce funding, leveraging Opportunity Grant and Basic Food Employment and Training to fill funding gaps. Led contract negotiations in partnership with campus Business Office to reach final agreement between parties. Attend regular Pre-Apprentice Advisory Board meetings to listen to Tribal needs and concerns to strengthen and reaffirm solid partnerships.

- Supervises professional faculty and staff spanning two divisions, Technology and Health Sciences; Business Law and Trades Divisions. Evaluate and oversee eight BAS programs, five program coordinators, and three program managers in the development of professional development plans and goals in accordance with good management practices, policies, and collective bargaining agreements. Oversaw planning, logistical, and coordination for two-day, 300+ attendee conference in support of the Baccalaureate Leadership Council.

- Provided strategic direction and leadership to faculty in Career and Technical Programs in the expansion of Opportunity Grant eligible programs. Leading the efforts to increase the I-BEST support model in Information Technologies, Automotive, including Math and English courses.

- Perform ongoing administrative duties providing support to CTE Deans in the form of leading numerous adjuncts hiring committees and conducting adjunct tenor track classroom observations in the areas of Health Sciences, Information Technology, Aviation, Business, and Natural Resources.

- Support and enhance a diverse campus environment, incorporating principles of equity to promote inclusive practices through active involvement on Instruction and Student Affairs committees: Guided Pathways, Accessible Technology, Gators Scholarship, Cares Act, and Green River Diversity & Equity Council. In collaboration developed processes that changed the no show-replace policy from one day to end of first week. Previous policy predominantly impacted low-income students with barriers to transportation and childcare.

DIRECTOR OF WORKFORCE EDUCATION: Green River College, WA. 2017- 2019

As the Director of Workforce oversee and participate in the daily operations of the Workforce Education Department. This includes the development, implementation, support, and supervision of four Federal and State Grant Programs, Worker Retraining, WorkFirst, Opportunity Grant and Basic Food Employment and Training and Able-Bodied Adults without Dependents.

- Leading a team of nine staff members consisting of exempt, classified, and part-time hourly. Created a cohesive team environment through clear communication of ideas and department goals. Train and develop team members on professional-technical education requirements, federal and state funding, in compliance with government guidelines and regulation. Ensuring responsiveness to the needs of low income, under-represented and other special student populations.

- Demonstrated ability to work collaboratively with faculty, college administrators and community stakeholders. Working closely with Division Chairs and faculty, Workforce staff present in the classroom and conduct campus wide outreach efforts which has resulted in an increase in Full Time Equivalent (FTE) from the previous year, i.e., Spring Quarter (FTE) is 17 percent higher than Spring Quarter of last year.

- Led and implemented changes to policy and procedures in the administration of the BFET program that resulted in a nearly flawless compliance audit by State Board of Community and Technical Colleges. Corrective Actions required reduced from 14 the previous year to 2. Less than 1 percent required correction.

- Track and reconcile budgetary expenditures using Financial Management Systems (FMS) and Financial Aid Management (FAM) to ensure financial management and sound fiscal practices are following state and federal grant guidelines. Grant Manager and Administrator overseeing a total budget of $3,800,000.

INSTRUCTOR: South Puget Sound Community College, WA. 2016 - 2017

Collaborated with department and faculty members to design a year-round standard based curriculum. Served on curriculum design committee in the development of a Human Development course for students testing below college level Math and English in support of Guided Pathways initiatives.

- Challenged and motivated students through in-depth lectures and discussions. Lectured and communicated effectively with students from diverse backgrounds. Pedagogical strategies used to promote learning and increase student self-efficacy were based on student-centered instruction focusing on best practices that enabled independent problem solving, and lifelong learning.

- Facilitated Class Instruction and taught class materials in accordance with learning objectives and course rigor. Communicated with students outside of the class environment to provide supplementary instruction when required. Worked closely with other adjunct faculty to create multi-media curriculum for both classroom and online instruction.

- Meeting the needs of a diverse learning environment, Culturally Responsive Pedagogy in practice initiated interactive group activities that fostered learning communities, furthered understanding and created a positive learning environment. Strategies used: journaling, student interviews, learning stations, guest speakers, call and response, and multi-media that positively depicts a wide range of diverse cultures, races, ethnicities and sexual orientations, building further understanding and acceptance.

WORKFORCE TRANSITIONS ADVISOR: South Puget Sound Community College, WA. 2015 - 2017

As the Workforce Advisor, maintained a caseload of 300+ workforce students, 136 Worker Retraining students. Providing individualized support to high-need, high-risk students entering higher education after leaving the workforce. Duties include but not limited to the following intake procedures: initial assessment, eligibility verification in accordance with Washington's State Board Community and Technical College's Worker Retraining Local Guidelines and funding award determination. Facilitate student access to campus supportive services, community resources, as well as career exploration in high demand fields. Works collaboratively with Workforce Specialist to develop and implement best practices to improve outreach efforts, retention and completion. Advising efforts focus on alignment of career goals with short term academic Pathways within the institution.

- As the Workforce Advisor assigned the lead role in the Worker Retraining Program, increased enrollment by 130 percent while the organization was in the 2nd year of "Take Back" sanctions.
- Maintained consistent increase of Worker Retraining enrollments, exceeding FTE targets for fiscal 2016/17 resulted in additional funding allocation of $22,500 from State Board in support of program efforts.
- Led and implemented changes to the administration of the Start Next Quarter Workforce Orientations adopting a One Stop approach, collaborating with WorkFirst, BFET, and Opportunity Grant Specialists resulting in improved services and eliminating student barriers.
- Teamed with Workforce Specialist to develop and implement a system to consistently track co-enrollees, to improve BFET 50/50 matched funding. Increased identification of co-enrollments by 15 percent.

MILITARY SERVICES AND OUTREACH: South Puget Sound Community College, WA. 2014 - 2015

Serving as the official representative of the college at JBLM, Camp Murray, as well as community military related events. Cultivating relationships and establishing networks to better serve veterans and dependents. Coordinates program resources and services for approximately 500 VA Education Benefit eligible students.

- Cultivated communication and collaboration with stakeholders across the college campus environment, including academic advisors, faculty, staff, and administration. Influenced the coordinated efforts of multiple projects directed toward improving academic success, recruitment, and retention strategies.
- Collaborated monthly with faculty and staff to discuss barriers to student success and seek effective solutions to student challenges. Spearheaded and implemented process improvements, within my authority, in support of student success initiatives and the overall student experience.

COORDINATOR OF VETERAN AFFAIRS: Hopkinsville Community College, KY. 2010 - 2012

Directed, developed programming and executed all operations for first time ever Veterans' Student Center. Provided ongoing student support services to approximately 1000 + VA Education Benefit eligible students and assisted approximately 9000 prospective and enrolled students in a two-year period. Advised military veterans, and military family members on topics concerning admission procedures, registration, degree programs, class scheduling, college graduation requirements, and career planning. Additional duties included, School Certifying Official and the primary point of contact for VA eligible students.

- Served as a liaison to community social services and campus student support services, such as, Academic Advising, Financial Aid, Disability Services, and Upward Bound. Contributions resulted in college being named among the top ten military friendly schools in the nation.

- Served as Chairperson of Veterans' Affairs Task Force. Comprised of approximately 30+ support staff, faculty and veteran students combined; worked collaboratively to identify and establish best practices across multiple departments. Developed changes in financial aid policy, tutoring services, Professional Development for staff and faculty.
- Conducted Community Outreach, visited local Veterans' Homeless Shelters. Led town hall meetings of 40+ residents regarding life changing opportunities through educational advancement. Outreach efforts resulted in approximately 50 new enrollments for the fall 2012 semester.

EDUCATION

Master of Arts in Education	**University of Phoenix,**	**AZ**	**2007**
Bachelor of Communication Arts and Sciences	**Queens College,**	**NY**	**1983**

PROFESSIONAL DEVELOPMENT

Future Leaders Institute Certification	**American Association of Community Colleges**	**2025**
Diversity, Equity and Inclusion Certification	**E-Cornell University**	**2023**
Workforce Dean's Academy Cohort:		**2019-2020**
Workforce Implicit Bias Training Institute, Cycle 1:		**2020**

Vice President of Student Affairs - Eric Greer

ERIC JON GREER

(424) 230-6099
eric.j.greer@gmail.com
linkedin.com/in/ericjgreer

EDUCATION

Doctor of Education, Educational Leadership
University of Southern California, Los Angeles, CA — May 2020
Dissertation: The Role that Mentoring Interactions Between Faculty, Staff, Campus Stakeholders, and Peer Mentors Among Students Play in Cultivating a Culture of Mentoring in Higher Education Institutions

Master of Science, General Studies in Human Behavior
Capella University, Minneapolis, MN — September 2014

Bachelor of Arts, Communications
Cal Poly Humboldt, Arcata, CA — December 2006

PROFESSIONAL SKILLS

- Excellent organizational/Interpersonal skills
- Experience with federal regulations and legislation
- Budget management background and experience
- Knowledge of educational policy on national, state, and local levels
- Understanding of outreach, community building, and multicultural issues
- Able to conduct large/small presentations, training, workshops, and programming

PROFESSIONAL EXPERIENCE

Vice President of Student Affairs — 7/2024 - Currently
Green River College — Auburn, WA

- Provides leadership to over 150 Green River College Student Affairs and Success Center staff. Areas of oversight include Recruitment and Outreach, Office of the Registrar, Career and Advising, Running Start, Financial Aid, Placement and Testing, TRIO, Student Life, AANAPISI, Wellness and Benefits Hub, Student Conduct, Associated Student Government, Athletics, Conference Services, Bookstore, Campus Housing, and Office of Diversity, Equity, and Inclusion.
- Reduced division budget by 15%, and oversight of nearly $9 million in department funds that enhance student achievement.
- Directed division reorganization in response to budget cuts as a catalyst for positive change and service improvement, leading to increased efficiency, enhanced collaboration, greater focus on essential services that directly impact student success, improved communication, adaptability, and enhanced staff morale. Additionally, the restructuring has facilitated strategic resource allocation, provided opportunities for innovation, reduced ambiguity, and improved accountability among staff, while also strengthening leadership.
- Oversaw the expansion of our campus food pantry and the development of an improved business model for the Conference Services Department.
- Implementing policy and program reviews to meet student and community needs.
- Supported the development of several key fiscal sustainability workgroups at the College, specifically the Strategic Planning & Alignment Team, which reviewed the GRC Strategic Plan, ensured alignment with financial resources, and generated over 40 innovative ideas through a brainstorming workshop.

- Leading division reorganization efforts, facilitating discussions with faculty, staff, and students for effective restructuring.
- Engaging in strong team leadership, data analysis, and cross-campus collaboration, specifically with Instruction, International Programs, Facilities, Institutional Effectiveness, Information Technology, and the Office of Equity, Diversity, and Inclusion. These partnerships have led to improved understanding of institutional processes, enhanced student support, expanded job roles across multiple departments, and the development of an annual joint division retreat between deans in Student Affairs and Instruction.
- Supervise deans, senior directors, and staff while serving as an executive leader in Guided Pathways and Strategic Enrollment Management.
- Coordinates campus-wide events to promote community engagement and collaborate on budget transparency initiatives.
- Represents Student Affairs on various institutional committees and community groups.

Director of Advising and Career Services 5/2020 – 9/2022, & 11/2023 – 5/2024

Seattle Central College Seattle, WA

- Provides strategic and operational leadership to the First Year and Career Services Center, Running Start, and the Advising and College Transfer Center, overseeing a team of 20+ employees and a $1 million annual budget.
- Facilitated Seattle Central's Advising Onboarding Course in Canvas, promoting standardized processes across the college. Restructured the Advising and Career Services Department, growing the team from five to eighteen full-time advisors, improving student support, reducing caseloads, and contributing to a 10% increase in retention during low enrollment periods.
- Co-developed Central's In-Classroom and Satellite Advising programs, enhancing proactive advising for historically underrepresented students. Co-led the Intake and Onboarding Committee and served on the Seattle College District's Re-engineering Enrollment Taskforce to improve department recruitment and collaboration.
- Collaborated with faculty on advising practices and degree roadmaps, resulting in increased student retention and a 64% rise in web traffic to the college transfer department's websites. Experienced in working with the Northwest Commission on Colleges and Universities on improvements in the advising process.
- Led innovative, student-focused practices and managed onboarding for department staff. Developed job descriptions, created communication templates, and maintained partnerships with other college departments.
- Acts as Dean of Student Success without a permanent dean, providing leadership support across multiple areas.

Interim Dean of STEM and Business 1/2023 – 10/2023

Seattle Central College Seattle, WA

- Provided leadership and management for over 140 faculty, staff, and administrators in the largest STEM and Business division at Seattle Colleges.
- Oversaw an $8 million annual budget and collaborated with faculty on class schedules and curriculum development for 16 programs.
- Partnered on developing the Executive Leadership Onboarding Program for new administrators and organized the first Blacks in Tech event for student connections with industry leaders.

- Directed the STEM-Core and MESA Program activities, supporting student enrollment and retention efforts.
- Chaired tenure committees for new faculty, conducted teaching observations, and ensured compliance with faculty workload standards. Served on various institutional committees to enhance student achievement and liaised for professional development and DEI initiatives.
- Analyzed enrollment data, partnered on program pathway maps, and mediated student complaints.

Interim Associate Dean of STEM and Business 9/2022 – 1/2023
Seattle Central College Seattle, WA

- Assisted the Interim Dean in managing 140+ faculty and ten support staff in the STEM and Business division, overseeing an $8 million budget.
- Developed course schedules, supported STEM-Core and MESA Programs, and guided student programming for enrollment and retention.
- Contributed to curriculum development and outcomes assessment, analyzed enrollment data, and collaborated on best practices.
- Acted as Unit Administrator in the Dean's absence.

Student Services Advisor & Pre-Law Advisor 11/2016 – 4/2020
University of Southern California Los Angeles, CA

- Advised over 100 undergraduate students in American Studies and Ethnicity and Comparative Literature at USC Dornsife College on academic and career matters, while guiding 400+ students and alums through the law school application process.
- Supervised pre-law advising staff and developed interdepartmental training for new advisors.
- Evaluated 20 pre-law programs for effectiveness and organized the annual law fair, enhancing participation and increasing revenue by over $20,000.
- Represented the Pre-Law Advising Department on various university committees and collaborated with faculty to support students facing academic challenges. Participated in admission interviews for over 400 merit-based scholarships annually.

Student Success Advisor 10/2015 – 10/2016
Trident University International Cypress, CA

- Counseled over 500 undergraduate and graduate students in the College of Business on educational goals and developed personalized success plans.
- Assisted students facing academic or personal challenges, collaborating with the Disabilities Services Coordinator for referrals.
- Contributed to a 35% increase in course participation and helped develop training for the First-Session Student Participation Committee to enhance engagement. Maintained statistical data and prepared reports for interdepartmental use.
- Participated in recruitment, admissions, retention, and career development activities, collaborating with faculty and administration to promote student success. Facilitated workshops on educational planning and academic success.

Admissions Advisor 9/2014 – 10/2015
Trident University International Cypress, CA

- Exceeded monthly enrollment targets with an average of 25 enrollments, doubling team output. Maintained an 80% student retention rate.
- Provided enrollment advising and support to active military, veterans, and their families, while evaluating transcripts for first-session course recommendations.
- Participated in a successful initiative that boosted enrollment by 12%.
- Enhanced student satisfaction and academic experience through collaboration with departments like Student Success, Financial Aid, and Records.

Student Advisor 1/2007 – 10/2007
Westwood College (formerly Alta Colleges) Los Angeles, CA

- Developed personalized career and education plans.
- Partnered with faculty to offer quarterly resume-building and cover letter workshops.
- Coordinated the annual career fair, connecting graduating seniors with employers.
- Created retention resources for re-entering students following college and FERPA guidelines.
- Improved data integrity for call reporting and student retention metrics.

Admissions Advisor 6/2006 – 1/2007
American Intercontinental University Los Angeles, CA

- Exceeded regional admissions goals, ranking in the top 20% of recruitment staff.
- Coached prospective students through the college admissions process, including enrollment applications and placement exams.
- Recommended financial aid options and organized admissions workshops, campus tours, and family connections, making the program a successful quarterly event.

Student Assistant (formerly Resident Advisor) 8/2005 – 5/2006
Cal Poly Humboldt (formerly Humboldt State University) Arcata, CA

- Managed 60 students within a dormitory-style living space. Provided support 24 hours a day/7-days a week to aid in resolving student conflicts.
- Counseled incoming first-year and transfer students on academic procedures.
- Organized social events to foster community and peer mentorship opportunities between dormitory residents.
- Managed building administrative duties: room transfers, incident reports, and maintenance reports.
- Aided in interviewing and training incoming Resident Advisors on standard operating procedures and job duties.

TEACHING EXPERIENCE

Adjunct Professor, Undergraduate College 4/2017 – 6/2021
Trident University International Cypress, CA

- Instructed six courses annually in Trident University International's First-Session Experience Program and developed curriculum as a subject matter expert for career training and dual-enrollment courses.
- Engaged in student retention initiatives and faculty development, communicated with relevant departments about 'at-risk' students, and maintained statistical reports.
- Conducted outreach to promote course participation and provided career and academic advice while referring students to support services.

SELECTED PRESENTATIONS

First-Generation Law Student Panel and Social 2019
USC Dornsife Advising and Student Services

Evidence-Based Advising 2018
PCAPLA Annual Conference

The Impact of the Resume on Your Law School Applications 2017 – 2020
USC Dornsife Advising and Student Services

Seattle Central Advising and Career Services Restructure 2021 - 2022
Seattle Central College

Seattle Central Donor Tour (STEM and Business Degree Options) 2017 – 2020
Seattle Central College

AFFILIATIONS

National Academic Advising Association (NACADA) 2015 – Present
Pacific Coast Association of Pre-Law Advisors (PCAPLA) 2017 – Present
American Association of Community Colleges: Future Learners Institute 2025

AWARDS

2021 – 2022 Innovation of the Year 2022
The League for Innovation in the Community College

Vice President of International Programs and Extended Learning -Wendy Stewart

Wendy Lee Stewart, Ed.D.

College administrator with a learning, growth mindset and more than 30 years of progressive success in higher education. Student-centered, team-based, collaborative leader with a commitment to innovation and excellence and a passion for helping students achieve their dreams, transform their lives, and make the world a better place.

PROFESSIONAL COMPETENCIES

Student Focus & Relationship Building	Enrollment Management
Strategic & Innovative Thinking	Marketing and Recruitment
Team Building & Performance Management	International Education & Cultural Awareness

EDUCATION, TRAINING & INTERNATIONAL EXPERIENCE

Ed.D. Organizational Leadership, Northeastern University, Boston 2023
Dissertation: *Inclusive Collaboration Spaces: Translating an Equity-Centered Strategic Plan Into Action*

M.A. Anthropology and Sociology, Monash University; Melbourne, Australia 1995
Thesis: *Ethics and Accountability in Aboriginal Social Impact Assessment: A Case Study, The Kakadu Conservation Zone Inquiry*

Graduate studies in Cultural Anthropology, Western Washington University; Bellingham, Washington 1992

B.A. English Literature, University of Puget Sound; Tacoma, Washington 1989

Executive Learning Series on Equity and Empowerment, Oregon 2017-18
Washington Executive Leadership Academy (WELA) 2015-16
Certificate in Collaborative Leadership, Arbinger, Green River College 2014
Executive Program in Leadership, Stanford University Graduate School of Business July 2013
Interest-Based Bargaining, Washington Public Employment Relations Commission 2005

Combined personal and work travel to 25 countries in Asia, Europe, and the Americas
One year of study in Melbourne, Australia; Rotary Ambassadorial scholarship 1993
London Study Abroad Program 1988

HIGHLIGHTS

- Strategic leadership has helped to establish Green River's as a national leader in international education; currently **ranked 13th** out of 1,200 US community colleges in international student enrollment.
- Support the **Study of the United States Institute (SUSI)** program hosted annually at Green River College since 2007.
- Collaborative leadership contributed to Green River's receipt of the 2013 **Senator Paul Simon Award for Comprehensive Campus Internationalization**.
- Key role in managing international enrollment for 30 years at Green River, with **889 international students from 66 coun**tries fall 2025.
- Build and coach innovative, high-performing teams whose efforts generated **$11 million** in 2024–2025 to support both immediate and long-term institutional priorities.
- Co-chaired the Task Force on Int'l Student Teaching and Learning in 2010. Collaborated with 8-person team to develop 22 recommendations to improved teaching and learning, including the launch of the **International College Experience class** within one year.
- Foster environment where students, staff, and partners learn, grow and contribute in meaningful ways.

PROFESSIONAL EXPERIENCE

Vice President, International Programs and Extended Learning
Green River College; Auburn, Washington July 2016 - present

- Serve as a member of the President's Executive Leadership team.
- Lead self-support, entrepreneurial operations of International Programs and Extended Learning to ensure the organization meets goals set by the College: promote cultural awareness and internationalization; generate revenue for the college; contribute to innovation and excellence.
- Areas of responsibility include international student marketing/recruitment, international student services, intensive English program, study abroad, international contract and grant programs, and Washington Certification Services.
- Direct development of programs and services that help students succeed.
- Develop, implement, and assess strategic international marketing and enrollment plan.
- Student recruitment - responsible for individual, annual target.

Dean, International Programs and Extended Learning 2013- 2016
Green River College; Auburn, Washington

- Administered and managed operations of International Programs and Extended Learning including international marketing and recruitment, admission, housing, services, advising, Intensive English Program, High School Completion, peer mentor program, study abroad, international grant and contract programs, Washington Certification Services, and eLearning support.
- Led and directed the IPEL management and marketing teams and supervise eight employees including directors of Services & Operations, Intensive English Program, Housing, Advising, Marketing, Outreach, Recruitment, and Extended Learning.
- Developed, implemented, and assessed strategic international marketing and enrollment plan.
- Student recruitment - responsible for individual, assigned, annual target.

Dean, International Programs 2007-2012
Green River College; Auburn, Washington

- Administered International Programs to fulfill the mission and goals of the organization.
- Led, directed, and managed International Programs management and marketing teams.
- Developed and directed Green River's International Alumni Program.
- Student recruitment - responsible for individual, assigned, annual target.
- Performed administrative responsibilities of Associate Vice President for International Programs in his absence, approximately 2-3 months per year

Director of International Enrollment Management 2002- 2007
Green River Community College; Auburn, Washington

- Directed recruitment and retention efforts to meet international enrollment goals.
- Managed marketing and advising teams and international High School Completion Program.
- Student recruitment - responsible for individual, assigned, annual target.
- Assumed administrative responsibilities in Executive Director's absence (approximately 2 months per year).

Director of International Marketing Jan 2001-Sept 2002
Green River Community College; Auburn, Washington

- Developed an international marketing plan in alignment with department's strategic plan.
- Managed marketing team, set enrollment targets, and administered marketing budgets.
- Produced and maintained marketing materials, managed global advertising, coordinated website.
- Student recruitment - responsible for individual, assigned, annual target.

Interim Director of International Student Services Dec 2000-April 2001
Green River Community College; Auburn, Washington

- Assumed duties of the Director of International Student Services during her six-month absence in addition to carrying out responsibilities as Director of International Marketing. Managed services staff including admission, reception, advising, housing, and activities.

Interim Dean of Fine Arts July 1998-July 1999
Green River Community College; Auburn, Washington

- Met and exceeded FTE enrollment target for Fine Arts Division with budget of $670,00
- Supervised eight full-time faculty and six part-time faculty

Regional Director- Southeast Asia July 1994-Jan 2001
International Programs, Green River Community College; Auburn, Washington

- Advisor and recruiter for Southeast Asia.
- Developed marketing plan, managed marketing budget and achieved individual, annual recruitment target.
- Produced and maintained marketing materials: brochures, translated flyers, fair displays, advertisements.
- Coordinated international website re-design, Aug-Nov 2000.
- Facilitated International Programs Management Team, 1995-2001.

Writing Intern, Pierce County Planning and Land Services; Tacoma, Washington Dec 1992-Feb 1993

Research Assistant, Battelle Environmental Planning and Research Center; Seattle, Washington 1992- 1993

- Contributing researcher on Hanford Environmental Dose Reconstruction Project.

Graduate Research Assistant & Teaching Assistant, Western Washington University; Bellingham, Washington 1992

Admission Counselor, University of Puget Sound; Tacoma, Washington 1989-1991

UNIVERSITY/COLLEGE SERVICE

Co-chair, Search Committee for Green River College CIO/Exec Director of Information Technology Oct 2025-present
Co-chair, Fiscal Sustainability Task Force Capacity Building & Skill Development Work Group April 2025-present
Serve as member of the CCID strategic planning committee July 2025-present
Co-chair, Search Committee for Green River College Vice President for Student Affairs April 2024
Member of Weighted Enrollment Subcommittee, Washington Association of Community and Technical Colleges January - June 2024
Member of Green River College Cabinet (Strategic Planning) Dec 2022-March 2024
Appointed to serve on Search Committee for Green River College Exec Director of Institutional Effectiveness 2022
Chair, Community Colleges for International Development (CCID) Senior International Officer Council 2018-2020
Served as member of the CCID strategic planning committee 2016-2017
Appointed to serve on Search Committee for Green River Vice President for Business Affairs 2015
Co-chair of the Green River President's Task Force on International Student Teaching and Learning 2010-2011
Appointed to serve on Search Committee for the Green River Community College President 2010
Appointed by President to serve on Green River's faculty contract negotiation team 2005-2006
Served as member of the Green River Contract Negotiation Team 2005-2006
Member of Green River Strategic Enrollment Management Team 2005
Co-chair for the recruitment sub-committee of Green River Enrollment Management Team 1999-2001
Appointed by the President to serve on the Executive Vice President Screening Committee 1999

CONFERENCE PRESENTATIONS

"Advocating for Global Education" Panel presenter, CCID Annual Conference 2018, 2019, 2022, 2023, 2024, 2025
"Building Connection and Intercultural Competency Through Story Circles, CCID Annual Conference" Feb 2024
"Leveraging University Transfer in Community College Recruitment Abroad" Co-Presenter, CCID Conference Feb 2014

PROFESSIONAL AFFILIATIONS

Member of Association of International Educators (NAFSA)
Member of the American Association for Women in Community Colleges
Member of Community Colleges for International Development (CCID)
Member of International Institute of Education (IIE)

ADDITIONAL TRAINING

Society for College and University Planning, "Planning Institute 3: Building and Sustaining an Integrated Planning Culture" July 2019
NAFSA Symposium on Leadership: "Leadership in Uncertain Times: Addressing a Changing International Education Environment" May 2019
NAFSA Symposium on Leadership: "Defending International Education in a Complex World" May 2018
Chair Leadership Institute, "Leading from the Middle"; Issaquah, Washington 1998
Seminar in Community & Technical College Education, The Association; Lynwood, WA 1988
Customer Relationship Management (CRM), Salesforce.com conference; San Francisco, CA 2005, 2008, 2010
Balanced Scorecard (strategic planning and organizational effectiveness) 2002
Chair Academy; Long Beach, California 1999

HONORS AND AWARDS

National Championship Soccer Title, Women's Over 30 1998
High Distinction, graduate course work. Monash University 1993
Rotary International Ambassadorial Scholarship 1993
Honors distinction in English. University of Puget Sound 1989
Dean's List. University of Puget Sound 1986-1989
Co-captain of the varsity women's soccer team. University of Puget Sound 1988-89

VOLUNTEER EXPERIENCE

Co-Chair Auburn Rotary Foundation August 2024-present
Member of the Board of Directors/ Vice President – Communications, American Association for Women in Community Colleges Sept 2023-July 2025
Youth soccer coach, Harbor Soccer Club; Nortac Soccer Club 1997-2010
Volunteer at Tacoma Community College Annual Garden Show, Fundraiser for ESOL program 2001-2013
Soccer Coach for the Monash University (Melbourne, Australia) Women's Soccer team 1993

Interim Vice President of Instruction - Jamie Fitzgerald

Jamie C. Fitzgerald

2826 SW Nevada St.
Seattle, WA
Phone: 206.714.9976
Fitz2010@gmail.com

Executive Summary

Educator with 22 years of experience in teaching and instructional leadership. Core strengths include collaboration, project management, effective communication, and an equity-centered growth mindset. Relationship builder and connector who maximizes the strengths of others to help identify and achieve collective objectives.

Professional Experience

Interim Vice President of Instruction
Green River College, Auburn, Washington
March 2025 – Present

Key Responsibilities:

Provide leadership to team of academic affairs professionals tasked with managing multiple transfer, professional-technical, and transitional studies education programs. Coordinate and lead college-wide strategic initiatives. Represent Academic Affairs at internal and external meetings.

Selected Achievements:

- Led the Guided Pathways Advisory Team in identifying and implementing student success essential practices (eg. First Year Experience Program; Areas of Interest; program maps; directed self-placement; progress monitoring).
- Member of the Student Success Consortium.
- Served as lead negotiator for management during faculty collective bargaining negotiations.
- Member of the State Board of Community & Technical Colleges' Instruction Commission.
- Provides support and guidance to the Instruction Support Services, Instructional Budget, and eLearning departments.
- Facilitated the implementation of articulation agreements with transfer partners in WA state.
- Completed AAC&U's, "Future Leaders Institute," and Green River's, "Foundation of Leadership I and II" trainings.

Dean of Transfer Education
Green River College, Auburn, Washington
2018 – 2025

Key Responsibilities:

Responsible for leading transfer education programs in the English and Humanities academic divisions, including the Writing and Reading Center, Public Speaking Center, and the Foreign Language Center. Collaborated with faculty, division chairs, tutoring center directors, institutional research, Washington's Articulation and Transfer Commission, Guided Pathways Advisory Team, and curriculum committees.

Selected Achievements:

- Led the hiring and tenure processes for 16 faculty members in the English and Humanities division.
- Served on inaugural Strategic Enrollment Management team.
- Chaired the Articulation and Transfer Statewide Commission.
- Led committee that revised the Direct Transfer Agreement.
- Served as lead negotiator for management team during faculty collective bargaining negotiations.
- Served on the Equity Centered Strategic Plan development committee.
- Chaired the Professional Development Center Advisory Board.
- With team, established a First Year Experience program.

English Division Chair
Green River College, Auburn, Washington
2015 – 2018

Key Responsibilities:
Served as the elected representative for the English Division. Led faculty in strategic scheduling and staffing recommendations to the Dean of Transfer Education. Coordinated the developmental education program in collaboration with faculty, academic support services, and deans to help students earn college-level English credits.

Selected Achievements:

- Facilitated the implementation of the direct self-placement.
- Managed College Spark WA grant to study the impacts of embedded tutoring in pre-College English courses.
- Implemented the Writing Program Administrator position.
- Supported the implementation of a co-requisite college composition (ENGL&101) model and supported faculty training through summer institutes.
- Assembled and led committee that established Green River College's first eLearning department.
- Expanded the Writing & Reading Center Director position, adding reassignment time and hours of operation during the summer quarter.

English Faculty Member, Tenured
Green River College, Auburn, Washington
2012 – 2015

- Taught composition, research writing, and literature classes for the English division.
- Served as Writing and Reading Center Director
- Faculty advisor

English Faculty Member, Tenured
Pierce College, Puyallup, Washington
2007 – 2012

- Taught composition, research writing, Humanities, and literature classes for the English & Humanities division.
- Served as Writing Center Coordinator
- Faculty advisor

Education

University of Oregon, Eugene, OR
Master of Arts
English: Rhetoric & Composition

Grand Valley State University, Grand Rapids, MI
Bachelor of Arts
English: Professional Writing

Teaching and Curriculum Development	
Green River College ABE 056 ENGL 099 Introductory Composition ENGL&101 College Composition ENGL 115 Introduction to Novels ENGL 126 Research Writing: Humanities ENGL 127 Research Writing: Social Sciences ENGL 164 Film as Literature ENGL 168 Irish Literature ENGL 251 British Literature III ENGL 256 World Literature III	**University of Oregon** WR 121 College Composition I WR 122 College Composition II **Pierce College** Eng 099 Introduction to Composition ENGL&101 College Composition Eng 103 Composition – Argument & Research Eng 111 Intro to Literature Eng 200 Intro to Fiction Eng 210 Intro to American Literature Eng 211 British Literature, 800 – 1660 Hum 210 American Cinema/ American Society Hum 212 Great Directors and Auteurs

College and Community Service

- Instruction Commission (SBCTC), Member, 2025 - Present
- Articulation and Transfer Council (SBCTC), Chair, 2024 - 2025
- Guided Pathways Advisory Team (Green River College), 2019 - 2025
- Instructional Council (Green River College), 2025 - Present
- Administration Bargaining Team (Green River College), Lead, 2024 - 2025
- Labor and Management (Green River College), Member, 2021 - Present
- Administration Bargaining Team (Green River College), Lead, 2019 - 2021
- Learning Outcomes Committee (Green River College), Admin Rep, 2021 - 2024
- Strategic Planning Committee (Green River College), Transfer Ed Rep. 2020 - 2021
- Professional Development Center Advisory Board (Green River College), Chair, Fall 2019

- eLearning Task Force (Green River College), Chair, Spring 2017.
- International Education Committee (Green River College) Chair, Fall 2016.

Selected Professional Presentations and Professional Development

- Panelist, Guided Pathways Panel, SBCTC's Guided Pathways Summit. Panelist, Tacoma, WA June, 2025.
- Participant, Future Leaders Initiative, American Association of Colleges & Universities, Washington DC, June, 2025
- Presenter, "Two Years on the Pipeline: Did It Work?" TYCA – PNWCA joint regional conference. University of Washington—Tacoma. Fall 2017.
- Participant, Association of Departments of English Summer Chairs Institute, New York University. Summer 2016
- Presenter, "Fixing the Leaky Pipeline: Writing Tutors and Career and Academic Advisors in Developmental English Classrooms." Assessment, Teaching & Learning Conference, Clark College. Spring 2016
- Participant, "First Year Experience Conference" Dallas, TX. Winter 2016
- Presenter, "Fixing the Leaky Pipeline: Writing Tutors and Career and Academic Advisors in Developmental English Classrooms." Northwest Tutoring Center Conference. Winter 2015
- Co-Presenter, "*Transit*--The Embattled Text: Unraveling War through Literature and Film." CCHA National Conference, Phoenix, AZ. Fall 2015
- Co-Presenter. "The Word Made Flesh: Why the Heart Matters in *Ulysses,*" CCHA regional conference. Seattle, WA. Fall 2014.

Awards

- Distinguished Faculty Award, Green River College. 2017
- Executive Board Award, AFT Washington. 2017
- Student Advocate of the Year Award, Pierce College Puyallup. 2010
- Finalist, Sarah Harkness Kirby Award, University of Oregon. 2002

References available upon request

Executive Director of Human Resources - Staci Whitehouse

Staci Whitehouse

Interim Executive Director of Human Resources
Green River College | Auburn, WA 98092
swhitehouse@greenriver.edu | 253-351-6628
linkedin.com/in/staci-whitehouse-89747286

EXECUTIVE SUMMARY

Executive Human Resources leader with extensive experience driving organizational excellence in higher education. As Interim Executive Director of HR at Green River College, I provide strategic leadership across operations, labor relations, and talent development to align people practices with institutional goals. I lead management training initiatives, guide operational planning tied to the college's strategic plan, and foster collaboration through quarterly departmental retreats. Known for building trust, strengthening leadership capability, and advancing equity-centered systems that enhance institutional success.

CORE COMPETENCIES

- Strategic Leadership & Organizational Development – guiding people, policy, and systems toward institutional goals.
- Institutional Effectiveness – aligning HR operations and planning with college-wide performance metrics.
- Student Success Alignment – supporting talent strategies that advance equitable student outcomes.
- Facilities & Operations Leadership – providing strategic oversight of the Environmental and Safety Specialist and ensuring alignment of facilities operations with institutional safety, compliance, and sustainability goals.
- Accreditation & Compliance – maintaining adherence to state, federal, and accreditation standards.
- Equity, Diversity & Inclusion – embedding inclusive practices into recruitment, retention, and leadership development.
- Strategic Planning & Workforce Development – linking HR systems to long-range institutional and community goals.

PROFESSIONAL EXPERIENCE

Green River College – Auburn, WA
Class & Compensation Specialist → HR Operations Manager → Director of HR Operations → Interim Executive Director of Human Resources
2017 – Present
Key Responsibilities & Achievements:

- Progressive Leadership Growth: Advanced through multiple HR roles into Interim Executive Director by demonstrating initiative, adaptability, and a continuous commitment to learning and organizational improvement.
- Operational Modernization: Led major updates to legacy HR and institutional processes, including transcript management, onboarding, contract administration, records management, and SOP development—strengthening efficiency, consistency, and compliance through technology and cross-training.
- Collaborative Institutional Leadership: Represented management on both the WFSE and UF bargaining teams and serve as a member of the college's Emergency Operations Center (EOC), coordinating communications during campus closures, delays, and early releases to ensure campus-wide continuity and safety.

Whitehouse Enterprises, LLC – Auburn, WA
Owner / Bookkeeper / Accounting | 2006 – 2017
Key Responsibilities & Achievements:

- Oversaw all aspects of small business accounting, including payroll, tax reporting, and general ledger maintenance using QuickBooks.
- Maintained accurate financial records and ensured compliance with state and federal reporting requirements.
- Managed day-to-day operations and provided strategic oversight of budgeting, cash flow, and client relationships.

Property Management – Yakima & King County, WA
Owner / Manager | 1996 – Present

- Recruited and screened tenants, managed leases, and oversaw property maintenance to ensure tenant satisfaction and occupancy.
- Administered budgets, collected rents, and managed all financial transactions and reporting.
- Developed advertising strategies and listings to sustain rental demand and optimize property performance.

Kent Reporter – Kent, WA
Writer / Contributor | 2012 – 2017

- Published articles on civic issues including voting, city budgets, food scarcity, and school programs.
- Provided photography to accompany feature stories and community events.

Kent School District – Kent, WA
Administrative Assistant / Para-Educator | 1996 – 1998

- Supported daily school operations through scheduling, records management, and communication with staff, students, and families.
- Passed the district's highest-level administrative proficiency exam, qualifying to serve as Head Secretary when needed.
- Provided one-on-one and classroom instructional support, promoting inclusive and productive learning environments.

Wiley Hurst & Associates – Yakima, WA
Paralegal / Litigation Assistant | 1996 – 1998

- Interviewed clients, investigated accidents, and compiled case documentation to support settlement negotiations and trial preparation.
- Drafted demand letters to insurance companies and assisted attorneys in achieving equitable settlements.
- Supported trial attorneys during litigation through research, document management, and courtroom preparation.
- Served as Notary Public, ensuring compliance with all legal documentation standards.

EDUCATION & LEADERSHIP DEVELOPMENT

Bachelor of Arts in Business Administration
Pacific Lutheran University – Tacoma, WA
Majors: Business Administration | *Minors:* Political Science & Mathematics

Leadership Certifications:

- Foundations of Leadership I & II (Director Level and Executive Leadership Level) – Green River College
- Ongoing participation in professional leadership and management development programs focused on institutional excellence, inclusion, and strategic execution.

SELECTED LEADERSHIP HIGHLIGHTS

- Strategic Planning & Implementation: Led development and execution of HR operational plans aligned with Green River College's institutional strategic plan, advancing equity-centered workforce initiatives and organizational effectiveness.
- Team & Organizational Development: Designed and facilitated management training programs, quarterly departmental retreats, and professional development initiatives to strengthen leadership capacity and employee engagement.
- Fiscal and Resource Stewardship: Oversaw HR budgets and staffing allocations emphasizing transparency, sustainability, and alignment with institutional priorities.

- Operational Efficiency & Continuous Improvement: Modernized HR processes—including onboarding, contract administration, and records management—through SOPs, cross-training, and digital systems.
- Cross-Divisional Collaboration: Partnered across divisions to deliver equitable HR services collegewide; active member of the Emergency Operations Center (EOC) to coordinate communications during operational disruptions.
- Student & Community Impact: Participated in college Town Halls to engage students and community members, ensuring HR practices reflect the needs of the college's diverse service area.

PROFESSIONAL AFFILIATIONS

- Human Resource Management Commission
- Advisory Board Member, Sunshine Mountain Christian Preschool & Kindergarten

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TECHNICAL & PROFESSIONAL SKILLS

- HR Systems: Proficient in both Legacy and PeopleSoft (ctcLink) for personnel, payroll, and benefits administration.
- Data & Reporting: Skilled in analysis and compliance reporting to support institutional effectiveness.
- Microsoft 365 Suite: Advanced use of Excel, Word, PowerPoint, Outlook, and Teams.
- Project & Operations Management: Experienced in workflow optimization and digital documentation systems.
- Records & Information Management: Strong knowledge of records retention and information security standards.

COMMUNITY & PROFESSIONAL ENGAGEMENT

- Partnered with the Auburn School District to strengthen school-to-college connections and promote awareness of career pathways in higher education.
- Collaborated with KentHOPE, a women's and children's shelter, to support community outreach and service initiatives reinforcing Green River College's commitment to compassion and civic engagement.

AWARDS & RECOGNITIONS

- "Livin' Our Values Out Loud" Award – Accountability (Green River College): Recognized for exemplifying the college's core value of accountability through transparent leadership and integrity in decision-making.
- Z08 Wellness Award (2x Recipient): HR Wellness Committee—led by the Benefits Administrator—earned recognition for advancing employee well-being and fostering a culture of health and balance.

- Paragon Award – *Fresh Perspectives* Podcast: HR's Director of Learning and Innovation was part of the award-winning team recognized for innovative storytelling and promoting engagement through the *Fresh Perspectives* podcast.

References available upon request.

Executive Director of Information Technology - Dan Holverson

Dan Holverson

Dan Holverson, GRC’s interim Executive Director of Information Technology and CIO effective May 16, 2024.

Dan joins Green River College with more than 22 years of experience in leading information technology teams, enterprise resource planning and strategy in both public and private sectors. Dan brings a customer-focused approach to managing cloud computing, web applications, infrastructure, networking, ESB integrations, and telecommunications, and holds a Master of Business Administration from Olivet Nazarene University in Bourbonnais, IL and a bachelor's in accounting & business administration from the University of Wisconsin-Platteville.

Executive Director of Business Operation- Janee Sommerfeld

Janee L. Sommerfeld

10126 232nd Ave E Buckley, WA 98321	janeehall78@hotmail.com (206) 778-6929

Related Experience:			
	2025-Present	**Green River College**	**Auburn, WA**
	Executive Director Business Administration		
	• Participates with the President and other members of the senior-level executive leadership team in short and long-term institutional planning, policy formulation and implementation of initiatives to achieve the mission and goals of the College. • Works collaboratively with college administrators, faculty, staff, students, community members, state and local government officials and other outside representatives to carry out the responsibilities of the position and the mission of the College. • Establishes and implements the mission statements of business office including budget, finance, payroll, student financials, purchasing, shipping and receiving. • Through the College's integrated process of assessment of institutional effectiveness, planning, and resource allocation, leads the processes for development and monitoring of the budget consistent with the College's mission and goals. • Directs the College's annual budget preparation process and recommends to the President the content of the budget to be presented to the College's Board of Trustees. • Develops, recommends and implements administrative rules and procedures relevant to financial management and operations. • Provides leadership and direction relating to business functions of the college, assuring that the College has established appropriate fiscal controls and that all activities are compliant with laws, regulations and applicable guidelines, and that information is accurate and prepared in a timely manner. • Acts as an authorized agent in the review, approval and administration of contracts. • Serves as the Treasurer of the Green River College Foundation and provides oversight and leadership in assuring that all financial records accurately reflect the current financial condition of the Foundation; oversees the Foundation's holdings and assets; provides direction in the development of the Foundation's budget and accounting for all revenues and expenditures; maintains a current knowledge of the bylaws, articles of incorporation, non-profit accounting practices tax laws and record keeping; and provides oversight of the foundation's fiscal integrity. • Attends and actively participates in a wide variety of college and community college system committees and meetings. • Acknowledges and accepts new and changing duties and responsibilities that may occur in a dynamic, responsive environment. • Invest College local funds in accordance with RCW, Washington State Treasurer and Office of Financial Management regulations and produce timely accounting and reporting of investment activity. • Ensure College compliance with the requirements of the U.S. Department of Education, the Washington State Auditor’s Office, Office of Financial Management, and the State Board for Community and Technical Colleges. • Respond to audit reports and recommendations within the fiscal services area. Work collaboratively with other areas to implement corrective measures or resolve		

discrepancies or non-compliance issues identified by the auditor.
- Act as the College's liaison to state-wide committees and councils.

2019-2025 **Green River College** **Auburn, WA**

Senior Director of Financial Services

- Provide leadership and mentorship to the Business Office in accordance to the colleges mission and values. Work collaboratively with finance, procurement, and budget team to ensure the financial integrity of the college.
- Assist in the preparation of the annual financial statement in accordance with GASB. Lead the completion of annual financial statement related disclosures, notes and management analysis.
- Manage $50 million college investment portfolio. Ensure diverse investments while maintaining a timely reconciliation of college account.
- Direct and manage colleges monthly and annual closing procedure. Work closely with team members to ensure continual support. Review and problem solve SMART errors, GL monitoring, and accounting discrepancies.
- Liaison between capital projects and accounting. Reconcile and communicate capital funding avaibilitys on a weekly basis and ensure financial oversight.
- 8+ years of SBCTC system expertise within the budget and finance system. Oversee multiple system wide reporting; including CIM, IPEDS, and annual disclosure.
- Serve as subject matter expert for college wide projects such as accreditation, union negotiations, and upcoming Peoplesoft implementation of CTCLink. Lead and manage business office staff to meet project deadlines.
- Supervise and manage purchasing and mailroom staff. Lead competitive bids, contract management, and purchasing oversight.

2016-2019 **Green River College** **Auburn, WA**

Director of Budget

- Plan, organize, and implement Green River College's $135 million annual budget. Support executive leadership's decision making by providing detailed analysis, identifying problems, and developing recommendations and solutions.
- Working closely with executive team, helping to bring transparency to the college's budget. Developed and executed a budget development database used by all areas within the college.
- Acted as college's subject matter expert on budget and state allocation. Working with internal departments as well as college liaison to the State Board system.
- Present professional materials to the college's Board of Trustees. Worked closely with individual board members to ensure understanding when adopting college's annual budget.
- Took on leadership role within the business office. Fosters positive working relationships with budget and financial staff among the college constituents.
- Lead special projects that review budgetary and financial process. Develop analysis and recommendations to improve overall transparency and efficiency.

2011-2016 **Bellevue College** **Bellevue, WA**

Budget Analyst/Budget Manager

- Coordinate and manage the development of the college's $130 million annual budgets;

including operating, capital, auxiliaries, and grants and contracts within the prescribed state regulations and limitations. Coordinate the collection and submittal of information within prescribed timelines.

- Supervise, train, mentor and evaluate staff assisting with budget development
- In charge of annual budget development which entails working with all departments to gather information, presenting data to budget managers, and preparing the budget to be presented to president's council.
- Created an implemented new processes and procedures to automate budget development. The process was previously a manual entry that would take 7 months to complete. I was able to use spreadsheets and databases to shorten the timeframe to 2 months.
- Provide customer service, training, and troubleshooting to all departments regarding budget. Staff includes budget managers, administration and vice presidents.
- Monthly reconciliation of college's budgets comparing actual vs. budget, ensuring departments are compliant with funding source.

2008 - 2010 City of Renton Renton, WA
Financial Analyst II

- Monthly reconciliation of cities bank statements, insurance claims, property taxes, and investment activities.
- Update and monitor all debt activities including publishing annual debt manual, prepare debt services for budget, and reviewing debt service payments.
- Point of contact for Fixed Asset program which includes maintaining fixed asset database, analyzing and finalizing multiple departments fixed assets depreciation schedule, and publishing capital expenditure section of CAFR.

2006 - 2008 Alaska Airlines Kent, WA
Cargo Management & Capacity Analyst

- Track cargo's weekly movement with emphasis on important markets flown by combi and freighter. Analyze and interpret market demand based on current trends and importance of
- Develop, maintain, and update a 5-year historical database of cargo and capacity. Analyze facts, consider criteria, and provide recommendation.
- Conduct analytical reporting of current trends and forecast. Focus on daily operation as well and seasonal anomalies. Use analysis and historical data to make recommendations to better utilize capacity and increase revenue.

Education:

2006 City University Renton, WA
Masters Business Administration, emphasis Financial Management.

2002 Washington State University Pullman, WA
Bachelor of Business Administration, emphasis Mgt Info Systems.

Executive Director of Institutional Effectiveness - Miriam Chitiga

Miriam Chitiga, PhD.
Curriculum Vitae
Auburn, Washington, 98002
Email: mchitiga@gmail.com: Mobile: +1-803-387-5307

GOAL: To scale up my contributions to educational leadership for the enhancement of student success and community empowerment.

Education

Ph.D., University of South Carolina 2001
Educational Administration (Higher Education Leadership and Policies with cognates in Linguistics and Research Methods)
Graduate Certificate, University of South Carolina
Interdisciplinary Studies (Intercultural Research Studies)
M.A., University of Zimbabwe
Applied Linguistics (Teaching English as a Second Language and Sociolinguistics)
Awarded the University Book Prize
Graduate Diploma, University of Zimbabwe
Teacher Education (Master's Degree Equiv. Training the Trainer),
Bachelor of Education University of Zimbabwe
English, Linguistics, and Education

Select Relevant Leadership Overview

Senior Higher Education Executive | Accreditation Liaison Officer | Institutional Effectiveness Strategist

- 20+ years of progressive higher education leadership advancing from faculty member to department chair, dean of faculty, vice president for academic affairs, and executive director of institutional effectiveness—driving academic excellence, faculty engagement, accreditation success, and mission fulfillment.
- Extensive institutional effectiveness and evaluation leadership, including service as Executive Director of Institutional Effectiveness and proven supervision of directors of IE, ensuring data-driven decision-making, comprehensive assessment, to and compliance with accreditation standards.
- Proven record of academic and accreditation leadership, guiding successful SACSCOC, NCATE/CAEP, and NWCCU accreditation cycles across diverse institutions and program types.
- Experienced Accreditation Liaison Officer (ALO) under 4 Senior Vice Presidents, benefiting from the distinctive mentorship culture of the NWCCU, helping me also mentor my colleagues.
- NWCCU Peer Reviewer: Served as Peer Review Chair for a Substantive Change and Peer Review Team member for October 2025 Mid-Cycle Evaluation.

- Academic program oversight including state-/federally-mandated program redesigns, evaluations, certifications, and educator preparation quality enhancement in South Carolina, North Carolina, Oregon, and Washington.
- Skilled in collegially mobilizing cross-divisional and multi-state partnerships, engaging faculty, administrators, boards, accreditors, and state agencies to implement data-informed, compliance-ready solutions that strengthen institutional quality and student success outcomes.
- Recognized for strengthening institutional quality, systematic assessment, operational efficiency, and student outcomes through strategic planning, evidence-based decision-making, and collaborative execution.

Overview of Professional Leadership

Select Combined Expertise with Experiences:

Higher Educational Leadership: Academic Affairs - Departmental to Cabinet levels; Accreditation and Assessment; Data analytics; Multi-sector Transformational Leadership and Development; Turnaround Strategic Leadership; Resource Development and Sustainable Stewardship; Online Learning; Student Success; Mixed Methods Research and Doctoral Dissertation Supervision; and Graduate Program Leadership.

Leadership Service Overview

Executive Cabinet Leadership Level:

- Executive Director, Institutional Effectiveness; Accreditation Liaison Officer (**ALO)** & President's Executive Cabinet Member: *Green River College, Auburn, Washington*
- Interim Vice President for Academic Affairs, Dean of Faculty, and Accreditation Liaison Officer **(ALO)** & President's Executive Cabinet Member: *Warner Pacific University, Portland, Oregon*

Cross-Institution Multi-Pronged Leadership:

Accreditation Liaison Officer (**ALO);** *and* Senior Director for Intercultural Engagement: *University of Puget Sound, Tacoma. Washington*

Academic Departmental and Program Leadership and Accreditation leadership Service: Department Chair; Tenured Full Professor; Programs Director; and **Accreditation Lead**: *Department of Educational Leadership and School Administration Fayetteville State University, A Constituent of The University of North Carolina; Fayetteville, North Carolina.*

Multi-Divisional Program and Grant PI Leadership:

Principal Investigator, and Program Directorships and Tenured Associate Professor: *Claflin University, Orangeburg, South Carolina.*

State-wide Department Leadership Service:

Resident Educational Leadership Consultant in the State Department of Education's Superintendent's Office: *E*ducational Leadership and Underperforming K–12 School Turnaround (in Collaboration with Higher Education Colleges of Education):
South Carolina Department (Ministry) of Education, Columbia, South Carolina.

- North Carolina Counseling Strategic Leadership Team.

- North Carolina Superintendent Licensure Blueprints Review Team: *North Carolina Department of Public Instruction, Raleigh, NC,*

Sample Leadership Accomplishment Experiences

Executive Director, Institutional Effectiveness: Green River College, Auburn, WA

- **Accreditation Liaison Officer (ALO) & President's Executive Cabinet Member 9/2024—current**
- Studied and identified strengths of the Institutional Effectiveness team for targeted professional development, upskilling, team-building, and effective work distribution.
- Introduced continuous improvement cultural traits for enhanced student success and employee growth mindedness.
- Trained team members on more comprehensive and essential student success data efforts
- Introduced the concept, guidelines, philosophy, benefits, and requirements accreditation to colleagues across campus and am developing an accreditation-focused culture to guide mission-fulfilment for student success efforts campus-wide.
- Identified areas for improvement in data content, visualization, and distribution of daily enrollment trends.
- Broke the long existing silos for a shared understanding and conducive collaboration culture;
- Initiated cross-training and skill-building among team members.
- Trained team members to peer review and member-checking, to enhance data and analytical accuracy and effectiveness.
- Initiated cross-divisional dialogue for mutual data sharing and collaboration.
- Re-visioned the Institutional Effectiveness and Accreditation website to include student success data and transparent accreditation information.
- Introduced effective processes for identifying and using meaningful peer-college comparators and inspirators.
- Developed a robust and user-friendly data-capturing instrument for the six-year accreditation report.
- Successfully trained cross-divisional teams on the PRFR reporting requirements and responsibilities.
- Successfully gathered required accreditation reporting data and samples for the PRFR draft, 8 months in advance of the due date, allowing ample time for institutional reviews and changes.

Accreditation Liaison Officer (ALO): University of Puget Sound, Tacoma, WA 1/2024—8/24

Senior Director for Intercultural Engagement: University of Puget Sound 8/2023—8/24

- Worked to advance data-informed analyses and intervention identification for student success as part of the Trends and Patterns leadership team
- Collaboratively initiated and transformed minoritized students' self-efficacy and cross-campus leadership and visibility.
- Infused multi-faceted inclusive lenses in deliberations in various divisions for holistic student success for all.

- Made inroads into reconciling historically conflicting units, resulting in documented changes in cross-division interactions and collaborations.
- Penetrated siloed environments, bringing productive collaborations among units for more seamless student success enhancement initiatives.
- Produced innovative educational initiatives to deepen inclusion and belonging knowledge and dispositions.
- Engaged cross-divisional partners in producing academic and professional development events for students, faculty, and staff.
- Identified equity gap intervention strategies by promoting disaggregated data-informed approaches.
- Cultivated a culture of receptive continuous improvement and openness to learning in an open environment.
- Launched faculty-staff collaborations for mutual empowerment.

Interim Vice President for Academic Affairs; Dean of Faculty 2021 - 2023

and Accreditation Liaison Officer (ALO): Warner Pacific University. Portland, OR

- Led positive change and produced measurable and qualitative outcomes across all areas in the VPAA portfolio, including return on investment (ROI) reviews and improvements and inculcating an institution-wide multi-faceted data-driven culture.
- Through an 8-month campus-wide systematic data collection and management, we collaboratively developed a sustainable culture of disaggregated data use for continuous improvement and decision making; this led to the institution achieving a removal of a non-compliance status on the Northwest Commission on Colleges and Universities (NWCCU) Accreditation: (Standard Two: Governance, Resources, and Capacity)
- Developed and implemented the first Mid-Cycle mock review site visit to boost institution-wide accreditation readiness and comprehension. (NWCCU Standard One: Student Success, and Institutional Mission and Effectiveness)
- Led a successful subsequent NWCCU Mid-Cycle Review report and site visit with a positive exit. Received a positive and complimentary exit and formal peer report, and a good formal decision outcome.
- Developed a sustainable positive and pervasive culture of continuous improvement, disaggregated data-driven decision-making, and campus-wide accreditation preparedness ownership.
- Supported deans and faculty and successfully led the institutional portions in discipline accreditation and state compliance review efforts with 100% achievement.
- Supervised, hired, and trained personnel in the directorship of institutional research, effectiveness, and compliance reporting office.

Sample data-driven enhancement innovations and achievements

- Developed and presented disaggregated data-driven academic deep-dive strategic vision to the Board of Trustees

- Delivered evidence-based Academic Affairs advance reports to the BOT Programs Committee for all board meetings.
- Evidence-based innovations: Effectively collaborated with faculty and deans to implement data-driven innovations to boost student learning and achievement, with a focus on disaggregated data to support the success of a growingly diverse student body.
- Student Retention: Introduced a more productive, stronger focus on faculty-driven leadership in aid of student achievement, persistence, and retention; specifically, through the collaborative and intentional efforts of the Academic Affairs family.
- Process Efficiency: Strategically streamlined operational processes and role functions for sustainability, including, but not limited to automating key aspects of the recurrent adjunct and overload faculty contracts, and leading the adoption, readiness, and implementation of a more robust LMS for online, hybrid, and F2F learning.
- Diversity Enhancement: Recruited highly qualified faculty, staff, and deans (averaging 150% rate increase).
- Program Evaluation: Introduced a systematic program review and accreditation expectations, with intentional hiring of faculty leads and providing deans with release time to initiate the processes, including initiating an inaugural systemic program review and an annual review cycle across the curriculum.
- Professional Development: Led the systemic implementation of robust campus-wide orientations for adults, graduate learners, and part-time faculty, in addition to a faculty retreat focused on diversity, learning, and retention initiatives.
- Multiple responsibilities: Successfully worked in multiple roles in severely resource-starved areas, while increasing strategic thinking and unifying divisions for institution-wide outcomes.
- Systematic Campus-wide Assessment: Initiated the cross-divisional institution of faculty-led development and review of rubrics to measure Student Learning Outcomes (SLO) for continuous improvement of learning and mission fulfillment.
- Enhanced Teaching and Learning Efforts: Instituted systematic Classroom-Based Interventions (CBIs) to monitor, evaluate, and proactively enhance sustainable and equitable student achievement and retention.
- Re-visioned Online Learning: Cultivated institutional buy-in for and collaboratively implemented a new LMS for more robust student learning, SLO data management, and program review processes.
- College Dean: Service: Served as Acting Dean of Arts, Social and Behavioral Sciences (ASBS) during the 2022 late spring-fall deanship transition.
- Continuous Improvement Culture: Implemented a documentation-rich culture and accessible processes for faculty-driven continuous improvement leadership for student achievement, persistence, and retention.

Department Chair and Tenured Full Professor **2020–2021**
Department of Educational Leadership and School Administration
Fayetteville State University, Fayetteville, North Carolina.

- As departmental accreditation chair, successfully developed CAEP Accreditation datasets and reports; trained colleagues in accurately responding to accreditation rubrics and

requirements creating cohesive and targeted disaggregated datasets, and developing a department-wide culture of documentation and data consciousness
- Successfully served the second tour as Department Chair during a turbulent period
- Simultaneously performed multiple leadership roles that resulted in increased student success and serving as lead college model during the COVID-19 pandemic
- Advised and supported all master's and doctoral students
- Transformed student success and departmental outcomes via curriculum innovation and labor market alignment
- Developed monitoring and evaluation protocols to ensure continued readiness for national accreditation; agencies (CAEP & SACSCOS) and compliance with state mandates
- Developed and revised systematic approach to evidence gathering, stakeholder engagement, and alignment with accreditation standards
- Successfully coordinated preparation efforts for SACSCOS reaffirmation, with a special focus on standards 8 and 9 and the (Quality Enhancement Plans (QEPs.)
- Scheduled courses to ensure maximization of faculty expertise and student success
- Participated in graduate council to ensure program adherence to high standards
- Increased student diversity, career- readiness, and academic rigor
- Led the creation and implementation of curricula and catalog and modality changes
- Authored the 2021 graduate programs departmental report for all CAEP Standards for the well-received initial submission, and subsequently trained two colleagues to assist in revising and implementing suggestions for the final submission, which led to successful re-accreditation; this marked my second successful accreditation leadership at the institution
- Doctoral dissertation supervision: 14 dissertations successfully chaired, plus 3 current committee membership services
- Data-driven culture: systematized data collection and institutional accountability processes, including reinvigorating the department's strategic and operational planning and assessment reporting processes; instituting efficiency and fidelity in data collection, management, and evaluation processes for continuous improvement
- Curriculum Transformation: transformed the Educational Leadership curriculum for increased relevance and currency; pro-actively developed online and hybrid options for both master's and doctoral degree programs, which were later referenced as models during the COVID-19 pandemic era; developed collegial relations within the department
- Rebranding: enhanced the Department's image within the university; systemized recruitment and admissions processes for competitiveness, fairness, transparency, and accountability
- High-impact student learning: enhanced student academic and professional development, high-impact practices, and transformational lifelong learning opportunities
- DEIB training: Provided high-quality global professional development and training of transformational leadership for diversity, inclusion, equity, belonging, and social justice for students, faculty, and community leaders across the institution
- Successfully secured a competitive $30,000 - dollar corporate foundation grant to develop and implement transformational leadership for diversity training and initiatives.

Fayetteville State University, NC **2018–2020**

Assistant Department Chair, Department of Educational Leadership and School Administration

- Assisted the department chair with multiple duties, including:
- Completed annual strategic and operational plan and assessment reviews,
- Hired and onboarded qualified faculty,
- Conducted program and curriculum evaluation and revisions,
- Advised students and audited their graduation requirement fulfillment, and
- Implemented accreditation data collection and management.

Fayetteville State University, NC **2012–2015**
Interim Department Chair, and Tenured Associate Professor

- Department of Educational Leadership and School Administration
- Achieved external, national program accreditation (NCATE) for the master's and doctoral programs in educational administration and leadership, respectively;
- Achieved the removal of a 7–14-year-long significant Area for Improvement (AFI) for the doctoral program; through managerial and instructional/teaching leadership;
- Revised teacher education foundation's courses to reflect content currency and increase distance learning through online courses;
- Redesigned curricula to reflect discipline-specific and professional organizations' standards and current trends in transformational leadership for diversity and social justice advancement.
- Significantly contributed to the institutional efforts to develop, implement, and evaluate the FSU SACSCOS Quality Enhancement Plans (QEP) – Making evidence-based decisions.

Fayetteville State University, NC **2013–2015**
Director of the Doctor of Educational Leadership Program

- Significantly increased retention, persistence, and graduation rates with a 95% recovery rate of long-term ABD candidates.
- Developed a comprehensive and rigorous dissertation review processes;
- Revised and remodeled the doctoral program for educational leadership;
- Co-developed program handbooks for clinical experiences and coursework experiences
- Developed data collection protocols and records for continuous improvement and program development;
- Produced effective documentation and reports for internal and external stakeholders; and
- Transformed the traditional program modality to include more distance learning and hybrid programs with online, hybrid, and face-to-face courses, with the result of doubled enrollment, retention and graduation.

Fayetteville State University, NC **2014–2015**
Director of the Master of School Administration (MSA) Program

- Increased recruitment of highly qualified students with assistant chair
- Increased retention reaching 100% for some cohorts
- Enhanced the clinical/internship program to include more intensive principalship mentoring and higher-quality evidence artifact development

- Co-developed program handbooks for clinical and coursework experiences
- Changed the traditional modality to a more distance learning-focused one, incorporating hybrid programs with online, hybrid, and face-to-face courses
-
- **Fayetteville State University 2010–2011**
- **Leadership Team Member, Educational Leadership Department**
- Researched, revised, and developed EdD handbook and materials; and
- Developed and submitted a robust Operational Plan and Assessment Report (OPAR)

Resident Consultant for School Turnaround Leadership
South Carolina State Department of Education 2008–2010
Columbia, South Carolina

- Planned and delivered an impactful statewide conference on school turnaround
- Produced MOODLE learning LISTSERVE for leadership development activities
- Introduced K–20+ leadership partnerships across state colleges of education and school district leadership
- Achieved buy-in for regular engagement meetings per educational sector
- Introduced statewide symposia for higher education and primary and secondary (pre–K–12) partnership-building

Director and Principal Investigator of the US. Department of Education 2004–2010
FIPSE PAECE Grant Program for Innovative Civic Engagement: Claflin University, Orangeburg, SC

(PAECE—Performing Arts for Effective Civic Education and Engagement)

- Developed, was awarded, and led the implementation of a US $439,766 grant federally funded by the U.S. Department of Education. This was a highly competitive grant program. Fund for the Improvement of Postsecondary Education (FIPSE):
- The grant project' focus was creative civic engagement training for students, faculty, community leaders, and citizenry.
- This program has been replicated at the University of Chicago and other Universities.
- The PA offshoot at the University of Chicago won a Cook County Innovation Prize for reducing juvenile recidivism.
- The grant project's offshoots have resulted in a published book (on Hurricane Katrina, social justice, and public leadership) and a refereed article (on civic engagement and student leadership), in addition to numerous presentations and ongoing writing projects.
- Increased student and community civic engagement and knowledge.
- Produced replicable and easily adoptable models for innovative, and effective civic engagement training.
- Delivered approximately 30 presentations, alone and with students, at regional, national, and international venues.
- Generated new partnerships including academic institutions, law enforcement, prisons, community organizations, businesses, and public schools.
- Increased the development and production of manuscripts on creative civic engagement and research.

- Increased diversity awareness and acceptance among students, community, and faculty partners.

Director, International Studies Program: Claflin University, Orangeburg, SC 2003–2006

- Led International Studies Program and developed partnerships and student, parent, and faculty interest in study-abroad programs.
- Increased student exchange activity.
- Developed international collaboration opportunities for faculty and administration.
- Established new international partnerships with diverse institutions.
- Facilitated student and parental engagement in study programs.

Director, First-year Experience College: Claflin University, Orangeburg, SC 01/2001-09/2001

- Led a college within a college.
- Served under the Provost's supervision as part of the deans' council.
- Held one-on-one bi-weekly strategic meetings with the president and first lady.
- Developed 450 first-year students to help them succeed in college.
- Developed and implemented orientation, student services, and academic learning programs.
- Supervised, hired, trained, and evaluated staff and faculty in the program- raised faculty compensation by approx. 100%.
- Liaised and collaborated with all internal and external stakeholders, including parents.
- Revised first-year experience learning courses.
- Provided professional development retreats for faculty and staff.
- Supervised counseling and testing/placement services.
- Compiled, edited, and published a book for successful first-year experiences.

Coordinator, Institutional Research and Effectiveness: Claflin University, Orangeburg, SC 2000–2002

- Conducted institutional research, including student satisfaction surveys.
- Developed reports for internal and external reporting incl. IPEDS & SACS.
- Analyzed both qualitative and quantitative data sets (continued assisting part-time after becoming Freshman College Director).

Academic Appointments

Warner Pacific University, OR
Interim Vice President with the rank of Full Professor 2021-2023

Fayetteville State University, NC
Full Professor, Dept. of Educational Leadership & School Administration 2018–2021

Fayetteville State University, NC
Associate Professor, Dept. of Educational Leadership & School Administration 2010-2018

Claflin University, SC
Associate Professor, Dept of English 2000–2010

Claflin University, SC
Assistant Professor, Dept of English 2000–2010

University of South Carolina, Columbia, SC
Affiliate Faculty 2005–2007
The Center for Child and Family Studies, Civic Engagement and Social Justice

University of South Carolina, Columbia, SC
Adjunct Instructor (Women Studies) 1999–2001

Midlands Technical College; Columbia, SC 1998-2000
Adjunct Instructor and Writing Center Consultant

Southern Africa (South Africa, Zimbabwe, and Botswana) 1997 and prior
College Instructor: English, Technical Writing,
Business Communication, and Teacher Education
Secondary School Teacher of English
Middle Grades Teacher of English

Sample Courses Taught

Course taught at Warner Pacific University
Served as interim professor of record for undergraduate Sociology class during instructor transitions – Summer 2022

Courses taught at Fayetteville State University, NC:
Department of Educational Leadership and School Administration.

- Supervised/chaired doctoral research dissertations (with 14 completed) and served on diverse, multi-methods doctoral dissertation committees (with ongoing service)
- **Taught a wide variety of doctoral and master's degree courses:**

Sample graduate areas:

- Research Methods and Dissertation Research and Supervision
- Educational Leadership (Various Higher Education and K-12 leadership courses)
- Leadership Theory
- Organizational Management and Theory
- Legal and Ethical Issues in Leadership
- Mixed Methods Research and Theory
- Doctoral Dissertation Research
- Dissertation Writing Process topics

- Diversity and Multiculturalism in Education
- Diversity, Equity, Inclusion, and Belonging infused leadership and teaching topics
- Public Policy and Education
- History of Higher Education
- College Teaching and Learning
- Adult Learner Issues in Higher Education
- Leading for Diversity, Equity, and Inclusion in Higher Education
- Financial issues in K-12 Education
- Financial Issues in Higher Education

Sample undergraduate course areas developed, revised, taught (and supervised for adjunct teaching):

- Foundations of Education
- Sociology of Education.
- Human Growth and Development

Courses taught at Claflin University: Orangeburg, SC:

Taught undergraduate courses for traditional and continuing education students; these include:

- Applied Linguistics, Teaching English to Speakers of Other Languages (TESOL), Linguistics, English Grammar, History, and Development of English
- Development of the English Language, (developed and introduced an applied linguistics specialization in the department)
- English Composition, Literature in English, Business English and Communication, Technical English
- Gender Studies, (developed and introduced a sustainable gender studies minor), with a variety of courses focusing on Gender theories and Diversity Studies
- Leadership Studies (revamped the leadership studies minor program) including Leadership Theory, Leadership and Gender, Leadership and Civic Engagement
- Research Methods, Senior and Honors Research Thesis Seminar
- First-Year and Honors Studies – including University 101 and 102 and Study Skills

Courses taught at South Carolina State University: Orangeburg, SC:

Taught masters' and doctoral courses in:

- Educational Leadership
- Organizational Behavior and Management
- Research Methods and Statistics in Education

Adjunct Instructor of Undergraduate Studies

Courses taught at the University of South Carolina, Columbia, SC:

- English Composition
- Women's Studies

- Introduction to Feminism
- Gender and Society

Courses taught in Southern Africa (South Africa, Zimbabwe, and Botswana):

Instructor / Lecturer

College English and Writing Courses:

- English Composition and Advanced Writing
- Technical and Professional Writing
- English as a Second Language
- Business Communication
- English Communication for Special Professions - Journalists, Engineers, Teachers, and
- Research Methodology

College Teacher Education and English Course Modules:

- Educational Sociology
- English, Curriculum Development
- Pedagogy: Teaching Methods and Theories
- Student Teacher Practicum /clinical supervision visits and evaluations.

Secondary School Teacher Courses:

- High School English Language Arts
- English as a Second Language
- English literature
- English Grammar
- Reading Comprehension, and
- Adult Literacy courses for continuing education students. (Botswana and Zimbabwe)

Select Grants/Sponsored Projects and Research Awards

Chitiga, Miriam. (exec. 2023) Carnegie African Diaspora Fellowship with The University of Witwatersrand, Johannesburg, South Africa.

Chitiga, Miriam. (2021–2022). The Truist Transformational Leadership for Diversity and Inclusion (TTLDI), TRUIST Foundation, $30,000. (Host Institution: Fayetteville State University)

Chitiga, Miriam, in partnership with Felix Maringe (University of Witwatersrand School of Education, Johannesburg, South Africa.) (2021 original grant). Confronting COVID-19 Instructional Challenges through Sustainable Curriculum Redesign of Educational Mixed Research Methods Modules. Carnegie African Diaspora Fellowship Program, Cost-based Sponsorship with Carnegie and partner RSA Institution.

Chitiga, Miriam. (09/2004–08/2007 and extended to 09/2008). Performing Arts for Effective Civic Education. The U.S. Department of Education's Comprehensive Program Fund for the Improvement of Post-Secondary Education (FIPSE). **$**439,766, with $162,669 as the first year's budget.

Chitiga, Miriam. (July 8–12, 2010). Research Fellowship: UNCF/Mellon Faculty Writing Workshop: HIV/AIDS" (research and publishing on HIV/AIDS awareness and education). UNCF/Mellon Foundation, Spellman College Atlanta, GA. All Expenses Paid, approx. $5,000

Chitiga, Miriam. (June 12–July 3, 2010) Public Policy Research and Analysis. United Negro Fund Special Programs: International Institute for Public Policy, Howard University (Washington DC), and University of Maryland (College Park, MD). All expenses paid and stipend, approx. $10,000.

Chitiga, Miriam (May 2010). Black Women Doing Research on Diversity and Gender in the Academy. Workshop for Women's Studies Programs Faculty at Historically Black Colleges and Universities, Spellman College Women's Research & Resource Center, Atlanta, GA: All expenses paid, approx.$2,500.

Chitiga, Miriam. (Summer 2009) Innovative Civic Engagement and Student Leadership. Mellon Foundation/UNCF Faculty Residency Research Fellowship in collaboration with New York University Faculty Resource Network: All expenses paid for 3 months' accommodation at NYU plus a stipend of $30,000.

Chitiga, Miriam. (July 2009). HIV/AIDS Education Research. UNCF/Mellon Foundation: Faculty International Seminar, Cape Town, South Africa, All Expenses paid plus stipend, approx.$10,000.

Select Publications

Articles in Peer-Reviewed Venues

Chitiga, M., Adeyemo, K.S., Wade, C., 2023. The disruption of Black history and critical pedagogy in international higher education curriculum. In: Tierney, R.J., Rizvi, F., Erkican, K. (Eds.), International Encyclopedia of Education, vol. 8. Elsevier, pp. 350–355. https://dx.doi.org/10.1016/B978-0-12-818630-5.02145-X.

Raadschelders, J., & Chitiga, M. (2021). Ethics Education in the Study of Public Administration: Anchoring to Civility, Civics, Social Justice, and Understanding Government in Democracy. Journal of Public Affairs Education. doi:10.1080/15236803.2021.1954468

Chitiga, M., Kaniuka, T., & Ombonga M. (2019). "How Do Millennials Learn? Implications for Higher Education Pedagogy." International Journal of Information and Communication Technology Education (IJICTE), 15(1). (SCOPUS)

Chitiga, M. (2018). "An Exploration of the Implications of Transformational Leadership Behaviors on Empowering Employees and Transforming Organizations. African Journal of Public Affairs, 10(1), 60–82. Available online: https://journals.co.za/content/journal/10520/EJC-e5e38a437; ISSN: 1997- 7441; Accreditation: The International Bibliography of Social Sciences (IBSS)

Chitiga, M. (2017). "They Come in Different Shapes: A Critical Analysis of Teacher Types." IJRDO - Journal of Educational Research (ISSN: 2456-2947), 2(12), 31-49. (ISI) https://www.ijrdo.org/index.php/er/article/view/1724

Chitiga, M. (2017). "Punished for Being Normal! A Culturally Relevant Critique of the Behaviors of Minority Millennials." International Journal of Learning, Teaching and Educational Research, 16(12), 108–121.e-ISSN: 1694-2116; p-ISSN: 1694-2493

Available online: https://www.ijlter.org/index.php/ijlter/article/view/1060

Chitiga, M. (2014). "Performing Arts for Effective Civic Engagement: Developing Creative, Civically Engaged Student Leaders." The International Journal of Civic Engagement and Social Change (IJCESC), 1(3). https://www.igi-global.com/article/performing-arts- for-effective-civic-engagement/122441

Chitiga, M. (2013). "Loving the Academy: Helping Educators Understand Characters of Black College Students' Romantic Relationships." Journal of Urban Education, 1(1). (N.B. Available on request, as the journal was hard copy at publication; a copy of the then- then-then-already-published article was submitted to the FSU Digital Commons, albeit mislabeled on website as working papers.

Reynolds, T., Chitiga, M., & Mungoshi, D. (2013). "A Consortium Model for Internationalizing Teacher Education International Journal of Business and Social Sciences." International Journal of Business and Social Sciences, Spring 2013.

Chitiga, M., Chogugudza, P., & Chitiga, T. (2011). "Teaching Outside the Comfort Zone: Helping Millennials Succeed." Journal of Education & Social Justice, 2011. Dublichain University.

Chitiga, M. (2009, January). "The Major Influences of the Boundless-Extended Family System on the Professional Experiences of Black Zimbabwean Women Leaders in Higher Education." Forum on Public Policy Online: A Journal of the Oxford Roundtable, Summer 2008 edition. Also available open access: https://files.eric.ed.gov/fulltext/EJ1099461.pdf

Chitiga, M. (2003). "Black Sitcoms on Television: A Black Audience Perspective." Cercles, Universite de Rouen, France. Available online: http://www.cercles.com/n8/chitiga.pdf

Chitiga, M. (2002). "Female Leadership in Tertiary Education and the Human Factor." In P. Gundani and V. N. Muzvidziwa (Eds.), The Human Factor. University of Zimbabwe Press.

Chitiga, M. (2001). A Book Review: The Color of Race in America, 1900–1940, by Matthew Pratt Guterl. Harvard University Press, 2001. Available online: http://www.cercles.com/review/r3/guterl.html

Chitiga, M. (1996). "Behind the Multilingual Mask: The Language Situation in Gauteng, South Africa." Zimbabwean Review, 3(2), 996.

Chitiga, M. (1997). "Towards Developing a More Professional Teacher." Tutor, 5(1). Technikon Northern Transvaal.

Chitiga, M. (1996). "The Provision of Varied and Enriching Learning Experiences to Technikon Students: Justifications and Problematics." Tutor, 4(1). Technikon Northern Transvaal, 1996. (Tshwane University of Technology, RSA)

Chitiga, M. (1995). "Double Trouble: The Politics of Language in Zimbabwe." Zimbabwean Review, 1(4).

Chitiga, M. (1995). "Pricing Indigenous Languages Lightly in Schools." Zimbabwean Review, 1(1).

Books

Chitiga, M. (2021). Code-Switching as a Pedagogical-Tool-in-Bilingual-Classrooms- Insights- from a Secondary STEM Classroom in Zimbabwe. Routledge. https://www.routledge.com/Code-Switching-as-a-Pedagogical-Tool-in-Bilingual- Classrooms-Insights-from/Chitiga/p/book/9780367623548

Chitiga, M. (Ed.). (2011). A Hurricane Katrina Poetic Commemorative: Teaching for Effective Social Justice). University Press of America.

Chitiga, M. (2011). Women Leaders in Higher Education: The intersections of Race, Class, and Gender in the Experiences of Female Leaders in Zimbabwe. VDM Verlag Dr. Müller.

Chitiga, M. (Ed.). (2001). Pathways to Success: Building Character, Confidence, and Memories. Kendall Hunt.

Book Chapters

Chitiga, M. (2021). "Tribute to Mwalimu Mīcere." In Wachanga, N. (Ed.), Making Life Sing in Pursuit of Utu (Chapter 44, under the section "Mīcere in Zimbabwe"). BookCraft Africa.

Chitiga, M. "Performing Arts for Effective Civic Engagement." In Social Media and Networking: Concepts, Methodologies, Tools, and Applications (4 vols., pp. 1654–1670). IGI Global, 2016. DOI: 10.4018/978-146668614-4.ch075

Chitiga, M. (2011). "Doctoral Course Syllabus for College Teaching and Learning." Published example of a well-designed course in education. Dee Fink (Ed.) Available online: http://www.designlearning.org/wp-content/uploads/2011/09/M.-Chitiga-Examplar-for-Website1.pdf

Teaching/Research Collaborations

External Research Evaluator – Doctoral Dissertations University of South Africa 2012--

External Research Evaluator Master's Theses – University of Johannesburg, South Africa 2014--

External Research Evaluator – Doctoral Dissertations University of Witwatersrand, South Africa 2014--

Collaborative Research Curriculum Transformation 2023
Carnegie African Diaspora Fellowship, Wits University, RSA

Collaborative research 2015–2016
Conference participation, and presentation on human capital development in higher educational leadership, Student Affairs Public Health Awareness and Development, HBCU Curriculum Transformation. University of Pretoria, South Africa

Collaborations on doctoral research, external graduate faculty and research activities University of South Africa, South Africa 2015–present

Collaborative conversations on adult education and educational leadership 2014–2017
University of South Africa and Vaal University of Technology, South Africa

Collaborative dialogue on transformational leadership research 2016–present
University of Zimbabwe, Zimbabwe (Southern Africa)

Collaboration and guest lectureships in the Department of Linguistics 2009
on gender and language. University of Zimbabwe, Zimbabwe (Southern Africa), Linguistics Department

Collaborative research on women in higher education leadership 2011
Zimbabwe Open University, Zimbabwe (Southern Africa)

Civic engagement innovation healthy relationships 2005–2007

Affiliate Faculty: The Centre for Child and Family Studies, University of South Carolina, Columbia, SC

"Gender Empowerment Initiatives" 2007
University of Zimbabwe, Harare, Zimbabwe

"Diversity in Higher Education: Toward a Socially Just Society." 2005
WACHUBO Executive Leadership and Management Institute (ELMI),
Stanford University, Palo Alto, CA

"The Major Challenges Confronted by Black Zimbabwean Women Leaders in the Higher Education Sector." 2000
The University of Zimbabwe, Harare, Zimbabwe

"Issues Affecting Women and Girls in Southern Africa." 1998
Guest Lecturer, University of South Carolina, Columbia, SC

Selected Conference/Workshop Presentations

Chitiga, M. & Launspach, S. (2022)"Pedagogical code switching: Structural and interactional uses in chiShona Mathematics Classroom." Paper presented at the Sociolinguistics Symposium 24, July 13-16, 2022, Ghent, Belgium.

Diversity Professional Development Training Presented to the US Department of Commerce, April 23, 2022 (Zoom Presentation to national and international audience)

Retention via Impactful Inclusion for Transformation (August 2, 2021). Webinar presented to federal government executives in the US Treasury Executive Institute. Zoom presentation to Washington DC

Maximizing/Increasing Diverse Voices for Effective Shared Innovation and Decision Making (July 21, 2021) Webinar presented to federal government executes at the Treasury Executive Institute

Invited Expert:
Workshops presented Leadership Development for change in African education systems YALI RLC-SA: Education Change Makers Programme. February 10 – March 6, 2020)

Education Policy and Regulatory Framework for Education - Wednesday 26 February 2020

Education Leadership Competencies for the 21st Century – Friday 28 February 2020

Education Operations Leadership - Optimizing the Education Value Chain – Monday 02 March 2020

Education Management Information Systems (EMIS) - Data for Policy – Tuesday 03 March 2020

Commencement Speaker – Expert Program Faculty Representative; UNISA
Program: Young African Leaders Initiative (YALI), Regional Leadership Center (RLC). University of South Africa (UNISA) - Graduate School of Business Leadership. Midrand, Gauteng, South Africa.

Invited Featured International Presenter. (March 10–11, 2019) “What is curriculum transformation: How does curriculum transformation benefit the student?” Curriculum Transformation Seminar: University of South Africa: The Curriculum Transformation Unit in the office of the Vice Principal—Teaching and Learning, Community Engagement and Student Learner Support and College of Education: South Africa.

With Professor Margaret Chitiga Mabugu, (October 25, 2016). “Human Capital and Educational Leadership” School of Public Management and Administration, University of Pretoria, South Africa.

“Introduction to ESSA Session; Implications for Leaders” (December 6–8, 2016) Leadership North Carolina (LNC) Education Session, “ESSA Session Introduction,” LNC, Winston Salem, NC

“Is Education a Right?” (November 2015) International Education Week: Keynote Speaker, Fayetteville State University

Panel Member “Cost-Effective Internationalization of Higher Education.” (February 12–14, 2014) Academic Chairpersons Conference sponsored by Kansas State University, Jacksonville, FL

“Outsiders Within Our Academy: Maximizing the Contributions of International Faculty in U.S. Higher Education” (June 13–15, 2012) Paper presented at the American Association of University Professors (AAUP) Conference on the State of Higher Education, Washington, DC

“Using Disasters to inform Civic Engagement and Writing Pedagogy” (March 29–31, 2012) Paper presented at the Forty-Third Annual Conference of the College English Association, The Omni- Richmond Hotel, Richmond, VA

“Creative Civic Engagement for Youth at Risk.” (March 4–7, 2012). Paper presented at National Youth at Risk Conference, Georgia Southern University, Savannah, GA

“The Reception of Foreign-Born Intellectuals at American Universities” (October 26–27, 2011) Panel discussion at Tenth Claflin University Conference on Contemporary English and Language Arts Pedagogy in Secondary and Postsecondary Institutions. Orangeburg, SC.

“Writing Lives: Loving the Academy” (October 26–27, 2011) Paper presented at the Tenth Claflin University Conference on Contemporary English and Language Arts Pedagogy in Secondary and Postsecondary Institutions. Orangeburg, SC.

“Teaching in Different Codes” (March 31–April 2, 2011) Paper presented at the College English Association Annual Conference: “Fortunes,” St. Petersburg, FL

“Opening Windows and Doors to the World: A Plan for Infusing Internationalization Across the Curriculum” (November 18, 2010) Paper presented at the Internationalizing Teacher Education Forum, North Carolina State University, Raleigh, NC

“Code-Switching in a Bilingual Classroom” (October 27–29, 2010) Paper presented at the Ninth Claflin University Conference on Contemporary English and Language Arts Pedagogy in Secondary and Postsecondary Institutions. Orangeburg, SC.

“Teaching for Creative Civic Engagement across the Disciplines: A Project funded by the US Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE)”(June 9–12, 2010) Paper presented at the 2010 American Association of University Professors (AAUP) Conference on the State of Higher Education: 21st Century Curriculum Innovations. Washington, DC.

“Engagement Pedagogy in Women’s Studies and Freshman Composition” (March 25–27, 2010) Paper presented at the National College; English Association (CEA) Conference, San Antonio, TX

"Women Leaders Negotiating the HIV/AIDS Pandemic via Civic Engagement" (February 26–27, 2010). Paper presented at The 19th Annual British Commonwealth and Postcolonial Studies Conference, Savannah, GA

"Teaching Outside Your Comfort Zone: Addressing Cultural Diversity in the Classroom" (October 2009). Paper presented at the English and Language Arts Pedagogy in Secondary and Postsecondary Institutions Conference, Claflin University, Orangeburg, SC.

"Innovative HIV/AIDS Infusion into the Curriculum" (October 2009). Paper presented at the English and Language Arts Pedagogy in Secondary and Postsecondary Institutions Conference, Claflin University, Orangeburg, SC

"Negotiating the Turbulent Waters of the Classroom: Experiential Suggestions from Fellow Swimmers" (October 2008) Paper presented at the English and Language Arts Pedagogy in Secondary and Postsecondary Institutions Conference, Claflin University, Orangeburg, SC

"Affirmative Action—Pros and Cons" (March 2007). Paper presented at Hofstra University, Long Island, NY

"Diversity in higher education: Toward a more socially just society." (November 15, 2005). Professional development training presented to faculty and staff at Oregon State University, Corvallis, OR.,

"Code switching as a Pedagogical Tool: The Special Use of Shona in English-Only Zimbabwean Classrooms" (April 2005). Paper presented at the 36th Annual Conference on African Linguistics (ACAL 36), Georgia Southern University, Savannah, GA

"Integrating Effective Civic Education in Accounting and English Composition Classes at Two Historically Black Universities in South Carolina" (February 2005). Paper presented at the 12th Georgia Conference on College and University Teaching, Kennesaw State University, Kennesaw, GA

"Women on the Frontlines" (April 2004) Paper presented at the Southwest Popular Culture Association, San Antonio, TX

"Intersections of Race, Class, Gender, and Sexuality in Black Female Leadership in Zimbabwe" (April 2004) Paper presented at the National College English Association, Richmond, VA.

"Women Leaders in Zimbabwe: Key Leadership Characteristics" (March 2004). Paper presented at the International Women Leaders Conference at North Georgia College and State University, Dahlonega, GA

"Challenges Faced by Top Female Leaders in Southern Africa" (March 2004). Paper presented at the Modern Languages Association, Pittsburgh, PA.

"Black Sitcoms in America" (October 2003). Paper presented at the Southeast Popular Culture Association, Jacksonville, FL

"The Nation of Islam: A Brief Overview" (February 2003). Paper presented at the Claflin University, Orangeburg, SC

"Conflicting Demands: The Intersection of Race, Class, Gender, and Sexuality in the Work Lives of Women Leaders in Zimbabwe" (March 2003). Paper presented at the Conference on British Commonwealth and Postcolonial Studies, Savannah, GA

"The Functions of Codeswitching in Bilingual Classrooms Where English is the Only Sanctioned Medium of Instruction: The Case of Zimbabwe" (November 2002). Paper presented at the South-Central Modern Language Association 59th Annual Meeting, Austin, TX

"Black Relationships: Reality Versus Stereotypes" (October 2002). Paper presented at the Conference on Popular Culture: American Culture in the South, Charlotte, NC

"Female Political Leaders in Zimbabwe, a Postcolonial Nation in Southern Africa: The Intersections of Race, Nation, Class, Gender and Sexuality" (September 2002). Paper presented at the Conference on Color, Hair, and Bone— The Persistence of Race Into the 21st Century, Bucknell University, PA

"Exposing the False Media Stereotypes: The Behaviors of Black Males in Pre-Marital Relationships" (February 2002). Paper presented at the Popular Culture/American Culture Associations Conference, Albuquerque, NM

"Gender Issues in African American Heterosexual Relationships" (February 2002) Paper presented at the Popular Culture/American Culture Associations Conference, Albuquerque, NM

"The Major Roles of Female Leaders in Higher Education: The Case of Black Zimbabwean Women Leaders" (April 2000) Paper presented at the Women's Studies SEWSA Conference. Appalachian State University, Boone, NC

"The Challenges Faced by Women Leaders in Zimbabwe" (February 2000). Paper presented at the Women's Studies Conference, University of South Carolina, Columbia, SC

"Women in Zimbabwe: What Human Rights Are They Really Enjoying?" (February 1999) Paper presented at the Women's Studies 25th Anniversary Conference, University of South Carolina, Columbia, SC

"Quality Assurance and Self- Evaluation in Technikons" (1997) Unit for Research into Higher Education, Orange Free State, South Africa

Service to the University/Profession

NWCCU Peer Review – Chair on a committee
NWCCU Peer Reviewer – Mid-Cycle Evaluation with a site visit– scheduled for October 2025
Washington State Board of Community and Technical Colleges (commissions leadership)
Research & Planning Accreditation Committee Co-Chair (2025-2026)
Research & Planning Commission Executive Committee (2025-26)
Senior Leadership Innovation Committee (SILC) – University of Puget Sound, WA
Leadership Team for Trends and Patterns for Student Success

Select Committee service at Warner Pacific University 2021-2023
Chair: Academic Council
Chair: Accreditation Committee
Staff Liaison – Program Committee, Warner Pacific University Board of Trustees
Co-Chair: Canvas LMS Launch Committee
Representative for Academic Affairs Representative: Emergency Preparedness Committee
Member (Non-voting): Academic Policies Committee
Represented Academic Affairs on campus-wide committees
Academic Affairs Committees

Sample Committees served at Fayetteville State University, NC 2010-2021

Chair: Doctoral Dissertation Committees
Member: Doctoral Dissertation Committees
Member: Faculty Senate Executive Committee (FSU)
Chair: Faculty Welfare Committee
Chair: Faculty Tenure, Reappointment, and Promotion Evaluation Committee
Co-Chair: Subcommittee on Sexual Misconduct
Member University-Wide Graduate Council
Member: Statewide North Carolina School Counseling Strategic Leadership Team

Expert Contributions (ongoing on ad hoc basis)

- Review Committee Membership for Promotion, Tenure, and Reappointment Hiring
- Committee Membership for Faculty, Staff, and Administrators
- International Journal Reviewer
- Program Reviewer and Evaluator for the State's Approval and Remodeling of Institutions of Higher Education (reviewed for Leadership and Principalship Degree Programs)
- International Peer Reviewer for Tenure and Promotion for universities in Zimbabwe and South Africa.
- Research Reviewer National Research Foundation, South Africa - ongoing
- Invited Seminar Lead: Educational Leadership Development for Change in Africa

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References available on request: mchitiga@gmail.com

Executive Director of Campus Operations (Former Senior Director of Facilities & Campus Operations) – John McCormick

Outlook

Division Updates: Campus Operations & College Advancement

From President's Office <PresidentsOffice@greenriver.edu>
Date Thu 2026-02-19 15:43

Division Alignment Following Leadership Transition

Following the recent leadership transition and appointment of Interim President George Frasier, the College is aligning several roles and responsibilities to support the work ahead. These updates are designed to help us stay steady, responsive, and focused on safety and student success.

Expansion of the Campus Operations Division

To better centralize the College's physical, environmental, and safety functions, **Campus Safety will move from College Advancement into the Campus Operations Division.**

To reflect these changes and the expanded scope of work, **John McCormick's title will change from Senior Director of Facilities & Campus Operations to Executive Director of Campus Operations.** In this role, John will also lead the College's Emergency Operations Center.

A strengthened leadership team has been developed to support this work. The team includes:

- John McCormick, Executive Director of Campus Operations
- Charles Carson, Assistant Director of Facilities
- Derek Ronnfeldt, Director of Campus Safety and Transportation
- Chad Day, Assistant Director of Campus Safety, Parking, and Transportation
- Melanie Willers, Construction and Facilities Project Manager

These structural adjustments will streamline communication, coordination, and response efforts for all matters affecting the College's learning and working environment. They will also enhance collaboration with campus partners, including the Assistance and Care Team (ACT).

Changes within College Advancement

As previously shared, George Frasier will step away from direct leadership of the College Advancement Division and from his role with the Green River College Foundation to ensure a clear separation between College leadership and Foundation operations.

The Advancement team will be co-led by Heather Hughbanks, Interim Executive Director of the Foundation, and Philip Denman, Senior Director of College Relations. Heather and Philip will serve as the primary points of contact for day-to-day priorities and decision-making.

As part of this transition, Heather will oversee Development, Foundation Accounting, and will serve as the Foundation's liaison with Campus Corner Apartments. Philip will assume the role of Policy Coordinator for Green River College and will serve as the campus's primary point of contact for the development and review process outlined in GA-21 Redevelopment of Policies.

In Closing

These adjustments are intended to make our work smoother, strengthen communication, and reinforce the safety and support systems our community relies on. Together, these updates keep us focused on what matters most: a safe campus and a supportive environment where students can succeed. Thank you for your continued partnership and the care you bring to this work every day.

Office of the President
Green River College | Zgolinski Center (ZC), Suite 110
12401 SE 320th St. Auburn, WA 98092-3622
Email: presidentsoffice@greenriver.edu
Office: 253-288-3340

Note: *This message is distributed via the Restricted - All College Mail list.*

Additional Evidences / Section 3

Operational Planning

INSTITUTIONAL EFFECTIVENESS

Operational Planning

Published 2/5/2026

Green River College 2021-2026 Equity-Centered Strategic Plan

2025-26 Operational Plan

See all

Name
2025-26 Academic Operational Plan.pdf
2025-26 Business Administration Operational Plan.pdf
2025-26 College Advancement Operational Plan.pdf
2025-26 Equity Diversity Inclusion Operational Plan.pdf
2025-26 Human Resources Operational Plan.pdf
2025-26 Information Technology Operational Plan.pdf
2025-26 Institutional Effectiveness Operational Plan.pdf
2025-26 IPEL Operational Plan.pdf
2025-26 Operational Plan Presidential Crosswalk.pdf

2024-25 Operational Plans

See all

Name
2024-25 Advancement Operational Plan.pdf
2024-25 Business Administration Operational Plan.pdf
2024-25 Equity, Diversity, & Inclusion Operational Plan.pdf
2024-25 Human Resources Operational Plan.pdf
2024-25 Information Technology Operational Plan.pdf
2024-25 Institutional Effectiveness Operational Plan.pdf
2024-25 Instruction Operational Plan.pdf
2024-25 IPEL Operational Plan DRAFT.pdf
2024-25 Student Affairs Operational Plan.pdf

2025-26 Student Affairs

2023-2024 Operational Plans

See all

Name
2023-24 Advancement Operational Plan.pdf
2023-24 Business Administration Operational Plan.pdf
2023-24 Equity, Diversity, & Inclusion Operational Plan.pdf
2023-24 Human Resources Operational Plan.pdf
2023-24 Information Technology Operational Plan.pdf
2023-24 Institutional Effectiveness Operational Plan.pdf
2023-24 Instruction Operational Plan.pdf
2023-24 IPEL Operational Plan.pdf
2023-24 Student Affairs Operational Plan.pdf

Annual Reports and Operational Planning Updates

See all

Name
2022-23 Annual Report and Operational Planning Update.pdf
2021-22 Annual Report and Operational Planning Update.pdf
2020-21 Annual Report and Operational Planning Update.pdf
2019-20 Annual Report and Operational Planning Update.pdf
2018-19 Annual Report and Operational Planning Update.pdf

2022-2023 Operational Plans

See all

2020-2021 Operational Plans

See all

Name

- 2022-23 Advancement Operational Plan.pdf
- 2022-23 Business Affairs Operational Plan.pdf
- 2022-23 Human Resources Operational Plan.pdf
- 2022-23 Institutional Effectiveness Operational Plan.pdf
- 2022-23 Instruction Operational Plan .pdf
- 2022-23 IPEL Operational Plan .pdf
- 2022-23 IT Department Operational Plan.pdf
- 2022-23 Student Affairs Operational Plan.pdf

Name

- 2020-21 College Operational Planning Update and Report.pdf
- 2020-21 FINAL Information Technology - Operational Planning.pdf
- 2020-21 Operational Plan - Advancement.pdf

2019-20 Operational Plans

See all

Name

- 2019-20 Business Administration and Human Resources.pdf
- 2019-20 College Advancement.pdf
- 2019-20 Information Technology.pdf
- 2019-20 Institutional Effectiveness.pdf

2018-19 Operational Plans

See all

Name

- 2018-19 Business Administration.pdf
- 2018-19 College Relations.pdf
- 2018-19 Foundation.pdf
- 2018-19 Information Technology.pdf
- 2018-19 Instruction.pdf

2019-20 Instruction.pdf

2019-20 International Progams and Extended Learning.pdf

2018-19 International Programs and Extended Learning.pdf

Operational Planning Poster

See all

Name

2018-19 Planning Poster.JPG

2019-20 Planning Poster.JPG

2020-21_OP_Poster.JPG

President's Priorities 2025-26

President's Specific Priorities / Areas of Focus for 25 – 26

1. Continue focus college-wide on being a student-ready college ensuring equitable access, retention, progression, and completion among our diverse student populations:
    a. Support the implementation and integration of the college's Strategic Enrollment Management and Guided Pathways plans to further advance the support structures needed to be a student-ready college.
    b. With leadership and stakeholders, examine and revise as needed the college's marketing plan.
    c. Support the college's development of an academic growth plan which will assist in the development of a physical resources and IT plan for the college to ensure we utilize space effectively and deliver the best academic programming and services to our students.
    d. Support efforts to continue to strengthen professional development opportunities college-wide to ensure staff and faculty are receiving the needed supports to be the best college we can be for our students.
2. Support and further strengthen fiscal knowledge, operations, and management college wide especially in this time of funding reductions on the state and federal level.
3. Support the implementation and completion of a college-wide climate survey.
4. Community outreach:
    a. Building on townhalls in the 24 – 25 academic year, continue community outreach as the college prepares to work on revisions to its strategic plan in the 26 – 27 academic year, e.g. Superintendents, Mayors, City Councils / Chambers, Legislators. Additionally,
    b. Continue involvement in and pursue new partnerships with outside organizations that can bring additional financial resources to the college, e.g. Kent Aerospace Roundtable; Auburn Cities and Schools
    c. Support additional opportunities for funding externally, e.g. Congressionally directed spending projects; Independent organizations who are interested in partnering with community colleges especially addressing career pathways
5. Support the successful completion of the college's NWCCU 6-year report and preparation for its 7-year accreditation report and visit.
6. Emergency readiness:
    a. Continue to prioritize protections against cyberattack,
    b. Ensure needed revisions to the college's emergency operations and business continuity plan

Green River College PRFR Report Appendix 2.A.3

2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

Table of Contents

2.A.3 EV.#1 / Section 1 ..... **4**

Additional Evidences / Section 2 ..... **22**

Section 1: Curriculum vitae of President/CEO

- Interim President (2/4/2026 – ongoing) - George Frasier
- Former President (July 2017 – 2/3/2026) - Dr. Suzanne M. Johnson

Section 2: Additional Evidences

- Strategic Plan
- President's Priorities 2025-26
- President Position Change Email

2.A.3 EV#1 / Section 1

Interim President (2/4/2026 – ongoing) - George Frasier

George P. Frasier, MBA
5909 Panorama Drive Southeast
Building #2 Unit 103
Auburn, WA 98092
Home: (253) 696-4791

EXPERIENCE:

Vice-President for College Advancement/Executive Director Green River College Foundation

VP for College Advancement: November 2018 to Present
Executive Director Green River College Foundation: 2007 to Present

Major Responsibilities: Provide strategic direction to the marketing and communications efforts of Green River College. Lead the Green River College Foundation. The effect on end results is to position the College as the first choice for higher-ed within the College's service areas and to be the premier higher-ed partner for the business community. The GRC Foundation creates innovative and strategic solutions that enable Green River College to achieve educational excellence and develops the fiscal resources to fund those solutions.

Green River College Foundation

- In collaboration with the Green River College Foundation Board Chair, provide dynamic leadership to the Foundation's 23-member volunteer board of directors.
- Oversee GRC Student Village LLC, which owns and operates student housing for GRC students.
- Lead all aspects of the Foundation operations including staff development (6 FTE) fundraising, fiscal management, investment performance ($29 million in endowments), board recruitment/stewardship, and volunteer development. Combined Foundation operations total over $6.7 million in annual revenue (FY23 audited financials).
- Completed $1.6 million major gifts campaign in 2016. Completing a $1 million emergency assistance fund campaign. ($980k raised)

College Relations

- Provide strategic leadership to the marketing and communication team at Green River College. (9 FTE)
- Work with the College PIO, and College President to develop internal and external communications.
- Assisted in a cultural shift from an adversarial relationship with campus stakeholders to a relational paradigm.
- Developed systems that built connection between the Development and College Relations teams to facilitate an integrated Advancement operation.
- The College Relations Team has earned multiple district and national NCMPR Paragon Awards. Most recently receiving a national gold award in the Podcasting category. Fresh Perspectives Podcast Receives National Recognition and Wins Gold

Green River College Executive Team

- Serve on the nine-member Green River College Executive Team.

- During 2020-21 co-lead the college wide Equity Centered Strategic Planning process from consultant selection through adoption by the Green River College Trustees. Strategic Plan
- Facilitated a cross campus team that hosted a visit by the President of the United States in April of 2022. President Biden Visits GRC
- Facilitate the Cities and Schools Forum. Cities and Schools brings together the elected officials of the Cities of Auburn, Algona, and Pacific. The Superintendent and School Board of the Auburn School District. The President and Trustees of Green River College. The purpose of Cities and Schools is to talk about and solve problems of mutual interest and foster cross institution communication.

Campus Safety

- Provide direction to and supervision of the Director of Campus Safety.
- Manage the Emergency Operations Center effort on campus.
- Keep the College President informed on emerging safety and other campus incidents.
- Problem solve, with the Director of Campus Safety, safety and other potentially negative events on campus.

Administrative Director, Leadership Institute of South Puget Sound, Auburn Area Chamber of Commerce

July 2011 to September 2016 & July 2019 to Present

Major Responsibilities: Enhance the ability of thirty adult professionals to function as a transformational leader at home, work and within their community.

- Create curriculum for two full day and seven half day sessions over 5 months. Provide tools to understand communication styles, leadership strengths and areas of growth, conflict styles, sources of power, and group development.
- Facilitate conversation that encourages the cohort to move beyond their current level of practice as a leader.
- Recruit and build relationships with guest lecturers from across all community sectors. Leadership Institute

South County Executive, YMCA of Greater Seattle

December 2006 to December 2007

Major Responsibilities: Provide leadership to the Auburn Valley and Federal Way Branches of the YMCA of Greater Seattle. Responsibilities of this position included financial development, leadership and development of two volunteer policy boards, development and implementation of local strategic plans, fiscal management of combined annual operating income of $4 million, leadership of sixteen full time, and over two hundred part time team members. Served as member of YMCA of Greater Seattle Operations Group.

Branch Executive Director, Auburn Valley YMCA, YMCA of Greater Seattle

August 2001 to December 2006

Major Responsibilities: Lead the Auburn Y during the transition from a 40-year-old facility to a new 46,000 square foot state of the art facility. Responsibilities of this

position included leading both annual and capital development efforts, leadership and development of the volunteer policy board, served as member of the design and construction team for the new Y, and planned the opening of the new facility. Lead day to day operations. Served as member of YMCA of Greater Seattle Management Team.

Branch Executive Director, Fauntleroy YMCA, YMCA of Greater Seattle
June 1994 to August 2001

Extension Director, YMCA of the Inland Northwest, Spokane, WA
January 1994 to June of 1994

Youth and Family Programs Director, **YMCA of the Inland Northwest, Spokane, WA**
January 1990 to December 1993

Aquatics Director, **YMCA of the Inland Northwest, Spokane, WA**
May 1987 to December 1989

Head Swimming Coach, **Lincoln City Clippers Swim Club, Lincoln City, Or.**
May 1986 to May 1987

Coach (Assistant and Head) YMCA of the Inland Northwest
September 1984 to May 1986

EDUCATION:

Academics: Master's Degree in Business Administration, Western Governors University '14. **Bachelor of Science** in Physical Education with a Minor in Psychology, Washington State University '84.
Professional: LEAN Facilitator, Member CASE, AFP, Executive Committee Member of Washington Foundation Leaders.
Recent Completed Trainings and Certifications: 2025 - Accessibility, GRC Foundations of Leadership 1 & 2 Certification, DACUM Facilitation Certification, Annual Cybersecurity and Title IX trainings.

PERSONAL:

Community Activities: Member of the WSU College of Education Campaign Committee, Investment Committee Chair for the Auburn Symphony Board, Rotary Club Member, Treasurer of the Covington Chamber of Commerce Board, Member of the WSU Alumni Association, Member of the Gray W Club.
Interests: Cycling, Snow skiing, golf, reading and Cougar sports.

REFERENCES: Available on Request.

Former President (July 2017 – 2/3/2026) - Dr. Suzanne M. Johnson

SUZANNE M. JOHNSON, Ph.D.

Home Address:
7053 Lindsay Ave. SE
Apt. 0102
Auburn, WA 98092

Work Address:
12401 SE 320th St.
Office of the President, ZC-110
Green River College
Auburn, WA 98092

Administrative Experience:

President / CEO, Green River College (2017 - present)
-providing institutional leadership as president and chief executive officer for the college

National Service:

2024- present: **AAC&U:** Board of Directors member
2021– present: **AAWCC**: Board member
2025 – 2026: Past-president
2023 – 2025: Board president
2022 – 2023: President-elect
2017-present: **Community Colleges for International Development:** Board member
2024 – 2025: Past Board Chair
2023 – 2024: Board Chair
2022 – 2023: Board chair-elect
2021 – 2024: **AACC Commission on Student Success**: commission member
2019 – 2020: **AACC Commission on Student Success**: commission member
2017 – 2019**: AACC Commission on Global Education:** commission member
2020 – 2021: **EdQuity Council of Presidents:** council member

Regional Service:

2017 – 2023: **Campus Compact of Washington,** Board member
2020 – 2021: **Equity Council Northwest Commission of Colleges and Universities (NWCCU) Equity Council,** committee member

Service to the state of Washington CTC system:

2025 – 2026: **Legislative Liaison Committee** for WACTC / SBCTC: committee member
2022 – 2024: **Aerospace and Advanced Materials Manufacturing Pipeline Advisory Committee** for SBCTC: committee member
2022 – 2025: **Equity Committee** for WACTC / SBCTC: committee member
2021 – 2022: **Critical Issues Committee** for WACTC / SBCTC: Chairperson
2020 – 2021: **Critical Issues Committee** for WACTC / SBCTC: Vice-Chair
2019 – 2020: **Strategic Visioning Committee** for WACTC / SBCTC: Chairperson
2017 – 2019: **Task Force for Strategic Enrollment Management** for WACTC / SBCTC: Co-Chair of a two-year task force convened to address enrollment in the CTC system
2018 – 2019**: Legislative Liaison Committee** for WACTC / SBCTC: committee member

2017 – 2018: **Education Services Committee** for WACTC / SBCTC: committee member

Community Service:

2017–present: **Auburn Symphony Orchestra:** Board of Directors member
2023 – 2024: Board chair
2017 – 2022: ASO Education Committee member
2022: **Auburn School District Strategic Plan Committee:** member
2021 - present: **Museum of Flight Board:** Board of Directors member
2022 - present: **Boeing Academy for STEM Learning Advisory Committee**: member
2017 - present: **Auburn Rotary**: Rotary member
2018 – present: **Mayors' Workforce Initiative: Strong Education, Strong Careers, Strong Communities in Auburn, Algona and Pacific:** steering committee member
2020 – 2021: **United Way of King County Bridge to Finish Advisory Council**: council member
2019 – 2020: **King County Metro-Renton, Kent, Auburn Area Mobility Plan – Partner Review Board:** review board member
2018 – 2019: **United Way of King County Task Force on Poverty**: task force member

Recognitions since joining Green River College:

2024: **ACT Chief Executive Officer Award** given by the Washington State ACT (Association of College Trustees)
2022: **Jack Witte Spirit of Caring Award:** given by **Catholic Community Services** Serving People of All Beliefs organization.
2020: **Aspen Institute New President's Fellowship**: selected into the inaugural class of the Aspen Institute's Fellowship for Community College Excellence for new Community College Presidents (2020 – 2021).
2019: **Connect Achieve Award**: given by the **Auburn Chamber of Commerce** recognizing an Educator that has excelled in creating, implementing or supporting a high-caliber education and / or workforce development system aligned with closing employment gaps.
2019: **Educator of the Year**: given by the **Kent Chamber of Commerce** for providing significant impacts to ensure a highly motivated and skilled workforce.

Prior positions held:

Vice President for Academic Affairs, Suffolk County Community College (2015 - 2017)

-provide leadership and oversight of academic affairs throughout the College at the largest multi-campus community college of the SUNY system
-provide guidance and oversight for all credit and non-credit offerings in academic programs, workforce development, and continuing education
-provide guidance and oversight for curriculum development, articulation agreements, instructional modalities, and class scheduling consistent with community workforce needs and in support of academic quality and student success
-develop, communicate, coordinate, and implement all academic policies and procedures to provide consistency throughout the College to serve the needs of all students

-work collaboratively with Campus Executive Deans to ensure consistency in providing academic programming and faculty support to the three campuses
-organize and lead the development and implementation of a comprehensive and sustained system of learning assessment and program evaluation in collaboration with faculty and staff
-establish policies for appointment, evaluation, and assignment of full-time and part-time professional personnel in the academic, workforce and continuing education area; coordinate the request for personnel lines, and coordinate the promotion process for full- and part-time professional staff in academic affairs
-provide leadership in the development of the annual academic calendar, the College handbook, the College catalog, and other related academic affairs publications, reports and documents
-serve as advocate for students, faculty, academic departments, programs, and the administration, to promote policies, procedures, and allocation of resources that respond to the needs of all College stakeholders
-provide enhanced opportunities for full-time and adjunct faculty professional development
-represent the Office of Academic Affairs within the College, and locally, regionally, nationally, with the State University of New York, to enhance communication, to establish "best practices", and to promote the College and its mission
-oversee the accreditation process for the College including the Middle States Association for Colleges and Schools and for other specialized program accreditation
-supervise Associate Vice Presidents of Academic Affairs and Workforce Development, College-wide Deans of Instruction and their direct reports, and the College's Office of Sustainability
-coordinate new curriculum proposals for submission to the State University of New York and the State Education Department
-participate as appropriate in the negotiation and implementation of professional employee bargaining agreements
-serve as a member of the President's Cabinet
-act as Chief Executive Officer of the College, when so designated, in the absence of the President

Additional Administrative Responsibilities (Suffolk County Community College):

2015 - 2017 **Board of Trustees Executive Subcommittee**: committee member
2015 - 2017 **Board of Trustees Subcommittee on Student Success:** committee member
2015 - 2017 **Strategic Planning Committee**: committee member
2015 - 2017 **Joint Planning and Assessment Council**: committee member
2015 - 2017 **College Committees addressing faculty development and personnel decisions:** co-chair various committees addressing Faculty Development, and Personnel Evaluations for continuous appointment and promotion
2015 - 2017 **Task Force on Diversity:** Cabinet member for the College wide task force
2015 - 2017 **Student Engagement Committee:** committee member

Interim Campus President, Sylvania Campus, Portland Community College: (2014 – 2015)
-serve as the Executive Officer of the campus with an operating budget of approximately 44 million dollars and student enrollment of nearly 30K part-time & full-time students
-provide leadership to all campus-based student development and instructional programs and services; staff and faculty

-provide leadership and direct supervision of the Campus Dean of Students and Campus Dean of Instruction
-work with the deans / department chairs to establish goals and strategies for meeting the educational and student development needs of the community
-provide leadership and oversight to other district-wide programs
-participate in the selection of campus management, classified staff and academic professionals; have oversight for all faculty of the campus, subject to final approval of the District President and Board
-promote, support, and maintain racial and ethnic diversity among students, faculty, and staff
-develop and manage the campus budget as well as provide leadership for resource development and effective resource management
-serve as a member of the District President's staff and member of President's Cabinet
-represent the college to the campus community
-develop and market entrepreneurial programs that achieve positive net revenue and alternative revenue streams for the college
-advocate for the needs of the college campus and its community
-represent the college to the community at large through involvement with service, charitable, community and business organizations, and fundraising activities

Additional Administrative Responsibilities (Portland Community College):

2014-2015: **Oregon President's Council**: member of the 17 Community Colleges State-wide Council of Community College Presidents
2014-2015: **Budget Planning Advisory Council:** committee member
2014-2015**:** **Administrative Advisory Committee:** member for contract negotiations with faculty Unions
2014-2015**:** **Northwest Accreditation Committee:** member for PCC's seven year review
2014-2015**:** **Diversity and Inclusion Co-Experiential Learning Series**: Sylvania Campus leadership training undertaken with the Office of Equity and Inclusion
2015: **Campus Compact Executive Leadership Series:** participant on Equity: Improving Outcomes for Students of Color

Dean of the College / Dowling College: 2012 - 2013:
-provide leadership to the four Schools of the College: Arts & Sciences, Education, Business, and Aviation
-provide leadership and oversight of all academic student support services including tutoring, services for learning disabled students, remedial programs, and HEOP (Higher Education Opportunity Program)
-approve the hiring of adjunct faculty and participate in the recruitment and hiring of full time faculty College wide
-oversee special programs aimed at retention and academic performance
-oversee the assessment and evaluation of academic offerings and course content
-collaboratively work with faculty College wide to implement appropriate enhancements and improvements to existing academic programs
-conduct outcomes assessment of special programs as required
-recommend a College-wide academic schedule of classes and budgetary expenditures

-coordinate with enrollment services a system for standardized new student testing
-approve budgetary expenditures across all academic departments
-provide leadership and oversight of the development, implementation and evaluation of the College curricula to ensure enhancement and maintenance of quality and appropriateness relevant to the College's mission and goals
-provide leadership and direct the activities and contributions of faculty, administrators and staff College wide
-coordinate, oversee and ensure compliance for specialized accreditation (e.g. NCATE, AABI, IACBE)
- represent the College to assist with evaluators' reviews of various programs for the purposes of accreditation (e.g. NCATE, AABI, IACBE, Middle States)
-review findings; report as appropriate and recommend the appropriate changes regarding accreditations (e.g. NCATE, AABI, IACBE, Middle States)
-oversee placement of students in student teacher placements and internships
-oversee articulation agreements with surrounding institutions and BOCES

Academic Chair of Social Sciences Division / Dowling College: 2010-2012; 1993-1994:
-oversee the professional development and curriculum of the division
-evaluate faculty re: promotion, contract renewal, and tenure
-mentor faculty as needed to assist performance in the classroom and/or other professional development
-coordinate semester course schedules from Department Chairs in the division and present these schedules to the Dean
-oversee all changes to existing courses and approve new courses to department offerings
-oversee all changes to existing minors and approve the development of new minors
-oversee all changes to existing majors and approve the development of new programs of study
-recommend any significant changes to degree requirements
-recommend proposals concerning general education College wide
-review proposals for and recommend faculty for released time for professional development
-review proposals for and recommend faculty for travel and research funds
-review and recommend applications for sabbatical leaves
-represent the members of the Social Sciences Division (six academic departments: Anthropology, Sociology, Economics, Political Science, History, and Psychology) to the Faculty Administrative Senate
-represent the members of the division in working with the broader Administration and the standing committees of the Faculty and such ad hoc committees as may be created by the Faculty Administrative Senate
-represent the members of the Social Sciences Division on the Faculty Curriculum Committee

Department Chair (Psychology) / Dowling College: 2003-2005; 2001-2002:
-recruit and screen adjunct and full-time faculty in consultation with appropriate faculty in the Department and recommend such faculty to the Faculty Development and Curriculum Committee
-recommend the operating budget for the Department in consultation with appropriate faculty in the Department

-develop and coordinate the curriculum within the department and represent the Department to the Administration, working cooperatively with Enrollment Services to enhance enrollment, and working with Academic Chairs and Dean in scheduling
-recommend a coordinated and sound schedule of course offerings in consultation with appropriate faculty within the Department and submit this schedule to the Academic Chair for submission to the Dean
-grant credit for proficiency and consider waivers of degree requirements in accordance with policies set by the Faculty Administrative Senate and in consultation with appropriate faculty
-serve as a member of the Division's Faculty Development and Curriculum Committee and represent the members of the Department

Additional Administrative Responsibilities (Dowling College):

2012-2014: **Middle States Steering Committee**: Co-chair of committee for Decennial Accreditation review
2011-2013: **Strategic Planning Committee**: committee member (as Academic Chair and then Dean of the College)
2010-2012: **Chairperson**: **Faculty Development and Curriculum Committee / Social Sciences Division**
2010-2012: **Faculty Administrative Senate**: senate member
2010-2012: **Curriculum Committee:** social sciences representative / committee member
2007-2009: **Faculty Personnel Committee:** Social Sciences Representative
2003-2004: **College Wide Planning and Priorities Committee**: committee member
2003-2004: **Faculty Personnel Committee:** Social Sciences Representative
2001-2002: **Middle States Steering Committee:** committee member
2001-2002: **Strategic Planning Committee**: committee member (as Department Chair)
1996-1999: **Chairperson**: **Academic Standards Committee**
1996-1999: **Joint Committee of Academic Administrators:** committee member
1994-1999: **Faculty Administrative Senate:** senate member (various representative roles, Union President, Academic Standards Committee Chairperson)
1994-1996: **Faculty Union Executive Committee** (as President and past President)
1994-1995: **Faculty Union President:** Dowling College Chapter of NYSUT
1993-1994: **Curriculum Committee:** social sciences representative / committee member
1992-1994: **Program Coordinator:** First Year Seminars / College Orientation Program for Incoming First Year Students
1990-1993: **Long Range Planning and Development Committee**: social sciences representative / committee member

Academic Experience / Summary of Positions held at Dowling College:

2001 – 2012: Professor of Psychology
1995 – 2001: Associate Professor of Psychology
1991 – 1995: Assistant Professor of Psychology
1988 – 1991: Instructor of Psychology

Education:

Ph.D.: Stony Brook University: Developmental Psychology
M.A.: Stony Brook University: Psychology
B.A.: Ithaca College: Major: Psychology Minor: Art History

Honors and Awards:

2024: **ACT Chief Executive Officer Award** given by the Washington State ACT (Association of College Trustees)
2022: **Jack Witte Spirit of Caring Award:** given by **Catholic Community Services** Serving People of All Beliefs organization.
2020: **Aspen Institute New President's Fellowship**: selected into the inaugural class of the Aspen Institute's Fellowship for Community College Excellence for new Community College Presidents (2020 – 2021).
2019: **Connect Achieve Award**: given by the **Auburn Chamber of Commerce** recognizing an Educator that has excelled in creating, implementing or supporting a high-caliber education and / or workforce development system aligned with closing employment gaps.
2019: **Educator of the Year**: given by the **Kent Chamber of Commerce** for providing significant impacts to ensure a highly motivated and skilled workforce.
2016: **Aspen Institute Rising Presidential Fellowship**: selected into the inaugural class of the Aspen Institute's Presidential Fellowship for Community College Excellence for aspiring presidents (2016-2017).
2015: **Deborah Evind Powerhouse Award** in appreciation of dedication to serving the Women's Resource Center of Portland Community College
2015: **Dr. Diane Mulligan Friend of ROOTS Award** - Portland Community College
2014**: Student Government Association's Women's Month Award:** Given by Dowling College Student Government Association for outstanding leadership at Dowling College.
2002: **Gold Award:** from Foreword Magazine for best parenting book of 2001 from an independent or university press (For Lesbian Parents, Guilford Press)
2001: **PRIDE Award:** Recipient of the Dowling College Faculty PRIDE award for excellence and service to Dowling College
2000: **Student Government Association's Women's Month Award:** Given by Dowling College Student Government Association for outstanding leadership at Dowling College.
1997: **The Dowling College Women's Month Inspiration Award:** Given by the Dowling College Cultural Affairs Committee for outstanding leadership at Dowling College.
1994: **Professor of the Year:** Given by Dowling College's Program for Learning Disabled College Students.
1993: **Outstanding Club Advisor:** Given by the Student Government Association of Dowling College for outstanding service and dedication to the students of the Psychology Club.
1992: **Faculty Appreciation Award:** Given by Dowling College's Chapter of Alpha Chi and the Dowling College Academic Excellence Society.

Publications:

Johnson, S. and O'Connor, E. & Tornello, S. (2016). *Gay and Lesbian Parents*. Kuehnle, K. & Drozd, L. (eds.) Parenting Plan Evaluations: Applied Research for the Family Court, 2nd edition. Oxford University Press.

Tornello, S., Johnson, S., & O'Connor, E. (2013). *Relationship Quality among Lesbian Mothers in Planned Families.* Journal of GLBT Family Studies, 9:4, 346-363.

Johnson, S. (January 2012). *Lesbian Mothers and Their Children: The Third Wave.* Journal of Lesbian Studies., 16:1, 45-53. The Haworth Press.

Johnson, S. and O'Connor, E. (2012). *Gay and Lesbian Parents*. Kuehnle, K. & Drozd, L. (eds.) Parenting Plan Evaluations: Applied Research for the Family Court. Oxford University Press.

Johnson, S. (2009). *Between a Rock and a Hard Place.* Feminism and Psychology (Special feature on negotiating sexualities in higher education classrooms), 19:2, pp. 186-189. Sage Publications.

Johnson, S. (2008). *My Revolving Closet Door*. Journal of Lesbian Studies, (Special thematic issue on "Lesbians and Work" simultaneously published in book form), 12:1, pp. 59-68. The Haworth Press.

Johnson, S. (2006). *Life as Mama*. Chapter appearing in The Other Mother: Non-Biological Lesbian Moms Tell All, pp.101-112. New York: Beacon Press.

Johnson, S. and O'Connor, E. (2005). *Are the Children Normal?* Chapter in Contemporary Issues Companion: Gays and Lesbians, pp. 77-81. (CIOGAL) published by Thomson / Gale.

Johnson, S. and O'Connor, E. (2005). *Family Functioning in Gay and Lesbian Families in the United States*. Chapter appearing in Homoparentalites, Etat Des Lieux, pp. 357-362. Eres Press (France).

Johnson, S. and O'Connor, E. (2002). The Gay Baby Boom: The Psychology of Gay Parenthood: New York: New York University Press.

O'Connor, E. and Johnson, S. (2002) *Lagging Behind: Gay Couples Live Normal Lives at Home but Not in the Law*. Long Island Newsday, Sept 15, 2002, p. A31.

Johnson, S. and O'Connor, E. (2001). For Lesbian Parents: Your Guide to Helping Your Family Grow Up Happy, Healthy and Proud. New York: Guilford Press. (Second printing 2005 with simultaneous publication / translation into Spanish.)

Presentations:

Johnson, S., Ramirez Robson, J. (2023). "Student Equity: The Imperative of Turning Words into Actions". Presentation at the AACC annual conference, Denver, April 12, 2023.

Johnson, S., Ramirez Robson, J., & Chu, E. (2022). "Student Equity: The Imperative of Turning Words into Actions". Presentation at the ACCT annual conference, New York, October 28, 2022.

Johnson, S. (2022). "The Imperative of Turning Words into Actions: Equity is More Than Just a Policy". University of North Dakota, EDI conference, October 5, 2022.

Johnson, S. (2022). "The Imperative of Turning Words into Actions: Creating a World Without Racial Hierarchy through Equity Leadership". Presentation at the AAC&U DESS conference, New Orleans, March 19, 2022.

Howard, J., Johnson, S., & Johnson, S. (2017). "The Elephant in the Room: Part-time Faculty and the Student Success Agenda". Presentation at the American Association of Community Colleges, New Orleans, LA, April 24, 2017.

Howard, J. & Johnson, S. (2016). "Her Brave New World: Gender and Transformational Leadership in Community Colleges of the Future". American Association of Community Colleges, Chicago, Il., April 12, 2016.

Johnson, S. (2011). Invited presentation: "GLBT Parents and Their Children: What Does Research Say and How Are They Treated in the Law?" at The Association of Family and Conciliation Courts, New York Bar Association, Manhattan, November 18, 2011.

Johnson, S. (2011). Invited presentation on counseling issues with gay and lesbian clients who are parents or who are considering parenthood entitled "Psychological and Clinical Issues Facing Q Parents and Prospective Q Parents" at ihi Chelsea (Institute for Human Identity), Chelsea, New York, November, 2011.

Johnson, S. (2011). Invited presentation on the Gay Baby Boom: Research Past and Present for the Dowling College annual theme: America Past and Present, Dowling College, March 31, 2011.

Johnson, S. (2011). Invited presentation / workshop: "What Every Preschool and Daycare Provider Needs to Know About Children With Gay and Lesbian Parents" presented at the 13th annual Long Island Infant, Toddler, Preschool Staff Training Event. Sponsored by Hi Hello Child Care Training Institute and funded by the Rauch Foundation. February, 12, 2011, Freeport, Long Island, New York.

Johnson, S. (2010). Invited presentation on counseling issues with gay and lesbian clients who are parents or who are considering parenthood entitled "Psychological and Clinical Issues Facing Q Parents and Prospective Q Parents" at ihi Chelsea (Institute for Human Identity), Chelsea, New York, October 29, 2010.

Johnson, S. (2009). Invited presentation on gay and lesbian parenting and family formation entitled "Paths to Parenthood" at ihi Chelsea (Institute for Human Identity), Chelsea, New York, November 2009.

Johnson, S. (2008). Invited presentation on gay and lesbian parenting entitled "Who's My Mommy? Who's My Daddy?" at ihi Chelsea (Institute for Human Identity), Chelsea, New York, November 12, 2008.

Johnson, S. (2008). Invited presentation on "The Making of a Serial Killer". Presented at Comsewogue Public Library, Port Jefferson Station, New York, September 17, 2008.

Johnson, S. (2008). Invited presentation on "The Making of a Serial Killer". Presented at Emma S. Clark Library, Setauket, New York, May 9, 2008.

Johnson, S. (2007). Children's Adjustment and Development in Gay and Lesbian Headed Families. Presented at the 12th annual LIGALY (Long Island Gay and Lesbian Youth) conference held at Hofstra University March 13, 2007.

Johnson, S. (2006). Special Issues Facing Gay and Lesbian Couples: From Couple to Family. Presented at the 11th annual LIGALY (Long Island Gay and Lesbian Youth) conference held at Hofstra University, March 13, 2006.

Johnson, S. (2006). Children's Adjustment and Development in Gay and Lesbian Headed Families. Presented at the 11th annual LIGALY (Long Island Gay and Lesbian Youth) conference held at Hofstra University March 13, 2006.

Johnson, S. (2005). Invited presentation on Considering Parenthood. LIGALY (Long Island Gay and Lesbian Youth) Center, Bay Shore, April 25, 2005.

Johnson, S. and O'Connor, E. (2005). Invited presentation on Gay and Lesbian Parenting and Therapy Issues, Dept. of Psychology, SUNY Stony Brook, April 20, 2005.

Johnson, S. (2005). Special Issues Facing Gay and Lesbian Couples: From Couple to Family. Presented at the 10th annual LIGALY (Long Island Gay and Lesbian Youth) conference held at Hofstra University, March 7, 2005.

Johnson, S. (2005). Children's Adjustment and Development in Gay and Lesbian Headed Families. Presented at the 10th annual LIGALY (Long Island Gay and Lesbian Youth) conference held at Hofstra University March 7, 2005.

Johnson, S. and O'Connor, E. (2005). Invited presentation for LIGSEA (Long Island Gay Straight Education Association) entitled: "Building Bridges between Gay and Lesbian Parents and the School Community", January 21, 2005.

Johnson, S. and O'Connor, E. (2004). Invited presentation on Gay and Lesbian Parenting and Therapy Issues, Dept. of Psychology, SUNY Stony Brook, May 5, 2004.

Johnson, S. (2003). Invited presentation on Gay and Lesbian Headed Families presented for the SAFE club at Sachem North High School, May 13, 2003, Long Island, New York.

Johnson, S. and O'Connor, E. (2003). Invited presentation on Gay and Lesbian Parenting and Therapy Issues, Dept. of Psychology, SUNY Stony Brook, April 30, 2003.

Johnson, S. (2003). Invited presentation / workshop: "What Every Preschool and Daycare Provider Needs to Know about Children with Gay and Lesbian Parents" presented at the 5th annual Long Island Infant, Toddler, Preschool Staff Training Event. Sponsored by Hi Hello Child Care Training Institute and funded by the Rauch Foundation. February, 22, 2003, Freeport, Long Island, New York.

Johnson, S. and O'Connor, E. (2003). Invited presentation: "Gay and Lesbian Headed Families" presented at the January meeting of PFLAG of Long Island, January 19, 2003, Huntington Unitarian Universalist Church.

Johnson, S. and O'Connor, E. (2002). Invited presentation on Gay and Lesbian Parenting and Therapy Issues, Dept. of Psychology, SUNY Stony Brook, April 24, 2002.

Tye, M. and Johnson, S. (2002). Full day (6 hour presentation) Continuing Education Workshop: Custody Evaluations with Gay, Lesbian, and Bisexual Parents. Presented at the American Psychological Association, Chicago, Ill., August 2002.

Johnson, S. and O'Connor, E. (2001). Invited keynote speakers for Washoe Health Center Conference on Counseling Gay and Lesbian Clients and Families, sponsored by Nevada Association of Marriage and Family Therapy and Washoe Life Skills, Reno, Nevada, October, 2001. Three presentations given during the course of the conference: "Counseling Someone Through the Process of Identifying Sexual Orientation and Coming Out", "Couple-Family Counseling Issues", and "Gay and Lesbian Parenting Today in the United States".

Johnson, S. and O'Connor, E. (2001). Invited presentation of Gay and Lesbian Parenting and Family Court Issues for the Long Island Women's Bar Association, Long Island, New York, October, 2001.

Tye, M., Johnson, S., and O'Connor, E. (2001). Continuing Education Workshop: In the Best Interests of the Child: Gay and Lesbian Parents. Presented at the American Psychological Association Convention. San Francisco, CA, August 2001. Two papers presented: "In the Best Interest of the Child" and "Gay and Lesbian Parenting: The National Gay and Lesbian Family Study".

Tye, M., Johnson, S., and Silverman, N. (2001). Symposium presentation on Perspectives on Lesbian and Gay Parenting. Presented at the American Psychological Association, San Francisco, CA., August 2001. Paper presented at the symposium: Lesbian Parents and Their Children.

Johnson, S. and O'Connor, E. (2001). Invited presentation on Gay and Lesbian Parenting at the annual national COLAGE (Children of Lesbians and Gays Everywhere) Convention, Provincetown, Mass., August, 2001.

Johnson, S. and O'Connor, E. (2001). Invited presentation on Gay and Lesbian Parenting at the Long Island Gay and Lesbian Community Center, Deer Park, New York, July, 2001.

Johnson, S. and O'Connor, E. (2001). Invited presentation of Gay and Lesbian Parenting at Center Kids, Gay and Lesbian Community Services Center, New York, New York, May 2001.

Posada, G. and Johnson, S. (1993). Relationship between Harsh Discipline Practices and Security of Attachment in Preschoolers. Presented at the annual conference of The American Academy of Child and Adolescent Psychiatry, San Francisco, CA., March 1993.

Posada, G., Crowell, J., Gao, Y., Golby, B., Johnson, S., Lay, K., Fleischman, M., Treboux, D. and Waters, E. (1993). Symposium presentation on the Validity of the Adult Attachment Interview: Does it Measure What It Should? The Adult Attachment Interview and the Attachment Q-sort: A study of Mothers and Children. Presented at the biennial conference of The Society for Research in Child Development, New Orleans, LA, April, 1993.

Johnson, S., Feider, O., and Posada, G. (1991). Previous Relationships with Parents and Peers and Their Association with the Current Quality of Young Adult Friendships and Dating Relationships. Presented at the biennial conference of The Society for Research in Child Development. Seattle, WA, April, 1991

Posada, G. and Johnson, S. (1991). Child Rearing Practices Disagreements and Attachment: Associations with Behavior Problems. Presented at the biennial conference of The Society for Research in Child Development. Seattle, WA, April, 1991.

References: available upon request

Additional Evidences / Section 2

Strategic Plan

Green River COLLEGE

2021

GREEN RIVER COLLEGE » **EQUITY-CENTERED** STRATEGIC PLAN

2026

Green River COLLEGE

2021-2026

GREEN RIVER COLLEGE » **EQUITY-CENTERED** STRATEGIC PLAN

ACKNOWLEDGMENTS

BOARD OF TRUSTEES
Arlene Pierini, Chair
Elaine Chu, Vice Chair
Jackie Boschok
Sharrone Navas
Jennifer Ramirez Robinson

Dr. Suzanne M. Johnson, Green River College President

EQUITY-CENTERED STRATEGIC PLANNING AND VISIONING STEERING COMMITTEE

Co-Chairs
George Frasier, Vice President of College Advancement, Co-Chair
Marcie Sims, English Faculty, Co-Chair

Members
LaBasha Alexander, Student Affairs Completion Coach
Adam Beals, Director of International Student Advising
Shirley Bean, Vice President of Business Administrative Services / HR
Deb Casey, Vice President of Student Affairs
Tsai-En Cheng, Dean of Branch Locations
Trustee Elaine Chu
Dani Crivello-Chang, Dean of Campus Life
Philip Denman, Senior Director of College Relations
Fia Eliasson-Creek, Director of Institutional Effectiveness
Quintana Erwin, Student
Rolita Ezeonu, Vice President of Instruction
Jamie Fitzgerald, Transfer Dean
Jaeney Hoene, United Faculty President
Lonnie Hunter, Washington Federation of State Employees Shop Steward
Leslie Kessler, Chair of Instructional Council
Nancy Kremer, Chair of College Council
David Larsen, Dean of Enrollment and Completion
Benjamin Lealofi, Program Manager for Diversity, Equity and Inclusion
Michela (Muhan) Li, Associated Student Government, Vice President
Camella Morgan, Executive Director of Information Technology/Chief Information Officer
Trustee Sharonne Navas
Kim Olsen, Information Technology Help Desk
Rob Olson, Director of Facilities
LeaAnn Simpson, Faculty Business Technologies and Administrative Careers
Chitra Solomonson, Faculty Physics
Wendy Stewart, Vice President of International Programs and Extended Learning
Matt Swenson, Grants Director
Su Hoon Tan, Student Affairs Director of Auxiliary Services Student Engagement
Amanda Walsh, Faculty Transitional Studies and Wellness
Allison Warner, Director of Career and Advising Services
Sidney Weldele-Wallace, Career and Technical Education Dean

STRATEGIC PLAN WORKING GROUPS

GOAL A: SUCCESS FOR ALL STUDENTS

Facilitator: Sarah Postel
Notetaker: Adam Beals
Seth Deister
Maria Fola
Joanna Folk
Jude Guo
Lonnie Hunter
Erica (Chong) Ihrig
Oksana Knyaz
Shweta Kumar
David Larsen
Debbie Lynes
Aquina Phillips
Angel Richard
Rosemary Salix
Dieynabou Traore

GOAL B: EXCELLENCE IN TEACHING AND LEARNING

Facilitator: Chitra Solomonson
Notetaker: Ian Sherman
Vivette Beuster
Amanda Chin
Jamie Fitzgerald
Jake Heare
Jaeney Hoene
Kathryn Hoppe
Leslie Kessler
Michela (Mu) Li
Wendy Lundquist
Lara Michaels
Patrick Mumpower
Amanda W. Schaefer
Lea Ann Simpson

GOAL C: RESPONSIVE EDUCATIONAL PROGRAMS AND SUPPORT SERVICES

Facilitator: Allison Warner
Notetaker: Laurie Centauri
Jaime Ansell
Mary Butcher
Dani Crivello-Chang
Joe Esch
Lisa Gould
Katrina Larson-Einhaus
Kara LaValley
Pete Morales
Adrienne Palmer
Katherine Powell
Megan Reiser
Melissa Sitzenstock
Andrew Turgeon

GOAL D: INTEGRATED AND EFFECTIVE ORGANIZATIONAL STRUCTURE, SYSTEMS, AND PROCESSES

Facilitator: Nancy Kremer
Notetaker: Su Hoon Tan
Deb Casey
Tsai-En Cheng
Dan Fergueson
Kevin Grossman
Emily Kohring
Tamara (Tammy) Shilipetar
Megan Swanson
Theresa Torell
Ana Vargas
Richard Wilkerson

GOAL E: ACCESSIBLE AND RESPONSIVE FACILITIES AND TECHNOLOGY

Facilitator: Philip Denman
Notetaker: Ashley Brintzenhofe
Lansing Bryan
Chris Carlson
Maggie Crutcher
Pam Dally
Gustavo Demoner
Linda Flanigan
Jeremy Hawks
Dave Jackson
Starlynn McDaniel
Danny Najera
Keegan O'Connor
Kim Olsen
Robert Olson
Wyatt Schill
Sidney Weldele-Wallace
Jenny Park Wheeler

GOAL F: IMPACTFUL COMMUNITY CONNECTIONS

Facilitator: Amanda Walsh
Notetaker: Roseann Berg
Yuka Akashi
Megan Brech
Anna Brosius
Mandiann Bumgarner
Noah Down
Emilee Findley
Rachel Neville
Mike Nielsen
Emily Paget
Alexa Plourde
Cyndi Rapier
Toya Turner
Osvaldo Viramontes
Scott Zinn

GOAL G: MISSION, VISION, VALUES AND EQUITY STATEMENT

Facilitator: Wendy Stewart
Notetaker: Rozella Cruz
Vik Bahl
Shaunie Decker
Quintana Erwin
George Frasier
Jamie Hatleberg
Benjamin Lealofi
Tawnya McLavey
Marcie Sims
Jaime Sterio
Breanna Zumhof

GOAL H: METRICS AND COORDINATION

Facilitator: Fia Eliasson-Creek
Notetaker: Matthew Swenson

Table of Contents

1 | Introduction 1

A. Plan Organization 1

B. About Green River College 1

C. Environmental Scan Summary: Key Challenges and Opportunities 2

2 | Strategic Plan Framework 8

A. Strategic Plan Overview 8

B. Equity, Vision, Mission, and Values Statements 12

3 | Strategic Plan Goals, Objectives and Success Metrics 15

A. Goal A: Success for All Students 15

B. Goal B: Excellence in Teaching and Learning 16

C. Goal C: Responsive Educational Programs and Support Services 17

D. Goal D: Integrated and Effective Organizational Structure, Systems, and Processes 18

E. Goal E: Accessible and Responsive Facilities and Technology 19

F. Goal F: Impactful Community Connections 20

4 | Conclusion / Next Steps 22

Appendix A | Strategic Planning Terms

Appendix B | Strategic Planning Process

Appendix C | Environmental Scan Report (under separate cover)

Appendix D | Original Working Group Results (under separate cover)

Green River COLLEGE

1

INTRODUCTION

1 | Introduction

In the spring of 2020, Green River College (the College, Green River or GRC) initiated an Equity-Centered Strategic Visioning and Planning process to develop an integrated Equity-Centered Strategic Plan (Plan) for the College. The intention of the Plan was to lay out a vision, mission and set of values which define the work and future pathways for the College toward building and acting within a more equitable community. To ensure that the Plan was inclusive of all voices with a stake in the College's success and future, the College carried out a 10-month long community engagement process with a variety of activities designed to ensure that all student, staff, and community voices were heard. The process was guided by the Strategic Plan Steering Committee, working closely and in partnership with the College's strategic planning consultant, MIG, Inc., obtained through the College's established RFP process. The Strategic Plan is a blueprint for moving forward as a whole college over the next five years. It provides a clear vision of our goals for the next five years and is a dynamic tool that can grow as the College grows.

A. Plan Organization

The Strategic Plan is organized into the following sections:

- 1 | Introduction
    - A. Plan Organization
    - B. About Green River College
    - C. Environmental Scan: Key Challenges and Opportunities
- 2 | Strategic Plan Framework
    - A. Strategic Plan Overview
    - B. Equity, Vision, Mission, and Values Statements
- 3 | Strategic Plan Goals, Objectives and Success Metrics
    - A. Goal A: Success for All Students
    - B. Goal B: Excellence in Teaching and Learning
    - C. Goal C: Responsive Educational Programs and Support Services
    - D. Goal D: Integrated and Effective Organizational Structure, Systems, and Processes
    - E. Goal E: Accessible and Responsive Facilities and Technology
    - F. Goal F: Impactful Community Connections
- 4 | Conclusion / Next Steps

B. About Green River College

Green River College is a public two-year college in southeast King County. At the time of publication in 2021, it offers degrees and certificates in 41 programs of study. Green River offers ten associate transfer degrees with direct transfer agreements to public, four-year universities in Washington State, and another six career technical degrees transferable to colleges and universities which have articulation agreements with the College. In its career and technical education programs, Green River offers eight applied baccalaureate degrees, 29 applied associate degrees, and 65 certificates. It is the fourth largest of 34 community and technical colleges in Washington State.

Centrally located between Seattle and Tacoma in Auburn, Washington, Green River College's service area includes the cities and school districts of Kent, Auburn, Enumclaw, Renton, and Tahoma in South King County.

The College began as an adult evening education program for the Auburn School District in 1945. By 1963, the State Board of Education approved the establishment of Green River Community College. The College's main campus has been in its current location since 1965—a beautifully wooded hilltop campus of 250 acres. Over time, as community needs have grown, the College added branch locations in downtown Kent (1986), Enumclaw (1996), and downtown Auburn (2016). The Kent campus is a smaller version of the main campus in Auburn and offers many of the same programs and services. The Enumclaw and Auburn locations offer small selections of credit and non-credit continuing education classes which serve the surrounding communities.

In 2013, Green River won approval to offer applied baccalaureate degrees, which by 2021, totaled eight Bachelor of Applied Science (BAS) degrees. The following year, Green River submitted a substantive change to the Northwest Commission on Colleges and Universities (NWCCU) to change its name officially from Green River Community College to Green River College to better reflect the school's variety of offerings.

C. Environmental Scan Summary: Key Challenges and Opportunities

The Environmental Scan, published in March 2021 at the conclusion of the community engagement process, provides a review of external and internal trends, as well as key points of interest and suggestions by Green River College and community stakeholders, which all helped to guide the creation of the College's Equity-Centered Strategic Plan. The full Environmental Scan Report, including detailed data and summary of input from all community engagement activities, is available under separate cover on the Strategic Planning webpage at https://www.greenriver.edu/strategicplanning/. Below are the key challenges and opportunities for Green River College as identified through the Environmental Scan.

The Puget Sound region is experiencing growth and is growing more diverse.

- In the next two decades, **the region's population will grow by more than 760,000 people**, and one-third of that growth will be in King County. [Puget Sound Regional Council, 2017]
- Much of that growth will be among school-age residents and seniors—**by 2040 one in five residents will be over the age of 65.** [Washington State Office of Financial Management, 2017]
- Since 2000, **81 percent of regional population growth** is due to **growth among communities of color**. [King County, 2017]
- GRC's service area has experienced considerable **growth among immigrant families and families of color in recent years**. [U.S. Census, American Community Survey, 5-Year Estimates, 2018]
- **One in five** service area residents are **foreign born**, and **30 percent speak a language other than English** at home. [U.S. Census, American Community Survey, 2018]

The College has a mixed record in responding to regional demographic changes.

- Green River College student **enrollments reflect the growing diversity of the service area—more than half of Green River students are nonwhite**. [Green River Office of Institutional Effectiveness]
- However, the current racial and ethnic makeup of **faculty and College leadership is not a reflection of the diversity of the community**. [Green River Internal Focus Group, and Office of Institutional Effectiveness]
- Globally, Green River is seen as a **destination institution** thanks to its **well-known international program**. [Green River External Focus Group]
- Green River **enrolls more students than any of its regional competitors** and **ranks near the top among its peers in enrolling students of color**, including students from historically underserved communities. [Washington State Board for Community and Technical Colleges]
- **Enrollments among immigrant students are especially high** at Green River branch campus locations. [Green River Strategic Planning Charette]

COVID-19 is exacerbating access and economic insecurity issues for students of color and low-income students at community colleges in Washington and nationwide.

- **Fall 2020 enrollments among students of color have declined 19.4 percent** from fall 2019. [Green River Office of Institutional Effectiveness]
- Green River's **move to online learning** during the pandemic has created helpful and problematic outcomes: **more students are engaging through online platforms**; however, **many students lack access to the internet and technology**. [Green River Strategic Planning Charette]
- **English and math placement classes** are now in an online format, which may **disadvantage students who do not have necessary technology.** [Green River Strategic Planning Charette]
- Green River faculty are **working to find balances between online and on-campus learning** which benefits different types of students. [Green River Strategic Planning Charette]

Placement into College "gateway" courses is not equitable.

- **One in six** new students, and 12 percent of all students, enroll in **basic skills classes** at Green River. [Green River Office of Institutional Effectiveness]
- Approximately **nine in ten** first-time transfer and career technical students place into college-level English classes. [Green River Office of Institutional Effectiveness]
- First-time student **placements into college-level math** have **improved more than 30 percentage points** in the last five years for transfer students, and **20 percentage points** for career technical students. [Green River Office of Institutional Effectiveness]
- Only about **half of first-time students who place into college-level** English and math courses, and **less than one-third of those who place into basic skills classes**, are able to **complete a college-level course in their first year** of school. [Green River Office of Institutional Effectiveness]

Student retention and success rates at Green River vary by race, gender, economic, and other demographic factors.

- More than **eight in ten students** at Green River complete their courses, and **seven in ten** do so successfully. However, retention and success outcomes are **seven to ten percentage points less** for **students of color from historically underserved groups.** [Green River Office of Institutional Effectiveness]
- Retention rates among transfer and career technical degree-seeking students is **especially low among American Indian and Black students.** [Green River Office of Institutional Effectiveness]
- Students of all backgrounds have **better retention and success rates in hybrid classes** than other modes of learning. This is **especially true for low-income students and historically underserved students of color**. [Green River Office of Institutional Effectiveness]
- **One in four** first-time, career technical degree-seeking students **does not return for a second quarter**, and **only about half return for a second year** of classes. [Green River Office of Institutional Effectiveness]
- Green River is **among the top five** community and technical colleges in **total awards earned by students in all credential categories**—applied baccalaureate awards, associate degrees, certificate awards and high school certifications earned by students. [Washington State Board for Community and Technical Colleges]
- **Historically underserved students of color earned 15 percent of all awards** conferred by Green River College in 2019-20, and an average of 14 percent of awards over the last five academic years.

Support for students at Green River is good, but there are still gaps.

- **Nearly half** of respondents in the recent Green River College Community Survey **agreed that the College's support services were good**, and **another 26 percent rated services as excellent**. [Green River Community Survey]
- **Immigrant and refugee students**, who often begin their Green River careers at branch locations, **need better support**. [Green River Strategic Planning Charette]
- Students of color say they need ***"inclusive, proactive support the entire time they are at Green River."*** [Green River Student Focus Group]

Students are looking for more flexible and consistent support.

- Green River needs to provide **more accessible and consistent guidance for students**. [Green River Student Focus Group]
- Students suggest **mentoring or advising which follows students throughout their time** at Green River. [Green River Student Focus Group]
- Green River can do better at **advising students into the right classes** and **use peer navigators** to support student success. [Green River Strategic Planning Charette]
- Green River needs to **expand access to student support services to branch campus locations and online** and **make the timing flexible** to meet student availability. [Green River Strategic Planning Charette]

Most feel welcome on campus, but not everyone.

- **Nine in ten Green River students** believe that Green River College is **welcoming for all people** while only **two-thirds of faculty, staff and trustees** do. [Green River Community Survey]
- Students agree that Green River's **weeklong welcoming process is helpful for both traditional and non-traditional students**. [Green River Student Focus Group]
- Students and staff describe **physical barriers to a welcoming atmosphere** that exist at the College, from the **expense of travel** to campus, to the **need for more welcoming classroom space** for basic skills students. [Green River Internal and External Focus Groups, Strategic Planning Charette]
- Students suggest **Green River should examine whether it has a welcoming culture for students of color**, who need a stronger sense of belonging and often feel tokenized. [Green River Student Focus Group]
- Green River should consider ***"programs to create community especially for under-represented students and students who don't necessarily have advocates at home."*** [Green River Community Survey]

Green River experiences challenges attracting and retaining diverse faculty and staff.

- Green River experiences **difficulty recruiting faculty of color** due in part to **low turnover, a slow hiring process, missed recruitment opportunities, and limited funding**. [Green River Internal Focus Group]
- ***"One of our strengths is people who've been here for many years, but that means that openings don't occur often, so it will take a while to change the College community."*** [Green River Internal Focus Group]
- Green River should ***"develop a mentorship program for recruiting and retaining faculty of color."*** [Green River Community Survey]

Faculty and staff need ongoing training and support.

- Green River needs to **provide ongoing equity training and support for all staff**. [Green River Strategic Planning Charette]
- ***"Anti-racist work needs to be as active and intentional as technology training."*** [Green River Strategic Planning Charette]
- Green River needs to provide **more training and support for adjuncts**, and acknowledgement of their participation in the work of the College. [Green River Strategic Planning Charette]
- Faculty also need **more and ongoing E-Learning support**, given the shift to online teaching. [Green River Strategic Planning Charette]
- Faculty request **time, space, and compensation** for important outside of classroom activities such as **student mentoring, and community relationship building** and work. [Green River Strategic Planning Charette]

There could be stronger connections with the community the College serves.

- ***"We need to be more intentional and inclusive in our connections with our external partners and the communities and create structures that will allow that to happen."*** [Green River Strategic Planning Charette]
- ***"Developing partnerships and collaborations with community takes persistence, commitment, and time. Whose job is it to do that work?"*** [Green River Strategic Planning Charette]

There are opportunities to further link programming with local community needs.

- Green River should **expand its work with area high schools**. [Green River External Focus Group]
- ***"The transition between high school and college can be challenging. It's great to help students feel a sense of momentum and belonging at college before going – provide a warm handoff."*** [Green River External Focus Group]
- There is **demand from branch campus communities for career-focused classes** beyond the main campus location. [Green River External Focus Group]
- The College should **continue to expand its relationship with the Muckleshoot Indian Tribe** and **offer joint studies opportunities** between Green River and Muckleshoot Tribal College. [Green River External Focus Group]

Green River can capitalize and build upon its program strengths.

- Industry sectors expected to see the **most job growth** over the next decade include **Information Technology and Health Services**. [Washington State Employment Security Department]
- The region is experiencing **substantial demand for software developers and other computer occupations** like web administrators, information security and computer systems engineers, digital forensics analysts. [Washington State Employment Security Department]
- Green River is a **center of excellence in education and cyber security**—the College provides **high quality specializations** in these programs not available at other colleges in the region. [Green River External Focus Group]
- There is a **growing teacher shortage nationwide**, and Green River can help to meet the demand. [Economic Policy Institute]

New collaborations could provide new career pathways for students.

- There is a **need for expanded programing and regional collaboration** with other programs and companies to **offset teaching and equipment costs** to **meet demand for nurses and other health occupations**. [Green River External Focus Group]
- Green River may want to **consider a new hospitality certificate or degree program** to meet **needs of the Muckleshoot Indian Tribe hotel expansion** in Auburn. [Green River External Focus Group]
- Green River should **expand its small business support programs** to reach those not connected to business organizations. [Green River External Focus Group]

There are concerns about Green River governance and processes.

- Policies need to be **designed to support and center students**.
- The College needs a **clear and robust a policy feedback process**.
- The **current governance structure is too complex**, and lines of authority and decision making are not transparent.
- There is a **need for well-defined, participatory governance structure**.
  [Green River Steering Committee Meetings and Focus Groups]

Participants set the criteria for the strategic planning process.

- The Plan will need to **clearly define success**.
- The Plan will need **clear and consistent definitions.**
- The process should **allow all to feel safe and to provide authentic input.**
- The process needs to **balance enthusiasm with recognition of past challenges.**
- **Embed anti-racism and equity throughout.**
- Create a **living, dynamic document, easily accessible** with **data front and center.**
  [Green River Steering Committee Meetings and Focus Groups]

Green River COLLEGE

2

STRATEGIC PLAN **FRAMEWORK**

2 | Strategic Plan Framework

This chapter contains the Strategic Plan Framework, which consists of the following:

A. Strategic Plan Overview
B. Equity, Vision, Mission, and Values Statements

A. Strategic Plan Overview

Green River's Equity-Centered Strategic Plan serves as the guiding document for the College's work over the next five years. This Plan lays out a vision, mission, and set of values which define the work and future pathways for the College toward building and acting within a more equitable community. And it provides a framework to address key challenges and opportunities for our work, incorporating the ideas that have emerged from the Green River community throughout our planning process.

During robust community discussions, Steering Committee members refined a draft Equity Statement, which details the College's commitment to be an anti-racist institution and provides the Green River definition of equity. These conversations laid the groundwork for the College's Strategic Plan Framework, including updates to Green River's Vision, Mission and Values, statements, seen in the graphic on page 8 and laid out in Section B below, to fully support the College's commitment to inclusive, equitable opportunities and outcomes for all.

In addition, the Steering Committee carefully reviewed themes regarding key challenges and opportunities, along with ideas and strategies for addressing them, that emerged from the community engagement process, to shape six Strategic Plan Goals for the College. Discussions about the key issues related to each of these Goals, as seen in the framework graphic on the following pages served as a basis to develop objectives to meet each Goal. These are laid out in Chapter 3.

GREEN RIVER COLLEGE

FRAMEWORK FOR EQUITY-CENTERED STRATEGIC PLAN

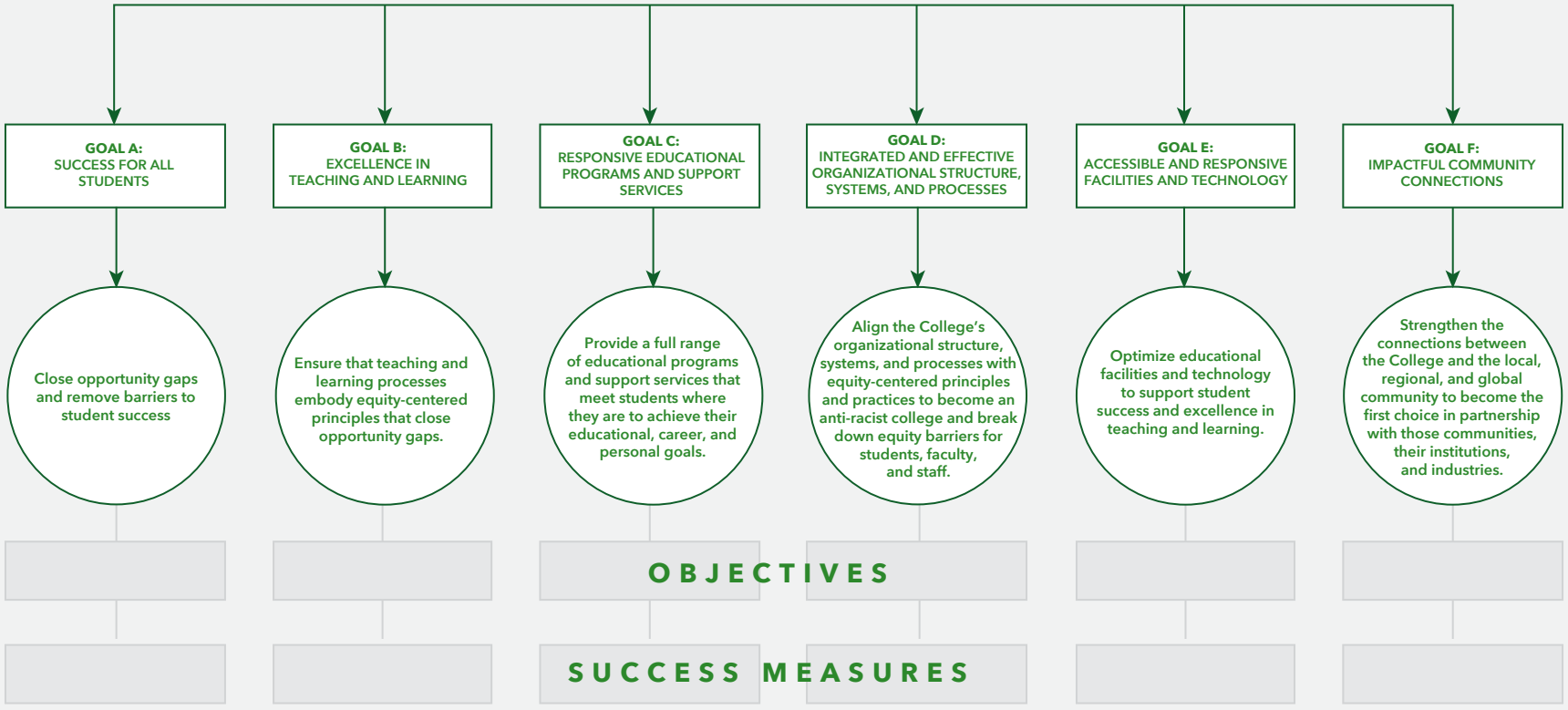
EQUITY STATEMENT/DEFINITION

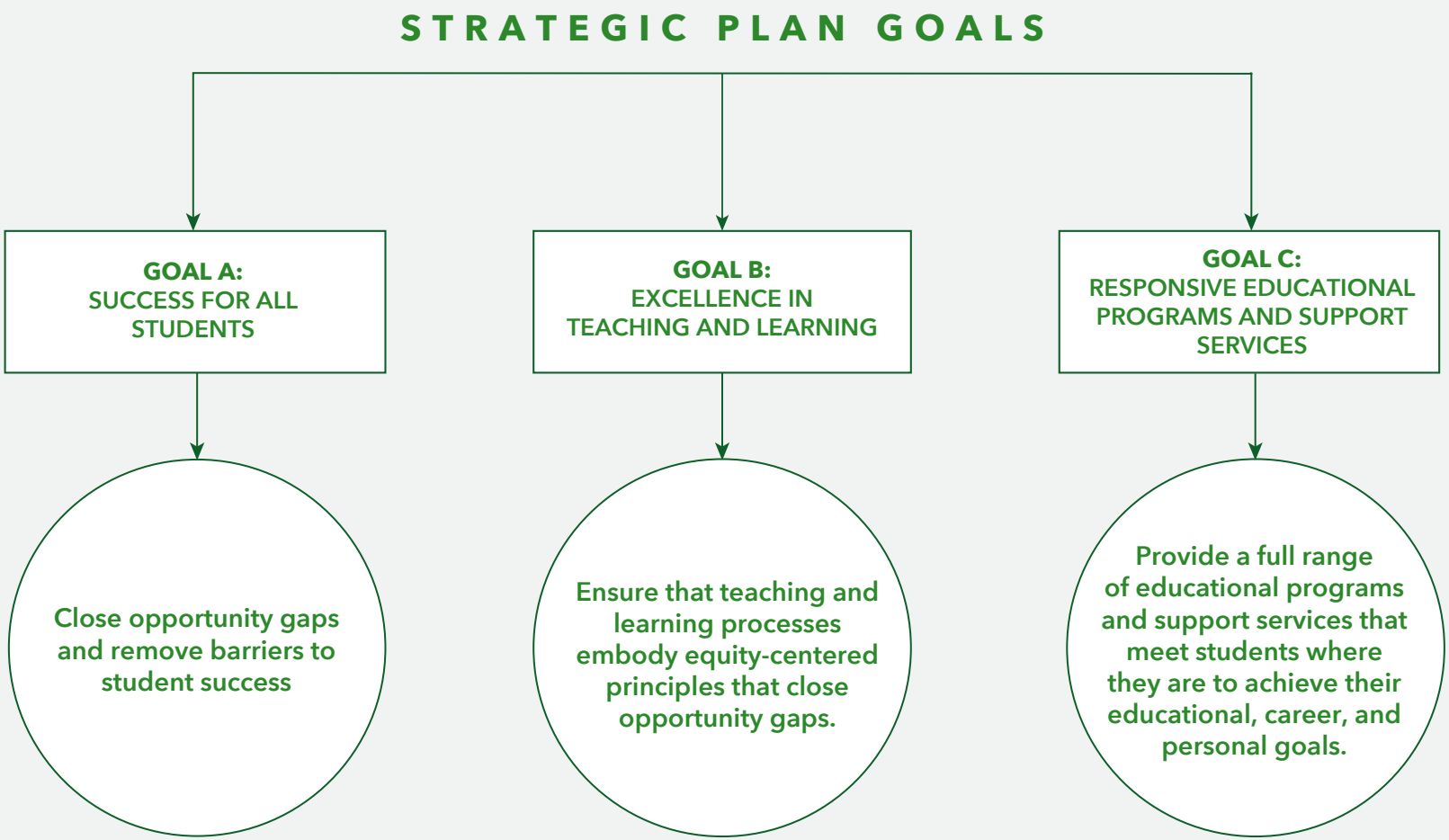
VISION STATEMENT

MISSION STATEMENT

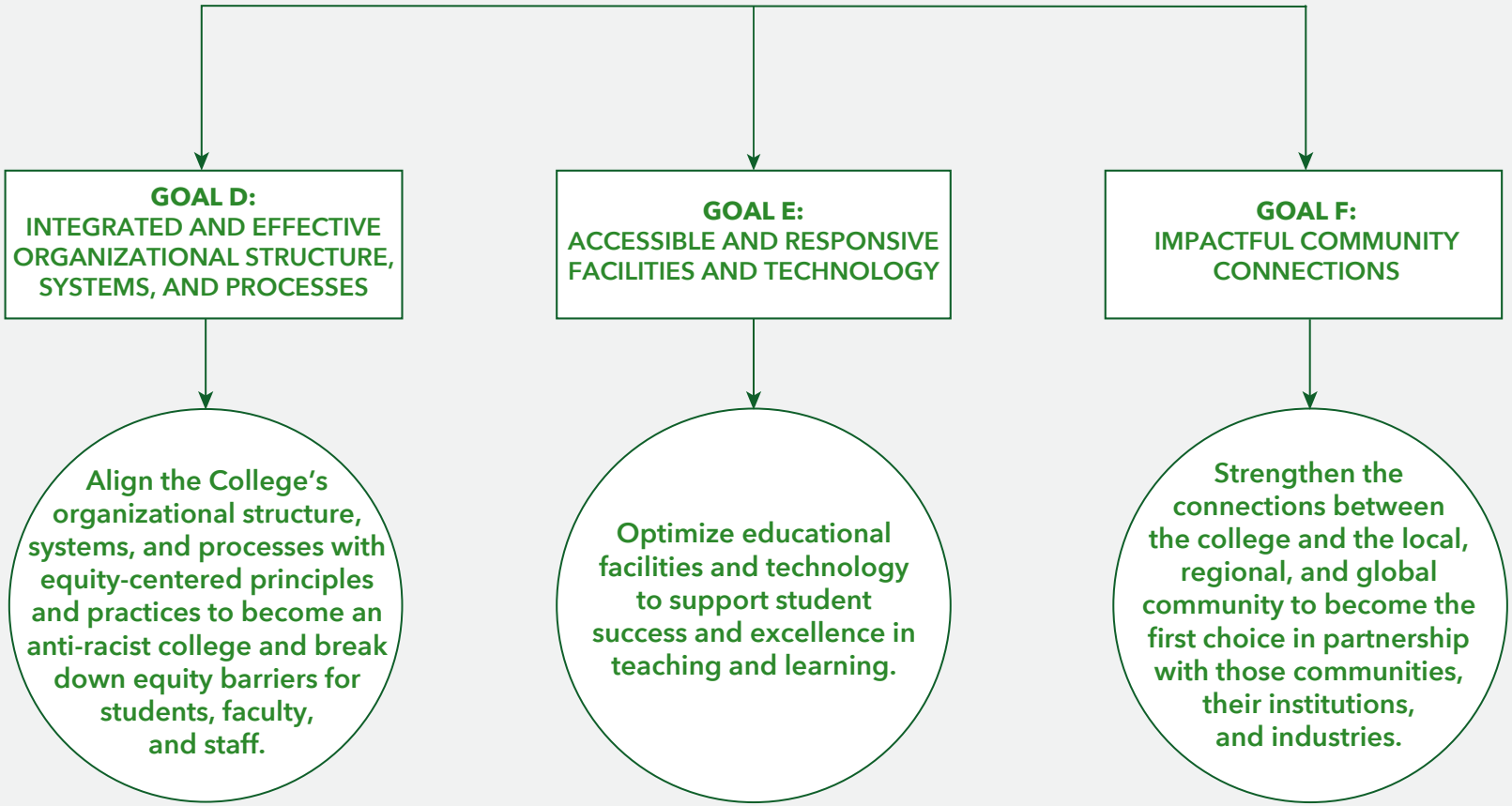
VALUES

STRATEGIC PLAN GOALS




STRATEGIC PLAN GOALS
GOAL A:
SUCCESS FOR ALL
STUDENTS
GOAL B:
EXCELLENCE IN
TEACHING AND LEARNING
GOAL C:
RESPONSIVE EDUCATIONAL
PROGRAMS AND SUPPORT
SERVICES
Close opportunity gaps and remove barriers to student success
Ensure that teaching and learning processes embody equity-centered principles that close opportunity gaps.
Provide a full range of educational programs and support services that meet students where they are to achieve their educational, career, and personal goals.

STRATEGIC PLAN GOALS



B. Equity, Mission, Vision, and Values Statements

Equity Statement

The Green River College Promise:

We commit to be an anti-racist institution where all students, faculty, and staff receive the access, resources, and services needed to achieve their educational, career, and personal goals. Green River College makes social and economic justice, equity, and inclusion our highest priorities.

The Green River College definition of equity encompasses all identities, including but not limited to race, ethnicity, economic status, gender identity, sexual identity, disability, religion/spirituality, immigration status, age, and culture. We understand individual needs vary widely, and the effects of discrimination and historical oppression must be taken into account while aiming for equitable opportunities and outcomes for all.

Let this be a call to action to all members of the Green River College Community: everyone must contribute to this on-going effort to achieve equity for all.

Vision Statement

Green River College will be an equity-centered leader in higher education committed to excellence in teaching and learning, to being an anti-racist college, and to advancing social and economic justice.

All members of the college community will feel a strong sense of belonging and, together, build a culture of care. The racial and ethnic diversity of staff, faculty, and leadership will reflect the diversity of the communities we serve.

Green River will be:

- The destination of choice for post-secondary education.
- First choice in partnership with our community, its business and industry.
- Ranked among the best nationally in student achievement, closing all opportunity gaps.
- Recognized for its preparation of students for the global workforce and for civic engagement in an increasingly diverse, interdependent world.

Mission Statement

Green River College welcomes our diverse local and global communities and is committed to meeting students where they are by providing inclusive, equitable access to innovative and comprehensive educational programs, and individualized support that empowers and prepares students to achieve their personal, educational, and career goals.

Values Statements

- Anti-Racism, Diversity, Equity, and Inclusion
- Belonging
- Accessibility
- Accountability
- Community Engagement
- Growth and Development
- Global Responsibility
- Acknowledgement and Stewardship of the Natural Environment
- Innovation

Anti-Racism, Diversity, Equity, and Inclusion: We are committed to becoming an anti-racist college. We examine our own and others' identities (race, ethnicity, economic status, gender identity, sexual identity, disability, religion/spirituality, immigration status, age, and culture), institutional roles, behaviors, and cultural perspectives, as these relate to power and privilege in the advancement of equity and social justice.

Belonging: We respect difference and make intentional space for the needs, experiences, ways of communicating, expertise, and leadership of those who are most impacted by systemic and structural inequities. We promote a culture of care including love, joy, peace, patience, and kindness in our interactions with students, staff, faculty, and community partners in recognition of the human condition.

Accessibility: We recognize, respect, and celebrate people with disabilities, including physical, cognitive, sensory, intellectual, developmental, and non-apparent disabilities. We commit to equitable opportunities, including the provision of accommodations, and the creation of welcoming, inclusive, and accessible classrooms, curricula, campus spaces, and virtual environments. We recognize disabilities have no social and economic boundaries.

Accountability: We develop and implement mechanisms for accountability in the hiring process, teaching, student support services, employee relations, financial stewardship, and governance, in order to ensure the meaningful participation of all constituents, anchored in transparency and respectful interactions.

Community Engagement: Our multiple campuses in our service areas collaborate to contribute to the educational, economic, and social development of our communities through responsive programs, continuing education, and community and library partnerships.

Growth and Development: We allocate the required resources towards equitable lifelong learning, professional development, and career advancement of our staff, faculty, and students.

Global Responsibility: We foster civic responsibility by understanding the critical issues and challenges affecting the diverse communities on our campuses, regionally, nationally, and around the world. We cultivate respect and empathy for cultural difference, honoring the dignity of multiple languages and being mindful of cultural biases.

Acknowledgement and Stewardship of the Natural Environment: We acknowledge the land on which Green River College sits as the ancestral home of the Muckleshoot Indian Tribe. We commit to the beautification, preservation, and sustainability of our campuses' natural resources.

Innovation: We develop innovative programs, policies, practices, operations, and infrastructure that respond to evolving needs and opportunities.

Green River COLLEGE

3

STRATEGIC PLAN **GOALS, OBJECTIVES & SUCCESS METRICS**

3 | Strategic Plan Goals, Objectives and Success Metrics

A. Goal A: Success for All Students

Close Opportunity Gaps and Remove Barriers to Student Success

Goal A Objectives

Objective A.1
Implement anti-racist, equity-centered, and accessible practices that remove barriers of placement and course sequencing in developmental English and math to support students' successful transitions to and through college.

Objective A.2
Create a campus-wide mentorship program for the length of students' college careers to increase student engagement, persistence, and completion.

Objective A.3
Reduce students' personal and financial barriers to college access, retention, persistence, and completion.

Objective A.4
Adopt the Guided Pathways framework to support students' pathways and transitions to, through, and beyond the College.

Objective A.5
Implement mechanisms to continuously assess student, employee, and community needs and success barriers, and establish systems for reviewing and acting on this feedback.

Responding to These Key Challenges from the Environmental Scan

- The College has a mixed record in responding to regional demographic changes.
- COVID-19 is exacerbating access and economic insecurity issues for students of color and low-income students at community colleges in Washington and nationwide.
- Placement into College "gateway" courses is not equitable.
- Student retention and success rates at Green River vary by race, gender, economic, and other demographic factors.
- Support for students at Green River is good, but there are still gaps.
- Students are looking for more flexible and consistent support.
- Most feel welcome on campus, but not everyone.
- There are opportunities to further link programming with local community needs.
- Green River can capitalize and build upon its program strengths.

Goal A Success Metrics

- **Success Metric** *[Start of Student's Journey]*: The College has implemented a comprehensive student onboarding process by 2026 that includes all students having educational, financial, and career transition plans by their 2nd quarter of enrollment.
- **Success Metric** *[Progression of Student's Journey]*: Students' opportunity gaps in retention, progression, and completion are reduced or eliminated by 2026.
- **Success Metric** *[End of Student's Journey]*: Increase the College's student completion rate from 38% to 43% with minimal or no opportunity gaps by 2026.

B. Goal B: Excellence in Teaching and Learning

Ensure That Teaching and Learning Processes Embody Equity-Centered Principles that Close Opportunity Gaps.

Goal B Objectives

Objective B.1:
Implement a robust, College-wide program of teaching and learning that supports excellence via professional development in high-impact practices for faculty and staff, and ensures that faculty and staff are trained in equity-centered and inclusive approaches.

Objective B.2:
Offer multiple modalities of teaching that balance course offerings between on-campus, online, and hybrid classes, to increase student success and to maximize opportunities for students with diverse learning styles and instructional needs.

Responding to These Key Challenges from the Environmental Scan

- The College has a mixed record in responding to regional demographic changes.
- Student retention and success rates at Green River vary by race, gender, economic, and other demographic factors.
- Support for students at Green River is good, but there are still gaps.
- Students are looking for more flexible and consistent support.
- Most feel welcome on campus, but not everyone.
- Faculty and staff need ongoing training and support.

Goal B Success Metrics

- **Success Metric:** All faculty and staff have been trained in anti-racist, equity-centered, and inclusive Diversity, Equity, and Inclusion principles by 2026.
- **Success Metric:** Decrease or eliminate instructional opportunity gaps related to race, gender, economic, and other demographic factors by 2026.

C. Goal C: Responsive Educational Programs and Support Services

Provide a Full Range of Educational Programs and Support Services that Meet Students Where They Are to Achieve Their Educational, Career, and Personal Goals.

Goal C Objectives

Objective C.1:
Implement culturally relevant and equity-centered employee training focused on providing effective student services to the College's diverse student population.

Objective C.2:
Improve and expand student advising, support service delivery and interventions, as well as student, faculty, and staff engagement in support services, to increase students' engagement, persistence, and completion.

Objective C.3:
Provide robust career services and pre-employment activities that prepare all students for professional opportunities and strengthen industry partnerships.

Objective C.4:
Provide a full range of learning opportunities, instructional programs, curricula, and modalities aligned with student and community needs.

Responding to These Key Challenges from the Environmental Scan

- The College has a mixed record in responding to regional demographic changes.
- Student retention and success rates at Green River vary by race, gender, economic, and other demographic factors.
- Support for students at Green River is good, but there are still gaps.
- Students are looking for more flexible and consistent support.
- Faculty and staff need ongoing training and support.
- There could be stronger connections with the community the College serves.
- There are opportunities to further link programming with local community needs.
- Green River can capitalize and build upon its program strengths.
- New collaborations could provide new career pathways for students.

Goal C Success Metrics

- **Success Metric:** The College has fully implemented Guided Pathways by 2026 to help more students achieve their college goals.
- **Success Metric:** Increase the percentage of students who feel like they belong at Green River by five percentage points per year by 2026.

D. Goal D: Integrated and Effective Organizational Structure, Systems, and Processes

Align the College's Organizational Structure, Systems, and Processes with Equity-Centered Principles and Practices to Become an Anti-racist College and Break Down Equity Barriers for Students, Faculty, and Staff.

Goal D Objectives

Objective D.1
Develop the infrastructure and capacity to expect and support all current and future employees to engage in ongoing training, educational and professional development opportunities to become an anti-racist institution that is culturally responsive to the evolving needs of the community.

Objective D.2
Require that all recruitment, hiring, compensation, and retention processes follow equity principles; eliminate biases; and increase the diversity of faculty, staff, and administrators.

Objective D.3
Implement employee onboarding processes that set up new team members for success to retain a diverse and unique talent pool.

Objective D.4
Require that all College locations, employees, students, and stakeholders are treated equitably with respect to campus support and resources, such as funding, policies/processes, programs, facility space, maintenance, safety, and events.

Objective D.5
Establish a well-defined shared and collaborative governance structure aligned with the Strategic Plan that includes robust employee involvement and inclusion.

Objective D.6
Implement new and revise current policies and processes to be an anti-racist, equity--centered institution.

Responding to These Key Challenges from the Environmental Scan

- Most feel welcome on campus, but not everyone.
- Green River experiences challenges attracting and retaining diverse faculty and staff.
- Faculty and staff need ongoing training and support.
- There are concerns about Green River governance and processes.

Goal D Success Metrics

- **Success Metric:** The College has implemented an equity-centered framework for employee recruiting, hiring, and onboarding by 2026 that include employees having professional development plans incorporating anti-racist and DEI principles.
- **Success Metric:** The College has implemented a comprehensive organizational framework by 2026 that uses equity-centered principles in shared governance, planning, resource allocation, assessment, and policy development.
- **Success Metric**: Increase the percentage of faculty and staff of color to be comparable or exceed that of neighboring colleges by 2026.

E. Goal E: Accessible and Responsive Facilities and Technology

Optimize Educational Facilities and Technology to Support Student Success and Excellence in Teaching and Learning.

Goal E Objectives

Objective E.1
Create a welcoming environment to promote and affirm equity and inclusion for all who enter the main campus, branch locations, and the College's online domains.

Objective E.2
Create an equity-centered Facilities Master Plan with full participation of the campus community that promotes excellence in teaching and learning, and a welcoming and inclusive environment for faculty, staff, and students.

Objective E.3
Create an equity-centered Technology Plan that ensures equal access for students to technology and virtual student support services and improves the quality of and accessibility to College technology for all stakeholders.

Responding to These Key Challenges from the Environmental Scan

- The Puget Sound region is experiencing growth and is growing more diverse.
- The College has a mixed record in responding to regional demographic changes.
- Support for students at Green River is good, but there are still gaps.
- Students are looking for more flexible and consistent support.
- Most feel welcome on campus, but not everyone.
- Green River experiences challenges attracting and retaining diverse faculty and staff.
- There could be stronger connections with the community the College serves.

Goal E Success Metrics

- **Success Metric:** Increase the percentage of students, faculty, staff, and community members who feel welcomed at Green River by 5% per year.
- **Success Metric:** The College has adopted a Facilities Master Plan and a Technology Plan that support excellence and equity-centered teaching and learning by 2026.

F. Goal F: Impactful Community Connections

Strengthen the Connections Between the College and the Local, Regional, and Global Community to Become the First Choice in Partnership with Those Communities, Their Institutions, and Industries.

Goal F Objectives

Objective F.1:
Increase and deepen relationships between the College and community stakeholders (K-12, higher education, industry, government, nonprofits, etc.), locally and globally, to improve teaching and learning; student access and success; to advance equity and social justice; and to contribute to community vitality.

Objective F.2:
Implement communication strategies, both internal and external, that demonstrate the College's dedication to a quality student experience, services, diversity, equity, inclusion, and anti-racism.

Objective F.3:
Strengthen the identity of the College as an institution dedicated to diversity, equity, inclusion, and anti-racism.

Responding to These Key Challenges from the Environmental Scan

- The Puget Sound region is experiencing growth and is growing more diverse.
- The College has a mixed record in responding to regional demographic changes.
- Most feel welcome on campus, but not everyone.
- There could be stronger connections with the community the College serves.
- There are opportunities to further link programming with local community needs.
- New collaborations could provide new career pathways for students.

Goal F Success Metrics

- **Success Metric:** Green River is top of mind among institutions of higher education in the region by 2026.
- **Success Metric**: Green River is considered a valuable asset to the community and key stakeholders by 2026.

Green River COLLEGE

4

CONCLUSION **NEXT STEPS**

4 | Conclusion / Next Steps

Following the Board of Trustees' review in June-July 2021 and adoption of this Equity-Centered Strategic Plan, the College will move forward with developing a detailed Implementation Plan. The Implementation Plan will include strategies, action steps, time frames, delineation of responsibilities, and identification of resources available for each objective. The proposed success metrics will be refined into a more detailed Evaluation Plan with clear indicators, data sources, and completion targets, that will be used to assess the College's progress toward meeting its Strategic Plan Goals and Objectives and more fully manifesting its Equity Statement, Vision, Mission, and Values. The Strategic Plan will be a living, dynamic, and accessible document that will evolve along with Green River College into a future that truly provides equitable opportunities for all.

Green River COLLEGE

A

Appendix A | Strategic Planning Terms

- The **Equity Statement** commits the College to building an inclusive, varied workplace welcoming people of all backgrounds.
- The **Mission** explains why the College exists and describes the overall purpose of the College.
- The **Vision** is an aspirational statement describing the College's ideal future state. The vision statement describes what success will look and feel like.
- **Values** are the core principles by which the College will carry out its mission. They define the basic attributes and beliefs that shape and guide College decision-making and provide ways of choosing among competing priorities.
- **Goals** are broad statements of direction that define what the College is trying to achieve.
- **Objectives** are detailed methods for attaining the goals. They should be specific, measurable, achievable, realistic, and time-based.
- **Action Steps** consist of strategies, projects, and initiatives that the College has selected to implement the objectives of a Strategic Plan. Each year the College will review their objectives and action steps, considering progress achieved, and will revise and update as needed.
- **Success Metrics** describe the College's progress toward achieving its goals and objectives and may be quantitative or qualitative in nature.
- An **Environmental Scan** is an assessment of current conditions and trends, including community and student demographics, economics, social conditions, and other factors that are likely to impact the future of the College.

Green River COLLEGE

B

Appendix B | Strategic Planning Process

I. Plan Development Process Summary

Green River College's Equity-Centered strategic planning process was designed to be inclusive of all voices with a stake in the College's success and future. The collaborative development process was guided by the Strategic Plan Steering Committee, and the Plan written by the Strategic Plan working groups formed to focus on specific aspects of the plan.

Equity-Centered Strategic Planning and Visioning Steering Committee

The Strategic Plan Steering Committee, comprised of representation from across the College, guided the strategic planning process. It was constructed with careful consideration of diverse roles at the College and diversity of perspective, knowledge, and expertise. The Steering Committee met regularly throughout the Strategic Plan development process during the 2020-2021 academic year.

Strategic Plan Community Engagement Process

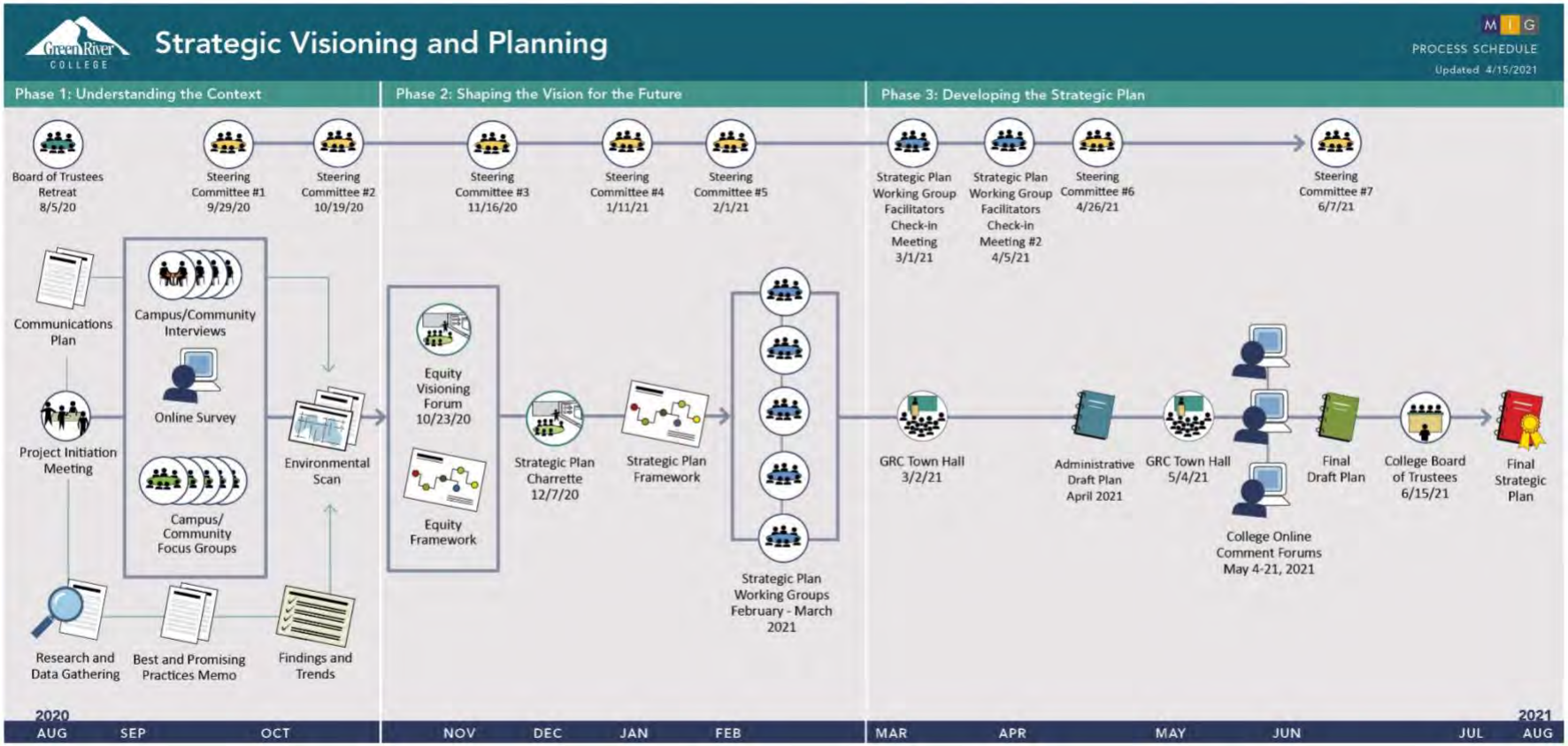
The Plan process included an Equity Visioning Forum bringing together campus community members to help develop the framework for embedding equity throughout the College's practices; a Strategic Planning Charette to further discuss and develop the components of the Strategic Plan Framework; Strategic Plan working groups who collaborated on Plan development; and an online forum offering an opportunity for comment on the administrative draft plan. Throughout the process, input was summarized as it was gathered, with an iterative feedback loop so that all participants could validate the planning team's understanding of their input and know how it has been incorporated into the final plan.

Concurrent with community outreach, the planning team incorporated data analysis from the College, the Washington State Board of Community and Technical Colleges, and external data sources into the Plan to provide a current conditions assessment, and to detail specific and ongoing needs for additional data collection and analysis by the College and community. This ensured the Equity-Centered Strategic Plan process was both community-informed and data-driven.

A variety of activities were conducted to ensure that all student, staff, and community voices were heard, including key stakeholder interviews; campus and community focus groups; and an online survey to elicit feedback from a broader pool of College students, employees, and community. Similar questions were asked during each activity to ensure that all input could be correlated. The graphic on the following page shows the timeline of activities.

Robust participation in the process from throughout the campus and service area community included the following:

- **34** members representing all campus constituencies on the Strategic Plan Steering Committee
- Board of Trustees, Executive and Administrative Team, and Continuing Education and Branch Campus Retreats
- **11** Key Stakeholder Interviews: GRC Equity Leaders; Auburn School District; GRC Instructional Council; GRC Student Affairs/Transfer; GRC Foundation Board; Washington State Board for Community and Technical Colleges; Economic Development, Cities of Auburn and Kent; Dean of Student Life
- **45** participants in **3** Focus Groups:
  - 16 participants in Faculty / Staff Focus Group
  - 17 participants in External Community Focus Group – representing civic, business and community organizations
  - 12 participants in Student Focus Group
- **610** respondents to Online Survey
- Over **200** participants in Equity Visioning Forum
- Over **150** participants in Strategic Planning Charette


Green River COLLEGE
Strategic Visioning and Planning
MIG
PROCESS SCHEDULE
Updated 4/15/2021
Phase 1: Understanding the Context
Phase 2: Shaping the Vision for the Future
Phase 3: Developing the Strategic Plan
Board of Trustees Retreat 8/5/20
Steering Committee #1 9/29/20
Steering Committee #2 10/19/20
Steering Committee #3 11/16/20
Steering Committee #4 1/11/21
Steering Committee #5 2/1/21
Strategic Plan Working Group Facilitators Check-in Meeting 3/1/21
Strategic Plan Working Group Facilitators Check-in Meeting #2 4/5/21
Steering Committee #6 4/26/21
Steering Committee #7 6/7/21
Communications Plan
Campus/Community Interviews
Online Survey
Project Initiation Meeting
Campus/ Community Focus Groups
Environmental Scan
Research and Data Gathering
Best and Promising Practices Memo
Findings and Trends
Equity Visioning Forum 10/23/20
Equity Framework
Strategic Plan Charrette 12/7/20
Strategic Plan Framework
Strategic Plan Working Groups February - March 2021
GRC Town Hall 3/2/21
Administrative Draft Plan April 2021
GRC Town Hall 5/4/21
College Online Comment Forums May 4-21, 2021
Final Draft Plan
College Board of Trustees 6/15/21
Final Strategic Plan
2020
AUG
SEP
OCT
NOV
DEC
JAN
FEB
MAR
APR
MAY
JUN
JUL
2021
AUG

Working Groups Plan Development Process

The Strategic Plan Working Groups, composed of a diverse representation of College community members with subject matter expertise, were charged with developing draft Statements, Objectives and Success Metrics for the Strategic Plan. The Working Groups reviewed, evaluated, and prioritized the ideas and input collected during the outreach process and made recommendations to achieve the Goals identified by the College community. The responsibility of the Working Groups was to achieve the following:

- Provide specific recommendations for Objectives and Success Metrics to achieve the Working Group's assigned Goal
- Consult the compilation of ideas from the College community drawn from the Environmental Scan
- Serve as a communication link between the Steering Committee and the various College community groups and agencies included in the process

Each Working Group had a designated Meeting Facilitator, charged with convening the group, leading and facilitating discussions, serving as its spokesperson, and acting as a liaison; and a Meeting Notetaker. Eight Working Groups were convened. Working Groups A-F were charged with developing Objectives and proposed Success Metrics, both quantitative and qualitative, for each of the six Goals in the Strategic Plan. Working Group G was charged with developing final drafts of the College's Equity, Mission, Vision and Value Statements. Working Groups A-G convened from February through April 2021 to finalize their recommendations. Once Working Group A-F's recommendations were complete, Working Group H convened beginning in April 2021 to refine and finalize the Success Metrics within a consistent structure and framework for measuring success across the Strategic Plan Goals and Objectives, in a way that supports the equity-centered, anti-racist goals of Green River College.

President's Priorities 2025-26

President's Specific Priorities / Areas of Focus for 25 – 26

1. Continue focus college-wide on being a student-ready college ensuring equitable access, retention, progression, and completion among our diverse student populations:
    a. Support the implementation and integration of the college's Strategic Enrollment Management and Guided Pathways plans to further advance the support structures needed to be a student-ready college.
    b. With leadership and stakeholders, examine and revise as needed the college's marketing plan.
    c. Support the college's development of an academic growth plan which will assist in the development of a physical resources and IT plan for the college to ensure we utilize space effectively and deliver the best academic programming and services to our students.
    d. Support efforts to continue to strengthen professional development opportunities college-wide to ensure staff and faculty are receiving the needed supports to be the best college we can be for our students.
2. Support and further strengthen fiscal knowledge, operations, and management college wide especially in this time of funding reductions on the state and federal level.
3. Support the implementation and completion of a college-wide climate survey.
4. Community outreach:
    a. Building on townhalls in the 24 – 25 academic year, continue community outreach as the college prepares to work on revisions to its strategic plan in the 26 – 27 academic year, e.g. Superintendents, Mayors, City Councils / Chambers, Legislators. Additionally,
    b. Continue involvement in and pursue new partnerships with outside organizations that can bring additional financial resources to the college, e.g. Kent Aerospace Roundtable; Auburn Cities and Schools
    c. Support additional opportunities for funding externally, e.g. Congressionally directed spending projects; Independent organizations who are interested in partnering with community colleges especially addressing career pathways
5. Support the successful completion of the college's NWCCU 6-year report and preparation for its 7-year accreditation report and visit.
6. Emergency readiness:
    a. Continue to prioritize protections against cyberattack,
    b. Ensure needed revisions to the college's emergency operations and business continuity plan

President Position Change Email

Outlook

A Statement from the Green River College Board of Trustees

From Philip Denman <PDenman@greenriver.edu>
Date Mon 2026-02-02 13:46

The following is sent on behalf of the Green River College Board of Trustees

A Statement from the Green River College Board of Trustees

Today, the Green River College Board of Trustees voted to exercise the separation for convenience provision in President Suzanne Johnson's contact. Her last day at the College will be Tuesday, February 3, 2026.

This was a difficult decision made thoughtfully and with mutual respect, recognizing the many meaningful contributions President Johnson has made to the College, as well as the opportunities ahead. We want to thank President Johnson for her more than nine years of dedicated leadership to Green River. During her tenure, GRC saw record enrollment; doubled the number of bachelor's degrees offered; opened the Auburn Center; was ranked an Aspen Institute Top 150 community college; completed the 2020 Year Seven Accreditation visit, receiving six commendations; hosted the sitting President of the United States; and led the College through the COVID-19 pandemic, providing a steady hand while consistently demonstrating compassion, understanding, and care for our campus community.

The Board is deeply grateful for President Johnson's commitment to serving our students and the Green River community, and wish her the very best moving forward.

To ensure continuity and stability during this transition, the Board is appointing George Frasier as Interim President, effective Wednesday, February 4, 2026.

Currently serving as GRC's Vice President of College Relations, George brings deep institutional knowledge and strong campus and community connections built over 18 years of service to Green River College, the Foundation, and Southeast King County. He notably co-led the development of the College's Equity-Centered Strategic Plan; facilitates the Auburn Area Chamber of Commerce's Leadership Institute; and recently received the Auburn CONNECT Impact Award for outstanding contributions to the community.

Looking ahead, the Board remains focused on empowering student success and to the College's mission to serve the educational needs of our community and is committed to conducting a competitive and transparent national search for Green River's next president. Students, faculty, staff, and community members will play a vital role in the search process and will be invited to participate throughout. Specific details, such as timelines and methodology, are in development and will be shared in the coming weeks.

Philip Denman (he/his)
GRC | Senior Director of College Relations
Office: 253-351-6613 | **On Campus:** M, W, Th

Submit a project request at **greenriver.edu/cro**

Green River College PRFR Report Appendix 2.A.4

2.A.4 The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Table of Contents

2.A.4 EV.#1 / Section 1 ..... **4**

2.A.4 EV.#2 / Section 2 ..... **20**

Section 1: Institutional governance policies and procedures

- Boards of trustees—Powers and duties RCW 28B.50.140
- Boards of trustees—Generally RCW:28B.50.100
- Boards of trustees—Bylaws, rules, and regulations RCW 28B.50.130
- Boards of trustees—Student trustee RCW 28B.50.102
- GRC Policies and Procedures

Section 2: Documentation of decision-making structures and processes publicly available to relevant constituencies

- GRC Policy Development Process
- Program Review and Viability
- Instructional Council Bylaws
- IC Procedures for College Wide Proposals
- Instructional Council

2.A.4 EV.#1 / Section 1

Boards of trustees—Powers and duties RCW 28B.50.140

RCW 28B.50.140 Boards of trustees—Powers and duties. Each board of trustees:

(1) Shall operate all existing community and technical colleges in its district;

(2) Shall create comprehensive programs of community and technical college education and training and maintain an open-door policy in accordance with the provisions of RCW 28B.50.090(3);

(3) Shall employ for a period to be fixed by the board a college president for each community and technical college and, may appoint a president for the district, and fix their duties and compensation, which may include elements other than salary. Compensation under this subsection shall not affect but may supplement retirement, health care, and other benefits that are otherwise applicable to the presidents as state employees. The board shall also employ for a period to be fixed by the board members of the faculty and such other administrative officers and other employees as may be necessary or appropriate and fix their salaries and duties. Except as provided for academic employees in RCW 28B.52.035 and technical college classified employees under chapter 41.56 RCW, compensation and salary increases under this subsection shall not exceed the amount or percentage established for those purposes in the state appropriations act by the legislature as allocated to the board of trustees by the state board for community and technical colleges. The state board for community and technical colleges shall adopt rules defining the permissible elements of compensation under this subsection;

(4) May establish, in accordance with RCW 28B.77.080, new facilities as community needs and interests demand. However, the authority of boards of trustees to purchase or lease major off-campus facilities shall be subject to the approval of the student achievement council pursuant to RCW 28B.77.080;

(5) May establish or lease, operate, equip and maintain dormitories, food service facilities, bookstores and other self-supporting facilities connected with the operation of the community and technical college;

(6) May, with the approval of the college board, borrow money and issue and sell revenue bonds or other evidences of indebtedness for the construction, reconstruction, erection, equipping with permanent fixtures, demolition and major alteration of buildings or other capital assets, and the acquisition of sites, rights-of-way, easements, improvements or appurtenances, for dormitories, food service facilities, and other self-supporting facilities connected with the operation of the community and technical college in accordance with the provisions of RCW 28B.10.300 through 28B.10.330 where applicable;

(7) May establish fees and charges for the facilities authorized hereunder, including reasonable rules and regulations for the government thereof, not inconsistent with the rules of the college board; each board of trustees operating a community and technical college may enter into agreements, subject to rules of the college board, with owners of facilities to be used for housing regarding the management, operation, and government of such facilities, and any board entering into such an agreement may:

(a) Make rules for the government, management and operation of such housing facilities deemed necessary or advisable; and

(b) Employ necessary employees to govern, manage and operate the same;

(8) May receive such gifts, grants, conveyances, devises and bequests of real or personal property from private sources, as may be made from time to time, in trust or otherwise, whenever the terms and conditions thereof will aid in carrying out the community and technical college programs as specified by law and the rules of the state college board; sell, lease or exchange, invest or expend the same or the proceeds, rents, profits and income thereof according to the terms and conditions thereof; and adopt rules to govern the receipt and expenditure of the proceeds, rents, profits and income thereof;

(9) May establish and maintain night schools whenever in the discretion of the board of trustees it is deemed advisable, and authorize classrooms and other facilities to be used for summer or night schools, or for public meetings and for any other uses consistent with the use of such classrooms or facilities for community and technical college purposes;

(10) May make rules for pedestrian and vehicular traffic on property owned, operated, or maintained by the district;

(11) Shall prescribe, with the assistance of the faculty, the course of study in the various departments of the community and technical college or colleges under its control, and publish such catalogues and bulletins as may become necessary;

(12) May grant to every student, upon graduation or completion of a course of study, a suitable diploma, degree, or certificate under the rules of the state board for community and technical colleges that are appropriate to their mission. The purposes of these diplomas, certificates, and degrees are to lead individuals directly to employment in a specific occupation or prepare individuals for a bachelor's degree or beyond. Technical colleges may only offer transfer degrees that prepare students for bachelor's degrees in professional fields, subject to rules adopted by the college board. In adopting rules, the college board, where possible, shall create consistency between community and technical colleges and may address issues related to tuition and fee rates; tuition waivers; enrollment counting, including the use of credits instead of clock hours; degree-granting authority; or any other rules necessary to offer the associate degrees that prepare students for transfer to bachelor's degrees in professional areas. Only colleges under RCW 28B.50.810 or 28B.50.825 may award baccalaureate degrees. The board, upon recommendation of the faculty, may also confer honorary associate of arts degrees, or if it is authorized to award baccalaureate degrees may confer honorary bachelor of applied science degrees, upon persons other than graduates of the community college, in recognition of their learning or devotion to education, literature, art, or science. No degree may be conferred in consideration of the payment of money or the donation of any kind of property;

(13) Shall enforce the rules prescribed by the state board for community and technical colleges for the government of community and technical colleges, students and teachers, and adopt such rules and perform all other acts not inconsistent with law or rules of the state board for community and technical colleges as the board of trustees may in its discretion deem necessary or appropriate to the administration of college districts: PROVIDED, That such rules shall include, but not be limited to, rules relating to housing, scholarships, conduct at the various community and technical college facilities, and discipline: PROVIDED, FURTHER, That the board of

trustees may suspend or expel from community and technical colleges students who refuse to obey any of the duly adopted rules;

(14) May, by written order filed in its office, delegate to the president or district president any of the powers and duties vested in or imposed upon it by this chapter. Such delegated powers and duties may be exercised in the name of the district board;

(15) May perform such other activities consistent with this chapter and not in conflict with the directives of the college board;

(16) Notwithstanding any other provision of law, may offer educational services on a contractual basis other than the tuition and fee basis set forth in chapter 28B.15 RCW for a special fee to private or governmental entities, consistent with rules adopted by the state board for community and technical colleges: PROVIDED, That the whole of such special fee shall go to the college district and be not less than the full instructional costs of such services including any salary increases authorized by the legislature for community and technical college employees during the term of the agreement: PROVIDED FURTHER, That enrollments generated hereunder shall not be counted toward the official enrollment level of the college district for state funding purposes;

(17) Notwithstanding any other provision of law, may offer educational services on a contractual basis, charging tuition and fees as set forth in chapter 28B.15 RCW, counting such enrollments for state funding purposes, and may additionally charge a special supplemental fee when necessary to cover the full instructional costs of such services: PROVIDED, That such contracts shall be subject to review by the state board for community and technical colleges and to such rules as the state board may adopt for that purpose in order to assure that the sum of the supplemental fee and the normal state funding shall not exceed the projected total cost of offering the educational service: PROVIDED FURTHER, That enrollments generated by courses offered on the basis of contracts requiring payment of a share of the normal costs of the course will be discounted to the percentage provided by the college;

(18) Shall be authorized to pay dues to any association of trustees that may be formed by the various boards of trustees; such association may expend any or all of such funds to submit biennially, or more often if necessary, to the governor and to the legislature, the recommendations of the association regarding changes which would affect the efficiency of such association;

(19) May participate in higher education centers and consortia that involve any four-year public or independent college or university in accordance with RCW 28B.77.080;

(20) Shall perform any other duties and responsibilities imposed by law or rule of the state board; and

(21) May confer honorary associate of arts degrees upon persons who request an honorary degree if they were students at the college in 1942 and did not graduate because they were ordered into an internment camp. The honorary degree may also be requested by a representative of deceased persons who meet these requirements. For the purposes of this subsection, "internment camp" means a relocation center to which persons were ordered evacuated by Presidential Executive Order 9066, signed on February 19, 1942. [2018 c 267 s 3; 2016 sp.s. c 33 s 3; 2015 3rd sp.s. c 4 s 946; 2014 c 158 s 1; 2012 c 229 s 537; 2010 c 51 s 4; 2009 c 64 s 5; 2005 c 258 s 9; 2004 c 275 s 58; 1997 c 281 s 1. Prior: 1991 c 238 s 39; 1991 c 58 s 1; 1990 c 135 s 1; prior: 1987 c 407 s 1; 1987 c 314 s 14; 1985 c 370 s 96; 1981 c 246 s 3; 1979 ex.s.

c 226 s 11; 1979 c 14 s 6; prior: 1977 ex.s. c 282 s 5; 1977 c 75 s 28; 1973 c 62 s 19; 1970 ex.s. c 15 s 17; prior: 1969 ex.s. c 283 s 30; 1969 ex.s. c 261 s 23; 1969 ex.s. c 223 s 28B.50.140; prior: 1967 ex.s. c 8 s 14.]

Effective dates—2015 3rd sp.s. c 4: See note following RCW 28B.15.069.

Effective date—2012 c 229 ss 101, 117, 401, 402, 501 through 594, 601 through 609, 701 through 708, 801 through 821, 902, and 904: See note following RCW 28B.77.005.

Intent—2009 c 64: See note following RCW 28B.50.020.

Findings—Intent—2005 c 258: See note following RCW 28B.45.014.

Part headings not law—2004 c 275: See note following RCW 28B.76.090.

Severability—1981 c 246: See note following RCW 28B.50.090.

Effective date—1979 ex.s. c 226: "This act is necessary for the immediate preservation of the public peace, health, and safety, the support of the state government and its existing public institutions, and shall take effect immediately [June 15, 1979]." [1979 ex.s. c 226 s 13.]

Severability—1977 ex.s. c 282: See note following RCW 28B.50.870.

Savings—Severability—1973 c 62: See notes following RCW 28B.10.510.

Severability—1970 ex.s. c 15: See note following RCW 28A.230.160.

Severability—1969 ex.s. c 283: See note following RCW 28A.150.050.

Severability—1969 ex.s. c 261: See note following RCW 28B.50.020.

Boards of trustees—Generally RCW:28B.50.100

RCW 28B.50.100 Boards of trustees—Generally. There is hereby created a board of trustees for each college district as set forth in this chapter. Each board of trustees shall be composed of five trustees, except as provided in RCW 28B.50.102, who shall be appointed by the governor for terms commencing October 1st of the year in which appointed. In making such appointments, the governor shall give consideration to geographical diversity, and representing labor, business, women, and racial and ethnic minorities, in the membership of the boards of trustees. The boards of trustees for districts containing technical colleges shall include at least one member from business and one member from labor.

The successors of the trustees initially appointed shall be appointed by the governor to serve for a term of five years except that any person appointed to fill a vacancy occurring prior to the expiration of any term shall be appointed only for the remainder of the term. Each member shall serve until a successor is appointed and qualified.

Every trustee shall be a resident and qualified elector of the college district. No trustee may be an employee of the community and technical college system, a member of the board of directors of any school district, or a member of the governing board of any public or private educational institution.

Each board of trustees shall organize itself by electing a chair from its members. The board shall adopt a seal and may adopt such bylaws, rules, and regulations as it deems necessary for its own government. Three members of the board shall constitute a quorum, but a lesser number may adjourn from time to time and may compel the attendance of absent members in such manner as prescribed in its bylaws, rules, or regulations. The district president, or if there be none, the president of the college, shall serve as, or may designate another person to serve as, the secretary of the board, who shall not be deemed to be a member of the board.

Each board of trustees shall follow procedures for open public meetings in chapter 42.30 RCW. Each board shall provide time for public comment at each meeting.

Members of the boards of trustees may be removed for misconduct or malfeasance in office in the manner provided by RCW 28B.10.500. [2013 c 23 s 58. Prior: 2012 c 228 s 5; 2012 c 148 s 2; 2011 c 336 s 739; 1991 c 238 s 37; 1987 c 330 s 1001; 1983 c 224 s 1; 1979 ex.s. c 103 s 1; 1977 ex.s. c 282 s 2; 1973 c 62 s 17; 1969 ex.s. c 261 s 22; 1969 ex.s. c 223 s 28B.50.100; prior: 1967 ex.s. c 8 s 10.]

Finding—Intent—2012 c 148: "The legislature finds that decisions made by governing boards of each respective institution greatly impact the lives of students and that student participation in the decision-making process can provide insight into the impacts of actions by trustees that are not always measurable through reports and statistics. Students are on campus every day using services and experiencing aspects of the institution that board members may only see on paper, providing a unique and valuable perspective that should not be overlooked.

Students serving on governing boards of higher education have proven effective in Washington and in over thirty other states. For over ten years students at Washington's four-year institutions of higher education have served as voting members on the board of trustees, regents, and the *higher education coordinating board,

providing greater depth in board deliberations and a well-educated conduit for students to voice ideas and concerns.

The student perspective at community colleges also brings the board closer to their community. Student populations at community colleges are the most diverse of any institution of higher education in the state. Being on campus and in class every day, students are exposed to a more diverse group than any member of the board representing any one group of the community.

Student positions on governing boards are also a valuable tool for developing leadership through experiential learning. Student members learn processes of institutional governance, become involved in campus projects, analyze policy proposals, and participate in board discussions and decision making.

It is the intent of the legislature to enhance community college governance by fostering a more dynamic relationship between students and institutions through the encouragement of student participation in policy development and decision making at the district and state level." [2012 c 148 s 1.]

***Reviser's note:** The higher education coordinating board was abolished by 2011 1st sp.s. c 11 s 301, effective July 1, 2012.

Construction—Application of rules—Severability—1987 c 330: See notes following RCW 28B.12.050.

Severability—1979 ex.s. c 103: See note following RCW 28B.20.100.

Severability—1977 ex.s. c 282: See note following RCW 28B.50.870.

Effective date—1977 ex.s. c 282 ss 2, 3: "Sections 2 and 3 of this 1977 amendatory act shall not take effect until January 1, 1978." [1977 ex.s. c 282 s 9.]

Savings—Severability—1973 c 62: See notes following RCW 28B.10.510.

Severability—1969 ex.s. c 261: See note following RCW 28B.50.020.

Chief executive officer as secretary of board: RCW 28B.50.130.

Boards of trustees—Bylaws, rules, and regulations

RCW 28B.50.130

RCW 28B.50.130 Boards of trustees—Bylaws, rules, and regulations—Chair and vice chair—Terms—Quorum. Within thirty days of their appointment the various district boards of trustees shall organize, adopt bylaws for its own government, and make such rules and regulations not inconsistent with this chapter as they deem necessary. At such organizational meeting it shall elect from among its members a chair and vice chair, each to serve for one year, and annually thereafter shall elect such officers to serve until their successors are appointed or qualified. The chief executive officer of the college district, or designee, shall serve as secretary of the board. Three trustees shall constitute a quorum, and no action shall be taken by less than a majority of the trustees of the board. The district boards shall transmit such reports to the college board as may be requested by the college board. The fiscal year of the district boards shall conform to the fiscal year of the state. [1991 c 238 s 38; 1977 c 75 s 27; 1973 c 62 s 18; 1969 ex.s. c 223 s 28B.50.130. Prior: 1967 ex.s. c 8 s 13. Formerly RCW 28.85.130.]

Savings—Severability—1973 c 62: See notes following RCW 28B.10.510.

District president or president of college as secretary of board: RCW 28B.50.100.

Fiscal year defined: RCW 43.88.020.

Boards of trustees—Student trustee RCW 28B.50.102

RCW 28B.50.102 Boards of trustees—Student trustee. (1) Boards of trustees for each college district, by majority vote, may establish a sixth trustee that shall be filled by a student. The governor shall select each student member from a list of candidates, of at least three and not more than five, submitted by the associated student governments or their equivalent of the college district. The student member shall hold his or her office for a term of one year, beginning July 1st and ending June 30th, or until the student member's successor is appointed and qualified, whichever is later. The student member shall be a full-time student in good standing at a college within the college district at the time of appointment and throughout the student's term. If the student member fails to be enrolled at the college full-time or forfeits his or her academic standing, the student member is disqualified and a new student member must be appointed.

(2) A student appointed under this section shall excuse himself or herself from participation or voting on matters relating to the hiring, discipline, or tenure of faculty members and personnel or any other matters pertaining to collective bargaining agreements. [2012 c 148 s 3.]

Finding—Intent—2012 c 148: See note following RCW 28B.50.100.

GRC Policies and Procedures

Select Language
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POLICIES AND PROCEDURES

AT GREEN RIVER COLLEGE

Policy and Procedures

The Green River College Policies and Procedures Manual provides the College community with a written record of current Board of Trustee and College policies and procedures. Although the manual was established primarily to guide and assist employees in performing their assigned functions, many policies in the manual have wide applicability to both academic and administrative areas, campus employees, or the activities of the College as they relate to students, alumni, the community and the general public.

Policy Development Process

Green River College follows a prescribed Policy Development Process for establishing both College and Board Policies. This allows for proposals to be vetted by College leadership and the College Community prior to implementation.

A template for proposed policy is available Policy Planning Template(downloadable .pdf).

Definitions

Policies

Policies are written expressions of Green River College's philosophy, and have been established to provide direction to employees and other members of the Green River community in conducting College affairs. Policies are intended to provide information and direction. They determine the major values upon which the College functions must operate.

Procedures

Procedures are the prescribed means of accomplishing policy. Procedures are statements that describe specific actions to be taken to conform with established general policies and allow for the orderly implementation of these policies. They are intended to provide the College community with guidelines, and where

Policies Under Review

Policies under review and available for public comment can be found on the Policy Review page.

College Policies

Board of Trustees

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

appropriate, ensure uniformity, compliance and control of all policy related activities.

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2.A.4 EV.#2 / Section 2

GRC Policy Development Process

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POLICY DEVELOPMENT PROCESS

Proposal

A proposal for a new or amended policy may originate from any area of the College. The proposal should impact a broad group such as all students, all faculty, all employees, or all classified staff; proposals should not be focused upon an individual division or department.

The Policy Review Process occurs from October 1 through May 31, each academic year to ensure that all necessary stakeholders are available to participate in the review process.

An individual or group should submit the proposal through their individual chain of command. Once the proposal has been processed, it should be sent to the Policy Coordinator, who will review the proposal for formatting and assign a 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 Executive Team who serves as the sponsor of the proposal and oversees the policy as it moves through the process.

Executive Team Review

The representative from the President's Executive Team who sponsors and oversees the policy, presents the policy to the President and the President's Executive Team. The team will review the policy, which provide one of three outcomes:

1. The proposed policy is **not recommended for review**. The policy is then sent back to the originator with comments.
2. The proposed policy is considered to be of **Urgent Importance**, and goes directly to the President for approval and the 30-day review process is waived. If a proposed policy is to be deemed to be of Urgent Importance, it must meet one of two criteria:

College Policies

Board of Trustees

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

1. Failure to pass the policy will result in potential harm to people or facilities, or
2. Failure to pass the policy will result in potential legal liability to Green River College.

3. The proposed policy is recommended **for a Formal Review Process**.

Formal Review Process

Once a policy is proposed for a Formal Review Process, the *Policy Coordinator* sends an electronic version of the proposed policy to the leaders of the College unions for a 10-Day Review Process.

If the policy passes the 10-day union review process, the Policy Coordinator posts the proposed policy on the College's website to solicit input from the College community. The sponsor of the policy must also take the proposed policy to campus groups, which may include: College Council, Instructional Council, Classified Staff Council, Exempt Staff Council, Administrative Council, or others as appropriate.

The sponsor monitors and collects comments during the review process. Comments are summarized, and the sponsor will make the necessary modifications to the policy. If applicable, the sponsor works directly with the Policy Coordinator and the Vice President of Human Resources & Legal Affairs to handle the final legal review and review of collective bargaining agreements.

Final Review

The President reviews the proposed policy and provides comments. The president with either:

1. **Policy is Approved—**The Policy Coordinator assigns the approved policy an effective date. Approved policies are posted on this website within 15 days.
2. **Policy is Not Approved—**The rationale for not approving the policy is shared with the policy sponsor. The Policy Coordinator will record that the policy was not approved and all information gathered during the policy development process.

Program Review and Viability

Appendix A
Program Review and Program Viability Process

October 17, 2002
TO: Instructional Council
CC: April Jensen, Executive Vice President
FROM: Program Review Subcommittee

Hank Galmish chaired the Program Review Subcommittee. Other members and contributors include Mark Millbauer, Barbara Rom, Sylvia Mantilla, Jeff McCauley and Edith Capen. This is the committee's recommendation to the Instructional Council:

Program Reviews and Program Viability Studies

Program faculty conduct informal reviews on a regular basis to make improvements and adjustments that are within the scope of the faculty responsibilities. The assumption is that faculty work with administration to solve problems and implement changes as agreed.

1. Program Review Process

Program concerns and issues, which in magnitude exceed the scope of informal reviews, should be addressed in a Program Review Process. This process may be initiated at any time by program faculty, the division chair and/or the dean to address any of a variety of unresolved issues or concerns. The concerns may include but are not limited to:

1. Enrollment Trends
    - Positive growth may require investment or growth initiative
    - Negative trends, changing demand, competition, etc.
    - Enrollments projected to be inadequate to support full-time faculty load.
2. Projected employment outlook and program viability
3. Cost Considerations
    - Space, equipment and technology needs to maintain program
    - Human resources to instruct or support program

A committee is established to include all full-time faculty members in the program, the division chair, and the dean. Additional members from outside the program/division or from the advisory committee may be asked to serve at the discretion of the committee. Committees may also ask for a State Board viability study, if appropriate.

The committee at the onset shall in writing outline its objectives and goals and provide a timeline for an action plan and for completing its goals. An informational copy of this document will be provided to the IC and the EVP. At the conclusion of the committee's work, a final informational assessment report will be written to the IC and EVP.

2. Program Viability Study

After the Program Review Process has been completed and has either produced no satisfactory results or solutions to problems identified, or there is disagreement or uncertainty about the plans or projected outcome, a formal program viability study may be conducted by an Instructional Council committee.

Purpose:
The purpose of the IC committee review is to insure a thorough review process with independent and outside perspectives (faculty from outside division) to insure that program and faculty interests are being fairly heard and considered.

Committee members:
The committee appointed by the IC would consist of up to two program faculty, the division chair, and one more faculty members from outside the division. The supervising dean will also serve on this committee. The IC will convene this committee in as timely a manner as possible.

Components of the Review:
These may vary from program to program, but should generally include the following in addition to standard data analysis:

- Market analysis
- Labor trends and employment outlook
- Advisory committee involvement and perspectives
- Skill standards/Industry standards
- Competition
- State viability study (if not already done)

Within **six months** from the date the IC committee was formed, the committee will provide a written report to the Instructional Council with a summary its findings and conclusions.

The Instructional Council will then within **two regular IC meetings** make a written recommendation to the Executive Vice President.

The Executive Vice President will then meet with the committee and the IC chair to further discuss the recommendations and within **two weeks** inform the IC regarding his/her written decision or planned outcome.

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Program Review Committee concludes work without agreement or resolution. Sends report to IC & EVP	Program Viability Study request comes to IC	IC creates committee	Committee reviews and presents written report to IC	IC reviews and makes recommendation to EVP	EVP meets with Committee and IC chair and then informs IC of decision or plan
	----------	--Up to six months--	----------	Two IC Meetings	Up to two weeks

Instructional Council Bylaws

INSTRUCTIONAL COUNCIL BY-LAWS AND PROCEDURES

I. Statement of Purpose. The specific charge of the Instructional Council, as outlined in the negotiated Agreement, is to make recommendations on instructional matters to the Vice President of Instruction.

II. Operational Procedures.

A. General

1. The council will regularly meet on the first and third Mondays of each month when classes are also scheduled to meet. In exceptional circumstances, the council may decide to modify its calendar of meetings.

2. At least one of the monthly meetings will be a regular business meeting.

3. A proposal to devote one of the monthly meetings solely to a discussion of one or more institutional issues shall come from the I. C. chair. A majority of the council must approve such a meeting.

4. Only division chairs and the IESL representative are voting members. Proxy voting by a full-time member of the division is allowed in the absence of the division chair.

5. A quorum shall consist of six (6) voting members.

6. The I. C. chair and Vice President of Instruction shall appoint a secretary who is not an I. C. member to record the minutes of each meeting.

7. All actions of the I. C. and its committees that are not governed by these by-laws and procedures shall be governed by the current edition of Sturgis Standard Code of Parliamentary Procedure.

B. The Order of Business

1. The order of business (agenda) for the Instructional Council's regular business meeting shall be as follows:

a. Call to order

b. Approval of minutes of previous meetings,

c. Action on items introduced for discussion at the previous meeting and CRP's,

d. Reports and discussion of items which may become action items at the next meeting,

e. Informational items and announcements,

f. Adjournment.

2. The agenda for a non-business meeting shall be determined by the I. C. chair.

C. Proposed items for Discussion and Action

1. At least five (5) working days prior to a scheduled I. C. Meeting, anyone sponsoring an item for action by the I. C. will, using the I. C. proposal form, submit the proposed item for discussion in writing to the I. C. chair and circulate copies of the proposal among the I. C. members and other interested parties.

2. The I. C. chair will review and prioritize items submitted for discussion and include them on the agenda as soon as possible. When an item appears on the agenda, the chair will call upon the sponsor of the item to introduce it, clarify it, and propose a course of action. The council will then discuss the item. Unless the council votes to suspend the rules and take immediate action, the council will take action on the item at its next business meeting. Whenever a majority of the council votes to approve an item, that item will be offered to the Vice President of Instruction as a recommendation for action. The vote will be recorded, and along with the vote, the council may offer a further recommendation for implementation or disposition.

D. Distribution of the Agenda and Minutes

The agenda and minutes of the I. C. meetings will be distributed to the I. C. members, to faculty office secretaries for posting, to the faculty negotiating agent, to the Board of Trustees, and to any other interested party who requests this material.

E. Election of Council Chair

1. The I.C. chair shall be elected during the Winter Quarter to serve a two-year term beginning the 15th of June of the same year.

2. The new chair will participate in the activities of the I.C. during Spring Quarter, prior to assuming office, as an ex-officio member.

3. The current I. C. chair will appoint a nominating committee composed of three division chairs. This committee will announce to all faculty that applications for I. C. chair are being accepted, will interview and screen candidates, and will present a slate of up to three finalists to be voted upon by the division chairs.

4. All full-time tenured faculty are eligible to be I. C. chair.

5. A secret ballot will be used and the candidate receiving the greatest number of votes will be declared the new chair. If no finalist receives a majority vote on the first ballot, after discussion, a second vote will be taken between the two candidates receiving the highest number of votes. If no candidate receives a majority vote on the second ballot, the nominating committee will repeat the process described in article II, section C, paragraph 2 above and propose a new ballot.

F. Election of Council Vice-chair

1. After completing the election for the I. C. chair, the nominating committee will canvas the division chairs and present a slate of candidates for vice-chair. Each candidate must be a division chair. A secret ballot will be used, and the candidate receiving the greatest number of votes will be declared the new vice-chair.

2. The vice-chair will serve a one-year term and will preside in the chair's absence, or will assume any duties that the chair delegates.

G. Resignation of a Chair or Vice-chair

1. Upon resignation of the I. C. chair, an election to determine a new chair will be held within 30 days from the date of resignation. The process to be followed is described in article II, section E, paragraphs #2 and #3 above. In the interim, the vice-chair will preside at meetings.

2. In the event of the resignation of the vice-chair, an election to fill the office will be held within thirty (30) days from the date of resignation under the process described in article II, section F, paragraph 1 above.

H. Recall of Council Chair

Recall of the I. C. chair may be considered at any regular or special meeting of the I. C. If a simple majority of the I. C. votes to hold a recall election, the recall motion shall be given to the I. C. chair as a mandatory item to be included on the agenda for the next I. C. meeting. At that meeting, the vice-chair will preside over that action item. A vote will be taken, and if the recall motion is upheld by 2/3 of the division chairs, recall election will be held following the procedures for the election of an I. C. chair.

III. Composition and Responsibilities of Committees

1. All I. C. committees will be formed and operate according to the following procedures:

a. When the establishment of a committee is announced, each division, if it so chooses, will select one member to serve on that committee. The proposed member will be asked if s/he is willing to chair the committee.

b. If s/he so chooses, the Vice President of Instruction or his/her designee may sit on the committee as a non-voting member.

c. The information contained in article II, section I-1, paragraphs a and b above will be sent to the I. C. chair, who, with the approval of the I. C., will appoint a division chair or, if a division chair is unwilling to serve, one of the proposed committee members to chair the committee.

d. If a division chair does not chair the committee, one will be selected by the I. C. either to be the divisional representative or to sit on the committee as liaison.

e. Both the chair and the committee members will be selected during winter quarter of alternate years of the I. C. chair election and will have two-year terms. In case of a vacancy, the divisions will select a replacement and inform the I. C.

f. I.C. Committees patterned on the fiscal year or academic year -- e.g., a committee mandated by the state with an annual budget, an annual report, and/or committee chairperson and/or state liaison position -- shall have their chairperson selected winter/spring to take office summer/fall quarter, whichever is more suitable to the operation of the committee.

g. Committee chairs may be removed from office by a two-thirds vote of the I. C.

h. Each committee's purpose and scope will be determined by the I. C.

i. The chair of the committee will send a copy of all committee minutes to the I. C. chair and will report to the I. C. as requested.

j. Committee minutes will contain a log of those present as well a record of the committee's activities.

2. Ad hoc committees will be formed by the I. C. chair subject of the approval of the I. C. and will report to the I. C.

J. Amendments

Amendments will be made by following the procedure described under article II, section C of the above procedures.

K. Policies not Covered by These By-laws and Procedures

A separate policy manual shall be maintained for those policies and procedures established by the I. C. and not contained in these by-laws and procedures.

Adopted:

Amended: March 11, 1991

Amended: November 4, 1991

Amended: May 18, 1992

Amended: May 20, 1996

Amended: October 18, 1999

Amended: April 23, 2001

Amended: June 4, 2001

Amended: February 11, 2013

H:\IC\BYLAWS

IC Procedures for College Wide Proposals

Instructional Council Procedure for Conducting an All-Faculty Vote

Approved by the IC on February 27, 2023

1. The Instructional Council will use these procedures whenever an IC sub-committee, instructional division, instructional committee, college committee, or any other body proposes a change that will affect instruction on a college-wide level, proposes the creation of a new instructional policy, or makes any other significant proposal that requires approval by the Instructional Council.
    a. When a division, committee, or other body proposes a change that will affect instruction on a college-wide level requiring IC approval, the IC chair will place the issue on the next IC agenda for discussion. After waiting at least two weeks to ensure that division chairs have sufficient time to consult with their divisions, IC will decide by a vote to either use the voting procedure outlined in this document or to hold a vote in IC with each chair casting one vote and a simple majority needed for the motion to pass.
    b. To ensure timeliness and sufficient representation, any division, committee, or other body wishing to make a proposal that will affect instruction on a college-wide level, institute a new instructional policy, or propose any other significant change requiring IC approval, should inform the IC Chair of their intent before starting work and preferably two weeks before starting to allow discussion in a regularly scheduled IC meeting. Additionally, IC strongly encourages the body to hold all-faculty forums and collect anonymous feedback on the proposal before a final draft is presented to IC. The topic will be included on the agenda of subsequent IC meetings as a discussion item.

2. Once the body developing the proposal has determined when the final draft will be ready for consideration, the IC chair, vice-chair, and at least one other division chair volunteer will develop a timeline outlining the following with specific dates. The timeline will be submitted to the divisions and IC for approval before the process begins.
    a. Date that the final draft of the proposal will be submitted to IC.
    b. A period of at least two weeks for discussion in division meetings and in the Instructional Council.
    c. At least one all-faculty forum where provisions of the proposal will be explained, questions will be entertained, and arguments for and against the proposal may be made.
    d. A period of at least two weeks following the forum for further discussion in division meetings and the Instructional Council.
    e. Dates when the voting process will begin and end. The voting period will be a minimum of three business days.

3. Instructional divisions, those working on the proposal, or the IC can request extensions to the timeline.

4. If those making the proposal decide to make substantial changes based on feedback received from divisions, the Instructional Council, and faculty forums, they will withdraw

the proposal and resubmit it to IC for consideration after making revisions. IC will then restart the process and develop a new timeline as outlined in step #2.

5. The IC chair or designee will setup an anonymous, secure, electronic voting process and will email all faculty with instructions on how to vote at least one business day before the voting period begins.
    a. A 60% affirmative vote of all votes cast is required for a proposal to be approved.

6. The IC chair or designee will announce the results of the vote, including vote totals and a breakdown of results, within two business days after the voting period ends.
    a. The IC chair will send the recommendation to the Vice President of Instruction regardless of the outcome.
    b. If the proposal does not pass, the IC chair will work with the originating group to determine if they want to survey faculty for anonymous feedback on why they voted no to inform potential revisions to the proposal.

Instructional Council

PARTICIPATORY GOVERNANCE

Instructional Council

Published 11/13/2025

The Instructional Council serves as the voice of the faculty to make recommendations on instructional matters to the Vice President of Instruction.

The Instructional Council (IC) includes the 11 division chairs, the IESL faculty representative, the deans of instruction and the Vice President of Instruction. They meet the first and third Mondays of each quarter to deal with all instructional matters.

The council acts as the voice of the faculty, and it makes recommendations to the Vice President of Instruction. Specifically the council will:

1. Plan and coordinate inter-campus scheduling for all classes under existing divisions.
2. Review and present a majority position of the division chairs and the IESL Representative to the Vice President of Instruction concerning program additions, reductions or changes, including assignment or reassignment of programs to divisions.
3. Review proposed class offerings.

4. Prepare, review and evaluate short- and long-range IC goals.

Matters relating to contractual negotiations will not be considered by the Instructional Council.

Visit the Instructional Council committees page

- IC Division Restructuring Procedures
- Program Review and Viability
- IC Procedures for College Wide Proposals
- Welcome to Your Instructional Council.pptx
- Instructional Council By-Laws and Procedures
- Washington State ICRC Website

Green River College PRFR Report Appendix 2.B.1

2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Table of Contents

2.B.1 EV.#1 / Section 1 ..... **4**

2.B.1 EV.#2 / Section 2 ..... **15**

Section 1: Academic freedom policies and procedures

- RCW 28B.50.020
- IN-6 Academic Freedom
- 2025-28 CBA Article XVI: Academic Freedom, Faculty Rights, And Intellectual Property (page 111-113)

Section 2: Evidence of students' academic freedom

- WAC 132J-126-050: Rule of Student Conduct- Statement of student rights
- Student right

2.B.1 EV.#1 / Section 1

RCW 28B.50.020

RCW 28B.50.020 Purpose. The purpose of this chapter is to provide for the dramatically increasing number of students requiring high standards of education either as a part of the continuing higher education program or for occupational education and training, or for adult basic skills and literacy education, by creating a new, independent system of community and technical colleges which will:

(1) Offer an open door to every citizen, regardless of his or her academic background or experience, at a cost normally within his or her economic means;

(2) Ensure that each college district, in coordination with adjacent college districts, shall offer thoroughly comprehensive educational, training, and service programs to meet the needs of both the communities and students served by combining high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural, and recreational nature; and adult education, including basic skills and general, family, and workforce literacy programs and services;

(3) Provide for basic skills and literacy education, and occupational education and technical training in order to prepare students for careers in a competitive workforce;

(4) Provide or coordinate related and supplemental instruction for apprentices at community and technical colleges;

(5) Provide administration by state and local boards which will avoid unnecessary duplication of facilities, programs, student services, or administrative functions; and which will encourage efficiency in operation and creativity and imagination in education, training, and service to meet the needs of the community and students;

(6) Allow for the growth, improvement, flexibility and modification of the community colleges and their education, training, and service programs as future needs occur; and

(7) Establish firmly that as provided under RCW 28B.50.810, community colleges are, for purposes of academic training, two year institutions, and are an independent, unique, and vital section of our state's higher education system, separate from both the common school system and other institutions of higher learning. [2010 c 246 s 2; 2010 c 245 s 2; 2009 c 64 s 2; 2005 c 258 s 7; 1991 c 238 s 21; 1969 ex.s. c 261 s 17; 1969 ex.s. c 223 s 28B.50.020. Prior: 1967 ex.s. c 8 s 2.]

Reviser's note: This section was amended by 2010 c 245 s 2 and by 2010 c 246 s 2, each without reference to the other. Both amendments are incorporated in the publication of this section under RCW 1.12.025(2). For rule of construction, see RCW 1.12.025(1).

Findings—Intent—2010 c 246: "The legislature finds that Washington's community and technical college system consists of thirty-four two-year institutions geographically dispersed across the state to encourage and enable student access and participation. The legislature also finds that, compared with other states, Washington's two-year public participation rate is ranked as high as fifth in the nation. The legislature further finds that Washington's community and technical colleges have been making and are continuing to make great progress towards system efficiencies and coordination of their efforts through such things as common course numbering, the student achievement initiative, associate transfer degrees, eLearning and integrated basic education, skills training, and some common

administrative systems. While maintaining Washington's recognized leadership in community and technical college education, the legislature intends to provide mechanisms to encourage further efficiencies that will provide cost savings to be used to enhance student access and success, strengthen academic programs, and develop and retain high quality faculty through cost-effective partnerships and coordination between institutions, including shared services and increased complementary programming, as well as structural administrative efficiencies." [2010 c 246 s 1.]

Findings—Expand on demand—System design plan endorsed—2010 c 245: "The legislature finds that the state institutions of higher education are providing a high quality education to the citizens of the state. The legislature further finds that to meet goals of the strategic master plan for higher education the state needs a higher education system that is capable of delivering many more degrees. The legislature also finds that expansion of the system should be based on the proven demands of the citizens and the marketplace, a concept called "expand on demand." The legislature further finds that the *higher education coordinating board, in collaboration with the state board for community and technical colleges, the two-year and four-year institutions of higher education, and other stakeholders developed a system design plan that contains seven guiding principles for system expansion, focuses near-term enrollment growth at university branch campuses, comprehensive universities, and university centers where existing capacity is available without new state capital investment, establishes a process for evaluating major new capital expansion, and creates a fund for innovation to foster change and innovation in higher education delivery. The legislature finds that the strategies in the plan support the concept of expand on demand and would increase degree production by first reinvesting in higher education to use existing capacity while also providing long-term strategies to guide decisions on when and where to build new campuses, significantly expand existing sites, and change missions of existing institutions.

The legislature endorses the system design plan, approved by the *higher education coordinating board in November 2009, and adopts the recommendations and strategies in the plan." [2010 c 245 s 1.]

***Reviser's note:** The higher education coordinating board was abolished by 2011 1st sp.s. c 11 s 301, effective July 1, 2012.

Intent—2009 c 64: "It is the intent of the legislature to allow public technical colleges under the authority of the state board for community and technical colleges to offer associate degrees that prepare students for transfer to bachelor's degrees in professional fields, subject to rules adopted by the state board for community and technical colleges." [2009 c 64 s 1.]

Findings—Intent—2005 c 258: See note following RCW 28B.45.014.

Severability—1969 ex.s. c 261: "If any provision of this 1969 amendatory act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected." [1969 ex.s. c 261 s 37. Formerly RCW 28.85.911.]

IN-6 Academic Freedom

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IN-6 ACADEMIC FREEDOM

IN-6 Academic Freedom

Policy Type: Instruction
Policy Title: Academic Freedom
Policy Number: IN-6

Purpose:

As an institute of higher learning, Green River College affirms its obligation and commitment to academic freedom.

Scope:

All members of the academic community.

Policy:

Green River honors and preserves academic freedom for all members of the academic community.

Academic freedom includes the freedom to read, view and listen to what one chooses, to teach without fear of intimidation or coercion, to access information, and the freedom from unwarranted invasions of privacy. Free inquiry and free discourse shall not be abridged. It encompasses the freedom of speech guaranteed to all by the First Amendment.

As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in an independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom.

Specific Authority:

United Faculty Coalition Collective Bargaining Agreement
WAC 132J-126-010 Green River College Student Code of Conduct
WAC 132J-155 Use of Facilities for First Amendment Activities

History of Policy or Procedure

College Policies

Board of Trustees

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

Draft: 7-18-2018
Adopted: 2-4-2020
Revised:
Reviewed by: Instructional Council
Contact: Jennifer Dysart, Dean of Library, E-Learning and Media Services, ext. 2094
President's Staff Sponsor: Dr. Rolita Flores Ezeonu, Vice-President of Instruction, ext. 2565

Resources

Contact Us

STUDENT SUPPORT

ctcLink
Student Email
My Green River
Navigate 360
Financial Aid
Holman Library
Center for Transformational Wellness
Student Remote Access
Career & Advising Center
Office of the Registrar
Disability Support Services
Counseling Services
e-Learning
Placement & Testing Center
Register to Vote
MMIWP / WSP

EMPLOYEE RESOURCES

Human Resources
Institutional Effectiveness
ctcLink Sign In
GatorNet
Curriculog (formerly CAR/PAR)
Faculty eLearning
Canvas
Gator News
Employee Password Reset

CAMPUS SAFETY

Emergency & Safety Alerts
Just Report It

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2025-28 CBA_Article XVI: Academic Freedom, Faculty Rights, And Intellectual Property (page 111-113)

Section M: Labor and Management Committee

1. Purpose
    a. A Labor and Management Committee will be established and maintained.
    b. The role of the committee will be to review the status of the negotiated agreement, and to anticipate, prevent, and, when necessary, recommend the resolution of potential contractual problems.
    c. Committee meetings will be used for discussions and shared problem-solving only; the Committee shall have no authority to conduct any negotiations or to modify the provisions of this Agreement.
    d. It will also function as an oversight for Post-Tenure Review.
        i. For that function, see Article X, Section E of the contract.
2. Composition of the Committee
    a. The committee will be composed of three faculty members chosen by the UF Board and three administrators chosen by the Employer.
    b. Two of the three members from each side will have participated as members of the bargaining team for the current contract, if possible.
    c. Each side will choose a member to act as Co-Chair.
    d. The members of the committee will participate in labor management committee training offered by the Washington State Public Employment Relaitons Commission ("PERC").
3. Scheduling of Meetings
    a. Either party may request a meeting of the Labor and Management Committee by sending a written request, including a description of the issue(s) to be addressed, to the other party.
    b. When requested, a Committee meeting will be scheduled at a mutually acceptable time and place.
    c. The Committee will meet once per quarter, excluding summer, if needed; additional meetings may be scheduled by mutual agreement.
    d. The Co-Chairs will develop an agenda for a meeting in advance of the meeting.

ARTICLE XVI: ACADEMIC FREEDOM, FACULTY RIGHTS, AND INTELLECTUAL PROPERTY

Section A: Statement of Academic Freedom and Faculty Rights

This institution is based on the illimitable freedom of the human mind. Here, we are not afraid to follow truth wherever it may lead, or to tolerate error so long as reason is left free to combat it.

To achieve this end, academic freedom is viewed as the freedom of speech guaranteed to all citizens by the First Amendment. Free inquiry and free discourse shall not be abridged, whether directly or indirectly, by statute or community pressure.

We reaffirm our support of academic freedom because of a sense of obligation to the community, which uses or needs our services and because of our professional responsibility to free inquiry.

Academic freedom implies the unconditional freedom of discussion in the classroom without

undue restraint to choose the method of instruction used in the classroom. Instructors must be encouraged and motivated to use this freedom to keep informed of contemporary truths in their fields of expertise, to maintain their skills in communication, and to develop alternative methods of instruction which meet the needs of students. Academic freedom must surely be a vital and legitimate concern of the faculty, students, administrators, and the Board of Trustees.

Section B: Academic Freedoms and Rights

1. Classroom Freedom
    a. An academic employee shall be free to determine on the basis of their special academic competence the content of their teaching and the conduct of their classes without undue restraint other than that required by the nature of the curriculum.
    b. 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.
2. Library Collection
    a. There shall be no censorship of library collections.
3. Constitutional Freedom
    a. The academic employee's right as a citizen shall not be diminished or alienated as a result of employment or retention.
4. Freedom of Association
    a. No academic employee shall be required to join or refrain from joining an organization as a condition of employment or retention.
5. Freedom of Petition and Silence
    a. Individual faculty members and organizations shall not be denied the right to state or to refuse to state their views before any legislative, administrative, faculty or public body.
    b. As a responsibility of the special position as a member of the academic community, the faculty member who makes a public statement will assert whether or not they are an authorized spokesperson for Green River College.
6. Additional Rights
    a. Additional rights of faculty members concerning tenure, a grievance procedure, and personal records are described in detail in the basic sections of the Agreement.

Section C: Intellectual Property

1. General Provisions
    a. This section describes the College’s policies and procedures for copyrightable educational materials and other intellectual properties. Its objectives are:
        i. To enable the College to foster free and creative expression and exchange of ideas and comment.
        ii. To establish principles for the equitable distribution of any income derived from copyrightable material produced by faculty.
        iii. To protect the College’s assets.
    b. Use of state resources for personal gain is prohibited, as provided by law.
2. General Policy
    a. Ownership of all material objects and rights in the copyright will remain with the

creator unless the work is a work made for hire in the terminology of copyright law.

3. Institutional Works and Personal Works
    a. Institutional works are those intellectual properties created by faculty members in the course of, and as a part of, the specific duties of contractual employment.
        i. The ownership of institutional works will vest in the College and be copyrighted or patented, if at all, in its name.
    b. Personal works are any intellectual properties created by faculty members that are not institutional works.
        i. All relevant Washington State Ethics Board rules apply.
        ii. The ownership of personal works will vest in the faculty member and be copyrighted and patented, if at all, in his or her name.
4. Indeterminate Works
    a. If the distinction between products created as institutional works and those created as personal works remains unclear, the College agrees to notify all faculty members who intend to create such products that it is advisable to enter into a copyright agreement.
    b. The ownership, copyright and/or patent of such products will vest in the person designated by written agreement between the parties entered into prior to completion of production.
    c. In the event there is no such written agreement entered into, the ownership will vest in the College.
5. Distribution of Material
    a. The College will not distribute any faculty copyrighted material without notification to

the faculty member and the faculty member's opportunity to object in writing.

        i. Such material includes, but is not limited to, audio and video recordings, print and digital documents, and course content.

ARTICLE XVII: SCOPE OF AGREEMENT

Section A: Preamble and Appendices – Integral Parts of Agreement

The Preamble and Appendices hereof are integral parts of this Agreement and by this reference are incorporated herein.

Section B: No Unilateral Reopening of Agreement

There shall be no unilateral reopening of this Agreement by either party during the life thereof.

Section C: Additional Revenues/Funds and Consultation with the Agent

In the event the Employer receives unforeseen additional revenues or funds during the period of this Agreement, such additional revenues or funds will be distributed or allocated only after prior consultation with the Agent.

2.B.1 EV.#2 / Section 2

WAC 132J-126-050: Rule of Student Conduct-Statement of student rights

WAC 132J-126-050 Statement of student rights. As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in an independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the college community.

The following enumerated rights are guaranteed to each student within the limitations of statutory law and college policy which are deemed necessary to achieve the educational goals of the college:

(1) Academic freedom.

(a) Students are guaranteed the rights of free inquiry, expression, and assembly upon and within college facilities that are generally open and available to the public.

(b) Students are free to pursue appropriate educational objectives from among the college's curricula, programs, and services, subject to the limitations of RCW 28B.50.090 (3)(b).

(c) Students shall be protected from academic evaluation which is arbitrary, prejudiced, or capricious, but are responsible for meeting the standards of academic performance established by each of their instructors.

(d) Students have the right to a learning environment which is free from unlawful discrimination, inappropriate and disrespectful conduct, and any and all harassment, including sexual harassment.

(2) Due process.

(a) The rights of students to be secure in their persons, quarters, papers, and effects against unreasonable searches and seizures is guaranteed.

(b) No disciplinary sanction may be imposed on any student without notice to the accused of the nature of the charges.

(c) A student accused of violating this code of student conduct is entitled, upon request, to procedural due process as set forth in this chapter.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-050, filed 12/3/14, effective 1/3/15.]

Student right

Select Language
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JUDICIAL AFFAIRS - FAQ STUDENTS

FAQ for Students

Green River College expects everyone to follow basic guidelines for responsible behavior. While we recognize people often have unique circumstances, it is important to have a shared set of expectations for what is appropriate behavior. Green River College's student code of conduct explains students' rights and responsibilities. The full text is available online here.

Student Rights

The following rights are guaranteed to each student. There are limits of these rights, those included violations related to statutory law and

college policy which may be deemed necessary to maintain the educational goals of the college.

1. Academic freedom.
    1. Students are guaranteed the rights of free inquiry, expression, and assembly upon and within college facilities that are generally open and available to the public.
    2. Students are free to pursue appropriate educational objectives from among the college's curricula, programs, and services, subject to the limitations of RCW 28B.50.090 (3)(b).
    3. Students shall be protected from academic evaluation which is arbitrary, prejudiced, or capricious, but are responsible for meeting the standards of academic performance established by each of their instructors.
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    2. No disciplinary sanction may be imposed on any student without notice to the accused of the nature of the charges.
    3. A student accused of violating this code of student conduct is entitled, upon request, to procedural due process as set forth in this chapter.

Here are some examples of how students may come to interact with our office:

- You have been documented in an academic assignment where alleged academic dishonesty violations may have occurred
- You would like to work with the student committee on improving college policies
- You are involved in an investigation related to college policy
- You would like to report potential code violations that you have witnessed

As members of our community, you are encouraged to use critical thinking and to be engaged in your learning. You have the freedom to

Green River College PRFR Report Appendix 2.B.2

2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

Table of Contents

2.B.2 EV.#1, 3, 4 / Section 1,3,4 ..... **4**

2.B.2 EV.#5 / Section 5 ..... **8**

2.B.2 EV.#4 / Section 4 ..... **13**

2.B.2 EV.#6 / Section 6 ..... **23**

Section 1: Affirmation of freedom of speech and expression to share their scholarship and reasoned conclusion with others

- IN-6 Academic Freedom

Section 2: For faculty

- 2025-28 CBA: Article XVI: Academic Freedom, Faculty Rights, And Intellectual Property (page 111-113)

Section 3: For staff

- IN-6 Academic Freedom

Section 4: For administrators

- IN-6 Academic Freedom

Section 5: For students

- Student Code of Conduct (Webpage)
- WAC 132J-126-050: Rule of Student Conduct- Statement of student rights (webpage)
- Rule of Student conduct (PDF)

Section 6: IRB research processes

- GA-15 Human Subjects Research Compliance

2.B.2 EV.#1 / Section 1

2.B.2 EV.#3 / Section 3

2.B.2 EV.#4 / Section 4

IN-6 Academic Freedom

Select Language
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IN-6 ACADEMIC FREEDOM

IN-6 Academic Freedom

Policy Type: Instruction
Policy Title: Academic Freedom
Policy Number: IN-6

Purpose:

As an institute of higher learning, Green River College affirms its obligation and commitment to academic freedom.

Scope:

All members of the academic community.

Policy:

Green River honors and preserves academic freedom for all members of the academic community.

Academic freedom includes the freedom to read, view and listen to what one chooses, to teach without fear of intimidation or coercion, to access information, and the freedom from unwarranted invasions of privacy. Free inquiry and free discourse shall not be abridged. It encompasses the freedom of speech guaranteed to all by the First Amendment.

As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in an independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom.

Specific Authority:

United Faculty Coalition Collective Bargaining Agreement
WAC 132J-126-010 Green River College Student Code of Conduct
WAC 132J-155 Use of Facilities for First Amendment Activities

History of Policy or Procedure

College Policies

Board of Trustees

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

Draft: 7-18-2018
Adopted: 2-4-2020
Revised:
Reviewed by: Instructional Council
Contact: Jennifer Dysart, Dean of Library, E-Learning and Media Services, ext. 2094
President's Staff Sponsor: Dr. Rolita Flores Ezeonu, Vice-President of Instruction, ext. 2565

Resources

Contact Us

STUDENT SUPPORT

ctcLink
Student Email
My Green River
Navigate 360
Financial Aid
Holman Library
Center for Transformational Wellness
Student Remote Access
Career & Advising Center
Office of the Registrar
Disability Support Services
Counseling Services
e-Learning
Placement & Testing Center
Register to Vote
MMIWP / WSP

EMPLOYEE RESOURCES

Human Resources
Institutional Effectiveness
ctcLink Sign In
GatorNet
Curriculog (formerly CAR/PAR)
Faculty eLearning
Canvas
Gator News
Employee Password Reset

CAMPUS SAFETY

Emergency & Safety Alerts
Just Report It

CONNECT WITH GREEN RIVER

Facebook
Twitter
Youtube
LinkedIn
Instagram

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2.B.2 EV.#2 / Section 2

2025-28 CBA: Article XVI: Academic Freedom, Faculty Rights, And Intellectual Property (page 111-113)

Section M: Labor and Management Committee

1. Purpose
    a. A Labor and Management Committee will be established and maintained.
    b. The role of the committee will be to review the status of the negotiated agreement, and to anticipate, prevent, and, when necessary, recommend the resolution of potential contractual problems.
    c. Committee meetings will be used for discussions and shared problem-solving only; the Committee shall have no authority to conduct any negotiations or to modify the provisions of this Agreement.
    d. It will also function as an oversight for Post-Tenure Review.
        i. For that function, see Article X, Section E of the contract.
2. Composition of the Committee
    a. The committee will be composed of three faculty members chosen by the UF Board and three administrators chosen by the Employer.
    b. Two of the three members from each side will have participated as members of the bargaining team for the current contract, if possible.
    c. Each side will choose a member to act as Co-Chair.
    d. The members of the committee will participate in labor management committee training offered by the Washington State Public Employment Relaitons Commission ("PERC").
3. Scheduling of Meetings
    a. Either party may request a meeting of the Labor and Management Committee by sending a written request, including a description of the issue(s) to be addressed, to the other party.
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    a. Ownership of all material objects and rights in the copyright will remain with the

creator unless the work is a work made for hire in the terminology of copyright law.

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    a. If the distinction between products created as institutional works and those created as personal works remains unclear, the College agrees to notify all faculty members who intend to create such products that it is advisable to enter into a copyright agreement.
    b. The ownership, copyright and/or patent of such products will vest in the person designated by written agreement between the parties entered into prior to completion of production.
    c. In the event there is no such written agreement entered into, the ownership will vest in the College.
5. Distribution of Material
    a. The College will not distribute any faculty copyrighted material without notification to

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ARTICLE XVII: SCOPE OF AGREEMENT

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The Preamble and Appendices hereof are integral parts of this Agreement and by this reference are incorporated herein.

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There shall be no unilateral reopening of this Agreement by either party during the life thereof.

Section C: Additional Revenues/Funds and Consultation with the Agent

In the event the Employer receives unforeseen additional revenues or funds during the period of this Agreement, such additional revenues or funds will be distributed or allocated only after prior consultation with the Agent.

2.B.2 EV.#5 / Section 5

Student Code of Conduct (Webpage)

Select Language
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STUDENT CONDUCT CODE

STUDENT CONDUCT CODE

The Student Conduct Code is comprised of Washington Administrative Codes outlining the rights and responsibilities of students attending Green River College.

- Student Conduct Code
- Student Rights To Know And Student Conduct

Rules of Student Conduct

Effective Mar 30, 2023

WAC-132J-126 Rules of Student Conduct - full chapter

WAC Sections

- 132J-126-010 Purpose.
- 132J-126-020 Statement of jurisdiction.
- 132J-126-030 Definitions.
- 132J-126-040 Student code authority.
- 132J-126-050 Statement of student rights.
- 132J-126-060 Right to sale of personal property.
- 132J-126-070 Denial of access to Green River College.
- 132J-126-080 Rights of ownership of works.
- 132J-126-090 Conduct-Student responsibilities
- 132J-126-100 Violation of law and college discipline
- 132J-126-120 Purpose of disciplinary action.
- 132J-126-130 Disciplinary terms.
- 132J-126-140 Initiation of disciplinary action.
- 132J-126-150 Appeal from disciplinary action.
- 132J-126-160 Brief adjudicative proceedings-Initial hearing.
- 132J-126-170 Brief adjudicative proceedings-Review of an initial decision.
- 132J-126-180 Student conduct committee.

Quick Links

Report a Crime, Incident, or Concern

Submit a Hazing Incident Report

Submit an Academic Dishonesty Concern

Report Concern for a Student (formerly Red Flag)

Student Conduct Code

Reporting or filing a Sexual Misconduct complaint

Hazing

Student Rights & Responsibilities

Faculty Resources

FAQ for Parents

FAQ for Students

FERPA

- 132J-126-190 Appeal-Student conduct committee.
- 132J-126-200 Student conduct appeals committee hearings-Presentations of evidence.
- 132J-126-210 Student conduct committee-Initial decision.
- 132J-126-220 Appeal from student conduct committee initial decision.
- 132J-126-230 Summary suspension.
- 132J-126-280 Brief adjudicative proceedings authorized.
- 132J-126-290 Brief adjudicative proceedings-Agency record
- 132J-126-300 Recordkeeping

Supplemental 2020 Title IX Student Conduct Procedures

- 132J-126-400 Order of Precedence
- 132J-126-320 Prohibited Conduct Under Title IX
- 132J-126-420 Title IX Jurisdiction
- 132J-126-430 Initiation of Discipline
- 132J-126-440 Prehearing Procedure
- 132J-126-450 Rights of Parties
- 132J-126-460 Evidence
- 132J-126-470 Initial Order
- 132J-126-480 Appeals

~~2024 Title IX Supplemental Sex Discrimination Student Conduct Code and Procedures*~~

- ~~132J-126-500 Sex discrimination – Supplemental Student conduct code and procedures – Order of precedence~~
- ~~132J-126-510 Sex discrimination - Prohibited conduct and definitions~~
- ~~132J-126-520 Sex discrimination - Jurisdiction~~
- ~~132J-126-530 Sex discrimination – Dismissal and initiation of discipline~~
- ~~132J-126-540 Sex discrimination - Prehearing procedure~~
- ~~132J-126-550 Sex Discrimination - Presentation of Evidence~~
- ~~132J-126-560 Sex discrimination - Initial order~~
- ~~132J-126-570 Sex discrimination - Appeals~~

* **NOTE:** On January 9, 2025, the U.S. District Court for the Eastern District of Kentucky vacated the Biden administration's 2024 Title IX regulations. These 2024 Title IX regulations are no longer applicable. All Title IX Sex Discrimination student complaints will follow the 2020 Title IX regulations as specified in the Supplemental 2020 Title IX Student Conduct Procedures listed above.

The rules had been established on an emergency basis in accordance with RCW 34.05.310-.395 to comply with the Department of Education's amendments to Title IX regulations on April 19, 2024 [89 FR 33474]

Use of facilities for first amendment activities - WAC Chapter 132J-155 effective Jan. 3, 2015

- Chapter Listing
- 132J-155-010 Statement of purpose.
- 132J-155-020 Definitions.
- 132J-155-030 Use of facilities.
- 132J-155-040 Additional requirements for noncollege groups.
- 132J-155-050 Distribution of materials.

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WAC 132J-126-050: Rule of Student Conduct-Statement of student rights (webpage)

WAC 132J-126-050 Statement of student rights. As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in an independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the college community.

The following enumerated rights are guaranteed to each student within the limitations of statutory law and college policy which are deemed necessary to achieve the educational goals of the college:

(1) Academic freedom.

(a) Students are guaranteed the rights of free inquiry, expression, and assembly upon and within college facilities that are generally open and available to the public.

(b) Students are free to pursue appropriate educational objectives from among the college's curricula, programs, and services, subject to the limitations of RCW 28B.50.090 (3)(b).

(c) Students shall be protected from academic evaluation which is arbitrary, prejudiced, or capricious, but are responsible for meeting the standards of academic performance established by each of their instructors.

(d) Students have the right to a learning environment which is free from unlawful discrimination, inappropriate and disrespectful conduct, and any and all harassment, including sexual harassment.

(2) Due process.

(a) The rights of students to be secure in their persons, quarters, papers, and effects against unreasonable searches and seizures is guaranteed.

(b) No disciplinary sanction may be imposed on any student without notice to the accused of the nature of the charges.

(c) A student accused of violating this code of student conduct is entitled, upon request, to procedural due process as set forth in this chapter.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-050, filed 12/3/14, effective 1/3/15.]

Rule of Student conduct (PDF)

"Respondent" is the student against whom disciplinary action is initiated.
"Service" is the process by which a document is officially delivered to a party. Unless otherwise provided, service upon a party shall be accomplished by:

(a) Hand delivery of the document to the party; or
(b) By sending the document by email and by certified mail or first class mail to the party's last known address.
Service is deemed complete upon hand delivery of the document or upon the date the document is emailed and deposited in the mail.

"Shall" is used in the imperative sense.

"Student" includes all persons taking courses at or through the college, whether on a full-time or part-time basis, and whether such courses are credit courses, noncredit courses, online courses, or otherwise. Persons who withdraw after allegedly violating the code, who are not officially enrolled for a particular term but who have a continuing relationship with the college, or who have been notified of their acceptance for admission are considered students.

"Student conduct officer" is a college administrator designated by the president or vice president of student affairs to be responsible for implementing and enforcing the student conduct code. The president or vice president of student affairs is authorized to reassign any and all of the student conduct officer's duties or responsibilities as set forth in this chapter as may be reasonably necessary.

"Student group" for purposes of this code, is a student organization, athletic team, or living group including, but not limited to, student clubs and organizations, members of a class or student cohort, student performance groups, and student living groups within student housing.

"The president" is the president of the college. The president is authorized to delegate any and all of his or her responsibilities as set forth in this chapter as may be reasonably necessary.

"Vice president of student affairs" means the college administrator who reports to the college president, who serves as the college's student judicial affairs administrator, and who is responsible for administering the student rights and responsibilities code. The vice president of student affairs may designate a student conduct officer to fulfill this responsibility.

132J-126-040 Student code authority.

(1) The vice president of student affairs or designee shall develop policies for the administration of the student conduct system and procedural rules for the conduct of student conduct hearings that are not inconsistent with provisions of the student code.

(2) The vice president of student affairs or designee shall determine the composition of the student conduct committee in accordance with WAC 132J-126-180.

(3) Decisions made by a student conduct officer shall be final, pending the normal appeal process.

132J-126-050 Statement of Student Rights.

As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in an independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the college community.

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(b) Students are free to pursue appropriate educational objectives from among the college's curricula, programs, and services, subject to the limitations of RCW 28B.50.090 (3)(b).
(c) Students shall be protected from academic evaluation which is arbitrary, prejudiced, or capricious, but are responsible for meeting the standards of academic performance established by each of their instructors.
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(2) Due process.
(a) The rights of students to be secure in their persons, quarters, papers, and effects against unreasonable searches and seizures is guaranteed.
(b) No disciplinary sanction may be imposed on any student without notice to the accused of the nature of the charges.
(c) A student accused of violating this code of student conduct is entitled, upon request, to procedural due process as set forth in this chapter.

132J-126-060
Right to sale of personal property.

(1) Students have the right to engage in legal, incidental sales of personal property in private transactions.

(2) All other sales shall take place in Lindbloom Student Center subject to the approval and requirements of the vice president of student affairs or designee.

132J-126-070
Denial of access to Green River College.

(1) The vice president of student affairs may deny admission to a prospective student, or continued attendance to an enrolled student, if it reasonably appears that the student would not be competent to profit from the curriculum offerings of the college, or would, by the student's presence or conduct, create a disruptive atmosphere within the college or a substantial risk of actual harm to self or other members of the campus community.

(2) Denial of access decisions may be appealed, as or like disciplinary actions, to the student conduct committee.

132J-126-080
Rights of ownership of works.

It shall be the policy of Green River College that employees of the college shall not use students' published or unpublished works for personal gain without written consent of the student.

132J-126-090
Conduct—Student responsibilities.

Any student or student group shall be subject to disciplinary action as provided for in this chapter, who either as a principal actor, aide, abettor, or accomplice as defined in RCW 9A.08.020:

Materially and substantially interferes with the personal rights or privileges of others or the educational process of the college;

Violates any provision of this chapter; or
Commits any prohibited act including, but not limited to, the following:

(1) Academic dishonesty. Any act of academic dishonesty including, but not limited to, cheating, plagiarism, and fabrication. In academically honest writing or speaking, the student documents his/her source of information whenever:
Another person's exact words

2.B.2 EV.#6 / Section 6

GA-15 Human Subjects Research Compliance

Select Language
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GA-15 HUMAN SUBJECTS RESEARCH COMPLIANCE

Purpose
To ensure that college staff, faculty and students affected by a research project can be certain that the research project is sound and does not violate any college policy or federal regulations pertaining to human subjects research.

Scope

1. Individuals affiliated with Green River Community College including faculty, staff and students wishing to conduct a research project involving human subjects; or
2. individuals not affiliated with the college, but wishing to conduct research at Green River using faculty, staff, students or college records as part of that research.

Definitions
Human subjects review: A process for evaluating a research project to determine the following:

1. Whether and to what degree it poses potential risks to either the subjects of the research in the form of physical, psychological, social or some other kind of harm; and
2. the college itself in the forms of lawsuits, wasted resources, a diminished image or some other kind of harm.

Policy
Any individual affiliated with Green River College including faculty, staff and students wishing to conduct a research project involving human subjects or an individual not affiliated with the college, but wishing to conduct research involving Green River employees, students or college records must comply with Green River's human subjects review procedures as specified below.

All research proposals must be submitted in writing to the Office of Planning and Research. The proposal should include contact information for the principal investigator and a brief summary of the rationale for the study, the methodology to be used, the expected outcomes and a copy of the consent form(s) that will be used for the study. Principal investigators may click on this link to access an Application for Human Subjects Research and a Consent Form Template.

College Policies

Board of Trustees

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

Title IX Training Documents

Welcome to our Title IX Training Documents section, where transparency meets commitment. We proudly share comprehensive materials rooted in legal compliance and the principles of diversity, equity, and inclusion. These resources, designed for our Title IX Coordinator, are publicly accessible to promote awareness

A. Each proposal will be initially reviewed by the Institutional Review Board (IRB) chairperson and/or a reviewer(s) appointed by the chairperson to decide if the proposal is exempt or if it requires an expedited or full review. The reviewer(s) will notify the principal investigator in writing about this initial review decision within 10 business days. With this notification, the reviewer(s) may also request additional information that is needed to complete the proposal review. All final decisions for approval or denial will be based on the criteria in section 46.111 of the Code of Federal Regulations, Title 45, Part 46
   1. ***Exempt proposals*** are exempted from IRB review as outlined in section 46.101 of the Code of Federal Regulations, Title 45, Part 46. When a proposal is determined to be exempt, the reviewer(s) will notify the principal investigator in writing that the proposed research may be conducted without IRB review.
   2. ***Expedited proposals*** do not require a full IRB review as outlined in section 46.110 of the Code of Federal Regulations, Title 45, Part 46. When a proposal is determined to be expedited, the proposal will be reviewed by the IRB chairperson and/or a reviewer(s) appointed by the chairperson. If the proposal is accepted, the full IRB will be notified of the decision and the reviewer(s) will notify the principal investigator in writing that the proposal has been approved. If the reviewer determines that the proposal should not be approved, the proposal will then be submitted for a full IRB review.
   3. ***Full review proposals*** require a full IRB review as outlined in section 46.108 of the Code of Federal Regulations, Title 45, Part 46. IRB meetings will be scheduled as needed. A majority of the IRB will need to be present to review a proposal requiring full IRB review, and a majority of the present IRB members will need to vote in favor of a proposal for it to be approved. If the proposal is approved, the reviewer(s) will notify the principal investigator in writing that the proposal has been approved. If the proposal is not approved, the reviewer(s) will notify the principal investigator in writing and include the reasons for not approving. A revised proposal may be submitted for reconsideration.

B. If a research proposal has the potential of impacting a faculty member or a faculty member's classroom in any way, the IRB chairperson and/or appointed reviewer(s) will also confer with the Dean and faculty member before making a decision.

C. Proposals that involve the collection of human subjects' information for a period of longer than one year will need to be resubmitted to the Office of Research and Planning annually. These resubmissions will follow a process similar to the initial review. As part of its decision for approval, the IRB may request that a proposal be resubmitted more than annually, in which case the principal investigator will be notified as part of the initial approval notification.

D. Principal investigators will need to notify the IRB with any substantial changes to research activity. These changes will be reviewed through a process similar to the initial proposal review. Changes should not be made to research activity without IRB approval except when necessary to eliminate apparent immediate hazards to the subject. Principal investigators may contact the Office of Institutional Effectiveness with questions about whether a proposed

and empower our community. Explore the training documents below to support our commitment to a workplace free from discrimination.

TIX-Advisor Training

Title IX Coordinator 1-Course Slides

TIX-Day 1 Slides-Investigative Report Writing Workshop

TIX-Day 2-April Open Report Writing Workshop

TIX-Investigation 2 Day-Client Class

Title IX in a Post Reg World-Day 1

Title IX in a Post Reg World-Day 2

TIX-Hearings-Day 1 - Oregon Alliance

TIX-Hearings-Day 2-Oregon Alliance

TIX-Aug-Open Training Trauma Informed Investigations Training

TIX-Book T9 Coordinator-2 Day Client Class

General Administrative Policies

- GA-1 Drug Free Campus
- GA-2 Tobacco Use
- GA-3 Mandatory Reporting of Child Abuse
- GA-4 Use of Photo Release
- GA-5 Prohibited Activities
- GA-6 Trespass
- GA-7 Distribution of Materials

change will require IRB review. To help avoid unapproved changes, the Office of Institutional Effectiveness will contact principal investigators every three to six months to ask about the progress of approved research proposals. As part of its decision for approval, the IRB may require that a principal investigator be contacted more often than every three to six months or that sources other than the principal investigator also be contacted to verify that no substantial changes have occurred since previous IRB review, in which case the principal investigator will be notified as part of the initial approval notification.

E. Principal investigators will need to notify the IRB if there are any unanticipated problems involving risks to subjects or others or any serious or continuing noncompliance with human subjects' research policy or the requirements of the IRB. When such concerns occur, the IRB will notify appropriate college officials, and may decide to suspend or terminate IRB approval, in which case the principal investigator will be notified in writing.

F. The Office of Planning and Research will maintain records of submitted proposals, related documents, correspondence with principal investigators, and notifications of decisions for at least three years after completion of the research. The Office of Planning and Research will also be responsible for maintaining records of IRB membership that is consistent with section 46.107 of the Code of Federal Regulations, Title 45, Part 46, and for notifying the institution of IRB decisions.

Specific Authority
Code of Federal Regulations, Title 45 Part 46

Law Implemented
1981, most recently revised 1991

History of Policy or Procedure
Draft: October 14, 2004
Adopted: January 6, 2006
Revised: July 11, 2013
Reviewed by: Devin Dupree, Chris Johnson
Contact: Chris Johnson, Executive Director of Institutional Effectiveness, ext. 2684
President's Staff Sponsor: Chris Johnson, Executive Director of Institutional Effectiveness, ext. 2684

- GA-8 State Environmental Policy Act (SEPA)
- GA-9 Hours of Operation
- GA-10 Reasonable Accommodation
- GA-11 Sex Discrimination Grievance Procedure
  - *For incidents reported to have occurred prior to August 1, 2024.*
- GA-12 Tenure
- GA-13 Grant/Contract Proposal Development
- GA-14 Grant/Contract Procedures, Post Award
- GA-15 Human Subjects Research Compliance
- GA-16 Public Records
- GA-17 Educational Rights and Privacy Act
- GA-18 Traffic and Parking
- GA-19 Logo & Trademark Use Guidelines
- GA-21 Redevelopment of Policies
- GA-22 College Publications
- GA-23 Ethics
- GA-25 Student Email Communications
- GA-26 Social Media
- GA-27 Copyright Infringement
- GA-28 On-Campus Outdoor Memorials & Markers

Green River College PRFR Report Appendix 2.C.1

2.C.1 The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Table of Contents

2.C.1 EV.#1 / Section 1 ..... **4**

2.C.1 EV.#2 / Section 2 ..... **85**

2.C.1 EV.#3 / Section 3 ..... **100**

2.C.1 EV.#4 / Section 4 ..... **111**

Section 1: Transfer of credit policies and procedures

- State-level Transfer Agreement from Washington Student Achievement Council (WSAC)
- SBCTC Transfer Between Colleges or to Four-Year Institutions
- SBCTC College Program and Course Development Policy Manual – Chapter 4
- Transfer Evaluation System
- Intercollege Relations Commission
- 2023-ICRC-Handbook
- ICRC Inter-College Reciprocity Policy
- Publication of transferable college-level courses, RCW 28B.50.785
- Washington 45
- Washington 45 - List of One Year Transfer Courses
- GRC Policy: Transfer Rights and Responsibilities
- SA-89 Transfer Credit
- GRC Guidance for students planning to transfer Webpage
- Advising for Transfer Students
- Running Start: Get started (webpage)
- CTE dual credit
- High School program in GRC
- SA-90 Academic Credit for Prior Learning
- SA-95 Academic Credit for Military Training

Section 2: Transfer outcomes data

- SBCTC First-Time Entering Student Outcomes Dashboard
- International Programs Top Transfer Universities

Section 3: Transfer MOU samples and related documentation for partner colleges

- University Transfer Pathway Program

Section 4: Key transfer-related forms and documentation provided to the students/parents

- Transfer Eligibility form for International Students
- Transcript Evaluation Request
- GRC International University Transfer Majors website
- GRC Transfer Catalog GRC General University Transfer

2.C.1 EV.#1 / Section 1

State-level Transfer Agreement from Washington Student Achievement Council (WSAC)

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WASHINGTON STUDENT ACHIEVEMENT COUNCIL
EDUCATION · OPPORTUNITY · RESULTS
info@wsac.wa.gov | (360) 753-7800

TRANSFERS

Academic transfer in Washington State

Our Transfer Student Success webinar is now available: recording, presentation slides, transcript, and Q&A.

Our latest brief, Beyond Transfer Degrees: Opportunities for Future Learning is now available.

Colleges in Washington State have degrees and agreements to make transfer easier for students. Schools offer a variety of pathways for students who wish to transfer from one school to another. Students can transfer from a:

- Community or technical college to a four-year college or university.
- Four-year college or university to a community or technical college.
- Four-year college or university to another four-year college or university.
- Community or technical college to another community or technical college.

In addition to state-level agreements, schools may have more requirements. Students who want to transfer from one school to another should:

- Talk to academic advisors at both schools.
- Make sure they understand their rights and responsibilities.

The Washington Student Achievement Council (WSAC) is the state's transfer liaison. The agency is a single statewide point of contact for transfer issues. WSAC also stores and maintains transfer agreements. Any changes to these agreements must go through this process.

Transfer policy

Transfer Rules and Partnerships:

State statutes direct transfer opportunities and requirements. Schools follow an umbrella policy adopted in 1986 and the policies and practices outlined in the Intercollege Relations Commission handbook. The following organizations work together to maintain and carry out transfer policy:

- Council of Presidents (COP)
- State Board for Community and Technical Colleges (SBCTC)
- Independent Colleges of Washington
- Washington Student Achievement Council (WSAC)

Reporting

In January of each odd-numbered year, WSAC updates the Washington State Legislature on transfer. The update is a report on transfer associate degrees. WSAC sent the most recent report in 2025. Visit the reports page for older reports.

Transfer student concerns

Transfer rights and responsibilities:

Students and schools have transfer rights and responsibilities. Washington State's public and private colleges and universities recognize these rights and responsibilities.

Schools have processes to resolve issues with academic transfer. Students with transfer issues should work with their schools first. If the issue persists, students can send a complaint form to the Washington Student Achievement Council (WSAC).

Transfer and financial aid

Transfer and financial aid

Transfer students can apply for a variety of financial aid programs. These include grants, scholarships, loans, and work study. Students should apply for financial aid as early as possible.

Limits on length of study

Many types of financial aid limit the length of time students can receive aid. Federal, state, and institutional financial aid programs have different limits. Students usually can only receive financial aid for 125 or 150 percent of the program length. Federal loans also have a max loan limit per person.

Satisfactory academic progress

Students must also maintain satisfactory academic progress (SAP) for financial aid eligibility. SAP is a measurement of academic performance that uses GPA and completed credits. Specific standards may

CONTACT - TRANSFERS

Abby Chien
Associate Director of Strategy & Partnerships
abbyc@wsac.wa.gov
360.485.1217

FOUNDATION - TRANSFERS

Revised Code of Washington (RCW):

- 28B.77.210 Statewide transfer and articulation policies
- 28B.77.215 Statewide transfer of credit policy and agreement--Requirements
- 28B.77.220 Transfer associate degrees--Work groups, implementation, progress reports
- 28B.10.696 Transfer students' credit

Umbrella policy on intercollege transfer and articulation among Washington public colleges and universities.

RESOURCES - TRANSFERS

Handouts & Guidance

- Intercollege Relations Commission transfer handbook
- Transfer student rights and responsibilities

Transfer Committees

- Intercollege Relations Commission
- Joint Transfer Council
- Northwest Student Transfer Education Partnership (NW STEP)

Student complaints

Transfer Equity Project

2025 Legislative Report

vary by institution. All prior college coursework, including transfer coursework, will be evaluated for SAP.

Next steps

Requirements vary by school, so students should contact the school they want to transfer to. The school can answer questions about how credits will transfer and affect financial aid.

Learn more about Washington's state financial aid programs.

Transfer associate degrees

Public community and technical colleges offer transfer associate degrees that make it easier for students to transfer to a bachelor's degree program. These are the kinds of transfer associate degrees:

1. Direct Transfer Agreement Associate Degree
2. Associate in Science – Transfer Degree
3. Major Related Programs

These degrees allow students to meet all or most lower division general education requirements before they transfer. Depending on the degree, they may also meet some lower division requirements for their major.

Once admitted to a bachelor's degree program, students who complete these transfer degrees can generally expect:

90 transferrable quarter credits.

Junior class standing.

The State Board for Community and Technical Colleges has more information about the kinds of degrees and certificates offered at Washington's public community and technical colleges.

Direct Transfer Agreement Associate Degree

Direct Transfer Agreement Associate Degree

Transfer option to four-year institutions:

The DTA degree transfers to all public four-year schools and to many independent colleges in Washington. It includes lower division general education courses required by most schools.

In addition to the state-level agreements, schools may have more requirements. Students who want to transfer should talk to academic advisors at both schools.

Guidelines

Individual campus requirements are found in the Intercollege Relations Commission handbook.

List of schools accepting this degree

Find the list of schools offering this degree on the State Board for Community and Technical Colleges website. Northwest Indian College also offers the DTA.

Associate in Science - Transfer Degree

Associate in Science - Transfer Degree

A science or engineering transfer degree:

The AS-T is for students who want to earn a bachelor's degree in engineering or science. Before students transfer, they take lower division major classes and some general education classes. After they transfer, students finish the rest of their general education requirements and upper division major classes. All public four-year schools and many independent colleges accept the AS-T.

There are two AS-T options:

Track 1 agreement for biological sciences, environmental/resource sciences, chemistry, geology, and earth science.

Track 2 agreement for engineering, physics, and atmospheric sciences.

Note: The AS-T 2 Track has been revised. Effective September 1, 2025, the updated Computer Science DTA/MRP replaces computer science in the AS-T Track 2. Students who began AS-T Degree Track two before 2025 must complete this degree before September 1, 2027.

In addition to the state-level agreements, schools may have more requirements. Students who want to transfer should talk to academic advisors at both schools.

List of schools accepting this degree

Find the list of schools offering this degree on the State Board for Community and Technical Colleges' website. Northwest Indian College also offers the AS-T Track 1.

Major Related Programs (MRPs)

MRPs prepare students for bachelor's degrees in specific majors. Each MRP is a course plan based on the DTA or AS-T degree, and each has a different set of participating schools. Four-year schools that sign an MRP are agreeing that the MRP prepares students for that major at their school. Schools that don't sign the MRP agreement will treat an MRP as a basic DTA or AS-T degree.

In addition to the state-level agreements, schools may have more requirements. Students who want to transfer should talk to academic advisors at both schools.

Biology (DTA/MRP)

Biology Direct Transfer

Agreement

List of schools accepting this degree

Find the list of schools offering this degree on the State Board for Community and Technical Colleges' website.

Business (DTA/MRP)

Business Direct Transfer

Agreement

List of schools accepting this degree

Find the list of schools offering this degree on the State Board for Community and Technical Colleges' website.

Computer science (DTA/MRP)

Computer Science Direct Transfer

Agreement

List of schools accepting this degree

Find the list of schools offering this degree on the State Board for Community and Technical Colleges' website.

Construction management (DTA/MRP)

Construction Management Direct Transfer

Agreement

List of schools accepting this degree

Find the list of schools offering this degree on the State Board for Community and Technical Colleges' website.

Engineering (AS-T 2/MRP)

Engineering Direct Transfer

Bioengineering and chemical engineering
Computer and electrical engineering
Civic and mechanical engineering
Materials science and manufacturing engineering

Agreement

List of schools accepting this degree

Find the list of schools offering this degree on the State Board for Community and Technical Colleges' website.

Math education (DTA/MRP)

Math Education Direct Transfer

Agreement

List of schools accepting this degree

Find the list of schools offering this degree on the State Board for Community and Technical Colleges' website.

Music (DTA/MRP)

Music Direct Transfer

Agreement

List of schools accepting this degree

Find the list of schools offering this degree on the State Board for Community and Technical Colleges' website.

Nursing (DTA/MRP)

Nursing - RN-BSN Pathway

Agreement

List of schools accepting this degree

Find the list of schools offering this degree on the State Board for Community and Technical Colleges' website.

Practical Nursing/ADN

Practical Nursing Program to Associate in Nursing DTA/MRP

Agreement

List of schools accepting this degree

Practical Nursing/BSN

Practical Nursing Program to Bachelor of Science Nursing (BSN)

Agreement

List of schools accepting this degree

Pre-Nursing (DTA/MRP)

Pre-Nursing Direct Transfer

Agreement

List of schools accepting this degree

Find the list of schools offering this degree on the State Board for Community and Technical Colleges' website.

Other transfer options

The best way to transfer between colleges is with a transfer associate degree. Schools have processes to support students with these degrees. But there are other ways for students to transfer in Washington State.

Technical or applied science degree

Technical or applied science degree

There are two kinds of technical or applied science degrees:

Associate in Applied Science (AAS)

Associate in Applied Science - Transfer Degree (AAS-T)

Depending on the degree, students can transfer some or all credits to a four-year school. Students who want to transfer should talk to academic advisors at both schools.

Associate in Applied Science (AAS)

The AAS is for students who want to start a career right after graduation. These degrees include accounting, culinary arts, or automotive technology. Some credits may transfer to a four-year school depending on the type of credits earned. Depending on the school and degree, some four-year schools may accept the entire AAS.

Associate in Applied Science – Transfer Degree (AAS-T)

The AAS-T is also for students who want to start a career right after graduation. But this degree can also transfer to some pre-approved bachelor's degree programs. It includes at least 20 general education credits that can transfer. Find more information about AAS-T degrees on the State Board for Community and Technical Colleges' website.

Transferring without a degree

Transferring without a degree

Many students transfer to another college before they finish their associate degree. In these cases, schools transfer credits on a course-by-course basis. There are two ways schools can support students who transfer without a degree.

Reverse transfer

Reverse transfer degrees let students transfer credits from a four-year school toward an associate degree at a community or technical college. Students should talk to advisors at both schools to find out if they qualify. All four-year schools, Western Governors University - Washington, and Washington's community and technical colleges participate in reverse transfer. Find more information on the State Board for Community and Technical Colleges website.

Washington 45

Washington 45 is a list of general education courses. Both community and technical colleges as well as public four-year schools offer these courses. And most four-year schools accept that these courses meet a year's worth of general education requirements. The largest number of credits that can transfer is 45.

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SBCTC Transfer Between Colleges or to Four-Year Institutions

Transfer

Intercollege Relations Commission

ICRC representatives from community and technical colleges and four-year colleges and universities work to enforce transfer policies and make recommendations for policy change.

Articulation and Transfer Council

Management issues related to the transfer curriculum and the articulation of such between institutions.

Washington Student Achievement Council

WSAC helps set and oversee transfer-related policies.

Joint Transfer Council

The Joint Transfer Council is a standing committee that considers statewide transfer issues and recommends policy strategies.

Transfer to a University

- Direct Transfer Agreement
- Associate of Science-Transfer degree
- Associate in Applied Science-Transfer degree
- Major-related programs
- Washington 45
- University Center Partnerships
- Partnering for Student Transfer Success

→ Transfer Information For Students

Transfer advisors and staff play an important role in guiding students. Here at SBCTC, we appreciate the support you provide students. We are here to provide you with information that will best allow you to guide them as they navigate the college transfer process.

Let us know if there are other resources you would like to see here.

CONTACT

Will Durden
Director of Transfer and Transitional Studies
wdurden@sbctc.edu
360-704-4364

Resources for College Staff

Washington state's community and technical colleges help ease the transfer process for students who move between colleges or transfer to four-year colleges and universities. The idea is to allow credits to transfer smoothly so students earn certificates, associate degrees and bachelor's degrees.

Transfer Between Community and Technical Colleges

- Common Course Numbering
- Course acceptance and reciprocity agreements
- Prior Learning Assessment
- Course equivalency guides

Transfer Policies and Resources

- Transfer policies and agreements
- Reverse transfer agreements
- Transfer degree approval process and inventory
- Transfer reports and publications
- Transfer rights and responsibilities from the Washington Student Achievement Council
- Advanced Placement (AP) scores crosswalk 2024
- International Baccalaureate (IB) scores crosswalk 2019
- Cambridge International (CI) scores crosswalk 2020
- Transfer degree titles and academic certificate memo

SBCTC College Program and Course Development Policy Manual – Chapter 4

Chapter 4: Instructional Program and Course Development

Additional Resources

- Policy Manual Table of Contents
- About Us
- SBCTC Staff Directory

Search SBCTC Policy Enter a search term Submit

4.00 Introduction

This chapter contains policies related to instructional programs and courses offered by the state's community and technical college system. Links are provided in the respective policy statements to RCWs, WACs, and procedures and guidelines that are relative to that specific policy

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

4.10 Course Requirements

All courses offered and reported on by Washington's community and technical colleges must meet minimum standards as determined by the State Board (see RCW 28B.50.090(7)(c) and (e)).

The State Board requires that:

A. All courses described for reporting purposes use a coding system approved by the State Board (see Course Coding Procedures and Guidelines under Policy Resources below).
B. The credit value or credit equivalent assigned to any course or instructional activity must follow the rules for setting credit values and equivalents as approved by the State Board (see 5.40.10 Class effort: Credit values and credit equivalents).
C. Colleges abide by the rules and regulations adopted by the State Board with respect to budgeting, accounting, auditing, and financial procedures supplemental to the State's Budget and Accounting Act (see RCW 28B.50.090; RCW 43.88) and use criteria as approved by the SBCTC to:
    1. Receive state fund support (see RCW 28B.50.090(7)(b and e)).
    2. Be classified as contract funded (see RCW 28B.50.140 (16 and 17); WAC 131-32-010 and WAC 131-32-020).
    3. Be classified as student-funded (see RCW 28B.50.020).

4.10.10 Instructional Modalities

Contact hours in online, hybrid and competency-based classes may vary from more traditional face-to-face classes. Students should demonstrate equivalent learning outcomes regardless of instructional modality.

Traditional (face-to-face) classes

Students and instructors meet together for a certain number of hours, in a classroom and on a regular weekly schedule.

Online classes

Online classes consist entirely of online elements with no face-to-face component. Some online classes require students to interact with each other, the faculty, and content at specific times, while others are entirely self-paced.

Hybrid classes

Hybrid classes combine face-to-face classroom time with online instruction. Students in a hybrid class come to campus at scheduled times and meet face-to-face with instructors and students. Many class activities are conducted online, including class work assignments, discussions and group projects.

Flipped classes

The flipped classroom reverses the traditional educational arrangement by delivering instructional content outside of the classroom, often online. Students spend classroom time actively engaging in concepts to clarify and apply the knowledge, under the guidance of the instructor.

Competency-based education

Competency-based education allows students to advance based on their proven mastery of a subject rather than classroom time.

4.10.20 Educational Technology and Open Education

Educational Technology works across the community and technical college system to provide accessible, affordable and innovative digital learning options for students by mobilizing technology to increase student success (see Educational Technology and Open Education under Policy Resources below).

4.10.25 State Authorization Reciprocity Agreement (SARA)

The State Authorization Reciprocity Agreements, SARA, provides a voluntary, regional approach to state oversight of postsecondary distance education. System colleges participating in SARA must adhere to specific requirements, including but not limited to, determining where students, faculty, and educational activities are located and reporting on that regularly. The Washington Student Achievement Council has been designated the state's SARA Portal Entity, provides program support, oversight and consumer complaint resolution services for out of state students (see State Authorization Reciprocity Agreement (SARA) under Policy Resources below).

4.10.30 Copyright and Open Licensing Policy

Regardless of funding source, all original works of authorship produced by (1) a State Board employee within the scope of employment, (2) a contractor with an assignment of intellectual property rights in the contract, or (3) using a State Board-sponsored grant will carry a Creative Commons Attribution License version 4.0 or later (CC BY) (see Copyright and Open License Policy Guidelines under Policy Resources below).

4.10.40 Academic Credit for Prior Learning (ACPL)

Community and technical colleges may assess and award credit for prior learning that has occurred outside the classroom and/or through previous educational endeavors. Four categories are established for Academic Credit for Prior Learning and are specifically denoted on a student's transcript: Credit by Testing, Prior Experiential Learning, Extra-Institutional Learning and Course Challenges (see RCW 28B.77.230; RCW 28B.10.053; Academic Credit for Prior Learning under Policy Resources below).

A. A grade may only be assessed for Course Challenges when the student is registered and tuition is charged per the college grading policy
B. All other prior learning categories must receive a Pass or equivalent grade designation per the college grading policy (see Seal of Biliteracy under Policy Resources below).
C. Dual credit exams (AP, IB, and CI) must follow the system policy for awarding of credit (see 4.60.50 Credit Policy for Dual Credit Exams)
D. Credit earned through Academic Credit for Prior Learning at one college will be accepted toward the appropriate course or program at any other community and technical system college

4.10.50 Guided Pathways

Each community and technical college shall fully implement guided pathways. Guided Pathways implementation must include:

A. comprehensive mapping of educational pathways,
B. dedicated advising and career counseling,
C. data analytics to measure student learning and program outcomes, and
D. student success support infrastructure with a focus on closing equity gaps among historically underserved populations (see RCW 28B.50.925, Guided Pathways under policy resources below).

Policy resources

- Course Coding Procedures and Guidelines
- Educational Technology & Open Education
- Copyright and Open Licensing Policy
- Academic Credit for Prior Learning
- Seal of Biliteracy
- State Authorization Reciprocity Agreement (SARA)
- Guided Pathways

Policy history

Action	Description	Revision Date
Executive Director approval	Course Coding Procedures updated	02/25/2024
Passage of ESSSB 5194	Guided Pathways implementation	07/25/2021
SBCTC Resolution 16-09-36	Open Licensing Policy Amendment	09/28/2016
Passage of SSB 5969	Military Training Academic Credit	06/12/2014
National Council-SARA established	State Authorization Reciprocity Agreement (SARA)	07/01/2013
Passage of ESSHB 1795	Academic Credit for Prior Learning	08/24/2011
Instruction Commission approval	Seal of Biliteracy	10/24/2022
SBCTC Resolution 10-06-30	Digital Licensing	06/17/2010
WACTC approval	Guidelines for Prior Learning Assessment adopted	08/15/2008

4.20 Degree and Certificate Requirements

State law authorizes the community and technical college system to offer vocational certificates, associate degrees, and applied baccalaureate degrees. Colleges may not offer academic subject certificates to align with the U.S. Department of Education regulations for Title IV financial aid eligibility.

The State Board shall ensure that each college district offers thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served. The State Board shall establish minimum standards to govern the requirements for degrees and certificates awarded by the colleges (see RCW 28B.50.020 and RCW 28B.50.090(7)(c), RCW 28B.50.810, and RCW 28B50.030(2)).

4.20.10 Professional-technical certificates and degrees

The requirements for professional-technical degrees and certificates awarded by the state's community and technical colleges must follow guidelines and approval processes established by the SBCTC (see Professional-Technical Program Approval Process under "Policy Resources" below).

4.20.15 Professional-technical transfer degrees

If a professional-technical degree is not already approved, the college must first follow guidelines and approval processes established by the SBCTC (see Professional-Technical Program Approval Process under "Policy Resources" below).

A professional-technical associate degree program that is already approved, the college need submit only the title of the approved professional-technical degree for which the professional-technical transfer degree will be offered, the appropriate CIP and program plan code, and a program/curriculum guide (list by course number, course title, credits per course, and total credits).

4.20.20 Direct transfer agreement degrees

The requirements for the Direct Transfer Agreement (DTA) degree and all Direct Transfer Agreement/Major Related Programs (DTA/MRP's) degrees as authorized by the Joint Transfer Council and awarded by the state's community and technical colleges must follow guidelines and approval processes established by the SBCTC (see Transfer Degree Approval Process under "Policy Resources" below).

4.20.30 Baccalaureate degree approval process

The Board retains sole approval authority for Bachelor of Applied Science (BAS) and Bachelor of Science in Computer Science (BS) degrees submitted by the community and technical colleges. The Board may make future revisions to the selection process and criteria as needed (see RCW 28B.50.810; RCW 28B.50.825; Baccalaureate Degree Program Approval Process under Policy Resources below).

A. Applied Baccalaureate Degrees

The State Board approves all proposals Bachelor of Applied Science programs and are intended to:

- Serve professional and technical degree-holding students who have limited access to bachelor degree programs after completing their associate of applied science degree or its equivalent
- Provide opportunities for working adults who are place-bound to a specific geographic region and want to earn a baccalaureate degree
- Fill skills and credentials gaps and needs in specific occupations, particularly specific professional and technical fields requiring applied knowledge and skills.

B. Bachelor of Science in Computer Science Degrees

The State Board approves all proposals for Bachelor of Science in Computer Science programs and are intended to:

- Fills a gap in options available for students because it is not offered by a public four-year institution of higher education in the college's geographic area, or
- Satisfy a shortage of programs demanded by industry and workforce.

4.20.40 Second baccalaureate degree general education requirements

Students who have previously earned a baccalaureate degree from another accredited institution may enroll for a second baccalaureate degree in a different discipline and will have met the general education requirements (basic and distribution areas) for a baccalaureate degree (see Second Baccalaureate Degree under Policy Resources below).

4.20.50 Upper division certificates

Upper-division certificates as defined by courses numbering 300 or higher must be approved by the SBCTC using the same procedures used for professional-technical certificate approval except for the following:

A. There is no requirement for related academic instruction
B. There is no requirement for advisory committee approval
C. All of the courses included in certificates totaling less than 20 credits shall be drawn from a single existing baccalaureate degree program

(see Upper Division Certificate Resources under "Policy Resources" below).

Policy resources

- Transfer Policies and Resources
- Direct Transfer Agreement
- Applied Baccalaureate Degrees
- Baccalaureate Degree Program Approval Process
- Second Baccalaureate Degree
- Upper Division Certificate Resources
- Professional-Technical Programs
- Data Reporting: Coding

Policy history

Action	Description	Revision Date
Passage of SSB 5401	Bachelor of Science degrees in computer science	07/25/2021
Instruction Commission approval	Second baccalaureate degree general education requirements	05/05/2021
Instruction Commission approval	Upper division certificates	11/18/2020
SBCTC Resolution 14-09-59	BAS Program Approval Process	09/10/2014
Passage of E2SHB 2483	State Board authorized to approve applied baccalaureate degrees	07/1/2012
Passage of SSB 6355	Applied baccalaureate degree program made permanent	07/1/2010
Passage of SHB 1328	Allows technical colleges to award certain transfer degrees	07/26/2009
Passage of SSB 5104	Applied Baccalaureate Degree pilot program	08/15/2008

4.30.10 Transfer within the community and technical college system

Students transferring among system colleges should not penalized by the differences in the specific requirements imposed by individual campuses within the general guidelines for fulfilling course distribution requirements of transfer degrees.

In the spirit of compromise between these competing interests, system colleges have developed and adopted guidelines, for reciprocity of transfer coursework among colleges to include reciprocity of individual courses, distribution area or specific requirement courses, and diversity course requirements (see Inter-College Reciprocity under Policy Resources below).

4.30.15 Common Course Numbering

Common course numbering, including academic and professional/technical courses makes it easier for students to transfer courses between community and technical colleges in Washington state. Common course numbering eases that process because equivalent courses are labeled the same across all system colleges (see Common Course Numbering Protocol and Processes , PTCCN Processes and Forms).

A. Academic Common Courses (CCN) include:
    - Academic transfer courses, as defined by the Intercollege Relations Council (ICRC) agreement
    - Aerospace/aviation maintenance and early childhood education courses
B. Professional/Technical Common Courses (P/TCC) include:
    - Vocational and career skills courses with common outcomes
    - Certificate, associate and, baccalaureate level courses
C. CCN does not apply to:
    - Precollege (remedial/developmental) education
    - Basic Education for Adults (adult basic education, High School Equivalency Exam, English Language Acquisition, or high school completion).

4.30.20 Transfer to four-year institutions

The State Board encourages community and technical colleges to:

A. Maintain membership in the Intercollege Relations Commission (ICRC) of the Washington Council for High School-College Relations (see ICRC).
B. Annually inform baccalaureate institutions regarding changes in the curriculum related to generally transferable courses in order to assure accurate course equivalency lists (see Course Equivalency Guides/Course Transfer Information).
C. Adopt new Major Related Program degree pathway agreements when negotiated as a means of providing students with preparation for selected majors regardless of their choice of future institution and to develop and implement program-to-program articulation agreements with nearby public and private four-year institutions in the state of Washington to smooth pathways most commonly followed by transfer students.
D. Follow the College in the High School (CiHS) academic/transfer guidelines when offering courses at high schools for college credit and eventual transfer.

4.30.25 Transfer of general education courses

A student who completes courses selected from within the general education categories listed at a public community, technical, four-year college or university in Washington State will be able to transfer and apply a maximum of 45 quarter credits toward general education requirement(s) at any other public and most private higher education institutions in the state.

For transfer purposes, a student must have a minimum grade of C or better (2.0 or above) in each course completed. Students who transfer these courses must still meet a receiving institution's admission requirements and eventually satisfy all their general education requirements and their degree requirements (see One Year Transfer Courses under "Policy Resources" below).

4.30.30 Transfer from four-year institutions (Reverse Transfer)

Reverse articulation allows eligible students to receive their associate degree after transferring to a baccalaureate institution. Students who transfer prior to completing their associate degree can complete any remaining requirements as part of their baccalaureate degree program and apply those credits back to the community or technical college to receive their associate degree (see Reverse Transfer under Policy Resources below).

The four-year institutions of higher education are encouraged to work with the SBCTC to develop plans for facilitating the reverse transfer of academic credits from four-year institutions to community or technical colleges. The plans should include the following provisions:

A. a policy allowing eligible students the opportunity to transfer credits from a four-year institutions back to a community or technical college, to use towards a two-year degree; and
B. procedures for notifying eligible students of their eligibility in the program

4.30.40 Transfer degree titles

Transfer degree titles, specifically those designated as state approved degrees such as the Direct Transfer Agreement (DTA), Associate in Science-Transfer (AS-T), or any with the Major Related Pathway (MRP) designation carry the official State Board title. These degree titles represent specific negotiated agreements between the State Board for Community and Technical Colleges (representing the 34 community and technical colleges) and the public and private four-year baccalaureate institutions.

Locally designed associate degrees also intended for transfer by an individual college may not carry the DTA, AS-T, or DTA/MRP designated titles and/or abbreviations unless approved by the State Board transfer degree approval process and posted on the transfer degree inventory (see transfer degree inventory under Policy Resources below).

Policy resources

- Common Course Numbering Protocol and Processes
- PTCCN Processes and Forms
- Inter-College Reciprocity
- One Year Transfer Courses
- Reverse Transfer
- Transfer Degree Inventory

Policy history

Action	Description	Revision Date
Instruction Commission approval	One year transfer courses list	05/2012
Instruction Commission approval	Inter-College Reciprocity	05/2012
Passage of ESSHB 1795	One year transfer courses	08/24/2011
Instruction Commission approval	Transfer distribution courses	08/15/2008
Instruction Commission approval	College in the High School academic/transfer guidelines	08/15/2008
Instruction Commission approval	Transfer to four-year institutions guidelines	06/20/2016

4.40 Professional-Technical Programs

All professional-technical degree and certificate programs must be approved by the SBCTC prior to course or program implementation (see RCW 28B.50.090(7)(c)). As part of this responsibility, the SBCTC:

1. Sets rules/procedures/guidelines, developed in cooperation with the college system, that provide for the approval of all proposed new professional/technical programs, curriculum modifications and program title changes (see Professional/Technical Program Approval Process; Work-Based Learning Programs under Policy Resources below).
2. Requires that colleges certify professional-technical staff and faculty (see WAC 131-16-070 through WAC 131-16-095).

4.40.10 Centers of Excellence

Washington State's Centers of Excellence link business, industry, labor and the state's educational systems to create a highly skilled and readily available workforce critical to the success of the state's economy. Each center is funded by the State Board and is housed at a community or technical college. (see RCW 28B.50.092; Centers of Excellence under Policy Resources below).

Each Center of Excellence follows five core expectations:

1. Economic Development Focus
2. Industry Sector Strategy Focus
3. Education, Innovation and Efficiency Focus
4. Data and Industry Standards to Inform Workforce Supply/Demand Focus
5. Leading with Equity and Access

The State Board will conduct an onsite assessment of the Center of Excellence not to exceed every three years. The assessment will consist of the following:

1. Evaluate the work of the center
2. Consider industry demand
3. Provide system guidance
4. Feedback highlighting center accomplishments and challenges
5. Interacts with leadership of the college
6. Incorporates system leadership recommendations
7. Reaffirms the host college's interest in and support for hosting the center

4.40.20 Advisory Committees for Professional-Technical programs

Each community and technical college or college district is required to have an industry advisory committee for each program and to follow approved College Advisory Committee Procedures (see RCW 28B.50.252; College Advisory Committee Procedures under Policy Resources below).

4.40.30 Apprenticeship Programs

Apprenticeship programs are an earn and learn training model that combines paid on-the-job (OJT) work experience with classroom instruction to prepare apprentices for highly skilled careers in a multitude of industries. Apprenticeship programs are approved by the Washington State Apprenticeship & Training Council (WSATC) or federal Bureau of Apprenticeship Training and provide a minimum of 2000 paid OJT hours and at least 144 hours of related supplemental instruction per 12-month period. Every registered apprenticeship program must include classroom instruction, referred to as related supplemental instruction (RSI) that is designed to provide knowledge of the theoretical and technical subjects related to the apprentice's occupation.

State law allows the SBCTC to provide WSATC with recommendations on matters of apprentice-related and supplemental instruction, coordination of instruction with job experiences, and instructor qualifications. Many Washington Registered Apprenticeship programs choose to partner with one of the 34 community and technical colleges within our system to provide the associated RSI. Apprentices taking related supplemental instruction through community or technical college partnership are entitled to a 50% tuition and fee waiver (see RCW 49.04.010(2), WAC 296-05-015, WAC 131-28-026 (4)(b), and Apprenticeship Programs under Policy resources below. For faculty coding information, see SBCTC Policy Manual 2.35, Classification of Employees).

Federally registered apprenticeship programs are also governed by law, and provide a framework that supports an enhanced, modernized apprenticeship system. The Office of Apprenticeship has responsibility for registering apprenticeship programs and apprentices; providing technical assistance; conducting reviews for compliance; and quality assurance assessments (see Title 29 CFR part 29 subpart A).

Policy resources

- Professional Technical Programs
- Centers of Excellence
- College Advisory Committee Procedures
- Work Based Learning Programs
- Apprenticeship Programs

Policy history

Action	Description	Revision Date
Passage of E2SSB 5600	Creation of industry sector-based platforms to collaborate with relevant Centers of Excellence.	3/24/2022
Passage of E2SSB 5764	Improves apprentice access to Washington College Grant and requires creation of credit equivalencies for RSI in Washington state registered apprenticeship programs.	3/24/2022
WACTC Approval	Centers of Excellence procedures amended.	12/03/2021
Passage of SHB 1323	Codifies Centers of Excellence.	07/26/2009
Executive Director Memorandum	Ungraded courses can be assigned degree credit.	05/17/2004
Board Resolution 04-03-03	Tuition charges for certain ungraded courses (revised).	05/06/2004

4.50 Basic Education for Adults

The State Board is responsible for administration of the state and federally funded adult basic education programs in the State of Washington. Basic Education for Adults (BEdA) programs teach foundational skills — reading, writing, math, technology and English language — to assist adults to move through college and into high-demand jobs. The programs are designed for adults with academic skills below high school completion or who need to improve their English language skills (see RCW 28B.50.020 (3); RCW 28B.50.030 (12); RCW 28B.50.250; Basic Education for Adults under Policy Resources below).

4.50.10 Certificate of High School Equivalency (HSE)

The State Board is the state administrator for HSE testing. The Board authorizes agencies to administer the HSE Test to qualify persons for the Certificate of Educational Competence including determining eligibility for taking the HSE test and administering the test (see WAC 131-48; WAC 131-48-060; RCW 28B.50.912; RCW 28B.50.536).

4.50.20 High school completion

Community and technical colleges are authorized to provide opportunities for adults to complete studies leading to a high school diploma, provided that admission to such a program is consistent with the general community and technical college residency procedures and diplomas are awarded subject to Office of the Superintendent of Public Instruction and State Board of Education rules and regulations (see RCW 28B.50.535; WAC 131-12-010). Minimum requirements for completing high school are set by the State Board of Education (see WAC 180-51-061). Statutory provisions govern the program for persons 18 years of age and over (see WAC 180-51-053). For graduation requirements for students over age 21 see WAC 180-51-035.

4.50.30 College issued high school diploma

Upon written request and meeting eligibility criteria, any student who earns an associate degree of any type shall receive a high school diploma from the college (see RCW 28B.50.535).

Policy resources

- Basic Education for Adults
- Adult High School Completion Programs

Policy history

Action	Description	Revision Date
SBCTC Resolution 13-06-30	GED® term changed to High School Equivalency (HSE)	06/20/2013
SHB 1758	Request a high school diploma after completing an associate degree	07/26/2009
Washington State Board of Education	High school graduation age standards amended	03/10/2005

4.60.10 Agreements between district boards of trustees and common school boards

The State Board supports boards of trustees entering into agreements in cooperation with local high school district boards to provide options for students to complete college-equivalent courses and programs while still in high school (see RCW 28B.50.530).

4.60.20 Running Start

The State Board in conjunction with the Superintendent of Public Instruction has adopted rules governing Running Start, a program that allows eligible eleventh and twelfth graders to enroll in college for the purpose of earning credits toward high school graduation while earning college credits (see WAC 131-46; WAC 392-169-005; RCW 28A.600.390).

4.60.30 Career and Technical Education Dual Credit

Career and Technical Education (CTE) Dual Credit, formerly known as Tech Prep, provides career pathways for high school students. CTE Dual Credit classes are taught at the high school or skills center and integrate academics with technical skills to help prepare students for advanced education and careers related to professional-technical occupations. All CTE Dual Credit courses offer high school and college credit for successfully completing the same class (see RCW 28B.50.531; RCW 28A.230.130; Guidelines for Statewide Articulation Using the Direct Transcription Method under Policy Resources below).

4.60.40 College in the High School

College in the High School programs are designed to provide college level courses in high school locations to serve qualified ninth through twelfth grade students. Community and technical college boards of trustees may establish such programs in cooperation with local school district boards (see RCW 28B.50.530; RCW 28A.600.280 through 290; College in the High School – Academic Transfer Guidelines under Policy Resources below).

4.60.50 Credit Policy for Dual Credit Exams

There are several dual credit opportunities for students in high school to earn college credits. National examination-based options include the Advanced Placement (AP), International Baccalaureate (IB), and Cambridge Assessment International Examination (CI).

Higher education institutions are required to establish policy for granting as much undergraduate credit as practicable for students who earn passing scores on AP, IB and CI examinations. Each institution must post the policy on their campus websites.

If an institution is unable to award general education course equivalency, the student may request in writing an evidence-based reason as to why the course equivalency cannot be granted (see RCW 28B.10.054).

4.60.51 Advanced Placement (AP)

Washington state community and technical colleges will award **unrestricted elective** credit for an Advanced Placement (AP) score of 3 or higher. Credit will be awarded on the basis of official AP results, not transcript notation. Credits granted for **general education or major requirements** will be specified by the **receiving institution's AP credit policies**; otherwise, elective credit will be granted (see AP Scores Crosswalk under Policy Resources below).

4.60.52 International Baccalaureate (IB)

Washington state community and technical colleges will award unrestricted elective credit for an International Baccalaureate (IB) score of 4 on standard-level or higher-level IB exams. Credit will be awarded on the basis of official IB results, not transcript notation. Credits granted for **general education or major requirements** will be specified by the **receiving institution's IB credit policies**; otherwise, elective credit will be granted (see IB Scores Crosswalk under Policy Resources below).

4.60.53 Cambridge International (CI)

Washington state community and technical colleges will award unrestricted elective credit for a Cambridge International (CI) score of E on A and AS level exams. Credit will be awarded on the basis of official CI results, not transcript notation. Credits granted for **general education or major requirements** will be specified by the **receiving institution's CI credit policies**; otherwise, elective credit will be granted (see CI Scores Crosswalk under Policy Resources below).

Policy resources

- Running Start
- CTE Dual Credit
- College in the High School
- IB Scores Crosswalk
- CI Scores Crosswalk
- Guidelines for Statewide Articulation Using the Direct Transcription Method
- College in the High School–Academic Transfer Guidelines

Policy history

Action	Description	Revision Date
Passage of SHB 1302	Grade level eligibility addition for College in the High School	07/25/2021
Passage of ESSB 5410	Dual credit exams placement requirements	07/28/2019
Passage of E2SHB 2483	Higher Education Coordinating Board becomes Washington Student Achievement Council.	07/01/2012
Passage of ESSHB 1808	Post-secondary credit opportunities	07/22/2011
Passage of SHB 2119	College in the High School rules and reporting	07/26/2009
Passage of 2SSB 6377	Secondary Career and Technical Education programs	06/12/2008
Instruction Commission approval	AP credit	08/15/2008

4.70 Career Launch Endorsement Review

Career Connect Washington delegated the administration of the Career Launch Endorsement Review process to the State Board. Career Launch programs combine classroom learning with related paid work-based learning opportunities. Career Launch programs can include:

- Registered apprenticeships
- A post-secondary institution participating in the Washington College Grant, College Bound Scholarship or Passport programs with a paid work-based learning component as a credentials requirement.
- A secondary career and technical education program that meet credential requirements and include a paid work-based learning component.

Career Launch programs can be offered at community and technical colleges, training centers, universities and K-12 schools that partner with higher-education institutions (See Career Launch Endorsement Overview and Career Connect Washington under Policy Resources below).

Policy resources

- Career Launch Endorsement Overview
- Career Connect Washington

Policy history

Action	Description	Revision Date
Passage of E2SHB 2158	Career Connected Learning-Career Launch	07/28/2019

4.80.10 Out-of-district contracting

Community and technical colleges may enter into out-district-contracts to offer educational services. Agreements must be in place to:

A. Provide courses, special events or services in another college's district (see WAC 131-32-030), and/or
B. Jointly provide educational courses, programs or services (see WAC 131-32-035) and Appendix H: Guidelines for Statewide and Regional Contract Services).

4.80.20 Contracting with joint apprenticeship training councils

The State Board establishes guidelines for contracting for apprenticeship training with Joint Apprenticeship Training Councils (see WAC 131-28-026 (4)(c); Community College Tuition and Fee Waivers and Residency).

4.80.30 International Contract Students

To achieve an internationally integrated educational environment, colleges may enroll international students. The ability to issue a Certificate of Eligibility for Non-Immigrant (F-1) Student Status-for Academic and Language Students or Certificate for Non-Immigrant (M-1) Student Status-for Vocational Students is granted to an individual college through the United States Immigration and Customs Enforcement authorization.

Districts with International Contract programs must have in place a contract with a third party that has been approved by the State Board staff and as to form by the college's AAG and that includes the following:

A. Substantive action on the part of the contractor.
B. Estimated number of students to be served and the fees to be charged.
C. Budget demonstrating revenues from the program will cover the full cost of instruction including both direct and indirect costs.

4.80.40 Educational programs to serve foreign nationals in a foreign country

The SBCTC requires prior approval for certain contracts by colleges to conduct out-of-country educational courses and programs (see Contract to Serve Foreign Nationals in a Foreign Country under Policy Resources below).

Policy resources

- Guidelines for Statewide and Regional Contract Services
- Contract to Serve Foreign Nationals in a Foreign Country

Policy history

Action	Description	Revision Date
SBCTC resolution 15-06-30	Reporting international student enrollments	11/30/2015

4.90 Continuing Education

The State Board recognizes that each community and technical college district shall offer thoroughly comprehensive educational training and service programs to meet the needs of both the communities and students served by offering continuing education courses of an educational, cultural, and recreational nature in additional to academic transfer, workforce training, and adult basic education.

Continuing education course offerings include short-term non-credit certificate programs, professional development and personal interest courses, programming for seniors and children, as well as corporate training. (see Continuing Education Policy under "Policy Resources" below).

Policy resources

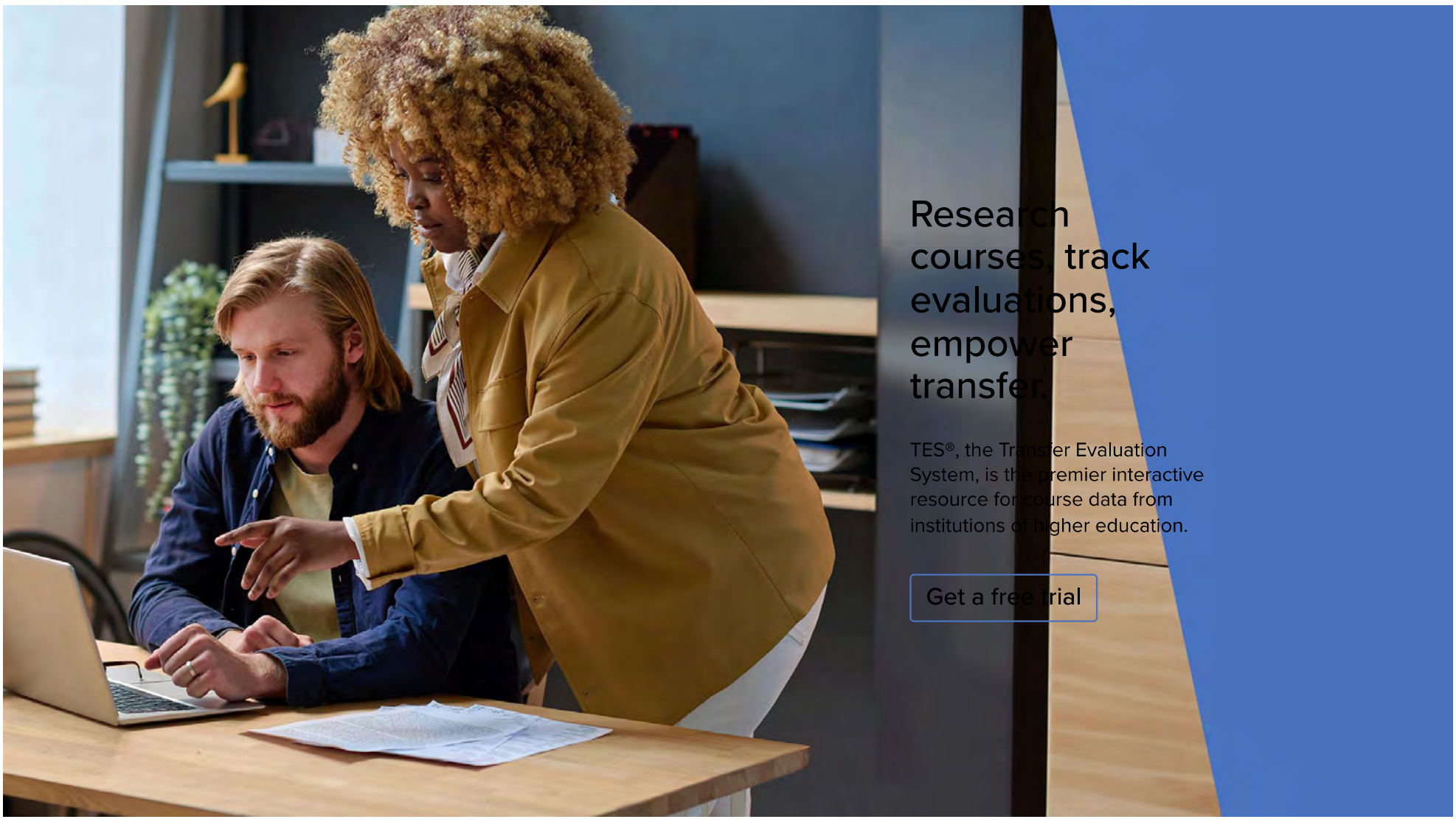
- Continuing Education Policy

Policy history

Action	Description	Revision Date
Executive Director approval	Continuing Education policy updated	02/25/2024
Instruction Commission approval	Continuing Education policy adopted	05/2017

Transfer Evaluation System

Skip to Page Content



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Intercollege Relations Commission

ICRC

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Welcome to ICRC

The Intercollege Relations Commission is a unit of the Washington Council on High School College Relations. The Commission was formed in 1970 as a successor to the Commission on College and University Relations.

Our goal is to facilitate transfer between institutions for all students pursuing baccalaureate degrees in Washington State. Our members meet three times per year for the purpose of information dissemination and education. In addition, ICRC works closely with the Washington Student Achievement Council (formerly, Higher Education Coordinating Board), Council of Presidents, Articulation & Transfer Council, Joint Transfer Council (formerly, Joint Access Oversight Group), the State Board for Community and Technical Colleges, and other groups when needed to assist with projects related to transfer articulation and higher education legislation.

Membership is comprised of representatives appointed by the presidents of all public baccalaureate universities and community and technical colleges, as well as many independent colleges and universities in Washington State. To be a member of ICRC, an institution or organization must be eligible for WCHSCR membership per the Council's Bylaws.

Member colleges and agency representatives pay an annual due each fall to cover the cost of participating in two institutionally hosted meetings during the academic year. Please join or renew your organization's membership HERE.

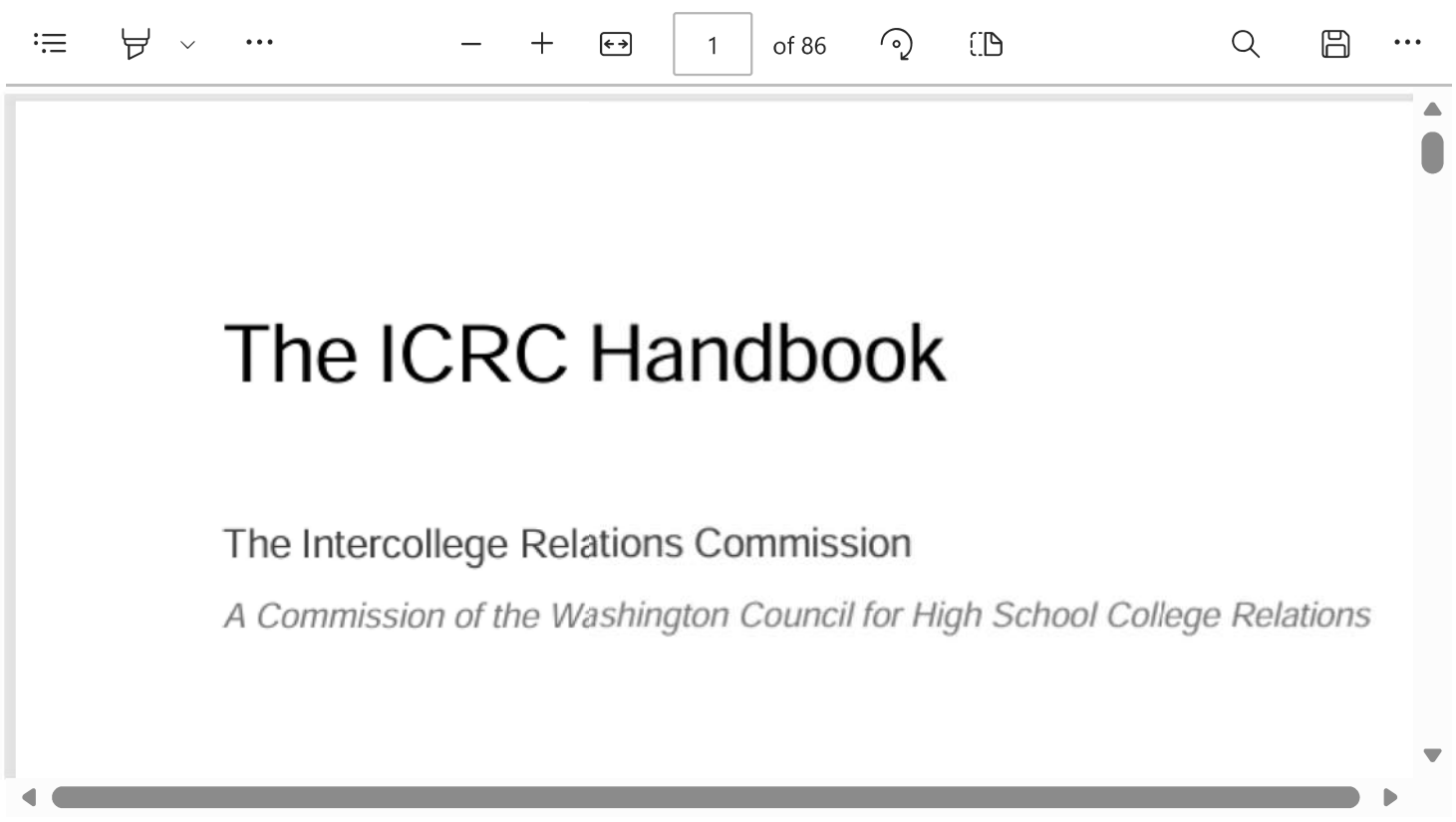
- ICRC Membership Roster (2025-26 AY)
- Current List of Paid Members (2025-26 AY)
- ICRC Revised Handbook 2023
- Join the ICRC Listserv (College and Agency Access Only)

2025-2026 Meeting Information – Save the Dates!

Fall 2025: October 9-10 at Whitman College

Winter 2026: February 5, 2026 on Zoom

Spring 2026: April 9-10 at South Puget Sound Community College



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2023-ICRC-Handbook

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The ICRC Handbook

The Intercollege Relations Commission

A Commission of the Washington Council for High School College Relations

Revised April 2023

CONTENTS

Introduction	3
Historical Development of the Intercollege Relations Commission in Washington	4
Constitution of the Intercollege Relations Commission of the Washington Council for High School-College Relations	7
Policy on Intercollege Transfer and Articulation Among Washington Public Colleges and Universities	12
Transfer Rights and Responsibilities	22
Associate Degree Transfer Agreements in Washington	23
Current DTA Associate Degree Guidelines 2013	25
Associate Degree Proviso and Specific Requirements by Individual Baccalaureate Institutions	30
Community and Technical Colleges in Washington that Offer the DTA Associate Degree	36
Baccalaureate Institutions in Washington that Subscribe to the DTA Associate Degree Guidelines	38
Appendix A: Intercollege Relations Commission Direct Transfer Agreement Associate Degree Course List Part I: Courses Generally Accepted in Transfer	39
Appendix B: Intercollege Relations Commission Direct Transfer Agreement Associate Degree Course List Part II: Restricted Subject Areas for Transfer	46
Appendix C: Associate of Science Transfer Degree Track 1: Biological Sciences, Environmental/Resource Sciences, Chemistry, Geology and Earth Science	51
Appendix D: Associate of Science Transfer Degree Track 2: Engineering, Computer Science, Physics and Atmospheric Sciences	53
Appendix E: Major Related Programs Based on DTA and AS-T	56
Appendix F: Associate in Applied Science – Transfer Degree	57
Appendix G: Ongoing Articulation Review Committee Statement of Purpose	58
Appendix H: Legislative History of Washington Transfer Law, Policies and Practices	59
Appendix I: Process for Revisions and Changes to the Statewide Transfer Associate Degree Agreements	68
Appendix J: Academic Course Electives in Transfer Degrees: Criteria, Process for New Courses, Role in the Degrees and Review of Changes	72
Appendix K: Washington Community and Technical College and Baccalaureate Institutional Policies and Practices: Academic Credit for Prior Learning	75
Appendix L: Washington Transfer Focused Entities	78
Appendix M: Common Washington Higher Education Acronyms	83

ICRC Inter-College Reciprocity Policy

Washington State Community and Technical College

Inter-College Reciprocity Policy

Approved by Instruction Commission, February 2005
Residency Requirement Updated by the Articulation & Transfer Council, April 2005
Diversity Requirement added by Instruction Commission, May 2011
Statement that includes reciprocity of Prior Learning Credit added by Instruction Commission, May 2012

Background:

It is healthy and desirable to promote diversity among the transfer curricula at various community and technical colleges. This diversity allows colleges to meet specific community needs and interests, to develop innovations and best practices, and to capitalize on unique faculty and institutional resources, campus to campus.

However, as students, of necessity, transfer among colleges, it is equally important to ensure that they are not penalized by the differences in the specific requirements imposed by individual campuses within the general guidelines of the Transfer degrees (DTA and AS-T) as approved by the Instruction Commission.

In the spirit of compromise between these competing interests, colleges of the Washington State CTC system have developed and adopted guidelines, as follows, for reciprocity of transfer coursework among colleges.

Reciprocity of Individual Courses:

If a student transfers an individual course that meets a Communication Skills, Quantitative Skills or Distribution Requirement at the sending college for a specific transfer degree, that course is considered to have met that requirement at the receiving college for a similar transfer degree, even if this course does not have an exact equivalent and even if the course credit is awarded through prior learning credit.

If a student transfers an individual course that meets a Diversity Requirement at the sending college for a specific transfer degree, that course is considered to have met that requirement at the receiving college for a similar transfer degree, even if this course does not have an exact equivalent and even if the course credit is awarded through prior learning credit.

Reciprocity of Distribution Areas/Specific Requirements:

The receiving institution will accept an entire Distribution, Communication Skills, Quantitative Skills, or other requirement for a transfer degree as met if that student:

A. Has met the sending institution’s residency credit and meets the receiving institution's policy on continuous enrollment (enrollment pattern needed to complete under the catalog at entrance1)

B. Has met the entire Communication Skills, Quantitative Skills or Distribution Requirement of a transfer degree, according to the sending institution's degree criteria*

The receiving institution will accept an entire Diversity Requirement for a transfer degree as being met if that student has met the entire Diversity Requirement of a transfer degree, according to the sending institution's degree criteria.

*Note: Example criteria include number of disciplines, allowable disciplines, credits, sequence requirements (or lack thereof). In all these instances, the sending institution's requirements govern for that particular Communication Skills, Quantitative Skills or Distribution Requirement component.

C. Has maintained a cumulative college-level grade-point average (GPA) of 2.0 or better at the sending institution.

The receiving institution agrees to consider the requirement area met if these conditions, upon review, are met. (There is no limit to the number of requirement areas to be considered.)

In view of staff limitations for transcript review, the receiving institution cannot be expected to search every transfer-in transcript to see if the reciprocity provisions apply. It is, therefore, the student's responsibility to initiate the reciprocity process and to gather appropriate documentation as needed. However, all institutions agree to make transfer-in students aware of these provisions, to publish them in college catalogs and other transfer-related resources, and to provide transfer-in students with a clear contact point and process for pursuing reciprocity.

Local Provisos:

The receiving college retains the right to impose unique, local prerequisite and graduation requirements. Such requirements might include learning communities/coordinated studies requirements, writing-intensive course requirements, and physical education/health requirements.

Transcript Notation:

Transcripts will include notation of requirements met by reciprocity. Notations will include the name of the sending institution.

Approved by ATC (formerly ATG) October 15, 2004 and updated as noted April 29, 2005

Approved by Instruction Commission February 17, 2005

Publication of transferable college-level courses, RCW 28B.50.785

RCW 28B.50.785 Publication of transferable college-level courses—Course lists for one-year academic completion certificates and transferable degrees. (1)(a) Community and technical colleges must identify and publish in their admissions materials the college-level courses that are recognized by all four-year institutions of higher education as transferable to the four-year institutions of higher education. Publication of the list of courses must be easily identified and accessible on the college's website.

(b) If a four-year institution of higher education does not require courses of majors for transfer, the community and technical colleges must identify and publish the transfer policy of the institution in their admissions materials and make the transfer policy of the institution easily identifiable on the college's website.

(2) Community and technical colleges must create a list of courses that satisfy the basic requirements, distribution requirements, and approved electives for:

(a) A one-year academic completion certificate as provided for under RCW 28B.10.696; and

(b) A transferable associate of arts or sciences degree as provided for under RCW 28B.10.696.

(3) To the extent possible, each community and technical college must develop links between the lists in subsections (1) and (2) of this section and its list of courses, and develop methods to encourage students to check the lists in subsections (1) and (2) of this section when the students are registering for courses. [2011 1st sp.s. c 10 s 12.]

Findings—Intent—Short title—2011 1st sp.s. c 10: See notes following RCW 28B.15.031.

Washington 45

List of One Year Transfer Courses –"Washington 45"

Adopted: Proposed Revision 2, Sequences Included, ATC February 2023
Implemented: fall 2012

The list of courses in Washington 45 does not replace the Direct Transfer Agreement, Associate of Science Tracks I and II or any Major Related Program agreement, nor will it guarantee admission to a four-year institution.

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 quarter credits toward general education requirement(s) at any other public and most private higher education institutions in the state.[1]

Completion of 45 credits of academic courses from this list is equivalent to one-year's worth of general education credit when transferred. 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.

This list is for students who plan to transfer to a four-year school after completing a maximum of 45 credits at a community and technical college. Students who plan to complete an associate degree at a community and technical college should consult with an academic advisory to select courses that meet the requirements of the associate degree they plan to pursue.

"First Year Transfer List" of general education courses

- **Written Communication:** 5 credits –ENGL& 101, ENGL& 102, ENGL& 235.

- **Quantitative and Symbolic Reasoning:** 5 credits –MATH& 107, MATH& 141, MATH& 142, MATH& 146, MATH& 148, MATH& 151, or PHIL& 120.

- **Humanities:** 10 credits (recommended in two different subject areas or disciplines[2])—PHIL& 101, MUSC& 105, DRMA& 101, ENGL& 111, ART& 100, CMST& 101, CMST& 220, or HUM& 101; any 100-level Common Course Numbered world language course offered by the college (for example, ASL& 121-123*, CHIN& 121-123*, JAPN& 121-123*, SPAN& 121-123*, etc.).
  For colleges that use History as a Humanities HIST& 126, HIST& 127, HIST& 128, HIST& 136, HIST& 137, HIST& 146, HIST& 147, HIST& 148, HIST& 214, HIST& 215, HIST& 219, HIST& 220.

- **Social Sciences:** 10 credits (recommended in two different subject areas or disciplines) – PSYC& 100, SOC& 101, POLS& 101, POLS& 202, ECON& 201, ECON& 202, ANTH& 100, ANTH& 106.
  For colleges that use History as a Social Science: HIST& 126, HIST& 127, HIST& 128, HIST& 136, HIST& 137, HIST& 146, HIST& 147, HIST& 148, HIST& 214, HIST& 215, HIST& 219, HIST& 220.

- **Natural Sciences:** 10 credits (recommended in two different subject areas or disciplines) - BIOL& 100, BIOL& 160 w/ lab, BIOL& 211-213*, BIOL& 221-223*, ASTR& 100, ASTR& 101 with lab, CHEM& 105, CHEM& 110 with lab, CHEM& 121 with lab, CHEM& 161-163*, ENVS& 100, ENVS& 101, PHYS& 100, PHYS& 110, PHYS& 114, PHYS& 114-116*, NUTR& 101, GEOL& 101 with lab.

- **Additional 5 credits** can be taken from any category listed above. The second 5-credit course in a World Language or a Natural Sciences sequence could fit here.

*Denotes courses in a three-quarter sequence that are recommended to be taken together at the same college.

NOTE: Although these courses are listed under categories, the actual course may satisfy a different general education category at a receiving institution.

NOTE: It is recommended that new common course numbered courses be considered for inclusion in this list annually and that the entire list of courses be reviewed and updated every 3-5 years.

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[1]Many private non-profit colleges 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 (e.g., PHIL for Philosophy and POLS for Political Science).

Washington 45 - List of One Year Transfer Courses

1. Students have the right to clear, accurate, and current information about their transfer admission requirements, transfer admission deadlines, degree requirements, and transfer policies that include course equivalencies.
2. Transfer and freshman-entry students have the right to expect comparable standards for regular admission to programs and comparable program requirements.
3. Students have the right to seek clarification regarding their transfer evaluation and may request the reconsideration of any aspect of that evaluation. In response, the college will follow established practices and processes for reviewing its transfer credit decisions.
4. Students who encounter other transfer difficulties have the right to seek resolution. Each institution will have a defined process for resolution that is published and readily available to students.
5. Students have the responsibility to complete all materials required for admission and to submit the application on or before the published deadlines. Students have the responsibility to plan their courses of study by referring to the specific published degree requirements of the college or academic program in which they intend to earn a bachelor's degree.
6. When a student changes a major or degree program, the student assumes full responsibility for meeting the new requirements.

College and University Rights and Responsibilities

1. Colleges and universities have the right and authority to determine program requirements and course offerings in accordance with their institutional missions.
2. Colleges and universities have the responsibility to communicate and publish their requirements and course offerings to students and the public, including information about student transfer rights and responsibilities.
3. Colleges and universities have the responsibility to communicate their admission and transfer related decisions to students in writing (electronic or paper).

Washington 45 - List of One Year Transfer Courses

The list of courses in Washington 45 does not replace the Direct Transfer Agreement, Associate of Science Tracks 1 and 2 or any Major Related Program agreement, nor will it guarantee admission to a four-year institution.

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 quarter 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& 141, MATH& 142, MATH& 146, MATH& 148 or MATH& 151
- **Humanities** (10 credits in two different subject areas or disciplines[2])-PHIL& 101, MUSC& 105, DRMA& 101, ART& 100, CMST& 220, CHIN& 123, FRCH& 123, GERM& 123, SPAN& 123, ENGL& 111, or HUM& 101 For colleges that use History as a Humanities HIST& 126, HIST& 127, HIST& 128, 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 , ECON& 201, ECON& 202, ANTH& 100. For colleges that use History as a Social Science: HIST& 126, HIST& 127, HIST& 128, HIST& 146, HIST& 147, HIST& 148
- **Natural Sciences** (10 credits in two different subject areas or disciplines)-BIOL& 100 , BIOL& 160 w/ lab, BIOL& 211-213*, BIOL& 2221-223*, ASTR& 100 , ASTR& 101 with lab, CHEM& 105, CHEM& 110 with lab, CHEM& 121 with lab, CHEM& 161-163*, ENVS& 100, ENVS& 101, PHYS& 100, PHYS& 110, PHYS& 114 -116*, GEOL& 101 with lab.
- **Additional 5 credits** in a different discipline can be taken from any category

*Denotes courses in a three-quarter sequence that are recommended to be taken together at the same college.

NOTES:

- Although these courses are listed under categories, the actual course may satisfy a different general education category at a receiving institution.
- Green River does not offer all of these courses, and it is recommended that students work with an advisor to determine which courses can be incorporated into their Green River educational plan

[1] Many private non-profit colleges 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).

Programs

Transfer Associate

- Associate in Arts Degree, AA-DTA
- Associate in Business, AB-DTA/MRP
- Associate in Computer Science, ACS-DTA/MRP
- Associate in Math Education, AM-DTA/MRP
- Associate in Pre-Nursing, APreN-DTA/MRP
- Associate in Science Transfer Track 1-Biology, Environmental Science, Chemistry, Geology, Earth Science, AST-1
- Associate in Science Transfer Track 2-Engineering, Computer Science, Physics, Atmospheric Science, AST-2
- Associate in Science Transfer Track 2/MRP-Bioengineering and Chemical Engineering, AST-2/MRP
- Associate in Science Transfer Track 2/MRP-Civil and Mechanical Engineering, AST-2/MRP
- Associate in Science Transfer Track 2/MRP-Computer and Electrical Engineering, AST-2/MRP

GRC Policy: Transfer Rights and Responsibilities

Full details on the agreement can be found here: https://wsac.wa.gov/sites/default/files/AST1Agreement2017.pdf

Institutions party to this agreement are:

Public Baccalaureates:
Central Washington University
Eastern Washington University
The Evergreen State College
University of Washington
Washington State University
Western Washington University

Private Baccalaureates:
Heritage University
Pacific Lutheran University
Saint Martin's University
Seattle Pacific University
Seattle University
Walla Walla University
Whitworth University

Associate of Science Transfer Degree Track 2: Engineering, Computer Science, Physics, and Atmospheric Sciences

Effective Fall 2000, Updated Spring 2017

The Associate of Science Transfer (AS-T) Degree Track 2 is designed to prepare students for upper division study in the areas of engineering, computer science, physics, and atmospheric science. Completing the AS-T Track 2 degree will prepare students for upper division study; it does not guarantee students admission to the major.

Full details on the agreement can be found here: https://wsac.wa.gov/sites/default/files/AST2Agreement2017.pdf

Institutions party to this agreement are:

Public Baccalaureates:
Central Washington University
Eastern Washington University
The Evergreen State College
University of Washington
Washington State University
Western Washington University

Private Baccalaureates:
Gonzaga University
Heritage University
Saint Martin's University
Seattle Pacific University
Seattle University
Walla Walla University

Engineering AS-T Track 2 MRP

Effective September 1, 2020

The Associate in Science Transfer-Track 2/Major Related Program in Engineering degrees (Bioengineering and Chemical Engineering, Computer and Electrical Engineering & Civil and Mechanical Engineering) 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.

Full details on the agreement can be found here: https://wsac.wa.gov/transfers#engineering-as-t-2-mrp-

Institutions party to this agreement are:

Public Baccalaureates:
Eastern Washington University
University of Washington - Seattle
Washington State University
Western Washington University

Private Baccalaureates:
Gonzaga University
Saint Martin's University
Seattle Pacific University
Seattle University
Walla Walla University

Distribution Lists

Most transfer degrees consist of courses from four distribution course lists.

- Humanities/Fine Arts/English
- Social Science
- Natural Science
- Diversity Requirement

Transfer Rights and Responsibilities

Student Rights and Responsibilities

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4. Students who encounter other transfer difficulties have the right to seek resolution. Each institution will have a defined process for resolution that is published and readily available to students.
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3. Colleges and universities have the responsibility to communicate their admission and transfer related decisions to students in writing (electronic or paper).

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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& 141, MATH& 142, MATH& 146, MATH& 148 or MATH& 151
- **Humanities** (10 credits in two different subject areas or disciplines[2])-PHIL& 101, MUSC& 105, DRMA& 101, ART& 100, CMST& 220, CHIN& 123, FRCH& 123, GERM& 123, SPAN& 123, ENGL& 111, or HUM& 101 For colleges that use History as a Humanities HIST& 126, HIST& 127, HIST& 128, 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 , ECON& 201, ECON& 202, ANTH& 100. For colleges that use History as a Social Science: HIST& 126, HIST& 127, HIST& 128, HIST& 146, HIST& 147, HIST& 148
- **Natural Sciences** (10 credits in two different subject areas or disciplines)-BIOL& 100 , BIOL& 160 w/ lab, BIOL& 211-213*, BIOL& 2221-223*, ASTR& 100 , ASTR& 101 with lab, CHEM& 105, CHEM& 110 with lab, CHEM& 121 with lab, CHEM& 161-163*, ENVS& 100, ENVS& 101, PHYS& 100, PHYS& 110, PHYS& 114 -116*, GEOL& 101 with lab.
- **Additional 5 credits** in a different discipline can be taken from any category

*Denotes courses in a three-quarter sequence that are recommended to be taken together at the same college.

NOTES:

- Although these courses are listed under categories, the actual course may satisfy a different general education category at a receiving institution.
- Green River does not offer all of these courses, and it is recommended that students work with an advisor to determine which courses can be incorporated into their Green River educational plan

[1] Many private non-profit colleges 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).

Programs

Transfer Associate

- Associate in Arts Degree, AA-DTA
- Associate in Business, AB-DTA/MRP
- Associate in Computer Science, ACS-DTA/MRP
- Associate in Math Education, AM-DTA/MRP
- Associate in Pre-Nursing, APreN-DTA/MRP
- Associate in Science Transfer Track 1-Biology, Environmental Science, Chemistry, Geology, Earth Science, AST-1
- Associate in Science Transfer Track 2-Engineering, Computer Science, Physics, Atmospheric Science, AST-2
- Associate in Science Transfer Track 2/MRP-Bioengineering and Chemical Engineering, AST-2/MRP
- Associate in Science Transfer Track 2/MRP-Civil and Mechanical Engineering, AST-2/MRP
- Associate in Science Transfer Track 2/MRP-Computer and Electrical Engineering, AST-2/MRP

SA-89 Transfer Credit

Select Language
Powered by Google Translate

SA-89 TRANSFER CREDIT

Purpose
Provide information and procedures for students to transfer credits earned to another accredited institution.

Scope
All students, staff, faculty and administrators of Green River College.

Definitions
Accredited: Institutions accredited as outlined by the American Council on Education.

Official Transcript: A transcript validated by a college's Registrar and in a sealed (unopened) transcript envelope.

Policy
Students may submit official transcripts from another accredited institution for credit evaluation.

Credits evaluated as acceptable may be applied toward a specified degree or certificate.

Procedure
The student submits an official transcript with the Transcript Evaluation Request form to the Office of the Registrar. The Office of the Registrar will email the evaluation results to the student within approximately four to six weeks.

Other valid submissions:

1. Certified copy of military (DD-214)
2. Official military transcripts (JST, CC of Air Force, etc…)
    a. Note: Military and foreign transcripts may require additional evaluation time.
3. Official Advance Placement (AP) scores
4. Foreign transcripts (must be translated in English)
    a. Note: A foreign transcript must be translated in English by a certified agency (i.e. Foundation for International Services)

Upon receipt of evaluation results, the student will need to contact their faculty advisor or an Educational Planner to determine how the evaluation distributes within the students' degree or certificate requirements.

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

- SA 1 Academic Standards & Progress Policy
- SA 2 Academic Honors
- SA-3 Audit a Class
- SA-4 Admissions
- SA-5 Deceased Student
- SA-6 Grading Policy
- SA-9 Transcripts
- SA-13 Financial Aid Application Process
- SA-14 Federal Direct Loan Program
- SA-15 Financial Aid Eligibility

All transcripts and records submitted become property of Green River College and will not be returned to the student or released to third parties.

Specific Authority

American Council on Education (ACE)
Northwest Commission on Colleges and Universities (NWCCU)
Green River College Registrar
Green River College President's Staff
Green River College Board of Trustees

Law Implemented

History of Policy or Procedure
Draft: March 15, 2007
Adopted: June 29, 2007
Revised: February 19, 2013
Reviewed by:
Contact: Jenny Wheeler, director of the office of the registrar, ext 3411
President's Staff Sponsor: Staff Sponsor: David Larsen, Dean of Enrollment and Completion, 253-833-9111, ext. 3307, dlarsen@greenriver.edu

- SA-16 Return of Financial Aid Funds
- SA-17 Satisfactory Progress for Financial Aid
- SA-18 Notification on Convicted Sexual Offenders
- SA-20 Degree Exception
- SA-22 Graduation Criteria
- SA-24 Student Acceptable Computer Use Policy
- SA-27 Missing Student Policy
- SA-28 Disclosure of Crime Statistics
- SA-29 Facility Access & Maintenance for Safety
- SA-30 Fire Safety Education for CCA
- SA-31 Reporting Crimes and Other Emergencies
- SA-89 Transfer Credit
- SA-90 Academic Credit for Prior Learning
- SA-91 College Holiday & Leave Policy
- SA-92 Timely Warning Notifications
- SA-93 Emergency Notification Policy

GRC Guidance for students planning to transfer Webpage

Select Language
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GUIDANCE FOR STUDENTS PLANNING TO TRANSFER

Follow these simple steps to ensure a successful transfer plan.

1. Explore, 2. Apply, 3. Transfer

1. **Explore.**
   Undecided? Start here. Exploring your career or major is one of the first steps as a college student. Many students begin college undecided on what these goals will be. Green River has several resources available to assist students in identifying their future paths.It is ideal that transfer students give themselves at least one full academic year to prepare for transferring into a university, this includes preparing for your major by taking prerequisite classes.

   Visit with a Career Specialist. Our Career Planners can assist you in focusing your education and training for future success and career satisfaction. In addition, Career Planning Services has access to several free and small, fee-based career assessments. These resources can help you discover and clarify career goals and link them with training and educational programs. Start this process by connecting to Career Planning Services.

   Research majors, programs and careers. We provide Career Planning Tools to help you find a lot of this information. Career Specialists can also give you access to more comprehensive online search tools.Applying to your university.

   Application: applications are generally available online or in a hard copy version. Some universities have lengthy applications so give yourself plenty of time to work on these.

   Application Fee: there will be a non-refundable application fee. Some universities may waive the fee based on different conditions. Check with the universities regarding this option.

Tips on Transferring

Know what to expect when you transfer.

- Create a study time schedule and commit to it.
- Eat regular meals and get the proper amount of rest and exercise.
- Don't lose yourself and get overwhelmed with campus activities.
- Create a network
- Meet other students and make friends, they can help if you are sick and have to miss lectures discuss course, ideas, and concepts, talk about lectures, share research and resources.

Advising

Contact your advisor to develop a personalized academic plan and to

Official Transcripts: Request official transcripts from all colleges you have attended. You must submit all transcripts even if you don't like your grades or think coursework will count. Some universities require an official high school transcript as well. SAT and ACT scores may only be required if you have minimal college credits otherwise they are optional for those who earn a Green River degree.

Personal Essay: Most universities require a personal essay. It's important to write a different essay for each school you are applying to. The Writing Center in the RLC building, and advisors in the Career and Advising Center, can assist you with this process.

Financial Aid Application: Apply for financial aid and scholarships. It's important to do this early on. Most schools prefer you begin this process in the early part of the year (Jan or Feb) if you plan to start that fall quarter.

Letters of Recommendations: Some universities or majors may require letters of recommendations. Request these well in advance giving those writing the letters plenty of time.

Once you have narrowed down your list of possible majors you can begin researching universities. Take advantage of our Quarterly Transfer Fairs and individual admissions rep visits. These Green River events are great opportunities to connect with universities.

Visit with your faculty/advisor: After choosing a major and making a list of possible universities to transfer to, it's important to meet with your faculty advisor to create an educational plan. Green River offers 15 different transfer degrees designed to prepare you for dozens of majors. Your advisor can help you pick the degree that best fits your goals.

2. **Apply:** Approximately 6-9 months prior to starting at the university you should begin applying to universities. However, the preparation process can start a year in advance. Application deadlines vary so please check with schools. There may also be a different deadline for your major. You do not need to have all your coursework completed here at Green River in order to apply to the university (in most cases you would not).

   Review the application deadlines page for additional information on application deadlines at the various 4-year institutions.

   Finishing your time here at Green River: Apply for graduation here at Green River at least two quarters prior to finishing your degree. This will guarantee you are on track and that your degree is posted to your transcript upon completion.Send final Green River transcripts with grades and degree posted to the university. Attend a new student orientation at your university and send any needed deposits.

   Make a check list of application materials and deadlines to ensure you are turning in each packet in its entirety.

3. **Transfer:**
   At a university you can expect large attendances at lectures and limited access to teaching staff. However if you have questions for your instructor or about assignments, ask. Email, phone, or visit during office hours.

learn more about transfer requirements.

Career and Advising Center

beadvised@greenriver.edu

253-833-9111 Ext. 2641

International Program Advisor

ipadvising@greenriver.edu

253-833-9111 Ext. 3300

TRiO Student Support Services

TRiOsss@greenriver.edu

253-833-9111 Ext. 2655

MESA Student Support Services

mesa@greenriver.edu

253-833-9111 Ext. 6460

Assignments may be more rigorous and many may be due close together. If you think of your studies as a full-time job with great opportunities to learn and grow you will shape your experience to become the best years of your life.

Learn the organizational structure of the university. In many cases there will be many more departments to serve you with a variety of expertise. For example, learn what departments are housed in Student Services and what they provide, i.e. Career Development, Registration, Financial Aid, Dean of Students or the College of Arts and Sciences and the academic departments that they house.

Connect with a general academic advisor or departmental advisor for your major. Find out who your advisor will be and develop a relationship that allows you to ask questions that keep you on track to complete your degree. If you have not decided on a major by this time, ask your advisor for resources that will assist you in exploring majors or seek information from a Career Services office at the university. Be aware of accountability to manage yourself, you must be self directed.

Resources

Contact Us

STUDENT SUPPORT

ctcLink
Student Email
My Green River
Navigate 360
Financial Aid
Holman Library
Center for Transformational Wellness
Student Remote Access
Career & Advising Center
Office of the Registrar
Disability Support Services
Counseling Services
e-Learning
Placement & Testing Center
Register to Vote
MMIWP / WSP

EMPLOYEE RESOURCES

Human Resources
Institutional Effectiveness
ctcLink Sign In
GatorNet
Curriculog (formerly CAR/PAR)
Faculty eLearning
Canvas
Gator News
Employee Password Reset

CAMPUS SAFETY

Emergency & Safety Alerts
Just Report It

CONNECT WITH GREEN RIVER

Facebook
Twitter
Youtube
LinkedIn
Instagram

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Advising for Transfer Students

Select Language
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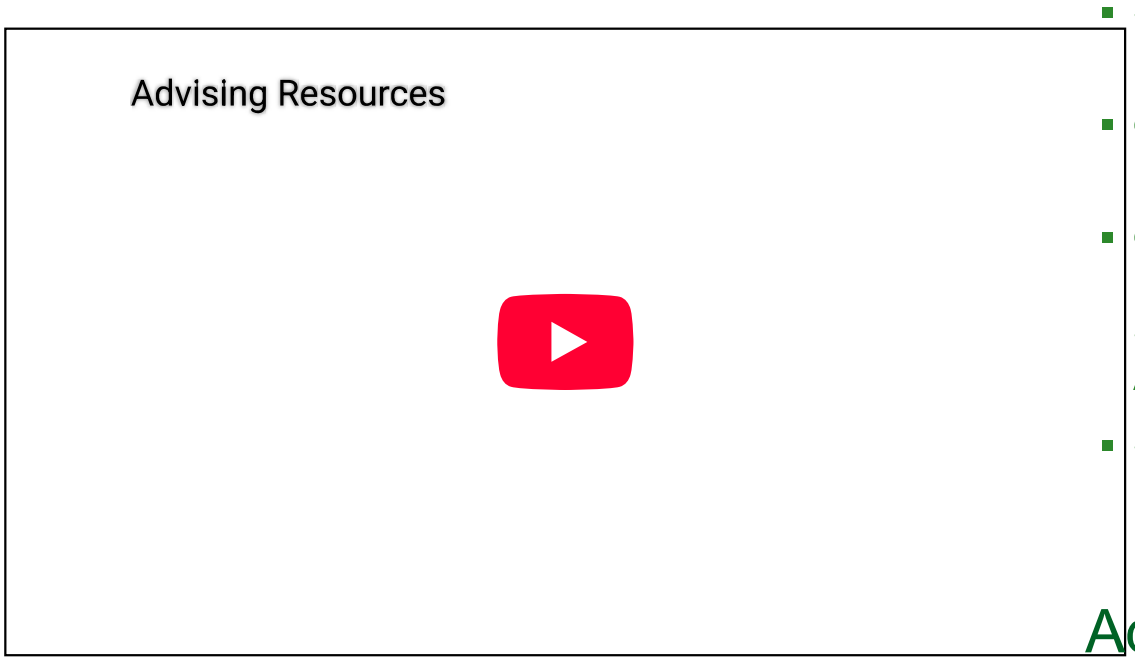
ADVISING FOR TRANSFER STUDENTS

Services for transfer students

Transfer advising is designed to prepare students for a successful transition to a four-year college or university. Our goal is to provide you with the advising tools and resources that are necessary for navigating the transfer process.



If you intend to transfer to a university, the transfer advisors (along with University & College Transfer) can offer you the following:

- Overview of the transfer timeline and process from exploring majors to university transfer
- Resources and information (university websites, course equivalency guides, and admissions deadlines)
- Calendar of university and Green River transfer events, including transfer fairs and workshops

See a list of our current of Transfer Degrees.

Transfer Events

Check back in the Fall for events!

Advising Tools

- Degrees and Programs
- Secure Document Upload
- ctcLinklink (student access)
- ctcLink Student Resources and Steps for Activation
- Student registration resources

Advising Centers

Advising resources for students are available through the following departments:

- Career and Advising Center
- International Programs Advising
- Running Start
- TRiO
- Veteran Services

Spring Transfer Fair Participants

Transfer Resources

Transfer Equivalency Guides

Global Language Requirements

- Disability Support Services
- Master Achiever Center
- Open Doors
- Benefits Hub

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Running Start: Get started (webpage)

Select Language
Powered by Google Translate

EARN COLLEGE CREDIT THROUGH RUNNING START

Get Your Running Start at Green River!

Review the information below to view the steps to getting started in Running Start. More information about our program is available on the main Running Start page.

As a junior or senior in high school you can take college classes at Green River College tuition-free. Prospective juniors can take classes as early as the Summer quarter after their sophomore year of high school if they meet the eligibility requirements. Classes may apply to both your high school graduation requirements and your college degree. You may attend part-time or full-time, taking classes exclusively at GRC or a mix of classes at your high school and at GRC. Running Start does not cover books, fees, or transportation. The fee waiver and book loan program is available for those who qualify.

Steps to Get Started

Follow the four steps below to get started in the Running Start program:

1. **Apply to the College and Complete Orientation**
2. **Determine Eligibility**
3. **Submit Running Start Forms**
4. **Complete Student Orientation**

New Student Enrollment Dates and Deadlines:

QUARTER	GRC ADMISSION DEADLINE	RS PAPERWORK DEADLINE	ENROLLMENT OPENS	PAYMENTS DUE	QUARTER STARTS
Fall 2025	August 28, 2025	September 12, 2025	May 19, 2025	September 9, 2025	September 22, 2025
Winter 2025	December 17, 2025	December 24, 2025	November 17, 2025	December 9, 2025	January 5, 2026
Spring 2026	March 20, 2026	March 27, 2026	February 23, 2026	March 9, 2026	April 6, 2026

STEP 1: APPLY FOR ADMISSION TO GREEN RIVER

Part 1: Apply Online

- Apply for admission online

Under "I will be enrolling as a..." select '**First Year Student**.' DO NOT select 'Running Start.'

It can take approximately a week (or longer during busy enrollment times) to receive an acceptance email with your ctcLink ID. Please apply with your own personal email that you have access to and check frequently.

- Activate your ctcLink account

Once you receive your ctcLink ID, you can activate your account. At the bottom of the page linked above, click Activate Your Account, then update your communication preferences.

- Set up your GRC Student Email

The email and password for your GRC student email will be used for several tools at Green River. **It is important to set up your student email and check it frequently,** as this is the primary way that staff will contact students.

- Log into Navigate

Use the same login credentials as your email. Navigate is used for messaging and appointment scheduling.

Part 2: Online Orientation

Complete the Online Orientation

- This orientation helps prepare you for success at Green River.
- You will need your ctcLink ID number provided in your acceptance email to access online orientation.
- Select the 'Running Start' option.

Ask Us

Office of the Registrar
SA 277
253-288-3383
otr@greenriver.edu

For Tech Support: IT Student Help Desk

STEP 2: DETERMINE ELIGIBILITY

Part 1: ENGL& 101 Requirement

To participate in Running Start you must be eligible for Engl& 101.

Students who have at least three semesters of CORE (or higher) English classes can place into Engl& 101 using high school GPA.

Part 2: Math, Other Subjects and Credit Transfer

Math Placement

Although not required for Running Start, math placement is necessary to take a course with a math prerequisite. Often this can

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Running Start
SA 135
253-288-3380
RunningStart@greenriver.edu

Visit us in our Virtual Lobby

- Through Placement Reciprocity, students who have a 2.5+ cumulative GPA through first semester of sophomore year with 3 semesters of CORE (or higher) English classes are eligible for Engl& 101.
- Students with a 2.0-2.49 GPA are eligible for Engl& 101 + Engl 117 (a 3-credit support class).
- Directed Self-Placement (DSP) is another option to determine eligibility for Engl& 101. We recommend you take the assessment if your cumulative HS GPA is not at least a 2.5.

Students without at least three semesters of CORE (or higher) English classes on their transcript must take the College Success Assessment for ENGL&101 placement.

- Students with any MLL/ESL/ESOL English classes on their transcript must take the College Success Assessment (CS).
- A CS score of 101+ will place a student into Engl&101.
- A CS score of 95-100 will place a student into Engl&101 + Engl 117 (a 3-credit support class).
- Students who score at least a 72 on CS are eligible to take Directed-Self Placement (DSP). A CS score of 72 with a DSP score of 96 or higher allows placement for Engl&101 + 117.

For a full list of placement options visit the placement page.

be established with an unofficial high school transcript (must include second semester grades). Alternatively, students can take the WAMAP Math Entrance Exam to gain math placement.

Placement for Other Subjects

Placement into language or science courses may also be determined using your high school transcript. Be sure to include an unofficial transcript in your Enrollment Packet. This will be addressed during the orientation process.

Credit Transfer

You also may be able to get course placement from AP, IB, or SBA test scores, and you may be able to transfer credits from other colleges or CHS classes. Please reach out if you have any questions about this process.

For a full list of placement options visit the placement page.

STEP 3: SUBMIT RUNNING START FORMS

Part 1: Obtain Running Start Forms

Part 2: Submit Documents

Submit the following documents to the Running

Ask Us

Running Start
SA 135

- Complete your Enrollment Verification Form (EVF) with your high school counselor and obtain your unofficial high school transcript.
- A list of remaining high school graduation requirements are usually written on your EVF by your counselor, but you can also find them in Skyward if you have attended public school.
- Complete the Running Start Enrollment Packet with your parent/guardian.

For home or private school students, you must enroll in your local district or public high school and you will need to provide proof of eligibility for Engl& 101 to access the Running Start Program.

Start office at greenriver.edu/upload:

- Running Start Enrollment Packet (student and parent/guardian signatures required)
- Enrollment Verification Form (EVF) (counselor, parent/guardian, and student signatures required)
  - A separate Summer EVF is required if attending summer quarter
- An unofficial HS transcript*
- A list of remaining HS graduation requirements*

*Not needed for homeschooled students, unless using a homeschool transcript for placement

Please allow 5-7 business days for processing documents and expect to receive an email when documents are processed. If we receive incomplete documents we will reach out via email or Navigate/text.

253-288-3380
RunningStart@greenriver.edu

Visit us in our Virtual Lobby

STEP 4: COMPLETE STUDENT ORIENTATION

Part 1: RAP Session

Once we process your documents, you will receive an email to your Green River College student email to sign up for a mandatory Running Start Advising and Planning (RAP) session. This is a group session where students will learn about important tools and skills to be a successful student. After the RAP session you will have the opportunity to ask our advisors any questions you may have and enroll yourself in classes for the upcoming quarter.

Prior to your RAP session, make sure you have completed the following:

Part 2: Verify Enrollment

If you need help selecting classes, your assigned advisor is available for drop-in advising at least twice a week. View their availability on the advising page. We recommend students verify their courses are correct with their advisor or through a what-if audit in ctcLink.

Ask Us

Running Start
SA 135
253-288-3380
RunningStart@greenriver.edu

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- All of step 1 listed above, including activating your ctcLink account and remembering your login information
- Check your tasks tile in ctcLink to ensure there are no other tasks to complete before session; the Running Start Orientaion hold will be removed at the session so you can enroll

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CTE dual credit

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CTE DUAL CREDIT

CTE Dual Credit

Career Technical Education (CTE) Dual Credit allows high school students to earn college credit in their high school CTE classes without leaving their high school campus.

CTE Dual Credit courses are **tuition-free, on the high school campus,** and can apply toward a **career/technical education program** at Green River or may apply as an elective for other associate degrees, such as the Associate in Arts - DTA.

CTE Dual Credit (a nationwide program formerly known as Tech Prep) is awarded for approved classes where students earn at least a "C" (2.0) or better. Certain courses taken at high school can apply to career training degrees that lead to in-demand jobs, getting students an early preparation for their future career.

Green River has articulation agreements (list of approved classes) with many school districts in the Puget Sound and is part of the Puget Sound Dual Credit Careers Consortium (PSDC3). Our current articulation agreements are valid through June 2028. Click on 'District Class Lists' below to view classes that can earn college credit at Green River. To apply these credits toward your GRC transcript, fill out a CTE Dual Credit Transcription Request Form in the Students and Families section below."

District Classes Eligible at GRC

Lists of classes by district eligible for

Students and Families

Requesting credits and eligible programs

credit at Green River.

District Class List

at Green River.

Students and Families

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High School program in GRC

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HIGH SCHOOL PROGRAMS

High School Programs at Green River College

Green River College offers a variety of high school completion programs for all ages. Select from the programs below to find the option that is right for you. If you are an international student go to the International High School Completion site.

GED® Testing

Perfect For: Individuals 16 and older who would prefer testing or who need a credential quickly

The GED® is a high school equivalency test consisting of four subjects: Reasoning Through Language Arts, Mathematical Reasoning, Science, and Social Studies. Green River College is a GED® testing site and provides test preparation courses for those who would benefit from additional study in one or more subject areas. Each GED® test is $30 and there are discounts for retesting. Schedule to take all four subject tests in one day or over several testing days.

Learn More About GED® Testing

High School Completion

Perfect For: Students 19 and older

Complete your high school diploma and earn college credit at the same time. Students 19 and older may be eligible for a tuition waiver.

Students may earn GRC credits to complete their high school diploma. Prior high school credits will be considered. Students can take college level and pre-college level classes to complete their high school diploma.

- Students must earn 19 or 20 or 24 High School Credits (95-120 GRC credits) based on the year they entered into high school.
- Students must have met current Washington State assessment tests or state approved alternatives or wait until they are 21 years old for those requirements to be waived.
- The High School and Beyond Plan is included as part of the HSC curriculum at GRC.

Students who are 16 through 18 years old will be accepted into the program only with a written release from the local high school of the school district where they reside.

Learn More About High School Completion

HS21+

Perfect For: Students over the age of 21

Students over the age of 21 can choose from a variety of ways to earn a high school diploma in the Transitional Studies program. Prepare for success on the GED® tests, apply credit earned in high school, use life and work experience for high school credits, and/or take high school equivalent courses to complete your diploma.

Learn More About HS21+

Open Doors

Perfect For: 16 - 21 year old students, who have dropped out or are at risk of dropping out of high school

The Open Doors program is for 16-21 year old students, who have dropped out of high school or are at risk of dropping out of high school. We offer academic and personal support for students to complete their high school diploma. Students have the opportunity to prepare for their GED® test and/or earn dual credit (high school and college credit). This program is free for students who meet eligibility requirements.

Learn More About Open Doors

Running Start

Perfect For: Junior or Seniors currently in high school

As a junior or senior in high school you can take college classes at Green River College tuition-free. Classes may apply to both your high school graduation requirements and your college degree. You may attend part-time or full-time, taking classes exclusively at GRC or a mix of classes at your high school and at GRC. Running Start does not cover books, fees, or transportation. A fee waiver and book loan program is available for those who qualify.

Learn More About Running Start

AA Degree Earns High School Diploma

Students may earn their High School Diploma upon completion of an Associate's degree at Green River College. Students must indicate on the Intent to Graduate form they are seeking both the Associate's degree and High School Diploma in order to have both credentials posted on their transcript.

According to Washington State SHB 1758 (effective July 2009), individuals who enroll at a community college and complete an associate degree (two-year degree) of any type may also submit a written request and be awarded a high school diploma from the college. The law is retroactive and is valid both before and after the law went into effect. Retroactive: All students who completed an associate degree at the college at any time may request a high school diploma if the graduate is either (a) 21 years and older or (b) has been a Running Start student at any time prior to earning the associate degree.

Students without a high school credential may qualify for financial aid for the following programs through the Ability to Benefit program. Contact an advisor in the Master Achiever Center (MAC) for more information.

Ability to Benefit Approved Pathways

- Automotive Technology
- Aviation Technology
  - Fixed Wing
  - Airport Management
  - Air Traffic Control
  - Airline Dispatch
  - Professional Pilot
  - Unmanned Aerial Systems
- Criminal Justice
- Carpentry Technology
- Early Childhood Education
- Forensic Technology
- Natural Resources
  - Forestry
  - GIS
  - Park Management
  - Water Quality
  - Wildland Fire
- Practical Nursing
- Physical Therapy Assistant
- Water/Wastewater Technology
- Machining and Manufacturing
- Maintenance Mechatronics
- Medical Office Administration
- Legal Administrative Assistant
- Administrative Assistance
- Accounting (AAA, not DTA)
- Business, Marketing, & Entrepreneurship

- Court Reporting
- Information Technology
- Occupational Therapy Assistant
- Welding Technology

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SA-90 Academic Credit for Prior Learning

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SA-90 ACADEMIC CREDIT FOR PRIOR LEARNING

Policy Type: Student Affairs

Policy Title: Academic Credit for Prior Learning

Policy Number: SA-90

Purpose:

This policy is intended to facilitate the assessment, award, and transcription of academic credit for prior learning for current Green River College students to facilitate completion of a Green River College degree or certificate.

Washington State and Green River College is committed to fostering an educated and skilled workforce, which is essential for economic prosperity and meaningful work for its citizens. Increased enrollment in - and successful completion of - postsecondary learning programs is critical to achieving that goal. Academic Credit for Prior Learning (ACPL) can help more students complete their training and degree programs sooner.

Scope:

All students, staff, faculty and administrators of Green River College.

Definitions:

Prior Learning: As defined by the Washington State Legislature in RCW 28B.77.230, it is the “knowledge and skills gained through work and life experience; through military training and experience; and through formal and informal education and training from in-state and out-of-state institutions including foreign institutions.” Award of credit for prior learning occurs when a student's prior learning outcomes are assessed and determined to be the equivalent of the learning outcomes attained upon completion of a college course, and if the award of credit aligns with the student's education pathway.

For purposes of this policy, awarding of credit for prior learning does not include regular credit-bearing courses from regionally accredited institutions of higher education, normally accepted for transfer credit.

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

- SA 1 Academic Standards & Progress Policy
- SA 2 Academic Honors
- SA-3 Audit a Class
- SA-4 Admissions
- SA-5 Deceased Student
- SA-6 Grading Policy
- SA-9 Transcripts
- SA-13 Financial Aid Application Process
- SA-14 Federal Direct Loan Program
- SA-15 Financial Aid Eligibility

Policy:

Per RCW 28B.77.230, Awarding credit for prior learning will count towards student's major or towards earning their degree, certificate, or credential, while the institution ensures that credit is awarded only for high quality, course-level competencies.

Green River College, in accordance with the State Board for Community and Technical College and Washington Student Achievement Council guidelines, recognize four categories of Academic Credit for Prior Learning:

1. **Credit by Testing** - Standardized exams provide credit opportunities to students who have already acquired specific knowledge and skills that they would otherwise be acquiring in a college course. This category will be noted on transcripts as awarded for prior learning Credits may also be awarded based on established State-approved equivalency crosswalks and posted on the student's transcript at the time of graduation. Current equivalency crosswalks are located in the college catalog.
    - Documentation may be in the form of, but not limited to test scores sent to the college from the testing agency.
2. **Course Challenges** - Challenge examinations are sufficiently comprehensive to determine that the student has the same knowledge and skills as those students who enroll in, and successfully complete, the course. Faculty or departments will create these assessments. The assessments can be written, oral, practical demonstration, or some combination thereof.
    - Documentation may be in the form of, but not limited to required ACPL forms signed by the instructor(s) assessing the course challenge request.
3. **Extra-institutional Learning** - Knowledge and skills acquired outside the institution and objectively verified through third-party certifications, industry-recognized testing/training, and crosswalks. This category also includes Joint Services Transcripts and American Council on Education (ACE).
    - Documentation may be in the form of, but not limited to Joint Service Transcripts (JST), American Council on Education (ACE), and valid industry training/certifications.
4. **Prior Experiential Learning** - This includes the skills, knowledge, and attitudes gained through non-formal (mainly work-based) and informal (life-experience) means. Prior experiential learning is assessed through portfolio development and review.
    - Documentation may be in the form of, but not limited to, a licensure or certification document, a transcript or a portfolio project that demonstrates that learning outcomes have been accomplished. Prior experiential learning may include volunteer and community involvement experiences, military service, cooperative education, work experience, business and industry certifications, and other applicable life experiences.
    - High School 21+ Credits: All prior learning assessments HS21+ credits awarded through prior experiential learning portfolio review. This category includes:
        1. Portfolio Review
        2. HS21+ Portfolio Review

Assessments of prior learning are the responsibility of faculty who are content specialists, with external advice as necessary. Credits may only be determined and awarded upon the

- SA-16 Return of Financial Aid Funds
- SA-17 Satisfactory Progress for Financial Aid
- SA-18 Notification on Convicted Sexual Offenders
- SA-20 Degree Exception
- SA-22 Graduation Criteria
- SA-24 Student Acceptable Computer Use Policy
- SA-27 Missing Student Policy
- SA-28 Disclosure of Crime Statistics
- SA-29 Facility Access & Maintenance for Safety
- SA-30 Fire Safety Education for CCA
- SA-31 Reporting Crimes and Other Emergencies
- SA-89 Transfer Credit
- SA-90 Academic Credit for Prior Learning
- SA-91 College Holiday & Leave Policy
- SA-92 Timely Warning Notifications
- SA-93 Emergency Notification Policy

recommendation of appropriately qualified teaching faculty and who are on a regular appointment with the college on a continuing basis to ensure that the learning experiences fall within the regular applicable course outcomes of the College. Appropriately qualified faculty hold credentials substantiating their experience, training and degrees commensurate with their designated career and professional areas and disciplines.

Green River College will track data on the number of students awarded academic credit for prior learning including, but not limited to, the number of credits awarded, types of assessment methods used, and associated costs to the students. This data, as well as other required information, will be submitted to the Washington Student Achievement Council as required.

Documentation for all Academic Credit for Prior Learning Assessments will be kept in accordance with the Washington Student Achievement Council and state archiving requirements.

Limitations:

- Must be a current Green River College student working toward completion of a Green River College degree or certificate.
- No more than 50% of a degree or certificate requirement can be satisfied using any combination of options under this policy. The Course Challenge option may not be offered for all courses; however, individual departments or programs may place restrictions on the amount of credit awarded. Students may not use the course challenge option for a course they previously enrolled. A student who fails an attempted course challenge may repeat the course, but not repeat the challenge.
- Awarding of ACPL does not guarantee that other institutions will accept the ACPL credit. Transferability of credits awarded for ACPL will be subject to the policies of the receiving institution.
- Note: Green River College's Graduation Criteria policy outlines the graduation criteria, which includes the requirement for students to complete 24 credits at Green River College (not to include high school diploma or professional and technical certificate candidates).

Appeals:

- Any appeal regarding the college's determination to award credit for prior learning must be made through the Instruction Student Complaint Process.

Procedure:

Students who wish to receive ACPL credits must complete the Academic Credit for Prior Learning request form in coordination with an assigned faculty member.

Note: The ACPL form will be retained by the Office of the Registrar for records retention.

Students work with a faculty member to evaluate their prior learning in relation to the course-level competencies . The faculty will award credit for demonstrated learning outcomes that are appropriate to the course. Assessment methods could be a test, demonstration, written documentation, oral interview, or other appropriate method by which the faculty member determines the students' understanding of the subject matter.

Students are informed of possible ACPL credit transfer limitations.

Students may be awarded a decimal grade or a "P" (pass) grade for credit earned through the Academic Credit for Prior Learning process.

The number of credits earned through Academic Credit for Prior Learning are indicated on the college transcript. Additionally, the approved course(s) are noted on the student transcript under the quarter the ACPL was processed.

Regular tuition rates may be charged for 1 to 2 credits per quarter based on the number of credits awarded by the faculty member for assessment.

Specific Authority:

Washington State Board for Community and Technical Colleges (SBCTC)

Washington State Student Achievement Council (WSAC)

Northwest Commission on Colleges and Universities (NWCCU)

Law Implemented:

RCW 28B.77.230

RCW 28B.10.057

History of Policy or Procedure

Draft: August 8, 2012

Adopted:

Revised:

- June 25, 2021
- April 26, 2023

Reviewed by: Contact: Jenny Wheeler, Director of Office of the Registrar/Registrar, ext. 3411

President's Staff Sponsor: Dr. Deborah Casey, Vice President of Student Affairs, ext. 3328

Office of the Registrar
Disability Support Services
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e-Learning
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SA-95 Academic Credit for Military Training

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SA-95 ACADEMIC CREDIT FOR MILITARY TRAINING

Purpose:

This policy is intended to:

- describe the acceptance of transferred-in credits for service members, and
- meet the requirements of RCW 28B.10.057 by awarding academic credit for military training.

Scope:

Service members and veterans of any branch of the United States armed services, staff and administrators of Green River College.

Definitions:

Memorandum of Understanding (MOU): An agreement between two or more parties outlined in a formal document.

Articulated Transfer Agreements: A pathway between two or more colleges or universities and their academic programs, also called transfer agreements, transfer guides, and transfer pathways.

ACE: American Council on Education is a membership organization that mobilizes the higher education community to shape effective public policy and foster innovative, high-quality practice.

Joint Services Transcript (JST): Provides a description of military schooling and work history in civilian language, serves as a counseling tool for academic and career counselors in advising service members and veterans.

Policy:

Acceptance of transferred credits for service members:

Per the Memorandum of Understanding with the Department of Defense (DoD MOU), service members may view and review Green River College's Transfer Credit Policy (located here: SA-89 Transfer Credit - Green River College) and are encouraged to do so prior to enrollment. Acceptance of any transferred

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

- SA 1 Academic Standards & Progress Policy
- SA 2 Academic Honors
- SA-3 Audit a Class
- SA-4 Admissions
- SA-5 Deceased Student
- SA-6 Grading Policy
- SA-9 Transcripts
- SA-13 Financial Aid Application Process
- SA-14 Federal Direct Loan Program
- SA-15 Financial Aid Eligibility

credits is determined by the educational institution to which the student wishes to transfer.

Awarding Academic Credit for Military Training:

The academic credit awarded for prior military training is granted only for training that is applicable to the student's degree or certificate requirements at Green River. Credits will be transferred based on ACE credit recommendations, in consultation with academic departments. Green River College enrolled students who are veterans of any branch of the United States Armed Services, who wish to receive transfer credit, must provide an official Joint Services Transcript (JST) through the armed services in which they served, from the Community College of the Air Force or any other college/university attended.

Appeals:

- Any appeal regarding the college's determination to award credit for prior learning or career experience must be made through the Instruction Student Complaint Process.
- Recommended for credit by a national higher education association that provides credit recommendations for military training programs;
- Included in the individual's military transcript issued by any branch of the armed services;
- Documented military training or experience that is substantially equivalent to any course or program offered by the institution of higher education.

Procedure:

The individual must be enrolled at Green River College and have successfully completed any military training course or program as part of the military service that is:

Upon receipt of the official transcript and transcript evaluation request, the following actions will occur:

- Upon receipt, the Records Office will evaluate the transcript for any academic (general education) credits earned, posting to the student record as applicable.
- Technical classes that require more review to determine a direct equivalency will be forwarded to appropriate program faculty along with the course description and the accompanying ACE (American Council on Education) course recommendation.
- Military credit recommendations that are direct equivalents to Green River College course offerings may be articulated to that specific course. If direct course equivalencies do not exist, elective credit (non-direct equivalent) will be awarded when possible. Both direct and non-direct equivalents must be applicable toward the student's program of study.
- The Records Office will post the credit to the student record and then notify the student of credits accepted with directions on how to access their Degree Audit - Green River College so they may view credit applicability to their program of study.
- In the case of a change of program, the student must notify the Records Office so the transfer credit may be re-evaluated and applied to the student record as applicable.

Veterans using VA educational benefits:

- SA-16 Return of Financial Aid Funds
- SA-17 Satisfactory Progress for Financial Aid
- SA-18 Notification on Convicted Sexual Offenders
- SA-20 Degree Exception
- SA-22 Graduation Criteria
- SA-24 Student Acceptable Computer Use Policy
- SA-26 Age Exemption Policy
- SA-27 Missing Student Policy
- SA-28 Disclosure of Crime Statistics
- SA-29 Facility Access & Maintenance for Safety
- SA-30 Fire Safety Education for CCA
- SA-31 Reporting Crimes and Other Emergencies
- SA-89 Transfer Credit
- SA-90 Prior Learning Assessment
- SA-91 College Holiday & Leave Policy
- SA-92 Timely Warning Notifications
- SA-93 Emergency Notification Policy

- Per the Veteran's Administration, all veteran student transfer credit must be evaluated within two quarters of program start. After the third quarter, if the student does not submit all transcripts, he/she may be de-certified for the use of VA education benefits.
- Veteran students using education benefits are not permitted to opt out of transfer credit evaluation.
- Note: It is recommended that students consult with the Veteran Services Office to discuss funding implications related to applying military credits to their degree or certificate plan.

Specific Authority:

Department of Defense Memorandum of Understanding

Law Implemented:

RCW 28B.10.057

RCW 28B.77.230

History of Policy or Procedure:

Draft: April 2021

Adopted: May 27, 2021

Reviewed by: Student Affairs Leadership Team

Contact: Jenny Wheeler, director of the office of the registrar, ext 3411

President's Staff Sponsor: David Larsen, Dean of Enrollment and Completion, 253-833-9111, ext. 3307, dlarsen@greenriver.edu

2.C.1 EV.#2 / Section 2

SBCTC First-Time Entering Student Outcomes Dashboard

Dashboard updated: 11/20/2025
Data through Spring 2025, Year Quarter (YRQ) C454/ Term 2253

Introduction

Welcome to the new **First-Time Entering Student Outcomes Dashboard!** This new dashboard combines and expands upon the cohorts and metrics from the prior Student Achievement Initiative Progress Metrics and Guided Pathways dashboards. The students represented in the dashboard include 5 distinct cohort groups: First-Time Ever in College, First-Time Ever at Institution, Running Start, College in the High School, and Alternative High School . The cohorts represent a subset of students in the system at the first (entry) quarter where they are enrolled in an award-seeking program or dual enrollment. The cohort selection All Students combines the 5 cohort groups into 1 cohort reflecting all students in the data set. Additional information about cohort selection and the metrics criteria is available in the included data source dictionary. Excluded in dashboard: Department of Corrections, Applied Baccalaureate, and Apprenticeship students.

Metrics

This dashboard includes progression and retention, credential completion, and post-college outcomes information for each of the defined cohorts. Each outcome visualization is structured with the same format to display the selected metric between the years 2010 and 2019, with the ability to compare colleges to a system total. The dashboards also include options for disaggregation (showing results for a category side by side) and filtering (showing one result of a category at a time). All progression metrics are recorded for years 1 through 4 and the post-college outcomes are recorded at years 5 and 6.

Menu

Clicking on an image below will take you to the selected outcomes visualization. A home icon is found at the bottom right of each visualization, clicking on the home icon will bring you back to this menu. Please note: the tabs at the top of the page can also be used for navigation.

Credit Milestones Outcomes - 15 Credits, 30 Credits, 45 Credits, Math, and English. Milestone achievement available for years 1 through 4.

Retention/Completion Outcomes - 1st Fall to Winter Retention/Completion, 1st Fall to Spring Retention/Completion, 1st Fall to 2nd Fall Retention/Completion. Includes Fall start only (Fall or Summer continuing in Fall) .

Completion Outcomes - Completion. Milestone achievement available for eligible students (time) for years 1 through 4.

Post-College Transfer - Transfer to 4 year college. Milestone achievement avaiable for years 1 through 4 (combined) , year 5, and year 6.

Post-College Employment - Employment percentages and median earnings for years 4, 5, & 6 out from student entry quarter.

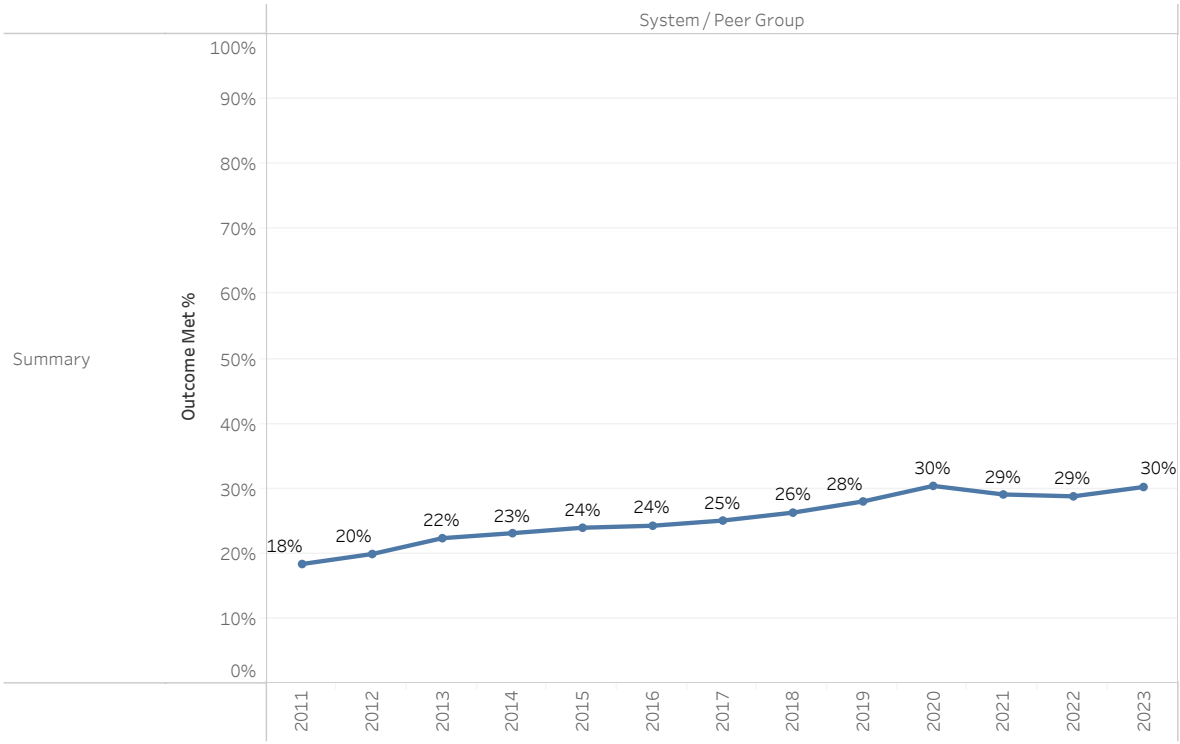
Post-College Career Cluster - Employment career cluster median earnings for years 4, 5, & 6 out from student entry quarter.

Credit Milestones - Year Met Outcomes - 15 Credits, 30 Credits, 45 Credits, Math, English, and Completion. Milestone achievement in stacked bar format by achievement year for years 1 through 4.

Select Peer Group (optional) & Data Dictionary - Create a peer group for college comparison. Data dictionary information and link.

Credit Milestones Trend: Math Year 1
Cohort: All Students
College Entry Quarter: All
Level: System / Peer Group
Intent: All
Disaggregation: Summary
Race/Ethnicity (Alone or 2+ Races): (All)

Data will be shown only for years in which all selected quarters have outcomes data. If a year of interest is not shown below, adjust the Entry Quarter filter to include fewer quarters.



Cohort
All Students

Entry Quarter
All

Select College
System / Peer Group

Education Intent
All

Milestone
Math Year 1

Disaggregation
Summary

Race/Ethnicity
(Alone or 2+ Races)
(All)

Reporting Year
Multiple values

Reporting Level
System / Peer Group

Non-International

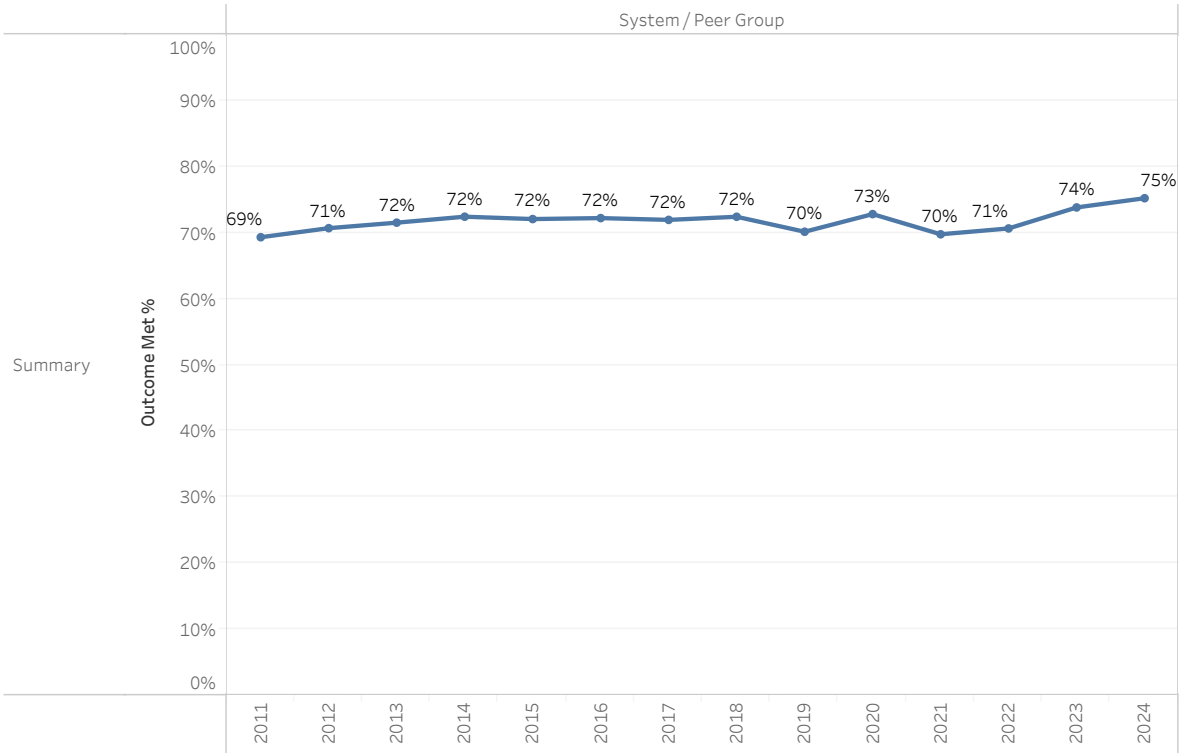
COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

Colleges included: Bates, Bellevue, Bellingham, Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Grays Harbor, Green River, Highline, Lake Washington, Lower Columbia, Olympic, Peninsula, Pierce, Renton, Seattle Central, Seattle North, Seattle South, Shoreline, Skagit Valley, South Puget Sound, Spokane, Spokane Falls, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley

Note: Groups with a total of less than 10 students are suppressed to protect the release of potentially identifiable student information.

Retention Trend: 1st Fall to Spring Retention/Completion
Cohort: All Students
Level: System / Peer Group
Intent: None
Disaggregation: Summary
Race/Ethnicity (Alone or 2+ Races): (All)
Includes: Summer entry continuing in Fall & Fall entry cohorts only

Data will be shown only for years in which all selected quarters have outcomes data. If a year of interest is not shown below, adjust the Entry Quarter filter to include fewer quarters.



Cohort
All Students

Select College
System / Peer Group

Education Intent
All

Retention/Completion
1st Fall to Spring Retenti..

Disaggregation
Summary

Race/Ethnicity (Alone or 2+ Races)
(All)

Reporting Year
Multiple values

Reporting Level
System / Peer Group

Non-International

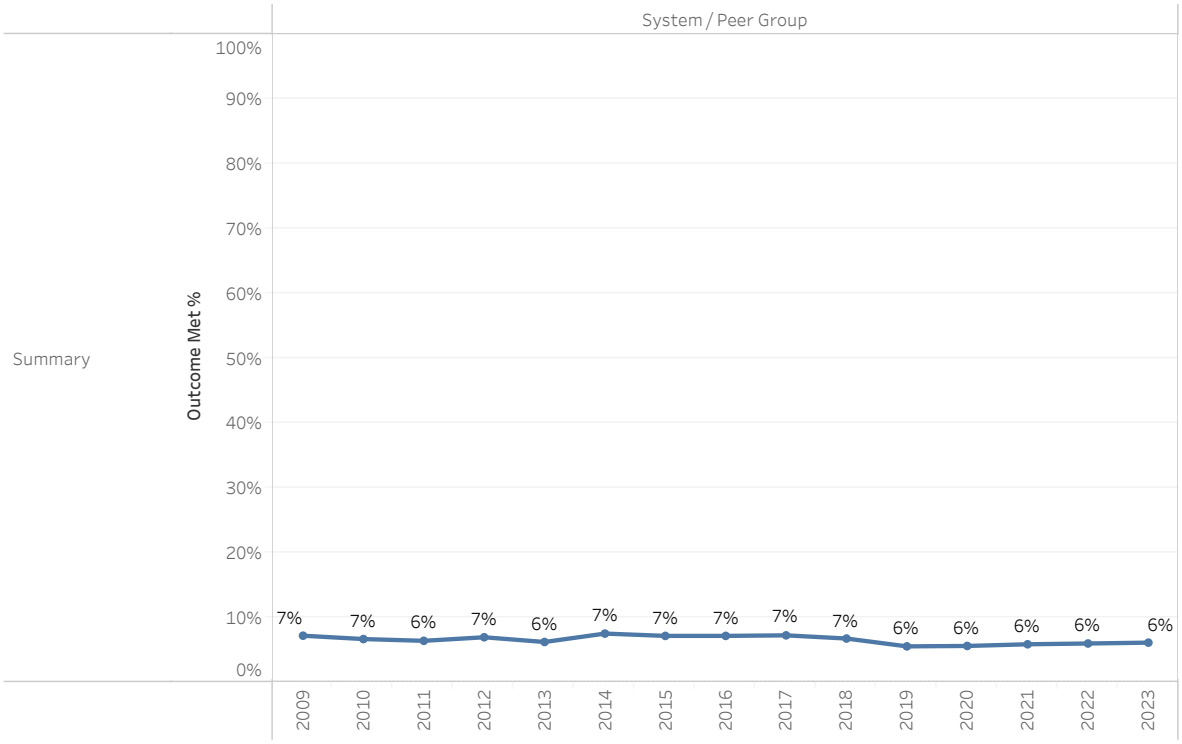
COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

Colleges included: Bates, Bellevue, Bellingham, Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Grays Harbor, Green River, Highline, Lake Washington, Lower Columbia, Olympic, Peninsula, Pierce, Renton, Seattle Central, Seattle North, Seattle South, Shoreline, Skagit Valley, South Puget Sound, Spokane, Spokane Falls, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley

Note: Groups with a total of less than 10 students are suppressed to protect the release of potentially identifiable student information.

Completion Trend: Completion Year 1
Cohort: All Students
College Entry Quarter: All
Level: System / Peer Group
Intent: None
Disaggregation: Summary
Race/Ethnicity (Alone or 2+ Races): (All)

Data will be shown only for years in which all selected quarters have outcomes data. If a year of interest is not shown below, adjust the Entry Quarter filter to include fewer quarters.



Cohort
All Students

Entry Quarter
All

Select College
System / Peer Group

Education Intent
All

Completion Year
Completion Year 1

Disaggregation
Summary

Race/Ethnicity (Alone or 2+ Races)
(All)

Reporting Year
All

Reporting Level
System / Peer Group

Non-International

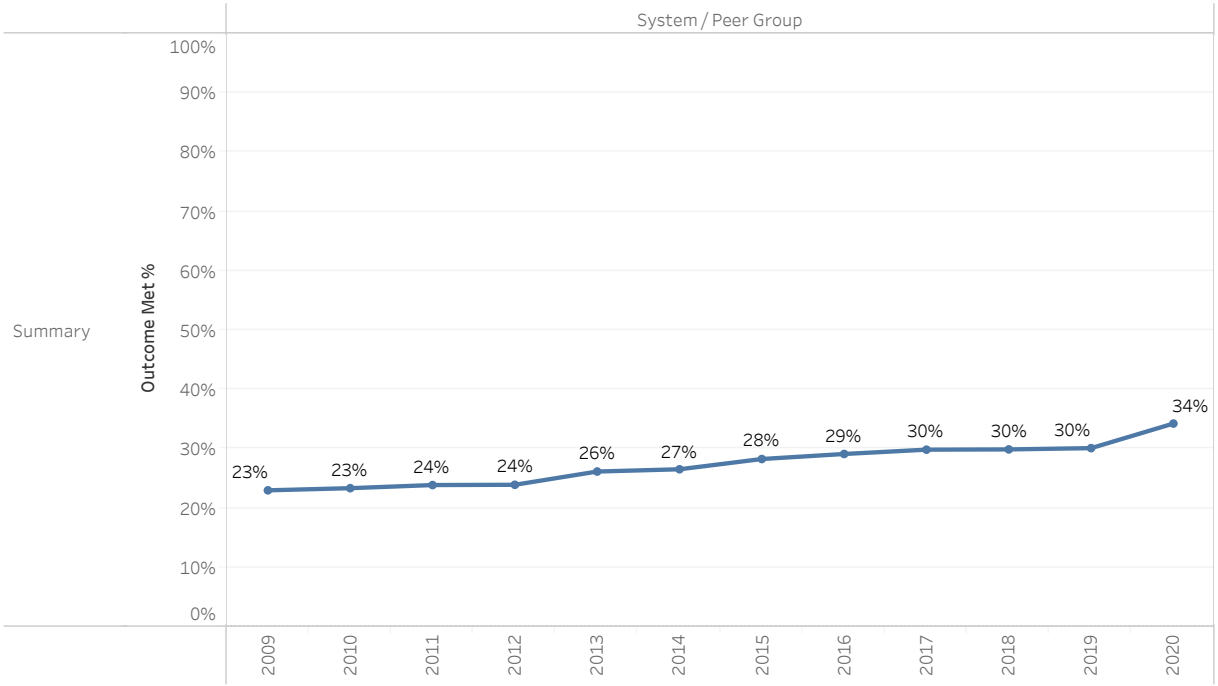
COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

Colleges included: Bates, Bellevue, Bellingham, Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Grays Harbor, Green River, Highline, Lake Washington, Lower Columbia, Olympic, Peninsula, Pierce, Renton, Seattle Central, Seattle North, Seattle South, Shoreline, Skagit Valley, South Puget Sound, Spokane, Spokane Falls, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley

Note: Groups with a total of less than 10 students are suppressed to protect the release of potentially identifiable student information.

Post-College Transfer Trend: Year 4 - Transfer 4yr College
Cohort: All Students
College Entry Quarter: All
Years Enrolled: All
Level: System / Peer Group
Completed: All
Intent: None
Disaggregation: Summary
Race/Ethnicity (Alone or 2+ Races): (All)

Data will be shown only for years in which all selected quarters have outcomes data. If a year of interest is not shown below, adjust the Entry Quarter filter to include fewer quarters.



Cohort
All Students

Entry Quarter
All

Years Enrolled
All

Select College
System / Peer Group

Completed
All

Education Intent
All

Transfer Year
Year 4 - Transfer 4yr..

Disaggregation
Summary

Race/Ethnicity (Alone or 2+ Races)
(All)

Reporting Year
All

Reporting Level
System / Peer Gr..

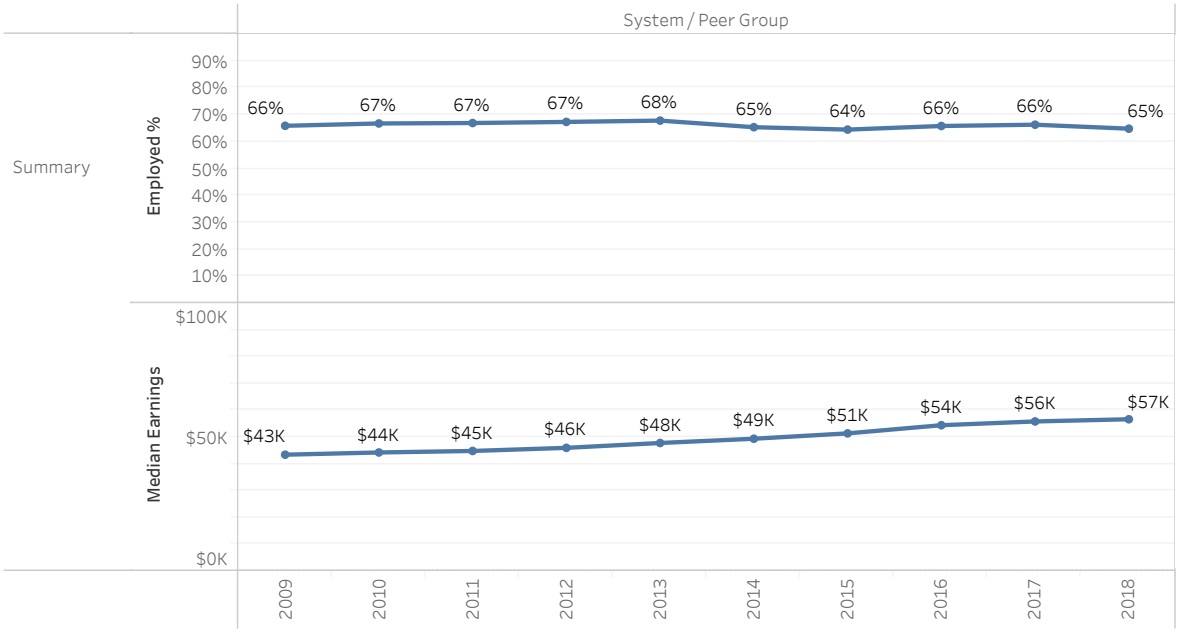
Non-International

Colleges included: Bates, Bellevue, Bellingham, Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Grays Harbor, Green River, Highline, Lake Washington, Lower Columbia, Olympic, Peninsula, Pierce, Renton, Seattle Central, Seattle North, Seattle South, Shoreline, Skagit Valley, South Puget Sound, Spokane, Spokane Falls, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley

Note: Groups with a total of less than 10 students are suppressed to protect the release of potentially identifiable student information.

Post-College Employment Trend: Year 6 - Earnings
Earnings Type: (All)
Cohort: All First-Time Students
College Entry Quarter: All
Years Enrolled: All
Level: System / Peer Group
Highest CTC Credential: All
Intent: None
Disaggregation: Summary
Race/Ethnicity (Alone or 2+ Races): (All)
Reporting Year: All

Data will be shown only for years in which all selected quarters have outcomes data. If a year of interest is not shown below, adjust the Entry Quarter filter to include fewer quarters.



Cohort All First-Time Students

Entry Quarter All

Years Enrolled All

Select College System / Peer Group

Education Intent Multiple values

Highest CTC Credential All

Post-College Earnings Year 6 - Earnings

Earnings Type (All)

Disaggregation Summary

Race/Ethnicity (Alone or 2+ Races) (All)

Reporting Year All

Reporting Level System / Peer Group

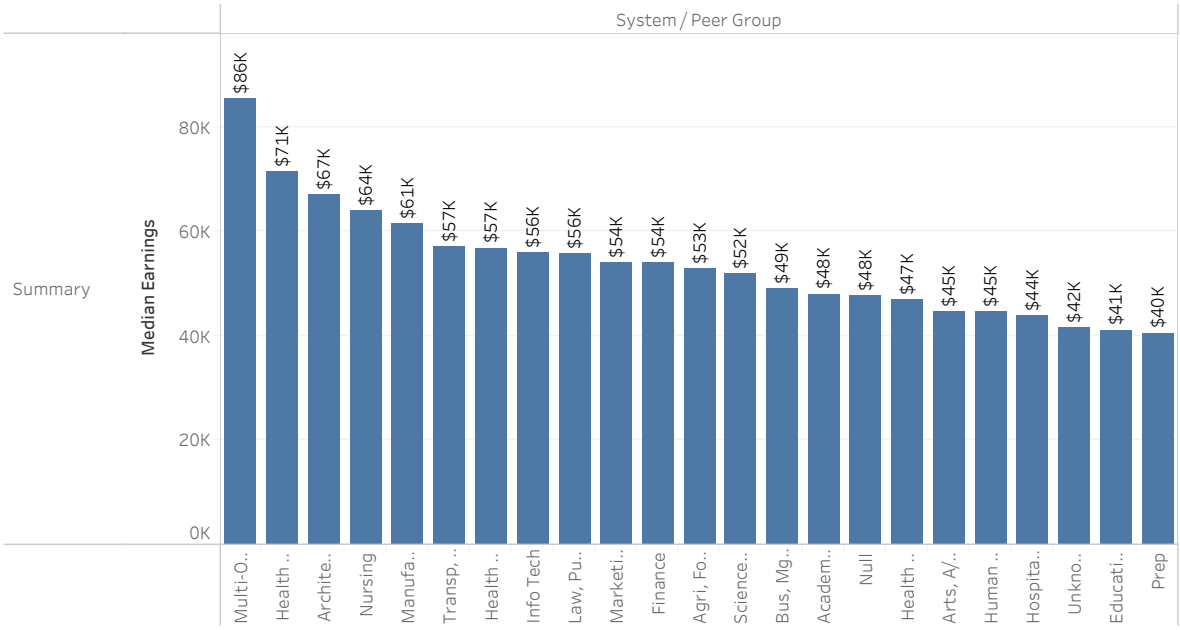
Non-International

Colleges included: Bates, Bellevue, Bellingham, Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Grays Harbor, Green River, Highline, Lake Washington, Lower Columbia, Olympic, Peninsula, Pierce, Renton, Seattle Central, Seattle North, Seattle South, Shoreline, Skagit Valley, South Puget Sound, Spokane, Spokane Falls, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley

Note: Groups with a total of less than 10 students are suppressed to protect the release of potentially identifiable student information.

Post-College Employment Career Cluster: Year 6 - Earnings
Earnings Type: (All)
Cohort: All First-Time Students
College Entry Quarter: All
Years Enrolled: All
Level: System / Peer Group
Highest CTC Credential: All
Intent: None
Disaggregation: Summary
Race/Ethnicity (Alone or 2+ Races): (All)
Reporting Year: 2011, 2012, 2013 and 11 more

Data will be shown only for years in which all selected quarters have outcomes data. If a year of interest is not shown below, adjust the Entry Quarter filter to include fewer quarters.



Cohort
All First-Time Students

Entry Quarter
All

Years Enrolled
All

Select College
System / Peer Group

Education Intent
All

Highest CTC Credential
All

Post-College Earnings
Year 6 - Earnings

Earnings Type
(All)

Disaggregation
Summary

Race/Ethnicity (Alone or 2+ Races)
(All)

Reporting Year
Multiple values

Reporting Level
System / Peer Group

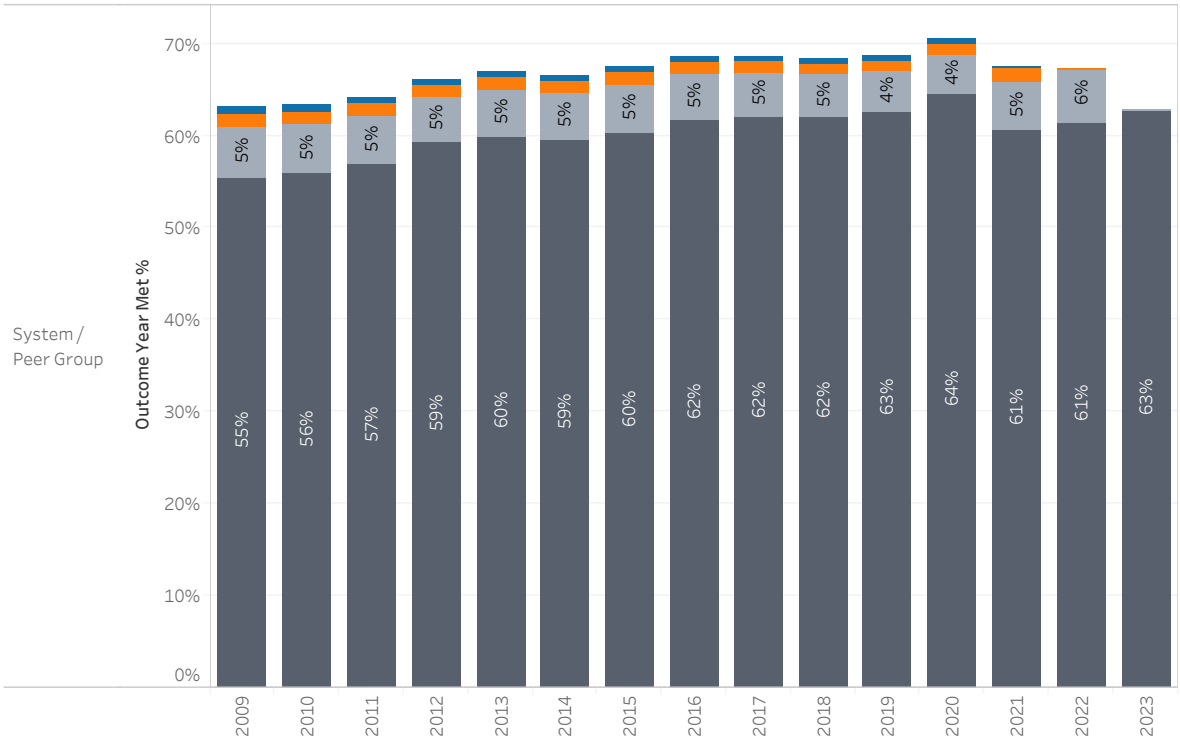
Non-International

Colleges included: Bates, Bellevue, Bellingham, Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Grays Harbor, Green River, Highline, Lake Washington, Lower Columbia, Olympic, Peninsula, Pierce, Renton, Seattle Central, Seattle North, Seattle South, Shoreline, Skagit Valley, South Puget Sound, Spokane, Spokane Falls, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley

Note: Groups with a total of less than 10 students are suppressed to protect the release of potentially identifiable student information.

Credit Milestones Year Met: 15 Credits Year Met
Cohort: All Students
College Entry Quarter: All
Level: System / Peer Group
Intent: None Gender: All
Race/Ethnicity (Alone): (All)
Historically Underserved (HU) Students of Color: All

Data will be shown only for years in which all selected quarters have outcomes data. If a year of interest is not shown below, adjust the Entry Quarter filter to include fewer quarters.



Cohort
All Students

Entry Quarter
All

Select College
System / Peer Group

Education Intent
All

Milestone
15 Credits Year Met

Race/Ethnicity (Alone or 2+ Races)
(All)

Gender
All

HU Students of Color
All

Reporting Year
All

Outcome Year Met
4
3
2
1

Non-International

COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

Colleges included: Bates, Bellevue, Bellingham, Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Grays Harbor, Green River, Highline, Lake Washington, Lower Columbia, Olympic, Peninsula, Pierce, Renton, Seattle Central, Seattle North, Seattle South, Shoreline, Skagit Valley, South Puget Sound, Spokane, Spokane Falls, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley

Note: Groups with a total of less than 10 students are suppressed to protect the release of potentially identifiable student information.

Select Peer Group (optional)

Select a comparison peer group. To compare a specific college to a peer group, you must include the specific college in the peer group selection. Please remember to click **Apply** after selecting peer colleges in the filter list on the right of this screen.

Please note: the dashboard will reflect system totals when all colleges are selected in the filter list, system totals are the dashboard default.

Current System / Peer Group Selection:

Colleges included: Bates, Bellevue, Bellingham, Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Grays Harbor, Green River, Highline, Lake Washington, Lower Columbia, Olympic, Peninsula, Pierce, Renton, Seattle Central, Seattle North, Seattle South, Shoreline, Skagit Valley, South Puget Sound, Spokane, Spokane Falls, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley

Cohort Definitions

The following table describes the methodology used to determine a student's Cohort group in the FTEC dataset. Students are assigned the first category they meet the criteria for.

Category	Definition	Technical details
Running Start	Student was a Running Start student in their entry quarter.	
Alternative High School	Student was an Alternative High School student in their entry quarter.	

College1

- [x] Bates
- [x] Bellevue
- [x] Bellingham
- [x] Big Bend
- [x] Cascadia
- [x] Centralia
- [x] Clark
- [x] Clover Park
- [x] Columbia Basin
- [x] Edmonds
- [x] Everett
- [x] Grays Harbor
- [x] Green River
- [x] Highline
- [x] Lake Washington
- [x] Lower Columbia
- [x] Olympic
- [x] Peninsula
- [x] Pierce
- [x] Renton
- [x] Seattle Central
- [x] Seattle North
- [x] Seattle South
- [x] Shoreline
- [x] Skagit Valley
- [x] South Puget Sound
- [x] Spokane
- [x] Spokane Falls
- [x] Tacoma
- [x] Walla Walla
- [x] Wenatchee Valley
- [x] Whatcom
- [x] Yakima Valley

Data Dictionary

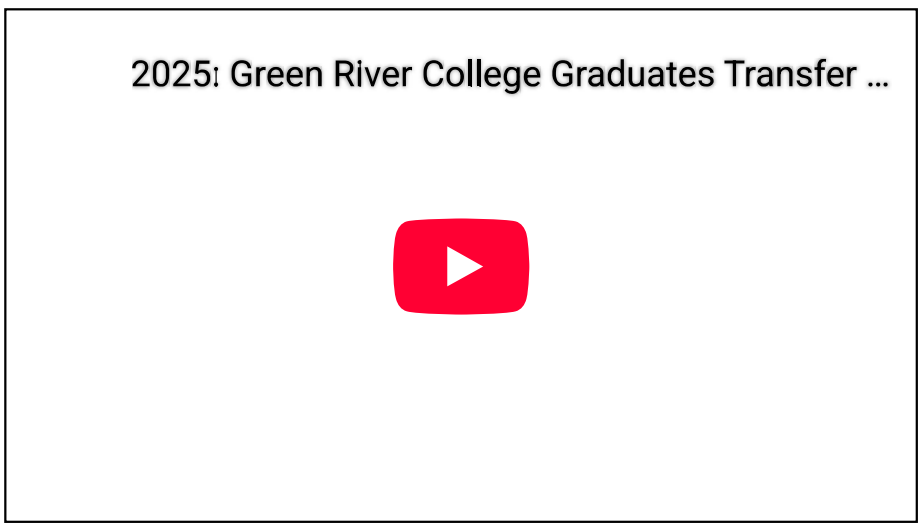
Clicking the image will open the SBCTC Data Services data warehouse documentation webpage in a new browser tab. Under the "Data Dictionaries" drop down is the First-Time Entering Student Outcomes data dictionary.

International Programs Top Transfer Universities

Select Language
Powered by Google Translate

UNIVERSITY TRANSFER

GREEN RIVER COLLEGE INTERNATIONAL PROGRAMS



Green River - A Leader in University Transfer

Our 2+2 transfer program provides students with the opportunity to begin their four-year bachelor's degree. The transfer program provides courses equivalent to the first two years of a university degree. Students can take two years at Green River College, then transfer to a university to complete their four-year degree.

Program Information

University Transfer Majors

Our ten most popular majors are Engineering, Business, Computer Science, Aviation, Communication, Pre-health (medicine, dentistry, pharmacy), Information Technology,

Ivania Livia Hartanto

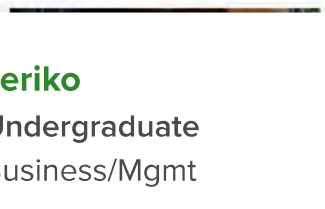
Transferred to:
Cornell University

"Green River not only offered a great education, but also offered a warm and welcoming community where I could grow and feel a sense of family."

Major: Food Science
Country: Indonesia

Jiacheng Liu

Transferred to:
UCLA



English classes and

Jeriko
Undergraduate
Business/Mgmt

Want to find out more about student life? Chat with our student ambassadors and ask any questions you have.

CHAT WITH OUR STUDENTS

Psychology, Art and Design. However, you can prepare to transfer to almost any major.

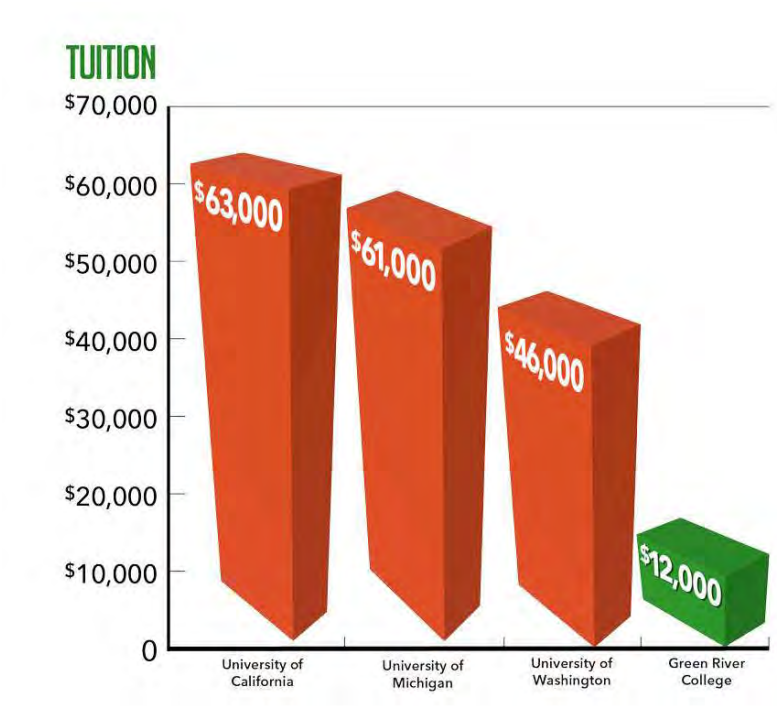
More Majors

University Transfer Pathway (UTP)

Green River College's University Transfer Pathway Program provides Conditional Admissions and Designated Pathways to nearly 40 partner institutions in the United States and abroad. Green River College international students have been admitted to hundreds of universities all over the US. Students gain the qualifications needed for admission at Green River and transfer to top universities as third-year juniors. Admission is not guaranteed, but our students have been very successful in gaining admission to top universities.

Learn About UTP

Cost Savings



Estimated tuition at most public and private universities is more than three times the tuition at community colleges. For example:

- Green River College Tuition - $12,000
- University of Washington Tuition - $46,000
- University of Michigan Tuition - $61,000
- University of California Tuition- $63,000

Students who start at Green River and transfer to the University of Washington save nearly $70,000.

Where Students Transferred To

Our students have transferred to many top 100 world universities (ARWU) or the top 100 U.S. universities (U.S. News):

- Boston University
- Brown University
- Colorado School of Mines
- Columbia University
- Cornell University
- Emory College
- Georgia Tech
- Indiana University
- University of California, Santa Barbara
- University of California, Los Angeles
- University of Delaware
- University of Michigan - Ann Arbor
- University of Minnesota - Twin Cities

transfer to a top university."

Major: Electrical Engineering
Country: China

Contact Us

Phone: +1-253-288-3300
Email: international@greenriver.edu
Zoom: **Virtual Lobby**
Chat: Student Ambassadors

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- Instagram
- WeChat
- X

Upcoming Dates

The application deadline for students transferring from within the U.S. is 8:00 AM (PT) on December 17.

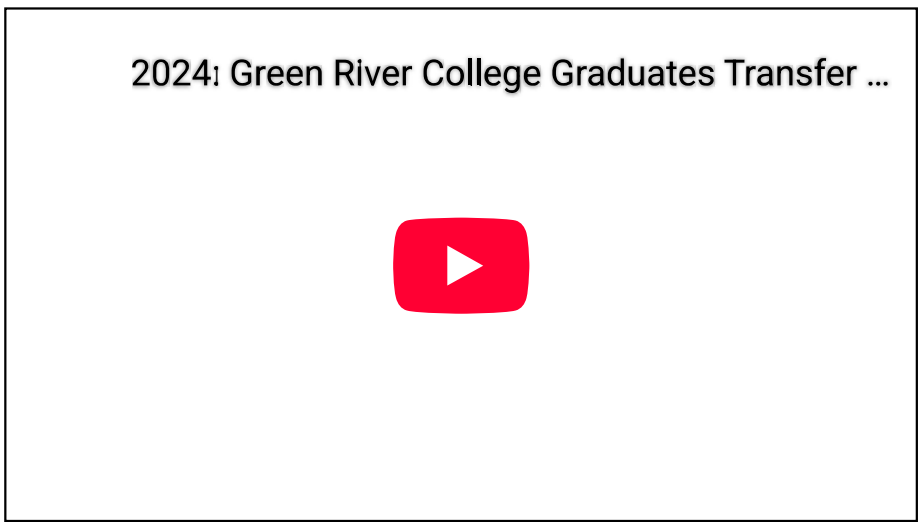
FALL TERM
Classes Begin:
22 September 2025
Classes End:
11 December 2025

WINTER TERM
Application Due Date
10 December 2025 by 8:00 a.m. Pacific
Orientation Student (virtual)
17 & 18 December 2025
Orientation Parent (virtual)
19 December 2025
Arrival & Housing Move-in Day
29 December 2025
In-Person Orientation Day

- Johns Hopkins University
- Ohio State University
- Pennsylvania State University
- Purdue University
- Rutgers University
- Syracuse University
- Texas A&M University
- Tulane University
- University of British Columbia
- University of California, Berkeley
- University of North Carolina - Chapel Hill
- University of Oregon
- University of Pennsylvania
- University of Southern California
- University of Texas at Austin
- University of Toronto, Canada
- University of Virginia
- University of Washington - Seattle
- University of Wisconsin - Madison
- Virginia Tech
- Washington State University
- William and Mary University

View the full list: International Student Admission Transfer Record

Effective November 2023.



WINTER TERM
30 December 2025
In-Person Parent Orientation
30 December 2025
Classes Start:
5 January 2026
Classes End:
25 March 2026

Location

Green River College
IVD Building
12401 SE 320th Street
Auburn, WA USA
98092-3699

Download: International Programs Main Campus Map

Hours of Operation

Monday - Thursday
9 a.m. - 5 p.m.
Friday
10 a.m. - 5 p.m.
Saturday - Sunday
Closed

View Closures & Special Hours

2.C.1 EV.#3 / Section 3

University Transfer Pathway Program

Select Language
Powered by Google Translate

UNIVERSITY TRANSFER PATHWAY

GREEN RIVER COLLEGE INTERNATIONAL PROGRAMS

About University Transfer Pathway

Green River College's University Transfer Pathway (UTP) Program provides Conditional Admissions and Designated Pathways to over 40 partner institutions in the United States and abroad.

When you apply for either the university transfer or high school completion programs, you can choose to receive a conditional admission letter or statement from one of our University Transfer Pathway Program institutions listed below. Bring this letter along with your letter of acceptance from Green River to the United States Embassy or Consulate when applying for your student visa. If you are a current Green River student, you can use this list as a guide to general admissions criteria at these partner schools.

University Transfer Pathway Institutions

UNIVERSITY	MAJORS	LOCATION	TYPE
Arizona State University	Architecture, Aviation,	Arizona	Top 100 Ranked

Questions?

Have questions about the University Transfer Pathway program?

View FAQ

University Transfer Fair

Claybert Pusung

Transferred to: Embry-Riddle, Prescott

“When I heard about Green River's Transfer Pathway agreement with Embry-Riddle, a top Aeronautical University, I applied.”

Major: Aviation
Country: Indonesia

UNIVERSITY	MAJORS	LOCATION	TYPE
	Business and/or Economics, Education, Engineering, Film/Video, Health Sciences, Hospitality, Humanities, Information Technology, Nursing, Science & Mathematics, Social Science		Universities (US and/or World)
Baylor University	Business and/or Economics, Engineering, Film/Video, Health Sciences, Humanities, Information Technology, Nursing, Science & Mathematics, Social Science	Texas	Top 100 Ranked Universities (US and/or World)
Eastern Washington University	Business and/or Economics, Education, Engineering, Film/Video, Health Sciences, Humanities, Information Technology, Nursing, Science & Mathematics, Social Science	Washington State	Northwest Universities
Embry-Riddle Aeronautical University	Aviation, Business and/or Economics, Engineering, Science & Mathematics, Social Science	Arizona	Universities with Specialty Programs
Fairleigh Dickinson University	Hospitality	Canada	
Florida Institute of Technology	Aviation, Business and/or Economics, Engineering, Health Sciences, Information Technology,	Florida	Universities with Specialty Programs

Francie Igboabuchi

Transferred to: Arizona State

“At Green River, not only did I learn how to study and became a better student, I also built wonderful friendships. Overall, attending GRC was financially wise, and also made me more ready for Arizona State University where I continued to nurture my passion for medicine and science.” - Read More

Major: Biological Science
Country: Nigeria

Contact Us

Phone: +1-253-288-3300
Email: international@greenriver.edu
Zoom: **Virtual Lobby**
Chat: Student Ambassadors

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- X

UNIVERSITY	MAJORS	LOCATION	TYPE
	Science & Mathematics		
Gonzaga University	Business and/or Economics, Engineering, Science & Mathematics	Washington State	Northwest Universities
Illinois Institute of Technology	Architecture, Business and/or Economics, Engineering, Information Technology, Science & Mathematics, Social Science	Illinois	Universities with Specialty Programs
IMI International Management Institute Switzerland	Business and/or Economics, Hospitality	Europe	Top 100 Ranked Universities (US and/or World)
Indiana University-Purdue University Indianapolis	Architecture, Business and/or Economics, Education, Engineering, Health Sciences, Hospitality, Humanities, Information Technology, Nursing, Science & Mathematics, Social Science	Indiana	Branches of Top 100 Ranked Universities
Iowa State University	Architecture, Business and/or Economics, Education, Engineering, Health Sciences, Hospitality, Humanities, Information Technology, Science & Mathematics, Social Science	Iowa	Other Fine Universities
Johnson & Wales University	Business and/or Economics, Education, Engineering, Hospitality, Information Technology	Colorado, Florida, North Carolina, Rhode Island	Universities with Specialty Programs
Kwantlen Polytechnic University	Agriculture, Business and/or Economics,	Canada	Other Fine Universities, Universities

UNIVERSITY	MAJORS	LOCATION	TYPE
	Education, Fine and Applied Arts, Health Sciences, Information Technology, Nursing		with Specialty Programs
Miami Ohio University	Architecture, Business and/or Economics, Education, Engineering, Health Sciences, Humanities, Information Technology, Science & Mathematics, Social Science	Ohio	Other Fine Universities
Montana State University	Architecture, Business and/or Economics, Education, Engineering, Film/Video, Health Sciences, Humanities, Information Technology, Nursing, Science & Mathematics, Social Science	Montana	Other Fine Universities
Northern Arizona University	Business and/or Economics, Education, Engineering, Film/Video, Health Sciences, Hospitality, Humanities, Information Technology, Nursing, Science & Mathematics, Social Science	Arizona	Other Fine Universities
Oregon State University	Business and/or Economics, Engineering, Film/Video, Health Sciences, Humanities, Information Technology, Science &	Oregon	Northwest Universities

UNIVERSITY	MAJORS	LOCATION	TYPE
	Mathematics, Social Science		
Pacific Lutheran University	Applied Mathematics, Applied Physics, Biology, Business and/or Economics, Chemistry, Communication, Computer Science, Data Science, Kinesiology, Nursing, Social Work	Washington State	Northwest Universities
Portland State University	Architecture, Business and/or Economics, Engineering, Film/Video, Health Sciences, Humanities, Information Technology, Nursing, Science & Mathematics, Social Science	Oregon	Northwest Universities
San Francisco State University	Business and/or Economics, Engineering, Film/Video, Health Sciences, Hospitality, Humanities, Information Technology, Nursing, Science & Mathematics, Social Science	California	California Universities
Seattle Pacific University	Business and/or Economics, Education, Engineering, Health Sciences, Humanities, Information Technology, Nursing, Science & Mathematics, Social Science	Washington State	Northwest Universities
Seattle University	Business and/or Economics, Engineering, Nursing	Washington State	Northwest Universities

UNIVERSITY	MAJORS	LOCATION	TYPE
St George University	Medicine, Public Health, Veterinary Medicine	Grenada	Other Fine Universities
Temple University		Pennsylvania	Other Fine Universities
University College Roosevelt	Humanities, Science & Mathematics, Social Science	Europe	Top 100 Ranked Universities (US and/or World)
University of Arizona	Architecture, Business and/or Economics, Engineering, Science & Mathematics	Arizona	Top 100 Ranked Universities (US and/or World)
University of California, Riverside	Business and/or Economics, Education, Engineering, Film/Video, Health Sciences, Humanities, Science & Mathematics, Social Science	California	California Universities, Top 100 Ranked Universities (US and/or World)
University of Cincinnati	Architecture, Business and/or Economics, Education, Engineering, Film/Video, Health Sciences, Hospitality, Humanities, Information Technology, Nursing, Science & Mathematics, Social Science	Ohio	Other Fine Universities
University of Massachusetts, Dartmouth	Business and/or Economics, Education, Engineering, Film/Video, Humanities	Massachusetts	Top 100 Ranked Universities (US and/or World)
University of Nevada, Las Vegas	Architecture, Business and/or Economics, Education, Engineering, Film/Video, Health Sciences, Hospitality, Humanities,	Nevada	Universities with Specialty Programs

UNIVERSITY	MAJORS	LOCATION	TYPE
	Information Technology, Nursing, Science & Mathematics, Social Science		
University of Nevada, Reno	Business and/or Economics, Engineering, Fine and Applied Arts, Humanities, Law and Criminal Justice, Social Science	Nevada	Other Fine Universities
University of Oregon	Architecture, Business and/or Economics, Education, Fine and Applied Arts, Health Sciences, Humanities, Information Technology, Science & Mathematics, Social Science	Oregon	Northwest Universities
University of Washington, Bothell	Business and/or Economics, Education, Engineering, Film/Video, Health Sciences, Humanities, Information Technology, Nursing, Science & Mathematics, Social Science	Washington State	Branches of Top 100 Ranked Universities, Northwest Universities
University of Washington, Tacoma	Business and/or Economics, Engineering, Humanities, Information Technology, Law and Criminal Justice, Nursing, Science & Mathematics, Social Science	Washington State	Branches of Top 100 Ranked Universities, Northwest Universities
Washington State University	Architecture, Business and/or Economics, Education, Engineering, Film/Video, Fine and Applied Arts, Health	Washington State	Northwest Universities

UNIVERSITY	MAJORS	LOCATION	TYPE
	Sciences, Hospitality, Humanities, Information Technology, Law and Criminal Justice, Nursing, Science & Mathematics, Social Science		
Western Washington University	Business and/or Economics, Education, Engineering, Fine and Applied Arts, Humanities, Information Technology, Nursing, Science & Mathematics, Social Science	Washington State	Northwest Universities
Whitworth University	Architecture, Business and/or Economics, Engineering, Film/Video, Fine and Applied Arts, Law and Criminal Justice, Science & Mathematics	Washington State	Northwest Universities
London Metropolitan University	Architecture, Business and/or Economics, Fine and Applied Arts, Law and Criminal Justice, Social Science	Europe	Other Fine Universities
Hult International Business School	Business and/or Economics	California, Europe, Massachusetts	Other Fine Universities, Universities with Specialty Programs
University of Bedfordshire	Psychology	Europe	Other Fine Universities
Stony Brook University	Business and/or Economics, Communications and Journalism, Engineering, Fine and Applied Arts, Humanities, Nursing, Psychology, Science & Mathematics, Social Science	New York	Other Fine Universities

UNIVERSITY	MAJORS	LOCATION	TYPE
California State University Northridge	Business and/or Economics, Engineering, Film/Video, Health Sciences, Hospitality, Humanities, Information Technology, Nursing, Science & Mathematics, Social Science	California	California Universities

Resources

Contact Us

STUDENT SUPPORT

ctcLink
Student Email
My Green River
Navigate 360
Financial Aid
Holman Library
Center for Transformational Wellness
Student Remote Access
Career & Advising Center
Office of the Registrar
Disability Support Services
Counseling Services
e-Learning
Placement & Testing Center
Register to Vote
MMIWP / WSP

EMPLOYEE RESOURCES

Human Resources
Institutional Effectiveness
ctcLink Sign In
GatorNet
Curriculog (formerly CAR/PAR)
Faculty eLearning
Canvas
Gator News
Employee Password Reset

CAMPUS SAFETY

Emergency & Safety Alerts
Just Report It

CONNECT WITH GREEN RIVER

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2.C.1 EV.#4 / Section 4

Transfer Eligibility form for International Students

Transfer-in Eligibility Form

This form is required *prior* to being issued an acceptance letter. Please complete Section #1 and ask your advisor to submit completed form by email to: international@greenriver.edu

Section 1: To be completed by the international student

Last Name: First Name: Middle Name:

Date of Birth: (MM/DD/YYYY)

Current Address:

City: State: Zip Code:

Phone: Email:

Are you planning to travel outside the US before starting classes at GRC? Yes ☐ No ☐

By signing below, I am authorizing my current school to release my information to Green River College. If I travel outside the US before my I-20 has been transferred to GRC, I understand that I must make arrangements to obtain my I-20 before re-entering the US.

Student's Signature: Today's Date:

Section 2: To be completed by International Student Advisor (DSO only)

Dates of enrollment: From: To:

SEVIS Number: Expected release date from your school:

Has the student pursued a full time course at your school? Yes ☐ No ☐

Has the student maintained his/her non-immigrant status? Yes ☐ No ☐

If no, please explain:

Has the student been authorized for vacation terms? Yes ☐ No ☐

If yes, list dates:

Has the student been authorized for RCL? Yes ☐ No ☐

If yes, when and reason:

Has the student been authorized to take CPT/OPT? Yes ☐ No ☐

If yes, when:

Has the student encountered problem(s) in academic, financial or social? Yes ☐ No ☐

If yes, please explain:

Has the student been on academic suspension or probation? Yes ☐ No ☐

If yes, please explain:

Is the student eligible to continue his/her studies at your school? Yes ☐ No ☐

If no, please explain:

Are there any other immigration concerns that we should be aware of? Yes ☐ No ☐

If so, please explain:

Name of the institution:

Address:

Name of DSO completing this form:

Phone: Email:

DSO Signature: Date: SEVIS Code: :

Thank you for completing this form. Please print and send the completed form via email directly to Green River College.

Green River College | International Programs Office (SEA214F00211000)

12401 SE 320th Street, Auburn, WA 98092-3699 | Telephone: (253) 288-3300

Email: international@greenriver.edu

Transcript Evaluation Request

INSTRUCTIONS

If you have not yet applied for admission to Green River College, an Admissions Application must be processed before an evaluation can be done.

Only official transcripts (sealed in original envelopes, or sent electronically directly from school or service) from other institutions will be accepted to process a transcript evaluation request. Green River College does NOT evaluate faxed, personally emailed, or previously opened transcripts.

The results will be posted to your Message Center in ctcLink once your evaluation has been completed. Please allow approximately four weeks processing time. Foreign and military transcripts may require additional evaluation time.

Please make note the following:

- The student is responsible for ordering official transcripts from previous colleges.
- All foreign transcripts MUST be in English. If they have been translated, it must be by a licensed translation service. (such as Foundation for International Services www.fis-web.com)

All incoming transcripts become property of Green River College and will not be re-released.

STUDENT INFORMATION

Name: _____
Last First M.I.

ctcLink ID: _____ Daytime phone: _____

Preferred name: _____ Preferred email: _____

Previous names (if applicable): _____

Planned program of study at Green River: _____

List ALL institutions to be evaluated:

1: _____

2: _____

3: _____

4: _____

5: _____

STUDENT SIGNATURE

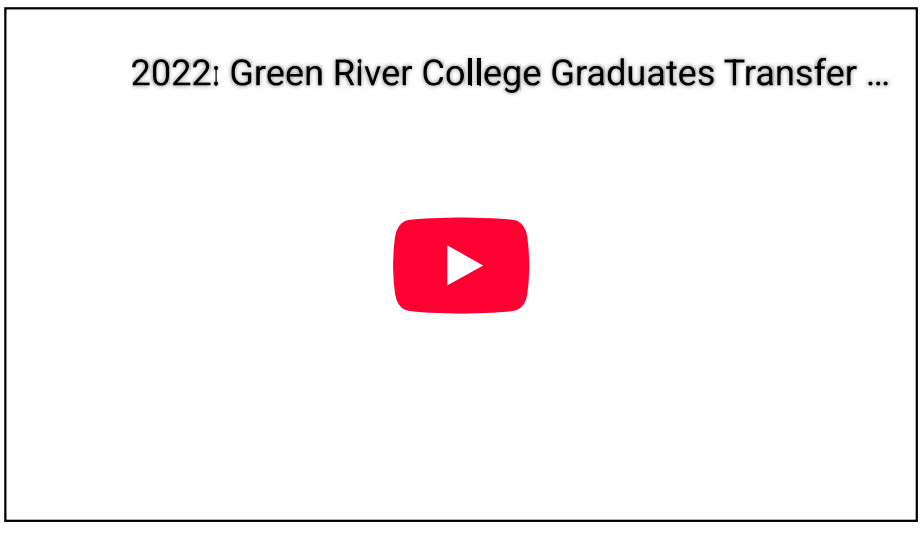
Signature: _____ Date: _____

GRC International University Transfer Majors website

Select Language
Powered by Google Translate

UNIVERSITY TRANSFER - MAJORS

Section Menu



University Transfer Majors

Through our 2 + 2 University Transfer Program, you take the first two years* of your bachelor's degree at Green River College.

Our ten most popular majors are **Engineering, Business, Computer Science, Aviation, Communication, Pre-health (medicine, dentistry, pharmacy), Information Technology, Psychology, and Art Design**. For more indepth information about our top majors, check out our Monday Majors videos on YouTube. Our International Student Advisors explain the various aspects of the degree, what classes to take, university ideas, and students who have successfully transfered to 4-year universities with this particular major.

You can prepare to transfer to almost any major at Green River College. Here are over 100 more examples:

A - F

Accounting
Actuarial Science
Advertising
Aerospace engineering
Agriculture
Air Traffic Controller
Airline Dispatch

G - Z

General Studies
Geography
Geology
Graphic Design
Health and Fitness
History
Hospitality Management

Ivania Livia Hartanto

Transferred to:
Cornell University

“Green River not only offered a great education, but also offered a warm and welcoming community where I could grow and feel a sense of family.”

Major: Food Science
Country: Indonesia

Jiacheng Liu

Transferred to: UCLA

"Green River College offers a great program that is open to every level of student. You can start from Intensive English classes and

Airport Management
Animal Sciences
Animation
Anthropology
Archeology
Architectural Drafting/Architectural Computer Aided Design
Architecture
Art
Art History, Criticism and Conservation
Astronomy
Automotive Technology
Aviation Business
Biochemistry
Bioengineering/Biomedical Engineering
Biology
Biotechnology
Broadcast Journalism
Business/Commerce
Business/Economics
Business/Management
Chemical Engineering
Chemistry
City/Urban, Community/Regional Planning
Civil Engineering, General
Commercial Pilot - Fixed Wing
Commercial Pilot - Helicopter
Communications
Computer Engineering
Computer Information Systems
Computer Information Systems Security
Computer Programming/Programmer
Computer Science
Computer Systems Technology
Criminal Justice
Dance
Design and Applied Arts
Design and Visual Communications, General
Design Drafting Technology
Dietetics
Drama
Early Childhood Education
Economics, General
Education
Electrical Engineering
Engineering
English
Environmental Science
Fashion Design/Merchandizing
Film
Finance
Fine Arts/Studio Arts
Fire Protection Engineering
Food Science
Human Services
Humanities
Industrial Design
Industrial Engineering
Information Technology Systems
Interior Design
International Business
International Relations and Affairs
IT Cybersecurity and Networking
IT Software Development
Journalism
Kinesiology
Liberal Arts and Sciences
Linguistics
Logistics/Supply Chain Management Science
Marketing
Material Science and Engineering
Mathematics
Mechanical Engineering
Music
Nanoengineering
Neuroscience
Nursing
Nutrition
Occupational Therapy Assistant
Petroleum Engineering
Philosophy
Photography
Physical Therapist Assistant
Physics, General
Political Science
Practical Nursing
Pre-Dental Hygiene
Pre-Dentistry
Pre-Medicine
Pre-Nursing
Pre-Occupational Therapy
Pre-Pharmacy Studies
Pre-Veterinary Studies
Psychology
Risk Management and Insurance (Actuarial Science)
Sociology
Sport Science
Tourism
Waste Water Management

transfer to a top university."

Major: Electrical Engineering
Country: China

Contact Us

Phone: +1-253-288-3300
Email: international@greenriver.edu
Zoom: **Virtual Lobby**
Chat: Student Ambassadors

Follow us on:

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- X

Upcoming Dates

The application deadline for students transferring from within the U.S. is 8:00 AM (PT) on December 17.

FALL TERM
Classes Begin:
22 September 2025
Classes End:
11 December 2025
WINTER TERM
Application Due Date
10 December 2025 by 8:00 a.m. Pacific
Orientation Student (virtual)
17 & 18 December 2025
Orientation Parent (virtual)
19 December 2025
Arrival & Housing Move-in Day
29 December 2025
In-Person Orientation Day

Foreign Languages
Forensics

*Depending on assessment and placement, students may need to take non-transferable, developmental classes and the program may take longer than two years.

Check out Major Week on YouTube Shorts

WINTER TERM
30 December 2025
In-Person Parent Orientation
30 December 2025
Classes Start:
5 January 2026
Classes End:
25 March 2026

Location

Green River College
IVD Building
12401 SE 320th Street
Auburn, WA USA
98092-3699

Download:
International Programs Main Campus Map

Hours of Operation

Monday - Thursday
9 a.m. - 5 p.m.
Friday
10 a.m. - 5 p.m.
Saturday - Sunday
Closed

View Closures & Special Hours

GRC Transfer Catalog GRC General University Transfer

Green River College 2025-2026 Catalog

University Transfer

- Articulation Agreements
- Distribution Lists
- Transfer Rights and Responsibilities
- Washington 45 - List of One Year Transfer Courses
- Programs of Study

Green River College is fully accredited by the Northwest Commission on Colleges and Universities (NWCCU), as well as by several discipline related bodies. The college has completed numerous evaluation processes and has been recognized for performance, integrity and quality. This is important for students who plan to transfer credits to other colleges. Academic courses will usually be accepted by other institutions offering the same (or similar) courses. However, each institution has its own transfer policy and transferability should never be assumed. The Green River Career and Advising Center staff can assist you with your transfer questions. The Transfer Resource Center features a library of catalogs from universities, transfer guides, and information about transfer policies and transfer requirements. This information can also be found online through the Transfer Center website at http://www.greenriver.edu/student-affairs/college-transfer-center.htm.

Students should be aware that courses with "Pass" grades may not satisfy the requirements in their major field. 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. Students should also consult that catalog and website when meeting with their Green River advisor.

Many transfer institutions expect students to be "major ready" by the time they transfer. This means that students need to declare their majors earlier and carefully plan which courses will meet their distribution requirements, as well as meet the admission requirements for a particular field of study. For example, students who wish to major in business will need to include additional math, economics and accounting sequences in their coursework. Students are strongly encouraged to meet with their community college advisor, as well as an advisor from their transfer institution to verify their choices.

Articulation Agreements

Green River is a member of the Inter-College Relations Commission (ICRC), and Green River's Associate in Arts Degree, AA-DTA, Associate in Business, AB-DTA/MRP, Associate in Math Education, AM-DTA/MRP, Associate in Pre-Nursing, APreN-DTA/MRP, Associate in Computer Science, ACS-DTA/MRP and Associate in Science-Transfer-AS-T degrees comply with ICRC recommendations for transfer degrees within Washington. ICRC has developed a direct transfer agreement (DTA) with Washington community colleges. This ensures that students who complete a designated direct transfer degree at a community college will have satisfied all or most of the general education (or core) requirements at the various universities in the state. For most transfer students, this means that they can begin work on their specialized, major-area course work as soon as they transfer. International students must contact an advisor in the International Programs office to help create an educational plan specific to their needs. During the school year, representatives from various colleges and universities visit the campus to meet with students about transfer requirements. Students should watch for notices in campus publications, on Green River's website, or call the Career and Advising Center at ext. 2641.

Associate in Arts Direct Transfer Agreement (AA-DTA)

Effective January 2014

The Associate in Arts is a Direct Transfer Agreement (DTA) degree designed for students who plan to transfer to a university after completing the first two years of study at Green River. The degree is recommended for students who have not yet decided the field they will enter or the university they will attend. It gives students the broad background they need before beginning more specialized, upper-division courses and indicates that a student has completed a two-year liberal arts program.

Once admitted to an institution subscribing to these guidelines, the degree holder will be granted junior status and will have fulfilled most of the lower division general education requirements of baccalaureate degree programs offered by many public and independent colleges and universities in Washington State.

Full details of the agreement can be found here: https://wsac.wa.gov/transfers#direct-transfer-agreement-associate-degree

The following colleges subscribe to these guidelines and provide the following advising notes:

Bastyr University
Although a student transferring to Bastyr University who has earned a Washington State DTA Associate degree will enter Bastyr having satisfied all General Education requirements, Basic Proficiency and Science Requirements are reviewed for transfer on a case by case basis.

Central Washington University

City University

Students who enter City University of Seattle as candidates for associate or bachelor's degrees may already have completed courses at other educational institutions, as documented by official transcripts. For any course to be transferred into an undergraduate program, a student must have achieved a cumulative college level grade point average (GPA) of 2.0 (C) or higher at each prior institution. Students who meet the minimum cumulative GPA of 2.0 (C) may have courses transferred with a minimum course grade of 1.0 (D) or higher, with the following exceptions:

- Bachelor of Arts Education programs have specific transfer requirements to meet Washington standards. Students must earn a per course grade of 2.0 (C) or higher to be considered for transfer.
- To meet the College Composition (ENG 102) general education requirement, students must earn a 2.0 (C) or higher.

Additionally, undergraduate students seeking to transfer credits with a college level cumulative GPA below 2.0 (C) at each institution will have transfer eligibility evaluated on a course-bycourse basis. Courses with a grade of 2.0 (C) or higher will be eligible for transfer.

Please note, many CityU of Seattle bachelor's degrees have specified required Quantitative/Symbolic Reasoning courses designated for program completion. Students should contact CityU of Seattle admissions for additional program-specific information.

Grade: All grade point average decimal references above are based on a 4-point scale with 4 being the highest grade attainable. Restrictions on total transfer credits allowed must follow residency policy restrictions.

Cornish College of the Arts

A student transferring to Cornish College of the Arts who has earned a DTA Associate degree will transfer sufficient credits to complete the Humanities and Sciences requirements for the BFA or BMus degree.

Transfer credit for major and college elective courses will be evaluated on a course-by-course basis. Courses are subject to the transfer guidelines established by Cornish College of the Arts and may be approved for transfer after the student completes a portfolio review or audition.

Eastern Washington University

Gonzaga University
Students with an earned DTA Associate degree have fulfilled many of the requirements of the University Core Curriculum, as well as additional requirements for the College of Arts & Sciences. University Core requirements to be completed upon transfer include: First-Year Seminar, Christianity & Catholic Traditions, and Core Integration Seminar. Students will also take a major-appropriate college mathematics course, Reasoning, Human Nature, and Ethics, unless they have already fulfilled these requirements. Communication & Speech is recommended, but not required, for students who have not completed a course in speaking skills.

Heritage University

Northwest Indian College

Northwest University
Northwest University accepts the DTA Associate degree from public community and technical colleges in Washington State. Students earning these degrees are granted an automatic 60 semester credits and junior class standing. For most degrees, the Core Curriculum Requirements, with the exception of the Biblical Literacy and Formation and Calling requirements, are satisfied. Majors with program-specific Core Curriculum requirements do not have all General Education Requirements automatically satisfied by the DTA Associate degree. Students must complete these specific courses either as part of the DTA Associate degree or at Northwest University. These program specific courses may also require higher than the C- minimum standard for transfer.

Pacific Lutheran University
Students who have completed the appropriate DTA Associate degree from any community college in Washington will be admitted with junior standing (60-64 semester hours) and will be regarded as having satisfied General University Requirements, except for one Religion course (Biblical Studies or Christian Thought, History, and Experience) and one Perspectives on Diversity course. PLU's College of Arts and Sciences requirement is not fulfilled by the DTA Associate degree.

Saint Martin's University
Saint Martin's University recognizes the DTA Associate degree from Washington's community and technical Colleges. Students completing the DTA Associate degree with a minimum GPA of 2.0 will be granted junior standing upon transfer. These students will have met the Saint Martin's general education requirements with the exception of a course each in philosophy (transferable) and religious studies (generally completed at Saint Martin's University).

Seattle Pacific University
Upon first matriculation at SPU, students who enter with a completed DTA Associate degree will fulfill all University general education requirements except 10 upper-division credits in University Foundations.

Seattle University
Students admitted to Seattle University for the first time with a completed DTA Associate degree will be granted 90 credits and junior standing. The following provisions apply: 1) Courses used to satisfy the DTA Associate degree communication skills, quantitative/symbolic reasoning skills as well as the lab science requirement must be graded C- (1.5) or higher; 2) Additional philosophy and religious studies courses will be required to satisfy lower division Core at SU; 3) Specific requirements of professional degree programs and upper division Core must be satisfied.

The Evergreen State College

University of Washington Bothell
The University of Washington Bothell transfers credit on a course by course basis. Transfer students from Washington community and technical colleges who complete approved DTA Associate degrees, will be considered to have satisfied all or most of our general education requirements with the following provisos:

- Intermediate Algebra and World Languages are the core minimum admission requirements required for transfer applicants with 40+ college credits. These can be met through high school or college coursework. If not satisfied in high school, students should be sure to include any missing core admission requirements in their education plan for the DTA Associate degree.
- 5 credits of English composition should be completed with a minimum grade of 2.0
- 10 additional writing credits (Composition or W-courses) must be completed at the University, if not completed as part of the transfer degree.
- QSR courses will transfer according to the following course equivalency tables: https://www.uwb.edu/admissions/apply/transfer/transfer-credit-policies
- All students must complete 3 quarter credits of coursework to satisfy the university diversity requirement. Upper division coursework may be used to satisfy this requirement.

University of Washington Seattle
The University of Washington awards transfer credit on a course by course basis. Students transferring directly from a Washington community college with a DTA Associate degree will have satisfied most of the UW's university-wide general education requirements with the following exceptions:

1. In addition to the English composition requirement, all students must complete a minimum of 7 quarter credits of writing-intensive coursework. Upper division course work may be used to satisfy this requirement. See http://www.washington.edu/uaa/advising/academicplanning/general-education-requirements/additional-writing/
2. All students must complete 3 quarter credits of coursework to satisfy the university diversity requirement. Upper division course work may be used to satisfy this requirement. See http://www.washington.edu/uaa/advising/academic-planning/general-educationrequirements/diversity/
3. Each of the University's schools and colleges has graduation requirements that meet or exceed university-wide general education requirements. Students entering the UW with a DTA Associate degree are not required to complete the additional graduation requirements prior to enrolling at the UW. Any unmet requirements may be satisfied at the upper division level upon enrolling at the UW. See http://www.washington.edu/uaa/advising/academic-planning/generaleducation-requirements/requirements-by-college-and-school/

NOTE: Admission to the UW is competitive. Prospective students should be advised that all freshmen and transfer students must meet a set of minimum admission subject requirements which include qualifying high school or college coursework in a world language and in mathematics. For complete information about admission subject requirements, go to http://admit.washington.edu/apply/transfer/policies/cadr

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University of Washington Tacoma
The University of Washington Tacoma transfers credit on a course by course basis. Transfer students from Washington community and technical colleges who complete approved DTA Associate degrees, will be considered to have satisfied all or most of UW Tacoma's general education requirements with the following provisos:

- Prospective students should be advised that all freshmen and transfer students must meet a set of minimum admission subject requirements which include qualifying high school or college coursework in a world language and intermediate algebra. If not satisfied in high school, students should be sure to include any missing core admission requirements in their education plan for the DTA Associate degree. See https://www.tacoma.uw.edu/admissions/transferadmission-requirements
- 5 credits of English composition should be completed with a minimum grade of 2.0. Additionally, students must complete a minimum of 10 quarter credits of writing-intensive coursework at the University, if not completed as part of the transfer degree, for a total of 15 credits. Upper division course work may be used to satisfy this requirement. See

http://www.tacoma.uw.edu/catalog-two/graduation-requirements-baccalaureate-degree-0

- All students must complete 3 quarter credits of coursework to satisfy the university diversity requirement. Upper division course work may be used to satisfy this requirement. See http://www.tacoma.uw.edu/catalog-two/graduation-requirements-baccalaureate-degree-0
- Each of the University's schools and colleges has graduation requirements that meet or exceed university-wide general education requirements. Students entering the UW Tacoma with a DTA Associate degree are not required to complete the additional graduation requirements prior to enrolling at the UW. Any unmet requirements may be satisfied at the upper division level upon enrolling at the UW Tacoma. See http://www.tacoma.uw.edu/catalog-two/graduation-requirements-baccalaureate-degree-0

Walla Walla University

Washington State University (all campuses)

Western Governors University - Washington

Western Washington University
Satisfying Western's General University Requirements (GUR) in full requires completing English Composition with a grade of C- or better or earning an Advanced Placement (AP) score of 4 or higher on either English Language & Composition or English Literature & Composition.

Whitworth University
Whitworth University grants junior standing to holders of the DTA Associate degree. In addition, transfer students are required to complete the one-course Biblical literature.

Requirements: one year of study in the same modern language at the college level, and one of the three interdisciplinary Western Civilization Core courses (Core 150, Core 250, Core 350).

Effective Fall term 2012 we will accept in transfer only courses that have a grade of "C" or higher. We do plan to make exception to that policy and continue to accept grades of "C-"or higher for all Washington Community College courses through Fall term 2013.

Major Related Programs (MRP) help students prepare to transfer into high demand bachelor's degree programs that require specific courses in the first two years. Business, computer science, and nursing are a few examples. Each MRP is based one of the statewide transfer agreements: Direct Transfer Agreement (DTA) or the Associate in Science-Transfer (AS-T) and can reduce the time it takes to complete a specific bachelor degree pathway.

Institutions that accept the DTA Associate degree also accept any Major Related Program (MRP) course plan based on the DTA Associate degree. If the institution did not sign the MRP agreement, it means they will accept the DTA/MRP as they would the basic DTA Associate degree.

Associate in Biology DTA/MRP

Effective July 1, 2024

This Associate in Biology, DTA/MRP is applicable to students planning to prepare for upper division Bachelor's degree majors in Biology.

Full details of the agreement can be found here: https://wsac.wa.gov/transfers#biology-dta-mrp-

Institutions party to this agreement are:

Public Baccalaureates:
Central Washington University
Eastern Washington University
The Evergreen State College
University of Washington (all campuses)
Washington State University (all campuses)
Western Washington University

Private Baccalaureates:
Heritage University
Saint Martin's University
Seattle Pacific University
Seattle University
Whitworth University

Associate in Business DTA/MRP

Effective July 1, 2017

The Associate in Business Direct Transfer Agreement/Major Related Program 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.

Full details of the agreement can be found here: https://wsac.wa.gov/transfers#business-dta-mrp-

Institutions party to this agreement are:

Public Baccalaureates:
Central Washington University
Eastern Washington University
The Evergreen State College
University of Washington (all campuses)
Washington State University (all campuses)
Western Washington University

Private Baccalaureates:
Gonzaga University
Heritage University
Pacific Lutheran University
Saint Martin's University
Seattle Pacific University
Seattle University

Walla Walla University
Whitworth University

Associate in Math Education-DTA/MRP

Effective July 1, 2003, Updated July 2017

The Associate in Math Education Direct Transfer Agreement/Major Related Program 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.

Full details of the agreement can be found here: https://wsac.wa.gov/transfers#math-education-dta-mrp-

Institutions party to this agreement are:

Public Baccalaureates:
Central Washington University
Eastern Washington University
Western Washington University
Washington State University

Associate in Pre-Nursing DTA/MRP

Effective July 2020

The Associate in Pre-Nursing Direct Transfer Agreement/Major Related Program degree is generally 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). This degree is designed to meet the distribution requirements at universities in Washington State, by fulfilling the general requirements taken by freshmen and sophomores.

Full details of the agreement can be found here: https://wsac.wa.gov/transfers#pre-nursing-dta-mrp-

Institutions party to this agreement are:

Public Baccalaureates:
Eastern Washington University
University of Washington - Seattle
Washington State University

Private Baccalaureates:
Pacific Lutheran University
Saint Martin's University
Seattle Pacific University
Seattle University
Walla Walla University

Associate in Computer Science DTA/MRP

Effective September 1, 2016

This Associate in Computer Science Direct Transfer Agreement/Major Related Program degree is designed to provide a pathway for students preparing for computer science and related majors at universities and colleges in the state of Washington. Computer science programs are competitive and this pathway intends to provide students with the needed information and skills to optimize their coursework to meet the Direct Transfer Agreement and prepare for computer science and related majors at a participating baccalaureate institutions. 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.

Full details on the agreement can be found here: https://wsac.wa.gov/transfers#computer-science-dta-mrp-

Institutions party to this agreement are:

Public Baccalaureates:
Central Washington University
Eastern Washington University
The Evergreen State College
University of Washington (all campuses)
Washington State University
Western Washington University

Private Baccalaureates:
Gonzaga University
Heritage University
Pacific Lutheran University
Seattle Pacific University
Seattle University
Whitworth University

Associate of Science Transfer Degree Track 1: Biological Sciences, Environmental/Resource Sciences, Chemistry, Geology, and Earth Science

Effective Fall 2000, Updated Spring 2017

The Associate of Science Transfer (AS-T) Degree Track 1 is designed to prepare students for upper division study in the areas of biological sciences, environmental/resource sciences, chemistry, geology, and earth science. Completing the AS-T Track 1 degree will prepare students for upper division study; it does not guarantee students admission to the major.

Full details on the agreement can be found here: https://wsac.wa.gov/sites/default/files/AST1Agreement2017.pdf

Institutions party to this agreement are:

Public Baccalaureates:
Central Washington University
Eastern Washington University
The Evergreen State College
University of Washington
Washington State University
Western Washington University

Private Baccalaureates:
Heritage University
Pacific Lutheran University
Saint Martin's University
Seattle Pacific University
Seattle University
Walla Walla University
Whitworth University

Associate of Science Transfer Degree Track 2: Engineering, Computer Science, Physics, and Atmospheric Sciences

Effective Fall 2000, Updated Spring 2017

The Associate of Science Transfer (AS-T) Degree Track 2 is designed to prepare students for upper division study in the areas of engineering, computer science, physics, and atmospheric science. Completing the AS-T Track 2 degree will prepare students for upper division study; it does not guarantee students admission to the major.

Full details on the agreement can be found here: https://wsac.wa.gov/sites/default/files/AST2Agreement2017.pdf

Institutions party to this agreement are:

Public Baccalaureates:
Central Washington University
Eastern Washington University
The Evergreen State College
University of Washington
Washington State University
Western Washington University

Private Baccalaureates:
Gonzaga University
Heritage University
Saint Martin's University
Seattle Pacific University
Seattle University
Walla Walla University

Engineering AS-T Track 2 MRP

Effective September 1, 2020

The Associate in Science Transfer-Track 2/Major Related Program in Engineering degrees (Bioengineering and Chemical Engineering, Computer and Electrical Engineering & Civil and Mechanical Engineering) 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.

Full details on the agreement can be found here: https://wsac.wa.gov/transfers#engineering-as-t-2-mrp-

Institutions party to this agreement are:

Public Baccalaureates:
Eastern Washington University
University of Washington - Seattle
Washington State University
Western Washington University

Private Baccalaureates:
Gonzaga University
Saint Martin's University
Seattle Pacific University
Seattle University
Walla Walla University

Distribution Lists

Most transfer degrees consist of courses from four distribution course lists.

- Humanities/Fine Arts/English
- Social Science
- Natural Science
- Diversity Requirement

Transfer Rights and Responsibilities

Student Rights and Responsibilities

1. Students have the right to clear, accurate, and current information about their transfer admission requirements, transfer admission deadlines, degree requirements, and transfer policies that include course equivalencies.
2. Transfer and freshman-entry students have the right to expect comparable standards for regular admission to programs and comparable program requirements.
3. Students have the right to seek clarification regarding their transfer evaluation and may request the reconsideration of any aspect of that evaluation. In response, the college will follow established practices and processes for reviewing its transfer credit decisions.
4. Students who encounter other transfer difficulties have the right to seek resolution. Each institution will have a defined process for resolution that is published and readily available to students.
5. Students have the responsibility to complete all materials required for admission and to submit the application on or before the published deadlines. Students have the responsibility to plan their courses of study by referring to the specific published degree requirements of the college or academic program in which they intend to earn a bachelor's degree.
6. When a student changes a major or degree program, the student assumes full responsibility for meeting the new requirements.

College and University Rights and Responsibilities

1. Colleges and universities have the right and authority to determine program requirements and course offerings in accordance with their institutional missions.
2. Colleges and universities have the responsibility to communicate and publish their requirements and course offerings to students and the public, including information about student transfer rights and responsibilities.
3. Colleges and universities have the responsibility to communicate their admission and transfer related decisions to students in writing (electronic or paper).

Washington 45 - List of One Year Transfer Courses

The list of courses in Washington 45 does not replace the Direct Transfer Agreement, Associate of Science Tracks 1 and 2 or any Major Related Program agreement, nor will it guarantee admission to a four-year institution.

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 quarter 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& 141, MATH& 142, MATH& 146, MATH& 148 or MATH& 151
- **Humanities** (10 credits in two different subject areas or disciplines[2])-PHIL& 101, MUSC& 105, DRMA& 101, ART& 100, CMST& 220, CHIN& 123, FRCH& 123, GERM& 123, SPAN& 123, ENGL& 111, or HUM& 101 For colleges that use History as a Humanities HIST& 126, HIST& 127, HIST& 128, 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 , ECON& 201, ECON& 202, ANTH& 100. For colleges that use History as a Social Science: HIST& 126, HIST& 127, HIST& 128, HIST& 146, HIST& 147, HIST& 148
- **Natural Sciences** (10 credits in two different subject areas or disciplines)-BIOL& 100 , BIOL& 160 w/ lab, BIOL& 211-213*, BIOL& 2221-223*, ASTR& 100 , ASTR& 101 with lab, CHEM& 105, CHEM& 110 with lab, CHEM& 121 with lab, CHEM& 161-163*, ENVS& 100, ENVS& 101, PHYS& 100, PHYS& 110, PHYS& 114 -116*, GEOL& 101 with lab.
- **Additional 5 credits** in a different discipline can be taken from any category

*Denotes courses in a three-quarter sequence that are recommended to be taken together at the same college.

NOTES:

- Although these courses are listed under categories, the actual course may satisfy a different general education category at a receiving institution.
- Green River does not offer all of these courses, and it is recommended that students work with an advisor to determine which courses can be incorporated into their Green River educational plan

[1] Many private non-profit colleges 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).

Programs

Transfer Associate

- Associate in Arts Degree, AA-DTA
- Associate in Business, AB-DTA/MRP
- Associate in Computer Science, ACS-DTA/MRP
- Associate in Math Education, AM-DTA/MRP
- Associate in Pre-Nursing, APreN-DTA/MRP
- Associate in Science Transfer Track 1-Biology, Environmental Science, Chemistry, Geology, Earth Science, AST-1
- Associate in Science Transfer Track 2-Engineering, Physics, Atmospheric Science, AST-2
- Associate in Science Transfer Track 2/MRP-Bioengineering and Chemical Engineering, AST-2/MRP
- Associate in Science Transfer Track 2/MRP-Civil and Mechanical Engineering, AST-2/MRP
- Associate in Science Transfer Track 2/MRP-Computer and Electrical Engineering, AST-2/MRP

Curriculum Maps

- Associate in Business, AB-DTA/MRP Curriculum Map
- Associate in Computer Science, ACS-DTA/MRP Curriculum Map
- Associate in Pre-Nursing, APreN-DTA/MRP Curriculum Map

Green River College PRFR Report Appendix 2.C.2

2.C.2 The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Table of Contents

2.C.2 EV.#1: Academic honesty / Section 1 ..... **5**

2.C.2 EV.#1: Conduct / Section 2 ..... **13**

2.C.2 EV.#1: Appeals / Section 3 ..... **47**

2.C.2 EV.#1: Grievances/ Section 4 ..... **78**

2.C.2 EV.#1: Accommodations for persons with disabilities / Section 5 ..... **102**

2.C.2 EV.#1: Policy on student rights and responsibility / Section 6 ..... **130**

Section 1: Documentation of student's rights and responsibilities policies and procedures, which include Academic honesty

- WAC 132J-126-090 (student code of conduct – Student Responsibility)
- Academic Misconduct
- Academic Honesty & Plagiarism

Section 2: Conduct

- 132J-126 WAC Rules of Student Conduct
- Student Rights to Know and Student Conduct
- Ethical Principles and Code of Conduct-- Financial Aid

Section 3: Appeals

- Chapter 132J-126 WAC Rules of Student Conduct: *From 132J-126-150 to 132J-126-480*
- SA-1 Academic Standards & Progress
- Satisfactory Academic Progress Appeal
- Academic Suspension Appeal Form

Section 4: Grievances

- IN-5 Student Complaint Process
- HR-22 Nondiscrimination and Harassment policy.
- Consumer Protection Student Complaint Process
- GA-11 Sex Discrimination Grievance Procedure
- EL-2 Treatment of People

Section 5: Accommodations for persons with disabilities

- Section 504 of the Rehabilitation Act
- Title II of the Americans with Disabilities Act
- GA-10 Reasonable Accommodation
- Accommodations Types of Services
- Disability Support Services
- Accommodations

Section 6: Policy on student rights and responsibility

- WAC 132J-126-050 Rule of Student conduct - Statement of student rights
- WAC 132J-126-090 Rule of Student conduct - Student responsibilities
- Student Rights to Know and Student Conduct
- Green River College Student Handbook

2.C.2 EV.#1: Academic honesty / Section 1

WAC 132J-126-090 (student code of conduct – Student Responsibility)

WAC 132J-126-090 Conduct—Student responsibilities. Any student or student group shall be subject to disciplinary action as provided for in this chapter, who either as a principal actor, aide, abettor, or accomplice as defined in RCW 9A.08.020:

Materially and substantially interferes with the personal rights or privileges of others or the educational process of the college;

Violates any provision of this chapter; or

Commits any prohibited act including, but not limited to, the following:

(1) **Academic dishonesty.** Any act of academic dishonesty including, but not limited to, cheating, plagiarism, and fabrication. In academically honest writing or speaking, the student documents his/her source of information whenever:

Another person's exact words are quoted;

Another person's idea, opinion or theory is used through paraphrase; and

Facts, statistics, or other illustrative materials are borrowed.

In order to complete academically honest work, students should:

Acknowledge all sources according to the method of citation preferred by the instructor;

Write as much as possible from one's own understanding of the materials and in one's own voice;

Ask an authority on the subject, such as the instructor who assigned the work; and

Seek help from academic student services such as the library and/or writing center.

(2) **Tobacco, electronic cigarettes, and related products.** The use of tobacco, electronic cigarettes, and related products are not allowed on college campus. In addition to the main campus, this also includes any building and premises owned, leased or operated by the college outside of the main campus. "Related products" include, but are not limited to, cigarettes, pipes, bidi, clove cigarettes, waterpipes, hookahs, chewing tobacco, and snuff.

(3) **Alcohol.** The use, possession, delivery, sale, or being visibly under the influence of any alcoholic beverage, except as permitted by law and applicable college policies.

(4) **Drugs/substance abuse.**

(a) Any student who, while in any college facility or participating in a college-related program, uses, possesses, consumes, is demonstrably under the influence of, or sells any narcotic drug or controlled substance as defined in RCW 69.50.101, in violation of law or in a manner which significantly disrupts a college activity. For purposes of this section, "sell" includes the statutory meaning in RCW 69.50.410.

(b) **Marijuana.** The use, possession, delivery, sale, or being visibly under the influence of marijuana or the psychoactive compounds found in marijuana and intended for human consumption, regardless of form, is prohibited. While state law permits the recreational use of marijuana, federal law prohibits such use on college premises or in connection with college activities.

(5) **Conduct at college functions.** Any student who significantly disrupts or obstructs any teaching, research, administration, disciplinary proceedings, other college activities, including its public service functions on or off campus, or of other authorized noncollege activities when the conduct occurs on college premises.

Academic Misconduct

Select Language
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ACADEMIC MISCONDUCT

ACADEMIC MISCONDUCT

Academic Honesty for Students

As you pursue your education here at GRC and elsewhere, you will be exposed to the ideas, theories, and creative works of countless scholars, scientists, journalists, professionals and artists. Whether the project is an essay, a solution to a math problem, or a research paper, it becomes important to consider how to incorporate the ideas of others and how sources will be identified and cited. This means that academic honesty is foundational to all types of critical commentary, scholarly inquiry, and knowledge production expected by instructors at GRC.

The following outlines the procedures for due process if accused of cheating or plagiarism.

IN-5 Student Complaint Process - Green River College
After considering available information about possible violation of an academic rule:

1. A college instructor, after meeting or attempting to meet with a student and upon written notice, may assign to the student a lower or failing grade for an individual project, test or paper or for the entire course.
2. The student may meet with the division chair, who will work with the instructor and student on potential resolution(s);
3. Followed by the dean of the division who may uphold or modify the instructor's action.
4. The vice-president for instruction (or designee), after consulting with the dean and meeting or attempting to meet with the student, may uphold or modify the instructor's decision. This is the final appeal of the process for a student to address academic dishonesty allegations.

Rules of Student Conduct - Chapter 132J-126 WAC:
Academic Dishonesty or Cheating may also be referred directly to Judicial Affairs.

Written notice of any academic discipline under this rule:

Quick Links

Submit an Incident Report

Submit a Hazing Incident Report

Submit an Academic Concern

Report Concern for a Student (formerly Red Flag))

Student Conduct Code

Reporting or filing a Sexual Misconduct complaint

Hazing

Student Rights & Responsibilities

Faculty Resources

FAQ for Parents

FAQ for Students

FERPA

1. shall be either delivered personally or mailed by first class mail to the student's last known address within 30 calendar days after the date of the student misconduct or the date the misconduct was discovered or should have been discovered and
2. shall advise the student of his/her right to due process and appeal (as noted above) under these procedures within twenty-one calendar days.

For more information please see the Academic Honesty Tutorial located here: https://libguides.greenriver.edu/academic-honesty/academic-honesty-homepage

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Academic Honesty & Plagiarism

Holman Library

ASK A QUESTION

Academic Honesty & Plagiarism

Search this Guide Search

What Academic Honesty is, why it matters, and how to build your own academic integrity

Academic Honesty/ Plagiarism Guide

PLAGIARISM BASICS

- **What is Plagiarism?**
- **Unintentional Plagiarism**
- **Consequences of Plagiarising or Cheating**

HOW TO AVOID PLAGIARISM

- **Create Citations**
- **Synthesize Your Sources with Good Paraphases & Quotes**
- **Develop Good Individual and Group Work Habits**

GENERATIVE AI (artificial intelligence) and ACADEMIC HONESTY

OTHER PLAGIARISM TUTORIALS & QUIZZES

ACADEMIC HONESTY FOR FACULTY

Find Help @ GRC

Consequences of plagiarism

Consequences of Plagiarism

What to expect if you are accused of plagiarizing or cheating

The following outlines the procedure for due process if accused of cheating or plagiarism.

After considering available information about possible violation of an academic rule:

a. A college instructor, after meeting or attempting to meet with a student and upon written notice, may assign to the student a lower or failing grade for an individual project, test or paper or for the entire course;
b. The student may meet with the division chair, who will work with the instructor and student on potential resolution(s);
c. Followed by the dean of the division who may uphold or modify the instructor's action within limits.
d. The vice-president for instruction (or designee), after consulting with the dean and meeting or attempting to meet with the student, may uphold or modify the instructor's decision. This is the final appeal of the process for a student to address academic dishonesty allegations.

Academic Dishonesty or Cheating may also be referred directly to Judicial Affairs.

Written notice of any academic discipline under this rule:

a. shall be either delivered personally or mailed by first class mail to the student's last known address within 30 calendar days after the date of the student misconduct or the date the misconduct was discovered or should have been discovered and
b. shall advise the student of his/her right to due process and appeal (as noted above) under these procedures within twenty-one calendar days.

For more information see the link to Judicial Programs at the bottom of the page. You will also find the link to the GRC Rules of Student Conduct (http://www.greenriver.edu/student-affairs/judicial-programs.htm)(WAC 132J-126).)

- More Info from the Student Code of Conduct Website (https://www.greenriver.edu/students/judicial-affairs/student-conduct-code.html)
- WAC 132J-126: Student Conduct Code (https://app.leg.wa.gov/WAC/default.aspx?cite=132J-126&full=true)

2.C.2 EV.#1: Conduct / Section 2

132J-126 WAC Rules of Student Conduct

Return to Chapter Listing

Chapter 132J-126 WAC

Last Update: 5/23/23

RULES OF STUDENT CONDUCT

WAC Sections

132J-126-010 Purpose.
132J-126-020 Statement of jurisdiction.
132J-126-030 Definitions.
132J-126-040 Student code authority.
132J-126-050 Statement of student rights.
132J-126-060 Right to sale of personal property.
132J-126-070 Denial of access to Green River College.
132J-126-080 Rights of ownership of works.
132J-126-090 Conduct—Student responsibilities.
132J-126-100 Violation of law and college discipline.
132J-126-120 Purpose of disciplinary action.
132J-126-125 Hazing prohibited—Sanctions.
132J-126-130 Disciplinary terms.
132J-126-140 Initiation of disciplinary action.
132J-126-150 Appeal from disciplinary action.
132J-126-160 Brief adjudicative proceedings—Initial hearing.
132J-126-170 Brief adjudicative proceedings—Review of an initial decision.
132J-126-180 Student conduct committee.
132J-126-190 Appeal—Student conduct committee.
132J-126-200 Student conduct appeals committee hearings—Presentations of evidence.
132J-126-210 Student conduct committee—Initial decision.
132J-126-220 Appeal from student conduct committee initial decision.
132J-126-230 Summary suspension.
132J-126-280 Brief adjudicative proceedings authorized.
132J-126-290 Brief adjudicative proceedings—Agency record.
132J-126-300 Recordkeeping.

SUPPLEMENTAL TITLE IX STUDENT CONDUCT PROCEDURES

132J-126-320 Prohibited conduct under Title IX.
132J-126-400 Order of precedence.
132J-126-420 Title IX jurisdiction.
132J-126-430 Initiation of discipline.
132J-126-440 Prehearing procedure.
132J-126-450 Rights of parties.
132J-126-460 Evidence.
132J-126-470 Initial order.
132J-126-480 Appeals.

DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS TITLE

132J-126-240 Supplemental procedures for sexual misconduct cases. [Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-240, filed 12/3/14, effective 1/3/15.] Repealed by WSR 22-08-065, filed 4/4/22, effective 5/5/22. Statutory Authority: Chapter **34.05** RCW and RCW **28B.50.140**.

132J-126-250 Supplemental definitions. [Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-250, filed 12/3/14, effective 1/3/15.] Repealed by WSR 22-08-065, filed 4/4/22, effective 5/5/22. Statutory Authority: Chapter **34.05** RCW and RCW **28B.50.140**.

132J-126-260 Supplemental complaint process. [Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-260, filed 12/3/14, effective 1/3/15.] Repealed by WSR 22-08-065, filed 4/4/22, effective 5/5/22. Statutory Authority: Chapter **34.05** RCW and RCW **28B.50.140**.

132J-126-270 Supplemental appeal rights. [Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-270, filed 12/3/14, effective 1/3/15.] Repealed by WSR 22-08-065, filed 4/4/22, effective 5/5/22. Statutory Authority: Chapter **34.05** RCW and RCW **28B.50.140**.

132J-126-010

Purpose.

(1) Green River College, an agency of the state of Washington, provides a variety of educational opportunities for students; namely the opportunities to examine the academic, vocational, technical, cultural, social, and recreational aspects of society. Green River College as an institution of society must maintain conditions conducive to the effective performance of its functions. Consequently, Green River College has special expectations regarding the conduct of students. Student conduct that detracts from, or interferes with, the accomplishment of college purposes is not acceptable.

(2) The student is a member of the community at large, and as such has the rights and responsibilities of any citizen. In addition, admission to Green River College carries with it the presumption that students will conduct themselves as responsible members of the college community.

This includes an expectation that students will obey the law, will comply with rules and regulations of the college, will maintain a high standard of integrity and honesty, and will respect the rights, privileges, and property of other members of the college community.

(3) The following rules regarding the conduct of students are adopted in order to provide students a full understanding of the rules that will enable the college to maintain conditions conducive to the effective performance of the college's functions. Sanctions for violations of the rules of student conduct will be administered by the college in the manner provided by said rules. When violation(s) of laws of the state of Washington and/or the United States are also involved, the college may refer such matters to the appropriate authorities. In cases of minors, this conduct may also be referred to parents or legal guardians.

(4) The office of judicial programs, under the leadership of the vice president of student affairs, maintains and administers the student code of conduct for Green River College. The office of judicial programs and Green River College strive to engage our students to become civic minded citizens who positively contribute to society and achieve their educational goals. The office of judicial programs seeks to educate students as to their rights, responsibilities, and expectations as members of Green River College while providing a fair and educational process through which alleged violations of the code of conduct are adjudicated.

[Statutory Authority: RCW **28B.50.140** and **34.02.353** [34.05.353]. WSR 15-15-071, § 132J-126-010, filed 7/13/15, effective 8/13/15. Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-010, filed 12/3/14, effective 1/3/15.]

132J-126-020

Statement of jurisdiction.

The student conduct code shall apply to student conduct that occurs on college premises, to conduct that occurs at or in connection with college sponsored activities, or to off-campus conduct that, in the judgment of the college, adversely affects the college community or the pursuit of its objectives. Jurisdiction extends to, but is not limited to, locations in which students are engaged in official college activities including, but not limited to, foreign or domestic travel, activities funded by the associated students, athletic events, training internships, cooperative and distance education, online education, practicums, supervised work experiences or any other college-sanctioned social or club activities. Students are responsible for their conduct from the time of application for admission through the actual receipt of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment. These standards shall apply to a student's conduct even if the student withdraws from college while a disciplinary matter is pending. Inappropriate conduct by students who have completed classes and are awaiting graduation ceremony are covered by this student conduct code.

[Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-020, filed 12/3/14, effective 1/3/15.]

132J-126-030

Definitions.

The following definitions shall apply for the purpose of this student conduct code:

"Assembly" is any overt activity engaged in by two or more persons, the object of which is to gain publicity, advocate a view, petition for a cause or disseminate information to any person, persons, or groups of persons.

"Business day" means a weekday, excluding weekends and college holidays.

"Cheating" is defined as intentional deception in producing or creating academic work. Cheating includes, but is not limited to:

(a) Intentional plagiarism;

(b) Selling or giving your own completed work to others who intend to turn it in as their own;

(c) Purchasing or accepting the work of others with the intent of turning it in as your own;

(d) Acquiring and/or using teachers' editions of textbooks, without the permission of the specific instructor, in order to complete your course assignments;

(e) Obtaining or attempting to obtain an examination prior to its administration;

(f) Referring to devices, materials or sources not authorized by the instructor;

(g) Receiving assistance from another person when not authorized by the instructor;

(h) Providing assistance to another person when not authorized by the instructor;

(i) Taking an examination for another person;

(j) Obtaining or attempting to obtain another person to take one's own examination;

(k) Falsifying laboratory results or copying another person's laboratory results; and

(l) Falsifying or attempting to falsify the record of one's grades or evaluation.

"College" means Green River College.

"College facilities" includes all buildings, structures, grounds, office space, and parking lots.

"College groups" shall mean individuals or groups who are currently enrolled students or current employees of the college, or guests of the college who are sponsored by a recognized student organization, employee organization, or the administration of the college.

"College official" includes any person employed by the college, performing assigned administrative or professional responsibilities.

"College premises" shall include all campuses of the college, wherever located, and includes all land, buildings, facilities, vehicles, equipment, and other property owned, used, or controlled by the college.

"Complainant" means any person who submits a charge alleging that a student violated the student code. When a student believes that she/he has been a victim of another student's misconduct, the student who believes she/he has been a victim will have the same rights under this student code as are provided to the complainant, even if another member of the college community submitted the charge himself or herself.

"Conduct review officer" is the vice president of student affairs or other college administrator designated by the president to be responsible for receiving and for reviewing or referring appeals of student disciplinary actions in accordance with the procedures of this code. The president is authorized to reassign any and all of the conduct review officer's duties or responsibilities as set forth in this chapter as may be reasonably necessary.

"Disciplinary action" is the process by which the student conduct officer imposes discipline against a student for a violation of the student conduct code.

"Disciplinary appeal" is the process by which an aggrieved student can appeal the discipline imposed by the student conduct officer. Disciplinary appeals from a suspension in excess of 10 instructional days or a dismissal are heard by the student conduct appeals board. Appeals of all other appealable disciplinary action shall be reviewed through brief adjudicative proceedings.

"Expressive activity" includes, but is not necessarily limited to, informational picketing, petition circulation, the distribution of informational leaflets or pamphlets, speech making, demonstrations, rallies, appearances of speakers in outdoor areas, protests, meetings to display group feelings or sentiments and/or other types of assemblies to share information, perspectives or viewpoints.

"Fabrication" is defined as intentional misrepresentation of an activity done by a student for an academic project or practicum. Fabrication includes, but is not limited to:

(a) Counterfeiting data, research results, information, or procedures with inadequate foundation in fact;

(b) Counterfeiting a record of internship or practicum experiences;

(c) Submitting a false excuse for absence or tardiness; and

(d) Unauthorized multiple submission of the same work; sabotage of others' work.

"Faculty member" means any person hired by the college to conduct classroom, counseling, or teaching activities or who is otherwise considered by the college to be a member of its faculty.

"Filing" is the process by which a document is officially delivered to a college official responsible for facilitating a disciplinary review. Unless otherwise provided, filing shall be accomplished by:

(a) Hand delivery of the document to the specified college official or college official's assistant; or

(b) By sending the document by email and first class mail to the specified college official's office and college email address.

Papers required to be filed shall be deemed filed upon actual receipt during office hours at the office of the specified college official.

"May" is used in the permissive sense.

"Member of the college community" includes any person who is a student, faculty member, college official or any other person employed by the college. A person's status in a particular situation shall be determined by the vice president of student affairs or designee.

"Noncollege groups" shall mean individuals, or combinations of individuals, who are not currently enrolled students or current employees of the college and who are not officially affiliated or associated with, or invited guests of a recognized student organization, recognized employee group, or the administration of the college.

"Organization" means number of persons who have complied with the formal requirements for college recognition/registration.

"Plagiarism" is defined as using others' original ideas in your written or spoken work without giving proper credit.

(a) Ideas include, but are not limited to:

(i) Facts;

(ii) Opinions;

(iii) Images;

(iv) Statistics;

(v) Equations;

(vi) Hypotheses;

(vii) Theories.

(b) Plagiarism can occur in two ways: Intentional and unintentional.

(c) Ways that intentional plagiarism occur include, but are not limited to:

(i) Turning in someone else's work as your own;

(ii) Copying words or ideas from someone else without giving credit;

(iii) Failing to put a quotation in quotation marks;

(iv) Giving incorrect information about the source of a quotation;

(v) Changing words but copying the sentence structure of a source without giving credit;

(vi) Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

(d) Unintentional plagiarism may occur when a student has tried in good faith to document their academic work but fails to do so accurately and/or thoroughly. Unintentional plagiarism may also occur when a student has not had course work covering plagiarism and documentation and is therefore unprepared for college academic writing or speaking.

"Policy" means the written regulations of the college as found in, but not limited to, the student code, the college web page and computer use policy, and catalogs.

"Respondent" is the student against whom disciplinary action is initiated.

"Service" is the process by which a document is officially delivered to a party. Unless otherwise provided, service upon a party shall be accomplished by:

(a) Hand delivery of the document to the party; or

(b) By sending the document by email and by certified mail or first class mail to the party's last known address.

Service is deemed complete upon hand delivery of the document or upon the date the document is emailed and deposited in the mail.

"Shall" is used in the imperative sense.

"Student" includes all persons taking courses at or through the college, whether on a full-time or part-time basis, and whether such courses are credit courses, noncredit courses, online courses, or otherwise. Persons who withdraw after allegedly violating the code, who are not officially enrolled for a particular term but who have a continuing relationship with the college, or who have been notified of their acceptance for admission are considered students.

"Student conduct officer" is a college administrator designated by the president or vice president of student affairs to be responsible for implementing and enforcing the student conduct code. The president or vice president of student affairs is authorized to reassign any and all of the student conduct officer's duties or responsibilities as set forth in this chapter as may be reasonably necessary.

"Student group" for purposes of this code, is a student organization, athletic team, or living group including, but not limited to, student clubs and organizations, members of a class or student cohort, student performance groups, and student living groups within student housing.

"The president" is the president of the college. The president is authorized to delegate any and all of his or her responsibilities as set forth in this chapter as may be reasonably necessary.

"Vice president of student affairs" means the college administrator who reports to the college president, who serves as the college's student judicial affairs administrator, and who is responsible for administering the student rights and responsibilities code. The vice president of student affairs may designate a student conduct officer to fulfill this responsibility.

[Statutory Authority: RCW **28B.50.140**(13) and 2022 c 209. WSR 23-06-050, § 132J-126-030, filed 2/27/23, effective 3/30/23. Statutory Authority: RCW **28B.50.140** and **34.02.353** [34.05.353]. WSR 15-15-071, § 132J-126-030, filed 7/13/15, effective 8/13/15. Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-030, filed 12/3/14, effective 1/3/15.]

132J-126-040

Student code authority.

(1) The vice president of student affairs or designee shall develop policies for the administration of the student conduct system and procedural rules for the conduct of student conduct hearings that are not inconsistent with provisions of the student code.

(2) The vice president of student affairs or designee shall determine the composition of the student conduct committee in accordance with WAC **132J-126-180**.

(3) Decisions made by a student conduct officer shall be final, pending the normal appeal process.

[Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-040, filed 12/3/14, effective 1/3/15.]

132J-126-050

Statement of student rights.

As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in an independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the college community.

The following enumerated rights are guaranteed to each student within the limitations of statutory law and college policy which are deemed necessary to achieve the educational goals of the college:

(1) Academic freedom.

(a) Students are guaranteed the rights of free inquiry, expression, and assembly upon and within college facilities that are generally open and available to the public.

(b) Students are free to pursue appropriate educational objectives from among the college's curricula, programs, and services, subject to the limitations of RCW **28B.50.090** (3)(b).

(c) Students shall be protected from academic evaluation which is arbitrary, prejudiced, or capricious, but are responsible for meeting the standards of academic performance established by each of their instructors.

(d) Students have the right to a learning environment which is free from unlawful discrimination, inappropriate and disrespectful conduct, and any and all harassment, including sexual harassment.

(2) Due process.

(a) The rights of students to be secure in their persons, quarters, papers, and effects against unreasonable searches and seizures is guaranteed.

(b) No disciplinary sanction may be imposed on any student without notice to the accused of the nature of the charges.

(c) A student accused of violating this code of student conduct is entitled, upon request, to procedural due process as set forth in this chapter.

[Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-050, filed 12/3/14, effective 1/3/15.]

132J-126-060

Right to sale of personal property.

(1) Students have the right to engage in legal, incidental sales of personal property in private transactions.

(2) All other sales shall take place in Lindbloom Student Center subject to the approval and requirements of the vice president of student affairs or designee.

[Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-060, filed 12/3/14, effective 1/3/15.]

132J-126-070

Denial of access to Green River College.

(1) The vice president of student affairs may deny admission to a prospective student, or continued attendance to an enrolled student, if it reasonably appears that the student would not be competent to profit from the curriculum offerings of the college, or would, by the student's presence or conduct, create a disruptive atmosphere within the college or a substantial risk of actual harm to self or other members of the campus community.

(2) Denial of access decisions may be appealed, as or like disciplinary actions, to the student conduct committee.

[Statutory Authority: RCW **28B.50.140** and **34.02.353** [34.05.353]. WSR 15-15-071, § 132J-126-070, filed 7/13/15, effective 8/13/15. Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-070, filed 12/3/14, effective 1/3/15.]

132J-126-080

Rights of ownership of works.

It shall be the policy of Green River College that employees of the college shall not use students' published or unpublished works for personal gain without written consent of the student.

[Statutory Authority: RCW **28B.50.140** and **34.02.353** [34.05.353]. WSR 15-15-071, § 132J-126-080, filed 7/13/15, effective 8/13/15. Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-080, filed 12/3/14, effective 1/3/15.]

132J-126-090

Conduct—Student responsibilities.

Any student or student group shall be subject to disciplinary action as provided for in this chapter, who either as a principal actor, aide, abettor, or accomplice as defined in RCW **9A.08.020**:

Materially and substantially interferes with the personal rights or privileges of others or the educational process of the college;

Violates any provision of this chapter; or

Commits any prohibited act including, but not limited to, the following:

(1) **Academic dishonesty.** Any act of academic dishonesty including, but not limited to, cheating, plagiarism, and fabrication. In academically honest writing or speaking, the student documents his/her source of information whenever:

Another person's exact words are quoted;

Another person's idea, opinion or theory is used through paraphrase; and

Facts, statistics, or other illustrative materials are borrowed.

In order to complete academically honest work, students should:

Acknowledge all sources according to the method of citation preferred by the instructor;

Write as much as possible from one's own understanding of the materials and in one's own voice;

Ask an authority on the subject, such as the instructor who assigned the work; and

Seek help from academic student services such as the library and/or writing center.

(2) **Tobacco, electronic cigarettes, and related products.** The use of tobacco, electronic cigarettes, and related products are not allowed on college campus. In addition to the main campus, this also includes any building and premises owned, leased or operated by the college outside of the main campus. "Related products" include, but are not limited to, cigarettes, pipes, bidi, clove cigarettes, waterpipes, hookahs, chewing tobacco, and snuff.

(3) **Alcohol.** The use, possession, delivery, sale, or being visibly under the influence of any alcoholic beverage, except as permitted by law and applicable college policies.

(4) **Drugs/substance abuse.**

(a) Any student who, while in any college facility or participating in a college-related program, uses, possesses, consumes, is demonstrably under the influence of, or sells any narcotic drug or controlled substance as defined in RCW **69.50.101**, in violation of law or in a manner which significantly disrupts a college activity. For purposes of this section, "sell" includes the statutory meaning in RCW **69.50.410**.

(b) **Marijuana.** The use, possession, delivery, sale, or being visibly under the influence of marijuana or the psychoactive compounds found in marijuana and intended for human consumption, regardless of form, is prohibited. While state law permits the recreational use of marijuana, federal law prohibits such use on college premises or in connection with college activities.

(5) **Conduct at college functions.** Any student who significantly disrupts or obstructs any teaching, research, administration, disciplinary proceedings, other college activities, including its public service functions on or off campus, or of other authorized noncollege activities when the conduct occurs on college premises.

(6) **Theft; stolen property; robbery.** Any student who, while in any college facility or participating in a college-related program, commits or attempts to commit theft as defined in RCW **9A.56.020**, or possesses stolen property as defined in RCW **9A.56.140**, or commits or attempts to commit robbery as defined in RCW **9A.56.190**.

(7) **Damaging property.**

(a) Any student who causes or attempts to cause physical damage to property owned, controlled or operated by the college, or to property owned, controlled or operated by another person while said property is located on college facilities.

(b) Any student who in this or any other manner is guilty of malicious mischief in violation of RCW **9A.48.070** through **9A.48.100**.

(8) **Abuse; intimidation.** Physical abuse, verbal abuse, threats, intimidation, coercion, and/or other conduct which threatens or endangers the health or safety of any person.

(9) **Hazing.**

(a) Hazing is any act committed as part of:

(i) A person's recruitment, initiation, pledging, admission into, or affiliation with a student group;

(ii) Any pastime or amusement engaged in with respect to such a student group; or

(iii) That causes, or is likely to cause, bodily danger or physical harm, or serious psychological or emotional harm, to any student.

(b) Examples of hazing include, but are not limited to:

(i) Causing, directing, coercing, or forcing a person to consume any food, liquid, alcohol, drug, or other substance which subjects the person to risk of such harm;

(ii) Humiliation by ritual act;

(iii) Striking another person with an object or body part;

(iv) Causing someone to experience excessive fatigue, or physical and/or psychological shock; or

(v) Causing someone to engage in degrading or humiliating games or activities that create a risk of serious psychological, emotional, and/or physical harm.

(c) "Hazing" does not include customary athletic events or other similar contests or competitions.

(d) Consent is not a valid defense against hazing.

(10) **Failure to comply.** Failure to comply with directions of college officials, campus safety officers, or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.

(11) **Possession of keys.** Unauthorized possession, duplication or use of keys to any college premises or unauthorized entry to or use of college premises.

(12) **Policy violation.** Violation of any college policy, rule, or regulation published in hard copy or available electronically on the college website.

(13) **Violation of laws.** Violation of any federal, state, or local law.

(14) **False alarms.** Falsely setting off or otherwise tampering with any emergency safety equipment, alarm, or other device established for the safety of individuals and/or college facilities.

(15) **Harassment.** Unwelcome and offensive conduct, including verbal, nonverbal, or physical conduct, that is directed at a person because of such person's protected status and that is sufficiently serious as to deny or limit, and that does deny or limit, the ability of a student to participate in or benefit from the college's educational program or that creates an intimidating, hostile, or offensive environment for other campus community members. Protected status includes a person's race; color; national origin; sensory, mental or physical disability; use of a service animal; gender, including pregnancy; marital status; age (40+); religion; creed; genetic information; sexual orientation; gender identity; veteran's status; or any other legally protected classification. See "Sexual misconduct" for the definition of "sexual harassment." Harassing conduct may include, but is not limited to, physical conduct, verbal, written, social media and electronic.

(16) **Sexual misconduct.**

(a) Sexual misconduct is any sexual activity with another that is unwanted and nonconsensual. Sexual misconduct includes physical contact as well as voyeurism.

(b) Consent to sexual activity requires that, at the time of the act, there are actual words or conduct demonstrating freely given agreement to sexual activity, silence or passivity is not consent. Even if words or conduct alone seem to imply consent, sexual activity is nonconsensual when:

(i) Force or blackmail is threatened or used to procure compliance with the sexual activity; or

(ii) The person is unconscious or physically unable to communicate his or her unwillingness to engage in sexual activity; or

(iii) The person lacks the mental capacity at the time of the sexual activity to be able to understand the nature or consequences of the act, whether that incapacity is produced by illness, defect, the influence of alcohol or another substance, or some other cause.

(c) A person commits voyeurism if, for the purpose of arousing or gratifying the sexual desire of any person, he or she knowingly views, photographs, or films another person, without that person's knowledge and consent, while the person being viewed, photographed, or filmed is in a place where he or she has a reasonable expectation of privacy.

(d) The term "sexual harassment" means unwelcome conduct of a sexual nature, including unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature that is sufficiently serious as to deny or limit, and that does deny or limit, based on sex, the ability of a student to participate in or benefit from the college's educational program or that creates an intimidating, hostile, or offensive environment for other campus community members.

(e) The term "sexual intimidation" incorporates the definition of "sexual harassment" and means threatening or emotionally distressing conduct based on sex including, but not limited to, nonconsensual recording of sexual activity or the distribution of such recording.

(17) **Sexual violence.** The term "sexual violence" incorporates the definition of "sexual harassment" and means a physical sexual act perpetrated without clear, knowing, and voluntary consent, such as committing a sexual act against a person's will, exceeding the scope of consent, or where the person is incapable of giving consent, including rape, sexual assault, sexual battery, sexual coercion, sexual exploitation,

gender- or sex-based stalking. The term further includes acts of dating or domestic violence. A person may be incapable of giving consent by reason of age, threat or intimidation, lack of opportunity to object, disability, drug or alcohol consumption, or other cause.

(18) **Weapons and fireworks.** Possession or use of fireworks anywhere on campus; possession, holding, wearing, transporting, storage or presence of any firearm, dagger, sword, knife, or any other cutting or stabbing instrument, or club, or incendiary device, or explosive, or any facsimile weapons, or any other weapon apparently capable of producing bodily harm and/or property damage is prohibited on the college campus, subject to the following exceptions:

(a) Commissioned law enforcement personnel, legally authorized military personnel, or bank-related security personnel required by their office to carry such weapons or devices.

(b) Possession or use of disabling chemical sprays when used for self-defense.

(c) The president may authorize possession of a weapon on campus upon a showing that the weapon is reasonably related to a legitimate pedagogical purpose. Such permission shall be in writing and shall be subject to such terms or conditions incorporated in the written permission.

(19) **Demonstrations.** Participating in an on-campus or off-campus demonstration, riot, or activity that disrupts the normal operations of the college and/or infringes on the rights of other members of the college community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area.

(20) **Disorderly conduct.** Conduct that is disorderly, lewd, indecent, or obscene; breach of peace; or aiding, abetting, or procuring another person to breach the peace on college premises or at functions sponsored by, or participated in by, the college or members of the college community. Disorderly conduct includes, but is not limited to, any unauthorized use of electronic or other devices to make an audio or video record of any person while on college premises without his/her prior knowledge, or without his/her effective consent when such a recording is in a place or situation where he or she has a reasonable expectation of privacy. This includes, but is not limited to, surreptitiously taking pictures of another person in a gym, locker room, or restroom.

(21) **Discriminatory conduct.** Discriminatory conduct which harms or adversely affects any member of the college community because of his/her race; color; national origin; sensory, mental or physical disability; use of a service animal; gender, including pregnancy; marital status; age (40+); religion; creed; genetic information; sexual orientation; gender identity; veteran's status; or any other legally protected classification.

(22) **Stalking.** Stalking, defined as intentionally and repeatedly harassing or following a person and intentionally or unintentionally placing the person being followed or harassed in fear of physical harm to one's self or property or physical harm to another person or another's property.

(23) **Improper use of technology.** Theft or other abuse of computer facilities and resources including, but not limited to:

(a) Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.

(b) Unauthorized transfer of a file.

(c) Use of another individual's identification and/or password.

(d) Use of computing facilities and resources to interfere with the work of another student, faculty member, or college official.

(e) Use of computing facilities and resources to view or send obscene or abusive messages.

(f) Use of computing facilities and resources to interfere with normal operation of the college computing system.

(g) Use of computing facilities and resources in violation of copyright laws.

(h) Any violation of the Student Affairs Policy SA-24 - Student Acceptable Computer Use.

(24) **Forgery or alteration of records.** Any student who, while in any college facility or participating in a college-related program, engages in forgery, as defined in RCW **9A.60.020**.

(25) **Disruption of conduct process.** Abuse of the student conduct system including, but not limited to:

(a) Falsification, distortion, or misrepresentation of information before a student conduct officer.

(b) Disruption or interference with the orderly conduct of a student conduct hearing proceeding.

(c) Institution of a student conduct code proceeding in bad faith.

(d) Attempting to discourage an individual's proper participation in, or use of, the student conduct system.

(e) Attempting to influence the impartiality of a member of a student conduct officer prior to, and/or during the course of, the student conduct hearing proceeding.

(f) Harassment (verbal or physical) and/or intimidation of a member of a student conduct officer prior to, during, and/or after a student conduct hearing proceeding.

(g) Failure to comply with the sanction(s) imposed under the student code.

(h) Influencing or attempting to influence another person to commit an abuse of the student conduct code system.

(26) **False complaint.** Filing a formal complaint falsely accusing another student or college employee with violating a provision of this chapter.

(27) **Classroom conduct.** Any student who significantly disrupts any college class and makes it unreasonably difficult to conduct the class in an orderly manner shall be subject to disciplinary action. An instructor/faculty member may impose any of the following actions for classroom conduct:

(a) Warning: An oral or written notice to a student that college and/or classroom expectations about conduct have not been met.

(b) Reprimand: A written notice which censures a student for improper conduct and includes a warning that continuation or repetition of improper conduct shall result in further disciplinary action.

(c) Summary suspension for a maximum of two days: As defined in WAC **132J-126-230**.

At any time, severe misconduct or continued misconduct shall be just cause for the matter to be forwarded immediately to the vice president of student affairs or designee for further action.

(28) **Retaliation.** Harming, threatening, intimidating, coercing, or taking adverse action of any kind against a person because such person reported an alleged violation of this code or college policy, provided information about an alleged violation, or participated as a witness or in any other capacity in a college investigation or disciplinary proceeding.

[Statutory Authority: RCW **28B.50.140**(13) and 2022 c 209. WSR 23-06-050, § 132J-126-090, filed 2/27/23, effective 3/30/23. Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-090, filed 12/3/14, effective 1/3/15.]

132J-126-100

Violation of law and college discipline.

(1) College disciplinary proceedings may be instituted against a student charged with conduct that potentially violates both the criminal law and this student code (that is, if both possible violations result from the same factual situation) without regard to the pendency of civil or criminal litigation in court or criminal arrest and prosecution. Proceedings under this student code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of the vice president of student affairs or designee. Determinations made or sanctions imposed under this student code shall not be subject to change because criminal charges arising out of the same facts giving rise to violation of college rules were dismissed, reduced, or resolved in favor of, or against the criminal law defendant.

(2) When a student is charged by federal, state, or local authorities with a violation of law, the college will not request or agree to special consideration for that individual because of his or her status as a student. If the alleged offense is also being processed under the student code, the college may advise off-campus authorities of the existence of the student code and of how such matters are typically handled within the college community. The college will attempt to cooperate with law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators (provided that the conditions do not conflict with campus rules or

sanctions). Individual students and other members of the college community, acting in their personal capacities, remain free to interact with governmental representatives as they deem appropriate.

[Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-100, filed 12/3/14, effective 1/3/15.]

132J-126-120

Purpose of disciplinary action.

The college may apply sanctions or take other appropriate action for violations of the student code of conduct. Disciplinary proceedings shall determine whether and under what conditions the violator may continue as a student of the college.

[Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-120, filed 12/3/14, effective 1/3/15.]

132J-126-125

Hazing prohibited—Sanctions.

(1) Hazing by a student or a student group is prohibited pursuant to WAC **132-126-090**(9).

(2) No student may conspire to engage in hazing or participate in hazing of another. State law provides that hazing is a criminal offense, punishable as a misdemeanor.

(3) Washington state law provides that:

(a) Any student group that knowingly permits hazing is strictly liable for harm caused to persons or property resulting from hazing. If the organization, association, or student living group is a corporation whether for profit or nonprofit, the individual directors of the corporation may be held individually liable for damages.

(b) Any person who participates in the hazing of another shall forfeit any entitlement to state-funded grants, scholarships, or awards for a period of time determined by the college.

(c) Student groups that knowingly permits hazing to be conducted by its members or by others subject to its direction or control shall be deprived of any official recognition or approval granted by the college.

(d) Student groups found responsible for violating the code of student conduct, college antihazing policies, or state or federal laws relating to hazing or offenses related to alcohol, drugs, sexual assault, or physical assault will be disclosed in a public report issued by the college setting forth the name of the student group, the date the investigation began, the date the investigation ended, a finding of responsibility, a description of the incident(s) giving rise to the finding, and the details of the sanction(s) imposed.

[Statutory Authority: RCW **28B.50.140**(13) and 2022 c 209. WSR 23-06-050, § 132J-126-125, filed 2/27/23, effective 3/30/23.]

132J-126-130

Disciplinary terms.

The following definitions of disciplinary terms have been established to provide consistency in the application of penalties:

(1) **Warning** - A notice in writing to the student that the student is violating or has violated institutional regulations.

(2) **Probation -** A written reprimand for violation of specified regulations. Probation is indefinite or for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional regulation(s) during the probationary period.

(3) **Loss of privileges** - Denial of specified college privileges for a designated period of time.

(4) **Fines** - Previously established and published monetary charges.

(5) **Restitution** - Compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.

(6) **Discretionary sanctions** - These may include, but are not limited to, work assignments, essays, service to the college, or other related discretionary assignments.

(7) **College suspension** - Separation of the student from the college for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.

(8) **College dismissal** - Permanent separation of the student from the college.

(9) **Revocation of admission and/or degree** - Admission to or a degree awarded from the college may be revoked for fraud, misrepresentation, or other violation of college standards in obtaining the degree, or for other serious violations committed by a student prior to graduation.

(10) **Registration hold** - Students may have their registration privileges blocked pending the completion of specified sanctions/conditions. Holds may be placed and removed only by the vice president of student affairs or designee.

(11) **Revocation of club status and loss of college recognition** - Applies to clubs and organizations.

[Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-130, filed 12/3/14, effective 1/3/15.]

132J-126-140

Initiation of disciplinary action.

(1) All disciplinary actions will be initiated by the student conduct officer. If that officer is the subject of a complaint initiated by the respondent, the president shall, upon request and when feasible, designate another person to fulfill any such disciplinary responsibilities relative to the complainant.

(2) The student conduct officer shall initiate disciplinary action by serving the respondent with written notice directing him or her to attend a disciplinary meeting. The notice shall briefly describe the factual allegations, the provision(s) of the conduct code the respondent is alleged to have violated, the range of possible sanctions for the alleged violation(s), and specify the time and location of the meeting. At the meeting, the student conduct officer will present the allegations to the respondent and the respondent shall be afforded an opportunity to explain what took place. If the respondent fails to attend the meeting the student conduct officer may take disciplinary action based upon the available information.

(3) Within ten days of the initial disciplinary meeting, and after considering the evidence in the case, including any facts or argument presented by the respondent, the student conduct officer shall serve the respondent with a written decision setting forth the facts and conclusions supporting his or her decision, the specific student conduct code provisions found to have been violated, the discipline imposed, if any, and a notice of any appeal rights with an explanation of the consequences of failing to file a timely appeal.

(4) The student conduct officer may take any of the following disciplinary actions:

(a) Exonerate the respondent and terminate the proceedings;

(b) Impose a disciplinary sanction(s), as described in WAC **132J-126-130**;

(c) Refer the matter directly to the student conduct committee for such disciplinary action as the committee deems appropriate. Such referral shall be in writing, to the attention of the chair of the student conduct committee, with a copy served on the respondent.

[Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-140, filed 12/3/14, effective 1/3/15.]

132J-126-150

Appeal from disciplinary action.

The respondent may appeal a disciplinary action by filing a written notice of appeal with the conduct review officer within twenty-one calendar days of service of the student conduct officer's decision. Failure to timely file a notice of appeal constitutes a waiver of the right to appeal and the student conduct officer's decision shall be deemed final.

(1) The notice of appeal must include a brief statement explaining why the respondent is seeking review.

(2) The parties to an appeal shall be the respondent and the conduct review officer.

(3) A respondent, who timely appeals a disciplinary action or whose case is referred to the student conduct committee, has a right to a prompt, fair, and impartial hearing as provided for in these procedures.

(4) On appeal, the college bears the burden of establishing the evidentiary facts underlying the imposition of a disciplinary sanction by a preponderance of the evidence.

(5) Imposition of disciplinary action for violation of the student conduct code shall be stayed pending appeal, unless respondent has been summarily suspended.

(6) The student conduct committee shall hear appeals from:

(a) The imposition of disciplinary suspensions in excess of ten instructional days;

(b) Dismissals; and

(c) Discipline cases referred to the committee by the student conduct officer, the conduct review officer, or the president.

(7) Student conduct appeals from the imposition of the following disciplinary sanctions shall be reviewed through a brief adjudicative proceeding:

(a) Suspensions of ten instructional days or less;

(b) Disciplinary probation;

(c) Written reprimands; and

(d) Any conditions or terms imposed in conjunction with one of the foregoing disciplinary actions.

(8) Except as provided elsewhere in these rules, disciplinary warnings and dismissals of disciplinary actions are final action and are not subject to appeal.

[Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-150, filed 12/3/14, effective 1/3/15.]

132J-126-160

Brief adjudicative proceedings—Initial hearing.

(1) Brief adjudicative proceedings shall be conducted by a conduct review officer designated by the president. The conduct review officer shall not participate in any case in which he or she is a complainant or witness, or in which they have direct or personal interest, prejudice, or bias, or in which they have acted previously in an advisory capacity.

(2) Before taking action, the conduct review officer shall conduct an informal hearing and provide each party (a) an opportunity to be informed of the agency's view of the matter; and (b) an opportunity to explain the party's view of the matter.

(3) The conduct review officer shall serve an initial decision upon both the parties within ten days of consideration of the appeal. The initial decision shall contain a brief written statement of the reasons for the decision and information about how to seek administrative review of the initial decision. If no request for review is filed within twenty-one days of service of the initial decision, the initial decision shall be deemed the final decision.

(4) If the conduct review officer upon review determines that the respondent's conduct may warrant imposition of a disciplinary suspension of more than ten instructional days or dismissal, the matter shall be referred to the student conduct committee for a disciplinary hearing.

[Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-160, filed 12/3/14, effective 1/3/15.]

132J-126-170

Brief adjudicative proceedings—Review of an initial decision.

(1) An initial decision is subject to review by the president, provided the respondent files a written request for review with the conduct review officer within twenty-one days of service of the initial decision.

(2) The president shall not participate in any case in which he or she is a complainant or witness, or in which they have direct or personal interest, prejudice, or bias, or in which they have acted previously in an advisory capacity.

(3) During the review, the president shall give each party an opportunity to file written responses explaining their view of the matter and shall make any inquiries necessary to ascertain whether the sanctions should be modified or whether the proceedings should be referred to the student conduct committee for a formal adjudicative hearing.

(4) The decision on review must be in writing and must include a brief statement of the reasons for the decision and must be served on the parties within twenty days of the initial decision or of the request for review, whichever is later. The decision on review will contain a notice that judicial review may be available. A request for review may be deemed to have been denied if the president does not make a disposition of the matter within twenty days after the request is submitted.

(5) If the president upon review determines that the respondent's conduct may warrant imposition of a disciplinary suspension of more than ten instructional days or dismissal, the matter shall be referred to the student conduct committee for a disciplinary hearing.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-170, filed 12/3/14, effective 1/3/15.]

132J-126-180

Student conduct committee.

(1) The student conduct committee shall consist of five members:

(a) Two full-time students appointed by the student government;

(b) Two faculty members appointed by the president;

(c) One administrative staff member (other than an administrator serving as a student conduct or conduct review officer) appointed by the president at the beginning of the academic year.

(2) The administrative staff member shall serve as the chair of the committee and may take action on preliminary hearing matters prior to convening the committee. The chair shall receive annual training on protecting victims and promoting accountability in cases involving allegations of sexual misconduct.

(3) Hearings may be heard by a quorum of three members of the committee so long as one faculty member and one student are included on the hearing panel. Committee action may be taken upon a majority vote of all committee members attending the hearing.

(4) Members of the student conduct committee shall not participate in any case in which they are a party, complainant, or witness, in which they have direct or personal interest, prejudice, or bias, or in which they have acted previously in an advisory capacity. Any party may petition for disqualification of a committee member pursuant to RCW 34.05.425(4).

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-180, filed 12/3/14, effective 1/3/15.]

132J-126-190

Appeal—Student conduct committee.

(1) Proceedings of the student conduct committee shall be governed by the Administrative Procedure Act, chapter 34.05 RCW, and by the Model Rules of Procedure, chapter 10-08 WAC. To the extent there is a conflict between these rules and chapter 10-08 WAC, these rules shall control.

(2) The student conduct committee chair shall serve all parties with written notice of the hearing not less than seven days in advance of the hearing date, as further specified in RCW 34.05.434 and WAC 10-08-040 and 10-08-045. The chair may shorten this notice period if both parties agree, and also may continue the hearing to a later time for good cause shown.

(3) The committee chair is authorized to conduct prehearing conferences and/or to make prehearing decisions concerning the extent and form of any discovery, issuance of protective decisions, and similar procedural matters.

(4) Upon request filed at least five days before the hearing by any party or at the direction of the committee chair, the parties shall exchange, no later than the third day prior to the hearing, lists of potential witnesses and copies of potential exhibits that they reasonably expect to present to the committee. Failure to participate in good faith in such a requested exchange may be cause for exclusion from the hearing of any witness or exhibit not disclosed, absent a showing of good cause for such failure.

(5) The committee chair may provide to the committee members in advance of the hearing copies of the conduct officer's notification of imposition of discipline (or referral to the committee) and the notice of appeal (or any response to referral) by the respondent. If doing so, however, the chair should remind the members that these "pleadings" are not evidence of any facts they may allege.

(6) The parties may agree before the hearing to designate specific exhibits as admissible without objection and, if they do so, whether the committee chair may provide copies of these admissible exhibits to the committee members before the hearing.

(7) The student conduct officer, upon request, shall provide reasonable assistance to the respondent in obtaining relevant and admissible evidence that is within the college's control.

(8) Communications between committee members and other hearing participants regarding any issue in the proceeding, other than procedural communications that are necessary to maintain an orderly process, are generally prohibited without notice and opportunity for all parties to participate, and any improper "ex parte" communication shall be placed on the record, as further provided in RCW 34.05.455.

(9) Each party may be accompanied at the hearing by a nonattorney assistant of his/her choice. A respondent may elect to be represented by an attorney at his or her own cost, but will be deemed to have waived that right unless, at least four business days before the hearing, written notice of the attorney's identity and participation is filed with the committee chair with a copy to the student conduct officer. The committee will ordinarily be advised by an assistant attorney general. If the respondent is represented by an attorney, the student conduct officer may also be represented by a second, appropriately screened assistant attorney general.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-190, filed 12/3/14, effective 1/3/15.]

132J-126-200

Student conduct appeals committee hearings—Presentations of evidence.

(1) Upon the failure of any party to attend or participate in a hearing, the student conduct committee may either (a) proceed with the hearing and issuance of its decision; or (b) serve a decision of default in accordance with RCW 34.05.440.

(2) The hearing will ordinarily be closed to the public. However, if all parties agree on the record that some or all of the proceedings be open, the chair shall determine any extent to which the hearing will be open. If any person disrupts the proceedings, the chair may exclude that person from the hearing room.

(3) The chair shall cause the hearing to be recorded by a method that he/she selects, in accordance with RCW 34.05.449. That recording, or a copy, shall be made available to any party upon request. The chair shall assure maintenance of the record of the proceeding that is required by RCW 34.05.476, which shall also be available upon request for inspection and copying by any party. Other recordings shall also be permitted, in accordance with WAC 10-08-190.

(4) The chair shall preside at the hearing and decide procedural questions that arise during the hearing, except as overridden by majority vote of the committee.

(5) The student conduct officer (unless represented by an assistant attorney general) shall present the case for imposing disciplinary sanctions.

(6) All testimony shall be given under oath or affirmation. Evidence shall be admitted or excluded in accordance with RCW 34.05.452.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-200, filed 12/3/14, effective 1/3/15.]

132J-126-210

Student conduct committee—Initial decision.

(1) At the conclusion of the hearing, the student conduct committee shall permit the parties to make closing arguments in whatever form it wishes to receive them. The committee also may permit each party to propose findings, conclusions, and/or a proposed decision for its consideration.

(2) Within twenty days following the later of the conclusion of the hearing or the committee's receipt of closing arguments, the committee shall issue an initial decision in accordance with RCW **34.05.461** and WAC **10-08-210**. The initial decision shall include findings on all material issues of fact and conclusions on all material issues of law including which, if any, provisions of the student conduct code were violated. Any findings based substantially on the credibility of evidence or the demeanor of witnesses shall be so identified.

(3) The committee's initial order shall also include a determination on appropriate discipline, if any. If the matter was referred to the committee by the student conduct officer, the committee shall identify and impose disciplinary sanction(s) or conditions, if any, as authorized in the student code. If the matter is an appeal by the respondent, the committee may affirm, reverse, or modify the disciplinary sanction and/or conditions imposed by the student conduct officer and/or impose additional disciplinary sanction(s) or conditions as authorized herein.

(4) The committee chair shall cause copies of the initial decision to be served on the parties and their legal counsel of record. The committee chair shall also promptly transmit a copy of the decision and the record of the committee's proceedings to the president.

[Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-210, filed 12/3/14, effective 1/3/15.]

132J-126-220

Appeal from student conduct committee initial decision.

(1) A respondent who is aggrieved by the findings or conclusions issued by the student conduct committee may appeal the committee's initial decision to the president by filing a notice of appeal with the president's office within twenty-one days of service of the committee's initial decision. Failure to file a timely appeal constitutes a waiver of the right and the initial decision shall be deemed final.

(2) The notice of appeal must identify the specific findings of fact and/or conclusions of law in the initial decision that are challenged and must contain argument why the appeal should be granted. The president's review shall be restricted to the hearing record made before the student conduct committee and will normally be limited to a review of those issues and arguments raised in the notice of appeal.

(3) The president shall provide a written decision to all parties within forty-five days after receipt of the notice of appeal. The president's decision shall be final and shall include a notice of any rights to request reconsideration and/or judicial review.

(4) The president may, at his or her discretion, suspend any disciplinary action pending review of the merits of the findings, conclusions, and disciplinary actions imposed.

(5) The president shall not engage in an ex parte communication with any of the parties regarding an appeal.

[Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-220, filed 12/3/14, effective 1/3/15.]

132J-126-230

Summary suspension.

(1) Summary suspension is a temporary exclusion from specified college premises or denial of access to all activities or privileges for which a respondent might otherwise be eligible, while an investigation and/or formal disciplinary procedures are pending.

(2) The student conduct officer may impose a summary suspension if there is probable cause to believe that the respondent:

(a) Has violated any provision of the code of conduct; and

(b) Presents an immediate danger to the health, safety, or welfare of members of the college community; or

(c) Poses an ongoing threat of disruption of, or interference with, the operations of the college.

(3) Notice. Any respondent who has been summarily suspended shall be served with oral or written notice of the summary suspension. If oral notice is given, a written notification shall be served on the respondent within two business days of the oral notice.

(4) The written notification shall be entitled "Notice of Summary Suspension" and shall include:

(a) The reasons for imposing the summary suspension, including a description of the conduct giving rise to the summary suspension and reference to the provisions of the student conduct code or the law allegedly violated;

(b) The date, time, and location when the respondent must appear before the conduct review officer for a hearing on the summary suspension; and

(c) The conditions, if any, under which the respondent may physically access the campus or communicate with members of the campus community. If the respondent has been trespassed from the campus, a notice against trespass shall be included that warns the student that his or her privilege to enter into or remain on college premises has been withdrawn, that the respondent shall be considered trespassing and subject to arrest for criminal trespass if the respondent enters the college campus other than to meet with the student conduct officer or conduct review officer, or to attend a disciplinary hearing.

(5) An officer designated by the president, who shall be someone other than the student conduct officer, shall conduct a hearing on the summary suspension as soon as practicable after imposition of the summary suspension. The hearing will be conducted as a brief adjudicative proceeding.

(a) During the summary suspension hearing, the issue before the reviewing officer is whether there is probable cause to believe that the summary suspension should be continued pending the conclusion of disciplinary proceedings and/or whether the summary suspension should be less restrictive in scope.

(b) The respondent shall be afforded an opportunity to explain why summary suspension should not be continued while disciplinary proceedings are pending or why the summary suspension should be less restrictive in scope.

(c) If the student fails to appear at the designated hearing time, the conduct review officer may order that the summary suspension remain in place pending the conclusion of the disciplinary proceedings.

(d) As soon as practicable following the hearing, the conduct review officer shall issue a written decision which shall include a brief explanation for any decision continuing and/or modifying the summary suspension and notice of any right to appeal.

(e) To the extent permissible under applicable law, the conduct review officer shall provide a copy of the decision to all persons or offices who may be bound or protected by it.

[Statutory Authority: RCW **34.05.353**. WSR 23-11-129, § 132J-126-230, filed 5/23/23, effective 6/23/23. Statutory Authority: RCW **28B.50.140**(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-230, filed 12/3/14, effective 1/3/15.]

132J-126-280

Brief adjudicative proceedings authorized.

This rule is adopted in accordance with RCW 34.05.482 through 34.05.494. Brief adjudicative proceedings shall be used, unless provided otherwise by another rule or determined otherwise in a particular case by the president, or a designee, in regard to:

(1) Student conduct appeals involving the following disciplinary actions:

(a) Suspensions of ten instructional days or less;

(b) Disciplinary probation;

(c) Written reprimands;

(d) Any conditions or terms imposed in conjunction with one of the foregoing disciplinary actions; and

(e) Appeals by a complainant in student disciplinary proceedings involving allegations of sexual misconduct in which the student conduct officer:

(i) Dismisses disciplinary proceedings based upon a finding that the allegations of sexual misconduct have no merit; or

(ii) Issues a verbal warning to respondent.

(2) Brief adjudicative proceedings are informal hearings and shall be conducted in a manner which will bring about a prompt fair resolution of the matter.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-280, filed 12/3/14, effective 1/3/15.]

132J-126-290

Brief adjudicative proceedings—Agency record.

The agency record for brief adjudicative proceedings shall consist of any documents regarding the matters that were considered or prepared by the presiding officer for the brief adjudicative proceeding or by the reviewing officer for any review. These records shall be maintained as the official record of the proceedings.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-290, filed 12/3/14, effective 1/3/15.]

132J-126-300

Recordkeeping.

(1) The vice president of student affairs shall maintain for at least six years the following records of student grievance and disciplinary actions and proceedings:

(a) Initial and final orders in cases where a student's grievance has been sustained or a disciplinary action against a student has been reversed and the student fully exonerated;

(b) The complete records in all cases where adjudication has been requested; and

(c) A list or other summary of all disciplinary actions reported or known to the vice president and not appealed.

(2) Final disciplinary actions shall be entered on student judicial records, provided that the vice president of student affairs shall have discretion to remove some or all of that information from a student's judicial record upon the student's request and showing of good cause.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-300, filed 12/3/14, effective 1/3/15.]

SUPPLEMENTAL TITLE IX STUDENT CONDUCT PROCEDURES

132J-126-320

Prohibited conduct under Title IX.

Pursuant to RCW 28B.50.140(13) and Title IX of the Education Amendments Act of 1972, 20 U.S.C. Sec. 1681, the college may impose disciplinary sanctions against a student who commits, attempts to commit, or aids, abets, incites, encourages, or assists another person to commit, an act(s) of "sexual harassment."

For purposes of this supplemental procedure, "sexual harassment" encompasses the following conduct:

(1) **Quid pro quo harassment.** A college employee conditioning the provision of an aid, benefit, or service of the college on an individual's participation in unwelcome sexual conduct.

(2) **Hostile environment.** Unwelcome conduct that a reasonable person would find to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the college's educational programs or activities, or employment.

(3) **Sexual assault.** Sexual assault includes the following conduct:

(a) Nonconsensual sexual intercourse. Any actual or attempted sexual intercourse (anal, oral, or vaginal), however slight, with any object or body part, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.

(b) Nonconsensual sexual contact. Any actual or attempted sexual touching, however slight, with any body part or object, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.

(c) Incest. Sexual intercourse or sexual contact with a person known to be related to them, either legitimately or illegitimately, as an ancestor, descendant, brother, or sister of either wholly or half related. Descendant includes stepchildren and adopted children under the age of 18.

(d) Statutory rape. Consensual sexual intercourse between someone who is 18 years of age or older and someone who is under the age of 16.

(4) **Domestic violence.** Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the state of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the state of Washington, RCW 26.50.010.

(5) **Dating violence.** Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person:

(a) Who is or has been in a social relationship of a romantic or intimate nature with the victim; and

(b) Where the existence of such a relationship shall be determined based on a consideration of the following factors:

(i) The length of the relationship;

(ii) The type of relationship; and

(iii) The frequency of interaction between the persons involved in the relationship.

(6) **Stalking.** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others, or suffer substantial emotional distress.

[Statutory Authority: Chapter **34.05** RCW and RCW **28B.50.140**. WSR 22-08-065, § 132J-126-320, filed 4/4/22, effective 5/5/22.]

132J-126-400

Order of precedence.

This supplemental procedure applies to allegations of sexual harassment subject to Title IX jurisdiction pursuant to regulations promulgated by the United States Department of Education. See 34 C.F.R. Sec. 106. To the extent these supplemental hearing procedures conflict with the college's standard disciplinary procedures, WAC **132J-126-010** through **132J-126-300**, these supplemental procedures shall take precedence. Green River College may, at its discretion, contract with an administrative law judge or other person to act as presiding officer and assign such presiding officer to exercise any or all of the duties in lieu of the student conduct committee and committee chair.

[Statutory Authority: Chapter **34.05** RCW and RCW **28B.50.140**. WSR 22-08-065, § 132J-126-400, filed 4/4/22, effective 5/5/22.]

132J-126-420

Title IX jurisdiction.

(1) This supplemental procedure applies only if the alleged misconduct:

(a) Occurred in the United States;

(b) Occurred during a college educational program or activity; and

(c) Meets the definition of sexual harassment as that term is defined in this supplemental procedure.

(2) For purposes of this supplemental procedure, an "educational program or activity" is defined as locations, events, or circumstances over which the college exercised substantial control over both the respondent and the context in which the alleged sexual harassment occurred. This definition includes any building owned or controlled by a student organization that is officially recognized by the college.

(3) Proceedings under this supplemental procedure must be dismissed if the decision maker determines that one or all of the requirements of subsection (1)(a) through (c) of this section have not been met. Dismissal under this supplemental procedure does not prohibit the college from pursuing other disciplinary action based on allegations that the respondent violated other provisions of the college's student conduct code, WAC **132J-126-090**.

(4) If the Title IX coordinator determines the facts in the investigation report are not sufficient to support Title IX jurisdiction and/or pursuit of a Title IX violation, the Title IX coordinator will issue a notice of dismissal in whole or part to both parties explaining why some or all of the Title IX claims have been dismissed.

[Statutory Authority: Chapter **34.05** RCW and RCW **28B.50.140**. WSR 22-08-065, § 132J-126-420, filed 4/4/22, effective 5/5/22.]

132J-126-430

Initiation of discipline.

(1) Upon receiving the Title IX investigation report from the Title IX coordinator, the judicial officer will independently review the report to determine whether there are sufficient grounds to pursue a disciplinary action against the respondent for engaging in prohibited conduct under Title IX.

(2) If the judicial officer determines that there are sufficient grounds to proceed under these supplemental procedures, the judicial officer will initiate a Title IX disciplinary proceeding by filing a written disciplinary notice with the chair of the student conduct committee and serving the notice on the respondent and the complainant, and their respective advisors. The notice must:

(a) Set forth the basis for Title IX jurisdiction;

(b) Identify the alleged Title IX violation(s);

(c) Set forth the facts underlying the allegation(s);

(d) Identify the range of possible sanctions that may be imposed if the respondent is found responsible for the alleged violation(s); and

(e) Explain that the parties are entitled to be accompanied by their chosen advisors during the hearing and that:

(i) The advisors will be responsible for questioning all witnesses on the party's behalf;

(ii) An advisor may be an attorney; and

(iii) The college will appoint the party an advisor of the college's choosing at no cost to the party, if the party fails to do so.

(3) Explain that if a party fails to appear at the hearing, a decision of responsibility may be made in their absence.

[Statutory Authority: Chapter **34.05** RCW and RCW **28B.50.140**. WSR 22-08-065, § 132J-126-430, filed 4/4/22, effective 5/5/22.]

132J-126-440

Prehearing procedure.

(1) Upon filing and serving the written disciplinary notice, the chair of the student conduct committee will send a hearing notice to all parties, in compliance with WAC **132J-126-190**. In no event will the hearing date be set less than 10 days after the Title IX coordinator provided the final investigation report to the parties.

(2) A party may choose to have an attorney serve as their advisor at the party's own expense. This right will be waived unless, at least five days before the hearing, the attorney files a notice of appearance with the committee chair with copies to all parties and the student conduct

officer.

(3) In preparation for the hearing, the parties will have equal access to all evidence gathered by the investigator during the investigation, regardless of whether the college intends to offer the evidence at the hearing.

[Statutory Authority: Chapter **34.05** RCW and RCW **28B.50.140**. WSR 22-08-065, § 132J-126-440, filed 4/4/22, effective 5/5/22.]

132J-126-450

Rights of parties.

(1) The college's student conduct procedures, chapter **132J-126** WAC and this supplemental procedure shall apply equally to all parties.

(2) The college bears the burden of offering and presenting sufficient testimony and evidence to establish that the respondent is responsible for a Title IX violation by a preponderance of the evidence.

(3) The respondent will be presumed not responsible until such time as the disciplinary process has been finally resolved.

(4) During the hearing, each party shall be represented by an advisor. The parties are entitled to an advisor of their own choosing and the advisor may be an attorney. If a party does not choose an advisor, then the Title IX coordinator or chair of the student conduct committee will appoint an advisor of the college's choosing on the party's behalf at no expense to the party.

[Statutory Authority: Chapter **34.05** RCW and RCW **28B.50.140**. WSR 22-08-065, § 132J-126-450, filed 4/4/22, effective 5/5/22.]

132J-126-460

Evidence.

The introduction and consideration of evidence during the hearing is subject to the following procedures and restrictions:

(1) Relevance: The committee chair shall review all questions for relevance and shall explain on the record their reasons for excluding any question based on lack of relevance.

(2) Relevance means that information elicited by the question makes facts in dispute more or less likely to be true.

(3) Questions or evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant and must be excluded, unless such question or evidence:

(a) Is asked or offered to prove someone other than the respondent committed the alleged misconduct; or

(b) Concerns specific incidents of prior sexual behavior between the complainant and the respondent, which are asked or offered on the issue of consent.

(4) No negative inference: The committee may not make an inference regarding responsibility solely on a witness's or party's absence from the hearing or refusal to answer questions.

(5) Privileged evidence: The committee shall not consider legally privileged information unless the holder has effectively waived the privilege. Privileged information includes, but is not limited to, information protected by the following:

(a) Spousal/domestic partner privilege;

(b) Attorney-client and attorney work product privileges;

(c) Privileges applicable to members of the clergy and priests;

(d) Privileges applicable to medical providers, mental health therapists, and counselors;

(e) Privileges applicable to sexual assault and domestic violence advocates; and

(f) Other legal privileges identified in RCW **5.60.060**.

[Statutory Authority: Chapter **34.05** RCW and RCW **28B.50.140**. WSR 22-08-065, § 132J-126-460, filed 4/4/22, effective 5/5/22.]

132J-126-470

Initial order.

(1) In addition to complying with WAC **132J-126-210**, the student conduct committee will be responsible for conferring and drafting an initial order that:

(a) Identifies the allegations of sexual harassment;

(b) Describes the grievance and disciplinary procedures, starting with filing of the formal complaint through the determination of responsibility, including notices to parties, interviews with witnesses and parties, site visits, methods used to gather evidence, and hearings held;

(c) Makes findings of fact supporting the determination of responsibility;

(d) Reaches conclusions as to whether the facts establish whether the respondent is responsible for engaging in sexual harassment in violation of Title IX;

(e) Contains a statement of, and rationale for, the student conduct committee determination of responsibility for each allegation;

(f) Describes any disciplinary sanction or conditions imposed against the respondent, if any;

(g) Describes to what extent, if any, complainant is entitled to remedies designed to restore or preserve complainant's equal access to the college's education programs or activities; and

(h) Describes the process for appealing the initial order to the college president.

(2) The chair of the student conduct committee will serve the initial order on the parties simultaneously.

[Statutory Authority: Chapter **34.05** RCW and RCW **28B.50.140**. WSR 22-08-065, § 132J-126-470, filed 4/4/22, effective 5/5/22.]

132J-126-480

Appeals.

(1) All parties, including the student conduct officer in their capacity as a representative of the college, have the right to appeal from the determination of responsibility and/or from a dismissal, in whole or part, of a formal complaint during the investigative or hearing process. Appeals must be in writing and filed with the president's office within 21 days of service of the initial order or notice of dismissal. Appeals must identify the specific findings of fact and/or conclusions of law in the initial order or dismissal that the appealing party is challenging and must contain argument

as to why the appeal should be granted. Failure to file a timely appeal constitutes a waiver of the right to appeal and the initial order or dismissal shall be deemed final.

(2) Upon receiving a timely appeal, the president's office will serve a copy of the appeal on all parties, who will have 10 days from the date of service to submit written responses to the president's office addressing issues raised in the appeal. Failure to file a timely response constitutes a waiver of the right to participate in the appeal. Upon receipt of written responses, the president's office shall serve copies of the responses to the other parties.

(3) Parties receiving a copy of the responses shall have five days in which to submit a written reply addressing issues raised in the responses to the president's office.

(4) The president or their delegate, based on their review of parties' submissions and the hearing or investigative record, will determine whether the grounds for appeal have merit, provide the rationale for this conclusion, and state whether a dismissal if affirmed or denied, or if the disciplinary sanctions and conditions imposed in the initial order are affirmed, vacated, or amended, and, if amended, set forth the new disciplinary sanctions and conditions.

(5) The president's office shall serve the final decision on the parties simultaneously.

(6) All administrative decisions reached through this process are and may be judicially appealed pursuant to applicable provisions of chapter **34.05** RCW including, but not limited to, the timelines set forth in RCW **34.05.542**. No decisions or recommendations arising from this disciplinary procedure will be subject to grievance pursuant to any collective bargaining agreement.

[Statutory Authority: Chapter **34.05** RCW and RCW **28B.50.140**. WSR 22-08-065, § 132J-126-480, filed 4/4/22, effective 5/5/22.]

Student Rights to Know and Student Conduct

STUDENT RIGHTS TO KNOW AND STUDENT CONDUCT

12401 SE 320th Street Auburn, WA 98092-3622 | (253) 833-9111

Introduction

Green River College is committed to your educational success. This booklet details a number of college policies and procedures to assist you while attending Green River. Green River is a community that values each individual, fosters inclusion and cares about the well-being, health and safety of each member. Should you not find the information you are looking for here please contact Student Affairs at 253-288-2400 or visit us at Student Affairs and Success Center (SA) 206.

AIDS Awareness and Education

Green River College is also committed to providing a safe and healthy educational environment which includes providing education and information about the transmission and prevention of chronic, communicable diseases such as Acquired Immune Deficiency Syndrome (AIDS). Consistent with existing law and in the interest of all concerned, the college takes appropriate measures to ensure a safe environment through educational services. AIDS education information is available in the Health Services Office located in the LC building.

Alcohol and Other Drugs Prevention Program and Policies

Green River College views substance abuse as detracting from the health and productivity of the individual and the college community. The college views alcohol and other drug abuse as a treatable illness. As with other illnesses, we can support the efforts of those seeking assistance and improve our environment in a way that sets an example for others.

Green River will assist the education of its students and employees on the use and effects of alcohol and other drugs as part of its prevention program.

The college values early intervention for students and employees who are affected by substance use. Furthermore, the college is committed to assisting students and employees to seek appropriate avenues of assessment and treatment for substance abuse. Both Green River's Counseling office along with the Health Services Office provide education, early intervention and treatment referral services.

The Green River College policies apply to all students taking one or more classes and all employees, including faculty, staff and administrators. This information will be distributed annually in writing and, in line with the Drug Free Schools and Communities Act and Drug Free Workplace Act, will include the following:

1. Standards of conduct that prohibit the unlawful possession, use or distribution of illicit drugs and alcohol by employees and students on its property or as a part of any of its activities.
2. A description of the applicable legal sanctions under the law for the unlawful possession or distribution of illicit drugs and alcohol.
3. A description of the health risks associated with the use and abuse of all drugs and alcohol.
4. A description of counseling, treatment, rehabilitation or re-entry programs that is available to students.
5. A statement and description of disciplinary sanctions that will be imposed upon students consistent with all laws.

Health Services utilizes an individualized educational process for the education about alcohol and other drugs with the goal of prevention of abuse. Health Services also provides periodic group programs which have been designed to respond to the needs and empower the wellness of all members of the college community. The program includes a continuum of services.

1. Prevention/Education—increase awareness, knowledge, skills and practice of healthier alcohol and other drug choices.

2. Policy and Procedures—review and revise college policies and procedures regarding alcohol and other drug (AOD) use and abuse, to ensure fair and consistent implementation supportive of the mission of the college as well as federal, state and local guidelines.

3. Resources
   A. Consultation—provides all members of the Green River community with the opportunity for a free and confidential consultation about their use/abuse of alcohol or other drugs.
   B. Referral to Counseling/Treatment—where indicated following a consultation, students will be assisted in finding appropriate services which are designed to help a person stop abusing alcohol or other drugs.
   C. Referral to Self-Help and Support Groups—to support ongoing progress of individuals working on their recovery program, linkages with 12-step groups will be maintained to facilitate quick entry into a group.

Should you have any questions or would like more information about the Health Services focus about alcohol and other drugs, please contact the Health Services office, extension 2430.

Health Risks of Alcohol and Other Drug Abuse

The following is a brief summary of information regarding the health risks associated with the abuse of alcohol and the use of illicit drugs. There are several sources of additional information on campus, including Counseling and Health Services. Educational programs are offered throughout the year. The library and Instructional Media Center have additional educational material and resources.

Alcohol—beer, wine, liquor.

- Dependence Potential: yes.
- Possible Effects: muscle relaxation, impaired motor control, memory and judgment, depression, intoxication.
- Common Complications: severe impairment of all physical and mental functions, risk of choking or injury from falls or accidents, loss of consciousness, respiratory failure, coma, death due to anesthesia of brain centers controlling breathing and heart rate.

Cannabis—marijuana, hashish, hashish oil.

- Dependence Potential: yes.
- Possible Effects: altered sense of time and visual perception, euphoria, memory, depression interference, reduced coordination and reflex response capacity.
- Common Complications: fatigue, reactions ranging from mild anxiety to panic and paranoia, confusion, disorientation, hallucinations and distortion of sense perceptions.

Sedatives—barbiturates, tranquilizers, methaqualone, other depressants.

- Dependence Potential: yes.
- Possible Effects: drowsiness, slurred speech, disorientation, impaired motor coordination.

- Common Complications: shallow respiration, weak and rapid pulse, coma, possible death from depression of central nervous system functions.

Hallucinogens—LSD—acid, psilocybin, peyote, mescaline, many other natural and synthetic hallucinogens.

- Dependence Potential: yes.
- Possible Effects: altered sense of time, space and visual perception, disorientation, hallucinations, nausea, dilated pupils, cross sensory perceptions, dizziness, increased temperature, blood pressure and heart rate, sweating and chills.
- Common Complications: impaired judgment leading to impulsive actions, paranoia, rapid mood swings, "bad trip"—fear, anxiety, paranoia, panic and hallucinations to match, exhaustion after use, depression, fears—often of death, of their mind not working right or of flashbacks.

Narcotics—heroin, codeine, opium, morphine, Percodan, Percocet, Fentanyl, Oxycodone

- Dependence Potential: yes.
- Possible Effects: euphoria, drowsiness, nausea, respiratory depression.
- Common Complications: shallow and slow breathing, dizziness, vomiting, sweating, convulsions, coma, and possible death.

Steroids—anabolic steroids.

- Dependence Potential: yes.
- Possible Effects: acne, aggressive behavior, anger management problems, cholesterol imbalance, impotence, psychosis.
- Common Complications: aggressive behavior, psychosis, reduced fertility, stroke, liver damage, increased cancer risk.

Stimulants—cocaine, crack, speed, amphetamines, and methamphetamines

- Dependence Potential: yes.
- Possible Effects: increased alertness, increased pulse and blood pressure, euphoria, pupil dilation, insomnia, loss of appetite.
- Common Complications: agitation, irritability, dizziness, confusion, fatigue, depression, seizure, convulsions, tactile or visual hallucinations, possible death.

Nicotine—cigarette, cigar, pipe smoking, vaping (e-cigarettes) chewing tobacco

- Dependence Potential: yes.
- Possible Effects: increased heart rate and blood pressure, irritation of the eyes, nose and respiratory tract, shortness of breath, decreased sensitivity of taste buds, depression.
- Common Complications: increased risk of: heart attack, cardiovascular disease, mouth, throat and lung cancer, and other pulmonary disease.

Information About Moderate Drinking

If you are making a choice to drink alcoholic beverages, there are some strategies to consider adopting that will lessen the chance of a negative consequence occurring. You are encouraged to:

- Plan ahead, and set a limit before you start drinking
- Consider how you will get home, plans for next day
- Be aware of your health and mood
- 1 drink means 12 oz. of beer, 4 oz. of wine, or 1 oz. of spirits

- Pour your own drinks, and measure them
- Keep track of how much you drink
- Eat some food before you drink (something that isn't salty!)
- Sip, instead of gulp, your drink (make it last awhile!)
- Substitute or alternate nonalcoholic drinks
- Do NOT mix energy drinks with alcohol
- Space your drinks (i.e., No more than 1 per hour)
- Try to resist pressure to keep up with your friends, or join in drinking games
- Be aware of cues that can influence you to drink more: (i.e., people, places, emotions, thirst, and stress)

Standards of Conduct/Proscribed Student Conduct (See specific WACs http://app.leg.wa.gov/WAC/default.aspx?cite=132J-126&full=true)

A student will be subject to disciplinary action or sanction upon violation of any of the following conduct violations:

1) Possession, use, or distribution on campus of any controlled substance as defined by the laws of the United States or the state of Washington, except as permitted by law;
2) Violation of the college policy on alcoholic beverages, which states: "Any student who, while in any college facility or participating in a college-related program, uses, possesses, consumes, is demonstrably under the influence of, or sells any liquor as defined in RCW 66.04.010, in violation of law or in a manner which significantly disrupts a college activity, shall be subject to discipline."

Student Disciplinary Sanctions
Official college action will be taken when violation of state law or college policy regarding alcohol and other illicit drugs occurs. Initiation and types of non- academic discipline are described below.

- **Disciplinary Action** WAC 132J-126-120
  - The College may apply sanctions or take other appropriate action for violations of the student code of conduct. Disciplinary proceedings shall determine whether and under what conditions the violator may continue as a student at the college.
- **Disciplinary Terms** WAC 132J-126-130
  - **Warning –** a written notice that a student is violating or has violated institutional regulations
  - **Probation –** a written reprimand for violation of specific regulations
  - **Loss of privileges –** a denial of specified college privileges for a designated period of time
  - **Fines –** previously established and published monetary charges
  - **Restitution** – compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement
  - **Discretionary sanctions –** may include, but are not limited to, work assignments, essays, service to the college, or related discretionary assignments
  - **College suspension –** separation of the student from the college for a definite period of time, after which time the student is eligible to return. Conditions for readmission may be specified.
  - **College dismissal –** permanent separation of the student from the college
  - **Revocation of admission and/or degree –** Admission to or a degree awarded from the college may be revoked for fraud, misrepresentation, or other violation of college

standards in obtaining the degree, or for other serious violations committed by a student prior to graduation

- **Registration hold –** Student may have registration privileges blocked pending the completion of specified sanctions/conditions. Holds may be placed and removed only by the vice-president of student affairs or designee

Applicable Legal Sanctions
Descriptions of the applicable legal sanctions for the unlawful possession or distribution of illicit drugs and alcohol can be found below.

Washington State Drug Laws

RCW 46.61.502 & RCW 46.61.504

- Prohibits operating motor vehicle while under the influence of an intoxicating liquor or any drug. Discusses penalties and Alcohol Information School.

RCW 46.61.517 & RCW 46.20.308: Refusal of person to Take Alcohol Test or drug concentration.

- Refusal of person to Take Alcohol Test or drug concentration in the person's blood or breath is admissible in a court of law.

RCW 66.24.481 Public Place or Club

- No public place may keep liquor or permit its consumption unless authorized by a state banquet permit.

RCW 66.44.100 Opening or Consuming Liquor in Public Place

- Prohibits consuming liquor in a public place.

RCW 66.44.200 Sales to Persons Apparently Under the Influence of Liquor

- Prohibits the sale of any alcohol to a person apparently under the influence of liquor.

RCW 66.44.270 Furnishing Liquor to Minors— Possession, Use

- Prohibits the sale or supply of liquor to a minor, and prohibits anyone from permitting a minor to consume liquor on premises under that person's control.
- Prohibits minors from possessing, consuming, or otherwise acquiring any liquor. (At the college, it is also contrary to the alcohol policy to furnish or permit alcohol to be served to persons who are intoxicated.)

RCW 66.44.290 Minors Purchasing

- Prohibits anyone under age 21 from purchasing or attempting to purchase alcohol.

RCW 66.44.310 Misrepresenting Age

- Prohibits using a false identification card or misrepresenting your age.

RCW 66.44.325 & RCW 66.44.328 False Identification

- Prohibits the use and manufacture of false ID cards.

RCW 66.44.370 Resisting Arrest

- Prohibits anyone from resisting arrest by a law enforcement official.

RCW 69.41.340 Steroid Use by Student Athletes

- Prohibits the use of steroids by student athletes.
- Announces loss of eligibility for use.

RCW 69.41.350 Penalties of possessing

- Penalties of possessing under 200 tablets or eight 2 cc bottles of steroid without a valid prescription (gross misdemeanor) or over 200 tablets or eight 2 cc bottles of steroid without a valid prescription (Class C Felony)

RCW 69.50.401 Prohibited Acts: A - Penalties

- Prohibits the manufacture, delivery, or possession with intent to manufacture or deliver a controlled substance. Any person in violation with respect to: (i) a Schedule I or II narcotic is guilty of a crime and upon conviction may be imprisoned for up to 10 years. If the crime involved less than two kilograms of the drug, fined up to $25,000; or if the crime involved two or more kilograms of the drug, then fined up to $100,000 for the first two kilograms and up to $50 for each additional gram.
- The sentence may include both imprisonment and fine, (ii) any other Schedule I, II, III substance is guilty of a crime and may be imprisoned for up to five years, fined up to $10,000 or both. Nor may anyone be in possession of a controlled substance unless it was obtained through a valid prescription of a practitioner. Any person found guilty of possession of 40 grams or less of marijuana shall be guilty of a misdemeanor.

RCW 69.50.406 Distribution to Persons Under Age 18

- Anyone 18 years of age or over who distributes a controlled substance that is a narcotic drug to a person under 18 is punishable by the fine and/or imprisonment of up to twice that authorized by RCW 69.50.401 (a) (1) (i)

RCW 69.50.408 Second or Subsequent Offenses

- Second or subsequent offenses are punishable by twice the imprisonment and/or fine that is otherwise authorized.

RCW 69.50.410 Prohibited Acts: D - Penalties

- Prohibits the sale for profit any controlled substance or counterfeit substance classified in Schedule I, RCW 69.50.204 except leaves and flowering tops of marihuana
- Any person convicted of this subsection shall receive a sentence of up to five years in prison for the first offense, or a mandatory sentence of five years in prison for a subsequent offense and no judge may suspend or defer the second sentence.
- Violation of this subsection by selling heroin is punishable by a mandatory sentence of two years in prison and no judge of any court shall suspend or defer the sentence. Any person convicted on a second or subsequent sale of heroin shall receive a mandatory sentence of 10 years in prison and no judge shall suspend or defer the second sentence.
- In addition to the sentences provided, any person convicted of a violation of this subsection shall be fined in an amount calculated to at least elimination and all proceeds of profits gained by such person as a result of sales of controlled substances, up to the amount of $500,000 on each count.

RCW 69.50.412 Prohibited Acts: E - Penalties

- Prohibits the use of drug paraphernalia to plant grow, harvest, manufacture, produce, prepare, test, store, or introduce into the human body a controlled substance: is guilty of a misdemeanor. Prohibits the delivery, possession with intent to deliver, or manufacture with intent to deliver drug paraphernalia to a person less than 18 years of age who is at least three years of age his junior is guilty of a gross misdemeanor. Any person 18 years of age or over who violates this subsection by delivering drug paraphernalia to a person less than 18 years of age who is at least three years of age his junior is guilty of a gross misdemeanor.

RCW 69.50.412 Prohibited Acts: E -- Penalties (as amended by 2013 c 3)

- It is unlawful for any person to use drug paraphernalia to plant, propagate, cultivate, grow, harvest, manufacture, compound, convert, produce, process, prepare, test, analyze, pack, repack, store, contain, conceal, inject, ingest, inhale, or otherwise introduce into the human body a controlled substance other than marijuana. Any person who violates this subsection is guilty of a misdemeanor.

RCW 69.50.420 Violations—Juvenile Driving Privileges

- If a juvenile between 13 and 21 is convicted of a violation of this chapter, the court shall notify the Department of Licensing within 24 hours after the entry of the judgment.

RCW 69.50.430 Additional Fine for Certain Felony Violations

- Every person convicted of possessing, delivering, manufacturing, or selling a controlled substance shall, for a first offense, be fined $1,000 in addition to any other fine or penalty imposed. Persons found guilty of a second or subsequent offense shall receive a mandatory
  $2,000 fine. Unless the court finds the person to be indigent, this additional fine shall not be suspended or deferred by the court.

RCW 69.52.030 Imitation Substances

- Prohibits the sale or misrepresentation of a substance as an illicit drug and any person who violates this shall, upon conviction, be guilty of a class C felony.

Federal Drug Laws

Sanctions for possession and trafficking of controlled substances under Title 21 United States Code (USC) Controlled Substances Act:

21 U.S.C. 844 (a)

Any individual who knowingly possesses a controlled substance that is listed in section 841(b)(1)(A) of this title in violation of section 844 of this title in an amount that, as specified by regulation of the Attorney General, is a personal use amount shall be liable to the United States for a civil penalty in an amount not to exceed $10,000 for each such violation.

21 U.S.C. 853 (A) (2) and 21 U.S.C. 881 (a) (4) and 21 U.S.C. 881 (a) (7)

Forfeiture and property used to possess a controlled substance if the offense is punishable by more than one year imprisonment Forfeiture of vehicles, boats, or aircraft used to transport or conceal a controlled substance. Civil fine of up to $10,000.

21 U.S.C. 853a and 18 U.S.C. 922 (g) and prosecutions under 18 U.S.C. 922 (g)(8)

Denial of Federal benefits, such as student loans, grants, contracts, and licenses, up to 1 year for first offense, up to 5 years for subsequent offenses. Revocation of Federal licenses and benefits, e.g. pilot licenses, public housing tenancy, etc., are within the authority of some Federal agencies. Ineligible to receive or purchase a firearm.

Washington Legal Sanctions Relating to Manufacturing, Selling, or Delivering a Controlled Substance.

Schedule I or II Narcotic (i.e., cocaine, heroin, opium) Quantity: Less than two kilograms.

- First Offense: Imprisonment of not more than 10 years, or fine of not more than $25,000, or both.
- Second Offense: up to twice the prison term and fine.

Schedule I or II Narcotic (i.e., cocaine, heroin, opium) Quantity: Two or more kilograms.

- First Offense: Imprisonment of not more than 10 years, or fine of not more than $10,000 for first two kilograms and not more than $50 for each additional gram, or both (fine and imprisonment).
- Second Offense: up to twice the prison term and fine.

Any other controlled substance classified in Schedule I, II, III, IV, or V. Quantity: Any.

- First Offense: Imprisonment of not more than five years, or fine of not more than $10,000, or both.
- Second Offense: up to twice the prison term and fine.

Sale for profit of any controlled substance classified in Schedule I. Quantify: Any.

- First Offense: Imprisonment of not more than five years, or fine of up to $500,000.
- Second Offense: mandatory sentence of five years.

Sale of heroin Quantity: Any.

- First Offense: Mandatory two-year imprisonment, or fine of up to $500,000.
- Second Offense: mandatory sentence of five years.

Use of drug paraphernalia to plant, grow, store, inject, or otherwise insert into the human body a controlled substance Quantity: Any.

- First Offense: Imprisonment not less than 24 hours, or fine of not less than $250.
- Second Offense: fine of not less than $500.

Legal Sanctions Relating To Violations of Washington Alcohol Beverage Control Act

Sale or supply of liquor to any person under the age of 21.

- First Offense: fine of not more than $500, or imprisonment of not more than two months, or both.
- Second Offense: imprisonment of not more than six months. Third or Subsequent Offense, imprisonment of not more than one year.

Possession, consumption, or acquisition of liquor by any person under the age of 21 (Minor in Possession/ MIP).

- First Offense: Fine of not more than $500, or imprisonment of not more than two months, or both.
- Second Offense: imprisonment of not more than six months. Third or Subsequent Offense, imprisonment of not more than one year.

Purchase or attempted purchase of liquor by any person under the age of 21*.

- First Offense: Fine of not more than $500, or imprisonment for not more than two months, or both.
- Second Offense: imprisonment of not more than six months.
- Third or Subsequent Offense: imprisonment of not more than one year.

*For those between the ages of 18 and 21: Fine of not less than $250 and not fewer than 25 hours of community service.

Counseling, Treatment, Rehabilitation or Re-entry Resources

The following campus and community resources are available to and students

Campus and Related Resources On-Campus

Green River Counseling Services (253) 833-9111, ext. 2460: Provides short-term personal counseling services to students. Short-term counseling is defined as typically five to seven 50-minute sessions and a referral to off- campus resources as appropriate. Counseling services are free and confidential within the confines of the law.

Green River Health Services Office (253) 833-9111, ext. 2430
Health education programs, resources and referral information on a wide range of health-related topics.

Related Resources Off Campus

Residence IX (a non-profit women's alcohol and drug rehabilitation center in Kirkland, WA)
12029 113th Avenue NE
Kirkland, WA 98034
425-823-8844
http://www.residencexii.org/

Thunderbird Treatment Center (Operated by the Seattle Indian Health Board)
9236 Renton Avenue South
Seattle, WA 98118
206-324-9360
http://www.sihb.org/

Valley Cities Counseling and Consultation
33301 1st Way S. # C115
Federal Way, WA 98003
(253) 833-7444

Valley Cities Counseling and Consultation
2704 I St NE, Auburn, WA 98002
253) 833-7444

Call 253.939.4055 to access services, or come in to one of six office locations.
http://www.valleycities.org/

Alcohol and Drug Helpline
24/7 treatment, referral line 206-722-3700
http://www.adhl.org/
Alcoholics anonymous
http://drug-alcoholhelpline.com/
1-855-435-5596 (24/7)

Narcotics Anonymous (Seattle area)
Contact: Seattle Area 24-Hour Helpline: (206) 790-8888
The website below has all locations for both AA and NA.
http://www.usrecovery.info/index.htm

Crimes and Public Safety Report

Crime statistics are available through the current Clery Report on the Green River web under Campus Safety
Annual Safety and Fire Report
Clery Geography - Main Campus
Clery Geography - Satellite Campuses

Disabilities under the Americans With Disabilities Act

No student shall, on the basis of his or her disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under any college program or activity. Green River College is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights, and privileges of college services, programs and activities, in the most integrated setting appropriate to the student's needs, in compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and RCW 28B, 10.910-.914. The ADA emerged from a series of workplace anti-discrimination laws and court rulings that trace their origin to the Civil Rights Act of 1964.

Green River College is committed to providing reasonable accommodations, including core services plus protection from discrimination, to qualified students with disabilities. The purpose of this policy is to identify the rights and responsibilities of students under the ADA and to establish clear guidelines for seeking and receiving reasonable accommodations.

To receive reasonable accommodations in an appropriate and timely manner, students are responsible for documenting the nature and extent of their disability and requesting accommodations in a timely manner. This policy establishes the scope of and the procedures for requesting those accommodations. Students are encouraged to resolve concerns of disability discrimination by first contacting Disability Support Services in LC-271 (ext. 2631) to discuss your issues. It is in everyone’s best interest that disputes over reasonable accommodations for students with disabilities be settled as quickly and informally as possible. However, anyone who believes that there has been an act of discrimination by the college on the basis of disability, against any person or group, may file a complaint with the following:

U.S. Department of Education,
Office of Civil Rights 206- 607-1600 (Voice)
Fax: 206-607-1601
Email: OCR.Seattle@ed.gov
http://www2.ed.gov/about/contacts/gen/regions.html

Washington State Human Rights Commission (Seattle Office): (Due to state budget reductions the Seattle Office is no longer available for walk-in appointments.) To schedule an appointment or to speak with an investigator, please contact the Olympia Office.
360-753-6770 (Voice)
Toll Free: 1-800-233-3247
FAX: 360-586-2282
TTY: 1-800-300-7525
http://www.hum.wa.gov/

Visit the Green River Disability Support Services website to obtain more information about accommodations.

Discrimination and Sexual Harassment -

The purpose of these policies (HR 22 Nondiscrimination Policies & Discrimination Complaint Procedures and SA 19 Sexual Assault) is to set forth Green River's commitment to maintaining a college environment free from all forms of discrimination, including sexual harassment This commitment applies to all levels and areas of college operations and programs, to students, faculty, staff, and all other personnel. The College is cognizant of its ethical and legal obligations to ensure that all students are provided equitable opportunities to realize their goals and function effectively within the College environment.

Discrimination is Prohibited

- The kinds of discrimination prohibited by Green River policy HR 22 are those that occur based on race, sex, religion, age, color, creed, national or ethnic origin, physical, mental, or sensory disability, marital status, sexual orientation, and status as a Vietnam-era or disabled veteran.
- This policy prohibits discrimination on these bases.

Sexual Harassment and/or Sexual Assault is prohibited

- Sexual Harassment and/or Sexual Assault is prohibited by Green River policy SA-19. Any student who, while in any college facility or participating in a college-related program, knowingly engages in unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, where such behavior offends the recipient, causes discomfort or humiliation, or interferes with job or academic performance, shall be subject to disciplinary action.
- Sexual Harassment and/or Sexual Assault is also prohibited under state and federal laws. All incidents will be fully investigated according to college procedures. Both accused and accuser will be notified of their due process rights. The College is cognizant of its ethical and legal obligations to ensure that all students are provided equitable treatment.

Further information about student safety can be found through the Personal Safety Against Violence Committee (which was formed in early 2014) to provide a coordinated and transparent effort to address and respond to sexual assault.

Gender Equity

RCW 28B.110.010, Article XXI, section 1, Amendment 61 of the Washington Constitution requires equal treatment of all citizens, regardless of gender. Recognizing the benefit to our state and nation of equal educational opportunities for all students, discrimination on the basis of gender against any student in the institutions of higher education of Washington is prohibited. This includes but is not limited to access to academic programs, student employment, counseling and guidance services, financial aid, student life and recreational activities (including clubs and club sports), and intercollegiate athletics. To report incidents of discrimination, contact the Title IX Coordinator for students (Vice President of Student Affairs) or contact Green River's Human Resources Office for the Title IX Coordinator for employees (Vice President of Human Resources).

Recourse

If you feel you have been harassed or have witnessed harassment, contact:

- For students: Title IX Coordinator is Vice President of Student Affairs (ext. 3328)
- For employees: Title IX Coordinator is Vice President of Human Resources (ext. 3320)

Green River College does not discriminate on the basis of race, creed, color, national origin, sex, sexual orientation, age, marital status, religion, disability, genetic information or on any other unlawful basis. The college is committed to preventing and stopping discrimination, including harassment of any kind and any associated retaliatory behavior.

The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President of Human Resources, 12401 SE 320th Street, Auburn, WA 98092-3622, (253) 288-3320. To receive this information in an alternate format, please contact Disability Support Services at (253) 833-9111, ext. 2631; TTY (253) 288-3359.

Ethical Principles and Code of Conduct-- Financial Aid

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ETHICAL PRINCIPLES AND CODE OF CONDUCT

Green River College Mission Statement for Financial Aid

The mission of the Green River College's Financial Aid Office is to provide resources for students to access higher education, maximize student success and support the retention of students in order to allow them to attain their educational goals.

Program Objectives

- Fairly and equitably award funding from all sources.
- Maintain a high level of fiduciary responsibility and confidentiality.
- Maintain a student-centered environment and treat students with dignity and respect.
- Provide information and outreach services to the local community.
- Assist students with information and the application process.
- Coordinate scholarship processing by advertising, disbursing and maintaining scholarship records from private donors and the Green River College Foundation.
- Serve as the students' advocate in coordinating agency-funded programs.
- Assist students in seeking work-study employment.
- Provide timely and accurate payroll processing for students.

Ethical Principles Based Upon Mission Statement

- Be committed to removing financial barriers for those wanting to pursue postsecondary learning.
- Make every effort to assist students with financial need.
- Be aware of issues affecting students and advocate for their interests.
- Support efforts to encourage students as early as the elementary grades to aspire to plan for education beyond

Announcements

How can I check on the status of my aid?

Check your email along with the Tasks, Message Center, and Financial Aid tiles in your student homepage in ctcLink for updates on your financial aid.

2025-2026 FAFSA and WASFA now available!

Renew your FAFSA or WASFA for the 2025-26 award year. This includes Summer 2025, Fall 2025, Winter 2026, Spring 2026. Students who are enrolled for the next upcoming quarter will receive processing priority. Otherwise, we work through files in the order they were submitted.

high school.

- Educate students and families through quality consumer information.
- Respect the dignity and protect the privacy of students, and ensure the confidentiality of student records and personal circumstances.
- Ensure equity by applying all need analysis formulas consistently across the student population.
- Provide services that do not discriminate on the basis of race, gender, ethnicity, sexual orientation, religion, disability, age, or economic status.
- Recognize the need for professional development and continuing education opportunities.
- Promote the free expression of ideas and opinions, and foster respect for diverse viewpoints within the profession.
- Commit to the highest level of ethical behavior and refrain from conflict of interest or the perception thereof.
- Maintain the highest level of professionalism, reflecting a commitment to the goals of financial aid administrators.

(Statement taken from NASFAA's Ethical Principles.)

Code of Conduct for Institutional Financial Aid Professionals

An institutional financial aid professional is expected to always maintain exemplary standards of professional conduct in all aspects of carrying out his or her responsibilities, specifically including all dealings with any entities involved in any manner in student financial aid, regardless of whether such entities are involved in a government sponsored, subsidized, or regulated activity. In doing so, a financial aid professional should:

Refrain from taking any action for personal benefit or that of a family member such as cash, stocks, club memberships, gifts, entertainment, trips, payments or other forms of inappropriate remuneration from any entity involved with financial aid. A conflict of interest arises when one acts for personal gain.

Refrain from taking any action believed to be contrary to law, regulation, or the best interests of students and parents.

Ensure that the information provided is accurate, unbiased, and does not reflect any preference arising from actual or potential personal gain. Information should be transparent so that students and parents can fully understand their rights, obligations and alternatives (such as not using a preferred lender list).

Be objective in making decisions and advising the institution regarding relationships with any entity involved in any aspect of student financial aid such as lenders or other business entities.

Refrain from soliciting or accepting anything of other than nominal value (under $10) from any entity (other than an institution of higher education or a government entity such as the U. S. Department of Education) involved in the making, holding, consolidating or processing of any student loans, including anything of value (including reimbursement of expenses) for serving on an advisory body or as a part of a training activity of or sponsored by any such entity. Avoid any appearance of conflict of interest.

Federal School Code

Our Federal School Code is 003780

Fall Hours of Operation

Phone Hours

- Monday - Thursday: 10 am - 2 pm

In-Person Hours - SA 231

- Monday - Thursday: 10 am - 4 pm
- Friday: 10 am - 2 pm

Students are not required to make an appointment in advance, but wait times to speak with a staff member may vary.

View Closures & Special Hours

The Financial Aid Office will be closed to the public on the following days to allow for work on document retention: Monday, October 13; Wednesday, October 29; Friday, November 7; Monday, December 8.

Contact Us

- Email: finaid@greenriver.edu - please allow 7-10 business days for a response
- Phone: 253-288-3392 - we will return voicemail messages left during regular phone hours. Please provide your first and last name and ctcLink student ID number in your message.
- Fax: 253-288-3473

Office Address:

Green River College
Financial Aid Office
12401 SE 320th

Disclose to your institution any involvement with or interest in any entity involved in any aspect of student financial aid. Again, avoid any conflict of interest. Avoid any investment in or financial relationships with lenders or similar entities.

Ethical practices are the best practices.

Street
Student Affairs
Building, Room 231
Auburn, WA 98092

Submitting Documents

Secure Document Upload Tool

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2.C.2 EV.#1: Appeals / Section 3

Chapter 132J-126 WAC Rules of Student Conduct:

From 132J-126-150 to 132J-126-480

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-130, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-140 Initiation of disciplinary action. (1) All disciplinary actions will be initiated by the student conduct officer. If that officer is the subject of a complaint initiated by the respondent, the president shall, upon request and when feasible, designate another person to fulfill any such disciplinary responsibilities relative to the complainant.

(2) The student conduct officer shall initiate disciplinary action by serving the respondent with written notice directing him or her to attend a disciplinary meeting. The notice shall briefly describe the factual allegations, the provision(s) of the conduct code the respondent is alleged to have violated, the range of possible sanctions for the alleged violation(s), and specify the time and location of the meeting. At the meeting, the student conduct officer will present the allegations to the respondent and the respondent shall be afforded an opportunity to explain what took place. If the respondent fails to attend the meeting the student conduct officer may take disciplinary action based upon the available information.

(3) Within ten days of the initial disciplinary meeting, and after considering the evidence in the case, including any facts or argument presented by the respondent, the student conduct officer shall serve the respondent with a written decision setting forth the facts and conclusions supporting his or her decision, the specific student conduct code provisions found to have been violated, the discipline imposed, if any, and a notice of any appeal rights with an explanation of the consequences of failing to file a timely appeal.

(4) The student conduct officer may take any of the following disciplinary actions:

(a) Exonerate the respondent and terminate the proceedings;

(b) Impose a disciplinary sanction(s), as described in WAC 132J-126-130;

(c) Refer the matter directly to the student conduct committee for such disciplinary action as the committee deems appropriate. Such referral shall be in writing, to the attention of the chair of the student conduct committee, with a copy served on the respondent.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-140, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-150 Appeal from disciplinary action. The respondent may appeal a disciplinary action by filing a written notice of appeal with the conduct review officer within twenty-one calendar days of service of the student conduct officer's decision. Failure to timely file a notice of appeal constitutes a waiver of the right to appeal and the student conduct officer's decision shall be deemed final.

(1) The notice of appeal must include a brief statement explaining why the respondent is seeking review.

(2) The parties to an appeal shall be the respondent and the conduct review officer.

(3) A respondent, who timely appeals a disciplinary action or whose case is referred to the student conduct committee, has a right

to a prompt, fair, and impartial hearing as provided for in these procedures.

(4) On appeal, the college bears the burden of establishing the evidentiary facts underlying the imposition of a disciplinary sanction by a preponderance of the evidence.

(5) Imposition of disciplinary action for violation of the student conduct code shall be stayed pending appeal, unless respondent has been summarily suspended.

(6) The student conduct committee shall hear appeals from:

(a) The imposition of disciplinary suspensions in excess of ten instructional days;

(b) Dismissals; and

(c) Discipline cases referred to the committee by the student conduct officer, the conduct review officer, or the president.

(7) Student conduct appeals from the imposition of the following disciplinary sanctions shall be reviewed through a brief adjudicative proceeding:

(a) Suspensions of ten instructional days or less;

(b) Disciplinary probation;

(c) Written reprimands; and

(d) Any conditions or terms imposed in conjunction with one of the foregoing disciplinary actions.

(8) Except as provided elsewhere in these rules, disciplinary warnings and dismissals of disciplinary actions are final action and are not subject to appeal.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-150, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-160 Brief adjudicative proceedings—Initial hearing. (1) Brief adjudicative proceedings shall be conducted by a conduct review officer designated by the president. The conduct review officer shall not participate in any case in which he or she is a complainant or witness, or in which they have direct or personal interest, prejudice, or bias, or in which they have acted previously in an advisory capacity.

(2) Before taking action, the conduct review officer shall conduct an informal hearing and provide each party (a) an opportunity to be informed of the agency's view of the matter; and (b) an opportunity to explain the party's view of the matter.

(3) The conduct review officer shall serve an initial decision upon both the parties within ten days of consideration of the appeal. The initial decision shall contain a brief written statement of the reasons for the decision and information about how to seek administrative review of the initial decision. If no request for review is filed within twenty-one days of service of the initial decision, the initial decision shall be deemed the final decision.

(4) If the conduct review officer upon review determines that the respondent's conduct may warrant imposition of a disciplinary suspension of more than ten instructional days or dismissal, the matter shall be referred to the student conduct committee for a disciplinary hearing.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-160, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-170 Brief adjudicative proceedings—Review of an initial decision. (1) An initial decision is subject to review by the president, provided the respondent files a written request for review with the conduct review officer within twenty-one days of service of the initial decision.

(2) The president shall not participate in any case in which he or she is a complainant or witness, or in which they have direct or personal interest, prejudice, or bias, or in which they have acted previously in an advisory capacity.

(3) During the review, the president shall give each party an opportunity to file written responses explaining their view of the matter and shall make any inquiries necessary to ascertain whether the sanctions should be modified or whether the proceedings should be referred to the student conduct committee for a formal adjudicative hearing.

(4) The decision on review must be in writing and must include a brief statement of the reasons for the decision and must be served on the parties within twenty days of the initial decision or of the request for review, whichever is later. The decision on review will contain a notice that judicial review may be available. A request for review may be deemed to have been denied if the president does not make a disposition of the matter within twenty days after the request is submitted.

(5) If the president upon review determines that the respondent's conduct may warrant imposition of a disciplinary suspension of more than ten instructional days or dismissal, the matter shall be referred to the student conduct committee for a disciplinary hearing.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-170, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-180 Student conduct committee. (1) The student conduct committee shall consist of five members:

(a) Two full-time students appointed by the student government;

(b) Two faculty members appointed by the president;

(c) One administrative staff member (other than an administrator serving as a student conduct or conduct review officer) appointed by the president at the beginning of the academic year.

(2) The administrative staff member shall serve as the chair of the committee and may take action on preliminary hearing matters prior to convening the committee. The chair shall receive annual training on protecting victims and promoting accountability in cases involving allegations of sexual misconduct.

(3) Hearings may be heard by a quorum of three members of the committee so long as one faculty member and one student are included on the hearing panel. Committee action may be taken upon a majority vote of all committee members attending the hearing.

(4) Members of the student conduct committee shall not participate in any case in which they are a party, complainant, or witness, in which they have direct or personal interest, prejudice, or bias, or in which they have acted previously in an advisory capacity. Any party may petition for disqualification of a committee member pursuant to RCW 34.05.425(4).

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-180, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-190 Appeal—Student conduct committee. (1) Proceedings of the student conduct committee shall be governed by the Administrative Procedure Act, chapter 34.05 RCW, and by the Model Rules of Procedure, chapter 10-08 WAC. To the extent there is a conflict between these rules and chapter 10-08 WAC, these rules shall control.

(2) The student conduct committee chair shall serve all parties with written notice of the hearing not less than seven days in advance of the hearing date, as further specified in RCW 34.05.434 and WAC 10-08-040 and 10-08-045. The chair may shorten this notice period if both parties agree, and also may continue the hearing to a later time for good cause shown.

(3) The committee chair is authorized to conduct prehearing conferences and/or to make prehearing decisions concerning the extent and form of any discovery, issuance of protective decisions, and similar procedural matters.

(4) Upon request filed at least five days before the hearing by any party or at the direction of the committee chair, the parties shall exchange, no later than the third day prior to the hearing, lists of potential witnesses and copies of potential exhibits that they reasonably expect to present to the committee. Failure to participate in good faith in such a requested exchange may be cause for exclusion from the hearing of any witness or exhibit not disclosed, absent a showing of good cause for such failure.

(5) The committee chair may provide to the committee members in advance of the hearing copies of the conduct officer's notification of imposition of discipline (or referral to the committee) and the notice of appeal (or any response to referral) by the respondent. If doing so, however, the chair should remind the members that these "pleadings" are not evidence of any facts they may allege.

(6) The parties may agree before the hearing to designate specific exhibits as admissible without objection and, if they do so, whether the committee chair may provide copies of these admissible exhibits to the committee members before the hearing.

(7) The student conduct officer, upon request, shall provide reasonable assistance to the respondent in obtaining relevant and admissible evidence that is within the college's control.

(8) Communications between committee members and other hearing participants regarding any issue in the proceeding, other than procedural communications that are necessary to maintain an orderly process, are generally prohibited without notice and opportunity for all parties to participate, and any improper "ex parte" communication shall be placed on the record, as further provided in RCW 34.05.455.

(9) Each party may be accompanied at the hearing by a nonattorney assistant of his/her choice. A respondent may elect to be represented by an attorney at his or her own cost, but will be deemed to have waived that right unless, at least four business days before the hearing, written notice of the attorney's identity and participation is filed with the committee chair with a copy to the student conduct officer. The committee will ordinarily be advised by an assistant attorney general. If the respondent is represented by an attorney, the stu-

dent conduct officer may also be represented by a second, appropriately screened assistant attorney general.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-190, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-200 Student conduct appeals committee hearings—Presentations of evidence. (1) Upon the failure of any party to attend or participate in a hearing, the student conduct committee may either (a) proceed with the hearing and issuance of its decision; or (b) serve a decision of default in accordance with RCW 34.05.440.

(2) The hearing will ordinarily be closed to the public. However, if all parties agree on the record that some or all of the proceedings be open, the chair shall determine any extent to which the hearing will be open. If any person disrupts the proceedings, the chair may exclude that person from the hearing room.

(3) The chair shall cause the hearing to be recorded by a method that he/she selects, in accordance with RCW 34.05.449. That recording, or a copy, shall be made available to any party upon request. The chair shall assure maintenance of the record of the proceeding that is required by RCW 34.05.476, which shall also be available upon request for inspection and copying by any party. Other recordings shall also be permitted, in accordance with WAC 10-08-190.

(4) The chair shall preside at the hearing and decide procedural questions that arise during the hearing, except as overridden by majority vote of the committee.

(5) The student conduct officer (unless represented by an assistant attorney general) shall present the case for imposing disciplinary sanctions.

(6) All testimony shall be given under oath or affirmation. Evidence shall be admitted or excluded in accordance with RCW 34.05.452.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-200, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-210 Student conduct committee—Initial decision. (1) At the conclusion of the hearing, the student conduct committee shall permit the parties to make closing arguments in whatever form it wishes to receive them. The committee also may permit each party to propose findings, conclusions, and/or a proposed decision for its consideration.

(2) Within twenty days following the later of the conclusion of the hearing or the committee's receipt of closing arguments, the committee shall issue an initial decision in accordance with RCW 34.05.461 and WAC 10-08-210. The initial decision shall include findings on all material issues of fact and conclusions on all material issues of law including which, if any, provisions of the student conduct code were violated. Any findings based substantially on the credibility of evidence or the demeanor of witnesses shall be so identified.

(3) The committee's initial order shall also include a determination on appropriate discipline, if any. If the matter was referred to the committee by the student conduct officer, the committee shall identify and impose disciplinary sanction(s) or conditions, if any, as

authorized in the student code. If the matter is an appeal by the respondent, the committee may affirm, reverse, or modify the disciplinary sanction and/or conditions imposed by the student conduct officer and/or impose additional disciplinary sanction(s) or conditions as authorized herein.

(4) The committee chair shall cause copies of the initial decision to be served on the parties and their legal counsel of record. The committee chair shall also promptly transmit a copy of the decision and the record of the committee's proceedings to the president.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-210, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-220 Appeal from student conduct committee initial decision. (1) A respondent who is aggrieved by the findings or conclusions issued by the student conduct committee may appeal the committee's initial decision to the president by filing a notice of appeal with the president's office within twenty-one days of service of the committee's initial decision. Failure to file a timely appeal constitutes a waiver of the right and the initial decision shall be deemed final.

(2) The notice of appeal must identify the specific findings of fact and/or conclusions of law in the initial decision that are challenged and must contain argument why the appeal should be granted. The president's review shall be restricted to the hearing record made before the student conduct committee and will normally be limited to a review of those issues and arguments raised in the notice of appeal.

(3) The president shall provide a written decision to all parties within forty-five days after receipt of the notice of appeal. The president's decision shall be final and shall include a notice of any rights to request reconsideration and/or judicial review.

(4) The president may, at his or her discretion, suspend any disciplinary action pending review of the merits of the findings, conclusions, and disciplinary actions imposed.

(5) The president shall not engage in an ex parte communication with any of the parties regarding an appeal.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-220, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-230 Summary suspension. (1) Summary suspension is a temporary exclusion from specified college premises or denial of access to all activities or privileges for which a respondent might otherwise be eligible, while an investigation and/or formal disciplinary procedures are pending.

(2) The student conduct officer may impose a summary suspension if there is probable cause to believe that the respondent:

(a) Has violated any provision of the code of conduct; and

(b) Presents an immediate danger to the health, safety, or welfare of members of the college community; or

(c) Poses an ongoing threat of disruption of, or interference with, the operations of the college.

(3) Notice. Any respondent who has been summarily suspended shall be served with oral or written notice of the summary suspension. If

oral notice is given, a written notification shall be served on the respondent within two business days of the oral notice.

(4) The written notification shall be entitled "Notice of Summary Suspension" and shall include:

(a) The reasons for imposing the summary suspension, including a description of the conduct giving rise to the summary suspension and reference to the provisions of the student conduct code or the law allegedly violated;

(b) The date, time, and location when the respondent must appear before the conduct review officer for a hearing on the summary suspension; and

(c) The conditions, if any, under which the respondent may physically access the campus or communicate with members of the campus community. If the respondent has been trespassed from the campus, a notice against trespass shall be included that warns the student that his or her privilege to enter into or remain on college premises has been withdrawn, that the respondent shall be considered trespassing and subject to arrest for criminal trespass if the respondent enters the college campus other than to meet with the student conduct officer or conduct review officer, or to attend a disciplinary hearing.

(5) An officer designated by the president, who shall be someone other than the student conduct officer, shall conduct a hearing on the summary suspension as soon as practicable after imposition of the summary suspension. The hearing will be conducted as a brief adjudicative proceeding.

(a) During the summary suspension hearing, the issue before the reviewing officer is whether there is probable cause to believe that the summary suspension should be continued pending the conclusion of disciplinary proceedings and/or whether the summary suspension should be less restrictive in scope.

(b) The respondent shall be afforded an opportunity to explain why summary suspension should not be continued while disciplinary proceedings are pending or why the summary suspension should be less restrictive in scope.

(c) If the student fails to appear at the designated hearing time, the conduct review officer may order that the summary suspension remain in place pending the conclusion of the disciplinary proceedings.

(d) As soon as practicable following the hearing, the conduct review officer shall issue a written decision which shall include a brief explanation for any decision continuing and/or modifying the summary suspension and notice of any right to appeal.

(e) To the extent permissible under applicable law, the conduct review officer shall provide a copy of the decision to all persons or offices who may be bound or protected by it.

[Statutory Authority: RCW 34.05.353. WSR 23-11-129, § 132J-126-230, filed 5/23/23, effective 6/23/23. Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-230, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-280 Brief adjudicative proceedings authorized. This rule is adopted in accordance with RCW 34.05.482 through 34.05.494. Brief adjudicative proceedings shall be used, unless provided otherwise by another rule or determined otherwise in a particular case by the president, or a designee, in regard to:

(1) Student conduct appeals involving the following disciplinary actions:

(a) Suspensions of ten instructional days or less;

(b) Disciplinary probation;

(c) Written reprimands;

(d) Any conditions or terms imposed in conjunction with one of the foregoing disciplinary actions; and

(e) Appeals by a complainant in student disciplinary proceedings involving allegations of sexual misconduct in which the student conduct officer:

(i) Dismisses disciplinary proceedings based upon a finding that the allegations of sexual misconduct have no merit; or

(ii) Issues a verbal warning to respondent.

(2) Brief adjudicative proceedings are informal hearings and shall be conducted in a manner which will bring about a prompt fair resolution of the matter.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-280, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-290 Brief adjudicative proceedings—Agency record. The agency record for brief adjudicative proceedings shall consist of any documents regarding the matters that were considered or prepared by the presiding officer for the brief adjudicative proceeding or by the reviewing officer for any review. These records shall be maintained as the official record of the proceedings.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-290, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-300 Recordkeeping. (1) The vice president of student affairs shall maintain for at least six years the following records of student grievance and disciplinary actions and proceedings:

(a) Initial and final orders in cases where a student's grievance has been sustained or a disciplinary action against a student has been reversed and the student fully exonerated;

(b) The complete records in all cases where adjudication has been requested; and

(c) A list or other summary of all disciplinary actions reported or known to the vice president and not appealed.

(2) Final disciplinary actions shall be entered on student judicial records, provided that the vice president of student affairs shall have discretion to remove some or all of that information from a student's judicial record upon the student's request and showing of good cause.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-300, filed 12/3/14, effective 1/3/15.]

SUPPLEMENTAL TITLE IX STUDENT CONDUCT PROCEDURES

WAC 132J-126-320 Prohibited conduct under Title IX. Pursuant to RCW 28B.50.140(13) and Title IX of the Education Amendments Act of 1972, 20 U.S.C. Sec. 1681, the college may impose disciplinary sanctions against a student who commits, attempts to commit, or aids, abets, incites, encourages, or assists another person to commit, an act(s) of "sexual harassment."

For purposes of this supplemental procedure, "sexual harassment" encompasses the following conduct:

(1) **Quid pro quo harassment.** A college employee conditioning the provision of an aid, benefit, or service of the college on an individual's participation in unwelcome sexual conduct.

(2) **Hostile environment.** Unwelcome conduct that a reasonable person would find to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the college's educational programs or activities, or employment.

(3) **Sexual assault.** Sexual assault includes the following conduct:

(a) Nonconsensual sexual intercourse. Any actual or attempted sexual intercourse (anal, oral, or vaginal), however slight, with any object or body part, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.

(b) Nonconsensual sexual contact. Any actual or attempted sexual touching, however slight, with any body part or object, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.

(c) Incest. Sexual intercourse or sexual contact with a person known to be related to them, either legitimately or illegitimately, as an ancestor, descendant, brother, or sister of either wholly or half related. Descendant includes stepchildren and adopted children under the age of 18.

(d) Statutory rape. Consensual sexual intercourse between someone who is 18 years of age or older and someone who is under the age of 16.

(4) **Domestic violence.** Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the state of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the state of Washington, RCW 26.50.010.

(5) **Dating violence.** Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person:

(a) Who is or has been in a social relationship of a romantic or intimate nature with the victim; and

(b) Where the existence of such a relationship shall be determined based on a consideration of the following factors:

(i) The length of the relationship;

(ii) The type of relationship; and

(iii) The frequency of interaction between the persons involved in the relationship.

(6) **Stalking.** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others, or suffer substantial emotional distress.

[Statutory Authority: Chapter 34.05 RCW and RCW 28B.50.140. WSR 22-08-065, § 132J-126-320, filed 4/4/22, effective 5/5/22.]

WAC 132J-126-400 Order of precedence. This supplemental procedure applies to allegations of sexual harassment subject to Title IX jurisdiction pursuant to regulations promulgated by the United States Department of Education. See 34 C.F.R. Sec. 106. To the extent these supplemental hearing procedures conflict with the college's standard disciplinary procedures, WAC 132J-126-010 through 132J-126-300, these supplemental procedures shall take precedence. Green River College may, at its discretion, contract with an administrative law judge or other person to act as presiding officer and assign such presiding officer to exercise any or all of the duties in lieu of the student conduct committee and committee chair.

[Statutory Authority: Chapter 34.05 RCW and RCW 28B.50.140. WSR 22-08-065, § 132J-126-400, filed 4/4/22, effective 5/5/22.]

WAC 132J-126-420 Title IX jurisdiction. (1) This supplemental procedure applies only if the alleged misconduct:

(a) Occurred in the United States;

(b) Occurred during a college educational program or activity; and

(c) Meets the definition of sexual harassment as that term is defined in this supplemental procedure.

(2) For purposes of this supplemental procedure, an "educational program or activity" is defined as locations, events, or circumstances over which the college exercised substantial control over both the respondent and the context in which the alleged sexual harassment occurred. This definition includes any building owned or controlled by a student organization that is officially recognized by the college.

(3) Proceedings under this supplemental procedure must be dismissed if the decision maker determines that one or all of the requirements of subsection (1)(a) through (c) of this section have not been met. Dismissal under this supplemental procedure does not prohibit the college from pursuing other disciplinary action based on allegations that the respondent violated other provisions of the college's student conduct code, WAC 132J-126-090.

(4) If the Title IX coordinator determines the facts in the investigation report are not sufficient to support Title IX jurisdiction and/or pursuit of a Title IX violation, the Title IX coordinator will issue a notice of dismissal in whole or part to both parties explaining why some or all of the Title IX claims have been dismissed.

[Statutory Authority: Chapter 34.05 RCW and RCW 28B.50.140. WSR 22-08-065, § 132J-126-420, filed 4/4/22, effective 5/5/22.]

WAC 132J-126-430 Initiation of discipline. (1) Upon receiving the Title IX investigation report from the Title IX coordinator, the

judicial officer will independently review the report to determine whether there are sufficient grounds to pursue a disciplinary action against the respondent for engaging in prohibited conduct under Title IX.

(2) If the judicial officer determines that there are sufficient grounds to proceed under these supplemental procedures, the judicial officer will initiate a Title IX disciplinary proceeding by filing a written disciplinary notice with the chair of the student conduct committee and serving the notice on the respondent and the complainant, and their respective advisors. The notice must:

(a) Set forth the basis for Title IX jurisdiction;

(b) Identify the alleged Title IX violation(s);

(c) Set forth the facts underlying the allegation(s);

(d) Identify the range of possible sanctions that may be imposed if the respondent is found responsible for the alleged violation(s); and

(e) Explain that the parties are entitled to be accompanied by their chosen advisors during the hearing and that:

(i) The advisors will be responsible for questioning all witnesses on the party's behalf;

(ii) An advisor may be an attorney; and

(iii) The college will appoint the party an advisor of the college's choosing at no cost to the party, if the party fails to do so.

(3) Explain that if a party fails to appear at the hearing, a decision of responsibility may be made in their absence.

[Statutory Authority: Chapter 34.05 RCW and RCW 28B.50.140. WSR 22-08-065, § 132J-126-430, filed 4/4/22, effective 5/5/22.]

WAC 132J-126-440 Prehearing procedure. (1) Upon filing and serving the written disciplinary notice, the chair of the student conduct committee will send a hearing notice to all parties, in compliance with WAC 132J-126-190. In no event will the hearing date be set less than 10 days after the Title IX coordinator provided the final investigation report to the parties.

(2) A party may choose to have an attorney serve as their advisor at the party's own expense. This right will be waived unless, at least five days before the hearing, the attorney files a notice of appearance with the committee chair with copies to all parties and the student conduct officer.

(3) In preparation for the hearing, the parties will have equal access to all evidence gathered by the investigator during the investigation, regardless of whether the college intends to offer the evidence at the hearing.

[Statutory Authority: Chapter 34.05 RCW and RCW 28B.50.140. WSR 22-08-065, § 132J-126-440, filed 4/4/22, effective 5/5/22.]

WAC 132J-126-450 Rights of parties. (1) The college's student conduct procedures, chapter 132J-126 WAC and this supplemental procedure shall apply equally to all parties.

(2) The college bears the burden of offering and presenting sufficient testimony and evidence to establish that the respondent is responsible for a Title IX violation by a preponderance of the evidence.

(3) The respondent will be presumed not responsible until such time as the disciplinary process has been finally resolved.

(4) During the hearing, each party shall be represented by an advisor. The parties are entitled to an advisor of their own choosing and the advisor may be an attorney. If a party does not choose an advisor, then the Title IX coordinator or chair of the student conduct committee will appoint an advisor of the college's choosing on the party's behalf at no expense to the party.

[Statutory Authority: Chapter 34.05 RCW and RCW 28B.50.140. WSR 22-08-065, § 132J-126-450, filed 4/4/22, effective 5/5/22.]

WAC 132J-126-460 Evidence. The introduction and consideration of evidence during the hearing is subject to the following procedures and restrictions:

(1) Relevance: The committee chair shall review all questions for relevance and shall explain on the record their reasons for excluding any question based on lack of relevance.

(2) Relevance means that information elicited by the question makes facts in dispute more or less likely to be true.

(3) Questions or evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant and must be excluded, unless such question or evidence:

(a) Is asked or offered to prove someone other than the respondent committed the alleged misconduct; or

(b) Concerns specific incidents of prior sexual behavior between the complainant and the respondent, which are asked or offered on the issue of consent.

(4) No negative inference: The committee may not make an inference regarding responsibility solely on a witness's or party's absence from the hearing or refusal to answer questions.

(5) Privileged evidence: The committee shall not consider legally privileged information unless the holder has effectively waived the privilege. Privileged information includes, but is not limited to, information protected by the following:

(a) Spousal/domestic partner privilege;

(b) Attorney-client and attorney work product privileges;

(c) Privileges applicable to members of the clergy and priests;

(d) Privileges applicable to medical providers, mental health therapists, and counselors;

(e) Privileges applicable to sexual assault and domestic violence advocates; and

(f) Other legal privileges identified in RCW 5.60.060.

[Statutory Authority: Chapter 34.05 RCW and RCW 28B.50.140. WSR 22-08-065, § 132J-126-460, filed 4/4/22, effective 5/5/22.]

WAC 132J-126-470 Initial order. (1) In addition to complying with WAC 132J-126-210, the student conduct committee will be responsible for conferring and drafting an initial order that:

(a) Identifies the allegations of sexual harassment;

(b) Describes the grievance and disciplinary procedures, starting with filing of the formal complaint through the determination of responsibility, including notices to parties, interviews with witnesses

and parties, site visits, methods used to gather evidence, and hearings held;

(c) Makes findings of fact supporting the determination of responsibility;

(d) Reaches conclusions as to whether the facts establish whether the respondent is responsible for engaging in sexual harassment in violation of Title IX;

(e) Contains a statement of, and rationale for, the student conduct committee determination of responsibility for each allegation;

(f) Describes any disciplinary sanction or conditions imposed against the respondent, if any;

(g) Describes to what extent, if any, complainant is entitled to remedies designed to restore or preserve complainant's equal access to the college's education programs or activities; and

(h) Describes the process for appealing the initial order to the college president.

(2) The chair of the student conduct committee will serve the initial order on the parties simultaneously.

[Statutory Authority: Chapter 34.05 RCW and RCW 28B.50.140. WSR 22-08-065, § 132J-126-470, filed 4/4/22, effective 5/5/22.]

WAC 132J-126-480 Appeals. (1) All parties, including the student conduct officer in their capacity as a representative of the college, have the right to appeal from the determination of responsibility and/or from a dismissal, in whole or part, of a formal complaint during the investigative or hearing process. Appeals must be in writing and filed with the president's office within 21 days of service of the initial order or notice of dismissal. Appeals must identify the specific findings of fact and/or conclusions of law in the initial order or dismissal that the appealing party is challenging and must contain argument as to why the appeal should be granted. Failure to file a timely appeal constitutes a waiver of the right to appeal and the initial order or dismissal shall be deemed final.

(2) Upon receiving a timely appeal, the president's office will serve a copy of the appeal on all parties, who will have 10 days from the date of service to submit written responses to the president's office addressing issues raised in the appeal. Failure to file a timely response constitutes a waiver of the right to participate in the appeal. Upon receipt of written responses, the president's office shall serve copies of the responses to the other parties.

(3) Parties receiving a copy of the responses shall have five days in which to submit a written reply addressing issues raised in the responses to the president's office.

(4) The president or their delegate, based on their review of parties' submissions and the hearing or investigative record, will determine whether the grounds for appeal have merit, provide the rationale for this conclusion, and state whether a dismissal if affirmed or denied, or if the disciplinary sanctions and conditions imposed in the initial order are affirmed, vacated, or amended, and, if amended, set forth the new disciplinary sanctions and conditions.

(5) The president's office shall serve the final decision on the parties simultaneously.

(6) All administrative decisions reached through this process are and may be judicially appealed pursuant to applicable provisions of chapter 34.05 RCW including, but not limited to, the timelines set

forth in RCW 34.05.542. No decisions or recommendations arising from this disciplinary procedure will be subject to grievance pursuant to any collective bargaining agreement.

[Statutory Authority: Chapter 34.05 RCW and RCW 28B.50.140. WSR 22-08-065, § 132J-126-480, filed 4/4/22, effective 5/5/22.]

SA-1 Academic Standards & Progress

Select Language
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SA-1 ACADEMIC STANDARDS & PROGRESS

Policy Type: Student Affairs
Policy Title: Academic Standards and Progress Policy
Policy Number: SA-01

Purpose:

To ensure undergraduate students complete degree and certificate programs in a timely manner in order to make the most efficient use of instructional resources, and provide capacity within the institution for additional students.

RCW 28B.10.695 requires academic progress policies address excessive credits, credit completion, and academic standards (see definition section of this policy).

Every student who enrolls at Green River College becomes a partner with the college and the State of Washington with shared responsibilities for student progress and goal completion. As part of the College's responsibility to each student and to the State that helps to fund each student's college education, Green River has established minimum expectations of student progress and academic performance.

Scope:

All enrolled students at Green River College enrolled in credit courses.

Only applies to credits earned through Green River College.

Definitions:

- GPA: Grade point average
- Excessive Credits: Students who accumulate more than 125% of the number of credits required to complete their degree or certificate programs.
- Progress: Students completing at least 75% of their course load on or after the grading period for the quarter, which ensures efficient use of instructional resources.
- Good Academic Standing: Cumulative GPA above 2.0 and current term GPA above 2.0

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

- SA 1 Academic Standards & Progress Policy
- SA 2 Academic Honors
- SA-3 Audit a Class
- SA-4 Admissions
- SA-5 Deceased Student
- SA-6 Grading Policy
- SA-9 Transcripts
- SA-13 Financial Aid Application Process
- SA-14 Federal Direct Loan Program
- SA-15 Financial Aid Eligibility

- Academic Warning: Cumulative GPA falls below 2.0 OR quarterly GPA is less than 2.0 OR students have failed to complete at least 75% of credits enrolled.
- Academic Intervention: Cumulative GPA remains below 2.0 for the second consecutive quarter OR quarterly GPA is less than 2.0 OR students have failed to complete at least 75% of credits enrolled for the second consecutive quarter.
- Academic Probation: Cumulative GPA remains below 2.0 for the third consecutive quarter OR quarterly GPA is less than 2.0 OR students have failed to complete at least 75% of credits enrolled for the third consecutive quarter.
- Academic Suspension: Cumulative GPA remains below 2.0 OR quarterly GPA is less than 2.0 OR students have failed to complete at least 75% of credits enrolled for any four quarters in a six quarter period of attendance.
- Consecutive quarter: the next quarter of enrollment, whenever that might occur.

Policy:

Academic Standards and Progress

Students enrolling at Green River College must comply with all of the following criteria to meet or exceed Green River College's academic standards and progress policy:

- Maintain a minimum 2.0 quarterly GPA, AND
- Maintain a minimum 2.0 cumulative GPA, AND
- Complete at least 75% of attempted credits every quarter

Failing to meet all of the above is considered insufficient to meet Green River College's academic standards and progress policy. In such cases, the College may determine that a student is not benefiting from continued enrollment and will intervene with progressively restrictive strategies designed to increase the likelihood of student success, as outlined in the Procedure section below.

Excessive Credits

Students enrolled in a degree or certificate program shall make every effort to complete their coursework prior to accumulating more than 125% of the number of credits required to complete their degree or certificate programs. Only college-level credits will be monitored. To assist students in meeting this standard, the college will monitor degree progress at three stages, and provide appropriate intervention as outlined in the Procedure section below.

Interventions shall be made at the discretion of the College; only suspension interventions may be appealed following the appeals process outlined in the **Procedure** section below.

Procedure:

Academic Standards and Progress

The academic standing of each Green River student is carefully monitored to support the full development of each student's academic potential. faculty and staff are committed to student success and academic progress. The Academic Standards Committee, comprised of faculty, educational planners, and Student Affairs staff, is a representative committee charged with reviewing and monitoring the Academic Standards and Progress policy and making determinations on submitted dismissal appeals.

- SA-16 Return of Financial Aid Funds
- SA-17 Satisfactory Progress for Financial Aid
- SA-18 Notification on Convicted Sexual Offenders
- SA-20 Degree Exception
- SA-22 Graduation Criteria
- SA-24 Student Acceptable Computer Use Policy
- SA-27 Missing Student Policy
- SA-28 Disclosure of Crime Statistics
- SA-29 Facility Access & Maintenance for Safety
- SA-30 Fire Safety Education for CCA
- SA-31 Reporting Crimes and Other Emergencies
- SA-89 Transfer Credit
- SA-90 Academic Credit for Prior Learning
- SA-91 College Holiday & Leave Policy
- SA-92 Timely Warning Notifications
- SA-93 Emergency Notification Policy

Following the grading period for each quarter, the College will review the quarterly GPA, cumulative GPA, and credit completions for all students enrolled for classes in the quarter in review. The following progressive interventions will occur and are contingent on each student's standing:

Academic Warning: Cumulative GPA falls below 2.0 OR quarterly GPA is less than 2.0 OR students have failed to complete at least 75% of credits enrolled.

- *Minimum interventions:*
- Students are sent a letter to their preferred e-mail address informing them they have been placed on Academic Warning. The letter outlines the Academic Standards process.
- Students are informed of the tutoring resources available on campus and encouraged to utilize them as well as meet with their faculty advisor or an educational planner to discuss how to access campus resources and develop strategies to increase successful outcomes in the classroom.
- Students may be contacted by, or required to meet with, an educational planner to create strategies for improving academic performance.
- *Possible interventions:*

Academic Intervention: For the second consecutive quarter, cumulative GPA remains below 2.0 quarter OR quarterly GPA is less than 2.0 OR students have failed to complete at least 75% of credits enrolled for the second consecutive quarter.

- *Minimum interventions:*
- Students are sent a letter to their preferred e-mail address informing them they have been placed on Academic Intervention. The letter outlines the Academic Standards process.
- Students are no longer able to self-enroll for classes and are required to meet with an educational planner to complete an academic success plan and enroll for classes. Students are encouraged to have this meeting before their enrollment access time in order to have the best availability for class selection.
- Within this meeting, students must acknowledge that they have read and do fully understand the college's Academic Standards Policy.
- Students are contacted via phone and/or email by an educational planner to create strategies for improving academic performance.
- *Possible interventions:*
- Students may be required to attend a student success workshop or enroll in another specific course to substitute for the workshop as determined by the advisor.
- Students may be required to reduce their credit load or comply with other prescribed conditional enrollment recommendations.
- Students may be required to receive mid-quarter progress reports from instructors.

Academic Probation: One (1) Quarter Credit Reduction or One Quarter Leave: For the third consecutive quarter, cumulative GPA remains below 2.0 for the third consecutive quarter OR quarterly GPA is less than 2.0 OR students have failed to complete at least 75% of credits enrolled.

- *Minimum interventions:*
- Students are contacted via phone and/or email by an educational planner to create strategies for improving academic performance.
- Students are sent a letter to their preferred e-mail address informing them they have been placed on Academic Probation. The letter outlines the Academic Standards process.
- Students are no longer able to self-enroll for classes and are required to meet with an educational planner to complete an academic success plan and enroll in classes. Students are encouraged to have this meeting before their enrollment access time in order to have the best availability for class selection.
- Students are required to meet with an educational planner to update and review an academic success plan and enroll in classes. Students are encouraged to have this meeting before their enrollment access time in order to have the best availability for class selection.
- Any of the following may also be selected:
- Reduce their credit load or comply with other prescribed conditional enrollment recommendations, or
- Take a one quarter leave from the college may reenroll at any time without requesting formal reinstatement and will be reduced to Academic Intervention status, or
- Comply with other prescribed conditional enrollment recommendations
- *Possible interventions:*
- Students may be required to attend a student success workshop or enroll in another specific course to substitute for the group workshop as determine
- Students may be required to receive mid-quarter progress reports from instructors
- Per program-specific requirements, students may be dismissed at this level. See program advisor for details

Academic Suspension: One (1) Quarter Suspension: Cumulative GPA remains below 2.0 OR quarterly GPA is less than 2.0 OR students have failed to complete at least 75% of credits enrolled for any four quarters in a six quarter period of attendance.

- Students are administratively withdrawn (if possible, before the first day of classes).
- Students receive information on how to return to the college after their suspension. To return after a suspension, students must meet a member of the Academic Standards Committee prior to the start of the quarter for which they wish to return. The student must complete and return the Request for Reinstatement form to the member of the Academic Standards Committee prior to their appointment. If the student fails to meet a member of the Academic Standards Committee, they must wait an additional quarter before requesting to be reinstated.

Any conditions for the student's return to the college will be set forth at the meeting with the student. Once the plan is finalized, the student will be approved and reinstated to the college and placed on Academic Intervention.

If a student's cumulative GPA remains below 2.0 but their quarterly GPA is 2.0 or better, the student will remain at their currently assigned academic standards level until their cumulative GPA is at least 2.0.

Excessive Credits

To assist students in the timely completion of their degree and/or certificate program, the college will monitor degree progress at three stages, and provide the following interventions:

Stage 1: When students reach 70% of the number of credits required for their degree/certificate, they will receive direct notification.

- Students will be encouraged to meet with their assigned advisor to review and update an educational plan that assures completion of remaining requirements in a timely manner. Students may also be provided information about preparing for completion of their program of study, graduation, etc.
- Students will receive direct notification providing information about academic standards and progress expectations, and explaining possible consequences of exceeding 125% of the college-level credits required for their degree/certificate.

Stage 2: When students reach 125% of the number of credits required for their degree/certificate, they will receive direct notification.

- Students will be required to meet with their assigned advisor to review and update an educational plan that assures completion of remaining requirements in a timely manner.
- Students will not be allowed to enroll until this review and update to the educational plan has been completed, after which the enrollment block will be removed.

Stage 3: When students reach 150% of the number of credits required for their degree/certificate, they will receive direct notification.

- At this 150% tracking point, student's enrollment will be blocked on an ongoing basis. Students will need to enroll in person.
- Enrollment will be restricted to courses relevant to the student's educational plan. Students will only be allowed to enroll in approved courses identified by way of an advisor signature form indicating the courses are required for program completion.
- If the student fails to appeal, or the appeal is denied, and the student petitions to continue their studies at GRC, an additional tuition surcharge could be added to their tuition.

Suspension Appeal

Suspension appeals are considered on a case-by-case basis. Students appealing a suspension are required to submit a copy of their current What-if audit and a copy of their current educational plan (reviewed by their advisor) to the director of advising in their program (e.g., International Programs, Open Doors, Running Start, TRiO Student Support Services, Disability Support Service, and/or Career and Advising Center). Additionally, students must submit a statement in writing which a) demonstrates or articulates extenuating circumstances leading up to the suspension, and b) articulates a plan for

success in their future academic pursuits. Students wishing to appeal must contact the director of advising in their program (International Programs, Open Doors, Running Start, Career and Advising); appeals will be considered by the Academic Standards Committee.

The Academic Standards Committee may grant the appeal, may allow the student to continue under certain conditions, or may deny the appeal. Students will be notified within 5 business days of a decision. Decisions made by the Academic Standards Committee are final.

Specific Authority:

RCW 28B.10.695

Law Implemented:

2003

History of Policy or Procedure:

Current Draft: April 5, 2023
First Adopted: April 5, 2005
Revised: August 24, 2012, June 10, 2017, January 16, 2019; April 5, 2023
Reviewed by: Academic Standards Committee, Student Affairs Leadership Team
Contact: Senior Director of Career and Advising, ext. 2641
President's Staff Sponsor: Dr. Deborah Casey, Vice President of Student Affairs, ext. 3328

Satisfactory Academic Progress Appeal

Satisfactory Academic Progress Appeal

To receive aid for the following quarters, appeals must be submitted by:
***September 10th -** Fall 2021 | **January 7th -** Winter 2022 | **April 9th** - Spring 2022*

Financial Aid Website | Phone: 253-288-3392 | Financial Aid Zoom Lobby | Email: finaid@greenriver.edu

How to Complete Your Appeal

1) Complete **both pages** of this form.

2) Save a copy of your **Academic Progress Report.** You can access your Academic Progress Report in ctcLink by clicking on the Academic Progress tile, verifying that your plan is correct, and clicking "View Report as PDF."

3) If you wish to strengthen and support your appeal, you may **provide supporting documentation.** Most appeals will be considered without documentation.

4) Submit all documents to our secure upload tool. **Appeals sent through email will not be accepted.**

5) Results of your appeal will be sent to your college-assigned email account. Please allow 1-2 weeks for our office to process your appeal. If your appeal is submitted after the due dates listed above, it may take additional time to process. Incomplete appeals will not be reviewed until all information has been received.

Student Information

Full Name: _____
Last Name, First Name

ctcLink ID #: _____

Academic Plan: _____

Please continue onto the next page to complete your appeal

Reason for Appeal

My appeal is based on (choose main reason):

☐ Medical
☐ Housing
☐ Legal
☐ Work Conflict
☐ Other: _____

☐ COVID-19 (Please choose a specific reason below)
  ☐ Student or family member illness
  ☐ Difficulty with online instruction
  ☐ Childcare
  ☐ Mental Health
  ☐ Change in work (loss of job, increased/decreased hours)
  ☐ Other COVID-19

Please provide a statement explaining why you were unable to meet Satisfactory Academic Progress. If you need more space, please submit another document with your full statement.

_____
_____
_____
_____
_____
_____
_____
_____

The steps I have taken to ensure this situation will not affect my future academic success; explain how the unusual circumstance(s) has been resolved.

_____
_____
_____
_____
_____
_____
_____
_____

Student Signature _____ Date _____

Green River College does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, marital status, religion, age or any other unlawful basis in its programs and activities. Please see College Policy HR-22. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Senior Director of Human Resources, 12401 SE 320th Street, Auburn, WA 98092, (253) 833-9111, ext. 3320. To receive this information in an alternate format, please contact Disability Support Services at (253) 931-6460; TDD 253-288-3359.

Academic Suspension Appeal Form

Academic Suspension Appeal Form

Full Name: ctcLink ID: Date:

GRC Student Email: Phone:

Program of Study: Quarter in Review: Select Quarter

The following is a list of common challenges students may experience. Please be honest and check the items that factored into your academic struggles.

Personal Factors:	☐ Financial concerns	☐ Transportation
	☐ Lack of support network	☐ Any health-related concern(s)
	☐ Family responsibilities	☐ Work schedule conflicts
	☐ Childcare	☐ Other: _____
College Factors:	☐ Problems with academic schedule	☐ Lack of knowledge of college policies and procedures
	☐ Lack of computer skills/access	☐ Lack of knowledge of support resources
	☐ Problem(s) with Instructor	☐ Other: _____
	☐ Inadequate facilities for studying	
Learning Factors:	☐ Language barrier	☐ Don't know how to effectively study
	☐ Not going to class	☐ Lack of academic confidence
	☐ Struggle to take effective notes	☐ Difficulty taking tests
	☐ Struggle with time management	☐ Other: _____

In considering the list above, ***please explain*** your significant personal and/or academic challenge. How have you addressed these concerns? *(Additional pages can be attached if needed)*

Do you feel you know/knew where to go for support to help you work through the above challenge(s)? ***Please explain.***

Please attach any supporting documents or additional pages for the questions above that you believe will strengthen your appeal. This may include medical records, letters of recommendation, or other relevant evidence.

Academic Suspension Appeal Form

Submission Deadline: All completed appeal applications for each quarter must be submitted by ***ONE WEEK* after grades have been posted.** Late submissions will not be considered.

Submission Instructions: You may submit your completed application form and supporting documents through one of the following methods:

1. Online: www.greenriver.edu/upload
2. Physical Drop-off: ***Appropriate Advising Office (TRiO, CAC, MESA, DSS, Veterans, etc.)***

For a complete application, please ensure that all attached documents are labeled clearly.

You must include:

1. Completed application form.
2. Supporting documentation *(ex. emails from instructors, medical records, letters, etc.)*
3. Educational plan *(mapping out classes for your program)* created with assigned faculty or staff advisor.

Privacy and Confidentiality: All information provided in this application will be treated confidentially and in accordance with privacy laws. The information will only be used for the purpose of evaluating your academic suspension appeal.

Please note:

- Incomplete or insufficient applications may result in the denial of your appeal.
- Please ensure that all information provided is accurate and up to date.

By signing below, I acknowledge that I have read and understood the instructions, and that the information provided in this application is true and accurate to the best of my knowledge.

Student's Signature Date:

You will be contacted regarding the outcome of your academic suspension appeal in **7-10 business days**. If you have any questions or would like to follow up on your appeal, you can contact ***your appropriate advising office*.**

Academic Standards Committee USE ONLY	
Date Reviewed:	Committee Decision: ☐ Approved ☐ Denied
Date student was notified:	
Notes:	

2.C.2 EV.#1: Grievances/ Section 4

IN-5 Student Complaint Process

Select Language
Powered by Google Translate

IN-5 STUDENT COMPLAINT PROCESS

IN-5 Student Complaints Regarding Instruction

Policy Type: Instruction
Policy Title: Student Complaints Regarding Instruction
Policy Number: IN-5

Purpose:

The purpose of this policy and procedures is to provide a systematic way in which to express and resolve misunderstandings, complaints or grievances about dissatisfaction with academic issues or instructional personnel, services, or processes.

Scope:

This policy applies to students with complaints about classes, faculty, or academic issues.

Policy:

It is the policy of Green River College to provide clear and accurate information, provide accessible services, and offer excellent educational programs and quality service. Students have both the right to receive clear information and fair application of college grading policies, standards, rules, and requirements as well as the responsibility to comply with them in their relationships with faculty and instructional staff members.

The college recognizes that disputes may sometimes arise and encourages the parties involved to resolve the conflict informally whenever possible. If resolution cannot be reached, the complaint resolution process provides an impartial and equitable way to resolve those conflicts.

Students must file an instructional complaint within two consecutive quarters after the action that gives rise to the complaint. To ensure timely resolution, formal complaints must be signed and dated by the complainant either through email or a written letter. Complaints not signed are not considered formal complaints. The appropriate dean or vice president may

College Policies

Board of Trustees

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

suspend this rule under exceptional circumstances such as extended illness, sabbatical leave, or absence of one or both parties to the complaint. When either party of the complaint is no longer in residence with the college and does not expect to return, the appropriate dean or vice president shall give reasonable opportunity to complete procedures before making a decision.

Procedure:

Student responsibilities regarding the instructional complaint process are found in the Instruction Student Complaint Process on the Green River website. Faculty responsibilities are found in the Complaints section of the United Faculty Coalition Collective Bargaining Agreement. The procedure can be found here: Instructional Student Complaint Process.

Specific Authority: United Faculty Coalition Collective Bargaining Agreement

Law Implemented:

History of Policy or Procedure:

Draft: May 22, 2018
Adopted: May 22, 2019
Revised:
Reviewed by: Dr. Suzanne M. Johnson, President
Contact: Dr. Rolita Flores Ezeonu, Vice President of Instruction, ext. 2565
President's Staff Sponsor: Dr. Rolita Flores Ezeonu, Vice President of Instruction

HR-22 Nondiscrimination and Harassment policy.

Select Language
Powered by Google Translate

HR-22 NONDISCRIMINATION AND HARASSMENT

Purpose

To enforce the Board of Trustee's position prohibiting discrimination at Green River College and to set forth the investigation and complaint handling procedures for discrimination claims.

Policy

Green River College recognizes its responsibility for investigation, resolution, implementation of corrective measures, and monitoring the educational environment and workplace to stop, remediate, and prevent discrimination on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, gender, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal, as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations. To this end, Green River College has enacted policies prohibiting discrimination against and harassment of members of these protected classes.

Sexual harassment is illegal under Title VII of the Civil Rights Act and Title IX of the Educational Amendment and is against Green River College's policies. Sexual harassment will not be tolerated in any form. It shall be the policy of Green River College, consistent with its efforts to respect the dignity and integrity of employees, students and the general public, to provide an environment free of sexual harassment. For allegations of Sexual Harassment subject to Title IX jurisdiction pursuant to regulations promulgated by the United States Department of Education, 34 C.F.R. § 106, refer to the Title IX Grievance Procedure in policy GA-11. Any employee, student, applicant, or visitor who believes that they have been the subject of discrimination or harassment should report the

College Policies

Board of Trustees

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

Human Resources Policies

Hiring and Onboarding

- HR-11 Employment of Relatives
- HR-12 Background Verification
- HR-13 Relocation Compensation
- HR-17 New Employee Orientation Program

incident or incidents to the College's appropriate Title IX Coordinator.

Any individual found to be in violation of these policies will be subject to disciplinary action up to and including dismissal from the College or from employment.

Scope

This policy applies to all students, staff and faculty on all campuses, including housing at Green River College. These nondiscrimination policies and procedures apply to discrimination complaints arising from all programs and activities of Green River College, including, but not limited to, admissions, educational programs, employment practices, and other college sponsored programs.

Definitions

Complainant: Employee(s), student(s) or visitors(s) of Green River College who alleges that they have been subjected to discriminatory practices or unwanted sexual conduct.

Respondent: Person or persons who are members of the campus community who allegedly discriminated against or harassed another person or persons.

Complaint: A description of the facts that allege violation of the college's policy against discrimination or sexual misconduct. The college has an official formal complaint form for documenting alleged discrimination or harassment. This form is available online under the A-Z index on the human resources page on GatorNet. Hardcopies of the form are located on campus in the Human Resources and Student Affairs offices.

Discrimination: Unfavorable treatment of another person based on that person's race, color, national origin, age, disability, sex, sexual orientation, marital status, creed, religion, or status as a veteran that is sufficiently severe or pervasive so as to substantially deny or limit that person's ability to benefit from or fully participate in educational programs or activities or employment opportunities.

Discriminatory Harassment: A form of discrimination consisting of physical, verbal, or written conduct that (1) denigrates or shows hostility toward an individual because of the their race, creed, color, religion, national or ethnic origin; parental status or families with children; marital status; gender (sex); sexual orientation, gender identity or expression; age; genetic information; honorably discharged veteran or military status; or the presence of any sensory, mental, or physical disability; or the use of a trained dog guide or service animal by a person with a disability; or any other prohibited basis; and (2) is sufficiently severe or pervasive so as to substantially interfere with the individual's employment, education or access to college programs, activities and opportunities.

Examples of behaviors that may rise to the level of discriminatory harassment include but are not limited to the following:

- Racial epithets, "jokes," offensive or derogatory comments, or other verbal or physical conduct based on an individual's race/color.
- Ethnic slurs, workplace graffiti, or other offensive conduct directed towards an individual's birthplace, ethnicity, culture or foreign accent.

Work Conditions

- HR-21 Suspended Operations - Employee's Leave Options
- HR-22 Nondiscrimination & Discrimination Complaint Procedures
  - Discrimination Complaint Processing Form (PDF)
- HR-23 Leave without Pay
- HR-24 Administrative/Exempt Position Title Change
- HR-25 Layoff Procedure for Non-rep Classified
- HR-26 Remote Work Policy

Benefits

- HR-31 FMLA
- HR-32 Retirement Medical Expense Plan (VEBA)
- HR-33 SBRP (TIAA) Retirement
- HR-34 PERS and TRS Plan Retirement
- HR-35 Shared Leave Policy
- HR-36 Fitness for Duty Policy
- HR-37 Domestic Violence Leave
  - Domestic Violence Leave Application (PDF)
- HR-38 Vacation Policy

Record Keeping

- HR-41 Employee Change of Information

- Verbal or physical abuse, “jokes” or offensive comments based on an individual's age, gender, disability or sexual orientation.
- Creating, posting, emailing, or circulating demeaning or offensive pictures, cartoons or other materials in the workplace that relate to race, ethnic origin, gender or one of the other protected categories listed above.

Complaint Procedure

Any employee, applicant, student or visitor of the College may file a complaint. Complaints may be submitted in writing or verbally. The College encourages the timely reporting of any incidents of discrimination or harassment. For complainants who wish to submit a written complaint, a formal complaint form is available online. Forms are also available at the following locations on campus: Human Resources, Campus Safety, Student Affairs, or any Dean's office. Any person submitting a discrimination complaint shall be provided with a written copy of the College's anti-discrimination policies and procedures. A complaint cannot be filed on behalf of another person.

Confidentiality and Right to Privacy

Green River College will seek to protect the privacy of all parties involved to the full extent possible, consistent with the legal obligation to investigate, take appropriate remedial and/or disciplinary action, and comply with the federal and state law, as well as Green River College policies and procedures. Although Green River College will attempt to honor complainants' requests for confidentiality, it cannot guarantee complete confidentiality.

Criminal Complaints

Discriminatory or harassing conduct may also be, or occur in conjunction with, criminal conduct. Criminal complaints may be filed with the following law enforcement authorities:

KENT POLICE DEPARTMENT	AUBURN POLICE DEPARTMENT	ENUMCLAW POLICE DEPARTMENT
220 4th Ave S Kent, WA 98032 253-856-5800	340 East Main St, Suite 201 Auburn, WA 98002 253-288-2121	1705 Wells St Enumclaw, WA 98022 360-825-3505

KING COUNTY SHERIFF	PIERCE COUNTY SHERIFF
516 THIRD AVE, ROOM W-150 SEATTLE, WA 98104 206-296-4155	COUNTY-CITY BUILDING, FIRST FLOOR 930 TACOMA AVE S TACOMA, WA 98402 253-798-7530

The College will proceed with an investigation of harassment and discrimination complaints regardless of whether the underlying conduct is subject to civil or criminal prosecution.

Other Discrimination Complaint Options

An employee or student may always file a complaint with:

Washington State Human Rights Commission at 800-233-3247 or TDD 800-300-7525, or

US Department of Education Office for Civil Rights at 800-421-3481 or TDD 877-521-2172 or

Equal Employment Opportunity Commission at 800-669-4000 or TDD 800-669-6820.

Specific Authority

Titles VII and IX of the Civil Rights Act of 1964
Age Discrimination in Employment Act
Section 504 of the Rehabilitation Act of 1973
Americans with Disabilities Act of 1990
RCW 49.60.030

Law Implemented

Most recent rulemaking went into effect on 8-14-2020

History of Policy or Procedure

Draft: December 14, 2005
Adopted: May 2, 2006
Revised: July 21, 2010; March 1, 2013; September 26, 2013; December 4, 2015; December 8, 2016; January 8, 2017, August 14th, 2020
Reviewed by: President's Staff
Contact: Staci Whitehouse, Interim Executive Director of Human Resources, ext.6628
President's Staff Sponsor: Interim Director of Human Resources, ext. 6628

Consumer Protection Student Complaint Process

Select Language
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CONSUMER PROTECTION STUDENT COMPLAINT PROCESS

Notification of Title IV Student Complaint Process

The Higher Education Act (HEA) prohibits an institution of higher education from engaging in a “substantial misrepresentation of the nature of its educational program, its financial charges, or the employability of its graduates.” 20 U.S.C. §1094(c)(3)(A). Further, each state must have “a process to review and appropriately act on complaints concerning the institution including enforcing applicable state laws.” 34 C.F.R. § 600.9. The Washington State Board of Community and Technical Colleges (SBCTC) maintains a process to investigate complaints of this nature brought by community and technical college students in the state of Washington. For information, contact SBCTC Student Services, PO Box 42495, Olympia, WA 98504-2495, studentservices@sbctc.edu , 360-704-4315 or visit sbctc.edu.

Consumer Protection Title IV Student Complaint Process

- For students: To submit a complaint, please create an account though the SBCTC Consumer Protection Title IV Student Complaint Portal

GA-11 Sex Discrimination Grievance Procedure

Select Language
Powered by Google Translate

GA-11 SEX DISCRIMINATION GRIEVANCE PROCEDURE

GA- 11 remains in force for incidents that occurred prior to August 1, 2024. Incidents that occurred on or after August 1, 2024 will fall under GA-31 Sex Discrimination Investigation Procedure and GA-32 Employee Sex Discrimination Disciplinary Procedure

Purpose

The College (the College) recognizes its responsibility to investigate, resolve, implement corrective measures, and monitor the educational environment and workplace to stop, remediate, and prevent discrimination on the basis of sex, as required by Title IX of the Educational Amendments of 1972, Title VII of the Civil Rights Act of 1964, the Violence Against Women Reauthorization Act, and Washington State's Law Against Discrimination, and their implementing regulations. To this end, The College has enacted and adopted the following Title IX Grievance Procedure for receiving and investigating Sexual Harassment allegations arising during education programs and activities. Any individual found responsible for violating The College's Title IX policy is subject to disciplinary action up to and including dismissal from The College educational programs and activities and/or termination of employment.

Application of this Title IX Grievance Procedure is restricted to allegations of “Sexual Harassment,” as that term is defined in 34 C.F.R. §106.30. Nothing in this procedure limits or otherwise restricts the College's ability to investigate and pursue discipline based on alleged violations of other federal, state, and local laws, their implementing regulations, and other college policies prohibiting gender discrimination through processes set forth in the College's code of student conduct, employment contracts, employee handbooks, and collective bargaining agreements.

Reporting

Any employee, student, applicant, or visitor who believes that he, she or they has been the subject of discrimination or harassment should report the incident or incidents to the College's appropriate Title IX Coordinator identified below. If the complaint is against that Coordinator, the complainant should

College Policies

Board of Trustees

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

Title IX Training Documents

Welcome to our Title IX Training Documents section, where transparency meets commitment. We proudly share comprehensive materials rooted in legal compliance and the principles of diversity, equity, and inclusion. These resources, designed for our Title IX Coordinator, are publicly accessible to promote awareness

report the matter to the President's office for referral to an alternate designee.

For all students, applicants, employees and public/visitors:

- **Korland Simmons, Equity Compliance Officer, Title IX Coordinator**
  Kent Campus 278
  Phone: 253-288-3361
  Email: TitleIXcoordinator@greenriver.edu

The College encourages the timely reporting of any incidents of discrimination or harassment. Complaints may be submitted in writing or orally. For complainants who wish to submit a written complaint, complete the **Discrimination Complaint Processing Form** and submit the form to the appropriate Title IX Coordinator.

Policy

WAC 132J-300-010 Grievance procedure -- Sex discrimination. Title IX. Statement of policy (as required by Section 86.8(a) of Title IX).

Scope

Any applicant for admission, enrolled student, applicant for employment or employee of The College.

Definitions

For purposes of this Title IX Grievance Procedure, the following terms are defined as follows:

1. **"Sexual Harassment,"** for purposes of these Title IX Grievance Procedures, Sexual Harassment occurs when a Respondent engages in the following discriminatory conduct on the basis of sex:
   a. **Quid pro quo harassment.** A The College employee conditioning the provision of an aid, benefit, or service of The College on an individual's participation in unwelcome sexual conduct.
   b. **Hostile environment.** Unwelcome conduct that a reasonable person would find to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to The College's educational programs or activities or The College employment.
   c. **Sexual assault.** Sexual assault includes the following conduct:
      1. **Nonconsensual sexual intercourse.** Any actual or attempted sexual intercourse (anal, oral, or vaginal), however slight, with any object or body part, by a person upon another person, that is without Consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.
      2. **Nonconsensual sexual contact.** Any actual or attempted sexual touching, however slight, with any body part or object, by a person upon another person that is without Consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.
      3. **Incest.** Sexual intercourse or sexual contact with a person known to be related to them, either

and empower our community. Explore the training documents below to support our commitment to a workplace free from discrimination.

TIX-Advisor Training

Title IX Coordinator 1-Course Slides

TIX-Day 1 Slides-Investigative Report Writing Workshop

TIX-Day 2-April Open Report Writing Workshop

TIX-Investigation 2 Day-Client Class

Title IX in a Post Reg World-Day 1

Title IX in a Post Reg World-Day 2

TIX-Hearings-Day 1 - Oregon Alliance

TIX-Hearings-Day 2-Oregon Alliance

TIX-Aug-Open Training Trauma Informed Investigations Training

TIX-Book T9 Coordinator-2 Day Client Class

General Administrative Policies

- GA-1 Drug Free Campus
- GA-2 Tobacco Use
- GA-3 Mandatory Reporting of Child Abuse
- GA-4 Use of Photo Release
- GA-5 Prohibited Activities
- GA-6 Trespass
- GA-7 Distribution of Materials

legitimately or illegitimately, as an ancestor, descendant, brother, or sister of either wholly or half related. Descendant includes stepchildren and adopted children under the age of eighteen (18).

4. **Statutory rape**. Consensual intercourse between a person who is eighteen (18) years of age or older, and a person who is under the age of sixteen (16).
5. **Domestic violence**. Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the State of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the State of Washington, RCW 26.50.010.
6. **Dating violence**, Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the following factors:
    a. The length of the relationship;
    b. The type of relationship; and
    c. The frequency of interaction between the persons involved in the relationship.
7. **Stalking**. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to (i) fear for their safety or the safety of others; or (ii) suffer substantial emotional distress.

2. **“Summary Suspension”** means an emergency suspension of a student Respondent pending investigation and resolution of disciplinary proceedings pursuant to the procedure and standards set forth in WAC 132J-126-230.

3. **“Supportive Measures”** are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or Respondent regardless of whether the Complainant or the Title IX Coordinator has filed a Formal Complaint. Supportive Measures restore or preserve a party's access to The College's education programs and activities without unreasonably burdening the other party, as determined through an interactive process between the Title IX Coordinator and the party. Supportive Measures include measures designed to protect the safety of all parties and/or The College's educational environment and/or to deter Sexual Harassment or retaliation. Supportive measures may include, but are not limited to, (i) counseling and other medical assistance, (ii) extensions of deadlines or other course-related adjustments, (iii) modifications of work or class schedules, (iv) leaves of absence, (v) increased security or monitoring of certain areas of campus, and (vi) imposition of orders prohibiting the parties from contacting one another in housing or work situations. Determinations about whether to impose a one-way no contact order must be made on a case-by-case basis. If supportive measures are not provided, the Title IX Coordinator must document in writing why this was clearly reasonable under the

- GA-8 State Environmental Policy Act (SEPA)
- GA-9 Hours of Operation
- GA-10 Reasonable Accommodation
- GA-11 Sex Discrimination Grievance Procedure
    - *For incidents reported to have occurred prior to August 1, 2024.*
- GA-12 Tenure
- GA-13 Grant/Contract Proposal Development
- GA-14 Grant/Contract Procedures, Post Award
- GA-15 Human Subjects Research Compliance
- GA-16 Public Records
- GA-17 Educational Rights and Privacy Act
- GA-18 Traffic and Parking
- GA-19 Logo & Trademark Use Guidelines
- GA-21 Redevelopment of Policies
- GA-22 College Publications
- GA-23 Ethics
- GA-25 Student Email Communications
- GA-26 Social Media
- GA-27 Copyright Infringement
- GA-28 On-Campus Outdoor Memorials & Markers

circumstances.

4. **“Grievance Procedure”** is the process The College uses to initiate, informally resolve, and/or investigate allegations that an employee or student has violated Title IX provisions prohibiting sexual harassment.

5. **“Education Program or Activity”** includes locations, events, or circumstances over which the College exercised substantial control over both the Respondent and the context in which the alleged Sexual Harassment occurred. It also includes any building owned or controlled by a student organization officially recognized by The College.

6. **“Formal Complaint”** means a writing submitted by the Complainant or signed by the Title IX coordinator alleging Sexual Harassment against a Respondent and requesting that the College conduct an investigation.

7. **“Respondent”** means an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment.

8. **“Complainant”** means an individual who is alleged to be the victim of conduct that could constitute Sexual Harassment.

9. **“Consent”** means knowing, voluntary, and clear permission by word or action, to engage in mutually agreed upon sexual activity. Each party has the responsibility to make certain that the other has consented before engaging in the activity. For consent to be valid, there must be at the time of the act of sexual intercourse or sexual contact actual words or conduct indicating freely given agreement to have sexual intercourse or sexual contact.

   A person cannot consent if they are unable to understand what is happening or are disoriented, helpless, asleep, or unconscious for any reason, including due to alcohol or other drugs. An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapacitated has engaged in nonconsensual conduct.

   Intoxication is not a defense against allegations that an individual has engaged in nonconsensual sexual conduct.

10. “**Retaliation”** Acts or attempts to retaliate or seek retribution against the Complainant, Respondent, or any individual or group of individuals involved in the complaint, investigation and/or resolution of an allegation of sexual misconduct. Retaliation can be committed by any individual or group of individuals, not just a Respondent or Complainant. Retaliation can take many forms, including threats, intimidation, pressuring, continued abuse, violence or other forms of harm to others.

11. “**Title IX Administrators**” are the Title IX Coordinator, Title IX investigators, the Judicial Affairs Officer, Student Conduct Committee members, College -provided advisors assigned to the parties by The College during Title IX disciplinary proceedings.

12. **“Title IX Coordinator”** is responsible for processing Title IX complaints and conducting and/or overseeing formal

- GA-29 Web Policy
- GA-30 PCI DSS COMPLIANCE POLICY
- GA-31 Sex Discrimination Investigation Procedure
  - *For incidents reported to have occurred on or after August 1, 2024.*
- GA-32 Employee Sex Discrimination Disciplinary Procedure
  - *For incidents reported to have occurred on or after August 1, 2024.*
- GA-33 Pregnancy and Pregnancy Related Conditions

investigations and informal resolution processes under this Grievance Procedure. The College official for employees is the Vice President of Human Resources, the College official for students is the Vice President for Student Affairs. Among other things, the Title IX Coordinator is responsible for:

1. Accepting and processing all Title IX reports, referrals, and Formal Complaints.
2. Executing and submitting a Formal Complaint when appropriate and necessary.
3. Handling requests for confidentiality.
4. Determining during the Grievance Procedure (i) whether a Formal Complaint should be dismissed either in whole or in part, and if so, (ii) providing notice to both parties about why dismissal was necessary or desirable, and (iii) referring the complaint to the appropriate disciplinary authority for proceedings outside the jurisdiction of Title IX.
5. Maintaining accurate records of all complaints, reports, and referrals, and retaining investigation files, complaints, reports, and referrals in compliance with the applicable records retention schedules or federal or state law, whichever is longer.
6. Conducting investigations or assigning and overseeing investigations.
7. Engaging in an interactive process with both parties to identify and provide supportive measures that ensure during the investigation and disciplinary processes that the parties have equitable access to education programs and activities and are protected from further discrimination or retaliation.
8. Upon completion of an investigation, issuing or overseeing the issuance of a final investigation report to the parties and the appropriate disciplinary authority in compliance with this Grievance Procedure.
9. Recommending non-disciplinary corrective measures to stop, remediate, and/or prevent recurrence of discriminatory conduct to disciplinary authorities and other College administrators.

Principles for Title IX Grievance Procedure

1. Respondent shall be presumed not responsible for the alleged conduct unless or until a determination of responsibility is reached after completion of the grievance and disciplinary processes.

2. Before imposing discipline, the College is responsible for gathering and presenting evidence to a neutral and unbiased decision maker establishing responsibility for a Title IX violation by a preponderance of the evidence.

3. The College shall treat both the Complainant and Respondent equitably by providing Complainant with remedies against Respondent who has been found responsible for Sexual Harassment through application of the institution's Title IX grievance and applicable Title IX disciplinary procedures and by providing Respondent with Title IX procedural safeguards contained in this Title IX Grievance Procedures and in the applicable Title IX disciplinary procedures.

4. The investigator shall base investigation results on all relevant evidence, including both exculpatory and inculpatory evidence.

5. Formal and informal resolutions will be pursued within reasonably prompt timeframes with allowances for temporary delays and extensions for good cause shown. Grounds for temporary delay include, but are not limited to school closures, national holidays, or other reasonable concern causing closure. Good cause supporting a request for an extension includes, but is not limited to: a party, a party's advisor, or a witness being unavailable, concurrent law enforcement activity, and the need for language assistance or accommodation of disabilities. Both parties will receive written notice of any temporary delay or extension for good cause with an explanation of why the action was necessary.

6. A student Respondent found responsible for engaging in Sexual Harassment may receive discipline up to and including dismissal from The College. A description of other possible disciplinary sanctions and conditions that may be imposed against students can be found in WAC 132J-126-130.

7. An employee found responsible for Sexual Harassment may receive discipline up to and including dismissal from employment. A description of possible disciplinary sanctions and conditions that may be imposed against employees can be found within the Green River College Agreement with the Green River United Faculty Coalition Article V Section R and the Collective Bargaining Agreement between the State of Washington and Washington Federation of State Employees Higher Education Community College Coalition (WFSE HE CCC) Article 29 and Article 30.

8. In proceedings against a student Respondent, the parties may appeal the Student Conduct Committee's ruling to the President pursuant to WAC 132J-126-150 and Supplement Title IX Student Conduct Code Procedures, WAC 132J-126-270.

9. In proceedings against an employee Respondent, the parties may appeal the Employee Disciplinary Decision to the President pursuant to WAC 132J-126-220 and the Green River College Agreement with the Green River United Faculty Coalition Section R and the Collective Bargaining Agreement between the State of Washington and Washington Federation of State Employees Higher Education Community College Coalition (WFSE HE CCC) Article 29 and Article 30."

10. Title IX Administrators may not require, allow, rely upon, or otherwise use questions or evidence that seeks disclosure of privileged communications, unless the privilege has been effectively waived by the holder. This provision applies, but is not limited to information subject to the following:
    a. Spousal/domestic partner privilege;
    b. Attorney-Client and attorney work product privileges;
    c. Privileges applicable to members of the clergy and priests;
    d. Privileges applicable to medical providers, mental health therapists, and counsellors;
    e. Privileges applicable to sexual assault and domestic violence advocates; and
    f. Other legal privileges identified in RCW 5.60.060.

Title IX Administrators - Free from bias - Training requirements

1. Title IX Administrators shall perform their duties free from bias or conflicts.

2. Title IX Administrators shall undergo training on the following topics:
3. The definition of Sexual Harassment under these procedures,
4. The scope of The College's educational programs and activities,
5. How to conduct an investigation,
6. How to serve impartially without prejudgment of facts, conflicts of interest, or bias,
7. Use of technology used during an investigation or hearing,
8. The relevance of evidence and questions, and
9. Effective report writing.

10. All Title IX Administrator training materials shall be available on The College's Title IX webpage.

Emergency and External Reporting

The College encourages all individuals to seek assistance from a medical provider and/or law enforcement immediately after an incident of sexual or non-sexual violence. This is the best option to ensure preservation of evidence and to begin a timely investigative and remedial response. The College will help any community member to get to a safe place and will provide transportation to the hospital, coordination with law enforcement, and information about on- and off-campus resources and options for resolution.

Confidentiality

1. The College will seek to protect the privacy of the Complainant to the fullest extent possible, consistent with the legal obligation to investigate, take appropriate remedial and/or disciplinary action, and comply with the federal and state law, as well as College policies and procedures. Although The College will attempt to honor Complainants' requests for confidentiality, it cannot guarantee complete confidentiality. Determinations regarding how to handle requests for confidentiality will be made by the Title IX Coordinator.

2. The Title IX Coordinator will inform and attempt to obtain consent from the Complainant before commencing an investigation of alleged Sexual Harassment. If a Complainant asks that their name not be revealed to the Respondent or that The College not investigate the allegation, the Title IX Coordinator will inform the Complainant that maintaining confidentiality may limit the College's ability to fully respond to the allegations and that retaliation by the Respondent and/or others is prohibited. If the Complainant still insists that their name not be disclosed or that The College not investigate, the Title IX Coordinator will determine whether The College can honor the request and at the same time maintain a safe and nondiscriminatory environment for all members of The College community, including the Complainant. Factors to be weighed during this determination may include, but are not limited to:

   a. The seriousness of the alleged Sexual Harassment;
   b. The age of the Complainant;
   c. Whether the Sexual Harassment was perpetrated with a weapon;

d. Whether the Respondent has a history of committing acts of Sexual Harassment or violence or has been the subject of other Sexual Harassment or violence complaints or findings;
e. Whether the Respondent threatened to commit additional acts of Sexual Harassment or violence against the Complainant or others; and
f. Whether relevant evidence about the alleged incident can be obtained through other means (e.g., security cameras, other witnesses, physical evidence).

3. If The College is unable to honor a Complainant's request for confidentiality, the Title IX Coordinator will notify the Complainant of the decision and ensure that Complainant's identity is disclosed only to the extent reasonably necessary to effectively conduct and complete the investigation in compliance with this Grievance Procedure.

4. If The College decides not to conduct an investigation or take disciplinary action because of a request for confidentiality, the Title IX Coordinator will evaluate whether other measures are available to address the circumstances giving rise to the complaint and prevent their recurrence and implement such measures if reasonably feasible.

Complaint Resolution

The Title IX resolution processes are initiated when the Title IX Coordinator's Office receives a written complaint alleging that a Respondent(s) sexually harassed a Complainant and requesting that The College initiate an investigation (a Formal Complaint). A Formal Complaint must be either submitted by the Complainant or signed by the Title IX Coordinator on behalf of the Complainant. Formal complaints submitted to the Title IX Coordinator may be resolved through either informal or formal resolution processes. The College will not proceed with either resolution process without a Formal Complaint.

For purposes of this Title IX Grievance Procedure, the Complainant must be participating in or attempting to participate in a College education program or activity at the time the Formal Complaint is filed.

1. Informal Resolution:

Under appropriate circumstances and if the impacted and responding parties agree, they may voluntarily pursue informal resolution during the investigation of a concern. Informal resolution is not appropriate when the allegations involve a mandatory reporting situation, an immediate threat to the health, safety or welfare of a member of The College community, or in cases where an employee is alleged to have sexually harassed a student.

If an informal resolution is appropriate, the impacted party and the responding party may explore remedies or resolution through:

- Guided conversations or communications conducted by the Title IX coordinator / HRO representative or a mutually agreed upon third party;
- Structured resolution process conducted by a trained mediator; or
- Voluntarily agreed on alterations to either or both of the parties' work or class schedules or student housing arrangements.

If the parties agree to an informal resolution process, The College will commence the process within ten (10) business days after the parties agree to this option and conclude within thirty (30) business days of beginning that process; subject to reasonably delays and extensions for good cause shown. The informal process is voluntary. Either the impacted or responding party may withdraw from the informal resolution process at any time, at which point the formal investigation process will resume.

If the impacted and responding party voluntarily resolve a report, The College will record the terms of the resolution in a written agreement signed by both parties and provide written notice to both parties that the report has been closed.

2. Formal Resolution

Formal resolution means that the Complainant's allegations of Sexual Harassment will be subjected to a formal investigation by an impartial and unbiased investigator. The investigator will issue a report of the investigation findings. Upon completion of the investigation, the investigator will submit the final investigation report to the appropriate disciplinary authority to determine whether disciplinary proceedings are warranted.

Emergency Removal, Summary Suspension

If a student Respondent poses an immediate threat to the health and safety of the College Community or an immediate threat of significant disruption to College operations, the College's student conduct officer may summarily suspend a Respondent pursuant to WAC 132J-126-130 pending final resolution of the allegations. Nothing in this Grievance Procedure prohibits The College from placing nonstudent employees on administrative leave pending final resolution of the allegations.

Investigation Notices

Upon receiving a Formal Complaint and determining that allegations comport with Title IX claims, The College will provide the parties with the following notices containing the following information:

1. Notice of formal and informal resolution processes. A description of The College's grievance resolution procedures, including the informal resolution procedure.
2. The investigator will serve the Respondent and the Complainant with a Notice of Investigation in advance of the initial interview with the Respondent to allow the Respondent sufficient time to prepare a response to the allegations and to inform the Complainant that The College has commenced an investigation. The investigation notice will:

3. Include the identities of the parties (if known), a description of the conduct alleged constituting Title IX Sexual Harassment, and the time and location of the incident (if known).
4. Confirm that the Respondent is presumed not responsible for the alleged conduct and that The College will not make a final determination of responsibility until after the grievance and disciplinary processes have been completed.
5. Inform parties that they are both entitled to have an advisor of their own choosing, who may be an attorney.
6. Inform parties they have a right to review and inspect evidence.

7. Inform parties about student conduct code provisions and employment policies that prohibit students and employees from knowingly submitting false information during the grievance and disciplinary processes.

8. Amended investigation notice. If during the course of the investigation, The College decides to investigate Title IX Sexual Harassment allegations about the Complainant or Respondent that are not included in the investigation notice, The College will issue an amended notice of investigation to both parties that includes this additional information.

9. Interview and meeting notices. Before any interviewing or meeting with a party about Title IX allegations, The College shall provide the party with a written notice identifying the date, time, location, participants, and purpose of the interview or meeting with sufficient time for the party to prepare for the interview or meeting.

Investigation Process - Dismissal

1. Mandatory dismissal. The Title IX Coordinator will dismiss the Title IX allegations, if during the course of a formal investigation under the Title IX Grievance Process, the investigator determines that the alleged misconduct in the Formal Complaint:
2. Does not meet the definition of Sexual Harassment under Title IX, even if proved; or
3. Did not occur in the context of a College Education Program or Activity; or
4. Occurred outside the United States.

5. Discretionary dismissal. The College may dismiss a Title IX claim in whole or in part, if:
6. The Complainant notifies the Title IX Coordinator in writing that they would like to withdraw the Formal Complaint in whole or in part;
7. Respondent is no longer enrolled with or employed by the College; or
8. Specific circumstances prevent the College from gathering evidence sufficient to complete the investigation of the Title IX allegations in whole or in part.

9. The Title IX Coordinator will provide both parties written notice if Title IX allegations are dismissed with an explanation for the dismissal.

10. Mandatory or discretionary dismissal of a Title IX claim does not preclude the College from investigating and pursuing discipline based on allegations that a Respondent violated other federal or state laws and regulations, The College conduct policies, and/or other codes and contractual provisions governing student and employee conduct.

Investigation Process - Consolidation of Formal Complaints

When multiple Sexual Harassment allegations by or against different parties arise out of the same facts or circumstances, the College may consolidate the investigation of Formal Complaints, provided consolidation can be accomplished in compliance with confidentiality protections imposed by the Family Educational Records and Privacy Act (FERPA). This includes instances in which Complainant and Respondent have lodged Formal Complaints against one another or when allegations of sexual assault are lodged by a single Complainant against multiple Respondents, or when multiple Complainants

lodge sexual assault complaints against single or multiple Respondents.

Investigation Process - Required Procedures

During the investigation, the Investigator:

1. Will provide the parties with equal opportunity to present relevant statements, and other evidence in the form of fact or expert witnesses and inculpatory or exculpatory evidence.

2. Will not restrict the ability of either party to discuss the allegations under investigation or gather and present relevant evidence, except when a no contact order has been imposed based on an individualized and fact specific determination that a party poses a threat to the health, safety, or welfare of another party and/or witnesses or when contact with a party and/or witness is prohibited by court order. A College -imposed no contact shall be no broader than is necessary to protect the threatened party or witness and must provide the impacted party or their advisor with alternative means of gathering and presenting relevant evidence from the protected witness and/or party.

3. Will allow each party to be accompanied by an advisor of their choosing, who may be an attorney, to any grievance related meeting or interview. Advisors' roles during the investigation meetings or interviews will be limited to providing support and advice to the party. Advisors will not represent or otherwise advocate on behalf of the parties during the investigation process. An attorney representing a party must enter a notice of appearance with the Title IX Coordinator and the Investigator at least five (5) days before the initial interview or meeting they plan to attend, so that the College can secure its own legal representation, if necessary.

4. The investigator will provide both parties and their respective advisors with an equal opportunity to review the draft investigation report and to inspect and review any evidence obtained during the investigation that is directly related to the allegations raised in the Formal Complaint, including inculpatory or exculpatory evidence, regardless of its source, as well as evidence upon which the investigator does not intend to rely in the final investigation report. After disclosure, each party will receive ten (10) days in which to submit a written response, which the investigator will consider prior to completion of the investigation report. If a party fails to submit a written response within ten (10) days, the party will be deemed to have waived their right to submit comments and the investigator will finalize the report without this information.

5. The investigator will forward the final report to the Title IX Coordinator, who will distribute the report and evidence to the parties, as well as the disciplinary authority responsible for determining whether pursuing disciplinary action is warranted.

Non-Retaliation, Intimidation and Coercion

Retaliation by, for or against any participant (including complainant, respondent, witness, Title IX/EEO Coordinator, or investigator) is expressly prohibited. Retaliatory action of any kind taken against individuals as a result of seeking redress under the applicable procedures or serving as a witness in

a subsequent investigation or any resulting disciplinary proceedings is prohibited and is conduct subject to discipline. Any person who thinks he, she or they has been the victim of retaliation should contact the Title IX/EEO Coordinator immediately.

Specific Authority: 34 CFR Part 106

Law Implemented: August 14th, 2020

History of Policy or Procedure

Adopted: June 25, 1976

Revised: April 5th, 2005, August 14th, 2020

Reviewed By: Presidents Staff, AAG Office

Presidents Staff Sponsors: Shirley Bean, Vice President for Business Administration and Human Resources, ext. 3305 and Dr. Deborah Casey, Vice President for Student Affairs, ext. 3328

Resources

Contact Us

STUDENT SUPPORT

ctcLink
Student Email
My Green River
Navigate 360
Financial Aid
Holman Library
Center for Transformational Wellness
Student Remote Access
Career & Advising Center
Office of the Registrar
Disability Support Services
Counseling Services
e-Learning
Placement & Testing Center
Register to Vote
MMIWP / WSP

EMPLOYEE RESOURCES

Human Resources
Institutional Effectiveness
ctcLink Sign In
GatorNet
Curriculog (formerly CAR/PAR)
Faculty eLearning
Canvas
Gator News
Employee Password Reset

CAMPUS SAFETY

Emergency & Safety Alerts
Just Report It

CONNECT WITH GREEN RIVER

Facebook
Twitter
Youtube
LinkedIn
Instagram

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EL-2 Treatment of People

Select Language
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EL-2 TREATMENT OF PEOPLE

Policy

Treatment of and dealings with students, employees, and members of the community shall be humane, fair, respectful, and dignified. Accordingly, the president shall:

1. Operate with policies and/or procedures that set forth student and employee rules, provide for effective handling of grievances, ensure due process, and protect against wrongful conditions.
2. Comply with all state and federal laws, rules, and regulations pertaining to students and employees including those pertaining to discrimination and equal opportunity.
3. Take action when becoming aware of any violation of state or federal laws, rules, or regulations, or of Board policies.
4. Encourage students and employees to use established grievance procedures.
5. Acquaint students and employees with their rights and responsibilities.

History of Policy

Draft: December 12, 2003
Adopted: April 15, 2004
Revised: February 18, 2014

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

Board Policies

Governance Process

- GP-1 Policy Governance Commitment
- GP-2 Governing Style
- GP-3 Board Job Description
- GP-4 Board Chairperson's Role
- GP-5 Community College District No. 10 Bylaws
- GP-6 Board Code of Ethics
- GP-7 Naming of Facilities

2.C.2 EV.#1: Accommodations for persons with disabilities / Section 5

Section 504 of the Rehabilitation Act

U.S. DEPARTMENT OF LABOR

Office of the Assistant Secretary for Administration & Management

Section 504, Rehabilitation Act of 1973

Section 794. Nondiscrimination under Federal grants and programs; promulgation of rules and regulations

(a) Promulgation of rules and regulations

No otherwise qualified individual with a disability in the United States, as defined in section 705 (20) of this title, shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service. The head of each such agency shall promulgate such regulations as may be necessary to carry out the amendments to this section made by the Rehabilitation, Comprehensive Services, and Development Disabilities Act of 1978. Copies of any proposed regulations shall be submitted to appropriate authorizing committees of the Congress, and such regulation may take effect no earlier than the thirtieth day after the date of which such regulation is so submitted to such committees. See also 29 CFR Part 32 and 29 CFR Part 37.

(b) "Program or activity" defined

For the purposes of this section, the term "program or activity" means all of the operations of --

(1)(A) a department, agency, special purpose district, or other instrumentality of a State or of a local government; or

(B) the entity of such State or local government that distributes such assistance and each such department or agency (and each other State or local government entity) to which the assistance is extended, in the case of assistance to a State or local government;

(2)(A) a college, university, or other postsecondary institution, or a public system of higher education; or

(B) a local educational agency (as defined in section 8801 of Title 20), system of vocational education, or other school system;

(3)(A) an entire corporation, partnership, or other private organization, or an entire sole proprietorship --

(i) if assistance is extended to such corporation, partnership, private organization, or sole proprietorship as a whole; or

(ii) which is principally engaged in the business of providing education, health care, housing, social services, or parks and recreation; or

(B) the entire plant or other comparable, geographically separate facility to which Federal financial assistance is extended, in the case of any other corporation, partnership, private organization, or sole proprietorship; or

(4) any other entity which is established by two or more of the entities described in paragraph (l), (2) or (3); any part of which is extended Federal financial assistance.

(c) Significant structural alterations by small providers

Small providers are not required by subsection (a) to make significant structural alterations to their existing facilities for the purpose of assuring program accessibility, if alternative means of providing the services is available. The terms used in this subsection shall be construed with reference to the regulations existing on March 22, 1988.

(d) Standards used in determining violation of section

The standards used to determine whether this section has been violated in a complaint alleging employment discrimination under this section shall be the standards applied under title I of the Americans with Disabilities Act of 1990 (42 U.S.C. 12111 et seq.) and the provisions of sections 501 through 504, and 510, of the Americans with Disabilities Act of 1990 (42 U.S.C. 12201-12204 and 12210), as such sections related to employment.

Section 794a. Remedies and attorney fees

Give Feedback

Submit Feedback

(a)(1) The remedies, procedures, and rights set forth in section 717 of the Civil Rights Act of 1964 (42 U.S.C. 2000e-16), including the application of sections 706(f) through 706 (k) [42 U.S.C. 2000e-5(f) through k)] shall be available, with respect to any complaint under section 791 of this title, to any employee or applicant for employment aggrieved by the final disposition of such complaint, or by the failure to take final action on such complaint. In fashioning an equitable or affirmative action remedy under such section, a court may take into account the reasonableness of the cost of any necessary work place accommodation, and the availability of alternative therefor or other appropriate relief in order to achieve an equitable and appropriate remedy.

(2) The remedies, procedures, and rights set forth in title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq)shall be available to any person aggrieved by any act or failure to act by any recipient of Federal assistance or Federal provider of such assistant under section 794 of this title.

(b) In any action or proceeding to enforce or charge a violation of a provision of this subchapter, the court, in its discretion, may allow the prevailing party, other than the United States, a reasonable attorney's fee as part of the costs.

Scroll to Top

Title II of the Americans with Disabilities Act

The following pages show only cover and table of contents of this evidence. To view the full file, please refer to the hyperlink.

NOTICE:

The title II regulation was modified by the Pool Extension Final Rule, the ADA Amendments Act Final Rule, the Title II Web and Mobile Accessibility Final Rule, and the Title II Accessible Medical Diagnostic Equipment Final Rule, which can be found in the Title II Regulation Supplement. This document and the supplement should be read together for the most up-to-date regulation.

Alternatively, the fully updated regulation is available in html.

Americans with Disabilities Act Title II Regulations

Nondiscrimination on the Basis of Disability in State and Local Government Services

Department of Justice
September 15, 2010

Contents

1 Supplementary Information..... 1

2 Revised Final Title II Regulation with Integrated Text..... 27

3 2010 Guidance and Section-by-Section Analysis.....57

4 1991 Preamble and Section-by-Section Analysis.....180

GA-10 Reasonable Accommodation

Select Language
Powered by Google Translate

GA-10 REASONABLE ACCOMMODATION

Purpose
To adhere to all applicable federal and state laws, regulations, and guidelines with respect to providing reasonable accommodation as required to qualified individuals with disabilities.

Scope
All qualified individuals with disabilities.

Definitions
Disability—

- *Americans with Disabilities Act of 1990 (42 U.S.C. 12102)*: "Disability" means a physical or mental impairment that substantially limits one or more of the major life activities of such an individual; a record of having such an impairment; or being regarded as having such an impairment.
- *Washington State Law Against Discrimination (RCW 49.60.040)*: “Disability” means the presence of a sensory, mental, or physical impairment that is medically cognizable or diagnosable; or exists as a record or history; or is perceived to exist whether or not it exists in fact.
  A disability exists whether it is temporary or permanent, common or uncommon, mitigated or unmitigated, or whether or not it limits the ability to work generally or work at a particular job or employment.

Reasonable Accommodation: Modification or adjustment to a job, work environment, policy, practice, or procedure that enables a qualified individual with a disability to perform the essential functions of the position. Reasonable accommodation will be implemented as long as it is medically necessary (there is competent medical evidence establishing a relationship between the disability and the need for accommodation) and: it does not pose a direct threat to the health or safety of others, does not make a substantial change in the essential element/function of the position and does not impose an undue hardship on Green River College.

College Policies

Board of Trustees

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

Title IX Training Documents

Welcome to our Title IX Training Documents section, where transparency meets commitment. We proudly share comprehensive materials rooted in legal compliance and the principles of diversity, equity, and inclusion. These resources, designed for our Title IX Coordinator, are publicly accessible to promote awareness

Qualified Individual with a Disability: A person with a disability who meets the skill, experience, education, and other job-related requirements of the position held or desired, and who, with or without reasonable accommodation, can perform the essential functions of the job.

Essential Functions: The fundamental job duties or requirements of a position. Essential functions are such that they cannot be eliminated or substantially modified without changing the nature of the position. Essential functions do not include the marginal functions of the position.

Undue Hardship: Among other things, an excessively costly, extensive, substantial, or disruptive modification, or one that would fundamentally alter the nature or operation of Green River College or one of its programs.

Direct Threat to the Health or Safety of Others: The accommodation poses a substantial risk of significant harm to someone else.

Substantial Change: A substantial alteration/change in the essential conduct or function of the job.

Equal Employment Opportunity: An opportunity for a qualified individual with a disability to perform the essential job functions or to enjoy the benefits and privileges of employment that are available to similarly situated individuals without a disability.

Health Care Professional: A person who is legally competent to diagnose and/or treat the particular medical condition or conditions which are the basis of the accommodation request.

Disability Separation: An action taken to separate an employee from service when the employer determines that the employee is unable to perform the essential functions of the employee's position or class with or without reasonable accommodation due to mental, sensory, or physical incapacity. A disability separation is not a disciplinary action.

Policy

It is the policy of Green River College to provide reasonable accommodation to all qualified individuals with disabilities. The policy's primary focus is reasonable accommodation in all aspects of employment; however, general guidance and contact information is also given with regard to reasonable accommodation as it applies to college services or activities provided to the general public, and the college's educational services and activities.

The reasonable accommodation process is an interactive process and requires the cooperation of the individual requesting the accommodation. Failure to cooperate may delay or stop the reasonable accommodation process. To the extent possible and in accordance with applicable laws and regulations, all information regarding the presence or nature of an individual's disability is treated as a confidential medical record and is maintained in a secure manner, apart from personnel files.

Notification of the right to an accommodation and information on how to make such a request for qualified applicants with a disability will be included in all announcements and in all recruitment efforts. The College will post its accommodation policy on its intranet site and make it available in all new employee orientation packets, as well as to any employee or applicant upon request.

and empower our community. Explore the training documents below to support our commitment to a workplace free from discrimination.

TIX-Advisor Training

Title IX Coordinator 1-Course Slides

TIX-Day 1 Slides-Investigative Report Writing Workshop

TIX-Day 2-April Open Report Writing Workshop

TIX-Investigation 2 Day-Client Class

Title IX in a Post Reg World-Day 1

Title IX in a Post Reg World-Day 2

TIX-Hearings-Day 1 - Oregon Alliance

TIX-Hearings-Day 2-Oregon Alliance

TIX-Aug-Open Training Trauma Informed Investigations Training

TIX-Book T9 Coordinator-2 Day Client Class

General Administrative Policies

- GA-1 Drug Free Campus
- GA-2 Tobacco Use
- GA-3 Mandatory Reporting of Child Abuse
- GA-4 Use of Photo Release
- GA-5 Prohibited Activities
- GA-6 Trespass
- GA-7 Distribution of Materials

Procedure

1. In general, the individual must inform Green River College of the impairment and need for an accommodation. Green River College may require documentation of the diagnosis and/or impairment. This documentation will be secured on the individual's own time and expense. The appropriate College contact depends on whether the individual is an applicant, staff member, student or the general public.
   a. ***Applicants*** seeking accommodation during the application or interview process should make a request through the Office of Human Resources with at least three (3) days advance notice of the position's closing date or the interview date.
   b. ***Members of the general public*** seeking accommodation for college-sponsored activities, services or events which are open to the general public may request an accommodation from the program's sponsor in advance of the date of the event for which the accommodation is being sought, per the deadline advertised in the announcement or advertisement by the sponsoring department. The applicable department or office, program that sponsors and/or distributes the announcement or advertisement for services or activities for Green River College is responsible for providing notification and instruction for requesting an accommodation, receiving the accommodation request and arranging for the appropriate reasonable accommodation(s), if one is required. All departments and offices should confer with the appropriate Human Resources professional if there are any questions.
   c. ***Prospective students*** requesting accommodation for registration or enrolled students with documented disabilities should contact the college Disability Support Services Office. Requests for accommodations must be made within the timeframe and established guidelines of the Disability Support Services Office. It is the responsibility of any college staff member receiving a student request for an accommodation to immediately contact the Disability Support Services Office.
   d. ***Employees*** requesting an accommodation should contact the Office of Human Resources. Supervisors who receive information regarding a possible need for accommodation are responsible for contacting Human Resources immediately. Supervisors should not ask the employee for personal medical information or ask questions about the disability itself. The employee is not required to disclose to supervisors the medical basis for the requested accommodation. Should the employee choose to disclose such information, supervisors must advise him or her that disclosure is not necessary, and that the information will remain confidential. Supervisors who receive documents containing medical information should immediately forward that information to the Office of Human Resources. Medical records shall never be kept in departmental files.
      i. Upon notification of an employee's request for reasonable accommodation, a Human Resources professional will consult with the requestor to identify the disability-related barriers to job performance and usually to request medical documentation of the disabling condition. The HR professional will assess how the requested accommodation or alternative accommodations may allow the requestor

- GA-8 State Environmental Policy Act (SEPA)
- GA-9 Hours of Operation
- GA-10 Reasonable Accommodation
- GA-11 Sex Discrimination Grievance Procedure
  - *For incidents reported to have occurred prior to August 1, 2024.*
- GA-12 Tenure
- GA-13 Grant/Contract Proposal Development
- GA-14 Grant/Contract Procedures, Post Award
- GA-15 Human Subjects Research Compliance
- GA-16 Public Records
- GA-17 Educational Rights and Privacy Act
- GA-18 Traffic and Parking
- GA-19 Logo & Trademark Use Guidelines
- GA-21 Redevelopment of Policies
- GA-22 College Publications
- GA-23 Ethics
- GA-25 Student Email Communications
- GA-26 Social Media
- GA-27 Copyright Infringement
- GA-28 On-Campus Outdoor Memorials & Markers

to perform the essential function of the position.
The College may consult with other knowledgeable sources as necessary.
Green River College may further require a medical examination from a qualified independent health care professional of the College's choice and at our expense, in order to determine the existence of a disability and the functional limitations caused by the disability that may require reasonable accommodation.
Information concerning an applicant/employee's medical condition or history may be shared in only three (3) ways:

A. Supervisors and managers may be informed of restrictions on the work or duties of individuals with disabilities and informed of necessary accommodations;
B. First aid and safety personnel may be informed if the condition might require emergency treatment; and;
C. Government officials investigating compliance with ADA shall be provided with relevant information upon request.

e. Green River College does not have to provide a reasonable accommodation that would impose an undue hardship on the operation of the college. If a reasonable accommodation can be provided, an individual's preference will be given consideration, however, the College may choose among equally effective accommodations that are less expensive and easier to provide.
f. If an employee is unable to perform the essential functions of his or her position because of a disability, with or without a medically necessary reasonable accommodation, or when accommodation in the present position would cause an undue hardship, Green River College will attempt to identify a position that is vacant in which to place the employee without competition.
g. For placement to occur a vacant position must be available. It must have the same or lower salary level as the employee's position, and the employee must meet the position's minimum qualifications and skill requirements. Green River College does not create new positions, assign a different supervisor, displace other employees, or offer promotions as accommodations.
h. If an employee cannot be accommodated, including placement in an alternative position, he/she will be separated from employment in accordance with applicable laws and labor agreements.
i. An individual with a disability who believes they have not been provided with reasonable accommodation may file a complaint as outlined in the College's Nondiscrimination Policy & Discrimination Complaint Procedure Policy HR-22. Complaints may also be filed with the Washington State Human Rights Commission and/or the United States Equal Employment Opportunity Commission.

Specific Authority
Americans with Disabilities Act (ADA) of 1990
Rehabilitation Act of 1973
Executive Order 96-042.1
RCW 49.60
WAC 357-26

- GA-29 Web Policy
- GA-30 PCI DSS COMPLIANCE POLICY
- GA-31 Sex Discrimination Investigation Procedure
  - *For incidents reported to have occurred on or after August 1, 2024.*
- GA-32 Employee Sex Discrimination Disciplinary Procedure
  - *For incidents reported to have occurred on or after August 1, 2024.*
- GA-33 Pregnancy and Pregnancy Related Conditions

WAC 357-46
WAC 357-52
WAC 162-22
Article 34 of the WFSE Collective Bargaining Agreement

Law Implemented

History of Policy or Procedure
History of Policy or Procedure
Draft: July 26, 2011
Adopted: July 26, 2011
Revised: March 6, 2013
Reviewed by: President's Staff
Contact: Sheryl Gordon, HR Manager, ext. 2600
Cabinet Sponsor: Dr. Deb Casey, Interim Vice President of Human Resources, Vice President of Student Affairs, ext. 3328

Resources

Contact Us

STUDENT SUPPORT

ctcLink
Student Email
My Green River
Navigate 360
Financial Aid
Holman Library
Center for Transformational Wellness
Student Remote Access
Career & Advising Center
Office of the Registrar
Disability Support Services
Counseling Services
e-Learning
Placement & Testing Center
Register to Vote
MMIWP / WSP

EMPLOYEE RESOURCES

Human Resources
Institutional Effectiveness
ctcLink Sign In
GatorNet
Curriculog (formerly CAR/PAR)
Faculty eLearning
Canvas
Gator News
Employee Password Reset

CAMPUS SAFETY

Emergency & Safety Alerts
Just Report It

CONNECT WITH GREEN RIVER

Facebook
Twitter
Youtube
LinkedIn
Instagram

© 2025 GREEN RIVER COLLEGE, ALL RIGHTS RESERVED | Privacy | Non-Discrimination Statement & Accessibility | Consumer Information | WAC Rules Process | Careers | Main Campus Map | Site Feedback | Campus Hours

Accommodations Types of Services

Select Language
Powered by Google Translate

TYPES OF ACCOMMODATIONS

DISABILITY SUPPORT SERVICES AT GREEN RIVER COLLEGE

Testing

Disabilities affecting access to testing materials and/or testing process may qualify for testing accommodations. Students are to provide historical and/or recent documentation regarding the diagnosis that substantially affects test taking and complete an Intake Interview with the director of Disability Support Services (DSS).

Please Note: Testing accommodations are not intended to alter the construct of the test being measured or invalidate the results. Reasonable testing accommodations are changes made in the administration of the test in order to remove obstacles to the test-taking process that are presented by the disability without changing the constructs being tested.

This table outlines general information about testing accommodations but is not limited to:

TYPES OF TEST ACCOMMODATIONS	DESCRIPTION
Extended Test Time	The most frequent extended test time is time and a half. Certain circumstances warrant double time such as requiring alternative formats for text presentation (e.g. Braille, reader, or scribe). Extended time beyond double time requires specific direction from the medical professional in the related field of disability and consultation with the director of DSS.
Reader	Students who qualify for a test in audio format are provided with a DSS reader who reads the test in person for a student.
Scribe	Students whose disability affects writing or typing may be provided

Hours of Operation

Summer Hours

Monday - Thursday
8 a.m. - 5 p.m.
Friday - Sunday
Closed

DSS is open for in person visits or through our Zoom lobby, Monday through Thursday, 8 AM to 5 PM and Friday 9:30 AM to 4:30 PM.

The DSS Office is located in SA-210. ZOOM LOBBY MEETING ID: 969-031-761 or https://zoom.u

View Closures & Special Hours

Location

Student Affairs 210

TYPES OF TEST ACCOMMODATIONS	DESCRIPTION
	with a DSS scribe for tests.
Alternative Test Site	Students who use support services such as a scribe, reader, extended time, etc., or who qualify for an alternative test site can reserve the Testing Center's room 148 located in the Student Affairs & Success Center to take tests. Students must contact DSS to reserve SA-148. **Note:** The testing accommodation should not cause the student to miss instruction time.
Assistive Technology (Alternative Format)	The DSS office can facilitate the use of adaptive equipment such as a closed circuit television (CCTV), a screen reader such as JAWS or Read Please, or voice recognition software such as Dragon Naturally Speaking for students who require assistive technology to complete a test.
Large Print (Alternative Format)	When students require a large print to view the test, students should contact the instructor **3 to 4 days** before the exam to discuss this accommodation.
Braille (Alternative Format)	If a test is required to be formatted in Braille the student needs to contact the instructor and DSS **1 week** before the exam.
Proctor	Once the instructor has notified DSS that a proctor is required, DSS will schedule the proctor for the test.

Activating Testing Accommodations

1. Schedule an appointment with the instructor early in the quarter to discuss extended test time and other accommodations outlined in the *Letter of Accommodation (LOA).*
2. ***3 to 4 days*** prior to each **EACH** test, organize test accommodations with the instructors.
3. If applicable contact DSS ***3 to 4 days*** prior to **EACH** test to request support services such as scribe, reader, etc. or to reserve SA 148.
4. ***2 days*** prior to the test ***confirm*** with the instructor the *date, time, and place* the exam will be taken.

Please Note:

- If the instructor or DSS **does not hear** from a student ***3 to 4 days*** prior to a test date, test accommodations may not be in place the day of the test.
- If a test is not at the Testing Center or if the student misses an exam, the ***student is responsible*** for contacting the instructor to reschedule the exam. Once the student and

All services are currently being provided in person Mon through Thur 8 - 5, Fri 9:30 to 4:30, or remotely. If you would like to speak with DSS staff via Zoom, please connect to our Zoom Lobby.

Contact Us

Disability Support Services
Phone: 253-931-6460
TDD: 253-288-3359
Fax: 253-288-3471

Natalie Barbero-Menchaca
Director
253-931-9111, ext. 6526

Jean Carlson
Program Specialist
253-833-9111, ext. 3486

Connie Nielsen
Office Assistant
253-833-9111, ext. 6527

instructor determine a new test date/time, the ***student is to contact DSS*** to reserve ZWC 115 and/or to organize support services.

Note-Taking

Disabilities affecting access to lecture material may qualify for note-taking accommodations. Students are to provide historical and/or recent documentation regarding the diagnosis that hinders access to lecture material and complete an Intake Interview with the director of Disability Support Services (DSS).

How a student activates note-taking accommodations:

1. Schedule an appointment with the instructor early in the quarter to discuss note-taking and other accommodations outlined in the *Letter of Accommodation* (*LOA*).
2. Request instructors to read the *DSS Note-taking Letter* attached to student's LOA; this letter asks for a volunteer classmate to provide copies of lecture notes, without revealing student's name.
3. If no classmate volunteers are identified, ***contact*** DSS and a note-taker will be matched to the class; *if an outside Note-taker is determined this can take **up to a week** to organize*.
4. Students are responsible for self-advocating and for contacting DSS in a timely manner when problems or questions arise about this accommodation.

Please Note: Students who preferred anonymity can arrange to have the note-taker leave the notes with the instructor or the DSS office.

Guidelines for Student Absences

- Students absent from class will not be provided notes unless otherwise noted on the LOA.
- It is the student's responsibility to get class notes when they are absent.
- Note-takers will not stay to take notes for any student who arrives more than ***15 minutes*** late for class or who leaves early unless otherwise noted on the LOA.
- Students should consider asking a fellow classmate, in advance, to take notes in the event their official note-taker is absent; DSS cannot guarantee coverage if a note-taker is absent.

IMPORTANT: For students who fail to provide a 24-hour notification for more than ***3 consecutive school days*****,** note-taking accommodation services may be suspended until they meet with the Director of DSS to discuss their attendance. Reinstatement of suspended accommodation services may not be immediate due to the time required to re-coordinate support staff schedules.

Alternative Format

Disabilities affecting access to printed material may qualify for text (e.g. textbooks, PowerPoint, test etc.) in an alternative format accommodations. Students are to provide historical and/or recent documentation regarding the diagnosis that substantially affects accessing printed material and complete an Intake Interview with the director of Disability Support Services (DSS).

Types of Alternative Formats

- Audio Files

- Enlarged Material
- Braille

How a student activates alternative format accommodations:

1. Turn in *Letter of Accommodation Request Form* once registered for classes.
2. Use bookstore list to find required textbooks for classes.
3. Tell DSS Program Coordinator which books will need to be in alternative format.
4. DSS Program Coordinator will contact student via email when alternative texts are ready.
5. Purchase textbooks; DSS must receive a copy of the purchase receipt before students can receive text in alternative format.
6. Sign *Agreement on the Use of Recorded, Electronic or Other Alternatively Formatted Course Materials*.

Please Note: When alternative format is needed for lecture material (e.g. PowerPoint, articles, handouts, etc.) contact the DSS Program Coordinator.

Interpreters

Disabilities affecting access to audio or visual course material such as lectures, group discussions, campus activities, and/or meetings with instructors may qualify for interpreting services. Students are to provide historical and/or recent documentation regarding the diagnosis that substantially affects audio or visual access and complete an Intake Interview with the director of Disability Support Services (DSS).

How a student activates interpreting accommodations:

1. **Each** quarter turn in *Letter of Accommodation Request Form as **soon*** as registration for classes is completed.
2. Once a *LOA Request Form* has been submitted, DSS will organize and match interpreters for the student's classes.
3. Students are responsible for self-advocating and for contacting DSS in a timely manner when problems or questions arise about this accommodation.

Please Note: To guarantee interpreters availability for classes, it is necessary for students to give advanced notice (i.e. *2 to 4 weeks)* to DSS. If adequate time is not given students need to understand the limitations of timely recruitment of interpreters.

Requesting Interpreters outside of the classroom

- At times students will need to meet with instructors, work on group projects, attending campus activities, etc. When an interpreter is needed outside the classroom for any college funded activity or event, students need to make requests with DSS 3 days in advance.

Cancellation of an Interpreter

- If it becomes necessary to cancel an Interpreter for a class due to illness or other reasons a 24 hour notification is required.

IMPORTANT: For students who fail to provide a 24-hour notification for more than ***3 consecutive school days***, interpreting services may be suspended until they meet with the Director of DSS to discuss their attendance. Reinstatement of suspended accommodation services may not be immediate due to the time required to re-coordinate support staff schedules.

Scribe

Disabilities affecting writing may qualify for a scribe in class and/or tests. Students are to provide historical and/or recent documentation regarding the diagnosis that substantially affects writing and complete an *Intake Interview* with the director of Disability Support Services (DSS).

How a student activates scribing accommodations:

1. Each quarter turn in *Letter of Accommodation Request Form* as ***soon*** as registration for classes is completed.
2. Once a *LOA Request Form* has been received by DSS, a ***DSS scribe*** will be assigned to the student's classes.
3. Students are responsible for self-advocating and for contacting DSS in a timely manner when problems or questions arise about this accommodation.

Please Note: To guarantee scribes availability for classes, it is necessary for students to give advanced noticed (i.e. 1 to 2 weeks) to DSS. If adequate time is not given students need to understand the limitations of timely recruitment of scribes.

Guidelines for Student Absences

- Scribes will not stay for any student who arrives more than ***15 minutes late*** for class.
- If DSS is given advance notice that a scribe will be absent, the student and instructor will be notified via email by DSS; however, DSS cannot guarantee coverage if a scribe is absent.
- Students and instructors should develop a plan in advance in the event the DSS scribe is absent.

IMPORTANT: For students who fail to provide a 24-hour notification for more than ***3 consecutive school days***, scribing accommodation services may be suspended until they meet with the Director of DSS to discuss their attendance. Reinstatement of suspended accommodation services may not be immediate due to the time required to re-coordinate support staff schedules.

Priority Registration

Priority or early registration is provided for students who access time-sensitive accommodations such as textbooks on tape, interpreter or CART services, classroom locations to be located near each other, etc. Not all students qualify for priority registration. Students are to provide historical and/or recent documentation regarding diagnosis that supports time-sensitive accommodations and complete an Intake Interview with the director of Disability Support Services (DSS). DSS will notify the student via their Green River student email with the date they may register for classes each quarter.

Supportive Chairs

Disabilities or other conditions that affect sitting in class may qualify for the use of a supportive chair. Students are to provide historical and/or recent documentation regarding the diagnosis that substantially affects sitting and complete an *Intake Interview* with the director of Disability Support Services (DSS).

Once a student has submitted an *LOA Request Form* DSS will organize Supportive Chair placement in the student's classes.

Assistive Software

SOFTWARE	DESCRIPTION	LOCATION
JAWS 13.0	Screen-reading software that provides audio input of what is visually shown on the computer screen.	DSS computers in TC Lab, HL Lab, SA 148
Dragon Naturally Speaking 11.5	Voice recognition software translates speech into type and/or commands for the computer and word processing. Before Dragon can be used the individual will need to train the software to recognize their voice (takes about 30 minutes).	DSS computers in TC Lab, HL Lab, SA 148, DSS Laptops
ZoomText 9.1	Features magnification, screen reading, and scanning with Optical Character Recognition (OCR).	DSS computers in SA 148, HL Lab

Assistive Technology

Disabilities affecting learning may qualify to access Assistive Technology. Students are to provide historical and/or recent documentation supporting the use of assistive technology due to a diagnosis that substantially affects learning and complete an *Intake Interview* with the director of Disability Support Services (DSS). Assistive Technology can be checked out from DSS.

TECHNOLOGY	DESCRIPTION
Ergonomic Keyboard	Keyboard constructed in a V shape, to allow right and left hands to type at a slight angle more natural to the human form.
FM System	The personal FM system consists of a transmitter microphone used by the speaker (such as the teacher in the classroom, or the speaker at a lecture) and a receiver used by the student, the listener. The receiver transmits the sound to the student's ears or , if you wear a hearing aid, directly to the hearing aid.
Digital Recorder	Digital Recorders allow students to record and download the recording to a computer or burn to a CD. The recorders may be used with a PC (Windows) or Macs.
Victor Reader	DAISY-MP3 and NISO handheld audio book reader, music player, and digital audio recorder.
Laptop	Contain Dragon Naturally Speaking, Microsoft Office, and JAWS.
Rollerball Mouse	Ergonomically designed featuring a scrolling wheel and a large detachable ball.
Keyboarding By Ability	A touch-type program custom designed to teach individuals to type with one hand.

Equipment Loan

To check out loanable equipment, students are required to fill out the *DSS Equipment and/or DSS Material Check-Out Form*. The form states the rules for checking out the equipment, and

the consequences should the equipment not be turned in on time or in working order.

Please Note: Students' Green River records will be blocked until items are returned to DSS in good working condition or a replacement is paid for. If transaction is not reconciled at the end of the quarter immediately following the checkout quarter, a bill for the amount of replacement will be sent to a collection agency.

Equipment or material checkout/loan service is for the **CURRENT** quarter only.

Temporary Requests for Accommodations

On a case by case basis, a temporary *Letter of Accommodation* (*LOA*) is given to students who have a documented temporary diagnosis. Students must provide Disability Support Services (DSS) with documentation and complete an *Intake Interview* with the director of DSS to receive a *temporary LOA.*

Parking

Green River has a number of designated accessible parking spaces located throughout the campus. Students using those designated spaces **MUST** have a disabled-parking permit, which is issued by the DMV. If those designated spaces are not available, then the student with the DMV permit may park in Staff parking or contact Campus Safety at 253-833-9111 ext. 3350.

PARKING LOT	NUMBER OF ACCESSIBLE PARKING STALLS
P1	18
P2	11
P3	8
P6	11
P9	5
P12	3
P16	4

Temporary Accessible Parking

Disabilities affecting access to campus and parking may qualify for a limited parking permit. Students are to provide historical and/or recent documentation regarding the diagnosis that substantially affects parking and campus access and completed an Intake Interview with the director of DSS.

These parking permits are issued ***quarterly*** by DSS and allow the student to park in Staff Parking spaces. ***These permits are NOT acceptable for the state disabled parking spaces.***

Disability Support Services

Select Language
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DISABILITY SUPPORT SERVICES

AT GREEN RIVER COLLEGE

Supporting Student Success

Welcome to Disability Support Services at Green River College. We look forward to meeting you and providing you with exemplary services. Each year, we assist over 600 qualified students with Physical, Learning, Sensory, Cognitive and/or Psychological disabilities by identifying and coordinating reasonable accommodations for equal access to academic programs and activities.

Mission

DSS works with qualified students with disabilities in a ***confidential, respectful, and safe environment*** to identify and develop reasonable classroom accommodations; to ensure equal opportunity and access of academic and professional goals; and to promote an accessible community where students with disabilities have equal opportunity to participate in college programs and activities.

To receive this information in an alternative format, please contact DSS at 253-931-6460 or TDD 253-288-3359.

Green River does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, marital status, religion, age or any other unlawful basis in its programs or activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Vice President for Business Administration and Human Resources
12401 SE 320th Street
Auburn, WA 98092
253-288-3320

Procedure for Obtaining Accommodations

- Apply to the college Admissions - Green River College

Hours of Operation

Monday - Thursday
8 a.m. - 5 p.m.
Friday
9:30 a.m. - 4:30 p.m.
Closed Saturday and Sunday

DSS is open for in person visits or through our Zoom lobby, Monday through Thursday, 8 AM to 5 PM and Friday 9:30 AM to 4:30 PM.

ZOOM LOBBY MEETING ID:
969-031-761
or https://zoom.us/j/9
Password: 98092

View Closures & Special Hours

- Speak with an advisor and register for Classes Career & Advising Center - Green River College
- **Apply to DSS through your AIM student portal at this link. You can upload document directly to AIM or Contact DSS to drop off your verification of disability or fax the paperwork to the DSS office at 253-288-3471 or you may submit the information to GRC's secure document upload site:** www.greenriver.edu/upload.
- Once we receive your paperwork, we will schedule an intake interview. This appointment is approximately one hour to review the paperwork and discuss eligible accommodations. We will need to have the information at least 24 hours prior to the appointment.
- Once you have completed the intake, your accommodations will be the same each quarter. We only need you to log into AIM and submit your request for accommodations each quarter. If, after you complete the intake you feel you need additional accommodations, we can schedule a 30-minute check-in to review your verification paperwork to add accommodations; or request additional information from your provider.

Note: Some accommodations (e.g. interpreting services, text in alternative format [Braille, e-text], textbooks on audiotape, enlarged print, etc.) require substantial advance (15 to 30 working days or more) notice. Therefore, it is the responsibility of the prospective or enrolled student to give sufficient early notice of such accommodation to DSS each quarter the student is enrolled in order to ensure timely coordination and availability of equipment, items, and/or services.

As soon as you have registered for classes, begin planning for accommodations for an academic quarter by contacting DSS.

Location

Student Affairs 210

Contact Us

Disability Support Services
Phone: 253-931-6460
TDD: 253-288-3359
Fax: 253-288-3471

Natalie Barbero-Menchaca
Director
253-931- 6526

Jean Carlson
Program Specialist 3
253-288-3486

Connie Nielsen
Office Assistant
253-931- 6527

Alex Fleming
DSS Educational Planner
253-877-5771

Forms

Forms to verify disability (coming soon)

Accommodations

Select Language
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ACCOMMODATIONS

DISABILITY SUPPORT SERVICES AT GREEN RIVER COLLEGE

Overview of Services

It is Green River College's Policy to provide reasonable accommodations for individuals with disabilities with advance notice of need. If an accommodation is needed for any reason, please contact Disability Support Services as DSS@greenriver.edu or by calling 1 (253) 931-6460.

DSS provides qualified students an equal opportunity to participate in Green River's programs and services through reasonable accommodations. Listed below are examples of services provided but not limited to:

- Testing
- Activating Testing Accommodations
- Note-Taking
- Alternative Format
- Interpreters
- Scribe
- Priority Registration
- Supportive Chairs
- Assistive Software
- Assistive Technology
- Equipment Loan
- Temporary Requests for Accommodations
- Parking

Hours of Operation

Summer Hours

Monday - Thursday
8 a.m. - 5 p.m. Friday 9:30 a.m. - 4:30 p.m.
Closed Saturday and Sunday

DSS is open for in person visits or through our Zoom lobby.

ZOOM LOBBY MEETING ID:

969-031-761

or https://zoom.us/j/9

View Closures & Special Hours

Location

Student Affairs 210

All services are currently being provided in person Mon through Thur 8 -

5, Fri 9:30 to 4:30, or remotely.

Contact Us

Disability Support Services
Phone: 253-931-6460
TDD: 253-288-3359
Fax: 253-288-3471

Natalie Barbero-Menchaca
Director
253-931-9111, ext. 6526

Jean Carlson
Program Specialist
253-833-9111, ext. 3486

Connie Nielsen
Office Assistant
253-833-9111, ext. 6527

Alex Fleming
DSS Educational Planner
253-833-9111, ext. 5771

2.C.2 EV.#1: Policy on student rights and responsibility / Section 6

WAC 132J-126-050 Rule of Student conduct - Statement of student rights

WAC 132J-126-050 Statement of student rights. As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in an independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the college community.

The following enumerated rights are guaranteed to each student within the limitations of statutory law and college policy which are deemed necessary to achieve the educational goals of the college:

(1) Academic freedom.

(a) Students are guaranteed the rights of free inquiry, expression, and assembly upon and within college facilities that are generally open and available to the public.

(b) Students are free to pursue appropriate educational objectives from among the college's curricula, programs, and services, subject to the limitations of RCW 28B.50.090 (3)(b).

(c) Students shall be protected from academic evaluation which is arbitrary, prejudiced, or capricious, but are responsible for meeting the standards of academic performance established by each of their instructors.

(d) Students have the right to a learning environment which is free from unlawful discrimination, inappropriate and disrespectful conduct, and any and all harassment, including sexual harassment.

(2) Due process.

(a) The rights of students to be secure in their persons, quarters, papers, and effects against unreasonable searches and seizures is guaranteed.

(b) No disciplinary sanction may be imposed on any student without notice to the accused of the nature of the charges.

(c) A student accused of violating this code of student conduct is entitled, upon request, to procedural due process as set forth in this chapter.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-050, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-090 Rule of Student conduct - Student responsibilities

WAC 132J-126-090 Conduct—Student responsibilities. Any student or student group shall be subject to disciplinary action as provided for in this chapter, who either as a principal actor, aide, abettor, or accomplice as defined in RCW 9A.08.020:

Materially and substantially interferes with the personal rights or privileges of others or the educational process of the college;

Violates any provision of this chapter; or

Commits any prohibited act including, but not limited to, the following:

(1) **Academic dishonesty.** Any act of academic dishonesty including, but not limited to, cheating, plagiarism, and fabrication. In academically honest writing or speaking, the student documents his/her source of information whenever:

Another person's exact words are quoted;

Another person's idea, opinion or theory is used through paraphrase; and

Facts, statistics, or other illustrative materials are borrowed.

In order to complete academically honest work, students should:

Acknowledge all sources according to the method of citation preferred by the instructor;

Write as much as possible from one's own understanding of the materials and in one's own voice;

Ask an authority on the subject, such as the instructor who assigned the work; and

Seek help from academic student services such as the library and/or writing center.

(2) **Tobacco, electronic cigarettes, and related products.** The use of tobacco, electronic cigarettes, and related products are not allowed on college campus. In addition to the main campus, this also includes any building and premises owned, leased or operated by the college outside of the main campus. "Related products" include, but are not limited to, cigarettes, pipes, bidi, clove cigarettes, waterpipes, hookahs, chewing tobacco, and snuff.

(3) **Alcohol.** The use, possession, delivery, sale, or being visibly under the influence of any alcoholic beverage, except as permitted by law and applicable college policies.

(4) **Drugs/substance abuse.**

(a) Any student who, while in any college facility or participating in a college-related program, uses, possesses, consumes, is demonstrably under the influence of, or sells any narcotic drug or controlled substance as defined in RCW 69.50.101, in violation of law or in a manner which significantly disrupts a college activity. For purposes of this section, "sell" includes the statutory meaning in RCW 69.50.410.

(b) **Marijuana.** The use, possession, delivery, sale, or being visibly under the influence of marijuana or the psychoactive compounds found in marijuana and intended for human consumption, regardless of form, is prohibited. While state law permits the recreational use of marijuana, federal law prohibits such use on college premises or in connection with college activities.

(5) **Conduct at college functions.** Any student who significantly disrupts or obstructs any teaching, research, administration, disciplinary proceedings, other college activities, including its public service functions on or off campus, or of other authorized noncollege activities when the conduct occurs on college premises.

(6) **Theft; stolen property; robbery.** Any student who, while in any college facility or participating in a college-related program, commits or attempts to commit theft as defined in RCW 9A.56.020, or possesses stolen property as defined in RCW 9A.56.140, or commits or attempts to commit robbery as defined in RCW 9A.56.190.

(7) **Damaging property.**

(a) Any student who causes or attempts to cause physical damage to property owned, controlled or operated by the college, or to property owned, controlled or operated by another person while said property is located on college facilities.

(b) Any student who in this or any other manner is guilty of malicious mischief in violation of RCW 9A.48.070 through 9A.48.100.

(8) **Abuse; intimidation.** Physical abuse, verbal abuse, threats, intimidation, coercion, and/or other conduct which threatens or endangers the health or safety of any person.

(9) **Hazing.**

(a) Hazing is any act committed as part of:

(i) A person's recruitment, initiation, pledging, admission into, or affiliation with a student group;

(ii) Any pastime or amusement engaged in with respect to such a student group; or

(iii) That causes, or is likely to cause, bodily danger or physical harm, or serious psychological or emotional harm, to any student.

(b) Examples of hazing include, but are not limited to:

(i) Causing, directing, coercing, or forcing a person to consume any food, liquid, alcohol, drug, or other substance which subjects the person to risk of such harm;

(ii) Humiliation by ritual act;

(iii) Striking another person with an object or body part;

(iv) Causing someone to experience excessive fatigue, or physical and/or psychological shock; or

(v) Causing someone to engage in degrading or humiliating games or activities that create a risk of serious psychological, emotional, and/or physical harm.

(c) "Hazing" does not include customary athletic events or other similar contests or competitions.

(d) Consent is not a valid defense against hazing.

(10) **Failure to comply.** Failure to comply with directions of college officials, campus safety officers, or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.

(11) **Possession of keys.** Unauthorized possession, duplication or use of keys to any college premises or unauthorized entry to or use of college premises.

(12) **Policy violation.** Violation of any college policy, rule, or regulation published in hard copy or available electronically on the college website.

(13) **Violation of laws.** Violation of any federal, state, or local law.

(14) **False alarms.** Falsely setting off or otherwise tampering with any emergency safety equipment, alarm, or other device established for the safety of individuals and/or college facilities.

(15) **Harassment.** Unwelcome and offensive conduct, including verbal, nonverbal, or physical conduct, that is directed at a person because of such person's protected status and that is sufficiently serious as to deny or limit, and that does deny or limit, the ability of a student to participate in or benefit from the college's educational

program or that creates an intimidating, hostile, or offensive environment for other campus community members. Protected status includes a person's race; color; national origin; sensory, mental or physical disability; use of a service animal; gender, including pregnancy; marital status; age (40+); religion; creed; genetic information; sexual orientation; gender identity; veteran's status; or any other legally protected classification. See "Sexual misconduct" for the definition of "sexual harassment." Harassing conduct may include, but is not limited to, physical conduct, verbal, written, social media and electronic.

(16) **Sexual misconduct.**

(a) Sexual misconduct is any sexual activity with another that is unwanted and nonconsensual. Sexual misconduct includes physical contact as well as voyeurism.

(b) Consent to sexual activity requires that, at the time of the act, there are actual words or conduct demonstrating freely given agreement to sexual activity, silence or passivity is not consent. Even if words or conduct alone seem to imply consent, sexual activity is nonconsensual when:

(i) Force or blackmail is threatened or used to procure compliance with the sexual activity; or

(ii) The person is unconscious or physically unable to communicate his or her unwillingness to engage in sexual activity; or

(iii) The person lacks the mental capacity at the time of the sexual activity to be able to understand the nature or consequences of the act, whether that incapacity is produced by illness, defect, the influence of alcohol or another substance, or some other cause.

(c) A person commits voyeurism if, for the purpose of arousing or gratifying the sexual desire of any person, he or she knowingly views, photographs, or films another person, without that person's knowledge and consent, while the person being viewed, photographed, or filmed is in a place where he or she has a reasonable expectation of privacy.

(d) The term "sexual harassment" means unwelcome conduct of a sexual nature, including unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature that is sufficiently serious as to deny or limit, and that does deny or limit, based on sex, the ability of a student to participate in or benefit from the college's educational program or that creates an intimidating, hostile, or offensive environment for other campus community members.

(e) The term "sexual intimidation" incorporates the definition of "sexual harassment" and means threatening or emotionally distressing conduct based on sex including, but not limited to, nonconsensual recording of sexual activity or the distribution of such recording.

(17) **Sexual violence.** The term "sexual violence" incorporates the definition of "sexual harassment" and means a physical sexual act perpetrated without clear, knowing, and voluntary consent, such as committing a sexual act against a person's will, exceeding the scope of consent, or where the person is incapable of giving consent, including rape, sexual assault, sexual battery, sexual coercion, sexual exploitation, gender- or sex-based stalking. The term further includes acts of dating or domestic violence. A person may be incapable of giving consent by reason of age, threat or intimidation, lack of opportunity to object, disability, drug or alcohol consumption, or other cause.

(18) **Weapons and fireworks.** Possession or use of fireworks anywhere on campus; possession, holding, wearing, transporting, storage or presence of any firearm, dagger, sword, knife, or any other cutting

or stabbing instrument, or club, or incendiary device, or explosive, or any facsimile weapons, or any other weapon apparently capable of producing bodily harm and/or property damage is prohibited on the college campus, subject to the following exceptions:

(a) Commissioned law enforcement personnel, legally authorized military personnel, or bank-related security personnel required by their office to carry such weapons or devices.

(b) Possession or use of disabling chemical sprays when used for self-defense.

(c) The president may authorize possession of a weapon on campus upon a showing that the weapon is reasonably related to a legitimate pedagogical purpose. Such permission shall be in writing and shall be subject to such terms or conditions incorporated in the written permission.

(19) **Demonstrations.** Participating in an on-campus or off-campus demonstration, riot, or activity that disrupts the normal operations of the college and/or infringes on the rights of other members of the college community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area.

(20) **Disorderly conduct.** Conduct that is disorderly, lewd, indecent, or obscene; breach of peace; or aiding, abetting, or procuring another person to breach the peace on college premises or at functions sponsored by, or participated in by, the college or members of the college community. Disorderly conduct includes, but is not limited to, any unauthorized use of electronic or other devices to make an audio or video record of any person while on college premises without his/her prior knowledge, or without his/her effective consent when such a recording is in a place or situation where he or she has a reasonable expectation of privacy. This includes, but is not limited to, surreptitiously taking pictures of another person in a gym, locker room, or restroom.

(21) **Discriminatory conduct.** Discriminatory conduct which harms or adversely affects any member of the college community because of his/her race; color; national origin; sensory, mental or physical disability; use of a service animal; gender, including pregnancy; marital status; age (40+); religion; creed; genetic information; sexual orientation; gender identity; veteran's status; or any other legally protected classification.

(22) **Stalking.** Stalking, defined as intentionally and repeatedly harassing or following a person and intentionally or unintentionally placing the person being followed or harassed in fear of physical harm to one's self or property or physical harm to another person or another's property.

(23) **Improper use of technology.** Theft or other abuse of computer facilities and resources including, but not limited to:

(a) Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.

(b) Unauthorized transfer of a file.

(c) Use of another individual's identification and/or password.

(d) Use of computing facilities and resources to interfere with the work of another student, faculty member, or college official.

(e) Use of computing facilities and resources to view or send obscene or abusive messages.

(f) Use of computing facilities and resources to interfere with normal operation of the college computing system.

(g) Use of computing facilities and resources in violation of copyright laws.

(h) Any violation of the Student Affairs Policy SA-24 - Student Acceptable Computer Use.

(24) **Forgery or alteration of records.** Any student who, while in any college facility or participating in a college-related program, engages in forgery, as defined in RCW 9A.60.020.

(25) **Disruption of conduct process.** Abuse of the student conduct system including, but not limited to:

(a) Falsification, distortion, or misrepresentation of information before a student conduct officer.

(b) Disruption or interference with the orderly conduct of a student conduct hearing proceeding.

(c) Institution of a student conduct code proceeding in bad faith.

(d) Attempting to discourage an individual's proper participation in, or use of, the student conduct system.

(e) Attempting to influence the impartiality of a member of a student conduct officer prior to, and/or during the course of, the student conduct hearing proceeding.

(f) Harassment (verbal or physical) and/or intimidation of a member of a student conduct officer prior to, during, and/or after a student conduct hearing proceeding.

(g) Failure to comply with the sanction(s) imposed under the student code.

(h) Influencing or attempting to influence another person to commit an abuse of the student conduct code system.

(26) **False complaint.** Filing a formal complaint falsely accusing another student or college employee with violating a provision of this chapter.

(27) **Classroom conduct.** Any student who significantly disrupts any college class and makes it unreasonably difficult to conduct the class in an orderly manner shall be subject to disciplinary action. An instructor/faculty member may impose any of the following actions for classroom conduct:

(a) Warning: An oral or written notice to a student that college and/or classroom expectations about conduct have not been met.

(b) Reprimand: A written notice which censures a student for improper conduct and includes a warning that continuation or repetition of improper conduct shall result in further disciplinary action.

(c) Summary suspension for a maximum of two days: As defined in WAC 132J-126-230.

At any time, severe misconduct or continued misconduct shall be just cause for the matter to be forwarded immediately to the vice president of student affairs or designee for further action.

(28) **Retaliation.** Harming, threatening, intimidating, coercing, or taking adverse action of any kind against a person because such person reported an alleged violation of this code or college policy, provided information about an alleged violation, or participated as a witness or in any other capacity in a college investigation or disciplinary proceeding.

[Statutory Authority: RCW 28B.50.140(13) and 2022 c 209. WSR 23-06-050, § 132J-126-090, filed 2/27/23, effective 3/30/23. Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-090, filed 12/3/14, effective 1/3/15.]

Student Rights to Know and Student Conduct

See Above 2.C.2 EV.#1 Conduct / Section 2

Green River College Student Handbook

STUDENT RIGHTS AND THE STUDENT CODE OF CONDUCT

As a student of Green River College, you have the responsibility and expectation to maintain an environment conducive to the academic success, safety, and well-being of others. The Student Code of Conduct identifies the rights that are guaranteed individual students and the responsibilities of students in our college community according to state law and college policy. The provisions of the code apply to all students whenever they are on campus or engaged in any college-sponsored activity or function. To review the Student Code of Conduct, please visit: https://www.greenriver.edu/conduct/

Green River College PRFR Report Appendix 2.C.3

2.C.3 The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Table of Contents

2.C.3 EV.#1 / Section 1 ..... **4**

2.C.3 EV.#2 / Section 2 ..... **45**

Section 1: Policies and procedures for admitting and placing students

- WAC 131-12-010 - Minimum standards for admission to a community or technical college
- Northwest Athletic Conference Code Book Bylaws 2025-26: *article 4 - Athletics Recruiting (page 20)*
- SA-4 Admissions
- SA-95 Academic Credit for Military Training
- Steps for admission
- GRC Catalog – Academic Information
- SA-90 Academic Credit for Prior Learning (ACPL -Policy)
- inter-college-reciprocity-policy-2012.pdf
- Course Placement Options

Section 2: Policies and procedures related to continuation and termination from educational programs including appeal process

- Chapter 132J-126 WAC Rules of Student Conduct : *From 132J-126-150 to 132J-126-480*
- SA-1 Academic Standards & Progress
- SA-4 Admissions - Re-Admissions Section

2.C.3 EV.#1 / Section 1

WAC 131-12-010 - Minimum standards for admission to a community or technical college

WAC 131-12-010 Minimum standards for admission to a community or technical college. (1) Any applicant for admission to a community or technical college shall be admitted when, as determined by the chief administrative officer of the district or his or her designee, such applicant:

(a) Is competent to profit from the curricular offerings of the college; and

(b) Would not, by his or her presence or conduct, create a disruptive atmosphere within the community or technical college inconsistent with the purposes of the institution; and

(c) Is eighteen years of age or older; or

(d) Is a high school graduate; or

(e) Has applied for admission under the provisions of a student enrollment options program such as running start or a successor program; or other local student enrollment options program.

(2) However, an applicant transferring from another institution of higher education who meets the above criteria, but who is not in good standing at the time of his transfer may be conditionally admitted to a community or technical college on a probationary status as determined by the chief administrative officer of the community or technical college district or his or her designee.

[Statutory Authority: Chapter 28B.50 RCW. WSR 95-13-068, § 131-12-010, filed 6/20/95, effective 7/21/95. Statutory Authority: RCW 28B.50.090 (7)(d) and (10), 28B.50.851, 28B.15.502(4), 28B.15.522, 28B.50.140(3) and 1990 c 29. WSR 90-20-009 (Order 122, Resolution Nos. 90-42 and 90-43), § 131-12-010, filed 9/20/90, effective 10/21/90; Order 3, § 131-12-010, filed 6/19/69.]

Northwest Athletic Conference Code Book Bylaws 2025-26: *article 4 - Athletics Recruiting (page 20)*

Bylaws Article 4: Athletic Recruiting

4.1 DEFINITION

Athletic recruiting will be defined as institutionally initiated personal contacts by letter, phone, social media, or in person, between a member of the college athletic department or a representative thereof and a prospective student athlete.

4.2 RECRUITING AREAS

Recruited student athletes shall be a high school graduate, or the class year of which they were members shall have graduated. This includes the United States and International student-athletes. (7/19)

4.3 RECRUITING VISITS

Visiting recruits may be eligible to receive meals and lodging not to exceed state per diem. Expenses shall be limited to the equivalent of only one day (24-hour period). Institutions shall not expend state funds to compensate visiting recruits for meals or lodging. Such expenses may be legally paid only from contributed funds, booster clubs, or gifts, that is, not state or public funds. Student recruits will pay their own transportation expenses.

4.4 RECRUITING RESPONSIBILITY

It is the responsibility of the institution president or presidential designees to strictly adhere to the above recruiting guidelines.

4.5 RECRUITING CONTACT

Any staff member of an NWAC member institution or any other representative of the member institution's athletic interests, desiring to contact a prospective student-athlete who is already committed to another member college shall first contact that institution's athletic director (in writing) regarding the student-athlete. Contact may be made only when such permission is granted.

This rule applies to:

- Prospective student-athletes who are already enrolled at another member college.
- Prospective student-athletes who have already signed a Letter of Intent with another Member College but have not yet attended classes.

4.6 SOCIAL MEDIA

Athletic department staff member(s) may take actions (e.g., "like," "favorite," "republish," "tag", etc.) on social media platforms that indicate approval of content on social media platforms that was generated by users of the platforms other than institutional staff members or representatives of an institution's athletics interests.

Bylaws Article 5: VIOLATIONS

5.1 RESPONSIBILITY

The Executive Director or the Investigations Committee is responsible for administering policies and procedures of the NWAC pertaining to violations. The Executive Board is responsible for the administration of appeals.

SA-4 Admissions

Select Language
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SA-4 ADMISSIONS

Policy Type: Student Affairs

Policy Title: Admissions

Policy Number: SA-04

Purpose

Provide admission requirements and admissions application procedures for new and returning students.

Scope

All new and returning Green River students.

Definitions

- Selective Admissions Programs: Program(s) of study with admissions limited to individuals based on consideration of program requirements, program capacity, and the qualifications of program applicants.
- High School Completion (HSC): Program for eligible students to pursue credits for a high school diploma. Students, age 18 and under, are required to submit a High School Release Authorization Form if their class has not graduated. Forms are available from the high school area/district in which the student currently resides.
- International Student: Non-US Citizen in the United States for the sole purpose of attending school.
- New Student: A student who has never earned credits at Green River.
- Placement: Appropriate course placement is determined through a variety of methods identified and approved by the departments and divisions holding the content expertise. Placement methods may include assessments or tests or completion of previous coursework.
- Returning Student: A previous Green River student, who has earned credits at Green River, but has not attended Green River for at least one quarter.
- Running Start: A program created by the Washington State Legislature which provides an opportunity for academically-

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

- SA 1 Academic Standards & Progress Policy
- SA 2 Academic Honors
- SA-3 Audit a Class
- SA-4 Admissions
- SA-5 Deceased Student
- SA-6 Grading Policy
- SA-9 Transcripts
- SA-13 Financial Aid Application Process
- SA-14 Federal Direct Loan Program
- SA-15 Financial Aid Eligibility

qualified high school juniors and seniors to take college courses as part of their high school curriculum.

- High School Student Enrollment Programs: Running Start, Open Doors, College in the High School, International Programs, High School Completion, or other local student enrollment options program.

Policy

General College Admissions:

Green River College does not consider race, creed, color, national origin, citizenship, sex, sexual orientation, gender identity, marital status, religion, disability, genetic information, or any other protected category when making admissions determinations.

Green River College will admit individuals so long as such applicants:

- Are competent to benefit from the course offerings of the college; and
- Follows the established admissions procedures; and
- Would not, by their presence or conduct, create a disruptive atmosphere within the college inconsistent with the purposes of the institution; and
  - Is eighteen (18) years of age or older; or
  - Is a high school graduate, holds a GED, or other equivalent high school credential; or
  - Has applied for admission under the provisions of a High School Student Enrollment Program. Admissions to such programs may require a release from the student's K12 district; and
  - They follow the established admissions procedures.

If Green River College or the Department of Education has reason to believe that a student's high school diploma is not valid or was not obtained from an entity that provides secondary school education, the student must provide to GRC (1) documentation from the secondary school that confirms the validity of the student's diploma, and (2) confirmation with or documentation from the relevant department or agency in the state in which the secondary school is location that the secondary school is recognized as a provider of secondary school education.

Note: Admission to the college does not guarantee admission to any specific program, course, or class. Generally, admitted Green River College students may enroll in instructional programs offered by any location operated by the College, as long as the student meets the requirements for enrollment.

Selective Admissions Programs:

Certain programs of study, e.g., Bachelor of Applied Science, Bachelor of Science, and health sciences programs, have additional admission requirements and are considered “selective admissions” programs. Students must meet the application deadlines and entrance requirements as defined by each selective admissions program.

Academic and other programs may require additional criteria for admission based on the following:

- Demand exceeds supply of space in the program.

- SA-16 Return of Financial Aid Funds
- SA-17 Satisfactory Progress for Financial Aid
- SA-18 Notification on Convicted Sexual Offenders
- SA-20 Degree Exception
- SA-22 Graduation Criteria
- SA-24 Student Acceptable Computer Use Policy
- SA-27 Missing Student Policy
- SA-28 Disclosure of Crime Statistics
- SA-29 Facility Access & Maintenance for Safety
- SA-30 Fire Safety Education for CCA
- SA-31 Reporting Crimes and Other Emergencies
- SA-89 Transfer Credit
- SA-90 Academic Credit for Prior Learning
- SA-91 College Holiday & Leave Policy
- SA-92 Timely Warning Notifications
- SA-93 Emergency Notification Policy

- Program accreditation requires additional criteria for admission or graduation.
- The program requires students to complete prerequisites prior to program admission.

International Programs:

The International Education program requires its applicants to meet federal, division, and specific program entrance requirements.

Qualified international students are admitted to Green River College each of the four academic quarters. International student applicants must meet the student visa requirements as defined by the Department of Homeland Security.

New international students who use Green River's I-20 to enter the U.S. must:

- Report in person to Green River's orientation for new international students
- Enroll for and attend the first term at Green River College
- Carry health insurance while enrolled at Green River College

*International students transferring from other U.S. schools must present their most recent I-20 instead of a Green River I-20.

Underage Admissions:

The college does not desire to replace or duplicate the functions of the local public schools, however underage students may be considered for admission on an individual basis, when space is available.

Underage applicants include those who are:

- Under the age of 18, and
  - Have not graduated from high school (or equivalent), or
  - Are not enrolled in a High School Student Enrollment Program

The college may admit other applicants under the age of 18 who meet one of the following conditions:

- Must be at least 16 years of age, or have completed their sophomore (10th grade) year in high school; or
- Must have started their freshman (9th grade) year in high school and can demonstrate exceptional or extenuating circumstances that warrants early admission to the college.

A decision is made by the Registrar in collaboration with a Dean in Student Affairs or the Director of Advising (or designee) on a case-by-case basis. Criteria for granting an exception are:

- The individual is competent at an appropriate academic level and/or artistic or technical level to be successful.
- The individual has the ability and maturity to participate in an adult learning environment.
- In some cases, the student may be required to meet with the course instructor to determine if admission is appropriate.

Green River College:

- Is an institution of higher learning and, as such, is an adult environment.
- Makes no special allowances or accommodations to students because of age.

- Does not grant parental access to a student's educational records without written consent from the student.
- Holds all students accountable to the same high academic and disciplinary standards.
- Reserves the right to request additional information and/or deny any underage enrollment.

Re-Admissions

Students who have not enrolled in courses with Green River College at any time in the last four (4) terms must re-apply for admissions to ensure accuracy of student information (to include contact information, residency status, and intended program of study).

Re-Admissions for Service Members or Reservists

Per DoD MOU, paragraph 3.i.(1), Green River College allows service members and reservists to be readmitted to a program if they are temporarily unable to attend class or have to suspend their studies due to services requirements.

Procedure

General College Admissions:

- Create an Online Admissions Application Portal account (paper version of the admission application are available through the Office of the Registrar.)
  - Students with a previous Online Admissions Application Portal account can log in using existing credentials and fill out the application for Green River College, specifically.
- Apply to the College by selecting the appropriate information from available drop-down lists and entering personal information.
- Review entered information and submit application.
  - A confirmation email is sent to applicants after submission which includes their application ID number.

Selective Admissions Programs

To be considered for programs with selective admissions, students must:

- Be admitted to the College under the General College Admissions procedure.
- Refer to specific program requirements in the course catalog or on each program's website.
- Contact the department directly for an application packet.
- Submit all required paperwork by the program deadlines.
- Complete all required prerequisites.

International Education Admissions

- View International Education Admissions procedures here: https://www.greenriver.edu/international/admissions/

Underage Admissions, for those not enrolling in Running Start:

- Apply online to Green River College
- Review and complete the Underage Admission Permission Form and obtain all the required signatures. The form must be completed and submitted to the Office of the Registrar prior to each quarter the student wishes to attend.
- Provide an official transcript from the student's high school.

- A high school counselor must complete part II of the Underage Admission Permission Form if the student is earning a diploma at their high school.
- In some cases, the student may be required to meet with the course instructor to determine if participation in the course is appropriate.

Re-admissions

Students who have not enrolled in courses with Green River College at any time in the last four (4) terms must re-apply for admissions at www.greenriver.edu/ApplyNow.

Re-Admissions for Service Members or Reservists

If a service member or reservist must leave their academic studies due to active military service, the service member or reservist should, if possible, contact their instructor(s) to request a withdrawal, grade or an incomplete. If it is past the 100% refund deadline, the student may submit a Withdrawal/Refund Exception Request with supporting documentation.

When returning to the College, the service member or reservist will need to supply the Office of the Registrar with a copy of the DD214 or orders. At this point, the service member or reservist should work with an academic advisor to help in attaining their program requirements.

Specific Authority:

Titles VI and VII of the Civil Rights Act, 1964
Title IX of the Education Amendments of 1972
RCW 28B.50.090
High School Completion program - Office of the State Superintendent of Public Instruction
Information Collection - Family Educational Rights & Privacy Act, 1974
Running Start - RCW 28A.600.300 through 28A.600.380, RCW 28A.150.260

SBCTC Policy Manual, 3.20.10(C)

Law Implemented:

RCW 28B.50.090

WAC 131-12-010

History of Policy or Procedure

Draft: January 13, 2005
Adopted: January 6, 2006
Revised: February 21, 2013; August 14, 2018; March 17, 2023; October 26, 2023
Reviewed by: Dr. Suzanne Johnson
Contact: Jenny Wheeler, Director of Office of the Registrar/Registrar, (253) 288-3411
President's Staff Sponsor: David Larsen, Dean of Enrollment and Completion, ext. 3307

SA-95 Academic Credit for Military Training

Select Language
Powered by Google Translate

SA-95 ACADEMIC CREDIT FOR MILITARY TRAINING

Purpose:

This policy is intended to:

- describe the acceptance of transferred-in credits for service members, and
- meet the requirements of RCW 28B.10.057 by awarding academic credit for military training.

Scope:

Service members and veterans of any branch of the United States armed services, staff and administrators of Green River College.

Definitions:

Memorandum of Understanding (MOU): An agreement between two or more parties outlined in a formal document.

Articulated Transfer Agreements: A pathway between two or more colleges or universities and their academic programs, also called transfer agreements, transfer guides, and transfer pathways.

ACE: American Council on Education is a membership organization that mobilizes the higher education community to shape effective public policy and foster innovative, high-quality practice.

Joint Services Transcript (JST): Provides a description of military schooling and work history in civilian language, serves as a counseling tool for academic and career counselors in advising service members and veterans.

Policy:

Acceptance of transferred credits for service members:

Per the Memorandum of Understanding with the Department of Defense (DoD MOU), service members may view and review Green River College's Transfer Credit Policy (located here: SA-89 Transfer Credit - Green River College) and are encouraged to do so prior to enrollment. Acceptance of any transferred

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

- SA 1 Academic Standards & Progress Policy
- SA 2 Academic Honors
- SA-3 Audit a Class
- SA-4 Admissions
- SA-5 Deceased Student
- SA-6 Grading Policy
- SA-9 Transcripts
- SA-13 Financial Aid Application Process
- SA-14 Federal Direct Loan Program
- SA-15 Financial Aid Eligibility

credits is determined by the educational institution to which the student wishes to transfer.

Awarding Academic Credit for Military Training:

The academic credit awarded for prior military training is granted only for training that is applicable to the student's degree or certificate requirements at Green River. Credits will be transferred based on ACE credit recommendations, in consultation with academic departments. Green River College enrolled students who are veterans of any branch of the United States Armed Services, who wish to receive transfer credit, must provide an official Joint Services Transcript (JST) through the armed services in which they served, from the Community College of the Air Force or any other college/university attended.

Appeals:

- Any appeal regarding the college's determination to award credit for prior learning or career experience must be made through the Instruction Student Complaint Process.
- Recommended for credit by a national higher education association that provides credit recommendations for military training programs;
- Included in the individual's military transcript issued by any branch of the armed services;
- Documented military training or experience that is substantially equivalent to any course or program offered by the institution of higher education.

Procedure:

The individual must be enrolled at Green River College and have successfully completed any military training course or program as part of the military service that is:

Upon receipt of the official transcript and transcript evaluation request, the following actions will occur:

- Upon receipt, the Records Office will evaluate the transcript for any academic (general education) credits earned, posting to the student record as applicable.
- Technical classes that require more review to determine a direct equivalency will be forwarded to appropriate program faculty along with the course description and the accompanying ACE (American Council on Education) course recommendation.
- Military credit recommendations that are direct equivalents to Green River College course offerings may be articulated to that specific course. If direct course equivalencies do not exist, elective credit (non-direct equivalent) will be awarded when possible. Both direct and non-direct equivalents must be applicable toward the student's program of study.
- The Records Office will post the credit to the student record and then notify the student of credits accepted with directions on how to access their Degree Audit - Green River College so they may view credit applicability to their program of study.
- In the case of a change of program, the student must notify the Records Office so the transfer credit may be re-evaluated and applied to the student record as applicable.

Veterans using VA educational benefits:

- SA-16 Return of Financial Aid Funds
- SA-17 Satisfactory Progress for Financial Aid
- SA-18 Notification on Convicted Sexual Offenders
- SA-20 Degree Exception
- SA-22 Graduation Criteria
- SA-24 Student Acceptable Computer Use Policy
- SA-26 Age Exemption Policy
- SA-27 Missing Student Policy
- SA-28 Disclosure of Crime Statistics
- SA-29 Facility Access & Maintenance for Safety
- SA-30 Fire Safety Education for CCA
- SA-31 Reporting Crimes and Other Emergencies
- SA-89 Transfer Credit
- SA-90 Prior Learning Assessment
- SA-91 College Holiday & Leave Policy
- SA-92 Timely Warning Notifications
- SA-93 Emergency Notification Policy

- Per the Veteran's Administration, all veteran student transfer credit must be evaluated within two quarters of program start. After the third quarter, if the student does not submit all transcripts, he/she may be de-certified for the use of VA education benefits.
- Veteran students using education benefits are not permitted to opt out of transfer credit evaluation.
- Note: It is recommended that students consult with the Veteran Services Office to discuss funding implications related to applying military credits to their degree or certificate plan.

Specific Authority:

Department of Defense Memorandum of Understanding

Law Implemented:

RCW 28B.10.057

RCW 28B.77.230

History of Policy or Procedure:

Draft: April 2021

Adopted: May 27, 2021

Reviewed by: Student Affairs Leadership Team

Contact: Jenny Wheeler, director of the office of the registrar, ext 3411

President's Staff Sponsor: David Larsen, Dean of Enrollment and Completion, 253-833-9111, ext. 3307, dlarsen@greenriver.edu

Steps for admission

Select Language
Powered by Google Translate

GETTING STARTED

FOR FUTURE GATORS

Get Started Today!

Admission to the college is open to anyone who has a high school diploma, GED®, or is at least 18 years old. Green River welcomes people of all income levels, backgrounds and previous educational experience.

Apply Online Now

Notes:

Current high school students wanting to participate in Running Start must complete this application as the first step in the enrollment process.

If you are an international student, please apply online using the international student application.

Earn Your Degree or Certificate

Earn Your Degree or Certificate

Earn College Credit Through Running Start

Get Started With Running Start

Earn Your High School Diploma or GED

Explore High School Programs

Advance Your Career, Stay Current, Have Fun!

Explore Continuing Education

Learn or Improve English

About English Programs

Study as an International Student

Visit International Programs

Welcome Desk

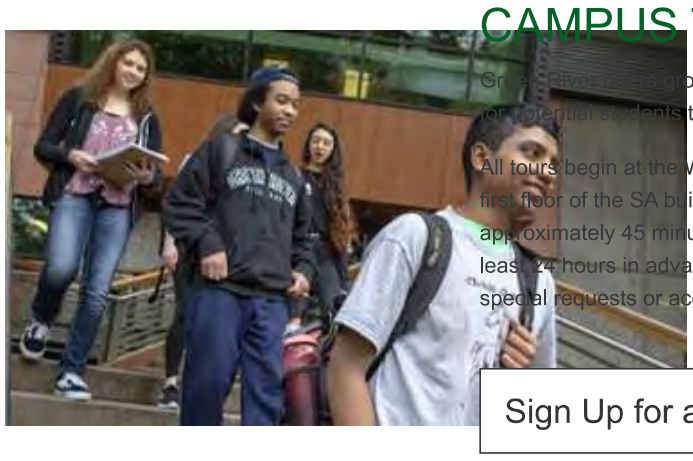
Our knowledgeable staff are here to assist you!

We offer information, resources and services to support your enrollment in Green River College.

The Welcome Desk is located in the Student Affairs and Success Center (SA) on the Main Campus in Auburn. Visitor parking is located in lot P8, which is accessed via the east entrance to campus. Visitors utilizing parking

must obtain a parking pass from Campus Safety.

If you need further assistance please contact us at 253-333-6000 or email welcomedesk@greenriver.edu.



CAMPUS TOURS

Gr[illegible] River offers group and individual tours for potential students throughout

All tours begin at the Welcome Desk on the first floor of the SA building and take approximately 45 minutes. Please sign-up at least 24 hours in advance and include any special requests or accommodations.

Sign Up for a Tour

We Are Gators

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GRC Catalog – Academic Information

Academic Information

- Academic Opportunities
- Campus Opportunities
- Important Academic Information
- Transfer Credit Information
- Academic Records
- Grading Policy

Academic Opportunities

College in the High School

Student Affairs and Success Center, SA-135
(253) 288-3380
greenriver.edu/collegeinhs

College in the High School (CHS) is an opportunity for high school sophomores, juniors, and seniors to enroll in Green River College classes at their high school, earning college credit which applies towards an associate degree and a high school diploma. Students must meet all prerequisites before enrolling in the CHS course. Students should check with their high school counselor, teacher or visit greenriver.edu/collegeinhs for more information.

Career and Technical Education (CTE) Dual Credit

Student Affairs and Success Center, SA-135
(253) 288-3383

Career and Technical Education (CTE) Dual Credit, formerly know as Tech Prep, gives students an opportunity to get a jump-start on their future by preparing for college and a career while still in high school. The program allows students to earn both high school and career/technical college credit for completing select high school courses with a grade of "C" (2.0) or higher.

To earn CTE Dual Credit:

1. Students enroll in high school Career and Technical Education classes offering CTE Dual Credit.
2. Earn a "C" (2.0) or higher.
3. Apply for Admission at Green River College.
4. Complete a CTE Dual Credit Transcription Request and submit it to the Office of the Registrar through the secure document upload tool at www.greenriver.edu/upload.

eLearning

(253) 288-3354
eLearning@greenriver.edu
Student Website

Most courses at Green River College have digital aspects from assignments and grades on Canvas to software tools. However, each class is defined with a specific mode - virtual, online, or hybrid - which give students additional options in pursuing courses, degrees, and certificates. These courses utilize educational technologies such as Canvas, WAMAP, or other specialized learning management systems, Zoom or other virtual meeting tools, applications or integrations such as but not limited to Pearson, McGraw-Hill, OneDrive, Hypothesis, Turnitin, and Panopto, as well as the internet, in addition to regular class materials, digital or otherwise, to assist students.

Virtual and online courses can be convenient, but to be successful students need to be able to work independently, have strong time-management skills, and be committed to the time for study that equals that of an in-person course (2-3 hours outside of class for every credit).

Modalities with no in-person component

- **Completely Virtual:** A virtual course is one where the course is face-to-face in a **virtual** web-conferencing technology with your instructor at a particular time. Then there is the typical homework and studying as well. For example, if the class begins at 9 a.m. in the class schedule, then it will begin at 9 a.m. on Zoom or other virtual format. Students will be attending the class at the same time as classmates, just as they would on campus.
- **Virtual Hybrid:** A virtual-hybrid course is one where the course is split into two parts. Some of the course is face-to-face in a **virtual** web-conferencing technology with your instructor at a particular time and some of the course is **online** without a set time to meet. Then there is the typical homework and studying as well.
- **Online:** An online course is one where the course is entirely **asynchronous**, where there is no set time to meet. All lecture, activities, and assignments are completed **online**. The class will still have assignment deadlines and due dates and then there is the typical homework and studying as well.

Modalities with an in-person component

- **In-person:** An in-person course is one where class times are listed in the schedule and classes will meet in an **in-person** format on campus. These courses may shift to virtual, online, or hybrid/virtual using Zoom or other virtual format if the campus closes. The instructor will let alert you if there are changes. In addition, there is the regular homework and studying.
- **Hybrid:** An in-person-hybrid course is one where the course is split into two parts. Some of the course is **in-person** in a classroom with your instructor at a particular time and some of the course is fully **online** without a set time to meet. Then there is the typical homework and studying as well.

The current quarter's course offerings can be viewed by visiting https://www.greenriver.edu/students/online-services/class-registration-and-schedule-planner/. Click on View Class Search and then you can search for courses by mode.

English Language Learning (ELL)

Student Affairs and Success Center, SA-270
(253) 288-6680
greenriver.edu/students/academics/pre-college-basic-skills/esol

ELL classes are designed for students who want to improve their English language fluency, reading, writing, speaking, listening, and basic computer literacy skills. Classes provide life skills, general job skills, and preparation for academic classes. Classes are available in the morning, afternoon, and evening at the Green River and Kent campuses and at community sites.

High School Equivalency Test Preparation

Student Affairs and Success Center, SA-270
(253) 931-6515

greenriver.edu/students/academics/pre-college-basic-skills/ged

Green River offers high school equivalency test preparation classes to assist students in preparing for the GED® tests. Classes are available for students who are 16 years of age or older. Students under the age of 19 must have the appropriate signed release forms from their high school to enroll in high school equivalency classes and to take the GED®. Additional information is available online at the Green River website, in the Course Descriptions portion of this catalog, and in the quarterly class schedule.

The GED® test credential is recognized by most employers and 95% of U.S. colleges and universities. More than half of the GED® test-takers intend to go on to college or post-secondary training. Green River is a test site for the GED® test. Please visit greenriver.edu/testing for more information about testing.

Intensive English Program

International Village, Building A
(253) 288-3300
www.greenriver.edu/intensive-english

The Intensive English Program helps prepare international students to study at American colleges and universities. It offers small classes and personal attention from highly qualified instructors, at five different levels from beginner to college-level academic preparation.

Open Doors Program

Rutkowski Learning Center, RLC-127
(253) 333-4968
https://www.greenriver.edu/students/academics/open-doors

Open Doors at Green River College is a partnership between Green River College and the local school districts (currently including Auburn, Kent and Tahoma School Districts) that aims to provide the students, ages 16-21, who have yet to earn a high school diploma, with a variety of options to reach their educational goals.

To qualify, students need to meet the following eligibility requirements:

- Be between 16 and 21 years old;
- Need to earn a high school diploma (earning a GED does not disqualify you);
- Be at least one year behind in credits toward the high school graduation, OR one year or more past the original graduation date.

Running Start

Student Affairs and Success Center, SA-135
(253) 288-3380

Running Start, a program created by the Washington State Legislature, provides an opportunity for academically qualified high school juniors and seniors to take college-level (numbered 100 or higher) courses for high school and college credit at a significantly reduced rate. Qualifying students must show eligibility for ENGL& 101 and be enrolled through a public high school/district. Students who are home schooled or attend a private school are therefore required to contact their public high school/district for enrollment instructions. Running Start students are required to pay for textbooks, supplies, and fees. A fee waiver/book loan program is available for those who qualify.

The decision to begin college early is an important one. Students are encouraged to discuss the decision carefully with parents or guardians and high school counselors. For more information visit greenriver.edu/RunningStart.

Study Abroad

International Village, Building D
(253) 931-6845
greenriver.edu/studyabroad

Offers study abroad opportunities to GRC students, with classes taught by Green River or other Washington State Community College faculty. Classes satisfy general education requirements and count toward many AA-transfer degrees. No foreign language experience is necessary to participate! All academic students are eligible including Running Start, International, Traditional and Non-Traditional students. There is always at least one program offered per quarter. Annual programs include Japan (every Fall), Australia & New Zealand (every Winter), Costa Rica and South Korea (every summer). Other locations rotate bi-annually, including but not limited to: France, Germany, Italy, Netherlands, & Spain. Students may also choose to participate in other programs outside of those sponsored by GRC, and we can provide guidance on how to do so. We are also very happy to help students apply for scholarships and learn how they can use their financial aid to help pay for study abroad costs.

Washington State Center of Excellence for Careers in Education

(253) 833-9111, ext. 4360
greenriver.edu/students/academics/future-educators

The Washington State Center of Excellence for Careers in Education, housed at Green River College, provides support, mentoring, and advising to community colleges and their K-20 partners for the creation and expansion of career-ladder programs in education.

The Center provides a yearly best practices conference, a comprehensive Web site, curriculum development and dissemination, and training for K-20 instructors and paraprofessionals.

Visit Careers in Education directly for more information.

Project TEACH

Project TEACH is a pre-service teacher preparation program designed to provide future educators with seamless pathways to teaching careers. Programs include certificates and degree for those interested in early childhood education, para-education positions, and transfer to complete full teacher certification. Future elementary teachers can complete an Associate degree in elementary education. Future secondary teachers of math and science can also complete specialized AA or AS-T degrees.

For more information about project TEACH, visit greenriver.edu/students/academics/future-educators.

College Opportunities

ASGRC Student Government

Mel Lindbloom Student Union, SU-240
greenriver.edu/students/get-involved/asgrc-student-government

As an integral part of the college structure, the Associated Students of Green River College (ASGRC) handles student complaints, provides funding for campus clubs, athletics and activities and provides reports about student needs and welfare directly to the College Administration and Board of Trustees.

Interested students are encouraged to apply for an appointed position or run for office. Everyone is encouraged to vote during elections. The Associated Students of Green River College (ASGRC) president, vice president and chief justice offices are located in the Student Life office. Meetings are open, if you want to get involved come to any meeting and learn how you can make a difference on campus.

Athletics

Mel Lindbloom Student Union, RAC
(253) 931-6467
greenriver.edu/athletics

The Green River Athletic Department works to enrich the campus community through the recruitment of uniquely talented students and to foster positive public relations though inter-scholastic competition, academic integrity and character enrichment.

Green River College offers six sports, including Women's Volleyball, Women's Soccer, Men's and Women's Cross Country, Women's Basketball, Men's Basketball, and Men's and Women's Track and Field. Gator Athletics is a proud member of the Northwest Athletic Conference, NWAC. Our athletics programs are governed by the rules and regulations of the NWAC.

Campus Life Leadership

Mel Lindbloom Student Union, SU-240
greenriver.edu/students/get-involved/leadership

The Campus Life Leadership program, is a unique opportunity within the Washington community college system for self-motivated, hard-working students to challenge themselves and gain substantial work experiences. Qualified students learn valuable lessons with hands-on experience in managing a program while earning money. Each position assumes responsibility for planning, organizing, budgeting and implementing activities to meet the varied needs of Green River students, faculty, staff and surrounding communities. During the Summer partic-ipants spend a portion of their time in workshops and training sessions that supplement their on-the-job training. Training also focuses on the communications skills necessary for the Campus Life leaders to become student ambassadors for the college. The experience and abilities gained in this program have helped many Campus Life leaders move on to highly suc-cessful careers.

Clubs and Organizations

Mel Lindbloom Student Union, SU-240
greenriver.edu/students/get-involved/clubs-and-government

Clubs & Organizations are an important part of Student Life at Green River College. Whether you are looking to meet new people, share a common interest, plan campus events or volun-teer, there is a club for you! Being involved with a Green River student group is a great way to connect with the Gator community and build relationships with fellow students, staff and faculty.

There are over 30 clubs and organizations each year that focus a variety of topics and interest, including academics, multicultural issues, and social opportunities. Student clubs and orga-nizations are open to all students, although few clubs have membership criteria.

The Current (Student Newspaper)

Student Affairs and Success Center
(253) 833-9111, ext. 2375
greenriver.edu/students/get-involved/the-current

The Current is the award-winning student news organization at Green River College. Serving as both a forum for student expression and a learning laboratory, *The Current* offers staff members experience in digital journalism, writing, editing and design.

The publication provides news and views to readers both online and in print. Participation is open to all students, regardless of their experience level or career interests. Students serve as editors, reporters, photographers, columnists and advertising managers. Alumni of *The Current* have gone on to pursue journalism careers in the Pacific Northwest and across the country.

KGRG Radio

Student Affairs and Success Center, SA-200
(253) 833-9111, ext. 2188

89.9 KGRG-FM's award-winning "Today's Rock" format has a national - and even an international - reputation. The station is credited with helping discover bands such as Nirvana, Presidents of the USA, MxPx, Modest Mouse, Death Cab for Cutie, My Chemical Romance and so many more. KGRG alumni have established broadcasting careers in markets across the country.

KGRG provides Green River students the hands-on experience in an operational radio station as part of our Broadcast Media program. KGRG broadcasts locally at 89.9 FM, with digital HDRadio, and streams worldwide from kgrg.com and your favorite streaming site.

Performing Arts

greenriver.edu/musicprogram

The college is home to the Green River Jazz Voices and Green River Theatre Company. The college's theater program offers a play or musical each quarter with a student cast. Admission to Jazz Voices is by audition and to participate in Green River Theatre a student must enroll in the DRMA 111 sequence. For ticket information, call Student Life at (253) 288-6450.

Recreation and Athletics Center

Mel Lindbloom Student Union, RAC
(253) 288-2482
greenriver.edu/RAC

The Recreation and Athletics Center (RAC) strives to provide safe and healthy outlets for Green River students to exercise and play sports.

Options include lifting weights in the weight room, using cardio machines in the Fitness Center or joining a group fitness class. We also offer a full open gym schedule as well as Intramural Sports leagues and tournaments where you can join fellow Gators in a friendly game of basketball, soccer, badminton, table tennis or volleyball.

Important Academic Information

Academic Standards and Progress Policy

Every student who enrolls at Green River becomes a partner with the college and the State of Washington with shared responsibilities for progress and completion of their program of study. As part of our responsibility to each student and to the State (which helps to fund each student's college education), Green River has established minimum expectations of student progress and academic performance.

The college monitors student progress and academic performance and intervenes when academic standards are not being met. In such cases, the college may determine a student is not benefiting from continued enrollment and may take steps to limit or deny future enrollment.

In 2003, the Washington State Legislature established a law requiring colleges to develop policies "to ensure that undergraduate students complete degree and certificate programs in a timely manner in order to make the most efficient use of instructional resources and provide capacity within the institution for additional students." This legislation (RCW 28B.10.695)

requires student academic progress policies address:

1. Excessive Credits: Students who accumulate more than 125% of the number of credits required to complete their degree or certificate programs.
2. Credit Completion: Students who drop more than 25% of their course load before the grading period for the quarter, which prevents efficient use of instructional resources.
3. Academic Standards: Students who remain on academic probation for more than one quarter.

The college has adopted the Academic Standards and Progress Policy to support student success. The complete policy is published in the student handbook and online at https://www.greenriver.edu/campus/policies-and-procedures/student-affairs-policies/sa-1-academic-standards-progress-policy/.

Academic Credit for Prior Learning (Formerly Prior Learning Assessment)

Green River College offers students the opportunity to earn credit for prior non-traditional education and/or work experience. Students who wish to receive credit(s) for prior learning must complete the Academic Credit for Prior Learning Request form in coordination with an assigned faculty member and pay regular tuition based on the number of credits requested. Academic Credit for Prior Learning (ACPL) credits are awarded for one to two credits per quarter.

Students will be assessed through credit by testing, course challenge or prior experiential learning/extra-institutional learning assessment which will determine the courses to which the students have met the learning outcomes. These courses must be current and correspond to the course(s) taught at Green River.

Students will work with an assigned faculty member to evaluate their Academic Credit for Prior Learning in relation to the competencies of the program and will be awarded credit for demonstrated learning outcomes that are appropriate to the course. Assessment methods could be a test, demonstration, written documentation, oral interview, or other appropriate method by which the faculty member determines the students' understanding of the subject matter.

Grades and credits will be assigned to ACPL awards and will be posted to the student's transcript. Credits earned through ACPL at any Washington Community and Technical Colleges will be accepted toward the appropriate course or program at any other Washington Community and Technical College.

Credit by Challenge

Students may enroll for credit by challenge in a course with the instructor's approval if:

- The student believes he or she has achieved the required knowledge or skills necessary to receive credit without regularly attending the class sessions; and
- The student is eligible to take the course.

Courses offered by the college but not appearing in the quarterly class schedule may be challenged by requesting a course be added to the schedule for "credit by challenge" purposes. Students who wish to challenge a course must:

- Consult with the instructor of the class they wish to challenge; and
- Pay regular tuition and fees.

All procedures for the granting of credit by challenge, other than those related to the registration process, are determined by the appropriate instructor and approved division procedures.

Age Exception Policy

Students under the age of 18 who have not earned a diploma, or the equivalent, from an accredited high school may be admitted only upon appropriate release from their high school, to include summer quarter. Home schooled and Running Start students are also subject to the special admission requirements outlined below. Students will be required to submit a High School Release Form or Running Start Enrollment Verification Form signed by the appropriate high school official when they apply for admission. Applications for underage students must have a signed release form submitted in order to be processed.

Students under the age of 16 normally will not be admitted. If a potential student will not turn 16 during their first quarter of enrollment, the student must contact the Director of Career and Advising to seek an exception.

Exemptions will be made according to the following criteria:

- The student must be referred to Green River by an academic institution or educator. This referral must include a release form from the student's school district of residence, signed by the counselor (referring agency) and the student's parent or guardian. The high school release form must be submitted each quarter with an annotation by the high school counselor identifying specific class(es) the student is recommended to take.
- Students who are admitted must complete formal enrollment prior to the first day of the quarter.
- If it is determined the student is eligible for courses available through the public school system, the student should not be enrolled.
- Students must meet course prerequisites and demonstrate academic preparedness through appropriate placement or an independent evaluation by a full-time faculty member from the appropriate division(s).
- An evaluation of the student's maturity/college readiness must be conducted. This can be accomplished through a personal interview between the student, the Director of Career and Advising, the dean of the appropriate academic division or the instructor of record for the course(s) to be taken. It may be appropriate to include the parent/guardian of the student in these discussions.
- Exemption requests must be made at least 15 working days prior to the start of the academic quarter in which the applicant wishes to enroll.

Students not complying with these procedures will be withdrawn.

Reciprocity Agreement Policy

Washington community and technical colleges (CTCs) offer reciprocity to students transferring within the CTC system who are pursuing the Direct Transfer Agreement (DTA) degrees or the Associate in Science-Transfer (AS-T) degrees. Students who complete an individual course meeting distribution degree requirements or fulfill entire areas of their degree requirements at one college will be considered to have met those same requirements if they plan to complete the same degree when they transfer to another community or technical college in Washington. These degree requirements include Communication Skills, Quantitative Skills, or one or more Distribution Area requirements. Students must initiate the review process and must be prepared to provide the necessary documentation. For complete information go to greenriver.edu.

Student Code of Conduct/Student Rights and Responsibilities

As a student of Green River College, you have the responsibility and expectation to maintain an environment conducive to the academic success, safety, and well-being of others. The Student Code of Conduct identifies the rights that are guaranteed individual students and the responsibilities of students in our college community according to state law and college policy. The provisions of the code apply to all students whenever they are on campus or engaged in any college-sponsored activity or function.

To review the Student Code of Conduct, please visit greenriver.edu/conduct.

Learning Outcomes

Green River College is committed to the continuous improvement of teaching and learning. To this end, the faculty generated and defined four Campus-wide Learning Outcomes. These are outcomes that should be addressed in a variety of classes within a student's degree or program of study. Green River believes students who can demonstrate proficiency with the Campus-wide Outcomes, as well as content within their specific subject areas, are more likely to achieve success in the workplace and in future educational endeavors.

Green River College assesses learning outcomes at three levels; course, program and campus wide.

Course Learning Outcomes

All students completing a degree will be exposed to and are expected to demonstrate proficiency with the four Campus-wide Outcomes: Written Communication, Critical Thinking, Diversity and Equity, Responsibility, and Quantitative and Symbolic Reasoning. Course learning outcomes communicate clear goals for student learning in an individual course. Faculty adopt course-level student learning outcomes that are published in the program and course descriptions, as well as on course syllabi.

Written Communication

Written Communication encompasses all the abilities necessary for effective expression of thoughts, feelings, and ideas in written form.

Critical Thinking

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.

Diversity and Equity

In order to advance equity and social justice, students will be able to examine their own and others' identities, behaviors, and/or cultural perspectives as they connect to power, privilege, and/or resistance.

Responsibility

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

Quantitative and Symbolic Reasoning

Quantitative 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.

Program Learning Outcomes

Program learning outcomes communicate the skills and abilities a student completing a particular program will leave being able to do and demonstrate. In career technical programs, faculty adopted program-level outcomes that are synonymous with degree-level outcomes. In academic transfer, faculty adopted program-level outcomes that are discipline-specific.

Faculty defined program outcomes at either the departmental or divisional level for assessment in the corresponding areas. Program-level outcomes are published on the program description pages and in syllabi.

Related Instruction Outcomes

Associate in Applied Arts Degree (AAA) and Associate in Applied Science Degree (AAS)

The Associate in Applied Arts (AAA) and Associate in Applied Science Degree (AAS) at Green River have specific related instruction requirements. These requirements include instruction in communication, computation, and human relations. These related instructions requirements will be met either through embedded instruction or by separate stand-alone classes that will be identified under the degree in the catalog.

Outcomes Assessment Process

In order to assess the effectiveness of its instructional programs, the college evaluates student achievement of published learning outcomes at the course, program, and campus wide levels.

- At the course level, course outcomes for all sections of each course are listed in the College Catalog. Instructors list these outcomes in their syllabus. Instructors continually improve their teaching based on feedback from assignments that assess their course outcomes.
- At the program level, each program (defined as a division or a department, depending on what makes sense in each academic area) has published Program Outcomes which are listed in the College Catalog. Programs then complete a yearly Program Assessment Project to assess their outcomes and make improvements to their program. These projects are reported regularly with the VPI during the Program Assessment and Improvement process.
- At the campus level, each course identifies at least one Campus-wide Outcome that it addresses. This is listed in the outcomes for the course in the College Catalog. Student achievement of the Campus-wide Outcomes is assessed yearly across discipline areas and degrees. Faculty use these findings to continually improve student learning of these outcomes.

Transfer Credit Information

Green River 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 policy and transferability should never be assumed. The Career and Advising staff is available to answer most questions involving transfer of credits and can provide transfer guides for most four-year colleges and universities in Washington State.

Students should be aware that courses with "Pass" grades may not satisfy the requirements in their major field. Students are responsible for knowing transfer requirements and policies, and are urged to consult the catalog of the college, which they plan to attend after Green River.

Articulation Agreements

Green River recognizes a quality education takes place in other learning institutions. In realization of this, Green River has signed articulation agreements with area high schools, as well as other institutions of higher learning. Articulation agreements are agreements by which credits taken at a particular institution are accepted automatically at another, allowing all requirements of the agreement have been met.

Reciprocity Agreement

Washington community and technical colleges (CTCs) offer reciprocity to students transferring within the CTC system who are pursuing the Direct Transfer Agreement (DTA) degrees or the Associate in Science-Transfer (AS-T) degrees. Students who complete an individual course meeting distribution degree requirements or fulfill entire areas of their degree requirements at one college will be considered to have met those same requirements if they plan to complete the same degree when they transfer to another community or technical college in Washington. These degree requirements include Communication Skills, Quantitative Skills, or one or more Distribution Area requirements. Students must initiate the review process and must be prepared to provide the necessary documentation. For complete information go to greenriver.edu.

Transfer Institution Agreements

Green River has been working with several four-year institutions, both in the state of Washington and bordering states such as California, Oregon, Idaho and Montana. These agreements are designed to provide a smooth transition from Green River into specific college departments. The agreement between Green River and the other colleges identifies specific courses, if taken, will be allowed for automatic credit at the other institution. In doing so, Green River is enabling students to, for the most part, transfer directly into their majors. Students should contact their Green River program advisor for agreements in their area of study.

High School Agreements

Green River recognizes a quality education takes place in area high schools and has signed articulation agreements with many schools to grant college credit to students earning a grade of a C (2.0) or higher in their high school career/technical courses. Credits are posted to transcripts the following quarter in which they were earned.

To qualify, students must meet specific requirements established by the college and high school instructors and apply for credit through their high school and pay associated fees. Further agreements between high schools and additional career/technical programs are being developed. Students can contact their high school counselor for more details.

Career and Technical Education (CTE) Dual Credit (formerly Tech Prep)

CTE is a course of study which combines academic and career/technical instruction in the high school setting, and then directly applies those high school credits to a specific community or technical college program (see Programs of Study).

Articulation agreements between area school districts and Green River College have been developed. CTE articulation agreements allow high school students to earn both high school and community/technical college credit through the "Direct Credit" program.

Military Service School Credit Information

Some credits for military personnel's military school and experiences are granted according to the publications of the American Council on Education.

Note: Some four-year schools will not accept military credits.

Advanced Credit Information

Some students may receive credit through the Advanced Placement Program of the College Entrance Examination Board, articulation agreements with area high schools, International Baccalaureate credit, and military school or experience. Information regarding these programs is detailed in the Getting Started section.

Advanced Placement (AP) (College Board)

Effective July 1, 2019

The Advanced Placement Program® is a cooperative educational endeavor between secondary schools and colleges and universities. The program provides motivated high school students with the opportunity to 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 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 by email of acceptable credits. Credit is posted to the student transcript at the time of graduation only.

Below is the list of division policies on granting placement or credit for AP examinations. Scores range from a high of five to a low of one; in most departments, credit and/or placement is awarded for scores of three or higher. In some cases, the student must consult the appropriate departmental advisor.

Advanced Placement - Test Score Equivalencies

AP TEST	Score	Course (Credit)	General Education Category	Comment
African American Studies	3-5	Elective (5)	Humanities *or* Social Science	
Art: Art History	3-5	ART& 100 (5)	Humanities/Fine Arts/English	Previously Art Appreciation
Art: Studio Drawing	3	Elective (5)	Elective	
Art: Studio Drawing	4-5	ART 900	Humanities/Fine Arts/English	
Art 2D Design	3-5	ART 900	Humanities/Fine Arts/English	
Art 3D Design	3-5	ART 900	Humanities/Fine Arts/English	
Biology	3-5	BIOL& 100 (5) or BIOL& 160 (5)	Natural Science	Lab
Calculus AB	3-4	MATH& 151 (5)	Natural Science	Basic Skills- Quantitative/Reasoning
Calculus AB	5	MATH 151 and MATH 152 (10)	Natural Science	Basic Skills- Quantitative/Reasoning
Calculus BC	3-5	MATH 151 and MATH 152 (10)	Natural Science	Basic Skills- Quantitative/Reasoning
Chemistry	3-4	CHEM& 121 or CHEM& 161 (5-6)	Natural Science	Lab
Chemistry	5	CHEM& 121 or CHEM& 161 and CHEM& 162 (11-12)	Natural Science	Lab
Chinese Language & Culture	3	CHIN& 121 (5)	Humanities/Fine Arts/ English	
Chinese Language & Culture	4	CHIN& 121 or CHIN& 122 (5)	Humanities/Fine Arts/ English	
Chinese Language & Culture	5	CHIN& 121 , CHIN& 122 CHIN& 123 (10)	Humanities/Fine Arts/ English	
Computer Science A	3-5	CS 121 (5)		
Computer Science AB (exam no longer offered)	3-4	CS 121 (5)		
Computer Science AB (exam no longer offered)	5	CS 121 CS 122 CS 123 (15)		
Computer Science Principles	3-5			We don't have a course compatible
Economics (Micro)	3-5	ECON& 201 (5)	Social Science	
Economics (Macro)	3-5	ECON& 202 (5)	Social Science	
English Language/Composition	3	Elective (5)	Elective	
English Language/Composition	4-5	ENGL& 101 (5)	Basic Skills	Basic Skills- Communication
English Literature/Composition	3-5	ENGL 900 (5)	Humanities/Fine Arts/English	
Environmental Science	3-5	ENVS 900 (5)	Natural Science	
French Language & Culture	3	FRCH& 121 (5)	Humanities/Fine Arts/English	
French Language & Culture	4	FRCH& 121 or FRCH& 122 (5)	Humanities/Fine Arts/English	
French Language & Culture	5	FRCH& 121, FRCH& 122 FRCH& 123 (10)	Humanities/Fine Arts/ English	
French Literature	3	FRCH& 121 (5)	Elective	
French Literature	4	FRCH& 121 or FRCH& 122 (5)	Humanities/Fine Arts/English	
French Literature	5	FRCH& 121, FRCH& 122 FRCH& 123 (10)	Humanities/Fine Arts/English	

Additional Mathematics Note
The Mathematics Division can award Advanced Placement credits. If students are placed by the

German Language & Culture	3	GERM& 121 (5)	Humanities/Fine Arts/English	
German Language & Culture	4	GERM& 121 or GERM& 122 (5)	Humanities/Fine Arts/English	
German Language & Culture	5	GERM& 121, GERM& 122 GERM& 123 (10)	Humanities/Fine Arts/English	
Government & Politics: Comparative	3	Elective (5)	Elective	
Government & Politics: Comparative	4	POLS& 101 or POLS& 202 (5)	Social Science	
Government & Politics: Comparative	5	POLS& 101 & POLS& 202 (10)	Social Science	
Government & Politics: US	3	Elective (5)	Elective	
Government & Politics: US	4-5	POLS& 202 (5)	Social Science	
History (European)	3-5	HIST 230 (5)	Social Science	
History (US)	3-4	HIST& 136 or HIST& 137 (5)	Social Science	
History (US)	5	HIST& 136 & HIST& 137 (10)	Social Science	
History (World)	3-5	HIST& 126, HIST& 127, HIST& 128 (5)	Social Science	
Human Geography	3-5	GEOG& 200 (5)	Social Science	
Italian Language & Culture	3-4	F/L 900 (5)	Humanities/Fine Arts/English	
Italian Language & Culture	5	F/L 900 & F/L 901 (10)	Humanities/Fine Arts/English	
Japanese Language & Culture	3	JAPN& 121 (5)	Humanities/Fine Arts/ English	
Japanese Language & Culture	4	JAPN& 121 or JAPN& 122 (5)	Humanities/Fine Arts/ English	
Japanese Language & Culture	5	JAPN& 121, JAPN& 122, JAPN& 123 (10)	Humanities/Fine Arts/ English	
Latin Literature	3-5	HUMAN 900 (5)	Humanities/Fine Arts/ English	
Latin: Virgil	3-4	HUMAN 900 (5)	Humanities/Fine Arts/ English	
Latin: Virgil	5	HUMAN 900 & HUMAN 901 (10)	Humanities/Fine Arts/ English	
Latin Literature & Culture	3-5	HUMAN 900 (5)	Humanities/Fine Arts/ English	
Music Theory	3	MUSC& 131 (3)	Humanities/Fine Arts/ English	
Music Theory	4-5	MUSC& 121 & MUSC& 131 (5)	Humanities/Fine Arts/ English	
Music Listening/Literature	3-5	MUSC& 105 (5)	Humanities/Fine Arts/ English	
Pre-Calculus	3	MATH 141 (5)	Natural Science	Basic Skills-Quantitative/Reasoning
Pre-Calculus	4-5	MATH 141 & MATH 142 (10)	Natural Science	Basic Skills-Quantitative/Reasoning
Physics 1	3	PHYS 900 (5)	Natural Science	
Physics 1	4-5	PHYS& 114 (5)	Natural Science	Lab
Physics 2	3	PHYS 900 (5)	Natural Science	
Physics 2	4-5	PHYS& 115 (5)	Natural Science	Lab
Physics B	3-5	PHYS 900 (5)	Natural Science	
Physics C (Mechanics)	3	PHYS 900 (5)	Natural Science	
Physics C (Mechanics)	4-5	PHYS& 221 (5)	Natural Science	Lab
Physics C (Elect. & Mag.)	3	PHYS 900 (5)	Natural Science	
Physics C (Elect. & Mag.)	4-5	PHYS& 222 (5)	Natural Science	Lab
Psychology	3	Elective (5)	Elective	
Psychology	4-5	PSYC& 100 (5)	Social Science	
Spanish Language & Culture	3	SPAN& 121 (5)	Humanities/Fine Arts/ English	
Spanish Language & Culture	4	SPAN& 121 or SPAN& 122 (5)	Humanities/Fine Arts/ English	
Spanish Language & Culture	5	SPAN& 121, SPAN& 122, SPAN& 123 (10)	Humanities/Fine Arts/ English	
Spanish Literature & Culture	3	SPAN& 121 (5)	Humanities/Fine Arts/ English	
Spanish Literature & Culture	4	SPAN& 121 or SPAN& 122 (5)	Humanities/Fine Arts/ English	
Spanish Literature & Culture	5	SPAN& 121, SPAN& 122, SPAN& 123 (10)	Humanities/Fine Arts/ English	
Statistics	3-5	MATH& 146 (5)	Natural Science	Basic Skills- Quantitative/Reasoning

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& 163, they may receive additional credits.

Note: When numbers 900 or above are assigned, it indicates there is no specific Green River course equivalent for all or part of the exam. Credit is awarded by category rather than course specific.

If a student's first mathematics course is MATH& 152, they will earn credit for MATH& 151. If a student's first mathematics course is MATH& 163, 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.

International Baccalaureate Credit (IB)

The International Baccalaureate Program is a rigorous pre-college course of study for highly motivated high school students. The comprehensive curriculum is designed to prepare students for a liberal arts education at the college level. It is called "international" because it is available to students in several countries, not because it is in any way an international experience. The International Baccalaureate program is similar to the College Board Advanced Placement program, but differs because IB scores require a test score and a very rigorous class.

Green River has begun accepting International baccalaureate credit. Students are encouraged to meet with their advisor for transfer of credit information. See the list below for departments granting IB credits.

IB Department	Score	Course(s) and Credits	Counts Towards/Comments
African History	4	Elective (5)	
African History	5-7	HIST& 220 (5)	Social Science Distribution

American History	4	Elective (5)	
American History	5-7	HIST& 136 or HIST& 137 (5)	Social Science Distribution
Language A	4	Elective (5)	
Arabic A, Chinese A, French A, Japanese A. Russian A, Spanish A	5-7	F/L 900 (5)	Humanities Distribution
Language B	4	Elective (5)	
Arabic A, Chinese A, French A, Japanese A. Russian A, Spanish A	5-7	F/L 900 (5)	Humanities Distribution
Art/Design	4	Elective (5)	
Art/Design	5-7	ART 900 or HUMAN 900 (5)	Humanities Distribution
Biology	4	Elective (5)	
Biology	5-7	BIOL& 100 (5) or BIOL& 160 (5)	Lab or Natural Science Distribution
Business Management	4-7	Elective (5)	
Chemistry	4	Elective (5)	
Chemistry	5	CHEM& 121 or CHEM& 161 (5-6)	Lab or Natural Science Distribution
Chemistry	6-7	CHEM& 121 or CHEM& 161 and CHEM& 162 (11-12)	Lab or Natural Science Distribution
Computer Science	4-7	Elective (5)	
Design Technology	4	Elective (5)	
Design Technology	5-7	ENGR& 104 (5)	Math/Natural Science Distribution
East/Southeast Asia and Oceania History	4	Elective (5)	
East/Southeast Asia and Oceania History	5-7	HIST 900 or HUMAN 900 (5)	Social Science Distribution
Economics	4	Elective (5)	
Economics	5	ECON& 201 (5)	Social Science Distribution
Economics	6-7	ECON& 201 and ECON& 202 (10)	Social Science Distribution
English A Literature	4	Elective (5)	
English A Literature	5-7	ENGL 900 or HUMAN 900 (5)	Humanities Distribution
English A Language & Literature	4	Elective (5)	
English A Language & Literature	5-7	ENGL& 101 (5)	Basic Skills
Environmental Science	5-7	ENV S 204 (5)	Natural Science
European History	4	Elective (5)	
European History	5-7	HIST 230 (5)	Social Science Distribution
Geography	4	Elective (5)	
Geography	5-7	GEOG& 200 (5)	Social Science Distribution
Global Politics	4-7	Elective (5)	
History			See - African, American History, East/Southeast Asia, European History, and Oceania History
Information Technology in a Global Society	4-7	Elective (5)	
Mathematics	4	Elective (5)	
Mathematics	5-6	MATH& 142 (5)	Math/Science Distribution
Mathematics	7	MATH& 151 (5)	Math/Science Distribution
Mathematics - Further	4	Elective (5)	
Mathematics - Further	5-7	MATH& 151 (5)	Math/Science Distribution
Music	4	Elective (5)	
Music	5-7	MUSC& 105 (5)	Humanities Distribution
Philosophy	4	Elective (5)	
Philosophy	5-7	PHIL& 101 (5)	Humanities Distribution
Physics	4	Elective (5)	
Physics	6-7	PHYS& 114, PHYS& 115, and PHYS& 116 (15)	Lab or Natural Science Distribution
Psychology	4	Elective (5)	
Psychology	5-7	PSYC& 100 (5)	Social Science Distribution
Social & Cultural Anthropology	4	Elective (5)	
Social & Cultural Anthropology	5-7	ANTH& 206 (5)	Social Science Distribution
Sports, Exercise & Health Science	4-7	Elective (5)	
Theatre	4	Elective (5)	
Theatre	5-7	DRMA& 101 or HUMAN 900 (5)	Humanities Distribution
Visual Arts	4	Elective (5)	
Visual Arts	5-7	ART& 100 (5)	Humanities Distribution

Note: When numbers 900 or above are assigned, it indicates there is no specific Green River course equivalent for all or part of exam. Credit is awarded by category rather than course specific. The IB Exam for Engl B (ESL) is considered non-transferable to Green River.

Submitting Your IB Transcript

The easiest way to ensure Green River receives your IB transcript is to name Green River as a recipient when you sign up for your IB program exam(s). If you do not name Green River as a recipient when you take your exam, contact the IB Organization to request an official IB transcript be sent directly to the Green River Enrollment Services. When you are admitted to the college, you may be eligible for Green River course credit; if so, the courses and credits awarded will be accessible on your degree audit. You will be notified by email of credit awarded.

Academic Records

Student Right to Privacy (FERPA)

All student educational records are maintained according to the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA defines what is included in a student record and governs the conditions of disclosure. Students have the right to see their records and to request an amendment to those records. Students at Green River have the right to examine their educational records, and the college may not, without the student's permission, let others examine those records for other than educational purposes, per the Family Educational Rights and Privacy Act (FERPA) policy.

Directory information may include student's name, email address, photographs, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

Only directory information can be released without the student's authorization. A student must sign a release in order to have any other information disclosed or to withhold all information. Education information may be released to other institutions that have requested the records and in which the student seeks or intends to enroll. Information may be released to a third party without the student's consent if an emergency situation exists or if information is requested officially by means of a subpoena, court order or legal report. Additionally, Congress requires student information to be released to military recruiters if officially requested.

More information about FERPA is available online at greenriver.edu/FERPA.

Name Changes

It is important a student's name is accurately reflected on their individual record. The Office of the Registrar maintains a confidential record of the student's last name, first name, middle initial and any previous names. It is the student's responsibility to notify the Office of the Registrar of any change.

To report a primary name change on their record, students must:

- Submit the request in writing by completing a Student Information Change Form.
- Show documentation. A copy of a marriage certificate, divorce decree, adoption papers, court order or other legal documents must be attached to the request.

Students may designate a preferred name in ctcLink.

Change of Address

If your mailing address has changed, be sure to change your address in your ctcLink profile.

If you are on financial aid, you must also notify the Financial Aid Office from your Green River email address providing the new address information.

Student Identification Number

All students are assigned a ctcLink ID to use for all transactions at Green River College. Students who forget or lose their assigned ctcLink ID will need to bring picture ID into the Office of the Registrar to obtain their number.

Green River requests social security numbers at the time students make application to the college. As authorized under state law SB5509, the SSN will not be used as the student identification number that would appear on the class rosters and most other documents. Generally, the SSN is stored confidentially in the records and used only for necessary purposes as authorized by law. Those purposes include the following:

- Financial aid, including loan deferments from other colleges or universities.
- Hope scholarship and Lifelong Learning (tuition tax credits).
- Financial aid related to verification through National Student Clearinghouse.
- Workforce or unemployment data matching purposes.

Change of Program

Students planning to change their career/technical program or their intended major (if transferring to a college or university), must visit the Career and Advising Center to update their program of study and be assigned a new advisor, if appropriate.

Transcripts and Obtaining Grades

A transcript of each student's permanent record of grades is maintained in the Office of the Registrar. An official transcript of grades will be sent to any high school, college, university or other agency upon the student's request. Only grades and credits earned at Green River will post to a Green River transcript.

In order to comply with Family Educational Privacy Act 1974 (FERPA), student information (including grades) will not be released to third parties without prior written permission of the student.

Grade discrepancies must be addressed by the student with the issuing faculty member. If the issuing faculty member is no longer at Green River, contact the appropriate division chair or instructional dean.

Obtaining an unofficial transcript:

- Unofficial transcripts in ctcLink can be found on the Student Homepage, in the Academic Records tile.
- Unofficial transcripts in the Legacy system (attendance prior to 2016) must be requested through our Unofficial Legacy Transcript Order Form.

Ordering an official transcript:

- Students can request an official copy of their transcript through Parchment at parchment.com. Hard copy transcripts and digital transcripts are available.
- The cost for an official transcript is $12 per transcript request.
- Processing takes two to four business days contingent upon completion of the current quarters grading cycle.
- Students can receive their transcript immediately using our in person On-Demand form at the Office of the Registrar. The fee is $25 per transcript.

Grading Policy

Under Green River's numerical grading system, instructors may report grades of 0.0 or between 1.0 to 4.0 in 0.1 increments, or report grading symbols (I,S,P). Only an instructor may change an assigned grade.

Student Affairs Policies-Grading Policy

Letter Grade Translations

Letter grades are translated to the following decimal grades:

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	0.0	Failure or unofficial withdrawal-no credit given

Grade and Symbol Definitions

I
Incomplete
An instructor may record a student's work as incomplete when the student has been delayed in completing the required work for a reason deemed appropriate or sufficient by the instructor.

N
Audit
Indicates the student enrolled for information only (no credit given) and attended class regularly. "N" does not affect GPA. "N" is considered a grade but is not considered in the repeat grade policy.

N **No Credit**
C Indicates the student petitioned the Registrar for a P/NC grade (prior to the end of the eighth week of the quarter) and earned a decimal grade lower than 1.5. OR the class is graded on a pass/no credit basis.

P **Pass**
Indicates the student petitioned the Registrar for a P/NC grade (prior to the end of the eighth week of the quarter) and earned a decimal grade equal to or greater than 1.5. OR the class is graded on a pass/no credit basis.

S **Satisfactory**
Indicates student is making satisfactory progress but has not completed all the competencies for a given level of instruction. No credit is awarded.

W **Official Withdrawal**
Indicates the student initiated an official withdraw from class. "W" does not affect GPA.

Grading Symbols

These symbols may also be used on grade reports or transcripts:

***** **Missing Grade**
No grade assignment given.

Y Work in Progress
The class is in progress at grading time.

Pass/No-Credit (P/NC) Grades

This petition is a contract and is not rescind-able. No more than 25 percent of the required credits may be graded "Pass" to satisfy requirements for any transfer degree. Students are urged to consult the catalog of the four-year institution to which they plan to transfer.

Procedure

To declare an intention to be graded pass/no-credit, the student must file a petition with the Registrar no later than the end of the eighth week of the quarter (fall, winter, spring) or the end of the fifth quarter (summer)For students who qualify, the Registrar will convert the decimal grade submitted by the instructor either to credit (P) or to no credit (NC).

Satisfactory (S) Grades

The "S" grade may be used only for TS/Basic and ELL classes numbered under 100. Courses with "S" grade designators cannot be applied toward any degree or certificate program. Courses with "S" grade indicate "work in progress" and do not denote course completion.

Repeat Grades

Students may repeat a course for which they have earned credit when such a repeat is necessary to satisfy a distribution requirement or improving a previously-earned grade. If deemed necessary to repeat, students may only do so twice (this is defined as the original enrollment, plus two repeat attempts). Some programs of study may have more restrictive policies regarding repetition of classes. This policy applies to enrollment in credit-bearing or Adult Basic Education (ABE/TS/ELL) courses, including transferred-in courses. This policy does not apply to non-credit, continuing education courses or courses taken by audit. The highest grade earned of the original or repeated courses will be used to calculate the student's cumulative grade point average.

Procedure

The highest grade earned of the original or repeated courses will be used to calculate the student's cumulative grade point average. If the repeated courses involve a P/NC and a decimal grade, the decimal grade will be kept in the GPA calculation if it is over a 2.0. If it is 1.9 or below, the P/NC will be kept in the GPA calculation and considered the "higher" grade earned.

Incomplete (I) Grades

An instructor may record a student's work as incomplete when the student has been delayed in completing the required work. "I" grades do not affect GPA. Student has four quarters (or less, if instructor indicates) to finish the Incomplete agreement with the instructor. After four quarters, if the "I" grade still appears on the transcript it will be changed to a 0.0 by the Office of the Registrar.

Procedure

Coursework may be completed according to an agreement between the instructor and student. Any student seeking to establish an Incomplete agreement must contact the instructor for the class. At the instructor's discretion, an Incomplete Agreement may be created and will reside with the instructor of record. The instructor will assign an "I" grade during the grading period. Once the terms of the Incomplete Agreement have been met, the instructor submits a change of grade to the Office of the Registrar. In cases where the instructor is not on contract with the college, the division chair or instructional dean may submit a change of grade.

Change of Grades

Change of Grade are to be completed by the instructor of record. In cases where the instructor is not available, the division chair or instructional dean may submit a change of grade. Grade changes are not valid for withdraw ("W"), pass/no-credit (P/NC), or audit ("N"). To ensure academic record integrity, Change of Grade requests will only be accepted from faculty, staff and administrators. Change of Grade requests will not be accepted from a student.

Grade Forgiveness

Grade Forgiveness is designed to give returning students a fresh start from their unsuccessful transcript record after an extended absence from Green River.

The requirements for Grade Forgiveness are:

- The student has had at least a two-year absence from Green River and grades to be excluded must have been taken prior to the two-year absence.
- After returning to Green River, the student must demonstrate improvement by completing a minimum of 24 credits with a cumulative GPA of 2.0.
- The student cannot select specific courses or quarters for exclusion. Once the first quarter of Grade Forgiveness has been selected, all quarters between that quarter and the first returning successful quarter (after the two year absence from Green River) will be coded with the Grade Forgiveness comment on the transcript.
- Once Grade Forgiveness is processed, credits for excluded courses will be changed to zero (0) and will not be included in the Green River credit total or GPA. The student's transcript will continue to show previous courses taken and grades received. A comment will be placed on the transcript indicating that Grade Forgiveness has been approved for the student.
- Credits excluded may not be reinstated, may not be used as prerequisites, and may not apply toward degree requirements.
- Grade Forgiveness may not be used to qualify for an honors designation.
- Students must see the Office of the Registrar for Grade Forgiveness. The Registrar will make appeal decisions.
- Only one Grade Forgiveness petition is permitted on the student's transcript.

SA-90 Academic Credit for Prior Learning (ACPL - Policy)

Select Language
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SA-90 ACADEMIC CREDIT FOR PRIOR LEARNING

Policy Type: Student Affairs

Policy Title: Academic Credit for Prior Learning

Policy Number: SA-90

Purpose:

This policy is intended to facilitate the assessment, award, and transcription of academic credit for prior learning for current Green River College students to facilitate completion of a Green River College degree or certificate.

Washington State and Green River College is committed to fostering an educated and skilled workforce, which is essential for economic prosperity and meaningful work for its citizens. Increased enrollment in - and successful completion of - postsecondary learning programs is critical to achieving that goal. Academic Credit for Prior Learning (ACPL) can help more students complete their training and degree programs sooner.

Scope:

All students, staff, faculty and administrators of Green River College.

Definitions:

Prior Learning: As defined by the Washington State Legislature in RCW 28B.77.230, it is the “knowledge and skills gained through work and life experience; through military training and experience; and through formal and informal education and training from in-state and out-of-state institutions including foreign institutions.” Award of credit for prior learning occurs when a student's prior learning outcomes are assessed and determined to be the equivalent of the learning outcomes attained upon completion of a college course, and if the award of credit aligns with the student's education pathway.

For purposes of this policy, awarding of credit for prior learning does not include regular credit-bearing courses from regionally accredited institutions of higher education, normally accepted for transfer credit.

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

- SA 1 Academic Standards & Progress Policy
- SA 2 Academic Honors
- SA-3 Audit a Class
- SA-4 Admissions
- SA-5 Deceased Student
- SA-6 Grading Policy
- SA-9 Transcripts
- SA-13 Financial Aid Application Process
- SA-14 Federal Direct Loan Program
- SA-15 Financial Aid Eligibility

Policy:

Per RCW 28B.77.230, Awarding credit for prior learning will count towards student's major or towards earning their degree, certificate, or credential, while the institution ensures that credit is awarded only for high quality, course-level competencies.

Green River College, in accordance with the State Board for Community and Technical College and Washington Student Achievement Council guidelines, recognize four categories of Academic Credit for Prior Learning:

1. **Credit by Testing** - Standardized exams provide credit opportunities to students who have already acquired specific knowledge and skills that they would otherwise be acquiring in a college course. This category will be noted on transcripts as awarded for prior learning Credits may also be awarded based on established State-approved equivalency crosswalks and posted on the student's transcript at the time of graduation. Current equivalency crosswalks are located in the college catalog.
    - Documentation may be in the form of, but not limited to test scores sent to the college from the testing agency.
2. **Course Challenges** - Challenge examinations are sufficiently comprehensive to determine that the student has the same knowledge and skills as those students who enroll in, and successfully complete, the course. Faculty or departments will create these assessments. The assessments can be written, oral, practical demonstration, or some combination thereof.
    - Documentation may be in the form of, but not limited to required ACPL forms signed by the instructor(s) assessing the course challenge request.
3. **Extra-institutional Learning** - Knowledge and skills acquired outside the institution and objectively verified through third-party certifications, industry-recognized testing/training, and crosswalks. This category also includes Joint Services Transcripts and American Council on Education (ACE).
    - Documentation may be in the form of, but not limited to Joint Service Transcripts (JST), American Council on Education (ACE), and valid industry training/certifications.
4. **Prior Experiential Learning** - This includes the skills, knowledge, and attitudes gained through non-formal (mainly work-based) and informal (life-experience) means. Prior experiential learning is assessed through portfolio development and review.
    - Documentation may be in the form of, but not limited to, a licensure or certification document, a transcript or a portfolio project that demonstrates that learning outcomes have been accomplished. Prior experiential learning may include volunteer and community involvement experiences, military service, cooperative education, work experience, business and industry certifications, and other applicable life experiences.
    - High School 21+ Credits: All prior learning assessments HS21+ credits awarded through prior experiential learning portfolio review. This category includes:
        1. Portfolio Review
        2. HS21+ Portfolio Review

Assessments of prior learning are the responsibility of faculty who are content specialists, with external advice as necessary. Credits may only be determined and awarded upon the

- SA-16 Return of Financial Aid Funds
- SA-17 Satisfactory Progress for Financial Aid
- SA-18 Notification on Convicted Sexual Offenders
- SA-20 Degree Exception
- SA-22 Graduation Criteria
- SA-24 Student Acceptable Computer Use Policy
- SA-27 Missing Student Policy
- SA-28 Disclosure of Crime Statistics
- SA-29 Facility Access & Maintenance for Safety
- SA-30 Fire Safety Education for CCA
- SA-31 Reporting Crimes and Other Emergencies
- SA-89 Transfer Credit
- SA-90 Academic Credit for Prior Learning
- SA-91 College Holiday & Leave Policy
- SA-92 Timely Warning Notifications
- SA-93 Emergency Notification Policy

recommendation of appropriately qualified teaching faculty and who are on a regular appointment with the college on a continuing basis to ensure that the learning experiences fall within the regular applicable course outcomes of the College. Appropriately qualified faculty hold credentials substantiating their experience, training and degrees commensurate with their designated career and professional areas and disciplines.

Green River College will track data on the number of students awarded academic credit for prior learning including, but not limited to, the number of credits awarded, types of assessment methods used, and associated costs to the students. This data, as well as other required information, will be submitted to the Washington Student Achievement Council as required.

Documentation for all Academic Credit for Prior Learning Assessments will be kept in accordance with the Washington Student Achievement Council and state archiving requirements.

Limitations:

- Must be a current Green River College student working toward completion of a Green River College degree or certificate.
- No more than 50% of a degree or certificate requirement can be satisfied using any combination of options under this policy. The Course Challenge option may not be offered for all courses; however, individual departments or programs may place restrictions on the amount of credit awarded. Students may not use the course challenge option for a course they previously enrolled. A student who fails an attempted course challenge may repeat the course, but not repeat the challenge.
- Awarding of ACPL does not guarantee that other institutions will accept the ACPL credit. Transferability of credits awarded for ACPL will be subject to the policies of the receiving institution.
- Note: Green River College's Graduation Criteria policy outlines the graduation criteria, which includes the requirement for students to complete 24 credits at Green River College (not to include high school diploma or professional and technical certificate candidates).

Appeals:

- Any appeal regarding the college's determination to award credit for prior learning must be made through the Instruction Student Complaint Process.

Procedure:

Students who wish to receive ACPL credits must complete the Academic Credit for Prior Learning request form in coordination with an assigned faculty member.

Note: The ACPL form will be retained by the Office of the Registrar for records retention.

Students work with a faculty member to evaluate their prior learning in relation to the course-level competencies . The faculty will award credit for demonstrated learning outcomes that are appropriate to the course. Assessment methods could be a test, demonstration, written documentation, oral interview, or other appropriate method by which the faculty member determines the students' understanding of the subject matter.

Students are informed of possible ACPL credit transfer limitations.

Students may be awarded a decimal grade or a "P" (pass) grade for credit earned through the Academic Credit for Prior Learning process.

The number of credits earned through Academic Credit for Prior Learning are indicated on the college transcript. Additionally, the approved course(s) are noted on the student transcript under the quarter the ACPL was processed.

Regular tuition rates may be charged for 1 to 2 credits per quarter based on the number of credits awarded by the faculty member for assessment.

Specific Authority:

Washington State Board for Community and Technical Colleges (SBCTC)

Washington State Student Achievement Council (WSAC)

Northwest Commission on Colleges and Universities (NWCCU)

Law Implemented:

RCW 28B.77.230

RCW 28B.10.057

History of Policy or Procedure

Draft: August 8, 2012

Adopted:

Revised:

- June 25, 2021
- April 26, 2023

Reviewed by: Contact: Jenny Wheeler, Director of Office of the Registrar/Registrar, ext. 3411

President's Staff Sponsor: Dr. Deborah Casey, Vice President of Student Affairs, ext. 3328

inter-college-reciprocity-policy-2012.pdf

Washington State Community and Technical College

Inter-College Reciprocity Policy

Approved by Instruction Commission, February 2005
Residency Requirement Updated by the Articulation & Transfer Council, April 2005
Diversity Requirement added by Instruction Commission, May 2011
Statement that includes reciprocity of Prior Learning Credit added by Instruction Commission, May 2012

Background:

It is healthy and desirable to promote diversity among the transfer curricula at various community and technical colleges. This diversity allows colleges to meet specific community needs and interests, to develop innovations and best practices, and to capitalize on unique faculty and institutional resources, campus to campus.

However, as students, of necessity, transfer among colleges, it is equally important to ensure that they are not penalized by the differences in the specific requirements imposed by individual campuses within the general guidelines of the Transfer degrees (DTA and AS-T) as approved by the Instruction Commission.

In the spirit of compromise between these competing interests, colleges of the Washington State CTC system have developed and adopted guidelines, as follows, for reciprocity of transfer coursework among colleges.

Reciprocity of Individual Courses:

If a student transfers an individual course that meets a Communication Skills, Quantitative Skills or Distribution Requirement at the sending college for a specific transfer degree, that course is considered to have met that requirement at the receiving college for a similar transfer degree, even if this course does not have an exact equivalent and even if the course credit is awarded through prior learning credit.

If a student transfers an individual course that meets a Diversity Requirement at the sending college for a specific transfer degree, that course is considered to have met that requirement at the receiving college for a similar transfer degree, even if this course does not have an exact equivalent and even if the course credit is awarded through prior learning credit.

Reciprocity of Distribution Areas/Specific Requirements:

The receiving institution will accept an entire Distribution, Communication Skills, Quantitative Skills, or other requirement for a transfer degree as met if that student:

A. Has met the sending institution’s residency credit and meets the receiving institution's policy on continuous enrollment (enrollment pattern needed to complete under the catalog at entrance1)

B. Has met the entire Communication Skills, Quantitative Skills or Distribution Requirement of a transfer degree, according to the sending institution's degree criteria*

The receiving institution will accept an entire Diversity Requirement for a transfer degree as being met if that student has met the entire Diversity Requirement of a transfer degree, according to the sending institution's degree criteria.

*Note: Example criteria include number of disciplines, allowable disciplines, credits, sequence requirements (or lack thereof). In all these instances, the sending institution's requirements govern for that particular Communication Skills, Quantitative Skills or Distribution Requirement component.

C. Has maintained a cumulative college-level grade-point average (GPA) of 2.0 or better at the sending institution.

The receiving institution agrees to consider the requirement area met if these conditions, upon review, are met. (There is no limit to the number of requirement areas to be considered.)

In view of staff limitations for transcript review, the receiving institution cannot be expected to search every transfer-in transcript to see if the reciprocity provisions apply. It is, therefore, the student's responsibility to initiate the reciprocity process and to gather appropriate documentation as needed. However, all institutions agree to make transfer-in students aware of these provisions, to publish them in college catalogs and other transfer-related resources, and to provide transfer-in students with a clear contact point and process for pursuing reciprocity.

Local Provisos:

The receiving college retains the right to impose unique, local prerequisite and graduation requirements. Such requirements might include learning communities/coordinated studies requirements, writing-intensive course requirements, and physical education/health requirements.

Transcript Notation:

Transcripts will include notation of requirements met by reciprocity. Notations will include the name of the sending institution.

Approved by ATC (formerly ATG) October 15, 2004 and updated as noted April 29, 2005

Approved by Instruction Commission February 17, 2005

Course Placement Options

Select Language
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COURSE PLACEMENT OPTIONS

AT GREEN RIVER COLLEGE

Assessments in reading, writing, and math are often required to ensure students are prepared for their courses. Placement impacts students' academic progress and aligns their skills for success.

We recommend recent high school graduates and those with college credits submit unofficial transcripts for placement evaluation using our Secure Document Upload tool.

Upload

Official transcripts are needed to apply previous college credits toward your degree.

Take the survey below to determine which method of placement is best for you:

If you would like more information about how we evaluate documents for placement, please see the links below:

High School Transcripts

College Transcripts

Transfer Scores/Placement Reciprocity

Smarter Balanced Assessment

Advanced Placement/International Baccalaureate

Placement Assessments

For instructions on taking placement assessments in-person or online visit

greenriver.edu/testing

Directed Self-Placement

- English: https://bit.ly/EnglishDSP
- Math: https://bit.ly/MathDSP

Which Placement Option is Right for Me?

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

Are you looking for English Language Classes (ELL/ESOL/ESL)?

If you are not looking for English Language Classes (ELL/ESOL/ESL) at this time please click Next at the bottom of this page.

Follow this link to learn more about English Language Classes: https://www.greenriver.edu/students/academics/pre-college-basic-skills/esol/

Siga este enlace para obtener más información sobre las clases de inglés: https://www.greenriver.edu/students/academics/pre-college-basic-skills/esol/

https://www.greenriver.edu/students/academics/pre-college-basic-skills/esol/ :اتبع هذا الرابط لمعرفة المزيد عن دروس اللغة الإنجليزية

Перейдіть за цим посиланням, щоб дізнатися більше про курси англійської мови: https://www.greenriver.edu/students/academics/pre-college-basic-skills/esol/

Theo liên kết này để tìm hiểu thêm về các Lớp học tiếng Anh: https://www.greenriver.edu/students/academics/pre-college-basic-skills/esol/

College Success Reading Assessment

WAMAP Math Entrance Exam

Requesting Placement Scores

Students needing their placement scores for other institutions can request them via email or in-person at the Auburn Main Campus. Please note: math placement scores are valid for 2 years.

To Request: submit the Placement Score Request Form

Never give out your password. Report abuse

Microsoft 365

This content is created by the owner of the form. The data you submit will be sent to the form owner. Microsoft is not responsible for the privacy or security practices of its customers, including those of this form owner. Never give out your password.

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2.C.3 EV.#2 / Section 2

Chapter 132J-126 WAC Rules of Student Conduct :

From 132J-126-150 to 132J-126-480

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-130, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-140 Initiation of disciplinary action. (1) All disciplinary actions will be initiated by the student conduct officer. If that officer is the subject of a complaint initiated by the respondent, the president shall, upon request and when feasible, designate another person to fulfill any such disciplinary responsibilities relative to the complainant.

(2) The student conduct officer shall initiate disciplinary action by serving the respondent with written notice directing him or her to attend a disciplinary meeting. The notice shall briefly describe the factual allegations, the provision(s) of the conduct code the respondent is alleged to have violated, the range of possible sanctions for the alleged violation(s), and specify the time and location of the meeting. At the meeting, the student conduct officer will present the allegations to the respondent and the respondent shall be afforded an opportunity to explain what took place. If the respondent fails to attend the meeting the student conduct officer may take disciplinary action based upon the available information.

(3) Within ten days of the initial disciplinary meeting, and after considering the evidence in the case, including any facts or argument presented by the respondent, the student conduct officer shall serve the respondent with a written decision setting forth the facts and conclusions supporting his or her decision, the specific student conduct code provisions found to have been violated, the discipline imposed, if any, and a notice of any appeal rights with an explanation of the consequences of failing to file a timely appeal.

(4) The student conduct officer may take any of the following disciplinary actions:

(a) Exonerate the respondent and terminate the proceedings;

(b) Impose a disciplinary sanction(s), as described in WAC 132J-126-130;

(c) Refer the matter directly to the student conduct committee for such disciplinary action as the committee deems appropriate. Such referral shall be in writing, to the attention of the chair of the student conduct committee, with a copy served on the respondent.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-140, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-150 Appeal from disciplinary action. The respondent may appeal a disciplinary action by filing a written notice of appeal with the conduct review officer within twenty-one calendar days of service of the student conduct officer's decision. Failure to timely file a notice of appeal constitutes a waiver of the right to appeal and the student conduct officer's decision shall be deemed final.

(1) The notice of appeal must include a brief statement explaining why the respondent is seeking review.

(2) The parties to an appeal shall be the respondent and the conduct review officer.

(3) A respondent, who timely appeals a disciplinary action or whose case is referred to the student conduct committee, has a right

to a prompt, fair, and impartial hearing as provided for in these procedures.

(4) On appeal, the college bears the burden of establishing the evidentiary facts underlying the imposition of a disciplinary sanction by a preponderance of the evidence.

(5) Imposition of disciplinary action for violation of the student conduct code shall be stayed pending appeal, unless respondent has been summarily suspended.

(6) The student conduct committee shall hear appeals from:

(a) The imposition of disciplinary suspensions in excess of ten instructional days;

(b) Dismissals; and

(c) Discipline cases referred to the committee by the student conduct officer, the conduct review officer, or the president.

(7) Student conduct appeals from the imposition of the following disciplinary sanctions shall be reviewed through a brief adjudicative proceeding:

(a) Suspensions of ten instructional days or less;

(b) Disciplinary probation;

(c) Written reprimands; and

(d) Any conditions or terms imposed in conjunction with one of the foregoing disciplinary actions.

(8) Except as provided elsewhere in these rules, disciplinary warnings and dismissals of disciplinary actions are final action and are not subject to appeal.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-150, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-160 Brief adjudicative proceedings—Initial hearing. (1) Brief adjudicative proceedings shall be conducted by a conduct review officer designated by the president. The conduct review officer shall not participate in any case in which he or she is a complainant or witness, or in which they have direct or personal interest, prejudice, or bias, or in which they have acted previously in an advisory capacity.

(2) Before taking action, the conduct review officer shall conduct an informal hearing and provide each party (a) an opportunity to be informed of the agency's view of the matter; and (b) an opportunity to explain the party's view of the matter.

(3) The conduct review officer shall serve an initial decision upon both the parties within ten days of consideration of the appeal. The initial decision shall contain a brief written statement of the reasons for the decision and information about how to seek administrative review of the initial decision. If no request for review is filed within twenty-one days of service of the initial decision, the initial decision shall be deemed the final decision.

(4) If the conduct review officer upon review determines that the respondent's conduct may warrant imposition of a disciplinary suspension of more than ten instructional days or dismissal, the matter shall be referred to the student conduct committee for a disciplinary hearing.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-160, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-170 Brief adjudicative proceedings—Review of an initial decision. (1) An initial decision is subject to review by the president, provided the respondent files a written request for review with the conduct review officer within twenty-one days of service of the initial decision.

(2) The president shall not participate in any case in which he or she is a complainant or witness, or in which they have direct or personal interest, prejudice, or bias, or in which they have acted previously in an advisory capacity.

(3) During the review, the president shall give each party an opportunity to file written responses explaining their view of the matter and shall make any inquiries necessary to ascertain whether the sanctions should be modified or whether the proceedings should be referred to the student conduct committee for a formal adjudicative hearing.

(4) The decision on review must be in writing and must include a brief statement of the reasons for the decision and must be served on the parties within twenty days of the initial decision or of the request for review, whichever is later. The decision on review will contain a notice that judicial review may be available. A request for review may be deemed to have been denied if the president does not make a disposition of the matter within twenty days after the request is submitted.

(5) If the president upon review determines that the respondent's conduct may warrant imposition of a disciplinary suspension of more than ten instructional days or dismissal, the matter shall be referred to the student conduct committee for a disciplinary hearing.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-170, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-180 Student conduct committee. (1) The student conduct committee shall consist of five members:

(a) Two full-time students appointed by the student government;

(b) Two faculty members appointed by the president;

(c) One administrative staff member (other than an administrator serving as a student conduct or conduct review officer) appointed by the president at the beginning of the academic year.

(2) The administrative staff member shall serve as the chair of the committee and may take action on preliminary hearing matters prior to convening the committee. The chair shall receive annual training on protecting victims and promoting accountability in cases involving allegations of sexual misconduct.

(3) Hearings may be heard by a quorum of three members of the committee so long as one faculty member and one student are included on the hearing panel. Committee action may be taken upon a majority vote of all committee members attending the hearing.

(4) Members of the student conduct committee shall not participate in any case in which they are a party, complainant, or witness, in which they have direct or personal interest, prejudice, or bias, or in which they have acted previously in an advisory capacity. Any party may petition for disqualification of a committee member pursuant to RCW 34.05.425(4).

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-180, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-190 Appeal—Student conduct committee. (1) Proceedings of the student conduct committee shall be governed by the Administrative Procedure Act, chapter 34.05 RCW, and by the Model Rules of Procedure, chapter 10-08 WAC. To the extent there is a conflict between these rules and chapter 10-08 WAC, these rules shall control.

(2) The student conduct committee chair shall serve all parties with written notice of the hearing not less than seven days in advance of the hearing date, as further specified in RCW 34.05.434 and WAC 10-08-040 and 10-08-045. The chair may shorten this notice period if both parties agree, and also may continue the hearing to a later time for good cause shown.

(3) The committee chair is authorized to conduct prehearing conferences and/or to make prehearing decisions concerning the extent and form of any discovery, issuance of protective decisions, and similar procedural matters.

(4) Upon request filed at least five days before the hearing by any party or at the direction of the committee chair, the parties shall exchange, no later than the third day prior to the hearing, lists of potential witnesses and copies of potential exhibits that they reasonably expect to present to the committee. Failure to participate in good faith in such a requested exchange may be cause for exclusion from the hearing of any witness or exhibit not disclosed, absent a showing of good cause for such failure.

(5) The committee chair may provide to the committee members in advance of the hearing copies of the conduct officer's notification of imposition of discipline (or referral to the committee) and the notice of appeal (or any response to referral) by the respondent. If doing so, however, the chair should remind the members that these "pleadings" are not evidence of any facts they may allege.

(6) The parties may agree before the hearing to designate specific exhibits as admissible without objection and, if they do so, whether the committee chair may provide copies of these admissible exhibits to the committee members before the hearing.

(7) The student conduct officer, upon request, shall provide reasonable assistance to the respondent in obtaining relevant and admissible evidence that is within the college's control.

(8) Communications between committee members and other hearing participants regarding any issue in the proceeding, other than procedural communications that are necessary to maintain an orderly process, are generally prohibited without notice and opportunity for all parties to participate, and any improper "ex parte" communication shall be placed on the record, as further provided in RCW 34.05.455.

(9) Each party may be accompanied at the hearing by a nonattorney assistant of his/her choice. A respondent may elect to be represented by an attorney at his or her own cost, but will be deemed to have waived that right unless, at least four business days before the hearing, written notice of the attorney's identity and participation is filed with the committee chair with a copy to the student conduct officer. The committee will ordinarily be advised by an assistant attorney general. If the respondent is represented by an attorney, the stu-

dent conduct officer may also be represented by a second, appropriately screened assistant attorney general.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-190, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-200 Student conduct appeals committee hearings—Presentations of evidence. (1) Upon the failure of any party to attend or participate in a hearing, the student conduct committee may either (a) proceed with the hearing and issuance of its decision; or (b) serve a decision of default in accordance with RCW 34.05.440.

(2) The hearing will ordinarily be closed to the public. However, if all parties agree on the record that some or all of the proceedings be open, the chair shall determine any extent to which the hearing will be open. If any person disrupts the proceedings, the chair may exclude that person from the hearing room.

(3) The chair shall cause the hearing to be recorded by a method that he/she selects, in accordance with RCW 34.05.449. That recording, or a copy, shall be made available to any party upon request. The chair shall assure maintenance of the record of the proceeding that is required by RCW 34.05.476, which shall also be available upon request for inspection and copying by any party. Other recordings shall also be permitted, in accordance with WAC 10-08-190.

(4) The chair shall preside at the hearing and decide procedural questions that arise during the hearing, except as overridden by majority vote of the committee.

(5) The student conduct officer (unless represented by an assistant attorney general) shall present the case for imposing disciplinary sanctions.

(6) All testimony shall be given under oath or affirmation. Evidence shall be admitted or excluded in accordance with RCW 34.05.452.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-200, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-210 Student conduct committee—Initial decision. (1) At the conclusion of the hearing, the student conduct committee shall permit the parties to make closing arguments in whatever form it wishes to receive them. The committee also may permit each party to propose findings, conclusions, and/or a proposed decision for its consideration.

(2) Within twenty days following the later of the conclusion of the hearing or the committee's receipt of closing arguments, the committee shall issue an initial decision in accordance with RCW 34.05.461 and WAC 10-08-210. The initial decision shall include findings on all material issues of fact and conclusions on all material issues of law including which, if any, provisions of the student conduct code were violated. Any findings based substantially on the credibility of evidence or the demeanor of witnesses shall be so identified.

(3) The committee's initial order shall also include a determination on appropriate discipline, if any. If the matter was referred to the committee by the student conduct officer, the committee shall identify and impose disciplinary sanction(s) or conditions, if any, as

authorized in the student code. If the matter is an appeal by the respondent, the committee may affirm, reverse, or modify the disciplinary sanction and/or conditions imposed by the student conduct officer and/or impose additional disciplinary sanction(s) or conditions as authorized herein.

(4) The committee chair shall cause copies of the initial decision to be served on the parties and their legal counsel of record. The committee chair shall also promptly transmit a copy of the decision and the record of the committee's proceedings to the president.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-210, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-220 Appeal from student conduct committee initial decision. (1) A respondent who is aggrieved by the findings or conclusions issued by the student conduct committee may appeal the committee's initial decision to the president by filing a notice of appeal with the president's office within twenty-one days of service of the committee's initial decision. Failure to file a timely appeal constitutes a waiver of the right and the initial decision shall be deemed final.

(2) The notice of appeal must identify the specific findings of fact and/or conclusions of law in the initial decision that are challenged and must contain argument why the appeal should be granted. The president's review shall be restricted to the hearing record made before the student conduct committee and will normally be limited to a review of those issues and arguments raised in the notice of appeal.

(3) The president shall provide a written decision to all parties within forty-five days after receipt of the notice of appeal. The president's decision shall be final and shall include a notice of any rights to request reconsideration and/or judicial review.

(4) The president may, at his or her discretion, suspend any disciplinary action pending review of the merits of the findings, conclusions, and disciplinary actions imposed.

(5) The president shall not engage in an ex parte communication with any of the parties regarding an appeal.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-220, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-230 Summary suspension. (1) Summary suspension is a temporary exclusion from specified college premises or denial of access to all activities or privileges for which a respondent might otherwise be eligible, while an investigation and/or formal disciplinary procedures are pending.

(2) The student conduct officer may impose a summary suspension if there is probable cause to believe that the respondent:

(a) Has violated any provision of the code of conduct; and

(b) Presents an immediate danger to the health, safety, or welfare of members of the college community; or

(c) Poses an ongoing threat of disruption of, or interference with, the operations of the college.

(3) Notice. Any respondent who has been summarily suspended shall be served with oral or written notice of the summary suspension. If

oral notice is given, a written notification shall be served on the respondent within two business days of the oral notice.

(4) The written notification shall be entitled "Notice of Summary Suspension" and shall include:

(a) The reasons for imposing the summary suspension, including a description of the conduct giving rise to the summary suspension and reference to the provisions of the student conduct code or the law allegedly violated;

(b) The date, time, and location when the respondent must appear before the conduct review officer for a hearing on the summary suspension; and

(c) The conditions, if any, under which the respondent may physically access the campus or communicate with members of the campus community. If the respondent has been trespassed from the campus, a notice against trespass shall be included that warns the student that his or her privilege to enter into or remain on college premises has been withdrawn, that the respondent shall be considered trespassing and subject to arrest for criminal trespass if the respondent enters the college campus other than to meet with the student conduct officer or conduct review officer, or to attend a disciplinary hearing.

(5) An officer designated by the president, who shall be someone other than the student conduct officer, shall conduct a hearing on the summary suspension as soon as practicable after imposition of the summary suspension. The hearing will be conducted as a brief adjudicative proceeding.

(a) During the summary suspension hearing, the issue before the reviewing officer is whether there is probable cause to believe that the summary suspension should be continued pending the conclusion of disciplinary proceedings and/or whether the summary suspension should be less restrictive in scope.

(b) The respondent shall be afforded an opportunity to explain why summary suspension should not be continued while disciplinary proceedings are pending or why the summary suspension should be less restrictive in scope.

(c) If the student fails to appear at the designated hearing time, the conduct review officer may order that the summary suspension remain in place pending the conclusion of the disciplinary proceedings.

(d) As soon as practicable following the hearing, the conduct review officer shall issue a written decision which shall include a brief explanation for any decision continuing and/or modifying the summary suspension and notice of any right to appeal.

(e) To the extent permissible under applicable law, the conduct review officer shall provide a copy of the decision to all persons or offices who may be bound or protected by it.

[Statutory Authority: RCW 34.05.353. WSR 23-11-129, § 132J-126-230, filed 5/23/23, effective 6/23/23. Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-230, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-280 Brief adjudicative proceedings authorized. This rule is adopted in accordance with RCW 34.05.482 through 34.05.494. Brief adjudicative proceedings shall be used, unless provided otherwise by another rule or determined otherwise in a particular case by the president, or a designee, in regard to:

(1) Student conduct appeals involving the following disciplinary actions:

(a) Suspensions of ten instructional days or less;

(b) Disciplinary probation;

(c) Written reprimands;

(d) Any conditions or terms imposed in conjunction with one of the foregoing disciplinary actions; and

(e) Appeals by a complainant in student disciplinary proceedings involving allegations of sexual misconduct in which the student conduct officer:

(i) Dismisses disciplinary proceedings based upon a finding that the allegations of sexual misconduct have no merit; or

(ii) Issues a verbal warning to respondent.

(2) Brief adjudicative proceedings are informal hearings and shall be conducted in a manner which will bring about a prompt fair resolution of the matter.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-280, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-290 Brief adjudicative proceedings—Agency record. The agency record for brief adjudicative proceedings shall consist of any documents regarding the matters that were considered or prepared by the presiding officer for the brief adjudicative proceeding or by the reviewing officer for any review. These records shall be maintained as the official record of the proceedings.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-290, filed 12/3/14, effective 1/3/15.]

WAC 132J-126-300 Recordkeeping. (1) The vice president of student affairs shall maintain for at least six years the following records of student grievance and disciplinary actions and proceedings:

(a) Initial and final orders in cases where a student's grievance has been sustained or a disciplinary action against a student has been reversed and the student fully exonerated;

(b) The complete records in all cases where adjudication has been requested; and

(c) A list or other summary of all disciplinary actions reported or known to the vice president and not appealed.

(2) Final disciplinary actions shall be entered on student judicial records, provided that the vice president of student affairs shall have discretion to remove some or all of that information from a student's judicial record upon the student's request and showing of good cause.

[Statutory Authority: RCW 28B.50.140(13) and P.L. 113-4. WSR 14-24-129, § 132J-126-300, filed 12/3/14, effective 1/3/15.]

SUPPLEMENTAL TITLE IX STUDENT CONDUCT PROCEDURES

WAC 132J-126-320 Prohibited conduct under Title IX. Pursuant to RCW 28B.50.140(13) and Title IX of the Education Amendments Act of 1972, 20 U.S.C. Sec. 1681, the college may impose disciplinary sanctions against a student who commits, attempts to commit, or aids, abets, incites, encourages, or assists another person to commit, an act(s) of "sexual harassment."

For purposes of this supplemental procedure, "sexual harassment" encompasses the following conduct:

(1) **Quid pro quo harassment.** A college employee conditioning the provision of an aid, benefit, or service of the college on an individual's participation in unwelcome sexual conduct.

(2) **Hostile environment.** Unwelcome conduct that a reasonable person would find to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the college's educational programs or activities, or employment.

(3) **Sexual assault.** Sexual assault includes the following conduct:

(a) Nonconsensual sexual intercourse. Any actual or attempted sexual intercourse (anal, oral, or vaginal), however slight, with any object or body part, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.

(b) Nonconsensual sexual contact. Any actual or attempted sexual touching, however slight, with any body part or object, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.

(c) Incest. Sexual intercourse or sexual contact with a person known to be related to them, either legitimately or illegitimately, as an ancestor, descendant, brother, or sister of either wholly or half related. Descendant includes stepchildren and adopted children under the age of 18.

(d) Statutory rape. Consensual sexual intercourse between someone who is 18 years of age or older and someone who is under the age of 16.

(4) **Domestic violence.** Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the state of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the state of Washington, RCW 26.50.010.

(5) **Dating violence.** Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person:

(a) Who is or has been in a social relationship of a romantic or intimate nature with the victim; and

(b) Where the existence of such a relationship shall be determined based on a consideration of the following factors:

(i) The length of the relationship;

(ii) The type of relationship; and

(iii) The frequency of interaction between the persons involved in the relationship.

(6) **Stalking.** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others, or suffer substantial emotional distress.

[Statutory Authority: Chapter 34.05 RCW and RCW 28B.50.140. WSR 22-08-065, § 132J-126-320, filed 4/4/22, effective 5/5/22.]

WAC 132J-126-400 Order of precedence. This supplemental procedure applies to allegations of sexual harassment subject to Title IX jurisdiction pursuant to regulations promulgated by the United States Department of Education. See 34 C.F.R. Sec. 106. To the extent these supplemental hearing procedures conflict with the college's standard disciplinary procedures, WAC 132J-126-010 through 132J-126-300, these supplemental procedures shall take precedence. Green River College may, at its discretion, contract with an administrative law judge or other person to act as presiding officer and assign such presiding officer to exercise any or all of the duties in lieu of the student conduct committee and committee chair.

[Statutory Authority: Chapter 34.05 RCW and RCW 28B.50.140. WSR 22-08-065, § 132J-126-400, filed 4/4/22, effective 5/5/22.]

WAC 132J-126-420 Title IX jurisdiction. (1) This supplemental procedure applies only if the alleged misconduct:

(a) Occurred in the United States;

(b) Occurred during a college educational program or activity; and

(c) Meets the definition of sexual harassment as that term is defined in this supplemental procedure.

(2) For purposes of this supplemental procedure, an "educational program or activity" is defined as locations, events, or circumstances over which the college exercised substantial control over both the respondent and the context in which the alleged sexual harassment occurred. This definition includes any building owned or controlled by a student organization that is officially recognized by the college.

(3) Proceedings under this supplemental procedure must be dismissed if the decision maker determines that one or all of the requirements of subsection (1)(a) through (c) of this section have not been met. Dismissal under this supplemental procedure does not prohibit the college from pursuing other disciplinary action based on allegations that the respondent violated other provisions of the college's student conduct code, WAC 132J-126-090.

(4) If the Title IX coordinator determines the facts in the investigation report are not sufficient to support Title IX jurisdiction and/or pursuit of a Title IX violation, the Title IX coordinator will issue a notice of dismissal in whole or part to both parties explaining why some or all of the Title IX claims have been dismissed.

[Statutory Authority: Chapter 34.05 RCW and RCW 28B.50.140. WSR 22-08-065, § 132J-126-420, filed 4/4/22, effective 5/5/22.]

WAC 132J-126-430 Initiation of discipline. (1) Upon receiving the Title IX investigation report from the Title IX coordinator, the

judicial officer will independently review the report to determine whether there are sufficient grounds to pursue a disciplinary action against the respondent for engaging in prohibited conduct under Title IX.

(2) If the judicial officer determines that there are sufficient grounds to proceed under these supplemental procedures, the judicial officer will initiate a Title IX disciplinary proceeding by filing a written disciplinary notice with the chair of the student conduct committee and serving the notice on the respondent and the complainant, and their respective advisors. The notice must:

(a) Set forth the basis for Title IX jurisdiction;

(b) Identify the alleged Title IX violation(s);

(c) Set forth the facts underlying the allegation(s);

(d) Identify the range of possible sanctions that may be imposed if the respondent is found responsible for the alleged violation(s); and

(e) Explain that the parties are entitled to be accompanied by their chosen advisors during the hearing and that:

(i) The advisors will be responsible for questioning all witnesses on the party's behalf;

(ii) An advisor may be an attorney; and

(iii) The college will appoint the party an advisor of the college's choosing at no cost to the party, if the party fails to do so.

(3) Explain that if a party fails to appear at the hearing, a decision of responsibility may be made in their absence.

[Statutory Authority: Chapter 34.05 RCW and RCW 28B.50.140. WSR 22-08-065, § 132J-126-430, filed 4/4/22, effective 5/5/22.]

WAC 132J-126-440 Prehearing procedure. (1) Upon filing and serving the written disciplinary notice, the chair of the student conduct committee will send a hearing notice to all parties, in compliance with WAC 132J-126-190. In no event will the hearing date be set less than 10 days after the Title IX coordinator provided the final investigation report to the parties.

(2) A party may choose to have an attorney serve as their advisor at the party's own expense. This right will be waived unless, at least five days before the hearing, the attorney files a notice of appearance with the committee chair with copies to all parties and the student conduct officer.

(3) In preparation for the hearing, the parties will have equal access to all evidence gathered by the investigator during the investigation, regardless of whether the college intends to offer the evidence at the hearing.

[Statutory Authority: Chapter 34.05 RCW and RCW 28B.50.140. WSR 22-08-065, § 132J-126-440, filed 4/4/22, effective 5/5/22.]

WAC 132J-126-450 Rights of parties. (1) The college's student conduct procedures, chapter 132J-126 WAC and this supplemental procedure shall apply equally to all parties.

(2) The college bears the burden of offering and presenting sufficient testimony and evidence to establish that the respondent is responsible for a Title IX violation by a preponderance of the evidence.

(3) The respondent will be presumed not responsible until such time as the disciplinary process has been finally resolved.

(4) During the hearing, each party shall be represented by an advisor. The parties are entitled to an advisor of their own choosing and the advisor may be an attorney. If a party does not choose an advisor, then the Title IX coordinator or chair of the student conduct committee will appoint an advisor of the college's choosing on the party's behalf at no expense to the party.

[Statutory Authority: Chapter 34.05 RCW and RCW 28B.50.140. WSR 22-08-065, § 132J-126-450, filed 4/4/22, effective 5/5/22.]

WAC 132J-126-460 Evidence. The introduction and consideration of evidence during the hearing is subject to the following procedures and restrictions:

(1) Relevance: The committee chair shall review all questions for relevance and shall explain on the record their reasons for excluding any question based on lack of relevance.

(2) Relevance means that information elicited by the question makes facts in dispute more or less likely to be true.

(3) Questions or evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant and must be excluded, unless such question or evidence:

(a) Is asked or offered to prove someone other than the respondent committed the alleged misconduct; or

(b) Concerns specific incidents of prior sexual behavior between the complainant and the respondent, which are asked or offered on the issue of consent.

(4) No negative inference: The committee may not make an inference regarding responsibility solely on a witness's or party's absence from the hearing or refusal to answer questions.

(5) Privileged evidence: The committee shall not consider legally privileged information unless the holder has effectively waived the privilege. Privileged information includes, but is not limited to, information protected by the following:

(a) Spousal/domestic partner privilege;

(b) Attorney-client and attorney work product privileges;

(c) Privileges applicable to members of the clergy and priests;

(d) Privileges applicable to medical providers, mental health therapists, and counselors;

(e) Privileges applicable to sexual assault and domestic violence advocates; and

(f) Other legal privileges identified in RCW 5.60.060.

[Statutory Authority: Chapter 34.05 RCW and RCW 28B.50.140. WSR 22-08-065, § 132J-126-460, filed 4/4/22, effective 5/5/22.]

WAC 132J-126-470 Initial order. (1) In addition to complying with WAC 132J-126-210, the student conduct committee will be responsible for conferring and drafting an initial order that:

(a) Identifies the allegations of sexual harassment;

(b) Describes the grievance and disciplinary procedures, starting with filing of the formal complaint through the determination of responsibility, including notices to parties, interviews with witnesses

and parties, site visits, methods used to gather evidence, and hearings held;

(c) Makes findings of fact supporting the determination of responsibility;

(d) Reaches conclusions as to whether the facts establish whether the respondent is responsible for engaging in sexual harassment in violation of Title IX;

(e) Contains a statement of, and rationale for, the student conduct committee determination of responsibility for each allegation;

(f) Describes any disciplinary sanction or conditions imposed against the respondent, if any;

(g) Describes to what extent, if any, complainant is entitled to remedies designed to restore or preserve complainant's equal access to the college's education programs or activities; and

(h) Describes the process for appealing the initial order to the college president.

(2) The chair of the student conduct committee will serve the initial order on the parties simultaneously.

[Statutory Authority: Chapter 34.05 RCW and RCW 28B.50.140. WSR 22-08-065, § 132J-126-470, filed 4/4/22, effective 5/5/22.]

WAC 132J-126-480 Appeals. (1) All parties, including the student conduct officer in their capacity as a representative of the college, have the right to appeal from the determination of responsibility and/or from a dismissal, in whole or part, of a formal complaint during the investigative or hearing process. Appeals must be in writing and filed with the president's office within 21 days of service of the initial order or notice of dismissal. Appeals must identify the specific findings of fact and/or conclusions of law in the initial order or dismissal that the appealing party is challenging and must contain argument as to why the appeal should be granted. Failure to file a timely appeal constitutes a waiver of the right to appeal and the initial order or dismissal shall be deemed final.

(2) Upon receiving a timely appeal, the president's office will serve a copy of the appeal on all parties, who will have 10 days from the date of service to submit written responses to the president's office addressing issues raised in the appeal. Failure to file a timely response constitutes a waiver of the right to participate in the appeal. Upon receipt of written responses, the president's office shall serve copies of the responses to the other parties.

(3) Parties receiving a copy of the responses shall have five days in which to submit a written reply addressing issues raised in the responses to the president's office.

(4) The president or their delegate, based on their review of parties' submissions and the hearing or investigative record, will determine whether the grounds for appeal have merit, provide the rationale for this conclusion, and state whether a dismissal if affirmed or denied, or if the disciplinary sanctions and conditions imposed in the initial order are affirmed, vacated, or amended, and, if amended, set forth the new disciplinary sanctions and conditions.

(5) The president's office shall serve the final decision on the parties simultaneously.

(6) All administrative decisions reached through this process are and may be judicially appealed pursuant to applicable provisions of chapter 34.05 RCW including, but not limited to, the timelines set

forth in RCW 34.05.542. No decisions or recommendations arising from this disciplinary procedure will be subject to grievance pursuant to any collective bargaining agreement.

[Statutory Authority: Chapter 34.05 RCW and RCW 28B.50.140. WSR 22-08-065, § 132J-126-480, filed 4/4/22, effective 5/5/22.]

SA-1 Academic Standards & Progress

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SA-1 ACADEMIC STANDARDS & PROGRESS

Policy Type: Student Affairs
Policy Title: Academic Standards and Progress Policy
Policy Number: SA-01

Purpose:

To ensure undergraduate students complete degree and certificate programs in a timely manner in order to make the most efficient use of instructional resources, and provide capacity within the institution for additional students.

RCW 28B.10.695 requires academic progress policies address excessive credits, credit completion, and academic standards (see definition section of this policy).

Every student who enrolls at Green River College becomes a partner with the college and the State of Washington with shared responsibilities for student progress and goal completion. As part of the College's responsibility to each student and to the State that helps to fund each student's college education, Green River has established minimum expectations of student progress and academic performance.

Scope:

All enrolled students at Green River College enrolled in credit courses.

Only applies to credits earned through Green River College.

Definitions:

- GPA: Grade point average
- Excessive Credits: Students who accumulate more than 125% of the number of credits required to complete their degree or certificate programs.
- Progress: Students completing at least 75% of their course load on or after the grading period for the quarter, which ensures efficient use of instructional resources.
- Good Academic Standing: Cumulative GPA above 2.0 and current term GPA above 2.0

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

- SA 1 Academic Standards & Progress Policy
- SA 2 Academic Honors
- SA-3 Audit a Class
- SA-4 Admissions
- SA-5 Deceased Student
- SA-6 Grading Policy
- SA-9 Transcripts
- SA-13 Financial Aid Application Process
- SA-14 Federal Direct Loan Program
- SA-15 Financial Aid Eligibility

- Academic Warning: Cumulative GPA falls below 2.0 OR quarterly GPA is less than 2.0 OR students have failed to complete at least 75% of credits enrolled.
- Academic Intervention: Cumulative GPA remains below 2.0 for the second consecutive quarter OR quarterly GPA is less than 2.0 OR students have failed to complete at least 75% of credits enrolled for the second consecutive quarter.
- Academic Probation: Cumulative GPA remains below 2.0 for the third consecutive quarter OR quarterly GPA is less than 2.0 OR students have failed to complete at least 75% of credits enrolled for the third consecutive quarter.
- Academic Suspension: Cumulative GPA remains below 2.0 OR quarterly GPA is less than 2.0 OR students have failed to complete at least 75% of credits enrolled for any four quarters in a six quarter period of attendance.
- Consecutive quarter: the next quarter of enrollment, whenever that might occur.

Policy:

Academic Standards and Progress

Students enrolling at Green River College must comply with all of the following criteria to meet or exceed Green River College's academic standards and progress policy:

- Maintain a minimum 2.0 quarterly GPA, AND
- Maintain a minimum 2.0 cumulative GPA, AND
- Complete at least 75% of attempted credits every quarter

Failing to meet all of the above is considered insufficient to meet Green River College's academic standards and progress policy. In such cases, the College may determine that a student is not benefiting from continued enrollment and will intervene with progressively restrictive strategies designed to increase the likelihood of student success, as outlined in the Procedure section below.

Excessive Credits

Students enrolled in a degree or certificate program shall make every effort to complete their coursework prior to accumulating more than 125% of the number of credits required to complete their degree or certificate programs. Only college-level credits will be monitored. To assist students in meeting this standard, the college will monitor degree progress at three stages, and provide appropriate intervention as outlined in the Procedure section below.

Interventions shall be made at the discretion of the College; only suspension interventions may be appealed following the appeals process outlined in the **Procedure** section below.

Procedure:

Academic Standards and Progress

The academic standing of each Green River student is carefully monitored to support the full development of each student's academic potential. faculty and staff are committed to student success and academic progress. The Academic Standards Committee, comprised of faculty, educational planners, and Student Affairs staff, is a representative committee charged with reviewing and monitoring the Academic Standards and Progress policy and making determinations on submitted dismissal appeals.

- SA-16 Return of Financial Aid Funds
- SA-17 Satisfactory Progress for Financial Aid
- SA-18 Notification on Convicted Sexual Offenders
- SA-20 Degree Exception
- SA-22 Graduation Criteria
- SA-24 Student Acceptable Computer Use Policy
- SA-27 Missing Student Policy
- SA-28 Disclosure of Crime Statistics
- SA-29 Facility Access & Maintenance for Safety
- SA-30 Fire Safety Education for CCA
- SA-31 Reporting Crimes and Other Emergencies
- SA-89 Transfer Credit
- SA-90 Academic Credit for Prior Learning
- SA-91 College Holiday & Leave Policy
- SA-92 Timely Warning Notifications
- SA-93 Emergency Notification Policy

Following the grading period for each quarter, the College will review the quarterly GPA, cumulative GPA, and credit completions for all students enrolled for classes in the quarter in review. The following progressive interventions will occur and are contingent on each student's standing:

Academic Warning: Cumulative GPA falls below 2.0 OR quarterly GPA is less than 2.0 OR students have failed to complete at least 75% of credits enrolled.

- *Minimum interventions:*
- Students are sent a letter to their preferred e-mail address informing them they have been placed on Academic Warning. The letter outlines the Academic Standards process.
- Students are informed of the tutoring resources available on campus and encouraged to utilize them as well as meet with their faculty advisor or an educational planner to discuss how to access campus resources and develop strategies to increase successful outcomes in the classroom.
- Students may be contacted by, or required to meet with, an educational planner to create strategies for improving academic performance.
- *Possible interventions:*

Academic Intervention: For the second consecutive quarter, cumulative GPA remains below 2.0 quarter OR quarterly GPA is less than 2.0 OR students have failed to complete at least 75% of credits enrolled for the second consecutive quarter.

- *Minimum interventions:*
- Students are sent a letter to their preferred e-mail address informing them they have been placed on Academic Intervention. The letter outlines the Academic Standards process.
- Students are no longer able to self-enroll for classes and are required to meet with an educational planner to complete an academic success plan and enroll for classes. Students are encouraged to have this meeting before their enrollment access time in order to have the best availability for class selection.
- Within this meeting, students must acknowledge that they have read and do fully understand the college's Academic Standards Policy.
- Students are contacted via phone and/or email by an educational planner to create strategies for improving academic performance.
- *Possible interventions:*
- Students may be required to attend a student success workshop or enroll in another specific course to substitute for the workshop as determined by the advisor.
- Students may be required to reduce their credit load or comply with other prescribed conditional enrollment recommendations.
- Students may be required to receive mid-quarter progress reports from instructors.

Academic Probation: One (1) Quarter Credit Reduction or One Quarter Leave: For the third consecutive quarter, cumulative GPA remains below 2.0 for the third consecutive quarter OR quarterly GPA is less than 2.0 OR students have failed to complete at least 75% of credits enrolled.

- *Minimum interventions:*
- Students are contacted via phone and/or email by an educational planner to create strategies for improving academic performance.
- Students are sent a letter to their preferred e-mail address informing them they have been placed on Academic Probation. The letter outlines the Academic Standards process.
- Students are no longer able to self-enroll for classes and are required to meet with an educational planner to complete an academic success plan and enroll in classes. Students are encouraged to have this meeting before their enrollment access time in order to have the best availability for class selection.
- Students are required to meet with an educational planner to update and review an academic success plan and enroll in classes. Students are encouraged to have this meeting before their enrollment access time in order to have the best availability for class selection.
- Any of the following may also be selected:
- Reduce their credit load or comply with other prescribed conditional enrollment recommendations, or
- Take a one quarter leave from the college may reenroll at any time without requesting formal reinstatement and will be reduced to Academic Intervention status, or
- Comply with other prescribed conditional enrollment recommendations
- *Possible interventions:*
- Students may be required to attend a student success workshop or enroll in another specific course to substitute for the group workshop as determine
- Students may be required to receive mid-quarter progress reports from instructors
- Per program-specific requirements, students may be dismissed at this level. See program advisor for details

Academic Suspension: One (1) Quarter Suspension: Cumulative GPA remains below 2.0 OR quarterly GPA is less than 2.0 OR students have failed to complete at least 75% of credits enrolled for any four quarters in a six quarter period of attendance.

- Students are administratively withdrawn (if possible, before the first day of classes).
- Students receive information on how to return to the college after their suspension. To return after a suspension, students must meet a member of the Academic Standards Committee prior to the start of the quarter for which they wish to return. The student must complete and return the Request for Reinstatement form to the member of the Academic Standards Committee prior to their appointment. If the student fails to meet a member of the Academic Standards Committee, they must wait an additional quarter before requesting to be reinstated.

Any conditions for the student's return to the college will be set forth at the meeting with the student. Once the plan is finalized, the student will be approved and reinstated to the college and placed on Academic Intervention.

If a student's cumulative GPA remains below 2.0 but their quarterly GPA is 2.0 or better, the student will remain at their currently assigned academic standards level until their cumulative GPA is at least 2.0.

Excessive Credits

To assist students in the timely completion of their degree and/or certificate program, the college will monitor degree progress at three stages, and provide the following interventions:

Stage 1: When students reach 70% of the number of credits required for their degree/certificate, they will receive direct notification.

- Students will be encouraged to meet with their assigned advisor to review and update an educational plan that assures completion of remaining requirements in a timely manner. Students may also be provided information about preparing for completion of their program of study, graduation, etc.
- Students will receive direct notification providing information about academic standards and progress expectations, and explaining possible consequences of exceeding 125% of the college-level credits required for their degree/certificate.

Stage 2: When students reach 125% of the number of credits required for their degree/certificate, they will receive direct notification.

- Students will be required to meet with their assigned advisor to review and update an educational plan that assures completion of remaining requirements in a timely manner.
- Students will not be allowed to enroll until this review and update to the educational plan has been completed, after which the enrollment block will be removed.

Stage 3: When students reach 150% of the number of credits required for their degree/certificate, they will receive direct notification.

- At this 150% tracking point, student's enrollment will be blocked on an ongoing basis. Students will need to enroll in person.
- Enrollment will be restricted to courses relevant to the student's educational plan. Students will only be allowed to enroll in approved courses identified by way of an advisor signature form indicating the courses are required for program completion.
- If the student fails to appeal, or the appeal is denied, and the student petitions to continue their studies at GRC, an additional tuition surcharge could be added to their tuition.

Suspension Appeal

Suspension appeals are considered on a case-by-case basis. Students appealing a suspension are required to submit a copy of their current What-if audit and a copy of their current educational plan (reviewed by their advisor) to the director of advising in their program (e.g., International Programs, Open Doors, Running Start, TRiO Student Support Services, Disability Support Service, and/or Career and Advising Center). Additionally, students must submit a statement in writing which a) demonstrates or articulates extenuating circumstances leading up to the suspension, and b) articulates a plan for

success in their future academic pursuits. Students wishing to appeal must contact the director of advising in their program (International Programs, Open Doors, Running Start, Career and Advising); appeals will be considered by the Academic Standards Committee.

The Academic Standards Committee may grant the appeal, may allow the student to continue under certain conditions, or may deny the appeal. Students will be notified within 5 business days of a decision. Decisions made by the Academic Standards Committee are final.

Specific Authority:

RCW 28B.10.695

Law Implemented:

2003

History of Policy or Procedure:

Current Draft: April 5, 2023
First Adopted: April 5, 2005
Revised: August 24, 2012, June 10, 2017, January 16, 2019; April 5, 2023
Reviewed by: Academic Standards Committee, Student Affairs Leadership Team
Contact: Senior Director of Career and Advising, ext. 2641
President's Staff Sponsor: Dr. Deborah Casey, Vice President of Student Affairs, ext. 3328

SA-4 Admissions - Re-Admissions Section

- Does not grant parental access to a student's educational records without written consent from the student.
- Holds all students accountable to the same high academic and disciplinary standards.
- Reserves the right to request additional information and/or deny any underage enrollment.

Re-Admissions

Students who have not enrolled in courses with Green River College at any time in the last four (4) terms must re-apply for admissions to ensure accuracy of student information (to include contact information, residency status, and intended program of study).

Re-Admissions for Service Members or Reservists

Per DoD MOU, paragraph 3.i.(1), Green River College allows service members and reservists to be readmitted to a program if they are temporarily unable to attend class or have to suspend their studies due to services requirements.

Procedure

General College Admissions:

- Create an Online Admissions Application Portal account (paper version of the admission application are available through the Office of the Registrar.)
  - Students with a previous Online Admissions Application Portal account can log in using existing credentials and fill out the application for Green River College, specifically.
- Apply to the College by selecting the appropriate information from available drop-down lists and entering personal information.
- Review entered information and submit application.
  - A confirmation email is sent to applicants after submission which includes their application ID number.

Selective Admissions Programs

To be considered for programs with selective admissions, students must:

- Be admitted to the College under the General College Admissions procedure.
- Refer to specific program requirements in the course catalog or on each program's website.
- Contact the department directly for an application packet.
- Submit all required paperwork by the program deadlines.
- Complete all required prerequisites.

International Education Admissions

- View International Education Admissions procedures here: https://www.greenriver.edu/international/admissions/

Underage Admissions, for those not enrolling in Running Start:

- Apply online to Green River College
- Review and complete the Underage Admission Permission Form and obtain all the required signatures. The form must be completed and submitted to the Office of the Registrar prior to each quarter the student wishes to attend.
- Provide an official transcript from the student's high school.

Green River College PRFR Report Appendix 2.C.4

2.C.4 The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Table of Contents

2.C.4 EV.#1 / Section 1 ..... **4**

Section 1: Policies and procedures regarding secure retention of student records

- Family Education Records Privacy Act, FERPA
- Washington State Preservation and Destruction of Public Records, RCW 40.14
- Washington State Public Records Act, RCW 42.56
- Washington State Records and Retrieval Act, WAC 434-610 – 434-690
- NIST Cybersecurity Framework
- Gramm-Leach-Bliley Act
- ctcLink Privacy Agreement
- state-government-general-records-retention-schedule-v.6.3-(october-2024).pdf
- Data Security Training, Vector Solutions
- Vector LMS, Higher Education Edition Training : Login
- Green River Data Handling Guidelines
- Information Security Program Plan *(section 8.3.1, Enterprise Backup Policies, page 56*
- GRC policy from Catalog: Student Right to Privacy (FERPA) *(page 9)*
- WAC 132J-276 Public Record
- GA-17 Educational Rights and Privacy Act
- FERPA in GRC Webpage
- Educational Records
- Privacy

2.C.4 EV.#1 / Section 1

Family Education Records Privacy Act, FERPA

FERPA

34 CFR PART 99—FAMILY EDUCATIONAL RIGHTS AND PRIVACY

Below are the regulations at 34 CFR Part 99 implementing section 444 of the General Education Provision Act (GEPA), which is commonly referred to as the Family Educational Rights and Privacy Act (FERPA), and Federal Register Notices of amendments to FERPA. They are presented here for your convenience.

The current regulations can also be found at the Electronic Code of Federal Regulations:Title 34, Part 99--Family Educational Rights and Privacy (https://www.ecfr.gov/cgi-bin/text-idx?SID=4b4094c9e8a435c5e9cf4026588c3ffe&mc=true&tpl=/ecfrbrowse/Title34/34cfr99_main_02.tpl).

The current statutes can be found at 20 U.S.C. 1232g - Family educational and privacy rights (http://www.govinfo.gov/app/details/USCODE-2017-title20/USCODE-2017-title20-chap31-subchapIII-part4-sec1232g)

To learn more about FERPA, please refer to the General Guidance for Parents (https://studentprivacy.ed.gov/resources/parent-guide-family-educational-rights-and-privacy-act-ferpa) or Students (https://studentprivacy.ed.gov/resources/ferpa-general-guidance-students).

Parents and eligible students who wish to file a complaint under FERPA may do so on the File a Complaint (https://studentprivacy.ed.gov/file-a-complaint) page.

The Federal Register Notices of amendments to FERPA regulations can be found here:

12/2/2011 (https://www.gpo.gov/fdsys/pkg/FR-2011-12-02/pdf/2011-30683.pdf)

12/9/2008 (https://www.gpo.gov/fdsys/pkg/FR-2008-12-09/pdf/E8-28864.pdf)

4/21/2004 (https://www.gpo.gov/fdsys/pkg/FR-2004-04-21/pdf/04-9054.pdf)

7/6/2000 (https://www.gpo.gov/fdsys/pkg/FR-2000-07-06/pdf/00-17058.pdf)

34 CFR PART 99—FAMILY EDUCATIONAL RIGHTS AND PRIVACY

Contents

Subpart A—General

§99.1 To which educational agencies or institutions do these regulations apply?
§99.2 What is the purpose of these regulations?
§99.3 What definitions apply to these regulations?
§99.4 What are the rights of parents?
§99.5 What are the rights of students?
§99.6 [Reserved]
§99.7 What must an educational agency or institution include in its annual notification?
§99.8 What provisions apply to records of a law enforcement unit?

Subpart B—What Are the Rights of Inspection and Review of Education Records?

§99.10 What rights exist for a parent or eligible student to inspect and review education records?
§99.11 May an educational agency or institution charge a fee for copies of education records?
§99.12 What limitations exist on the right to inspect and review records?

Subpart C—What Are the Procedures for Amending Education Records?

§99.20 How can a parent or eligible student request amendment of the student's education records?
§99.21 Under what conditions does a parent or eligible student have the right to a hearing?
§99.22 What minimum requirements exist for the conduct of a hearing?

Subpart D—May an Educational Agency or Institution Disclose Personally Identifiable Information From Education Records?

§99.30 Under what conditions is prior consent required to disclose information?
§99.31 Under what conditions is prior consent not required to disclose information?
§99.32 What recordkeeping requirements exist concerning requests and disclosures?
§99.33 What limitations apply to the redisclosure of information?
§99.34 What conditions apply to disclosure of information to other educational agencies or institutions?
§99.35 What conditions apply to disclosure of information for Federal or State program purposes?
§99.36 What conditions apply to disclosure of information in health and safety emergencies?
§99.37 What conditions apply to disclosing directory information?
§99.38 What conditions apply to disclosure of information as permitted by State statute adopted after November 19, 1974, concerning the juvenile justice system?
§99.39 What definitions apply to the nonconsensual disclosure of records by postsecondary educational institutions in connection with disciplinary proceedings concerning crimes of violence or non-forcible sex offenses?

Subpart E—What Are the Enforcement Procedures?

§99.60 What functions has the Secretary delegated to the Office and to the Office of Administrative Law Judges?
§99.61 What responsibility does an educational agency or institution, a recipient of Department funds, or a third party outside of an educational agency or institution have concerning conflict with State or local laws?
§99.62 What information must an educational agency or institution or other recipient of Department funds submit to the Office?
§99.63 Where are complaints filed?
§99.64 What is the investigation procedure?
§99.65 What is the content of the notice of investigation issued by the Office?
§99.66 What are the responsibilities of the Office in the enforcement process?
§99.67 How does the Secretary enforce decisions?
Appendix A to Part 99—Crimes of Violence Definitions

Back to Top

Subpart A—General

Back to Top

§99.1 To which educational agencies or institutions do these regulations apply?

(a) Except as otherwise noted in §99.10, this part applies to an educational agency or institution to which funds have been made available under any program administered by the Secretary, if—

(1) The educational institution provides educational services or instruction, or both, to students; or

(2) The educational agency is authorized to direct and control public elementary or secondary, or postsecondary educational institutions.

(b) This part does not apply to an educational agency or institution solely because students attending that agency or institution receive non-monetary benefits under a program referenced in paragraph (a) of this section, if no funds under that program are made available to the agency or institution.

(c) The Secretary considers funds to be made available to an educational agency or institution of funds under one or more of the programs referenced in paragraph (a) of this section—

(1) Are provided to the agency or institution by grant, cooperative agreement, contract, subgrant, or subcontract; or

(2) Are provided to students attending the agency or institution and the funds may be paid to the agency or institution by those students for educational purposes, such as under the Pell Grant Program and the Guaranteed Student Loan Program (titles IV-A-1 and IV-B, respectively, of the Higher Education Act of 1965, as amended).

(d) If an educational agency or institution receives funds under one or more of the programs covered by this section, the regulations in this part apply to the recipient as a whole, including each of its components (such as a department within a university).

(Authority: 20 U.S.C. 1232g)

[53 FR 11943, Apr. 11, 1988, as amended at 61 FR 59295, Nov. 21, 1996; 65 FR 41852, July 6, 2000]

Back to Top

§99.2 What is the purpose of these regulations?

The purpose of this part is to set out requirements for the protection of privacy of parents and students under section 444 of the General Education Provisions Act, as amended.

(Authority: 20 U.S.C. 1232g)

Note to §99.2: 34 CFR 300.610 through 300.626 contain requirements regarding the confidentiality of information relating to children with disabilities who receive evaluations, services or other benefits under Part B of the Individuals with Disabilities Education Act (IDEA). 34 CFR 303.402 and 303.460 identify the confidentiality of information requirements regarding children and infants and toddlers with disabilities and their families who receive evaluations, services, or other benefits under Part C of IDEA. 34 CFR 300.610 through 300.627 contain the confidentiality of information requirements that apply to personally identifiable data, information, and records collected or maintained pursuant to Part B of the IDEA.

[53 FR 11943, Apr. 11, 1988, as amended at 61 FR 59295, Nov. 21, 1996; 73 FR 74851, Dec. 9, 2008]

Back to Top

§99.3 What definitions apply to these regulations?

The following definitions apply to this part:

Act means the Family Educational Rights and Privacy Act of 1974, as amended, enacted as section 444 of the General Education Provisions Act.

(Authority: 20 U.S.C. 1232g)

Attendance includes, but is not limited to—

(a) Attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not physically present in the classroom; and

(b) The period during which a person is working under a work-study program.

(Authority: 20 U.S.C. 1232g)

Authorized representative means any entity or individual designated by a State or local educational authority or an agency headed by an official listed in §99.31(a)(3) to conduct—with respect to Federal- or State-supported education programs—any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.

(Authority: 20 U.S.C. 1232g(b)(1)(C), (b)(3), and (b)(5))

Biometric record, as used in the definition of *personally identifiable information,* means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual. Examples include fingerprints; retina and iris patterns; voiceprints; DNA sequence; facial characteristics; and handwriting.

(Authority: 20 U.S.C. 1232g)

Dates of attendance. (a) The term means the period of time during which a student attends or attended an educational agency or institution. Examples of dates of attendance include an academic year, a spring semester, or a first quarter.

(b) The term does not include specific daily records of a student's attendance at an educational agency or institution.

(Authority: 20 U.S.C. 1232g(a)(5)(A))

Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

(a) Directory information includes, but is not limited to, the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status (*e.g.,* undergraduate or graduate, full-time or part-time); dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and the most recent educational agency or institution attended.

(b) Directory information does not include a student's—

(1) Social security number; or

(2) Student identification (ID) number, except as provided in paragraph (c) of this definition.

(c) In accordance with paragraphs (a) and (b) of this definition, directory information includes—

(1) A student ID number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user; and

(2) A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

(Authority: 20 U.S.C. 1232g(a)(5)(A))

Disciplinary action or proceeding means the investigation, adjudication, or imposition of sanctions by an educational agency or institution with respect to an infraction or violation of the internal rules of conduct applicable to students of the agency or institution.

Disclosure means to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.

(Authority: 20 U.S.C. 1232g(b)(1) and (b)(2))

Early childhood education program means—

(a) A Head Start program or an Early Head Start program carried out under the Head Start Act (42 U.S.C. 9831 *et seq.*), including a migrant or seasonal Head Start program, an Indian Head Start program, or a Head Start program or an Early Head Start program that also receives State funding;

(b) A State licensed or regulated child care program; or

(c) A program that—

(1) Serves children from birth through age six that addresses the children's cognitive (including language, early literacy, and early mathematics), social, emotional, and physical development; and

(2) Is—

(i) A State prekindergarten program;

(ii) A program authorized under section 619 or part C of the Individuals with Disabilities Education Act; or

(iii) A program operated by a local educational agency.

Educational agency or institution means any public or private agency or institution to which this part applies under §99.1(a).

(Authority: 20 U.S.C. 1232g(a)(3))

Education program means any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education, and adult education, and any program that is administered by an educational agency or institution.

(Authority: 20 U.S.C. 1232g(b)(3), (b)(5))

Education records. (a) The term means those records that are:

(1) Directly related to a student; and

(2) Maintained by an educational agency or institution or by a party acting for the agency or institution.

(b) The term does not include:

(1) Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.

(2) Records of the law enforcement unit of an educational agency or institution, subject to the provisions of §99.8.

(3)(i) Records relating to an individual who is employed by an educational agency or institution, that:

(A) Are made and maintained in the normal course of business;

(B) Relate exclusively to the individual in that individual's capacity as an employee; and

(C) Are not available for use for any other purpose.

(ii) Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not excepted under paragraph (b)(3)(i) of this definition.

(4) Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:

(i) Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;

(ii) Made, maintained, or used only in connection with treatment of the student; and

(iii) Disclosed only to individuals providing the treatment. For the purpose of this definition, “treatment” does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution; and

(5) Records created or received by an educational agency or institution after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student.

(6) Grades on peer-graded papers before they are collected and recorded by a teacher.

(Authority: 20 U.S.C. 1232g(a)(4))

Eligible student means a student who has reached 18 years of age or is attending an institution of postsecondary education.

(Authority: 20 U.S.C. 1232g(d))

Institution of postsecondary education means an institution that provides education to students beyond the secondary school level; “secondary school level” means the educational level (not beyond grade 12) at which secondary education is provided as determined under State law.

(Authority: 20 U.S.C. 1232g(d))

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

(Authority: 20 U.S.C. 1232g)

Party means an individual, agency, institution, or organization.

(Authority: 20 U.S.C. 1232g(b)(4)(A))

Personally Identifiable Information

The term includes, but is not limited to—

(a) The student's name;

(b) The name of the student's parent or other family members;

(c) The address of the student or student's family;

(d) A personal identifier, such as the student's social security number, student number, or biometric record;

(e) Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;

(f) Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or

(g) Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

(Authority: 20 U.S.C. 1232g)

Record means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

(Authority: 20 U.S.C. 1232g)

Secretary means the Secretary of the U.S. Department of Education or an official or employee of the Department of Education acting for the Secretary under a delegation of authority.

(Authority: 20 U.S.C. 1232g)

Student, except as otherwise specifically provided in this part, means any individual who is or has been in attendance at an educational agency or institution and regarding whom the agency or institution maintains education records.

(Authority: 20 U.S.C. 1232g(a)(6))

[53 FR 11943, Apr. 11, 1988, as amended at 60 FR 3468, Jan. 17, 1995; 61 FR 59295, Nov. 21, 1996; 65 FR 41852, July 6, 2000; 73 FR 74851, Dec. 9, 2008; 76 FR 75641, Dec. 2, 2011]

Back to Top

§99.4 What are the rights of parents?

An educational agency or institution shall give full rights under the Act to either parent, unless the agency or institution has been provided with evidence that there is a court order, State statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

(Authority: 20 U.S.C. 1232g)

Back to Top

§99.5 What are the rights of students?

(a)(1) When a student becomes an eligible student, the rights accorded to, and consent required of, parents under this part transfer from the parents to the student.

(2) Nothing in this section prevents an educational agency or institution from disclosing education records, or personally identifiable information from education records, to a parent without the prior written consent of an eligible student if the disclosure meets the conditions in §99.31(a)(8), §99.31(a)(10), §99.31(a)(15), or any other provision in §99.31(a).

(b) The Act and this part do not prevent educational agencies or institutions from giving students rights in addition to those given to parents.

(c) An individual who is or has been a student at an educational institution and who applies for admission at another component of that institution does not have rights under this part with respect to records maintained by that other component, including records maintained in connection with the student's application for admission, unless the student is accepted and attends that other component of the institution.

(Authority: 20 U.S.C. 1232g(d))

[53 FR 11943, Apr. 11, 1988, as amended at 58 FR 3188, Jan. 7, 1993; 65 FR 41853, July 6, 2000; 73 FR 74852, Dec. 9, 2008]

Back to Top

§99.6 [Reserved]

Back to Top

§99.7 What must an educational agency or institution include in its annual notification?

(a)(1) Each educational agency or institution shall annually notify parents of students currently in attendance, or eligible students currently in attendance, of their rights under the Act and this part.

(2) The notice must inform parents or eligible students that they have the right to—

(i) Inspect and review the student's education records;

(ii) Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;

(iii) Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and §99.31 authorize disclosure without consent; and

(iv) File with the Department a complaint under §§99.63 and 99.64 concerning alleged failures by the educational agency or institution to comply with the requirements of the Act and this part.

(3) The notice must include all of the following:

(i) The procedure for exercising the right to inspect and review education records.

(ii) The procedure for requesting amendment of records under §99.20.

(iii) If the educational agency or institution has a policy of disclosing education records under §99.31(a)(1), a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

(b) An educational agency or institution may provide this notice by any means that are reasonably likely to inform the parents or eligible students of their rights.

(1) An educational agency or institution shall effectively notify parents or eligible students who are disabled.

(2) An agency or institution of elementary or secondary education shall effectively notify parents who have a primary or home language other than English.

(Approved by the Office of Management and Budget under control number 1880-0508)

(Authority: 20 U.S.C. 1232g (e) and (f))

[61 FR 59295, Nov. 21, 1996]

Back to Top

§99.8 What provisions apply to records of a law enforcement unit?

(a)(1) *Law enforcement unit* means any individual, office, department, division, or other component of an educational agency or institution, such as a unit of commissioned police officers or non-commissioned security guards, that is officially authorized or designated by that agency or institution to—

(i) Enforce any local, State, or Federal law, or refer to appropriate authorities a matter for enforcement of any local, State, or Federal law against any individual or organization other than the agency or institution itself; or

(ii) Maintain the physical security and safety of the agency or institution.

(2) A component of an educational agency or institution does not lose its status as a *law enforcement unit* if it also performs other, non-law enforcement functions for the agency or institution, including investigation of incidents or conduct that constitutes or leads to a disciplinary action or proceedings against the student.

(b)(1) Records of a law enforcement unit means those records, files, documents, and other materials that are—

(i) Created by a law enforcement unit;

(ii) Created for a law enforcement purpose; and

(iii) Maintained by the law enforcement unit.

(2) Records of a law enforcement unit does not mean—

(i) Records created by a law enforcement unit for a law enforcement purpose that are maintained by a component of the educational agency or institution other than the law enforcement unit; or

(ii) Records created and maintained by a law enforcement unit exclusively for a non-law enforcement purpose, such as a disciplinary action or proceeding conducted by the educational agency or institution.

(c)(1) Nothing in the Act prohibits an educational agency or institution from contacting its law enforcement unit, orally or in writing, for the purpose of asking that unit to investigate a possible violation of, or to enforce, any local, State, or Federal law.

(2) Education records, and personally identifiable information contained in education records, do not lose their status as education records and remain subject to the Act, including the disclosure provisions of §99.30, while in the possession of the law enforcement unit.

(d) The Act neither requires nor prohibits the disclosure by an educational agency or institution of its law enforcement unit records.

(Authority: 20 U.S.C. 1232g(a)(4)(B)(ii))

[60 FR 3469, Jan. 17, 1995]

Back to Top

Subpart B—What Are the Rights of Inspection and Review of Education Records?

Back to Top

§99.10 What rights exist for a parent or eligible student to inspect and review education records?

(a) Except as limited under §99.12, a parent or eligible student must be given the opportunity to inspect and review the student's education records. This provision applies to—

(1) Any educational agency or institution; and

(2) Any State educational agency (SEA) and its components.

(i) For the purposes of subpart B of this part, an SEA and its components constitute an educational agency or institution.

(ii) An SEA and its components are subject to subpart B of this part if the SEA maintains education records on students who are or have been in attendance at any school of an educational agency or institution subject to the Act and this part.

(b) The educational agency or institution, or SEA or its component, shall comply with a request for access to records within a reasonable period of time, but not more than 45 days after it has received the request.

(c) The educational agency or institution, or SEA or its component shall respond to reasonable requests for explanations and interpretations of the records.

(d) If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student's education records, the educational agency or institution, or SEA or its component, shall—

(1) Provide the parent or eligible student with a copy of the records requested; or

(2) Make other arrangements for the parent or eligible student to inspect and review the requested records.

(e) The educational agency or institution, or SEA or its component shall not destroy any education records if there is an outstanding request to inspect and review the records under this section.

(f) While an education agency or institution is not required to give an eligible student access to treatment records under paragraph (b)(4) of the definition of *Education records* in §99.3, the student may have those records reviewed by a physician or other appropriate professional of the student's choice.

(Authority: 20 U.S.C. 1232g(a)(1) (A) and (B))

[53 FR 11943, Apr. 11, 1988, as amended at 61 FR 59296, Nov. 21, 1996]

Back to Top

§99.11 May an educational agency or institution charge a fee for copies of education records?

(a) Unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's education records, an educational agency or institution may charge a fee for a copy of an education record which is made for the parent or eligible student.

(b) An educational agency or institution may not charge a fee to search for or to retrieve the education records of a student.

(Authority: 20 U.S.C. 1232g(a)(1))

Back to Top

§99.12 What limitations exist on the right to inspect and review records?

(a) If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information about that student.

(b) A postsecondary institution does not have to permit a student to inspect and review education records that are:

(1) Financial records, including any information those records contain, of his or her parents;

(2) Confidential letters and confidential statements of recommendation placed in the education records of the student before January 1, 1975, as long as the statements are used only for the purposes for which they were specifically intended; and

(3) Confidential letters and confidential statements of recommendation placed in the student's education records after January 1, 1975, if:

(i) The student has waived his or her right to inspect and review those letters and statements; and

(ii) Those letters and statements are related to the student's:

(A) Admission to an educational institution;

(B) Application for employment; or

(C) Receipt of an honor or honorary recognition.

(c)(1) A waiver under paragraph (b)(3)(i) of this section is valid only if:

(i) The educational agency or institution does not require the waiver as a condition for admission to or receipt of a service or benefit from the agency or institution; and

(ii) The waiver is made in writing and signed by the student, regardless of age.

(2) If a student has waived his or her rights under paragraph (b)(3)(i) of this section, the educational institution shall:

(i) Give the student, on request, the names of the individuals who provided the letters and statements of recommendation; and

(ii) Use the letters and statements of recommendation only for the purpose for which they were intended.

(3)(i) A waiver under paragraph (b)(3)(i) of this section may be revoked with respect to any actions occurring after the revocation.

(ii) A revocation under paragraph (c)(3)(i) of this section must be in writing.

(Authority: 20 U.S.C. 1232g(a)(1) (A), (B), (C), and (D))

[53 FR 11943, Apr. 11, 1988, as amended at 61 FR 59296, Nov. 21, 1996]

Back to Top

Subpart C—What Are the Procedures for Amending Education Records?

Back to Top

§99.20 How can a parent or eligible student request amendment of the student's education records?

(a) If a parent or eligible student believes the education records relating to the student contain information that is inaccurate, misleading, or in violation of the student's rights of privacy, he or she may ask the educational agency or institution to amend the record.

(b) The educational agency or institution shall decide whether to amend the record as requested within a reasonable time after the agency or institution receives the request.

(c) If the educational agency or institution decides not to amend the record as requested, it shall inform the parent or eligible student of its decision and of his or her right to a hearing under §99.21.

(Authority: 20 U.S.C. 1232g(a)(2))

[53 FR 11943, Apr. 11, 1988; 53 FR 19368, May 27, 1988, as amended at 61 FR 59296, Nov. 21, 1996]

Back to Top

§99.21 Under what conditions does a parent or eligible student have the right to a hearing?

(a) An educational agency or institution shall give a parent or eligible student, on request, an opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student.

(b)(1) If, as a result of the hearing, the educational agency or institution decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall:

(i) Amend the record accordingly; and

(ii) Inform the parent or eligible student of the amendment in writing.

(2) If, as a result of the hearing, the educational agency or institution decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the agency or institution, or both.

(c) If an educational agency or institution places a statement in the education records of a student under paragraph (b)(2) of this section, the agency or institution shall:

(1) Maintain the statement with the contested part of the record for as long as the record is maintained; and

(2) Disclose the statement whenever it discloses the portion of the record to which the statement relates.

(Authority: 20 U.S.C. 1232g(a)(2))

[53 FR 11943, Apr. 11, 1988, as amended at 61 FR 59296, Nov. 21, 1996]

Back to Top

§99.22 What minimum requirements exist for the conduct of a hearing?

The hearing required by §99.21 must meet, at a minimum, the following requirements:

(a) The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.

(b) The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing.

(c) The hearing may be conducted by any individual, including an official of the educational agency or institution, who does not have a direct interest in the outcome of the hearing.

(d) The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence relevant to the issues raised under §99.21. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.

(e) The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.

(f) The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

(Authority: 20 U.S.C. 1232g(a)(2))

Back to Top

Subpart D—May an Educational Agency or Institution Disclose Personally Identifiable Information From Education Records?

Back to Top

§99.30 Under what conditions is prior consent required to disclose information?

(a) The parent or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records, except as provided in §99.31.

(b) The written consent must:

(1) Specify the records that may be disclosed;

(2) State the purpose of the disclosure; and

(3) Identify the party or class of parties to whom the disclosure may be made.

(c) When a disclosure is made under paragraph (a) of this section:

(1) If a parent or eligible student so requests, the educational agency or institution shall provide him or her with a copy of the records disclosed; and

(2) If the parent of a student who is not an eligible student so requests, the agency or institution shall provide the student with a copy of the records disclosed.

(d) “Signed and dated written consent” under this part may include a record and signature in electronic form that—

(1) Identifies and authenticates a particular person as the source of the electronic consent; and

(2) Indicates such person's approval of the information contained in the electronic consent.

(Authority: 20 U.S.C. 1232g (b)(1) and (b)(2)(A))

[53 FR 11943, Apr. 11, 1988, as amended at 58 FR 3189, Jan. 7, 1993; 69 FR 21671, Apr. 21, 2004]

Back to Top

§99.31 Under what conditions is prior consent not required to disclose information?

(a) An educational agency or institution may disclose personally identifiable information from an education record of a student without the consent required by §99.30 if the disclosure meets one or more of the following conditions:

(1)(i)(A) The disclosure is to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests.

(B) A contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official under this paragraph provided that the outside party—

(*1*) Performs an institutional service or function for which the agency or institution would otherwise use employees;

(*2*) Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and

(*3*) Is subject to the requirements of §99.33(a) governing the use and redisclosure of personally identifiable information from education records.

(ii) An educational agency or institution must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests. An educational agency or institution that does not use physical or technological access controls must ensure that its administrative policy for controlling access to education records is effective and that it remains in compliance with the legitimate educational interest requirement in paragraph (a)(1)(i)(A) of this section.

(2) The disclosure is, subject to the requirements of §99.34, to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

Note: Section 4155(b) of the No Child Left Behind Act of 2001, 20 U.S.C. 7165(b), requires each State to assure the Secretary of Education that it has a procedure in place to facilitate the transfer of disciplinary records with respect to a suspension or expulsion of a student by a local educational agency to any private or public elementary or secondary school in which the student is subsequently enrolled or seeks, intends, or is instructed to enroll.

(3) The disclosure is, subject to the requirements of §99.35, to authorized representatives of—

(i) The Comptroller General of the United States;

(ii) The Attorney General of the United States;

(iii) The Secretary; or

(iv) State and local educational authorities.

(4)(i) The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

(A) Determine eligibility for the aid;

(B) Determine the amount of the aid;

(C) Determine the conditions for the aid; or

(D) Enforce the terms and conditions of the aid.

(ii) As used in paragraph (a)(4)(i) of this section, *financial aid* means a payment of funds provided to an individual (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or institution.

(Authority: 20 U.S.C. 1232g(b)(1)(D))

(5)(i) The disclosure is to State and local officials or authorities to whom this information is specifically—

(A) Allowed to be reported or disclosed pursuant to State statute adopted before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released; or

(B) Allowed to be reported or disclosed pursuant to State statute adopted after November 19, 1974, subject to the requirements of §99.38.

(ii) Paragraph (a)(5)(i) of this section does not prevent a State from further limiting the number or type of State or local officials to whom disclosures may be made under that paragraph.

(6)(i) The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to:

(A) Develop, validate, or administer predictive tests;

(B) Administer student aid programs; or

(C) Improve instruction.

(ii) Nothing in the Act or this part prevents a State or local educational authority or agency headed by an official listed in paragraph (a)(3) of this section from entering into agreements with organizations conducting studies under paragraph (a)(6)(i) of this section and redisclosing personally identifiable information from education records on behalf of educational agencies and institutions that disclosed the information to the State or local educational authority or agency headed by an official listed in paragraph (a)(3) of this section in accordance with the requirements of §99.33(b).

(iii) An educational agency or institution may disclose personally identifiable information under paragraph (a)(6)(i) of this section, and a State or local educational authority or agency headed by an official listed in paragraph (a)(3) of this section may redisclose personally identifiable information under paragraph (a)(6)(i) and (a)(6)(ii) of this section, only if—

(A) The study is conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization that have legitimate interests in the information;

(B) The information is destroyed when no longer needed for the purposes for which the study was conducted; and

(C) The educational agency or institution or the State or local educational authority or agency headed by an official listed in paragraph (a)(3) of this section enters into a written agreement with the organization that—

(*1*) Specifies the purpose, scope, and duration of the study or studies and the information to be disclosed;

(*2*) Requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement;

(*3*) Requires the organization to conduct the study in a manner that does not permit personal identification of parents and students, as defined in this part, by anyone other than representatives of the organization with legitimate interests;

and

(*4*) Requires the organization to destroy all personally identifiable information when the information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed.

(iv) An educational agency or institution or State or local educational authority or Federal agency headed by an official listed in paragraph (a)(3) of this section is not required to initiate a study or agree with or endorse the conclusions or results of the study.

(v) For the purposes of paragraph (a)(6) of this section, the term *organization* includes, but is not limited to, Federal, State, and local agencies, and independent organizations.

(7) The disclosure is to accrediting organizations to carry out their accrediting functions.

(8) The disclosure is to parents, as defined in §99.3, of a dependent student, as defined in section 152 of the Internal Revenue Code of 1986.

(9)(i) The disclosure is to comply with a judicial order or lawfully issued subpoena.

(ii) The educational agency or institution may disclose information under paragraph (a)(9)(i) of this section only if the agency or institution makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with—

(A) A Federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed;

(B) Any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or

(C) An *ex parte* court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331.

(iii)(A) If an educational agency or institution initiates legal action against a parent or student, the educational agency or institution may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the educational agency or institution to proceed with the legal action as plaintiff.

(B) If a parent or eligible student initiates legal action against an educational agency or institution, the educational agency or institution may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the educational agency or institution to defend itself.

(10) The disclosure is in connection with a health or safety emergency, under the conditions described in §99.36.

(11) The disclosure is information the educational agency or institution has designated as “directory information”, under the conditions described in §99.37.

(12) The disclosure is to the parent of a student who is not an eligible student or to the student.

(13) The disclosure, subject to the requirements in §99.39, is to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding conducted by the institution of postsecondary education with respect to that alleged crime or offense. The institution may disclose the final results of the disciplinary proceeding, regardless of whether the institution concluded a violation was committed.

(14)(i) The disclosure, subject to the requirements in §99.39, is in connection with a disciplinary proceeding at an institution of postsecondary education. The institution must not disclose the final results of the disciplinary proceeding unless it determines that—

(A) The student is an alleged perpetrator of a crime of violence or non-forcible sex offense; and

(B) With respect to the allegation made against him or her, the student has committed a violation of the institution's rules or policies.

(ii) The institution may not disclose the name of any other student, including a victim or witness, without the prior written consent of the other student.

(iii) This section applies only to disciplinary proceedings in which the final results were reached on or after October 7, 1998.

(15)(i) The disclosure is to a parent of a student at an institution of postsecondary education regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance if—

(A) The institution determines that the student has committed a disciplinary violation with respect to that use or possession; and

(B) The student is under the age of 21 at the time of the disclosure to the parent.

(ii) Paragraph (a)(15) of this section does not supersede any provision of State law that prohibits an institution of postsecondary education from disclosing information.

(16) The disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to the educational agency or institution under 42 U.S.C. 14071 and applicable Federal guidelines.

(b)(1) *De-identified records and information.* An educational agency or institution, or a party that has received education records or information from education records under this part, may release the records or information without the consent required by §99.30 after the removal of all personally identifiable information provided that the educational agency or institution or other party has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, and taking into account other reasonably available information.

(2) An educational agency or institution, or a party that has received education records or information from education records under this part, may release de-identified student level data from education records for the purpose of education research by attaching a code to each record that may allow the

recipient to match information received from the same source, provided that—

(i) An educational agency or institution or other party that releases de-identified data under paragraph (b)(2) of this section does not disclose any information about how it generates and assigns a record code, or that would allow a recipient to identify a student based on a record code;

(ii) The record code is used for no purpose other than identifying a de-identified record for purposes of education research and cannot be used to ascertain personally identifiable information about a student; and

(iii) The record code is not based on a student's social security number or other personal information.

(c) An educational agency or institution must use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other parties to whom the agency or institution discloses personally identifiable information from education records.

(d) Paragraphs (a) and (b) of this section do not require an educational agency or institution or any other party to disclose education records or information from education records to any party except for parties under paragraph (a)(12) of this section.

(Authority: 20 U.S.C. 1232g(a)(5)(A), (b), (h), (i), and (j)).

[53 FR 11943, Apr. 11, 1988; 53 FR 19368, May 27, 1988, as amended at 58 FR 3189, Jan. 7, 1993; 61 FR 59296, Nov. 21, 1996; 65 FR 41853, July 6, 2000; 73 FR 74852, Dec. 9, 2008; 74 FR 401, Jan. 6, 2009; 76 FR 75641, Dec. 2, 2011]

Back to Top

§99.32 What recordkeeping requirements exist concerning requests and disclosures?

(a)(1) An educational agency or institution must maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student, as well as the names of State and local educational authorities and Federal officials and agencies listed in §99.31(a)(3) that may make further disclosures of personally identifiable information from the student's education records without consent under §99.33(b).

(2) The agency or institution shall maintain the record with the education records of the student as long as the records are maintained.

(3) For each request or disclosure the record must include:

(i) The parties who have requested or received personally identifiable information from the education records; and

(ii) The legitimate interests the parties had in requesting or obtaining the information.

(4) An educational agency or institution must obtain a copy of the record of further disclosures maintained under paragraph (b)(2) of this section and make it available in response to a parent's or eligible student's request to review the record required under paragraph (a)(1) of this section.

(5) An educational agency or institution must record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception in §99.31(a)(10) and §99.36:

(i) The articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and

(ii) The parties to whom the agency or institution disclosed the information.

(b)(1) Except as provided in paragraph (b)(2) of this section, if an educational agency or institution discloses personally identifiable information from education records with the understanding authorized under §99.33(b), the record of the disclosure required under this section must include:

(i) The names of the additional parties to which the receiving party may disclose the information on behalf of the educational agency or institution; and

(ii) The legitimate interests under §99.31 which each of the additional parties has in requesting or obtaining the information.

(2)(i) A State or local educational authority or Federal official or agency listed in §99.31(a)(3) that makes further disclosures of information from education records under §99.33(b) must record the names of the additional parties to which it discloses information on behalf of an educational agency or institution and their legitimate interests in the information under §99.31 if the information was received from:

(A) An educational agency or institution that has not recorded the further disclosures under paragraph (b)(1) of this section; or

(B) Another State or local educational authority or Federal official or agency listed in §99.31(a)(3).

(ii) A State or local educational authority or Federal official or agency that records further disclosures of information under paragraph (b)(2)(i) of this section may maintain the record by the student's class, school, district, or other appropriate grouping rather than by the name of the student.

(iii) Upon request of an educational agency or institution, a State or local educational authority or Federal official or agency listed in §99.31(a)(3) that maintains a record of further disclosures under paragraph (b)(2)(i) of this section must provide a copy of the record of further disclosures to the educational agency or institution within a reasonable period of time not to exceed 30 days.

(c) The following parties may inspect the record relating to each student:

(1) The parent or eligible student.

(2) The school official or his or her assistants who are responsible for the custody of the records.

(3) Those parties authorized in §99.31(a) (1) and (3) for the purposes of auditing the recordkeeping procedures of the educational agency or institution.

(d) Paragraph (a) of this section does not apply if the request was from, or the disclosure was to:

(1) The parent or eligible student;

(2) A school official under §99.31(a)(1);

(3) A party with written consent from the parent or eligible student;

(4) A party seeking directory information; or

(5) A party seeking or receiving records in accordance with §99.31(a)(9)(ii)(A) through (C).

(Approved by the Office of Management and Budget under control number 1880-0508)

(Authority: 20 U.S.C. 1232g(b)(1) and (b)(4)(A))

[53 FR 11943, Apr. 11, 1988, as amended at 61 FR 59297, Nov. 21, 1996; 73 FR 74853, Dec. 9, 2008]

Back to Top

§99.33 What limitations apply to the redisclosure of information?

(a)(1) An educational agency or institution may disclose personally identifiable information from an education record only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the parent or eligible student.

(2) The officers, employees, and agents of a party that receives information under paragraph (a)(1) of this section may use the information, but only for the purposes for which the disclosure was made.

(b)(1) Paragraph (a) of this section does not prevent an educational agency or institution from disclosing personally identifiable information with the understanding that the party receiving the information may make further disclosures of the information on behalf of the educational agency or institution if—

(i) The disclosures meet the requirements of §99.31; and

(ii)(A) The educational agency or institution has complied with the requirements of §99.32(b); or

(B) A State or local educational authority or Federal official or agency listed in §99.31(a)(3) has complied with the requirements of §99.32(b)(2).

(2) A party that receives a court order or lawfully issued subpoena and rediscloses personally identifiable information from education records on behalf of an educational agency or institution in response to that order or subpoena under §99.31(a)(9) must provide the notification required under §99.31(a)(9)(ii).

(c) Paragraph (a) of this section does not apply to disclosures under §§99.31(a)(8), (9), (11), (12), (14), (15), and (16), and to information that postsecondary institutions are required to disclose under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. 1092(f) (Clery Act), to the accuser and accused regarding the outcome of any campus disciplinary proceeding brought alleging a sexual offense.

(d) An educational agency or institution must inform a party to whom disclosure is made of the requirements of paragraph (a) of this section except for disclosures made under §§99.31(a)(8), (9), (11), (12), (14), (15), and (16), and to information that postsecondary institutions are required to disclose under the Clery Act to the accuser and accused regarding the outcome of any campus disciplinary proceeding brought alleging a sexual offense.

(Authority: 20 U.S.C. 1232g(b)(4)(B))

[53 FR 11943, Apr. 11, 1988, as amended at 61 FR 59297, Nov. 21, 1996; 65 FR 41853, July 6, 2000; 73 FR 74853, Dec. 9, 2008; 76 FR 75642, Dec. 2, 2011]

Back to Top

§99.34 What conditions apply to disclosure of information to other educational agencies or institutions?

(a) An educational agency or institution that discloses an education record under §99.31(a)(2) shall:

(1) Make a reasonable attempt to notify the parent or eligible student at the last known address of the parent or eligible student, unless:

(i) The disclosure is initiated by the parent or eligible student; or

(ii) The annual notification of the agency or institution under §99.7 includes a notice that the agency or institution forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer;

(2) Give the parent or eligible student, upon request, a copy of the record that was disclosed; and

(3) Give the parent or eligible student, upon request, an opportunity for a hearing under subpart C.

(b) An educational agency or institution may disclose an education record of a student in attendance to another educational agency or institution if:

(1) The student is enrolled in or receives services from the other agency or institution; and

(2) The disclosure meets the requirements of paragraph (a) of this section.

(Authority: 20 U.S.C. 1232g(b)(1)(B))

[53 FR 11943, Apr. 11, 1988, as amended at 61 FR 59297, Nov. 21, 1996; 73 FR 74854, Dec. 9, 2008]

Back to Top

§99.35 What conditions apply to disclosure of information for Federal or State program purposes?

(a)(1) Authorized representatives of the officials or agencies headed by officials listed in §99.31(a)(3) may have access to education records in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs.

(2) The State or local educational authority or agency headed by an official listed in §99.31(a)(3) is responsible for using reasonable methods to ensure to the greatest extent practicable that any entity or individual designated as its authorized representative—

(i) Uses personally identifiable information only to carry out an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements related to these programs;

(ii) Protects the personally identifiable information from further disclosures or other uses, except as authorized in paragraph (b)(1) of this section; and

(iii) Destroys the personally identifiable information in accordance with the requirements of paragraphs (b) and (c) of this section.

(3) The State or local educational authority or agency headed by an official listed in §99.31(a)(3) must use a written agreement to designate any authorized representative, other than an employee. The written agreement must—

(i) Designate the individual or entity as an authorized representative;

(ii) Specify—

(A) The personally identifiable information from education records to be disclosed;

(B) That the purpose for which the personally identifiable information from education records is disclosed to the authorized representative is to carry out an audit or evaluation of Federal- or State-supported education programs, or to enforce or to comply with Federal legal requirements that relate to those programs; and

(C) A description of the activity with sufficient specificity to make clear that the work falls within the exception of §99.31(a)(3), including a description of how the personally identifiable information from education records will be used;

(iii) Require the authorized representative to destroy personally identifiable information from education records when the information is no longer needed for the purpose specified;

(iv) Specify the time period in which the information must be destroyed; and

(v) Establish policies and procedures, consistent with the Act and other Federal and State confidentiality and privacy provisions, to protect personally identifiable information from education records from further disclosure (except back to the disclosing entity) and unauthorized use, including limiting use of personally

identifiable information from education records to only authorized representatives with legitimate interests in the audit or evaluation of a Federal- or State-supported education program or for compliance or enforcement of Federal legal requirements related to these programs.

(b) Information that is collected under paragraph (a) of this section must—

(1) Be protected in a manner that does not permit personal identification of individuals by anyone other than the State or local educational authority or agency headed by an official listed in §99.31(a)(3) and their authorized representatives, except that the State or local educational authority or agency headed by an official listed in §99.31(a)(3) may make further disclosures of personally identifiable information from education records on behalf of the educational agency or institution in accordance with the requirements of §99.33(b); and

(2) Be destroyed when no longer needed for the purposes listed in paragraph (a) of this section.

(c) Paragraph (b) of this section does not apply if:

(1) The parent or eligible student has given written consent for the disclosure under §99.30; or

(2) The collection of personally identifiable information is specifically authorized by Federal law.

(Authority: 20 U.S.C. 1232g(b)(1)(C), (b)(3), and (b)(5))

[53 FR 11943, Apr. 11, 1988, as amended at 73 FR 74854, Dec. 9, 2008; 76 FR 75642, Dec. 2, 2011]

Back to Top

§99.36 What conditions apply to disclosure of information in health and safety emergencies?

(a) An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

(b) Nothing in this Act or this part shall prevent an educational agency or institution from—

(1) Including in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community;

(2) Disclosing appropriate information maintained under paragraph (b)(1) of this section to teachers and school officials within the agency or institution who the agency or institution has determined have legitimate educational interests in the behavior of the student; or

(3) Disclosing appropriate information maintained under paragraph (b)(1) of this section to teachers and school officials in other schools who have been determined to have legitimate educational interests in the behavior of the student.

(c) In making a determination under paragraph (a) of this section, an educational agency or institution may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the educational agency or institution determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. If, based on the information available at the time of the determination, there is a rational basis for the determination, the Department will not substitute its judgment for that of the educational agency or institution in evaluating the circumstances and making its determination.

(Authority: 20 U.S.C. 1232g (b)(1)(I) and (h))

[53 FR 11943, Apr. 11, 1988; 53 FR 19368, May 27, 1988, as amended at 61 FR 59297, Nov. 21, 1996; 73 FR 74854, Dec. 9, 2008]

Back to Top

§99.37 What conditions apply to disclosing directory information?

(a) An educational agency or institution may disclose directory information if it has given public notice to parents of students in attendance and eligible students in attendance at the agency or institution of:

(1) The types of personally identifiable information that the agency or institution has designated as directory information;

(2) A parent's or eligible student's right to refuse to let the agency or institution designate any or all of those types of information about the student as directory information; and

(3) The period of time within which a parent or eligible student has to notify the agency or institution in writing that he or she does not want any or all of those types of information about the student designated as directory information.

(b) An educational agency or institution may disclose directory information about former students without complying with the notice and opt out conditions in paragraph (a) of this section. However, the agency or institution must continue to honor any valid request to opt out of the disclosure of directory information made while a student was in attendance unless the student rescinds the opt out request.

(c) A parent or eligible student may not use the right under paragraph (a)(2) of this section to opt out of directory information disclosures to—

(1) Prevent an educational agency or institution from disclosing or requiring a student to disclose the student's name, identifier, or institutional email address in a class in which the student is enrolled; or

(2) Prevent an educational agency or institution from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information under §99.3 and that has been properly designated by the educational agency or institution as directory information in the public notice provided under paragraph (a)(1) of this section.

(d) In its public notice to parents and eligible students in attendance at the agency or institution that is described in paragraph (a) of this section, an educational agency or institution may specify that disclosure of directory information will be limited to specific parties, for specific purposes, or both. When an educational agency or institution specifies that disclosure of directory information will be limited to specific parties, for specific purposes, or both, the educational agency or institution must limit its directory information disclosures to those specified in its public notice that is described in paragraph (a) of this section.

(e) An educational agency or institution may not disclose or confirm directory information without meeting the written consent requirements in §99.30 if a student's social security number or other non-directory information is used alone or combined with other data elements to identify or help identify the student or the student's records.

(Authority: 20 U.S.C. 1232g(a)(5) (A) and (B))

[53 FR 11943, Apr. 11, 1988, as amended at 73 FR 74854, Dec. 9, 2008; 76 FR 75642, Dec. 2, 2011]

Back to Top

§99.38 What conditions apply to disclosure of information as permitted by State statute adopted after November 19, 1974, concerning the juvenile justice system?

(a) If reporting or disclosure allowed by State statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, an educational agency or institution may disclose education records under §99.31(a)(5)(i)(B).

(b) The officials and authorities to whom the records are disclosed shall certify in writing to the educational agency or institution that the information will not be disclosed to any other party, except as provided under State law, without the prior written consent of the parent of the student.

(Authority: 20 U.S.C. 1232g(b)(1)(J))

[61 FR 59297, Nov. 21, 1996]

Back to Top

§99.39 What definitions apply to the nonconsensual disclosure of records by postsecondary educational institutions in connection with disciplinary proceedings concerning crimes of violence or non-forcible sex offenses?

As used in this part:

Alleged perpetrator of a crime of violence is a student who is alleged to have committed acts that would, if proven, constitute any of the following offenses or attempts to commit the following offenses that are defined in appendix A to this part:

Arson

Assault offenses

Burglary

Criminal homicide—manslaughter by negligence

Criminal homicide—murder and nonnegligent manslaughter

Destruction/damage/vandalism of property

Kidnapping/abduction

Robbery

Forcible sex offenses.
Alleged perpetrator of a nonforcible sex offense means a student who is alleged to have committed acts that, if proven, would constitute statutory rape or incest. These offenses are defined in appendix A to this part.

Final results means a decision or determination, made by an honor court or council, committee, commission, or other entity authorized to resolve disciplinary matters within the institution. The disclosure of final results must include only the name of the student, the violation committed, and any sanction imposed by the institution against the student.

Sanction imposed means a description of the disciplinary action taken by the institution, the date of its imposition, and its duration.

Violation committed means the institutional rules or code sections that were violated and any essential findings supporting the institution's conclusion that the violation was committed.

(Authority: 20 U.S.C. 1232g(b)(6))

[65 FR 41853, July 6, 2000]

Back to Top

Subpart E—What Are the Enforcement Procedures?

Back to Top

§99.60 What functions has the Secretary delegated to the Office and to the Office of Administrative Law Judges?

(a) For the purposes of this subpart, *Office* means the Office of the Chief Privacy Officer, U.S. Department of Education.

(b) The Secretary designates the Office to:

(1) Investigate, process, and review complaints and violations under the Act and this part; and

(2) Provide technical assistance to ensure compliance with the Act and this part.

(c) The Secretary designates the Office of Administrative Law Judges to act as the Review Board required under the Act to enforce the Act with respect to all applicable programs. The term *applicable program* is defined in section 400 of the General Education Provisions Act.

(Authority: 20 U.S.C. 1232g (f) and (g), 1234)

[53 FR 11943, Apr. 11, 1988, as amended at 58 FR 3189, Jan. 7, 1993; 82 FR 6253, Jan. 19, 2017]

Back to Top

§99.61 What responsibility does an educational agency or institution, a recipient of Department funds, or a third party outside of an educational agency or institution have concerning conflict with State or local laws?

If an educational agency or institution determines that it cannot comply with the Act or this part due to a conflict with State or local law, it must notify the Office within 45 days, giving the text and citation of the conflicting law. If another recipient of Department funds under any program administered by the Secretary or a third party to which personally identifiable information from education records has been non-consensually disclosed determines that it cannot comply with the Act or this part due to a conflict with State or local law, it also must notify the Office within 45 days, giving the text and citation of the conflicting law.

(Authority: 20 U.S.C. 1232g(f))

[76 FR 75642, Dec. 2, 2011]

Back to Top

§99.62 What information must an educational agency or institution or other recipient of Department funds submit to the Office?

The Office may require an educational agency or institution, other recipient of Department funds under any program administered by the Secretary to which personally identifiable information from education records is non-consensually disclosed, or any third party outside of an educational agency or institution to which personally identifiable information from education records is non-consensually disclosed to submit reports, information on policies and procedures, annual notifications, training materials, or other information necessary to carry out the Office's enforcement responsibilities under the Act or this part.

(Authority: 20 U.S.C. 1232g(b)(4)(B), (f), and (g))

[76 FR 75643, Dec. 2, 2011]

Back to Top

§99.63 Where are complaints filed?

A parent or eligible student may file a written complaint with the Office regarding an alleged violation under the Act and this part. The Office's address is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC 20202.

(Authority: 20 U.S.C. 1232g(g))

[65 FR 41854, July 6, 2000, as amended at 73 FR 74854, Dec. 9, 2008]

Back to Top

§99.64 What is the investigation procedure?

(a) A complaint must contain specific allegations of fact giving reasonable cause to believe that a violation of the Act or this part has occurred. A complaint does not have to allege that a violation is based on a policy or practice of the educational agency or institution, other recipient of Department funds under any program administered by the Secretary, or any third party outside of an educational agency or institution.

(b) The Office investigates a timely complaint filed by a parent or eligible student, or conducts its own investigation when no complaint has been filed or a complaint has been withdrawn, to determine whether an educational agency or institution or other recipient of Department funds under any program administered by the Secretary has failed to comply with a provision of the Act or this part. If the Office determines that an educational agency or institution or other recipient of Department funds under any program administered by the Secretary has failed to comply with a provision of the Act or this part, it may also determine whether the failure to comply is based on a policy or practice of the agency or institution or other recipient. The Office also investigates a timely complaint filed by a parent or eligible student, or conducts its own investigation when no complaint has been filed or a complaint has been withdrawn, to determine whether a third party outside of the educational agency or institution has failed to comply with the provisions of §99.31(a)(6)(iii)(B) or has improperly redisclosed personally identifiable information from education records in violation of §99.33.

(Authority: 20 U.S.C. 1232g(b)(4)(B), (f) and (g))

(c) A timely complaint is defined as an allegation of a violation of the Act that is submitted to the Office within 180 days of the date of the alleged violation or of the date that the complainant knew or reasonably should have known of the alleged violation.

(d) The Office may extend the time limit in this section for good cause shown.

(Authority: 20 U.S.C. 1232g(b)(4)(B), (f) and (g))

[53 FR 11943, Apr. 11, 1988, as amended at 58 FR 3189, Jan. 7, 1993; 65 FR 41854, July 6, 2000; 73 FR 74854, Dec. 9, 2008; 76 FR 75643, Dec. 2, 2011]

Back to Top

§99.65 What is the content of the notice of investigation issued by the Office?

(a) The Office notifies in writing the complainant, if any, and the educational agency or institution, the recipient of Department funds under any program administered by the Secretary, or the third party outside of an educational agency or institution if it initiates an investigation under §99.64(b). The written notice—

(1) Includes the substance of the allegations against the educational agency or institution, other recipient, or third party; and

(2) Directs the agency or institution, other recipient, or third party to submit a written response and other relevant information, as set forth in §99.62, within a specified period of time, including information about its policies and practices regarding education records.

(b) The Office notifies the complainant if it does not initiate an investigation because the complaint fails to meet the requirements of §99.64.

(Authority: 20 U.S.C. 1232g(g))

[73 FR 74855, Dec. 9, 2008, as amended at 76 FR 75643, Dec. 2, 2011]

Back to Top

§99.66 What are the responsibilities of the Office in the enforcement process?

(a) The Office reviews a complaint, if any, information submitted by the educational agency or institution, other recipient of Department funds under any program administered by the Secretary, or third party outside of an educational agency or institution, and any other relevant information. The Office may permit the parties to submit further written or oral arguments or information.

(b) Following its investigation, the Office provides to the complainant, if any, and the educational agency or institution, other recipient, or third party a written notice of its findings and the basis for its findings.

(c) If the Office finds that an educational agency or institution or other recipient has not complied with a provision of the Act or this part, it may also find that the failure to comply was based on a policy or practice of the agency or institution or other recipient. A notice of findings issued under paragraph (b) of this section to an educational agency or institution, or other recipient that has not complied with a provision of the Act or this part—

(1) Includes a statement of the specific steps that the agency or institution or other recipient must take to comply; and

(2) Provides a reasonable period of time, given all of the circumstances of the case, during which the educational agency or institution or other recipient may comply voluntarily.

(d) If the Office finds that a third party outside of an educational agency or institution has not complied with the provisions of §99.31(a)(6)(iii)(B) or has improperly redisclosed personally identifiable information from education records in violation of §99.33, the Office's notice of findings issued under paragraph (b) of this section—

(1) Includes a statement of the specific steps that the third party outside of the educational agency or institution must take to comply; and

(2) Provides a reasonable period of time, given all of the circumstances of the case, during which the third party may comply voluntarily.

(Authority: 20 U.S.C. 1232g(b)(4)(B), (f), and (g))

[76 FR 75643, Dec. 2, 2011]

Back to Top

§99.67 How does the Secretary enforce decisions?

(a) If an educational agency or institution or other recipient of Department funds under any program administered by the Secretary does not comply during the period of time set under §99.66(c), the Secretary may take any legally available enforcement action in accordance with the Act, including, but not limited to, the following enforcement actions available in accordance with part D of the General Education Provisions Act—

(1) Withhold further payments under any applicable program;

(2) Issue a complaint to compel compliance through a cease and desist order; or

(3) Terminate eligibility to receive funding under any applicable program.

(b) If, after an investigation under §99.66, the Secretary finds that an educational agency or institution, other recipient, or third party has complied voluntarily with the Act or this part, the Secretary provides the complainant and the agency or institution, other recipient, or third party with written notice of the decision and the basis for the decision.

(c) If the Office finds that a third party, outside the educational agency or institution, violates §99.31(a)(6)(iii)(B), then the educational agency or institution from which the personally identifiable information originated may not allow the third party found to be responsible for the violation of §99.31(a)(6)(iii)(B) access to personally identifiable information from education records for at least five years.

(d) If the Office finds that a State or local educational authority, a Federal agency headed by an official listed in §99.31(a)(3), or an authorized representative of a State or local educational authority or a Federal agency headed by an official listed in §99.31(a)(3), improperly rediscloses personally identifiable information from education records, then the educational agency or institution from which the personally identifiable information originated may not allow the third party found to be responsible for the improper redisclosure access to personally identifiable information from education records for at least five years.

(e) If the Office finds that a third party, outside the educational agency or institution, improperly rediscloses personally identifiable information from education records in violation of §99.33 or fails to provide the notification required under §99.33(b)(2), then the educational agency or institution from which the personally identifiable information originated may not allow the third party found to be responsible for the violation access to personally identifiable information from education records for at least five years.

(Authority: 20 U.S.C. 1232g(b)(4)(B) and (f); 20 U.S.C. 1234c)

[76 FR 75643, Dec. 2, 2011]

Back to Top

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Appendix A to Part 99—Crimes of Violence Definitions

Arson

Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.

Assault Offenses

An unlawful attack by one person upon another.

Note: By definition there can be no “attempted” assaults, only “completed” assaults.

(a) *Aggravated Assault.* An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm. (It is not necessary that injury result from an aggravated assault when a gun, knife, or other weapon is used which could and probably would result in serious injury if the crime were successfully completed.)

(b) *Simple Assault.* An unlawful physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.

(c) *Intimidation.* To unlawfully place another person in reasonable fear of bodily harm through the use of threatening words or other conduct, or both, but without displaying a weapon or subjecting the victim to actual physical attack.

Note: This offense includes stalking.

Burglary

The unlawful entry into a building or other structure with the intent to commit a felony or a theft.

Criminal Homicide—Manslaughter by Negligence

The killing of another person through gross negligence.

Criminal Homicide—Murder and Nonnegligent Manslaughter

The willful (nonnegligent) killing of one human being by another.

Destruction/Damage/Vandalism of Property

To willfully or maliciously destroy, damage, deface, or otherwise injure real or personal property without the consent of the owner or the person having custody or control of it.

Kidnapping/Abduction

The unlawful seizure, transportation, or detention of a person, or any combination of these actions, against his or her will, or of a minor without the consent of his or her custodial parent(s) or legal guardian.

Note: Kidnapping/Abduction includes hostage taking.

Robbery

The taking of, or attempting to take, anything of value under confrontational circumstances from the control, custody, or care of a person or persons by force or threat of force or violence or by putting the victim in fear.

Note: Carjackings are robbery offenses where a motor vehicle is taken through force or threat of force.

Sex Offenses, Forcible

Any sexual act directed against another person, forcibly or against that person's will, or both; or not forcibly or against the person's will where the victim is incapable of giving consent.

(a) *Forcible Rape* (Except “Statutory Rape”). The carnal knowledge of a person, forcibly or against that person's will, or both; or not forcibly or against the person's will where the victim is incapable of giving consent because of his or her temporary or permanent mental or physical incapacity (or because of his or her youth).

(b) *Forcible Sodomy.* Oral or anal sexual intercourse with another person, forcibly or against that person's will, or both; or not forcibly or against the person's will where the victim is incapable of giving consent because of his or her youth or because of his or her temporary or permanent mental or physical incapacity.

(c) *Sexual Assault With An Object.* To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly or against that person's will, or both; or not forcibly or against the person's will where the victim is incapable of giving consent because of his or her youth or because of his or her temporary or permanent mental or physical incapacity.

Note: An “object” or “instrument” is anything used by the offender other than the offender's genitalia. Examples are a finger, bottle, handgun, stick, etc.

(d) *Forcible Fondling.* The touching of the private body parts of another person for the purpose of sexual gratification, forcibly or against that person's will, or both; or not forcibly or against the person's will where the victim is incapable of giving consent because of his or her youth or because of his or her temporary or permanent mental or physical incapacity.

Note: Forcible Fondling includes “Indecent Liberties” and “Child Molesting.”

Nonforcible Sex Offenses (Except “Prostitution Offenses”)

Unlawful, nonforcible sexual intercourse.

(a) *Incest.* Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

(b) *Statutory Rape.* Nonforcible sexual intercourse with a person who is under the statutory age of consent.

(Authority: 20 U.S.C. 1232g(b)(6) and 18 U.S.C. 16)

[65 FR 41854, July 6, 2000]

Back to Top

FEATURED RESOURCES

A Parent Guide to the Family Educational Rights and Privacy Act (FERPA) (/resources/parent-guide-family-educational-rights-and-privacy-act-ferpa)

The Family Educational Rights and Privacy Act or FERPA provides certain rights for parents regarding their children’s education records. This guide provides general information on a parent’s rights under FERPA.

An Eligible Student Guide to the Family Educational Rights and Privacy Act (FERPA) (/resources/eligible-student-guide-family-educational-rights-and-privacy-act-ferpa)

The Family Educational Rights and Privacy Act or FERPA provides certain rights for parents regarding their children’s education records. When a student reaches 18 years of age or attends an institution of postsecondary education at any age, the student becomes an “eligible student,” and all rights under FERPA transfer from the parent to the student. This guide provides general information on an eligible student’s rights under FERPA.

Protection of Pupil Rights Amendment (PPRA) General Guidance (/resources/protection-pupil-rights-amendment-ppra-general-guidance)

This guidance document reviews parents' rights under the PPRA and education officials' obligations in implementing the PPRA. The PPRA applies to the programs and activities of a State educational agency (SEA), local educational agency (LEA), or other recipient of funds under any program funded by the U.S. Department of Education. (20 U.S.C. § 1232h, 34 CFR Part 98)

RESOURCES

Family Educational Rights and Privacy Act (FERPA) (/ferpa)

Legal Basics (/legal-basics)

Security Best Practices (/topic/security-best-practices)

Glossary (/glossary)

Letters of Importance (/topic/letters-importance)

Historic Findings Letters (/historical-archive-issued-letters)

TRAINING

Online Training Modules (/content/online-training-modules)

Guidance Videos (/content/videos)

Recorded Webinars (/content/recorded-webinars)

BROWSE BY AUDIENCE

School Officials K-12 (/audience/school-officials-k-12)

Parents & Students (/audience/parents-and-students)

Postsecondary School Officials (/audience/school-officials-post-secondary)

Early Childhood Educators (/audience/early-childhood-educators)

Vendors (/audience/education-technology-vendors)

Researchers (/audience/researchers)

OTHER

FAQs (/frequently-asked-questions)

Legal Basics (/legal-basics)

Contact (/contact)

Subscribe to the Student Privacy Newsletter (/subscribe-student-privacy-newsletter)

Request PTAC Training or Technical Assistance (/request-ptac-training-or-technical-assistance)

Privacy Policy (https://www2.ed.gov/notices/privacy/index.html?src=ft)

Washington State Preservation and Destruction of Public Records, RCW 40.14

Chapter 40.14 RCW
PRESERVATION AND DESTRUCTION OF PUBLIC RECORDS

Sections

40.14.010 Definition and classification of public records.
40.14.020 Division of archives and records management—State archivist—Powers and duties—Duties of public officials.
40.14.022 Division of archives and records management—Imaging account.
40.14.024 Division of archives and records management—Local government archives account.
40.14.025 Division of archives and records management—Allocation of costs of services—Public records efficiency, preservation, and access account.
40.14.026 Division of archives and records management—Competitive grant program to improve technology information systems for public records and related training—Review of program and training services—Public records request log—Agency reporting requirements—Duties of the joint legislative audit and review committee.
40.14.027 Local government archives and records management services—Judgment debtor surcharge.
40.14.030 Transfer to state archives—Certified copies, cost—Public disclosure.
40.14.040 Records officers—Designation—Powers and duties.
40.14.050 Records committee—Composition, travel expenses, meetings, powers and duties—Retention schedules.
40.14.060 Destruction, disposition of official public records or office files and memoranda—Record retention schedules.
40.14.070 Destruction, disposition, donation of local government records—Preservation for historical interest—Local records committee, duties—Record retention schedules—Sealed records—Peace and corrections officer personnel records.
40.14.080 Chapter not to affect other laws.
40.14.100 Legislative records—Defined.
40.14.110 Legislative records—Contribution of papers by legislators and employees.
40.14.120 Legislative records—"Clerk," "secretary" defined.
40.14.130 Legislative records—Duties of legislative officials, employees and state archivist—Delivery of records—Custody—Availability.
40.14.140 Legislative records—Party caucuses to be advised—Information and instructions.
40.14.150 Legislative records—Use for research.
40.14.160 Legislative records—Rules for access to records.
40.14.170 Legislative records—Sound recordings.
40.14.180 Legislative records—Construction—Confidentiality of bill drafting records.

Materials specifically authorized to be printed and distributed by secretary of state: RCW 43.07.140.

RCW 40.14.010 Definition and classification of public records. As used in this chapter, the term "public records" shall include any paper, correspondence, completed form, bound record book, photograph, film, sound recording, map drawing, machine-readable material, compact disc meeting current industry ISO specifications, or other document, regardless of physical form or characteristics, and including such copies thereof, that have been made by or received by any agency of the state of Washington in connection with the transaction of public business, and legislative records as described in RCW 40.14.100.

For the purposes of this chapter, public records shall be classified as follows:

(1) Official public records shall include all original vouchers, receipts, and other documents necessary to isolate and prove the validity of every transaction relating to the receipt, use, and disposition of all public property and public income from all sources whatsoever; all agreements and contracts to which the state of Washington or any agency thereof may be a party; all fidelity, surety, and performance bonds; all claims filed against the state of Washington or any agency thereof; all records or documents required by law to be filed with or kept by any agency of the state of Washington; all legislative records as defined in RCW 40.14.100; and all other documents or records determined by the records committee, created in RCW 40.14.050, to be official public records.

(2) Office files and memoranda include such records as correspondence, exhibits, drawings, maps, completed forms, or documents not above defined and classified as official public records; duplicate copies of official public records filed with any agency of the state of Washington; documents and reports made for the internal administration of the office to which they pertain but not required by law to be filed or kept with such agency; and other documents or records as determined by the records committee to be office files and memoranda. [1996 c 71 s 1; 1982 c 36 s 3; 1981 c 32 s 4; 1971 ex.s. c 102 s 1; 1957 c 246 s 1.]

RCW 40.14.020 Division of archives and records management—State archivist—Powers and duties—Duties of public officials. All public records shall be and remain the property of the state of Washington. They shall be delivered by outgoing officials and employees to their successors and shall be preserved, stored, transferred, destroyed or disposed of, and otherwise managed, only in accordance with the provisions of this chapter. In order to insure the proper management and safeguarding of public records, the division of archives and records management is established in the office of the secretary of state. The state archivist, who shall administer the division and have reasonable access to all public records, wherever kept, for purposes of information, surveying, or cataloguing, shall undertake the following functions, duties, and responsibilities:

(1) To manage the archives of the state of Washington;

(2) To centralize the archives of the state of Washington, to make them available for reference and scholarship, and to insure their proper preservation;

(3) To inspect, inventory, catalog, and arrange retention and transfer schedules on all record files of all state departments and other agencies of state government;

(4) To insure the maintenance and security of all state public records and to establish safeguards against unauthorized removal or destruction;

(5) To establish and operate such state record centers as may from time to time be authorized by appropriation, for the purpose of preserving, servicing, screening and protecting all state public records which must be preserved temporarily or permanently, but which need not be retained in office space and equipment;

(6) To adopt rules under chapter 34.05 RCW:

(a) Setting standards for the durability and permanence of public records maintained by state and local agencies;

(b) Governing procedures for the creation, maintenance, transmission, cataloging, indexing, storage, or reproduction of photographic, optical, electronic, or other images of public documents or records in a manner consistent with current standards, policies, and procedures of Washington technology solutions for the acquisition of information technology;

(c) Governing the accuracy and durability of, and facilitating access to, photographic, optical, electronic, or other images used as public records; or

(d) To carry out any other provision of this chapter;

(7) To gather and disseminate to interested agencies information on all phases of records management and current practices, methods, procedures, techniques, and devices for efficient and economical management and preservation of records;

(8) To operate a central microfilming bureau which will microfilm, at cost, records approved for filming by the head of the office of origin and the archivist; to approve microfilming projects undertaken by state departments and all other agencies of state government; and to maintain proper standards for this work;

(9) To maintain necessary facilities for the review of records approved for destruction and for their economical disposition by sale or burning; directly to supervise such destruction of public records as shall be authorized by the terms of this chapter;

(10) To assist and train state and local agencies in the proper methods of creating, maintaining, cataloging, indexing, transmitting, storing, and reproducing photographic, optical, electronic, or other images used as public records;

(11) To solicit, accept, and expend donations as provided in RCW 43.07.037 for the purpose of the archive program. These purposes include, but are not limited to, acquisition, accession, interpretation, and display of archival materials. Donations that do not meet the criteria of the archive program may not be accepted. [2024 c 54 s 32; 2011 1st sp.s. c 43 s 727; 2002 c 358 s 4; 1995 c 326 s 1. Prior: 1991 c 237 s 4; 1991 c 184 s 1; 1986 c 275 s 1; 1983 c 84 s 1; 1981 c 115 s 1; 1957 c 246 s 2.]

Effective date—Purpose—2011 1st sp.s. c 43: See notes following RCW 43.19.003.

Effective date—1991 c 237: See note following RCW 44.04.320.

Effective date—1981 c 115: "This act is necessary for the immediate preservation of the public peace, health, and safety, the support of the state government and its existing public institutions, and shall take effect July 1, 1981." [1981 c 115 s 10.]

RCW 40.14.022 Division of archives and records management—Imaging account. The imaging account is created in the custody of the state treasurer. All receipts collected under RCW 40.14.020(8) for contract imaging, micrographics, reproduction, and duplication services provided by the division of archives and records management must be deposited into the account, and expenditures from the account may be used only for these purposes. Only the secretary of state or the secretary's designee may authorize expenditures from the account. The account is subject to allotment procedures under chapter 43.88 RCW, but an appropriation is not required for expenditures. [2003 c 163 s 2.]

RCW 40.14.024 Division of archives and records management—Local government archives account. The local government archives account is created in the state treasury. All receipts collected by the county auditors under RCW 40.14.027 and 36.22.175 for local government services, such as providing records schedule compliance, security microfilm inspection and storage, archival preservation, cataloging, and indexing for local government records and digital data and access to those records and data through the regional branch archives of the division of archives and records management, must be deposited into the account, and expenditures from the account may be used only for these purposes. Any amounts deposited in the account in accordance with RCW 36.22.175(4) may only be expended for the purposes authorized under that provision as follows: No more than fifty percent of funding may be used for the attorney general's consultation program and the state archivist's training services, and the remainder is to be used for the competitive grant program, except that during the 2025-2027 fiscal biennium the competitive grant program may be suspended or reduced and the remainder used for administrative costs of the state archives. [2025 c 424 s 934; 2017 c 303 s 5; 2008 c 328 s 6005; 2003 c 163 s 3.]

Effective date—2025 c 424: See note following RCW 9.46.100.

Part headings not law—Severability—Effective date—2008 c 328: See notes following RCW 43.155.050.

RCW 40.14.025 Division of archives and records management—Allocation of costs of services—Public records efficiency, preservation, and access account. (1) The secretary of state and the director of financial management shall jointly establish a procedure and formula for allocating the costs of services provided by the division of archives and records management to state agencies. The total amount allotted for services to state agencies shall not exceed the appropriation to the *archives and records management account during any allotment period.

(2) There is created the public records efficiency, preservation, and access account in the state treasury which shall consist of all fees and charges collected under this section. The account shall be appropriated exclusively for the payment of costs and expenses incurred in the operation of the division of archives and records management as specified by law.

(3) During the 2025-2027 fiscal biennium, moneys in the account may also be transferred into the Washington state library operations fund. [2025 c 424 s 935; 2011 1st sp.s. c 50 s 932; 2003 c 163 s 1; 1996 c 245 s 3; 1991 sp.s. c 13 s 5; 1985 c 57 s 22; 1981 c 115 s 4.]

***Reviser's note:** The "archives and records management account" was changed to the "public records efficiency, preservation, and access account" by 2011 1st sp.s. c 50 s 932.

Effective date—2025 c 424: See note following RCW 9.46.100.

Effective dates—2011 1st sp.s. c 50: See note following RCW 15.76.115.

Effective date—1996 c 245: "This act takes effect on July 1, 1996." [1996 c 245 s 5.]

Effective dates—Severability—1991 sp.s. c 13: See notes following RCW 18.08.240.

Effective date—1985 c 57: See note following RCW 18.04.105.

Effective date—1981 c 115: See note following RCW 40.14.020.

RCW 40.14.026 Division of archives and records management—Competitive grant program to improve technology information systems for public records and related training—Review of program and training services—Public records request log—Agency reporting requirements—Duties of the joint legislative audit and review committee. (1) The division of archives and records management in the office of the secretary of state must establish and administer a competitive grant program for local agencies to improve technology information systems for public record retention, management, and disclosure, and any related training, except that during the 2025-2027 fiscal biennium the competitive grant program may be suspended or reduced. The division of archives and records management may use up to six percent of amounts appropriated for the program for administration of the grant program.

(2) Any local agency may apply to the grant program. The division of archives and records management in the office of the secretary of state must award grants annually. The division of archives and records management must consult with the chief information officer to develop the criteria for grant recipient selection with a preference given to small local governmental agencies based on the applicant agency's need and ability to improve its information technology systems for public record retention, management, and disclosure. The division of archives and records management may award grants for specific hardware, software, equipment, technology services management and training needs, indexing for local records and digital data, and other resources for improving information technology systems. To the extent possible, information technology systems, processes, training, and other resources for improving information technology systems for records retention and distribution may be replicated and shared with other governmental entities. Grants are provided for one-time investments and are not an ongoing source of revenue for operation or

management costs. A grantee may not supplant local funding with grant funding provided by the office of the secretary of state.

(3) The joint legislative audit and review committee must conduct a review of the attorney general's consultation program and the state archivist's training services created under section 4, chapter 303, Laws of 2017, and the local government competitive grant program created under this section. The review must include:

(a)(i) Information on the number of local governments served, the types of consultation and training provided, and the implementation of any practices adopted from the attorney general's consultation program and the state archivist's training services; and

(ii) The effectiveness of the consultation program and the training services in providing assistance for local governments; and

(b)(i) Information on the number of local governments that applied for and participated in the competitive grant program under this section, the amount of funding awarded through the grant program, and how such funding was used; and

(ii) The effectiveness of the grant program in improving local government technology information systems for public records retention, management, disclosure, and training.

(4) Each agency shall maintain a log of public records requests submitted to and processed by the agency, which shall include but not be limited to the following information for each request: The identity of the requestor if provided by the requestor, the date the request was received, the text of the original request, a description of the records produced in response to the request, a description of the records redacted or withheld and the reasons therefor, and the date of the final disposition of the request. The log must be retained by the agency in accordance with the relevant record retention schedule established under this chapter, and shall be a public record subject to disclosure under chapter 42.56 RCW.

(5) To improve best practices for dissemination of public records, each agency with actual staff and legal costs associated with fulfilling public records requests of at least one hundred thousand dollars during the prior fiscal year must, and each agency with such estimated costs of less than one hundred thousand dollars during the prior fiscal year may, report to the joint legislative audit and review committee by July 1st of each subsequent year the following metrics, measured over the preceding year:

(a) The number of requests where the agency provided the requested records within five days of receiving the request.

(b) The number of requests where the agency provided a time estimate for providing responsive records beyond five days after receiving the request.

(c) The average and median number of days from receipt of request to the date the request is closed.

(d) The number of requests where the agency formally sought additional clarification from the requestor;

(e) The number of requests denied in full or in part and the most common reasons for denying requests;

(f) The number of requests abandoned by requestors;

(g) To the extent the information is known by the agency, requests by type of requestor, including individuals, law firms, organizations, insurers, governments, incarcerated persons, the media, anonymous requestors, current or former employees, and others;

(h) Which portion of requests were fulfilled electronically compared to requests fulfilled by physical records;

(i) The number of requests where the agency scanned physical records electronically to fulfill disclosure;

(j) The total estimated agency staff time spent on each individual request;

(k) The estimated costs incurred by the agency in fulfilling records requests, including costs for staff compensation and legal review, and a measure of the average cost per request;

(l) The number of claims filed alleging a violation of chapter 42.56 RCW or other public records statutes in the past year involving the agency, categorized by type and exemption at issue, if applicable;

(m) The costs incurred by the agency litigating claims alleging a violation of chapter 42.56 RCW or other public records statutes in the past year, including any penalties imposed on the agency;

(n) The costs incurred by the agency with managing and retaining records, including staff compensation and purchases of equipment, hardware, software, and services to manage and retain public records; and

(o) Expenses recovered by the agency from requestors for fulfilling public records requests, including any customized service charges.

(6) The joint legislative audit and review committee must consult with state and local agencies to develop a reporting method and clearly define standardized metrics in accordance with this section.

(7) By December 1, 2019, the joint legislative audit and review committee must report to the legislature on its findings from the review, including recommendations on whether the competitive grant program, the attorney general's consultation program, and the state archivist's training services should continue or be allowed to expire. [2025 c 424 s 936; 2019 c 372 s 1; 2017 c 303 s 6.]

Effective date—2025 c 424: See note following RCW 9.46.100.

RCW 40.14.027 Local government archives and records management services—Judgment debtor surcharge. State agencies shall collect a surcharge of twenty dollars from the judgment debtor upon the satisfaction of a warrant filed in superior court for unpaid taxes or liabilities. The surcharge is imposed on the judgment debtor in the form of a penalty in addition to the filing fee provided in RCW 36.18.012(10). The surcharge revenue shall be transmitted to the state treasurer for deposit in the public records efficiency, preservation, and access account.

Surcharge revenue deposited in the local government archives account under RCW 40.14.024 shall be expended by the secretary of state exclusively for disaster recovery, essential records protection services, and records management training for local government agencies by the division of archives and records management. The secretary of state shall, with local government representatives, establish a committee to advise the state archivist on the local government archives and records management program. [2011 1st sp.s. c 50 s 933; 2003 c 163 s 4; 2001 c 146 s 4; 1996 c 245 s 4; 1995 c 292 s 17; 1994 c 193 s 2.]

Effective dates—2011 1st sp.s. c 50: See note following RCW 15.76.115.

Effective date—1996 c 245: See note following RCW 40.14.025.

Findings—1994 c 193: "The legislature finds that: (1) Accountability for and the efficient management of local government records are in the public interest and that compliance with public records management requirements significantly affects the cost of local government administration; (2) the secretary of state is responsible for insuring the preservation of local government archives and may assist local government compliance with public records statutes; (3) as provided in RCW 40.14.025, all archives and records management services provided by the secretary of state are funded exclusively by a schedule of fees and charges established jointly by the secretary of state and the director of financial management; (4) the secretary of state's costs for preserving and providing public access to local government archives and providing records management assistance to local government agencies have been funded by fees paid by state government agencies; (5) local government agencies are responsible for costs associated with managing, protecting, and providing public access to the records in their custody; (6) local government should help fund the secretary of state's local government archives and records management services; (7) the five dollar fee collected by county clerks for processing warrants for unpaid taxes or liabilities filed by the state of Washington is not sufficient to cover processing costs and is far below filing fees commonly charged for similar types of minor civil actions; (8) a surcharge of twenty dollars would bring the filing fee for warrants for the collection of unpaid taxes and liabilities up to a level comparable to other minor civil filings and should be applied to the support of the secretary of state's local government archives and records services without placing an undue burden on local government; and (9) the process of collecting and transmitting surcharge revenue should not have an undue impact on the operations of the state agencies that file warrants for the collection of unpaid taxes and liabilities or the clerks of superior court who process them." [1994 c 193 s 1.]

Effective date—1994 c 193: "This act shall take effect July 1, 1994." [1994 c 193 s 3.]

RCW 40.14.030 Transfer to state archives—Certified copies, cost—Public disclosure. (1) All public records, not required in the current operation of the office where they are made or kept, and all records of every agency, commission, committee, or any other activity of state government which may be abolished or discontinued, shall be transferred to the state archives so that the valuable historical records of the state may be centralized, made more widely available, and insured permanent preservation: PROVIDED, That this section shall have no application to public records approved for destruction under the subsequent provisions of this chapter.

When so transferred, copies of the public records concerned shall be made and certified by the archivist, which certification shall have the same force and effect as though made by the officer originally in charge of them. Fees may be charged to cover the cost of reproduction. In turning over the archives of his or her office, the officer in charge thereof, or his or her successor, thereby loses none of his or her rights of access to them, without charge, whenever necessary.

(2) Records that are confidential, privileged, or exempt from public disclosure under state or federal law while in the possession of the originating agency, commission, board, committee, or other entity of state or local government retain their confidential, privileged, or exempt status after transfer to the state archives unless the archivist, with the concurrence of the originating jurisdiction, determines that the records must be made accessible to the public according to proper and reasonable rules adopted by the secretary of state, in which case the records may be open to inspection and available for copying after the expiration of seventy-five years from creation of the record. If the originating jurisdiction is no longer in existence, the archivist shall make the determination of availability according to such rules. If, while in the possession of the originating agency, commission, board, committee, or other entity, any record is determined to be confidential, privileged, or exempt from public disclosure under state or federal law for a period of less than seventy-five years, then the record, with the concurrence of the originating jurisdiction, must be made accessible to the public upon the expiration of the shorter period of time according to proper and reasonable rules adopted by the secretary of state. [2011 c 336 s 817; 2003 c 305 s 1; 1957 c 246 s 3.]

Columbia River boundary compact, transfer of records to division of archives: RCW 43.58.070.

RCW 40.14.040 Records officers—Designation—Powers and duties. Each department or other agency of the state government shall designate a records officer to supervise its records program and to represent the office in all contacts with the records committee, hereinafter created, and the division of archives and records management. The records officer shall:

(1) Coordinate all aspects of the records management program.

(2) Inventory, or manage the inventory, of all public records at least once during a biennium for disposition scheduling and transfer action, in accordance with procedures prescribed by the state archivist and state records committee: PROVIDED, That essential records shall be inventoried and processed in accordance with chapter 40.10 RCW at least annually.

(3) Consult with any other personnel responsible for maintenance of specific records within his or her state organization regarding records retention and transfer recommendations.

(4) Analyze records inventory data, examine and compare divisional or unit inventories for duplication of records, and recommend to the state archivist and state records committee minimal retentions for all copies commensurate with legal, financial, and administrative needs.

(5) Approve all records inventory and destruction requests which are submitted to the state records committee.

(6) Review established records retention schedules at least annually to insure that they are complete and current.

(7) Exercise internal control over the acquisition of filming and file equipment.

If a particular agency or department does not wish to transfer records at a time previously scheduled therefor, the records officer

shall, within thirty days, notify the archivist and request a change in such previously set schedule, including his or her reasons therefor. [2011 c 336 s 818; 1982 c 36 s 4; 1979 c 151 s 51; 1973 c 54 s 3; 1957 c 246 s 4.]

RCW 40.14.050 Records committee—Composition, travel expenses, meetings, powers and duties—Retention schedules. There is created a committee, to be known as the records committee, composed of the archivist, an appointee of the state auditor, an appointee of the attorney general, and an appointee of the director of financial management. Committee members shall serve without additional salary, but shall be entitled to travel expenses incurred in accordance with RCW 43.03.050 and 43.03.060 as now existing or hereafter amended. Such expenses shall be paid from the appropriations made for operation of their respective departments or offices.

The records committee shall meet at least once every quarter or oftener as business dictates. Action by the committee shall be by majority vote and records shall be kept of all committee business.

It shall be the duty of the records committee to approve, modify or disapprove the recommendations on retention schedules of all files of public records and to act upon requests to destroy any public records: PROVIDED, That any modification of a request or recommendation must be approved by the head of the agency originating the request or recommendation.

The division of archives and records management shall provide forms, approved by the records committee, upon which it shall prepare recommendations to the committee in cooperation with the records officer of the department or other agency whose records are involved. [1985 c 192 s 1; 1975-'76 2nd ex.s. c 34 s 83; 1957 c 246 s 5.]

Effective date—Severability—1975-'76 2nd ex.s. c 34: See notes following RCW 2.08.115.

RCW 40.14.060 Destruction, disposition of official public records or office files and memoranda—Record retention schedules. (1) Any destruction of official public records shall be pursuant to a schedule approved under RCW 40.14.050. Official public records shall not be destroyed unless:

(a) Except as provided under RCW 40.14.070(2)(b), the records are six or more years old;

(b) The department of origin of the records has made a satisfactory showing to the state records committee that the retention of the records for a minimum of six years is both unnecessary and uneconomical, particularly if lesser federal retention periods for records generated by the state under federal programs have been established; or

(c) The originals of official public records less than six years old have been copied or reproduced by any photographic or other process approved by the state archivist which accurately reproduces or forms a durable medium for so reproducing the original.

(2) Any lesser term of retention than six years must have the additional approval of the director of financial management, the state auditor and the attorney general, except when records have federal retention guidelines the state records committee may adjust the

retention period accordingly. An automatic reduction of retention periods from seven to six years for official public records on record retention schedules existing on June 10, 1982, shall not be made, but the same shall be reviewed individually by the state records committee for approval or disapproval of the change to a retention period of six years.

Recommendations for the destruction or disposition of office files and memoranda shall be submitted to the records committee upon approved forms prepared by the records officer of the agency concerned and the archivist. The committee shall determine the period of time that any office file or memorandum shall be preserved and may authorize the division of archives and records management to arrange for its destruction or disposition. [1999 c 326 s 1; 1982 c 36 s 5; 1979 c 151 s 52; 1973 c 54 s 4; 1957 c 246 s 6.]

RCW 40.14.070 Destruction, disposition, donation of local government records—Preservation for historical interest—Local records committee, duties—Record retention schedules—Sealed records—Peace and corrections officer personnel records. (1)(a) Other than those records detailed in subsection (4) of this section, county, municipal, and other local government agencies may request authority to destroy noncurrent public records having no further administrative or legal value by submitting to the division of archives and records management lists of such records on forms prepared by the division. The archivist, a representative appointed by the state auditor, and a representative appointed by the attorney general shall constitute a committee, known as the local records committee, which shall review such lists and which may veto the destruction of any or all items contained therein.

(b) A local government agency, as an alternative to submitting lists, may elect to establish a records control program based on recurring disposition schedules recommended by the agency to the local records committee. The schedules are to be submitted on forms provided by the division of archives and records management to the local records committee, which may either veto, approve, or amend the schedule. Approval of such schedule or amended schedule shall be by unanimous vote of the local records committee. Upon such approval, the schedule shall constitute authority for the local government agency to destroy the records listed thereon, after the required retention period, on a recurring basis until the schedule is either amended or revised by the committee.

(2)(a) Except as otherwise provided by law, and other than the law enforcement records detailed in subsection (4) of this section, no public records shall be destroyed until approved for destruction by the local records committee. Official public records shall not be destroyed unless:

(i) The records are six or more years old;

(ii) The department of origin of the records has made a satisfactory showing to the state records committee that the retention of the records for a minimum of six years is both unnecessary and uneconomical, particularly where lesser federal retention periods for records generated by the state under federal programs have been established; or

(iii) The originals of official public records less than six years old have been copied or reproduced by any photographic,

photostatic, microfilm, miniature photographic, or other process approved by the state archivist which accurately reproduces or forms a durable medium for so reproducing the original.

An automatic reduction of retention periods from seven to six years for official public records on record retention schedules existing on June 10, 1982, shall not be made, but the same shall be reviewed individually by the local records committee for approval or disapproval of the change to a retention period of six years.

The state archivist may furnish appropriate information, suggestions, and guidelines to local government agencies for their assistance in the preparation of lists and schedules or any other matter relating to the retention, preservation, or destruction of records under this chapter. The local records committee may adopt appropriate regulations establishing procedures to be followed in such matters.

Records of county, municipal, or other local government agencies, designated by the archivist as of primarily historical interest, may be transferred to a recognized depository agency.

(b)(i) Records of investigative reports prepared by any state, county, municipal, or other law enforcement agency pertaining to sex offenders contained in chapter 9A.44 RCW or sexually violent offenses as defined in RCW 71.09.020 that are not required in the current operation of the law enforcement agency or for pending judicial proceedings shall, following the expiration of the applicable schedule of the law enforcement agency's retention of the records, be transferred to the Washington association of sheriffs and police chiefs for permanent electronic retention and retrieval. Upon electronic retention of any document, the association shall be permitted to destroy the paper copy of the document.

(ii) Any sealed record transferred to the Washington association of sheriffs and police chiefs for permanent electronic retention and retrieval, including records sealed after transfer, shall be electronically retained in such a way that the record is clearly marked as sealed.

(iii) The Washington association of sheriffs and police chiefs shall be permitted to destroy both the paper copy and electronic record of any offender verified as deceased.

(c) Any record transferred to the Washington association of sheriffs and police chiefs pursuant to (b) of this subsection shall be deemed to no longer constitute a public record pursuant to RCW 42.56.010 and shall be exempt from public disclosure. Such records shall be disseminated only to criminal justice agencies as defined in RCW 10.97.030 for the purpose of determining if a sex offender met the criteria of a sexually violent predator as defined in chapter 71.09 RCW and the end-of-sentence review committee as defined by RCW 72.09.345 for the purpose of fulfilling its duties under RCW 71.09.025 and 9.95.420.

Electronic records marked as sealed shall only be accessible by criminal justice agencies as defined in RCW 10.97.030 who would otherwise have access to a sealed paper copy of the document, the end-of-sentence review committee as defined by RCW 72.09.345 for the purpose of fulfilling its duties under RCW 71.09.025 and 9.95.420, and the system administrator for the purposes of system administration and maintenance.

(3) Except as otherwise provided by law, county, municipal, and other local government agencies may, as an alternative to destroying noncurrent public records having no further administrative or legal

value, donate the public records to the state library, local library, historical society, genealogical society, or similar society or organization.

Public records may not be donated under this subsection unless:

(a) The records are seventy years old or more;

(b) The local records committee has approved the destruction of the public records; and

(c) The state archivist has determined that the public records have no historic interest.

(4) Personnel records for any peace officer or corrections officer must be retained for the duration of the officer's employment and a minimum of 10 years thereafter. Such records include all misconduct and equal employment opportunity complaints, progressive discipline imposed including written reprimands, supervisor coaching, suspensions, involuntary transfers, other disciplinary appeals and litigation records, and any other records needed to comply with the requirements set forth in RCW 43.101.095 and 43.101.135. [2021 c 323 s 19; 2011 c 60 s 18; 2005 c 227 s 1; 2003 c 240 s 1; 1999 c 326 s 2; 1995 c 301 s 71; 1982 c 36 s 6; 1973 c 54 s 5; 1971 ex.s. c 10 s 1; 1957 c 246 s 7.]

Effective date—2011 c 60: See RCW 42.17A.919.

Copying, preserving, and indexing of documents recorded by county auditor: RCW 36.22.160 through 36.22.190.

Destruction and reproduction of court records: RCW 36.23.065 through 36.23.070.

RCW 40.14.080 Chapter not to affect other laws. The provisions of this chapter shall not be construed as repealing or modifying any other acts or parts of acts authorizing the destruction of public records save for those specifically named in *section 9 of this act; nor shall this chapter affect the provisions of chapter 40.07 RCW requiring the deposit of all state publications in the state library. [1983 c 3 s 84; 1957 c 246 s 8.]

***Reviser's note:** "section 9 of this act" refers to 1957 c 246 s 9, which repealed RCW 40.08.010 through 40.08.050 and 40.12.010 through 40.12.110.

RCW 40.14.100 Legislative records—Defined. As used in RCW 40.14.010 and 40.14.100 through 40.14.180, unless the context requires otherwise, "legislative records" shall be defined as correspondence, amendments, reports, and minutes of meetings made by or submitted to legislative committees or subcommittees and transcripts or other records of hearings or supplementary written testimony or data thereof filed with committees or subcommittees in connection with the exercise of legislative or investigatory functions, but does not include the records of an official act of the legislature kept by the secretary of state, bills and their copies, published materials, digests, or multi-copied matter which are routinely retained and otherwise available at the state library or in a public repository, or reports or correspondence made or received by or in any way under the personal

control of the individual members of the legislature. [1971 ex.s. c 102 s 2.]

RCW 40.14.110 Legislative records—Contribution of papers by legislators and employees. Nothing in RCW 40.14.010 and 40.14.100 through 40.14.180 shall prohibit a legislator or legislative employee from contributing his or her personal papers to any private library, public library, or the state archives. The state archivist is authorized to receive papers of legislators and legislative employees and is directed to encourage the donation of such personal records to the state. The state archivist is authorized to establish such guidelines and procedures for the collection of personal papers and correspondence relating to the legislature as he or she sees fit. Legislators and legislative employees are encouraged to contribute their personal papers to the state for preservation. [2011 c 336 s 819; 1971 ex.s. c 102 s 3.]

RCW 40.14.120 Legislative records—"Clerk," "secretary" defined. As used in RCW 40.14.010 and 40.14.100 through 40.14.180 "clerk" means clerk of the Washington state house of representatives and "secretary" means the secretary of the Washington state senate. [1971 ex.s. c 102 s 4.]

RCW 40.14.130 Legislative records—Duties of legislative officials, employees and state archivist—Delivery of records—Custody—Availability. The legislative committee chair, subcommittee chair, committee member, or employed personnel of the state legislature having possession of legislative records that are not required for the regular performance of official duties shall, within ten days after the adjournment sine die of a regular or special session, deliver all such legislative records to the clerk of the house or the secretary of the senate.

The clerk of the house and the secretary of the senate are charged to include requirements and responsibilities for keeping committee minutes and records as part of their instructions to committee chairs and employees.

The clerk or the secretary, with the assistance of the state archivist, shall classify and arrange the legislative records delivered to the clerk or secretary in a manner that he or she considers best suited to carry out the efficient and economical utilization, maintenance, preservation, and disposition of the records. The clerk or the secretary may deliver to the state archivist all legislative records in his or her possession when such records have been classified and arranged and are no longer needed by either house. The state archivist shall thereafter be custodian of the records so delivered, but shall deliver such records back to either the clerk or secretary upon his or her request.

The chair, member, or employee of a legislative interim committee responsible for maintaining the legislative records of that committee shall, on a scheduled basis agreed upon by the chair, member, or employee of the legislative interim committee, deliver to the clerk or secretary all legislative records in his or her possession, as long as such records are not required for the regular performance of official

duties. He or she shall also deliver to the clerk or secretary all records of an interim committee within ten days after the committee ceases to function. [2011 c 336 s 820; 1971 ex.s. c 102 s 5.]

RCW 40.14.140 Legislative records—Party caucuses to be advised—Information and instructions. It shall be the duty of the clerk and the secretary to advise the party caucuses in each house concerning the necessity to keep public records. The state archivist or his or her representative shall work with the clerk and secretary to provide information and instructions on the best method for keeping legislative records. [2011 c 336 s 821; 1971 ex.s. c 102 s 6.]

RCW 40.14.150 Legislative records—Use for research. Committee records may be used by legislative employees for research at the discretion of the clerk or the secretary. [1971 ex.s. c 102 s 7.]

RCW 40.14.160 Legislative records—Rules for access to records. The clerk or the secretary shall, with advice of the state archivist, prescribe rules for access to records more than three years old when such records have been delivered to the state archives for preservation and maintenance. [1971 ex.s. c 102 s 8.]

RCW 40.14.170 Legislative records—Sound recordings. Any sound recording of debate in the house or senate made by legislative employees shall be preserved by the chief clerk of the house and by the secretary of the senate, respectively, for two years from the end of the session at which made, and thereafter shall be transmitted to the state archivist. The chief clerk and the secretary shall catalogue or index the recordings in their custody according to a uniform system, in order to allow easy access to the debate on specific questions before either house, and shall make available to any court of record, at the cost of reproduction, such portions of the recordings as the court may request. [1971 ex.s. c 102 s 9.]

RCW 40.14.180 Legislative records—Construction—Confidentiality of bill drafting records. The provisions of RCW 40.14.010 and 40.14.100 through 40.14.180 shall not be construed as repealing or modifying any other acts or parts of acts authorizing the retention or destruction of public records nor shall RCW 40.14.010 and 40.14.100 through 40.14.180 affect the provisions of chapter 40.07 RCW requiring the deposit of all state publications in the state library nor shall it affect the confidentiality of the bill drafting records of the code reviser's office. [1983 c 3 s 85; 1971 ex.s. c 102 s 10.]

Washington State Public Records Act, RCW 42.56

The following pages show only section titles of this evidence. To view the full file, please refer to the hyperlink

Chapter 42.56 RCW
PUBLIC RECORDS ACT

Sections

42.56.001 Finding, purpose.
42.56.010 Definitions.
42.56.020 Short title.
42.56.030 Construction.
42.56.040 Duty to publish procedures.
42.56.050 Invasion of privacy, when.
42.56.060 Disclaimer of public liability.
42.56.070 Documents and indexes to be made public—Statement of costs.
42.56.080 Identifiable records—Facilities for copying—Availability of public records.
42.56.090 Times for inspection and copying—Posting on website.
42.56.100 Protection of public records—Public access.
42.56.110 Destruction of information relating to employee misconduct.
42.56.120 Charges for copying.
42.56.130 Other provisions not superseded.
42.56.140 Public records exemptions accountability committee.
42.56.141 Public records exemptions accountability committee—Wolf depredation information exemption.
42.56.150 Training—Local elected and statewide elected officials.
42.56.152 Training—Public records officers.
42.56.155 Assistance by attorney general.
42.56.210 Certain personal and other records exempt.
42.56.230 Personal information.
42.56.235 Religious affiliation exemption.
42.56.240 Investigative, law enforcement, and crime victims.
42.56.250 Employment and licensing.
42.56.260 Real estate transactions.
42.56.270 Financial, commercial, and proprietary information.
42.56.280 Preliminary drafts, notes, recommendations, intra-agency memorandums.
42.56.290 Agency party to controversy.
42.56.300 Archaeological sites.
42.56.310 Library records.
42.56.315 Certain student information.
42.56.320 Educational information.
42.56.325 Statewide electronic repository for school meals.
42.56.330 Public utilities and transportation.
42.56.335 Public utility districts and municipally owned electrical utilities—Restrictions on access by law enforcement authorities.
42.56.350 Health professionals.
42.56.355 Interstate medical licensure compact.
42.56.357 Interstate physician assistant licensure compact.
42.56.360 Health care.
42.56.365 Vital records.
42.56.370 Client records of domestic violence programs, or community sexual assault programs or services for underserved populations.

42.56.375 Sexual misconduct—Postsecondary educational institutions —Personal information of witnesses and victims.
42.56.380 Agriculture and livestock.
42.56.390 Emergency or transitional housing.
42.56.395 Affordable housing occupants and tenants.
42.56.400 Insurance and financial institutions.
42.56.403 Property and casualty insurance statements of actuarial opinion.
42.56.410 Employment security department records, certain purposes.
42.56.420 Security.
42.56.422 Office of cybersecurity—Reports and information.
42.56.423 Cybersecurity advisory committee and technology services board security subcommittee.
42.56.425 Election security.
42.56.430 Fish and wildlife.
42.56.440 Veterans' discharge papers—Exceptions.
42.56.450 Check cashers and sellers licensing applications.
42.56.460 Fireworks and explosives.
42.56.470 Correctional industries workers.
42.56.475 Department of corrections and private detention facilities.
42.56.510 Duty to disclose or withhold information—Otherwise provided.
42.56.520 Prompt responses required.
42.56.530 Review of agency denial.
42.56.540 Court protection of public records.
42.56.550 Judicial review of agency actions.
42.56.556 Failure to provide recording of school district board of directors meeting.
42.56.560 Application of RCW 42.56.550.
42.56.565 Inspection or copying by persons serving criminal sentences—Injunction.
42.56.570 Explanatory pamphlet—Advisory model rules—Consultation and training services.
42.56.580 Public records officers.
42.56.590 Personal information—Notice of security breaches.
42.56.592 Personal information—Covered entities.
42.56.594 Personal information—Consumer protection.
42.56.600 Mediation communications.
42.56.610 Certain information from dairies and feedlots limited—Rules.
42.56.615 Enumeration data used by the office of financial management for population estimates.
42.56.620 Cannabis research licensee reports.
42.56.625 Medical cannabis authorization database.
42.56.630 Registration information of members of cooperatives to produce and process medical cannabis.
42.56.640 Vulnerable individuals, in-home caregivers for vulnerable populations.
42.56.645 Release of public information—2017 c 4 (Initiative Measure No. 1501).
42.56.650 Health carrier data.
42.56.655 Explosives exemption report.
42.56.660 Agency employee records.
42.56.665 Agency employee records—Civil liability.

42.56.670 Agency employee records—Model policies.
42.56.675 Agency employee records—Lists of names.
42.56.680 Residential real property information and borrower personal information.
42.56.690 Victim and witness notification program.
42.56.692 Victim and witness notification program—Notification enrollment.
42.56.695 Intelligent speed assistance devices.
42.56.700 Driver training education course voucher program.
42.56.900 Purpose—2005 c 274 ss 402-429.
42.56.904 Intent—2007 c 391.

Criminal records privacy: Chapter 10.97 RCW.

Restrictions on dissemination of child forensic interview recordings: RCW 26.44.187 and 26.44.188.

RCW 42.56.001 Finding, purpose. The legislature finds that *chapter 42.17 RCW contains laws relating to several discrete subjects. Therefore, the purpose of chapter 274, Laws of 2005 is to recodify some of those laws and create a new chapter in the Revised Code of Washington that contains laws pertaining to public records. [2005 c 274 s 1.]

***Reviser's note:** Provisions in chapter 42.17 RCW relating to public records were recodified in chapter 42.56 RCW by 2005 c 274, effective July 1, 2006. Provisions in chapter 42.17 RCW relating to campaign disclosure and contribution were recodified in chapter 42.17A RCW by 2010 c 204, effective January 1, 2012. Chapter 42.17A RCW was recodified into Title 29B RCW by 2024 c 164, effective January 1, 2026.

RCW 42.56.010 Definitions. The definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

(1) "Agency" includes all state agencies and all local agencies. "State agency" includes every state office, department, division, bureau, board, commission, or other state agency. "Local agency" includes every county, city, town, municipal corporation, quasi-municipal corporation, or special purpose district, or any office, department, division, bureau, board, commission, or agency thereof, or other local public agency. "Agency" does not include a comprehensive cancer center participating in a collaborative arrangement as defined in RCW 28B.10.930 that is operated in conformance with RCW 28B.10.930.

(2) "Person in interest" means the person who is the subject of a record or any representative designated by that person, except that if that person is under a legal disability, "person in interest" means and includes the parent or duly appointed legal representative.

(3) "Public record" includes any writing containing information relating to the conduct of government or the performance of any governmental or proprietary function prepared, owned, used, or retained by any state or local agency regardless of physical form or characteristics. For the office of the secretary of the senate and the office of the chief clerk of the house of representatives, public records means legislative records as defined in RCW 40.14.100 and also

Washington State Records and Retrieval Act, WAC 434-610 – 434-690

Title 434 WAC
SECRETARY OF STATE

Last Update: 4/23/25

Chapters

434-04 Use of the state seal.
434-12 Trademarks.
434-12A Public records and rules of procedure.
434-112 Corporations and charities division program services, procedures and fees.
434-120 Charitable solicitation organizations and charitable trusts.
434-166 International student exchange agency registration.
434-208 Elections.
434-209 Citizen's commission on salaries for elected officials.
434-215 Declarations of candidacy and filing procedures.
434-219 Presidential primary.
434-230 Ballots.
434-232 Seventeen year olds participating in the primary—Future voters.
434-235 Service and overseas voters.
434-250 Elections by mail.
434-260 Election review process and certification of election administrators.
434-261 Counting center procedures.
434-262 Canvassing and certification.
434-263 Administrative complaint procedure.
434-264 Recounts.
434-291 Special elections for major public energy project bond measures.
434-324 Statewide voter registration database.
434-335 Voting systems.
434-369 Maps and census correspondence listings.
434-379 Initiatives and referenda.
434-381 State voters' pamphlet.
434-600 Promulgation.
434-610 Definitions.
434-615 Custody of public records.
434-620 Powers and duties of the state archivist.
434-624 Powers and duties of the state records committee.
434-630 Powers and duties of the local records committee.
434-635 Local records disposition authorization.
434-640 Methods of records disposal.
434-660 Standards for the accuracy, durability and permanence of public records.
434-661 Real property electronic recording.
434-662 Preservation of electronic public records.
434-663 Imaging systems, standards for accuracy and durability.
434-670 The Washington state archives local records grant program.
434-677 Security microfilm.
434-690 Archives—Access to public records.
434-750 Combined fund drive.
434-840 Address confidentiality program.

DISPOSITION OF CHAPTERS FORMERLY CODIFIED IN THIS TITLE

Chapter 434-08
ELECTIONS

Reviser's note: Later promulgation, see chapter 434-208 WAC.

434-08-010 Advisory election upon contemplation of classification advancement. [Regulation 1, filed 3/24/60.] Decodified by WSR 98-08-010, filed 3/18/98, effective 3/18/98.

434-08-020 Remedial steps—Third class city under mayor-council government. [Regulation 2, filed 3/24/60.] Decodified by WSR 98-08-010, filed 3/18/98, effective 3/18/98.

434-08-030 Determination of original terms of councilmen—Second, third, or fourth class city or town. [Regulation 3, filed 3/24/60.] Decodified by WSR 98-08-010, filed 3/18/98, effective 3/18/98.

434-08-040 Appointment of clerks. [Regulation 4, filed 3/24/60.] Decodified by WSR 98-08-010, filed 3/18/98, effective 3/18/98.

434-08-050 Restrictions on write-in or sticker votes. [Regulation 5, filed 3/24/60.] Decodified by WSR 98-08-010, filed 3/18/98, effective 3/18/98.

NIST Cybersecurity Framework

The following pages show only cover and table of content of this evidence. To view the full file, please refer to the hyperlink

The NIST Cybersecurity Framework (CSF) 2.0

National Institute of Standards and Technology
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February 26, 2024

NIST NATIONAL INSTITUTE OF STANDARDS AND TECHNOLOGY
U.S. DEPARTMENT OF COMMERCE

NIST CSWP 29
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Abstract

The NIST Cybersecurity Framework (CSF) 2.0 provides guidance to industry, government agencies, and other organizations to manage cybersecurity risks. It offers a taxonomy of high-level cybersecurity outcomes that can be used by any organization — regardless of its size, sector, or maturity — to better understand, assess, prioritize, and communicate its cybersecurity efforts. The CSF does not prescribe how outcomes should be achieved. Rather, it links to online resources that provide additional guidance on practices and controls that could be used to achieve those outcomes. This document describes CSF 2.0, its components, and some of the many ways that it can be used.

Keywords

cybersecurity; Cybersecurity Framework (CSF); cybersecurity risk governance; cybersecurity risk management; enterprise risk management; Profiles; Tiers.

Audience

Individuals responsible for developing and leading cybersecurity programs are the primary audience for the CSF. The CSF can also be used by others involved in managing risk — including executives, boards of directors, acquisition professionals, technology professionals, risk managers, lawyers, human resources specialists, and cybersecurity and risk management auditors — to guide their cybersecurity-related decisions. Additionally, the CSF can be useful to those making and influencing policy (e.g., associations, professional organizations, regulators) who set and communicate priorities for cybersecurity risk management.

Supplemental Content

NIST will continue to build and host additional resources to help organizations implement the CSF, including Quick Start Guides and Community Profiles. All resources are made publicly available on the NIST CSF website. Suggestions for additional resources to reference on the NIST CSF website can always be shared with NIST at cyberframework@nist.gov.

Note to Readers

Unless otherwise noted, documents cited, referenced, or excerpted in this publication are not wholly incorporated into this publication.

Before version 2.0, the Cybersecurity Framework was called the “Framework for Improving Critical Infrastructure Cybersecurity.” This title is not used for CSF 2.0.

Acknowledgments

The CSF is the result of a multi-year collaborative effort across industry, academia, and government in the United States and around the world. NIST acknowledges and thanks all of those who have contributed to this revised CSF. Information on the CSF development process can be found on the NIST CSF website. Lessons learned about the use of the CSF can always be shared with NIST at cyberframework@nist.gov.

Table of Contents

1. Cybersecurity Framework (CSF) Overview 1
2. Introduction to the CSF Core 3
3. Introduction to CSF Profiles and Tiers 6
3.1. CSF Profiles 6
3.2. CSF Tiers 7
4. Introduction to Online Resources That Supplement the CSF 9
5. Improving Cybersecurity Risk Communication and Integration 10
5.1. Improving Risk Management Communication 10
5.2. Improving Integration with Other Risk Management Programs 11
Appendix A. CSF Core 15
Appendix B. CSF Tiers 24
Appendix C. Glossary 26

List of Figures

Fig. 1. CSF Core structure 3
Fig. 2. CSF Functions 5
Fig. 3. Steps for creating and using a CSF Organizational Profile 6
Fig. 4. CSF Tiers for cybersecurity risk governance and management 8
Fig. 5. Using the CSF to improve risk management communication 10
Fig. 6. Cybersecurity and privacy risk relationship 13

Gramm-Leach-Bliley Act

This content is from the eCFR and is authoritative but unofficial.

Title 16 —Commercial Practices
Chapter I —Federal Trade Commission
Subchapter C —Regulations Under Specific Acts of Congress

Part 314 Standards for Safeguarding Customer Information
§ 314.1 Purpose and scope.
§ 314.2 Definitions.
§ 314.3 Standards for safeguarding customer information.
§ 314.4 Elements.
§ 314.5 Effective date.
§ 314.6 Exceptions.

PART 314—STANDARDS FOR SAFEGUARDING CUSTOMER INFORMATION

Authority: 15 U.S.C. 6801(b), 6805(b)(2).

Source: 67 FR 36493, May 23, 2002, unless otherwise noted.

§ 314.1 Purpose and scope.

(a) ***Purpose.*** This part, which implements sections 501 and 505(b)(2) of the Gramm-Leach-Bliley Act, sets forth standards for developing, implementing, and maintaining reasonable administrative, technical, and physical safeguards to protect the security, confidentiality, and integrity of customer information.

(b) ***Scope.*** This part applies to the handling of customer information by all financial institutions over which the Federal Trade Commission ("FTC" or "Commission") has jurisdiction. Namely, this part applies to those "financial institutions" over which the Commission has rulemaking authority pursuant to section 501(b) of the Gramm-Leach-Bliley Act. An entity is a "financial institution" if its business is engaging in an activity that is financial in nature or incidental to such financial activities as described in section 4(k) of the Bank Holding Company Act of 1956, 12 U.S.C. 1843(k), which incorporates activities enumerated by the Federal Reserve Board in 12 CFR 225.28 and 225.86. The "financial institutions" subject to the Commission's enforcement authority are those that are not otherwise subject to the enforcement authority of another regulator under section 505 of the Gramm-Leach-Bliley Act, 15 U.S.C. 6805. More specifically, those entities include, but are not limited to, mortgage lenders, "pay day" lenders, finance companies, mortgage brokers, account servicers, check cashers, wire transferors, travel agencies operated in connection with financial services, collection agencies, credit counselors and other financial advisors, tax preparation firms, non-federally insured credit unions, investment advisors that are not required to register with the Securities and Exchange Commission, and entities acting as finders. They are

referred to in this part as "You." This part applies to all customer information in your possession, regardless of whether such information pertains to individuals with whom you have a customer relationship, or pertains to the customers of other financial institutions that have provided such information to you.

[67 FR 36493, May 23, 2002, as amended at 86 FR 70304, Dec. 9, 2021]

§ 314.2 Definitions.

(a) ***Authorized user*** means any employee, contractor, agent, customer, or other person that is authorized to access any of your information systems or data.

(b)

(1) ***Consumer*** means an individual who obtains or has obtained a financial product or service from you that is to be used primarily for personal, family, or household purposes, or that individual's legal representative.

(2) For example:

(i) An individual who applies to you for credit for personal, family, or household purposes is a consumer of a financial service, regardless of whether the credit is extended.

(ii) An individual who provides nonpublic personal information to you in order to obtain a determination about whether he or she may qualify for a loan to be used primarily for personal, family, or household purposes is a consumer of a financial service, regardless of whether the loan is extended.

(iii) An individual who provides nonpublic personal information to you in connection with obtaining or seeking to obtain financial, investment, or economic advisory services is a consumer, regardless of whether you establish a continuing advisory relationship.

(iv) If you hold ownership or servicing rights to an individual's loan that is used primarily for personal, family, or household purposes, the individual is your consumer, even if you hold those rights in conjunction with one or more other institutions. (The individual is also a consumer with respect to the other financial institutions involved.) An individual who has a loan in which you have ownership or servicing rights is your consumer, even if you, or another institution with those rights, hire an agent to collect on the loan.

(v) An individual who is a consumer of another financial institution is not your consumer solely because you act as agent for, or provide processing or other services to, that financial institution.

(vi) An individual is not your consumer solely because he or she has designated you as trustee for a trust.

(vii) An individual is not your consumer solely because he or she is a beneficiary of a trust for which you are a trustee.

(viii) An individual is not your consumer solely because he or she is a participant or a beneficiary of an employee benefit plan that you sponsor or for which you act as a trustee or fiduciary.

(c) ***Customer*** means a consumer who has a customer relationship with you.

(d) ***Customer information*** means any record containing nonpublic personal information about a customer of a financial institution, whether in paper, electronic, or other form, that is handled or maintained by or on behalf of you or your affiliates.

(e)

(1) ***Customer relationship*** means a continuing relationship between a consumer and you under which you provide one or more financial products or services to the consumer that are to be used primarily for personal, family, or household purposes.

(2) For example:

(i) ***Continuing relationship.*** A consumer has a continuing relationship with you if the consumer:

(A) Has a credit or investment account with you;

(B) Obtains a loan from you;

(C) Purchases an insurance product from you;

(D) Holds an investment product through you, such as when you act as a custodian for securities or for assets in an Individual Retirement Arrangement;

(E) Enters into an agreement or understanding with you whereby you undertake to arrange or broker a home mortgage loan, or credit to purchase a vehicle, for the consumer;

(F) Enters into a lease of personal property on a non-operating basis with you;

(G) Obtains financial, investment, or economic advisory services from you for a fee;

(H) Becomes your client for the purpose of obtaining tax preparation or credit counseling services from you;

(I) Obtains career counseling while seeking employment with a financial institution or the finance, accounting, or audit department of any company (or while employed by such a financial institution or department of any company);

(J) Is obligated on an account that you purchase from another financial institution, regardless of whether the account is in default when purchased, unless you do not locate the consumer or attempt to collect any amount from the consumer on the account;

(K) Obtains real estate settlement services from you; or

(L) Has a loan for which you own the servicing rights.

(ii) ***No continuing relationship.*** A consumer does not, however, have a continuing relationship with you if:

(A) The consumer obtains a financial product or service from you only in isolated transactions, such as using your ATM to withdraw cash from an account at another financial institution; purchasing a money order from you; cashing a check with you; or making a wire transfer through you;

(B) You sell the consumer's loan and do not retain the rights to service that loan;

(C) You sell the consumer airline tickets, travel insurance, or traveler's checks in isolated transactions;

(D) The consumer obtains one-time personal or real property appraisal services from you; or

(E) The consumer purchases checks for a personal checking account from you.

(f) ***Encryption*** means the transformation of data into a form that results in a low probability of assigning meaning without the use of a protective process or key, consistent with current cryptographic standards and accompanied by appropriate safeguards for cryptographic key material.

(g)

(1) ***Financial product or service*** means any product or service that a financial holding company could offer by engaging in a financial activity under section 4(k) of the Bank Holding Company Act of 1956 (12 U.S.C. 1843(k)).

(2) ***Financial service*** includes your evaluation or brokerage of information that you collect in connection with a request or an application from a consumer for a financial product or service.

(h)

(1) ***Financial institution*** means any institution the business of which is engaging in an activity that is financial in nature or incidental to such financial activities as described in section 4(k) of the Bank Holding Company Act of 1956, 12 U.S.C. 1843(k). An institution that is significantly engaged in financial activities, or significantly engaged in activities incidental to such financial activities, is a financial institution.

(2) Examples of financial institutions are as follows:

(i) A retailer that extends credit by issuing its own credit card directly to consumers is a financial institution because extending credit is a financial activity listed in 12 CFR 225.28(b)(1) and referenced in section 4(k)(4)(F) of the Bank Holding Company Act of 1956 (12 U.S.C. 1843(k)(4)(F)), and issuing that extension of credit through a proprietary credit card demonstrates that a retailer is significantly engaged in extending credit.

(ii) An automobile dealership that, as a usual part of its business, leases automobiles on a nonoperating basis for longer than 90 days is a financial institution with respect to its leasing business because leasing personal property on a nonoperating basis where the initial term of the lease is at least 90 days is a financial activity listed in 12 CFR 225.28(b)(3) and referenced in section 4(k)(4)(F) of the Bank Holding Company Act, 12 U.S.C. 1843(k)(4)(F).

(iii) A personal property or real estate appraiser is a financial institution because real and personal property appraisal is a financial activity listed in 12 CFR 225.28(b)(2)(i) and referenced in section 4(k)(4)(F) of the Bank Holding Company Act, 12 U.S.C. 1843(k)(4)(F).

(iv) A career counselor that specializes in providing career counseling services to individuals currently employed by or recently displaced from a financial organization, individuals who are seeking employment with a financial organization, or individuals who are currently employed by or seeking placement with the finance, accounting or audit departments of any company is a financial institution because such career counseling activities are financial activities listed in 12 CFR 225.28(b)(9)(iii) and referenced in section 4(k)(4)(F) of the Bank Holding Company Act, 12 U.S.C. 1843(k)(4)(F).

(v) A business that prints and sells checks for consumers, either as its sole business or as one of its product lines, is a financial institution because printing and selling checks is a financial activity that is listed in 12 CFR 225.28(b)(10)(ii) and referenced in section 4(k)(4)(F) of the Bank Holding Company Act, 12 U.S.C. 1843(k)(4)(F).

(vi) A business that regularly wires money to and from consumers is a financial institution because transferring money is a financial activity referenced in section 4(k)(4)(A) of the Bank Holding Company Act, 12 U.S.C. 1843(k)(4)(A), and regularly providing that service demonstrates that the business is significantly engaged in that activity.

(vii) A check cashing business is a financial institution because cashing a check is exchanging money, which is a financial activity listed in section 4(k)(4)(A) of the Bank Holding Company Act, 12 U.S.C. 1843(k)(4)(A).

(viii) An accountant or other tax preparation service that is in the business of completing income tax returns is a financial institution because tax preparation services is a financial activity listed in 12 CFR 225.28(b)(6)(vi) and referenced in section 4(k)(4)(G) of the Bank Holding Company Act, 12 U.S.C. 1843(k)(4)(G).

(ix) A business that operates a travel agency in connection with financial services is a financial institution because operating a travel agency in connection with financial services is a financial activity listed in 12 CFR 225.86(b)(2) and referenced in section 4(k)(4)(G) of the Bank Holding Company Act, 12 U.S.C. 1843(k)(4)(G).

(x) An entity that provides real estate settlement services is a financial institution because providing real estate settlement services is a financial activity listed in 12 CFR 225.28(b)(2)(viii) and referenced in section 4(k)(4)(F) of the Bank Holding Company Act, 12 U.S.C. 1843(k)(4)(F).

(xi) A mortgage broker is a financial institution because brokering loans is a financial activity listed in 12 CFR 225.28(b)(1) and referenced in section 4(k)(4)(F) of the Bank Holding Company Act, 12 U.S.C. 1843(k)(4)(F).

(xii) An investment advisory company and a credit counseling service are each financial institutions because providing financial and investment advisory services are financial activities referenced in section 4(k)(4)(C) of the Bank Holding Company Act, 12 U.S.C. 1843(k)(4)(C).

(xiii) A company acting as a finder in bringing together one or more buyers and sellers of any product or service for transactions that the parties themselves negotiate and consummate is a financial institution because acting as a finder is an activity that is financial in nature or incidental to a financial activity listed in 12 CFR 225.86(d)(1).

(3) ***Financial institution*** does not include:

(i) Any person or entity with respect to any financial activity that is subject to the jurisdiction of the Commodity Futures Trading Commission under the Commodity Exchange Act (7 U.S.C. 1 *et seq.*);

(ii) The Federal Agricultural Mortgage Corporation or any entity chartered and operating under the Farm Credit Act of 1971 (12 U.S.C. 2001 *et seq.*);

(iii) Institutions chartered by Congress specifically to engage in securitizations, secondary market sales (including sales of servicing rights) or similar transactions related to a transaction of a consumer, as long as such institutions do not sell or transfer nonpublic personal information to a nonaffiliated third party other than as permitted by §§ 313.14 and 313.15; or

(iv) Entities that engage in financial activities but that are not significantly engaged in those financial activities, and entities that engage in activities incidental to financial activities but that are not significantly engaged in activities incidental to financial activities.

(4) Examples of entities that are not significantly engaged in financial activities are as follows:

(i) A retailer is not a financial institution if its only means of extending credit are occasional "lay away" and deferred payment plans or accepting payment by means of credit cards issued by others.

(ii) A retailer is not a financial institution merely because it accepts payment in the form of cash, checks, or credit cards that it did not issue.

(iii) A merchant is not a financial institution merely because it allows an individual to "run a tab."

(iv) A grocery store is not a financial institution merely because it allows individuals to whom it sells groceries to cash a check, or write a check for a higher amount than the grocery purchase and obtain cash in return.

(i) ***Information security program*** means the administrative, technical, or physical safeguards you use to access, collect, distribute, process, protect, store, use, transmit, dispose of, or otherwise handle customer information.

(j) ***Information system*** means a discrete set of electronic information resources organized for the collection, processing, maintenance, use, sharing, dissemination or disposition of electronic information containing customer information or connected to a system containing customer information, as well as any specialized system such as industrial/process controls systems, telephone switching and private branch exchange systems, and environmental controls systems that contains customer information or that is connected to a system that contains customer information.

(k) ***Multi-factor authentication*** means authentication through verification of at least two of the following types of authentication factors:

(1) Knowledge factors, such as a password;

(2) Possession factors, such as a token; or

(3) Inherence factors, such as biometric characteristics.

(l)

(1) ***Nonpublic personal information*** means:

(i) Personally identifiable financial information; and

(ii) Any list, description, or other grouping of consumers (and publicly available information pertaining to them) that is derived using any personally identifiable financial information that is not publicly available.

(2) ***Nonpublic personal information*** does not include:

(i) Publicly available information, except as included on a list described in paragraph (l)(1)(ii) of this section; or

(ii) Any list, description, or other grouping of consumers (and publicly available information pertaining to them) that is derived without using any personally identifiable financial information that is not publicly available.

(3) For example:

(i) Nonpublic personal information includes any list of individuals' names and street addresses that is derived in whole or in part using personally identifiable financial information (that is not publicly available), such as account numbers.

(ii) Nonpublic personal information does not include any list of individuals' names and addresses that contains only publicly available information, is not derived, in whole or in part, using personally identifiable financial information that is not publicly available, and is not disclosed in a manner that indicates that any of the individuals on the list is a consumer of a financial institution.

(m) ***Notification event*** means acquisition of unencrypted customer information without the authorization of the individual to which the information pertains. Customer information is considered unencrypted for this purpose if the encryption key was accessed by an unauthorized person. Unauthorized acquisition will be presumed to include unauthorized access to unencrypted customer information unless you have reliable evidence showing that there has not been, or could not reasonably have been, unauthorized acquisition of such information.

(n) ***Penetration testing*** means a test methodology in which assessors attempt to circumvent or defeat the security features of an information system by attempting penetration of databases or controls from outside or inside your information systems.

(o)

(1) ***Personally identifiable financial information*** means any information:

(i) A consumer provides to you to obtain a financial product or service from you;

(ii) About a consumer resulting from any transaction involving a financial product or service between you and a consumer; or

(iii) You otherwise obtain about a consumer in connection with providing a financial product or service to that consumer.

(2) For example:

(i) ***Information included.*** Personally identifiable financial information includes:

(A) Information a consumer provides to you on an application to obtain a loan, credit card, or other financial product or service;

(B) Account balance information, payment history, overdraft history, and credit or debit card purchase information;

(C) The fact that an individual is or has been one of your customers or has obtained a financial product or service from you;

(D) Any information about your consumer if it is disclosed in a manner that indicates that the individual is or has been your consumer;

(E) Any information that a consumer provides to you or that you or your agent otherwise obtain in connection with collecting on, or servicing, a credit account;

(F) Any information you collect through an internet "cookie" (an information collecting device from a web server); and

(G) Information from a consumer report.

(ii) ***Information not included.*** Personally identifiable financial information does not include:

(A) A list of names and addresses of customers of an entity that is not a financial institution; and

(B) Information that does not identify a consumer, such as aggregate information or blind data that does not contain personal identifiers such as account numbers, names, or addresses.

(p)

(1) ***Publicly available information*** means any information that you have a reasonable basis to believe is lawfully made available to the general public from:

(i) Federal, State, or local government records;

(ii) Widely distributed media; or

(iii) Disclosures to the general public that are required to be made by Federal, State, or local law.

(2) You have a reasonable basis to believe that information is lawfully made available to the general public if you have taken steps to determine:

(i) That the information is of the type that is available to the general public; and

(ii) Whether an individual can direct that the information not be made available to the general public and, if so, that your consumer has not done so.

(3) For example:

(i) ***Government records.*** Publicly available information in government records includes information in government real estate records and security interest filings.

(ii) ***Widely distributed media.*** Publicly available information from widely distributed media includes information from a telephone book, a television or radio program, a newspaper, or a website that is available to the general public on an unrestricted basis. A website is not restricted merely because an internet service provider or a site operator requires a fee or a password, so long as access is available to the general public.

(iii) ***Reasonable basis.***

(A) You have a reasonable basis to believe that mortgage information is lawfully made available to the general public if you have determined that the information is of the type included on the public record in the jurisdiction where the mortgage would be recorded.

(B) You have a reasonable basis to believe that an individual's telephone number is lawfully made available to the general public if you have located the telephone number in the telephone book or the consumer has informed you that the telephone number is not unlisted.

(q) ***Security event*** means an event resulting in unauthorized access to, or disruption or misuse of, an information system, information stored on such information system, or customer information held in physical form.

(r) ***Service provider*** means any person or entity that receives, maintains, processes, or otherwise is permitted access to customer information through its provision of services directly to a financial institution that is subject to this part.

(s) ***You*** includes each "financial institution" (but excludes any "other person") over which the Commission has enforcement jurisdiction pursuant to section 505(a)(7) of the Gramm-Leach-Bliley Act.

[86 FR 70304, Dec. 9, 2021, as amended at 88 FR 77508, Nov. 13, 2023]

§ 314.3 Standards for safeguarding customer information.

(a) ***Information security program.*** You shall develop, implement, and maintain a comprehensive information security program that is written in one or more readily accessible parts and contains administrative, technical, and physical safeguards that are appropriate to your size and complexity, the nature and scope of your activities, and the sensitivity of any customer information at issue. The information security program shall include the elements set forth in § 314.4 and shall be reasonably designed to achieve the objectives of this part, as set forth in paragraph (b) of this section.

(b) ***Objectives.*** The objectives of section 501(b) of the Act, and of this part, are to:

(1) Insure the security and confidentiality of customer information;

(2) Protect against any anticipated threats or hazards to the security or integrity of such information; and

(3) Protect against unauthorized access to or use of such information that could result in substantial harm or inconvenience to any customer.

[67 FR 36493, May 23, 2002, as amended at 86 FR 70307, Dec. 9, 2021]

§ 314.4 Elements.

In order to develop, implement, and maintain your information security program, you shall:

(a) Designate a qualified individual responsible for overseeing and implementing your information security program and enforcing your information security program (for purposes of this part, "Qualified Individual"). The Qualified Individual may be employed by you, an affiliate, or a service provider. To the extent the requirement in this paragraph (a) is met using a service provider or an affiliate, you shall:

(1) Retain responsibility for compliance with this part;

(2) Designate a senior member of your personnel responsible for direction and oversight of the Qualified Individual; and

(3) Require the service provider or affiliate to maintain an information security program that protects you in accordance with the requirements of this part.

(b) Base your information security program on a risk assessment that identifies reasonably foreseeable internal and external risks to the security, confidentiality, and integrity of customer information that could result in the unauthorized disclosure, misuse, alteration, destruction, or other compromise of such information, and assesses the sufficiency of any safeguards in place to control these risks.

(1) The risk assessment shall be written and shall include:

(i) Criteria for the evaluation and categorization of identified security risks or threats you face;

(ii) Criteria for the assessment of the confidentiality, integrity, and availability of your information systems and customer information, including the adequacy of the existing controls in the context of the identified risks or threats you face; and

(iii) Requirements describing how identified risks will be mitigated or accepted based on the risk assessment and how the information security program will address the risks.

(2) You shall periodically perform additional risk assessments that reexamine the reasonably foreseeable internal and external risks to the security, confidentiality, and integrity of customer information that could result in the unauthorized disclosure, misuse, alteration, destruction, or other compromise of such information, and reassess the sufficiency of any safeguards in place to control these risks.

(c) Design and implement safeguards to control the risks you identify through risk assessment, including by:

(1) Implementing and periodically reviewing access controls, including technical and, as appropriate, physical controls to:

(i) Authenticate and permit access only to authorized users to protect against the unauthorized acquisition of customer information; and

(ii) Limit authorized users' access only to customer information that they need to perform their duties and functions, or, in the case of customers, to access their own information;

(2) Identify and manage the data, personnel, devices, systems, and facilities that enable you to achieve business purposes in accordance with their relative importance to business objectives and your risk strategy;

(3) Protect by encryption all customer information held or transmitted by you both in transit over external networks and at rest. To the extent you determine that encryption of customer information, either in transit over external networks or at rest, is infeasible, you may instead secure such customer information using effective alternative compensating controls reviewed and approved by your Qualified Individual;

(4) Adopt secure development practices for in-house developed applications utilized by you for transmitting, accessing, or storing customer information and procedures for evaluating, assessing, or testing the security of externally developed applications you utilize to transmit, access, or store customer information;

(5) Implement multi-factor authentication for any individual accessing any information system, unless your Qualified Individual has approved in writing the use of reasonably equivalent or more secure access controls;

(6)

(i) Develop, implement, and maintain procedures for the secure disposal of customer information in any format no later than two years after the last date the information is used in connection with the provision of a product or service to the customer to which it relates, unless such information is necessary for business operations or for other legitimate business purposes, is otherwise required to be retained by law or regulation, or where targeted disposal is not reasonably feasible due to the manner in which the information is maintained; and

(ii) Periodically review your data retention policy to minimize the unnecessary retention of data;

(7) Adopt procedures for change management; and

(8) Implement policies, procedures, and controls designed to monitor and log the activity of authorized users and detect unauthorized access or use of, or tampering with, customer information by such users.

(d)

(1) Regularly test or otherwise monitor the effectiveness of the safeguards' key controls, systems, and procedures, including those to detect actual and attempted attacks on, or intrusions into, information systems.

(2) For information systems, the monitoring and testing shall include continuous monitoring or periodic penetration testing and vulnerability assessments. Absent effective continuous monitoring or other systems to detect, on an ongoing basis, changes in information systems that may create vulnerabilities, you shall conduct:

(i) Annual penetration testing of your information systems determined each given year based on relevant identified risks in accordance with the risk assessment; and

(ii) Vulnerability assessments, including any systemic scans or reviews of information systems reasonably designed to identify publicly known security vulnerabilities in your information systems based on the risk assessment, at least every six months; and whenever there are material changes to your operations or business arrangements; and whenever there are circumstances you know or have reason to know may have a material impact on your information security program.

(e) Implement policies and procedures to ensure that personnel are able to enact your information security program by:

(1) Providing your personnel with security awareness training that is updated as necessary to reflect risks identified by the risk assessment;

(2) Utilizing qualified information security personnel employed by you or an affiliate or service provider sufficient to manage your information security risks and to perform or oversee the information security program;

(3) Providing information security personnel with security updates and training sufficient to address relevant security risks; and

(4) Verifying that key information security personnel take steps to maintain current knowledge of changing information security threats and countermeasures.

(f) Oversee service providers, by:

(1) Taking reasonable steps to select and retain service providers that are capable of maintaining appropriate safeguards for the customer information at issue;

(2) Requiring your service providers by contract to implement and maintain such safeguards; and

(3) Periodically assessing your service providers based on the risk they present and the continued adequacy of their safeguards.

(g) Evaluate and adjust your information security program in light of the results of the testing and monitoring required by paragraph (d) of this section; any material changes to your operations or business arrangements; the results of risk assessments performed under paragraph (b)(2) of this section; or any other circumstances that you know or have reason to know may have a material impact on your information security program.

(h) Establish a written incident response plan designed to promptly respond to, and recover from, any security event materially affecting the confidentiality, integrity, or availability of customer information in your control. Such incident response plan shall address the following areas:

(1) The goals of the incident response plan;

(2) The internal processes for responding to a security event;

(3) The definition of clear roles, responsibilities, and levels of decision-making authority;

(4) External and internal communications and information sharing;

(5) Identification of requirements for the remediation of any identified weaknesses in information systems and associated controls;

(6) Documentation and reporting regarding security events and related incident response activities; and

(7) The evaluation and revision as necessary of the incident response plan following a security event.

(i) Require your Qualified Individual to report in writing, regularly and at least annually, to your board of directors or equivalent governing body. If no such board of directors or equivalent governing body exists, such report shall be timely presented to a senior officer responsible for your information security program. The report shall include the following information:

(1) The overall status of the information security program and your compliance with this part; and

(2) Material matters related to the information security program, addressing issues such as risk assessment, risk management and control decisions, service provider arrangements, results of testing, security events or violations and management's responses thereto, and recommendations for changes in the information security program.

(j) Notify the Federal Trade Commission about notification events in accordance with paragraphs (j)(1) and (2) of this section.

(1) ***Notification requirement.*** Upon discovery of a notification event as described in paragraph (j)(2) of this section, if the notification event involves the information of at least 500 consumers, you must notify the Federal Trade Commission as soon as possible, and no later than 30 days after discovery of the event. The notice shall be made electronically on a form to be located on the FTC's website, *https://www.ftc.gov*. The notice shall include the following:

(i) The name and contact information of the reporting financial institution;

(ii) A description of the types of information that were involved in the notification event;

(iii) If the information is possible to determine, the date or date range of the notification event;

(iv) The number of consumers affected or potentially affected by the notification event;

(v) A general description of the notification event; and

(vi) Whether any law enforcement official has provided you with a written determination that notifying the public of the breach would impede a criminal investigation or cause damage to national security, and a means for the Federal Trade Commission to contact the law enforcement official. A law enforcement official may request an initial delay of up to 30 days following the date when notice was provided to the Federal Trade Commission. The delay may be extended for an additional period of up to 60 days if the law enforcement official seeks such an extension in writing. Additional delay may be permitted only if the Commission staff determines that public disclosure of a security event continues to impede a criminal investigation or cause damage to national security.

(2) ***Notification event treated as discovered.*** A notification event shall be treated as discovered as of the first day on which such event is known to you. You shall be deemed to have knowledge of a notification event if such event is known to any person, other than the person committing the breach, who is your employee, officer, or other agent.

[86 FR 70307, Dec. 9, 2021, as amended at 88 FR 77508, Nov. 13, 2023]

§ 314.5 Effective date.

Section 314.4(j) is effective as of May 13, 2024.

[88 FR 77509, Nov. 13, 2023]

§ 314.6 Exceptions.

Section 314.4(b)(1), (d)(2), (h), and (i) do not apply to financial institutions that maintain customer information concerning fewer than five thousand consumers.

[86 FR 70308, Dec. 9, 2021]

ctcLink Privacy Agreement

ctcLink Data Usage and Privacy

Data Usage Resources

- Data Services
- Data Governance Committee

The ctcLink system contains college information related to students, employees, and finances. Users with access to data are required to adhere to a data privacy and usage agreement.

Data Usage Overview

All individuals authorized[1] to access data stored within the ctcLink system and infrastructure[2] are required to sign the ctcLink Employee Data Privacy and Usage Agreement agreeing:

- To comply with the policies, guidelines, and procedures set forth in the ctcLink Employee Data Privacy Memorandum of Understanding (MOU).
- That the ctcLink Employee Data Privacy MOU was available for adequate review and consideration prior to accessing the ctcLink system.

Definitions

[1] **Individuals with authorized access** include employees, staff, faculty, contractors, subcontractors, and any other party to this agreement.

[2] **Infrastructure** includes production (live) and development (in progress) environments, as well as replicated ctcLink data stored in the dataLink databases and testing environments.

Policies

- ctcLink Employee Data Privacy and Usage Agreement (revised 2022-07-15) – ctcLink users will attest to the policy in an electronic pop-up form at ctcLink log-in. The downloadable document is provided for review.
- ctcLink Employee Data Privacy and Usage Employee Attestation Implementation
- ctcLink Employee Data Privacy MOU
- DataBrief - ctcLink Data Usage and Privacy
- ctcLink Data Classifications
- Protecting Employee Data in HCM

Contact

Questions? Email DataServices@sbctc.edu or contact a Data Services team member.

state-government-general-records-retention-schedule-v.6.3-(october-2024).pdf

The following pages show only front page and table of contents of this evidence. To view the full file, please refer to the hyperlink

This schedule applies to: All State Government Agencies

Scope of records retention schedule
This records retention schedule authorizes the destruction/transfer of public records documenting common functions and activities of state government agencies, including Universities and Community and Technical Colleges. It is to be used in conjunction with the other approved schedules that relate to the unique functions of the agency.

Disposition of public records
Public records covered by records series within this records retention schedule (regardless of format) must be retained for the minimum retention period as specified in this schedule. Washington State Archives strongly recommends the disposition of public records at the end of their minimum retention period for the efficient and effective management of agency resources.

Public records designated as "Archival (Permanent Retention)" must not be destroyed. Records designated as "Archival (Appraisal Required)" must be appraised by the Washington State Archives before disposition. Public records must not be destroyed if they are subject to ongoing or reasonably anticipated litigation. Such public records must be managed in accordance with the agency's policies and procedures for legal holds. Public records must not be destroyed if they are subject to an existing public records request in accordance with chapter 42.56 RCW. Such public records must be managed in accordance with the agency's policies and procedures for public records requests.

Revocation of previously issued records retention schedules
All previous versions of the State Government General Records Retention Schedule are revoked. State Agencies must ensure the retention and disposition of public records is in accordance with current, approved records retention schedules.

Authority
This records retention schedule was approved by the State Records Committee in accordance with RCW 40.14.050 on October 2, 2024.

A P Rose	Suzanne Becker		
For the State Auditor: **Al Rose**	**For the Attorney General:** **Suzanne Becker**	**For the Office of Financial Management:** **Marie Davis**	**The State Archivist:** **Heather Hirotaka**

REVISION HISTORY

Version	Date of Approval	Extent of Revision
1.0	November 1991	General Update
2.0	July 1997	General Update
3.0	Summer 2001	General Update
3.5	April 2005	General Update
4.0	November 2005	General Update
5.0	October 6, 2010	Changes to format, glossary updated, indexes added, standardized Archival designations and proper citation of RCW's.
5.1	August 3, 2011	All records series reorganized into six functional areas: Agency Management, Asset Management, Financial Management, Human Resource Management, Records Management, and Records With Minimal Retention Value. Major revision to Information Management function. New activities added including Banking, Community Relations, Library Services, Public Disclosure, Publishing, Records Conversion, Risk Management, and Security.
6.0	June 29, 2016	Major revision of entire schedule.
6.1	August 5, 2020	Minor revision to the "Asset Management – Security" section.
6.2	August 4, 2021	Minor revision to the "Human Resource Management – Occupational Health and Safety" section.
6.3	October 2, 2024	Minor revisions throughout the schedule.

For assistance and advice in applying this records retention schedule,
please contact your agency's Records Officer
or Washington State Archives at:
recordsmanagement@sos.wa.gov

TABLE OF CONTENTS

1. AGENCY ADMINISTRATION AND MANAGEMENT 5
1.1 ADVICE AND TECHNICAL ASSISTANCE 5
1.2 AUDITING 6
1.3 AUTHORIZATION/CERTIFICATION 14
1.4 CALENDARS 15
1.5 CIVIL RIGHTS COMPLIANCE 16
1.6 COMMUNITY AND EXTERNAL RELATIONS 18
1.7 LEGAL AFFAIRS 26
1.8 LEGISLATION AND RULE MAKING 30
1.9 MEETINGS AND BOARD/COMMITTEE SUPPORT 32
1.10 PLANNING, POLICIES, AND PROCEDURES 37
1.11 REPORTING AND STUDIES 44
1.12 RISK MANAGEMENT AND DISASTER PREPAREDNESS/RESPONSE 49
1.13 TRAINING OTHERS 52

2. ASSET MANAGEMENT 55
2.1 ACQUISITION AND DISPOSAL 55
2.2 DESIGN AND CONSTRUCTION 57
2.3 INFORMATION SERVICES 61
2.4 INVENTORY 65
2.5 MAINTENANCE, INSPECTION, AND MONITORING 66
2.6 OPERATIONS AND USE 70
2.7 SAFETY AND SECURITY 72

3. FINANCIAL MANAGEMENT 75
3.1 ACCOUNTING AND FISCAL 75
3.2 AUTHORIZATION/DELEGATION 81
3.3 BUDGETING 82
3.4 CONTRACTS AND PURCHASING 83
3.5 GRANTS MANAGEMENT 87
3.6 TRAVEL 90

4. HR AND PAYROLL MANAGEMENT 91
4.1 ATTENDANCE AND LEAVE 91
4.2 AUTHORIZATION/CERTIFICATION 92
4.3 BENEFITS 93
4.4 LABOR RELATIONS 96
4.5 MISCONDUCT/DISCIPLINE/GRIEVANCES 97
4.6 OCCUPATIONAL HEALTH AND SAFETY 99
4.7 PAYROLL 105
4.8 PERFORMANCE MANAGEMENT 108
4.9 PERSONNEL HISTORY 109
4.10 POSITION DEVELOPMENT AND STAFF STRUCTURE 113
4.11 RECRUITMENT/HIRING 114
4.12 SEPARATION 116
4.13 STAFF DEVELOPMENT 117

5. INFORMATION MANAGEMENT 118
5.1 FORMS MANAGEMENT 118
5.2 LIBRARY SERVICES 119
5.3 MAIL SERVICES 121
5.4 PUBLIC DISCLOSURE/RECORDS REQUESTS 122
5.5 PUBLISHING 124
5.6 RECORDS MANAGEMENT 126

6. RECORDS WITH MINIMAL RETENTION VALUE (TRANSITORY RECORDS) 133

GLOSSARY 143

INDEXES 145

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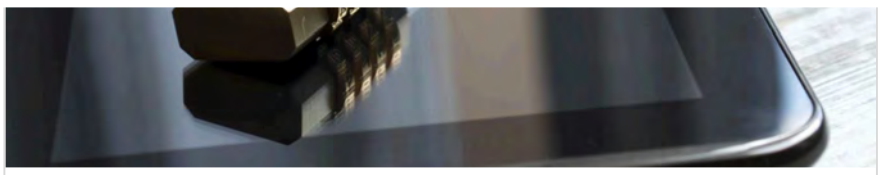

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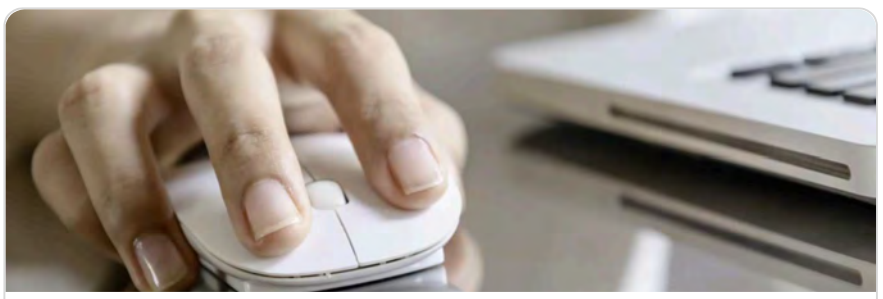

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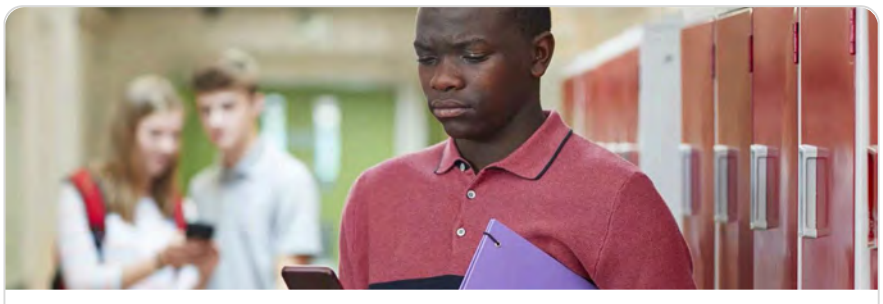

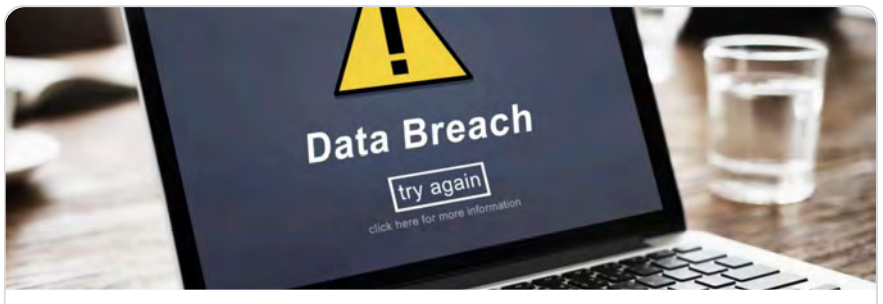

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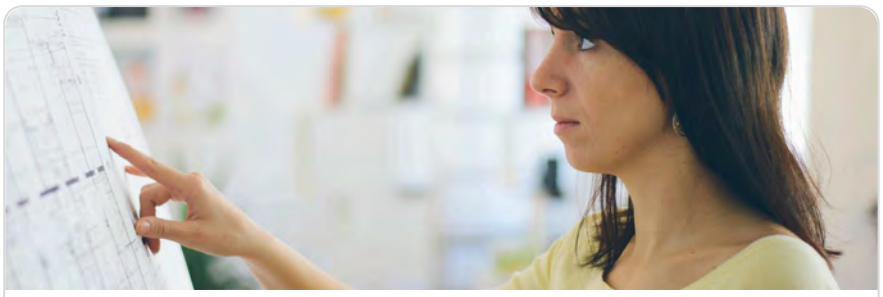

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- Cybersecurity Awareness for Educational Leaders: Incident Preparedness and Management Planning
- Cybersecurity Awareness for Educational Leaders: Laws and Global Compliance Standards
- Cybersecurity Awareness for Educational Leaders: Safeguarding Against Social Engineering Attacks
- Cybersecurity Awareness for Employees at Educational Institutions: Security Awareness Essentials
- Cybersecurity Awareness for Employees of Educational Institutions: Classifying and Safeguarding Data for institutional and Personal Use
- Cybersecurity Awareness for Employees of Educational Institutions: End-User Best Practices
- Cybersecurity Awareness for Employees of Educational Institutions: Social Engineering

Emergency Management

- Active Assailant Preparedness
- Active Shooter: Run, Hide, Fight
- Crime Prevention through Physical Security
- Emergency and Disaster Preparedness
- Terrorism: Awareness and Response

Human Resources

- FACTA: Identity Theft and Consumer Protection

Information Technology

- Browser Security Basics
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- Email and Messaging Safety
- Password Security Basics
- Payment Card Industry Data Security Standard (PCI DSS) Overview
- Protection Against Malware

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- Arson Awareness and Prevention
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Green River Data Handling Guidelines

Green River Data Handling Guidelines

GRC classifies data (college information) per the SBCTC and WA State OCIO guidelines.

All GRC Data must be stored either physically on a GRC campus or digitally on GRC CTR (i.e., resources provided by GRC either directly or through agreements with contracted entities). GRC Data must not be stored off-campus (other than during approved and temporary travel), on personal equipment or in non-GRC provided or contracted solutions.

Category 2 and higher data requires specific care be taken when transmitting or storing and should not be stored on any non-GRC owned equipment without a signed confidentiality and data sharing agreement. Category 2 and higher data is discoverable.

Per the GRC IT Security Policy:

4.1. Data Classification

GRC classifies data into categories based on the sensitivity of the data. GRC data classifications must translate to or include the following classification categories:

1. Category 1 – Public Information

Public Information is information that can be or currently is released to the public. It does not need protection from unauthorized disclosure but does need integrity and availability protection controls.

Public Information data includes the mission/vision/values of an agency, information related to obtaining services, staff phone numbers, work e-mail addresses, budget information, and FERPA "directory information" designated at Green River College as FERPA information at level 1.

Electronic transfer of data in this classification is not restricted.

2. Category 2 – Sensitive Information

Sensitive information may not be specifically protected from disclosure by law and is for official use only. Sensitive information is generally not released to the public unless specifically requested.

Sensitive data should not be transferred outside the GRC network electronically unless on password protected media. You must be specifically authorized to transfer such data outside the agency. Transfer inside the GRC network is allowed.

Specific examples include, but are not limited to:

- Data Warehouse data unless that data falls under a Category 3 or 4 classification
- Student Directory Information as per FERPA regulations can be disclosed to outside organizations with the student's prior consent or released during a public records request of Data Warehouse data.
- Certain personnel records – e.g., misconduct records subject to public disclosure
- Public Employee Financial information, but not salaries as this is public information

- Directory Information includes:
  - Student name
  - Student birthplace and birthdate
  - Student address
  - Student telephone number
  - Student e-mail address
  - Major field of study (EPC)Dates of attendance (YRQ)
  - Degrees and awards received
  - Photograph
  - Participation in officially recognized activities or sports
  - Height and weight of athletes
  - Most recent educational agency or institution attended
  - Other similar information
- Directory information does NOT include:
  - Social security number
  - Student identification number
  - Race
  - Ethnicity
  - Nationality
  - Gender
  - Class schedule
  - Course and Program information not tied directly to a student, such as:
    - Department and Course Number
    - Course Title
    - Course Intent
    - Program Code (EPC)
    - Program Title

3. Category 3 – Confidential Information

Confidential information is information that is specifically protected from disclosure by law. It may include but is not limited to:

- Personal information about individuals, regardless of how that information is obtained such as home address, phone number, and personal e-mail address
- Information in employee personnel records including evaluations
- Information regarding IT infrastructure and security of computer and telecommunications systems
- All financial data not included in the Public Employee Financial Information data
- Personal network user information (e.g., usernames and passwords)
- Enrollment information protected under FERPA such as:
  - Student Information Numbers (SIDs)
  - Grades
  - Courses taken
  - Test scores

- Educational services received

This category of data can be transferred internally, with appropriate care – e.g., marked in e-mail as confidential or private, or via secure network folders where everyone with access is authorized to see the data. Confidential data may only be transferred outside the agency via encrypted or password protected media. You must be specifically authorized to transfer such data outside the agency and there must be a signed confidentiality agreement with that individual or company prior to sending the information.

SBCTC Definition of Category 3 Data:

Enrollment information protected under FERPA, personnel and financial data. Category 3 includes all data elements except those explicitly stated in categories 2 and 4. Category 3 data is not distributed unless governed by a contract or data sharing agreement. This information is protected due to:

a) *Sensitivity – Information which must be protected due to proprietary, ethical, contractual or privacy considerations.*
b) *Legal Obligations – Information for which disclosure to persons outside of the SBCTC may be governed by specific standards and controls designed to protect the information such as FERPA.*
c) *Moderate risk – Information which may not be specifically protected by statute, regulations, or other legal obligations or mandates but for which unauthorized use, access, disclosure, acquisition, modification, loss, or deletion of could cause financial loss, damage to the SBCTC or college reputation, violate and individual's privacy rights, or make legal action necessary.*

This information includes but is not limited to:

- *Student Identification Numbers (SID)*
- *Grades*
- *Courses taken*
- *Test Scores*
- *Educational services received*
- *Bio-demographics (e.g., race, gender, family status, employment status)*
- *All personnel data including salaries*
- *All financial data*

Confidential Information data includes personal network user information, data related to IT security, employee and student personal information such as ID number, home address, phone number, personal email address, including information designated as Green River College FERPA levels 2 & 3.

This category of data can be transferred internally, with appropriate care – e.g., marked in email as confidential or private, or via secure network folders where everyone with access is authorized to see the data. Confidential data may only be transferred outside the college via password protected or encrypted media. You must be specifically authorized to transfer such data outside the college.

Specific examples include, but are not limited to:

- *Personnel records. – e.g., Evaluations*
- *Employee personal Information – e.g., home address, home email, home phone*

Note: Student email (personal or Green River Student Email) is not considered an internal transfer and sensitive data must be sent via encrypted email.

4. Category 4 – Confidential Information Requiring Special Handling

Confidential information requiring special handling is information that is specifically protected from disclosure by law and for which:

- Especially strict handling requirements are dictated, such as by statutes, regulations, or agreements (such as FERPA, HIPAA, or PCI-DSS)
- Serious consequences could arise from unauthorized disclosure, such as threats to health and safety, or legal sanctions

Confidential Information Requiring Special Handling includes employee or student information such as social security number, date of birth, etc., and information designated as Green River College FERPA level 4.

Specific examples include, but are not limited to:

- Banking/Financial Account information
- Records protected by PCI-DSS such as Credit Card Numbers
- Employee and Student Social Security Numbers
- Date of birth
- Student Identification Numbers (SID)
- Academic records of matriculated students
- Educational records protected by FERPA
- Medical records protected by HIPAA
- Medical Records, including psychological/counseling records

This category of data can be transferred internally, with appropriate care – e.g., marked in e-mail as confidential or private, or via secure network folders where everyone with access is authorized to see the data. Confidential data may only be transferred outside the agency via encrypted or password protected media. You must be specifically authorized to transfer such data outside the agency.

Information Security Program Plan *(section 8.3.1, Enterprise Backup Policies, page 56*

Each Data Guardian is responsible for overseeing access to and maintenance of the indicated assets, including:

- Training and awareness programs for users with access to sensitive information.
- Authorizing access to view and/or modify data.
- Reviewing and revising respective Data Security Policy Statements.
- Reviewing the Security Program for accuracy

8.2.4 Inventory of IT Assets

Tagged IT equipment that is located at a specific user's desk is tracked as part of the general asset management of the college and assigned to that user. Shared desks have equipment assigned to the appropriate generic user e.g., "Shared Faculty". Major IT equipment like servers and network gear in the server rooms or network closets is tagged as part of the general asset management of the college, is assigned to the "IT Department" with responsibilities assigned to the Executive Director of Information Technology.

8.3 Media Handling and Disposal/Data and Program Backup

8.3.1 Enterprise Backup Policies

Green River College runs a centralized enterprise backup solution to guarantee data security. The basic characteristics of the system are:

1. The primary media are HDD-based storage devices, which employ de-duplication and compression located on campus that then replicates all changed blocks to a secure, off-site, online, hosted storage solution.
2. Centralized monitoring and reporting of backups and restores.
3. Encrypted backup/restores and storage of backups.
4. Policy based retention of backups.
5. Policy based scheduling of backups.
6. Policy applied based on system risk analysis.
7. 24-hour availability of vendor-support.
8. Automated management and tracking of primary and off-site copies and off-site storage.

Internet traffic logs are not part of the enterprise backup solution but are collected and stored by the firewall device. Data from the firewall is archived for a year on a separate HDD based repository.

The retention of data (files, web, database, server, etc.) via the enterprise backup solution is for 30 days. Data on a single server can be archived in the same manner with a single storage policy, or divided between different storage policies. Frequency of backups is based upon the data type. Presently, there are three data retention storage policies:

Storage Policy	Data Covered	Description
Internet Logs	All internet logs as captured by the firewall.	Backups captured daily by the firewall and then archived for a year to a separate HDD-based storage repository.
File-Web-Databases	File shares, websites, and databases servers that store business critical data.	Backups captured daily with primary and replicated copies retained for 90 days.
Semi-Static	Application servers and servers that contain data that does not change frequently and does not require long-term archiving. Backups are for disaster/program recovery.	Backups captured every other week with primary and replicated copies retained for 90 days.

In general, each storage policy requires that at a predetermined number of valid restore points exist before “pruning” any old data out of our system.

Backups are automated with “schedule policies” determined by the nature of the data and the recovery modes necessary.

Continuous replication is used for all policies requiring off-site storage.

8.3.2 Backup Media

- Initial backup targets are housed in secure facilities managed by Enterprise Services.
- Physical access to backup targets is limited to Enterprise Services staff and tightly controlled.
- Replicated backup targets are hosted in the cloud in secure locations by vendors that contract to high levels of security and tightly controlled access to their systems.

8.3.3 Media Disposal

The college has a contract with a secure destruction vendor to securely destroy and dispose of media on an ad hoc basis. All media used by Enterprise Services in a secure computer operations area is securely destroyed when it is time to be retired.

8.3.4 Telephony Backup

Daily backups to disk are performed automatically by the enterprise backup solution for the legacy PBX system.

The new MS Teams based VOIP telephony system is not backed up beyond the standard resiliency provided by a cloud hosted solution.

8.3.5 Voice mail Backup

Daily backups to disk are performed automatically by the enterprise backup solution for the legacy PBX voice mail system.

Copies of voice mails in the new MS Teams based VOIP telephony system are sent to the user's email inbox which automatically includes them in the email journaling mailbox.

8.3.6 Transporting Data beyond GRC Boundaries

Any media containing information protected against unauthorized access, misuse, or corruption beyond GRC campus boundaries is not allowed.

9. Electronic Commerce

9.1 E-Commerce Strategy

Green River College does not perform any E-Commerce development.

Green River College uses a third-party vendor, Elavon, to process e-commerce transactions for payments on student accounts and other miscellaneous fees. Typical charges paid on student accounts include tuition, parking fees, library fees, etc. Typical miscellaneous payments (generally made by non-students) include admission fees, and event registrations.

Green River College has chosen to outsource e-commerce in the following areas:

- The college accepts payments on student accounts and other related fees via a hosted service provided by Elavon.
- The college bookstore E-commerce site is a hosted service provided by MBS Store Technology Solutions.

Outsourcing of financial transactions is subject to approval and review of the Vice President for Business Administration. The Vice President for Business Administration ensures that a review has been performed by Enterprise Services for appropriate transaction security prior to implementation.

All credit card processing at GRC is performed by systems designed and qualified for presence on and traversal of the public Internet.

GRC policy from Catalog: Student Right to Privacy (FERPA) *(page 9)*

Note: When numbers 900 or above are assigned, it indicates there is no specific Green River course equivalent for all or part of exam. Credit is awarded by category rather than course specific. The IB Exam for Engl B (ESL) is considered non-transferable to Green River.

Submitting Your IB Transcript

The easiest way to ensure Green River receives your IB transcript is to name Green River as a recipient when you sign up for your IB program exam(s). If you do not name Green River as a recipient when you take your exam, contact the IB Organization to request an official IB transcript be sent directly to the Green River Enrollment Services. When you are admitted to the college, you may be eligible for Green River course credit; if so, the courses and credits awarded will be accessible on your degree audit. You will be notified by email of credit awarded.

Academic Records

Student Right to Privacy (FERPA)

All student educational records are maintained according to the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA defines what is included in a student record and governs the conditions of disclosure. Students have the right to see their records and to request an amendment to those records. Students at Green River have the right to examine their educational records, and the college may not, without the student's permission, let others examine those records for other than educational purposes, per the Family Educational Rights and Privacy Act (FERPA) policy.

Directory information may include student's name, email address, photographs, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

Only directory information can be released without the student's authorization. A student must sign a release in order to have any other information disclosed or to withhold all information. Education information may be released to other institutions that have requested the records and in which the student seeks or intends to enroll. Information may be released to a third party without the student's consent if an emergency situation exists or if information is requested officially by means of a subpoena, court order or legal report. Additionally, Congress requires student information to be released to military recruiters if officially requested.

More information about FERPA is available online at greenriver.edu/FERPA.

Name Changes

It is important a student's name is accurately reflected on their individual record. The Office of the Registrar maintains a confidential record of the student's last name, first name, middle initial and any previous names. It is the student's responsibility to notify the Office of the Registrar of any change.

To report a primary name change on their record, students must:

- Submit the request in writing by completing a Student Information Change Form.
- Show documentation. A copy of a marriage certificate, divorce decree, adoption papers, court order or other legal documents must be attached to the request.

Students may designate a preferred name in ctcLink.

Change of Address

If your mailing address has changed, be sure to change your address in your ctcLink profile.

If you are on financial aid, you must also notify the Financial Aid Office from your Green River email address providing the new address information.

Student Identification Number

All students are assigned a ctcLink ID to use for all transactions at Green River College. Students who forget or lose their assigned ctcLink ID will need to bring picture ID into the Office of the Registrar to obtain their number.

Green River requests social security numbers at the time students make application to the college. As authorized under state law SB5509, the SSN will not be used as the student identification number that would appear on the class rosters and most other documents. Generally, the SSN is stored confidentially in the records and used only for necessary purposes as authorized by law. Those purposes include the following:

- Financial aid, including loan deferments from other colleges or universities.
- Hope scholarship and Lifelong Learning (tuition tax credits).
- Financial aid related to verification through National Student Clearinghouse.
- Workforce or unemployment data matching purposes.

Change of Program

Students planning to change their career/technical program or their intended major (if transferring to a college or university), must visit the Career and Advising Center to update their program of study and be assigned a new advisor, if appropriate.

Transcripts and Obtaining Grades

A transcript of each student's permanent record of grades is maintained in the Office of the Registrar. An official transcript of grades will be sent to any high school, college, university or other agency upon the student's request. Only grades and credits earned at Green River will post to a Green River transcript.

In order to comply with Family Educational Privacy Act 1974 (FERPA), student information (including grades) will not be released to third parties without prior written permission of the student.

Grade discrepancies must be addressed by the student with the issuing faculty member. If the issuing faculty member is no longer at Green River, contact the appropriate division chair or instructional dean.

Obtaining an unofficial transcript:

- Unofficial transcripts in ctcLink can be found on the Student Homepage, in the Academic Records tile.
- Unofficial transcripts in the Legacy system (attendance prior to 2016) must be requested through our Unofficial Legacy Transcript Order Form.

Ordering an official transcript:

- Students can request an official copy of their transcript through Parchment at parchment.com. Hard copy transcripts and digital transcripts are available.
- The cost for an official transcript is $12 per transcript request.
- Processing takes two to four business days contingent upon completion of the current quarters grading cycle.
- Students can receive their transcript immediately using our in person On-Demand form at the Office of the Registrar. The fee is $25 per transcript.

Grading Policy

WAC 132J-276 Public Record

Return to Chapter Listing

Chapter 132J-276 WAC

Last Update: 7/13/15

PUBLIC RECORDS

WAC Sections

132J-276-010 Purpose.
132J-276-020 Definitions.
132J-276-030 Description of central and field organization of College District No. 10.
132J-276-040 Operations and procedures.
132J-276-050 Public records available.
132J-276-060 Public records officer.
132J-276-070 Office hours.
132J-276-080 Requests for public records.
132J-276-090 Copying.
132J-276-100 Exemptions.
132J-276-110 Review of denials of public records requests.
132J-276-120 Protection of public records.
132J-276-130 Records index.
132J-276-140 Adoption of form.
132J-276-900 Appendix "A"—Request for public record to College District No. 10.

132J-276-010

Purpose.

The purpose of this chapter shall be to ensure compliance by College District No. 10 with the provisions of chapter 1, Laws of 1973 (Initiative 276), Disclosure—Campaign finances—Lobbying—Records; and in particular with sections 25-32 of that act, dealing with public records.

[Statutory Authority: RCW **28B.50.140** and **34.02.353** [34.05.353]. WSR 15-15-071, § 132J-276-010, filed 7/13/15, effective 8/13/15; Order 73-2, § 132J-276-010, filed 5/14/73.]

132J-276-020

Definitions.

(1) **Public records.** "Public record" includes any writing containing information relating to the conduct of governmental or the performance of any governmental or proprietary function prepared, owned, used or retained by any state or local agency regardless of physical form or characteristics.

(2) **Writing.** "Writing means handwriting, typewriting, printing, photostating, photographing, and every other means of recording any form of communication or representation, including letters, words, pictures, sounds; or symbols, or combination thereof, and all papers, maps, magnetic or paper tapes, photographic films and prints, magnetic or punched cards, discs, drums and other documents."

(3) **College District No. 10.** College District No. 10 is an agency organized by statute pursuant to RCW **28B.50.040**. College District No. 10 shall hereinafter be referred to as the "district." Where appropriate, the term district also refers to the staff and board of trustees employees of the district.

[Statutory Authority: RCW **28B.50.140** and **34.02.353** [34.05.353]. WSR 15-15-071, § 132J-276-020, filed 7/13/15, effective 8/13/15; Order 73-2, § 132J-276-020, filed 5/14/73.]

132J-276-030

Description of central and field organization of College District No. 10.

District No. 10 is a college district organized under RCW **28B.50.040**. The administrative office of the district and its staff are located at Green River College, 12401 S.E. 320th Street, Auburn, Washington 98002.

[Statutory Authority: RCW **28B.50.140** and **34.02.353** [34.05.353]. WSR 15-15-071, § 132J-276-030, filed 7/13/15, effective 8/13/15; Order 73-2, § 132J-276-030, filed 5/14/73.]

132J-276-040

Operations and procedures.

The district is established under RCW **28B.50.040** to implement the educational purposes established by RCW **28B.50.020**. The college district is operated under the supervision and control of a board of trustees. The board of trustees is made up of five members each appointed by the governor to a term of five years. The trustees meet the third Thursday of each month at 4:00 p.m. in the administration building board room of Green River College, unless public notice is given of a special meeting. At such time the trustees exercise the powers and duties granted it under RCW **28B.50.140**.

[Statutory Authority: RCW **28B.50.140** and **34.02.353** [34.05.353]. WSR 15-15-071, § 132J-276-040, filed 7/13/15, effective 8/13/15; Order 73-2, § 132J-276-040, filed 5/14/73.]

132J-276-050

Public records available.

All public records of the district, as defined in WAC **132J-276-020** are deemed to be available for public inspection and copying pursuant to these rules, except as otherwise provided by section 31, chapter 1, Laws of 1973 and WAC **132J-276-100**.

[Order 73-2, § 132J-276-050, filed 5/14/73.]

132J-276-060

Public records officer.

The district's public records shall be in the charge of the public records officer designated by the college president. The person so designated shall be located in the administrative office of the district. The public records officer shall be responsible for the following: The implementation of the district's rules and regulations regarding release of public records, coordinating the staff of the district in this regard, and generally insuring compliance by the staff with the public records disclosure requirements of chapter 1, Laws of 1973.

[Order 73-2, § 132J-276-060, filed 5/14/73.]

132J-276-070

Office hours.

Public records shall be available for inspection and copying during the customary office hours of the district. For the purposes of this chapter, the customary office hours shall be from 9:00 a.m. to noon and from 1:00 p.m. to 4:00 p.m., Monday through Friday, excluding legal holidays.

[Order 73-2, § 132J-276-070, filed 5/14/73.]

132J-276-080

Requests for public records.

In accordance with requirements of chapter 1, Laws of 1973 that agencies prevent unreasonable invasions of privacy, protect public records from damage or disorganization, and prevent excessive interference with essential functions of the agency, public records may be inspected or copied or copies of such records may be obtained, by members of the public, upon compliance with the following procedures:

(1) A request shall be made in writing upon a form prescribed by the district which shall be available at its administrative office. The form shall be presented to the public records officer; or to any member of the district's administrative staff, if the public records officer is not available, at the administrative office of the district during customary office hours. The request shall include the following information:

(a) The name of the person requesting the record;

(b) The time of day and calendar date on which the request was made;

(c) The nature of the request;

(d) If the matter requested is referenced within the current index maintained by the records officer, a reference to the requested record as it is described in such current index;

(e) If the requested matter is not identifiable by reference to the district's current index, an appropriate description of the record requested.

(2) In all cases in which a member of the public is making a request, it shall be the obligation of the public records officer or staff member to whom the request is made, to assist the member of the public in appropriately identifying the public record requested.

[Order 73-2, § 132J-276-080, filed 5/14/73.]

132J-276-090

Copying.

No fee shall be charged for the inspection of public records. The district shall charge a fee of 10¢ per page of copy for providing copies of public records and for use of the district's copy equipment. This charge is the amount necessary to reimburse the district for its actual costs incident to such copying. If a particular request for copies requires an unusually large amount of time, or the use of any equipment not readily available, the district will provide copies at a rate sufficient to cover any additional cost. All fees must be paid by money order, cashier's check or cash in advance.

[Order 73-2, § 132J-276-090, filed 5/14/73.]

132J-276-100

Exemptions.

(1) The district reserves the right to determine that a public record requested in accordance with the procedures outlined in WAC **132J-276-080** is exempt under the provisions of section 31, chapter 1, Laws of 1973.

(2) In addition, pursuant to section 26, chapter 1, Laws of 1973, the district reserves the right to redact identifying details when it makes available or publishes any public record, in any cases when there is reason to believe that disclosure of such details would be an invasion of personal privacy protected by chapter 1, Laws of 1973. The public records officer will fully justify such redaction in writing.

(3) All denials of requests for public records must be accompanied by a written statement specifying the reason for the denial, including a statement of the specific exemption authorizing the withholding of the record and a brief explanation of how the exemption applies to the records withheld.

[Statutory Authority: RCW **28B.50.140** and **34.02.353** [34.05.353]. WSR 15-15-071, § 132J-276-100, filed 7/13/15, effective 8/13/15; Order 73-2, § 132J-276-100, filed 5/14/73.]

132J-276-110

Review of denials of public records requests.

(1) Any person who objects to the denial of a request for a public record may petition for prompt review of such decision by tendering a written request for review. The written request shall specifically refer to the written statement by the public records officer or other staff member which constituted or accompanied the denial.

(2) Immediately after receiving a written request for review of a decision denying a public record, the public records officer or other administrative staff member denying the request shall refer to the president of the college. The president or designee shall immediately consider the matter and either affirm or reverse such denial or consult with the attorney general to review the denial. In any case, the request shall be returned with a final decision, within two business days following the original denial.

(3) Administrative remedies shall not be considered exhausted until the district has returned the petition with a decision or until the close of the second business day following denial of inspection, whichever occurs first.

[Statutory Authority: RCW **28B.50.140** and **34.02.353** [34.05.353]. WSR 15-15-071, § 132J-276-110, filed 7/13/15, effective 8/13/15; Order 73-2, § 132J-276-110, filed 5/14/73.]

132J-276-120

Protection of public records.

Requests for public records shall be made in the administration building of Green River College. Public records and a facility for their inspection will be provided by the public records officer. Such records shall not be removed from the place designated for their inspection. Copies shall be made at Green River College. If copying facilities are not available at the college, the college will arrange to have copies made commercially according to the provisions of WAC **132J-276-090**.

[Statutory Authority: RCW **28B.50.140** and **34.02.353** [34.05.353]. WSR 15-15-071, § 132J-276-120, filed 7/13/15, effective 8/13/15; Order 73-2, § 132J-276-120, filed 5/14/73.]

132J-276-130

Records index.

(1) **Index.** The district has available to all persons a current index which provides identifying information as to the following records issued, adopted, or promulgated since June 30, 1972.

"(a) Final opinions, including concurring and dissenting opinions, as well as orders, made in the adjudication of cases;

(b) Those statements of policy and interpretations of policy, statute and the constitution which have been adopted by the agency;

(c) Administrative staff manuals and instructions to staff that affect a member of the public;

(d) Planning policies and goals, and interim and final planning decisions;

(e) Factual staff reports and studies, factual consultant's reports and studies, scientific reports and studies, and any other factual information derived from tests, studies, reports or surveys, whether conducted by public employees or others; and

(f) Correspondence, and materials referred to therein, by and with the agency relating to any regulatory, supervisory, or enforcement responsibilities of the agency, whereby the agency determines, or opines upon, or is asked to determine or opine upon, the rights of the state, the public, a subdivision of state government, or of any private party."

(2) **Availability.** The current index promulgated by the district shall be available to all persons under the same rules and on the same conditions as are applied to public records available for inspection.

[Order 73-2, § 132J-276-130, filed 5/14/73.]

132J-276-140

Adoption of form.

The district hereby adopts for use by all persons requesting inspection and/or copying or copies of its records, the form attached herein as Appendix A [WAC **132J-276-900**], entitled "request for public record."

[Order 73-2, § 132J-276-140, filed 5/14/73.]

132J-276-900

Appendix "A"—Request for public record to College District No. 10.

APPENDIX "A"

REQUEST FOR PUBLIC RECORD TO

COLLEGE DISTRICT NO. 10

(a) . . . .

Signature Signature (Please Print)

. . . .

Name of Organization, if Applicable

. . . .

Mailing Address of Applicant Phone Number

(b) . . . .

Date Request Made at Time of Day

College District No. 10 Request Made

(c) Nature of Request . . . .

. . . .

. . . .

. . . .

(d) Identification Reference on Current Index . . . .

Please Describe

. . . .

. . . .

. . . .

(e) Description of Record, or Matter, Requested if not Identifiable by Reference to College District No. 10's Current Index . . . .

. . . .

. . . .

. . . .

Request: Approved . . . . By . . . .

Date Public Records Officer

Denied Date . . . .

Reasons for Denial

. . . .

. . . .

Referred to . . . . . By . . . .

Date Public Records Officer

[Statutory Authority: RCW **28B.50.140** and **34.02.353** [34.05.353]. WSR 15-15-071, § 132J-276-900, filed 7/13/15, effective 8/13/15; Order 73-2, Appendix A (codified as WAC 132J-276-900), filed 5/14/73.]

GA-17 Educational Rights and Privacy Act

Select Language
Powered by Google Translate

GA-17 EDUCATIONAL RIGHTS AND PRIVACY ACT

Policy Type: General Administrative

Policy Title: Educational Rights and Privacy Act

Policy Number: GA-17

Scope:

All students and employees of Green River College.

Definitions:

- **Annual Notice**: The notices that the College shall provide to each Student in attendance at the College at least annually of their rights pursuant to FERPA, the procedures for exercising their rights, information about the Directory Information Exception, and the process by which a Student may elect to opt out of the release of the Student's Directory Information under that exception.
- **Consent**: Written or electronic consent, signed by the Student or otherwise verified by the Student if electronic, that is dated and specifies the specific records to be disclosed, the party to whom the records are to be disclosed, and the purpose of the disclosure.
- **De-identified Record:** An Education Record that has been stripped of all identifiers and/or aggregated such that it is not possible to re-identify an individual who is the subject of the record.
- **Directory Information:** Information in a Student's Education Record that would not generally be considered harmful or an invasion of privacy if disclosed. The following information about a Student has been designated by the State Board for Community and Technical Colleges and Green River College as Directory Information:
  - Student's name
  - Major field of study
  - Enrollment status
  - Dates of attendance
  - Participation in recognized sports

College Policies

Board of Trustees

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

Title IX Training Documents

Welcome to our Title IX Training Documents section, where transparency meets commitment. We proudly share comprehensive materials rooted in legal compliance and the principles of diversity, equity, and inclusion. These resources, designed for our Title IX Coordinator, are publicly accessible to promote awareness

    - Degree or certificate earned
    - Term degree or certificate awarded
    - Honors
- **Disclosure**: To permit access to, or release, transfer, or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.
- **Dates of Attendance:** The period of time during which a student attends or attended the College, not including specific daily records of a student's attendance.
- **Education Program:** Any program that is principally engaged in the provision of education including but not limited to: postsecondary education, job training, career and technical education, and adult education, and any program that is administered by the college.
- **Education Records**: records directly related to a Student that are maintained by or on behalf of the College. Education records do not include:
    - Records of instructional, administrative, and educational personnel that are: in the sole possession of the maker (i.e. file notes of conversations); used only as a personal memory aid; not intended to be accessible or revealed to any individual except, in the case of an instructor, a temporary substitute;
    - Medical records and mental health records, including counseling records created, maintained, and used only in connection with provision of mental health treatment or counseling to the student or provision of accommodations, that are not disclosed to anyone other than the service department.
    - Employment records unrelated to the Student's status as a Student;
    - Records created or received by the College after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student;
    - Grades on peer-graded papers before they are collected and recorded by an instructor;
    - Records maintained by the College's Campus Safety department;
    - Alumni records.
- **Personally Identifiable Information:** Information obtained from or contained in an Education Record that can be used to identify a Student to whom the record relates or another Student. It specifically includes information determined by the College to be:
    - Student's name;
    - The name of the student's parent(s) or other family members;
    - The address of the student or student's family members;
    - A personal identifier such as a student's social security number, student ID number, or biometric record;
    - Other indirect identifiers such as the student's date of birth, place of birth, or mother's maiden name;
    - Other information that, alone or in combination, is linked or linkable to a specific Student such that it would allow a reasonable person in the College community who does

and empower our community. Explore the training documents below to support our commitment to a workplace free from discrimination.

TIX-Advisor Training

Title IX Coordinator 1-Course Slides

TIX-Day 1 Slides-Investigative Report Writing Workshop

TIX-Day 2-April Open Report Writing Workshop

TIX-Investigation 2 Day-Client Class

Title IX in a Post Reg World-Day 1

Title IX in a Post Reg World-Day 2

TIX-Hearings-Day 1 - Oregon Alliance

TIX-Hearings-Day 2-Oregon Alliance

TIX-Aug-Open Training Trauma Informed Investigations Training

TIX-Book T9 Coordinator-2 Day Client Class

General Administrative Policies

- GA-1 Drug Free Campus
- GA-2 Tobacco Use
- GA-3 Mandatory Reporting of Child Abuse
- GA-4 Use of Photo Release
- GA-5 Prohibited Activities
- GA-6 Trespass
- GA-7 Distribution of Materials

not have personal knowledge of the relevant circumstances, to identify the Student with reasonable certainty; or

- Information requested by a person who the College reasonably believes knows the identity of the Student to whom the Education Record relates.

Unless the context of this policy indicated otherwise, a reference to an Education Records includes Personally Identifiable Information contained in or obtained from an Education Record.

- **Student**: An individual, regardless of age, who is or who has been in attendance at the College. For the purposes of this policy "Attendance" includes a person who has applied and been admitted, is in attendance in person, or by distance learning and the period during which a person is working in a position that requires student status, such as a under a work-study program position.
- **Authorized Representative**: Any entity or individual designated by a state or local educational authority or an agency headed by an official listed in § 99.31(a)(3) to conduct - with respect to federal- or state-supported educational programs - any audit or evaluation, or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.
- **Biometric Record**: A record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual. For example: fingerprints, retina or iris patterns, voice prints, DNA sequence, facial characteristics and handwriting
- **College Official with a Legitimate Educational Interest**: Any person employed by the College in an administrative, supervisory, academic, or support staff position, including a person or company with whom the College has an affiliation or contract (such as a College attorney or auditor, or a clinical facility where a student is participating in an internship); or a person assisting another College Official in performing his or her tasks (such as a volunteer or committee member), if that person or contractor requires access to an Education Record in order to fulfill his or her official responsibilities on behalf of the College.

Policy:

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g and 34 CFR Part 99 are federal laws and regulations that provide students with the following rights with respect to their education records:

- to inspect and review the student's education records;
  - The College shall not destroy any education records if there any outstanding requests to inspect or review aforementioned records
  - Requests by a Student for Education Records will be processed by the College no more than 45 calendar days after receiving the written request.
  - The College shall respond to reasonable requests for explanations and interpretations of the Records.
- to request amendment of the student's education records to ensure that they are not inaccurate or misleading, or otherwise in violation of the student's privacy rights under FERPA;
  - Substantive judgment of a faculty member about a student's work, expressed in grades and/or evaluations,

- GA-8 State Environmental Policy Act (SEPA)
- GA-9 Hours of Operation
- GA-10 Reasonable Accommodation
- GA-11 Sex Discrimination Grievance Procedure
  - *For incidents reported to have occurred prior to August 1, 2024.*
- GA-12 Tenure
- GA-13 Grant/Contract Proposal Development
- GA-14 Grant/Contract Procedures, Post Award
- GA-15 Human Subjects Research Compliance
- GA-16 Public Records
- GA-17 Educational Rights and Privacy Act
- GA-18 Traffic and Parking
- GA-19 Logo & Trademark Use Guidelines
- GA-21 Redevelopment of Policies
- GA-22 College Publications
- GA-23 Ethics
- GA-25 Student Email Communications
- GA-26 Social Media
- GA-27 Copyright Infringement
- GA-28 On-Campus Outdoor Memorials & Markers

is not within the purview of this right.

- to consent to disclosure of the student's education records to third parties, except to the extent that FERPA authorizes disclosure without consent;
- to be notified of the student's privacy rights under FERPA; and
- to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

Procedure:

Inspecting and Reviewing the Student's Education Records: A Student has the right, upon request, to review all materials that are in the Student's Education Records, except:

1. Financial information submitted by the Student's parents;
2. Confidential letters and recommendations associated with admissions, employment or job placement, or honors, to which the student has waived rights of inspection and review or which were made part of the Student's Education Records prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected;
3. Education records containing information about more than one Student, in which case the College will permit access only to that part of the record that pertains to the inquiring student; and
4. Records that are subject to an attorney-client privilege which belongs to the College.

Process for Students Requesting Access to Review Their Education Records: The Registrar is designated as the official custodian of College's Education Records.

1. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect.
2. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected.
3. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Requesting an Amendment of the Student's Education Records: A student who wishes to request amendment of education records the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

1. A student should submit to the Registrar a written request clearly identifying the part of the record the student wants changed and specify why it should be changed.
2. If Green River College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request or amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Consent to Disclosure of the Student's Education Records to Third Parties: A student may provide written consent for Green River College to disclose Personally Identifiable Information (PII) from their education records.

- GA-29 Web Policy
- GA-30 PCI DSS COMPLIANCE POLICY
- GA-31 Sex Discrimination Investigation Procedure
  - *For incidents reported to have occurred on or after August 1, 2024.*
- GA-32 Employee Sex Discrimination Disciplinary Procedure
  - *For incidents reported to have occurred on or after August 1, 2024.*
- GA-33 Pregnancy and Pregnancy Related Conditions

Exceptions: FERPA permits the disclosure of PII from a student's education record, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. These exceptions include disclosures:

1. To other school officials, including faculty, within Green River College whom the College has determined to have legitimate educational interest. This includes contractors, consultants, volunteers, or other parties to whom the College has outsourced institutional services or functions, provided the conditions listed in § 99.31 are met.
2. To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34.
3. To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority responsible for supervising the College's State-supported education programs, subject to the requirements of § 99.35.
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
5. To organizations conducting studies for, or on behalf of, the College in order to develop, validate or administer predictive tests; administer student aid programs; or improve instruction.
6. To accrediting organizations to carry out their accrediting functions.
7. To comply with a judicial order or lawfully issued subpoena.
8. To appropriate officials in connections with a health or safety emergency, subject to § 99.36.
9. Information the school has designated as “directory information” under § 99.37.
10. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
11. To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the College determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense **and** the student has committed a violation of the College's rules or policies with respect to the allegation made against them.
12. To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the College, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21.

Record of Disclosures: The College will maintain a record for each disclosure request and each disclosure of Student's Education Records, except disclosures:

1. To the student;
2. Pursuant to the written consent of the student;
3. Pursuant to the exception for School Officials with a Legitimate Educational Interest;

4. Pursuant to a law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed or the order is concerning an authorized investigation or prosecution of domestic or international terrorism; or
5. Of Directory Information.

Notice of Rights under FERPA: The College shall provide Annual Notice to each Student of their rights under FERPA and this policy by publishing this policy in the College catalogues and by sending official notice to students via their preferred email address, as indicated in the College's student information system (ctcLink).

Filing a Complaint: Written complaints regarding alleged violations of the rights accorded students by the Federal Family Educational Rights and Privacy Act (FERPA) may be filed with the Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Unauthorized Disclosure:

1. Immediately upon discovery of an unauthorized disclosure of student education records or personally identifiable information contained therein, the employee or agent of the college who becomes aware of the breach should take steps to mitigate the breach and prevent any further unauthorized disclosure of information.
2. The employee or agent should notify the college's FERPA officer (the Registrar) and their immediate supervisor, as soon as possible about the breach.
3. The FERPA officer or designee will investigate the incident to determine the nature and scope of the breach, including who accessed the information and how it was disclosed.
4. The FERPA officer or designee will then take appropriate steps to address the breach, such as notifying affected individuals, reviewing and procedures, and providing additional training to the employees and agents involved in the unauthorized disclosure(s).
5. The FERPA officer or designee will maintain records of the incident, including the nature and scope of the breach, the steps taken to address the breach, and any additional actions taken to prevent future breaches.
6. If the breach is likely to result in identity theft or other harm to affected individuals the FERPA officer or designee may also notify the Department of Education.
7. The FERPA officer or designee will periodically review and revise the institution's policies and procedures to ensure ongoing compliance with FERPA regulations and to prevent future breaches.

The institution will provide annual FERPA training to all employees and agents who have access to student education records to ensure that they understand their obligations under FERPA and the institution's policies and procedures for protecting student privacy.

Specific Authority: Family Educational Rights and Privacy Act (FERPA) of 1974; 20 U.S.C. §1232g and 34 CFR Part 99

Law Implemented:

History of Policy or Procedure

Draft Date: April 5, 2023

Reviewed By: Student Affairs Leadership Team

Contact: Jenny Wheeler, director of the office of the registrar, ext 3411

Executive Team Sponsor: Sponsor: David Larsen, Dean of Enrollment and Completion, 253-833-9111, ext. 3307, dlarsen@greenriver.edu

Resources

Contact Us

STUDENT SUPPORT

ctcLink
Student Email
My Green River
Navigate 360
Financial Aid
Holman Library
Center for Transformational Wellness
Student Remote Access
Career & Advising Center
Office of the Registrar
Disability Support Services
Counseling Services
e-Learning
Placement & Testing Center
Register to Vote
MMIWP / WSP

EMPLOYEE RESOURCES

Human Resources
Institutional Effectiveness
ctcLink Sign In
GatorNet
Curriculog (formerly CAR/PAR)
Faculty eLearning
Canvas
Gator News
Employee Password Reset

CAMPUS SAFETY

Emergency & Safety Alerts
Just Report It

CONNECT WITH GREEN RIVER

Facebook
Twitter
Youtube
LinkedIn
Instagram

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FERPA in GRC Webpage

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FERPA

Section Menu

Family Educational Rights and Privacy Act of 1974

All student educational records are maintained according to the Family Educational Rights and Privacy Act of 1974 (FERPA) concerning the information, which becomes part of the student's permanent record, and governing the conditions of its disclosure. Students have the right to see their records and to request an amendment to those records.

FERPA requires Green River College, with certain exceptions, to obtain written consent prior to the disclosure of personally identifiable information from a student's education record. However, the College may disclose appropriately designated "directory information" without written consent, unless the student has advised the College to the contrary in accordance with College procedures.

Learn more about FERPA

- **Directory Information:** Provides the examples of directory information, as defined by the State Board of Community and Technical Colleges.
- **Disclosure of Records:** Shares examples of when, and why, GRC may disclose personally identifiable information.
- **Educational Records:** Lists examples of the "records, files, documents, and other materials" defined by FERPA.
- **Frequently Asked Questions (FAQ):** Answers to some of the most frequently asked questions that may not have been previously covered on this page.
- **Student Rights:** Discover what rights you have over your educational record.

Educational Records

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EDUCATIONAL RECORDS

Educational Records

FERPA broadly defines education records, encompassing any "records, files, documents, and other materials" that:

a. contain information directly related to the student; and

b. are maintained by a school official*, an educational agency or institution, or by a person acting for such agency or institution.

These items are considered part of the student's education records:

- Admission records
- Registration activity
- Cumulative academic records
- Transcript
- Class assignments
- Records of attendance
- Grades or Grade Point Average
- Test scores
- Financial Aid records
- Disciplinary records
- Documentation of special services students receive
- other similar information/records

The following are specifically excluded from the definition of education records by FERPA:

- Records of instructional, supervisory and administrative personnel which are in the sole possession of the maker thereof. (i.e. used only as a personal memory aid; are not accessible or revealed to any other person)
- Records generated and maintained by a physician, psychiatrist, psychologist or other recognized professional paraprofessional acting in his/her capacity.
- Records maintained by a law enforcement unit of the educational institution that were created for the purpose of law enforcement.
- Records relating to an individual who is employed by the institution other than as a result of his/her student status.

- Records created or received by an educational institution after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student.
- Grades on peer-graded papers before they are collected and recorded by a teacher.

Education records can be in the form of, but not limited to:

- Handwriting
- Print
- Magnetic Tapes
- Film
- Microfilm
- Microfiche
- Computer media
- Video or audio tape

* "School official" is defined by Green River as any employee of the College acting on behalf of the College with a legitimate educational interest in the student.

* "Legitimate education interest" is defined by Green River as a school official needing to review an educational record in order to fulfill their professional responsibility.

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Privacy

Select Language

PRIVACY

AT GREEN RIVER COLLEGE

Privacy Notice

Section A. Introduction

Thank you for visiting the Green River College Web site and reviewing our Privacy Notice. This statement addresses collection, use and security of and access to information that may be obtained through use of Green River College. This notice covers the following topics:

- Information Collected and How it is Used
- Personal Information and Choice
- Public Access to Information
- Nondisclosure of Certain Personal Information

- Review and Correction of Personally Identifiable Information
- Cookies and applets
- Security
- Disclaimer
- Contact Information

Section B. Information Collected and How it is Used

If you do nothing during your visit to our website but browse, read pages, or download information, we will gather and store certain information about your visit. This information does not identify you personally. We automatically collect and store the following information about your visit:

1. The Internet Protocol Address and domain name used. The Internet Protocol address is a numerical identifier assigned either to your Internet service provider or directly to your computer. We use the Internet Protocol Address to direct Internet traffic to you. This address can be translated to determine the domain name of your service provider (e.g. xcompany.com or yourschool.edu);
2. The type of browser and operating system you used;
3. The date and time you visited this site;
4. The Web pages or services you accessed at this site; and
5. The website you visited prior to coming to this website.

The information we automatically collect or store is logged and used by Green River College only to improve the content of our Web services and to help us understand how people are using our services. Green River College analyzes the Web site logs to determine how our Web site is being used, so that we may continually improve the site's usefulness to the public.

What we collect if you volunteer information

If during your visit to our website you participate in a survey, send an email, or perform some other transaction on-line, the following additional information will be collected:

1. The email address, and contents of email, for those who communicate with us via email.
2. Information volunteered in response to a survey.

3. Information volunteered through an on-line form for any other purpose.

The information collected is not limited to text characters and may include audio, video, and graphic information formats you send us.

We use your email to respond appropriately. This may be to respond to you, to address issues you may identify, to further improve our Web site, or to forward the email to another agency for appropriate action. Survey information is used to gather data on specific topics relevant to the college. Information from other on-line forms is used only for the purpose stated on the form.

Section C. Personal Information and Choice

You may choose whether to provide personal information on-line.

“Personal information” is information about a natural person that is readily identifiable to that specific individual. Personal information includes such things as an individual's name, address, and phone number. A domain name or Internet Protocol address is not considered personal information.

We collect no personal information about you unless you voluntarily provide it to us by sending us email, participating in a survey, or completing an online form. You may choose not to contact us by email, participate in a survey or to provide any personal information using an online form. Your choice to not participate in these activities will not impair your ability to browse the Green River College Web site and read or download any information provided on the site.

If personal information is requested on the Web site or volunteered by the user, state law and the federal Privacy Act of 1974 may protect it. However, this information is a public record once you provide it, and may be subject to public inspection and copying if not protected by federal or state law.

If you believe that your personal information is being used for a purpose other than what was intended when submitted, you may contact the Green River College Office of Public Information as shown in the Contact Information Section of this statement.

Green River College's Web site is a general audience site and we do not knowingly collect any personal information from children. Users are cautioned that the collection of personal information requested from or volunteered by children online or by email will be treated the same as information given by an adult, and may be subject to public access.

Section D. Public Access to Information

In the State Of Washington, laws exist to ensure that government is open and that the public has a right to access appropriate records and information possessed by state government. At the same time, there are exceptions to the public's right to access public records that serve various needs including the privacy of individuals. Exceptions are provided by both state and federal laws.

All of the information collected at this site becomes public records that may be subject to inspection and copying by members of the public, unless an exemption in law exists. RCW 42.56.070 states that:

Each agency, in accordance with published rules, shall make available for public inspection and copying all public records, unless the record falls within the specific exemptions of the Public Records Act or other statute which exempts or prohibits disclosure of specific information or records.

To the extent required to prevent an unreasonable invasion of personal privacy interests protected by RCW 42.56.210 and 42.56.320, an agency shall delete identifying details in a manner consistent with RCW 42.56.210 and RCW 42.56.320 when it makes available or publishes any public record; however, in each case, the justification for the deletion shall be explained fully in writing.

In the event of a conflict between this Privacy Notice and the Public Records Act or other law governing the agency's disclosure of records, the Public Records Act or other applicable law will control.

Section E. Nondisclosure of Certain Personal Information

Green River College may require you to provide certain personal information in order to pay tuition and fees online. The information is required in order to verify your identity and to verify your credit card number and its expiration date. You may choose not to provide this

information, but if you choose not to provide it we will be unable to apply tuition and fee payment online, and you will have to pay your tuition and fees in person.

The following laws and regulations may prevent Green River College from disclosing the personal information about you except for directory information. Only directory information can be released without student's authorization. Students must sign a release in order to have any other information disclosed or to withhold all information. Education information may be released to other institutions that have requested the records and in which the student seeks or intends to enroll. Information may be released to a third party without student's consent if an emergency situation exists or if information is requested officially by means of a subpoena, court order or legal report. Additionally, Congress requires student information to be released to military recruiters if officially requested. Directory information may include student's name, address, telephone number, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.<.p>

- Family Educational Rights and Privacy Act of 1974 (FERPA) Section 438, Public Law 90-247 Title IV, as amended, 88 Stat 571-574 (20 USC 1232g) otherwise known as the Buckley Amendment Family Educational Rights and Privacy Act
- RCW 42.17.310 (a) and (ss) exempts the following from public inspection and copying: (a) Personal information in any files maintained for students in public schools, patients or clients of public institutions or public health agencies, or welfare recipients; (ss) Credit card numbers, debit card numbers, electronic check numbers, card expiration dates, or bank or other financial account numbers supplied to an agency for the purpose of electronic transfer of funds, except when disclosure is expressly required by law

Degree Audit

Green River College may require you to provide certain personal information in order to perform a degree audit of your records over the Web. The information is required in order to verify your identity. You may choose not to provide this information, but if you choose not to provide it

we will be unable to display a degree audit of your records over the Web, and you will have to request a degree audit in person or by mail.

The following laws and regulations may prevent Green River College from disclosing the personal information about you except for directory information. Only directory information can be released without student's authorization. Students must sign a release in order to have any other information disclosed or to withhold all information. Education information may be released to other institutions that have requested the records and in which the student seeks or intends to enroll. Information may be released to a third party without student's consent if an emergency situation exists or if information is requested officially by means of a subpoena, court order or legal report. Additionally, Congress requires student information to be released to military recruiters if officially requested. Directory information may include student's name, address, telephone number, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

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Financial Aid Inquiry

Green River College may require you to provide certain personal information in order to obtain your financial aid status over the Web. The information is required in order to verify your identity. You may choose not to provide this information, but if you choose not to provide it we will be unable to give you your financial aid status over the Web, and you will have to obtain this information in person or by mail.

The following laws and regulations may prevent Green River College from disclosing the personal information about you except for directory information. Only directory information can be released without student's authorization. Students must sign a release in order to have any other information disclosed or to withhold all information. Education information may be released to other institutions that have requested the records and in which the student seeks or intends to enroll. Information may be released to a third party without student's consent if an emergency situation exists or if information is requested officially by means of a subpoena, court order or legal report. Additionally, Congress requires student information to be released to military recruiters if officially requested. Directory information may include student's name, address, telephone number, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

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Hope and Lifetime Learning Tax Credit

Green River College may require you to provide certain personal information in order to allow you to view and copy course enrollment and payment information. The information is required in order to provide you with the tax information needed for compliance with the Internal Revenue Service reporting requirements for the Hope and Lifetime Leaning tax credits. You may choose not to provide this information, but if you choose not to provide it, we will be unable to display your

enrollment and payment information and you will have to obtain a copy of your enrollment and payment records either in person or by mail.

The following laws and regulations may prevent Green River College from disclosing the personal information about you except for directory information. Only directory information can be released without student's authorization. Students must sign a release in order to have any other information disclosed or to withhold all information. Education information may be released to other institutions that have requested the records and in which the student seeks or intends to enroll. Information may be released to a third party without student's consent if an emergency situation exists or if information is requested officially by means of a subpoena, court order or legal report. Additionally, Congress requires student information to be released to military recruiters if officially requested. Directory information may include student's name, address, telephone number, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

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Registration

Green River College may require you to provide certain personal information in order to register for classes over the Web. The information is required in order to verify your identity. You may choose not to provide this information, but if you choose not to provide it you will be unable to register for classes over the Web, and you will have to register for classes in person

The following laws and regulations may prevent Green River College from disclosing the personal information about you except for directory information. Only directory information can be released without student's authorization. Students must sign a release in order to have any other information disclosed or to withhold all information. Education information may be released to other institutions that have requested the records and in which the student seeks or intends to enroll. Information may be released to a third party without student's consent if an emergency situation exists or if information is requested officially by means of a subpoena, court order or legal report. Additionally, Congress requires student information to be released to military recruiters if officially requested. Directory information may include student's name, address, telephone number, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

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Registration Appointments

Green River College may require you to provide certain personal information in order to obtain your registration appointment information over the Web. The information is required in order to verify your identity. You may choose not to provide this information, but if you choose not to provide it we will be unable to display your registration appointment information over the Web, and you will have to obtain your registration appointment information address in person or by mail.

The following laws and regulations may prevent Green River College from disclosing the personal information about you except for directory information. Only directory information can be released without student's authorization. Students must sign a release in order to have any other information disclosed or to withhold all information. Education information may be released to other institutions that have requested the records and in which the student seeks or intends to enroll. Information may be released to a third party without student's consent if an emergency situation exists or if information is requested officially by means of a subpoena, court order or legal report. Additionally, Congress requires student information to be released to military recruiters if officially requested. Directory information may include student's name, address, telephone number, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

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Schedule Planner

Green River College may require you to provide certain personal information in order to check requisites while using schedule planner. The information is required in order to access your academic and testing records. You may choose not to provide this information, but if you choose not to provide it we will be unable to verify your eligibility for enrollment into certain classes and you may be blocked from enrolling into those classes.

The following laws and regulations may prevent Green River College from disclosing the personal information about you except for directory information. Only directory information can be released without student's authorization. Students must sign a release in order to have any other information disclosed or to withhold all information. Education information may be released to other institutions that have requested the records and in which the student seeks or intends to enroll. Information may be released to a third party without student's consent if an emergency situation exists or if information is requested officially by means of a subpoena, court order or legal report. Additionally, Congress requires student information to be released to military recruiters if officially requested. Directory information may include student's name, address, telephone number, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

- Family Educational Rights and Privacy Act of 1974 (FERPA) Section 438, Public Law 90-247 Title IV, as amended, 88 Stat 571-574 (20 USC 1232g) otherwise known as the Buckley Amendment Family Educational Rights and Privacy Act
- RCW 42.17.310 (a) and (ss) exempts the following from public inspection and copying: (a) Personal information in any files maintained for students in public schools, patients or clients of public institutions or public health agencies, or welfare recipients; (ss) Credit card numbers, debit card numbers, electronic check numbers, card expiration dates, or bank or other financial account numbers supplied to an agency for the purpose of electronic transfer of funds, except when disclosure is expressly required by law

Student Address Change

Green River College may require you to provide certain personal information in order to change your address over the Web. The information is required in order to verify your identity. You may choose not to provide this information, but if you choose not to provide it we will be unable to change your address over the Web, and you will have to change your address in person or by mail.

The following laws and regulations may prevent Green River College from disclosing the personal information about you except for directory

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Student PIN Change

Green River College may require you to provide certain personal information in order to change your personal identification number over the Web. The information is required in order to verify your identity. You may choose not to provide this information, but if you choose not to provide it we will be unable to change your PIN over the Web, and you will have to change your PIN in person or by mail.

The following laws and regulations may prevent Green River College from disclosing the personal information about you except for directory information. Only directory information can be released without student's authorization. Students must sign a release in order to have any other

information disclosed or to withhold all information. Education information may be released to other institutions that have requested the records and in which the student seeks or intends to enroll. Information may be released to a third party without student's consent if an emergency situation exists or if information is requested officially by means of a subpoena, court order or legal report. Additionally, Congress requires student information to be released to military recruiters if officially requested. Directory information may include student's name, address, telephone number, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

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Student Schedule

Green River College may require you to provide certain personal information in order to view your quarterly schedule. The information is required in order to verify you identity. You may choose not to provide this information, but if you choose not to provide it we will be unable to display your quarterly schedule over the Web, and you will have to obtain a copy of your quarterly schedule in person or by mail.

The following laws and regulations may prevent Green River College from disclosing the personal information about you except for directory information. Only directory information can be released without student's authorization. Students must sign a release in order to have any other information disclosed or to withhold all information. Education information may be released to other institutions that have requested the

records and in which the student seeks or intends to enroll. Information may be released to a third party without student's consent if an emergency situation exists or if information is requested officially by means of a subpoena, court order or legal report. Additionally, Congress requires student information to be released to military recruiters if officially requested. Directory information may include student's name, address, telephone number, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

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Unofficial Transcript

Green River College may require you to provide certain personal information in order to view your unofficial transcript over the Web. The information is required in order to verify your identity. You may choose not to provide this information, but if you choose not to provide it we will be unable to display your unofficial transcript over the Web, and you will have to view your unofficial transcript in person or by mail.

The following laws and regulations may prevent Green River College from disclosing the personal information about you except for directory information. Only directory information can be released without student's authorization. Students must sign a release in order to have any other information disclosed or to withhold all information. Education information may be released to other institutions that have requested the records and in which the student seeks or intends to enroll. Information may be released to a third party without student's consent if an

emergency situation exists or if information is requested officially by means of a subpoena, court order or legal report. Additionally, Congress requires student information to be released to military recruiters if officially requested. Directory information may include student's name, address, telephone number, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

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Section F. Review and Correction of Personally Identifiable Information

You can review any personally identifiable information we collect about you by using the information in the Contact Information section at the end of this Notice. You may recommend changes to your personally identifiable information you believe to be inaccurate by submitting an email or written request that credibly shows the inaccuracy. We will take reasonable steps to verify your identity before granting access or making corrections. (RCW 43.105.310)

Section G. Cookies [and applets]

To better serve our users we are now using "cookies" to customize your browsing experience with the Green River College Web site. Cookies are simple text files stored on your computer by your Web browser.

Cookies created on your computer by using this Web site do not contain personally identifying information and do not compromise your privacy or

security. We use the cookie feature to store to store the following information on your computer:

1. Session login information
2. Limited personal information, such as name

Section H. Security

Green River College, as developer and manager of the Green River College Web site, has taken several steps to safeguard the integrity of its data and prevent unauthorized access to information maintained by Green River College. [For site security purposes and to ensure that this Web site remains available to all users, Green River College employs software to monitor traffic to identify unauthorized attempts to upload or change information or otherwise cause damage to this Web site.] These measures are designed and intended to prevent corruption of data, block unknown or unauthorized access to our systems and information, and to provide reasonable protection of private information in our possession.

This information should not be construed in any way as giving business, legal, or other advice, or warranting as fail proof, the security of information provided via Green River College Web sites.

Section I. Disclaimer

The Green River College Web site has many links to other Web sites. These include links to Web sites operated by other government agencies, nonprofit organizations and private businesses. When you link to another site, you are no longer on the Green River College Web site and this Privacy Notice will not apply. When you link to another Web site, you are subject to the privacy policy of that new site.

Reference in this Web site to any specific commercial products, processes, or services, or the use of any trade, firm, or corporation name is for the information and convenience of the public, and does not constitute endorsement, recommendation, or favoring by the State of Washington, Green River College, or its officers, employees or agents.

Neither the State of Washington, nor any agency, officer, or employee of the State of Washington warrants the accuracy, reliability or timeliness of any information published by this system, nor endorses any content, viewpoints, products, or services linked from this system, and shall not be held liable for any losses caused by reliance on the accuracy,

reliability or timeliness of such information. Portions of such information may be incorrect or not current. Any person or entity that relies on any information obtained from this system does so at its own risk.

Green River College reserves the right to revise and update this Privacy Notice at any time without notice by posting such revised Privacy Notice at the Green River College home page.

Section J. Green River College Contact Information

You may contact Green River College as follows:

To review your personal information, or request correction of your personal information:

Public Information Office
Green River College
12401 SE 320th Street
Auburn, WA 98092
Fax: 253-288-3444
Phone: 253-288-3361