

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.

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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



SA-4 ADMISSIONS

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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-

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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

Resources

Contact
Us

STUDENT SUPPORT

ctcLink
Student Email

EMPLOYEE RESOURCES

Human Resources

CAMPUS SAFETY

Emergency & Safety
Alerts
Just Report It

SA-95 Academic Credit for Military Training



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

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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

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

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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Steps for admission



GETTING STARTED

FOR FUTURE GATORS

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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



Green 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



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

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- [Institutional Effectiveness](#)
- [ctcLink Sign In](#)
- [GatorNet](#)
- [Curriculog \(formerly CAR/PAR\)](#)
- [Faculty eLearning](#)
- [Canvas](#)
- [Gator News](#)
- [Employee Password Reset](#)

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GRC Catalog – Academic Information

Academic Information

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 - [Important Academic Information](#)
 - [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 through 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 participants 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 successful 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 volunteer, 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 organizations 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 HD Radio, and streams worldwide from kgrr.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	Ad di- tio- nal M at- he- m at- ics No- te
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		

German Language & Culture	3	GERM& 121 (5)	Humanities/Fine Arts/English		Ma
German Language & Culture	4	GERM& 121 or GERM& 122 (5)	Humanities/Fine Arts/English		the
German Language & Culture	5	GERM& 121 , GERM& 122 GERM& 123 (10)	Humanities/Fine Arts/English		ma
Government & Politics: Comparative	3	Elective (5)	Elective		tic
Government & Politics: Comparative	4	POLS& 101 or POLS& 202 (5)	Social Science		s
Government & Politics: Comparative	5	POLS& 101 & POLS& 202 (10)	Social Science		Di
Government & Politics: US	3	Elective (5)	Elective		vi-
Government & Politics: US	4-5	POLS& 202 (5)	Social Science		sio
History (European)	3-5	HIST 230 (5)	Social Science		n
History (US)	3-4	HIST& 136 or HIST& 137 (5)	Social Science		at
History (US)	5	HIST& 136 & HIST& 137 (10)	Social Science		a
History (World)	3-5	HIST& 126 , HIST& 127 , HIST& 128 (5)	Social Science		lev
Human Geography	3-5	GEOG& 200 (5)	Social Science		el
Italian Language & Culture	3-4	F/L 900 (5)	Humanities/Fine Arts/English		high
Italian Language & Culture	5	F/L 900 & F/L 901 (10)	Humanities/Fine Arts/English		her
Japanese Language & Culture	3	JAPN& 121 (5)	Humanities/Fine Arts/ English		tha
Japanese Language & Culture	4	JAPN& 121 or JAPN& 122 (5)	Humanities/Fine Arts/ English		n
Japanese Language & Culture	5	JAPN& 121 , JAPN& 122 , JAPN& 123 (10)	Humanities/Fine Arts/ English		the
Latin Literature	3-5	HUMAN 900 (5)	Humanities/Fine Arts/ English		Col
Latin: Virgil	3-4	HUMAN 900 (5)	Humanities/Fine Arts/ English		leg
Latin: Virgil	5	HUMAN 900 & HUMAN 901 (10)	Humanities/Fine Arts/ English		e
Latin Literature & Culture	3-5	HUMAN 900 (5)	Humanities/Fine Arts/ English		Bo
Music Theory	3	MUSC& 131 (3)	Humanities/Fine Arts/ English		ard
Music Theory	4-5	MUSC& 121 & MUSC& 131 (5)	Humanities/Fine Arts/ English		Pla
Music Listening/Literature	3-5	MUSC& 105 (5)	Humanities/Fine Arts/ English		ce-
Pre-Calculus	3	MATH 141 (5)	Natural Science	Basic Skills-Quantitative/Reasoning	me
Pre-Calculus	4-5	MATH 141 & MATH 142 (10)	Natural Science	Basic Skills-Quantitative/Reasoning	nt,
Physics 1	3	PHYS 900 (5)	Natural Science		the
Physics 1	4-5	PHYS& 114 (.5)	Natural Science	Lab	y
Physics 2	3	PHYS 900 (5)	Natural Science		ma
Physics 2	4-5	PHYS& 115 (.5)	Natural Science	Lab	y
Physics B	3-5	PHYS 900 (5)	Natural Science		re-
Physics C (Mechanics)	3	PHYS 900 (5)	Natural Science		cei
Physics C (Mechanics)	4-5	PHYS& 221 (.5)	Natural Science	Lab	ve
Physics C (Elect. & Mag.)	3	PHYS 900 (5)	Natural Science		ad-
Physics C (Elect. & Mag.)	4-5	PHYS& 222 (.5)	Natural Science	Lab	di-
Psychology	3	Elective (5)	Elective		tion
Psychology	4-5	PSYC& 100 (.5)	Social Science		nal
Spanish Language & Culture	3	SPAN& 121 (5)	Humanities/Fine Arts/ English		cre
Spanish Language & Culture	4	SPAN& 121 or SPAN& 122 (5)	Humanities/Fine Arts/ English		dit
Spanish Language & Culture	5	SPAN& 121 , SPAN& 122 , SPAN& 123 (10)	Humanities/Fine Arts/ English		s.
Spanish Literature & Culture	3	SPAN& 121 (5)	Humanities/Fine Arts/ English		If
Spanish Literature & Culture	4	SPAN& 121 or SPAN& 122 (5)	Humanities/Fine Arts/ English		stu
Spanish Literature & Culture	5	SPAN& 121 , SPAN& 122 , SPAN& 123 (10)	Humanities/Fine Arts/ English		de
Statistics	3-5	MATH& 146 (.5)	Natural Science	Basic Skills- Quantitative/Reasoning	nts

e-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)



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](#)

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- [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

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

EMPLOYEE RESOURCES

Human Resources
Institutional
Effectiveness
ctcLink Sign In
GatorNet
Curriculog (formerly
CAR/PAR)
Faculty eLearning
Canvas
Gator News
Employee Password
Reset

CAMPUS SAFETY

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Alerts
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[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

 Section Menu ▼

[Home](#) / [Students](#) / [Academics](#) / [Placement & Testing Center](#) / [course-placement-options](#)

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?

[College Success](#)
[Reading Assessment](#)

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

[WAMAP Math](#)
[Entrance Exam](#)

Are you looking for English Language Classes (ELL/ESOL/ESL)?

Requesting Placement Scores

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Emergency & Safety
Alerts
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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 is 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



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](#)

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[Human Resources](#)

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[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

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](#)

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.