

AGENDA

Board of Trustees

*James Curtis-Chair
Liz Dunbar-Vice Chair
Lois Bernstein
Bob Ryan
Pat Shuman*

President

Ivan L. Harrell II, Ph.D.

TCC Mission Statement:

TCC creates meaningful and relevant learning, inspires greater equity, and celebrates success in our lives and our communities.

Board Mission and Vision:

The Board will govern with a style that emphasizes outward vision rather than an internal preoccupation, encouragement of diversity in viewpoints, strategic leadership rather than administrative detail, clear distinction of Board and presidential roles, collective rather than individual decisions, future rather than past or present, and proactive rather than reactive.

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|--|--|------------------------------|
| I. CALL TO ORDER | | James Curtis |
| II. GENERAL MATTERS | | |
| A. Changes/Approval of Agenda | | James Curtis |
| B. Approval of Minutes: December 12 Regular Board Meeting | | James Curtis
James Curtis |
| C. Introductions & New Hires | | |
| D. Correspondence | | Ivan Harrell |
| E. Board Report | | James Curtis |
| III. PRESENTATION | | |
| A. Recognition of Gretchen Adams | | James Curtis |
| B. Student Voice: Student Affairs | | Monica Olsson/Luke Byram |
| C. Program Update: Running Start | | Christy Perotti |
| IV. ACTION ITEMS | | |
| A. 2020-2021 – Instructional Calendar (1 st Read) | | Krista Fox |
| B. Nursing Direct Transfer Agreement (DTA) (2 nd Read) | | Julie Benson |
| C. College/Foundation Quid-Pro-Quo Agreement (2 nd Read) | | Bill Ryberg |
| V. NON-ACTION ITEMS | | |
| A. N/A | | |
| VI. REPORTS | | |
| A. Associated Students | | Kristina Pogosian |
| B. Faculty | | Dave Howard |
| C. Classified Staff | | Jill Merritt |
| D. Foundation | | Tony Lindgren |
| E. Legislative | | Bill Ryberg |
| F. President | | Ivan Harrell |
| VII. PUBLIC COMMENT/REMARKS | | James Curtis |
| VIII. EXECUTIVE SESSION | | James Curtis |
| Under RCW 42.30.110, an executive session may be held for the purpose of receiving and evaluating complaints against or reviewing the qualifications of an applicant for public employment or reviewing the performance of a public employee; consultation with legal counsel regarding agency enforcement actions or actual or potential agency litigation; considering the sale or acquisition of real estate; and/or reviewing professional negotiations. | | |
| IX. BOARD ACTION AS A RESULT OF EXECUTIVE SESSION | | James Curtis |
| X. ADJOURNMENT | | James Curtis |
| Interpreters for people with hearing impairments and Braille or taped information for people with impairments can be provided. Please contact Angelique Odom, Office of the President at 6501 South 19 th St., Tacoma WA 98466; Tel: 253/566-5169 or e-mail aodom@tacomacc.edu. | | |

**Tacoma Community College
Board of Trustees Regular Meeting
December 12, 2018 4:00 p.m.
College Board Room #120, Building 12**

MINUTES

Board Members

James Curtis
Liz Dunbar
Lois Bernstein
Bob Ryan

Administration/Faculty/Staff/Guests

Ivan Harrell	Mary Chikwinya
Bill Ryberg	Joe Shannon
Cliff Fredrickson	Dave Howard
Rebecca Jayasundara	Renee Greenfield
Dolores Haugen	Tanya Losey
Jill Merritt	Julie Dunbar
Christopher Soren	Krista Fox
Julie Benson	Stephanie Thompson
Mary Fox	Mike Goncharuk
Kelley Sadler	Kristina Pogolian
Katie Gulliford	Cathie Bitz
Angelique Odom	Gwen Powers
Brittany Little	Amunoo Tembo
Tatiana Glazirina	Patti Hermoso
Oscar Herrera	Teresa Ievers
Maria Stillwell	Stephen Smith
Tony Lindgren	Dolores Haugen
Jessica Williams	Aaron Foelsch
Madeline Levesque	Analea Brauburger
Janine Mott	Will Howard
Dale Coleman	Sarah Lewandowski-Noble
Jillian Edwards	Lee Sledd
Andrew Campbell	Tamyra Howser
Jason Prenovost	
Rick Brady	

I. CALL TO ORDER

Chair **Curtis** called the meeting to order at 4:02 p.m.

II. General Matters

A. Changes/Approval of Agenda

MOTION: Upon a motion by Board member **Lois Bernstein**, the Board unanimously approved the agenda as submitted.

B. Approval of Minutes of the November 14 Special Meeting and November 14 Regular Board Meeting

MOTION: Upon a motion by Board member **Ryan**, the Board unanimously approved the minutes for the November 14, 2018 Special Board Meeting.

MOTION: Upon a motion by Board member **Ryan**, the Board unanimously approved the minutes for the November 14, 2018 Regular Board Meeting.

C. Introductions and New Hires

President Harrell introduced **Angelique Odom**, Executive Assistant to the President.

Chair Curtis introduced **Krista Fox**, Interim Provost/Vice President for Academic Affairs.

Christopher Soren introduced newly hired **Dales Coleman**, Instructional Designer & Open Education Coordinator, and **Aaron Foelsch**, Help Desk Specialist.

Chair Curtis introduced, **Analea Brauberger**, Dean, Organizational Learning & Effectiveness introduced **Amunoo Tembo** Advisor.

Chair Curtis introduced **Stephen Smith**, Executive Director, Human Resources introduced **Teresa Ievers** HR Consultant/Recruiting 1, **Maria Stillwell** HR Consultant 2.

D. Correspondence

- a. Dr. Harrell from state board on information technical assets, clean audit.

E. Board Report

Trustees shared the events they attended this past month:

- Board Member **Bernstein**:
 - November BOT
 - Tacoma City Council Meeting
 - Seintis 2020 core group to insure inclusion in all of the communities
 -
- Vice Chair **Dunbar**:
 - November BOT
 - Legislative council meeting
 - PCCC meeting – 2 outstanding student speaker
- Board Member **Ryan**:
 - November BOT
 - PCCC meeting – talked to several of the legislatures
- Chair **Curtis**:
 - Liz Dunbar article on her retirement at Tacoma Community House
 - October BOT
 - MOD – end of qtr check in
 - November BOT

III. PRESENTATIONS

A. New Trustee Appointment

Chair **Curtis** – Pat Shuman new trustee appointed to board, recognition of Gretchen Adams will be held at the January board meeting

B. Soccer Team Introduction

Athletic Director **Jason Prenovost** – Soccer team won the 2018 championship, Co –Leaders Alex finish AA & Johnny finish AA sophomore, team introduced themselves. Jason Prenovost stepping down as coach next year

C. Student Voice – Nursing

Julie Benson, Associate Dean of Nursing – Jill Edwards Faculty lead - Graduates from various students covering multiple years. Why did you chose TCC - Close to home, connected to community, a transformative experience, lots of moral support, reputation, cost, location and part time status, liked the lottery selection, application process easier than other schools, helped to elevate knowledge.

D. Program Update – BAS Programs

Char Gore, Interim Dean for Allied Health, Business & Professional Services, power point, these degrees are application over theory, history of BAS, specifics to Washington State, Active

BAS program – Health Information Management & Community Health, need to show current faculty & staff, overview of HIM

Future degrees – Applied management, Core, HR, Project management, entrepreneurship, ITN-IST – gap of 1200 in Pierce County

Goals: Increase scholarship, shareable general education, dedicated supported state wide, dedicated financial aid liaison, dedicated shared space

Faculty has to have at least a master most will be requires to have a doctorate

How are students selected – Let everyone in as long as they have the minimum requirements

IV. ACTION ITEMS

A. Applied Management BAS Degree

Char Gore and **Jane Oberhofer**, Professor/Program Chair for Business & Logistics Programs.

Applied management degree – approved by state board, smooth transition from AA to BA, integrated science of library course for BA research, team effort, lots of staff and faculty involved in getting this created. Has an MOU with Cal Lutheran with a direct path to a master's program.

MOTION: Upon a motion by Board member **Rya**, the Board unanimously approved the Applied Management BAS Degree. Recommend to begin in fall 2019

B. Nursing Direct Transfer Agreement (DTA)

Julie Benson –

Move current program for 117 credits to 170 credits, humanities teaching w/Nursing, state wide initiative, with all state colleges, given to BOT in April of 2018, and program can work on direct articulation

MOTION: Upon a motion by Board member **Ryan & Dunbar**, the Board unanimously approved the first read of the Nursing Direct Transfer Agreement.

C. College/Foundation Quid Pro Quo Agreement

Bill Ryberg, Vice President for College Advancement and Director of the Foundation, An agreement that needs to be updated from time to time when things change. Such as personal, usage, ect. Independent auditors tell us when to update this, approved by the foundation BOT, B section on page 2 states what the college will do, accounting and auditing on a regular bases, G section on page 4 agreement shall continue until updated or terminated by either party, 5% of college president's time will spend his time on foundation business, Walter Chin is not a foundation employee but he does 15% of foundation work,

MOTION: Upon a motion by Board member **Ryan & Dunbar second**, the Board unanimously approved the College/Foundation Quid Pro Quo Agreement.

V. NON-ACTION ITEMS

A. TCC Foundation Audit Review

Ed Ramos, auditor from DP&C, went over the 2017-18 Foundation Audit.

No findings, 8.97 mil of assets for the year, 594,000 net income, 497,000 89% of expenses went to programs.

DPC if you wear jeans on Fridays they contribute to a scholarship gave over \$1000.00

B. Winter Board Retreat Discussion

Chair Curtis – Friday, January 18th No winter board retreat.

B. Civitas

President Harrell – Have been using since 12/2015, contract is up to be renewed, want to purchase a different product degree map, can't see class only advisees, Spend \$133,000

over 3yr contract, need state board to integrate with them, in year one \$173000, goes up \$95000, in year 3 goes up to \$40000, total \$629000 over 3 years, gives us 2 years to plan for additional funding, wants to continue with Civitas, lots of analytics and data, Spring have as an agenda item to board

VI. REPORTS

- **Associated Students Report – Kristina Pogosian**, ASTCC President
 - Started out with 3 senator now has 15, attended Legislative board, clarify what they want to bring to Legislative board, reaching out to go speak with reps, town hall forum for student rights, gave talk to fresh start students, will give prostration, interview for internship for Legislative board and got the position.
- **Faculty Report—Dave Howard**, Faculty Union Representative
 -
- **Classified Staff Report - Jill Merritt**, Classified Staff Representative
 - Dale Coleman, 5 staff awards, Will Howard will be taking over as representative starting in January
- **Foundation Report – Tony Lindgren**, TCC Foundation Board President
 - Reach Hire luncheon 2/6/19
- **Legislative Report – Bill Ryberg**, Vice President for College Advancement
 - PCCC handout, highlight new elected officials 25th – 29th
 - 25th – Kelly Chambers & Chris Gildon
 - 26th – Emily Randall & Jesse Young & Michelle
 - 27th - stayed the same
 - 28th – Mari Levitt
 - 29th – Melody Morgan
- **President’s Report – Dr. Harrell**
 - Enrollment – Fall qtr. closed, slightly down, will give another update in January, one issue that’s hurting us are the international enrollment and how it was reported previously. Went from 100% international to 2% accounted for.
 - Campus Work|– will give a full report in a few days, it will give recommendation, full report will not be shared immediately.
 - Strategic Planning – 80 page report, redacted 8 comments, some comments about President Harrell were taken out, external SWOT has been sent out and send it to the trustees, future summit 1/30/19, 12 themes, topics, 4 small Ed talks, impact statements.
 - Metro Parks – looking for area to build more sports fields, they would like to have TCC considered in the feasibility study of 9 areas, area around current tennis court to the baseball field, should be done in January, once it’s done they will give a presentation to the board, tis could open up our athletics program and more areas for women’s sport, we would not have to provide any funding, lots of work that has to be done and additional work is 5 years out, different levels of income sharing would be available.
 - 5 ctc proposal \$60 mil on a believe program, fill in the gap of financial aid, residents of ages 17 – 24, request is being done.
 - Open positions – VP EDI, January bring the committee together for this hiring and VP Provost Position.
 - Meeting highlight at Gig harbor, Fircrest city council – very happy about him being there,
 - Regional Pay Task Force – Presidents meeting on Friday, 12/14/18
 - Health care
 - Pat Shuman – Newest Trustee
 - Charlie Earl – Hopesparks leases expires soon

- Asian and Pacific islander group
- Pathway –
- Carli Shiffner – CTC link issues
- Attended a meeting hosted by Lori Jenkins, topic of mental health
- Toured Food Life Line in Seattle – provide food to Nourishes
- Bridge program with Evergreen
- Laura, MOD,
- Holiday luncheon
- On vacation from 12/14 – 1/6, Bill Ryberg will be acting president,

VII. PUBLIC COMMENT/REMARKS

None

VIII. EXECUTIVE SESSION

a. None

IX. BOARD ACTION AS A RESULT OF EXECUTIVE SESSION

a. N/A

X. ADJOURNMENT

There being no further business, the meeting adjourned at 5:55 p.m.

James Curtis, Chair

TACOMA COMMUNITY COLLEGE

2020-21 Instructional Calendar

January 9, 2019

BACKGROUND

College policy requires that two (2) years prior to the calendar under consideration, a task force be formed and convened by the Executive Vice President for Academic and Student Affairs to develop a recommended instructional calendar.

STATUS

The calendar is in accordance with the contract year definitions as specified in the faculty negotiated agreement.

The attached calendar for the 2020-21 academic year reflects the recommendation of the task force to the President (also attached).

RECOMMENDATION

The President recommends the Board of Trustees approve the first read of the Instructional Calendar for 2020-21.

DRAFT



> Own Your Future

To: Dr. Ivan Harrell, TCC President
Dave Howard, TCCFT President

From: Calendar Task Force
Joseph Shannon, Monica Monk, Betsy Abts, Greg Ferencko, Dave Howard, and Krista Fox

Date: 10/15/18

Re: “DRAFT” Recommendation Regarding the 2020-21 Instructional Calendar

Please accept the recommendations of the calendar task force, as outlined in section 7.10 of the Faculty Negotiated Agreement, for the 2020-21 academic year for your consideration.

Summer 2020 (31 class days + 0 final exam days = 31 Instructional days)

Summer quarter classes begin on Jun. 22

Independence Day Holiday observed on Thurs. Jul. 2

Last Day of classes is Aug. 13

Summer quarter has no official final exam period

Fall 2020 (50 class days + 4 final exam days = 54 Instructional days)

4 Professional Development Days, Mon. Sept. 14 through Thur. Sept. 17

Fall quarter classes begin on Mon., Sept. 21

Educational Planning Day on Tue., Oct. 20

Veteran's Day Holiday on Wed. Nov. 11

Thanksgiving Holiday on Nov. 25-27 (Wed. not a state holiday)

Final Exams from Mon., Dec. 7 through Thurs. Dec. 10

Winter 2021 (48 class days + 4 final exam days = 52 Instructional days)

Winter quarter classes begin Mon., Jan. 4

Martin Luther King Jr. Day on Mon. Jan. 18

Educational Planning Day Thur. Feb. 4

President's Day Holiday on Mon. Feb. 15

No Winter Professional Development Day

Classes held on Mon. Mar. 15

Final Exams from Tues, Mar. 16 through Fri. Mar. 19

DRAFT

Spring 2021 (48 class days + 4 final exam days = 52 Instructional days)

Spring quarter classes start on Mon., Mar. 29

Professional Development Day on Fri., Apr. 23

Educational Planning Day on Thurs., Apr. 29

Memorial Day Holiday on Mon., May 31

Classes held Mon. June 7

Final Exams Tues. June 8 through Fri. June 11

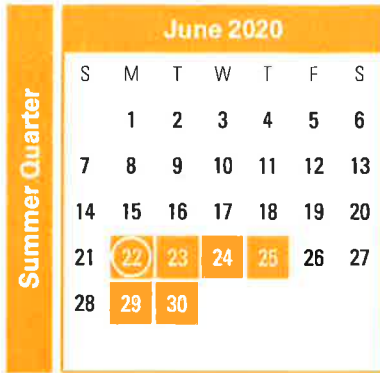
Background:

This proposal provides for 50 classroom days in fall, 48 in winter, and 48 in spring. There would be 10 days that faculty would self-schedule as non-instructional contract days, on the high end of the typical range of 7-10 such days. This calendar has 48 classroom teaching days in spring quarter, which has been a topic of concern in some past years (but is fairly typical). This calendar is similar to those of 2009-2010 and 2015-2016 with regards to the total number of classroom days.

The vast majority of system colleges are reporting final exam days as being instructional days. TCC should report similarly to be consistent with other colleges.

2020-2021 Instructional Calendar

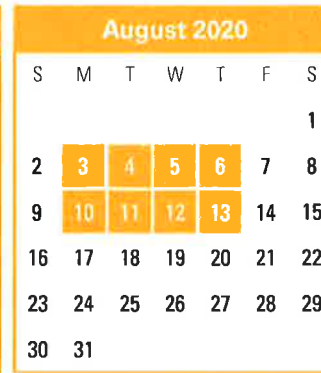
DRAFT October 2018



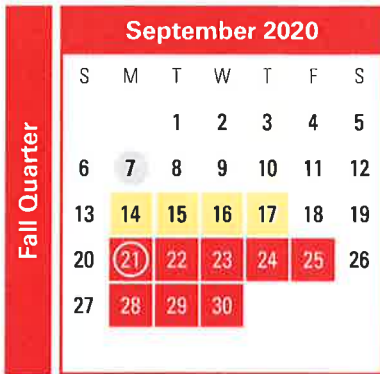
June 22 Classes begin



July 2 Independence Day



Aug. 13 Last day of classes/final exams if administered



Sept. 14-17 Professional Development Days
Sept. 21 Classes begin



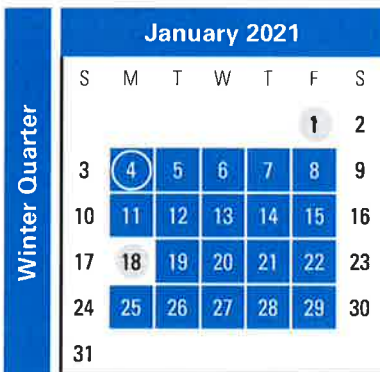
Oct. 20 Educational Planning Day



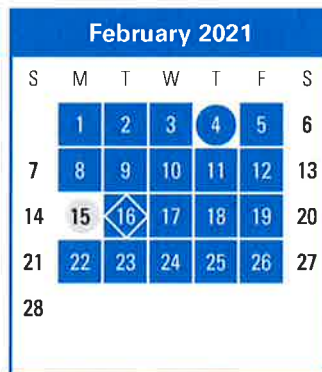
Nov. 2 Registration Opens**
Nov. 11 Veterans' Day Nov. 25-27 Thanksgiving



Dec. 4 Last Day of Classes
Dec. 7-10 Final Exams



Jan. 4 Classes begin
Jan. 19 Martin Luther King Jr. Day



Feb. 4 Educational Planning Day
Feb. 15 Presidents' Day Feb. 16 Registration Opens**



Mar. 15 Last Day of Classes
Mar. 16-19 Final Exams

	Fall	Winter	Spring
Classroom Days	50	48	48
Final Exams/Grading	4	4	4
Professional Development Days			5
Mid-quarter, non-instructional Educational Planning Days			3
Non-instructional Faculty Contract Days			10
Total Contract Days			176



Mar. 29 Classes begin



Apr. 23 Professional Development Day
Apr. 29 Educational Planning Day



May 10 Registration Opens**
May 31 Memorial Day



June 7 Last Day of Classes
June 8-11 Final Exams

① Day/Evening Classes Begin

① Registration Opens**

① Holiday (no class)

① Educational Planning Day*

① Final Exams and Grading

① Professional Development Days

* Classes starting at 3pm or later will be conducted on Educational Planning Days

** Registration opens for currently enrolled students

TACOMA COMMUNITY COLLEGE

NAME OF ACTION ITEM

Vote to approve the move from an AAS-T in Nursing to a Direct Transfer Agreement/Major Related Program (DTA/MRP)

Date: 12/12/18

Background:

Tacoma Community College nursing program is looking to adopt the new Washington state nursing degree pathway called the Associates in Nursing Direct Transfer Agreement/Major Related Program (DTA/MRP).

The Associate in Nursing Direct Transfer Agreement/Major Related Program (DTNMRP) degree is the result of two years of collaboration among community and technical colleges (CTCs) and four year universities and colleges (private and public) in Washington State. In addition to State Board of Community and Technical College (SBCTC) the Washington Student Achievement Council (WSAC), the Council of Presidents (COP), nursing faculty and directors representing universities and CTCs, including co-chair Mary Baroni (UW Bothell) were involved in the development of the degree. The Washington State Nursing Care Quality Assurance Commission (WSNCQAC) was also consulted and approved the creation of the degree.

The Associates in Nursing DTA/MRP creates a pathway for a streamlined academic progression to BSN after completion of the Associates program. When designing the Associate in Nursing DTA/MRP, the nursing work group considered recent data collection, relevant research, and summaries of admission/graduation requirements for both pre-licensure BSN and RN-to-BSN programs. The group also sought to reduce existing barriers for students transferring into BSN programs that included but was not limited to variation of credits among community and technical college; lack of consistent credit alignment; challenges with transferability of lower division credits to baccalaureate institutions, questions around the preparation for National Council Licensure Exam (NCLEX), and variation in time to graduation. Specifically, the group was asked to consider the feasibility of a direct transfer agreement (DTA) or major related program (MRP) that could minimize the variations in both prerequisites to the Associates Degree in Nursing programs at the CTCs and in general education requirements among the Registered Nursing (RN)- to-Bachelor of Science in Nursing (BSN) granting institutions. The resulting degree is consistent with the requirements of a DTA/MRP agreement and incorporates the long-standing state-wide agreement to award upper division credits for passage of the national NCLEX-RN exam. Furthermore, the new Associate in Nursing DTA/MRP degree responds to past legislation and current goals that encourage the development of pathways to baccalaureate degrees in nursing, improvement of articulation for transfer students, and increased percentage of registered nurses who hold a baccalaureate degree as recommended in the Institute of Medicine (IOM) Report, *The Future of Nursing: Leading Change, Advancing Health* (2010). Recognizing the similarity of content and learning outcomes in the nursing core courses at the CTC's and universities, the degree offers three years of coursework at the CTC with one additional post licensure year required at the baccalaureate granting institution.

This is not a new program, but rather a new pathway for our existing nursing program. The new degree will replace our existing AAS-T degree in nursing. It means our nursing degree will increase from 117 credits to 135 credits as directed by the direct transfer agreement requirements. (Appendix I-degree requirements)

The new degree pathway has been approved by the nursing faculty, TCC curriculum committee and the State Board of Community of Technical Colleges. The plan is to move from the AAS-T Nursing Degree to the Associates in Nursing DTA/MRP effective April 1st, 2019. Additional information provided for your review below.

Status:

Vote to approve

Recommendation:

Approve for first read

Additional Supporting information

➤ **Mission and Core Themes**

Tacoma Community College Nursing Program's organizing framework supports the mission of the college to create meaningful and relevant learning, inspire greater equity, and celebrate success in the lives of our communities. The nursing program mission was updated as follows:

AAS-T Mission: To produce innovative Associate Degree nurses who provide safe quality care to diverse populations and inspire others in the profession of nursing. The nursing faculty will accomplish this through evidenced based nursing education in an environment that promotes caring, diversity, ethics, excellence, holism, integrity and patient centered care.

New Mission with DTA/MRP: To produce innovative Associate Degree nurses who provide safe quality care to diverse populations, **invest in continued professional learning to maintain excellence**, and inspire others in the profession of nursing. The nursing faculty will accomplish this through evidenced based nursing education in an environment that promotes caring, diversity, ethics, excellence, holism, integrity and patient centered care.

➤ **Authorization**

A copy of the statewide agreement is attached (Addendum I). The Tacoma Community College's nursing program receives specialized accreditation not only by ACEN, but also per the Washington State Nursing Care Quality Assurance Nursing Commission (WSNCQAC). The WSNCQAC have been notified of the intent to change to the DTA/MRP and have provided written approval to the program. The program has also submitted a Substantive Change notification to Northwest Commission on Colleges and Universities and this has been approved. The organizing framework, with a side by side comparison of the AAS-T to the DTA/MRP is included in Addendum II.

- **Educational Offerings:** The new DTA/MRP degree has been approved by TCC's Curriculum Committee. The degree has 135 credits. The revised curriculum aligns with current nursing education and practice standards. The TCC program after completing pre-reqs includes 6 quarters of nursing core content for generic students and four quarters of nursing core content for LPN advanced standing students.

Highlights of changes from the current degree include:

- Additional Communications Course (ENG 102 or 103)
- Additional Humanities 10 credits of which 5 credits is embedded in the nursing curriculum
- Social Science will have 5 credits which is embedded in the nursing curriculum
- Additional Nutrition courses NUTR 250 (3 cr) and NUTR 251 (2cr)

➤ **Planning**

Planning for the modification of the AAS-T curriculum to the DTA/MRP curriculum began in the spring of 2017. The curriculum was developed/modified by nursing faculty with input from key stakeholders that included advisory board members, current students, general education faculty, and other community education partners. A key requirement of this new degree program is to integrate humanities and social science credits into the core nursing curriculum with the intent to strive for a deeper integration of liberal arts disciplines within the nursing degree program in order to more fully realize the educational benefits for our students. This work involved several meetings over the last year to develop the course learning outcomes and will continue to require ongoing collaboration between the Nursing and Humanities/Social Science divisions for course implementation and evaluation, with classes being co-taught by faculty from both divisions. Learning communities like these help students to not only draw connections between the disciplines and contextualize their learning to their careers and community, but also provide them with support from their peers and professors. On an institutional scale, TCC is also integrating learning communities into its larger Guided Pathways initiative recognizing that integrative and interdisciplinary learning helps students take their degree beyond a collection of credits toward a more holistic learning experience that helps them to become more agile learners and better informed community members.

The nursing program completed both Phase I and Phase II documentation for a new degree, with planning activities noted below.

Phase I:

Degree: This degree will replace the current AAS-T degree earned by students completing the nursing program. Graduates are eligible to take the NCLEX-RN licensure exam and apply for a Registered Nurse license to practice nursing in a variety of healthcare settings. This degree will also position students to transfer to Washington state public and private universities for completion of a Bachelor of Science in Nursing degree in only 45 additional credits.

Demand/Rationale/Value: Educating nurses continues to be a high demand area across the country. In addition, there is a nationwide effort to raise the educational level of practicing RNs. Washington state's initiative includes the development of this degree in an effort to ease the transition from associate degree to bachelor's degree in the hopes of increasing the percentage of the workforce with bachelor's degrees or higher. While TCC has long enjoyed a healthy partnership with the University of Washington, Tacoma, and many of our graduates easily transfer directly to the BSN program there, students wishing to complete a BSN at other institutions have faced additional barriers. This degree will serve to remove those barriers, as well as decreasing the cost of BSN completion for some students, since more credits are earned at the lower cost of the community college.

The development of this degree has been in progress since 2011, as supported by "Preparing the Nurse of the Future: The Value of Academic Progression" that was presented at the Northwest Organization of Nurse Executives (NWOE). The presentation highlighted the supporting reports for moving to this degree. Institute of Medicine (IOM) report 2010, Robert Wood Johnson Foundation 2012-2016, in addition to the regulatory agencies that oversee nursing education at a state and national level. The IOM goal is as follows: "Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression."

The goal is that 80% of the nursing workforce will be BSN prepared by 2020.

The Washington Nursing Care Quality Assurance Commission educational rules mandate a change to a transfer degree of which this degree is one of the choices:

"WAC 246-840-541 Curriculum for prelicensure registered nursing education programs.

(1) The program of study for a registered nursing education program must include both didactic and clinical learning experiences and must be:

(a) Effective September 1, 2017, designed so that all prerequisite nonnursing course credits and nursing credits are transferable to the bachelor's in nursing programs as identified in the statewide associate in nursing direct transfer agreement between community colleges, colleges, and universities, or the statewide associate of applied science transfer degree;"

As of April 24th, 2018, statewide there were 28 Associate Degree Nursing Programs of which 26 programs have expressed interest in adopting the DTA. Thirteen programs has implemented and are admitting, ten programs are actively engaged in development. Three programs have not started on the pathway and two are not interested at this time. All three Practical Nursing programs eager to align with DTA

Education Pathway: This degree will replace the current AAS-T offered by the nursing program. The degree will draw from the same student population as currently, and will not feed into any additional educational programs at TCC.

Phase II:

Curriculum

Program Learning Outcomes: (Addendum II) unchanged from current AAS-T degree

Courses: (Addendum II) Includes descriptions, pre-requisites and credits

Sequencing of courses (Addendum II)

Pathways:

Per the Intercollege Relations commission (ICRC) DTA/MRP agreement the following Colleges/Universities have agreed to accept this degree for direct transfer into BSN programs:

- Washington State University
- University of Washington –Tacoma, Bothell
- Western Washington University
- St. Martins University
- Western Governors University
- Olympic College
- Columbia Basin College
- Bellevue College
- Wenatchee Valley College

Other:

The program would continue to be housed under the Health Business and professional services division. The Nursing program is led by the Associate Dean. No change to this anticipated. No change to workload would be experienced with this degree.

⇒ Budget

The implementation of the DTA/MRP degree does not require any additional faculty training. The program has applied for professional development funding to support the collaboration between the nursing and general education faculty. The program may have a one quarter increase in cost to support two instructors in each shared distribution course for the first time offered. Otherwise the operating budget will be unchanged.

⇒ Student Services**Advising:**

The new degree was presented to the advisors on March 7th, 2018. Advising worksheets have been created and both general advisors and the nursing program advisors have been trained.

Tutoring:

No changes in services provided in this degree to our current degree AAS-T

Financial Aid:

The program has been in contact with Kim Matison on 3/7/18 via e-mail. This communication included the degree information in addition to the draft worksheet. The department has been given the new program plan stack.

E-Learning:

No changes in services provided in this degree to our current degree AAS-T

Enrollment Services:

The program has been in contact with the assistant registrar on several occasions. This communication has included the degree information, implementation plan and the draft worksheet. There is a plan in place to update the CTC link Academic requirements, degree code and CIP codes.

⇒ Physical Facilities

No changes in the physical facilities required in this degree from the current AAS-T degree.

⇒ Library and Information Resources

No changes are anticipated in Library and Information Resources.

⇒ Faculty**Faculty degree requirements:**

WAC 246-840-526

In a nursing education program preparing registered nurses for licensure or for RN to BSN degree, nursing faculty teaching nursing shall:

(1) Have a minimum of a graduate degree in nursing from an accredited college or university and from a nursing education program that is accredited by a nursing education accreditation body recognized by the United States Department of Education; or

(2) A bachelor's degree in nursing from an accredited college or university and from a nursing education program that is accredited by a nursing education accreditation body recognized by the United States Department of Education, and a graduate degree in a health or education related field from an accredited college or university.

No changes in the number of faculty are needed or anticipated. The program is not changing the number of students that are being admitted to the program. The program currently has 10 full time faculty of which two are certified nurse educators and one is a SSH Certified Healthcare Simulation Educator.

Number of Faculty additions needed:

The new degree requires additional pre-requisites to be completed that include the following:

- ENGL& 102 or 103-no additional faculty required as have open sections
- CMST&210– the CMST Dean/Faculty is increasing course offerings
- NUTR 250—The faculty/Dean are providing staffing for this course, will accept NUTR&101 as an alternative for those students who have already taken this course.
- 5 credits of Humanities (elective) -no additional faculty required as have open sections

The new degree, includes courses that are initially going to be co-taught to include a nursing faculty member and a faculty member from the related distribution area of Humanities and Social Science. This has been addressed by the courses being taught become part of the distribution faculty and nursing workload or the distribution faculty may choose a moonlighting assignment.

The number of nursing faculty would not change with the implementation of this degree. The program utilizes up to 30-35 adjuncts during the year to cover all the courses in the curriculum.

(Addendum II)

Organizing Framework

The organizing framework of the Tacoma Community College Nursing Program supports the college's mission and core themes to:

- create meaningful and relevant learning
- inspire greater equity
- celebrate success in the lives of our communities
- Engage Community
- Embrace Discovery

As the role of the nurse in today's healthcare has become more complex, nursing education has become overburdened with content. The Nursing Program's concept-based curriculum is defined by core concepts which help the student to shape and organize the knowledge, skills, and attitudes needed to provide high quality, safe nursing care in today's healthcare environment. The result is that the nursing program produces graduate nurses who are critical thinkers capable of high quality, safe patient care and are ready to join the workforce and serve the diverse local and global communities.

The following model is a visual representation of the nursing program curriculum's organizing framework. The nursing student is at the center of the model, and ensures that student-centered learning is always driving curriculum development. The student's educational journey is defined by the program learning outcomes which are grounded in the college degree learning outcomes and state and national nursing accreditation standards. The program is supported throughout by six curriculum themes that incorporate the Quality, Safety and Education for Nurses (QSEN) Institute core competencies for pre-licensure nursing programs. These themes are inherent in the nursing care of the patient at every stage of the lifespan, and are threaded throughout the curriculum. The importance of continuously addressing these themes in the nursing program is represented by their presence in the model encircling the student and the outcomes.

Themes

Informatics & Technology

The collection of patient and healthcare information is an essential component for the delivery of nursing care. Data collection and utilization is supported by high quality technology and information retrieval systems that enhance patient safety, impact clinical decision making, and enhance health care outcomes.

The use of recognized electronic sources of health care information that are reliable, accurate, and reflect evidence-based practice and quality health indicators, are utilized by the nurse to support the nursing process and provide safe, high-quality nursing care.

Safety & Quality Improvement

Safety is an essential element in the delivery of nursing care and can refer directly to the protection of the patient, or the physical and technological environment that supports that care. The nurse promotes risk reduction through the use of established standards of care, supporting systems, (to include enhanced technology), and the use of recognized strategies for root cause analysis to identify and reduce errors.

The nurse has an obligation to promote and support individual and group safety in order to provide a healthy work environment that enhances patient care. This includes demonstrating professional behaviors, modelling open communication, and fostering interdisciplinary collaboration and conflict resolution.

Quality improvement is a tool used to gather and evaluate patient care data which drives improvement in the quality of health care delivery and healthcare systems. Evaluation of the data establishes recommendations and best practices in the healthcare profession at the national, organizational, and individual level. Implementation of these recommendations, in the form of evidence-based practice, national patient safety standards, policies and procedures, and scopes and standards of professional practice can increase safety and improve patient health outcomes.

Professionalism and Leadership

Professionalism in nursing is driven by societal, organizational, and regulatory acceptable norms. It is a set of standards, principles, and guidelines that underpins the knowledge, behavior, and attitudes of nurses, whether in clinical, non clinical, managerial positions, or in academia. It reflects practice when interacting with vulnerable populations, members of the community, or work colleagues. The nurse exhibits professionalism both on and off duty. The American Nurses Association scope and standards of practice addresses standards of professional performance in ethics, education, evidence-based practice and research, quality of practice, communication, leadership, collaboration, professional practice evaluation, resource utilization, and environmental health. Professionalism and professional behavior are fundamental concepts in QSEN competencies.

Leadership is a process of influence that compels others toward the achievement of a goal. In healthcare, the goal is often quality driven, evidence based safe nursing care that results in positive patient outcomes. Rather than directing, leaders empower others to achieve their highest professional and career competence and potential.

Teamwork and Collaboration

The nurse routinely collaborates with others as a member of various interdisciplinary teams to promote the health and welfare of the organization, its staff, the patient, and the work environment. He or she participates in decision-making, planning, and delegating care within his or her scope of practice, identifying the most efficient and effective means of accomplishing desired outcomes. To achieve this, effective, communication skills are essential. The nursing student is exposed to various teamwork, collaboration, and communication strategies while in the nursing program and is provided the opportunity to utilize these strategies in health care settings.

Patient Centered Practice

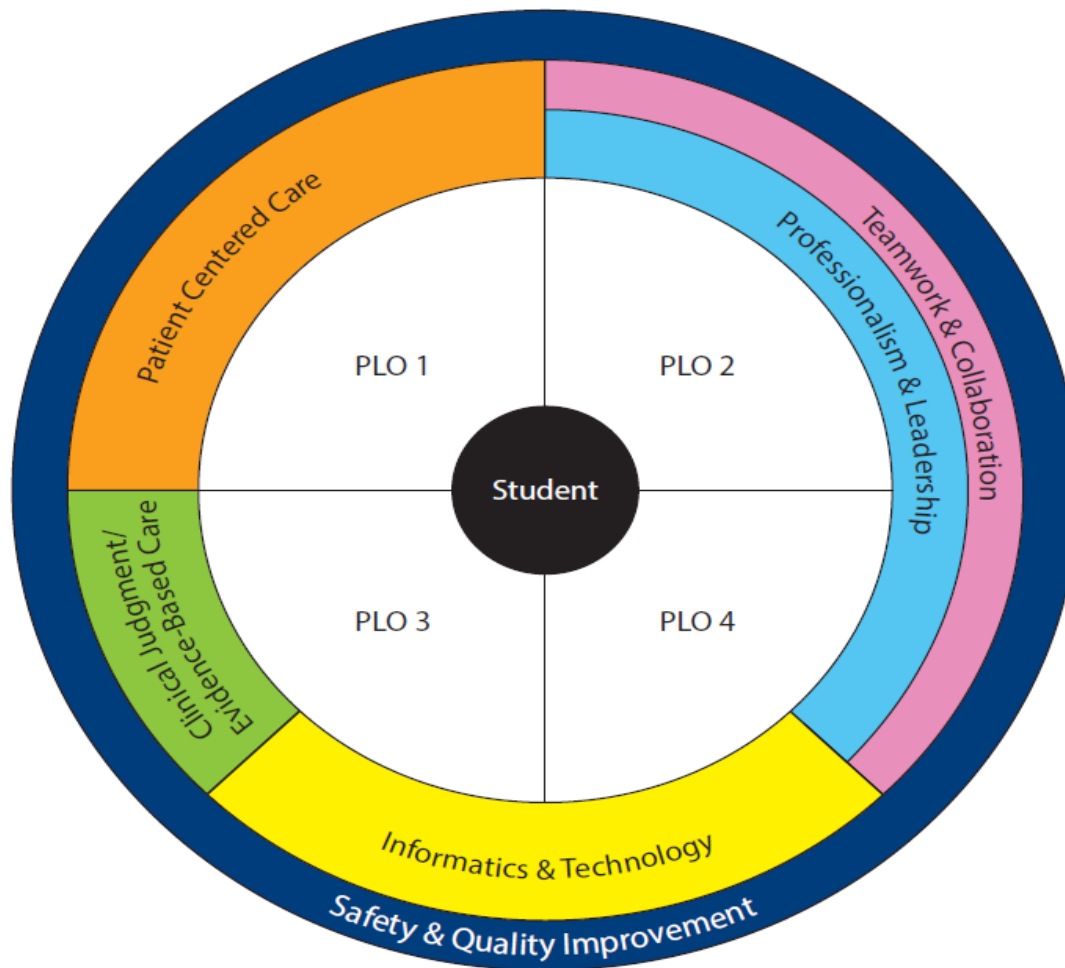
The nurse acknowledges that the physical, psychological, social, and spiritual well-being of the person/client is central to nursing care. Optimal healthcare outcomes are achieved when the patient is recognized as the source of control in decision making and delivery of care. Patient-centered practice acknowledges individual differences and respects the patient's values, preferences, and needs.

Clinical Judgment/ Evidence-Based Practice

Clinical judgment is the ability to provide nursing care to a patient based on individual assessment and knowledge of evidence-based practice that has been demonstrated to improve health care outcomes. In order to provide safe high-quality nursing care, the nurse must possess core knowledge, must apply that knowledge to patient care, and appreciate the importance of evidence-based research to guide his or her practice. The nurse understands the necessity for lifelong learning in the nursing profession to maintain safe care using appropriate clinical judgement.

Evidence-based practice grounded in nursing research is more likely to result in optimal patient outcomes in health care. Evidence-based nursing research defines best practices for care and supports optimal clinical judgment and individualized effective care that remains patient-centered. By integrating and utilizing evidence, the nurse improves on core knowledge and ensures lifelong learning and professional growth and development.

TCC Nursing Program Organizing Framework



PLO = Program Learning Outcome

DLO = Degree Learning Outcome

COK=Core of Knowledge; COM=Communication; CRT=Critical Thinking & Problem Solving;

IIT=Information/Information Technology; LWC=Living & Working Cooperatively; RES=Responsibility & Ethics

PLO 1 The student will provide patient/client-centered care for diverse groups in the community across the lifespan in a manner that is holistic, caring, and demonstrates advocacy. (LWC)

PLO 2 The student will demonstrate professionalism in the following ways: (RES, COK)

- Demonstrate skill in organization, prioritization, collaboration, delegation, and supervision.
- Function ethically and legally within the standards and competencies of local, state, and national regulatory agencies and professional organizations.
- Demonstrate commitment to lifelong learning.
- Demonstrate humility by participation in evaluation, self care, and self reflection.
- Utilize quality improvement processes including responsible use of resources.

PLO 3 The student will demonstrate competency in core nursing principles by being able to: (CRT, IIT, COK)

- Be prepared to pass NCLEX¹ and be employable as an entry level generalist RN.
- Apply strong critical thinking and clinical judgment skills using evidence-based practice to make clinical decisions.
- Efficiently use nursing process for care delivery.
- Demonstrate basic competency in nursing skills.
- Apply safety principles and national safety standards.
- Effectively use healthcare related information and technology.

PLO 4 The student will communicate effectively with individuals and groups in a respectful, professional manner, using both verbal and written formats. (COM)

Pre-Requisites Comparison of AAS-T to DTA\MRP

AAS-T Curriculum				DTA\MRP			
Prefix	Course	Title	Credits	Prefix	Course	Title	Credits
ENGL&	101	English Composition I	5	ENGL&	101	English Composition I	5
					102 or 103	English Composition 2 or 3	5
MATH&	146	Intro to Statistics	5	MATH&	146	Intro to Statistics	5
BIOL&	160	General Cell Biology	5	BIOL&	160	General Cell Biology	5
BIOL&	241	Human A&P I	5	BIOL&	241	Human A&P I	5
BIOL&	242	Human A&P 2	5	BIOL&	242	Human A&P 2	5
BIOL&	260	General Microbiology	5	BIOL&	260	General Microbiology	5
CHEM&	121	Intro to Inorganic Chemistry	5	CHEM&	121	Intro to Inorganic Chemistry	5
				NUTR	250	Nutrition in Health Care	3
CMST&	101 or	Communication 101		CMST&	101 or		
CMST	110 or	Multicultural Communication		CMST	110 or		
CMST&	210	Interpersonal Communication	5	CMST&	210	Interpersonal Communication	5
						Humanities Elective/Distribution course	5
PSYC&	100	General Psychology	5	PSYC&	100	General Psychology	5
PSYC&	200	Lifespan Psychology	5	PSYC&	200	Lifespan Psychology	5
Total			50	Total			63

Nursing Curriculum Generic AAS-T to DTA\MRP Side by Side Comparison

		AAS-T Curriculum			DTA\MRP		
Prefix	Course	Title	Credits	Prefix	Course	Title	Credits
Level 1							
NURS	101	Health & Illness level 1	4	NURS	101	Health & Illness level 1 (Revised)	2
		This course introduces the student to the nursing program curriculum and beginning knowledge of nursing practice. It focuses on the concepts of Communication; Culture and Diversity; Family; Spirituality; Caring Interventions; Assessment; Health, Wellness & Illness; and Nutrition across the lifespan.				This course introduces the student to beginning knowledge of nursing practice. It focuses on the concepts Assessment; Health, Wellness & Illness; and Comfort across the lifespan.	
NURS	115	Skills and Assessment Lab I	3	NURS	115	Skills and Assessment Lab I (Revised)	2
		This course introduces the nursing student to the application of concepts through clinical skills in the laboratory setting. Concepts of assessment, caring interventions, teaching and learning, safety, mobility, elimination, perfusion, oxygenation, and infection will be included across the lifespan. Students will participate in supervised practice and competency validation under simulated conditions.				This course introduces the nursing student to the application of concepts through clinical skills in the laboratory setting. Concepts of assessment, caring interventions, teaching and learning, safety, mobility, elimination, perfusion, oxygenation, and infection will be included across the lifespan. Students will participate in supervised practice and competency validation under simulated conditions.	
NURS	153	Pharmacology I	1	NURS	153	Pharmacology I (Revised)	1
		This course introduces the student to pharmacology. Pharmacological concepts included in this course are: pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications. Specific drug information on assessment; Health, Wellness and Illness; and Nutrition across the lifespan is covered.				This course introduces the student to pharmacology. Pharmacological concepts included in this course are: pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications. Specific medications related to the concepts Health, Wellness & Illness, Comfort, Stress & Coping, and Development are included.	

NURS	181	Professional Concepts I	1	NURS	181	Professional Concepts I (Revised)	1
		This course introduces the student to beginning knowledge, skills & attitudes of nursing as a profession and includes the following concepts across the lifespan: Professional Behaviors, Accountability, Advocacy, and Clinical Decision Making.				This course introduces the student to beginning knowledge of nursing practice. It focuses on the concepts Assessment; Health, Wellness & Illness; and Comfort across the lifespan.	
NURS	191	Clinical I	3	NURS	191	Clinical I	3
		This course introduces students to the application of concepts and skills in sub-acute care and community settings. Principles of communication, assessment, safety, and application of the nursing process will be included across the lifespan.				This course introduces students to the application of concepts and skills in sub-acute care and community settings. Principles of communication, assessment, safety, and application of the nursing process will be included across the lifespan.	
				SOCSC	204	Psychosocial Issues in Health Care I	3
						This course examines concepts necessary for the effective provision of healthcare in the psychosocial domain. It addresses determinants of health and illness across the lifespan, including social, psychological, environmental, spiritual, and cultural dimensions. Concepts include communication, family, culture & diversity, spirituality, caring interventions, development, stress and coping, and self.	
Total			12				12

Level 2							
NURS	102	Health & Illness level 2	4	NURS	102	Health & Illness level 2 (revised)	5
		This course introduces the student to beginning knowledge of nursing practice. Health and Illness concepts included in this course are: Sexuality, Reproduction, Development, Stress and Coping, Comfort, Self, Grief and Loss, Mobility, and Sensory Perception. All concepts are applied to the care of individuals across the lifespan and include elements of nutrition as applicable.				This course introduces the student to beginning knowledge of nursing practice. Health and Illness concepts included in this course are: Sexuality, Reproduction, Mobility, Sensory Perception, Tissue Integrity, Immunity, Elimination, and Nutrition. All concepts are applied to the care of individuals across the lifespan.	
NURS	116	Skills and Assessment Lab II	3	NURS	116	Skills and Assessment Lab II	3
		This course introduces the nursing student to the application of concepts through clinical skills in the laboratory setting. Concepts of assessment, caring interventions, comfort, fluid and electrolytes, elimination, nutrition and digestion, metabolism, tissue integrity, and infection will be included across the lifespan. Accurate calculation, measurement, and administration of medications will be also be emphasized. Students will participate in supervised practice and competency validation under simulated conditions.				This course introduces the nursing student to the application of concepts through clinical skills in the laboratory setting. Concepts of assessment, caring interventions, comfort, fluid and electrolytes, elimination, nutrition and digestion, metabolism, tissue integrity, and infection will be included across the lifespan. Accurate calculation, measurement, and administration of medications will be also be emphasized. Students will participate in supervised practice and competency validation under simulated conditions.	
NURS	154	Pharmacology II	1	NURS	154	Pharmacology II (revised)	1
		This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications for the following areas: Sexuality, Reproduction, Development, Stress and Coping, Comfort, Self, Grief and Loss, Mobility, and Sensory perception across the lifespan.				This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications for the following areas: Immunity, Sexuality, Reproduction, Elimination, and Nutrition across the lifespan.	

NURS	182	Professional Concepts II	1				
		This course introduces the student to beginning knowledge, skills and attitudes of nursing as a profession and includes the following concepts across the lifespan: Legal Issues, Health Care Systems, and Informatics.					
NURS	192	Clinical II	3	NURS	192	Clinical II	3
		This course introduces students to the application of concepts and skills in subacute and acute care settings across the lifespan, including maternal-child and pediatrics. Mental health concepts are an additional focus as applied to patients/clients in non-psychiatric settings. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.				This course introduces students to the application of concepts and skills in subacute and acute care settings across the lifespan, including maternal-child and pediatrics. Mental health concepts are an additional focus as applied to patients/clients in non-psychiatric settings. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.	
Total			12	Total			12
Level 3							
NURS	103	Health & Illness level 3	5	NURS	103	Health & Illness level 3 (revised)	3
		This course introduces the student to intermediate knowledge of nursing practice. Health and Illness concepts included in this course are: Fluid and Electrolytes, Acid-Base Balance, Inflammation, Tissue Integrity, Infection, Cellular Regulation, Metabolism, Immunity, and Elimination. All concepts are applied to the care of individuals across the lifespan and include elements of nutrition as applicable.				This course introduces the student to intermediate knowledge of nursing practice. Health and Illness concepts included in this course are: Fluid and Electrolytes, Acid-Base Balance, Inflammation, Infection and Metabolism. All concepts are applied to the care of individuals across the lifespan.	

NURS	124	Clinical Simulation III	2	NURS	124	Clinical Simulation III	2
		This course provides learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.				This course provides learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.	
NURS	155	Pharmacology III	1	NURS	155	Pharmacology III (revised)	1
		This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications for these areas across the lifespan: Fluid and Electrolytes, Acid-Base Balance, Inflammation, Tissue Integrity, Infection, Cellular Regulation, Metabolism, Immunity, and Elimination.				This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications for these areas across the lifespan: Fluid and Electrolytes, Acid-Base Balance, Inflammation, Infection, and Metabolism.	
NURS	183	Professional Concepts III	1				
		This course introduces the student to intermediate knowledge, skills and attitudes of nursing as a profession and includes the following concepts across the lifespan: Teaching and Learning, Safety, and Evidence-Based Practice.					
NURS	193	Clinical III	3	NURS	193	Clinical III	3
		This course introduces students to the application of concepts and skills in caring for patients/clients with medical-surgical needs in the acute care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.				This course introduces students to the application of concepts and skills in caring for patients/clients with medical-surgical needs in the acute care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.	

				Phil	201	Ethics and Policy in Health Care I	3
						This course introduces the student to ethics and policy issues related to nursing as a profession. Concepts include Legal Practice, Health Care Systems, Informatics, Evidence-based Practice, Safety, Teaching and Learning and Ethical Practice.	
Total			12				
Level 4							
NURS	201	Health & Illness level 4	5	NURS	201	Health & Illness level 4 (revised)	4
		This course introduces the student to intermediate knowledge of nursing practice. Health and illness concepts included in this course are: Behavior, Cognition, Mood and Affect, Neuroprotection, Oxygenation, Perfusion, Stress and Coping, Thermoregulation, and Violence. All concepts are applied to the care of individuals across the lifespan and include elements of nutrition as applicable.				This course introduces the student to intermediate knowledge of nursing practice. Health and Illness concepts included in this course are: Neuroprotection, Oxygenation, Perfusion, and Thermoregulation. All concepts are applied to the care of individuals across the lifespan.	
NURS	226	Clinical Simulation IV	2	NURS	226	Clinical Simulation IV	2
		This course provides continued learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.				This course provides continued learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.	

NURS	256	Pharmacology IV	1	NURS	256	Pharmacology IV (revised)	1
		This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications for these areas across the lifespan: Oxygenation, Perfusion, Thermoregulation, Cognition, Violence, Mood and Affect, Stress and Coping, Neuroprotection, and Behavior.				This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications for these areas across the lifespan: Oxygenation, Perfusion, and Neuroprotection.	
NURS	284	Professional Concepts IV	1				
		This course introduces the student to intermediate knowledge, skills, and attitudes of nursing as a profession and includes the following concepts across the lifespan: Collaboration, Managing Care, and expands on Legal Issues.					
NURS	294	Clinical IV	3	NURS	294	Clinical IV	3
		This course continues learning opportunities for students to apply concepts and skills in caring for patients/clients with medical-surgical needs in the acute care or specialty care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.				This course continues learning opportunities for students to apply concepts and skills in caring for patients/clients with medical-surgical needs in the acute care or specialty care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.	
				Phil	202	Ethics and Policy in Health Care II	2
						This course introduces the student to ethics and policy issues related to nursing as a profession. Concepts include Advocacy, Managing Care, Health Policy, Ethical Practice and Accountability.	
Total			12	Total			12

Level 5							
NURS	202	Health & Illness level 5	5	NURS	202	Health & Illness level 5 (revised)	4
		This course introduces the student to advanced knowledge of nursing practice. It addresses complex aspects of the following health and illness concepts: Immunity, Fluid and Electrolytes, Tissue Integrity, Infection, Cellular Regulation, Metabolism, Comfort, and Grief and Loss. All concepts are applied to the care of individuals across the lifespan and include elements of nutrition as applicable.				This course introduces the student to advanced knowledge of nursing practice. It addresses complex aspects of the following health and illness concepts: Immunity, Fluid and Electrolytes, Tissue Integrity, Cellular Regulation, Comfort, and Grief and Loss. All concepts are applied to the care of individuals across the lifespan.	
NURS	227	Clinical Simulation V	2	NURS	227	Clinical Simulation V	2
		This course provides advanced learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.				This course provides advanced learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.	
NURS	257	Pharmacology V	1	NURS	257	Pharmacology V (revised)	1
		This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications or fluids for medications in these areas: immunity, fluid and electrolytes, tissue integrity, infection, cellular regulation, metabolism, comfort, and grief and loss across the lifespan.				This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications or fluids for medications in these areas: immunity, fluid and electrolytes, infection, cellular regulation, comfort, cognition and mood and affect across the lifespan.	

NURS	285	Professional Concepts V	1				
		This course introduces the student to advanced knowledge of nursing as a profession and includes the following concepts across the lifespan: Health Policy, Health Care Systems, Ethics, and Clinical Decision Making.					
NURS	295	Clinical V	3	NURS	295	Clinical V	3
		This course advances learning opportunities for students to apply concepts and skills in caring for patients/clients with complex medical-surgical needs in the acute care or specialty care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.				This course advances learning opportunities for students to apply concepts and skills in caring for patients/clients with complex medical-surgical needs in the acute care or specialty care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.	
				SOCSC	205	Psychosocial Issues in Healthcare II	2
						This course examines concepts necessary for the effective provision of healthcare in the psychosocial domain. It addresses determinants of health and illness across the lifespan, including social, psychological, environmental, spiritual, and cultural dimensions. Concepts include cognition, violence, mood and affect, behavior, and stress and coping.	
Total			12	Total			12

Level 6							
NURS	296	Transition to Practice: Clinical	8	NURS	296	Transition to Practice: Clinical (revised)	6
		This course is the student's culminating clinical experience and provides immersion into clinical nursing practice. All previously acquired knowledge, skills and attitudes are reinforced and applied to patient/client care under the supervision of an experienced registered nurse in community partners' health care facilities.				This course is the student's culminating clinical experience and provides immersion into clinical nursing practice. All previously acquired knowledge, skills and attitudes are reinforced and applied to patient care under the supervision of an experienced registered nurse in community partners' health care facilities.	
NURS	228	Clinical Simulation VI	1	NURS	228	Clinical Simulation VI	1
		This course provides culminating learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.				This course provides culminating learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.	
NURS	234	Transition to Practice: Seminar	1	NURS	234	Transition to Practice: Seminar	1
		This course supports the student's Transition To Practice clinical experience in NURS 296. It provides the opportunity to reflect on clinical experiences with peers, and formulate problem-solving strategies that can be applied in the clinical setting				This course supports the student's Transition To Practice clinical experience in NURS 296. It provides the opportunity to reflect on clinical experiences with peers, and formulate problem-solving strategies that can be applied in the clinical setting	
NURS	244	Preparation for the Natl Council Licensing Exam	1	NURS	244	Preparation for the Natl Council Licensing Exam	1
		This course is to prepare students through extensive assessment and review for the National Council of State Boards in Nursing's National Council Licensing Examination for Registered Nurses (NCLEX-RN.)				This course is to prepare students through extensive assessment and review for the National Council of State Boards in Nursing's National Council Licensing Examination for Registered Nurses (NCLEX-RN.)	

NURS	286	Professional Concepts VI	1	NURS	286	Professional Concepts VI (revised)	1
		This course introduces the student to advanced knowledge and attitudes of nursing as a profession and includes the concepts across the lifespan: Quality Improvement, Professional Behaviors, and Accountability.				This course introduces the student to advanced knowledge and attitudes of nursing as a profession and includes the concepts across the lifespan: Quality Improvement, Professional Behaviors, and Clinical Decision Making.	
				NUTR	251	Nutrition in Health Care II	2
Total			12	Total			12
Core Total		Generic	72	Core Total		Generic	72

Nursing Curriculum Advanced Standing LPN to RN Old to New Side by Side Comparison

AAS-T Curriculum				DTA\MRP			
Prefix	Course	Title	Credits	Prefix	Course	Title	Credits
		LPN License-Credit for prior learning	24			LPN License-Credit for prior learning	24
Level LPN Bridge		After completion of above, LPN to RN students take the same courses as the curriculum generic students starting at level 4				After completion of above, LPN to RN students take the same courses as the curriculum generic students starting at level 4	
NURS	177	Health & Illness Concepts--LPN Transition	3	NURS	177	Health & Illness Concepts--LPN Transition (revised)	3
		This course introduces the student to intermediate knowledge of nursing practice. Health and illness concepts included in this course are: Infection, Acid-Base, Fluid and Electrolytes, Cellular Regulation, Metabolism, Immunity, Elimination, and Stress and Coping. All concepts are applied to the care of individuals across the lifespan and include elements of nutrition as applicable.				Being developed, first class will enter in Winter of 2020.	
NURS	117	Skills and Assessment Lab--LPN Transition	3				
		This course is designed for LPNs transitioning to the RN program. It reinforces the application of concepts through clinical skills in the laboratory setting and introduces the LPN to skills necessary to successfully transition to the role of RN. Concepts of assessment, caring interventions, comfort, fluid and electrolytes, elimination, nutrition and digestion, metabolism, tissue integrity, and infection will be included. Accurate calculation, measurement, and administration of medications will also be emphasized. Students will participate in supervised practice and competency validation under simulated conditions.					

NURS	156	NURS 156: Pharmacology--LPN Transition	1				
		This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications for these areas across the lifespan: Fluid and Electrolyte and Acid-Base Balance, Inflammation, Tissue Integrity, Infection, Cellular Regulation, Metabolism, Immunity, and Elimination.					
NURS	184	Professional Concepts-LPN Transition	1				
		This course introduces students to intermediate knowledge, skills, and attitudes of nursing as a profession and includes the following concepts across the lifespan: Accountability, Clinical Decision Making, Legal, Informatics, Teaching and Learning, Safety, and Evidence Based Practice.					
NURS	125	Clinical and Simulation--LPN Transition	3	NURS	125	Clinical and Simulation--LPN Transition (revised)	3
		This course provides continued learning opportunities through simulated and actual clinical practice of nursing care delivery. It includes select patient scenarios across the lifespan in a simulated lab setting, using application of concepts in coordination with other courses in the program. In the clinical setting, the students will have learning opportunities to apply concepts and skills in the caring of patients with medical-surgical needs in the acute care or specialty care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included in both the simulated and the clinical settings.				Being developed, first class will enter in Winter of 2020.	

				SOCSC	204	Psychosocial Issues in Health Care I	3
						This course examines concepts necessary for the effective provision of healthcare in the psychosocial domain. It addresses determinants of health and illness across the lifespan, including social, psychological, environmental, spiritual, and cultural dimensions. Concepts include communication, family, culture & diversity, spirituality, caring interventions, development, stress and coping, and self.	
				Phil	201	Ethics and Policy in Health Care I	201
						This course introduces the student to ethics and policy issues related to nursing as a profession. Concepts include Legal Practice, Health Care Systems, Informatics, Evidence-based Practice, Safety, Teaching and Learning and Ethical Practice.	
Total			12	Total			12
Level 4							
NURS	201	Health & Illness level 4	5	NURS	201	Health & Illness level 4 (revised)	4
		This course introduces the student to intermediate knowledge of nursing practice. Health and illness concepts included in this course are: Behavior, Cognition, Mood and Affect, Neuroprotection, Oxygenation, Perfusion, Stress and Coping, Thermoregulation, and Violence. All concepts are applied to the care of individuals across the lifespan and include elements of nutrition as applicable.				This course introduces the student to intermediate knowledge of nursing practice. Health and Illness concepts included in this course are: Neuroprotection, Oxygenation, Perfusion, and Thermoregulation. All concepts are applied to the care of individuals across the lifespan.	

NURS	226	Clinical Simulation IV	2	NURS	226	Clinical Simulation IV	2
		This course provides continued learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.				This course provides continued learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.	
NURS	256	Pharmacology IV	1	NURS	256	Pharmacology IV (revised)	1
		This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications for these areas across the lifespan: Oxygenation, Perfusion, Thermoregulation, Cognition, Violence, Mood and Affect, Stress and Coping, Neuroprotection, and Behavior.				This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications for these areas across the lifespan: Oxygenation, Perfusion, and Neuroprotection.	
NURS	284	Professional Concepts IV	1				
		This course introduces the student to intermediate knowledge, skills, and attitudes of nursing as a profession and includes the following concepts across the lifespan: Collaboration, Managing Care, and expands on Legal Issues.					
NURS	294	Clinical IV	3	NURS	294	Clinical IV	3
		This course continues learning opportunities for students to apply concepts and skills in caring for patients/clients with medical-surgical needs in the acute care or specialty care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.				This course continues learning opportunities for students to apply concepts and skills in caring for patients/clients with medical-surgical needs in the acute care or specialty care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.	

				Phil	202	Ethics and Policy in Health Care II	2
						This course introduces the student to ethics and policy issues related to nursing as a profession. Concepts include Advocacy, Managing Care, Health Policy, Ethical Practice and Accountability.	
Total			12	Total			12
Level 5							
NURS	202	Health & Illness level 5	5	NURS	202	Health & Illness level 5 (revised)	4
		This course introduces the student to advanced knowledge of nursing practice. It addresses complex aspects of the following health and illness concepts: Immunity, Fluid and Electrolytes, Tissue Integrity, Infection, Cellular Regulation, Metabolism, Comfort, and Grief and Loss. All concepts are applied to the care of individuals across the lifespan and include elements of nutrition as applicable.				This course introduces the student to advanced knowledge of nursing practice. It addresses complex aspects of the following health and illness concepts: Immunity, Fluid and Electrolytes, Tissue Integrity, Cellular Regulation, Comfort, and Grief and Loss. All concepts are applied to the care of individuals across the lifespan.	
NURS	227	Clinical Simulation V	2	NURS	227	Clinical Simulation V	2
		This course provides advanced learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.				This course provides advanced learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.	

NURS	257	Pharmacology V	1	NURS	257	Pharmacology V (revised)	1
		This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications or fluids for medications in these areas: immunity, fluid and electrolytes, tissue integrity, infection, cellular regulation, metabolism, comfort, and grief and loss across the lifespan.				This course continues with pharmacological concepts about the pharmacokinetics, routes of administration, dosage calculation, safe medication administration, therapeutic effects, side and adverse effects, interactions, and contraindications of specific medications or fluids for medications in these areas: immunity, fluid and electrolytes, infection, cellular regulation, comfort, cognition and mood and affect across the lifespan.	
NURS	285	Professional Concepts V	1				
		This course introduces the student to advanced knowledge of nursing as a profession and includes the following concepts across the lifespan: Health Policy, Health Care Systems, Ethics, and Clinical Decision Making.					
NURS	295	Clinical V	3	NURS	295	Clinical V	3
		This course advances learning opportunities for students to apply concepts and skills in caring for patients/clients with complex medical-surgical needs in the acute care or specialty care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.				This course advances learning opportunities for students to apply concepts and skills in caring for patients/clients with complex medical-surgical needs in the acute care or specialty care setting across the lifespan. Principles of communication, safety, and application of the nursing process, including accurate calculation, measurement, and administration of medications, will be included.	

				SOCSC	205	Psychosocial Issues in Healthcare II	2
						This course examines concepts necessary for the effective provision of healthcare in the psychosocial domain. It addresses determinants of health and illness across the lifespan, including social, psychological, environmental, spiritual, and cultural dimensions. Concepts include cognition, violence, mood and affect, behavior, and stress and coping.	
Total			12	Total			12
Level 6							
NURS	296	Transition to Practice: Clinical	8	NURS	296	Transition to Practice: Clinical (revised)	6
		This course is the student's culminating clinical experience and provides immersion into clinical nursing practice. All previously acquired knowledge, skills and attitudes are reinforced and applied to patient/client care under the supervision of an experienced registered nurse in community partners' health care facilities.				This course is the student's culminating clinical experience and provides immersion into clinical nursing practice. All previously acquired knowledge, skills and attitudes are reinforced and applied to patient care under the supervision of an experienced registered nurse in community partners' health care facilities.	
NURS	228	Clinical Simulation VI	1	NURS	228	Clinical Simulation VI	1
		This course provides culminating learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.				This course provides culminating learning opportunities through simulated practice of nursing care delivery. It includes participation in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.	

NURS	234	Transition to Practice: Seminar	1	NURS	234	Transition to Practice: Seminar	1
		This course supports the student's Transition To Practice clinical experience in NURS 296. It provides the opportunity to reflect on clinical experiences with peers, and formulate problem-solving strategies that can be applied in the clinical setting				This course supports the student's Transition To Practice clinical experience in NURS 296. It provides the opportunity to reflect on clinical experiences with peers, and formulate problem-solving strategies that can be applied in the clinical setting	
NURS	244	Preparation for the Natl Council Licensing Exam	1	NURS	244	Preparation for the Natl Council Licensing Exam	1
		This course is to prepare students through extensive assessment and review for the National Council of State Boards in Nursing's National Council Licensing Examination for Registered Nurses (NCLEX-RN.)				This course is to prepare students through extensive assessment and review for the National Council of State Boards in Nursing's National Council Licensing Examination for Registered Nurses (NCLEX-RN.)	
NURS	286	Professional Concepts VI	1	NURS	286	Professional Concepts VI (revised)	1
		This course introduces the student to advanced knowledge and attitudes of nursing as a profession and includes the concepts across the lifespan: Quality Improvement, Professional Behaviors, and Accountability.				This course introduces the student to advanced knowledge and attitudes of nursing as a profession and includes the concepts across the lifespan: Quality Improvement, Professional Behaviors, and Clinical Decision Making.	
				NUTR	251	Nutrition in Health Care II	2
						This course applies principles of nutrition to nursing care planning and delivery. Emphasis is on nutrition for individuals with disease processes related to concepts learned throughout the nursing curriculum.	
Total			12	Total			12
Core Total		LPN to RN advanced standing	48	Core Total		LPN to RN advanced standing	48

TACOMA COMMUNITY COLLEGE

QUID PRO QUO AGREEMENT BETWEEN TACOMA COMMUNITY COLLEGE AND THE TACOMA COMMUNITY COLLEGE FOUNDATION

December 12, 2018

BACKGROUND

The TCC Foundation Board and the TCC Board of Trustees review the Quid Pro Quo agreement between the College and the TCC Foundation. The Quid Pro Quo establishes the amount of salaries and expenses paid by the college in support of Foundation operations. This agreement is referred to in the operating agreement between Tacoma Community College and the TCC Foundation.

STATUS

The Quid Pro Quo agreement was approved by the TCC Foundation Board of Directors at its November 27, 2018 meeting.

RECOMMENDATION

The President recommends that the Board of Trustees approve the Quid Pro Quo agreement.



**Tacoma Community College and
Tacoma Community College Foundation
Agreement**

This Agreement is entered into by and between Tacoma Community College, Community College District No.22 (“College”), and the Tacoma Community College Foundation, a nonprofit corporation (“Foundation”).

WHEREAS, the College, pursuant to RCW 28B.50.140(8), may receive such gifts, grants, conveyances, devises and bequests of real and personal property from private sources, as may be made from time to time, in trust or otherwise, whenever the terms and conditions thereof will aid in carrying out College programs as specified by law and the rules of the state college board; sell, lease or exchange, invest or expend the same or the proceeds, rents, profits and income thereof according to the terms and conditions thereof; and adopt rules to govern the receipt and expenditure of the proceeds, rents, profits and income thereof; and

WHEREAS, the College has, from this, express power to receive property, the implied power to solicit the same; and;

WHEREAS, the College has the authority to enter into contracts for these and other lawful purposes; and

WHEREAS, the Foundation is a tax-exempt nonprofit corporation, independent of and separate from the College, organized and operated to receive and administer property and to make expenditures and conduct activities to or for the benefit of the College; and

WHEREAS, the Foundation is empowered to solicit and receive property and to make contributions, grants, gifts and transfer of property to the College;

NOW, THEREFORE, the parties hereby agree as follows:

I. SEPARATE OBLIGATIONS

A. The Foundation shall:

1. Expend its best efforts to seek to accrue gifts, grants, conveyances, devises, and bequests of real and personal property for the benefit of the College. For this purpose, it will design and implement programs and procedures to solicit and receive such personal property and also to acquire such real property by purchase, lease, exchange or otherwise, all to further the purposes of the Foundation which benefit the College;
2. Comply with all applicable federal and state laws. For this purpose, the Foundation will establish rules and procedures for the management of all affairs of the Foundation in accordance with (a) the requirements for tax-exempt entities under the federal Internal Revenue Code, including its section 501(c)(3), and (b) Washington State laws, including those governing charitable

solicitations (e.g., chapter 19.09 RCW), charitable trusts (e.g., chapter 11.110 RCW, and nonprofit corporations (e.g. chapter 24.03 RCW); tender to the College immediately all gifts, grants, conveyances, devises, and bequests of real and personal property it may receive wherein the College is designated as the intended beneficiary;

3. Accept, hold, administer, invest, disburse and properly account and be responsible for all donations of property of any kind or character as from time to time may be given to it, in accordance with the terms of such gifts, grants, conveyances, devises, and bequests any kind;
4. Make contributions, grants, gifts, and transfers of property, both real and personal, either outright or in trust, to or for the benefit of the College;
5. Use all assets and earnings of the Foundation for the benefit of the College or for payment of necessary and reasonable administrative expenses of the Foundation. No part of such assets and earnings shall accrue to the benefit of any director, officer, member, or employee of the Foundation or of any other individual, except for appropriate payment of reasonable compensation for services actually rendered or reimbursement of reasonable expenses necessarily incurred;
6. Not merge, consolidate, or change the Foundation's Articles of Incorporation during the lifetime of this Agreement, without the written agreement of the College;

B. The College shall:

1. Provide the Foundation with office space, including utilities, use of office furniture, file cabinets, and associated equipment, and warehouse space for temporary storage of donated materials and equipment;
2. Provide the Foundation with use of office machines, materials and services as reasonably required for its operation, including consumable office supplies, telephone service, postage, use of word-processing, photocopying, facsimile transmission, duplication, publication, and audio-visual equipment and services, and part-time professional and/or staff services. The time allocated to services to the Foundation shall not be full-time for any College employee;

II. ACCOUNTING AND AUDITING

To provide proper accounting and auditing for the property and services provided by each party under Article I:

- A. By April 30 of each year, the Foundation fiscal analyst and the director of financial services shall prepare a draft quid pro quo forecast for the following fiscal year showing all anticipated transactions and services under this Agreement for that upcoming fiscal year, including all space and equipment, supplies, personnel, and other services the College expects to provide to the Foundation. The presidents of the Foundation and the College, and/or their designees, will review that forecast.
- B. The value of all space and equipment, supplies, personnel, and other services which the College provides to the Foundation, based on a rolling three year average, shall not exceed the agreed upon annual contract listed in the College and Foundation quid pro quo agreement. By April 30 of each year, the director of financial services and the Foundation fiscal analyst will review the financial

records for space and equipment, supplies, personnel, and other services provided by the College to assure that the maximum amount does not exceed the agreed upon annual contract listed in the College and Foundation quid pro quo agreement. By September 30 of each year, the Director of Financial Services and the Foundation fiscal analyst will prepare, and the presidents of the Foundation and the College and/or their designees will review, a post closing summary of the transactions between the two parties to assure that the maximum has not been exceeded.

- C. The Foundation shall annually confirm to the College that it has fully complied with its obligation to expend its best efforts to seek to accrue gifts, grants, donations and endowments for the benefit of the College. For this purpose, the Foundation will list its accomplishments for the preceding year and share with the College its revenue and expense statements for the preceding year and its end-of-year balance sheet.
- D. Pursuant to RCW 28B.50.837 et seq. (Washington Community and Technical College Exceptional Faculty Awards Program), the Foundation agrees to accept state matching funds from the College Faculty Awards Trust Fund (“the Fund”), and protect, invest, and manage disbursements from the Fund as required by law.”
- E. The Foundation is a separate entity from the College, and shall be annually audited by a reputable independent accounting firm. Should Title III matching funds become available, all parties will follow the program-specific auditing and accounting requirements established by the federal government for this program.
- F. The College is a state institution of higher education, and shall be audited by the State Auditor’s Office.
- G. The Foundation, shall permit the president of the College, or the president’s designee, to inspect and/or copy all Foundation books, accounts and records at all reasonable times in order to determine compliance with the commitments made in this Agreement. The president’s designee may include institutional or state auditors. Nothing herein shall be deemed to affect the rights and responsibilities of the State Auditor.

III. OTHER AGREEMENTS

- A. Independent Capacity: At all times and for all purposes of this Agreement, each party shall act in an independent capacity and not as an agent or representative of the other party.
- B. No Indemnification: Each party shall be responsible for the actions and inactions of itself and its own officers, employees, and agents acting within the scope of their authority.
- C. No Assignment: This agreement is not assignable by either party, in whole or in part.
- D. Governing Law and Disputes: This Agreement shall be governed by the laws of the State of Washington. Before instituting any legal action hereunder, a party, through its president, shall meet with the president of the other party and attempt in good faith to resolve the disagreement. Venue of any action hereunder shall be in Pierce County Superior Court.
- E. Entire Agreement: This constitutes the entire agreement of the parties, including all oral understandings, on the subject of their general and overall relationship. However, the parties may

enter into other stand-alone agreements on specific subjects. All such agreements shall be in writing and signed by the parties. This agreement shall be updated and reviewed annually.

F. Modification: No alteration or modification of any term of this Agreement shall be valid unless made in writing and signed by the parties.

G. Termination: This Agreement shall continue until terminated. It may be terminated by either party only at the end of a State fiscal biennium, upon written notice to the other party given at least ninety (90) days in advance. Upon termination of this agreement, the Foundation shall cease soliciting and receiving money and property in the name or for the benefit of the College or for any other purpose and shall dissolved under the laws of the State of Washington governing the dissolution of not for profit corporations.

H. Conflict of Interest: This agreement shall be subject to any conflicts of interest policies for either the College or the Foundation.

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties on this –

_____ day of _____, 2018.

FOUNDATION

COLLEGE

Tony Lindgren, Board President

James Curtis, Board Chair

Bill Ryberg
Foundation Director

Dr. Ivan Harrell, President

Approved as to form:

Richard Brady, Assistant Attorney General

Original signature approved form

On _____

Revised September 2018

The College Quid Pro Quo services, salaries and benefits, are an addendum to this document and are negotiated annually.

Tacoma Community College Financial Support to TCC Foundation**FY 2018 - 2019****Revised September 2018****Payroll & Benefits**

		<u>Salary & Benefits</u>	<u>FDTN % of support</u>	<u>FDTN \$ of contribution</u>
College President	Dr. Ivan Harrell	277,112	5%	13,856
VP for Advancement/FDTN director	Bill Ryberg	159,926	50%	79,963
Director of Development	Lynette Crumity	103,732	80%	82,986
Foundation Operations Coordinator	Paige Banks	70,000	50%	35,000
Fiscal Analyst	Kelly Farr	72,908	0%	-
Fiscal Assistant	Rod Romberger	32,540	85%	27,659
Admin Assistant	Cathie Bitz	16,640	50%	8,320
Grants Manager	Walter Chien	<u>100,374</u>	15%	<u>15,056</u>
Total		\$833,231.38		262,839

Occupancy and Services Costs

	<u>Sq. Feet</u>	<u>% of support</u>	<u>\$ of Contribution @ \$18/sq ft</u>
College President	500	5%	450
VP Advancement	170	65%	1,989
Director of Development	155	80%	2,232
FDTN Operations Coordinator	141	80%	2,030
Fiscal Analyst	105	85%	1,607
Admin Assistant	65	50%	585
Fiscal Assistant	100	85%	1,530
Grants Managers	65	30%	351
Storage Room	64	50%	576
Common Areas	<u>500</u>	50%	<u>4,500</u>
Total	1865		15,850

Maintenance, utilities, custodial, security, refuse, etc.	\$8.00/sq ft	6,052	<u>Total Quid Pro Quo Amount</u>
IT, Facilities, Web, and Telephone support		<u>18,000</u>	
Total Occupancy and College Services Contribution		<u>\$ 39,902</u>	<u>\$ 302,741</u>

New Hire Report / December 1, 2018 through December 31, 2018

Prepared by: Human Resources

Classification	Employee Name	Position Title	Department	Start Date
Academic				
Classified				
	Cairns, Elisabeth	Program Assistant	Assessment and Entry Services	12/3/2018
	Cairns, Thomas	Custodian 1	Custodial Services	12/4/2018
	* Evans, Asia	Program Specialist 2	Enrollment Services	12/17/2018
	** Garcia, Daniel	Program Assistant	Office of Student Engagement	12/3/2018
	levers, Teresa	HR Consultant 1	Human Resources	12/3/2018
	** Iha, Elaine	Secretary Senior	Health, Business and Professional Services	12/3/2018
	* Kumi, Melinda	Office Assistant 3	Presidents Office	12/3/2018
	Sullivan, Jean Marie	Procure & Supply Specialist 2	Purchasing/Receiving	12/13/2018
	** Stephens, Pavla	Program Assistant	Access Services	12/3/2018
	Stillwell, Maria	HR Consultant 2	Human Resources	12/6/2018
Exempt				
	Nakada, Christine	Director of Entry Services	Entry Services	12/10/2018
	*** Williams, Brittney	Advisor	Counseling and Advising	

** Promotional Position

* 18-Month Non-Permanent

***Position Change