



STATEBOARDMEETINGAGENDA

Regular Meeting: Wednesday, December 2, 1:00 – 5:15 p.m.

[Join Meeting via Computer or Smart Device](#)

Join by Phone: (253) 215-8782

Meeting ID: 814 0675 9508

Passcode: 861380

Board members

Carol Landa McVicker, chair // Jay Reich, vice chair // Wayne Martin // Anne Fennessy
Phyllis Gutierrez Kenney // Fred Whang // Ben Bagherpour // Crystal Donner // Chelsea Mason

Jan Yoshiwara, Executive Director // Beth Gordon, Executive Assistant

Statutory Authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington

December 2 Regular Meeting

- | | | |
|-----------|--|--------------------|
| 1:00 p.m. | Welcome and Introductions
<i>Carol Landa McVicker, Chair</i> | |
| 1:05 p.m. | Approval of Meeting Agenda
<i>Carol Landa McVicker, Chair</i> | Action |
| 1:07 p.m. | Approval of Consent Agenda <ul style="list-style-type: none">a. Policy Manual Revisions
Resolution 20-12-49b. Bates Technical College request to finance property acquisition
Resolution 20-12-50c. Columbia Basin College, expenditure increase, student center
Resolution 20-12-51d. Centralia College, property acquisition from City of Centralia
Resolution 20-12-52e. Tacoma Community College, ground lease, student housing
Resolution 20-12-53f. October 15, 2020, Meeting Minutes | Tab 1
(Action) |
| 1:10 p.m. | Revenue Forecast Debrief
<i>John Boesenberg, Deputy Executive Director, Business Operations</i>
<i>Cherie Berthon, Director, Operating Budget</i> | Tab 2
(Discuss) |
| 1:30 p.m. | Strategic Plan, Advocacy
<i>Arlen Harris, Legislative Director</i>
<i>Laura McDowell, Communications Director</i> | Tab 3
(Discuss) |
| 3:00 p.m. | Student Legislative Agenda review
<i>Dr. Joe Holliday, Director, Student Services</i> | Tab 4
(Discuss) |

3:30 p.m.	Break	
3:35 p.m.	Consideration of 2021 Legislative Agenda and Priorities <i>Arlen Harris, Legislative Director</i> Resolution 20-12-54	Tab 5 (Action)
3:55 p.m.	ACT Report <i>Bob Ryan, President, Tacoma Community College</i>	Discuss
4:05 p.m.	WACTC Report <i>Eric Murray, President, Cascadia College</i>	Discuss
4:15 p.m.	Labor Report	Discuss
4:25 p.m.	Executive Director Report <i>Jan Yoshiwara</i>	Discuss
4:45 p.m.	Public Comment	Discuss
4:50 p.m.	Chair Report and Board Discussion <i>Carol Landa McVicker, Chair</i>	Discuss
5:15 p.m.	Adjourn – Next Meeting, February 3-4, 2020, Zoom	Action

Updated 11-23-20

EXECUTIVE SESSION: Under RCW 42.30.110, an Executive Session may be held. Action from the Executive Session may be taken, if necessary, as a result of items discussed in the Executive Session. **PLEASE NOTE:** Times above are estimates only. The Board reserves the right to alter the order of the agenda. Reasonable accommodations will be made for persons with disabilities if requests are made at least seven days in advance. Efforts will be made to accommodate late requests. Please contact the Executive Director's Office at 360-704-4309.

CONSENT AGENDA (RESOLUTION 20-12-49)

December 2, 2020

Tab 1a

Policy Manual Revisions

Brief Description

Recent policy decisions approved primarily by the Instruction Commission, the Washington State Student Services Commission, or the Washington Association of Community and Technical Colleges along with a number of statutory changes has necessitated an update to the State Board's Policy Manual. The approval of the Policy Manual is not a delegated authority under *1.30.20 Delegation of authority to the executive director*.

How does this item link to the State Board's Strategic Plan?

In June 2020, the State Board adopted its strategic plan, which focuses on three goals: achieve educational equity for students who are historically underrepresented in higher education; improve completion rates; and increase access and retention among populations who can benefit the most from college access. The three goals are supported by five strategies (and associated actions) to help the system achieve those goals. Updates to the State Board's Policy Manual supports the strategic plan by providing policy guidance to the system as they conduct their college decision-making efforts.

Background information and analysis

An accurate and up-to-date Policy Manual provides college staff and SBCTC staff with guidance for college operations, making fiscal decisions, and supporting student access and inclusion initiatives. A number of recent statutory changes are included in the update that will insure our colleges remain in compliance, both at the state and federal level.

The Policy History section in the current Policy Manual chronicles that the Policy Manual was last approved in its entirety in September 2002. Periodic chapter sections have been presented and approved as deemed necessary since that time. Recent updates and edits to the Policy Manual reflect current titles and terminology. Additional items have been added that include a significant number of college responsibilities and student rights as mandated by law over the past several years. **(Attachment A)**

Recommendation/preferred result

Adoption of the updated Policy Manual as proposed.

Policy Manual Change Yes No

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STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 20-12-49

A resolution relating to the revision and adoption of the State Board Policy Manual

WHEREAS, it is important for the State Board to provide the colleges with policy guidance for operation of the colleges,

WHEREAS, a number of changes have occurred to the community and technical college system that have resulted in new and different ways of conducting state business,

WHEREAS, a number of statutory changes have occurred to the community and technical college system that have resulted in new compliance requirements,

WHEREAS, it was a priority to review these changes with system groups prior to taking action,

WHEREAS, it was a priority that policies be provided in an accessible e-format, including links to pertinent information,

WHEREAS, it is important that the State Board's Policy Manual reflect the changes and communicate policies clearly to the college system and external audiences,

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges and attachment A Policy Manual on December 2, 2020.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on December 2, 2020

Attest

Jan Yoshiwara, secretary

Carol Landa McVicker, chair



STATE BOARD POLICY MANUAL

REVISIONS OCTOBER 2019-PRESENT

Color Key

- A. Sections marked with a strikethrough and in red have been deleted from the policy manual currently online.
 - A. Example: ~~The State Board authorizes community and technical colleges to award diplomas, certificates, associate degrees and at authorized colleges applied baccalaureate degrees (see RCW 28B.50.140(12) and Appendix B: Applied Baccalaureate Degree Program Approval).~~
- B. Sections marked with an underline and in green have been added to the policy manual currently online.
 - A. Example: An institution may withhold registration privileges for students with unpaid debt, including but not limited to, failure to pay tuition and fees, room and board, and/or financial aid.
- C. Sections marked with a double strikethrough and in purple are proposed deletions.
 - A. Example: ~~The State Board believes Washington's community and technical colleges are the key points of access to higher education for people of color.~~
- D. Sections marked in purple are proposed additions.
 - A. Example: The State Board believes Washington's community and technical colleges serve an important role in ensuring equitable access to higher education, and increasing economic and social mobility for students of color.

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SBCTC Policy Manual

Chapter 1: Statutes, Policies and Regulations Governing Washington Community and Technical Colleges

[Home](#) > [College & SBCTC Staff](#) > [Policies Rules](#) > [Policy Manual Table of Contents](#) > Policy Manual - Chapter 1

1.00 Introduction

This chapter contains policies related to the organization of the two-year college system and about other state agencies whose operations concern community and technical college education. Links are provided in the respective policy statements to RCWs, WACs, and procedures and guidelines that are relative to that policy.

As used in this chapter, unless the context requires otherwise, the term “Board” or “State Board” shall mean the State Board for Community and Technical Colleges.

1.10.00 Purposes of the Washington Community and Technical College System

The Community and Technical College Act of 1991 authorizes the two-year college system to provide for the increasing numbers of students requiring high standards of education in transfer, professional-technical and adult basic skills and literacy (see [Chapter 1 Appendix C: Cooperating Educational and Governmental Organizations](#)).

1.20.00 State Board for Community and Technical Colleges

The Community and Technical College Act of 1991 established a nine-member Board, appointed by the governor, with the consent of the Senate. Statutory provisions propose that State Board members represent the geographic diversity of the state, labor, business, women, and racial and ethnic minorities (see [RCW 28B.50.050](#)).

1.20.10 Bylaws of the State Board for Community and Technical Colleges

Bylaws for the State Board were initially adopted in June 1967 following the Legislature’s adoption of the Community College Act of 1967. Since then, several revisions have been made to accommodate changes in the system (see SBCTC Policy Manual, Chapter 1 Appendix A: Bylaws of the State Board for Community and Technical Colleges).

1.20.20 State Board organization and operation

[WAC 131-08-005](#) describes the general description of the State Board’s organization and operation.

1.20.30 Appearances and presentations before the State Board

Members of the public who wish to make/request formal presentations to the State Board on matters relevant to community and technical college education or matters under consideration by

the State Board will be given that opportunity consistent with regulations and procedures as codified in (see [WAC 131-08-007](#)).

1.20.40 General duties and responsibilities of the State Board

Duties and responsibilities of the State Board are set forth in the following:

- A. **General** - [RCW 28B.50.090 through RCW 28B.50.094](#)
- B. **Adult Education** - [RCW 28B.50.250](#).
- C. **Real Estate** - [RCW 28B.50.301](#) and [RCW 28B.50.302](#).
- D. **Construction and Bonding for Physical Facilities** - [RCW 28B.50.340 through RCW 28B.50.409](#).
- E. **Retirement Programs** - [RCW 28B.10.400 through RCW 28B.10.423](#).

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

1.30.00 Executive Director State Board for Community and Technical Colleges

1.30.10 Appointment and duties/responsibilities of the executive director

The executive director of the state system of community and technical colleges is appointed by and serves at the pleasure of the State Board. Qualifications, duties, and responsibilities of the executive director are set forth in [RCW 28B.50.060](#).

1.30.20 Delegation of authority to the executive director

By resolution, the State Board for Community and Technical Colleges delegates to the executive director authority to perform the following in the name of the Board. Delegation of these authorities, together with future delegations of the Board's powers and duties, shall be filed in the executive director's office.

- A. To negotiate and execute contracts and agreements necessary for the performance of the Board's or the executive director's statutory duties, provided that:
 - 1. Funds are available for payment of such contracts and agreements and related costs.
 - 2. The initial obligation for the expenditure of funds does not exceed five hundred thousand dollars (\$500,000) for information-technology expenditures and two hundred fifty thousand dollars (\$250,000) for all other expenditures.

- B. To make application for and accept federal and private funds available for educational purposes or to aid educational institutions or boards. Acceptance of such funds is subject to conditions attached thereto, the laws of the state of Washington, and State Board policies and rules.
 - C. To regulate districts' sale, exchange, and conveyance of community or technical college personal property pursuant to [RCW 28B.50.090\(12\)](#).
 - D. To approve or disapprove applications for professional-technical programs submitted in accordance with State Board policies and procedures governing these programs (see [SBCTC Policy Manual, Chapter 4: Instructional Program and Course Development](#)).
 - E. To set guidelines and receive and disburse funds for capital support, maintenance and operation of community and technical college districts in conformance with state and district budgets and RCW 43.88 (see [SBCTC Policy Manual, Chapter 6: Capital Expenditures and Real Property Transactions](#)). This authority includes:
 - 1. Distributing funds for project preplanning and master planning as appropriated and according to criteria reviewed and approved by the Board.
 - 2. Approving expenditures of local capital funds for projects up to one million dollars (\$1,000,000). At each Board meeting, the executive director will provide a summary of projects approved since the prior Board meeting.
 - 3. Approving transfer of title to real property to a public agency.
 - 4. Approving easements to public agencies or utility companies.
 - 5. Approving the rental or lease of facilities by a community or technical college district that will have 24-hour control of such facilities.
 - 6. Approving the rental or lease of community and technical college facilities to a lessee that will have 24-hour control.
 - 7. Approving or authorizing local boards to approve the rental or lease of facilities by a community or technical college district that will not have 24-hour control.
 - 8. Executing documents required for Certificates of Participation and ground leases previously approved by the State Board in the capital budget.
 - F. To appoint a designee for the duration of an absence.
 - G. To approve employee travel to Hawaii and foreign countries, consistent with the provisions of the [State Administrative and Accounting Manual 10.10.50\(b\)](#).
 - H. To delegate signature authority to the SBCTC Division Directors and to other employees.
-

Policy history

Action	Description	Revision Date
SBCTC Resolution 13-06-33	1.30.20 increased Executive Director's authority to enter into purchasing agreements for information technology-related purchases from \$400,000 to \$500,000 and from \$100,000 to \$250,000 for all other types of purchasing agreements. Provided authority to apply for and accept private funds. Increased authority for approving expenditures of local capital funds from \$400,000 to \$1 million.	06/20/2013
SBCTC Resolution 13-06-33	1.30.30 and 1.30.40 removed the dollar limitations on the delegation of signature authority from the Executive Director to the Division Directors and from the Division Directors to other staff.	06/20/2013
Executive director decision per RCW 28B.50.060	1.30.30 and 1.30.40 removed the dollar limitations on the delegation of signature authority from the Executive Director to the Division Directors and from the Division Directors to other staff.	06/20/2013
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

1.40.00 Community and Technical College District Organization

1.40.10 District Designations

Washington state is divided into thirty community and technical college districts, the boundaries of which are set forth in [RCW 28B.50.040](#). The State Board is authorized to establish criteria and procedures for modifying district boundaries consistent with the purposes set forth in [RCW 28B.50.020](#) and may make such changes as it deems advisable (see [RCW 28B.50.090 \(6\)](#) and [SBCTC Policy Manual, Chapter 1 Appendix B: Criteria and Procedures for Modifying District Boundaries](#)).

Each college district has a board of trustees appointed by the governor, with consideration for appointments given to geographical diversity, labor, business, women, and racial and ethnic minorities (see [RCW 28B.50.100](#); [RCW 28B.50.140](#)).

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

1.50.00 General Accreditation Requirement

The State Board requires that college districts adhere to the requirements and procedures of the **Northwest Commission on Colleges and Universities** for all colleges operated by that district. The college district shall seek membership and accreditation status in the Association for all new colleges at the earliest possible time following establishment of the college.

Policy resources

- [Northwest Commission on Colleges and Universities website](#)

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

1.60.00 Cooperating Educational and Governmental Organizations

In carrying out the duties and responsibilities authorized by the Community and Technical College Act, the State Board and State Board staff work with other educational and government agencies to provide education and training to meet the needs of the state's communities and the students they serve (see [SBCTC Policy Manual, Chapter 1 Appendix C: Cooperating Educational and Governmental Organizations](#)).

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

1.70.00 Exceptional Faculty Awards Trust Fund

The 1990 Legislature established the Exceptional Faculty Awards Program, a state matching grant program designed to assist community and technical colleges in creating endowed trust funds. These funds are designed to recognize outstanding faculty by providing faculty development awards to individuals or groups. Colleges must deposit all funds in a separate endowment account from which only the earnings may be expended for the purposes of the program.

Colleges may request matching grants in \$10,000 increments by providing the following documentation:

- A. A letter to the SBCTC Executive Director requesting a matching amount signed by both the foundation director and the president of the college.
- B. A copy of the agreement between the college and foundation signed by both parties and approved as to form by the AAG as required by [RCW 28B.50.844](#).
- C. Documentation that the funds have been set aside. This documentation could take the form of financial statements from the foundation or bank indicating that funds have been deposited for the match or other form providing reasonable assurance that matching funds have been received and designated for this purpose.
- D. An invoice for the amount of the match being requested. The standard A-19 state form or other similar form is acceptable.

Note: Items 1 and 2 assume the endowment will be held by the college foundation. If the college intends to manage the endowment itself, the requirement for the foundation director’s signature and to provide a copy of the college/foundation agreement do not apply.

The governing statutes are contained in [RCW 28B.50.835](#) through [28B.50.844](#) and the administrative rules in [WAC 131-16-450](#).

Policy resources

- [SBCTC Accounting Reference/Forms](#)

Policy history

Action	Description	Revision Date
SBCTC Resolution 04-05-13 amending WAC 131-16-450	1.70.00 added to address Exceptional Faculty Awards established in 1990 and the 2004 reduction of matching grant requirement from \$25,000 to \$10,000.	03/10/2005
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

Chapter 1 Appendix A Bylaws of the State Board for Community and Technical Colleges

Name

The Name of this organization shall be the State Board for Community and Technical Colleges.

Legal basis

The legal basis for education in the community and technical college system is vested in the will of the people as expressed in the constitution of the State and the statutes pertaining to community and technical college education.

Authority

The State Board for Community and Technical Colleges shall act as the agent of the State in exercising general supervision and control over the state system of community and technical colleges. It shall be responsible for carrying out the responsibilities and duties imposed upon it within the confines of the authority, power, and discretion granted to it by law (see [RCW 28B.50](#)).

The Board shall appoint and fix the salary of a director who, under its supervision, shall administer the provisions of law and the rules and regulations established thereunder (see [RCW 28B.50.060](#)).

The Board shall authorize such special or standing committees as are deemed necessary. Special committees shall report recommendations to the Board for appropriate action. A special committee shall serve at the discretion of the Board.

Membership

Nine members shall be appointed by the Governor, by and with the advice and consent of the Senate (see [RCW 28B.50.050](#)).

All members shall be citizens and residents of the state.

The term of office of members of the State Board for Community and Technical Colleges shall be four years and members shall continue to serve until the appointment and qualification of their respective successors. Each appointee to the Board shall have full authority to act following appointment, pending the confirmation or rejection by the Senate.

Whenever there shall be a vacancy, the Governor shall fill such vacancy by appointment and the person appointed shall remain in the office only for the remainder of the unexpired term.

Members may be removed by the Governor for inefficiency, neglect of duty, or malfeasance in office.

Officers

At its annual June meeting the Board shall elect from among its members a chair and a vice-chair who shall serve for one year until successors are elected (see [RCW 28B.50.070](#)).

The chair shall preside at all meetings of the Board, shall sign all legal and official documents recording actions of the Board, and together with the director, execute contracts entered into by the Board. While presiding, the chair shall have full right of discussion and vote.

In the absence of the chair, the duties of the chair will be assumed by the vice chair who shall act as chair pro tempore. The vice chair shall serve as the successor to the chair.

The director shall be the executive officer and secretary of the Board and shall attend all meetings of the Board but shall not be entitled to vote in its proceedings. The director shall keep records of proceedings of all meetings, be responsible for the distribution of minutes of the meetings and other official actions of the Board. The director shall also post all legal notices and perform such other duties as are prescribed by the Board and by law (see [RCW 28B.50.060](#)).

Meetings

Regular meetings, of which there shall be a minimum of one per quarter, shall be held at the Board's established offices in Olympia or wherever the convenience of the public or of the members may be

promoted, or delay or expense may be prevented. The annual meeting of the Board shall be held in the month of June (see [RCW 28B.50.070](#)).

Five members shall constitute a quorum, and no meeting shall be held with less than quorum present. The concurrence of at least five members is necessary to authorize any official board action. All members present at a public meeting must either cast a vote or indicate a desire to abstain from voting upon any question or motion properly before the Board and no member shall vote by proxy, or by secret ballot, except in the case of elections for chair.

No member of the Board shall have power to independently act in behalf of or bind the Board except the chair when directed and authorized by the Board to execute contracts entered into by the Board ([RCW 28B.50.060](#)).

All press releases and answers to official and public requests regarding Board activities shall be provided by or in conjunction with the State Board office.

Members of the State Board for Community and Technical Colleges shall receive compensation not to exceed \$50 and per diem in the sum provided by law for each day attending meetings of the Board and also for each day spent fulfilling duties as a Board Member. Members shall also receive mileage and other travel reimbursed as authorized under Office of Financial Management travel regulations ([RCW 28B.50.050](#)).

All State Board meetings will be held in compliance with the *Open Public Meetings Act and the Administrative Procedures Act*.

Agenda

An agenda for each regular meeting shall be prepared by the director and mailed to Board members no later than four days prior to the meeting. The agenda shall be amended at the time of the meeting upon the request of either the chair or director.

Minutes

Minutes of the proceedings of the Board of the previous meeting shall be prepared by the Secretary and mailed to the members with the next meeting's agenda.

A copy of all motions shall be recorded in full in the minutes. The names of those who make and second motions, and those who vote aye, nay or abstain shall be recorded. The official minutes shall be bound and kept in the office of the director.

Parliamentary authority

The rules contained in Robert's Rules of Order, Revised, shall govern the Board in all cases to which they are applicable, and in which they are not inconsistent with the bylaws of this Board or the laws of the state.

Amendments

These bylaws may be amended by a majority of the entire Board provided the amendment was submitted at the previous meeting.

Fiscal year of the State Board

The fiscal year of the State Board for Community and Technical Colleges shall conform to the fiscal year of the State of Washington and shall be from July 1 - June 30, inclusive.

Member attendance policy

Each member of the Board is expected to attend regular meetings of the Board and to be an active member of at least one committee connected with the Board.

In the event a member is unable to attend a Board or committee meeting, the State Board office should be notified as soon as possible.

Each new member of the State Board shall, upon appointment, be furnished with a copy of this policy.

In March of each year, a report of the attendance record shall be sent to the Governor.

Revision and amendment history

Description	Revision Date
Bylaws most recently amended	09/12/2013
Bylaws initially adopted	06/22/1967

Chapter 1 Appendix B Criteria and Procedures for Modifying Community and Technical College District Boundaries

The purpose of this procedure is to provide an orderly means of changing college district boundary lines and applies to the perimeters of a community college district established by [RCW 28B.50.040](#) or as may they be changed as a result of action by the State Board.

Criteria for evaluating boundary line change requests

Requests for changes in community and technical college district boundary lines shall be judged based upon evidence that such change will:

- A. Substantially improve educational opportunity for residents of the area involved by providing easier access by students, reducing the costs of attending, or providing a more comprehensive range of educational opportunities to those who seek them.
- B. Improve administration of community college services in the area involved through increased efficiency and effectiveness.
- C. Eliminate unnecessary duplication of facilities or programs.
- D. Provide for greater flexibility in satisfying local and regional educational needs.
- E. Provide a more rational basis for conducting long-range planning of educational services and

facilities.

In addition to the above criteria, the following criteria will apply depending upon the specific circumstances associated with the request:

- A. The attendance patterns of all students from the area involved who enrolled in any Washington state community or technical college.
- B. The area proposed to be joined to a community or technical college district is contiguous to the district.

Procedure for making requests

- A. Proposals for modifying community or technical college district boundary lines may be initiated by the State Board, by any community or technical college district board of trustees, or by petition bearing the signature of a group of residents of any area proposed to be changed. Petition signatures shall represent at least 10 percent of the qualified voters who reside in the area, but no petition is required to contain more than 500 such signatures.
- B. Resolutions or petitions shall be forwarded to the State Board accompanied by a study setting forth the reasons for the requested modification and providing supporting data to demonstrate the degree to which the request meets the applicable criteria stated above.
- C. The study supporting the petition should include, but not be limited to, such information as:
 - A detailed description of the geographic area to be affected by the proposed change.
 - Demographic data about the area.
 - A description of any community or technical college facilities located in the area.
- D. The petition shall be accompanied either by the endorsement of the boards of trustees by the community and/or technical college districts involved or by a statement or statements by such boards noting why endorsement has not been granted.
- E. In the case of proposals initiated by the State Board, the study required above, under the direction of the state director shall jointly be conducted by the districts concerned and the State Board. ([ESSB 6359, 2010](#))

Chapter 1 Appendix C Cooperating Educational and Governmental Organizations

Washington Student Achievement Council

The [Washington Student Achievement Council](#) established as a new cabinet-level state agency on July 1, 2012, Student Achievement Council provides strategic planning, oversight, and advocacy to support increased student success and higher levels of educational attainment in Washington.

The [nine-member Council](#) consists of five citizens (including a current student) and one representative from each of the state's four major educational sectors.

Workforce Training and Education Coordinating Board

The [Workforce Training and Education Coordinating Board \(WTECB\)](#) works in partnership with business, labor, local workforce development councils, and other state agencies to address the workforce development challenges facing the state's employers and workers (see [RCW 28C.18](#); [WAC 490](#)).

The State Board of Education

The [State Board of Education](#) is comprised of 16 members, five are elected, seven are appointed by the Governor, two serve as student representatives, and one serves as a private school representative. The Superintendent of Public Instruction is also a member.

The mission of the State Board of Education is to lead the development of state policy, provide system oversight, and advocate for student success.

The State Board of Education envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

Strategic Plan

- Effective and accountable P-13 governance.
- Comprehensive statewide accountability.
- Closing opportunity gap.
- Strategic oversight of the K-12 system.
- Career and college readiness for all students.

[WAC 180](#)

Office of the Superintendent of Public Instruction

The [Superintendent of Public Instruction](#) is a statewide, elected office and serves for a four-year term. The Superintendent is responsible for the supervision over all matters pertaining to the public (K-12) schools in the state; reports to the Governor and the Legislature information required for the management and improvement of the schools; serves as an ex officio member and chief executive officer of the State Board of Education; issues and records certificates for all teachers receiving certificates; and develops rules and regulations related to the public schools (see [RCW 28A.300](#); [WAC 392](#)).

Higher Education Classified Personnel System

In 1969, the legislature created a system of civil service personnel administration for higher education institutions and established the three-member Higher Education Personnel Board with rule-making and salary-setting authority for classified employment. In 1993, the powers of the Higher Education Personnel Board were transferred to a new [Washington Personnel Resources Board](#) with jurisdiction over classified employment in state agencies and higher education institutions (see [RCW 41.06](#)). The statutory provisions related specifically to higher education were retained in the 1993

legislation, including those related to local administration of appointments, promotions, transfers, layoffs, recruitment, classification and pay, discipline, and leave for employees covered under the act (see [WAC 357](#); [SBCTC Policy Manual, Chapter 2: Faculty and Staff Personnel](#)).

Classified employees of the State Board are covered under the rules applicable to higher education institutions.

Archives and Record Management

The Office of the Secretary of State oversees the Division of [Archives and Records Management](#). They are responsible for documenting the history of government in Washington state and for promoting the efficient management of all records created by Washington's state and local government offices.

The Records Management Section develops and updates policies, standards, and guidelines supporting the legal retention and disposition of public records. Community and technical college records may only be destroyed according to schedules developed by the SBCTC in conjunction with the Division of Archives and Records Management and approved by the State Records Committee (see [Community and Technical College General Retention Schedules; Colleges Records Retention Schedule Version 2.0, revised February 2020 for records specific to community and technical colleges; State Government General Records Retention Schedule Version 6.0, revised June 2016 for all other records; RCW 40.14; WAC 434-600 through WAC 434-690; SBCTC Policy Manual, Chapter 7: Public Records and Publications](#)).

The State Archivist has been authorized to carry out the provisions of [RCW 40.10](#) as it relates to the preservation of essential records, records that must be protected based on each agency's unique mission. Essential records play an important role as part of the Continuity of Government sections of the Washington State Disaster Preparedness Plan, pursuant to [RCW 38.52](#) and contain information needed during an emergency and for the reestablishment of normal operations after the emergency. Such records contain information necessary to recreate an organization's legal and financial position and to preserve its rights and those of its employees and customers. State agencies are required to participate in the state's disaster plan and to develop a list of essential records that must be filed with State Archivist. Imaging and Preservation services are provided to assist agencies in documenting and storing essential and permanent records.

Employment Security Department

The [Employment Security Department](#) has several divisions that perform functions related to community and technical college education. Its website provides current information on the agency, employment services, employers, the labor market, unemployment insurance, and includes links to news and publications (see WAC 192).

Department of Enterprise Services

The [Department of Enterprise Services \(DES\)](#) is the primary business agent for state government. They are the main buyer of supplies, equipment, and services and manage the surplus property and donated foods programs. DES acts as agent in leasing office and warehouse space for state agencies, planning, constructing, and remodeling state buildings on the Capitol Campus, college campuses, prison grounds, and in communities throughout the state. They also provide state agencies with cars, parking and internal mail (see [RCW 43.19](#); [WAC 236](#)). Several divisions of the

agency perform services particularly concerned with community and technical college operations. They are:

- A. [Engineering and Architectural Services \(EAS\)](#) – The Division of EAS administers public works project contracts for community and technical colleges and other state agencies. The division provides services related to the establishment of systematic building programs for any state agency requiring assistance; the preparation of preliminary layouts, site studies, programs and topographical plans that accompany estimates for biennial budgets; contracts for professional architecture, engineering and related services for the design of buildings and major alterations to existing buildings; plans and specifications for maintenance, repair and minor alterations to such buildings, supervision of the erection, repairing and betterment of all buildings; and the negotiation or calling for bids to execute all building and associated contracts on behalf of the state (see Chapter 6, Capital Expenditures and Real Property Transactions).
- B. [Procurement](#) – The Office of State Procurement buys material, supplies and equipment needed for the support, maintenance and use of all state institutions, colleges and universities, offices of elective state officials, the Supreme Court, and other departments of state government. Exceptions from this authority are the colleges and universities, which have primary authority for the purchase of specialized equipment, and instructional and research material for their own use. Purchases for resale to other than state agencies rest with the agency concerned.

The purchasing statute requires that, as far as practicable, all purchases shall be made by competitive, sealed bid. Through the Central Stores Revolving Fund, the division operates a warehouse to supply items in common use, effecting savings through large volume merchandise.

The Washington Surplus Property Organization and the donated foods section are set up within the division of purchasing to handle the acquisition and distribution of Federal surpluses, and the warehousing and distribution of welfare and institutional food commodities.

- C. [Property Acquisition](#) – The division of real estate services has sole authority to acquire real property for community and technical colleges, by lease or purchase. The division also reviews/approves design of any required improvements to leased facilities. The division delegates a portion of its rent/lease authority to each college. The division will assist in disposal of real property for a community or technical college upon request (see [SBCTC Policy Manual, Chapter 6: Capital Expenditures and Real Property Transactions](#)).

Office of the Attorney General

The [Office of the Attorney General](#) has a wide range of responsibilities, which are unique to state government (see [WAC 44](#)). The office:

- A. Serves as legal counsel to more than 200 state agencies, boards and commissions colleges and universities, as well as to the Legislature and the Governor.
- B. Issues legal opinions upon the request only of legislators, the heads of agencies and county

prosecuting attorneys.

- C. Approves, as to legal form only, all contracts to which the state is a party.
- D. Approves statutory bonds.
- E. Reviews reports of the State Auditor, takes legal steps to collect public monies not disbursed according to law and brings actions to collect money owed to the state.

Fees for services rendered by Assistants Attorney General who advise community and technical colleges are charged to each district.

State Library

The [State Library](#) in Olympia is designated by statute as the State Publications Distribution Center and is responsible for distribution of publications of all state agencies to Depository Libraries throughout the state. This requires that a minimum of 50 copies of college publications, including catalogs, be provided the State Library.

In addition, the State Library is authorized to receive three copies of any published item. Generally, colleges are requested to provide the library with sufficient copies of any major publication, research report, or annual report. Other services of the State Library include the inter-library loan function and the Washington Library Network Computer system for cataloging, acquisitions, and circulation.

Office of Financial Management

The [Office of Financial Management \(OFM\)](#) provides vital information, fiscal services and policy support that the Governor, Legislature and state agencies need to serve the people of Washington state. They:

- A. Play a central role in budget planning, policy development, and fiscal administration for the executive branch.
- B. Prepare the executive budget proposal and monitor budget implementation.
- C. Create statewide technology policy and standards and provides strategic direction and enterprise architecture for state government.
- D. Develop and maintain state administrative and accounting policies and prepare statewide financial reports.
- E. Conduct executive policy research and develop legislation to support the Governor's policy goals.
- F. Provide estimates of state and local population, monitor changes in the state economy and labor force, and conduct research on a variety of issues affecting the state budget and public policy.
- G. Manage statewide human resource policy functions including classification, compensation, workforce data, recruitment and other policy functions.

Public Employment Relations Commission

The [Public Employment Relations Commission \(PERC\)](#) resolves disputes involving most public employers and employees, and the unions that represent those employees.

The Commission is composed of three citizen members who are appointed by the governor to serve on a part-time basis. They adopt agency policies and rules.

PERC staff oversee employee representation elections, provide mediation and fact-finding services and make arbitration decisions. Arbitration decisions may be appealed to the Commission. The executive director is appointed by the Commission and has been delegated authority to make substantive decisions.

For the community and technical colleges, PERC oversees labor relations between represented faculty, classified staff and exempt staff and their college district employers.

State Treasurer

The [Office of the State Treasurer](#) (Public Deposit Protection Commission) maintains the accounts into which state capital and operating funds are appropriated by the Legislature. The treasurer releases those funds as the colleges and other agencies make expenditures. The State Treasurer also operates a Certificate of Participation program, that consolidates state agency borrowing for personal property and real property, issues Certificates of Participation to be sold on the open market, and facilitates the collection of debt services payments (from state agency borrowers) to be remitted to the Certificate of Participation holders.

SBCTC Policy Manual

Chapter 2: Faculty and Staff Personnel

[Home](#) > [College & SBCTC Staff](#) > [Policies Rules](#) > [Policy Manual Table of Contents](#) > Policy Manual - Chapter 2

2.00 Introduction

This chapter contains policies related to human resource administration in the state's two-year college system. State Board authority is limited in this area with the majority of policy and rules and regulations governing faculty and staff resting in other agencies of state government. Links are provided in the respective policy statements to RCWs, WACs, and procedures and guidelines that are relative to that particular policy.

2.10 Selecting Faculty and Administrative Personnel

Employees exempt from the provisions of the civil service law who are employed by college districts shall be appointed on the basis of criteria developed by the district consistent with standards established by the State Board (see [RCW 28B.50.090](#)).

2.10.10 District personnel selection practices

Each district is required to adopt and publish a statement of personnel selection practices and standards (see [WAC 131-16-070](#)).

2.10.20 Qualification of college personnel

Selection of employees for other than the classified service shall be based upon the general standards established by the State Board (see [WAC 131-16-080](#) and [WAC 131-16-091](#)).

2.10.30 Certification of professional-technical personnel

Certification of professional-technical personnel will be in accordance with procedures outlined in [WAC 131-16-092](#), [WAC 131-16-093](#), and [WAC 131-16-094](#).

Policy history

Action	Description	Revision Date
SBCTC Resolution 04-03-04 amending WAC 131-16-092 , 131-16-093 , and 131-16-094	2.10.30 added outlining procedures for certification of professional-technical personnel.	03/10/2005
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

2.20 Classification and Compensation of Employees

The State Board is authorized to:

- A. Adopt rules defining the permissible elements of compensation that district boards may

approve for college presidents (see [RCW 28B.50.140 \(3\)](#); [WAC 131-16-500](#)).

- B. Determine qualifications and credentials of employees exempt from the provisions of the civil service law (see [RCW 28B.50.090 \(7\) \(a\)](#); [WAC 131-16-080](#); [WAC 131-16-091](#), [SBCTC Policy Manual, Chapter 2 Appendix A: Classification of Employees](#)).
- C. Ensure that compensation and conditions of employment for all employees are governed by the appropriate administrative boards/agencies (see [SBCTC Policy Manual, Chapter 2 Appendix A: Classification of Employees](#)):
 - 1. [Civil service classified](#) (see [RCW 41.06](#); [WAC 357](#))
 - 2. [Technical college classified](#) (see [RCW 41.56](#))
 - 3. [Faculty](#) (see “Academic Employee” [RCW 28B.52](#), [RCW 28B.50.489](#); “Faculty Appointment” [RCW 28B.50](#); “Special Faculty Appointment” [RCW 28B.50.851](#), [RCW 28B.50.870](#), [WAC 131-16-400](#))
 - 4. Exempt (see [RCW 28B.50.851](#), [RCW 28B.50.140](#), [WAC 131-16-500](#))
- D. Designate “special funds” for determining eligibility for tenurable faculty positions (see [RCW 28B.50.851 \(2\) \(b\)](#); [WAC 131-16-400](#), [SBCTC Policy Manual, Chapter 2 Appendix A: Classification of Employees](#)).

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

2.30 Reciprocity

Provisions for reciprocity with the K-12 system will be in accordance with provisions outlined in [WAC 131-16-095](#).

Policy history

Action	Description	Revision Date
* SBCTC Resolution 04-03-04 amending WAC 131-16-095	2.30.00 added to address reciprocity of professional-technical education certificates.	03/10/2005
<i>* Please note that there is a typo in the original documents first page: 04-03-03 should actually be 04-03-04.</i>		
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

2.40 Employee Benefits

For description/authorization of employee benefits and other conditions of employment see the following sections of [SBCTC Policy Manual, Chapter 2 Appendix B: Employee Benefits](#):

- A. [Retirement Programs](#)
 - B. [Insurance Programs](#)
 - C. [Annual \(Vacation\) Leave](#)
 - D. [Leaves of Absence](#)
 - E. [Compensation for Unused Leave](#)
 - F. [Holidays](#)
 - G. [Tenure](#)
 - H. [Collective Bargaining](#)
-

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

2.50 Ethics in Government Act

The general and executive branch sections of the *Ethics in Government Act* cover community and technical colleges. Each community and technical college is required to:

- A. Develop an ethics policy consistent with [RCW 42.52](#) and rules adopted by the Executive Ethics Board (see [Executive Ethics Boards' Rules](#)).
 - B. Approve all honoraria received by its employees.
-

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

2.60 Equal Employment Opportunity and Affirmative Action Policies

The State Board for Community and Technical Colleges:

- A. Is committed to providing equal employment opportunity to applicants and employees without regard to race, religion, color, national origin, sex, sexual orientation, age, marital status, veteran status, limited English speaking ability, or disability (see [RCW 41.06.150](#); [RCW 49.74](#)).
- B. Recognizes its continuing responsibility to set an example of affirmative action by including women, people of color, people with disabilities, Vietnam era and disabled veterans at all levels within the agency workforce.
- C. Considers equal opportunity, affirmative action, and non-discrimination to be fundamental to the mission, goals, and objectives of the agency and hereby commits the necessary staff time and resources to implement effectively this affirmative action policy.

The executive director will assure that the agency's commitment to affirmative action is demonstrated through: (1) reviewing minimum qualifications on agency job announcements to assure that they are job-related and that they do not contain artificial barriers which may disproportionately screen out members of protected groups; (2) developing an intensive and aggressive recruiting program designed to assure that competitive people of color, women, people with disabilities, Vietnam era and disabled veterans are contacted and are encouraged to apply for vacant positions within the agency; (3) monitoring of each phase of the agency's recruiting and selection processes to determine affirmative action impact; (4) continual monitoring of the agency's training, promotion, and compensation practices to assure that these programs are administered in a non-discriminatory manner.

A plan has been designed to implement these principles that provide positive benefits to the agency through fuller utilization and development of women, people of color, people with disabilities, Vietnam era and disabled veterans. This plan will be reviewed and its effectiveness reevaluated periodically.

The executive director has the overall responsibility and authority for assuring that the affirmative action program is implemented. The division directors share in this responsibility as specifically noted in the plan. Responsibility for coordination of the plan and maintenance of systems to monitor program effectiveness is vested in the Human Resource Director and in the Director, Administrative Services Division who is the designated agency affirmative action officer.

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

Chapter 2 Appendix A Classification of Employees

Civil service classified employees

Working conditions and compensation for community college and State Board classified employees are governed by the civil service system as defined by [RCW 41.06](#). The office of the [human resource](#)

[director within OFM](#) has the statutory authority to adopt:

- A. **Class Titles and Salary Ranges** - The official classification and compensation plans for community college classified employees are adopted by the Washington Personnel Resources Board (WPRB). Salary ranges provided under the WPRB compensation plan provide a series of salary steps, with a minimum and maximum salary for each job class. Each classification has an assigned salary range. New hires may be placed at any step in the assigned range. Step movement along the salary range is earned through longevity in service up to the maximum step of the range. Employees progress in their career (through promotion and reclassification) by assuming higher-level duties. The legislature may also provide general salary increases or, through WPRB recommendations, increases based upon documented recruitment, retention, alignment problems or increased duties and responsibilities.
- B. **Rules Governing Administration** - Rules governing administration of community college classified employment regarding such things as exemption from civil service, appointment, demotion, suspension, promotion, layoff, resignation, leave, affirmative action, and labor relations are contained in [WAC 357](#).

The appointing authority may approve provisions, related to working condition issues that supplement or add to those adopted by the director, by adoption of policy, or through collective bargaining.

[RCW 41.06](#) specifically exempts from civil service system coverage members of the board of trustees, presidents, vice presidents, and their confidential secretaries, deans, directors, and chairs, academic personnel, executive heads of major administrative or academic divisions, and other administrative and professional personnel. The statute also exempts students, part-time or temporary employees, consultants, the State Board director, the confidential secretary, and professional and administrative staff of the State Board. It also provides to each district's board of trustees, the authority to exempt from civil service classifications involving research activities, counseling of students, extension or continuing education activities, graphic arts or publications activities. Additional information on these exemptions may be found in [RCW 41.06.070](#) and [WAC 357](#).

Technical college classified employees

Working conditions, classification and compensation for technical college classified employees are governed by local collective bargaining as provided by [RCW 41.56](#).

Faculty

In general, the term "faculty" applies to full-time or part-time academic employees working as teachers, counselors, librarians, or in other positions for which training, experience and responsibilities are comparable as determined by the appointing authority. The following definitions apply:

- A. **Academic Employee** - Under the *Academic Personnel Collective Bargaining Act* ([RCW 28B.52](#)) and [RCW 28B.50.489](#), "Academic Employee" means any teacher, counselor, librarian, or department head, who is employed by any college district, whether full or part time, with the exception of the chief administrative officer of and any administrator in each

college district. An “academic employee” may be given a “Faculty Appointment”, “Special Faculty Appointment” or hired on a part-time basis.

- B. **Faculty Appointment** - Under the provisions of the *Community and Technical College Act* ([RCW 28B.50](#)), faculty appointments may be given to state-funded employees under contract to perform full-time duties as a teacher, counselor, librarian, or other position for which the training, experience, and responsibilities are comparable as determined by the appointing authority, except administrative appointments. Employees provided a “faculty appointment,” may be granted tenure after participation in and completion of the college’s tenure process.
- C. **Special Faculty Appointment** - Provision is made in the *Community and Technical College Act* for the granting of special faculty appointments to individuals employed on the basis of federal or other special funds as designated by the State Board (see [WAC 131-16-400](#)). Such individuals are ineligible to receive tenure as defined above and in [RCW 28B.50.851](#). However, under certain circumstances, employees granted special faculty appointments within a correctional institution, may be eligible for tenure within that program. Such tenure shall be distinct and separate from the tenure program for other faculty of the college district (see [RCW 28B.50.870](#)).
- D. **Part-time Faculty** - Typically, part-time faculty are academic employees hired on a quarter-to-quarter basis to perform any percentage of a full-time academic workload. Colleges may also refer to this group of employees as “Adjunct” or “Associate” faculty. The precise definition of “part-time faculty” and their salary and working conditions are generally included in the local collective bargaining agreement.

The *Academic Personnel Collective Bargaining Act* ([RCW 28B.52](#)) authorizes the determination of salary schedules through direct negotiations between the official body representing the academic employees and the district board of trustees. This act is applicable to academic employees (e.g., teaching faculty, counselors, and librarians). Salary increases occur through and are based on appropriations by and/or authorization from the legislature.

Exempt employees

The term “exempt” when applied to an employee or position within the community and technical college system is intended to mean that the employee or position is not “covered” or is “exempt” from the civil service rules, the tenure program and, typically, from the local collective bargaining agreement. Other terms often used to refer to this group of employees include “administrators,” “professional staff” and “administrative exempt.” Exempt employees are given “administrative appointments” as defined in [RCW 28B.50.851](#) and [RCW 28B.52.020](#).

Statute provides each board of trustees the authority to hire, set the duties and salary for presidents, faculty and “such other administrative officers” (exempt employees). Statute requires the State Board to identify the permissible elements of “compensation” (see [RCW 28B.50.140](#); [WAC 131-16-500](#)).

For the purposes of faculty collective bargaining, “Administrator” is defined by [RCW 28B.52.020](#) to mean any person employed by a college district that performs administrative functions at least fifty percent or more of his or her assignments and has responsibilities to hire, dismiss, or discipline other employees. Statute prohibits administrators from being members of the faculty bargaining unit

unless a majority of the administrators and a majority of the bargaining unit agree to their inclusion.

Since 2007, certain exempt employees may organize, form a bargaining unit and collectively bargain salary and working conditions with their higher education employer. More information can be found at [RCW 41.56.021](#).

Chapter 2 Appendix B Employee Benefits

Retirement programs

Eligible faculty and exempt administrative and professional staff members may participate in a State Board-sponsored retirement plan. Newly eligible employees may participate in the Washington State Teachers' Retirement System or Washington Public Employees' Retirement System.

- A. [State Board Retirement Plan \(SBRP\)](#) - Since January 1, 1970, based on enabling legislation and by formal resolution, the State Board has made available to eligible faculty and exempt administrative staff in Washington state community and technical colleges, retirement plans funded through the Teachers Insurance and Annuity Association (TIAA), a non-profit organization that serves employees of educational and scientific institutions (see the [Plan Document of Summary Plan Description](#) for specific details).
- B. [Washington State Teachers' Retirement System](#) - The Washington State Teachers' Retirement System provides a retirement pension and annuity program for teachers, including members of community or technical college professional education staffs. Participation in WSTRS requires an employee's contribution based on total covered earnings.
- C. [Washington Public Employees' Retirement System](#) - The Washington Public Employees' Retirement System is a retirement system for state employees other than faculty and administrative staff in educational institutions. Eligible personnel in community and technical colleges are required to participate in the system, if not eligible for the SBRP or WSTRS.
- D. [Federal Social Security \(OASI\)](#) - All state employees in Washington are covered by the Federal Old Age and Survivors Insurance program, commonly called Social Security, through an agreement between the state and the federal government. Participation is mandatory.
- E. [Deferred Compensation Program](#) - The State of Washington offers all state employees the opportunity to participate in a deferred compensation program that allows deferral of federal income taxes on a portion of the employees' annual income. The program is administered by the [Department of Retirement Systems](#) and operates under federal Internal Revenue codes that govern the amount of tax deferral allowable. Amounts of annual income specified by the employee are invested on his/her behalf in investments chosen by the employee from among several options. Higher education employees who also participate in the voluntary purchase of tax-deferred annuities, through [State Board Voluntary Investment Program \(SBVIP\)](#) for example, must combine such amounts with any invested through the deferred compensation program when determining whether the combined total is within the limits as allowed by Internal Revenue rules.

The [Health Care Authority](#) administers dependent care and [Flexible Spending Account](#) programs through which a state employee may pay for dependent care or medical costs on a tax-exempt basis.

Insurance programs

The [Public Employees' Benefits Board](#) makes available health, dental, accidental death, long term disabilities, and life insurance plans in which eligible higher education employees may participate. The legislature designates the amount of the monthly employers' and any employees' premium contributions paid for each participating employee.

The district may also make available to students various types of insurance, provided the total cost of the premiums is paid by the participating student.

Annual (vacation) leave

Annual (vacation) leave policies for exempt employees in community and technical colleges are covered by [RCW 43.01.042](#).

Provisions regarding annual vacation leave for classified employees are established by civil service rules or collective bargaining agreements.

Leaves of absence

Leaves of absence for faculty and exempt administrative employees, including sick leave, are governed by a statutory provision, [RCW 28B.50.551](#). Leave provisions for community college classified employees are determined by the civil service rules (codified in [WAC 357-31](#)) or collective bargaining agreements. Provisions governing technical college classified employees are bargained locally. Under certain circumstances, employees may be remunerated for unused sick leave (see [RCW 41.04.340](#)).

Compensation for unused leave

Unused annual (vacation) leave at the time an employee terminates by reason of death, reduction-in-force, resignation, dismissal, or retirement is compensated at the employee's current salary rate. This process is governed by statute, collective bargaining agreement or local policy.

In each January, after a minimum of 60 days of sick leave is accrued, unused sick leave accrued in the previous year and above the 60 day minimum may be "cashed out" and removed from the employee's leave record at the employee's option so long as the employee's balance does not go below sixty days. Remuneration for unused sick leave may be received, at the rate of one day's salary for each four full days of accrued sick leave. Also, at the time of termination due to death or retirement, the employee's estate or the employee may receive remuneration for all unused sick leave at the one-for-four rate. Pay for unused sick leave at retirement is not calculated in retirement benefits.

Statutes provide for the development of Voluntary Employee Benefit Accounts (VEBA) that allow for employees to deposit, at retirement, the funds received for the remuneration of unused sick leave into an account from which medical expenses may be paid. Income and social security taxes are not deducted as the funds are deposited or withdrawn. (See [RCW 28B.50.553](#); [RCW 41.04.340](#); [WAC 131-16-067](#); [WAC 131-16-068](#) and [WAC 357-31-375](#))

Holidays

A statute, [RCW 1.16.050](#), identifies the legal holidays recognized by the state. Only one, the personal holiday, is required by law to be a paid holiday. The appropriate personnel authority—district boards

of trustees for exempt employees and the Washington Personnel Resources Board for community college classified employees—may designate which of the other holidays will be paid holidays.

The ten designated legal holidays are New Year's Day, Martin Luther King's birthday, Presidents Day, Memorial Day, Independence Day, Labor Day, Veterans Day, Thanksgiving Day, the day immediately following Thanksgiving Day, and Christmas Day. The eleventh, or personal holiday, may be selected by individual eligible employees consistent with college district procedures and/or collective bargaining agreement. Classified employees are entitled to receive all eleven holidays with pay.

If any of the specific state legal holidays are also federal legal holidays, but are observed on different dates, only the state legal holidays shall be recognized as holidays for state employees.

When a legal holiday falls on a Saturday, the preceding Friday is the legal holiday. When a legal holiday falls on a Sunday, the following Monday is the legal holiday.

Tenure system

A tenure system "which protects the concepts of faculty employment rights and faculty involvement in the protection of those rights" was enacted by the Legislature in 1969. The statutes were designed to "define a reasonable and orderly process for appointment of faculty members to tenure status and the dismissal of the tenured faculty member." The tenure provisions are contained in [RCW 28B.50.850 through 28B.50.872](#).

Legislation adopted in 1991 authorizes an extension of the probationary period, for a maximum of three academic quarters, when mutually agreeable. Statute also requires each college district to establish, through collective bargaining, periodic post-tenure evaluation of all full-time faculties consistent with the standards of the [Northwest Commission on Colleges and Universities](#).

General policy on tenure

In order to ensure effective teaching and professional development of the faculty members of the various community and technical colleges, faculty members are granted the privilege of indefinite appointment after they qualify for appointment under a system of tenure. The tenure system is intended to provide for orderly administrative procedures and due process regarding the granting and revocation of tenure status.

Faculty members who also hold appointments as department heads, division heads, or other administrative officers and who also qualify for tenure shall hold tenure only with respect to their appointments as members of the faculty and not to their appointments to supervisory or administrative positions.

Content of written agreements with faculty members

Under the Tenure Act, written agreements with faculty members (teachers, librarians, and counselors) that delineate the terms and conditions of employment must be provided immediately upon employment ([RCW 28B.50.855](#)).

Collective bargaining

A. Collective Bargaining for Civil Service Classified Employees

Bargaining for community college classified employees is covered under [RCW 41.80](#). The [Public Employee Relations Commission](#) has statutory authority to establish rules governing

collective bargaining between community college classified employees and each community college's board of trustees.

B. Collective Bargaining for Technical College Classified Employees

Bargaining for technical college classified employees is covered under [RCW 41.56](#). The [Public Employee Relations Commission](#) has statutory authority to establish rules governing collective bargaining between technical college classified employees and each technical college's board of trustees.

C. Collective Bargaining for Community and Technical College Faculty

The Academic Personnel Collective Bargaining Act ([RCW 28B.52](#)) authorizes collective bargaining between each college district's board of trustees and labor organizations representing faculty. The Public Employee Relations Commission has statutory authority to establish rules governing collective bargaining between faculty and each board of trustees.

D. Collective Bargaining for Exempt Employees

Bargaining for exempt employees is covered under [RCW 41.56](#). The [Public Employee Relations Commission](#) has statutory authority to establish rules governing collective bargaining between exempt employees and each college district's board of trustees.

Revision and amendment history

Description	Revision Date
Collective Bargaining section updated	11/01/2006

SBCTC Policy Manual

Chapter 3: Student Services

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3.00 Introduction.

This chapter contains policies related to the admission, enrollment, and operations of support services and student-related activities in the two-year college system. Links are provided in the respective policy statements to RCWs, WACs, procedures and guidelines that are relative to that particular policy

3.10 Student Services

Community and technical colleges shall design student services functions appropriate to the college's populations and employ qualified student services staff to provide services in the following areas:

- A. **Developmental and ~~Maintenance~~ maintenance**: Academic ~~Advising~~ advising, ~~Career~~ career and ~~Student Employment~~ student employment, ~~Counseling~~ counseling, ~~Financial Aid~~ financial aid, ~~Health and Wellness programs, Housing Assistance, and Testing~~ veteran and military family services, dual credit programs, health and wellness programs, housing assistance, and testing.
- B. **Administrative**: Admissions, ~~Discipline~~ discipline, ~~Records~~ records, and ~~Registration~~ registration.
- C. **Support**: Child ~~Care~~ care, ~~Multicultural~~ multicultural and ~~Diversity Programs, Women's Programs, and Services for Students with Disabilities~~ diversity programs, and services for students with disabilities.
- D. **Programs and ~~Activities~~ activities**: Co-curricular and ~~Extracurricular Programs, Student Government, Student Publications, Athletics, and Student Center~~ extracurricular programs, student government, student publications, athletics, and student center.
- E. **Teaching**: Orientation ~~Programs~~ programs, ~~Study Skills, Job Search Skills, Career Planning and Life Planning courses, and International Student Programs~~ study skills, job search skills, career and life planning courses, and international student programs.

Policy history

Action	Description	Revision Date
1998 <u>1998</u> Student Services Manual no longer in use	Removed 03/10/2010	08/30/2013
SBCTC Resolution 02-09-2016	Board approved Policy Manual	09/19/2002

3.20 Admission/Access to Colleges and Enrollment in

Courses

3.20.10 Admission to a community or technical college

The State Board for Community and Technical Colleges:

- A. Requires college districts to maintain an open door policy in admitting students (see [RCW 28B.50.090 \(3\)\(b\)](#)).
- B. Sets minimum standards for governing the admission of students to community or technical colleges (see [RCW 28B.50.090 \(7\)\(d\)](#); [WAC 131-12-010](#)), including the requirement that all international students must demonstrate proficiency in both written and oral English as a prerequisite for enrollment in college-level courses.
- C. Expects colleges to have a written policy on admitting students under 18 who are not admitted under the provisions of Running Start or another local enrollment options program (see [WAC 131-12-010 \(1\)\(e\)](#)).
- D. Requires colleges to establish rules and procedures that provide for intercampus and inter-college enrollment of students (see [WAC 131-12-040](#)) and for interdistrict registration of students (see [RCW 28B.50.095](#); [WAC 131-12-041](#)).
- E. Requires colleges to honor reciprocal course level placements for a student who qualifies for a specific level of math, English, or reading either through course completion of local placement determination (see Placement Reciprocity Policy).
- F. Requires a student's residency status determination at the time of initial admission by any college for tuition and fee purposes (see [WAC 131-12-020](#); [RCW 28B.15.012](#) through [RCW 28B.15.014](#); [Community College Tuition Waivers and Residency](#)). However, for students enrolled exclusively in "ungraded", contract, and/or student funded courses, residency determination for the purpose of assessing tuition and fees is prohibited.
- G. Provide for the recovery of fees for improper resident classification consistent with the rules adopted by the [Washington Student Achievement Council](#) (see [RCW 28B.15.015](#)).

~~3.20.20 Access for students of color~~

~~The State Board believes Washington's community and technical colleges are the key points of access to higher education for people of color. The Board supports this belief through an earmarked allocation to colleges for the recruitment and retention of students of color. In addition, the Board believes the colleges should:~~

- ~~A. Be leaders in improving access for students of color.~~
- ~~B. Continuously seek mechanisms to improve the success for students, faculty, and staff of color.~~
- ~~C. Incorporate institutional goals for campus diversity and participation by people of color into the college's strategic plan. Institutional goals should be consistent with statewide goals (see [Community and Technical College Student Access and Success by Race/Ethnicity and Socioeconomic Status Progress Reports](#)).~~

- ~~D. Provide progress reports to the Board with an assessment of the college's effort upon request.~~

3.20.20 Equitable access to higher education: Racial equity and economic mobility

The State Board believes Washington's community and technical colleges serve an important role in ensuring equitable access to higher education, and increasing economic and social mobility for students of color. The Board supports this belief through an earmarked allocation to colleges in providing holistic student supports for students of color throughout their college experience. In addition, the Board believes the colleges should:

- A. Be leaders in improving access and completion rates for students of color in high-wage, high-demand programs of study.
- B. Implement Guided Pathways reforms with an equity-minded approach by disaggregating data and examining disparate student outcomes.
- C. Continuously review and examine policies and practices with a racial equity lens to improve success rates for students, faculty, and staff of color.
- D. Incorporate institutional equity goals into the college's strategic plan. Institutional goals should be consistent with statewide goals (see [Community and Technical College Student Access and Success by Race/Ethnicity and Socioeconomic Status Progress Reports](#)).

3.20.30 Access for students with disabilities

- A. Community and technical colleges shall provide students with disabilities the appropriate core service(s) to ensure equal access to higher education. Reasonable accommodation for students with disabilities shall be provided for all aspects of college life, including nonacademic programs and services (see [RCW 28B.10.910 through RCW 28B.10.918](#)). The State Board supports the colleges to provide services and reasonable accommodations to students with disabilities through an earmarked allocation.
- B. Washington State community and technical colleges shall provide appropriate, effective, and integrated access to technology for students employees, and external community members. This policy applies to the procurement, development, and implementation of instructional, administrative, or communications technologies and content. Further, the policy applies to both current and emerging technologies, including both hardware and software, in use or being evaluated for purchase or adoption throughout the community and technical college system. The policy encompasses, but is not limited to, college websites, learning management tools, student information systems, training materials, instructional materials, and assessment tools.

3.20.40 Access for Gender Equality

Community and technical colleges shall not discriminate in admission enrollment, financial aid, student employment, recreational activities, including athletics, student services, and/or any other program or service offered to all students on the basis of gender (see [RCW 28B.110.040](#)).

3.20.45 Preferred Name

For some students and employees, a chosen or preferred name may be an important component of their identity. Therefore, the State Board for Community and Technical Colleges is committed to fostering an environment of inclusiveness and supporting students and employees preferred form of self-identification. Students may choose to identify themselves within the campus community using a preferred first name that differs from their official/legal name. A student's preferred name will appear instead of the student's official/legal name in select college documents such as class rosters.

3.20.50 Student Rights and Responsibilities

Community and technical colleges are required to:

- A. Adopt and publish rules establishing student rights and responsibilities, provide for students involvement in such activity, and file all such rules with the state director (see [WAC 131-12-050](#), [WAC 131-12-060](#), [RCW 28B.50.140 \(13\)](#)).
- B. Adopt rules for hazing violations and sanctions imposed on individuals or groups (see [RCW 28B.10.900](#) through [RCW 28B.10.902](#)).
- C. Ensure confidentiality of student records - [SBCTC Policy Manual, Chapter 5 Appendix C: Confidentiality of Student Records and Data](#).
- D. Develop a plan to maintain and administer opioid overdose reversal medication in and around campus residence hall housing with at least one-hundred residents (see [RCW 28B.10.577](#)).
- E. Develop policies to accommodate student absences to allow students to take holidays for reasons of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church, or religious organization, so that students' grades are not adversely impacted by the absences (see [RCW 28B.137.010](#)).
- F. Provide options or protections for enrolled students who are ordered to state or federal active military service to allow course withdrawal with full refund, be given a grade of incomplete and be allowed to complete within the institution incomplete course policy, or continue to complete the course for full credit (see [RCW 28B.10.270](#)).
- G. Not use an initial admissions application that requests information about the criminal history of the applicant (see [RCW 28B.160.020](#)).
- H. Allow a student or employee to be assigned a different identification number for a valid change request to protect a student's or employee's personal safety, identity safety, and religious or cultural objections.

~~3.20.40 Residency status~~

The State Board requires that community colleges must:

- A. Determine a student's residency status at the time of initial admission by any college for tuition and fee purposes (see ~~[WAC 131-12-020](#); [RCW 28B.15.012](#) through [RCW](#)~~

~~28B.15.014; Community College Tuition Waivers and Residency~~). However, for students enrolled exclusively in “ungraded”, contract, and/or student funded courses, residency determination for the purpose of assessing tuition and fees is prohibited.

- B. Provide for the recovery of fees for improper resident classification consistent with the rules adopted by the ~~Washington Student Achievement Council~~ (see ~~RCW 28B.15.015~~).

Policy history

Action	Description	Revision Date
SBCTC Resolution 16-03-08	State Board approved updated policy improving access to technology.	03/24/2016
SBCTC Resolution 09-05-05 (effective FY 2010 budget)	State Board removed earmark for Disability Accommodation Pool.	07/01/2009
Disability Support Services Council (DSSC) requested reporting and payment for Disability Accommodation Reserve Funds be changed from quarterly to annual allocation.	3.20.30 updated <i>“Quarterly Disability Accommodation Reserve Fund”</i> with the name of the new online annual reporting system – <i>“Disability Accommodation Pool”</i> .	07/01/2008
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

3.30 Financial Aid and Student Employment

The State Board authorizes community and technical colleges to:

- A. Employ qualified persons to administer its student financial aid programs in accordance with federal/state regulations and institutional policies;
- B. Write policies and procedures to ensure consistency in and compliance with the implementation of regulations for federal and state financial aid programs;
- C. Deposit a minimum of three and one-half percent of revenues collected from tuition and services and activities fees in an institutional financial aid fund (see [RCW 28B.15.820](#) and [WAC 131-36](#)).

3.30.10 Financial aid guidelines

Each academic year, the SBCTC will develop and distribute guidelines to help colleges administer:

- A. **Worker Retraining Financial Aid and Training Completion Aid** – Financial assistance to help dislocated and unemployed workers, including displaced homemakers to gain and upgrade skills for employment ([see RCW 28C.040](#)).
- B. **Work-based Learning Tuition Assistance and WorkFirst Work-Study** – Temporary Assistance for Needy Families (TANF) and other low income working parents/students to help in wage

and skill ~~progression~~-[progression \(see RCW 74.08A.250\)](#).

- C. **Opportunity Grant** – Financial assistance to help low-income adults reach the educational tipping point – and beyond – in high-wage, high-demand careers. Reaching the tipping point allows the least prepared individuals to complete 45 credits, receive a credential, and increase job skills and knowledge through career pathways (see [RCW 28B.50.271](#), [RCW 28B.50.272](#), [RCW 28B.50.273](#)).
- D. **Basic Food and Education Training (BFET)** – [Available to students who receive Supplemental Nutrition Assistance Program assistance \(SNAP\) \(sometimes referred to as “basic food” or “food stamps”\) but are not receiving Temporary Assistance for Needy Families \(TANF\) \(see RCW 74.04.535\)](#).
- E. **Early Achievers Grant** – [A student financial aid program to help employed child care providers and early learning educators complete certificates and associate degrees in early childhood education \(see RCW 43.216.085\)](#).

Policy resources

- [Worker Retraining](#)
- [WorkFirst](#)
- [Opportunity Grant](#)
- [Basic Food Employment and Training \(BFET\)](#)
- [Early Achievers Grant](#)

3.30.20 Ability to Benefit (ATB)

The Washington College Grant and the Federal Pell Grant can be accessed through state and federally approved options for eligibility per the Ability to Benefit provision of the Higher Education Act (HEA) and provides grants for students without a high school credential who:

- test at a certain level,
- earn six college credits successfully, or
- are co-enrolled in a title-IV eligible I-BEST and Washington’s High School Plus (HS+) program.

Policy history

Action	Description	Revision Date
HB 1096 (2007) created the Opportunity Grant Program.	3.30.10 added Opportunity Grant Program and moved SBCTC guidelines for financial aid programs from policy 3.40.30 to policy 3.30.10 for consistency.	08/15/2008
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

3.40 Student Programs and Activities

3.40.10 Intercollegiate athletic programs

The State Board requires that:

- A. District boards of trustees adopt rules to assure that intercollegiate athletic programs afford opportunities for participation to the interests of each college's student population and local community as possible.
- B. Intercollegiate athletics will be conducted according to guidelines and policy as established by the designated college athletic association.
- C. Colleges will strive to accomplish the state's gender equity goals (see [RCW 28B.15.455](#)).

3.40.20 Services and activities fee

The State Board sets the maximum student and activities fee colleges can collect from students. Community and technical colleges are:

- A. Authorized to establish services and activities fees, not to exceed the maximum amount set by the State Board.
- B. Authorized to collect services and activities fees for the express purpose of funding student activities and programs consistent with the needs of their institution (see [RCW 28B.15.041](#); [SBCTC Policy Manual, Chapter 3 Appendix A: Student Programs and Activities](#)).
- C. Establish an activities fee committee, with students representing a majority of the members, for recommending to the administration and the Board of Trustees a yearly budget for use of the services and activities fees (see [RCW 28B.15.045\(3\)](#)).

~~3.40.30 Student rights and responsibilities~~

~~Community and technical colleges are required to:~~

- ~~A. Adopt and publish rules establishing student rights and responsibilities, provide for students involvement in such activity, and file all such rules with the state director (see [WAC 131-12-050](#), [WAC 131-12-060](#), [RCW 28B.50.140\(13\)](#)).~~
- ~~B. Adopt rules for hazing violations and sanctions imposed on individuals or groups (see [RCW 28B.10.900](#) through [RCW 28B.10.902](#)).~~
- ~~C. Ensure confidentiality of student records [SBCTC Policy Manual, Chapter 5 Appendix C: Confidentiality of Student Records and Data](#).~~
- ~~D. Develop a plan to maintain and administer opioid overdose reversal medication in and around campus residence hall housing with at least one hundred residents (see [RCW 28B.10.577](#)).~~
- ~~E. Develop policies to accommodate student absences to allow students to take holidays for reasons of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church, or religious organization, so that students' grades are not adversely impacted by the absences (see [RCW 28B.137.010](#)).~~
- ~~F. Provide options or protections for enrolled students who are ordered to state or federal~~

~~active military service to allow course withdrawal with full refund, be given a grade of incomplete and be allowed to complete within the institution incomplete course policy, or continue to complete the course for full credit (see RCW 28B.10.270);~~

- ~~G. Not use an initial admissions application that requests information about the criminal history of the applicant (see RCW 28B.160.020);~~

Policy resources

- [Northwest Athletic Association of Community Colleges \(NWAAC\) Conference \(NWAC\)](#)
- U.S. Department of ~~Education~~ Education — [Equity in Athletics Data Analysis Cutting Tool](#)

Policy history

Action	Description	Revision Date
Passage of E2SSB 5182 (2011)	Repealed the requirement for intercollegiate athletics compliance reports to the governor and legislature. Colleges report directly to U.S. Department of Education.	08/24/2011
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

3.50 Consumer Information

Community and technical colleges must provide information to students, prospective students, parents and the general public on:

- A. State support for higher education students including information on the amount of state subsidy and financial aid received (see [RCW 28B.15.0681](#)).
- B. The abuses of alcohol in particular and the illnesses consequent from alcohol in general (see [RCW 28B.10.295](#)), for community colleges with state-owned residence halls, the availability of student housing where all use of liquor is prohibited (see [RCW 28B.10.575](#)), and a process for reporting violations and complaints of illegal liquor and drug use (see [RCW 28B.10.575](#)).
- C. Methods of transmission of AIDS and the AIDS virus (see [RCW 28B.50.205](#)).
- D. State financial aid programs labeled an “opportunity pathway” (see [RCW 28B.76.500](#)).
- E. Policies and procedures for handling complaints of sexual harassment (see [RCW 28B.110.030 \(8\)](#)).
- F. Courses that can be fulfilled by taking the AP, IB, or ~~other recognized college level proficiency exam~~ CI dual credit exams. Each college must ~~publish its own list of courses on its website and in its admission materials. The qualifying exam scores must also be included in the list~~

~~(see RCW 28A.230.130 Findings Intent 2011 c 77~~ post the qualifying exam score and college course equivalencies on the campus website (see RCW 28B.10.054).

- G. Transferable college-level courses and course lists for one-year academic completion and transferable degrees. Lists must be published in admission materials and easily accessible on the college's website (see [RCW 28B.50.785](#)).
- H. Voter registration. Each college must have an active prompt on its course registration website that will link the student to the secretary of state's voter registration website (see [RCW 29A.08.310](#)).
- I. Expenditure of services and activities (S&A) fees. Annually, by September 30 post services and activities fees expenditure information for the prior academic year on the college website (see [RCW 28B.15.045\(11\)](#)).
- J. Options for course placement: Colleges are required to post all the available options for course placement on their website and in their admissions materials (see [RCW 28B.50.090](#)).
- K. Financial aid counseling curriculum must be provided to institutions of higher education with state need grant recipients. The curriculum must be available via a website (see [RCW 28B.76.502](#)).
- L. Foster Youth: Each college shall include on their applications for admission or on their registration materials a question asking whether the applicant has been in foster care together with an explanation that financial and support services may be available (see [RCW 28B.117.040](#)).
- M. Veterans: Colleges must include on their applications for admission an opportunity to advise the institution that they are veterans who may need assistance (see [RCW 28B.15.910](#)).
- N. Open Education Resources and Textbook Costs: Colleges must provide the cost of any required textbook or other course material, whether a course uses open educational resources, or whether a course uses low-cost required materials defined as equal to fifty dollars or less during the time of registration by displaying the information in the online course description, a link that connects to the bookstore's website, or other website where students can search and view (see RCW.28B.50.789)
- O. The Higher Education Act (HEA) prohibiting an institution of higher education from engaging in a substantial misrepresentation of the nature of its educational program, its financial charges, or the employability of its graduates and must have a process to review and appropriately act on complaints concerning the institution including enforcing applicable state laws according to 20 U.S.C. §1094(c)(3)(A). SBCTC handles the complaint review process for our system college students through a Memorandum of Understanding with WSAC, the agency with statewide responsibility Title IV Consumer Protection compliance in higher education.

Campus and student directory information must be made available to military recruiting representatives providing students information on educational and career opportunities if the college provides the same access to other persons or groups (see [RCW 28B.10.360](#)).

Policy history

Action	Description	Revision Date
Passage of SB 5712 (2013)	Added requirement for colleges to post course placement information online and in admissions materials.	07/28/2013
Passage of SHB 2352 (2012)	Added requirement to post service and activity fee expenditure information on college websites.	06/07/2012
Passage of SHB 6121 (2012)	Added requirement to provide financial aid counseling curriculum.	06/07/2012
Passage of HB 2254 (2012) & ESHB 1131 (2007)	Added requirement identifying former foster care youth and helping them gain postsecondary education and student aid.	07/01/2012
Passage of SHB 2259 (2012)	State requirement for reporting crime statistics repealed. Federal Clery Act requires campus security reporting.	06/07/2012
Passage of E2SHB 1795 (2011)	Added requirement for colleges to post lists of transferable college-level courses.	08/24/2011
Passage of E2SHB 1808 (2011)	Added requirement to post AP & IB scores on college websites.	07/22/2011
Passage of SSB 5270 (2009)	Added requirement for colleges to post link to Secretary of State's voter registration website.	07/26/2009
Passage of E2SHB 2021 (2009)	Added disclosure requirements for college tuition billing statements and requirement for state financial aid programs must use the "Opportunity Pathway" label on all communications.	08/01/2009
Passage of HB 2233 (2006)	Added requirement identifying veterans and helping them gain information on assistance available.	06/07/2006
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

~~3.60 Gender Equality in Higher Education~~

~~Community and technical colleges shall not discriminate in admission, enrollment, financial aid, student employment, recreational activities, including athletics, student services, and/or any other program or service offered to all students on the basis of gender (see [RCW 28B.110.040](#)).~~

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

3.70 Student Progress Toward Degrees and Certificates

In the 2003 legislative session the legislature passed a law ([RCW 28B.10.695](#)) that requires community and technical colleges to adopt policies and procedures to expedite students' progress toward their program goals (see [WAC 131-12-080](#)). The intent of the legislation is to encourage students enrolled in degree or certificate programs to complete their programs with limited additional credits. The policies and procedures should address:

- A. Students who accumulate more than one hundred twenty-five percent of the number of credits required to complete an associate degree or certificate;
- B. Students who have a pattern of dropping more than twenty-five percent of their course load; and
- C. Students who remain on academic probation for more than one quarter.

Policy history

Action	Description	Revision Date
SBCTC Resolution 03-10-28 adopting WAC 131-12-080	3.70.00 added. Passage of SB 5135 (2003) required the SBCTC to develop policies to ensure enrolled undergraduates complete degree and certificate programs in a timely manner.	03/10/2005
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

Chapter 3 Appendix A Student Programs and Activities

[RCW 28B.15.041](#) provides that the "services and activities fee shall be used as otherwise provided by law or rule or regulation of the board of trustees or regents of each of the state's colleges or universities for the express purpose of funding student activities and programs of their particular institution."

[RCW 28B.15.041](#) grants to each board of trustees the final authority to determine the permissible uses of the services and activities fees, consistent with the law.

The uses of services and activities fees will vary from district to district and from campus to campus, as well as from any given year to another. Such diversity is to be viewed as consistent with the college system and functions and should be encouraged.

A yearly budget for the expenditure of services and activities fees in support of student programs should be prepared by the services and activities fee committee required by [RCW 28B.15.045](#) with the committee presenting its budget and recommendations to the board of trustees. A process for resolving program and budget conflicts should be established in the event that the board of trustees does not accept the proposed program and budget.

Funds collected or revenues produced by the use of student and activity fees should be deposited with and expended through the office of the chief fiscal officer of the college district and/or campus and are subject to the applicable policies, regulations, and procedures of district boards of trustees, the State Board, and the Budget and Account Act.

With the expressed prior approval of the State Board and, when required, approval of the appropriate legislative body, services and activities fee revenue may be used to acquire real property and fund capital projects and may be used as matching funds for such purposes.

When authorized and approved in a manner consistent with these guidelines, student services and activities fee revenue may be used for, but shall not be limited to, the additional following purposes:

- A. Social events, seminars, workshops, retreats, and conferences; student governmental organizations; professional consulting fees; clubs and societies; musical, dramatic, artistic and forensic presentations of an extracurricular nature; student publications and other mass media activities; tutorial services; day care centers; intramural and intercollegiate sports.
- B. Equipment, supplies and materials required for the operations of student programs and activities.
- C. Travel and per diem for students and professional staff members participating in student programs and activities.
- D. Premiums for liability and casualty insurance coverage for students serving in official capacities or participating in such programs and activities.
- E. Dues for institutional memberships in recognized student governmental or activities organizations provided that the legality of such expenditures is first established in consultation with the legal advisor of the college.
- F. Student salaries and compensation.

SBCTC Policy Manual

Chapter 4: Instructional Program and Course Development

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4.00 Introduction

This chapter contains policies related to instructional programs and courses offered by the state's two-year college system. Links are provided in the respective policy statements to RCWs, WACs, and procedures and guidelines that are relative to that specific policy.

4.10 Course Requirements

All courses offered and reported on by Washington's community and technical colleges must meet minimum standards as determined by the State Board (see [RCW 28B.50.090\(7\)\(c\) and \(e\)](#)). The SBCTC requires that:

- A. All courses described for reporting purposes use a coding system approved by the SBCTC (see Appendix A: Course Coding Procedures and Guidelines).
- B. The credit value or credit equivalent assigned to any course or instructional activity must follow the rules for setting credit values and equivalents as approved by the SBCTC.
- C. Colleges abide by the rules and regulations adopted by the SBCTC with respect to budgeting, accounting, auditing, and financial procedures supplemental to the State's Budget and Accounting Act (see [RCW 28B.50.090](#); [RCW 43.88](#)) and use criteria as approved by the SBCTC to:
 1. Receive state fund support (see [RCW 28B.50.090\(7\)\(b and e\)](#)).
 2. Be classified as contract funded (see [RCW 28B.50.140 \(16 and 17\)](#); [WAC 131-32-010](#) and [WAC 131-32-020](#)).
 3. Be classified as student-funded (see [RCW 28B.50.020](#)).

4.10.10 Instructional Modalities

Contact hours in online, hybrid and competency-based classes may vary from more traditional face-to-face classes. Students should demonstrate equivalent learning outcomes regardless of instructional modality.

Traditional (face-to-face) classes

Students and instructors meet together for a certain number of hours, in a classroom and on a regular weekly schedule.

Online classes

Online classes consist entirely of online elements with no face-to-face component. Some online

classes require students to interact with each other, the faculty, and content at specific times, while others are entirely self-paced.

Hybrid classes

Hybrid classes combine face-to-face classroom time with online instruction. Students in a hybrid class come to campus at scheduled times and meet face-to-face with instructors and students. Many class activities are conducted online, including class work assignments, discussions and group projects.

Flipped classes

The flipped classroom reverses the traditional educational arrangement by delivering instructional content outside of the classroom, often online. Students spend classroom time actively engaging in concepts to clarify and apply the knowledge, under the guidance of the instructor.

Competency-based education

Competency-based education allows students to advance based on their proven mastery of a subject rather than classroom time.

4.10.20 eLearning

The State Board establishes rules for the governance of the [WashingtonOnline](#), its software and support services, and its courses.

4.10.25 State Authorization Reciprocity Agreement (SARA)

The State Authorization Reciprocity Agreements, commonly known as [SARA](#), provides a voluntary, regional approach to state oversight of postsecondary distance education. System colleges participating in SARA must adhere to specific requirements, including but not limited to, determining where students, faculty, and educational activities are located and reporting on that regularly. The Washington Student Achievement Council ([WSAC](#)) has been designated the state's SARA Portal Entity, provides program support, oversight and consumer complaint resolution services for out of state students.

4.10.30 eLearning Licensing Requirement

~~All digital software, educational resources and knowledge produced through competitive grants, offered through and/or managed by the SBCTC,~~

Copyright and Open Licensing Policy

Regardless of funding source, all original works of authorship produced by (1) an SBCTC employee within the scope of employment. (2) a contractor with an assignment of intellectual property rights in the contract, or (3) using a SBCTC-sponsored grant will carry a Creative Commons attribution license. This applies to all funding sources (state, federal, foundation and/or other fund sources) that flow through SBCTC as a competitive grant to any party with the exception of state or federal formula-driven funding. Attribution License version 4.0 or later (CC BY). (see Appendix J: Copyright and Open License Policy Guidelines).

4.10.40 Prior Learning Assessment (PLA)

Community and technical colleges may assess and award credit for prior learning that has occurred outside the classroom and/or through previous educational endeavors (see Appendix D: Guidelines for Prior Learning Assessment).

Credit earned through Prior Learning Assessment (PLA) at one college will be accepted toward the appropriate course or program at any other Washington state community and technical college (per the Guidelines approved by WACTC January 2000).

Policy resources

- [eLearning Educational Technology & Open Education](#)
- [Open Licensing Policy](#)

Policy history

Action	Description	Revision Date
SBCTC Resolution 16-09-36	Open Licensing Policy Amendment	09/28/16
SBCTC Resolution 10-06-30	Added new section - 4.10.30 Digital Licensing	06/17/2010
Guidelines for Prior Learning Assessment approved by WACTC, January 2000	4.10.10 updated.	08/15/2008
Department name changed from Distance Education to eLearning	4.10.20 title changed from Distance Education to eLearning	08/15/2008
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

4.20 Degree and Certificate Requirements

[Statutory authority for community and technical colleges to offer recognized postsecondary credentials \(certificates and degrees\) can be found in RCW 28B.50.020.](#) The State Board shall ensure that each college district shall offer thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served. The State Board shall establish minimum standards to govern the ~~requirement~~ [requirements](#) for degrees and certificates awarded by the colleges (see [RCW 28B.50.090\(7\)\(c\)](#)).

~~Certificates, and associate degrees and secondary awards: Statutory authority for community and technical colleges to offer certificates and degrees can be found in RCW 28B.50.020.~~ The requirements for degrees, ~~and~~ certificates, ~~and high school diplomas~~ awarded by the state's community and technical colleges must follow guidelines and approval processes established by the SBCTC ~~and statewide degrees designed for transfer from a community and technical college to public and most independent universities include the Direct Transfer Agreement (DTA) and the Associate in Science Transfer (AS-T) Agreement; both degrees have Major Related Programs (MRP)~~

~~that represent course of study leading to a specific major at a university. Colleges may also enter into a local agreement between the college and at least one baccalaureate institution willing to accept the degree in transfer (see "[Professional/Technical Program Approval Process](#)" on the SBCTC Professional Technical Programs web page "[Current Guidelines for DTA Associate Degree](#)" and "[Current Guidelines for the Associate in Science—Transfer Agreement](#)" on the SBCTC Transfer Resources web page). [see policy guidance documents under "Policy Resources" below](#).~~

Applied Baccalaureate degrees: Approved applied baccalaureate degrees may be awarded by community and technical colleges. Applied baccalaureate degrees create continued education for graduates of professional and technical associate degree programs by providing advanced technical course and/or management courses along with additional general education course work (see [RCW 28B.50.810](#) and [RCW 28B50.030\(2\)](#)).

~~4.20.10 Community and technical college post-secondary awards~~

~~The State Board authorizes community and technical colleges to award diplomas, certificates, associate degrees and at authorized colleges applied baccalaureate degrees (see [RCW 28B.50.140 \(12\)](#) and Appendix B: Applied Baccalaureate Degree Program Approval). Guidelines have been implemented that provide information on postsecondary program degrees and certificates, the high school diploma as a high school level award, completion of federal apprentice programs and alternative certifications and completion of individually tailored workforce programs. (see "[Guidelines for Reporting Degrees and Certificates](#)" on the [SBCTC Data Reporting: Coding](#) web page).~~

Policy resources

- [Transfer](#)

Policy resources

- [Transfer Policies and Resources](#)
- [Direct Transfer Agreement](#)
- [Applied Baccalaureate Degrees](#)
- [Professional-Technical Programs](#)
- [Data Reporting: Coding](#)

4.20 Degree and Certificate Requirements

State law authorizes the community and technical college system to offer vocational certificates, associate degrees, and applied baccalaureate degrees. Colleges may not offer academic subject certificates to align with the U.S. Department of Education regulations for Title IV financial aid eligibility.

The State Board shall ensure that each college district offers thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served. The State Board shall establish minimum standards to govern the requirements for degrees and certificates awarded by the colleges (see [RCW 28B.50.020](#) and [RCW 28B.50.090\(7\)\(c\)](#), [RCW 28B.50.810](#), and [RCW 28B50.030\(2\)](#)).

4.20.10 Professional-Technical Certificates and Degrees

The requirements for professional-technical degrees and certificates awarded by the state's community and technical colleges must follow guidelines and approval processes established by the SBCTC (see Professional-Technical Program Approval Process under "Policy Resources" below).

4.20.15 Professional-Technical Transfer Degrees

If a professional-technical degree is not already approved, the college must first follow guidelines and approval processes established by the SBCTC (see Professional-Technical Program Approval Process under "Policy Resources" below).

A professional-technical associate degree program that is already approved, the college need submit only the title of the approved professional-technical degree for which the professional-technical transfer degree will be offered, the appropriate CIP and program plan code, and a program/curriculum guide (list by course number, course title, credits per course, and total credits).

4.20.20 Direct Transfer Agreement Degrees

The requirements for the Direct Transfer Agreement (DTA) degree and all Direct Transfer Agreement/Major Related Programs (DTA/MRP's) degrees as authorized by the Joint Transfer Council and awarded by the state's community and technical colleges must follow guidelines and approval processes established by the SBCTC (see Transfer Degree Approval Process under "Policy Resources" below).

4.20.30 Applied Baccalaureate Degrees

The State Board approves all proposals for applied baccalaureate degrees submitted by the community and technical colleges. These programs are intended to:

- A. Serve professional and technical degree-holding students who have limited access to bachelor degree programs after completing their associate of applied science degree or its equivalent.
- B. Provide opportunities for working adults who are place-bound to a specific geographic region and want to earn a baccalaureate degree.
- C. Fill skills and credentials gaps and needs in specific occupations, particularly specific professional and technical fields requiring applied knowledge and skills.

The Board retains sole approval authority for applied baccalaureate degrees. The Board may make future revisions to the selection process and criteria as needed (see Chapter 4 Appendix B Applied Baccalaureate Degree Program Approval Process).

4.20.35 Upper Division Certificates

Upper-division certificates as defined by courses numbering 300 or higher must be approved by the SBCTC using the same procedures used for professional-technical certificate approval except for the following:

- A. There is no requirement for related academic instruction
- B. There is no requirement for advisory committee approval

- C. All of the courses included in certificates totaling less than 20 credits shall be drawn from a single existing baccalaureate degree program

(see Professional-Technical Program Approval Process under "Policy Resources" below).

Policy resources

- [Transfer Degree Approval Process](#)
- [Direct Transfer Agreement](#)
- [Applied Baccalaureate Degrees](#)
- [Professional-Technical Degree Approval Process](#)
- [Data Reporting: Coding](#)

Policy history

Action	Description	Revision Date
SBCTC Resolution 14-09-59	Added Appendix DB: Applied Baccalaureate Degree Program Approval Process	09/10/2014
Passage of E2SHB 2483 (2012)	Eliminated the Higher Education Coordinating Board's role in approving CTC applied baccalaureate degrees	07/1/2012
Passage of SSB 6355 (2010)	4.20.00 updated to reflect changes in statute for applied baccalaureate degrees.	07/1/2010
Passage of SSB 5104 (2008)	4.20.00 updated to include applied baccalaureate degrees	08/15/2008
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

4.30 Transfer Policies

4.30.10 Transfer within the community and technical college system

~~CTC Inter-College Reciprocity Policy Transfer Distribution Courses and Areas Approved by Instruction Commission, February 2005~~

~~Students should not be penalized by the healthy differences in the specific general education requirements imposed by individual campuses within the general guidelines of the Transfer degrees (DTA and AS-T).~~

~~The Instruction Commission and the Washington State Student Services Commission expect that all~~

~~colleges in the Washington state community and technical college system accept transferable technical college general education courses as equivalent to their own similar general education courses in content and purpose, in transcript credit value, and as applied to degree requirements. The Instruction Commission and Washington State Student Services Commission members will communicate this position to those in their colleges responsible for accepting transfer courses, and ensure that the Commissions send this resolution to the Education Services Committee of WACTC.~~

~~Washington state community and technical colleges will accept in transfer from other community and technical colleges unrestricted elective credit for an Advanced Placement (AP) score of 3 or higher. Credit will be awarded on the basis of official AP results, not transcript notation. Credits granted for general education or major requirements will be specified by the receiving institution's AP credit policies; otherwise, elective credit will be granted. (CTC policy May 2008.)~~

As students, of necessity, transfer among system colleges, it is important to ensure that they are not penalized by the differences in the specific requirements imposed by individual campuses within the general guidelines for fulfilling course distribution requirements of transfer degrees.

In the spirit of compromise between these competing interests, system colleges have developed and adopted guidelines, for reciprocity of transfer coursework among colleges to include reciprocity of individual courses, distribution area or specific requirement courses, and diversity course requirements.

4.30.20 Transfer to four-year institutions

The State Board encourages community and technical colleges to:

- A. Maintain membership in the [Intercollege Relations Commission \(ICRC\) of the Washington Council for High School-College Relations](#).
- B. Annually inform baccalaureate institutions regarding changes in the curriculum related to generally transferable courses in order to assure accurate course equivalency lists (see [Course Equivalency Guides/Course Transfer Information](#)).
- C. Adopt new Major Related Program degree pathway agreements when negotiated as a means of providing students with preparation for selected majors regardless of their choice of future institution and to develop and implement program-to-program articulation agreements with nearby public and private four-year institutions in the state of Washington to smooth pathways most commonly followed by transfer students.
- D. Follow the [College in the High School academic/transfer guidelines](#) ~~when offering course when offering courses at high schools~~ for college credit and eventual transfer ~~at high schools to~~ ~~Approved by the Instruction Commission and public baccalaureate provosts in 2004.~~
- ~~E. Follow the Public Baccalaureate Institution Reciprocity Policy for reverse transfer/articulation for students who transfer and apply general education credits earned at the public baccalaureate granting institutions to the requirements for an associates degree awarded by the community or technical college from where they transferred.~~

4.30.25 Transfer of general education courses

A student who completes courses selected from within the general education categories listed at a public community, technical, four-year college or university in Washington State will be able to transfer and apply a maximum of 45 quarter credits toward general education requirement(s) at any other public and most private higher education institutions in the state.

For transfer purposes, a student must have a minimum grade of C or better (2.0 or above) in each course completed. Students who transfer these courses must still meet a receiving institution's admission requirements and eventually satisfy all their general education requirements and their degree requirements.

4.30.30 Transfer from four-year institutions (Reverse Transfer)

Reverse articulation allows eligible students to receive their associate degree after transferring to a baccalaureate institution. Students who transfer prior to completing their associate degree can complete any remaining requirements as part of their baccalaureate degree program and apply those credits back to the community or technical college to receive their associate degree.

The four-year institutions of higher education are encouraged to work with the SBCTC to develop plans for facilitating the reverse transfer of academic credits from four-year institutions to community or technical colleges. The plans should include the following provisions:

- A. a policy allowing eligible students the opportunity to transfer credits from a four-year institutions back to a CTC, to use towards a two-year degree; and
- B. procedures for notifying eligible students of their eligibility in the program

4.30.40 Transfer degree titles

Transfer degree titles, specifically those designated as state approved degrees such as the Direct Transfer Agreement (DTA), Associate in Science-Transfer (AS-T), or any with the Major Related Pathway (MRP) designation carry the official State Board title. These degree titles represent specific negotiated agreements between the State Board for Community and Technical Colleges (representing the 34 community and technical colleges) and the public and private four-year baccalaureate institutions.

Locally designed associate degrees also intended for transfer by an individual college may not carry the DTA, AS-T, or DTA/MRP designated titles and/or abbreviations unless approved by the SBCTC transfer degree approval process and registered on the [transfer degree inventory](#).

Policy history

Action	Description	Revision Date
<i>CTC Inter-College Reciprocity Policy Transfer Distribution Courses and Areas</i> - Approved by the Instruction Commission in February 2005.	4.30.10 added to address Inter-College Reciprocity	08/15/2008

College in the High School academic/transfer guidelines- Approved by the Instruction Commission and public baccalaureate provosts in 2004. **4.30.20** updated and ~~number 4~~ added ~~-(D)~~ 08/15/2008

Public Baccalaureate Institution Reciprocity Policy- Approved by the Instruction Commission in 2016 **4.30.20** updated and added (E) 06/20/2016

[SBCTC Resolution 02-09-16](#) Board approved Policy Manual 09/19/2002

4.40 ~~Instructional Program and Course Development~~ Professional-Technical Programs

~~4.40.00 Professional Technical Programs~~

All professional-technical degree and certificate programs must be approved by the SBCTC prior to course or program implementation (see [RCW 28B.50.090\(7\)\(c\)](#)). As part of this responsibility, the SBCTC:

- A. Sets rules/procedures/guidelines, developed in cooperation with the college system, that provide for the approval of all proposed new professional/technical programs, curriculum modifications and program title changes (see [Professional/Technical Program Approval Process](#) and Appendix E: Work-Based Learning Programs).
- B. Requires that colleges certify professional-technical staff and faculty as provided by [WAC 131-16-070 through WAC 131-16-095](#).

4.40.10 Centers of Excellence

Centers of Excellence were created and funded by the State Board in 2003 to better link the community and technical college system to the industries which drive the economy. Each center is located on a different host campus and is staffed with a director and, depending on center resources, some support staff. Advisory boards consisting of industry representatives and other stakeholders meet regularly to oversee and direct the center's activities. Typical activities include: providing industry contacts for curricula and program development, skills gap analysis, professional development, conducting summits and workshops on emerging industry topics, and the development of skills standards. Centers of Excellence will act as the repository of all previously created Skills Standards relevant to their stated industry sector.

Curricula, assessments and related instructional materials based on the skill standards are developed by public schools, colleges and other entities with a variety of public and private resources. Each fund source has its own set of rules or guidelines governing resale, therefore projects should refer to the requirements of the specific fund source(s).

4.40.20 Advisory Committees for Professional-Technical programs

Each community and technical college or college district is required to have an industry advisory committee for each program (see [RCW 28B.50.252](#)) and to follow approved College Advisory

Committee Procedures (see Appendix E: College Advisory Committee Procedures).

Policy resources

- [Professional Technical Programs](#)
- [Centers of Excellence](#)

Policy History

Action	Description	Revision Date
Funding for the development of Skills Standards ceased. Centers of Excellence were assigned the responsibility.	4.40.10 Centers of Excellence information replaced information for Skills Standards Ownership.	approximately 2010
	4.40.00 updated by removing section referring to approval of new programs by HECB (previously #2 or 3).	01/30/2006
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

4.50 Basic Education for Adults

The State Board is responsible for administration of the state and federally funded adult basic education programs in the State of Washington (see [RCW 28B.50.020 \(3\)](#); [RCW 28B.50.030 \(12\)](#); [RCW 28B.50.250](#)).

4.50.10 Certificate of High School Equivalency (HSE)

The State Board is the state administrator for HSE testing. The Board authorizes agencies to administer the HSE Test to qualify persons for the Certificate of Educational Competence including determining eligibility for taking the HSE test and administering the test (see [WAC 131-48](#); [WAC 131-48-060](#); [RCW 28B.50.912](#); [RCW 28B.50.536](#)).

4.50.20 High school completion

Community and technical colleges are authorized to provide opportunities for adults to complete studies leading to a high school diploma, provided that admission to such a program is consistent with the general community and technical college residency procedures and diplomas are awarded subject to Office of the Superintendent of Public Instruction and State Board of Education rules and regulations (see [RCW 28B.50.535](#); [WAC 131-12-010](#)). Minimum requirements for completing high school are set by the State Board of Education (see [WAC 180-51-061](#)). Statutory provisions govern the program for persons 18 years of age and over (see [WAC 180-51-053](#)). For graduation requirements for students over age 21 see [WAC 180-51-035](#).

4.50.30 College issued high school diploma

Upon written request and meeting eligibility criteria, any student who earns an associate degree of

any type shall receive a high school diploma from the college (see [RCW 28B.50.535](#)).

Policy resources

- [Basic Education for Adults](#)
- [Adult High School Completion Programs](#)

Policy history

Action	Description	Revision Date
SBCTC Resolution 13-06-30 amended Chapter 131-48 WAC	4.50.10 changed the term General Education Development (GED®) to High School Equivalency (HSE) and removed GED® specific language.	06/20/2013
SHB 1758 (2009) amended RCW 28B.50.535	Added 4.50.30 the option for Running Start students or students over 21 to request a high school diploma after completing an associate degree.	07/01/2009
WAC 180-72-055 repealed and WAC 180-51-035 amended by the WA State Board of Education	4.50.20 changed from 19 years of age to 18 years of age and added WAC reference for students over 21.	03/10/2005
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

4.60 ~~.00~~ High School College Dual Registration and Transition Programs

4.60.10 Agreements between district boards of trustees and common school boards

The State Board supports boards of trustees entering into agreements in cooperation with local high school district boards to provide options for students to complete college-equivalent courses and programs while still in high school (see [RCW 28B.50.530](#)).

4.60.20 Running Start

The SBCTC in conjunction with the Superintendent of Public Instruction has adopted rules governing Running Start, a program that allows eligible eleventh and twelfth graders to enroll in college for the purpose of earning credits toward high school graduation while earning college credits (see [WAC 131-46](#); [WAC 392-169-005](#); [RCW 28A.600.390](#)).

4.60.30 Career and Technical Education Dual Credit

Career and Technical Education (CTE) Dual Credit is a program outlined in Perkins legislation, It is intended to increase the articulation of high school and college professional/technical programs (see

Appendix F: Guidelines for Statewide Articulation Using the Direct Transcription Method).

4.60.40 College in the High School

College-in-the-High School programs are designed to provide college level courses in high school locations to serve qualified eleventh and twelfth grade students. Currently, community and technical college boards of trustees may establish such programs in cooperation with local school district boards under the authorization of [RCW 28B.50.530](#) (see [RCW 28A.600.280 through 290](#) and Appendix G: College in the High School – Academic Transfer Guidelines).

4.60.50 Credit Policy for Dual Credit Exams

There are several dual credit opportunities for students in high school to earn college credits. National examination-based options include the Advanced Placement (AP), International Baccalaureate (IB), and Cambridge Assessment International Examination (CI).

Higher education institutions are required to establish policy for granting as much undergraduate credit as practicable for students who earn passing scores on AP, IB and CI examinations per RCW 28B.10.054. The institutions must post the policy on campus websites.

If an institution is unable to award general education course equivalency, the student may request in writing an evidence-based reason as to why the course equivalency cannot be granted. Higher education institutions must conduct biennial reviews of their credit awarding policies and report noncompliance to the Legislature by Nov. 1 each biennium.

4.60.51 Advanced Placement (AP)

Washington state community and technical colleges will award unrestricted elective credit for an Advanced Placement (AP) score of 3 or higher. Credit will be awarded on the basis of official AP results, not transcript notation. Credits granted for general education or major requirements will be specified by the receiving institution's AP credit policies; otherwise, elective credit will be granted.

4.60.52 International Baccalaureate (IB)

Washington state community and technical colleges will award unrestricted elective credit for an International Baccalaureate (IB) score of 4 on standard-level or higher-level IB exams. Credit will be awarded on the basis of official IB results, not transcript notation. Credits granted for general education or major requirements will be specified by the receiving institution's AP-IB credit policies; otherwise, elective credit will be granted.

4.60.53 Cambridge (CI)

Washington state community and technical colleges will award unrestricted elective credit for a Cambridge (CI) score of E on A and AS level exams. Credit will be awarded on the basis of official CI results, not transcript notation. Credits granted for general education or major requirements will be specified by the receiving institution's CI credit policies; otherwise, elective credit will be granted.

Policy resources

- [Running Start](#)
- [CTE Dual Credit](#)

- [College in the High School](#)

Policy history

Action	Description	Revision Date
Passage of E2SHB 2483 (2012)	4.60.10 Higher Education Coordinating Board abolished and Running Start duties transferred to Washington Student Achievement Council.	07/01/2012
Federal funding under the Carl D. Perkins Act was terminated in 2011	4.60.12 Tech Prep revised. Previous activities of Tech Prep are now under the purview of colleges receiving Carl D. Perkins funding.	2011
Passage of SHB 2119 (2009)	Jointly develop and each adopt rules governing College in the High School and provide annual reports to the higher education committees in the Legislature.	07/26/2009
WACTC Instruction Commission approved May 2008	4.60.14 added to address AP credit.	08/15/2008
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

4.70.00 Contracting for Instruction

4.70.10 Out-of-district contracting

Community and technical colleges may enter into out-district-contracts to offer educational services. Agreements must be in place to:

- Provide courses, special events or services in another college's district (see [WAC 131-32-030](#)), and/or
- Jointly provide educational courses, programs or services (see [WAC 131-32-035](#)) and Appendix H: Guidelines for Statewide and Regional Contract Services).

4.70.20 Contracting with joint apprenticeship training councils

The SBCTC establishes guidelines for contracting for apprenticeship training with Joint Apprenticeship Training Councils (see [WAC 131-28-026 \(4\)\(c\)](#); [Community College Tuition and Fee Waivers and Residency](#)).

4.70.30 International Contract Students

To achieve an internationally integrated educational environment, colleges may enroll international students. The ability to issue a Certificate of Eligibility for Non-Immigrant (F-1) Student Status-for Academic and Language Students or Certificate for Non-Immigrant (M-1) Student Status-for Vocational Students is granted to an individual college through the United States Immigration and

Customs Enforcement authorization.

Districts with International Contract programs must have in place a contract with a third party that has been approved by the State Board staff and as to form by the college's AAG and that includes the following:

- A. Substantive action on the part of the contractor.
- B. Estimated number of students to be served and the fees to be charged.
- C. Budget demonstrating revenues from the program will cover the full cost of instruction including both direct and indirect costs.

See also Chapter 5.30.40 International Students in State-Funded Classes: Enrollment Reporting and Tuition and Fees and Chapter 5.80.30 International Student and Tuition and Fees.

4.70.40 Educational programs to serve foreign nationals in a foreign country

The SBCTC requires prior approval for certain contracts by colleges to conduct out-of-country educational courses and programs (see Appendix I: Contract to Serve Foreign Nationals in a Foreign Country).

Policy history

Action	Description	Revision Date
Policy change approved by State Board resolution 15-06-30.	4.70.30 updated to reflect reporting international student enrollments.	11/30/2015
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

4.80 Continuing Education

The State Board recognizes that each community and technical college district shall offer thoroughly comprehensive educational training and service programs to meet the needs of both the communities and students served by offering continuing education courses of an educational, cultural, and recreational nature in addition to academic transfer, workforce training, and adult basic education.

Continuing education course offerings include short-term non-credit certificate programs, professional development and personal interest courses, programming for seniors and children, as well as corporate training. Continuing education programs cannot offer credit-bearing courses, certificates or degrees, courses that may be financial aid eligible, require an official transcript, or require outcomes data (see Continuing Education Policy).

Chapter 4 Appendix A Course Coding Procedures and Guidelines

Course coding is a key activity in the State Board's process to gather information necessary to describe and quantify instructional effort and determine state funding eligibility. Codes are used for multiple purposes, including: federal reporting; determining the number of faculty positions funded with state funds; identifying the number of students enrolled in various programs; and other research-related functions.

Colleges have the ability to add and revise their college's course records each quarter.

To establish the appropriate coding for courses, the following procedures must be followed:

A college develops a new course or desires to change an existing course. Information to be supplied includes:

- A. A course description with sufficient detail to convey subject area and institutional intent of the proposed offering.
- B. Course numbers - Level: Basic skills/developmental education courses must be numbered below 100. Lower division academic courses other than basic skills and pre-college (aka developmental) education must be numbered between 100 and 299. Upper division courses may only be offered by college authorized to award an applied baccalaureate degree and must be numbered between 300 and 499.
- C. Assignment of a course title. Each course will have one approved title used for both reporting and publication purposes.
- D. Assignment of a three-digit Educational Program Code (EPC), if the course is or will be part of an approved Vocational Preparatory program (see [CIP Crosswalk Sorted by CIP](#)). Note: If a course is part of more than one program, use the EPC of the program that predominates.
- E. Number and type of instructional contact hours and course credits.
- F. Whether the course is designed to meet academically disadvantaged students or those with limited English skills.
- G. Whether the course has a work place training component.

~~Repeat course rule~~

~~A student may not be recorded for a course in which credit has already been granted, unless the student must repeat a course to satisfy an academic progress (grades or GPA) or skills requirement. Under no circumstance may a student be recorded more than three times (original enrollment, plus two repeats) for the same course. This rule applies to enrollment in credit bearing or Adult Basic Education (ABE/ESL) courses, including transferred in courses. This rule does not apply to non-credit continuing education courses. The highest grade earned of the original or repeated courses will be used to calculate the student's cumulative grade point average.~~

~~Special course codes~~

~~Several courses possess unique characteristics that affect their classification status. These include:~~

- ~~A. **Vocational Preparatory Courses**—Courses with an institutional intent of 21, vocational~~

~~preparatory, must also have an EPC denoting the course as part of an approved vocational preparatory program for that college.~~

- ~~B. **Vocational Support Courses**—Academic courses offered specifically for the purpose of supporting vocational programs should be assigned an institutional intent code of 21, an EPC, and the CIP code 23.9998, 26.9998, 27.9998, or 45.9998 distinguishing them from other academic transfer courses (see CIP Crosswalk Sorted by CIP and CIP Descriptions).~~
- ~~C. **†BEST Courses**—Courses with at least 50 percent overlap of team-taught instruction must be coded with a Fee Pay Status of 42 and will generate 1.75FTE funding. These courses must also be coded with one of the following institutional intent codes based on program type and participants:~~

~~†BEST Program Type -FPS -Institutional Intent~~

~~-Vocational 1/Basic Skills -42 -21~~

~~-Vocational 1/Dev Ed -42 -24~~

~~-Vocational 2/Basic Skills -42 -25~~

~~-Vocational 2/Dev Ed -42 -26~~

~~-Academic/Basic Skills -42 -14~~

~~-Academic/Dev Ed -42 -15~~

~~Basic Skills/Developmental Studies Courses—All pre-college/basic skills courses must be numbered below 100. They are non-transferable to four-year colleges and universities.~~

~~CIP codes in the 32 and 33 series are used to differentiate between basic skills and developmental education. The 32 series codes are used for basic skills courses, usually defined as equivalent to grades one through twelve in level of content. The 33 series codes are used for developmental studies courses, defined as equivalent to grades nine through twelve (see (see~~

~~CIP Crosswalk Sorted by CIP and~~

~~CIP Descriptions).~~

- ~~A. **Ungraded Courses**—Ungraded courses are defined in WAC 131-28-026. Some ungraded courses have specific CIP codes while others can be assigned a CIP appropriate to the subject area (see (see CIP Crosswalk Sorted by CIP and CIP Descriptions).~~
- ~~B. **Farm and Small Business Management** courses can be either graded or ungraded. If offered for the purposes of preparing individuals to enter employment, they are classified as graded. If offered as supplemental vocational education they are classified as ungraded (see (see CIP Crosswalk Sorted by CIP and CIP Descriptions).~~
- ~~C. **Sheltered Workshops**—Sheltered workshop courses are coded in the same manner as all other course offerings. CIP code 98.0004 should be used and an institutional intent must be~~

~~based on the appropriate subject area and reason for offering the course. If vocational preparatory, the course must meet the requirements of an approved vocational preparatory program. If basic skills instruction, courses are subject to course codes applicable to basic skills courses.~~

- ~~D. Community Service Courses of a recreational or leisure nature must be coded with a CIP in the 36-series and an institutional intent of 31 (see (see CIP Crosswalk Sorted by CIP and CIP Descriptions).~~

~~Common course number schema~~

~~Common course number designation includes a common department abbreviation followed by the “&” symbol and a common three digit number.~~

~~Less advanced courses have numbers lower than more advanced courses within the same department/division abbreviation.~~

~~Colleges may use a designator (i.e. Q for quantitative reasoning or W for writing across the curriculum or C for cultural competency requirement etc.) after the three digit common course number when that serves an individual college need and does not impact how the course is accepted as common within the CTC system.~~

~~Rules governing use of the three digit common course numbers~~

~~Course Number Description 000-099 Below college level 101-199 First year courses 200-299 Second year courses 100-119 Introductory and exploratory courses 200-209 Standard second year offerings 120-189 Series and discrete courses 210-289 Courses ending in: 1-3 Courses in series, with prerequisites FRENCH I, II & III Special Note: Students will need to be advised that when taking courses in a series, they should do so at the same college for ease of transferability. 0, 4-9 Discrete offerings (stand alone courses), or a series with no prescribed order AMER HIST I, II & III. 190-199 & 290-299 Experiential Learning, including Internships, Cooperative Learning, and Field Experience. Also, Individual Research, Special Seminar, Special Topics, and Independent Studies.~~

~~Determining a common course title~~

- ~~A. Due to limits on the Student Management System, common course title field is 24 characters long, including punctuation and spaces.~~
- ~~B. Common course titles use upper and lower case letters.~~
- ~~C. For course series that are not similar enough to be “common” but serve similar intents in transfer when the whole series is taken, colleges should distinguish the series by using Roman numerals for one, Arabic for another, and letters for a third, if needed. For example, Engineering Graphics I, II and III (three course series); Engineering Graphics 1 and 2 (two course series); and Engineering Graphics (stand alone).~~
- ~~D. After the common course title (24 characters), colleges may put a colon (:) then append a customized title, using an additional 24 characters for a total of 48 characters in the title field.~~

Avoiding course collisions

- A. ~~To avoid common course number and title duplication or collisions, colleges should check the SBCTC website for common course numbers prior to assigning number and titles to courses that are changed or new courses related to the direct transfer agreement.~~
- B. ~~To prevent course number or title confusion with unique courses, it is recommended that unique college courses (those not common) similar to common courses be renumbered and titled. For example, a college should avoid having both a SOC&101 (common) and SOC 101 (unique).~~

Method for adding or changing a common course (effective after summer 2008)

~~Additions or changes to common courses will be initiated through the Articulation and Transfer Council (ATC) with final approval by the Instruction Commission (IC). The Articulation and Transfer Council will have a Standing Committee to oversee the review process and recommend additions and changes to the ATC general membership. The process will follow an annual cycle that begins in winter and concludes in the fall and will involve faculty experts as needed. Prior to January 15 Any member of the community and technical college community may request a change or addition to the common course numbering list. To do so, the requesting person will need to notify their college ATC member regarding the request prior to January 15 each year. ATC members will bring all requests for changes and additions to the Standing Committee by January 15. Winter ATC Meeting The Standing Committee will recommend the necessary scope of review (faculty teams, ATC discussion, etc.) to the ATC. If faculty teams are needed, the Standing Committee will recommend ATC members or other campus leadership to facilitate the faculty discussion. Winter/Spring During winter and spring quarters, all requests for additions and changes will be reviewed and a formal recommendation created by the Standing Committee based upon the review process. Fall ATC Meeting Recommendations from the Standing Committee will be presented to ATC. ATC takes action to recommend changes/additions to the CCN list to IC. Fall Instruction Commission (IC) Meeting Final approval of the change/addition to the CCN list effective the coming summer quarter.~~

Revision and amendment history

Description	Revision Date
Special Course Codes	08/15/2008

Chapter 4 Appendix B Applied Baccalaureate Degree Program Approval Process

As part of the 2010 System Design Plan legislation ([SSB 6355](#)), applied baccalaureate degrees offered by Washington state's community and technical colleges were changed from pilot to regular status. The State Board for Community and Technical Colleges (SBCTC) approves all proposals for applied baccalaureate degrees submitted by the community and technical colleges. These programs are intended to accomplish the following:

- A. Serve professional and technical degree-holding students who have limited access to bachelor degree programs after completing their associate of applied science degree or its

equivalent.

- B. Provide opportunities for working adults who are place-bound to a specific geographic region and want to earn a baccalaureate degree.
- C. Fill skills and credentials gaps and needs in specific occupations, particularly specific professional and technical fields requiring applied knowledge and skills.

In July 2012, SBCTC retained sole approval authority for applied baccalaureates degrees. The following describes the process for community and technical colleges seeking to acquire state approval to offer applied bachelor's degree programs. The SBCTC may make future revisions to the selection process and criteria as needed.

Step 1

Institutions notify SBCTC and higher education partners of their intent to offer an applied bachelor degree program by placing the program title and anticipated date of enrollment on the higher education Inter-institutional Committee on Academic Program Planning (ICAPP) Grid.

The grid is used to informally notify higher education partners (colleges, universities, the Washington Student Achievement Council, and the State Board for Community and Technical Colleges) of a college's intent to offer a program. This informal notice allows concerns to be addressed between colleges prior to the official notice to higher education partners.

- Institutions simply send an email to the SBCTC staff responsible for reviewing applied baccalaureate degree program proposals. The body of the email must include the working title of the degree program and the anticipated enrollment date.
- SBCTC staff will place the program information on the ICAPP grid for notice to the higher education community.
- SBCTC staff members will provide quarterly updates to State Board members regarding potential upcoming applied baccalaureate programs being considered by colleges.

Step 2

Institutions submit a [Statement of Need](#) to SBCTC staff, and SBCTC staff will conduct brief analysis of the ~~College's~~ content, areas of strength, areas needing improvement, and capacity for the applied bachelor degree.

Institutions can download the [Statement of Need form, including the cover sheet, and the required applied baccalaureate degree supply/demand gap rubric and document entitled "Statement of Need Criteria"](#) from the SBCTC website. Institutions must complete all ~~elements~~ sections of the form and the rubric and submit the completed ~~forms to materials~~ to SBCTC staff within the specified period of time.

- The Statement of Need will be reviewed by SBCTC staff to ensure that all criteria have been met. SBCTC staff will forward feedback regarding the strengths of the plan and areas needing improvement to the college with the goal of strengthening the proposal to ensure required criteria are met. The college may submit revised documents as many times as appropriate.

- Once criteria are met, staff from the SBCTC will send out a notice to universities and community and technical colleges officially informing them of the proposed program. Questions or concerns about the proposal must be submitted to the SBCTC within 30 days. Concerns will be forwarded to the submitting college.

Step 3

SBCTC staff forward the Statement of Need to SBCTC board members and schedule a “conceptual discussion” between board members and the lead administrator of the proposed applied baccalaureate degree program.

- The conceptual discussion will focus on the unmet need for the program in the region.
- The Statement of Need will also address the relationship of the proposal to the institutional role, mission, and program priorities; employer and community unmet need; evidence of the baccalaureate degree building on an existing professional and technical degree program; student demand for the program; and efforts to maximize state resources for place-bound students through collaboration with similar CTC associate degree and applied bachelor’s degree programs and the CTC Centers of Excellence.

Step 4

Institutions submit program approval application to the SBCTC. The cover sheet and [New Degree Program Proposal document](#) can be downloaded from the SBCTC website.

- A committee of higher education representatives will review the application. The committee will be comprised of community and technical college vice presidents of instruction, student services, and finance/business, and others as appropriate. The committee will make recommendations to the SBCTC staff.
- A peer review is not required for colleges that are already accredited as bachelor degree granting institutions through the Northwest Commission on Colleges and Universities (NWCCU). **However, the review is highly recommended.** SBCTC staff will continue to review all college Applied Baccalaureate proposals and make recommendations to the SBCTC.
- The New Degree Program Proposal should clearly address concerns raised by the State Board during the Statement of Need phase of the process.
- In addition to demonstrating sustainability, rigor, and appropriate student support services, the New Degree Program Proposal should reflect collaboration with CTC’s and neighboring baccalaureate institutions when applicable and foster pathway options among the various institutions.

Step 5

The State Board for Community and Technical College board members officially vote on the program proposal. A college representative will participate in the Board meeting and provide oral support for the proposal and respond to Board members’ questions.

Revision and amendment history

Description	Revision Date
State Board Resolution 14-09-59	09/10/2014

Chapter 4 Appendix C Work-based Learning Programs

The State Board encourages the use of instructional modes or programs that integrate the resources of the campus and the workplace in order to provide students with supervised learning experiences in employment settings that relate to their educational and career objectives.

The State Director is authorized, in consultation with the college districts, to establish and maintain guidelines and procedures pertaining to cooperative education, clinical experience, internships, or other forms of work-based learning.

Definition of terms pertaining to work-based learning

- A. **Work-based learning** – Instructional modes or programs, except apprenticeship, that integrate the resources of the campus and the work site in order to provide students with supervised learning experiences in an employment setting that relates to their educational and/or career objectives. (While apprenticeship is considered work-based learning, apprenticeship regulations are covered under specific standards approved by the Washington State Apprenticeship and Training Council.) Such instructional programs will include, but not be limited to, the following:
 1. Cooperative education
 2. Clinical experience
 3. Internships
- B. **Work-based learning agreement** – A written agreement among a student, work site supervisor, and an instructor-coordinator which specifies the student's employment responsibilities and related training objectives. The agreement precedes the student's placement in a work-based learning situation.
- C. **Work site** – The learning situation, at a site removed from the formal college classroom or laboratory, where the student applies classroom knowledge, theory and skills to practical application in an employment setting.
- D. **Instructor coordinator** – The faculty member participating in the learning agreement with a student and the work site supervisor. The instructor-coordinator has responsibility for awarding academic credit and for evaluating the student's performance.
- E. **Work site supervisor** – The representative from a local business or community agency who contributes to the supervision and evaluation of the student's performance.

Guidelines Governing Work-Based Learning

- A. **Guidelines for use prior to student placement**

1. All work-based learning shall be under the direct supervision of the college.
 2. The college and the work-based work site supervisor must ensure that students participating in work-based learning situations will not displace regular employees doing comparable work and that the employer will comply with applicable state and federal minimum wage laws for all compensable positions.
 3. Prior to placement, the student should meet the prerequisites established by each department or obtain permission from a faculty advisor.
 4. A written agreement shall be drawn involving each participating work site, the student, and the college. Such agreements shall stipulate the respective responsibilities and conditions under which the learning experiences will take place, as well as identifying the student's objectives and work experiences needed to achieve that goal. The agreement should be signed by the work site supervisor, instructor coordinator and the student.
 5. A student may receive both credit and monetary reimbursement for relevant educational experiences acquired at the work site.
 6. The following shall apply to all students enrolled in programs utilizing the cooperative education method of instruction.
 - a. The student shall receive at least the minimum hourly wage as established by the United State Department of Labor and the Washington State Department of Labor and Industries for all compensable positions.
 - b. The student shall be covered under State Industrial Insurance or other applicable insurance against injury incurred at the work site.
 - c. The student shall not be placed in hazardous work except as the placement conforms to minimum age requirements for such work.
 7. The instructor-coordinator shall ensure that at least two on-site visits occur per quarter and that conferences and/or seminars are held for at least the equivalent of two hours per week.
- B. Guidelines pertaining to program administration
1. Student placement should be coordinated by staff with expertise in the area of instruction. The ratio of students to instructor coordinator should be such as to ensure quality of experiences in the respective programs.
 2. Special training and workshops for instructor-coordinators are encouraged.
- C. Guidelines concerning student supervision and evaluation
1. The instructor-coordinator should meet regularly with the student(s) in conferences or in seminars at agreed upon times and regularly participate in on-site visits.
 2. Grading procedures should be pre-determined, based on the evaluation of the work site supervisor and the instructor-coordinator, and the evaluation kept by the instructor-

coordinator.

D. Guidelines for transferability of credits

A student intending subsequent enrollment in a four-year institution should not anticipate transfer of more work-based credits than the number specified in the Inter-College Relations Commission (ICRC) recommendations.

Chapter 4 Appendix D Guidelines for Prior Learning Assessment

Assessment

Prior learning assessment methods include portfolio development; course challenge and oral examinations; standardized tests; credits earned through the [American Council of Education's Guide to the Evaluation of Educational Experiences in the Armed Services \(ACE Guide\)](#); the systematic observation of skill demonstrations, including role plays and simulations; and the evaluation of case studies or other assignments.

- Assessment of the learning should be the responsibility of faculty who are content specialists from the awarding institution, and the names and qualifications of those making an assessment should be recorded.
- Practices used in assessing prior learning should be consistent with good contemporary assessment methodology.
- Learning assessed for postsecondary credit should be:
 - Linked to established learning outcomes or other criteria consistent with institutional standards for a given course. It should not be linked to time spent;
 - Transferable to contexts other than the one in which it was learned;
 - Current and relevant;
 - At a level of achievement equivalent to that of other learners engaged in studies at that level in that program or subject area;
 - Assessed using a range of strategies consistent with institutional standards for a given course.

Credit

- Faculty, as the content specialists, will assess and recognize prior learning and will make the determination of credit awards, with external advice as necessary. Credit may be granted only upon the recommendation of faculty who are appropriately qualified and who are on a regular appointment with the college on a continuing basis.
- Learners may be awarded recognition for demonstrating college-level learning that combines theory and practice, not for experience alone.
- The number of credits to be granted should be determined by the institution, based on their

identified learning outcomes or other criteria.

- Credit will be awarded for demonstrated learning outcomes that are appropriate to the subject, course or program offered at the awarding institution.

Learner Orientation/Preparation

- Learners should have access to adequate information about and orientation to all PLA processes. Information could be available in quarterly schedules and in other marketing materials from a single point of contact.
- Institutions should offer a variety of opportunities to support learners' progress through the assessment process; for example, single point of contact, advisors, one-stop access, and portfolio templates.

Administration and Support

- General
 - Institutions will regularly monitor, review, evaluate and revise prior learning assessment policies and practices to maintain and improve institutional standards.
 - Policies and information about prior learning assessment processes, including provision for appeal, will be readily available.
 - Nationally administered examinations, such as Advanced Placement, International Baccalaureate, DANES and CLEP could be brought into a course in the college catalog or can be handled separately based on local college decisions.
 - The Instruction Commission recommends that PLA must be tied to catalog offerings.
- Fees/Enrollment
 - The fees for assessment will be based on actual costs plus reasonable administration. The fees will be based on the amount of credit requested, not the amount of credit awarded.
 - Fees should be published and consistently applied.
 - Fees should be consistent to the extent possible across the system.
- Transcripts/Transfers
 - Grades or credits will be assigned to PLA awards and will be entered accordingly on the learner's transcript.
 - Credits earned through PLA at Washington Community and Technical Colleges will be accepted toward the appropriate course or program at any other Washington Community and Technical College.
 - The percentage of a program's credits that can be obtained through PLA will be determined by the institution awarding the credential in accordance with [Northwest Commission on Colleges and Universities](#) policies.

- Professional Development
 - All personnel involved in PLA (PLA assessors, learner advisors, instructors of portfolio development/career/educational planning courses) should have appropriate skills and knowledge relevant to their roles and responsibilities in the process.
 - All personnel should work systematically towards continuous improvement in their own practice.
 - Institutions should assume the responsibility for supporting staff to acquire and maintain expertise in prior learning assessment services and provide opportunities for sharing information and expertise with other institution.

Revision and amendment history

Description	Revision Date
Approved by WACTC	January 2000

Chapter 4 Appendix E College Advisory Committee Procedures

These procedures will:

- Define the types of advisory committees that are permissible, that allow for regional cooperation, that meet a minimum of twice each calendar year, and provide for advisory meeting minutes that are maintained for a minimum of three years.
- Define required professional-technical advisory committee membership that will strive to ensure representation of gender and cultural diversity and include equal representation of business and labor, with the committee chair elected from the lay members.
- Define a formal professional-technical advisory committee member appointment process involving college administration that sets term limits with allowed exceptions, and provides an advisory member inventory on form [SBCTC ADV](#) or a form developed at the college containing, at minimum, the same information as is on the PA-ADV.
- Describe required training for all advisory committee members prior to serving as voting members, including familiarization with [Washington State's Ethics Law](#) as it pertains to their involvement with the college.
- Provide a list of duties essential for proper functioning of the professional-technical advisory committees providing for timely feedback to committees on their recommendations.
- Describe realistic enterprise plans.

State Board staff will provide technical assistance with development of procedures.

Suggested procedure component language

General advisory committee

An advisory committee must be appointed by the college administration for each professional-technical program or program cluster. The advisory committee can be formed for a single program, a group or cluster of like programs within a college, or a regional committee for a single program or cluster of like programs in a geographical region. If the program cluster or regional advisory committees are used, colleges should ensure that every professional-technical program area is adequately represented.

Regional advisory committees are helpful for the purpose of providing a coordinated educational effort among colleges and school districts.

The clustering of advisory committees is recommended to enable balanced representation while minimizing the burden of excessive meetings.

A minimum of two advisory committee meetings must be held during each calendar year. A quorum should be established for each committee.

Minutes for these meetings must be on file for the previous three years.

Committee membership

Advisory committees must be composed of equal numbers of employees and employers representing local business, labor and industry.

When the occupation being taught is apprenticeable and a local Joint Apprenticeship and Training Committee (JATC) is active in the geographical area, at least one labor and one management member of the JATC must be invited to be a part of the respective advisory committee. The college is responsible to contact the chairperson or secretary of the JATC and request representation for the specific advisory committee.

Advisory member appointment process

Advisory committee members must be formally appointed by the college – in writing for a specific term limit (i.e., one, two, or three years). The college may re-appoint members for additional terms when appropriate.

The recommended minimum committee size is five.

The appointment process should strive to ensure representation of gender and cultural diversity.

Colleges must maintain an inventory including, at a minimum, all information requested on form SBCTC PA-ADV of the membership of each advisory committee. This inventory should be updated after each meeting.

Members not attending at least 50 percent of the scheduled meetings should be replaced in order to maintain a viable committee.

Advisory committee training

Advisory committee members need to be instructed as to their roles, responsibilities, and duties prior to serving as voting members. That instruction should also include all pertinent sections of the [Washington Ethics Law](#) as it pertains to their involvement with the college. The committee should be clear on how the committee will carry out its functions over the course of the year, and a plan of work identified.

Suggested advisory committee duties

A. Curriculum

1. Review labor market information to ensure the occupational program area is in demand and that vacancies exist for future employment.
2. Advise the college as to the industry standard or certification required by the occupational area, and/or assist in the development of skill standards where appropriate.
3. Review the content of the professional-technical program and respective courses. Advise the college of changing market conditions, technologies, and employment needs.
4. Advise as to the kinds and balance of theory, technical skill development, production work, and/or realistic enterprise tasks to be accomplished by the students, in order to ensure the most effective and efficient use of instruction time.
5. Review instructional materials and recommend those that are most appropriate to the instructional program; i.e., instructional materials, computer software, technical materials, and trade publications.
6. Assist the college in conducting special events that benefit both the student and the college; i.e. manufacturing, product seminars, and college open house.

B. Facilities and Equipment Budget

1. Advise the college as to the adequacy of the physical facilities and conditions of equipment, and prepare recommendations for effecting needed change.
2. Assist the college in obtaining instructional equipment.
3. Review annual budgetary requests for equipment and supplies, make recommendations, and assist in the development of bid or purchase specifications when appropriate.
4. Advise in development of plans for new construction or remodeling of existing facilities.

C. Instructional Quality

1. Advise the college in the development of qualifications for the hiring of instructors and serve on interview panels when appropriate.
2. Advise in the development of evaluation instruments and procedures that may assist in determining the effectiveness of the instructional program, conduct outcomes assessments, and recommend appropriate changes.

3. Recommend procedures for developing, implementing, and evaluating work-based learning experience programs.
4. Recommend instructional practices that will promote the development of a safe instructional environment, and that will instill safe work attitudes and habits in students.
5. Recommend strategies that ensure that instructor(s) maintain instructional, industry, and state-of-the-art proficiency.
6. Recommend standards and minimum academic qualifications for student enrollment into programs.
7. Advise administration regarding program continuation and/or modification as determined by a review of outcomes.

D. Instructional Delivery

1. Review national and state directives and initiatives and their impact on local programs, and make recommendations on how to incorporate the required changes.
2. Help college secure qualified substitute instructors.

E. Student Employment

1. Recommend ways to assist students in the landing of internships and/or eventual employment.
2. Assist in the development of portable, transferable competencies, skills, and abilities expected of successful employees.

Realistic Enterprise

If a job account or realistic enterprise is to be conducted by or in a professional-technical program, a procedural plan must be on file and should be jointly approved by the college and the advisory committee. The plan should describe, as a minimum, hours of operation, the goods and services that will be produced or sold, what the charges, fees, and taxes will be for each, who is eligible for services, and on what time basis.

Revision and amendment history

Description	Revision Date
Added 50 percent minimum attendance requirement to advisory member appointment process	03/10/2005

Chapter 4 Appendix F Guidelines for Articulation Using the Direct Transcription Method

Preamble

The implementation of state and federal education reform initiatives over the past decade has advanced the development of joint high school-college programs including CTE Dual Credit, Running Start and College in the High School. These programs have among their goals the articulation of secondary and post-secondary education programs, increasing the availability of college-level courses and programs to secondary students, and recognizing the achievements of secondary school students who have successfully completed college-equivalent courses and programs. The benefits of these articulation agreements for students, parents, high schools and colleges have been widely recognized.

CTE Dual Credit education was among the first of federal programs to promote the use of competencies for instructional programs and secondary-postsecondary articulations. The state's CTE Dual Credit consortia developed competency-based articulation agreements between high schools and colleges that help students transition from high school into post-secondary professional-technical programs. Articulations are used by colleges to award credit to students who complete college-equivalent courses and programs while still in high school. Articulation agreements between the individual college and school define the criteria for equivalency and the granting of credit. [RCW 28B.50.530](#) authorizes community and technical college boards of trustees to establish such agreements in cooperation with local high school district boards.

Maximizing the benefits of articulations for students requires a reliable, systematic approach for granting and tracking college credits for equivalent high school courses. The Direct Transcription model provides a method for achieving statewide articulation by ensuring the quality and transferability of articulated credits from high schools to community and technical colleges and between two-year colleges statewide.

The following policy guidelines (modeled after those developed for the College in a High School program, endorsed by the Instruction Commission) provide a policy framework and operational structure for colleges and high schools to facilitate the implementation of a statewide articulation model through Direct Transcription. The guidelines consider requirements for transferability of course credits to the public community and technical colleges of the state and the requirements of the Northwest Association of Schools and Colleges.

Policies and guidelines

- Articulated programs provide college-equivalent courses in high school locations to serve qualified secondary students enrolled at the high school.
- All courses and credits awarded to high schools students through articulations using the Direct Transcription model must be based upon an established written articulation agreement in which relevant college and high school faculty jointly agree on course equivalency, common letter grading standards and a standardized transcription process. Individual colleges retain authority over the granting of college credits for articulated programs.
- All articulated courses taken by high school students for college credit shall be competency based. Where available, articulated courses should be based on state recognized industry-defined skill standards. The college partner shall be responsible for determining what

competencies will be required to meet the college's course requirements. Competencies need to describe the assessment method(s) used to verify student accomplishments.

- The college has ultimate responsibility for determining acceptable grade standards. In general, students should be required to earn a grade of 'B' or better to be granted college credit for articulated courses.
The college may assess participating students a fee to offset the costs associated with direct transcription.
- All articulated courses taken by high school students for college credit should be taught by vocationally-certified and endorsed instructors. [WAC 131-16-095 \(2\)](#) states that secondary vocational certification will be accepted by the community colleges.
- The college awarding the credit must be regionally accredited.
- Direct transcription of college credit should be initiated at the time of course completion.
- Participating schools and colleges should inform students participating in articulated programs, in written publications, that vocational credits, including those awarded through direct transcription, may not transfer to four-year institutions or other colleges outside of the state's community and technical college system. Students should be notified that it is their responsibility to consult with those institutions concerning specific credit transfer and admissions requirements.
- Participating schools and colleges should record students and articulated credits using available local and state data and information systems (i.e., P210, SMS, SERS) to provide a record of student achievement, program accountability and evaluation.
- Participating schools and colleges must assure compliance with all applicable state regulations and the federal requirements of Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; the American Disabilities Act of 1991, Section 504 of the Vocational Rehabilitation Act of 1973; and the Age Discrimination Act of 1975.

Revision and amendment history

Description	Revision Date
Amendment: "Tech Prep courses shall not be designated through the use of a unique identifier on individual student transcripts." Endorsed by Washington Association of Community and Technical Colleges (Education Committee)	05/24/2000

Chapter 4 Appendix G College in the High School - Academic Transfer Guidelines

Purpose & Definition

College in the High School (CHS) programs provide college level academic courses in high schools to serve qualified high school students.

CHS programs are established through a contract between a high school and a college. The high school and college together define the funding to support student enrollment and criteria for student eligibility. Local contracts shall clarify if participants in CHS classes are only those students seeking to earn college credits or if the classes can be comprised of both (1) students who are not seeking college credit and (2) those who are. In order for coursework to be recorded for academic credit, programs must adhere to the following guidelines.

Students

High school students enrolled in CHS are officially enrolled in the college and must meet college specific course requirements and prerequisites.

For students enrolled in CHS, regular college policies and regulations regarding student performance and classroom behavior shall apply. Normally, college student behavior policies will apply to all CHS classroom activities. High school policies will apply for activities outside the CHS classroom.

Faculty

CHS courses must be taught by faculty meeting appointment criteria established by the appropriate college department. Their titles will vary according to institution norms.

The college will provide CHS instructors with training and orientation that include course curriculum, assessment criteria, course philosophy, and CHS administrative requirements.

Faculty will be evaluated according to regular college faculty evaluation procedures, as established at the respective offering college and may include site visits and on-going interactions that address course content, course delivery, assessment, evaluation and professional development in the field of study.

Curriculum

College courses administered through CHS are listed in the college catalog of courses and approved through the regular course approval process of the respective college. These courses have the same departmental designation, number, title, and credits and adhere to the same course description. Additional designation codes, such as a location code, may be added.

For students seeking college credit, the course must use the same grading and transcript policies that apply to courses being offered in the college regular curriculum.

Assessment and Program Evaluation

Student outcomes in CHS courses will be assessed by the same standards used for the course when offered on the college campus.

Institutions offering CHS will conduct studies of student outcomes to compare students completing courses at the high school with those completing the same courses in college settings.

Governance

The K-12 school district shall be responsible for assuring compliance with federal and state laws concerning reasonable accommodations for CHS students with disabilities and the development of individualized educational programs (IEPs).

Library and other learning support services will meet college standards. Local agreements will specify which institution is responsible for providing these services.

The high school and college will develop a joint statement within the contract to address student conduct issues and will include an appeal process to ensure due process for students.

The college offering the course must be regionally accredited.

Policy history

Description	Revision Date
Guidelines revised	03/10/2005

Chapter 4 Appendix H Guidelines for Statewide and Regional Contract Services

Intent

These guidelines are intended to provide clarification on the rights and responsibilities of colleges in responding to requests for contract training by business and industry and in the marketing of contract training services.

Guiding principles

The community and technical college system has the resources, expertise, and desire to provide fast, flexible, and immediate responses to businesses, industry associations, state and local agencies, and other establishments seeking education and training services. These guidelines are established with recognition that:

- Colleges can control marketing to new customers within their own districts; and
- System collaboration in serving customers, when possible, provides the greatest good for colleges, the customer, and the community; and
- Open, honest, and timely communication is vital to quality education and training services and is critical to building and maintaining strong relationships; and
- District boundaries shouldn't get in the way of responding directly to businesses' needs; and
- Competition is part of the market place and serves to meet customer needs.

Definitions

Marketing contract training or educational services refers to conducting direct solicitation which

includes but is not limited to cold calls, direct mailings, direct emails, and face-to-face solicitation. Marketing activities that are contracted to outside vendors by a college are to be accountable to these guidelines.

Out of District relates directly to the location of the training site. A college is, therefore, working out of district if they are providing training on a site that is outside of their geographic district region. In the case where a company wishing to conduct training at a site located within the college district boundaries has its headquarters or other centralized operations outside the district, it is permissible for the college to coordinate training with the company's headquarters. Should the same business then request additional contract training services from the college that are to take place outside the college's district, the college has first right of refusal to fulfill the training request.

Intermediaries are organizations and entities that interact between colleges (as training providers) and business customers. They act as formal or informal brokers in the training marketplace and may also act as formal or informal training partners in contract training activities.

Centers of Excellence serve as statewide leaders in developing industry-driven education and training and are housed at individual community or technical colleges. Centers of Excellence act as clearing houses of information and resources and provide system coordination, coaching and mentoring to assist in building seamless educational and work-related systems.

Guidelines

- A. It is agreed that colleges will only market contract education/training services within their geographic district boundaries unless there is a documented agreement between or among out-of-district and in-district colleges that allows for marketing in each other's district.
- B. It is further agreed that when a business, state or local agency, or other establishment requests training with an out-of-district college for contract education and training services, the out-of-district college will have first right of refusal to respond to the education/training request. If the out-of-district college agrees to respond to the request, they will first contact the in-district college with courtesy notification that an out-of-district request has been made and accepted. Whenever possible, colleges involved will collaborate to respond to the education/training request.
- C. Because businesses obtain training services through a number of different types of intermediaries, it is agreed that colleges will apply the following guidelines when intermediaries are involved in contract training.

Intermediaries not affiliated with community and technical colleges

Intermediaries that engage in education or training brokering services like Impact Washington, Association of Washington Businesses, economic development councils, workforce development councils and chambers of commerce may request training from an out-of-district college on behalf of clients. When an out-of-district request is made by an intermediary of this type, it is agreed that the out-of-district college may respond the same as it would if the business itself were requesting the training (as provided in section (B) above).

Revision and amendment history

Description	Revision Date
Guidelines approved by WACTC	09/29/2006

Chapter 4 Appendix I Authorization to Contract to Operate Educational Programs to Serve Foreign Nationals in a Foreign Country

The following policy sets forth the method by which a community college district may contract to conduct educational courses or programs serving foreign nationals in a foreign country.

- **Programs or courses that may be approved by districts** – It is the intent of this policy to give district boards of trustees the necessary latitude to achieve the mission of the college while providing the State Board approval of programs that have statewide impacts.

The district board of trustees may contract to offer courses or programs to serve foreign nationals in a foreign country when the board determines they will benefit the people of Washington through contributing to international understanding and cooperation, trade and economic development, or opportunities for student and faculty exchange, provided that the programs and courses approved by the district board of trustees do not involve the use of college owned or leased capital facilities nor exceed, in aggregate, either of the following in a fiscal year:

- Seventy-five (75) FTE equivalent or an FTE equivalent to one percent of the district's state funded FTE, whichever is greater; or
- \$300,000 in expenditures or an amount equal to one percent of the district's annual state allocation whichever is greater.

If the courses or programs involve permanent college owned or operated facilities, or if the aggregate enrollment or aggregate expenditures will exceed the limits above, approval must be sought through the provisions in section (B) below.

The district shall use no state funds in the operation, maintenance, or phase-out of the foreign courses or programs. The district shall maintain accounting systems to ensure that state funds will not be commingled with those used to operate and maintain the foreign courses or programs.

- **Programs or courses that require State Board approval** - The following section sets forth the method by which a college district may secure State Board authorization to contract to conduct educational programs serving foreign nationals in a foreign country where such programs exceed the limits set in section (1).
1. Authorization to contract to conduct educational programs serving foreign nationals in a foreign country shall be made at the discretion of the State Board after it has reviewed a program statement submitted by the requesting college district. The college district shall

not commence operation of any such programs nor shall it make any expenditure for its operation other than reasonable development costs until such time as it receives an official authorization from the State Board. The program statement to be considered by the State Board shall consist at a minimum of the following, and such additional information as it deems necessary:

- a. Location(s) at which the educational program(s) shall be provided.
 - b. A description of the educational program(s) and services to be provided.
 - c. A description of the relationship of the program(s) to the mission of the Washington state community and technical college system.
 - d. A description of the contracting entity (organization, individual, company) and its expectations.
 - e. Assurance that the qualifications of faculty will equal or exceed the qualifications of faculty employed on the home campus.
 - f. Assurance that courses and programs offered at the foreign site will meet the same standards as courses on the home campus and will be subject to the same state approvals as courses and programs offered in the state.
 - g. The means by which a periodic review of all programs will be conducted. This will include a procedure for periodic review of programs by persons approved by the State Director.
 - h. The means by which the college has limited liability and fiscal exposure.
 - i. Assurance that any revenues in excess of costs will be applied to achieve the educational mission of the college.
 - j. Provisions by which the college may terminate the program on reasonable notice and without penalty.
- The State Board may require such contract language as necessary to limit the liability of the state and the system. Further, the State Board may require that the college establish a contingency reserve, or bond, of acceptable size from the revenues generated in order to ensure that state funds are not at risk for liabilities arising from the operation of the program(s).
 - The State Board may adjust a college's allocation to offset costs or losses incurred by the system or the state as a consequence of these programs.
 - The Office of the Attorney General will review all proposed agreements pertaining to the programs and will advise the State Director regarding limitation of liability and compliance with applicable laws and regulations.
 - The State Board acknowledges that the "Policy on Intercollege Transfer and Articulation among Washington Colleges and Universities" will apply to these programs only at the option of the four-year institutions and the Washington Student Achievement Council. The State

Board expects that students from these programs will be given no greater consideration for admission to Washington's public institutions of higher education than other qualified foreign students.

- Each student must receive a full disclosure statement in his/her native language. The college shall maintain the statement on file in both the foreign language and in English. The college shall advise each student on how the courses completed in the foreign country will be treated by public institutions in Washington.
- Unless the State Board grants an exception at the request of the district, any renewal or extension of contracts for educational services provided pursuant to this section shall be subject to the approval of the State Board.
- Copies of all material agreements pertaining to the program(s) shall be provided to the State Director as soon after they are established as possible.
- The Washington Student Achievement Council shall have access to such public documents, as it deems necessary to review the effectiveness of this policy.
- All parties to the contract shall receive a copy of this policy.
- The requesting district shall provide a guarantee to the State Board that no state funds shall be used in the operation, maintenance or phase out of the foreign programs. Furthermore, the district will assure the State Board that accounting procedures will be maintained at the home campus in such fashion that no state funds will be mingled with those used to operate and maintain the foreign programs. A complete audit of the out-of-state programs will be requested of the State Auditor each time the district is audited and a copy of the audit of the foreign programs shall be supplied to the State Director.
- Programs established under this policy shall be reviewed at intervals established by the State Director. The college shall provide such information as required by the State Board. The results of the reviews will be reported to the State Board.

Revision and amendment history

Description	Revision Date
Revised	03/11/1992
State Board approved authorization	09/22/1989

Chapter 4 Appendix J Copyright and Open License Policy Guidance

Overview

The Washington State Board for Community and Technical Colleges (SBCTC) cultivates the culture and practice of using and contributing to Open Educational Resources. In alignment with the values

of sharing, access, and inclusion of Washington community and technical colleges, SBCTC continues to provide policy and material support for the use of open licenses on educational resources.

The purpose of the present policy is to expand the open licensing requirement to include all materials created by the agency or agency sponsored activities, regardless of how the activity is funded. All works created by/through an SBCTC employee, contractor, or using grants funded and managed by the State Board are to be released under a CC BY license. This policy updates and clarifies SBCTC's intention to ensure that the public has free and open access to resources produced and supported using public funds.

Definition

Copyright

A form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression. Copyright covers both published and unpublished works.

Open License

A copyright license that grants permission to access and repurpose a work with few or no restrictions. Unlike the public domain work, copyright ownership is retained with an open license. The author grants broad rights to the public to reproduce the creative work.

Creative Commons licenses

An open licensing system provided by Creative Commons, a global nonprofit organization. These are essentially copyright licenses that allow material to be shared and reused under terms that are flexible and legally sound. Creative Commons offers a core suite of six copyright licenses.

Creative Commons Attribution license (CC BY)

One of six Creative Commons licenses. It allows others to distribute, remix, modify, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered and recommended for maximum dissemination and use of licensed materials.

Policy

Copyright

Consistent with federal copyright law the Washington State Board for Community and Technical Colleges (SBCTC) affirms that original works of authorship created by employees within the scope of employment are “work made for hire” and owned by SBCTC.

Except where otherwise agreed to in writing, SBCTC affirms that original works of authorship produced by contractors which include an assignment of intellectual property rights are owned by SBCTC. See Copyright Provisions section of contract from SBCTC.

This policy does not affect retention schedules. Follow the retention schedule for grants, contracts, and SBCTC generated materials as directed by your department.

This policy is not retroactive and does not pertain to work created before the effective date on this document unless specifically designated by a CC BY 4.0 license.

Licensing

Works created by SBCTC employee

Except where otherwise agreed to in writing, or approved by the Executive Director or designee, and regardless of funding source, all original works of authorship produced by an SBCTC employee within the scope of his or her employment for use in the state's schools and programs will carry a Creative Commons Attribution License version 4.0 or later (CC BY).

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- For SBCTC's YouTube channel, all original videos will carry a Creative Commons Attribution License (CC BY).

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Adapted works

All derivative works adapted by state employees, contractors, or grantees from others' existing openly licensed resources must follow the terms of the open license on those materials.

Copyright and Licensing Matrix

All derivative works adapted by state employees, contractors, or grantees from others' existing openly licensed resources must follow the terms of the open license on those materials.

Creator	Copyright holder on original	License requirement on original work
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	works	
SBCTC employee	SBCTC	Creative Commons Attribution License, version 4.0 or later (CC BY)
SBCTC contractor	SBCTC	Creative Commons Attribution License, version 4.0 or later (CC BY)
SBCTC-sponsored grant	SBCTC or appropriate grantor	Creative Commons Attribution License, version 4.0 or later (CC BY)

[NOTE] License Requirement on Derivative Works: Follow the terms of the license on the adapted materials.

Inapplicable Cases

- Cases in which a specific license is required by the terms of a grant.
- Works created by the Technology Solutions Group and publications produced by a consortium of which SBCTC is a member.
- Publications for which a stock image was purchased and that image carries a license that is specific to only one usage of the materials.
- Publications for which a college or other entity donated an image for use, unless SBCTC is given permission to license the image under CC BY 4.0 terms.
- Work that is intended for limited use within the agency, such as employee email.
- _____

Revision and amendment history

Description	Revision Date
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Approved by State Board	Sept. 28, 2016
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SBCTC Policy Manual

Chapter 5: Enrollment Reporting and Tuition and Fees

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5.00 Introduction

This chapter contains policies related to enrollment reporting and tuition and fees in the state's two-year college system. Links are provided in the respective policy statements to RCWs, WACs, and procedures and guidelines that are relative to that specific policy.

5.10 Definitions

Definitions of terms used in Chapter 5

Adds

A student initiated addition of a class(es) registration that occurs prior to the census date.

Census date

The census date of a class represents the time frame within which students must register and tuition and fees have been paid, waived, or have a payment plan established in order to count for enrollment reporting.

Class (vs. Course)

A class is a specific section or modality offering of a course that is listed and described in the course catalog. Students enroll in classes and enrollments are reported on a per-class basis.

Computer system transaction log

This is an electronic record of all enrollment transactions.

Continuous classes*

Continuous enrollment classes are open-entry permitting students to begin instruction at any time during a quarter. The enrollment census date for a continuous enrollment class is the last day of the quarter or the last day of the class, whichever comes first.

1. Code all continuous classes as “continuous”.
2. Set up all continuous classes as variable credit, enrolling students on a prorated basis. For example, a 1-5 variable credit class in a 10-week quarter would be as follows:
 - Register week 1 or 2 = 5 credits
 - Register week 3 or 4 = 4 credits

- Register week 5 or 6 = 3 credits
- Register week 7 or 8 = 2 credits
- Register week 9 or 10 = 1 credit

Direct instructional costs (vs. indirect costs)

Direct instructional costs are costs that can be directly identified with a particular class, such as faculty salary. Indirect costs cannot be identified specifically with a particular class, such as general and departmental administration, staff support, operations and maintenance, library, etc.

Drops

- Student Drop: Withdrawal request originated by the student that occurs prior to the census date. Credits are not reportable.
- Administrative Drop: A student may be administratively dropped for never attending a class(es) or ceasing to attend any class in which the student is enrolled upon recommendation of the faculty instructor. Administrative drops made prior to the census date are not reportable as credits toward enrollment counts.

Enrollment activity

Enrollment transactions that affect credit reporting and enrollment totals; e.g. “student adds”, “student withdrawals”, and “student drops” from classes.

Fee in lieu of tuition

Refers to the class fee paid on enrollments reported as contract (including International Contract) and self-support. Colleges retain all of the revenue from these fees.

Instructional calendar

Each college has an instructional calendar that indicates the college’s official quarterly start and end dates for the current academic year.

Net enrollment

Net enrollment is the number of registered students and their associated class data as prescribed by the counting methodology less enrollments that did not meet the counting intent.

Non-typical classes

Any class is considered non-typical if it is not sequential or does not start in the first five days of a quarter or does not have a 10th instructional day. Examples: (1) One and/or two-day classes, workshops, and seminars; (2) Classes that begin prior to the first day of the next quarter; (3) Classes that occur in-between quarters; (4) Continuous open entry/open exit classes.

Quarterly reporting date

This is the date when enrollment information is recorded in the Student Information System. This process constitutes the college’s official quarterly enrollment report to the SBCTC. The SBCTC will

notify colleges of the quarterly reporting periods prior to the beginning of the academic year.

Sequential classes*

Sequential classes are classes in which instruction begins and ends on specific days within a quarter. Enrollments are generally added at the beginning of the class. The majority of sequential classes begin within the first five instructional days of a quarter and share the same census date. Note: Sequential classes that begin before or after the first five instructional days of a quarter are referred to as non-typical and have their own census date.

1. Code all sequential classes as “sequential.”
2. Set up all classes with multiple sections prorated based on the number of weeks in a quarter. Each section will have its own start day. The counting method will be the tenth instructional day of each section. For example, an ABE five credit Basic Education class in a 10-week quarter would be set up as follows:
 - Register week 1 or 2 = 5 credits
 - Register week 3 or 4 = 4 credits
 - Register week 5 or 6 = 3 credits
 - Register week 7 or 8 = 2 credits
 - Register week 9 or 10 = 1 credit

Short sequential classes are classes in which instruction begins and ends on specific days within a quarter. Short sequential classes use a census date based on the length of the class. The census date is determined by calculating 20 percent of the instructional days of the class. For example, if a class runs five weeks spanning 25 instructional days, 20 percent of the instructional days equals five. The census date of the class would be the fifth instructional day after the beginning of the class.

*Continuous and Sequential Class Scheduling and Enrollment. A clear distinction should be made between “sequential” and “continuous” classes. Colleges will use one of the two methods (as defined above) for reporting purposes for each class offered.

State funds

Funds appropriated to the SBCTC and allocated to college districts and revenues/expenditures from the operating fee portion of tuition.

Tuition

Tuition, as used in Chapter 5 of the Policy Manual, refers to the operating, building, and services and activities (S&A) fees charged to each state funded enrollment (though some students may qualify for a waiver). The State Board adopts the tuition schedule each year for all state-funded students

- Operating Fee revenues are deposited into the college’s local Operating Fee and Institutional Financial Aid accounts.
- Building Fee revenues are deposited into the statewide Building Fee account.

- S&A Fee revenues are deposited into the college’s local S&A account.

Withdrawals

Withdrawals from a class or classes are requests originated by the student that occur after the census date and credits are reportable for enrollment. A student also may be withdrawn from a class by administrative action as a result of emergency or disciplinary procedures.

5.20 Enrollment Rules

The enrollment rules are established as a method to ensure legislative targets are met and that state appropriations are deployed strategically within the community and technical college system.

- The rules identify the types of enrollments to be distributed during the coming fiscal year.
- The rules list the methods used to determine district share of the District Enrollment Allocation Base (DEAB) target, to be used in the allocation model being implemented in FY 2017 (“New Model”)
- The rules list the methods used to identify Priority Enrollments for weighting in the “New Model”.
- The rules identify state enrollment counting limits. This includes limitations on counting non-resident international students toward state enrollment target attainment.
- The rules establish methods for allocating program enrollments that are held in Safe Harbor (SH) as a proviso or earmark, including:
 - Under what conditions a district will experience increases or decreases in the program
 - How often adjustments to program targets will occur.

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

5.30 Determining the Funding Status of Classes and Students

Enrollments can be counted as state-funded only if they are in state-funded classes.

State-funded classes are those funded wholly or in part with state funds. Students in state-funded classes might be recorded as state enrollments or as contract enrollments (e.g. Running Start, High School Re-engagement, and International Contract). Tuition must be charged on all enrollments recorded as state. (Note that some students charged tuition will qualify for waivers)

Contract classes are funded solely through grants or through contracts with a separate entity. All

students in classes fully funded by grants or contracts are reported as contract enrollments, EXCEPT in the case of Basic Education for Adults classes funded with federal Workforce Innovation and Opportunity Act (WIOA) funds (these students are reported as state enrollments). Revenues from grants and contracts are recorded in Fund 145 (Grants and Contracts).

Self-support classes are funded solely through fees paid by students in the class. All students in self-support classes are recorded as self-support enrollments. Students in self-support classes pay a fee in lieu of tuition (as defined above), and the college retains all of the revenue from the fee in Fund 148 (Dedicated Local).

In addition to contract and self-support classes, the following types of classes are not eligible for state funding:

- Intercollegiate, intramural sports participation classes.
- Personal enrichment, entertainment or recreational classes.
- Seminars or classes promoting commercial products or advocating conformance to a particular dogma, group affiliation, or religious, social, or political point of view.
- Classes designed to provide personal or group therapy.
- ROTC classes.

5.30.10 State-Funded Classes and Enrollment

In order to be recorded as a state-funded student, the student must be enrolled in a class funded in whole or in part with state funds. *However, not all students in state-funded classes can be recorded as state-funded students.*

Determining whether a class is state-funded:

Classes totally or partially supported by state funds must meet all of the following criteria:

1. The class must be part of a course approved through the college's formal curriculum process. A class syllabus must be on file by the census date of the class.
2. The class must be taught by instructors with appropriate academic background and training who have been appointed by the college (whether paid or volunteer) and are officially assigned to the class. Instructors must meet the minimum personnel standards established by the local college and these standards must meet or exceed those set by the SBCTC ([RCW 28B.50.090\(7\)\(a\)](#); [WAC 131-16-080](#)).
3. The class must be part of a course with a descriptive title to reflect the course content and support transferability (where applicable).
4. The class must be open to the public for those who meet any program and/or course conditions.
5. Tuition must be charged or waived under an existing statute and in accordance with the college's board –approved policies. (See exceptions below under “Type of Student”).

If the above conditions are met, the class funding source can be one of the following types:

- A. State-funded: A class is considered state funded if the above conditions are met and direct instructional costs are paid with state funds only.
- B. If direct and indirect costs of the class are funded with both state funds and grant funds, some or all of the enrollments in the class might be considered state-funded enrollments as follows:
 - Supplemental funding: If the college spends at least as much state funding on the direct and indirect costs of the class as the college spends on other state-funded classes on average, all of the enrollments (except certain international enrollments and Running Start enrollments) in the class can be recorded as state. The class funding type is called “supplemental funding”. ([RCW 28B.50.140\(17\)](#), [WAC 131-32-010](#))
 - Shared funding: If the college spends less state funding on the direct and indirect costs of the class than the college spends on other state-funded classes on average, enrollments in the class can be recorded as state in the same proportion as state funds are to total funds spent on the direct and indirect costs of the class. The class funding type is called “shared funding”. ([RCW 28B.50.140\(17\)](#), [WAC 131-32-020](#)) As in other classes funded in whole or part with state funds, Running Start students and certain international students in such courses must be recorded as contract.

Determining the type of student FTE/headcount in state-funded classes:

State Enrollments: Most students in state-funded classes will be recorded as state enrollments and all students recorded as state enrollments must be charged tuition (some may be eligible for a waiver).

The following types of students in state-funded classes cannot be reported as state enrollments:

1. International Contract: International students in state-funded classes can be recorded as state enrollments within certain limits established by the State Board. (See Policy Manual 5.30.40 for limits) All other international students in state-funded classes, except those qualifying for residency, must be recorded as International Contract. Students recorded as International Contract pay a fee in lieu of tuition at the non-resident rate, and the fee is deposited into Fund 145 (Grants and Contracts). “International Contract” is a type of contract enrollment.
2. Running Start: Running Start students must be recorded as contract enrollments even though they enroll in state-funded classes. State funding for Running Start students is not provided directly in the community and technical college state budget. Instead, the Legislature funds Running Start students through the K-12 appropriation: Local K-12 districts receive the funding from the state and reimburse colleges for each Running Start student based on the student’s college credit load. The reimbursement is deposited into Fund 145 (Grants and Contracts). ***NOTE: A portion of a Running Start student’s credits may be recorded as state if the student’s credit load exceeds the limits described in Policy Manual 5.90.30. The Running Start student must pay tuition for the credits recorded as state-funded***

unless qualifying for a waiver.

3. High School Re-engagement: Similar to Running Start students, students enrolled in high school re-engagement programs (OSPI funded high school programs, Open Doors, Gateway to College, Drop Out Retrieval) must be recorded as contract enrollments even though they may be enrolled in state-funded classes. Funding for the students in high school re-engagement programs is provided to colleges from the K-12 district high schools. Students using any one of these three waivers:

- Students using any one of the following waivers:
- Waiver for long-term unemployed or underemployed persons ([RCW 28B.15.522](#))
- Waiver for residents 60 years of age or older ([RCW 28B.15.540](#))
- Waiver for state employees and educational employees ([RCW 28B.15.558](#))
- Waiver for non-resident operating fee only ([RCW 28B.15.915](#))

Specific conditions exist for the following state-funded classes:

- A. **Short classes** must adhere to contact hours and credit equivalent standards as set forth in SBCTC Policy Manual, Chapter 5.40.10 Class Effort: Credit Values and Credit Equivalents. For example, in a ten-week quarter, a one-credit class must be at least ten lecture hours long. If eight lecture hours, credit reported would be .8, if six lecture hours .6, etc. An exception to this rule is granted for refresher classes in Industrial First Aid where one credit has been set for eight hours of instruction and two credits for 18 hours of instruction.
- B. **Vocational homemaking classes** must be designed to support basic homemaking skills. Specific CIP codes must be used for the groups of classes comprising the vocational home economics series (see CIP codes and CIP descriptions).
- C. **Applied Psychology** classes must be drawn from a theoretical framework based on recognized research in psychology and related fields, have a written syllabus containing class goals and measurable objectives available to students, and utilize textbooks and/or written materials that supplement class lectures and discussions.
- D. **Visual arts** classes must cover theory as well as practice, be designed to foster originality, creativity, and an understanding of the visual arts in general as well as specific mediums, and have appropriate intellectual content.
- E. **Independent study** is a mode of instruction whereby a student enrolls for a class with a regular faculty member and the time for the class is arranged. Classes must be approved by the appropriate academic officer, assigned a CIP code and be based on a learning contract between the student and the instructor that is filed with the appropriate administrative office on or before the last instructional day of the class or quarter. The contract must include a statement of the subject content, objectives to be achieved, learning tasks to be completed, and effort to be expended by the student, and recommended credit. *Note:* If the subject matter of an independent study is the same as an already established course, credit will be assigned accordingly. If the subject matter or study activity is unique, credits awarded must

correspond to credit ratio standards used to calculate equivalent credit values.

- F. **High school completion classes** are offered for students 19 years of age and older, seeking to complete a high school diploma at a community college. The State Board of Education sets graduation requirements (see [WAC 180-51](#)). Note: Credits earned in college-level classes that apply toward high school diploma completion may also be used to satisfy requirements for associate degrees or other completion certificates.

~~An ungraded class is designed to meet the unique educational needs of a specific category or group of students (see [WAC 131-28-026](#)). They have special codes, fees, and/or credit restrictions assigned to them. Hobby, recreational, and craft classes do not meet the guidelines for ungraded classes. Ungraded class offerings include:~~

- ~~1. **Retirement classes** specifically designed to provide skills and understandings particularly related to the problems of retirement and advanced age. These classes must meet the cultural and intellectual needs of older adults desiring to become knowledgeable in the areas of financial, health maintenance and sociological issues related to retirement, psychology of aging and the historical recollection of people of advanced age. Retirement ungraded classes are limited to three percent of the district's annual full-time equivalent student enrollment allocation.~~
- ~~2. **Apprenticeship** classes offered for the purpose of satisfying related or supplemental educational requirements for apprentices while indentured with the Washington State Apprenticeship Council or Federal Bureau of Apprenticeship and Training.~~
- ~~3. **Industrial first aid** classes are offered to satisfy WISHA first aid certification requirements. They must be Department of Labor and Industries approved.~~
- ~~4. **Parenting Education** classes help prepare individuals to create supportive and caring environments and acquire the skills needed to foster children's physical, mental, emotional, and social development.~~
- ~~5. **Adult Basic Education (ABE), English as a Second Language (ESL), and High School Equivalent Certificate (HSE)** classes are partially supported by federal funds. Because federal dollars augment state funding, tuition and fee revenue related to ABE/ESL/HSE enrollments is considered program income by federal regulation. Therefore, such income is to be directed toward support or expansion of ABE/ESL/HSE programs. ABE classes are designed to develop competencies for students who are at or below the eighth grade level.~~
- ~~6. **ESL** classes are designed for students who need to improve their English language skills. ESL may also be offered as college level classes or on the basis of contracts, in which case they would not fall under the provisions for ungraded classes.~~
- ~~7. **HSE** classes are designed to assist students 16 years of age and older to prepare for the HSE test.~~

~~Restrictions that apply to reporting enrollments in ABE classes are:~~

 - ~~a. Credit values assigned or credit equivalents computed, must be based on the actual mix of contact hours by instructional method (see SBCTC Policy Manual, Chapter 5.40.10~~

~~Class Effort, Credit Value and Credit Equivalents)~~

~~b. ABE class offerings must be reported in the same manner as non-ABE class offerings.~~

~~8. Farm management and small business management classes can be either ungraded or graded. They are designed to meet the educational service needs of individual small businesses and farms. The education plan is identified jointly by the small business or farm owner and the college instructor-coordinator.~~

~~a. If ungraded, classes are considered supplemental vocational instruction offered to enable small business and farm owners to stay in business. This allows colleges to offer classes, workshops, and seminars for less than two credits when it is determined that this is the best method of instructional delivery.~~

~~b. If graded, classes are taught for the purpose of preparing individuals to enter the job market as small business or farm operators.~~

~~9. Emergency Medical Technician (EMT) and paramedic continuing education classes. If 84 clock hours in length, the credit value is 6 credits. If 110 clock hours in length, the credit value is 8. If 132 hours, the credit value is 9. The decision on which of the classes should be offered rests with the local Emergency Medical Service Council.~~

~~10. Journeypersons classes providing advanced training and skill maintenance for journeypersons in cooperation with joint apprenticeship and training committees. If ungraded, classes are considered supplemental vocational instruction offered to enable small business and farm owners to stay in business. This allows colleges to offer classes, workshops, and seminars for less than two credits when it is determined that this is the best method of instructional delivery.~~

5.30.15 Ungraded Courses

An **ungraded course** is designed to meet the unique educational needs of a specific category or group of students. Ungraded courses are designated by the state board (see [WAC 131-28-026](#)). These courses may be offered at tuition rates that differ from the standard rates set by [WAC 131-28-025](#) and require the assignment of special codes, fees, and/or credit restrictions. These courses may be run as graded or ungraded.

Ungraded courses are defined as courses that do not earn credit or grade points on the student's transcript. The credit is used to calculate FTE only. Credits and grade points associated with ungraded courses do not apply to program requirements that lead to a degree or certificate nor are eligible for federal or state financial aid. The State Board has authorized community colleges to set their own rates for ungraded courses.

Hobby, recreational, craft or similar courses do not meet the guidelines for ungraded courses

These ungraded courses include:

- A. **Retirement courses** specifically designed to provide skills and understandings particularly related to the problems of retirement and advanced age. These courses must meet the cultural and intellectual needs of older adults desiring to become knowledgeable in the areas

of financial, health maintenance and sociological issues related to retirement, psychology of aging and the historical recollection of people of advanced age. Retirement ungraded courses are limited to three percent of the district's annual full-time equivalent student enrollment allocation.

- B. **Industrial first aid** courses are offered to satisfy WISHA first aid certification requirements and must be Department of Labor and Industries approved.
- C. **Parenting Education** courses help prepare individuals to create supportive and caring environments and acquire the skills needed to foster children's physical, mental, emotional, and social development.
- D. **Emergency Medical Technician (EMT) and paramedic continuing education** courses. If 81 clock hours in length, the credit value is 6 credits. If 110 clock hours in length, the credit value is 8. If 132 hours, the credit value is 9. The decision on which of the courses should be offered rests with the local Emergency Medical Service Council.
- E. **Ungraded Farm management and small business management** are designed to meet the educational service needs of individual small businesses and farms. The education plan is identified jointly by the small business or farm owner and the college instructor-coordinator. These courses are considered supplemental vocational instruction offered to enable small business and farm owners to stay in business. This allows colleges to offer courses, workshops, and seminars for less than two credits when it is determined that this is the best method of instructional delivery.
- F. **Journeypersons** courses provide advanced training and skill maintenance for journeypersons in cooperation with joint apprenticeship and training committees.

Graded courses are defined as courses that earn credit or grade points on the student's transcript. Credits and grade points associated to these courses apply to program requirements that lead to a degree or certificate, are usually eligible for federal or state financial aid, and are therefore subject to satisfactory academic progress rules.

These graded courses include:

- A. **Apprenticeship** courses offered for the purpose of satisfying related or supplemental educational requirements for apprentices while indentured with the Washington State Apprenticeship Council or Federal Bureau of Apprenticeship and Training.
- B. **Graded Farm management and small business management** courses are designed to meet the educational service needs of individual small businesses and farms. The education plan is identified jointly by the small business or farm owner and the college instructor-coordinator. These graded courses are taught for preparing individuals to enter the job market as small business or farm operators, or apply toward a related certificate or degree.

Graded courses defined as Basic Education for Adults (BEaA) programs, Adult Basic Education (ABE), English Language Acquisition (ELA), and High School Equivalency (HSE), teach foundational skills — reading, writing, math, technology and English language. These programs are designed for adults with academic skills below high school completion or who need to improve their English language

skills. These courses do not earn credit or grade points on the student's transcript, and are not subject to federal or state financial aid satisfactory academic progress rules.

The State Board has set a rate per student per quarter for Adult Basic Education (ABE), English Language Acquisition (ELA) High School Completion (HSC), and High School Equivalency (HSE). Note: Certain U.S. visa holders are not eligible for enrollment in BEdA courses per federal law.

These graded course offerings include:

- A. **Adult Basic Education (ABE).** ABE courses are designed to develop competencies for students who are at or below college level.
- B. **English Language Acquisition (ELA)** courses are designed for students who need to improve their English language skills.
- C. **High School Completion (HSC)** courses are designed to assist students to complete a Washington state High School Diploma,
- D. **High School Equivalency (HSE)** courses are designed to assist students 16 years of age and older to prepare for the High School Equivalency test.

5.30.20 Contract Classes and Enrollments

All enrollments in classes funded wholly by grants or contracts are reported as contract funded enrollments. The grant or contract must cover the direct and indirect costs of the class. ([RCW 28B.50.140\(16\)](#); [WAC 131-28-027](#))

Classes created for high school students and funded through grants from the K-12 system, such as College in the High School and some Gateway to College classes, are contract classes and the enrollments are recorded as contract.

Enrollments in classes funded in part by grants/contracts and in part with state funds might qualify to be counted as state-funded enrollments (see Policy Manual 5.30.10 under A.2.b.)

Additionally, certain enrollments in state-funded classes must be recorded as contract enrollments.

5.30.30 Self-Support Classes and Enrollments

All enrollments in self-support classes are counted as self-support. Students counted as self-support pay a fee in lieu of tuition, and the fee must be sufficient to cover the direct and indirect costs of the class. All revenues from the fee are retained by the college and deposited into Fund 148 (Dedicated Local Account). ([WAC 131-28-029](#))

Leisure and hobby classes must be provided as self-support. Leisure and hobby classes do not meet the criteria for state-funded classes as defined in Policy Manual 5.30.10 under A.1.

Additionally, colleges may offer for-credit classes and degree programs as self-support if the college determines it could not otherwise offer the class or program within state funds.

5.30.35 State and Grant Funded Enrollments

Grant and contract dollars are sometimes combined with state dollars to cover direct and indirect instructional costs of certain courses. The statutes and administrative rules allow such enrollments

to be counted, in whole or in part, as state enrollments under certain circumstances (see Appendix E Counting Enrollments in Courses Supported By Both State and Grant Funds and RCW 28B.50.140 (17) and WAC 131-32-010 and WAC 131-32-020).

5.30.40 International Student Enrollment Reporting

International students in state-funded classes may be coded as state-funded or as International Contract within the limits and requirements set out below and in 4.70.30 International Contract Students. Students in International Contract programs are reported as contract enrollments and are excluded from calculations of enrollment target attainment and state allocations.

Effective fall quarter 2016, the number of international students a district can record as state-funded is limited to the lesser of 2 percent of the district's enrollment target or the full-time-equivalent students (FTES) needed to reach 100 percent of the district's enrollment target. Any international students counted as state-funded in excess of these limits will not be recognized for purposes of calculating target attainment or allocating state funding. International students meeting residency requirements are excluded from the 2 percent limit.

5.30.50 Western Undergraduate Exchange

Colleges participating in the Western Undergraduate Exchange (WUE) program may do so within the limits and requirements set by [RCW 28B.15.915](#). Colleges may rely on this authority to accomplish the same result as the WUE differential fee waiver authority contained under [RCW 28B.15.544](#). The WUE requirement under this section authorizes institutions to waive the differential between 50% of resident "tuition and fees."

The phrase "tuition and fees" includes all of the mandatory fees: the operating fee, the building fee, and the S&A fee. Using the non-resident operating fee waiver authority, a college would have to achieve the same result by waiving only the operating fee differential. Thus a college may have to waive a greater portion of operating fees to achieve the result of ensuring out-of-state students pay no more than of 150% of "tuition and fees" as defined by the WUE participation agreement.

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

5.40 Reporting Class Effort and Student Enrollment

To meet state and federal reporting requirements and to support state policy initiatives, the SBCTC requires that colleges:

- A. At a minimum, provide specific class and student data. (see RCW 28B.50.020; Policy Manual 5.10; Required Data Elements)
- B. Establish written procedures that are uniformly applied. (see Policy Manual 5.60)
- C. Accurately code and report required data and not overstate enrollments. (see Policy Manual

5.40.50)

Periodic enrollment reviews will be conducted to assess procedures, enrollment practices, and data that affect how enrollment is reported and credits are counted.

5.40.10 Class Effort: Credit Values and Credit Equivalents

The policies in this section are based on U.S. Department of Education credit hour definitions and referenced by the Northwest Commission on Colleges and Universities:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- a. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter of credit, or the equivalent amount of work over a different amount of time; or
- b. At least an equivalent amount of work as required in the above paragraph for other academic activities as established by the institution, including laboratory work, internships, practicals, studio work, and other academic work leading to the award of credit hours.

The following definitions have been established to guide instructional practice, with each definition equating to a minimum of three weekly hours of students effort per credit.

Theory

Students are engaged with faculty and class members in learning theoretical material and/or engaging in activities to apply the theory leading to mastery of course outcomes. Modes of instructional delivery could include but are not limited to: lecture, small group discussion, guided conversation, demonstration, case studies, role playing, problem based inquiry, and collaborative activities. Instruction may be a mix of presentation, facilitation, and guided activities evidenced by frequent ongoing communication between instructor and students. Such activities could take place in a variety of instructional modalities. One credit is generated by one weekly contact hour of instruction or the equivalent amount of work over a different amount of time. Generally requires out-of-class student effort, typically two hours per class hour.

Guided Practice

Students are actively engaged in practicing and mastering skills under the supervision of the instructor. This category of instruction could include but are not limited to labs, studios, shops, clinical experiences, computer-mediated learning, hands-on projects, or other skill building activities. Instruction may be individualized or group-focused and include skills assessment. Such activities could take place in a variety of instructional modalities. One credit is generated by two weekly contact hours of instruction or the equivalent amount of work over a different amount of time. May also include out-of-class student effort, typically one hour per two class hours.

Field-Based Experience

Students are engaged in autonomous study or related work activity under the intermittent

supervision of the instructor. This mode includes working with or under the direction of professional practitioners and may include preceptorships, co-ops, internships, or service learning activities. Verification of learning outcomes is documented by college faculty in collaboration with professional practitioners. One credit is generated by a minimum of three weekly contact hours of supervised learning experience. Programs may determine that additional hours are needed for the student learning needs. However, only one credit will be generated for enrollment counting purposes.

5.40.20 Reporting Student Enrollments - — College Responsibility

All colleges are required to develop and adopt campus procedures to ensure that internal access and control, monitoring of [registration and](#) enrollment activity, and documentation of operational enrollment practices are maintained as described in the policies.

5.40.25 Repeat Course Rule

Students cannot be reported for courses funded with state dollars if enrolled more than three times for the same course – this is defined as two repeats in addition to the original enrollment. A course applies to the repeat rule if the student receives an evaluative (graded) or non-evaluative (withdraw) symbol for the course as counted per census date rules as posted on the transcript (see [Course Repeat Policy](#))

5.40.30 Enrollment Reporting Methodology

The enrollment reporting methodology used by the community and technical college system shall be consistent with other public higher educational institutions in the state. The State Board for Community ~~&~~[and](#) Technical Colleges, the Student Achievement Council, the Office of Financial Management, and the Washington State Legislature rely on this methodology and the State Auditor's office monitors for compliance. This reporting methodology has an enrollment census date that is intended to allow colleges to count enrollments for funding on a predetermined date even if the student does not complete the course (see [SBCTC Policy Manual, Section 5.40](#)).

5.40.35 Withholding Student Registration

[An institution may withhold registration privileges for students with unpaid debt, including but not limited to, failure to pay tuition and fees, room and board, and/or financial aid.](#)

5.40.40 Students Reportable for Enrollment

Students who register for a class prior to the census date and do not subsequently drop prior to the census date count for enrollment reporting. Note:

1. Students who have not paid, waived, have a payment plan established, or a guarantee from a third-party payer (L&I, DVR, VA, state or federal aid, or similar) for tuition and/or fees by the census date are not reportable for enrollment reporting. An exception to this is a student, including but not limited to registered apprentices, who attends a class prior to the census date and registers prior to the completion of the class, may count for enrollment reporting if special provisions for post census date registrations as defined in Policy Manual 5.60.10 have been followed.
2. Some student specific provisions can affect the reporting of students in classes funded by state dollars as defined in Policy Manual 5.30.10.

3. Colleges must follow the guidelines for scheduling and reporting enrollments in Basic Skills classes.
4. Colleges must follow the guidelines for coding and reporting Applied Baccalaureate classes

5.40.45 Release of Student Transcript

Institutions of higher education may not withhold a student's official transcript, regardless of debt, except the fee charged to provide an official transcript, if the official transcript is requested by a student or entity for purposes, including but not limited to, job applications, transferring to another institution, applying for financial aid, pursuit of opportunities in the military or national guard, or pursuit of other postsecondary opportunities. (RCW 28B.10.293)

5.40.50 Quarterly Reportable Enrollment

Student enrollments must be counted and reported only for the quarter in which they were registered, paid, and transcribed.

5.40.60 Enrollment Reporting Discrepancies

Enrollment information is a fundamental element in budget allocations. Therefore, it is necessary that the information reported by community and technical colleges is accurate and consistent. To ensure accuracy and consistency, the following progressive actions may be taken when enrollment reporting does not comply with the RCW, WAC and/or SBCTC policies, procedures, or reporting requirements.

1. A district will be notified in writing of a reporting discrepancy. The notice will indicate that reporting practices will continue to be examined at specified intervals until verification of compliance with the appropriate procedures.
2. If subsequent examination does not reflect compliance it will be the discretion of the Executive Director of the State Board to take any one or combination of the following actions:
3. Continued in-depth examination of district reporting practices until further notice.
4. Appoint a team composed of State Board staff and/or system representatives to assist the district in complying with the reporting procedures.
5. A retroactive adjustment to the improperly reported enrollment and funding to reflect proper enrollment reporting.
6. Permanent or temporary reduction or redistribution of student FTES.

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

5.50 Enrollment Census Data

The census date of a course represents the time frame within which students must register or attend with intent to register for a course, in order to count for enrollment reporting. The intent of this policy is to recognize that there is a base cost in providing a course that is constant after a period of time regardless of the number of students that withdraw from a course or continue to completion of that course.

5.50.10 Determining the quarter census date for sequential courses

Non-summer quarters are typically 10 or 11 weeks in length. The quarter census date is the 10th instructional day after the quarter begins. For sequential courses that begin within the first few days of the start of the quarter and run for the duration of the quarter, the 10th instructional day of the quarter is the census date. Summer quarter typically is shorter than 10 or 11 weeks. The quarter census date is based on the number of weeks in the quarter. If the quarter is 9 weeks, the census date is the ninth instructional day. If the quarter is 8 weeks, the census date is the eighth instructional day, etc. For sequential courses that begin within the first few days of the start of summer quarter and run for the duration of the quarter the number of weeks in the quarter determines their census date.

5.50.20 Determining the course census date for short sequential courses

Sequential courses that do not meet the criteria described in “Determining the Quarter Census Date for Sequential Courses” (above) use a census date based on the length of the course. The census date is determined by calculating 20 percent of the instructional days of the course. For example, if a course runs 5 weeks spanning 25 instructional days, 20 percent of the instructional days are five. The census date of this course would be the fifth instructional day after the beginning of the course. If a course runs 7 weeks spanning 35 instructional days, 20 percent of the instructional days are seven. The census date of this course would be the seventh instructional day after the beginning of the course, etc. Standard rounding rules apply if applicable.

5.50.30 Determining the census date for continuous courses

Continuous enrollment courses are open-entry classes permitting students to begin instruction at any time during a quarter. For continuous courses the census date occurs either on the last day of the course or the last day of the quarter in which that course began whichever comes first. This census date is the same for all students enrolled in this course.

5.50.40 Determining instructional days

Instructional days are the weekdays available for instruction, Monday through Friday, excluding weekends and official college holidays, for each quarter of the academic year. Courses that begin on

a Saturday or Sunday use the following Monday as the first day of the course for enrollment counting purposes.

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

5.60 Special Registration Provisions

The registrar is responsible for and must approve changes to student records that affect enrollment counting. The registration office of each college shall maintain documentation pursuant to adopted college procedures to support these changes. Upon request, the registration office shall produce both specific enrollment documentation and associated college procedures.

5.60.10 Post census date registrations – extenuating circumstances

A registrar may allow a Post Census Date Registration for enrollment counting purposes if the registrar deems extenuating circumstances exist and the associated documentation is maintained as per college procedures. An extenuating circumstance should not be inconsistent with the policies outlined in 5.40.40 and 5.40.50. The registration dates in the computer system should be adjusted to reflect the actual student attendance dates as reflected in the associated documentation. The registrar may be requested to produce this documentation in the event of an enrollment audit.

5.60.20 Post census date registrations – logistical circumstances

A registrar may allow Post Census Date Registrations for enrollment counting purposes if the registrar deems it necessary to accommodate geographical or logistical circumstances such as associated with off-campus operations. The registration dates in the computer system should be adjusted to reflect the actual student registration dates on the forms. The registrar may be requested to produce these forms as documentation in the event of an enrollment audit.

5.60.30 Post census date registrations – administrative circumstances

A registrar may allow Post Census Date Registrations for enrollment counting purposes if the registrar deems it necessary to correct an error or errors associated with a student's enrollment. The registrar may be requested to explain excessive corrections in the event of an enrollment audit.

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

5.70 Enrollment Data Responsibility

The registrar is considered the college official responsible for determining, implementing, and monitoring the college’s registration procedures, and reporting accurate enrollment data to the SBCTC. Each registrar may delegate responsibility to appropriately trained staff.

5.70.10 Enrollment data quality and completeness

Colleges shall ensure the accuracy, completeness, consistency, and timeliness of enrollment data.

~~5.70.20 Confidentiality of Student Records and Data~~

~~The Management Information System (MIS) of the State Board shall be designed in such a way that any identification code numbers accompanying student data or personal information provided for the MIS shall not enable State Board personnel to identify individual students by name, except for the purpose of research. Each college is encouraged to adopt policies to assure the confidentiality of all student records and to develop procedures for allowing each interested student to have access to his or her student records.~~

5.70.20 Confidentiality of Student Records and Data

Each college maintains an educational record for each student who is, or has been, enrolled. Student rights to their educational record are covered and afforded by the Family Educational Rights and Privacy Act of 1974, as amended (FERPA). FERPA directory information is information contained within a student’s education record that, if disclosed, would not generally be considered harmful or an invasion of privacy. Directory information may be released without the student’s explicit consent unless a student requests the ability to block their directory information from disclosure. The State Board for Community and Technical Colleges governs directory information provided by each college as expressly authorized by each system college chancellor and president.

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

5.80 Tuition and Fees

The State Board requires that all tuition and fees be charged on a uniform and equitable basis and that as a condition of enrollment, all state-funded students must pay tuition and fees, unless tuition and fees have been reduced or waived by other rules or statutory provisions (see [RCW 28B.15](#); [WAC 131-28](#); [Community College Tuition and Fee Waivers and Residency Classifications](#)).

1. Community college tuition and fees are governed by [RCW 28B.15](#).

2. Technical college tuition and fees are not governed by [RCW 28B.15](#), but generally are subject to the same increase limits as the community colleges under standard language in the biennial operating budget act.
3. Applied Baccalaureate tuition and fees are governed by [RCW 28B.15](#) and the following policies:
 - a. Each year, the State Board adopts the tuition and fee schedule that must be used for all upper division Applied Baccalaureate courses.
 - The tuition and fees adopted by the State Board must not exceed tuition and fees at the comprehensive regional universities ([RCW 28B.15.069](#)).
 - Additionally, under State Board policy, the per credit rates must be comparable to the rates at the comprehensive regional universities, except that the building and S&A fees included in the upper division tuition schedule must be the same as those on the lower division tuition schedule.
 - One tuition and fee schedule applies year round with no separate schedule for summer quarter.
 - b. Community and technical colleges offering Applied Baccalaureate programs must charge tuition and fees as follows:
 - Upper division tuition and fees will be charged for upper division courses.
 - For students taking both upper and lower division courses in the same quarter:
 - Generally, colleges must charge lower division tuition and fees for lower division courses and upper division tuition and fees for upper division courses.
 - However, in those instances where the upper and lower division credit combination would result in the student paying more than he or she would if paying for all credits based on the upper division schedule, the college must charge tuition and fees for both upper and lower division credits based on the upper division tuition and fee schedule.

5.80.10 Residency Status

Community colleges must determine the residency status of students enrolled in all state supported courses for which the standard tuition is charged (see [RCW 28B.15.011 through RCW 28B.15.015](#)).

For students enrolled exclusively in "ungraded," contract, and/or student funded courses Washington State residency determination is not required.

5.80.20 Running Start Student Funding and Fees

Running Start is a dual enrollment program that allows 11th and 12th grade students to earn both high school and college credit for completing community and technical college courses. The program is governed by [RCW 28A.600.300 through 28A.600.320](#), by provisions in the biennial operating budget act, by policies of the Office of the Superintendent of Public Instruction (OSPI) and by State

Board policies. (Policy Manual 4.60.20) Fee pay status codes for Running Start students can be found in Policy Manual Chapter 5 Appendix C: Running Start Fee Pay Status Coding.

1. **Funding:** School districts receive funding from the state for Running Start students based on the statewide average Basic Education funding rate for high school students as calculated annually by the OSPI. The school district retains seven percent of this funding and sends the other 93 percent to the enrolling college. This state-funded reimbursement is prorated based on the number of college credits a Running Start student takes.
2. **Funding Limitation:** There are two limitations on the amount of reimbursement the state provides.
 1. Some Running Start students enroll in courses at the college and the high school simultaneously. Under the provisions of the biennial operating budget act, the state limits the amount it will pay for a Running Start student to 1.2 full-time equivalent (FTE) enrollment in high school and college courses combined. If a student's high school and college credit load exceeds the 1.2 FTE state-funding limit, the funding provided to the college is capped.
 2. Under no circumstances will the state reimburse the college for more than 1 FTE, or 15 college credits in one quarter.
3. **Local Fees and Tuition and Fees:** Running Start students must pay the following fees and tuition and fees (operating, building, and services and activities (S&A) fees) unless qualifying for a waiver under section D below.
 - a. All mandatory local fees ([RCW 28A.600.310](#)).
 - b. Running Start students who choose to take more college credits than covered by state reimbursement (see limitations on state funding in section B above) must pay tuition and fees on those unreimbursed credits. These include:
 - Any college credits above the 1.2 combined high school/college credit load.
 - Any college credits in excess of 15 in one quarter, including vocational program credits.
 - c. The following waivers are available for Running Start students.
 - Students enrolled for 10 college credits and three high school credits exceed the 1.2 FTE limit by one credit. Tuition and fees on the one credit are waived.
 - A low income waiver is available for students who qualify. The waiver applies to: all mandatory local fees ([RCW 28A.600.310](#)) and tuition and fees due on credits taken above those reimbursed by the state.
 - Each institution must establish a written policy for the determination of low-income students before offering the fee waiver. A student shall be considered low income and eligible for a fee waiver upon proof that the student is currently qualified to receive free or reduced-price lunch. Acceptable documentation of low-income status

may also include, but is not limited to, documentation that a student has been deemed eligible for free or reduced-price lunches in the last five years, or other criteria established in the institution's policy ([RCW 28A.600.310](#)).

5.80.30 International Student Tuition and Fees

International students in state-funded classes who do not qualify for a residency classification or a waiver pay at the nonresident tuition rate.

1. Students coded as International Contract pay a fee-in-lieu of tuition, the revenues from which are deposited into the district's Grants and Contracts Account (Fund 145).
 - a. The rate for these students shall be no less than the equivalent of nonresident tuition and fees.
 - b. The district may reduce its annual revenue from these contracts by an amount not to exceed 5 percent of annual international student contract revenues calculated at the full contract rate.
2. International students recorded as state-funded pay according to the statewide nonresident tuition and fees schedule adopted by the State Board, unless qualifying for a waiver or residency classification. Revenues from the tuition and fees collected from students recorded as state-funded must be distributed to state and local accounts as described in Chapter 40.50.10 of the SBCTC Fiscal Affairs Manual.

For requirements of an International Contract program, see 4.70.30 International Contract Students.

5.80.40 Interdistrict Enrollments

Students may enroll concurrently at more than one community college district and pay no more tuition and fees than if the student were enrolled at a single college, if the colleges involved have a specific agreement allowing interdistrict registrations (see [WAC 131-12-041](#)).

Interdistrict enrollments are intended to accommodate students when courses will not be offered in a manner that will enable the timely completion of the students' program of study.

5.80.50 Operating Fees Charged for Ungraded Class Offerings

Ungraded classes are designed to meet the unique educational needs of a specific category of students (see [WAC 131-28-026](#)).

For some ungraded classes a specific fee is required to be charged. For others, colleges have discretion in setting the rates (see [WAC 131-28-026](#)). All ungraded course fees are operating fees (see [RCW 28B.15.031](#)).

Tuition and fee charges for enrollment in a combination of graded and ungraded courses is the sum of the standard tuition for the graded courses and/plus the rate(s) specified for the ungraded courses.

Action	Description	Revision Date
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SBCTC Resolution 02-09-17 amending WAC 131-12-041	5.80.00 added to address interdistrict enrollments.	03/10/2005
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

Chapter 5 Appendix A Reporting Enrollment

Student-specific and program-specific provisions

The following student-specific provisions can affect the reporting of students in courses funded by state dollars:

Running Start

Students may enroll simultaneously in high school and college classes or solely in college classes and receive high school credit towards graduation for those classes. Classes taken at the college as part of the Running Start Program are limited to college level courses numbered 100 or above. Note: Credits earned in college-level courses by Running Start students may also be used to satisfy requirements for associate degrees or other completion certificates ([WAC 131.46](#)).

Repeat Course Rule

Students cannot be reported for a course in which they have already earned credit except when such a repeat is necessary to satisfy a requirement for improving academic or skill progress (grades). In no circumstance will a student be reported more than three times for the same course – this is defined as two repeats in addition to the original enrollment.

Restrictions on Reporting Credits

Transcript credits based on course challenges, transfer, or prior experience cannot be reported for enrollment purposes. However, credits for courses in which a student enrolls to develop a portfolio of evidence to support the awarding of transcript credit are reportable.

Reporting Students in some Fee-Waiver Programs

Students enrolled under some legislatively directed fee waiver programs cannot be reported for state funding purposes. These programs include Senior Citizens, State Employees and Unemployed/Underemployed. ([RCW 28B.15.540](#), [RCW 28B.15.558](#), [RCW 28B.15.522](#))

Basic skills

A clear distinction should be made between “sequential” and “continuous” basic skills classes. Colleges will use one of the two following methods defined in Policy Manual 5.10 for reporting purposes for every class.

Applied baccalaureate Matriculated students

All applied baccalaureate programs include lower division coursework to be completed in the junior and senior years, consistent with the typical 60/40 ratio of lower division to upper division work in

baccalaureate programs offered at traditional baccalaureate institutions.

For matriculated student coding and reporting purposes:

- A. All enrolled credits shall apply to the total FTE count for the applied baccalaureate program regardless of the course level.
- B. Students are coded with the “I” Program Intent Code to allow for appropriate counting of these credits.

Non-matriculated students

Non-matriculated students the college will consider for enrollment in 300/400 level courses include:

- A. Community members employed in the occupation who could benefit from the course as education or skills up-grade.
- B. Students with deferred admission status.
- C. Students seeking future admission interested in trying an upper division course(s) before applying to the program.
- D. Students in related lower division programs who use the 300 or 400 level courses as electives or substitutes for required courses in their applied associate degree.

Students who enroll with non-matriculated status must:

- A. Enroll on a space available basis.
- B. Pay the full per credit tuition rate at the baccalaureate tuition level.
- C. Be counted toward the applied baccalaureate program aggregate FTE total for 300 and 400 level courses.

College responsibilities

- A. Each college must develop a space available enrollment policy for upper division courses.
- B. Limit the number of non-matriculated students in each course to one third of the total FTEs.
- C. Non-matriculated students will be identified by the Fee Pay Status code assigned to the upper division course, not the “I” Program Intent Code.
- D. Only colleges accredited at the applied baccalaureate level, or who have informal candidacy at the applied baccalaureate level, can offer 300 and 400 level courses.
- E. College course offerings at the 300 and 400 level are limited to those required for the accredited degree.

Revision and amendment history

Description	Revision Date
Applied baccalaureate coding and reporting section revised	08/15/2008
Applied baccalaureate coding and reporting section revised	03/15/2007

Chapter 5 Appendix B Enrollment Targets and District Enrollment Allocation Base (DEAB)

The system total enrollment target is based on the state legislative target (established in the biennial appropriations act). It also includes enrollment targets established beyond legislative requirements. Within the overall system target are enrollments considered in *Safe Harbor* status. This status is determined either by legislative proviso or system earmark. *Safe Harbor* is provided for the two years beyond the expiration of a legislative proviso or for four years total if identified as an earmark.

District Enrollment Allocation Base (DEAB)

The portion of the overall system target outside of *Safe Harbor* is referred to as the District Enrollment Allocation Base (DEAB). A district's share of DEAB will determine the allocation of state appropriations for unweighted enrollments. The DEAB for each district is established using the following method:

- A. The DEAB target will use a comparison of the district's three year average DEAB target to the district's actual DEAB enrollments. The data used for the comparison will be the last three full academic years of available data. (e.g. FY2017 will use 2013, 2014, and 2015 data).
- B. When comparing three year averages, districts are grouped into two categories: under-enrolled and over-enrolled
 1. When the three year average actual enrollment is below the three year average target enrollment, the district is under-enrolled.
 - The difference between the three year averages of actual and target enrollments is calculated for each under-enrolled school. The amount calculated is then subtracted from the district's *current* DEAB target to establish the district's *new* DEAB target.
 - Subtracted enrollments are pooled for redistribution to over-enrolled districts.
 2. When three year average actual enrollment is above the three year average target enrollment, the district is over-enrolled.
 - The difference between the three year averages of actual and target enrollments is calculated for each over-enrolled school. The amount calculated is converted into a "percentage share" of the total district over-enrollments calculated.
 - Over-enrolled districts receive their calculated "percentage share" of enrollments pooled for redistribution (see 1.b. above) that is added to the *current* DEAB to establish the *new* DEAB target.

- C. The DEAB target value (after performing the redistribution calculations outlined in 1. or 2. above) is added to any enrollments in *Safe Harbor* status to establish the enrollment total used to measure annual enrollment target attainment and calculate excess tuition (for over-enrolled districts).

~~Chapter 5 Appendix C Confidentiality of Student Records and Data~~

~~The need of the State Board to obtain essential data on students must be reconciled with the right of students to be protected against invasions of their personal privacy and to be secure in their persons.~~

~~The Management Information System (MIS) of the State Board shall be designed in such a way that any identification code numbers accompanying student data or personal information provided for the MIS shall not enable State Board personnel to identify individual students by name, except for the purpose of research. In accordance with the federal Family Rights and Privacy Act (FERPA), each college is encouraged to adopt policies to assure the confidentiality of all student records and to develop procedures for allowing each interested student to have access to his or her student records.~~

~~Information of a personal nature shall be limited to only essential information in the following categories:~~

- ~~A. Student Identification Number (SID)~~
- ~~B. Social Security Number~~
- ~~C. Quarter of attendance~~
- ~~D. Institutional code number~~
- ~~E. Birth date~~
- ~~F. Race and Ethnic classification~~
- ~~G. Residency and Citizenship status~~
- ~~H. Veteran status~~
- ~~I. Disability categorization~~
- ~~J. Gender~~
- ~~K. Attendance information related to other institutions in prior years~~
- ~~L. Courses enrolled during current quarter~~
- ~~M. Purpose for attending college~~
- ~~N. Family status~~
- ~~O. Planned coursework in relation to current or future employment~~

~~P. Prior level of education~~

~~Q. Work status while attending college~~

~~R. Planned length of attendance~~

~~S. Foster Care reports~~

~~T. Last High School attended~~

~~Proposed changes in the type of personal information collected on students shall be subject to a review process involving the recognized system organizations.~~

Chapter 5 Appendix C Confidentiality of Student Records and Data

Each college maintains an educational record for each student who is, or has been, enrolled. Student rights to their educational record are covered and afforded by the Family Educational Rights and Privacy Act of 1974, as amended (FERPA).

FERPA directory information is information contained within a student's education record that, if disclosed, would not generally be considered harmful or an invasion of privacy. Directory information may be released without the student's explicit consent.

Each college chancellor and president expressly authorized the State Board for Community and Technical Colleges to define and approve a uniform FERPA directory information policy.¹ A uniform directory information policy meets the needs of the student management system by:

- creating only one person record for each individual and sharing it across all system colleges
- allowing students the ability to block their directory information from disclosure in the student management system once, regardless of the college or colleges attended

A uniform directory information policy also:

- assists in the effort of classifying all data within the community or technical college system, in compliance with the Washington State Office of Chief Information Officer (OCIO) data classification policy
- prevents any representation of information that could identify an individual by direct or indirect means

The State Board for Community and Technical Colleges governs directory information provided by each college. The uniform directly information policy is not meant to impact internal business processes or analysis.

- Directory information includes:
- Student's name

¹ Approved by WACTC June 5, 2020.

- Major field of study
- Enrollment status
- Dates of attendance
- Participation in recognized sports
- Degree or certificate earned
- Term degree or certificate awarded
- Honors

Chapter 5 Appendix D Running Start Fee Pay Status Coding

Because of the inclusion of a 1.2 FTE reimbursement limit in the biennial operating budget act, the SBCTC established fee pay status codes to correspond with the share of time students are enrolled in both high school and college courses. Below is the crosswalk from student time to the coding structure used for dually enrolled students.

Enrolled High School		Tuition-Free College Credit		Regular FPS	Low-Income Waiver FPS
Weekly Minutes **	Full-Time Enrollment	Max Full-Time Enrollment	Max Credits		
0-307	0.00-0.20	1.00	15	R5	M5
308-412	0.21-0.27	0.93	14	R4	M4
412-502	0.28-0.33	0.87	13	R3	M3
503-607	0.34-0.40	0.80	12	R2	M2
608-712	0.41-0.47	0.73	11	R1	M1
713-802	0.48-0.53	0.67	10	R0	M0
803-907	0.54-0.60	0.60	10*	S9	N9
908-1012	0.61-0.67	0.53	8	S8	N8
1013-1102	0.68-0.73	0.47	7	S7	N7
1208-1311	0.81-0.87	0.33	5	S5	N5
1312-1402	0.88-0.93	0.27	4	S4	N4
1403-1500	0.94-1.00	0.20	3	S3	N3

* Students qualifying for 0.60 FTE college enrollment and registering for exactly 10 college credits will be granted a 1-credit waiver for the 10th credit.

Chapter 5 Appendix Enrollment Rules** Weekly Minutes based on high school bell schedule.

Appendix E Counting Enrollments in Courses Supported By Both State and Grant Funds

- A. Enrollments in a course supported with both state and contract/grant funds can be counted in whole or in part as state enrollments if the course meets the following minimum conditions:
1. State1 dollars must be spent either directly on instruction or indirectly on such things as administration, student support, libraries, facilities, and equipment;
 2. Tuition2 must be charged or waived under an existing statute and in accordance with the college's board-approved policies; and
 3. The course must be open to the public (i.e., must be listed in the college course catalog); and
 4. The SBCTC requirements for classifying courses for state support must be met.
- B. When all of the conditions above are met, enrollments in the course can be considered for state enrollment status as follows:
1. If direct instructional costs are paid with state funds only, and no contract/grant funds are used to cover direct instructional costs, the course funding type should be 1 (state support) and all enrollments count as state. ABE/ESL courses funded through a combination of state and federal funds should be coded as course funding type 1 and all enrollments count as state.
 2. If the direct and indirect costs of the course are covered with both state and grant funds, the course funding type should be either:
 - a. Course funding type 2 (supplemental funding): If the college spends at least as much state funding on the direct and indirect costs of the course as the college spends on other state funded courses on average, all of the enrollments can count as state. (RCW 28B.50.140 (17) and WAC 131-32-010.) Or
 - b. Course funding type 3 (shared funding): If the college spends less state funding on the direct and indirect costs of the course than the college spends on other state funded courses on average, the enrollments must be discounted to the percentage of total (direct and indirect) course costs covered by state funds. When this course funding code is used, the college will be prompted to enter the percentage covered by state funds and enrollments will be discounted to that percentage. (RCW 28B.50.140 (17) and WAC 131-32-020.)

Approval required for supplemental and shared funding

A college must receive approval from SBCTC before using course funding code 2 (supplemental

funding) or course funding code 3 (shared funding). To seek approval, a college must complete the form “Request for Approval of Counting Enrollments in Courses Supported by Both State and Grant Funds” and submit it to the SBCTC Director of Accounting and Business Services.

- A. The request for approval form includes the following for course funding code 2 (supplemental funding):
 - 1. Calculations demonstrating that the college is spending at least as much state funding on the course (per student or total) as it spends on average for all other state-funded courses (per student or per course); the calculations include both direct instructional costs and all indirect costs.
 - 2. Verification that the college is charging tuition, or waiving tuition under an existing statute and in accordance with the college’s board-approved policies.
 - 3. Verification that the course is open to the public.
- B. The request for approval form includes the following for course funding code 3 (shared funding):
 - 1. Calculations demonstrating the percentage of total course costs (per student or total) covered by state funds; the calculations include both direct instructional costs and all indirect costs.
 - 2. A statement as to the percentage of the course enrollments that will count as state.
 - 3. Verification that the college is charging tuition, or waiving tuition under an existing statute and in accordance with the college’s board-approved policies.
 - 4. Verification that the course is open to the public.

Notes

- 1. “State dollars” and “state funding” include state appropriated dollars, from such sources as General Fund-State and Education Legacy Trust Fund, and operating fee dollars from fund 149.
- 2. “Tuition” refers to operating fee, building fee, and S&A fee. Courses that charge an enrollment fee in lieu of tuition cannot count enrollments as state enrollments.

SBCTC Policy Manual

Chapter 6: Capital Expenditures and Real Property Transactions

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6.00 Introduction

This chapter contains policies related to capital budgeting, capital expenditures and projects, and real estate transactions for the state’s two-year college system. Links are provided in the respective policy statements to RCWs, WACs, and procedures and guidelines that are relative to that particular policy.

As used in this chapter, unless context requires otherwise, the term:

- A. “Board,” “State Board,” or “SBCTC” shall mean the State Board for Community and Technical Colleges.
- B. “College district” or “local board” shall mean the local community and technical college Board of Trustees.

6.10 Approval of Capital Projects and Related Expenditures

[RCW 28B.50](#) authorizes the State Board, to approve:

- A. Any expenditure of designated capital funds (from either Fund 147 or a legislative appropriation).
- B. Any expenditure of other local funds for a capital purpose (i.e., to acquire, construct or improve real property).
- C. Each capital improvement project as an action affecting educational facilities. Projects include purchases of real property, new construction, replacements, renovations, remodels, major repairs, land acquisitions and site improvements.

SBCTC capital budget staff should be consulted on preferred methods and timing of approvals. The preferred schedule for SBCTC action on construction expenditures is following bid opening and before award of the contract. This allows the local board to affirm the availability of sufficient funds to proceed with the project as bid, before SBCTC action.

Policy resources

- [Capital Budget](#)

Policy history

Action	Description	Revision Date
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6.20 Capital Budget Request

6.20.10 Biennial capital budget

The SBCTC prepares a budget request on behalf of the colleges seeking state capital appropriations. OFM currently describes the types of capital projects as preservation (repairs, replacements), program (remodels, new space), and alternatively financed projects (see a more detailed set of [SBCTC Policy Manual, Chapter 5 Appendix A: Project Types/Categories](#) that fall within the OFM structure used by the community and technical college system). The primary budget request in each biennium is submitted to OFM and the Legislature prior to the long session in odd-numbered calendar years. The budget request is expected to reflect the prioritized needs of the system and to be consistent with OFM instructions. The request:

1. Is comprised of projects that are proposed by local boards of trustees to preserve, improve or expand educational facilities.
2. Contains a long-range (ten year) capital program and includes requests for legislative authorization to acquire real property through alternative financing. Legislative appropriations are made to the SBCTC for the projects at each college, and the SBCTC allocates the appropriated funds to the districts for the purposes identified by the Legislature (see [SBCTC Policy Manual, Chapter 5 Appendix B: Process and Schedule](#) to view a typical timetable for biennial capital budget actions).

6.20.20 Supplemental capital budget

In the even-numbered year of a biennium, a supplemental capital budget may be proposed by the Governor and considered by the Legislature amending the biennial budget. OFM typically limits the funding requests in the supplemental budget to emergency situations or planned appropriation for the next phase of a project in process (see [SBCTC Policy Manual, Chapter 5 Appendix B: Process and Schedule](#) for a typical timetable for a supplemental capital budget request).

6.20.30 Managing capital projects within appropriations

It is the intent of the State Board that colleges will manage capital projects within the level of their state appropriation and approved local funds.

- A. Any instance where circumstances in a project resulting from claims or disruptions that may require an increase in the appropriation must be brought before the State Board.
- B. Prior to execution, the State Board is required to approve any agreement that would generate a supplemental budget request to the Legislature.

Policy history

Action	Description	Revision Date

6.30 Types of Capital Funds

Appropriated capital funds are provided by the Legislature from General Obligation bond monies (Fund 057), Education Construction Account (253), and Community and Technical College Construction Account (060), and are included in the biennial state capital appropriations act or other acts affecting capital appropriation.

Non-appropriated funds are local funds (see [SBCTC Policy Manual, Chapter 6 Appendix C: Appropriated/Non-appropriated Funds](#)). These funds may be used for capital purposes and are derived from fee revenue, gifts, contracts, interest earnings, grants, etc. Such local funds are not considered capital funds until they are transferred into Fund 147 by action of the local board of trustees or until they are proposed for use in a particular project.

6.30.10 Appropriated capital funds

The Legislature provides appropriations of state capital funds to the SBCTC for the community and technical college system. The legislative appropriations act specifies the intended purpose of each appropriation.

- A. Following the Governor's signing of a legislative appropriations act, approvals for an individual college to spend from an appropriation are granted by the SBCTC (see [SBCTC Policy Manual, Chapter 6 Appendix B: Process and Schedule](#)).
- B. Appropriations of capital funds take effect on the effective day of the appropriations act. For the biennial capital budget, the effective day is normally July 1 of the odd-number year – the first day of the biennium.
- C. Appropriations of capital funds lapse (expire) on the last day of the biennium (or earlier if written in the appropriations act).
- D. Re-appropriation by the Legislature of previously authorized funds (and projects) is required before any portion of a biennium-ending balance can be expended in the subsequent biennium.
Re-appropriations of anticipated project fund balances are included by the SBCTC in the system capital request for the subsequent biennium, not all requests for reappropriation are accepted by the Legislature.
- E. Because any biennium-ending fund balance exceeding the reappropriation level in the bill will be lost (not available in the new biennium to complete the intended project) reappropriation requests must reflect accurate local accounting of current project expenditures.

6.30.20 Non-appropriated funds

Non-appropriated funds for a capital purpose require SBCTC approval and are based on a "recommendation to approve" from the local board of trustees. Such a "recommendation to approve" should be explicit in the deliberations of the local board of trustees or may be made by college staff under an authority clearly delegated by the local board for that project or category of capital

expenditure (see [SBCTC Policy Manual, Chapter 6 Appendix C: Appropriated/Non-appropriated Funds](#)). See [SBCTC Policy Manual Section 1.30.20](#) for delegated authorities related to capital expenditures.

Expenditures of non-appropriated funds for a capital purpose are not subject to legislative appropriation, unless such funds are used to acquire real property. Then, acquisition may be subject to legislative approval. Upon approval, SBCTC staff will amend the college's allocation schedule and send the revised schedule to the college's business officer along with other appropriate forms.

Note: Non-appropriated funds identified in the biennial capital budget request do not require additional approval by the State Board.

6.30.30 Borrowed funds

College districts may borrow funds, to be used for capital purposes, from commercial sources or through the Certification of Participation program of the State Treasurer.

- A. Any loan from the state treasurer or other financing contract for real property acquisition or improvement requires explicit prior approval by the Legislature and the state finance committee (see [RCW 39.94](#)).
- B. SBCTC approves the proposed alternatively financed capital expenditure as well as the local board's loan arrangements either in the capital budget process or by separate resolution.
- C. Loans arranged through the State Treasurers Lease Purchase Program or Energy Conservation Program, managed by the Department of Enterprise Services, do not require legislative or State Board approval. These programs have sufficient oversight and fiscal requirements imposed by the state financial committee to ensure performance.

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

6.40 Real Property Transactions

Under [RCW 28B.50](#), the SBCTC holds title to the state-owned real property of the community and technical colleges. College districts may acquire or alter property for the purpose of carrying out any approved program or activity provided prior approval of the State Board based on the recommendations of State Board staff and the board of trustees of the benefiting college has been granted (see [SBCTC Policy Manual, Chapter 6 Appendix D: Real Property Acquisitions](#)). Properties shall be acquired in the name of the State Board for Community and Technical Colleges through the Department of Enterprise Services as required by [RCW 43.82](#).

Prior approval of the State Board or State Director is also required before any college enters into an option to purchase, a right of first refusal, or a letter of intent to purchase real property.

Colleges acquiring real property are expected to cover the repair and remodeling costs of that

acquisition. The State Board will not support or recommend to the Legislature a proposal to significantly repair or remodel a facility recently acquired by a college district.

6.40.10 Ground leases

The State Director is authorized to execute Certificates of Participation documents, including the ground lease, and to execute ground leases in general that are associated with previously-approved capital projects contained within the Capital Budget.

For off-budget projects requiring ground leases, the State Board will review requests early in the development phase with final review and approval needed for ground leases prior to projects entering the later design and bid phase.

6.40.20 Gifts

Any college district and/or the State Board can receive fee title to real property as a gift (see [RCW 28B.50.090 \(14\)](#); [RCW 28B.50.140 \(8\)](#)).

- A. For any gifted real property that is or will become a part of the educational or related support facilities of a college, SBCTC approval is required to complete the formal acceptance of the gift. Approval should be requested through SBCTC staff and will be based on a recommendation for acceptance from the board of trustees of the benefiting college.
- B. For any gifted real property that will not be used for educational or related supporting activities, the local board of trustees may hold fee title without SBCTC approval. An example of such a gift would be the bequest of an income-producing property that is neither intended nor feasible for use in college-related activities.

6.40.30 Acquisitions

Under [RCW 28B.50](#), neither the college district nor the SBCTC have statutory authority to directly purchase or lease real property. Leases and lease renewals need to be approved by OFM before a college enters into any legal agreement (see [RCW 43.82](#)). Any such acquisition is the responsibility of the Department of Enterprise Services (DES) who acts as the public works agent for SBCTC. However, the DES may delegate limited authority to a college, acting on behalf of the State Board, to negotiate, acquire, amend an existing lease, etc. only after approval of OFM.

For property contiguous to an existing owned college site or within the master-plan area of a primary campus, a district will inform the State Director of their interest in acquiring the property. The State Director will request information necessary to evaluate the acquisition according to relevant State Board criteria (see [SBCTC Policy Manual, Chapter 6 Appendix E: Form and Criteria for Evaluating](#)) and will assure any necessary involvement of acquisition staff from the Department of General Administration. The State Director may approve letters or agreements relating to a proposed acquisition by the requesting college or bring the matter before the State Board.

State Board approval is required for agreements relating to acquiring property that is neither contiguous to an existing owned college site or within a master plan area of an existing primary campus. The State Director will determine the facts of the situation, assure any necessary involvement of the acquisition staff of the Department of General Administration, and develop a plan with the district for subsequent review and approval by the State Board. The State Director may recommend approval or denial by the State Board based on State Board criteria (see Appendix E:

Form and Criteria for Evaluating). The State Board, after evaluating a proposed acquisition, may delegate to the State Director outright or conditional authority to approve subsequent documents relating to that acquisition.

Additional authorization may be required prior to the college entering into real estate transactions (see [SBCTC Policy Manual, Chapter 6 Appendix F: Special Requirements for Real Estate Appropriation Approvals](#)).

6.40.40 Disposals

The SBCTC has statutory authority to sell or otherwise dispose of state-owned real property held for the community and technical college system. All sales or exchanges of real property must be approved by the SBCTC.

- A. Sales of community or technical college real property can be approved by the SBCTC upon the recommendation of a local board of trustees and consistent with the needs of the local college and the two-year college system.
- B. Sales transactions should be administered by or with the advice of the Enterprise Services of Real Estate Services staff when technical concerns are significant or when the value of the property is high.
- C. Proceeds of the sale or exchange of real property normally remain with the local college, and may be expended or committed to college use with SBCTC approval.
- D. Easements for use of state owned college property must be approved by the SBCTC and are normally granted upon the recommendation of the benefiting college.
- E. Rental of college property for educational use of facility resources to non-college entities is within the authority of each local board of trustees, under the general oversight of the SBCTC.

Policy history

Action	Description	Revision Date
Passage of HB 2366 (2007) requiring OFM approval for leases	6.40.30 added “Leases and lease renewals need to be approved by OFM before a college enters into any legal agreement (see RCW 43.82).”	08/15/2008
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

6.50 Emergency Reserve

At the direction of the Legislature, the SBCTC created an emergency reserve fund using a portion of the state capital appropriation of RMI funds. The emergency reserve is intended to supplement the regular RMI allocation to each college, if and when a major facility emergency occurs (see [SBCTC Policy Manual, Chapter 6 Appendix G: Emergency Reserve](#)).

6.50.10 Hazardous Materials Mitigation and Abatement Pool

Within the Emergency Reserve Fund, the State Board for Community and Technical Colleges has further created a Hazardous Materials Mitigation and Abatement Pool. This targeted “pool” of funds is established to assist the colleges with asbestos abatement and other hazardous material abatement and mitigation. Like the parent Emergency Reserve Fund, the Hazardous Materials Mitigation and Abatement Pool funding eligibility criteria is subject to the same “Reserve Fund Guidelines” as detailed in [SBCTC Policy Manual, Chapter 6 Appendix G: Emergency Reserve](#). However, the funding formula differs in that the Hazardous Materials Mitigation and Abatement Pool will fund 100 percent of eligible costs up to \$500,000 subject to available funds in accordance with previous Office of Financial Management mitigation pool funding guidelines.

The pool will be operated on a first come first served basis until funds are exhausted.

Policy history

Action	Description	Revision Date
	6.50.10 added regarding Hazardous Materials Mitigation and Abatement Pool	02/1/2008
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

6.60 Facility Guidelines (CAM)

The SBCTC has established the Capital Analysis Model (CAM) as a tool to evaluate the quantitative adequacy of on-campus facilities to serve current or projected levels of daytime FTE students. For each type of space, a square-foot-per-FTE factor is set. The model calculates total space by category that can be compared to actual space available (see [SBCTC Policy Manual, Chapter 6 Appendix H: CAM Factors](#)).

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

Chapter 6 Appendix A Project Types / Categories in a Biennial Capital Request

Revised 1/30/2006

OFM currently describes the types of capital projects as preservation (repairs, replacements), program (remodels, new space), and alternatively financial projects. Categories in the two-year college system capital request included the following:

- A. **Minor Works – Preservation:** SBCTC funds used for an emergency reserve and to make

allocations to each college (based on size) for unforeseen Repair and Minor Improvement needs.

- B. **Matching Funds:** Small projects that have participation from non-state sources. Up to \$2,000,000 in state dollars are matched with an equal amount of non-state resources. Additional local and non-state funds can be used on the project.
- C. **Repairs:** Project-specific funds requested by each college as required to repair/replace building systems or subsystems or site improvements; typical work includes roofs, HVAC, mechanical, electrical, exterior, interior and site work. Work is appropriated under three categories – roof repairs, facility repairs, and site repairs.
- D. **Replacements:** Projects that build new space and remove obsolete and non-functional space on campus.
Renovations: Total remodel of structures to restore the operational life of the building and improve programming of space.
- E. **Minor Works - Program:** Small projects (generally under \$2 million) to renovate or remodel existing space, to acquire or replace capital equipment or furnishings, to build new space, to make site improvements or to acquire real property.
- F. **Growth Projects:** Large projects (generally exceeding \$5 million) to build new space, acquire real property or accomplish major renovation of existing facilities. Growth projects have historically been funded in three phases over three biennia: pre-design, design, and construction.
- G. **Alternative Financing:** Purchase and development of real property that are of funded using financial contrasts (see [RCW 39.94](#)). Projects are authorized in the capital budget but no appropriations are made. Colleges using Certificates of Participation must file a letter of intent to use COP with the State Treasurer as soon as possible after legislative authority is granted.

Chapter 6 Appendix B Process and Schedule

Capital budget request

The following time/activity sequence is a typical schedule for biennial capital budget actions.

- A. Summer Odd Year – SBCTC sends capital budget instructions to each college; instructions reflect guidelines and priorities for the request as developed by SBCTC staff with the WACTC capital committee and the State Board.
- B. Fall/Winter Odd Year – Facility condition survey is performed, to identify repair needs and establish condition scores for state owned buildings.
- C. Summer/Fall Odd Year – Each college develops matching fund, renovation, replacement repair, minor and growth project requests for December submittal according to SBCTC instructions. These are scored and ranked by category.
- D. Winter Even Year – Colleges finalize detailed budget request.

- E. Spring Even Year – Local requests due at SBCTC.
- F. May Even Year – OFM publishes state-level instructions for agency capital requests and outlines their electronic submission requirements.
- G. June Even Year – SBCTC acts on recommended system capital budget request.
- H. July Even Year – Major project pre-designs due to OFM by July 1.
- I. September Even Year – Final budget request submitted to Governor and Legislature.
- J. Fall Even Year – OFM reviews capital requests, including budget-evaluation studies on selected major projects.
- K. December Even Year – Governor recommends funding levels for the state capital budget.
- L. January-May Odd Year – Legislature considers capital budget requests and Governor's recommendations, and makes appropriations. Governor signs the act following consensus of the House and Senate.
- M. July 1 Odd Year – The appropriation act takes effect; newly appropriated capital funds are available, subject to provisos and the OFM allotment process.

Supplemental request

Supplemental requests traditionally make corrections to the biennial budget and address emergent conditions unknown at the time of the biennial request.

The abbreviated schedule for a supplemental capital budget is typically as shown in the following example.

- A. Late fall – OFM puts out call for emergency capital needs/requests.
- B. December – Governor recommends supplemental budget funding levels.
- C. January – March – Legislature acts on amendments to the biennial capital appropriations act.

Supplemental appropriations typically become effective immediately after the Governor signs the supplemental capital budget.

Chapter 6 Appendix C Appropriated / Non-appropriated Funds

Process for allocation of appropriations

The SBCTC takes action on a resolution approving the allocations of each capital appropriation.

- A. The Office of Financial Management (OFM) prepares an appropriation schedule containing the amount, title and appropriation code for each appropriation. Allotment instructions are prepared to describe what documents are required to release funds subject to proviso.
- B. Upon receipt of the appropriation schedule from OFM, SBCTC staff prepares an allotment

schedule defining the planned timing of actual expenditures and the objects of expenditure for each appropriation. The allotment schedule is then entered into the state's electronic budgeting data system.

- C. After OFM approval of the electronic allotment schedule, SBCTC staff prepares an allocation directing each appropriation or portion of an appropriation to the college for which it was appropriated.
- D. SBCTC staff sends to each college an approved allocation schedule identifying that college's appropriations.

Source of non-appropriated funds

Non-appropriated funds are generated from a variety of sources. Revenues from grants, contracts, international student fees and student fees other than tuition are deposited in special revenue funds 145 or 148. Revenues from auxiliary enterprises such as parking, bookstore and food service are deposited in the enterprise fund for each activity.

- A. Enterprise fund balances may be used directly for a capital purpose related to the enterprise, with prior SBCTC approval. Capital expenditures should be made directly from an enterprise fund to allow capitalization of capital improvements benefiting the enterprise to be credited to the proper fund source.
- B. Enterprise fund balances may be transferred, by action of the college board of trustees to fund 147 – the local capital account, for use in one or more capital projects. Monies in fund 147 may be used for capital improvements that benefit or serve the college generally or that enhance a particular college facility, enterprise or activity.
- C. Balances from special revenue funds 145 and 148 can be transferred by approval of the local board of trustees to fund 147 to be used for a capital purpose.
- D. The local capital account (fund 147) is a special revenue fund used solely for monies intended for a capital purpose. Except for interest generated on a fund 147 balance, all monies in fund 147 will have been transferred into that account pursuant to local board action. All expenditures from fund 147 require prior SBCTC approval.
- E. Approved non-appropriated funds will be identified on the college allocation schedule with appropriate project tracking codes.

[Local Capital Expenditure Request Authority Request form](#)

Chapter 6 Appendix D Real Property Acquisitions for College Use or the Joint Use of College Facilities

It is the purpose of the community and technical college system to offer thoroughly comprehensive programs that meet community and student needs through academic courses, occupational education and community services of an educational, cultural and recreational nature. The state and local boards administer the system in a manner that will encourage efficiency in operation and creativity and imagination in education, training and service to meet the needs of the community and students.

In [RCW 28B.50.140 \(4\)](#), the Community and Technical College Act provides that college boards of trustees under the approval and direction of the State Board may establish new facilities as community needs and interests demand, and may receive gifts of real property. The State Board is empowered to establish and administer criteria and procedures for the installation and expansion of all community and technical college facilities under [RCW 28B.50.090 \(8\)](#).

Although each college board has authority to receive and dispose of gifts of real and personal property without State Board involvement in [RCW 28B.50.140 \(8\)](#), the use of such property for college purposes involving capital construction and expansion of facilities requires State Board approval under [RCW 28B.50.090 \(8\)](#). Similarly, the State Board approves all rentals or leases of facilities, whether for college use or for use of college facilities by non-college agencies.

- A. **Goals:** The community and technical college system has found itself unable to acquire sufficient capital funds to meet its needs. In order for the State Board to carry out its responsibilities, and to support the district boards of trustees in carrying out the purposes of the community and technical college system as set forth in [RCW 28B.50](#) innovative means must be used to provide capital resources. Therefore, the State Board will:
1. Consider proposals from district boards of trustees for the receipt and use of gifts of real property including capital facilities for college purposes or for the joint use of college facilities,
 2. Inform the appropriate state-level agencies of its intent to consider such proposals,
 3. Approve such proposals as it may find to be consistent with state law and regulations,
 4. Ensure proposed actions are in the best interests of the colleges, the community, the community and technical college system and the state, and
 5. Ensure acquisitions are consistent with policies and practices of the State Treasurer.
- B. **Process:** The State Board will consider proposals brought to it by district boards of trustees on a case-by-case basis. In addition to the request of a local board and the recommendation of the State Director, the State Board will consider information and findings provided by the local board as required to make the proposal. Based on its analysis of those findings, the Board will determine its conclusions. Based on its conclusions, the Board will act to approve or disapprove the proposal or it may suggest modifications to the proposal as would allow the State Board to grant approval.
- C. **Findings:**
1. The appropriateness of the facility or activity, its uses and its users, for the requesting college will be evaluated against the following criteria:
 1. The facility or activity should relate to the role, mission and purpose of the community and technical college system and the local college.
 2. Program needs of importance to the college should be met by the proposed facility or activity.

3. The proposal should relate well to the strategic plan of the college.
 4. The proposal should relate well to the master plan of the college.
 5. The proposed uses of the facility or the means of accommodating the proposed activity should be clearly defined.
 6. Those who would occupy or use the facility or take part in the proposed activity should be identified.
 7. Alternatives that have been considered and investigated for meeting the college needs in other ways should be described, including the rationale for not pursuing the alternatives in preference to the proposal.
2. The appropriateness of the proposed facility or activity for the community will be evaluated against the following criteria:
 1. Community needs of importance would be met under the proposal.
 2. The nature of community support for the proposal is sufficient and has been appropriately identified and measured.
 3. The effect of the proposal on the local tax base, existing private or public enterprises or organizations in the community, and potential future enterprises or organizations has been realistically evaluated and reported.
 3. The benefits and obligations of the college (the state) under this proposal will be evaluated against the following criteria:
 1. Contracts, agreements or other documentation that define the terms of this proposal are available for review.
 2. The ongoing obligations of the college (the state) under this proposal have been identified, and means for meeting those obligations have been verified.
 3. The annual expenditures that would be required of the college and the source(s) from which the college would acquire the funds necessary to make those expenditures have been identified and dedicated to this purpose.
 4. The control of the college (the state) over the proposed facility or activity has been identified with respect to:
 1. Types of use,
 2. Hours of use,
 3. Types of users,
 4. Characteristics of operation,
 5. Standards of maintenance,
 6. Determination of need for repair or renovation,

7. Decisions about reuse and/or reconfiguration of the facility for the duration of the terms of the proposal, and
 5. Meeting of codes and desired quality levels of design, specification and construction within the terms of the acquisition/development.
 4. For any improvement to be constructed on state owned property by an entity other than the college for subsequent donation to or for use by the college, the following are required:
 1. The constructing entity and the college will agree on their respective limits of liability in the design and construction process.
 2. A ground lease will be executed by the State Board for state owned property assigned to the foundation or third party for the purpose of making capital improvements.
 3. All applicable codes will be met.
 4. Ten percent of maximum allowable construction costs (MACC) will be withheld for any claims.
 5. Prevailing wage rates will be paid.
 6. A performance bond shall be required, if deemed necessary, by the Executive Director and the office of the Attorney General.
 7. Any transfer of title to the college shall be free and clear of all encumbrances.
 8. The college will establish the program specifications of the facility.
 9. The college will assure that the gift improvements are consistent with the campus master plan.
 5. The financial or programmatic advantages that would be gained by the college (the state) have been identified.
 1. The duration of any agreement involving facility usage or responsibility has been identified.
 2. The process has been described by which the college has proceeded to develop this proposal in order to be assured that the most advantageous terms possible are included in the agreement, including such means as requesting proposals, holding public hearings and seeking expert financial and legal counsel.
 3. The means by which the proposal limits the risks of the college (the state) for liability and other loss, such as insurance coverage, performance bonds and shared costs of operation and maintenance have been identified.
 4. The financial responsibility of the parties to the proposal has been considered.
- D. **Conclusions:** The SBCTC will analyze its findings concerning the above criteria in light of state law and regulations, the role/mission/purpose of the community and technical college

system and the requesting institution, and the apparent best interests of the college, the community, the system and the state. Acceptability of the general proposal will be evaluated by the SBCTC in light of the conclusions reached by the Board including but not limited to the following factors:

- E. The program justification and benefit of the proposal to the college.
 - 1. The costs and obligations of the college and the state, and how they relate to the benefits of the proposal for the college and the state.
 - 2. The importance of the benefits of this proposal and the meeting of these needs, compared to the general operations of the institution and the full spectrum of needs or services that could or should be provided.
 - 3. The realistic alternatives that exist for meeting these needs, and why should this proposal not be deferred in favor of any of those alternatives.
 - 4. The information has been provided to state-level agencies concerning this proposal, and the responses that have been received from those agencies.
 - 5. The best interests of the college, the community, the community and technical college system, the state.
 - 6. The project financing does not violate the policies and practices of the State Treasurer.
 - 7. Other relevant factors as may be identified by the State Board.
- F. **Final Approval:** Following its evaluation of acceptability, the State Board will consider an action to approve, approve with modifications, or disapprove the proposal.

Chapter 6 Appendix E Form and Criteria for Evaluating

[Form and Criteria for Evaluation of a Proposed or Potential Real Property Acquisition](#)

Chapter 6 Appendix F Special Requirements for Real Estate Appropriations Approval

- A. Any financing contract to make an outright or time purchase of real property must have prior approval of the Legislature, the state finance committee, and the State Board (see [RCW 39.94](#)). Legislative approval is normally granted in the capital budget act, either by a direct appropriation of state capital funds for an acquisition or by a lease-development or alternative financing approval. State Board approval is granted by resolution of the Board in the budget process or by separate action.
- B. Any lease or rental of real property for college use must be performed by staff of the Department of Enterprise Services (DES), unless the local college has a delegation of authority from DES for the specific type of property and acquisition proposed.
- C. SBCTC staff should be asked to review major lease proposals, especially when the acquisition brings college programs to an area for the first time or when unique local or program characteristics suggest that prior knowledge and understanding of SBCTC staff

would be prudent.

- D. The Student Achievement Council (SAC) has a statutory responsibility to review the purchase or lease of major off-campus facilities by a community or technical college. By agreement, SBCTC staff is expected to forward to the SAC any proposed SBCTC agenda items re (a) the capital budget request, (b) other acquisitions of property, or (c) any major facilities located beyond the current campus boundaries. SBCTC staff will perform the SAC notification as part of the SBCTC approval process.
- E. The SBCTC has statutory authority to exercise the power of eminent domain on behalf of a community or technical college or the community/technical college system ([RCW 28B.50.090\(15\)](#)).
- F. Local boards of trustees and the SBCTC may jointly apply for surplus real property, made available by the federal government. SBCTC review of proposals to make application for surplus property will focus on the use and value of the property in the college's educational programs, consistency with program and physical plans, and the financial obligations of operation, maintenance and renovation or development.

Chapter 6 Appendix G Emergency Reserve

Reserve fund guidelines

The SBCTC has established the following parameters for use of emergency reserve funds.

A. Definition of "Emergency":

1. Catastrophic loss or failure* of a building or system.
2. When a capital repair cannot be deferred into the next biennial budget cycle.
3. When work cannot be accomplished through RMI and exceeds colleges ability to respond with available minor work preservation funding.
4. When delays in repair would cause costly collateral damage.
5. When large portions of a college's programs would be placed at risk.
6. When life safety and property risks are too high to leave un-addressed.

*Catastrophic loss or failure often presents an immediate threat to life or property. Work to repair or restore the asset is often initiated rapidly following the request of a college president for a Declaration of Emergency by the Department of Enterprise Services. This declaration saves valuable time by justifying not using the A/E selection process or public works bidding process to ensure quick response to the problem.

B. Exclusions: SBCTC emergency funds will not be considered for purposes of:

1. Augmenting a non-emergency local-capital project.
2. Augmenting a state-funded "program" project.

3. Augmenting a state-funded "preservation" project, except under unforeseeable circumstances (e.g. extreme weather damage).
4. Constructing a repair or replacement that is deferrable to the next legislative-funding opportunity.

Reserve fund assumptions

The following assumptions are the basis for the rules for allocating emergency reserve funds:

- A. Each college should be responsible for its own relatively small repairs, regardless of the degree of emergency.
- B. A portion of annual RMI funds should be available for non-emergency use by each college.
- C. Criteria for use of SBCTC emergency funds should apply to all colleges regardless of size or RMI allocation.

Reserve fund allocation formula

The allocation of emergency reserve funds, for use in conjunction with local college resources for a specific facility emergency, is based on the following:

- A. Any emergency repair costing five percent or less of the biennial RMI allocation to a college will not be eligible for SBCTC emergency funds.
- B. For an emergency repair costing more than five percent of a college's biennial RMI allocation, the local college will cover an amount equal to five percent of its RMI allocation (a "deductible"), and the college and SBCTC shares remaining costs based on the following Table).

Shares of Total Cost Less Deductible

	By College	By SBCTC *
For the first project	50% of cost up to 1/3 of RMI dollars	Remaining costs
For the second project	50% of cost up to 1/3 of RMI dollars for projects #1 and #2 combined	Remaining costs
For the third and all subsequent projects	50% of cost up to 3/8 of RMI dollars for all projects	Remaining costs

* Within the total of "emergency pool" funds available.

- C. If construction costs of an emergency repair exceed the \$500,000, SBCTC may elect to fund the design portion of the work and seek the \$500,000 in a supplemental or biennial budget request, or through a transfer of funds by the Governor using the Infrastructure Savings Account.

Chapter 6 Appendix H CAM Factors

The Capital Analysis Model (CAM) contains a variety of space factors, but all are related to daytime FTE-student enrollment. For classroom and science lab space, rates of utilization and square feet per student station are built into the CAM, along with assumed demand per FTE. For library facilities, student services and administrative office space, and student activities space, each sub-category of use is defined and a space allowance provided. For faculty offices, assumptions about student-faculty ratios and office area per occupant are used to develop a per-FTE factor. For music and art, theater/auditorium, and for central warehousing/receiving and campus maintenance shops, a square foot per FTE is provided for community college FTEs only. For physical education, a generalized per-student factor based on the minimum PE facility size is used.

The numerical factors for CAM types of space are as follows:

Assignable Square Feet (ASF) per Full Time Enrolled (FTE) Student

Type of Space	FTE Type**	Academic FTE		Vocational FTE*		Basic Skills FTE	
		First 1,000	Additional	First 1,000	Additional	First 1,000	Additional
General Classroom	1	12.4	12.4	7.5	7.5	N/A	N/A
Basic Skills	2	N/A	N/A	N/A	N/A	27.6	27.6
Science Lab	1	6.0	6.0	3.5	3.5	N/A	N/A
Computer Lab (open)	2	3.2	3.2	3.2	3.2	3.2	3.2
Physical Education***	2	26.0	10.0	N/A	N/A	N/A	N/A
Library	2	16.8	8.5	16.8	8.5	16.8	8.5
Faculty Office	2	8.1	8.1	10.8	10.8	8.1	8.1
Admin/Student Services	2	8.98	5.13	8.98	5.13	8.98	5.13
Student Center & related	2	13.19	7.97	13.19	7.97	13.19	7.97
Child care	2	3.4	3.4	3.4	3.4	3.4	3.4
Central Stores/Maintenance	2	7.0	4.0	4.0	4.0	7.0	4.0

One-time Assignable Square Feet (ASF) per Full Time Enrolled (FTE) Student

Type of Space FTE Type** One-Time Spaces

Auditorium	2	9,000 ASF at community and technical colleges
Music	2	4,000 ASF at community colleges only
Art	2	ASF at community colleges only
Drama	2	5,000 ASF at community colleges only

* Vocational space will be included in the CAM based on a formal analysis of space needs by program and projected enrollment growth.

** FTE Type 1: Day On Campus w/o Online (Category 3N)

FTE Type 2: Day On Campus plus Online of same intent regardless of time of day.

*** Calculation based on first 500 FTE.

SBCTC Policy Manual

Chapter 7: Public Information and Public Records

[Home](#) > [College & SBCTC Staff](#) > [Policies Rules](#) > [Policy Manual Table of Contents](#) > Policy Manual - Chapter 7

7.00 Introduction

This chapter contains policies related to public information, public records and printing of the SBCTC and the state's two-year college system. Links are provided in the respective policy statements to RCWs, WACs, procedures and guidelines that are relative to that particular policy.

7.10 Public Information

The State Board for Community and Technical Colleges and the community and technical college districts are agencies of the State of Washington. As such, they subscribe to the principle of the public's right to know, and of full disclosure of official actions. News media, which gather and disseminate information in the public behalf, are entitled to full and candid answers to their questions.

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

7.20 Public Records

All written and electronically-processed records prepared by the State Board and the state's community and technical college districts shall be available for public inspection with limited exceptions, i.e., student information/records, personnel records, surveys of personal opinions, etc. (see [WAC 131-276](#); [SBCTC Policy Manual, Chapter 7 Appendix A: Guidelines for Accessing Public Records](#)).

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

7.30 Public Records Program

In keeping with the Washington Association of Community and Technical System General Records Retention Schedule and Records Management Manual, the SBCTC requires that colleges:

Follow the ~~General Retention Schedule as approved by the SBCTC and the State Records Committee for~~ [Community and Technical Colleges Records Retention Schedule Version 2.0, revised February](#)

[2020 for records specific to community and technical colleges. Follow the State Government General Records Retention Schedule Version 6.1, revised August 2020 for](#) the orderly disposition and maintenance of all ~~college-other~~ records (see [RCW 40.14](#)).

Seek approval from the SBCTC and the State Records Committee for any new items added to or deleted from a Records Category, and/or changes to a Records Series number, title, location, retention period, or special instructions.

Policy history

Action	Description	Revision Date
State Records Committee approval	Community and Technical College Records Retention Schedule	02/05/2020
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

7.40 Recruitment Information

Community and technical colleges:

- Are authorized to provide course and enrollment information to the citizens in their respective districts.
- May not do mass distribution of or disseminate unsolicited course and enrollment information outside district boundaries except as provided by [WAC 131-32-040](#).

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

7.50 Printing of Publications

The SBCTC, community and technical colleges and college districts may print publications—defined as catalogs, bulletins, newsletters, brochures, handbooks, posters, multimedia material and other types of published material (see [RCW 43.78](#)).

- In their own printing facilities, by contracting with local printers, or through the services of the state printer.
- Using private sources when the printing and related work is more economical or efficient than through the state printer.

Policy history

Action	Description	Revision Date
SBCTC Resolution 02-09-16	Board approved Policy Manual	09/19/2002

Chapter 7 Appendix A Guidelines for Accessing Public Records

Reasonable restrictions may be imposed on the exercise of the right to inspect public records. The right does not extend to taking possession of the records, or monopolizing them to the extent of undue interference in the operations of the office or the exercise of the right by others.

Persons desiring to inspect public records must have a legitimate interest in the record. Generally, interest as a taxpayer and citizen is sufficient.

In the broadest sense, the following qualify as public records. This should not be considered complete, but rather a guideline to the type of document that should be available for public inspection.

- Bylaws and seal of the state and district boards.
- Delegations of authorities of boards.
- State Board and district rules, regulations, policies, procedures and guidelines.
- College district budgets and the single capital and operating budgets for the state system.
- Reports submitted to the State Board by other agencies pursuant to law.
- The minutes of state and district board meetings.
- All agency records reflecting financial transactions, including public employee salaries.
- Records of data required of the State Board by governing agencies pursuant to rules adopted at the direction of the legislature, i.e., administrative orders adopting rules under the Administrative Procedures Act that are required by the Code Reviser in [WAC 1-21](#).
- Reports and official correspondence of the State Board and the college districts to the Legislature and other public agencies.
- Reports by the State Board and college districts regarding enrollment, collective student data (not including confidential personal information), educational outcomes and the overall performance of the statewide system or individual colleges.
- The State Board reserves the right to impose a nominal charge for the reproduction of any records when persons who make requests for public records seek copies.



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Washington State Board for Community and Technical Colleges

CONSENT ITEM (RESOLUTION 20-12-50)

December 2, 2020

Tab 1b

Bates Technical College request to finance property acquisition

Brief Description

Bates Technical College is seeking approval to finance up to \$1,350,000, backed by local funds, to purchase a property adjacent to its central campus. The college plans to use the property for baccalaureate degree programs currently being developed.

How does this item link to the State Board's Strategic Plan?

This project supports increasing enrollments and completions by providing expanded campus facilities.

Background information and analysis

The college proposes to acquire 2411 19th Street in Tacoma Washington also known as Pierce County parcel number 0320064237. The property has a two story 19,602 medical office building with parking on 0.45 acres of land. The property is immediately across South 19th Street from the college's central campus.

Consistent with State Board policy 6.40, the college will work with the Department of Enterprise Services for the acquisition.

The property provides an opportunity for the college to a house bachelor's degree programs currently under development at the college's central campus. The bachelor's degree programs will build upon the current programmatic degree offerings at the central campus in computer technology and cyber-security.

The college will update its facilities master plan to include this property prior to the acquisition.

The college anticipates some alteration of the building interior will be needed but has not determined the scope or cost yet. Any operation, maintenance, repairs or renovations for future work will be paid from local college funds. The college will obtain appropriate expenditure authority for future capital work consistent with State Board policy 6.30.20.

The college has identified sufficient local funds and a 25 percent annual reserve for the acquisition. The college board of trustees approved of the acquisition and financing request on October 12, 2020.

Per Chapter 39.94 of the Revised Code of Washington, all capital financing requires approval from the Legislature and the State Finance Committee. Once legislative approval is granted in the capital budget, the State Finance Committee can market and sell a Certificate of Participation for this purpose.

Potential questions

Is the acquisition consistent with the State Board's goal of finding more and better ways to reduce barriers and expand opportunities so more Washingtonians can reach higher levels of education?

Recommendation/preferred result

Staff recommends approval of Resolution 20-12-50 directing staff to include the request to finance up to \$1,350,000 for a property acquisition backed by the college's local funds in the State Board 2021-23 capital request.

Policy Manual Change Yes No

Prepared by: Wayne Doty, capital budget director
wdoty@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 20-12-50

A resolution relating to Everett Community College's request to finance up to \$1,350,000, backed by local funds, to purchase 2411 19th Street in Tacoma Washington.

WHEREAS, the property proposed for acquisition is immediately across South 19th Street from the college's central campus; and

WHEREAS, consistent with State Board policy 6.40, the college will work with the Department of Enterprise Services for the acquisition; and

WHEREAS, college will update its facilities master plan to include this property prior to the acquisition; and

WHEREAS, the college has identified sufficient local funds and a 25% annual reserve for the acquisition; and

WHEREAS, any operation, maintenance, repairs or renovations in the future will be paid from local college funds consistent with State Board policy 6.30.20; and

WHEREAS, the college board of trustees approved of the acquisition and financing request on October 12, 2020.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the addition of a \$1,350,000 Certificate of Participation backed by local funds to its 2021-23 capital budget request for Bates Technical College to finance the proposed property acquisition.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on 12/02/2020

Attest

Jan Yoshiwara, secretary

Carol Landa McVicker, chair

CONSENT ITEM (RESOLUTION 20-12-51)

December 2, 2020

Tab 1c

Columbia Basin College — local capital expenditure authority increase for student recreation center

Brief Description

Columbia Basin College seeks approval to spend up to an additional \$5,000,000 in local funds for the construction of a student recreation center

How does this item link to the State Board’s Strategic Plan?

This project supports enrollments and completions by providing expanded campus facilities.

Background information and analysis

Columbia Basin College is constructing a student recreation center with \$30,000,000 approved in State Board Resolution 18-06-25 and the 2019-21 capital budget request.

The increase is to cover bid alternates including a practice court to be used by the basketball and volleyball teams as well as intramural and other tournament activities.

The total estimated cost for the project with desired alternates is \$35,000,000.

Columbia Basin College’s Board of Trustees approved this request on November 9, 2020.

Potential questions

Is this project consistent with the State Board’s goal of increasing enrollment and completions?

Recommendation/preferred result

Staff recommends approval of Resolution 20-12-51 giving Columbia Basin College authority to spend up to an additional \$5,000,000 in local funds for the construction of the student recreation center.

Policy Manual Change Yes No

Prepared by: Wayne Doty, capital budget director
wdoty@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 20-12-51

A resolution relating to Columbia Basin College's request to use up to an additional \$5,000,000 in local funds for the construction of the student recreation center.

WHEREAS, the college is currently constructing a student recreation center with \$30,000,000 approved in State Board Resolution 18-06-25 and the 2019-21 capital budget request; and

WHEREAS, the college will use the additional authority for bid alternates including a practice court for basketball and volleyball teams as well as intramural and tournament events; and

WHEREAS, the total estimated cost of the project with alternates is now \$35,000,000; and

WHEREAS, Columbia Basin College's Board of Trustees approved this request on November 9, 2020.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Columbia Basin College to spend up to an additional \$5,000,000 in local funds to complete construction of the student recreation center; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on 12/02/2020

Attest

Jan Yoshiwara, secretary

Carol Landa McVicker, chair

CONSENT ITEM (RESOLUTION 20-12-52)

December 2, 2020

Tab 1d

Centralia College property acquisition of street and alley from City of Centralia

Brief Description

Centralia College seeks approval to spend up to \$30,000 in local funds for the purchase of 22,084 square feet of street and alley adjacent to campus property.

How does this item link to the State Board's Strategic Plan?

This project supports enrollments and completions by providing expanded campus facilities.

Background information and analysis

Centralia College has identified surrounding neighborhood properties in their 2017 master plan. The college wants to purchase 22,084 square feet (0.51 acre) of street and alleyway located adjacent to college property from the City of Centralia. The property is the portion of South Iron Street lying south of Centralia College Boulevard (Locust Street) and north of West Walnut Street, and the alley between South Iron Street and South Silver Street. (See Attachment A).

If approved, the property will be used to consolidate two blocks owned by the college and construct a multipurpose athletic field to support physical education classes, outdoor intramural student activities, and collegiate athletic competition.

The total cost to purchase the property is estimated at \$30,000. The college has identified local funds to complete the acquisition. Any operation, maintenance, repairs or renovations in the future will be paid from local college funds.

Centralia College's vice-president of finance and administration, under delegated authority from the Centralia College Board of Trustees, approved this request on October 28, 2020.

Potential questions

Is this project consistent with the State Board's goal of increasing enrollment and completions?

Recommendation/preferred result

Staff recommends approval of Resolution 20-12-52 giving Centralia College authority to spend up to \$30,000 in local funds and acquire 22,084 square feet of street and alleyway adjacent to college property from the City of Centralia.

Policy Manual Change Yes No

Prepared by: Wayne Doty, capital budget director
wdoty@sbctc.edu

Recent Acquisitions:

A Vacate sections of Ash and Walnut streets, and two mid block alleys surrounded by college owned properties.
Resolution 14-09-52

B 816 Centralia College Blvd, Centralia
Parcel Number 000844000000
Resolution 13-10-50

C 814 Centralia College Blvd, Centralia
Parcel Number 000843000000
Resolution 13-02-02

D 812 Centralia College Blvd, Centralia
Parcel Number 000842000000
Resolution 12-10-43

E 808 Centralia College Blvd, Centralia
Parcel Number 000840000000
Resolution 13-02-02

F 402 S King St, Centralia
Parcel Number 000628000000
Resolution 12-10-43

G 916 W Pear St, Centralia
Parcel Number 000688003000
Resolution 14-10-62

H 405 S Iron Street, Centralia
Parcel Number 000688003000
Resolution 14-12-74

I 115 S Washington Ave, Centralia
Parcel Number 000134003000
Resolution 15-09-35

J Off map, ~216 S Gold St, Centralia
Parcel Number 003527000000
was exchanged for K
Resolution 15-10-52

K ~385 S Cedar St, Centralia
Parcel Numbers 000799000000 &
000798002000
Resolution 15-10-52

L 709 Centralia College Blvd, Centralia
Parcel Number 000133001000
Resolution 15-10-52

M 110 S King St, Centralia
Parcel Number 000128000000
Resolution 15-10-52

N 717 Centralia College Blvd, Centralia
Parcel Number 000131000000
Resolution 16-03-17

O 112 S King St, Centralia
Parcel Number 000129000000
Resolution 15-10-52

P 114 S King St, Centralia
Parcel Number 000130000000
Resolution 16-05-10

Q 123 S Washington St, Centralia
Parcel Number 000134002000
Resolution 16-05-10

R 920 West Pear St, Centralia
Parcel Number 000688002000
Resolution 16-11-15

S 918 West Walnut St, Centralia
Parcel Number 000797000000
Resolution 16-11-15

T 0 West Walnut St, Centralia
Parcel Number 000798003003
Resolution 16-11-15

U 810 Centralia College Blvd, Centralia
Parcel Number 000841000000
Resolution 17-01-03

V 216 S Iron Street, Centralia
Parcel Number 000206000000
Resolution 17-05-24

W 402 S Oak Street, Centralia
Parcel Number 000459000000
Resolution 17-05-24

X 401 South Oak Street, Centralia
Parcel Number 000496000000
Resolution 17-06-38

Y 405 South Oak Street, Centralia
Parcel Number 000497000000
Resolution 17-06-38

Z 214 South Iron Street, Centralia
Parcel Number 000202002000
Resolution 17-09-50

AA 207 South Silver Street, Centralia
Parcel Number 000199000000
Resolution 18-02-05

AB 409 South Oak Street, Centralia
Parcel Number 000498000000
Resolution 18-05-14

AC 211 South Silver St, Centralia
Parcel Number 000202000000
Resolution 18-06-26

AD 311 West Walnut St, Centralia
Parcel Number 000208001000
Resolution 18-06-27

AE 215 South Silver St, Centralia
Parcel Number 000205000000
Resolution 18-12-50

AF 411 South King St, Centralia
Parcel Number 000674000000
Resolution 18-12-50

AG 209 South Iron St, Centralia
Parcel Number 000395000000
Resolution 19-02-03

AH 226 South Rock St, Centralia
Parcel Number 000402000000
Resolution 19-02-03

AI 308 Centralia College Blvd, Centralia
Parcel Number 000200001000
Resolution 19-03-13

AJ 512 W Pear, Centralia
Parcel Number 000458002000
Resolution 19-06-35

AK 0 W Pear, Centralia
Parcel Number 000799001000
Resolution 19-06-35

AL 212 S Iron St, Centralia
Parcel Number 000202001000
Resolution 20-05-21

AM 217 S Silver St, Centralia
Parcel Number 000203001000
Resolution 20-06-26

AN Vacated portion of South Iron and alley between South Iron and South Silver streets.

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 20-12-52**

A resolution relating to Centralia College's request to use up to \$30,000 in local funds for the purchase of 22,084 square feet of street and alleyway adjacent to campus property.

WHEREAS, the college has identified surrounding neighborhood properties in the campus 2017 master plan; and

WHEREAS, the purchase of the property will consolidate two blocks owned by the college and provide space to construct a multipurpose athletic field to support physical education classes, outdoor intramural student activities and collegiate athletic competition; and

WHEREAS, the total estimated cost to purchase the property is \$30,000; and

WHEREAS, Centralia College has delegated authority for the acquisition from the Department of Enterprise Services and will obtain appropriate expenditure authority for future capital work; and

WHEREAS, Centralia College's vice-president of finance and administration, under delegated authority from the Centralia College Board of Trustees approved this request on October 28, 2020.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Centralia College to spend up to \$30,000 in local funds to acquire 22,084 square feet of street between South Iron Street and West Walnut Street, and alleyway between South Iron Street and South Silver Street from the City of Centralia; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on 12/02/2020

Attest

Jan Yoshiwara, secretary

Carol Landa McVicker, chair

CONSENT ITEM (RESOLUTION 20-12-53)

December 2, 2020

Tab 1e

Tacoma Community College ground lease for a student housing facility

Brief Description

Tacoma Community College is seeking approval to negotiate a lease of property rights to the Tacoma Community College Foundation for construction, maintenance, and operation of a student housing facility on the Tacoma Community College main campus. The lease will then be presented to the State Board's executive director for approval under authority in, and consistent with, this resolution.

How does this item link to the State Board's 2020 priorities?

This project will support student success and retention through increased student engagement and decreased housing insecurity.

Background information and analysis

Tacoma Community College is in early planning and negotiation with its foundation, a non-profit corporation, for development of a student housing facility on the Tacoma Community College main campus.

The plan is for the college to lease approximately 60,000 square feet of land to the Tacoma Community College Foundation to construct, maintain and operate a student housing facility for Tacoma Community College students. The Foundation is in the process to identify a developer to fund the construction, maintenance, and operations of the facility. The leased ground would be located on the corner of Tacoma Community College's main campus, adjacent to South 12th Street near the intersection with South Mildred Street as identified in Appendix A.

On October 27, 2020, The Tacoma Community College Foundation passed a resolution to proceed in developing a new student housing project on Tacoma Community College's main campus and to enter into a ground lease with the College in order to do so (Appendix B). Although the specific details of the ground lease are still in development, the college has acknowledged the following critical elements will be present in the final arrangement:

- It will not be public work
- It will not constitute financing on behalf of the state
- It will not be a gift of public resources
- Prevailing wages will be paid to labor for construction the facility
- The lease will not be for more than 40 years
- The lease will be for approximately 60,000 square feet
- The facility will be consistent with the college facility master plan

- The Foundation will be responsible for construction, operation and maintenance of the facility for the term of the lease
- The College Board of Trustees will approve the terms of the lease

Consistent with Appendix D of the State Board policy manual, the college requests permission from the State Board to negotiate the ground lease and gather appropriate documentation that the critical elements are present so they can move ahead with this project.

The college will provide to the State Board's executive director the documentation that each of the critical elements has been met prior to final approval of the lease.

Potential questions

Is the ground lease and resultant facility consistent with the State Board's goal to advocate for resources that support college enrollment?

Recommendation/preferred result

Staff recommends approval of Resolution 20-12-53 giving its executive director authority to approve a ground lease with the Tacoma Community College Foundation for the development of a student housing facility on the Tacoma Community College main campus that is consistent with the conditions in this resolution.

Policy Manual Change Yes No

Prepared by: Wayne Doty, capital budget director
wdoty@sbctc.edu

Proposed location for ground lease.



Tacoma Community College
Main Campus

**RESOLUTION OF THE BOARD OF DIRECTORS
OF
THE TACOMA COMMUNITY COLLEGE FOUNDATION**

WHEREAS: The Tacoma Community College Foundation (the “Foundation”) has as one of its purposes, to support Tacoma Community College (the “College”) in achieving its educational and cultural goals, including the goal of participating in the organization and definition of fundraising activities and development of resources to benefit the College through, among other things, assisting the College in providing capital improvements;

WHEREAS: The Board of Directors of the Foundation (the “Board”) previously determined it to be in the best interests of the Foundation and of the College to hire consultant, Scion Group, to explore and investigate the feasibility of developing new student housing on or immediately adjacent to the College campus (the “Project”) and to issue a Request for Proposals for the same;

WHEREAS: Based upon Scion Group’s report and recommendation, the Board has determined it to be in the best interests of the Foundation and the College to proceed in the development of the Project on campus; and

WHEREAS: The Board has further determined it to be in the best interests of the Foundation and the College to enter into a long-term land lease by and between the College, as Lessor, and the Foundation, as Lessee and developer, for the development of the Project (“Land Lease”);

WHEREAS: At a meeting of the Board, held on October 27, 2020, at the registered office of the Foundation, at which a quorum was present, the Board voted to undertake the following actions:

NOW, THEREFORE, The Board hereby adopts the following resolutions:

RESOLVED: That the Board unanimously approves of the proposal to proceed in developing a new student housing project on campus, which necessarily requires the Foundation to enter into a Land Lease with the College in order to develop and improve the property for student housing.

BE IT FURTHER RESOLVED: That Bill Ryberg be and is hereby authorized, empowered and directed to negotiate, make, execute and deliver in the name of, and on behalf of the Foundation, a Land Lease, in addition to any and all other documents necessary to perform its obligations under the Land Lease;

BE IT FURTHER RESOLVED That Bill Ryberg be and is hereby authorized, empowered and directed to do and perform such other acts and things, to pay any and all fees and costs including without limitation attorney’s fees and costs, and to execute and deliver such other documents and agreements, as he may in his discretion deem reasonably necessary or proper in order to carry into effect the provisions of this Board Resolution.

BE IT FURTHER RESOLVED: Any and all acts authorized pursuant to this Board Resolution and performed prior to the passage of this Board Resolution are hereby ratified and approved, that this Board Resolution shall remain in full force and effect until otherwise determined by the Board.

PASSED by the Board of the Foundation this 27th day of October, 2020



By: Brandon Ervin
Secretary

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 20-12-53

A resolution relating to Tacoma Community College's request to lease property rights to the Tacoma Community College Foundation for construction, maintenance, and operation of a student housing facility on the main campus of Tacoma Community College.

WHEREAS, Tacoma Community College is seeking approval to negotiate a lease of property rights to the Tacoma Community College Foundation for construction, maintenance, and operation of a student housing facility on the Tacoma Community College main campus; and

WHEREAS, the facility to be built on the leased property will provide needed student housing opportunities; and

WHEREAS, once negotiated the lease will be presented to the State Board's executive director for approval under authority in, and consistent with, this resolution; and

WHEREAS, the following critical elements will be documented prior to State Board approval of the lease:

- It is not public work
- It is not financing on behalf of the state
- It is not a gift of public resources
- Prevailing wages will be paid to labor for construction the facility
- It is not more than 40 years in duration
- It will be for approximately 60,000 square feet
- The Foundation is responsible for construction, operation and maintenance of the facility for the term of the lease
- The facility is consistent with the college facility master plan
- The College Board of Trustees has approved the terms of the lease; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes its Executive Director to approve a ground lease with the Tacoma Community College Foundation for the development of a student housing facility on the main campus of Tacoma Community College.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on 12/2/2020

Attest

Jan Yoshiwara, secretary

Carol Landa McVicker, chair



STATE BOARD MEETING MINUTES

Thursday, October 15, 2020

Board members

Carol Landa McVicker, chair // Jay Reich, vice chair // Wayne Martin // Anne Fennessy
Phyllis Gutierrez Kenney // Fred Whang // Ben Bagherpour // Crystal Donner // Chelsea Mason
Jan Yoshiwara, Executive Director // Beth Gordon, Executive Assistant
Statutory Authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington

Call to order and adoption of agenda

Chair Carol Landa McVicker called the meeting to order at 8:30 a.m., welcomed those present, and asked for Board member introductions. She then requested a motion to adopt the agenda.

Motion: Moved by Jay Reich, seconded by Ben Bagherpour, and unanimously approved by the Board the adoption of the October 15, 2020, meeting agenda as presented.

Approval of consent agenda

- a. Cascadia College UW Husky Village redevelopment
Resolution 20-10-45
- b. Skagit Valley College increase in ground lease for rec facility
Resolution 20-10-46
- c. August 27, 2020, Meeting Minutes
- d. September 2, 2020, Special Meeting Minutes

Motion: Moved by Phyllis Gutierrez Kenney seconded by Jay Reich, and unanimously approved by the Board the adoption of the October 15, 2020, consent agenda.

Applied Baccalaureate Degree Final Approval Requests

Jamilyn Penn, Director of Transfer Education

- a. Big Bend Community College – Applied Management
Resolution 20-10-47
- b. Edmonds College – Robotics and Artificial Intelligence
Resolution 20-10-48

Motion: Moved by Wayne Martin seconded by Jay Reich, and unanimously approved by the Board the adoption of Resolution 20-10-47, approving Big Bend Community Colleges degree in Applied Management.

Motion: Moved by Phyllis Gutierrez Kenney seconded by Crystal Donner and unanimously approved by the Board the adoption of Resolution 20-10-48, approving Edmonds Colleges degree in Robotics and Artificial Intelligence.

2021 Legislative Agenda and Priorities Preview

Arlen Harris, Legislative Director

The Board was briefed on proposed legislative priorities for the 2021 legislative session. The primary focus enter the 2021 legislative session will be a sustainable operating budget for the system and the capital budget request. The Board provided feedback and will be asked to approve final priorities at its December 2, 2020 meeting.

ACT Report

Bob Ryan, ACT President and Tacoma Community College Trustee, gave an updated on trustee activities during the fall and winter. And provided an overview of expected topics for the upcoming fall meeting.

WACTC Report

Dr. Eric Murray, WACTC President and President of Cascadia College, gave an updated on current and potential future president and committee activities and actions.

Executive Director Report

Jan Yoshiwara, Executive Director, presented on her past months activities and provided a review of the allocation model, updates to agency staffing and the Strategic Implementation Plan.

Public Comment

Isaac Tchao, Student, Shoreline Community College – budget impacts
Althea Lazzaro, Faculty, Seattle Central College – budget impacts

Adjournment/next meeting

There being no further business, the State Board adjourned its October 15, 2020, regular meeting at 12:15 p.m. The next regular meeting is scheduled for December 2, 2020, via Zoom.

Jan Yoshiwara, secretary

Carol Landa McVicker, chair

STUDY SESSION

December 2, 2020

Tab 2

State Revenue Forecast Debrief

Brief Description

The State Board will receive a briefing on the two most recent forecasts by the Washington State Economic and Revenue Forecast Council. On November 3, 2020, the Council provided an economic review, to be followed by a revenue forecast on November 18, 2020.

How does this item link to the State Board's Strategic Plan?

The state economic and revenue forecast set the context for the state budget. Legislative operating and capital appropriations to the State Board for Community and Technical Colleges are the foundation for the system's operation. State resources provide the means to make progress on our goals.

Background information and analysis

Current state law requires the Governor to develop a balanced operating budget proposal. The November economic and revenue forecasts are the last financial projections prior to the Governor's budget release in mid-December and the start of the 2021 Legislative session in early January. It provides the Governor's budget writers with the revenue "ceiling" they can count on under current law.

At the time of this writing, the revenue forecast is not yet available. The economic review in early November included a mix of good news and bad news. The most recent revenue collections were better than expected, but the loss of 15,000 Boeing Aerospace jobs weakened the expected job growth. Some of the key points in the economic review:

- **Revenues:** October revenue collections were 8.6 percent (\$133 million) above expectations set in the September 2020 Revenue forecast. Real Estate Excise Tax activity increased to a near-record high in September.
- **Housing:** The single-family housing market is as high as it has been in many years. Home prices are picking up in Seattle and nationally.
- **Aerospace and Manufacturing:** The Boeing announcement of 15,000 job cuts has been incorporated into this economic forecast. Across the whole sector, manufacturing activity has been in expansion mode for four of the last five months.

- **Employment:** While employment rates have increased over the last five months, unemployment rates are still elevated above pre-pandemic levels. Annual employment growth is forecasted to be a little weaker than in the September forecast (1.9 percent versus 2.3 percent). This is influenced by Boeing's job cuts. The Economic Revenue Forecast Council expects employment to recover more quickly in this COVID recession than in past recessions (2.5 years versus 4 or 5 years), but the losses were much deeper initially.
- Personal income and consumer confidence: The economic forecast reflects stronger personal income growth in 2020, but slower growth in 2021 - 2025 compared to the September forecast.
- Over 20 percent of households in Washington expected some reduction in employment income in the next month. Since May, Washingtonian's consumer spending has grown in all but four weeks on a year over year basis. At this time, the forecast still assumes a federal stimulus package, but if one is not passed before mid-November, Washingtonian's personal income will be approximately 7 percent lower in the fourth quarter than in this forecast.
- Uncertainty regarding COVID-19 impacts to the economy remains high.

A full briefing on the revenue forecast will be provided at the State Board meeting.

Potential questions

- How do the economic and revenue forecasts inform our approach to the upcoming budget process?
- How can we utilize this information help our colleges respond to the pandemic and resulting recession?

Recommendation/preferred result

No staff recommendation needed at this time.

Policy Manual Change Yes No

Prepared by: John Boesenberg, deputy director for business operation
jboesenberg@sbctc.edu

Cherie Berthon, operating budget director
cberthon@sbctc.edu

STUDY SESSION

December 2, 2020

Tab 3

Strategic Plan, Advocacy

Brief Description

The board will take part in a panel discussion with business, labor, higher-education, and community partners to learn about previous successes from stakeholder work, and look for future opportunities to work together with other groups toward common goals.

How does this item link to the State Board's Strategic Plan?

Identifying possible changes to state law that result in improved service delivery to students supports four system goals:

- **Enrollment, Completion and Equity:** When legislative goals are met, community and technical colleges have the resources to maintain open doors and promote student success to completion.
- **Advocacy:** To accomplish the college system legislative goals, State Board members, staff, and college system leaders are engaged with the legislature and policy makers to support colleges in promoting student success.

Background information and analysis

The primary focus entering the 2021 legislative session will be a sustainable operating budget for the college system and the capital budget request.

As COVID-19 continues to damage our state and widen economic and racial divides, our community and technical colleges are uniquely positioned to build a healthy and inclusive economy—to pull people and businesses through this crisis stronger than they were before. We train students of all ages and backgrounds for real-time job opportunities and upskill workers for businesses as they rebound from the recession. Our 2021-23 operating budget request will help Washingtonians in local communities recover and thrive, especially those most affected by the pandemic.

Investing in capital projects at community and technical colleges will stimulate local economies across Washington. The projects will create healthy and safe facilities where people of ages and backgrounds can learn skills for a tight and changing job market.

In order to communicate and advocate for these important issues, the community and technical college system engages with external partners and stakeholder groups to help communicate the benefits of the community and technical college system to policy makers and legislators.

Four partners who helped advocate for HB 2158 in the previous biennium will join the Board meeting to discuss past successes and talk about the importance of partnerships moving forward.

- Dr. Bernal Bacca, executive director, Centro Latino, Tacoma
- Joe Dacca, director of state relations, University of Washington
- Carla Naccarato-Sinclair, president for higher education, Washington Education Association.
- Neil Strege, vice president, Washington Roundtable.

Potential questions

- Does the State Board have feedback or questions about advocacy and progress toward meeting system wide legislative goals?

Recommendation/preferred result

The State Board is asked to provide feedback on legislative issues.

Policy Manual Change Yes No

Prepared by: Arlen Harris, legislative director
aharris@sbctc.edu

Laura McDowell, communications director
lmcdowell@sbctc.edu

REGULAR ITEM

December 2, 2020

Tab 4

Community and Technical College Student Civic Engagement Update

Brief Description

Students Sara Gonzalez (Lake Washington Institute of Technology) and Melanie Stone (Clover Park Technical College) will update the Board about student civic engagement during remote operations of the 2020-2021 legislative cycle. The update will include information about student legislative agenda development and engagement during the 2021 legislative session.

How does this item link to the State Board's Strategic Plan?

This short presentation connects to the Board's strategic direction outlined in the plan, specifically Strategy 4, "Strengthen Advocacy and Community Partnerships." Students will present information to continue advocacy of state wide student voice, which "continues to build upon, and implement, the system's strategic advocacy and messaging plan." This presentation will also "engage more people within our college system in advocacy and outreach efforts, including...student leaders." The presentation will build a state-wide student voice by having students demonstrate commitment to legislative advocacy.

Background information and analysis

In 2020-2021, student leaders are working in an online Canvas shell written with the focus of legislative and civic engagement during remote operations. Under direction of student leadership advisors, student groups developed various platforms for inclusion in the final community and technical college Student Legislative Agenda. The intent is to present the draft, community and technical college Student Legislative Agenda to the Board, ensuring stakeholder communication strategies are managed by student leaders. A final 2021 Legislative Agenda draft will be sent to all stakeholders after completion.

Potential questions

Questions that need to be answered:

- Does the continued engagement of a state-wide student network focused on legislative and civic engagement strategies further the Board's Strategy 4 to strengthen advocacy and community partnerships?

Recommendation/preferred result

Statement of support from the Board and SBCTC Executive Leadership regarding the work students are doing during remote operations to ensure student voice is highlighted.

Policy Manual Change Yes No

Prepared by: Joe Holiday, director, student services
jholliday@sbctc.edu

Sheila Walton, director, student programs, Lake Washington Institute of Technology
sheila.walton@lwtech.edu

REGULAR ITEM (RESOLUTION 20-21-54)

December 2, 2020

Tab 5

Approval of 2021 Legislative Agenda and Priorities

Brief Description

The board will review legislative priorities heading into the 2021 legislative session.

How does this item link to the State Board's Strategic Plan?

Identifying possible changes to state law that result in improved service delivery to students supports four system goals:

- **Enrollment, Completion and Equity:** When legislative goals are met, community and technical colleges have the resources to maintain open doors and promote student success to completion.
- **Advocacy:** To accomplish the college system legislative goals, State Board members, staff, and system leaders are engaged with the legislature and policy makers to support colleges in promoting student success.

Background information and analysis

The primary focus entering the 2021 legislative session will be a sustainable operating budget for the college system and the capital budget request.

As COVID-19 continues to damage our state and widen economic and racial divides, our community and technical colleges are uniquely positioned to build a healthy and inclusive economy—to pull people and businesses through this crisis stronger than they were before. We train students of all ages and backgrounds for real-time job opportunities and upskill workers for businesses as they rebound from the recession. Our 2021-23 operating budget request will help Washingtonians in local communities recover and thrive, especially those most affected by the pandemic.

Investing in capital projects at community and technical colleges will stimulate local economies across Washington. The projects will create healthy and safe facilities where people of ages and backgrounds can learn skills for a tight and changing job market.

Attachments:

- A. Z-draft concerning access to higher education
- B. Operating budget one pager
- C. Capital budget one pager

Policy Issues

Removing school districts' ability to withhold grades and transcripts of students.

- If a student owes a fine or fee to a school district and the payment of that fine prevents a college from receiving that student's grades or transcripts, the owed fine or fee would no longer be a barrier for a college to gain access in order to place a student in the proper classes.

Potential questions

- Does the State Board have feedback or questions about legislative issues and progress towards meeting system wide legislative goals?

Recommendation/preferred result

The State Board is asked to provide feedback on legislative issues.

Policy Manual Change Yes No

Prepared by: Arlen Harris, legislative director
aharris@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 20-12-54

A resolution relating to the 2021 community and technical college system legislative agenda.

WHEREAS, Washington's community and technical colleges serve the majority of higher education students in the state, aligning curricula with employer needs, providing lower-cost transfer opportunities and contributing to economic growth statewide; and

WHEREAS, the community and technical college system has identified operating budget, capital budget, and policy priorities for the upcoming 105-day legislative session that support the system's mission of providing students access to a high-quality postsecondary education; and

WHEREAS, the 2021 legislative agenda seeks to protect investments made in the previous biennium and asks for investments in equitable economic recovery and support for workforce training for well-paying jobs; and

WHEREAS, the 2021 legislative agenda includes prioritized state funding for much needed investment in capital projects to aid in economic recovery; and

WHEREAS, the 2021 legislative agenda supports policy legislation to support access to education;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approve the 2021 legislative agenda.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on December 2, 2020.

Attest

Jan Yoshiwara, secretary

Carol Landa McVicker, chair

BILL REQUEST - CODE REVISER'S OFFICE

BILL REQ. #: Z-0082.2/21 2nd draft

ATTY/TYPIST: CL:lcl

BRIEF DESCRIPTION: Concerning access to higher education.

AN ACT Relating to access to higher education; and amending RCW 28A.635.060 and 28A.225.330.

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

Sec. 1. RCW 28A.635.060 and 1997 c 266 s 13 are each amended to read as follows:

(1) ~~((Any pupil who defaces or otherwise injures any school property, or property belonging to a school contractor, employee, or another student, is subject to suspension and punishment.))~~ If any property of the school district, a contractor of the district, an employee, or another student has been lost or willfully cut, defaced, or injured, the school district may withhold the ~~((grades,))~~ diploma, ~~((and))~~ but not the grades or transcripts, of the ~~((pupil))~~ student responsible for the damage or loss until the ~~((pupil))~~ student or the ~~((pupil's))~~ student's parent or guardian has paid for the damages. ~~((If the student is suspended, the student may not be readmitted until the student or parents or legal guardian has made payment in full or until directed by the superintendent of schools. If the property damaged is a school bus owned and operated~~

~~by or contracted to any school district, a student suspended for the damage may not be permitted to enter or ride any school bus until the student or parent or legal guardian has made payment in full or until directed by the superintendent.~~) When the ((pupil)) student and parent or guardian are unable to pay for the damages, the school district shall provide a program of ((~~voluntary work~~)) community service for the ((pupil)) student in lieu of the payment of monetary damages. Upon completion of ((~~voluntary work~~)) community service the ((~~grades,~~)) diploma((~~, and transcripts~~)) of the ((~~pupil shall~~)) student must be released. The parent or guardian of ((~~such pupil~~)) the student shall be liable for damages as otherwise provided by law.

(2) Before ((~~any penalties are assessed~~)) the diploma is withheld under this section, a school district board of directors shall adopt procedures which insure that ((~~pupils'~~)) students' rights to due process are protected.

~~((3) If the department of social and health services or a child placing agency licensed by the department has been granted custody of a child, that child's records, if requested by the department or agency, are not to be withheld for nonpayment of school fees or any other reason.))~~

Sec. 2. RCW 28A.225.330 and 2020 c 167 s 8 are each amended to read as follows:

(1) When enrolling a student who has attended school in another school district, the school enrolling the student may request the parent and the student to briefly indicate in writing whether or not the student has:

- (a) Any history of placement in special educational programs;
- (b) Any past, current, or pending disciplinary action;
- (c) Any history of violent behavior, or behavior listed in RCW 13.04.155;
- (d) Any unpaid fines or fees imposed by other schools; and

(e) Any health conditions affecting the student's educational needs.

(2) The school enrolling the student shall request the student's permanent record including records of disciplinary action, history of violent behavior or behavior listed in RCW 13.04.155, attendance, immunization records, and academic performance from the school the student previously attended. ~~((If the student has not paid a fine or fee under RCW 28A.635.060, or tuition, fees, or fines at approved private schools the school may withhold the student's official transcript, but shall transmit information about the student's academic performance, special placement, immunization records, records of disciplinary action, and history of violent behavior or behavior listed in RCW 13.04.155. If the official transcript is not sent due to unpaid tuition, fees, or fines, the enrolling school shall notify both the student and parent or guardian that the official transcript will not be sent until the obligation is met, and failure to have an official transcript may result in exclusion from extracurricular activities or failure to graduate.))~~

(3) Upon request, school districts shall furnish a set of unofficial educational records to a parent or guardian of a student who is transferring out of state and who meets the definition of a child of a military family in transition under Article II of RCW 28A.705.010. School districts may charge the parent or guardian the actual cost of providing the copies of the records.

(4) If information is requested under subsection (2) of this section, the information shall be transmitted within two school days after receiving the request and the records shall be sent as soon as possible. The records of a student who meets the definition of a child of a military family in transition under Article II of RCW 28A.705.010 shall be sent within ten days after receiving the request. Any school district or district employee who releases the information in compliance with this section is immune from civil liability for damages unless it is shown that the school district employee acted with gross negligence or in bad faith. The

professional educator standards board shall provide by rule for the discipline under chapter 28A.410 RCW of a school principal or other chief administrator of a public school building who fails to make a good faith effort to assure compliance with this subsection.

(5) Any school district or district employee who releases the information in compliance with federal and state law is immune from civil liability for damages unless it is shown that the school district or district employee acted with gross negligence or in bad faith.

(6) A school may not prevent a student who is dependent pursuant to chapter 13.34 RCW from enrolling if there is incomplete information as enumerated in subsection (1) of this section during the ten business days that the department of social and health services has to obtain that information under RCW 74.13.631. In addition, upon enrollment of a student who is dependent pursuant to chapter 13.34 RCW, the school district must make reasonable efforts to obtain and assess that child's educational history in order to meet the child's unique needs within two business days.

--- **END** ---



2021-23 OPERATING BUDGET REQUEST

NOVEMBER 16, 2020

As COVID-19 continues to damage our state and widen economic and racial divides, our community and technical colleges are uniquely positioned to build a healthy and inclusive economy—to pull people and businesses through this crisis stronger than they were before. Students of all ages and backgrounds turn to us to learn skills for a changing and competitive job market while businesses count on us to upskill workers for the new economy. Our 2021-23 budget request will help Washingtonians recover and thrive, especially those most affected by the economic downturn.

Our Priority: Protect Investments in Educational Opportunity

We thank the Legislature for passing the historic Workforce Education Investment Act in 2019 to support accessible and outstanding higher education for the people and businesses of Washington. Budget cuts to these investments, or to our base budgets, would harm people who were struggling to make ends meet even before the pandemic. These are our students—young adults, low-wage workers, people without college credentials and people of color who count on our affordable and local colleges to build a better life. Our students would have fewer course offerings and less advising and support to finish their studies, graduate, and enter the workforce and universities. Half our 356,000 students are students of color and 60 percent experience hunger and housing insecurity. This is our system's top priority.

Advance Equitable Economic Recovery (\$46 million)

At a time when most well-paying jobs require education past high school, our colleges are focused on improving completion rates for all students while closing the equity gap for students of color. Investments will:

- Ensure all students are successful in an online environment by integrating virtual simulation technologies into the delivery of courses and programs. The technology will allow more students to learn remotely and increase access for working adults and student parents. Students will also gain experience working in a simulated environment, a valuable skill in a job market that increasingly relies on automation, artificial intelligence and information technology.
- Address persistent equity gaps by redesigning curricula with an antiracist lens.

Support Workforce Training for Well-Paying Jobs (\$26 million)

As the economy moves into a recession, some jobs may never come back, others will change, and new industries will arise. Investments will help businesses, job-seekers and current employees navigate these transformational changes. Investments will:

- Increase capacity in Washington's Worker Retraining Program by 10 percent, helping more laid-off, unemployed and dislocated workers reskill and start on a career path with higher wage-gains.
- Enhance Washington's Job Skills Training Program, a dollar-for-dollar matching grant program that enables businesses to create customized training programs for new and experienced employees.
- Build colleges' capacity to offer high-demand programs, including nursing, allied health, information technology, computer science, advanced manufacturing and others.

CONTACT INFORMATION

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Operating Budget Director
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email: cberthon@sbctc.edu



2021-23 CAPITAL BUDGET REQUEST

NOVEMBER 16, 2020

Capital Investments Spur Economic Recovery Across Washington

Investing in capital projects at community and technical colleges will stimulate local economies across Washington. Thousands of people will get to work in well-paying jobs in the construction industry and related fields, reinvesting their earning power in local businesses.

With the current low interest rates and a competitive construction market, the state can stretch investments further and break through a backlog of projects that will become more expensive as time goes by.

An Infrastructure of Opportunity

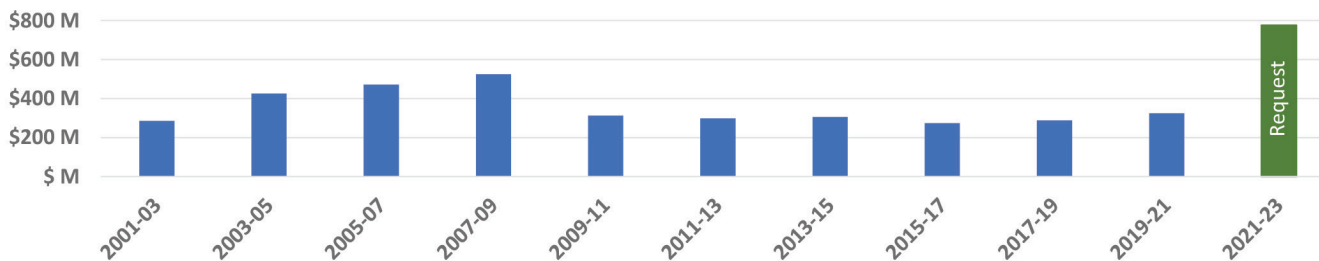
Our capital budget request reflects the increasing cost of repairing and replacing buildings that have aged over a 10-year period in which the state provided no growth in capital funding for our system. As buildings aged, costs increased and buying power declined. The buildings on our request that will be renovated or replaced are, on average, nearly 60 years old and are in poor condition.

Our \$776 million request list will fund several minor projects at every college and 32 major projects at 29 colleges across the state. Projects are ranked based on a rigorous assessment of the need for space, condition of existing facilities, systemwide policy objectives and estimated costs.

With full funding, our system will be able to renovate or replace outdated buildings into spaces that can adapt with the needs of students, employers and the local community. While COVID-19 has forced colleges to temporarily put most instruction online, there will always be the need for face-to-face interaction. This personal touch is vital for first-generation and historically marginalized students.

Investments by the Legislature will provide local communities with adaptable, healthy learning spaces where people of all ages and backgrounds can build their skills and reboot local economies. According to the Office of Financial Management, fully funding these priorities will create an estimated 8,200 jobs in Washington over the next four years.

Previous Funding Levels and Request



See reverse side for our prioritized 2021-23 capital request for new appropriations.



CONTACT INFORMATION

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2021-23 SBCTC Capital Request for New Appropriations and Financing Authorities

Priority	College	Funding Phase	Project	Amount	Cumulative
1	Statewide	2003 operating fund swap	Preventative Facility Maintenance and Building System Repairs	\$22,800,000	\$22,800,000
2	Statewide	Design & Build	Minor Works – Preservation	\$26,113,000	\$48,913,000
3	Statewide	Design & Build	Minor Repairs – Roof	\$11,858,000	\$60,771,000
4	Statewide	Design & Build	Minor Repairs – Facility	\$32,466,000	\$93,237,000
5	Statewide	Design & Build	Minor Repairs – Site	\$3,163,000	\$96,400,000
6	Statewide	Design & Build	Minor Works – Infrastructure	\$33,981,000	\$130,381,000
7	Statewide	Design & Build	Minor Works – Program	\$32,242,000	\$162,623,000
8	Shoreline	Build	Allied Health, Science & Manufacturing	\$43,848,000	\$206,471,000
9	Spokane Falls	2nd half of Build	Fine and Applied Arts Replacement	\$19,342,000	\$225,813,000
10	Tacoma	Design	Center for Innovative Learning and Engagement	\$2,992,000	\$228,805,000
11	Clark	Build	North Clark County Satellite	\$53,230,000	\$282,035,000
12	Wenatchee	Design	Center for Technical Education and Innovation	\$3,266,000	\$285,301,000
13	Shoreline	Design	STE(A)M Education Center	\$3,039,000	\$288,340,000
14	Everett	Build	Learning Resource Center	\$48,084,000	\$336,424,000
15	Lower Columbia	Design	Center for Vocational and Transitional Studies	\$3,206,000	\$339,630,000
16	Grays Harbor	Build	Student Services and Instructional Building	\$44,026,000	\$383,656,000
17	Spokane	Design	Apprenticeship Center	\$3,368,000	\$387,024,000
18	Cascadia	Design	CC5 Gateway Building	\$3,096,000	\$390,120,000
19	North Seattle	Build	Library Building Renovation	\$30,519,000	\$420,639,000
20	Edmonds	Design	Triton Learning Commons	\$3,656,000	\$424,295,000
21	Walla Walla	Build	Science and Technology Building Replacement	\$9,483,000	\$433,778,000
22	Pierce Puyallup	Build	STEM Building	\$38,600,000	\$472,378,000
23	Renton	Design	Health Sciences Center	\$3,997,000	\$476,375,000
24	Centralia	Design	Teacher Education and Family Development Center	\$2,268,000	\$478,643,000
25	Skagit	Design	Library/Culinary Arts Building	\$2,257,000	\$480,900,000
26	Bellevue	Build	Center for Transdisciplinary Learning and Innovation	\$39,942,000	\$520,842,000
27	Highline	Design	Welcome Center for Student Success	\$3,126,000	\$523,968,000
28	Lake Washington	Build	Center for Design	\$32,481,000	\$556,449,000
29	Bates	Build	Fire Service Training Center	\$31,120,000	\$587,569,000
30	South Seattle	Design	Rainier Hall Renovation	\$3,515,000	\$591,084,000
31	Olympic	Build	Innovation and Technology Learning Center	\$22,527,000	\$613,611,000
32	Everett	Design & Build	Baker Hall Replacement	\$31,167,000	\$644,778,000
33	Columbia Basin	Design & Build	Performing Arts Building Replacement	\$36,738,000	\$681,516,000
34	Whatcom	Design & Build	Technology and Engineering Center	\$31,663,000	\$713,179,000
35	Bellingham	Design & Build	Engineering Technology Center - Bldg. J Replacement	\$14,039,000	\$727,218,000
36	Clark	Design & Build	Hanna Foster Hawkins Complex Replacement	\$24,611,000	\$751,829,000
37	Peninsula	Design & Build	Advanced Technology Center	\$19,074,000	\$770,903,000
38	Seattle Central	Design	Broadway Achievement Center	\$2,928,000	\$773,831,000
39	Yakima	Design	Prior-Kendall Hall Replacement	\$1,957,000	\$775,788,000

Alternative Financing Request for 2021-23		Authority
Grays Harbor	COP for Student Services and Instructional Building (if construction is funded)	\$3,200,000
Shoreline	COP to expand Allied Health, Sciences and Manufacturing (if construction is funded)	\$3,128,000
South Puget Sound	COP to renovate Health Education Building	\$5,000,000