

# Agenda

## Baccalaureate Leadership Council - Spring 2026 Meeting

Wednesday, May 6th, 2026 and Thursday, May 7th, 2026

Hosted by

Spokane Falls Community College (SFCC)

3410 W. Whistalks Way

Spokane, WA 99224

Building 30: Room 206

### Wednesday, May 6th, 2026 General Membership and Business Meeting

(For Business Meeting, all are welcome to attend, but only official voting members or proxies may vote.)

Wednesday, May 6th	Agenda Topic	Information/Lead
<b>General Meeting</b>		
8:00-8:45 am	<b>Networking</b> Light Refreshments - coffee/tea/pastries	Room 206
8:45-9:00 am	<b>Call to Order and Welcome from Spokane Falls CC President</b> Honoring BLC Colleague Hellos and Farewells Introduction of Attendees by College Review of Agenda	Room 206 Lead: BLC Chair and Exe.
9:00 -10:00 am	<b>Group Activity: Identifying Best Practices for the Equity Toolkit</b> <ul style="list-style-type: none"> <li>● Retention Strategies</li> <li>● Admissions Processes</li> <li>● Connections to Employment</li> <li>● Other</li> </ul>	Room 206 Lead: Equity Committee
10:00 - 10:15	<b>Break</b>	
10:15 - Noon	<b>Workgroup time</b> <ul style="list-style-type: none"> <li>● Policy (Room: 206)</li> <li>● Articulation and System Alignment</li> </ul>	Rooms as Listed Leads:

	(Room: 201) <ul style="list-style-type: none"> <li>● Marketing (Room:202)</li> <li>● Equity (Room:206)</li> </ul>	Policy: Skye Field  Articulation/System Alignment: Chris Mahoney  Marketing: Cristie Crawford/Shawna Blue  Equity: Ron May
Noon - 12:15 pm	<b>Break</b>	
12:15 - 1:15 pm	<b>Working Lunch - Committee Report out</b>	Room 206
1:15 - 2:00 pm	<b>Hot Topics</b>	Room 206 Leads: Herlinda Ruvalcaba, Tanya Powers and Erica Miller
2:00 - 2:15 pm	<b>Break</b>	
<b>Business Meeting</b> <b>Zoom (only available during this portion of the meeting 2:15-5:00pm):</b>		
2:15 - 3:45 pm	<b>Executive Committee Reports</b> <ul style="list-style-type: none"> <li>● Chair: Tamra Gilchrist             <ul style="list-style-type: none"> <li>○ CCN Update-alignment with ATC</li> </ul> </li> <li>● Treasurer: Cindy Walker</li> </ul>	Room 206 Leads: BLC Chair and Exe.
	<b>Voting Items</b> <ul style="list-style-type: none"> <li>● Winter Meeting Minutes</li> <li>● Executive Nominations and Elections             <ul style="list-style-type: none"> <li>○ Vice-chair</li> <li>○ Secretary</li> <li>○ Treasurer</li> <li>○ Members-at-Large</li> </ul> </li> <li>● Marketing Guidelines</li> <li>● BAS Composition Requirement</li> </ul> <b>Other Business</b>	

3:45 - 4:15 pm	<b>Liaison Reports</b> <ul style="list-style-type: none"> <li>● Instruction Commission (IC) - Connie Smejkal</li> <li>● Workforce Education Council (WEC) - Kristi Lagrutta</li> <li>● Academic Transfer Council (ATC) - Chris Chen Mahoney</li> <li>● Research and Planning Commission (RPC) - Kelley Sadler</li> <li>● Library Leadership Council (LLC) - Christie Flynn</li> <li>● Center of Excellence</li> </ul>	
4:15 - 4:30 pm	<b>Planning for Next Year</b> <ul style="list-style-type: none"> <li>● Identify Host Colleges for next year</li> </ul>	
4:30 - 5:00 pm	<b>Preview of the next day</b> <b>Adjourn</b>	

**Thursday, May 7th, 2026 - General Meeting continued and Joint Session with Workforce Education Council**

Thursday, May 7th	Agenda Topic	Information
8:00 – 8:45 a.m.	<b>Breakfast &amp; Networking (BLC &amp; WEC)</b>	Room 206
8:45 – 9:15 a.m.	<b>Call to Order and College Welcome</b> <b>Housekeeping</b> <b>Review of Agenda</b> <b>Deans Academy</b> <b>Introductions</b>	Room 206 Leads: SFCC, BLC Exec, WEC Exec
9:15 – 9:45 a.m.	<b>Tabletop–Networking Discussion</b>	WEC Led
9:45 –10:45 a.m.	<b>Presentation: Building partnerships, exploring non-federal funding and strategies for competitive grant writing</b>	Matthew Swenson (Green River College)
10:45 – 10:55 a.m.	<b>BREAK</b>	
10:55-11:55	<b>SBCTC Report and Q&amp;A</b>	SBCTC
11:55-Noon	<b>BLC adjourns   WEC continues</b>	

**BLC Resources:**

[BLC Canvas page](#)

[BLC Listserv info page](#)

[SBCTC BLC page](#)

**Spring Meeting Resources:**

**Hotel:**

Davenport Centennial  
303 W North River Drive  
Spokane, WA 99201

👉 Hotel Booking Link: [Spokane Community College](#)

**Campus Map:**

<https://shared.spokane.edu/ccsglobal/media/Global/PDFs/SFCC/SFCC-Map-w-legend-horz.pdf>

**Parking: Recommended parking location: Lot P9**

Parking permits are required and can be purchased online through the Spokane Colleges parking portal:

👉 Parking Registration:

<https://spokanecolleges.t2hosted.com/Account/Portal#>

Daily permits are approximately \$3 and are tied to your vehicle license plate.

When entering campus from Whistalks Way, follow signs toward the center of campus and park in Lot P9. Building 30 is a short walk from the parking area.

**Upcoming Meetings:**

- Fall 2025 - TBD

# **Baccalaureate Leadership Council Work Plan 25-26**

The Baccalaureate Leadership Council was established by the Washington Association of Community and Technical Colleges (WACTC). Based on a consistent and sustained growth of the number of overall baccalaureate degrees, this formal council exists to support the work of the Instruction Commission, as appropriate, or matters relating to baccalaureate policy, procedures/processes, and promotion.

## **Purpose and Objectives**

The purpose and objectives of this Council are:

1. To assume and maintain leadership in the promotion, support and advocacy of baccalaureate programs at the local and state level.
2. To improve communication, collaboration and share best practices and processes among community and technical colleges in the State of Washington regarding conferring baccalaureate degrees.
3. To inform and advise on policy, procedures and processes of baccalaureate programs to other formal Washington State Community and Technical College councils and commissions.
4. To support the implementation of Guided Pathways within the CTC system in alignment with the Guided Pathways equity principles.
5. To cooperate/partner with business, labor, community organizations, and other four-year institutions in creating pathways that align with both workforce needs and master's level education and beyond.
6. To align goals and outcomes with the SBCTC vision of leading with racial equity to maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.

## Baccalaureate Leadership Council Work Plan

2025-2026

<b>Goal #1: Promote bachelor programs statewide</b> <u>Supports the following objective(s):</u> <ul style="list-style-type: none"> <li>➤ To assume and maintain leadership in the promotion, support and advocacy of baccalaureate programs at the local and state level.</li> <li>➤ To improve communication, collaboration and share best practices and processes among community and technical colleges in the State of Washington regarding conferring baccalaureate degrees.</li> </ul>			
Action Items	Deliverables	Responsible Committee or Activity Lead	Timeline for Deliverable
Update BLC Marketing Guidelines	Revise and expand 2019 guidelines to provide detailed guidance to colleges including marketing language and service districts. Provide updated guidelines to PIC.	Lead: Cristie Crawford/Shawna Blue	Spring 2026
Update repository of best practices for marketing bachelor campaigns (in Canvas).	Update repository in BLC Canvas (module) to share materials such as flyers, webpage, FAQ examples, etc. (group by program/pathway). Distribute information on the listserv.	Lead: Cristie Crawford/Shawna Blue	Ongoing
Coordinate with SBCTC staff to create marketing templates specifically for META marketing opportunities.	Calendar and template for members to opt-into marketing social media (student success stories) on the SBCTC META pages.	Lead: Ken Hang/Cristie Crawford/Shawna Blue	Winter 2026
Connect with PIC for potential presentation highlighting	Identify colleges with innovative Bachelor marketing programs	Lead: Ken Hang/Cristie Crawford/Shawna Blue	Fall 2025

Last updated 7/7/2025

**Baccalaureate Leadership Council Work Plan**  
2025-2026

colleges that do a good job of marketing bachelor degrees and highlighting the top 3 needs from survey results	that could be duplicated by other colleges.  Highlight to PIC that this is a key issue that we are still experiencing.		
<p><b>Goal #2: Improve systems alignment and pathways to and through BAS degrees (Articulation, CCN, pathways to Masters degrees)</b></p> <p><u>Supports the following objective(s):</u></p> <ul style="list-style-type: none"> <li>➤ To support the implementation of Guided Pathways within the CTC system in alignment with the Guided Pathways equity principles. To cooperate/partner with business, labor, community organizations, and other four-year institutions in creating pathways that align with both workforce needs and master’s level education and beyond.</li> <li>➤ To improve communication, collaboration and share best practices and processes among community and technical colleges in the State of Washington regarding conferring baccalaureate degrees.</li> <li>➤ To inform and advise on policy, procedures and processes of baccalaureate programs to other formal Washington State Community and Technical College councils and commissions.</li> <li>➤ To cooperate/partner with business, labor, community organizations, and other four-year institutions in creating pathways that align with both workforce needs and master’s level education and beyond.</li> </ul>			
Action Items	Deliverables	Responsible Committee or Activity Lead	Timeline for Deliverable
Identify opportunities and areas of interest for upper division CCN.	Research and prioritize programs/courses for pursuing common course numbering.	Lead: Chris Mahoney	Spring 2026
Common Course Numbering:	Research CCN current practices and develop procedure recommendations for BLC.	Lead: Chris Mahoney	Winter 2026

**Baccalaureate Leadership Council Work Plan**  
2025-2026

Work with institutions interested in creating system wide BA-Masters agreements.	Continue work with CWU	Lead: Chris Mahoney	Spring 2026
Develop community of practice for Bachelor Program Management	Start regular meetings of BAS program managers/completion coaches/department chairs/etc.	Lead: Tsai-En Cheng	Fall 2025
<p><b>Goal #3: Enhance practices in reducing equity gaps within BAS programs.</b></p> <p><u>Supports the following objective(s):</u></p> <ul style="list-style-type: none"> <li>➤ To align goals and outcomes with the SBCTC vision of leading with racial equity to maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.</li> <li>➤ To improve communication, collaboration and share best practices and processes among community and technical colleges in the State of Washington regarding conferring baccalaureate degrees.</li> <li>➤ To inform and advise on policy, procedures and processes of baccalaureate programs to other formal Washington State Community and Technical College councils and commissions.</li> </ul>			
Action Items	Deliverables	Responsible Committee or Activity Lead	Timeline for Deliverable
Identify and share statewide data on equity gaps with BLC and Instruction Commission.	<p>Request presentation/workshop from SBCTC staff (high level review of data and trends and hands-on workshop utilizing the dashboard).</p> <p>Comparison of AAS and Bachelor demographics.</p> <p>Develop a toolkit for colleges on common practices towards reducing equity gaps</p>	Lead: Ron May	<p>Winter 2026</p> <p>Spring 2026/ongoing</p>

**Baccalaureate Leadership Council Work Plan**  
2025-2026

<p>Data review on demographics of associates degree into Bachelor-who is entering?</p>	<p>What colleges and programs are showing strong movement of underrepresented students into Bachelors. Also look at graduation data.</p> <p>This is groundwork for an equity “best practices”.</p>	<p>Lead: Ron May</p>	<p>Winter 2026</p>
<p>Connect with WEC to identify lessons learned/best practices in addressing equity gaps from the Perkins/CLNA work that might apply to Bachelor programs.</p>	<p>Identify best practices that can be shared with BLC.</p> <p>Potential shared presentation/topic for combined WEC/BLC</p>	<p>Lead: Ron May</p> <p>Tamra Gilchrist to assist with WEC collaboration</p>	<p>Spring 2026</p>
<p>Monitor the progress of CCBA Quality Framework to explore standards and begin to discuss next steps for potential integration</p>	<p>Collect feedback, determine how colleges might use the framework for self-assessment to improve program quality and equity outcomes.</p>	<p>Lead: Ron May</p>	<p>Spring 2026</p>
<p>Continue to monitor the request for a review of the tuition rates for full-time versus part-time students (equity/impact to part-time students overall program cost higher for full-time).</p>	<p>Check in with Connie for progress with WAC.</p>	<p>Lead: Ron May</p>	<p>Spring 2026</p>

**Baccalaureate Leadership Council Work Plan**  
2025-2026

<b>Goal #4: Develop recommendations for policy, procedures and processes to develop guidelines for Bachelor programs.</b> <ul style="list-style-type: none"> <li>➤ Supports the following objective(s):</li> <li>➤ To inform and advise on policy, procedures and processes of baccalaureate programs to other formal Washington State Community and Technical College councils and commissions.</li> </ul>			
Goals and Action Items	Deliverables	Responsible Committee or Activity Lead	Timeline for Deliverable
Review general education requirements for composition and quantitative ( <a href="https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/bachelors/approved-distribution-requirements-for-Bachelor.pdf">https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/bachelors/approved-distribution-requirements-for-Bachelor.pdf</a> )	Research, review, and recommend courses that meet quantitative and composition requirements.	Lead: Skye Field	Fall 2025 - North Seattle presentation on Exploring Updates to the Composition Requirements  Spring 2026 - Overall recommendations
Upper-division credit requirements: Consistency, either in rules or best practices, for the number of upper-division credits required for a Bachelor (or BS, or BSN) degree.	Should a minimum be established? Suggestion for conversation: at least 40% of credits need to be upper division. (Models 3+1, or 3 yr bachelor degree need to be considered)  Develop definition of Upper-division credit requirements, if needed.  Determine process for approval and where to document the requirement	Lead: Skye Field	First Read: Spring 2026

**Baccalaureate Leadership Council Work Plan**  
2025-2026

Program revision process	<p>Program Inventory Maintenance Policy</p> <p>Review PAR Guidelines - do we need our own handbook?</p>	Lead: Skye Field and Tamra Gilchrist	<p>First read: Spring 2025 - complete</p> <p>Second read and approval: Fall 2025</p>
Upper division certificates	<p>a. Overlap and # of upper division</p> <p>b. Tied to existing program (rather than specific credit #)</p>	Lead: Cindy Walker	Winter 2026
Perform initial research on 3-year bachelor degrees	Report findings to BLC		Spring 2026

# Composition Policy Change Proposal

Presented by:

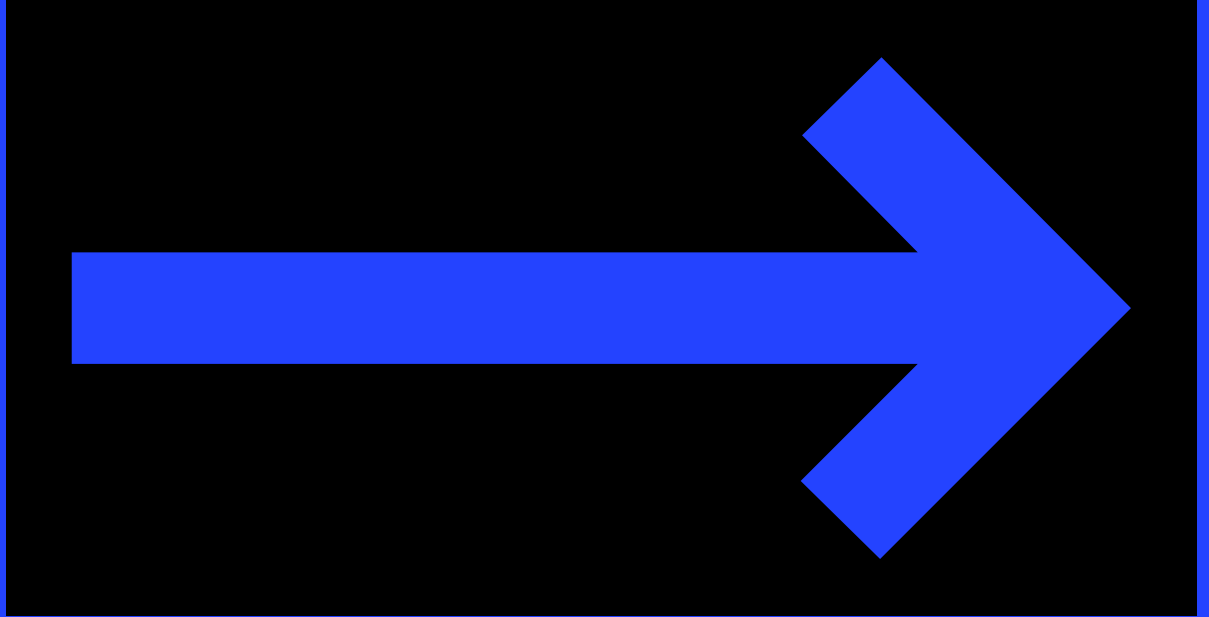
Dr Samantha Dolan, Interim Associate Dean Education and Human Services, North Seattle College

Michelle Melero, Associate Dean of Technology Programs, North Seattle College

Annie Garrett, ECE BAS Manager, North Seattle College



# Goal for Today



Preview - Fall 2025

ASK to share this with your IC/ATC rep before Winter BLC

Winter- First Read (hopeful)

Spring BLC- Second Read/Vote

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01

Context

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02

Proposed Change

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03

Research + Support

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04

Next Steps

Comp

any

Date

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# Context for Proposed Change



2019

North Seattle College launched its first Spanish Certificate Program in response to demand for language access in increasing ECE PD requirements for licensure

2023

North Seattle College graduated its first AAS cohort and launched its first BAS in ECE in Spanish

2025

North Seattle College launched its 10th cohort in Spanish and leads a Statewide Spanish ECE Programs Workgroup. There is unmet need for programs with long waitlist statewide.

# What does the change look like?

Distribution areas:

Basic Requirements (15 credits)

Communication Skills (10 credits)

1. A minimum of five (5) credits of **English** composition.
2. Remaining credits may be an additional composition course or designated writing courses or courses in basic speaking skills (e.g., speech, rhetoric, or debate).

<https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/bachelors/requirements-for-bas.pdf>

# Rationale and System Alignment

## 1. Alignment with Learning Outcomes

- Learning outcomes remain identical; only the language of instruction changes.
- Academic rigor and assessment standards are preserved.
- Faculty credential will requirements will be equivalent. A Masters or Higher in composition/literature/creative writing/rhetoric/closely related.

## 2. Equity and Access

- Expands degree access for bilingual and multilingual students.
- Supports statewide efforts to remove linguistic barriers.

## 3. Workforce and Enrollment Impact

- Bilingual cohorts show strong FTES growth.
- Addresses workforce shortages in bilingual education.

Date

## ***ARTICLE II – PURPOSE AND OBJECTIVES***

The purpose of this Council will be to:

1. Assume and maintain leadership in the promotion, support and advocacy of baccalaureate programs in the community colleges at the local, state and national level.
2. Improve communication, collaboration and share best practices and processes among community and technical colleges in the State of Washington regarding conferring baccalaureate degrees.
3. Inform and advise on policy, procedures, and processes of baccalaureate programs to other formal Washington State Community and Technical College councils and commissions.
4. Support the integration of baccalaureate programs into Guided Pathways within the CTC system in alignment with the Guided Pathways equity principles.
5. Cooperate and partner with business, labor, community organizations, and other institutions in creating pathways that align with both work force needs and master's level education and beyond.
6. Align goals and outcomes with the SBCTC vision of leading with racial equity in baccalaureate programs to maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.

# IC Update

Instruction Commission heard from Tamra Gilchrist and Pete Lortz (VPI, North Seattle College) two weeks ago. There were clarifying questions and the preview went smoothly.

Our ask: Following this BLC meeting, and before the winter BLC meeting (online in February 2026), will you please touch base with your IC rep to see if there are further questions? We would like to address these before the winter retreat if possible. Please circle us in if any hesitation.

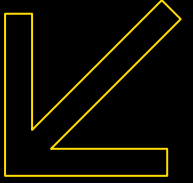
Date

# Precedent: SUNY Empire

Ken Hang, Sam Dolan and Annie Garrett met with Workforce professionals at SUNY Empire (regionally accredited) in Spring 2025. SUNY (Silvia Mejia) shared their approach to developing Spanish-language general education courses for their degrees in Spanish, emphasizing that the programs follow the same structure and accreditation as English ones within the SUNY system. They highlighted strong institutional support, including a state-funded push for bilingual wraparound services and their plan to launch a Spanish cohort in accounting.



# Masters Articulation



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Bilingual master's degrees in education are available in the US, such as Hunter College (CUNY system), National University (California) and University of Colorado Denver.



**Students interested in opening up more opportunities for a master's will be advised to take ENGL& 101 and ENGL& 102 to enable eligibility for master's degrees in English.**

Note: Common practice in the US is if a student holds an International bachelor's and wants to go into a master's, they can do so, ensuring they are linguistically prepared. A domestic bachelor's typically is not required. Our plan is consistent.

## Letter from NSC English Department:

The English Department at North Seattle College supports the equity mission of the Early Childhood Education BAS program to provide a bachelor's degree option for non -native English speakers. To that end, we look forward to working with the program to establish a course, such as COMP 101, provided to students in languages other than English but meeting the same outcomes and goals as ENGL& 101 and following the criteria below.

- The course is offered through the Arts, Humanities, and Social Sciences division
  - Instructors will have a Master's degree in English, Rhetoric and Composition, Creative Writing, or closely related field; experience in teaching composition at the college level; and demonstrated experience creating and implementing composition curricula based in anti -racist and anti -biased practices.
  - The English Department Coordinator will be involved in the hiring process.
  - Comp 101 instructors will serve as a liaison between English and ECE, collaborating on questions as they arise and advising when appropriate.
  - Students will be informed that the course may not transfer to another institution as an equivalent to English Composition I (i.e. English 101) if they choose to pursue another degree.
- Forwarded by AHSS Dean Brian Palmer on 10/10/25 on behalf of English Dept, North Seattle College

# Additional Letters of Support

Insert here

# Next Steps

- Phase 1: BLC Review
  - Fall 2025: Proposal to BLC membership;
  - campus feedback gathered.
  - Winter 2026: Pending support; BLC First-read
  - Spring 2026: Second-read/Recommendation
- Phase 2: IC Review
  - Fall 2026: Recommendation provided to IC
  - Transfer Committee



# Our Ask of You

Following this retreat, you will receive a follow-up with concise information to share with your IC rep. Can you please touch base with your IC rep, and let us know if they have any feedback/concerns that we can address prior to our winter meeting?

Please see your [handout](#) as well.



# Questions/Discussion?

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# FAQs

**Does this impact Associate Degrees?** No, this would only apply to BAS Degrees

**Will the course outcomes be impacted?** The course outcomes will be the same. It will be offered in a different language.

**How does the English department feel about this?** In the case of North Seattle College, the English department asked that we develop a COMP course rather than teach English 102 in Spanish. Please see our letter of support.

**Will other colleges be obligated to adopt this?** No, it opens the opportunity but does not obligate colleges to do so.

**Anything in state statute saying that degrees must be in English?** No. This is only a default.

**What distribution will this go under for BAS?** This will be a Communication Skills distribution. While ATC will be formally notified, this will only be on the BAS Distribution.

<https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/bachelors/approved-distribution-requirements-for-bas.pdf>

**Will this limit students who may want to career change later?** Students are choosing an applied language immersion degree to fit their unique professional development needs. Furthermore, those who wish to expand their options will be counseled to take ENGL 101 and ENGL 102 in English.

Comp  
any Date

**Will students be adequately supported if they take courses in a language other than English?**

At NSC, our

# For more information:

[DRAFT Proposal for Policy Change to BAS Distribution Requirements.docx](#)  
[Comp Policy Change Handout](#)

Annie Garrett, [annie.garrett@seattlecolleges.edu](mailto:annie.garrett@seattlecolleges.edu)

Samanth Dolan, [samantha.dolan@seattlecolleges.edu](mailto:samantha.dolan@seattlecolleges.edu)

Michelle Me lero, [michelle.melero@seattlecolleges.edu](mailto:michelle.melero@seattlecolleges.edu)

## Distribution Requirements for Bachelor of Applied Science Degrees Guidelines

Consistent with its mission, each institution establishes, across all bachelor level programs, core competencies that include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

Colleges are encouraged to tailor their distribution requirements to support the outcomes of each specific Bachelor of Applied Science Degree.

To fulfill most distribution requirements for transfer to graduate degree programs, the Bachelor of Applied Science degree should possess the following characteristics. The following recommendations are based on 180 quarter hours

- I. Students must earn a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution.
- II. The distribution courses will include courses earned at either/both the associate degree and/or applied bachelor's degree level, based on the total required 180 quarter hours of credits.
- III. A minimum of 50 quarter hours of distribution credits will be required a minimum of five distribution areas.
  1. Basic Requirements (15 credits)
    - i. Communication Skills (10 credits)
      1. A minimum of five (5) credits of English composition.
      2. Remaining credits may be an additional composition course or designated writing courses or courses in basic speaking skills (e.g., speech, rhetoric, or debate).
    - ii. Quantitative/Symbolic Reasoning Skills (5 credits)
      1. Achieved through one of the following college-level courses: symbolic reasoning or a quantitative reasoning course in computer science, statistics, or mathematics.
  2. Distribution Requirements (35 credits)
    - i. Social Sciences (5 credits)
    - ii. Humanities (5 credits)
    - iii. Natural Science with a lab component(5 credits)
    - iv. An additional 20 credits of 300/400 level distribution coursework or electives from the ICRC Handbook generally transferable list of courses (<https://www.wa-council.org/wp-content/uploads/2020/12/2020-Final-Revised-ICRC-Handbook-12.20.pdf>)
- IV. 300 and 400 level distribution courses

In addition to the 100/200 level courses, colleges may elect to develop 300/400 level distribution courses that best suit the curriculum needs of the baccalaureate degree. These courses must be selected from distribution areas 1 and 2 above.

For each 300/400 level distribution course, appropriate faculty shall have a major role in the design, approval, implementation, and revision of the curriculum, keeping in mind the requirements of each general education discipline and in accordance with local curriculum approval processes.

Bachelor of Applied Science degrees meeting the distribution system in these Guidelines represent but one model for valid general education programs. Community and technical college bachelor of applied science programs are encouraged to develop models, including interdisciplinary core requirements or vertical general education requirements with courses at the graduate division level. Institutions using such alternative approaches are further encouraged to develop individual inter-institutional transfer agreements.

It should be clearly understood that agreements based upon these Guidelines in no way alter admission criteria established by graduate degree programs.

**Baccalaureate Leadership Council**  
**Marketing Guidelines**  
**Current as of Winter 2026**

**Purpose**

These guidelines, developed by the Baccalaureate Leadership Council (BLC) at the request of the Instruction Commission, support Washington state community and technical colleges in the consistent and effective marketing efforts and initiatives for workforce-focused bachelor's degrees. These programs are primarily designed for students with a professional-technical associate degree or equivalent experience and are vital in addressing workforce needs across the state.

These guidelines align with **WAC 131-32-040** (Dissemination of Course and Enrollment Information) and promote best practices to ensure accurate, ethical, and targeted communication across platforms, including digital and social media.

Bachelor's degrees offered through Washington's community and technical colleges are:

- **Career-focused:** Designed to prepare students for in-demand occupations.
- **Workforce-aligned:** Created in partnership with employers and industry to ensure relevance.
- **Accessible:** Serve nontraditional, place-bound, and underserved populations.
- **Transfer-aware:** May provide a foundation for graduate study.

**Marketing Guidelines**

1. **Messaging**

**Description:** How you present your program to students or your audience—clear, encouraging language that explains what the program offers and why it matters for their future.

- a. Identify Program
- b. Explain Pathways to Entrance
  - i. Pathways – associate to bachelors or returning and entering bachelors
- c. Terminology – use common language, minimize jargon
- d. Include a clear call-to-action with website URL (be specific), QR code, phone or email may be applicable.
- e. Optional: Testimonials

2. **Audience**

**Description:** The students you want to attract and what they care about (career goals, flexibility, affordability). Contextualize language to each group. Provide a detailed list of all potential audiences within your region.

- a. High School Students
- b. Current Students
- c. Community Members
- d. Industry Members
- e. Alumni
- f. Place Bound
- g. Underrepresented Populations Based on Local Analysis

- h. English Language Learners
  - i. Online Learners
  - j. International Students
3. Value Proposition  
**Description:** Why an individual should choose your program—unique benefits like strong job placement, hands-on learning, online learning or affordability. Create a brainstorming list of all Unique Selling Points (USP).
- a. USP – 3-4 words, high impact
    - i. Program highlights
    - ii. Duration/Timeline of program
    - iii. Faculty experience – diverse collection of instruction and industry professionals
    - iv. Workforce skillsets
    - v. Career readiness
    - vi. Graduate pathway
    - vii. Cost
    - viii. Modality
4. Competition  
**Description:** Identify other colleges or programs offering similar degrees. Knowing what they provide helps you highlight what makes your program stand out. Know your competition. Maintain awareness of other institutions and alternate commitments that may impact students.
- a. Other institutions
  - b. Online options
  - c. Work/industry
  - d. Personal life
  - e. Differentiation – find the right fit for prospective students
5. Collaborative Opportunities  
**Description:** Partnerships with schools, community organizations, or businesses that can help you reach students or offer internships and career pathways.
- a. Co-existence (collaboration) with other programs (multi-school co-branding)
  - b. Idea sharing with other colleges
  - c. Articulation Agreements
  - d. Conferences, speaking opportunities, and connections with community organizations (Professional Development for students)
  - e. Centers of Excellence
6. Marketing/Distribution Channels  
**Description:** The ways you share information about your program.
- a. Advisory Committees
  - b. Campus Community
    - i. Signage (visibility)
    - ii. Students

- iii. Faculty/Staff/Admin
- c. Community & Industry Partners
- d. Website
- e. Social Media
- f. Collateral/Print Materials
- g. Emails/SMS
- h. Customer Relationship Management System (CRM)
- i. Events
- j. Alumni
- k. Public Information Office (PIO)
  - i. Work together to identify low cost, high impact opportunities
  - ii. Develop strategic marketing plan

7. Data Analysis

**Description:** Tracking data and adjusting your approach as needed.

- a. Track how students heard about program
  - i. Question on the admissions application
  - ii. CRM system
  - iii. Dynamic QR codes / custom links, web site analytics
- b. Identify underrepresented areas
- c. Access SBCTC Data Dashboard
- d. Collaborate with the college's Institutional Research or Effectiveness staff

8. Compliance

**Description:** Ensuring all marketing efforts are in line with college and state compliance standards and rules.

- a. Ensure accessibility (ADA, language clarity, mobile-friendly formats)
- b. Ensure compliance with guidelines in PIO handbook ([PIO Resource Manual](#)) and local college policies
- c. Ensure alignment with college-specific branding

**Refer to the BLC Marketing Best Practices**

*The BLC Marketing Guidelines were developed in 2019 and revised in 2026.*

## BLC Meeting Spring 2026

### VOTING TOPIC: BAS Composition Requirement

**ACTION: Review the information and prepare to vote on behalf of your campus at the spring meeting**

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#### Context

Following up on the Presentation and Proposal from North Seattle in the Fall and the additional discussion at BLC during Winter quarter, the Instruction Commission: Transfer Committee has requested that BLC vote on the Composition Proposal that we have been reviewing/considering at the Spring meeting.

To help prepare, here is a summary of the voting order. BLC will conduct two votes.

- 1) Vote 1: Narrow the two proposed options; vote on one final recommendation.
  - 2) Vote 2: Perform the final vote on whether to recommend a change to the Composition requirement as presented (based on the outcome of Vote 1).
- 

#### Summary of the Two Options:

##### Option 1: Make a System-Wide Policy Change to the BAS Composition Requirement

- Revise the BAS composition policy to remove the word *English*, changing the requirement from “English Composition” to “Composition.”
- The Policy language would be updated to the following:
  - **A minimum of five (5) credits of ~~English~~-composition.**
- ENGL& 101 would no longer be specified as the required BAS composition course.
- This approach would apply across all BAS programs and represents a policy-level revision; however, determination of the appropriate course would be a local college decision.
- The emphasis would shift from a specific course (ENGL& 101) to completion of a composition course demonstrating equivalent rigor and learning outcomes.
- The composition requirement could be met through another approved composition course, including one delivered in another language (e.g., Spanish), consistent with North Seattle’s proposal.

**Option 2: Add an addendum to the current policy to allow an exception for programs offered (fully) in a language other than English**

- Maintain English Composition (ENGL& 101) as the standard requirement for BAS programs and add a clearly defined addendum or footnote to the policy.
- Limit the addendum to BAS programs offered fully in a language other than English.
- The Policy language would be updated to the following:
  - A minimum of five (5) credits of English composition. \*

\*Programs delivered in a language other than English may substitute a composition course taught in the language of instruction, provided the course demonstrates equivalent rigor, learning outcomes, and relevance to the degree field of study.

**Comparison of Positions**

<b>Element</b>	<b>Option 1: System-Wide Change</b>	<b>Option 2 : Targeted Addendum</b>
Scope	All BAS programs	Only BAS programs offered fully in a non-English language
Status of ENGL& 101	Removed as a specified requirement	Retained as standard; exception outlined in policy
Alternatives Allowed	Yes; local decision	Yes, but only for defined programs
Type of Change	Policy revision	Policy clarification/addendum