

**BOARD OF TRUSTEES****Regular Meeting**

Thursday, March 13, 2025

Meeting: 3:30pm – 6:30pm

**In Person:** Gateway Hall, Room 352, 6600 196<sup>th</sup> Street SW, Lynnwood, WA**Zoom:** <https://us02web.zoom.us/j/83613372846>**Join by telephone:** (253) 215-8782 | **Meeting ID:** 836 1337 2846**AGENDA**

- |  |   |                   |
|--|---|-------------------|
| 3:30pm   | <b>1. Call to Order</b>   | Chair Carl Zapora |
| 3:31pm   | <b>2. Land Acknowledgement</b>  |                   |
| 3:33pm   | <b>3. Introduction of Guests</b>  | Chair Carl Zapora |
| 3:35pm   | <b>4. Approval of Meeting Minutes</b>   | Chair Carl Zapora |
| <a href="#">page 3</a><br><a href="#">page 13</a>  | a. February 13, 2025 – Regular Meeting<br>b. February 28, 2025 – Special Meeting  |                   |
| 3:37pm   | <b>5. Next Meeting</b><br>April 10, 2025 - 3:30pm   | Chair Carl Zapora |
| 3:40pm   | <b>6. Transforming Lives</b>  |                   |
| 3:50pm   | <b>7. Informational and Monitoring Reports</b><br>Center for Healthcare Transfer Students (10)  | Dr. Lori Hays     |
| 4:00pm   | <b>8. Public Comment</b><br>To make a public comment, you may submit it in writing to <a href="mailto:publiccomment@edmonds.edu">publiccomment@edmonds.edu</a> no later than Wednesday, March 12, 2025, at 5pm. Written comments should be no more than 300 words in length, include your name and affiliation with the college, and will be read into the record, time permitting. Public comments may also be made in person at the meeting. All virtual participants who wish to make a public comment should submit one in writing as outlined above. | Chair Carl Zapora |
| 4:10pm   | <b>9. President's Report</b>  | Dr. Amit Singh    |
| 4:20pm   | <b>10. Rescission of Emergency Rulemaking: Title IX</b><br>Approval of Emergency Rulemaking Rescission<br><b>RESOLUTION #25-3-1</b>   | Suzanne Moreau    |
| <a href="#">page 15</a><br><a href="#">page 17</a> |   |                   |

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|-------------------|---|--|
| 4:25pm<br>page 19 | <b>11. New Business: First Consideration</b>  |  |
|                   | a. Consideration of New Program:<br>Licensed Practical Nursing Program to Associate in Nursing<br>Direct Transfer Agreement/Major Related Pathway<br>(LPN to RN Bridge) | Dr. Kim Chapman                                      |
| page 25           | b. Consideration of New Program: Behavioral Health Support<br>Specialist (BHSS) Bachelor of Applied Science (BAS)   | Dr. Kim Chapman                                      |
| page 31           | c. Consideration of Tenure Status   | Dr. Kim Chapman                                      |
| page 35           | d. Consideration of Continuing Tenure Probationary Status   | Dr. Kim Chapman                                      |
| page 43           | e. Consideration of Professional Leave  | Dr. Kim Chapman                                      |
| page 46           | f. Consideration of ASEC Fees   | Hasan Mahmood  |
| page 48           | g. Consideration of Tuition Rate 2025-26  | Chair Carl Zapora                                    |
| 5:00pm            | <b>12. Break (10)</b>   |  |
| 5:10pm            | <b>13. Representative Reports</b>   |  |
|                   | a. Student Government Representative (5)  | Ruth Nakigozi  |
|                   | b. Classified Staff Representative (5)  | Lia Andrews  |
|                   | c. Faculty Representative (5)   | Scott Haddock  |
| 5:25pm            | <b>14. Foundation Report (5)</b> page 50  | Tom Bull   |
| 5:30pm            | <b>15. Board DEI Committee Report (10)</b>  | Trustee Wally Webster,<br>Vice Chair Courtney Wooten |
| 5:40pm            | <b>16. Board Discussion</b>   | Chair Carl Zapora                                    |
|                   | a. Trustee Updates  |  |
|                   | b. Other  |  |
| 5:55pm            | <b>17. Study Session (25)</b>   |  |
|                   | ePathways Session from ACCT Conference  | Eva Smith, Elisabeth Frederickson                    |
| 6:20pm            | <b>18. Executive Session (10)</b>   | Chair Carl Zapora                                    |
| 6:30pm            | <b>19. Adjournment</b>  | Chair Carl Zapora                                    |

**Next Regular Meeting: April 10, 2025 at 3:30pm**

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Times are estimates only and subject to change.

The Board of Trustees may convene to an Executive Session to discuss matters covered under RCW 42.30.110. Action may be taken, if necessary, as a result of items discussed in the Executive Session.

Information for individuals with hearing or visual impairments can be provided when adequate notice is given to the Office of the President: kristen.nyquist@edmonds.edu



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## BOARD OF TRUSTEES

### Regular Meeting: February 13, 2025

Location: Edmonds College, Gateway Hall 352: 6600 196th Street SW, Lynnwood, WA  
Virtual Participation via Zoom

### Draft Minutes

**Trustees Present:** Carl Zapora, Chair; Courtney Wooten, Vice Chair; Dave Earling; Tasnim Tayiba (joined at 3:55pm; left at 4:43pm); Adrienne Wagner; Wally Webster

**Trustees Absent:** None

#### Others Present:

Dr. Amit Singh, President  
Arlene Anderson, Assistant Attorney General  
Scott Haddock, Faculty Union Representative  
Ruth Nakigozi, Associated Students of Edmonds College Representative  
Lia Andrews, Classified Staff Union Representative  
Dr. Mari Acob-Nash, Vice President for Enrollment and Student Services  
Dr. Kim Chapman, Vice President for Instruction  
Karen Magarelli, Chief Marketing Officer, PIO, & Special Assistant to the President

Suzanne Moreau, Vice President for Human Resources  
Jim Mulik, Vice President for Finance, Grants, and Institutional Effectiveness  
Kristen NyQuist, Director of Planning and Operations  
Eva Smith, Chief Information Officer  
Dr. Yvonne Terrell-Powell, Vice President for Equity, Inclusion and Belonging

Various members of the campus community and public

#### CALL TO ORDER

Chair Zapora called the meeting to order at 3:30pm, and welcomed those present.

#### LAND ACKNOWLEDGEMENT

Vice Chair Wooten read the Land Acknowledgment.

#### INTRODUCTIONS

Chair Zapora led introductions of the Trustees; Dr. Singh led introductions of the leadership team and AAG.

#### APPROVAL OF MEETING MINUTES

Chair Zapora asked for a motion to approve the minutes from the November 26, 2024 Board meeting, which was made by Trustee Earling, seconded by Vice Chair Wooten, and unanimously approved.

#### NEXT MEETING

The next meeting will be held on March 13, 2025.

## **TRANSFORMING LIVES**

Wyatt Muld, a Running Start student, shared her journey to and through Edmonds College. She is a junior at Kamiak High School who felt limited by the academic offerings there. She wanted a deep dive into chemistry, so she chose to do Running Start at Edmonds College. She likes the focused projects, flexible schedule, committed atmosphere and customized pathways. She said that at Edmonds College she feels supported, challenged, encouraged, and safe. She mentioned her math professor Dr. Pat Averbeck, MESA Director Cassandra Schmitt, Services for Students with Disabilities, and the Wellness Center as being particularly supportive. Next year she will graduate high school with an Associate's of Science degree, and will transfer to a university to complete her Bachelor's degree in chemistry, and then aims to go to pharmacy school and become a pediatric pharmacist at either Seattle Children's Hospital or Fred Hutch Cancer Center.

The trustees thanked Ms. Muld for her inspiring presentation, telling her how impressed they were with her life goal planning and her presentation skills.

## **INFORMATIONAL & MONITORING REPORTS**

### **Q2 Operating Budget Update**

James Mulik, Vice President for Finance, Grants, and Institutional Effectiveness, reported on the second quarter revenue and expense results.

Expenses: Salaries through the second quarter are up \$1.44M over last year (when excluding one-time payments). This reflects the increase in the operating budget, and includes a 12% increase in the faculty line, 3.7% for classified, and 4.9% for exempt staff. Goods and Services expenses went down year-over-year by \$500K. The percentage of approved budgeted expenses spent through the second quarter is just about the same as last year, which means our ability to predict expenses is improving.

Revenue: Tuition revenues through Q2 are up \$770K compared to last year, mainly due to resident tuition. Enrollment (excluding adult basic education students) increased by 11.7%. Shared funding (international) revenue is up \$118K compared to last year as gross revenue is up and expenses are down.

The Board thanked Mr. Mulik for his report.

## **PUBLIC COMMENTS**

One comment was received in writing; none were given in person. Chair Zapora asked Kristen NyQuist to read the written comment into the record, which she did as follows:

### **"From Natalie Gonzales, Classified Staff, WDT, HHS BAS Office Assistant**

Dear Members of the Board:

Since the last BOT meeting, the lawsuit filed by WPEA has gone into an appeals process and both WPEA and OFM have returned to the bargaining table. However, OFM continues to drag their feet and insist that classified staff should be grateful that OFM is showing up at all when it is in fact their LEGAL obligation. I also have it on good authority that Dr. Amit Singh, Suzanne Moreau, and Joseph Roland have been showing up to the table but have not contributed to negotiations. Their inaction is a direct violation of the following college value, and I quote, "We manage our resources with efficiency and integrity to ensure the long-term health of the college."

It is not effective for this college to not only waste money on OFM to dismiss us but also to superfluously change the divisions' names. Division names mean next to nothing in a student's daily life. You know what

DOES make an impact? Classified staff do and we demand to be fairly compensated for it. This leadership has NO integrity for as long as they allow OFM to continue time-wasting tactics.

I'd like to highlight another college value: "We require equity and mutual respect." The key word there is "mutual." By not advancing negotiations, this college's leadership has proven that they have no respect for classified staff. Why should they only hold respect and dignity to students when our community includes both?"

### **PRESIDENT'S REPORT**

Dr. Singh began his report by stating that while the college doesn't comment on negotiations, he wanted to correct an error of fact in the public comment above, to clarify that he is not part of the negotiating team (in contrast to the assertion that he has been showing up to the negotiating table but not contributing.)

Dr. Singh thanked all staff and faculty for their patience and cooperation - noting this is a time we have to lead through uncertainty. During the pandemic, we learned to be comfortable with not having all the answers, but to share what we know in the moment and make decisions based on what we know, and he thanked everyone for sharing their feedback.

He noted that advocacy is always important but more important in times of uncertainty, and reported that he traveled to Olympia recently with Trustees Zapora, Earling, and Tayiba to meet with legislators about our priorities and had previously testified before the WA State House and Senate in favor of funding capital projects. Earlier in the week the trustees and he had been in Washington D.C. to meet with lawmakers.

He reported that about a year ago he began to explore changing the college's division names to "School of..." to better align with the 2020 college name change. The divisions will now be known as:

- School of Science, Technology, Engineering, and Math
- School of Healthcare and Human Services
- School of Humanities and Social Sciences
- School of English Language Studies
- School of Academic Foundations
- School of Business, Entrepreneurship, and Professional Education

### **OLD BUSINESS: SECOND CONSIDERATION AND FINAL ACTION**

#### **Approval of Amendments to ASEC Bylaws**

Ruth Nakigozi presented amendments to the ASEC Bylaws for approval, noting the objective to improve student engagement and facilitate the organization of the executive Board meetings.

Chair Zapora called for a motion to approve **Resolution #25-2-1 Amendments to the Bylaws of the ASEC Constitution**, which was made by Trustee Wagner, seconded by Vice Chair Wooten, and unanimously passed.

**Approved**

### **REPRESENTATIVE REPORTS**

**ASEC Representative** - Ruth Nakigozi, Executive Officer for Administration, reported on Student Government activities over the past month, as follows:

- The Executive Officer for Diversity and the Executive Officer for Student Relations are actively working on streamlining the food distribution process during events.
- The Triton Field Turf & Triton Mascot Committee received a progress report on the Triton Field Turf project, with strong support for selecting blue as the turf color at Edmonds College. The Executive

Officer for Clubs and the Executive Officer for Community Relations are collaborating on a redesign of the Triton Mascot, given its current condition.

- On January 30, 2025, an ASEC delegation attended Legislative Advocacy Day in Olympia focused on textbook affordability, housing accessibility, and support for free two-year programs.
- Student government has been working with the Office of International Programs (OIP) to improve access to internship resources for international students. OIP plans to contact organizations attending job fairs to inform them about Optional Practical Training and identify employers willing to hire students under this program. Additionally, OIP and the Career Action Center are working to improve the dissemination of information to both students and potential employers.
- Student government representatives were appointed to the Service & Activities Fee committee and Technology Investment Management Committee committee
- The Dean for Student Engagement and Support, Lisa Neumann and Ms. Nakigozi have been working on expanding access to medical services by providing health and wellness care products to students, and are exploring the feasibility of a vending machine service on campus that provides these products.
- Four of our student government officers attended the Faculty Divisional meetings where they discussed textbook costs, course evaluations, and the Triton Mascot. Representatives from the Faculty Senate are working with the student government Executive Board to discuss how faculty might get involved in reducing textbook costs for students.
- MLK Day & Black History Month - The Executive Officer for Diversity represented student government in the Martin Luther King Committee, where she delivered a speech emphasizing the importance of empathetic leadership in advancing justice and unity.

**WPEA Representative** - Lia Andrews, WPEA Chief Shop Steward, shared some slides showing one year COLA increase comparisons between WA State legislators, EC faculty, and classified staff (8.5%, 8.5%, 3% respectively), average starting salary comparisons between classified staff, tenured faculty, and presidents (\$56K, \$86K, \$266K respectively) and the increase one year of COLA represents for each of those groups (\$1.7K, \$4.3K, \$10.7K respectively). She cited the lack of progress being made at the bargaining table with the Office of Financial Management, and said that it's not clear if anyone is pushing to make classified staff a priority. The community college coalition, who has hired OFM to bargain for them, pays OFM \$825K to do so, noting that EC's portion of that is \$140K. She asked the Board if their investment was worth the return.

**AFT Representative** - Scott Haddock, AFT President, began by expressing the Faculty Union's unwavering solidarity with the classified staff and their union. He highlighted key advocacy efforts of AFT Local 4254 and urged the Board to stand with them. On February 17 at AFT Lobby Day 2025, members will address faculty and staff compensation, protections for Diversity, Equity, and Inclusion (DEI), and equitable access to education.

Key Legislative Priorities:

- Fixing the crisis in staffing, safety, and inadequate salaries for PreK-12 School Related Personnel.
- Securing significant salary improvements for contingent faculty
- Ensuring pay increases for professional non-exempt staff
- Expanding benefits eligibility for contingent faculty engaged in non-instructional work
- Making two-year colleges free and creating pathways to work for undocumented students
- Increasing progressive revenue to ensure that public education remains fully funded and accessible for all.

He stated that Edmonds College and the State of Washington must stand firm in the commitment to DEI, and continue to support our most vulnerable students, including those who are trans and nonbinary,

immigrants and the undocumented, students of color, first-generation, low-income, and those with disabilities.

The American Federation of Teachers (AFT) fights not just for faculty, but for K-12 educators and school staff, contingent faculty and professional staff, students, and the entire college community.

Trustee Earling thanked Mr. Haddock and requested a copy of the AFT's priority list.

#### **BREAK**

At 4:38pm, Chair Zapora adjourned the meeting to a 10-minute break, returning to open session at 4:48pm.

At 4:48pm, Chair Zapora reconvened the meeting in open session.

#### **BOARD DEI COMMITTEE UPDATE**

Vice Chair Wooten, noting that we are all dealing with a lot of uncertainty at the federal level around DEI work, stated that DEI work is a strength of Edmonds College and leadership is still navigating the best approach to managing the risk of losing federal funding. Institutions are being advised to do an audit of their DEI-related work, and she and Trustee Webster would be working with Dr. Singh to figure out how to position the college well. Trustee Webster agreed that a proactive approach is best.

#### **BOARD DISCUSSION**

Chair Zapora thanked the trustees who met with legislators in Olympia, and those who attended the ACCT Conference in Washington D.C. He shared that meetings in D.C. were held with Senators Cantwell and Murray, as well as U. S. Representatives Larsen and DelBene. This year the usual track-specific lawyers roundtable had been expanded into a 2-hour plenary session.

Trustee Earling noted the importance of staying in contact with legislators throughout the year.

Vice Chair Wooten shared that this was her first year as a member of ACCT's Policy and Advocacy Committee. It's a challenging and rapidly changing political climate, so there are many opportunities to strengthen support.

Trustee Webster shared that he heard some excellent presentations to legislators from those in fields who have been impacted by legislation. However, he would like the EC delegation to have materials to leave behind to ensure the legislators remember the points made and stories told in the meetings.

Trustee Wagner reported that she felt reassured by legislators who shared what they are doing to respond to the concerning decisions being made in Washington. She also mentioned that the EC Foundation Board had met recently and as the trustee liaison she'd left the meeting inspired by all the excellent work being done by that Board.

#### **STUDY SESSION - Mid-Year Progress Update on the 2024-25 Comprehensive Plan**

The President's Leadership Team presented an update as follows:

##### **GOAL 1: ACCESS**

##### **Strategy 1A: Increase New Student Applications and Conversion**

- Increase High School Application and Conversion Rates Both for High School Graduates and Running Start Students
- Using a New Forecasting Model, Make Intentional Effort to Increase International Enrollment

**Mid-Year Update:**

- We are on target and making steady progress in each high school’s graduation application process despite some staffing challenges. While we faced obstacles, we maintained a strong presence in the schools.
- We expect to meet our target of increasing application and conversion rates for each high school by 2 percentage points over last year.
- New student international FTEs have increased:

International FTEs	2023-24	2024-25
Fall	130	190
Winter	68	100

- Overall new student international FTE enrollment has increased 49% as of winter quarter (324 FTEs as of winter 2025 vs 218 as of winter 2024).
- Our top five countries for new student enrollment are: Vietnam, China, Indonesia, Cambodia, and Mongolia.
- Disaggregated enrollment data for Fall and Winter Quarters show increasing headcounts, but the percentages of demographic makeup is not changing much.

**Strategy 1B: In Support of the College's Commitment to DEI, Make Intentional Effort to Recruit Students from Diverse Communities**

- Use Population Database Tools to Identify Prospective Students Making Less Than Family-Sustaining Wages to Develop and Implement Targeted Recruitment Tactics, Starting with Those Living in Lynnwood
- Establish New Connections with Identified Community-Based Organizations to Recruit Students

**Mid-Year Update:**

- Target audience for the new prospective student campaign has been identified through the SME initiative. Campaign will launch in February.
- New connections made with the following communities: Tulalip and Quinault Nations; Latino outreach in our High Schools focused on FAFSA/WASFA.

**Strategy 1C: Implement Strategic Scheduling to Maximize Efficiency and Effectiveness**

- Optimize Scheduling for Student Success

**Mid-Year Update:**

- Initial data analysis from Ad Astra has been reviewed
- New Scheduler hired Fall Quarter
- Program Coordinator hiring in process
- Ongoing conversations with AFT representatives regarding scheduling updates

**Strategy 1D: Develop Robust Value-First Content Strategy Targeting Students**

- Utilizing Industry Available Research, Determine Content Needs for Decision- Making

**Mid-Year Update:**

- The [Why Choose Edmonds](#) webpage and campaign launched on February 3.
- Goal is to increase traffic on the new student checklist page by 5% or 700 clicks (13,950 to 14,700).

**GOAL 2: ACCESS**



**Strategy 2A: Ensure a Strong Start for Students as They Begin Their Journey with Edmonds College**

- Optimize Process of Updating/Managing Program Requirements and Maps
- Publish All Program Maps and Implement Business Processes for Ongoing Updates
- Required Onboarding Including Customized Academic Plan

**Mid-Year Update:**

- We are experiencing some challenges but are working to develop systems and process changes, and to hire and train staff to implement them.
- The State Board is in process of acquiring ctcLink-compatible software that could help us accomplish these tasks

**Strategy 2B: In Pursuit of Equity, Provide All Students with the Guidance and Support They Need to be Successful in Completing Their Goals**

- Implement Milestone Checkpoints by Assigned Advisor
- Maintain Enrollment and Success in the Men of Color Scholars Program

**Mid-Year Update:**

- Significant progress has been made, and milestone checkpoints are now fully functional. This gives an actionable list of items for students and advisors to discuss to keep students on track from first meeting with advisor to graduation.
- Fall 2024: We served a total of 85 unique Men of Color Scholars.

<b>PERSISTENCE RATES</b>	<b>Fall 2024 to Winter 2025</b>	<b>Fall 2023 to Winter 2024</b>
<b>Men of Color Scholars</b>	<b>81%</b> (69 of 85)	<b>79%</b> (38 of 48)
<b>College Overall</b>	<b>74%</b>	<b>73%</b>

- Fall-to-Winter persistence rates for new students are 81% overall, compared to 77% last year, and looking good across all race/ethnicity categories.
- Fall-to-Winter persistence rates for all students are 74% overall, compared to 73% last year, and looking good across all race/ethnicity categories.

**Strategy 2C: Design a Student Life Cycle Advising Model to Stay Competitive in the Fast-Changing Workforce Environment**

- Create and Implement an Advising Practice Focused on Labor Market Outcomes
- Create and Implement an Advising Practice Focused on Assisting Students with Transferring to Baccalaureate Programs
- Develop a Structure to Track Post-Graduation Employment Focused on Skill Development and Lifelong Learning

**Mid-Year Update:**

- Advisors are now focusing on labor market outcomes when working with students who are declaring their major and program of study.
- Advising procedures are being created to develop tailored academic plans for specific transfer institutions, so students can have a seamless transition.
- Post-graduation tracking structure is in the planning stage.

### **GOAL 3: COMMUNITY ENGAGEMENT**

#### **Strategy 3A: Engage our Advanced Manufacturing Industry Partners to Meet Their Current and Emerging Needs for a Diverse Workforce in Association with SME**

- Work with Local Industry to Help Organize the Business Leader Round Table
- Finalize Strategic Plan for Advanced Manufacturing in Association with SME and Local Industry Partners, Focused on Engaging Historically Marginalized Populations

#### **Mid-Year Update:**

- Working with Everett Chamber of Commerce and Economic Alliance of Snohomish County to establish an Industry Roundtable
- Strategic Plan has been finalized and implementation is in progress:
- Audience segments have been selected using the ALICE population data
- Creative assets are in development for the all-digital campaign

### **GOAL 4: CAPACITY & OPERATIONAL EXCELLENCE**

#### **Strategy 4A: Create Opportunities for Employee Success Through Talent Management**

- Review Training Needs and Resources with ODET in Order to Create a Training Plan
- Identify Supervisors (Current and New) for Training Tracking
- Review, Revise, and Offer Supervisor Training Sessions to Enhance Management Skills Supporting Student Success

#### **Mid-Year Update:**

- Our training tracking system is in place, and annual training has been updated
- Employee training sessions give on: Performance Evaluations, Compliance Training, and Position Descriptions

#### **Strategy 4B: Advance the College's Commitment to Access and Student Success for All Through the College's DEI Strategic Plan**

- Fully Implement the College's DEI Strategic Plan

#### **Mid-Year Update:**

- DEI modules have been integrated into cultural diversity courses, which allows all degree-seeking students to meet the state law, support the college's DEI commitment, and enhance their DEI understanding.
- DEI Professional Development Day (Feb. 21st) will include faculty focus groups and faculty panel discussions on incorporating inclusive practices into the classroom.
- Outreach has made new or strengthened existing connections with: Tulalip and Quinault Nations, LETI, Asian American Education Group, and St. Michael Ethiopian Orthodox Tewahedo Church.
- Takeoff Initiative/Men of Color Scholars program continues to grow and receive positive feedback from faculty, staff, and students (e.g., book read, faculty support, department support, etc.).

#### **Strategy 4C: Build a Structure and System to Enable the College to Make Better Data-Informed Decisions That Increase Student Success for All**

- By Spring 2025 Complete a Comprehensive Review of How the College Collects, Analyzes, and Shares Data with Assistance from Achieving the Dream

#### **Mid-Year Update:**

- The Presidents Leadership Team met with Achieving the Dream (ATD) four times during Fall Quarter.

- The final ATD report was received and reviewed in PLT; we are working on prioritizing and implementing the recommendations.

**Strategy 4D: Increase Access Across the College to Operational-Level Data to Gain Insight for Actions Related to Student Success for All**

- Design and Implement at Least One Operational Data Dashboard for Tracking Progress on Comprehensive Plan Strategies Using ctcLink Data
- Design and Implement at Least One Advising Dashboard of Key Student Success Metrics
- Integrate All Data Sources into a Unified CRM System

**Mid-Year Update:**

- CRM implementation was completed in December 2024, and are working to integrate it with other systems.
- Progress has been made on identifying data in ctcLink and the development of operational dashboards is in progress.

**GOAL 5: ADVANCING CAREER MOBILITY THROUGH RELEVANT & INNOVATIVE SUPPORT AND SERVICES**

**Strategy 5A: Design and Develop Student Services for Career Mobility and Advancement**

- Develop and Implement an Intake Process Dedicated to the Needs of Adult Learners and Returning Students Who Are Looking for Career Mobility and Advancement
- Develop a Targeted Web Resource That Raises Awareness of All the Services That Promote Career Mobility and Advancement for Adult Learners

**Mid-Year Update:**

- Significant advancements have been achieved:
- Intake process has been developed and a designated position has been offered.
- A Comprehensive Guide Book is currently in development, to help adult learners navigate their journey at Edmonds College.

**Strategy 5B: Confer Microcredentials and Badges to Help Our Students be Successful**

- Work with Industry Partners to Design and Implement at Least One Microcredential
- Establish Resources and Ongoing Process for Institutionalizing New Microcredentials and Digital Badges

**Mid-Year Update:**

- Work has progressed on industry research to inform the first microcredential design. Data has been compiled regarding the manufacturing industry and surveys sent to employers to gather feedback on skills needed.
- Hiring is in progress for a Microcredentials Program Manager who will lead the work required to implement and institutionalize new microcredentials and digital badges.

**GOAL 6: EMBRACING DISRUPTIVE TECHNOLOGY TO BE FUTURE READY**

**Strategy 6A: Advance Center for AI and Data Science as an Innovation Hub**

- Create an AI-Data Science Advisory Board for Center for AI and Data Science
- Offer and Promote AI and Data Science Skills to Students
- Identify and Implement a Student-Focused AI Tool That Increases Student Success for All

**Mid-Year Update:**

- Campus AI policy has been developed and published.
- AI and Teaching Focus Groups are actively working on teaching and learning strategies for using AI.
- The Center for AI and Data Science marketing plan in process.

- The Center for AI and Data Science Advisory Board in planning.

**Strategy 6B: Establish Information Resource Hub for Edmonds Employees to Leverage AI Tools**

- Create a Hub on the Employee Website for AI Updates, FAQs, and Sharing Ideas

**Mid-Year Update:**

- Progress continues on developing an employee AI Hub, including an open chat group related to AI and scheduled “Coffee Hours” and “Lunch and Learns” on the topic of AI.
- The employee website component is in progress.

After a brief period of discussion, Dr. Singh and the trustees thanked the leadership team for their thorough report, noting the diversity of efforts going on across the college.

**EXECUTIVE SESSION**

At 6:01pm, Chair Zapora called an executive session for 15 minutes, returning at 6:16pm, to discuss personnel and litigation matters.

At 6:16pm, Chair Zapora reconvened the meeting in open session.

**ADJOURNMENT**

With no further business, Chair Zapora adjourned the meeting at 6:16pm.

**Next Meeting:** The next regular Board meeting will be held March 13, 2025 at 3:30pm.

\_\_\_\_\_  
Carl Zapora, Chair

\_\_\_\_\_  
Date Approved

ATTEST:

\_\_\_\_\_  
Dr. Amit B. Singh, Secretary



## BOARD OF TRUSTEES

### Special Meeting: February 28, 2025

Location: Edmonds College, Gateway Hall 352: 6600 196th Street SW, Lynnwood, WA

### Draft Minutes

**Trustees Present:** Carl Zapora, Chair; Courtney Wooten, Vice Chair (via teleconference); Dave Earling; Adrienne Wagner; Wally Webster

**Trustees Excused:** Tasnim Tayiba

#### Others Present:

Dr. Amit Singh, President  
 Scott Haddock, Faculty Union Representative  
 Dr. Mari Acob-Nash, Vice President for Enrollment and Student Services  
 Dr. Kim Chapman, Vice President for Instruction  
 Karen Magarelli, Chief Marketing Officer, PIO, & Special Assistant to the President

Suzanne Moreau, Vice President for Human Resources  
 Kristen NyQuist, Director of Planning and Operations  
 Dr. Yvonne Terrell-Powell, Vice President for Equity, Inclusion and Belonging

#### CALL TO ORDER

Chair Zapora called the meeting to order at 2:00pm, and welcomed those present, stating that the purpose for the special meeting was for the Board to meet in executive session.

#### LAND ACKNOWLEDGEMENT

Trustee Wagner read the Land Acknowledgement.

#### INTRODUCTIONS

Chair Zapora led introductions of the trustees; Dr. Singh led introductions of the President's Leadership Team

#### PUBLIC COMMENTS

There were no public comments given.

#### EXECUTIVE SESSION

At 2:02pm, Chair Zapora called an executive session for 45 minutes, returning at 2:47pm, to discuss personnel issues as well as potential litigation.

At 2:44pm, Chair Zapora extended the executive session until 3:00pm.

At 3:00pm Chair Zapora reconvened the meeting in open session.

**ADJOURNMENT**

With no further business, Chair Zapora adjourned the meeting at 3:00pm.

\_\_\_\_\_  
Carl Zapora, Chair

\_\_\_\_\_  
Date Approved

ATTEST:

\_\_\_\_\_  
Dr. Amit B. Singh, Secretary

**BACKGROUND STATEMENT**  
**RESCISSION OF WASHINGTON ADMINISTRATIVE CODE CHANGES:**  
**132Y-125 - STUDENT CODE OF CONDUCT;**  
**132Y-300 - NON-DISCRIMINATION AND HARASSMENT**

**Subject**

Rescission of previously approved emergency rule changes to the Washington Administrative Code (WAC) regarding 132Y-125 Student Code of Conduct and 132Y-300 Nondiscrimination and Harassment Policy, as necessitated by the court invalidation of the 2024 Title IX rule.

**Background**

The Washington Administrative Code (WAC) refers to the administrative rules and regulations by which state agencies operate to execute the laws enacted by the Legislature. The WAC codifies the regulations and arranges them by subject or agency. Edmonds College's WAC resides under [Title 132Y](#).

On April 19, 2024, the Department of Education (DOE) released updated regulations governing campus sex discrimination and sex-based harassment under Title IX. Colleges and universities were required to update their policies and procedures in order to comply with the regulations by August 1, 2024. On July 10, 2024, Edmonds College received final guidance on policy changes from the WA Attorney General's Office.

To meet the August 1 implementation deadline, the colleges in Washington State's CTC system, including Edmonds College, were advised by the Attorney General's office to submit an Emergency Rule-Making Order (CR-103E) to make necessary changes to the WACs governing Title IX and Student Code of Conduct. Under Washington State law, any changes that are approved through the Emergency Rule-Making Order are in effect 120 days. The Board of Trustees approved the emergency rules at a special meeting on July 29, 2024.

On November 26, 2024, the Edmonds College Board of Trustees voted to extend the emergency rules an additional 120 days while the permanent rule-making process was in progress, which included a required public hearing that occurred on January 9, 2025. To make permanent changes to the WAC, the Edmonds College Board of Trustees intended on considering the changes at the conclusion of the permanent rule-making process.

However, On January 9, 2025, the United States District Court for the Eastern District of Kentucky issued a decision that vacated the entirety of the 2024 Title IX Rule nationwide. Prior to that decision, federal courts in other jurisdictions had enjoined the 2024 Title IX Rule, which amounted to a prohibition against its enforcement in 26 states. Although the United States Department of Justice is responsible for determining whether to appeal the United States District Court for the Eastern District of Kentucky's

vacatur order, that judgment was immediately effective and no portion of the 2024 Title IX Rule is now in effect in any jurisdiction.

On January 20, 2025, President Trump issued an Executive Order, “Defending Women from Gender Ideology Extremism and Restoring Biological Truth to the Federal Government.” President Trump ordered all agencies and departments within the Executive Branch to “enforce all sex-protective laws to promote [the] reality” that there are “two sexes, male and female,” and that “[t]hese sexes are not changeable and are grounded in fundamental and incontrovertible reality.”

On February 4, 2025, the Department of Education (DOE) issued a “Dear Colleague” letter stating that it, along with the Office for Civil Rights (OCR), must enforce Title IX consistent with President Trump’s Order. The letter also stated the following:

*“In light of the recent federal court decision vacating the 2024 Title IX Rule, and consistent with President Trump’s Defending Women Executive Order, the binding regulatory framework for Title IX enforcement includes the principles and provisions of the 2020 Title IX Rule and the longstanding Title IX regulations outlined in 34 C.F.R. 106 et seq., but excludes the vacated 2024 Title IX Rule.”*

Therefore, in order to be in compliance with the current Title IX rules, Edmonds College must rescind its emergency rule-making, approved on November 26, 2024.

The following list outlines the significant changes due to a return to the 2020 Title IX Rule:

- **addresses** sexual harassment more narrowly
- **removes** protections for pregnancy and gender identity
- **requires** a signed, formal complaint for informal resolution
- **limits** jurisdiction to incidents occurring in the United States
- **limits** complaint filing to only those individuals with an affiliation to the college
- **return** to live disciplinary hearings with cross examination, including counsel

### **Recommendation**

It is imperative that the college and its Board of Trustees rescind the emergency rule approved on November 26, 2024 to be in compliance with the DOE’s “Dear Colleague” letter and the January 9, 2025, federal court ruling. Therefore, the Administration recommends that Edmonds College Board of Trustees adopt Resolution #25-3-1, approving notification to the Washington State Code Reviser’s Office that the college wishes to rescind its current emergency rule relative to WACs 132Y-300 and 132Y-125, at the March 13, 2025, regular Board of Trustees meeting.



**RESOLUTION #25-3-1**  
**RESCISSION OF WASHINGTON ADMINISTRATIVE CODE CHANGES:**  
**132Y-125 - STUDENT CODE OF CONDUCT;**  
**132Y-300 - NON-DISCRIMINATION AND HARASSMENT**

WHEREAS, on April 19, 2024, the U.S. Department of Education revised regulations governing campus sexual assault under Title IX, the law prohibiting sex discrimination at federally funded institutions; and

WHEREAS, Washington Administrative Code (WAC) is a source of primary law in Washington State and in order to clarify, apply or enforce state laws, state agencies may propose and adopt a rule, sometimes referred to as a regulation, known as the Washington Administrative Code (WAC); and

WHEREAS, to comply with Federal Title IX policy by the deadline of August 1, 2024; and

WHEREAS, the Washington State Attorney General's office supplied language for changes to WAC 132Y-125 and WAC 132Y-300; and

WHEREAS, the Edmonds College Board of Trustees approved approved the changes under the emergency rule-making process on July 29, 2024 in order to comply with Federal Title IX policy; and

WHEREAS, the Edmonds College Board of Trustees subsequently approved the changes under another emergency rule-making process on November 26, 2024, as allowed by law when institutions are in the process of permanent rule-making; and

WHEREAS, on January 9, 2025, the United States District Court for the Eastern District of Kentucky issued a decision that vacated the entirety of the 2024 Title IX Rule nationwide; and

WHEREAS, on January 20, 2025, President Trump issued an Executive Order, "Defending Women from Gender Ideology Extremism and Restoring Biological Truth to the Federal Government," ordering all agencies and departments within the federal Executive Branch to "enforce all sex-protective laws to promote [the] reality" that there are "two sexes, male and female," and that "[t]hese sexes are not changeable and are grounded in fundamental and incontrovertible reality,"; and

WHEREAS, on February 4, 2025, the Department of Education (DOE) issued a "Dear Colleague" letter stating:

*"In light of the recent federal court decision vacating the 2024 Title IX Rule, and consistent with President Trump's Defending Women Executive Order, the binding regulatory framework for Title IX enforcement includes the principles and provisions of the 2020 Title IX Rule and the*

*longstanding Title IX regulations outlined in 34 C.F.R. 106 et seq., but excludes the vacated 2024 Title IX Rule,”*

NOW THEREFORE BE IT RESOLVED that the Board of Trustees hereby approves rescission of the current emergency rule, approved on November 26, 2024, relative to WAC 132Y-125 and WAC 132Y-300 of the Washington Administrative Code, as presented at the March 13, 2025, regular Board meeting.

\_\_\_\_\_  
Carl Zapora, Chair

Date Approved \_\_\_\_\_

ATTEST:

\_\_\_\_\_  
Dr. Amit B. Singh

## **BACKGROUND**

### **Consideration of New Program: Licensed Practical Nursing Program to Associate in Nursing Direct Transfer Agreement/Major Related Pathway degree program (LPN to ADN DTA/MRP)**

#### **Subject**

Board of Trustees consideration of approval of the Licensed Practical Nursing Program to Associate in Nursing Direct Transfer Agreement/Major Related Pathway degree program (LPN to ADN DTA/MRP)

#### **Background**

In accordance with WAC 246-840-510, the Edmonds College (EC) Nursing Department proposes to develop and implement a new Licensed Practical Nursing Program (LPN) to Associate in Nursing (ADN) Direct Transfer Agreement/Major Related Pathway (DTA/MRP) degree program. The proposed program will be delivered in a hybrid format to serve incumbent workers and accommodate those who cannot quit work to attend school in a full-time face-to-face program. The theory courses, which have a synchronous component, will be online, and there are face-to-face courses for lab and clinical. The program is designed to coordinate with the EC Practical Nursing (PN) Certificate to provide a seamless pathway for students to move from nursing assistant (NA-C) to LPN to registered nurse (RN) to a Bachelor of Science in Nursing (BSN) and beyond. The program will enroll 20 students annually and will maintain a total enrollment of approximately 40 students as new cohorts enroll and current students complete the degree and graduate.

This bridge program is needed to meet the community's needs by providing more RNs. After reviewing the data from multiple sources, it is evident that Washington State is experiencing a notable shortage of nursing professionals. Projections indicate that without significant interventions, the nursing shortage in Washington State is likely to persist or worsen, which will present a significant challenge to the healthcare system. The aging population and the anticipated retirement of a substantial portion of the current nursing workforce contribute to this outlook. Efforts to address these challenges include initiatives to increase nursing education capacity to ensure that the state's healthcare needs are met both now and in the future. Data indicates a strong need for RNs in the North Puget Sound Region, supporting the development of a high-quality program that can successfully contribute to the healthcare workforce.

This bridge program is needed to meet potential students' needs by creating a pathway for academic progression from NA-C to LPN and eventually to RN/BSN. Recent data shows that a majority of LPNs in the Edmonds College service area are interested in advancing their education to the RN and eventually BSN level. Data also reveals that lack of available programs plus financial and time constraints are barriers for these LPNs who wish to continue their education. In order to support student success, the part-time program will be delivered in a hybrid format to accommodate the schedules of working LPNs, allowing them to pursue their degrees and maintain employment.

We recently surveyed our Practical Nursing (PN) Program graduates and current students and had a response rate of 55%. The survey indicated that 68% of the respondents lived in Snohomish County. Fifty-two percent of the respondents were from underserved minorities, 34% were first generation college students, 34% are the

sole source of financial support for their families, and 25% are non-native English speakers. Eighty-one percent reported that they wanted to continue their education to the RN level and beyond with 70% aiming for BSN and higher. Fifty-four percent of the graduates responding had not continued their education beyond the LPN level. Of that group 91% were very interested in enrolling in an RN or BSN program in the next five years, 75% stated they would be ready to start school in 1 year or less, and 52% preferred an LPN to RN program versus an LPN to BSN program. The respondents considered lack of programs in their area an extreme or significant barrier. This data strongly supports the development of a part-time hybrid LPN to RN program in our area.

We received a state allocation of funds from the State Board of Community and Technical College (SBCTC) to fund the development of this program. The first year of the allocation included the revision of our existing PN Certificate to bring it into alignment with the DTA. In the second year of the allocation, we increased our lab space, hired a nursing navigator, and hired two full-time new tenure track faculty. The faculty also started curriculum development. This is the third year, and we have hired another full-time tenure-track faculty member and next year we plan to add another full time faculty member (total of five). The increase in full-time faculty and additional lab space will allow us to add bridge students without burdening our faculty or our current PN students. We added another simulation lab which will allow us to increase our simulation hours to offset the increased clinical placements required for the extra RN students.

This proposed degree aligns with the college mission: Teaching/Learning/Community. The program will meet the needs of the community with the graduation of more RNs to meet the nursing shortage and support the health of our population in Snohomish County. It will meet the needs of the potential students in our service area by providing a part-time hybrid program that allows them to continue their education and work to support their families. It also serves students by providing a seamless transition for them to obtain a BSN.

#### **Recommendation**

The administration recommends that the Board of Trustees review the new LPN to ADN DTA/MRP at the March 13, 2025 meeting, and approve it at the April 10, 2025 meeting.

**Sample Program Requirement Sheet for LPN to ADN DTA/MRP**

**Licensed Practical Nursing Program to Associate in Nursing Direct Transfer Agreement/Major Related Pathway (LPN to ADN DTA/MRP)**

**Program Requirements**

Catalog: 2025 - 2026 Undergraduate Catalog

**Program Description**

The Licensed Practical Nursing Program (LPN) to Associate in Nursing (ADN) Direct Transfer Agreement/Major Related Pathway (DTA/MRP) degree consists of a **maximum of 153 credits** earned in General Requirements, Distribution Requirements, Program Requirements, and Electives. General education and nursing core credits earned in a PN program will be applied to the requirements for this degree. This degree is designed to coordinate with the Edmonds College (EC) Practical Nursing (PN) Certificate to provide a seamless pathway for students to move from LPN to registered nurse (RN), to a Bachelor of Science in Nursing (BSN), and for students who plan to transfer to Bachelor of Science in Nursing programs at University of Washington, Washington State University, Western Washington University, Saint Martin’s University, WGU Washington, Bellevue College, Columbia Basin College, Olympic College, or Wenatchee Valley College. Acceptance into this program is by application only. This is in addition to the Edmonds College admissions process.

Advising Note: This program requirements sheet is not a substitute for meeting with an academic advisor. Meeting the requirements to graduate with an Edmonds College certificate or degree is ultimately the responsibility of the student.

**General Education Requirements [15 Credits]**

**Communication [10 Credits]**

**Outcome:** Communicate and interact effectively through a variety of methods appropriate to audience, context, purpose, and field/discipline.

Course Name	Credits	Qtr Taken
ENGL& 101: English Composition I	5.0	
CMST& 210 Interpersonal Communication or CMST& 220 Public Speaking or COMM 101 Intercultural Communication	5.0	

**Quantitative/Symbolic Reasoning Skills [5 Credits]**

**Outcome:** Reason clearly using academic or professional modes of inquiry; using quantitative or symbolic reasoning; and/or using other discipline/field specific methods to explore and create ideas; identify information needs; process, evaluate, and use information; and recognize, analyze, and solve problems.

Course Name	Credits	Qtr Taken
MATH& 146: Introduction to Statistics	5.0	

### **Human Relations**

**Outcome:** Act responsibly in applying professional and academic standards associated with success in educational, workplace, community, and group settings.

Course Name	Credits	Qtr Taken
This is satisfied with NURS 160 and 161 in PN Certificate		

### **Cultural Diversity Skills**

**Outcome:** Explore and apply multiple perspectives in order to examine cultural differences and influences; maintain effective professional/working relationships; and/or interact effectively in multicultural settings. Cultural Diversity Requirement Met

Course Name	Credits	Qtr Taken
This is satisfied with NURS 115 and 120 in PN Certificate, and NURS 211 in this DTA		

### **Distribution Requirements [60 Credits]**

#### **Social Sciences [15 Credits]**

**Outcome:** Use Social Science theories and methods to reason, communicate, apply insights, solve problems, and to develop a critical understanding of the diversity and interdependence of peoples and cultures.

Course Name	Credits	Qtr Taken
PSYCH& 100 General Psychology	5.0	
PSYCH& 200 Developmental Psychology	5.0	
PSYCH 255 Psychosocial Issues in Healthcare	5.0	

**Natural Sciences [30 Credits]**

**Outcome:** Use scientific and mathematical methods, modes of inquiry, and terminology to demonstrate knowledge, comprehension, and application of science concepts and insights.

Course Name	Credits	Qtr Taken
BIOL& 160 General Biology w/lab or BIOL& 211 Majors Cellular Biology w/lab	5.0	
BIOL& 241 Human Anatomy and Physiology I w/lab	5.0	
BIOL& 242 Human Anatomy and Physiology II w/lab	5.0	
BIOL& 260 Microbiology w/lab	5.0	
NUTR& 101 Nutrition	5.0	
CHEM& 121 Introduction to Chemistry w/lab	5.0	

**Humanities [15 Credits]**

**Outcome:** Use Humanities-based methods to reason, communicate, make meaning, solve problems, and/or create or perform cultural works for diverse audiences and purposes.

Course Name	Credits	Qtr Taken
Hum 255 Ethics and Policy in Healthcare	5.0	
From DTA distribution list <a href="#">Program: Course List - Humanities Distribution Courses - Edmonds College - Modern Campus Catalog™</a>	5.0	
From DTA distribution list <a href="#">Program: Course List - Humanities Distribution Courses - Edmonds College - Modern Campus Catalog™</a>	5.0	

**Program Requirements [78 Credits]****Outcomes:**

1. Collaborate with the healthcare team to manage complex patient care needs across health systems.
2. Provide person-centered care by prioritizing culturally appropriate communication to plan and deliver care for culturally diverse patients, families, and communities.
3. Integrate clinical judgment and the nursing process to plan, provide, and evaluate safe, evidence-based care to diverse patients throughout the lifespan and across health systems.
4. Employ quality improvement strategies, healthcare informatics, and scholarship activities within multiple practice areas to enhance patient care.
5. Adhere to legal and ethical principles to act with caring and integrity, providing care and advocacy for diverse patients, families, and communities.

Course Name	Credits	Qtr Taken
Core nursing credits from PN certificate	45.0	
NURS 200 RN Role in Holistic Health Assessment and Care	3.0	
NURS 211 Community and Health Systems for Specialty Populations CD	5.0	
NURS 212 Advanced Community Lab/Clinical for Specialty Populations	5.0	
NURS 221 Advanced Medical Surgical Nursing	5.0	
NURS 222 Advanced Medical Surgical Lab/Clinical	5.0	
NURS 231 Role Transition and Leadership	4.0	
NURS 232 Capstone Preceptorship/Transition to Practice	6.0	

#### Schools Who Accept this Transfer Degree: Nursing RN-BSN DTA/MRP

##### Public Four-Year/Research

University of Washington  
Washington State University

##### Public-Four Year/Comprehensive

Western Washington University

##### Independent/Private Four-Year

Saint Martin's University  
WGU Washington

##### Community and Technical Colleges

Bellevue College  
Columbia Basin College  
Olympic College  
Wenatchee Valley College



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## **BACKGROUND**

### **Consideration of a New Program: Behavioral Health Support Specialist Bachelor of Applied Science Degree**

#### **Subject**

Board of Trustees consideration of approval of a Behavioral Health Support Specialist (BHSS) Bachelor of Applied Science (BAS) degree.

#### **Background**

In 2016, Washington State began evaluating workforce needs in behavioral healthcare, leading to the formation of the Behavioral Health Workforce Advisory Committee (BHWAC) in 2021. Reports from BHWAC and the Washington Health Workforce Sentinel Network consistently highlight workforce shortages, with substance use disorder professionals ranking among the hardest-to-fill positions since 2016. The Spring 2024 survey added bachelor's-level behavioral health counselors to the list of longest vacancies.

Meanwhile, the University of Washington, funded by the Ballmer Group, developed a competency framework and clinical training program for the new Behavioral Health Support Specialist (BHSS) role. In 2023, the legislature passed SSB 5189, establishing BHSS as a profession, defining its scope, and directing the Department of Health to implement certification rules by January 1, 2025.

This proposed BAS program will prepare graduates for careers in mental health and wellness, focusing on practical skills. The curriculum introduces the Behavioral Health Support Specialist (BHSS) role, including responsibilities and ethics, emphasizing interprofessional collaboration. Students will learn about population health, community wellness, and trauma-informed care. The program also develops case management and care coordination skills and addresses health equity and social justice. Students will study mental health disorders, evidence-based interventions, and counseling skills. Additional coursework includes behavioral health assessment, screening, referral, goal-setting, telehealth, documentation, laws, and ethics. Students will also complete two supervised clinical practicum experiences, totaling 150 hours. Graduates will be eligible to apply for Behavioral Health Support Specialist certification through the WA State Department of Health.

On review of the meta-competencies outlined in the BHSS Curriculum Map developed by the University of Washington, we identified significant alignment with the curriculum offered in our existing BAS in Integrated Healthcare Management (IHCM). This curriculum contains courses that uniquely emphasize Team-Based Collaboration, Health Equity, and Care Planning and Coordination—core areas that mirror the BHSS framework while offering a distinctive approach tailored to developing versatile, practice-ready graduates equipped to meet the evolving demands of integrated healthcare. It is our intent to incorporate those courses into both programs creating opportunities for primary care and behavioral health providers to learn together and build the collaborative skills essential for effective teamwork in practice.

This proposed degree aligns with and supports Edmonds College's mission and strategic priorities. This program will extend higher education pathway options for students across numerous certificate and associate degree options and lead to a high-demand behavioral health career, grounded with a family-sustaining wage and opportunities to expand across industries and graduate studies.

#### **Recommendation**

The administration recommends that the Board of Trustees review the new Behavioral Health Support Specialist BAS degree at the March 13, 2025 meeting, and approve it at the April 10, 2025 meeting.

## DRAFT List of courses for BHSS-BAS

### Behavioral Health Support Specialist Bachelor of Applied Science Degree

#### Behavioral Health Support Specialist Bachelor of Applied Science Degree

DRAFT Course List for BHSS-BAS

**Program Description** This program will prepare graduates for careers in mental health and wellness, focusing on practical skills. The curriculum introduces the Behavioral Health Support Specialist (BHSS) role, including responsibilities and ethics, emphasizing interprofessional collaboration. Students will learn about population health, community wellness, and trauma-informed care. The program also develops case management and care coordination skills and addresses health equity and social justice. Students will study mental health disorders, evidence-based interventions, and counseling skills. Additional coursework includes behavioral health assessment, screening, referral, goal-setting, telehealth, documentation, laws, and ethics. Students will also complete two supervised clinical practicum experiences, totaling 150 hours. Graduates will be eligible to apply for Behavioral Health Support Specialist certification through the WA State Department of Health.

**Program Eligibility** Acceptance into the BHSS-BAS program is by application only. This is in addition to the Edmonds College admissions process. The BHSS-BAS degree is awarded upon completion of a **minimum of 180 credits** as outlined. To view additional information and download application materials, please go to the Behavioral Health Support Specialist-BAS website. A program advisor will work with students to ensure they are able to complete their 2-year degree prior to starting upper division courses or concurrent to them depending on the student’s individual course background and preparedness.

**Individuals must have**

- Completion of the program prerequisites or equivalent credits that represent the combination of program admission required courses and other college-level courses.
- A minimum grade of 2.0 in all proficiency courses.
- A cumulative GPA of 2.5 in all college-level courses used to fulfill BHSS-BAS degree requirements at the time of admissions.
- Valid Edmonds College math placement.

**Advising Note** This program requirement sheet is not a substitute for meeting with an academic advisor. Meeting the requirements to graduate with an Edmonds College degree is ultimately the responsibility of the student.

**Program Prerequisites (47 credits)**

**Communication Skills (5 credits)**

Course Name	Credits	Grade	Qtr. Taken
ENGL& 101 - English Composition I	5.0 Credits		

**General Education Requirements (15 credits)**

Complete 15 credits of General Education courses from the list below or from the Humanities, Natural Sciences and Mathematics, or Social Sciences distribution areas with a grade of 1.0 or higher in each course.

Course Name	Credits	Grade	Qtr. Taken
BUS& 101 - Introduction to Business	5.0 credits		
HIST 106 - African-American History from 1945:CD	5.0 credits		
PHIL 110 - Contemporary Moral Issues	5.0 credits		
PSYC& 200 - Lifespan Psychology	5.0 credits		
PSYC 208 - Human Sexuality	5.0 credits		
PSYC& 220 - Abnormal Psychology	5.0 credits		
PSYC 290 - Social Psychology	5.0 credits		
SOC 115 - The Sociology of Gender: CD	5.0 credits		
SOC 150 - Health in Society: CD	5.0 credits		

**Proficiency Requirement (27 credits)**

Complete 27 credits of professional-technical courses as listed below with a grade of 2.0 or higher per course. Equivalent courses completed from an accredited college may be accepted through the transcript evaluation process. Students should meet with a BHSS-BAS advisor to review their credits.

Course Name	Credits	Grade	Qtr. Taken
SHS 113 - Law and Ethics For Addictions and Human Services	3.0 credits		
SHS 114 - Counseling and Interviewing Skills	5.0 credits		
SHS 116 - Cognitive and Behavioral Skills	3.0 credits		
SHS 117 - Crisis Intervention	3.0 credits		
SHS 185 - Human Growth and Development: CD	5.0 credits		
SHS 218 - Survey of Mental Illness	5.0 credits		
SHS 121 - Case Management and Community Resources	3.0 credits		
<b>OR</b>			
SHS 228 - Case Management in Addiction Treatment	3.0 credits		

**Additional Proficiency Requirements (33 credits)**

Complete an additional 33 credits of professional-technical courses from a regionally-accredited school in the following or closely related areas of study:

- Addiction Studies
- Social and Human Services

**General Education Requirements (40 credits)**

Alternative general education courses completed from an accredited college may be accepted to meet the General Education Requirements through the transcript evaluation process.

**Communication Skills (5 credits)**

**OUTCOME: Communicate** and interact effectively through a variety of methods appropriate to audience, context, purpose, and field/discipline.

Course Name	Credits	Grade	Qtr. Taken
ENGL& 102 - Composition II	5.0 Credits		
<b>Quantitative Analysis/Symbolic Reasoning Skills (5 credits)</b>			
<b>OUTCOME:</b> Reason clearly using academic or professional modes of inquiry; using quantitative or symbolic reasoning; and/or using other discipline/field specific methods to explore and create ideas; identify information needs; process, evaluate, and use information; and recognize, analyze, and solve problems.			
Course Name	Credits	Grade	Qtr. Taken
MATH& 107 - Mathematics in Society	5.0 Credits		
<i>OR</i>			
MATH& 146 - Introduction to Statistics	5.0 credits		
<b>Humanities Distribution (10 credits)</b>			
<b>OUTCOME:</b> Use humanities-based methods to reason, communicate, make meaning, solve problems, and/or create or perform cultural works for diverse audiences and purposes.			
Complete 10 credits from the list below or from the Humanities distribution area list.			
Course Name	Credits	Grade	Qtr. Taken
ASL& 121 - American Sign Language I	5.0 credits		
CMST& 210 - Interpersonal Communication: CD	5.0 credits		
CMST& 220 - Public Speaking	5.0 credits		
ENGL 161 - Creative Writing: Fiction I	5.0 credits		
ENGL 170 - Popular Genres: CD	5.0 credits		
HUM 108 - World Mythology	5.0 credits		
MUSC 107 - Survey of Jazz History: CD	5.0 credits		
<b>Natural Sciences and Mathematics Distribution (10 credits)</b>			
<b>OUTCOME:</b> Use scientific and mathematical methods, modes of inquiry, and terminology to demonstrate knowledge, comprehension, and application of science concepts and insights.			
Complete 10 credits from the list below or from the Natural Sciences and Mathematics distribution area list.			
Course Name	Credits	Grade	Qtr. Taken
ANTH& 215 - Bioanthropology w/ Lab: CD	5.0 credits		
BIOL& 100 - Survey of Biology w/ Lab	5.0 credits		
ENVS& 101 - Introduction to Environmental Science w/ Lab	5.0 credits		
GEOL& 101 - Introduction to Physical Geology w/ Lab	5.0 credits		
NUTR& 101 - Nutrition	5.0 credits		
PHYS& 110 - Physics for Non-Science Majors w/ Lab	5.0 credits.		
<b>Social Sciences Distribution (10 credits)</b>			
<b>OUTCOME:</b> Use social science theories and methods to reason, communicate, apply insights, solve problems, and to develop a critical understanding of the diversity and interdependence of peoples and cultures.			

Complete 10 credits from the list below or from the Social Sciences distribution area list.

Course Name	Credits	Grade	Qtr. Taken
ANTH& 206 - Cultural Anthropology: CD	5.0 credits		
DIVST 100 - Introduction to Diversity Studies: CD	5.0 credits		
PHIL& 115 - Critical Thinking	5.0 credits		
PSYC& 100 - General Psychology	5.0 credits		
SHS 104 - Introduction to Addiction Studies	5.0 credits		
SOC& 101 - Introduction to Sociology	5.0 credits		
WOMEN 200 - Introduction to Women's Studies: CD	5.0 credits.		

**Upper Division Program Requirements (60 credits)**

**OUTCOMES:** Upon successful completion of this program, students will be able to:

1. Deliver comprehensive case management as part of an interdisciplinary team, supporting clients in fostering sound mental health, developing effective coping strategies, building healthier relationships, and achieving sustainable wellness.
2. Utilize evidence-based practices to assess, plan, and implement behavioral health interventions that address the diverse needs of clients and populations.
3. Complete both brief screenings and biopsychosocial assessments to include co-occurring disorders and develop and monitor client-centered treatment plans in the context of family, community, and cultural identities.
4. Identify the structures, functions, and organizations which comprise the local healthcare system with a particular focus on behavioral healthcare organizations.
5. Advocate for equitable access to behavioral health services and address social determinants of health to promote well-being across diverse populations.
6. Demonstrate the ability to adhere to professional, ethical standards, including confidentiality and sensitivity when working with diverse populations within the behavioral health field.
7. Demonstrate clear, concise, and effective written, electronic, and verbal communication skills with clients, families, and interdisciplinary team members to enhance personal centered care and health outcomes.

Course Name	Credits	Grade	Qtr. Taken
BHSS 301 - Introduction to Behavioral Health Support Specialist	5.0 credits		
BHSS 310 - Law and Ethics in Behavioral Health	5.0 credits		
BHSS 330 - Mental Health Disorders and Evidence-Based Client Support	5.0 credits		
BHSS 340 - Case Management and Care Coordination	3.0 credits		
BHSS 345 - Advanced Counseling Skills	5.0 credits		
BHSS 346 - Psychoeducation Skills Labs	2.0 credits		
BHSS 410 - Behavioral Health Assessment, Screening and Referral	3.0 credits		
BHSS 420 - Behavioral Health Goal Setting and Documentation	2.0 credits		
BHSS 430 - Professional Development	3.0 credits		

BHSS 431 - Field Placement One	5.0 Credits		
BHSS 432 - Field Placement Two	5.0 credits		
BHSS 440 - Trauma-Informed Care	5.0 credits		
IHCM 315 - Interprofessional Education and Collaboration	4.0 credits		
IHCM 330 - Population Health and Community Wellness	3.0 credits		
IHCM 430 - Health, Equity, Disparities and Social Justice	5.0 credits		

**Program Notes**

The program code for this degree is \_\_\_\_\_. For financial aid, advising, and other reasons, students should work with their advisor to ensure that this code is properly recorded on their academic record.

- Admission into the Behavioral Health Support Specialist - Bachelor of Applied Science degree program is by application only.
- Minimum requirements to begin BHSS courses:
  - Completion of required prerequisite courses. Transferable courses will be evaluated by the program manager to determine equivalency.
  - Minimum cumulative GPA of 2.5.
  - Active math placement at Edmonds College.
  - Minimum grade point average of 2.0 in proficiency courses.
- To view additional information and download application materials, please go to the Behavioral Health Support Specialist - BAS website.
- A list of courses that meet the Proficiency Courses for the Behavioral Health Support Specialist - Bachelor of Applied Science (BHSS-BAS) degree program can be assessed at the identified link.

**The department advisor for this program is:**

Krystal Nash | [krystal.nash@edmonds.edu](mailto:krystal.nash@edmonds.edu) | 425.640.1605

**The faculty advisors for this program are:**

Christina Coiro | [ccoiro@edmonds.edu](mailto:ccoiro@edmonds.edu) | 425.640.1981

Elizabeth Patterson | [elizabeth.patterson@edmonds.edu](mailto:elizabeth.patterson@edmonds.edu) | 425.640.1061

**Department Contact Information:** Behavioral Health Support Specialist | [bhss@edmonds.edu](mailto:bhss@edmonds.edu) | website

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## **BACKGROUND CONSIDERATION OF TENURE**

**Subject**

Consideration of tenure for:

[Rachel Phillips](#), College Prep

[Leslie Rossman](#), Communication Studies

[Hsinmei \(May\) Lin](#), English

[Allison Kuklok](#), Philosophy

[Ted Chen](#), Paralegal

[Roxanne Green](#), Social and Human Services

[Jaehan Park](#), English Language Acquisition

[Uzair Muhammad](#), Math

[Pablo Pedrosa Diaz](#), Advanced Manufacturing and Materials Engineering Technology

[Frank Kadwell](#), Information Technology Application Development

**Background**

Per BOT Policy 2.0 - Job Description, the Board of Trustees, with the exception of the Student Trustee, retains the non-delegable duty of granting or denying tenure to faculty. Per the collective bargaining agreement with the American Federation of Teachers, the Board is required to consider the award or denial of tenure following a probationary period not to exceed nine (9) consecutive quarters, excluding summer quarters and approved leaves of absence.

Rachel Phillips, Leslie Rossman, Hsinmei (May) Lin, Allison Kuklok, Ted Chen, Roxanne Green, Jaehan Park, Uzair Muhammad, Pablo Pedrosa Diaz, and Frank Kadwell have successfully completed their three-year probationary period. The Appointment Review Committees and administration recommend approval of tenure status.

The tenure candidates have each submitted electronic tenure packets this year. These are Google Sites with navigation that will guide you through the required sections of their tenure portfolios. **Please click on the names above to review the packets.**

**Recommendation**

The administration recommends that the Board of Trustees consider tenure for Rachel Phillips, Leslie Rossman, Hsinmei (May) Lin, Allison Kuklok, Ted Chen, Roxanne Green, Jaehan Park, Uzair Muhammad, Pablo Pedrosa Diaz, and Frank Kadwell at the March 13, 2025 meeting and approve tenure for these faculty members at the April 10, 2025 meeting.

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## **BIOGRAPHIES TENURE TRACK CANDIDATES**

### **Pre-College Division**

#### ***Rachel Phillips - College Prep***

Rachel earned both a Bachelor of Science degree in Nutrition and a Master's of Arts Degree in Adult Education, Communications, and Sociology from Oregon State University. While at Oregon State, Rachel worked as a study facilitator and tutor for the university's athletics department and taught communications and academic success courses as a graduate student.

Rachel joined Edmonds College as associate faculty member in 2014 and has taught in multiple divisions and departments across campus. Rachel utilizes multiple approaches to teaching and learning, such as contextualization, active learning, student-driven learning, and reading apprenticeship, in order to support student engagement and success. As a first generation college student, Rachel understands the transformative value that education provides and connects with students by sharing her academic journey. Understanding the importance of creating equitable learning environments for the diverse student body at Edmonds College, Rachel utilizes culturally responsive teaching principles and participates in anti-racism professional development opportunities.

### **Humanities and Social Science Division**

#### ***Leslie Rossman - Communication Studies***

Dr. Rossman was an Assistant Professor of Communication at Graceland University, Lecturer of Communication Studies, and Director of Students for Violence Prevention place-based learning community at Cal Poly Humboldt. They received their Ph.D. in Rhetoric and Communication Ethics at the University of Denver and earned an MA in Political Studies at the University of Illinois, Springfield. Their research interests include rhetoric and political economy, rhetorical mediations of labor and globalization, precarity in academic labor, in addition to intersectional feminism in women's professional soccer, queer representations in sapphic novels, and gender and sexuality in media more broadly. They teach Communications, Public Speaking, and Interpersonal Communication classes.

#### ***Hsinmei (May) Lin - English***

Dr. Lin was born and raised in Taiwan, where she obtained her BA and MA before earning her Doctorate in English at the UW in 2019. She specializes in 19th-century American poetry, 20th-century Sinophone poetry, world literature, translation studies, critical animal studies, and environmental humanities. Her teaching focuses on collaborative learning, school-life connection, and community building. She designs her curricula to include multilingual and multicultural populations by approaching writing as an act of identity-(trans)formation, relation-building, and collective creation. When teaching writing and literature courses, she encourages students to create multimodal, interdisciplinary, and exploratory projects that enable them to establish a personal, unconventional world with their unique perspectives. Currently, she is teaching an English 101 section, English 102 sections, and Studies in American Culture (all are all full).



### ***Allison Kuklok - Philosophy***

Allison Kuklok is teaching online and hybrid sections of Intro to Philosophy as well as an online section Contemporary Moral Issues. She grew up in the Pacific Northwest and attended Portland Community College before transferring to Wellesley College. Allison has a Ph.D. in Philosophy from Harvard University and was formerly an Associate Professor of Philosophy at Saint Michael's College in Colchester, Vermont, where she taught an introductory philosophy course and courses in the history of philosophy.

### **Health and Human Services Division**

#### ***Ted Chen - Paralegal***

Edward (Ted) Chen holds a J.D. from Washington University School of Law, and has been a member of the Washington State Bar since 2016. Ted taught for Edmonds College for nearly ten years as associate faculty, both in the Paralegal and ELA departments. Prior to that, Ted worked in industry, including as a law clerk at the Washington State Court of Appeals in Seattle and at the American Civil Liberties Union of Eastern Missouri in St. Louis. He also served as regulatory counsel and medical reviewer for Western Institutional Review Board, working with paralegals.

While at Edmonds College, Ted was a co-presenter for “Putting Equity-Mindedness to Practice in the Classroom,” and he served as one of the co-chairs for the Faculty Senate’s Equity and Inclusion Committee. He also serves on the college’s Diversity, Equity, and Inclusion Council (DEIC). In his role as faculty in ELA, Ted designed an elective course, Law for Everyday Life, focusing on legal life skills for nonnative speakers. Ted was also an early adopter for the flexible learning format, and has taught legal courses in a hyflex or dual delivery model, increasing student access by allowing them to attend on campus or virtually.

#### ***Roxanne Green - Social and Human Services***

Dr. Roxanne Green holds a Ph.D. in Holistic Nutrition from Kingdom University. In addition, she earned master’s degrees in Family Psychology from North Central University and in Human Development from the University of Houston. She is a licensed chemical dependency counselor, and has certifications in special education and family studies. Dr. Green’s career includes serving in the military, including eight years in the United States Army Reserve. At Edmonds College, Dr. Green is currently serving on the Diversity, Equity, and Inclusion Council (DEIC) and supporting the work of the Faculty Senate’s Equity and Inclusion Committee by facilitating discussion and training for the Health and Human Services division.

Before coming to Edmonds College, Dr. Green taught at a number of other institutions, such as Wright College, Lone Star Community College, and Houston Community College. Her work in industry includes providing individual and group counseling, evaluations, and other support services to those in recovery from substance abuse in probation and other settings. Dr. Green has also published a book, *Understanding the Importance of the Family Narrative: How the Family Narrative Shapes Our Lives*.

### **International Division**

#### ***Jaehan Park - English Language Acquisition***

Jaehan Park is an ELA instructor in the International Education Division. A South Korean native, he has received education in both South Korea and the United States and has taught in Korea, Mongolia, and five states in the U.S. He holds a Master's and Ph.D. from Indiana University School of Education. As a researcher, he has published work in the areas of online pedagogy, teacher professional development, and language immersion education. Jaehan has taught at Indiana University, Penn State University, Chicago State University, and Everett Community College. He brings over 10 years of administrative leadership experience to his role as an instructor, having served as a program coordinator or director in the past.

Jaehan finds the greatest joy in his classroom, where he teaches English to immigrant and refugee students. He is busy learning about his students and is committed to using innovative pedagogy and technology to enhance his teaching and improve student retention. He has participated in the Flexible

Learning course and teaches his ELA Level 1 class in a dual delivery mode. He is impressed by the dedication and collaboration of his colleagues in the ELA Department and International Education Division and is grateful for the support of his tenure committee and Dean Christine Kobayashi who continually encourages him to do his best work.

## **STEM Division**

### ***Uzair Muhammad - Mathematics***

Uzair Muhammad holds a Bachelor of Science in actuarial science from Purdue University and a Master of Science in statistics from Texas Tech University. Prior to joining Edmonds College, Uzair taught as a lecturer of mathematics at Texas Tech University and as an associate professor of mathematics at Odessa College. In his role at Edmonds, he teaches a variety of mathematics and statistics courses in all modes (in person, online and hybrid). He has developed curriculum for the mathematics department by creating a corequisite statistics course that helps underprepared students enroll concurrently in a college-level statistics class. Uzair is an active member of the Edmonds College community, regularly assisting students in the STEM Study Room and actively participating in the STEM Journal Club.

### ***Pablo Pedrosa Diaz - Advanced Manufacturing and Materials Engineering Technology***

Pablo Pedrosa Diaz holds multiple Bachelor and Master of Science degrees in applied mathematics, mathematics education, aerospace science and technology, and mechanics of materials. He is a certified principal program manager and business development Director with more than 15 years of international experience managing large Aerospace Programs and leading multidisciplinary R&D projects. He has multiple industry certifications and is continuing his education as a doctoral student in spacecraft structures and propulsion. His industry experience, academic knowledge, and ability to communicate are evident in his role at the college as he has developed curriculum and is teaching the first cohort of AMMET BAS students who began in Fall of 2022.

## **Business Division**

### ***Frank Kadwell - Information Technology Application Development***

Frank Kadwell, PhD, has been an IT consultant for over twenty years, where he serves as a data management specialist. Throughout his career, Dr. Kadwell has worked in numerous information technology areas, including strategy, architecture, and application development. His expertise also includes stints in many corporate vertical departments, including financial services, retail, manufacturing, and health care. In these capacities he has helped companies improve their bottom line and overall quality of data through innovative architectural enhancements and application development. Dr. Kadwell serves on Data Management International (DAMA-I) state and local chapter boards in Minnesota.

Dr. Kadwell enjoys researching machine learning (ML), artificial intelligence (AI), and specifically, AI ethics, which he has spoken about at various IT functions and conferences. His research with machine learning includes supervised and unsupervised learning and finding better ways to understand our world through machine learning. Dr. Kadwell holds a Bachelor of Science degree in Computer Science from the University of Minnesota-Twin Cities, a Master of Science degree in Software Design and Programming from Capella University, and a PhD in Information Technology also from Capella University.

## **BACKGROUND**

### **CONSIDERATION OF CONTINUING TENURE PROBATIONARY STATUS**

#### **Subject**

Board of Trustee consideration of renewal or non-renewal of tenure probationary appointments for academic employees.

#### **Background**

The Board of Trustees is required to decide whether or not to renew probationary appointments based on recommendations presented by the end of winter quarter of the academic year.

According to *Article 4.1.1 - Tenure* in the Faculty Collective Bargaining Agreement, the purpose of tenure is to protect academic employee employment rights and academic employee involvement in the establishment and protection of these rights, and to define a reasonable and orderly process for the appointment of academic employees to tenure status and for the non-renewal of probationary academic employees. This Article follows the definitions and conditions set out in RCW 28B.50.850 through 28B.50.869 for faculty tenure as it now exists or is hereafter amended.

Additionally, as outlined in *Article 4.2.6 - Duties and Responsibilities* in the Faculty Collective Bargaining Agreement, the general duty and responsibility of the Appointment Review Committees shall be to evaluate the probationers, to advise them of their strengths and weaknesses, and to develop with them programs to overcome their deficiencies. The evaluation process shall place primary importance upon the probationer's effectiveness in the appointment. The Appointment Review Committee shall be responsible for making a recommendation, in accordance with the procedures in Sections 4.2.11 and 4.3.2 as to whether the probationer shall be granted tenure, be given an additional probationary year, or be terminated by the non-renewal of his/her probationary status.

The Appointment Review Committees for each of the probationers listed below have evaluated them and recommended to the President that they be given an additional probationary year.

#### **Second Year Appointments**

Yoon Han (Accounting)  
Anna Truss (Computer Information Systems)  
Julio Garibay (Computer Science)  
Jackie Sheppard (English Language Acquisition)  
Lily Fox (High School Completion)  
Sarah Gray (Library)  
Jennifer Casperson (Nursing)  
Nina Kunimoto (Sociology)

#### **First Year Appointments**

Moni Mungin (Construction Management)  
Ashley Pickard (Anthropology)  
Elaine Monroe (Allied Health Education)  
Heather Peterson-Bruno (Early Childhood Education)  
Rachel Zhang (Nursing)  
Mindy Moos (English Prep)  
Ishaani Priyadarshini (Computer Science/Robotics and Artificial Intelligence)

#### **Recommendation**

Information is presented to the Board of Trustees for their review and consideration. The administration recommends that the Board of Trustees renew the first and second year probationary appointments at the April 10, 2025 meeting.

## **BIOGRAPHIES**

### **FIRST YEAR PROBATIONERS – TENURE TRACK**

#### **Pre-College Division**

##### ***Mindy Moos - English Prep***

Dr. Mindy Moos is a full time instructor in the English Prep department. She previously worked as a dual enrollment instructor at Columbus State Community College, Ohio Dominican University, and Central Ohio Technical College. Additionally, Mindy was a full time instructor at Ohio University and taught middle and high school English classes for 20 years. All of this experience included working with students and holding leadership roles. Mindy teaches a range of precollege classes at Edmonds College and in a variety of formats (in person and hybrid).

Mindy received her AS in Humanities from Corning Community College. She went on to receive a BA in English from Alfred University, a Masters in English Education from the State University of New York at Buffalo, and her doctorate in Educational Leadership from the University of Dayton. Mindy holds teaching certification in New York and Ohio and was granted Tenure at Triad School District. She is currently on the Faculty Senate Equity and Inclusion Committee as well as the Student Conduct Committee and Data Team for EDCAP Improvement. She is a member of the Academy for New Faculty and the TakeOff Men of Color Book team. In addition to several peer reviewed publications and numerous conference presentations, Mindy received the University of Dayton Research Showcase Award.

#### **Humanities and Social Sciences Division**

##### ***Ashley Pickard - Anthropology***

Ashley Pickard earned her undergraduate degree in Political Science and Historical Theology from Pacific Lutheran University. Following her undergraduate studies, she decided to pursue her lifelong passion for archaeology by enrolling in an Archaeology Lab Methods course at Edmonds College, where she discovered her love for the discipline. This experience inspired her to participate in several archaeological field schools and complete a professional certificate in GIS (Geographic Information Systems) before pursuing a master's degree. Before her master's program, she worked as an Anthropology Field and Lab Technician at Edmonds College, contributing to a range of projects and building expertise in Anthropological methods.

Ashley earned her M.A. in Archaeology and Heritage from the University of Leicester in the United Kingdom. Her research focused on water resource management in the Caribbean and the intersection of natural disasters and archaeology. Since joining Edmonds College as a faculty member in 2019, Ashley has taught in both the Diversity Studies and Anthropology departments and has served as Anthropology Department Chair. She is actively involved in faculty development initiatives, including the Faculty Professional Development Academy and the Climate Justice Institute. Ashley is passionate about bringing archaeology to life for her students and community and is excited to host a new archaeological field school this summer at the Japanese Gulch site in Mukilteo, Washington.

Ashley lives in Edmonds Washington, with her husband and dachshund, Dewey.

## **Health and Human Services Division**

### ***Rachel Zhang - Nursing***

Rachel (Zhe) Zhang holds a BSN and a MSN from Western Governors University. As a registered nurse, she has worked in the cardiac telemetry unit and is still working in the Cardiac Catheterization Lab at a local hospital. Rachel has served the public through multiple vaccination events during the Covid-19 pandemic. Before coming to Edmonds College, Rachel taught part-time in an RN program as a clinical instructor. She also had 10+ years of education experience at a university in her home country, China.

Rachel is our new full-time tenure-track faculty member starting in Fall 2024. She teaches clinical and lab courses in our new curriculum with the first-year cohort. While pursuing her tenure track, she is committed to the New Faculty Academy to advance her teaching skills and learn ways to serve the community.

### ***Elaine Monroe - Allied Health Education***

Elaine Monroe is a full-time faculty member of the Allied Health Education department with a specialty in Medical Assisting.

Elaine holds a Bachelor of Science in Healthcare Management and a Master of Education in Education Technology and Instructional Design. She is also a Certified Medical Assistant with the American Association of Medical Assistants and is licensed through the Washington State Department of Health.

She was initially brought on as associate faculty for the Medical Assistant program in the fall of 2023 and has been committed to providing excellent educational outcomes since 2020. With over a decade of clinical experience in multi-specialty healthcare settings, Elaine brings comprehensive industry knowledge to her teaching. Her background includes roles as an Adjunct/Associate Faculty in Medical Assistant programs, Clinic Operations Supervisor, and Certified Medical Assistant. In these roles she has worked closely with clinical educators and schools to create successful programs and talent pipelines for aspiring healthcare professionals.

Elaine's passion lies in mentoring and developing healthcare professionals, from beginners to those advancing their careers. She focuses on identifying students' individual learning needs and making appropriate adjustments to help them master topics and skills. Elaine believes that student-focused learning is essential for positive patient outcomes.

### ***Heather Peterson Bruno - Early Childhood Education***

Heather Peterson-Bruno is a full-time instructor in the Early Childhood Education Department, and was an Associate faculty member for 7 years before that. She has an Associate Transfer Degree in Sociology from Lane Community College, a Bachelor of Arts in Early Childhood and Family Studies from the University of Washington, and a Master of Science in Inclusive Early Childhood Education with a specialization in Infant and Toddler Mental Health from Portland State University.

Before teaching at Edmonds College, Heather worked in the Early Childhood Education field for over 30 years as an Early Childhood Educator, an Early Interventionist, as a Program Supervisor and as a Director. Heather teaches a wide range of classes in online and flexible (hy-flex) formats, is a Practicum Instructor and an advisor for the ECE program. Heather is a member of the National Association for the Education of Young Children, the National Association of Early Childhood Teacher Educators and Associate Degree Early Childhood Educators.

## **STEM Division**

### ***Ishaani Priyadarshini- Computer Science and Robotics and Artificial Intelligence***

Dr. Ishaani Priyadarshini earned her PhD from the University of Delaware and completed postdoctoral research and teaching at the University of California, Berkeley. Dr. Priyadarshini specializes in applied machine learning and AI, with research spanning healthcare, cybersecurity, and social good. Her work includes applications such as machine learning for healthcare diagnostics, anomaly detection in cybersecurity, and AI-driven solutions for environmental and societal challenges.

At Edmonds College, Dr. Priyadarshini is currently engaged in curriculum development for the Computer Science and Data Analytics programs, ensuring that students gain cutting-edge skills in these fields. She is also working with other STEM faculty to support the development of the college's Robotics and AI (ROBAI) programs, creating innovative curricula and projects that prepare students for the rapidly evolving fields of robotics, AI, and data science. Additionally, Dr. Priyadarshini plays a key role in the college's AI Community of Practice (CoP), fostering collaboration and knowledge-sharing among faculty and staff to promote the effective use of AI across disciplines.

## **Business Division**

### ***Moni Mungin - Construction Management***

Mungina “Moni” Mungin is the newest full-time, tenure-track faculty in the Edmonds College Construction Management department, having served as an associate faculty member since 2021.

Ms. Mungin has over a decade of work experience in infrastructure fields like oil and gas, electric utilities, telecommunications, and supply chain operations. Her experience reflects work in complex, unseen systems that power homes and businesses. Ms. Mungin has used her expertise in consulting with numerous businesses, from small specialty construction firms to large enterprises (like Microsoft and PG&E). Furthermore, she has assisted companies in reimagining and rebuilding adult learning programs. In this work, she’s helped create technical education programs, launch learning platforms, and streamline how learning materials are produced for adult learners. To accomplish this, she has held distinct roles, such as project manager, instructional designer, and e-learning consultant.

Ms. Mungin received her Bachelor of Science degree in Technical Communication from the College of Engineering at the University of Washington. She has had additional undergraduate studies in construction management and occupational safety and health. Additionally, she has related graduate studies in change leadership through the City University of Seattle. The consummate teacher-learner, Ms. Mungin, has been active on the Edmonds College Construction Management Industry Advisory Board (IAB) and Construction Management Student Association (CMSA). She also liaises with the Master Builders Association of King and Snohomish Counties.



## BIOGRAPHIES

### SECOND YEAR PROBATIONERS – TENURE TRACK

#### Pre-College

##### *Lily Fox - High School Completion*

Lily Fox serves as a history instructor in the High School Completion program at Edmonds College. Ms. Fox holds a Master of Arts in history from Western Washington University, where her academic studies focused on U.S. history and U.S. Latin American relations. Ms. Fox began teaching as an adjunct instructor in the history department at Western Washington University. She expanded her teaching portfolio to include various U.S. and regional history courses at Everett Community College. Ms. Fox's passion for community college education stems from personal experience as a first-generation student. As a community college student, she found confidence in her academic and intellectual abilities and discovered an intense love for politics and our historical past. This transformative experience inspired her career aspirations and continues shaping her teaching philosophy.

Ms. Fox has consistently demonstrated a steadfast dedication and enthusiasm for teaching at the community college level. Her passion lies in broadening access to opportunity through education and instilling a love for learning, particularly in the realm of history. Each course Ms. Fox teaches incorporates inclusive course design to serve the needs of students from diverse backgrounds. Her teaching objective is to encourage active learning wherein students spend significant time evaluating arguments about the past and drawing connections to contemporary events and problems. Anti-racist pedagogy informs her teaching by encouraging diverse voices and discussions of power and inequality. Students assume a central role in shaping assignments to align with their interests and strengths, placing them at the center of their education experience.

Ms. Fox's dedication to the community college mission expands beyond teaching to include a commitment to campus service. Ms. Fox was a faculty senate representative within Everett Community College's shared governance council. She participated in various task forces to revise campus policies to promote equity, reform pathway distributions, and update teaching evaluations. Additionally, Ms. Fox served as an advising mentor. Ms. Fox is excited to join the Edmonds College community and dedicate her time and passion to supporting its students and mission. She looks forward to serving on the Faculty Professional Development Committee and as a representative to the Faculty Senate. Most of all, she is eager to teach the unique and inspiring students in the Pre-College Department.

#### Humanities and Social Sciences

##### *Nina Kunimoto - Sociology*

Nina Kunimoto grew up in Japan, Germany, Los Angeles, and New York City in the United States. Since her early college career, she has taught internationally in refugee camps, nonprofit settings, public schools, and a graduate teacher education program. These experiences gave her broad experiences that have helped her cultivate a dynamic classroom that supports all students. She earned her doctoral degree at the University of Massachusetts Boston - Urban Education, Leadership and Policy Studies Program; her study used a unique methodology to study how a teacher education program prepares teachers to become justice-oriented K-12 teachers. She also taught sociology courses at the Community College of Vermont during her doctoral research. Additionally, she co-developed a foundations of equity

course for the college and co-facilitated the first pilot with the President and her colleagues in the President's office.

Her scholarship is guided by equity and justice. She has co-authored a number of articles and chapters that focus on equity and justice in education and teacher education. She is very excited to be part of a book project that honors the Black feminist scholar bell hooks, where she has been invited to write a chapter as a solo author. These scholarly pursuits translate to her classroom. Her classroom is engaging because she brings bits and pieces of scholarly items into the curriculum and classroom discussions, which engage students intellectually as well as practically.

## **Health and Human Services**

### ***Jennifer Casperson - Nursing***

Jennifer Casperson has a BSN from Seattle University and an MSN from Northwest Nazarene University. She has extensive clinical experience in pediatric nursing in acute and chronic care.

As a nursing instructor for over 10 years in both ADN and PN programs she has revised and developed curricula as well as provided interim program administrative support. She is a simulation innovator and maintains certification as a healthcare simulation educator and pediatric nurse. She is active in national simulation and pediatric nursing organizations.

Jennifer taught in the PN Program at Edmonds as a part time faculty starting in 2014 and returned to teach in a full-time temporary capacity in 2022 prior to her current tenure track appointment. During her time at Edmonds, she spearheaded a complete curriculum revision, has been working with community practice partners and state leaders to develop a nursing assistant to LPN apprenticeship program, has become the director of our simulation program, has joined the Faculty Professional Development Committee, and the Collaborative for Equity a DEI focused committee. Her continued goal as nursing educator is to improve diversity and equity in our healthcare system through changes to curriculum and access to resources at all levels of nursing education.

## **International Division**

### ***Jackie Sheppard - English Language Acquisition***

Jackie Sheppard holds a Master's in TESOL from the University of Washington. She has worked as an ELA instructor for over 15 years, having taught domestically in California and Washington, as well as overseas in Japan and Spain. Most recently she has spent the last 8 years working at Shoreline Community College in both the ESL Department and the Trajal Hospitality & Tourism College contracted program. She has also regularly taught short-term study abroad programs at Central Washington University, the University of Washington, North Seattle College, and Shoreline Community College. In addition, she is the lead curriculum designer and instructor for the non-profit Khenpo Gyamtso Rinpoche Foundation language instruction pilot program supporting Buddhist nuns in Bhutan.

In addition to her teaching, she has also had the pleasure of supporting her previous institutions as a Study-Abroad Program Manager, Curriculum Designer, Learning Center Coordinator, Business Analyst, and Technology Support Specialist. Her passion is for understanding the needs of students and programs holistically, from the first point of contact with the student through job placement or college-transfer. She has specialized knowledge in Slate, a customer relationship management system designed for higher education. In addition, she has extensive supervisory experience through yearly hiring, training, and supervising 9-15 employees through her positions at Shoreline. Her strengths include integrating learning and teaching technologies, building greater accessibility and retention strategies into programs, and identifying and resolving gaps in student support services.

Jackie also commits to being a lifelong learner, pursuing research in equitable and culturally sustaining pedagogies, giving presentations on literature through feminist and queer studies lenses, and exploring



the intersections between language and culture through pursuing a second MA degree in Germanic Philology.

## **STEM Division**

### ***Julio Garibay - Computer Science***

Julio Garibay has a PhD in Business Administration from Alliant International University, a Master of Science in Telecommunications Systems Management from National University, and a Bachelor of Science in Computer Science from University of BC.

Prior to joining the Edmonds faculty, he taught as an adjunct faculty member at several colleges in California and spent time as an Assistant Professor at USU. Julio has also spent time in industry and has experience working in several different roles and at a variety of companies.

## **Business Division**

### ***Anna Truss - Computer Science***

Anna Truss is the CIS Faculty at Edmonds College. She is a seasoned professional in the fields of web development and digital forensics, with over two decades of experience bridging the technical and investigative aspects of information technology. She began her career as a web developer, where she honed her skills in creating user-centric, responsive websites. Her expertise encompasses a wide range of programming languages, including HTML, CSS, JavaScript, and PHP, as well as experience with popular content management systems like WordPress, Drupal and Joomla.

Driven by a passion for cybersecurity and digital investigations, Anna transitioned into the realm of digital forensics. In this capacity, she has worked extensively in the collection, analysis, and preservation of digital evidence. Her work has supported both private sector and law enforcement agencies in solving complex cybercrimes and understanding digital footprints. Anna also worked for Deloitte & Touche as an Incident Response Manager prior to joining Edmonds College.

Anna is a volunteer and training for IACIS, where she is a chair/developer/trainer for the Applied Scripting Forensics Techniques course and a developer/trainer for the Mobile Device Forensics course. She also teaches cyber security, web development and scripting courses at several colleges.

Anna's academic journey began at Edmonds College, where she earned Associate of Science (AS) in Computer Science and Associate of Technical Arts (ATA) in Information Security and Digital Forensics degrees. Subsequently, she advanced her education at Excelsior University, securing a Bachelor's degree in Information Technology and a Master's degree in Cybersecurity. This progression underscores her profound academic groundwork in her fields of expertise.

Throughout her career, Anna has demonstrated a unique ability to adapt to the rapidly evolving tech landscape, making her a valuable asset in any investigative or development team. Her work has not only contributed to safer digital environments but has also paved the way for innovative approaches to understanding and utilizing digital data. Anna continues to share her knowledge through workshops and seminars, inspiring the next generation of web developers and digital forensic investigators.

### ***Yoon Shik Han - Accounting***

Yoon Shik Han, DBA, MBA, CPA, CGMA, CFE is an Accounting Faculty at Edmonds College. Since 2006 at three universities, he taught Auditing, Principles of Accounting, Financial Accounting, Intermediate Accounting, Managerial Accounting, Advanced Accounting in both US GAAP and IFRS. He also taught Internal Auditing, and Fraud Examination for electives.

Prior to arriving in Edmonds College, he taught at Bemidji State University, MN and KIMEP University in Almaty, Kazakhstan, Sogang Graduate School of International Studies in Seoul, Korea, and enjoyed a successful career as a CEO of investment advisory companies specializing in private equity and corporate restructuring. He started his career as an auditor with Deloitte & Touche in NY until he moved to a controller position with one of his clients in California. After he came back to Korea, he worked for

Samsung Group as an executive staff of Chairman and for POSCO group as a venture capitalist before he was scouted as a CEO of Corporate Restructuring Company (CRC) of Aju Group. He also established his own investment advisory company with his partners and investors. Therefore, he has a wealth of perspectives as an auditor, preparer, and user of financial statements, with substantial experiences in diverse finance and investment sectors.

He is an active member of the California Society of CPAs and Association of Fraud Examiners. He completed his doctoral degree in Accounting at Metropolitan State University in St. Paul, MN and MBA at Rutgers, The State University of New Jersey in the USA. He completed his first degree at Yonsei University in Seoul, Korea. His dissertation was “Infusing Data Analytics into Accounting Programs.”

## **Library Resources Division**

### ***Sarah Gray - Library***

Sarah Gray is the Systems and Collections Librarian at Edmonds College Library. Born and raised in Seattle, Washington, she received her graduate education in Honolulu, Hawai‘i and honed her library skills at Windward Community College in Kāne‘ohe, Hawai‘i while serving students of the Ko‘olau region of O‘ahu Island. She holds a Bachelor of Arts in Psychology from the University of Washington and a Master of Library and Information Science from the University of Hawai‘i at Mānoa. She brings ten years of academic library reference, instruction, systems, and collection management experience to her work at Edmonds College.

Sarah is driven by her mission to reduce barriers to accessing information, particularly for students from historically excluded groups. She finds library work to be incredibly interesting and rewarding, and firmly believes every student should be treated with kindness and respect. Her professional interests include examining how library systems and technology impact information finding and retrieval, and analyzing data in order to improve the library experience for users. In her free time, she enjoys sewing, thrifting, roller skating, and hiking (weather permitting).

## **BACKGROUND**

### **PROFESSIONAL LEAVE REQUESTS FOR 2025-2026 ACADEMIC YEAR – TENURED FACULTY**

#### **Subject**

Board of Trustees consideration of faculty professional leave requests for the 2025-2026 academic year.

#### **Background**

The negotiated agreement between the Board of Trustees of Washington Community College District 23 and the Edmonds College Federation of Teachers, Local 4254 AFT, AFL/CIO, specifies the process whereby the Board of Trustees may consider and grant professional leave to eligible faculty up to a maximum of four percent of the state-funded Full-Time Equivalent Faculty load. The Federation appointed a Professional Leave Committee to review and rank eligible faculties' professional leave proposals for the Board's consideration.

The agreement states that each professional leave recipient will receive 100 percent of the employee's step placement during the period of time he or she is on professional leave.

The Professional Leave Committee recommended to the President that the following faculty members receive leave:

#### Faculty Member Professional Leave Recommended Annualized FTEF

Robin Datta .333 (1 quarter of professional leave)

John Sanders .666 (2 quarters of professional leave)

Nick Sibicky .666 (2 quarters of professional leave)

#### **Recommendation**

The administration recommends that the Board of Trustees consider the requests above for faculty professional leave for the 2025-26 academic year at the March 13, 2025 meeting and approve the requests at the April 10, 2025 Board of Trustees meeting.

## BACKGROUND

### 2025-2026 Professional Leave Applicant Proposal Synopsis

Dr. Robin Data—Full-time Faculty, Political Science:

The planned outcome of this project is "***Building Better Researchers: A Handbook for Integrating AI Tools and Assessment Strategies in Undergraduate Political Science***" (hereafter, "Handbook"). As expanded on below, this project brings together my research on assessment, mentorship of undergraduate research students and faculty, and my work building an SBCTC-wide Undergraduate Research Program. I intend the handbook to address the following challenges:

*Integrating Emerging Technologies:* By providing structured guidance for integrating AI tools into undergraduate research, it aims to help faculty maintain academic rigor while embracing technological innovation. I will focus on designing for a 10-week quarter, which will prove valuable for community college instructors who must balance ambitious learning outcomes with time constraints.

*Integrating Effective Assessment Strategies:* The planned assessment framework will offer evidence-based approaches for evaluating student learning in technology-enhanced environments. This responds to growing institutional needs for reliable assessment methods as AI tools become more prevalent in education. The effort builds directly on findings from the FAS4ATE2 project (NSF ATE DUE 1853472), which I led from 2019 through 2023.

*Integrating High-Impact Practices with Assessment and Technology:* The handbook's emphasis on Course-Based Undergraduate Research Experiences (CUREs) makes high-impact practices more accessible to community college students, addressing a persistent challenge in higher education.

John Sanders—Full-time Faculty, Music:

I plan to spend four months in Northeastern Brazil studying the Portuguese language and Brazilian music. Upon return I will expand the curriculum in the music department to include an instrumental ensemble specializing in Brazilian styles. The trip begins with a four-week intensive immersion program in Portuguese including a home stay with a family. Then I will travel to a number of important music centers over the next three months.

I have connections with language and music schools in Salvador, Bahia and Olinda, Pernambuco. I'm fortunate to have musical friends from Brazil, including Jovino Santos Neto, professor of music at Cornish, Adriana Giordano, a well-known Seattle vocalist, Nanny Assis, an internationally known Brazilian musician, among others.

## Dr. Nick Sibicky—Full-time Faculty, Music:

This Professional Leave Plan has a diverse set of goals and subgoals, but there are six main parts (ie, “deliverables”):

1. Create new original work(s)/research to submit to SEAMUS and ICMC 2026
2. Re-structure and create course content for Music 106: American Popular Music
3. Create and release a microtonal synth-sample sound packs specifically for ambient music in collaboration with Tritonal/Praana
4. Compose and release a Moonfound ambient LP
5. Be an acoustic tourist (eg, Tvísöngur, Chichen Itza) and collect ambiences from around the world.
6. Publish Audio Adventurers critical-listening software for training student audio engineers

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**BACKGROUND**  
**FISCAL YEAR 2025 - 2026**  
**SERVICES & ACTIVITIES FEE; STUDENT CENTER M&O FEE; ASSESSMENT FEE;**  
**SUSTAINABILITY FEE; TRITON FIELD FEE; BUS PASS USER FEE**

**Subject**

Proposed ASEC Services and Activities and self-assessed local fees for Fiscal Year (FY) 2025-26.

**Background**

The ASEC budget development process is outlined in the ASEC Financial Code and RCW 28B.15.045. The ASEC Executive Board is responsible for determining fee levels within the guidelines that the State Legislature and the State Board of Community and Technical Colleges (SBCTC) have set.

The following fees are submitted for consideration.

The Associated Students recommend to the Board of Trustees fee levels for the following six fees: the Services and Activities Fee and five local voluntary self-assessed fees. The State Board sets the Services and Activities Fee maximum for Community and Technical Colleges, and the Associated Students Executive Board sets the five local voluntary self-assessed fees. On December 5, 2024, the SBCTC, following the information given to them by the Office of Financial Management, approved an S&A Fee maximum increase of 3.4% over the year prior. The State Legislature has given authority to each college to determine local fees. The ASEC Executive Board voted for five fees to remain the same for 2025-26, while making changes to the Services and Activities Fee, to reflect a 3.4% increase.

**Current ASEC Fees**Services and Activities (S&A) Fee

The Services and Activities Fee is included as part of the tuition a student pays.

S&A Fee 2024-25	\$13.12/credit (credits 1-10)	\$7.59/credit (credits 11-18)
S&A Fee 2025-26	\$13.57/credit (credits 1-10)	\$7.85/credit (credits 11-18)

Assessment Fee

The Associated Students took action to assess a fee to fund the Brier Triton Student Center and subsidize the bus pass program with Community Transit. The recommended fee for 2025-26 does not increase from the prior year.

Assessment Fee 2024-25	\$4.37/credit
Assessment Fee 2025-26	\$4.37/credit

Student Center Maintenance and Operation (M&O) Fee

The Associated Students instituted the Student Center M&O fee in 2005-06 to support a dedicated fund for the M&O of the student center. Currently, the State does not fund M&O for buildings constructed with Certificates of Participation (COP). This fee ensures a dedicated revenue source for the operation of the student center. It has not been changed since FY 17-18. The recommended fee for 2025-26 does not increase from the prior year.

Student Center M&O Fee 2024-25	\$0.65/credit
Student Center M&O Fee 2025-26	\$0.65/credit

Sustainability Fee

The Associated Students took action to assess a Sustainability Fee in the fall quarter of 2011 to provide dedicated funding to enhance sustainability on campus. The fee provides funding for the Campus Green Fund, which funds student positions known as “Green Team”, who educates the campus community about sustainability practices. The recommended fee for 2025-26 does not increase from the prior year.

Sustainability Fee 2024-25	\$0.45/credit
Sustainability Fee 2025-26	\$0.45/credit

Triton Field Fee

The Associated Student Executive Board took action to assess the Triton Field Fee beginning fall quarter of 2019. The purpose of the fee is to provide dedicated funding for ongoing maintenance, field improvements, and turf replacement. The recommended fee for 2025-26 does not increase from the prior year.

Triton Field Fee 2024-25	\$1.00/credit
Triton Field Fee 2025-26	\$1.00/credit

Bus Pass User Fee

The Bus Pass User Fee was issued by the Associated Students in the summer quarter of 2010 to help subsidize the bus contract with Community Transit. This fee only applies to students 19 years and older who wish to ride Community Transit for free, and does not apply to students under the age of 19, as they are permitted to ride all public transportation for free under Washington State law. The recommended fee for 2025-26 does not increase from the prior year.

Bus Pass User Fee 2024-25	\$26.00/quarter
Bus Pass User Fee 2025-26	\$26.00/quarter

**Recommendation**

The ASEC Executive Board recommends that the Board of Trustees consider the proposed ASEC self-assessed fees for the 2025-26 FY: Assessment Fee, Student Center M&O Fee, Sustainability Fee, the Bus Pass User Fee, Triton Field Fee and the increase to the Services and Activities Fee to the maximum allowed by the state. These fees will be presented for the Board’s second consideration and final action at their April 10, 2025 meeting.

## BACKGROUND

### 2025-26 TUITION AND FEE RATE ENDORSEMENT

**Subject**

Board of Trustees endorsement of the 2025-26 tuition and fee rates for resident and non-resident students.

**Background**

Washington State statute RCW [28B.15.067](#) gives the Office of Financial Management (OFM) the authority to set the maximum allowable increase in resident undergraduate tuition for state universities, regional universities, The Evergreen State College, and community and technical colleges. The legislative tuition policy stems from the College Affordability Program of 2015, which allows for resident tuition to increase by an inflation factor linked to median wages in Washington. OFM must provide the maximum annual increase in tuition operating fees to the State Board for Community and Technical Colleges (SBCTC) no later than October 1 of the year prior.

Once the maximum allowable tuition operating fee increase is received from OFM, the SBCTC has the authority to adopt tuition operating fees up to the maximum for resident students, and also to set tuition and fees for non-resident students.

On December 5, 2024, the SBCTC voted to approve a 3.3% increase in tuition operating fees for resident and non-resident tuition alike, representing the maximum allowed increase for resident students, as set forth by OFM.

Community and Technical College tuition is made up of several fees - an operating fee, a building fee, and an S&A fee, as shown in the 2025-26 rate increase charts approved by the SBCTC, below. The operating fee is determined and approved by the State Board (up to the maximum allowable rate), based data provided by the OFM; the building fee is determined by the SBCTC based on a formula provided in the state statute; and the maximum allowable S&A Fee is also determined by the SBCTC based on the weighted average increase of the operating and building fees. However, the approval of the exact S&A fee is left to the local governing Boards. The Associated Students of Edmonds College (student government) will bring their proposal for the 2025-26 S&A Fee to the Board of Trustees for approval separately from this tuition endorsement proposal.

<b>Lower Division Tuition - RESIDENT</b>				
	<b>2024-25</b>	<b>2025-26</b>	<b>Change</b>	
	<i>Assumes 15 Credits per Quarter</i>		<b>Change in Rate</b>	<b>% Change</b>
<b>QUARTERLY FEES</b>				
Operating Fee	\$1,247.35	\$1,288.50	\$41.15	3.3%
Building Fee	\$174.20	\$181.60	\$7.40	4.2%
Maximum S & A Fee	\$169.15	\$174.95	\$5.80	3.4%
<b>Total Tuition and Fees</b>	<b>\$1,590.70</b>	<b>\$1,645.05</b>	<b>\$54.35</b>	<b>3.4%</b>



<b>Upper Division Tuition - RESIDENT</b>				
	<u>2024-25</u>	<u>2025-26</u>	<u>Change</u>	
	<i>Assumes 15 Credits per Quarter</i>		<i>Change in Rate</i>	<i>% Change</i>
<b>QUARTERLY FEES</b>				
Operating Fee	\$2,196.80	\$2,269.30	\$72.50	3.3%
Building Fee	\$174.20	\$181.60	\$7.40	4.2%
Maximum S & A Fee	\$169.15	\$174.95	\$5.80	3.4%
<b>Total Tuition and Fees</b>	<b>\$2,540.15</b>	<b>\$2,625.85</b>	<b>\$85.70</b>	<b>3.4%</b>

<b>Lower Division Tuition - NON-RESIDENT</b>				
	<u>2024-25</u>	<u>2025-26</u>	<u>Change</u>	
	<i>Assumes 15 Credits per Quarter</i>		<i>Change in Rate</i>	<i>% Change</i>
<b>QUARTERLY FEES</b>				
Operating Fee	\$3,106.90	\$3,209.45	\$102.55	3.3%
Building Fee	\$361.05	\$376.45	\$15.40	4.3%
Maximum S & A Fee	\$169.15	\$174.95	\$5.80	3.4%
<b>Total Tuition and Fees</b>	<b>\$3,637.10</b>	<b>\$3,760.85</b>	<b>\$123.75</b>	<b>3.4%</b>

<b>Upper Division Tuition - NON-RESIDENT</b>				
	<u>2024-25</u>	<u>2025-26</u>	<u>Change</u>	
	<i>Assumes 15 Credits per Quarter</i>		<i>Change in Rate</i>	<i>% Change</i>
<b>QUARTERLY FEES</b>				
Operating Fee	\$6,494.60	\$6,708.90	\$214.30	3.3%
Building Fee	\$361.05	\$376.45	\$15.40	4.3%
Maximum S & A Fee	\$169.15	\$174.95	\$5.80	3.4%
<b>Total Tuition and Fees</b>	<b>\$7,024.80</b>	<b>\$7,260.30</b>	<b>\$235.50</b>	<b>3.4%</b>

It is important to note that Edmonds College Board Policy 2.0 - Board Job Description, lists one of the Board's non-delegable duties as "establishing tuition rates." However, in light of RCW [28B.15.067](#), it would be more accurately stated that the Board's non-delegable duty is to endorse tuition and fee rates as determined and approved by the State Board for Community and Technical Colleges. A proposed change to Board Policy 2.0 - Board Job Description, reflecting this nuance, will be presented for the Board's consideration at a future meeting.

**Recommendation**

The President and President's Leadership Team recommend that the Board endorse the 2025-26 tuition and fee rates for resident and non-resident students as determined and approved by the SBCTC and as presented in the document above, with the understanding that the S&A Fee portion will be separately presented for the Board's approval by the ASEC Executive Officer for Finance and Budget. A resolution to formally endorse the 2025-26 tuition and fee rates will be presented to the Board of Trustees at their April 10, 2025 meeting.

## FOUNDATION REPORT

### Fundraising Results

As of February 28, 2025, The Edmonds College Foundation has received \$370,017 in contributions from 1,281 generous donors. These gifts reflect the continued commitment of our community to supporting Edmonds College and its students. Contributions come from individuals, foundations, grants, and corporate partners, with the distribution remaining largely consistent with the previous month. However, we have observed a decline in grant funding, highlighting an area for renewed focus.

### Inspire 2025 – April 26

Momentum is building for our **Inspire** event on April 26, with strong community and corporate support. To date, we have secured more than **40 in-kind gifts** from local businesses and beyond, including contributions from **spas, theaters, and restaurants**, as well as major auction items such as:

- **Weekend getaways** to Ocean Shores and Whidbey Island
- **Rick Steves travel package**
- **Alaska Airlines travel vouchers**
- **Exclusive sports packages** featuring tickets to **UW Athletics, Seahawks, Mariners, and the Apple Cup**

Additionally, we have confirmed **eight major sponsors**, reinforcing the strong support for Edmonds College and our mission. With these exciting contributions, Inspire is shaping up to be a premier event that will bring together our community in support of student success.

### Board Recruitment and Approval

The Edmonds College Foundation continues to strengthen its leadership with the recruitment and approval of two new board members:

- Ty Reed – A passionate advocate for reentry and workforce development, Ty is a public speaker and recovery career coach dedicated to helping individuals overcome barriers to employment. His expertise in workforce development and community engagement will be a valuable asset to the Foundation.
- Nick Davenport – With a background in ministry, leadership, and fundraising, Nick spent six years as an area director for Young Life, where he managed donor portfolios, led staff and volunteers, and coordinated impactful events. His experience in donor relations and organizational leadership will contribute to the Foundation’s ongoing efforts to expand its reach and impact.

Their diverse experiences and commitment to service will enhance the Foundation’s ability to support Edmonds College and its students.

### Foundation Impactful Kickstarter Grant Launch

The **Foundation Impactful Kickstarter Grant** has officially launched, providing a total of **\$30,000** in funding—**\$20,000 dedicated to projects** and **\$10,000 allocated for food initiatives**. This grant program was created to support innovative projects that enhance student learning and the college experience, particularly those not covered by departmental budgets.

All departments are eligible to apply for grants of up to **\$3,000** to fund initiatives that align with the mission of improving student success and engagement. The application period will remain open until **May**, with funding decisions announced in **June**. Awardees must utilize their funds by **June 2026** to ensure timely and impactful implementation. This initiative underscores the Foundation’s commitment to fostering innovation and enriching the student experience at Edmonds College.

### **Foundation Impact Report Now Live**

The **Foundation Impact Report** is now available on our website, showcasing the profound impact our community has on **Edmonds College and its students**. The report highlights the **\$800,000+ distributed** to the College this year, funding **emergency assistance, scholarships, and student programs** that make a tangible difference in the lives of our students.

A dedicated section provides an update on the **veteran support initiatives** made possible by our generous donors. Additionally, the report includes embedded links for deeper engagement, allowing readers to explore the programs and initiatives that their contributions have supported.

We encourage everyone to review the report and see firsthand the transformative power of philanthropy at Edmonds College.