



BOARD OF TRUSTEES

Regular Meeting

Thursday, March 9, 2023

Meeting: 3:30pm – 6:30pm

In Person: Gateway Hall, Room 352, 6600 196th Street SW, Lynnwood, WA

Zoom: <https://us02web.zoom.us/j/82077233443>

Join by telephone: (253) 215-8782 | **Meeting ID:** 820 7723 3443

AGENDA

- 3:30pm **1. Call to Order** Chair Adrienne Wagner

- 3:32pm **2. Introduction of Guests** Chair Adrienne Wagner

- 3:35pm **3. Approval of Meeting Minutes** Chair Adrienne Wagner
[page 3](#) February 16, 2023 – Regular Meeting

- 3:39pm **4. Next Meeting** Chair Adrienne Wagner
 Thursday, April 13, 2023 at 3:30pm – Regular Meeting

- 3:40pm **5. Transforming Lives**
 Student Guests - BAS Programs

- 3:50pm **6. Public Comment** Chair Adrienne Wagner
 To make a public comment, you may submit it in writing to publiccomment@edmonds.edu no later than Wednesday, March 8, 2023, 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 **7. President’s Report** [page 11](#) Dr. Amit Singh

- 4:05pm **8. Informational & Monitoring Reports** Dr. Jorge de la Torre
 Center for Families Update

- 4:20pm **9. Old Business: Second Consideration and Final Action**
[page 12](#) a. Approval of Tenure: Hays, Obourn Kim Chapman
[page 13](#) **RESOLUTION #23-3-1**
[page 14](#) b. Approval of New Degree: Kim Chapman
 Bachelor of Science, Computer Science
[page 17](#) **RESOLUTION #23-3-2**
[page 18](#) c. Approval of Distance Learning Fee Change Eva Smith
[page 22](#) **RESOLUTION #23-3-3**

4:50pm	New Business: First Consideration	
page 23	a. Consideration of Probationary Tenure Status First Year Probationers: Phillips, Rossman, Lin, Kuklok, Chen, Green, Park, Muhammad, Pedrosa Diaz, Yue, Moore, Kadwell Second Year Probationer: Smith	Kim Chapman
page 29	b. Consideration of New Academic Program: Medical Assisting Certificate	Kim Chapman
page 33	c. Consideration of Professional Leave	Kim Chapman
page 36	d. Consideration of ASEC Voluntary Student Fees for 2023-24	Benjamin Roche
5:10pm	10. Representative Reports	
	a. Student Representative (5)	Vann Eng
	b. Classified Staff Representative (5)	Lia Andrews
	c. Faculty Representative (5)	Scott Haddock
5:25pm	11. Break	
5:35pm	12. Foundation Report page 38	Tom Bull
5:40pm	13. Board Discussion	Chair Adrienne Wagner
	a. Trustee Updates	
	b. Other	
5:45pm	14. Study Session	
	Marketing Update	Karen Magarelli
6:15pm	15. Executive Session	Chair Adrienne Wagner
6:30pm	16. Adjournment	Chair Adrienne Wagner

Next Meeting: Regular Meeting - Thursday, April 13, 2023, 3:30pm

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



BOARD OF TRUSTEES

Regular Meeting: February 16, 2023

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

Draft Minutes

Trustees Present: Adrienne Wagner, Chair; Dave Earling, Vice Chair; Shinhae Hwang; Wally Webster; Carl Zapora

Trustees Excused: None

Others Present:

Dr. Amit Singh, President
 Sara King, Assistant Attorney General
 Scott Haddock, Faculty Union Representative
 TBD, Associated Students of Edmonds College Representative
 Lia Andrews, Classified Staff Union Representative
 Danielle Carnes, Vice President for Innovation and Strategic Partnerships
 Jorge de la Torre, Interim Associate Vice President for Student Engagement

Kim Chapman, Vice President for Instruction
 Dr. Tina Hart, Interim Vice President for Enrollment and Student Services
 Kristen NyQuist, Director of Planning and Operations
 Jim Mulik, Vice President for Finance, Grants, and Institutional Effectiveness
 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 Wagner called the meeting to order at 3:30pm, and welcomed those present.

INTRODUCTIONS

Dr. Singh introduced members of the leadership team; Chair Wagner introduced the trustees.

AMENDMENT OF AGENDA

Chair Wagner asked for a motion to remove the study session from the agenda, postponing it to the next meeting. The motion was made by Trustee Zapora, seconded by Vice Chair Earling, and unanimously approved.

Approved

APPROVAL OF MEETING MINUTES

Chair Wagner called for a motion to approve the minutes from the November 10, 2022 meeting, which was made by Vice Chair Earling and seconded by Trustee Webster. The minutes were approved as presented with Chair Wagner abstaining.

Approved

NEXT MEETING

The next meeting will be held on Thursday, March 9, 2023 at 3:30pm.

TRANSFORMING LIVES AWARD

Chair Wagner and Dr. Singh presented the 2023 ACT and Edmonds College Transforming Lives Award to Jennifer Cunningham, and the new Presidential Transforming Lives Award to Amna Janoo. These two students had written essays regarding how education has transformed their lives, and thanked the Board and Dr. Singh for the recognition. Chair Wagner and Dr. Singh made remarks commending them for their perseverance and determination to chart their own course in life, and presented them with certificates and checks. The Board applauded them and a photo was taken.

PUBLIC COMMENTS

Three comments had been received in writing, which Chair Wagner asked Ms. NyQuist to read into the record [Attachment 1]. Two members of the public signed up to make comments in person, and Chair Wagner announced that they would have three minutes for their comments.

Faculty member Jeff Eldridge encouraged the Board to reject the proposed Learning Technology Services Fee, stating that his students used only free, open source software, and the wifi is funded by Student Government, therefore his classes should not pay for technology.

Faculty member Tiffany Ledford urged the Board to reject the proposed Learning Technology Services Fee, stating that technology is so basic to education it should be charged as part of tuition.

PRESIDENT'S REPORT

Dr. Singh noted that a written report was included in the meeting materials. He shared his view on technology and how fast it is changing outside academia, mentioning a report from Gartner that about \$730B being invested this year worldwide on AI and software related to automation. These developments will impact higher ed at some point and it may require massive investment in technology to catch up.

He did appreciate the comments made earlier and peoples' concern about the technology fee but felt they did not reflect the full picture. He clarified that students were consulted and faculty members were given opportunity to provide feedback through the Faculty Senate Council, before the fee structure was finalized, although no feedback had been given. Dr. Singh described the working relationship with the Faculty Council as very positive and had not heard any concerns regarding shared governance lately. He noted that the cost of technology for teaching and learning is roughly \$3.5M, while the fee will bring in just \$1.1M, based on the current enrollment.

INFORMATIONAL & MONITORING REPORTS**Q2 Budget Update**

The Board heard a second quarter budget update from Dr. Singh and Mr. Mulik, which looked at trends in FTEs and tuition. Mr. Mulik showed charts of where in the year expenses occur, noting that 50% of Goods and Services expenses occur in the fourth quarter. He shared a slide looking at the details of the Q2 expenses, which included one-time \$2K payments to staff and a 16.4% increase in insurance payments per month over the last year. Tuition revenue is up over last year, but is still estimated to fall about \$700K shy of budget. Shared Funding is trending up, but we are currently spending more to attract students whose tuition will not be realized until next year. Overall, we are about \$500K ahead of budget, but Mr. Mulik expects that lead to evaporate as we approach the 4th quarter. Dr. Singh reported that with expense control in the 4th quarter, he's hoping to keep the year-end shortfall to between \$1-2M.

Update on College Priorities 2022-23

Noting the Board policy requiring a report to the Board on the college's progress on the annual priorities, Dr. Singh asked the leadership team to share the progress of the 15 strategies in the Comprehensive Plan at this mid-year point, which they did as follows:

- **Increase New Student Applications and Conversion**
 - Applications (not including Running Start or International) were up 37.5% for Fall and 48% Winter; Conversion rates were down for both Fall and Winter by about 4%.
 - Overall International enrollment was up for both Fall and Winter
- **Implement Strategic Scheduling to Maximize Efficiency and Effectiveness**
 - Course scheduling will be centralized in the Office of Instruction and lead to allowing students to map their courses as much as a year in advance.
- **Enhance Digital Capabilities to Increase Enrollment**
 - New Website was launched; 8 new videos completed with focus on Instagram
- **Fully Build the First Pillar of Guided Pathways - Clarify the Path**
 - Program Maps are being created
- **Fully Build the Second Pillar of Guided Pathways - Getting Students on the Path**
 - Onboarding process is being strengthened; students will have a customized academic plan and an assigned advisor
- **Fully Build the Third Pillar of Guided Pathways - Keeping Students on the Path**
 - Fully implementing the Early Alert program; setting milestones in ctclink; shortening path to college level courses
 - Fall to Winter Persistence is up by 1%
 - Fall Course Success Rates are down by 2%
- **Expand awareness and storytelling about Access and Success at Edmonds College in the South Snohomish County community**
 - Local, regional and national media outlets pitched; leadership engagement with many south county partners
- **Optimize Key College Business Processes and Provide Training to Stakeholders**
 - 10 ctclink/business process workshops were held with successful outcome
- **Hire and Retain Diverse Employees**
 - Recruitment outreach has been expanded to several diverse groups and listings
- **Increase Student Success-related Data Awareness and Information Literacy at the College**
 - 2 data awareness workshops were held with successful outcome
- **Comply with SB 5227 SB 5194**
 - Professional Development offered in Spring 2023; Men of Color Scholars participation increased nearly 200% ; implementing DEI Strategic Plan
- **Stay in full compliance with the accreditation policies to improve effectiveness and fulfill college mission**
 - Next Accreditation report is being drafted
- **Leverage State and Federal Resources to Develop New Short-term Pathways in Manufacturing Industries**
 - Received \$1.3M federal funding for Maritime and AI programs; CAP program continues
- **Create Entrepreneurial Learning Opportunities**
 - Marketing the Center for Innovation and Entrepreneurship; launching new classes
- **Meet the Milestones and Requirements for Year 3 of the Title III Grant to Support and Increase Student Success**
 - Trained faculty and offering 17 hyflex classes; holding student focus groups; Course quality review and accessible course design process

NEW BUSINESS: FIRST CONSIDERATION

Consideration of Tenure

Ms. Chapman presented two candidates for tenure consideration: Dr. Lori Hays, Biology, and Allison Obourn, Computer Science. She noted that the tenure packets were linked in the meeting materials and

that the candidates would attend the March 9th Board meeting to discuss their work with the Board prior to the Board vote.

Consideration of Distance Learning Fee Change

Dr. Singh noted to the Board that this item had been on the college's to-do list for nearly a decade, and he was pleased to bring a proposal that made funding technology more equitable. Eva Smith, CIO, presented the proposal to eliminate the current Distance Learning Fee, which is charged per course (there is an online rate and a hybrid rate), as well as the Computer Lab fee. These fees currently fund licensing and staff to support all technologies that are used by all students for teaching and learning. The two fees would be replaced by a Learning Technology Fee, which would be charged per credit, to students no matter the modality of the class. Certain students such as Running Start, Corrections, Adult Basic Education and English Language Acquisition students would be exempt, among others. The new fee would be \$7/credit. So a student taking a 5-credit class, no matter the modality, would be assessed \$35 dollars, as opposed to the \$45.65 students are paying for an online class now, no matter the credit count.

Dr. Singh added that the fee is revenue neutral, based on pre-covid numbers, which are lower than the income brought in for online courses during the pandemic.

There was some discussion and Trustee Webster stated that in many instances, the majority are asked to contribute to the greater good, like funding public education through property taxes even if you do not have children in the school system. Several trustees agreed that a matrix of comparative scenarios would be helpful in making the decision, and Dr. Singh said it would be provided.

REPRESENTATIVE REPORTS

Student Representative - Sopheakvann Eng began by introducing herself as an international student studying Computer Science. The Executive Board approved a \$110K allocation to the Foundation to disburse to students, as well as \$40K for a feasibility study on Seaview Gym, and \$20K for a feasibility study on Olympic Hall. The ASEC Instagram is up and running. Two executive officers participated in the Washington Student Engagement network and met with representatives in the legislature. The Services and Activities Fee Committee is still accepting proposals until February 24.

Faculty Union Representative - Scott Haddock gave his report on the topics and target dates for negotiations with the collective bargaining teams. He reported on the AFT's legislative priorities which would be expressed during the upcoming Lobby Day in Olympia, and are: better wages, fully-funded COLAs, Associate Faculty pay equity, counseling and advising pilot programs, clarifying that high demand pay legislation is short-sighted and divisive, and advocating for free college tuition.

FOUNDATION REPORT

Mr. Bull reported that Foundation's strategic planning process was finished and that the plan would be presented to the Board in March and pending approval, launched in July. The Complete The Dream scholarship launched on February 6; the annual scholarship application will launch on February 20 with \$250K in scholarships to award. The INSPIRE benefit will take place on April 22; fundraising through December has brought in \$700M on a \$1.5M goal; Verdant Health recently renewed their support for the Counseling and Resource Center mental health and wellness expansion with a grant of \$206.4K.

BOARD DISCUSSION

Chair Wagner opened the floor for trustee updates. Vice Chair Earling shared his appreciation for civility in Board meetings and encouraged everyone to consider civility in meetings as a guiding principle.

Trustee Zapora asked that staff keep trustees in mind when booking speaking engagements as they might be members or connected to the organization. He mentioned a recent visit to Paine Field with executives from Propeller Airports who then toured the WATR Center.

Trustee Webster thanked staff for their work and said he aspires to expand the definition of completion to mean our graduates get living wage jobs with healthcare and more opportunity to build generational wealth through homeownership, and that we will be able to measure the number of lives we are helping to lift out of poverty.

The trustees then discussed the recent ACCT National Legislative Summit Conference in Washington DC, which included visits with federal legislators, noting the following:

- It would be great if students could attend
- A legal roundtable sparked the idea of providing legal services for students
- An interesting point was made by the Secretary of Agriculture that jobs in agriculture are now high-tech jobs
- Finding a way to award credits for military service is interesting and needs exploring

EXECUTIVE SESSION

At 6:30pm, Chair Wagner adjourned the meeting to executive session for 15 minutes, to return at 6:45pm, to discuss personnel and real estate matters, noting that no action would be taken upon their return.

At 6:45pm, Chair Wagner reconvened the meeting in open session.

ADJOURNMENT

The meeting was adjourned by Chair Wagner at 6:45pm.

Next Meeting: The next regular Board meeting will be held on Thursday, March 9, 2023

Adrienne Wagner, Chair

Date Approved

ATTEST:

Dr. Amit B. Singh, Secretary

Public Comments**Board of Trustees Meeting - February 16, 2023**

From: Ruth Harris-Barnett, Jennifer Inslee, Full-time Faculty, English

We are writing to recommend that the Board of Trustees reject the administration's proposal for a new learning technology services fee. As you know, faculty have repeatedly advocated re-examination of the college's inequitable distance learning fees. Unfortunately, this new plan is

even less equitable, imposing high fees on nearly all students, regardless of their technology use. It was developed without input from important stakeholders, most notably students.

The college received its report from a consultant on this issue over one year ago. Instead of immediately assembling a task force, they delayed, then developed this plan hastily in an administration-only committee. The primary criteria used seem to have been to make the new fee revenue-neutral and to meet the letter of state law.

Washington State law requires that any new student fees colleges impose be developed by a "services and activities fee committee" with students, selected by student government, as a majority of voting members. The college is skirting this requirement by exempting a small number of students from the fee. However, they clearly are not fulfilling the intention of the law, which is that students have a majority voice at the table in decisions about fees.

Many students, notably those in hybrid and in-person classes, will experience an increase in their fees. Currently, students pay \$8.62/credit in various fees, including a \$2.40/credit technology fee, in addition to the distance learning fee that varies per class type. We are told that the \$2.40 technology fee will remain. This will bring the total for mandatory fees to \$15.62/credit, or \$234.30/quarter for a full-time student—a 16% "tax" on their tuition.

We urge the Board to reject this proposal and direct administration to assemble a committee as described in RCW 28B.15.045 to develop an equitable solution to providing instructional technology.

From: Mary Whitfield, Full-time Faculty, Chemistry

My name is Mary Whitfield I am a member of the Faculty Senate Council and a long time advocate for a revised structure for student technology fees. I have been working on this issue since 2014 and participated in meetings with the consultant in early 2021. The proposal before you tonight is a step

forward but is short on some important details, and, as you will hear elsewhere, was not the result of a collaborative process involving faculty stakeholders.

Here are a few questions:

The proposal states that the new fee will be revenue neutral but we are not clear about what costs are included in that “neutral” base. For example, does it include costs associated with the expiring Title III grant? More generally, how did the college distinguish between expenses that should be covered under this new fee, and expenses that are more appropriately considered as part of General Operating expenses?

What is the total fee picture? Students currently pay a \$2.40/credit technology fee that they assess upon themselves. Of the collected monies, roughly \$225K is directly passed to IT and another \$200K is allocated through the TIMC process. In developing the fee proposal, did the college count on those fees continuing or going away? Does it make sense to have two different technology fees? If this fee is maintained, this \$7/credit fee is really more than \$10/credit. The proposal you are considering tonight is silent on that point.

Perhaps this proposal represents the best possible compromise, but the point is that we haven’t been given the opportunity to participate in that decision. We never even saw the proposal until two days ago. Do you, as board members, feel comfortable considering this proposal knowing that faculty and students were not involved in crafting it?

From: Faculty Senate Council

Kristin Hughes, Nancy Nelson, Meryl Geffner, Brent Leithauser, Mary Whitfield, Kathleen Murphy, Greg Van Bell, Michelle Behan, Rob Harrill, Jasmine Torres-Germack, Ginger Gibbs, David Breed, Cesar Velasquez, Dan Cosley, Deann Leoni

We are writing to convey our concerns about the new student-fee proposal that the college will present tonight. The first time that the Faculty Senate Council saw the full document was on Tuesday, when the BOT meeting materials were shared via campus email. We discovered - second hand - that student government had access to the proposal (or at least to its details), and we wonder why the formal proposal was not shared with the FSC as part of a participatory governance model. In fact, we were told in an email on 2/9 that “we don’t have a proposal to share.”

As faculty representatives, we cannot offer our support for this proposal because we have not had the opportunity to determine exactly what the new \$7/credit fee will and will not cover or how it will impact all of the affected students and courses.

The FSC has been investigating this issue since 2016, and FSC members did have the opportunity to work with the consultant, so we hoped to participate in the follow-up process of developing a final proposal for your consideration. The consultant's report was received in December 2021, leaving ample time to work collaboratively on a new fee structure.

We understand that delays are problematic, but we ask you to postpone approval of this proposal until it can be more collaboratively explored. Whether or not you delay your approval, we urge you to address the Faculty Senate's ongoing concerns about the critical importance of participatory governance processes. When those processes are consistently in place, faculty can partner with the college leadership (including the BOT) to proactively and comprehensively plan, problem-solve, adapt, and innovate. Without that partnership, faculty can't shape or advocate for decisions that impact us and our students but that are determined without our full input.

**BOARD OF TRUSTEES
March 9, 2023****PRESIDENT'S REPORT****Visits with Legislators**

On February 13, I hosted **U.S. Congressman Rick >> Larsen** at the Advanced Manufacturing Skills Center, to share more about the Marine and AI programs he has helped support with \$1.3M in federal funding. His staff filmed a short promotional video to let our community know about the project, and it was great to be a part of that conversation and to share the exciting things on the horizon for our students that are possible because of his advocacy. Thanks to AMSC Executive Director Larry Cluphf for his assistance with the event.



Later that week, I attended a reception for **U.S. Congresswoman Suzan DelBene**, hosted by the City of Mountlake Terrace. It was an opportunity to say hello and thank her for her support of Edmonds College and our community.

Winter Transfer Fair

In February the College's Office of International Programs hosted our Winter Transfer Fair, where advisors from 40+ universities came to the Black Box Theatre in Mukilteo Hall to meet with students about opportunities to transfer, once their AA degrees are complete. It was a wonderful turnout, and I'm thankful for the Office of International Programs who did such a great job connecting our students with so many possibilities for their futures.

**<<< Multicultural Job Fair**

Just a few hours after the Winter Transfer Fair, our Workforce Development team hosted a Multicultural Job Fair in Brier Hall, where nearly 30 companies came to talk with and recruit students and community members whose first language isn't English. I had a great time chatting with the company recruiters and attendees, and am very proud of our college for providing this important connection to employment in our community. Kudos to our Workforce Development team for putting this together!

BACKGROUND

CONSIDERATION OF TENURE

Subject - Consideration of tenure for:

Lori Hays, Biology

Dr. Lori Hays obtained a B.S. in Molecular and Cell Biology from Texas A&M University and a PhD in cell regulation from UT Southwestern Medical Center Graduate School of Biomedical Sciences. As a researcher, she co-authored several publications, identified a new protein involved in insulin exocytosis and generated/examined an innovative marker to study microscopic imaging of exocytosis in real-time. Before joining EC as a tenure track faculty, she was an associate faculty member at North Seattle College and Edmonds College. Lori's passion for teaching biology and her commitment to student success is unmistakable. We look forward to working with her during the upcoming years.

Allison Obourn, Computer Science

Allison Obourn grew up in Shoreline, Washington. She has a bachelor's and master's degree in computer science from the University of Washington. Before joining EC's computer science department, Allison taught at the University of Washington and University of Arizona. She has a broad teaching portfolio, extensive curriculum development experience, and is the coauthor of a computer science textbook. She is passionate about computer science, teaching, and recruiting/retaining students in the field of computer science, particularly women and students of color.

Background

The Board of Trustees 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.

Both Dr. Lori Hays and Allison Obourn 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 Lori Hays and Allison Obourn at the February 16, 2023 meeting and approve tenure for those faculty members at the March 9, 2023 meeting.

**RESOLUTION #23-3-1
APPROVAL OF TENURE FOR
ALLISON OBOURN AND DR. LORI HAYS**

WHEREAS, the Board of Trustees reserves unto itself the right to grant tenure status to faculty;
and

WHEREAS, the appointment review committees have met their responsibilities under the law
and the negotiated agreement to review the appointment of the above-named; and

WHEREAS, the appointment review committee has recommended that tenure status be granted
for Allison Obourn, Computer Science, and Dr. Lori Hays, Biology;

WHEREAS, Allison Obourn and Dr. Lori Hays provided an electronic tenure packet to the Board
for their consideration;

NOW THEREFORE BE IT RESOLVED that Edmonds College Board of Trustees grants tenure status
to Allison Obourn and Dr. Lori Hays and welcomes them to tenured faculty positions at Edmonds
College.

Adrienne Wagner, Chair

Date Approved _____

ATTEST:

Dr. Amit B. Singh

BACKGROUND

Bachelor of Science in Computer Science

Background:

Edmonds College belongs to the AppConnect Northwest consortium, which has a four-year history of collaborating on curriculum development and industry partnerships that have proven to create more opportunities for students. This consortium currently works with seven colleges that hold separate Bachelor of Applied Science degrees in Software or Application Development. With the new opportunity to create a Bachelor of Science in Computer Science (BSCS), it was logical for this consortium to consider adopting it. Creating this degree as a consortium allows consortium colleges to be supported in their missions, share faculty, have more resources to resolve issues, and provide opportunities to students. This consortium continues to work together to see how the BAS and BSCS programs can collaborate by creating crossover in curriculum and developing clear pathways for each degree to define the differences without creating a hierarchy between the degrees.

Program Learning Outcomes:

Following the Accreditation Board for Engineering and Technology Criteria for Accrediting Computing Programs, graduates of the program will have an ability to:

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Using application of knowledge and skills acquired in the program, design, implement, test, evaluate and present a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed and equitable judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline including responding to feedback, handling ambiguity, and communicating with internal and external stakeholders.
6. Apply computer science theory and software development fundamentals to produce computing-based solutions.

Multi Campus Delivery: Cascadia College, Centralia College, Edmonds College, Green River College, Lake Washington Institute of Technology, Renton Technical College, and Skagit Valley College.

Distance Learning: Some lectures may be hybrid, online, or both.

Curriculum Summary:

The curriculum for the Bachelor of Science in Computer Science (BSCS) has been developed by a group of faculty from seven community and technical colleges that make up the AppConnect NW consortium. The Program Learning Outcomes were built based on ABET requirements and a combination of technical and soft skills that faculty found valuable for students to be successful in their work post-graduation. Faculty leveraged lessons learned from BAS Software Development programs (successful with nearly 500 graduates, employed in various roles) and the Developing a Curriculum process that was conducted from

industry and Washington Technology Industry Association to inform the curriculum development process. Utilizing the consortium as an advantage, the curriculum uses the unique programs each institution currently offers to provide students attending any of the colleges' broader options for their 15 credit BSCS emphasis. While we are not currently pursuing ABET accreditation, program outcomes align with ABET accreditation guidelines.

The BS Computer Science program is designed to be a 4-year degree requiring 180 credits, of which 60 credits are general education coursework

General Requirements	Credits
ENGL& 101 Composition 1	5
ENGL& 235 Technical Writing or a second course in composition	5
MATH& 141 Precalculus 1	5
MATH& 142 Precalculus 2 or MATH& 146 Introduction to Statistics	5
Humanities	5
Social Sciences	5
Natural Science with Lab (2 classes)	10
Natural Science: Introductory Programming Series CS 121 Introduction to Programming 1 CS 122 Introduction to Programming 2 CS 123 Introduction to Programming 3	15
General Education Electives: courses selected by the student from the Humanities, Social Sciences, Natural Sciences, or from the ICRC Handbook generally transferable list of courses	5
<i>*If a student has taken math courses at a higher level than MATH& 141 or MATH& 142, such as calculus coursework, they can use that coursework to fulfill the math requirements above.</i>	
<i>*Five credits from the requirements above must be from courses designated as cultural/diversity courses.</i>	
Total	60

Coursework needed at all levels in the baccalaureate program:

The coursework listed below covers all four years of the degree. Students can enter the program at the first, second, and third year of the degree. Advisors at each institution will work with students to determine which entry point is the best fit for them in order to have all the coursework completed. The courses listed below meet ABET requirements for a Computer Science degree. A table to demonstrate the requirements and the courses that meet them can be found in Appendix A.

In hopes to create a more equitable curriculum, faculty decided to take a deeper look at math requirements for the BSCS degree. According to a March 15, 2022 article in Scientific American, it's time to "weed out the weed-out math classes" that are barriers to under-represented groups pursuing STEM degrees. Calculus is widely acknowledged as a barrier to under-represented students. Further, many question whether or not calculus is necessary to find success in computer science careers. Several of the faculty reached out to our professional network of people in computer science careers who affirmed that many of them do not use calculus in their work. Consequently, in order to design a program that can both prepare students for rewarding careers in computer science and broaden participation in computer science, this program will focus on math skills that are routinely used in computer science careers: discrete math, statistics, and linear algebra. Students who want to pursue calculus as part of their BSCS degree are still able to complete this through choosing the calculus series as part of their electives. The required math sequence is

reflected in the coursework below.

By Year	
Year 1	
Fall	<ul style="list-style-type: none"> ● ENGL& 101 Composition 1 (5 cr) ● MATH 09x Pre-College Algebra (5 cr) ● CS 101 Introduction to Computer Science (5 cr)
Winter	<ul style="list-style-type: none"> ● MATH& 141 Precalculus 1 (5 cr) ● Humanities (5 cr) ● CS course (academic planning / career planning / success course) (5 cr)
Spring	<ul style="list-style-type: none"> ● MATH& 142 Precalculus 2 or MATH& 146 Introduction to Statistics (5 cr) ● Social Science (5 cr) ● ENGL& 235 Technical Writing (5 cr)
Year 2	
Fall	<ul style="list-style-type: none"> ● CS 121 Introduction to Programming 1 (5 cr) ● CS 170 Linear Algebra for Data Analysis (5 cr) ● Natural Science with Lab 1 (5 cr)
Winter	<ul style="list-style-type: none"> ● CS 122 Introduction to Programming 2 (5 cr) ● CS 222 Computing, Data, and Society (5 cr) ● Natural Science with Lab 2 (5 cr)
Spring	<ul style="list-style-type: none"> ● CS 123 Introduction to Programming 3 (5 cr) ● CS 233 Web and Database Programming (5 cr) ● CS 243 Software Development Tools (3 cr) ● CS 296 CS Career Seminar (2 cr)
Year 3	
Fall	<ul style="list-style-type: none"> ● CS 301 Foundations of Computer Science (leveling course) (5 cr) ● CS 397 CS Seminar (1 cr) ● CS 321 Database Systems (5 cr) ● CS 202 Discrete Structures 1 (5 cr)
Winter	<ul style="list-style-type: none"> ● CS 333 Data Structures and Algorithms 1 (5 cr) ● CS 302 Discrete Structures 2 (5 cr) ● CS 3xx CS Elective (5 cr)
Spring	<ul style="list-style-type: none"> ● CS 334 Data Structures and Algorithms 2 (5 cr) ● CS 350 Software Engineering (5 cr) ● CS 3xx CS Elective (5 cr) ● CS 398 CS Seminar (1 cr)
Year 4	
Fall	<ul style="list-style-type: none"> ● CS 421 Algorithmic Problem Solving (5 cr) ● CS 442 Principles of Computer Systems (5 cr) ● CS 450 Security Foundations (2 cr) ● CS 499 CS Seminar (1 cr)
Winter	<ul style="list-style-type: none"> ● CS 485 Capstone Project 1 (5 cr) ● CS 433 Programming Languages (5 cr) ● CS 4xx Elective (5 cr)
Spring	<ul style="list-style-type: none"> ● CS 486 Capstone Project 2 (5 cr) ● CS 4xx Elective (5 cr)

RESOLUTION #23-3-2
APPROVAL OF NEW DEGREE:
Bachelor of Science in Computer Science

WHEREAS, the Board of Trustees reserves unto itself the final approval 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 Computer Science program has been developed to satisfy industry requirements designated for the Bachelor of Science in Computer Science degree;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees approves the granting of the Bachelor of Science in Computer Science.

Adrienne Wagner, Chair

Date Approved _____

ATTEST:

Dr. Amit B. Singh

***UPDATED* BACKGROUND**
Learning Technology Services Fee

Subject

The College, after consultation with the Associated Students of Edmonds College, is requesting consideration of a proposal to restructure three different student fees that are currently assessed to support instructional technologies. Distance Learning Course Fees, assessed based on a student's choice of course delivery mode, and a per-credit student-imposed Technology Fee would be replaced with a single per-credit Learning Technology Services Fee. A per-credit Computer Lab Fee would be eliminated.

Background

Edmonds College is funded through a combination of state allocations, grants, contracts, auxiliary services and student tuition and fees. Over the years, the college Board of Trustees has approved the administration's requests to levy new fees to fund new programs and meet emergent needs. Regarding technology funding in particular, it is gathered from a variety of sources, and the established methods of funding these services at Edmonds College have historically been consistent with other colleges in the State of Washington. All colleges assess additional fees for technology because the state funding mechanisms for colleges have historically not provided sufficient resources to purchase, license, maintain and support the wide array of technologies used by students and faculty in our ever evolving learning environments.

Edmonds College's technology funding comes from three different fees: Computer lab fees, a technology fee managed by the Associated Students of Edmonds College (ASEC) and a Distance Learning Course Fee that was implemented more than two decades ago, and which was intended to fund the development, adoption, and growth of online courses. Other sources of funding have been grants and course fees assessed by instructional programs for specialized technologies.

Distance Learning Course Fee: The Distance Learning Course Fee is a flat rate charged per class, regardless of how many credits the class is. It is based on the three scheduled delivery modes. For example, students registering for a class section to be delivered fully online are charged a flat fee of \$45.65 at the time of registration. A class section scheduled with a combination of both on-campus and online instruction is charged a "hybrid" course fee of \$31.55, and fully on-campus classes are not assessed this fee.

Computer Lab Fee: Some classes are also charged a Computer Lab Fee. Over the last couple of years, the college has migrated software available in physical computer labs into a cloud-based virtual computer lab configuration. Software in the virtual computer labs is now accessible by all students with a computer and network connection, from anywhere and at any time of the day.

[UPDATED AFTER FEBRUARY 16, 2023] *Technology Fee:* In addition to the Distance Learning Course Fee and the Computer Lab Fee, the Associated Students of Edmonds College (ASEC) have assessed a \$2.40 per-credit Technology Fee. For more than 15 years revenue from this fee has been used to fund classroom technology replacements and partial funding of college employee positions to support the operation of open computer labs as well as other technology-related needs. Annual requests for funding of these needs are submitted and allocated through the Technology Investment Management Committee (TIMC), which is a collaborative process with student and college employee representation.

In late February, after the Board of Trustees had reviewed the proposal at the February 16, 2023 Board meeting, the ASEC voted to eliminate their \$2.40 per-credit Technology Fee (starting at the beginning of the 2023-24 academic year) and requested that (1) the fee be folded into a new, per-credit technology-related fee that the college would implement and (2) that the college continue its existing Technology Investment Management Committee, which will make recommendations regarding usage of 22% of the revenue that is collected from a new fee that the college implements.

Over the years, revenue from the three existing fees (described above) have been the primary sources of funding for licensing, replacement and support of technologies used by students or faculty in their classes. This includes the Learning Management System (Canvas), computers and software available for use by all students in open computer labs and the library, audio/visual equipment used for teaching in the classrooms, wireless network access throughout the college, cloud hosted services (such as Virtual Computer Labs, Google Apps and Zoom), as well as the installation, management, training and support for all of these tools.

The current method of funding presents several issues:

- It has placed the fee burden for technologies and support on a portion of the student population who are taking specific classes, even though all students have access to these technologies and support, regardless of the modality of their classes or specific programs.
- It has tied fixed operating costs to our students' choice of modality, which is a highly variable factor, and modality is no longer a relevant method of determining fees.
- It has been challenging for students to understand what their fees are being used for, and why they are being collected for any given class.

Therefore, the need for a more equitable, transparent, and reliable mechanism to fund technology and related services has been identified as a growing concern.

In response to those concerns, Edmonds College President Dr. Amit Singh commissioned an external consultant to review the college's technology-related fees in order to determine if they are meeting the college's needs and to assess what changes, if any, should be made. Specific questions addressed in the consultant's study were discussed by a task force consisting of faculty, administrators, and student representatives.

Research on fees compliance requirements and fee policies at other colleges in the system were shared with the task force. Discussions focused on the following issues: access, equity, transparency, control of funds, organizational needs, and compliance with state statutes on assessing student fees.

Taking into consideration the consultant's recommendations, the task force discussions, further analysis of revenue from current student fees, and the ongoing costs of providing students with access and support for 21st Century educational technologies, the Edmonds College leadership recommends restructuring the fees as follows.

Recommendation

The President's Leadership Team recommend eliminating the current Computer Lab Fee, the "Distance Learning Course Fee", and the student-imposed Technology Fee of \$2.40/credit and moving instead to a single revenue-neutral per-credit "Learning Technology Services" fee that would be paid by a majority of students, with some specified exceptions. The proposed Learning Technology Services Fee would be \$9.00 per-credit.

Moving to this new fee would mean most students, no matter the modality of the class, would pay \$45 for each 5-credit class, as opposed to higher fees that are currently charged if the student is taking a class via distance learning and/or that meets in a computer lab. The table in Exhibit A shows a comparison of existing fees and fees under this new recommendation.

In keeping with Washington State statutes on assessing fees, this fee would not be assessed across the board to all students. The following student populations would be exempt from this fee: Adult Basic Education and

English Language Acquisition students; College in the High School students; Department of Corrections students; Family Life Education students; WATR Center students; and students who are designated as receiving state-mandated waivers.

As online and flexible learning modalities become integral to serving all our students, it is imperative that the college continue to provide the needed software, training, and support. The rationale for this change is to more equitably spread the cost of this support across the majority of students by providing a fee structure that directly ties costs to overall enrollment, rather than relying on specialized fees tied to a student's choice of course modality. This is also consistent with the enrollment-based licensing models for software-as-a-service (SaaS) that is commonly imposed by software providers.

While the new fee structure meets the spirit of what was recommended by the consultant, the current level of funding is not sufficient to meet all the technology needs of the future, the cost of which keeps going up every year. In addition, it is imperative that we invest in new technologies in order to provide our students with the state-of-the-art learning experience, the funding of which remains uncertain.

The President's Leadership Team recommends that the Board of Trustees consider the foregoing proposed fee restructure, of which a version was presented at the February 16, 2023 meeting, and which has subsequently been updated with information relating to the ASEC vote to eliminate their technology fee, and approve it at the March 9, 2023 meeting.

Learning Technology Services Fee - Exhibit A

See the table below for some examples and the impacts to students based on course modality and number of credits.

Scenario	Existing Student Impact	Proposed Student Impact	Difference
Scenario 1 (Online 5 credits) Fully online	\$57.65	\$45.00	Savings per course = \$12.65
Scenario 2 (Online 3 credits): Fully online	\$52.85	\$27.00	Savings per course = \$25.85
Scenario 3 (Hybrid with Computer Lab): 5 credit course, hybrid, in computer lab.	\$111.80	\$45.00	Savings per course = \$66.80
Scenario 4 (Hybrid/HyFlex): 5 credits, flexible mode or some sessions on campus	\$43.55	\$45.00	Increase per course = \$1.45
Scenario 5 (Fully On Campus) 5 credits, face-to-face on campus	\$12.00	\$45.00	Increase per course = \$33.00

Existing fees: \$45.65 online flat fee per class (regardless of # of credits)
 \$31.55 hybrid flat fee per class (regardless of # of credits)
 \$13.65 per-credit computer lab fee
 \$2.40 student government-approved technology, per-credit fee

Proposed fee: \$9.00 per-credit Learning Technology Services Fee



Washington Community College District 23

**BOARD OF TRUSTEES
March 9, 2023**

**RESOLUTION #23-3-3
LEARNING TECHNOLOGY SERVICES FEE**

WHEREAS, all students must have access to technology services in order to participate successfully in ever evolving virtual and classroom-based learning environments; and

WHEREAS, the technology services needed for these models are comprised of software licensing, online proctoring services, cloud hosting, computers, audio/visual equipment, multimedia development tools and wireless network infrastructure, as well as staffing for system management, ongoing end user support, and training for faculty and students; and

WHEREAS, revenue from student fees must be sufficient to cover the cost of providing these services, as Washington State allocations to colleges have not provided sufficient funding for the technologies that underpin the students’ modern educational experience; and

WHEREAS, the current disparate fees for technology services have been confusing for students, and have placed a cost burden on some more than others; and

WHEREAS, fees for these services must be equitably assessed across the student body and more closely aligned with the availability, costs, and use of services;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees approve the College’s recommendation as presented at the February 16, 2023 Board meeting and subsequently, in an updated form at the March 9, 2023 Board meeting, to restructure fees by:

- 1) Eliminating the current Computer Lab Fee, which will not be replaced;
- 2) Eliminating the current Distance Learning fee;
- 3) Eliminating the student-imposed Technology Fee of \$2.40 per credit, as recommended and approved by the Executive Council for the Associated Students of Edmonds College, and
- 4) Replacing the Distance Learning and Technology Fees with a single, per-credit Learning Technology Services fee of **\$9.00 per credit**, assessed and paid at registration by students, except the following student populations who would be exempt from this \$9.00 per credit fee: Adult Basic Education and English Language Acquisition students; College in the High School students; Department of Corrections students; Family Life Education students; WATR Center students; and students who are designated as receiving state-mandated waiver; and
- 5) Maintaining the current representation of students in technology-related decision making through the existing Technology Investment Management Committee process, of which 22% of the revenue collected from the new \$9.00 per credit fee structure will be allocated.

ATTEST:

Adrienne Wagner, Chair

Date Approved: _____

Dr. Amit B. Singh

BACKGROUND

CONSIDERATION OF CONTINUING TENURE PROBATIONARY STATUS

Subject

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

Background

The Board of Trustees is required to decide whether or not to renew probationary appointments based on recommendations presented by the end of winter quarter of the academic year. Faculty members under consideration for probationary appointment renewal are:

Second Year Appointments

Taylor Smith (Nursing)

First Year Appointments

Rachel Phillips (College Prep)

Leslie Rossman (Communication)

Hsinmei (May) Lin (English)

Allison Kuklok (Philosophy)

Ted Chen (Paralegal)

Roxanne Green (Social and Human Services)

Jaehan Park (English Language Acquisition)

Uzair Muhmmad (Mathematics)

Pablo Pedrosa Diaz (Advanced Manufacturing and Materials Engineering Technology)

Yiren Yue (Biology)

Jesse Moore (Engineering Technology)

Frank Kadwell (Information Technology Application Development)

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 13, 2023 meeting.

BIOGRAPHY SECOND YEAR PROBATIONER - TENURE TRACK

Taylor Smith

Taylor Smith holds an Associates in Nursing from Anne Arunel Community College and a BSN from American Public University. She was enrolled in a Doctor of Nursing Practice program at Gonzaga but changed her focus and is currently pursuing a Master's in Nursing Education from UW. She has worked in a number of fast paced clinical areas including recovery room, pediatric and adult ICU, and critical care transport. She was also the infection preventionist at LifeCare of Kirkland as they were recovering after the Covid outbreak. She is certified by the CDC as a Nursing Home Infection Preventionist.

This is Taylor's second year at the college and also her second year of formal teaching in nursing education. She has been a clinical preceptor at the hospitals where she worked. She realized the happiest she was in her career was when she was involved in teaching and that led her to teach at Edmonds College. She currently teaches in our fundamentals courses, pediatrics, medical surgical nursing, and in our capstone courses. She teaches online, in the skills lab, and in clinical. She brings a great deal of energy and enthusiasm to our program. Taylor is an equestrienne and competes in shows regularly with her horse Bella.

BIOGRAPHIES

FIRST YEAR PROBATIONERS – TENURE TRACK

Pre-College

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

Leslie Rossman - Communication

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 two 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 three English 101 sections (they are all full).

Allison Kuklok - Philosophy

Allison Kuklok is teaching online and in-person sections of Intro to Philosophy. 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***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 currently serves 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 currently teaches 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. Currently, he is participating in the Flexible Learning course and preparing to teach 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 new 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. He is off to a great start and we look forward to working with him through the tenure process.

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 been developing curriculum and teaching the first cohort of AMMET BAS students who began in Fall of 2022. He is off to a great start and we look forward to working with him through the tenure process.

Yiren Yue - Biology

Dr. Yiren Yue obtained a B.S. in Food Science and Engineering from Beijing Forestry University in China and a Ph.D. in Food Science at the University of Massachusetts. As a researcher, she co-authored several publications; investigated food-based bioactives for disease prevention and treatment associated with obesity and aging; developed an invertebrate in vivo model system for anti-obesity and anti-aging agents screening, and evaluated the effects of environmental pollutants on obesity development and reproductive health. Before joining EC as a tenure track faculty, she was working in the pharmaceutical company and was an instructor and a research mentor during her tenure at the University of Massachusetts (Amherst). Yiren's passion for food science and her commitment to student success are evident in the way she interacts with students and prepares curriculum to engage students in the learning process. We welcome Yiren to Washington and look forward to working with her through the tenure process. She is off to an excellent start.

Jesse Moore - Engineering Technology

Jesse has nearly a decade of experience on manufacturing floors in machine operator, QA, and supervisory roles including assisting technicians working on automated production equipment. In addition to my employment history, he has a strong education background in the same fields. Jesse completed two AAS degrees in Computer Information Technology and Networking and he recently completed an Applied Bachelor's of Applied Science in Mechatronics Engineering Technology and Automation from Clover Park Technical College in Lakewood. Jesse's extensive background in manufacturing and technology are rooted in his lifelong interest to understand how things work and how things are made. We are glad he has chosen to pursue this interest in the ETEC department at Edmonds College.

Business Division***Frank Kadwell - Information Technology Application Development***

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

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

BACKGROUND

MEDICAL ASSISTING CERTIFICATE

Subject

Board of Trustees consideration of approval of the Medical Assisting Certificate.

Background

Allied Health Education – Medical Assisting Certificate

Program Description: The Medical Assisting Certificate Program

Medical assistants are valuable members of the healthcare team, combining clinical training and administrative skills to support good patient outcomes in a variety of settings including medical clinics, physician offices and hospital outpatient areas. The Medical Assistant program will prepare students with the necessary patient and clinical care skills, diagnostic testing skills, and administrative skills to support patients and other medical professionals in the delivery of medical care.

This certificate requires successful completion of a minimum of 43 credits as outlined, and courses can be applied to completion of the Allied Health AAS-T degree. Graduates will be eligible to apply for the Medical Assistant - Certification credential through the Washington State Department of Health.

Medical assistants are in demand across Washington state. Data shows a projected growth rate of 10% for Medical assistants in the 2022 - 2023 time frame in Snohomish and King Counties. Job posting analytics for July 2021 - July 2022 showed 5,403 job openings with 32% of these postings advertising an annual salary of \$51,000.

Top employers in the area included: Kaiser Permanente, Optum (Everett Clinic and Polyclinic) Swedish, Providence, Pacific Medical Centers, and the University of Washington. Despite other medical assisting programs, demand continues to exceed supply. A comparison of program completions to job openings in 2020 revealed 538 completions vs. 1,092 job openings.

Recommendation

The administration recommends that the Board of Trustees review the Medical Assisting Certificate at the March 9, 2023 meeting, and approve it at the April 13, 2023 meeting.

PROGRAM INFORMATION: MEDICAL ASSISTING CERTIFICATE



Student ID: _____

Student Name: _____

Advisor Name: _____

Catalog: 2023 – 2024 Undergraduate Catalog

Program: Allied Health Education – Medical Assistant Certificate

Allied Health Education – Medical Assistant Certificate

Program Description:

Medical Assistants are valuable members of the healthcare team, combining clinical training and administrative skills to support good patient outcomes in a variety of settings including medical clinics, physician offices and hospital outpatient areas. The Medical Assistant program will prepare students with the necessary patient and clinical care skills, diagnostic testing skills, and administrative skills to support patients and other medical professionals in the delivery of medical care.

Developed under the standards and guidelines of the Commission on Accreditation of Allied Health Programs (CAAHEP), the Medical Assisting Certificate program is 3 quarters in length with a **total of 43** credits for completion. Graduates will be eligible to apply for the Medical Assistant - Certification credential through the Washington State Department of Health.

Program Requirement (43 credits)

OUTCOMES:

On completion of the program as outlined, the student will be able to:

1. Perform entry level medical assisting clinical, diagnostic, and office administrative procedures competently and safely within their scope of practice.
2. Effectively engage in written and oral communication as demonstrated through charting and communication with patients from different age groups, cultures and other health professionals.
3. Demonstrate the knowledge and practice of appropriate behavior in the workplace related to medical law, healthcare ethics and professionals in the context of the role of a medical assistant.
4. Apply appropriate protective practices for the Medical Assistant including aseptic technique, infection control, environmental safety techniques and basic elements of emergency planning.

*See Program Requirement Notes

Course Name	Credits	Grade	Qtr. Taken
AHE 115 CPR: Allied Health	1.0 credits		
AHE 110 The Human Body Structure and Function	5.0 credits		

HCA 104 Medical Terminology	3.0 credits		
HCA 115 Medical Law and Ethics	3.0 credits		
HCA 153 Pharmacology	2.0 credits		
MEDA 100 MA: Basic Clinical Skills	3.0 credits		
MEDA 101 MA: Basic Clinical Skills Simulation Lab	2.0 credits		
MEDA 105 MA: Transition to Practice I: Clinical	2.0 credits		
MEDA 110 MA: Diagnostic Procedures I	2.0 credits		
MEDA 111 MA: Diagnostic Procedures I Simulations Lab	2.0 credits		
MEDA 115 MA: Diagnostic Procedures II	3.0 credits		
MEDA 116 MA: Diagnostic Procedures II Simulation Lab	2.0 credits		
MEDA 120 MA: Administrative Skills	3.0 credits		
MEDA 121 MA: Administrative Skills Simulation Lab	1.0 credits		
MEDA 200 MA: Advanced Clinical Skills	3.0 credits		
MEDA 201 MA: Advanced Clinical Skills Simulation Lab	2.0 credits		
MEDA 205 MA: Transition to Practice II: Clinical	3.0 credits		
SHS 170 HIV/AIDS for Healthcare Professionals	1.0 credits		

Program Notes

The program code for this certificate 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.

- Students with limited computer skills are encouraged to consider taking BSTEC 129 - PC Basics.
- BSTEC 104 is an acceptable course substitute for HCA 104, BSTEC 115 is an acceptable course substitution for HCA 115 and BSTEC 153 is an acceptable course substitute for HCA 153.
- BSTEC 206/HCA 206 are acceptable course substitutions for MEDA 120/121.
- Participation in externship classes requires documentation of current vaccinations requirements, TB, and criminal background status prior to registering for those classes. Students are advised that clinical placement may be denied if vaccination records, and CPR are not current or if there is a criminal history that the facility considers unacceptable.
- All students will be required to set up an account with CastleBranch (www.castlebranch.com) to store vaccination documentation and complete a criminal background check for a fee.
- Students may be placed in a Clinical Placements Northwest (CPNW) consortium site, which requires an extra fee.

The advisors for this program are:

Brent Leithauser | brent.leithauser@edmonds.edu | 425.640.1369

Erika Ferreri | erika.ferrei@edmonds.edu | 425.640.1924

Cathy Dominguez | cathy.dominguez@edmonds.edu

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

Department website:

Allied Health | www.edmonds.edu/ahe

Certificate General Information

Credit/Grade Requirements A minimum of 30 credits or one-third of the required college-level (100-level or above) credits, whichever is less, must be earned at Edmonds College. Students are required to maintain a minimum cumulative grade point average of 2.0 in all college-level courses.

Program of Study Outcomes Student achievement is assessed in the general and program specific outcomes via the courses and course objectives that align with those outcomes. More information about program outcomes and course objectives can be found on the Using Program Requirement Sheets page.

Students Are Advised To:

- Plan their schedule several quarters in advance in order to accommodate courses that are offered only once or twice a year;
- Review the college catalog for required course prerequisites and include these in schedule planning; and
- Communicate with an academic advisor and/or a faculty advisor.

Graduation Application A completed Graduation Application form must be submitted online by the **10th day** of the quarter in which the student expects to graduate. Note: Applications for summer quarter are due by the **8th day** of the quarter.

Common Course Numbering Please refer to www.edcc.edu/ccn for more information.

College Resources

- College Website | <https://www.edmonds.edu/>
- How to Enroll | <https://www.edmonds.edu/getting-started/admissions/>
- Transfer Center | <https://students.edmonds.edu/transfer-center>
- College Bookstore | <https://edmonds.bncollege.com/>
- Advising Appointments | <https://students.edmonds.edu/advising> 425.640.1458

Internal Coding

PLAN/STACK -

TC – 43

CIP 51.0801

Internal Coding

Notes:



Washington Community College District 23

BOARD OF TRUSTEES
March 9, 2023

**PROFESSIONAL LEAVE REQUESTS FOR
 2023-2024 ACADEMIC YEAR – TENURED FACULTY**

Subject

Board of Trustees approval to grant faculty professional leave for the 2023-2024 academic year is requested.

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 FTEF. 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 85 percent of the employee’s step placement during the period of time he or she is on professional leave.

(State supported programs)

<u>Faculty Member</u>	<u>Professional Leave Recommended</u>	<u>Annualized FTEF</u>
Gabrielle McIntosh	1 Quarter	.333
Claudia Levi	1 Quarter	.333
Charles Mueller	1 Quarter	.333
Erika Ferreri	1 Quarter	.333

Recommendation

Approval of professional leave requests at the April 13, 2023 Board of Trustees meeting.

2023-2024 Professional Leave Applicant Proposal Synopsis

Gabrielle McIntosh

I am applying for one quarter of leave to create a course shell, including assignments and homework problems, with Open Education Resources (OER) for Math 140. Currently, Math 140 is one of only three college-level courses offered by the math department that still requires students to purchase an expensive publisher-based textbook. My work will include creating supplemental textbook materials as necessary, writing applied problems with the business applications, and creating sets of online homework assignments in WAMAP (a free learning management system created specifically for mathematics) that align with the applied problem focus and textbook.

Claudia Levi

As many businesses shift to working remotely and utilize more technology, it is important that I expand my knowledge of what applications and software are being used to improve communications and virtual collaboration in the new, professional working environment. I would like to learn and experience how current technology is impacting team management, and how the increase in working remotely has impacted team dynamics in the workplace. Over the course of a quarter I will explore how the prevalence and general acceptance of remote meetings has changed team interactions and management practices through job shadowing, interviews and participation in events on collaboration, and conferences. In addition, I plan to research the current software and technology being used for managing project documentation and organize team communication in businesses today. Adding this knowledge, and infusing it into our curriculum, will improve the management and communication classes we offer in the Business Management Department. Courses, such as Facilitation, Project Management, and Leadership. This will influence what we are teaching to better prepare students for the current and future expectations of the workplace.

Charles Mueller

I am requesting professional leave for Spring Quarter 2024 to develop lecture and lab curriculum for a new Modern Physics course, called PHYS 225. The course will cover relativity and quantum mechanics and will be designed for physics majors and students interested in applications of quantum mechanics. During the lab section of the class, students will use the optics table and quantum optics equipment that has already been purchased by the Physics department. Creating curriculum for this class will improve my knowledge of physics and engineering, which will make me a better instructor in all of my classes. I also plan to use the professional leave time to connect with other instructors teaching similar classes to build relationships with the physics education community in the area. I will also attend an ALPhA Laboratory Immersion workshop that will teach me how to use the quantum optics equipment, which will make me a better resource to students in PHYS 225 and other students interested in optics or quantum mechanics. I also hope to implement initiatives to make PHYS 225 an equitable and inclusive environment for all of my students.

Erika Ferreri

The industry of lab sciences is broken up into many different specialties. My experience has primarily been in the hospital setting, public health, and research for the Federal Government. A former student of mine and her husband started a lab in Everett called American Lab Works. The focus on drug screening will provide me with an excellent opportunity to expand my knowledge in an area of lab sciences that is in high demand. As a member of this field of practice and study, I am requesting professional leave in order to increase my professional development via real-world research and simultaneous practical application of knowledge within a clinical laboratory setting. The benefits of this opportunity will significantly be of value to Edmonds College as this experience will enhance my current theoretical teaching proficiency, allotting me the ability to readily apply all aspects of this newly obtained knowledge of daily clinical laboratory operations. I will be able to provide more real-world examples within my lectures, and enhance the existing curriculum by prepping it to be endorsed by Career Launch. This would allow Allied Health students to participate in a paid internship, in return, increasing program enrollment.



Washington Community College District 23

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**BACKGROUND
FISCAL YEAR 2023-2024
STUDENT CENTER M&O FEE; ASSESSMENT FEE; SUSTAINABILITY FEE; TRITON FIELD
FEE; BUS PASS USER FEE; TECHNOLOGY FEE**

Subject

Proposed Associated Students of Edmonds College (ASEC) Self-Assessed local fees for Fiscal Year (FY) 2023-24.

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 have set. The following fees are submitted for consideration.

The Associated Students recommend to the Edmonds College Board of Trustees fee levels for the following five self-assessed fees: Student Center Maintenance & Operations Fee (M&O Fee), Assessment Fee, Sustainability Fee, Triton Field Fee, Bus Pass User Fee. In addition, the Associated Students recommend to the Edmonds College Board of Trustees the elimination of the following self-assessed fee: Technology Fee. The six voluntary self-assessed fees are set by the Associated Students Executive Board. 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 the 2023-24 fiscal year, and one fee to be eliminated.

Current ASEC Fees

Student Center M&O Fee

The Student Center Maintenance and Operation (M&O) Fee was issued by the Associated Students Executive Board in 2005-2006 to ensure a revenue source for the operation of the Student Center, which is not covered by the state, as they do not fund M&O of buildings constructed with Certificates of Participation (COP).

Student Center M&O Fee 2022-23	\$0.65/credit
Student Center M&O Fee 2023-24	\$0.65/credit

Assessment Fee

The Assessment Fee was issued by the Associated Students Executive Board to fund the construction of Brier Triton Student Center and to help subsidize the bus pass program in coordination with Community Transit.

Assessment Fee 2022-23	\$4.37/credit
Assessment Fee 2023-24	\$4.37/credit

Sustainability Fee

The Sustainability Fee was issued by the Associated Students Executive Board in the fall quarter of 2011 to provide funding for the Campus Green Fund, which provides resources to further the sustainability initiative on campus. This fund is managed by the “Green Team”, who educates the Edmonds College community about sustainability practices.

Sustainability Fee 2022-23	\$0.45/credit
Sustainability Fee 2023-24	\$0.45/credit

Triton Field Fee

The Triton Field Fee was issued by the Associated Students Executive Board at the beginning of the fall quarter of 2019 to provide dedicated funding for ongoing maintenance, field improvements, and turf replacement for Triton Field.

Triton Field Fee 2022-23	\$0.75/credit
Triton Field Fee 2023-34	\$0.75/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.

Bus Pass User Fee 2022-23	\$26.00/quarter
Bus Pass User Fee 2023-24	\$26.00/quarter

Technology Fee

The Technology Fee was issued by the Associated Students Executive Board to fund staff positions to support the operation of the open computer labs and fund technology-related projects through the Technology Investment Management Committee (TIMC), chaired by the Executive Officer of Technology. It is eliminated as a result of the new Learning Technology Fee being proposed by Edmonds College.

Technology Fee 2022-23	\$2.40/credit
Technology Fee 2023-24	ELIMINATED

Recommendation

The ASEC Executive Board recommends that the Edmonds College Board of Trustees approve the following proposed ASEC Self-Assessed fees for the 2023-24 FY: Student Center M&O Fee, Assessment Fee, Sustainability Fee, Triton Field Fee, Bus Pass User Fee and the elimination of the Technology Fee as submitted at the April 13, 2023 Board of Trustees meeting.

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FOUNDATION REPORT**FOUNDATION ACTIVITY**

- Fundraising results through January 31 are \$801,771.
- Carter Motors (Subaru, VW, Acura) donated \$10,000 for four STEM and Business scholarships.
- The Foundation received the City of Edmonds 2nd year grant of \$108,000 for worker retraining and upskilling.
- The “Complete the Dream” launched on February 6.
 - The scholarship helps students who have experienced a recent, significant, and unforeseeable event in their financial situation that jeopardizes their ability to complete their program of study in the upcoming quarter.
- The Foundation’s annual scholarship application opened on February 20. The application closes on March 31.
 - The Foundation funds hundreds of scholarships each year. There are over 100 scholarships available each year for students. The amounts and numbers awarded vary yearly based on available funding. Typical awards range from \$1,000 - \$5,000. Scholarships are available for full-time, part-time, international, and undocumented students.
- The Foundation Impactful Programming launched on February 28.
 - These grants will provide faculty and staff funding to cover the costs of conducting and sharing research or completing other creative projects. The Programming committee will select recipients in late May.

Submitted by: Tom Bull