

 CSN Policy	General Education Requirements for AAS Degrees Policy
Policy Category: Faculty	Effective Date: 02/22/2013
Recent Changes Version 1: Establishment of general education requirements for AAS degrees.	

I. POLICY PURPOSE

The purpose of this policy is to 1) present an outcome based rationale for CSN's General Education requirements that reflect the NSHE Board of Regents general education minimums, 2) provide a mechanism for assessing General Education course offerings, and 3) provide a mechanism for additions to and removals from the General Education course offerings at CSN for AAS degrees.

II. POLICY STATEMENT

A. The CSN General Education requirements and outcomes, and course offerings for the AAS degrees are described in Attachments B and C, respectively. Attachment B, The AAS Framework, provides an overview of the Proposed General Education requirements for AAS degrees. Attachment C, The Distribution Outcomes and Requirements, define the Distribution Categories and assign outcomes to those Categories. These definitions and outcomes will facilitate assessment of General Education course offerings, as well as allow future changes in General Education course offerings.

B. The procedures for changes to the CSN General Education course offerings for the AAS degrees are described in the procedures section and will involve the Curriculum Committee. Corresponding changes to AAS degrees will be considered and approved according to the Curriculum Committee Policy.

III. PROCEDURE

A. The Curriculum Committee will serve as the regulating body for General Education course designations. The Curriculum Committee will consider General Education proposals once each semester. The Curriculum Committee Chair will determine the appropriate meeting for General Education proposals and include them in the semester's published calendar for Curriculum Committee meetings.

The Curriculum Committee Chair will create a General Education Advisory Committee (GEAC) as a subcommittee of the Curriculum Committee. The GEAC should be comprised of representatives from a diverse representation of College programs. The GEAC will function in the same way that School Curriculum Advisory Committees (SCACs) currently function. This uses an already existing mechanism in support of the General Education process.

Requests for courses to be added to or removed from a category of General Education outcome will first be presented to the GEAC. The GEAC will set a date to meet and hear proposals with an adequate amount of lead time before the full Curriculum Committee is scheduled to discuss General Education issues. If the GEAC determines that a proposal is complete and meets the relevant requirements (see below), then the GEAC will pass that proposal on to the full Curriculum Committee for a vote. If a proposal is found to be incomplete or deficient it will be returned to the presenter with the problem(s) identified.

B. Adding a course to a General Education outcome category.

The CSN General Education definitions give a variety of outcome categories. A proposal for adding a course to the General Education curriculum must identify a specific outcome category. The burden of proof is on the presenter of a proposal to demonstrate that the proposed course adequately addresses the outcomes required for the outcome category. A General Education Application Form will be created for each of the designated course categories.

The GEAC and the Curriculum Committee will require the following:

1. Proposals must be complete and accurate, and all Administrative signatures must be obtained.
2. The Curriculum Form for the proposed course must incorporate at least 80% of the required General Education outcome category requirements.
3. The proposed syllabus and textual materials for the course must demonstrate the adequate fulfillment of the required General Education outcome category requirements.
4. The General Education Application form will require a written justification of (2) and (3).
5. The GEAC and the Curriculum Committee may invite and utilize the advice of external subject matter experts when needed to evaluate a proposal.

If a course is tabled by the GEAC or the Curriculum Committee then appropriate corrections must be addressed before the course can be reconsidered as a General Education candidate. If a course is rejected by the GEAC or the Curriculum Committee then appropriate corrections must be addressed before the course can be reconsidered as a General Education candidate.

C. Removing a course from a General Education outcome category

A course can be removed from the General Education curriculum if the common practices in the course deviate from the required General Education outcome category requirements.

The GEAC and the Curriculum Committee will require the following:

1. Proposals must be complete and accurate, and all Administrative signatures must be obtained.
2. The proposal should demonstrate that the common practices in the course proposed for removal deviate from the required General Education outcome category requirements in such a way that the course Curriculum Form needs to be changed.
3. The General Education Application form will provide a written explanation of (2).

If a General Education course is eliminated from the Catalogue because of a Curriculum "Shelf Life" policy or because a program discontinues that course, then it will automatically be removed from the General Education curriculum.

IV. AUTHORITY AND CROSS REFERENCE LINKS

NSHE Handbook - Title 4, Chapter 16, Section 25
(B/R 11/29/2012 Handbook Revision)

Curriculum Committee Policy, FAC

4.2 <http://www.csn.edu/uploadedfiles/General%20Counsel/Policies%20&%20Procedures/fac04-curriculum-POSTED.pdf>

V. DISCLAIMER

The President has the discretion to suspend or rescind all or any part of this policy or related procedure(s). The President shall notify appropriate CSN personnel, including the Administrative Code Officer and Faculty Senate Chair, of the suspension or rescission.

Questions about this policy should be referred to the CSN Administrative Code Officer (general.counsel@csn.edu, 702.651.7488) and/or the Faculty Senate Chair (office.facultysenate@csn.edu, 702.651.7330).

VI. SIGNATURES

Recommended by:

/s/ Charles P. Milne, Jr.
Faculty Senate Chair

2/20/13
Date

Reviewed for Legal Sufficiency:

/s/ Richard L. Hinckley
General Counsel

2/21/13
Date

Approved by:

/s/ Michael D. Richards
CSN President

2/22/13
Date

VII. ATTACHMENTS

- A. History
- B. AAS Framework
- C. Distribution Outcomes and Requirements

Attachment A
History

1. Draft prepared by the CSN Faculty Senate ad hoc General Education Committee 1/25/13 (D. Dockstader).
2. Proposed policy was approved by the CSN Faculty Senate 2/1/13 (C. Milne)
3. Proposed policy was reviewed for legal sufficiency by CSN General Counsel Richard Hinckley 02/21/13.
4. Policy was approved by CSN President Michael Richards 02/22/13.

Attachment B**Framework: Proposal for AAS General Education Requirements**

This is a structural summary of the AAS Degree proposal. See the corresponding Course Outcomes proposal for the specific General Education outcomes associated with each type of course and a populated list of recommended course options. See the Procedures section for the mechanism for adding or removing courses from the General Education Requirements.

Requirements	Credits
<u>ASSOCIATE OF APPLIED SCIENCE</u>	
Communications	3
English Composition	3-5
Human Relations	3
Mathematics	3
Natural Science	3
Fine Arts/Humanities/Social Science	3
US and Nevada Constitutions	<u>4-6</u>
Gen Ed Subtotal	22-26

Attachment C

Outcomes and Definitions - Proposed General Education Requirements for AAS Degrees

The Associate of Applied Science degree provides employment related and career enhancing skills necessary to succeed in a chosen occupational or technical field of study. Although the AAS degree is not designed to transfer to a four-year program, many of the courses will transfer to four-year colleges and universities.

A single course cannot be used to satisfy more than one General Education requirement.

<p>Outcome 1: Communication <i>Competence in the Communication Outcome requires that the theoretical perspectives of communication are the primary focus of the course, defined by accomplishing the following.</i></p> <p>a. Demonstrate general academic literacy applied to oral communication appropriate to different audiences and purposes.</p> <p>b. Distinguish and evaluate appropriate responses to informative and persuasive rhetorical situations.</p> <p>c. Develop and present effective oral presentations.</p> <p>d. Produce visuals using various media to enhance oral presentations.</p>	<p>3 Credits</p>	<p><i>One course from the following:</i> Business (BUS) 108 Communication (COM) 101, 102, 115, 215 English (ENG) (100 or 101 or 113) or (102 or 114) or 107 or 205 <i>(Select either ENG 100 or 101 or 113 to meet only one requirement. ENG 100, 101 and 113 are equivalent).</i> Journalism (JOUR) 102 Theatre (THTR) 105</p>
<p>Outcome 2: English Composition <i>Competence in the English Composition Outcome requires that writing and the writing process are the primary focus of the course, defined by accomplishing the following.</i></p> <p>a. Construct college-level academic and professional writing using appropriate conventions.</p> <p>b. Employ research methods including how to obtain and use information via both print and electronic media.</p>	<p>3-5 Credits</p>	<p><i>Choose from the following:</i> English (ENG) (100 or 101 or 113) or 107 <i>(Select either ENG 100 or 101 or 113 to meet only one requirement. ENG 100, 101, and 113 each satisfy this requirement).</i></p>
<p>Outcome 3: Human Relations <i>Competence in the Human Relations Outcome is defined by accomplishing at least three of the following.</i></p> <p>a. Experience or interpret cultural, social and other differences present in our society.</p> <p>b. Employ positive communication and listening skills.</p> <p>c. Analyze and evaluate patterns of human behavior.</p>	<p>3 Credits</p>	<p><i>One course from the following:</i> Academic and Life Success (ALS) 101 Anthropology (ANTH) 101 or 112 or 201 or 205 Communication (COM) 102 Education (ECE) 202 History (HIST) 105 or 106 or 107 or 150 or 151 or 210 or 247 or 260 Human Services (HMS) 130 or 135B or 265B Management (MGT) 100B or 283</p>

<p>d. Identify and interpret common human relationship forms.</p> <p>e. Assess one's own attitudes towards and interactions with others.</p> <p>f. Identify and interpret the ways in which social diversity affects organizational practices.</p>		<p>Philosophy (PHIL) 135 or 210 or 216 or 245 or 311 Physical Therapy (PT) 122 Political Science (PSC) 201 Psychology (PSY) 101 or 102 or 207 or 208 or 261 Sociology (SOC) 101 or above Women's Studies (WMST) 113</p>
<p>Outcome 4: Mathematics <i>Competence in the Mathematics Outcome requires that mathematical reasoning is the primary focus of the course, defined by accomplishing the following.</i></p> <p>Solve problems in quantitative mathematical reasoning including equations and variables, integer exponents, fractions, decimals, percents, ratios, statistics, and geometry.</p>	<p>3 Credits</p>	<p><i>One course from the following:</i> Mathematics (MATH) 100B or above Business (BUS) 109B, for Business Majors Only</p> <p>See the catalog for any specifications in each degree and emphasis.</p>
<p>Outcome 5: Natural Science <i>Competence in the Natural Science Subject Area is defined by accomplishing all of the following.</i></p> <p>a. Define and apply basic concepts in at least one scientific discipline.</p> <p>b. Competently apply the scientific method.</p> <p>c. Recognize and weigh scientific evidence.</p>	<p>3 Credits</p>	<p><i>One course from the following:</i> Anthropology (ANTH) 102 Astronomy (AST) 101 or above Biology (BIOL) 100 or above Chemistry (CHEM) 103 or above Engineering (EGG) 131 or 132 Environmental Science (ENV) 101 or above Electronics Engineering Technology (ET) 131B Geography (GEOG) 103 or 104 or 116 or 117 Geology (GEOL) 100 or above Health and Human Performance (HHP) 123B, 124B Mechanical Technology (MT) 102B or 110B Physics (PHYS) 110 or above</p>
<p>Outcome 6: Fine Arts/Humanities/Social Sciences <i>Competence in the Fine Arts and Humanities Subject Area is defined by the following.</i> Students will acquire appreciation or introductory knowledge of the Humanities or International Languages, or at least one of the Fine Arts.</p> <p><i>Competence in the Social Science Subject Area is defined by the following.</i> Students will acquire appreciation or introductory knowledge about Social Sciences and their insights about individual or group behaviors.</p>	<p>3 Credits</p>	<p><i>One course from the following:</i> American Sign Language (AM) 145 or above Anthropology (ANTH) 101 or above, except for 102 Art (ART) 101 or above Communication (COM) 101 or above Criminal Justice (CRJ) 104 Dance (DAN) 101 Economics (ECON) 100 or above English (ENG) 223 or above Geography (GEOG) 106, 109 History (HIST) 101 or above International Languages 101B or above Music (MUS) 100 or above</p>

		Philosophy (PHIL) 101 or above Political Science (PSC) 101 or above Psychology (PSY) 101 or above Sociology (SOC) 101 or above Theatre (THTR) 100 or above Women's Studies (WMST) 113
<p>Outcome 7: Constitutions <i>Competence in the Constitutions Outcome is defined by accomplishing the following.</i></p> <p>Examine and interpret the United States and Nevada constitutions.</p>	4-6 Credits	PSC 101 (4cr) OR HIST 101 or 111, and HIST 102 or 217 (6cr)
Gen Ed Total	22-26 Credits	