

BOARD OF TRUSTEES**Regular Meeting****Thursday, April 10, 2025**

Meeting: 3:30pm – 6:30pm

In Person: Gateway Hall, Room 352, 6600 196th Street SW, Lynnwood, WA**Zoom:** <https://us02web.zoom.us/j/81466980550>**Join by telephone:** (253) 215-8782 | **Meeting ID:** 814 6698 0550**AGENDA**

- 3:30pm **1. Call to Order** Chair Carl Zapora
- 3:31pm **2. Land Acknowledgement**
- 3:33pm **3. Introduction of Guests** Chair Carl Zapora
- 3:35pm **4. Approval of Meeting Minutes** Chair Carl Zapora
page 3 March 13, 2025
- 3:37pm **5. Next Meeting** Chair Carl Zapora
May 8, 2025 – 4:00pm
- 3:40pm **6. Transforming Lives**
a. Mayelli Ayala (5) - President's Student Civic Leadership Award Winner
b. Cricket Vincent (5) - President's Student Civic Leadership Award Winner;
Governor's Student Civic Leadership Award Winner
- 3:50pm **7. Public Comment** Chair Carl Zapora
To make a public comment, you may submit it in writing to publiccomment@edmonds.edu no later than Wednesday, April 9, 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.
- 4:00pm **8. President's Report** Dr. Amit Singh
- 4:10pm **9. Old Business: Second Consideration & Final Action**
page 14 a. Approval of New Degree Program: Dr. Kim Chapman
Licensed Practical Nursing Program to Associate in Nursing
Direct Transfer Agreement/Major Related Pathway
(LPN to RN Bridge)
page 20 **RESOLUTION #25-4-1**

page 21	b. Approval of New Degree Program: Behavioral Health Support Specialist (BHSS) Bachelor of Applied Science (BAS)	Dr. Kim Chapman
page 27	RESOLUTION #25-4-2	
page 28	c. Approval of Professional Leave	Dr. Kim Chapman
page 31	RESOLUTION #25-4-3	
page 32	d. Approval of ASEC Fees	Ameer Hasan Mahmood
page 34	RESOLUTION #25-4-4	
page 35	e. Endorsement of Tuition Rate 2025-26	Chair Carl Zapora
page 37	RESOLUTION #25-4-5	
page 39	f. Approval of Continuing Tenure Probationary Status	Dr. Kim Chapman
page 47	RESOLUTION #25-4-6	
4:30pm	Break (10)	
4:40pm	g. Approval of Tenure Status page 48 RESOLUTION #25-4-7 page 52	Dr. Kim Chapman
5:40pm	10. Representative Reports	
	a. Student Government Representative (5)	Ruth Nakigozi
	b. Classified Staff Representative (5)	Lia Andrews
	c. Faculty Representative (5)	Scott Haddock
5:55pm	11. Foundation Report page 53	Tom Bull
6:00pm	12. Board DEI Committee Report	Trustee Wally Webster, Vice Chair Courtney Wooten
6:05pm	13. Board Discussion	Chair Carl Zapora
	a. Trustee Updates	
	b. Other	
6:15pm	14. Executive Session	Chair Carl Zapora
6:30pm	15. Adjournment	Chair Carl Zapora

Next Regular Meeting: May 8, 2025 at 4:00pm

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



. Dr. Singh Washington Community College District 23

BOARD OF TRUSTEES

Regular Meeting: March 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; Adrienne Wagner; Wally Webster

Trustees Absent: None

Others Present:

Dr. Amit Singh, President
 Usama Ahmed, Assistant Attorney General
 Scott Haddock, Faculty Union Representative
 Ruth Nakigozi, Associated Students of Edmonds College Representative
 Dr. Mari Acob-Nash, Vice President for Enrollment and Student Services
 Tom Bull, Executive Director of the Edmonds College Foundation
 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 Acknowledgement.

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 February 13, 2025 Board meeting, which was made by Trustee Wagner, seconded by Trustee Earling, and unanimously approved.

Approved

Chair Zapora asked for a motion to approve the minutes from the February 28, 2025 Board special meeting, which was made by Trustee Earling, seconded by Trustee Webster, and unanimously approved.

Approved

NEXT MEETING

The next meeting is scheduled for Thursday, April 10, 2025 at 3:30pm.

TRANSFORMING LIVES

Tara Olmsted, a student in her 4th quarter of the medical assisting program, shared her experiences with the Board. Her goal is to receive her medical assisting certificate, go on to get a certificate in medical billing and coding, and then receive her Associate's Degree in Medical Assisting. She shared that she has severe hearing loss and was nervous about taking manual blood pressure readings, which rely on hearing. Her faculty member recognized her struggle, and the class became silent so that she could hear. She said the kindness and compassion of her professor and fellow students inspired her and eased her worries. She is now an extern at Community Health Center and has been able to bring back many questions into the classroom, which become teachable moments. She feels she has had wonderful support from her professor.

Kat Register, also a student in the medical assisting program, shared that she was a single parent who got her GED at the age of 30. She knew that continuing her education would be the best way to move out of poverty, and had experience in healthcare as a chronically ill patient. She thanked her instructor Elaine Monroe, noting how supportive she is. She shared that in addition to the instructor, the program participants provide a wonderful sense of community. Once she receives her certificate in medical assisting, she plans on becoming a surgical technologist and eventually an anaesthesiologist.

The trustees thanked Ms. Olmsted and Ms. Register for sharing their stories and noted that their personal backgrounds and struggles with their own health will no doubt make them compassionate healthcare providers. Chair Zapora also thanked the staff and faculty of these important programs for their support of students.

INFORMATIONAL & MONITORING REPORTS

Healthcare Transfer Center

Dr. Singh introduced the topic of the new Center, which was developed and is managed by faculty member, Dr. Lori Hays.

Nyaranding Sanyang, a student who grew up in Gambia, shared her experience of coming to the United States to study nursing. She joined Edmonds College in 2023 and was directed into the Integrated Basic Education and Skills Training (IBEST) program where she met Dr. Lori Hays. Dr. Hays welcomed her with kindness and created an academic plan that involved meeting every quarter. Ms. Sanyang said that Dr. Hays supports and encourages her, and as a result of the Healthcare Transfer Center, she feels confident about her path forward. She said that the Center has had a big impact on many students' academic careers, and without Dr. Hays or the Center, she would not be where she is today.

Dr. Lori Hays presented information on the Healthcare Transfer Center, as follows:

Demand for Healthcare Careers:

- Nursing and other healthcare careers are in high demand with gaps in the workforce.
- Pre-nursing DTA can connect students pursuing job upgrade opportunities with competitive salaries.
- Hourly wages:
 - LPN \$34/hour and RN \$45/hour
 - Radiology Technician \$32-\$79/hour
 - Dental Hygienist \$56-\$61/hour
- Demand for graduate level healthcare professionals (nurse practitioners, physicians assistants and medical doctors) is increasing due to retiring professionals and growing diverse patient populations.

Nursing Pathways

- Nursing career paths and transfer requirements are complex (LPN, RN-ADN, RN-BSN).
- Require prerequisite courses, patient care experience, & for LPN and RN-ADN programs, testing (TEAS/NEX) prior to applying to transfer programs.
- 78% of pre-nursing DTA students at Edmonds College interested in nursing careers are considering RN-BSN or RN-ADN transfer programs (2021-2024)
- Pre-nursing DTA one of the top enrolled at Edmonds College
- The biology department manages the pre-nursing DTA & pre-nursing students need Anatomy & Physiology (A&P) series.
- Biology department growth increased overall in the past 5 years, but particularly in A&P courses at 65%.

EC Nursing Demand

Challenge: Pre-nursing DTA completion and/or transfer to nursing professional programs is low due to unique challenges to this student population and there are gaps in the existing support.

- Explore healthcare career options (i.e. Which nursing? LPN, RN-ADN, RN-BSN)
- Prerequisite courses require high grades and delay to complete these (min. 1 year to complete courses)
- Application completion challenges
- For LPN and RN-ADN programs testing (TEAS/NEX) prior to applying to transfer programs
- Finding and accessing support resources
- Need for patient care experience prior to applying

Healthcare Transfer Center

Mission: To help students interested in healthcare professions successfully transfer to professional healthcare programs.

- Established & opened Center on Oct. 14 in Hazel Miller Hall
- Success coaching materials: welcome packet and individual checklist for success coaching participants
- Success coach training: 5 coaches currently with 3 in progress
- Open House celebration on Oct. 31
- 82 success coaching participants
- Dr. Lori Hays profiled in 425 Business Journal
- Brown Bag Lunches co-hosted with SNAP+ student club (PA, Public Health, Nursing Professionals) winter 2025

Success Coaching

- Success Coaching is an innovative faculty advising model connecting students to industry professionals.
- Model: 1:1 meeting between a success coach and student
 - Explore healthcare career interests
 - Personalized success plan for transfer with student
 - Connect student to existing campus and community resources
 - Follow-up with students each quarter
- Data: 5 faculty success coaches; 82 total participants

Center Challenges:

- Funding
 - Needs: staffing salary, materials, internship/test support fees
 - Most available grant funding is for nursing programs or does not cover our funding needs.

- Time/Staffing
 - Open an average of 10 hours per week M-F (2-3 hours per day)
 - Faculty Coordinator current release time (.111 per quarter)
- Future Directions:
 - Post-baccalaureate program (pre-medicine/dental/pharmacy)
 - Community Partnerships (mentoring, patient care experiences)
 - TEAS/NEX test support

Dr. Hays concluded her report by thanking the following faculty and staff for their support of the program: Dr. Amit Singh, Dr. Kim Chapman, Dr. Carey Schroyer, Karen Townsend, Kyra McCoy, Julia Erickson, Lisa Hagen, Emily Villata, Cassandra Schmitt, Dr. Jonathan Miller, Dr. Michelle Messmer, Jennifer Casperson, Tiffany Ledford

The trustees engaged in a brief discussion and then thanked Dr. Hays for her great work.

PUBLIC COMMENTS

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

From: Therese Morris-McGee, Program Specialist 3 in Student Services at Edmonds College, WPEA Union Member, and Mother to two boys and soon-to-arrive baby girl

To the Board of Trustees and Edmonds College Leadership,

Gov. Ferguson recently proposed that state employees, including your college staff, take furlough days over the next two years. This is on top of the abysmal contract classified staff have been offered by the Office of Financial Management (the same office that put Edmonds College and others in a budget bind because of their own miscalculations). Accepting this would negate any positive Cost of Living Adjustments offered. Simultaneously, it would cut access to students directly by reducing our available workforce and indirectly increasing employee burn-out. Employees with children or dependents will be forced to choose between the cost of their career and the cost of family care.

Your local WPEA Union recently presented the number of economic challenges your staff - your people, your students' supporters - are facing. Please uphold Edmonds College's core theme of Student Success by protecting students' access to our services and protecting your staff's livelihoods. Your voices are powerful! Contact the Washington legislature and tell them No to Furloughs!

From: Natalie Gonzales, Classified Staff, WDT, HHS BAS Office Assistant

Dear Members of the Board,

A clarification must be made in relation to my last public comment. Only Suzanne Moreau of the aforementioned parties is the assigned delegate at the WPEA/OFM bargaining table. This distinction, however, does not negate the reality that Dr. Amit Singh and Joseph Roland still have some influence on any contribution (or lack thereof) of Edmonds College at the bargaining table.

The fourth mission value that I'd like to highlight to the board is "We explore, create, and evaluate in order to improve." This is a strong value because it means that the college takes itself and its work seriously and changes itself with intent and a goal in mind. However, the lack of movement in the contract negotiations is a violation of this value. By not pushing for meaningful movement at the bargaining table throughout this recent cycle, this administration is not taking its role or Classified Staff seriously. So how can this institution take pride in its ability to improve itself and take action with intention?

This administration recently reaffirmed a commitment to prioritize “Access For All” and “Success For All”. While this statement was sent out in response to the developments of the Department of Education, the words “For All” mean for everyone, not just students. If every action and statement of intent by this institution is “for all”, why does it continue to leave classified staff behind, as if we are disposable and nonessential to the everyday function of this establishment? Classified staff are vital and Edmonds College would not be as good as it is without us. So Edmonds College must make classified staff a priority. Thank you for your time

PRESIDENT’S REPORT

Dr. Singh reported that government updates from Washington state and Washington D.C. were being watched closely, and that the Education Department’s Dear Colleague Letter of February 14, 2025 and the subsequent FAQs sent out had been discussed with campus. The impending federal funding deadline and the Education Department layoffs are also being followed closely, although it’s too soon to tell the impact these might have. According to a recent report, the Office of Civil Rights has laid off 42% of its staff and closed more than half its offices. There are many unknowns right now.

In Washington state, Governor Ferguson has published his proposed budget which includes 24 furlough days over the next biennium. Dr. Singh reported that he and trustees would be returning to Olympia at the end of the month to advocate for funding and quoted Dr. Walter Bumphus, CEO of AACC, who recently said that “...bringing calm to chaos is one of the core tenets of effective leadership.” He thanked the trustees, faculty, and staff for their understanding and leadership during these times.

RESCISSION OF EMERGENCY RULE-MAKING: Title IX

Suzanne Moreau, Vice President for Human Resources, reiterated the timeline for the Washington Administrative Code (WAC) changes related to Title IX, which began in July 2024 with emergency rulemaking to comply with the federal government’s August 1 deadline to replace the 2020 rules with new 2024 rules. A permanent rulemaking process was underway in November, when a subsequent emergency rulemaking was passed to give the college enough time to complete it. When the new federal administration took office in January, they reverted Title IX rules back to the 2020 version, which means that the Board must rescind the emergency rulemaking currently in place.

Kathy Smith, Title IX Coordinator/Investigator, reported that reverting to the 2020 Title IX rules does not change the college’s process too much. The 2020 rules do increase the threshold for Title IX claims and no longer cover actions that happen outside the U.S. It also requires a live hearing prior to discipline, with the ability to cross-examine.

Chair Zapora called for a motion to approve Resolution #25-3-1, which was made by Trustee Earling and seconded by Trustee Wooten. After a brief discussion, the motion was unanimously approved.

Approved

NEW BUSINESS: FIRST CONSIDERATION

Consideration of New Program: Licensed Practical Nursing Program to Associate in Nursing Direct Transfer Agreement/Major Related Pathway (LPN to RN Bridge)

Karen Townsend, Dean of Health and Human Services, and Kyra McCoy, Director of Nursing, presented a proposal for a new program to the Board. The program will provide a bridge between the Licensed Practical Nurse (LPN) license and a Registered Nurse (RN) license, by offering an Associates Degree in Nursing which will also lead seamlessly to a Bachelor’s of Science in Nursing at a transfer institution. There is a demand in the community for Registered Nurses with 14.6% more graduates required to meet the projected needs. The salary impact of an RN license is significant, with average annual earnings of \$117K. Bellevue College and the University of Washington have verified that they will accept our students into their Bachelor

programs through a Direct Transfer Agreement. There are no other programs like this between Bellingham and Tacoma and in addition to our graduates requesting it, statewide surveys show a high demand.

Consideration of New Program: Behavioral Health Support Specialist Bachelor of Applied Science

Ms. Townsend presented a proposal for a new Bachelor of Applied Science (BAS) program for Behavioral Health Support Specialists (BHSS) There are workforce shortages for addiction professionals and behavioral health counselors as well as an industry desire to integrate behavioral health into primary care. In 2023, the legislature established Behavioral Health Support Specialist as a profession at the Bachelor's Degree level. This proposed BAS degree extends the pathway from the existing Addiction Studies AAS-T and Social and Human Services AAS-T degrees. As this would be the first degree of its kind, it's hard to know the exact demand and average annual earnings, but recent searches have found over 30 open positions requiring a Bachelor's degree within a 50-mile radius of Everett, WA, and the best guess at annual average earnings based on those positions is \$64K. This new BAS will prepare students for existing and expanded roles in behavioral health, in primary care settings (outpatient) as well as in crisis centers and inpatient units. Graduates will be eligible to apply for BHSS certification through the WA State Department of Health, and initial student survey shows 75.4% of our Social and Human Services students expressed some level of interest, citing career advancement and improved earning potential as key motivators.

Consideration of Tenure

Dr. Kim Chapman, Vice President for Instruction, presented 10 faculty candidates for consideration of tenure, noting that their tenure portfolios were electronic and could be accessed via a link in the Board packet. The following candidates for tenure will be joining the Board to discuss their work at the April 10, 2025 Board meeting: Rachel Phillips, Leslie Rossman, Hsinmai (May) Lin, Allison Kuklok, Ted Chen, Roxanne Green, Jaehan Park, Uzair Muhammad, Pablo Pedrosa Diaz, and Frank Kadwell.

Consideration of Continuing Tenure Probationary Status

Dr. Chapman presented faculty candidates for continuing tenure probationary status moving from first year to second year and from second year to third year, noting that it's a very strong group of candidates and that each was recommended by their Appointment Review Committees.

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)

Consideration of Professional Leave

Dr. Singh outlined the process for selecting faculty for professional leave. Dr. Chapman presented three faculty members who were recommended by the Professional Leave Committee to Dr. Singh:

- Robin Datta - 1 quarter
- John Sanders - 2 quarters
- Nick Sibicky - 2 quarters

Consideration of ASEC Fees

Ameer Hasan Mahmood, Associated Students of Edmonds College (ASEC) Executive Officer for Budget and Finance, presented the 2025-26 Student Fees as approved by the ASEC Executive Board on February 20, 2025.

The Services and Activities (S&A) fee increased 3.4%, reflecting the maximum allowable rate approved by the State Board for Community and Technical Colleges (SBCTC) in accordance with the Office of Financial Management. All other fees (Assessment Fee, Student Center Maintenance and Operation Fee, Sustainability Fee, Triton Field Fee, and the Bus Pass User Fee) remain unchanged from the previous year.

There was a brief discussion on how fee increases affect students and the fact that they are potentially covered by whatever financial aid the student receives.

Consideration of Tuition Rate 2025-26

Dr. Singh presented the 2025-26 tuition rate as approved by the State Board in accordance with the statute and input from the Office of Financial Management. He noted that while the Edmonds College Board Policy 2.0 gives the Board the non-delegable duty to “establish” tuition rates, that authority belongs to the State Board. Therefore, the Board is being asked to consider “endorsing” the tuition rates set by the State Board. Tuition is made up of three fees, the operating fee, building fee, and the S&A fee that had just been presented by Mr. Mahmood.

The rates for the 2025-26 year were outlined in the Board materials showing the change in each component fee as well as the overall tuition rate and percentage increase for lower and upper division, resident and non-resident.

There was continued discussion about the impact on students, including information on the amount of Pell Grants and the Washington College Grant that are awarded based on needs, and for those who qualify, generally cover more than tuition and fees.

Chair Zapora stated that the Board would vote on each of the items presented for first consideration at its next meeting.

BREAK

At 5:10pm, Chair Zapora adjourned the meeting for a 10-minute break, returning at 5:20pm

At 5:20pm, Chair Zapora reconvened the meeting in open session.

REPRESENTATIVE REPORTS

ASEC Representative - Ruth Nakigozi, Executive Officer for Administration reported the following:

- Student Government Representatives continue to work with staff on policies around food distribution to students, and have found that a barcode scanner provides the solution to non-intrusive tracking.
- The Triton Mascot Design Contest has received seven submissions. The Triton Mascot committee will need to present the designs to the Presidential Leadership Team, and a campus-wide survey may be considered for voting.
- Work continues on Commencement logistics planning.
- The Services & Activities Fee Committee has held several meetings during which they have been listening to presentations. The committee will present their budget recommendations to the Board of Trustees in May.

- The Executive Officer for Academics finalized the course scheduling survey which has been uploaded to Canvas. She is also working with library staff to seek student representatives for the textbook affordability committee.
- Work is ongoing to provide resources for undocumented students. On Thursday, March 6th, ASEC hosted a resource and information event. The session was well received.

WPEA Representative - Lia Andrews, WPEA Chief Shop Steward, was unable to attend the meeting, but asked that her report be read out, as follows:

- Higher Ed Contract: The bargaining team has reached a tentative agreement with OFM. WPEA members will be given another opportunity to vote on an agreement before the end of the legislative session.
- Budget Cuts & Furloughs: In response to our state's budget shortfall, Governor Ferguson proposed a series of cuts to state services over the next two years, including requiring most state employees to take 12 furloughs per year. If this proposal is passed, it would result in a pay cut of more than 4%. While some employees may be able to eat this loss, many of our classified staff are already struggling to make ends meet with their current wages.
- Advocacy & Action: When the state is already in the middle of a staffing crisis, when most state employees are paid well below market value, when negotiated wage increases fail to keep up with inflation, WPEA is organizing to urge the state to find progressive revenue solutions to protect the salaries of public employees and to protect public services. We appreciate Dr. Singh's verbal commitment during the recent 'Hour with the President' to not lay off personnel as we navigate these challenges. As we advocate to protect our resources, we are committed to working together with our AFT union siblings and college leadership to minimize harm to our employees and uphold the services our students rely on.

AFT Representative - Scott Haddock, AFT President reported the following:

The AFT National Day of Action event on March 4th included a public demonstration against state and federal funding cuts that threaten community colleges and vital student programs. Faculty from Shoreline, Everett, and Cascadia colleges joined EC faculty along with representatives from the Edmonds School District, the Washington State Nurses Association, and Communities for Our Colleges. In total, about 80 people gathered at the busy intersection in front of the Lynnwood Events Center to make their voices heard. The demonstration received strong community support and media coverage. The Everett Daily Herald featured it on the front page and quoted Mr. Haddock and fellow instructor Chuck Meuller, who played a key role in organizing the event. Mr. Haddock was also quoted in The Everett Daily Herald addressing the U.S. Department of Education's recent guidance on diversity, equity, and inclusion (DEI) efforts.

Mr. Haddock stated that it is important to clarify the legal limitations of the Office for Civil Rights (OCR) within the U.S. Department of Education. The OCR cannot rewrite laws or eliminate DEI programs—it can issue guidance, but this is not legally binding and does not override state law or faculty contracts. The Supreme Court's 2023 Harvard decision does not ban DEI programs but only applies to race-conscious admissions policies, despite the Department of Education's misinterpretation. Washington law explicitly protects DEI efforts, including mandated training and strategic planning under Senate Bill 5227. Additionally, the EC faculty contract safeguards DEI work, academic freedom, and diversity in hiring, and the Federation remains committed to defending faculty rights and ensuring Edmonds College remains inclusive and equitable. He thanked Dr. Singh for keeping the college informed of recent developments.

FOUNDATION REPORT

Tom Bull, Executive Director of the Edmonds College Foundation, reported that \$370K had been raised to-date. The gala event, INSPIRE, is happening on April 26, 2025, and 150 seats have been sold so far. The EC Foundation Board has recruited two members recently - Ty Reed and Nick Davenport - bringing the total to

six new members this year. The Kickstarter initiative has launched, with \$30K in funding created to support innovative projects that enhance student learning. He closed his report by stating that the Impact Report is now available on the Foundation website, highlighting the impact of the \$800K distributed this year.

BOARD DEI COMMITTEE REPORT

Trustee Webster reported that the Board DEI Committee is reviewing the committee charter to make sure that the language is clear, up-to-date, and intentional.

BOARD DISCUSSION

Chair Zapora opened the floor for updates from trustees.

Trustee Wagner reported that she is presenting a workshop on “The Rest Remedy,” helping participants to diagnose their rest deficit.

Vice Chair Wooten shared that she is also presenting a workshop at the same event as Trustee Wagner, hers on community development. She is also working on a contract with PFLAG, an important group in the current environment.

Trustee Tayiba reported that it’s Winter Quarter finals as well as Ramadan. She shared that at the ACCT conference in D.C., she’d had a wonderful time connecting with lawmakers and their staff, and finding many more opportunities to connect.

Trustee Earling encouraged everyone to seek opportunities to participate in demonstration because it is a form of civic power that causes influence. He said he would be attending the ACT Conference in Spokane in May.

Trustee Webster shared that through his nonprofit formed for the purpose of violence prevention with the local area youth, he had been working in the aftermath of the child murdered on New Year’s Eve at a property neighboring the college to develop events for local police and the kids who live in the same apartment building. Basketball games for cops and kids are now being held on a regular basis to build trusting relationships.

Chair Zapora reported that he attended a continuing education course through Gonzaga University and is now a Certified Etiquette Coach.

STUDY SESSION - ePathways

Eva Smith, Chief Information Officer, and Elisabeth Fredrickson, Director for ePathways and Title III, gave a presentation titled ePathways: Embracing Digital Innovations, that they had presented as part of the ACCT Leadership Congress Conference in October 2024.

Edmonds College is in its fifth year of a 5-year Title III grant for which we received \$2.5M in 2020. The purpose is to build flexible pathways, enhanced online services, and quality online learning in order to provide access and success for all students.

Fully Online Programs:

- 24 degree and certificate programs
- Intentionally selected and remodeled based on student need
- Updated program maps
- Quality-reviewed courses
- May include Hyflex delivery

Flexible Learning - students are able to choose, day-to-day, from each of the options available:

Flex: In Person (real time) and online (anytime)

Dual Delivery: In person (real time) and online (real time)

Hyflex: In person (real time), online (real time), online (any time)

With flexible learning, students choose how to attend and participate in class, whether it be in person or online, synchronously or asynchronously.

- 7 Hyflex classrooms
- 70 faculty trained in Flexible Learning Foundations
- 180 Flexible Learning course sections offered
- Faculty-led Community of Practice

Pass rates by modality show online and hybrid holding steady at 79-80%, and in person at 87% over the life of the grant.

Technology Enhanced Services

- Student Centered Website
- Online Orientation for Canvas to introduce new students to the software (learning management system) they will use for their classes
- Multi-modal advising (in person drop-in and Zoom drop-in) led to a 22% increase in students meeting with an advisor to plan their classes over the life of the grant
- Virtual computer lab - students can access all platforms needed anytime anywhere
- Virtual library - part of a consortium across Washington so that there is a live chat with a librarian 24/7
- eTutoring - Each quarter, an average of 60 students use eTutoring making approximately 300 sessions. Satisfaction rate: 3.6/4
- Online learning preparation: This consists of a prep week for students with introductions into how to use technologies before classes start. The two modules, Get Ready for Online Learning and Learn About Online College Resources and Support, have been used by over 1,000 students since 2020. Based on post survey results, 95% of students found the training useful/very useful, and 93% said they were confident or very confident about their ability to succeed as an online learner.

Quality Online Learning

- Online Teaching Institute was developed with faculty and consists of three courses:
 1. Online Teaching Essentials
 2. Course Accessibility Review
 3. Course Quality Review and Refresh
- Faculty learn to find the class pass rates for their class and disaggregate them. Data is collected from the third course and used to improve courses one and two.
- All online courses are reviewed for accessibility scores and data shows they score significantly higher than courses that have not gone through the quality review process.
- Once faculty complete the three courses, they get an Online Teaching Institute badge, which is also accepted by Everett Community College.
- 275 badges have been issued, 278 faculty have completed the training and 116 courses have been reviewed and refreshed.
- Faculty appreciate the course and students appreciate the results.

Other Innovations

- Virtual Reality for STEM students
- Microcredentials and digital badges are under development

The Center for Innovative Teaching and Learning at Edmonds College will continue the work once the Title III grant has ended.

The trustees thanked Ms. Smith and Ms. Fredrickson for their work and presentation.

ADJOURNMENT

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

Next Meeting: The next regular Board meeting will be held Thursday, April 10, 2025 at 3:30pm.

Carl Zapora, Chair

Date Approved

ATTEST:

Dr. Amit B. Singh, Secretary

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 Program: Course List - Humanities Distribution Courses - Edmonds College - Modern Campus Catalog™	5.0	
From DTA distribution list Program: Course List - Humanities Distribution Courses - Edmonds College - Modern Campus Catalog™	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

RESOLUTION #25-4-1**APPROVAL OF NEW DEGREE PROGRAM:****Licensed Practical Nursing Program to Associate in Nursing Direct
Transfer Agreement/Major Related Pathway Degree Program
(LPN to ADN DTA/MRP)**

WHEREAS, the Board of Trustees retains the non-delegable duty of approving all new degrees and certificate programs of 20 or more credits, and which require approval by the State Board for Community and Technical Colleges; and

WHEREAS, the new nursing education program has been developed in accordance with [Washington Administrative Code 246-840-510](#) to satisfy requirements designated for the Licensed Practical Nursing Program to Associate in Nursing Direct Transfer Agreement/Major Related Pathway degree program (LPN to ADN DTA/MRP);

WHEREAS, this 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 Licensed Practical Nurse (LPN) to Registered Nurse (RN) to a Bachelor of Science in Nursing (BSN) and beyond; and

WHEREAS, data indicates a strong need for Registered Nurses in the North Puget Sound Region, supporting the development of a high-quality program that can successfully contribute to the healthcare workforce; and

WHEREAS, Edmonds College received a state allocation of funds from the State Board of Community and Technical College to fund the development of this program;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees approves the granting of the Licensed Practical Nursing Program to Associate in Nursing Direct Transfer Agreement/Major Related Pathway degree program (LPN to ADN DTA/MRP).

Carl Zapora, Chair

Date Approved _____

ATTEST:

Dr. Amit B. Singh

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		
OR			
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: <ul style="list-style-type: none"> • 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		
Quantitative Analysis/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	Grade	Qtr. Taken
MATH& 107 - Mathematics in Society	5.0 Credits		
OR			
MATH& 146 - Introduction to Statistics	5.0 credits		
Humanities Distribution (10 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. 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		
Natural Sciences and Mathematics Distribution (10 credits) OUTCOME: 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.		
Social Sciences Distribution (10 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.			

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 | 425.640.1605

The faculty advisors for this program are:

Christina Coiro | ccoiro@edmonds.edu | 425.640.1981

Elizabeth Patterson | elizabeth.patterson@edmonds.edu | 425.640.1061

Department Contact Information: Behavioral Health Support Specialist | bhss@edmonds.edu | website

RESOLUTION #25-4-2
APPROVAL OF NEW DEGREE PROGRAM:
Behavioral Health Support Specialist Bachelor of Applied Science Degree

WHEREAS, the Board of Trustees retains the non-delegable duty of approving all new degrees and certificate programs of 20 or more credits, and which require approval by the State Board for Community and Technical Colleges; and

WHEREAS, the Behavioral Health Support Specialist (BHSS) Bachelor of Applied Science (BAS) degree was developed in response to SSB 5189, establishing BHSS as a profession, defining its scope, and directing the Department of Health to implement certification rules by January 1, 2025; and

WHEREAS, this proposed degree is designed to prepare graduates for careers in mental health and wellness, focusing on practical skills, and the curriculum introduces the Behavioral Health Support Specialist (BHSS) role, including responsibilities and ethics, emphasizing interprofessional collaboration; and

WHEREAS, this proposed degree aligns with and supports Edmonds College's mission and strategic priorities, and 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;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees approves the granting of a Behavioral Health Support Specialist (BHSS) Bachelor of Applied Science (BAS) degree.

Carl Zapora, Chair

Date Approved _____

ATTEST:

Dr. Amit B. Singh

**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 PopularMusic
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

**RESOLUTION #25-4-3
PROFESSIONAL LEAVE REQUESTS FOR
2025-2026 ACADEMIC YEAR – TENURED FACULTY**

WHEREAS, the Board of Trustees of Edmonds College District 23 has a policy for consideration and granting of professional leaves for faculty; and

WHEREAS, the Board of Trustees has received a ranked list from the Professional Leave Committee for faculty who have requested leave for the 2025-26 academic year; and

WHEREAS, the college grants professional leave to full-time faculty, compensated at a minimum rate of 100% of the individual employee's step placement; and

WHEREAS, the Board of Trustees is committed to the continued professional growth of the Edmonds College faculty even in difficult financial times; and

WHEREAS, the recipients of professional leave must submit a one-page, written summary to the Board of Trustees at the end of the quarter following their leave (excluding summer quarter);

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of Edmonds College awards professional leave for the following faculty:

(State supported programs)

<u>Faculty Member</u>	<u>Professional Leave Recommended</u>	<u>Annualized FTEF</u>
Robin Datta	1 Quarter	.333
John Sanders	2 Quarters	.666
Nick Sibicky	2 Quarters	.666

Carl Zapora, Chair

Date Approved _____

ATTEST:

Dr. Amit B. Singh

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 FeesServices 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.

**RESOLUTION #25-4-4
APPROVAL OF ASEC SERVICES AND ACTIVITIES and
SELF-ASSESSED FEE RATES FY 2025-26**

WHEREAS, the State Board for Community and Technical Colleges, in accordance with the Office of Financial Management and state statute, sets the tuition and fee rates for Fiscal Year (FY) 2025-26; and

WHEREAS, the State Board for Community and Technical Colleges approves the maximum allowed Services & Activities Fee (S&A Fee); and

WHEREAS, the Board of Trustees of Community College District 23, possesses the authority to set the Services and Activities Fee (S&A Fee) portion of the tuition and fee rate for FY 2025-26 up to the maximum approved by the State Board for Community and Technical Colleges; and

WHEREAS, the ASEC Executive Board has approved the following fees for FY 2025-26:

- S&A Fee \$13.57/credit (credits 1-10) and \$7.85/credit (credits 11-18) reflecting the maximum allowable increase as approved by the State Board for Community and Technical Colleges
- Assessment Fee \$4.37 per credit (no change from prior year)
- Student Center Maintenance and Operation Fee \$0.65 per credit (no change from prior year)
- Sustainability Fee \$0.45 per credit (no change from prior year)
- Triton Field Fee \$1.00 per credit (no change from prior year)
- Bus Pass User Fee \$26.00 per quarter (no change from prior year)

NOW, THEREFORE BE IT RESOLVED that the Edmonds College Board of Trustees approves the proposed FY 2025-26 S&A Fee, Assessment Fee, Student Center Maintenance and Operation Fee, Sustainability Fee, Triton Field Fee, and Bus Pass User Fee.

Carl Zapora, Chair

Date Approved _____

ATTEST:

Dr. Amit B. Singh

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.

Lower Division Tuition - RESIDENT				
	<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>
QUARTERLY FEES				
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%
Total Tuition and Fees	\$1,590.70	\$1,645.05	\$54.35	3.4%

Upper Division Tuition - RESIDENT				
	<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>
QUARTERLY FEES				
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%
Total Tuition and Fees	\$2,540.15	\$2,625.85	\$85.70	3.4%

Lower Division Tuition - NON-RESIDENT				
	<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>
QUARTERLY FEES				
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%
Total Tuition and Fees	\$3,637.10	\$3,760.85	\$123.75	3.4%

Upper Division Tuition - NON-RESIDENT				
	<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>
QUARTERLY FEES				
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%
Total Tuition and Fees	\$7,024.80	\$7,260.30	\$235.50	3.4%

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.

RESOLUTION #25-4-5

2025-26 TUITION AND FEE RATE ENDORSEMENT

WHEREAS, Washington state community and technical college tuition is made up of three fees - an operating fee, a building fee, and a Services and Activities (S&A) fee; and

WHEREAS, the Washington Legislature, through RCW [28B.15.067](#) gives the Office of Financial Management (OFM) the authority to set the maximum allowable operating fee, which is linked to median wages in Washington; and

WHEREAS, the State Board for Community and Technical Colleges 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; and

WHEREAS, the building fee is determined by the State Board for Community and Technical Colleges (SBCTC) based on a formula provided in the state statute; and

WHEREAS, the maximum allowable S & A Fee is determined by the SBCTC based on the weighted average increase of the operating and building fees, and the actual increase is recommended by the student government and approved by the local governing Boards; and

WHEREAS, on December 5, 2024, the SBCTC voted to approve a 3.3% increase in 2025-26 tuition operating fees for resident and non-resident tuition alike, representing the maximum allowed increase for resident students, as set forth by OFM, and as shown in the tables below,

NOW THEREFORE BE IT RESOLVED that the Edmonds College Board of Trustees endorses the SBCTC-approved 2025-26 tuition and fee rates for resident and non-resident students as shown in the tables below.

Lower Division Tuition - RESIDENT				
	<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>
QUARTERLY FEES				
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%
Total Tuition and Fees	\$1,590.70	\$1,645.05	\$54.35	3.4%

Upper Division Tuition - RESIDENT				
	<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>
QUARTERLY FEES				
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%
Total Tuition and Fees	\$2,540.15	\$2,625.85	\$85.70	3.4%

Lower Division Tuition - NON-RESIDENT				
	<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>
QUARTERLY FEES				
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%
Total Tuition and Fees	\$3,637.10	\$3,760.85	\$123.75	3.4%

Upper Division Tuition - NON-RESIDENT				
	<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>
QUARTERLY FEES				
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%
Total Tuition and Fees	\$7,024.80	\$7,260.30	\$235.50	3.4%

Carl Zapora, Chair

Date Approved _____

ATTEST:

Dr. Amit B. Singh

BACKGROUND - AMENDED
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.

Update - Amendment

After the March 13, 2025 Board of Trustees meeting, Ishanni Pryadarshini (Computer Science/Robotics and Artificial Intelligence) was removed from the list of first year appointments, due to her resignation.

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)

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**

(Amended from original to remove faculty member who resigned)

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

Removed from consideration due to resignation

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).

RESOLUTION #25-4-6
APPROVAL OF CONTINUING TENURE PROBATIONARY STATUS

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)

WHEREAS, faculty hired by Edmonds College serve a probationary period prior to being considered for tenure status; and

WHEREAS, the faculty-Board agreement requires that the recommendation for renewal or non-renewal of these probationary appointments must occur by the end of winter quarter of each academic year; and

WHEREAS, the respective appointment review committees have met their responsibility under the negotiated agreement to review the appointments of those named above and recommend renewal of the tenure probationary contracts of Moni Mungin, Ashley Pickard, Elaine Monroe, Heather Peterson-Bruno, Rachel Zhang, Mindy Moos, Yoon Han, Anna Truss, Julio Garibay, Jackie Sheppard, Lily Fox, Sarah Gray, Jennifer Casperson, and Nina Kunimoto;

NOW THEREFORE BE IT RESOLVED THAT the Edmonds College Board of Trustees renews the tenure probationary contracts of Moni Mungin, Ashley Pickard, Elaine Monroe, Heather Peterson-Bruno, Rachel Zhang, Mindy Moos, Yoon Han, Anna Truss, Julio Garibay, Jackie Sheppard, Lily Fox, Sarah Gray, Jennifer Casperson, and Nina Kunimoto.

Carl Zapor, Chair

Date Approved _____

ATTEST:

Dr. Amit B. Singh

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.

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.

RESOLUTION #25-4-7 APPROVAL OF TENURE

WHEREAS, the State Legislature, in RCW 28B.50.850, has vested the authority and non-delegable duty of granting faculty tenure to the Board of Trustees; and

WHEREAS, the appointment review committees have met their responsibilities under the law and the negotiated agreement to review the appointments of the faculty members listed below; and

WHEREAS, the appointment review committees have recommended that tenure status be granted to 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; and Frank Kadwell, Information Technology Application Development; and

WHEREAS, Rachel Phillips, Leslie Rossman, Hsinmei (May) Lin, Allison Kuklok, Ted Chen, Roxanne Green, Jaehan Park, Uzair Muhammad, Pablo Pedrosa Diaz, and Frank Kadwell have provided electronic tenure packets to the Board for their consideration;

NOW THEREFORE BE IT RESOLVED that Edmonds College Board of Trustees grants tenure status to Rachel Phillips, Leslie Rossman, Hsinmei (May) Lin, Allison Kuklok, Ted Chen, Roxanne Green, Jaehan Park, Uzair Muhammad, Pablo Pedrosa Diaz, and Frank Kadwell and welcomes them to tenured faculty positions at Edmonds College.

Carl Zapora, Chair

Date Approved _____

ATTEST:

Dr. Amit B. Singh

FOUNDATION REPORT

Fundraising Results

As of March 28, 2025, the Edmonds College Foundation has received **\$451,060** in contributions from **1,340** donors. This total includes a \$20,000 bequest—an especially meaningful gift that reflects the lasting impact the College has on our community. Bequests like this not only honor the legacy of the donor but also help ensure long-term sustainability for the Foundation, providing future students with critical support and opportunity. We are also pleased to report that individual giving is up significantly at this point in the year, totaling \$205,513. This increase demonstrates growing community engagement and confidence in the mission and work of Edmonds College.

Inspire 2025 – April 26

Excitement continues to build for Inspire 2025, with robust community engagement and strong momentum. We've secured over 70 in-kind donations—from weekend getaways and fine dining experiences to exclusive travel and sports packages—adding significant value to both the live and silent auctions.

- To date, our live auction features 10 curated lots valued at approximately \$14,300, with 34 silent auction items totaling an estimated \$14,276. We're still collecting wine donations, which will complete the final piece of our auction lineup.
- Ticket sales are nearly at capacity, with 222 of 250 sold as of March 25. We're also proud to have eight major sponsors confirmed, underscoring broad support for the Foundation's work. Inspire 2025 is shaping up to be one of our most successful events to date.

Inspire 2025 – Media and Outreach Update

With Inspire 2025 quickly approaching, excitement continues to grow across the community. We're seeing strong engagement not only through ticket sales and sponsorships, but also through the many media channels now promoting the event.

To help expand awareness and boost fundraising efforts, we've launched a coordinated outreach campaign using a variety of platforms. This includes our dedicated [Inspire website](#), the [registration and auction platform](#), and active promotion through our [Foundation Facebook page](#).

We've also shared two videos to generate excitement and engagement:

- ["Make a Difference" Inspire Video](#), showcasing the impact of donor support
- [Dessert Dash Highlight Video](#), offering a fun preview of what's to come

These efforts are helping us reach a wider audience and are contributing to the strong early results we've seen in both attendance and giving

Kickstarter Grant Update

The Foundation's Impactful Kickstarter Grant program has officially wrapped up its application cycle, drawing an impressive 32 submissions—twice as many as last year. This year, the Foundation is investing \$30,000 in total: \$20,000 toward innovative campus projects and \$10,000 specifically for initiatives addressing food insecurity.

Open to all departments, the grant offers up to \$3,000 per project to support creative ideas that improve student learning, engagement, and overall success—particularly in areas not typically covered by departmental budgets.

Applications closed on March 28, and funding announcements will be made in June. All awarded projects will need to be implemented by June 2026. The high level of interest and participation reflects a growing enthusiasm across campus for innovation, and highlights the Foundation's ongoing commitment to supporting student-centered initiatives.

Scholarships

As of March 28, 2025, the Foundation's 54 named scholarships (a total of 87 awards) have received a total of 2,126 applications, with 189 completed submissions across 453 student applicants who have started the process. These figures reflect strong interest in scholarship support ahead of the March 30 deadline for the Fall 2025 award cycle.