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 ~~45~~ 50 quarter hours of distribution credits will be required ~~from~~ a minimum of ~~three~~ five distribution areas. ~~An additional 15 credit will come from general electives.~~
    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 (~~30~~ 35 credits)
        i. ~~Additional distribution curriculum should include a combination of courses 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.~~ Social Sciences (5 credits)
        ii. Humanities (5 credits)
        iii. Natural Science with a lab component (5 credits)
        iv. An additional 20 credits of 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)

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~~i.~~

~~ii. Course may come from any variety of the following distribution areas~~

~~1. Communication Skills~~

~~2. Humanities~~

~~3. Social Science~~

~~4. Natural Science~~

~~5. Quantitative/Symbolic Reasoning Skills~~

~~3. Other (15 credits)~~

~~i. Other include other college-level courses. (Distribution or non-distribution areas). A maximum of 15 credits may be in college-level courses as defined by the community or technical college.~~

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.

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