

REPORT

PROGRAM REVIEW

Business

Presented by the Program Review Committee

To

Vice-President of Academic Affairs and Student Services

Great Basin College

June 2021

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Executive Summary

Although this review of Great Basin College's Business Program shows a program that has suffered some declines in enrollment and in completion of degrees, the department has acted by reviewing courses and programs. This action has led to the renaming of several courses and the deletion of the Certificate and AAS in Entrepreneurship.

Faculty in the program – both fulltime and part-time -- are highly qualified with earned MBAs and PhDs. The Business Program is built on a strong base of accounting with specific expertise in areas of economics and finance, management, and marketing.

The program offers a variety of programs including one-semester programs, certificate and AAS programs degrees, and a Bachelor of Applied Science – Management and Supervision degree.

The program is included in the articulation agreements that the CTE College Credit Coordinator maintains with local colleges, thus providing high school students with a business pathway in applying for college credit earned in high school.

The Business Program offers a fully online Bachelor degree program which allows students the opportunity to complete the degree no matter their physical distance from the college or the other circumstances of their lives.

The recommendations (p. 17) represent judgments by the program review coordinator of priorities based on the preliminary study, the program review committee meeting, and the external evaluator's written report. Administration and individual departments may use these recommendations to set their own priorities for improvement.

The review shows the passion and commitment of the business instructors, administration, and staff and their focus on students.

PRELIMINARY REPORT
Business Program Review
Great Basin College, Date

Program Review Policy

The purpose of the program review is “to assure academic quality, and to determine if need, student demand, and available resources support their continuation.” (NSHE Title 4, Chapter 14, Section 5)

The periodic program review provides an opportunity for the college to reflect on the quality of instruction within programs, to develop tools to measure program effectiveness, to ensure the viability of degrees and certificates with regard to our graduates' employment opportunities and transferability to other institutions, and to enhance our graduates' ability to be productive and discerning citizens of their communities.

The information gained can inform the college about which programs are serving the constituency well in their present form; which programs need moderate or minor changes regarding structure, instruction, curricula, and/or format; and which programs need to be changed drastically or eliminated altogether. These decisions can be difficult, and the program review process provides GBC with the most current and sound data to influence making such determinations.

PROGRAM INFORMATION

Business Department Faculty Summary 2020-2021				
Instructor	Years Work Experience in Field	Degree/Training	Years at GBC	Total Years Teaching Experience
Glen Tenney	36	PhD	31	34
Stephen Theriault	35	EdD	10	15
George Kleeb	29	MBA	9	15
Brandy Nielsen	12	EMBA	6	6
Department Supervisor				
Bret Murphy		M.Ed		
Part-Time Instructors				
Kyle Allison		PhD		
Stefan Beck		MA		
Robert Cowan		PhD		
Michelle Gavorsky		MS, Management		
Marc Lafleur		MA		
Tori Martinez		MS		
Alissa Mcgregor		MA		
Cassandra Stahlke		MBA		
James Vaughn		PhD		
Charlie Williams		PhD		

Further Information on Staff

The Business department has four full-time faculty and ten part-time instructors. All faculty, full-time and part-time, have advanced degrees. Faculty are of high caliber with broad experience in public, private, and governmental organizations.

Several department members have attended the Mentoring Conference put on annually by the University of New Mexico (the Chair – five times; the former chair – twice; and another faculty member-once). The current department chair would like to start a faculty mentoring program with the adjunct faculty as a test group for the first three years, but the institution does not have the necessary funding to consider such a move at this time. We are hopeful that this can occur soon.

Changes in the program since last program review

Business 113 and 114 were removed from the GBC catalog and are no longer taught. Courses were taught only for CTE students, could not be used for an A.A, A.S., BA, or BS degrees, and were not guaranteed to transfer to any other baccalaureate program. BUS 110 takes their place.

In late 2017, the program was reconfigured as BAS – Management and Supervision. This change created a stronger degree and offered graduates of the program more job opportunities. The coursework in the program focuses on managing, marketing, computing, decision-making, leadership, and strategic planning business and industrial management (<https://www.gbcnv.edu/programs/>).

MGT480/482 were newly created for the BAS-MS and replaced MGT 330/430 which were discontinued. MKT 211, formerly taught only in summer, was recently moved to fall semesters to increase enrollments. ECON 311 was renamed PHIL 311 to be in compliance with NSHE common course numbering protocol.

Other responses to the 2016 Program Review

Internships are not available for business students. These were eliminated a few years ago because of restrictions on internship duties and placement.

Although more hybrid courses were recommended by the outside reviewer and although the faculty like teaching live and hybrid offerings, the institution has found that enrollments are reduced because of the non-traditional status of the majority of students in the Business Program and the fact that the program promotes the “Complete your degree entirely online.”

For the past year, GBC has been on pandemic-restricted access to live instruction including hybrid course offerings.

Advisory Board meetings are held at least once annually. Members are from Elko and Pahrump; members from Winnemucca have been added to better reflect the service area.

Student preparedness for the BAS-MS was an area of concern during the last review. This has been addressed by requiring an associates degree (AA, AS, AAS, or AGS) for entrance into the program. Because each of the Associates degrees have varied requirements, students may sometimes need course work to meet the prerequisite requirements for the upper division coursework. For example, ACC 201 and ECON 102 or 103 are now prerequisites for students entering the BAS-MS program in the hope that these would better prepare students with a non-business associates degree.

ENROLLMENT

Subject	Title	2015-16	2016-17	2017-18	2018-19	2019-20
ACC 105	Taxation for Individuals	13	8	5	10	13
ACC 201	Financial Accounting	129	113	118	147	148
ACC 202	Managerial Accounting	35	47	40	51	59
ACC 203	Intermediate Accounting I	13	8	8	5	13
ACC 204	Intermediate Accounting II	7	3	7	6	13
ACC 220	Microcomputer Acct System	13	10	11	12	13
ACC 261	Government Accounting	10	6	2	15	6
ACC 290	Certified Bookkeeper Course	3	1	4	8	6
BUS 101	Intro to Business	106	101	84	145	122
BUS 102	Intro to Entrepreneurship	14	22	17	46	30
BUS 110	Human Relations Employment	46	36	103	189	166
BUS 113	Workplace Readiness	153	121	0	0	0
BUS 114	Workplace Preparation	81	0	0	0	0

BUS 201	Entrepreneurship II	11	11	8	9	10
BUS 273	Business Law I	50	49	54	70	52
BUS 275	Foundations of Int'l Business	0	0	0	0	0
BUS 290	Internship in Business	1	3	2	0	0
BUS 325	Legal Environment of Business	16	13	12	0	0
ECON 102	Principles of Microeconomics	76	65	58	82	107
ECON 103	Principles of Macroeconomics	30	37	58	66	76
ECON 104	Current Economic Issues	24	26	19	18	19
ECON 307	Environmental Economics	7	9	0	3	0
ECON 311	Professional Ethics	56	43	0	0	0
ECON 365	Labor Economics	32	27	29	17	24
FIN 101	Personal Finance	74	85	96	103	127
FIN 310	Applied Accounting & Finance	53	43	54	52	87
MGT 103	Intro to Sm Business Mgt	92	91	82	101	66
MGT 201	Principles of Management	24	17	43	40	34
MGT 283	Intro Human Resource Mgt	103	84	51	63	55
MGT 310	Found of Mgt Theory/Practice	72	67	64	45	42
MGT 323	Organiz/Interperson Behavior	22	29	34	53	49
MGT 367	Human Resource Management	17	33	53	24	36
MGT 441	Qual Control/Problem Solving	38	35	44	23	23
MGT 480	International Management	0	0	0	22	22
MGT 482	Leadership/Progression Thought	0	0	0	23	12
MGT 487	Entrepreneurship	17	31	28	21	9
MKT 127	Intro to Retailing	19	30	10	28	23
MKT 210	Marketing Principles	60	69	54	55	108
MKT 211	Intro to Professional Sales	0	0	0	27	0
RE 101	Real Estate Principles	0	28	25	14	26
RE 103	Real Estate Law/Practice	0	24	17	11	21

Further Information on Enrollment

"Annualized" FTE, Business Department, 2015-2016 to 2019-20					
	2015-16	2016-17	2017-18	2018-19	2019-20
Accounting	22.	19.6	19.5	25.4	27.1
Business	34.0	25.9	25.3	43.4	34.9
Economics	22.5	21.7	16.4	18.6	22.6
Finance	12.7	12.8	15.	15.5	21.4
Management	43.3	45.0	46.2	42.4	34.8

Marketing	7.9	9.9	6.4	11.0	13.1
Real Estate	0.0	5.2	4.2	2.5	4.75
Totals	142.7	140.1	133.0	158.8	158.6

Declared Majors, Business Department, 2016-2021					
	2016-17	2017-18	2018-19	2019-20	2020-2021
BUS-AA	3	4	10	30	28
BUS-AAS	4	10	31	75	72
BUSAC-AAS	3	4	9	19	22
BUSAC-CT	1	1	3	4	8
BUS-CT	0	1	1	4	3
BUSENT-AAS	2	1	9	21	23
BUSENT-CT	0	0	0	2	2
BUSHR-CT	0	0	0	5	8
BUSRM-CT	0	0	0	0	1
MGTSUP-BAS	8	18	25	59	81
MGTEC-BAS	2	2	3	2	3

Business Department Degrees/Certificates					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
AAS Business Administration	12	15	19	9	12
CT Business Administration	14	5	3	6	9
AAS Business (Accounting)	1	7	2	4	8
CT Accounting Technician	3	2	2	1	1
AAS Entrepreneurship	4	5	5	4	2
CT Entrepreneurship	1	0	1	0	0
BAS-MT	16	19	16	10	4
BAS-MS	0	0	0	9	17
CT Human Resources	7	12	5	4	4
Totals	58	65	53	38	40

Facilities and Equipment

Computer labs are excellent, and currently, the program needs no special resources. The Academic Success Center in Elko provides students with live tutoring in Business, Economics, and Accounting. In addition, GBC has an annual contract with Smarthinking online tutoring that includes Business, Economics, and Accounting.

How the program supports the mission of the college

The mission of the Business Department is to provide students with practical competencies, enabling them to succeed in today's business environment as employees and/or technicians, specifically in the accounting, economics, finance, marketing, and first-line managerial areas.

The department offerings contribute to the college mission by offering courses, quick programs (1 semester), five certificate programs and AAS degrees in general business, accounting, and entrepreneurship. Effective in the coming academic year, the Certificate and AAS in Entrepreneurship are both being eliminated. The department has designed the certificate programs to be the first year of coursework for the associate degrees; the associate degrees are the first two years of coursework for the Bachelor of Applied Science degree. With proper advising, students can also complete two years of in the Business Pattern of Study within the AA degree, then transfer to a four-year college or university and complete the remaining two years of study that will lead to a more traditional bachelor's degree in Business Administration or related degree.

The department is part of the baccalaureate offerings (BAS) in management and supervision.

The department also provides custom courses to local industries in areas such as supervision and accounting.

The department continues to expand distance education offerings (interactive video, on-line, and hybrid courses) to serve rural Nevada. The BAS-Management and Supervision is a fully online bachelor degree program.

How the program integrates with other departments and programs

The Business Department supports the GBC mission in the following ways.

- It manages the BAS offerings in management and supervision.
- It participates in the Secondary Education Business Certification.
- Department members teach several courses for the certificate/AAS in the CTE program.

Recruitment Approaches

College recruiters travel to high schools throughout the 10-county GBC service area offering information about all GBC programs including business. The CTE College Credit Coordinator also recruits for the program, explaining to students how best to use their high school curricula to begin their college experience in business at GBC.

The CTE College Credit Coordinator maintains articulation agreements with high schools throughout the service area that assist high school students in applying for college credit in a number of pathways. One of those pathways is Business Administration which includes, for example, accounting, entrepreneurship, and human resources.

Covid has limited face-to-face recruiting and has hindered recruiting overall.

Curriculum/competencies/learning outcomes

Learning outcomes are listed for each degree program in the college catalog and are specified in each syllabus. Learning outcomes for the degrees and certificates in the department are listed in Appendix B.

Learning outcomes share an emphasis on practical skills such as creating action plans for customer service and working with budgets and financial statements. Learning outcomes also stress ethical behavior in business environments.

Planning

The strategic plans of the Business Department from 2015 – 2020 included hiring additional qualified part-time instructors to handle growing enrollments and promoting professional development to enhance student learning.

The Strategic Plan is currently under senior management review for potential updating.

The CTE College Credit program includes pathways in five areas of business: Accounting, General Business, Human Resources, Management and Supervision, and Retail Management.

See Appendix A, Strategic Plan, Goals and Objectives for Business, and Business Program mission statement.

Strengths and Weaknesses

2021 Program Strengths and Weaknesses

AAS – Accounting

Strengths: Steady employment demand for graduates. Successful students qualified for certification with the American Institute of Professional Bookkeepers. Provides a good foundation for further studies in the BAS-MS program. High quality faculty with broad experience in public, private, and governmental accounting. Higher level of rigor in the accounting courses effectively screens out those students who may not be suited for business studies at the collegiate level.

The degree of individualized attention each student in the program gets is very high. In traditional programs, students may meet once per week with a professor, who lectures for a few hours, and that is the extent of the interaction with students. In our program at GBC, the instructor interacts with students individually every day in terms of helping them with assigned problems, concepts, and homework assignments. This interaction is continuous throughout the day every day and on weekends as well. Students often mention how pleased they are that they get assistance with concepts at any time during each week, and that such assistance usually comes within a few minutes of them expressing their concerns or asking their questions.

Weaknesses: Misperception of students that accounting is a data-entry level program causes much discouragement when they learn that it is much more than that.

AAS -- General Business

Strengths: High enrollment. High caliber faculty members. All business courses available online. Basic entry level degree. Channels well into BAS-MS program

Weaknesses: Math skills of incoming students requiring remediation, not prepared for BAS-MS math requirements, but new co-requisite math should help.

BAS- Management and Supervision

Strengths: Fully online bachelor degree program. Highly qualified faculty. Acknowledged pathway to management roles with our employer base. Clear, easy transition for AAS degree achievement to BAS-MS program, fully aligned. Program improvements include new course additions of an International Management course and a new Capstone required course in Leadership. Accepted by many higher education institutions for master's degree admission.

Weaknesses: Math requirements are of limited scope as judged by Business Department Faculty.

Needs—equipment, instructional resources

Computer labs are excellent. No special resources needed at this time.

Business Program Review

Prepared May 2021

By

Sherry L. Black, External Reviewer

BS Business Management/MA Counseling & Psychology

Overview

The role of external examiner for a program review is a balancing act. The past and present work associated with the program – in this case the Business program at Great Basin College – has to be understood and acknowledged. More importantly, the future potential of the program, as outlined in the program review document, has to be carefully considered in offering questions to be addressed and recommendations to be contemplated. The entire process from the department writing the review, conducting the external review, and then implementing changes should be focused primarily on enhancing the student experience. Note: It is easy to criticize in an assessment process for what could have been done without appreciating what has been done.

My meetings, conversations, research, and the individuals I had the pleasure of meeting produced the following insights.

Commendations

The GBC Business Program

- enjoys palpable goodwill among the faculty and staff. The college is blessed with a faculty and staff that work hard to provide the best possible student experience. The faculty members are truly interested in learning from others, external to the college, about what could be done better. The faculty members believe that quality and convenience *are not* mutually exclusive.
- has a good foundation with respect to an assurance of learning process.
- prepares students to work in various business-related fields within the local and regional areas in which the student resides.
- exhibits a pervasive humility with respect to touting the hard work and success associated with the program
- global and national student enrollment

<p style="text-align: center;">AGENDA Business Department 5 Year Program Review Schedule April 1st, 2021</p>		
Time	Group/Person	Zoom Link
8:00 - 8:15	Meet with Dean of Business & Technology, Bret Murphy	Dean Meeting Link
8:30 - 9:30	Meet with current students & program graduates	Student Meeting Link
9:30 - 10:00	Meet with Business Department Chair, Stephen Theriault	Department Chair Meeting Link
10:00 - 11:30	Review meeting with Dean, Faculty, Staff & Advisory Board Members	Dean, Faculty & Advisory Board Meeting Link

Challenges & Questions

Of course, there are challenges in delivering high quality classes, certificates, associate degrees, and a BAS in Management and Supervision. Specific to the GBC Business Program the challenges include:

- Declining FTE over the past ten years
- Declining completion rates of degrees and certificates
- Only four dedicated full-time faculty
- Course offerings almost exclusively online
- Lacking an official mentoring program for adjunct faculty and newly hired full-time faculty
- Little coordination and collaboration with local businesses and community entities
- Limited self-promotion and marketing of courses and degrees

These insights and challenges generate questions that provide greater context for the review and the recommendations that follow. It is my belief that the questions are as important as the recommendations as the questions can generate a dynamic dialogue with the college (i.e. among the full-time faculty, adjunct faculty, and staff) as well as between the business program and other groups (advisory, businesses, industries, college administration, etc.)

- What is the educational niche (or niches) the business program wants to pursue?
- How well does the business program know their audience/community/customer and address the demographic educational needs of the northern Nevada region?
- Is there potential to create hybrid or block program offerings (i.e., offering both face-to-face and online courses, weekend courses, short-term offerings, off-site course offerings, etc.)?
- How can the business program invest in a mentoring program given limited funds and time available?
- How can the full-time faculty, adjunct faculty, and staff market their classes and programs given limited funds available?
- How can the program improve quality, improve retention rates, and implement new curriculum ideas and is the College Administration willing to invest in these implementations?

The Program Review lacked key information. Before completing the overview and outlining recommendations, I provide here a list of information that should be included in future Program Review Reports. While not a complete list of needed information, providing more information would provide greater context with respect to the operations of the Business Program.

- How the department is structured (via an organizational chart, including faculty, staff, and committees) Note: the current organization chart on the GBC website is not up-to-date.
- Full-time faculty (brief) profiles, including courses taught and certificates/degrees assigned to if applicable.
- Adjunct faculty (brief) profiles, including courses taught and certificates/degrees assigned to if applicable.
- How learning outcomes were developed and approved. How the course syllabi across cohorts, locations, and delivery formats are developed. Those included in the discussions and decisions regarding business syllabi. Whether adjunct faculty are involved – and how they are involved – in the development of curriculum and syllabi.
- How adjunct faculty hired and trained
- Teaching evaluations as well as comparison between full-time and part-time faculty.
- How students are oriented at the start of their program
- Clubs and activities that create a richer experience for the students
- External partnerships collaborations
- Relevance of course offerings to industry standards
- Assessment of learning outcomes
- Results of student surveys

Program Description

The program adheres to the mission statement of Great Basin College (GBC) which states that GBC enriches people's lives by providing student-centered, post-secondary education to rural Nevada. The Business Program's primary role is to prepare students for entry level jobs in their prospective local economies, teach them skills needed to start small businesses, and to assist them in transferring to a four-year institution to complete a bachelor's degree or transfer within GBC to complete the Bachelor of Applied Science degree in Management and Supervision.

A. Certificate Level

Currently the department offers five Certificate programs in Accounting, Business Administration, Entrepreneurship, Human Resources, and Retail Management. In the coming year, certificates in Entrepreneurship and Retail Management will be eliminated due to low enrollments. The Certificate programs are designed to be the first year of coursework for the Associate degrees.

B. Associate Level

The Associate of applied Science degrees are two-year programs preparing students for an entry-level position or employment upgrade in a career or technical field. There are three associate degrees in accounting, entrepreneurship, and general business. The Associate's in Entrepreneurship is also being eliminated this coming year due to low enrollments. In addition, GBC has an AA degree in Business Pattern of Study which focuses on business and is designed primarily for students planning to continue their education at the baccalaureate level especially those transferring to another institution.

C. Bachelor Level

Touted by GBC as one of the most practical degrees designed specifically for students who have earned an associate degree. This program is fully online. Clear path from AAS degree to BAS program. The program recently added two new courses to the BAS, International Management and a Capstone course in Leadership. This program has been accepted by several higher education institutions for Master's degree admission to include UNR, UNLV, WGU, and Boise State.

Course Offerings

Courses currently offered according to the 2020-2021 Course Catalog on the GBC website. (Note: this does not concur with the Program Review Report which would suggest that the department needs to update the online subject areas and courses for accurate student information.)

Lower Division

Subject	Title
ACC 105	Taxation for Individuals
ACC 201	Financial Accounting
ACC 202	Managerial Accounting
ACC 203	Intermediate Accounting I
ACC 204	Intermediate Accounting II
ACC 220	Microcomputer Acct System
ACC 261	Government Accounting
ACC 290	Certified Bookkeeper Course
BUS 101	Intro to Business
BUS 102	Intro to Entrepreneurship
BUS 110	Human Relations Employment
BUS 117	Business Calculations and Methods
BUS 198	Special Topics in Business
BUS 201	Entrepreneurship II
BUS 273	Business Law I
BUS 274	Business Law II
BUS 275	Foundations of Int'l Business
ECON 101	National/Global Economics and Financial Literacy
ECON 102	Principles of Microeconomics
ECON 103	Principles of Macroeconomics
ECON 104	Current Economic Issues
ECON 261	Principles of Statistics
ECON 295	Special Topics in Economics
FIN 101	Personal Finance
FIN 240	Introduction to Budgeting
MGT 103	Introduction to Small Business Management
MGT 201	Principles of Management
MGT 283	Introduction to Human Resource Management
MKT 127	Introduction to Retailing
MGT 210	Marketing Principles

MKT 211	Introduction to Professional Sales
RE 101	Real Estate Principles
RE 103	Real Estate Law and Practice

Upper Division

ECON 307	Environmental Economics
ECON 365	Labor Economics
FIN 310	Applied Accounting and Finance
MGT 310	Foundations of Management Theory and Practice
MGT 323	Organization and Interpersonal Behavior
MGT 330	Business and Technology
MGT 367	Human Resource Management
MGT 430	Management Technology Leadership
MGT 441	Operational Quality Control and Problem Solving
MGT 480	International Management
MGT 482	Leadership – Progression in Thought
MGT 487	Entrepreneurship

Highly Qualified Faculty

The Business Department faculty are highly qualified. The four full-time faculty have an average 28 years working in the business field, average 18 years of teaching experience, and an average of 14 years of teaching at GBC. The Dean, Bret Murphy, has extensive years and experience of administering programs at the higher education level. The ten adjunct faculty have varied and knowledgeable course related backgrounds and almost a third hold PhD's.

Stephen Theriault, Department Chair, is an engaging and positive individual who has a great working relationship with his fellow full-time professors. Adjunct faculty also respond well to his esprit de corps attitude.

Program Advisory Committee

The Business Department Advisory Board members consist of seven community individuals including but not limited to a representative to the mining industry which is a major industry player in the geographic area, two past BAS graduates, Realtor, and CPA. A solid community and business representation. The minutes provided from the last meeting of the committee was May 15, 2019. Meeting centered primarily on educating members of the program and courses.

Student Relations

Although the staff, most notably Rachel Mcanany who should be mentioned for her due diligence and professionalism, worked to procure students for the student meeting, unfortunately only one student was available for discussion. The student is currently enrolled in the BAS program. She found the GBC bachelor's program via a Google search. She is currently residing in Texas and will complete the entire program from Texas via the online format. The out-of-state student chose GBC for its affordability. The accolades for the program included the professionalism of the faculty, the positive communication between students and faculty via the online format, and the cost. The student noted, though, that online tutoring has some issues for students and that tutoring by email is difficult. She suggested tutoring by Zoom. Additionally, there was a lack of face-to-face (via a Zoom format or other) between

students and instructors in all online courses. The student stated that the BAS assisted her in getting a full-time position in a school district in an education position.

Note: In meetings with faculty, several ideas for connecting face to face via the online format were brainstormed and discussed and these ideas could easily be added to the presently designed online classes. Faculty were more than willing to incorporate the ideas discussed.

Recommendations for Improvement

A. Development of New Curriculum Areas

The department is in a good position to pursue and develop new courses or an additional area of study that includes current skills that companies all over the world are looking for such as logistics, sales leadership, or SEO/SEM marketing. The department discussed the possibility of including a course on logistics, and I would encourage further discussions to brainstorm some possible areas for growth.

B. Improve Outreach to the Local Community

No one can sell the Business Program better than those who teach within the program. Increase your presence at the two local high schools, the local mining industry, and local businesses. Determine what needs as a department you can fulfill for your customers and constituents.

C. Diversify Course Offering Formats

With increased connections to the aforementioned entities, consider offering courses in-person via one weekend a month classes or in short blocks that will allow students who prefer face to face classes to participate in your classes and programs.

D. Develop a mentoring program for adjunct faculty and new hires.

Mentoring programs for teaching faculty are proven to improve student achievement, increase collaboration and teamwork among faculty, and improve retention of faculty. Creativity will be required if funds are not available but completely doable.

E. Develop a Business Program Marketing Plan. Include internal and external stakeholders and students representing your areas. Identify special target audiences and promote community awareness in your service area. This should work hand in hand with improving your outreach to the local community.

Summary

This is one congenial department. Faculty, staff, and students are working hard and are considerate of one another. They cooperate with one another for the good of the department, and they feel looked after. Considerable credit for this goes to the Department Chair, Stephen Theriault. He is a considerate individual who exudes competence, caring, and openness. The spin-off to the department is that the other full-time faculty, adjunct faculty, staff, and advisory committee members cooperate among themselves and between the groups. I heard several times that it is like one big happy family. Their

program has professional integrity, their teaching is effective, and their students are well-served. As with any department, the GBC Business Department has issues that need to be addressed, but it has a culture and leadership that should allow these concerns to be addressed.

Appendix A

Business Program Mission Statements

The mission of the Business Department is to provide students with practical competencies, enabling them to succeed in today's business environment as employees and/or technicians, specifically in the accounting, economics, entrepreneurial, finance, marketing, and first-line managerial areas.

The mission of the **Bachelor of Applied Science program – Management and Supervision** is to provide students with the abilities and qualities of competence, personal communication, management, and decision making within a broad context to apply in their chosen field of employment.

The mission of the **Associate of Applied Science degree in Accounting** is to provide students with practical competencies in the field of accounting, enabling them to succeed in the modern business environment as accounting clerks or full-charge bookkeepers, or to prepare students to pursue their education at the baccalaureate level at GBC.

The mission of the **Associate of Arts degree in Business** is to provide students with practical competencies in the business field, enabling them to succeed in the modern business environment as an employee or to prepare students to pursue their education at the baccalaureate level by transferring to another institution.

The mission of the **Associate of Applied Science degree in General Business** is to provide students with practical competencies in the field of business as an employee, manager, or owner. The academic work will enable them to succeed in the modern business environment as an employee/manager/ owner, or to prepare students to pursue their education at the baccalaureate level at GBC.

The mission of the **Certificate of Achievement program in Accounting** is to provide students with an introduction to the field of accounting, enabling them to enter the job market in clerical positions related to bookkeeping and accounting, or to prepare students to pursue their education at the associate level in accounting or related business areas at GBC.

The mission of the **Certificate of Achievement program in General Business** is to provide students with an introduction to the field of business and preparing the student for the job market in positions related to business, or to prepare students to pursue their education at the associate level in accounting or related business areas at GBC.

The mission of the **Certificate of Achievement program in Human Resources** is to provide students with an introduction to the field of human resources and to prepare the student for entry level positions in

the field, or for students to continue their education at the associate level in general business or related business areas at GBC.

Appendix B Student Learning Outcomes

Graduates of the **Certificate of Achievement - Accounting Technician** program will have the knowledge and skills to:

- Recognize the importance of financial information as a key ingredient in effective and ethical business decision-making.
- Differentiate between the major financial statements with respect to their content and use.
- Utilize journals and ledgers in tracking the financial activity of a business enterprise

Graduates of the **Certificate of Achievement - General Business** program will have the knowledge and skills to:

- Effectively apply appropriate human relations skills in employment situations
- Determine the wants and needs of customers, and understand how to take action to fill those needs
- Recognize the importance of ethical perspectives in business decision-making

Graduates of the **Certificate of Achievement - Human Resources** program will have the knowledge and skills to:

- Examine the voluntary nature of business activity and develop an appreciation for the reality that choices affect profitability and success in a business enterprise.
- Apply appropriate human resource and relations skills in employment situations
- Evaluate the importance of ethical perspectives in human resource decision-making
- Determine the wants and needs of internal customer, and understand how to take action to fill those needs within the constraints of business organization and of the broader society

Graduates of the **AAS degree in Accounting** will have the knowledge and skills to:

- Create a set of self-balancing financial records for a business enterprise.
- Use a manual or automated system of journals and ledgers to maintain a set of books using double-entry methods in accordance with generally accepted accounting principles.
- Prepare a set of financial statements complete with appropriate year-end adjustments and disclosures.
- Use financial information to assist in decision-making processes within a business organization.
- Provide financial information that incorporates ethical insights and is free from fraud or deception

Graduates of the **AAS degree in General Business** will have the knowledge and skills to:

- Recognize and appreciate the importance of profitability as necessary and worthwhile.
- Successfully promote and market goods and service.
- Critically analyze and solve structured business problems.
- Distinguish management functions of planning, organizing, directing, leading, and controlling.

Graduates of the **BAS degree in Management and Supervision** will have the knowledge and skills to:

- Interpret and analyze business situations, identify concerns, and recommend solutions.
- Demonstrate theoretical and practical understanding of concepts, models and approaches associated with effective leadership.
- Recognize the broad contexts within which businesses operate and recognize that this context is global.
- Demonstrate an appreciation of perspectives associated with other cultures
-

Appendix C
Selected Syllabi
Great Basin College
Course Syllabus
Spring 2020

Course Title: Leadership: Progressions in Thought – MGT 482 Capstone
Sections: 1001
Credits: Three (3)
Instructor: Stephen J. Theriault, MBA
Instructor Contact: Office Phone (775) 753-2235
Classroom: WebCampus - Online
Office Hours: Wednesday 9:00 – 11:30 AM and Wednesday 1:00 – 3:30 PM Via CraniumCafe, or my office; additional times and days available on an appointment basis
Email: Stephen.theriault@gbcnv.edu

Textbook: **Leadership: Theory and Practice (8th Ed.)**
Northhouse, SAGE Publications, (2019)
ISBN: 9781506362311

Meeting the Ethical Challenges of Leadership (6th Ed.)
Johnson, SAGE Publications (2018)
ISBN: 9781506321639

Additional Materials (Case Study Course Pack) required. Students purchase course pack direct from Harvard Business Publishing (HBP) by going to the following link, registering, and ordering.
<https://hbsp.harvard.edu/import/653423> .

Catalog Description:

Drawing from the fields of Psychology and Management, this course is designed to expose students to foundational theories, conceptual frameworks, and methodologies they will use throughout their careers. Based on the premise that leadership skills can be learned, students will examine various theoretical constructs as a means of becoming more aware of their own leadership styles.

Prerequisite:

Must have completed English 102. Must have sophomore standing or higher and must be accepted into the Bachelor of Applied Science – Management and Supervision program, and have permission from the instructor to enroll. Student must also have a strong working knowledge of Microsoft® Word software and APA formatting.

Course Purpose:

This course is designed to allow students to showcase and apply their learning gained throughout their Bachelor of Applied Science course of studies.

Course Objectives:

The general goals of this course are for the student to be able to use their critical thinking, analytical skills, and ethical reasoning to approach the topic of leadership.

Expected Learner Outcomes	Learner Outcome Measurements
Consideration and understanding of real world leadership through identification of factors that are components in application	Harvard Business Publishing (HBP) Case Studies
Consideration and understanding or ethical leadership impacts within specific situations	Discussion Forums
Gain new knowledge on recognized leaders of importance	Leadership Project

Methodology:

This course is offered as an online class. For students to be successful, they should read the text, participate in the discussions, and complete the Chapter exercises and course work as assigned.

Course content and all learning activities are presented using behavioral, affective, and cognitive formats with the end result focused on the student's ability to apply the theories and concepts. Practical scenarios will be presented to allow students to develop their own unique leadership skills while examining what other leaders have done when faced with these same dilemmas. Posted on the course website will be an overview of the materials in each weekly module plus specific chapter PowerPoints® provided by the textbook's authors (Johnson, 2018; Northouse, 2019). Progress through the weekly modules as arranged and do not skip around as you may miss important data. Do not rely on the calendar function in Canvas to provide you with deliverables and due dates. All written work is to be submitted as a Microsoft Word doc file for Plagiarism Detection submission.

Communications with the Instructor:

The instructor used to include his cell phone number for student convenience in contacting him but that resulted in late night calls and texts at all hours. In an attempt to achieve a better work life balance (Yup – he does have a life outside of his work just as students do), he requests that you use the office telephone number as listed on the syllabus above, or message directly in the course through the Inbox function. Your message will be returned typically within 24 hours during the Monday through Friday work week.

Syllabus Quiz:

There will not be a Syllabus Quiz in the Capstone course. By now, all GBC students know that the syllabus is the document that should guide your learning and participation in the course. It is your responsibility to read the syllabus. Ask questions if clarification is needed and plan your time to submit all courses deliverables within the time frames posted.

Discussions: Note the change in DQ "week"

Discussion topics will be posted for student's consideration. Students must access and post high quality content on at least 3 of the 6 days in the discussion week (the 3 days of posting are worth 10 points

and do not include your initial substantive post). The discussion week runs from Monday at 12:01 AM **thru Saturday at 6:00 PM**. Students **can** earn up to 20 points for an initial timely substantive posted response to the topic and, an additional 30 points during the discussion week with thoughtful and informative replies to their fellow students that enhance the discussion and concept development (minimum of three additional insightful and substantive posts required to be eligible for the full 30 points available). Lastly, students must engage their peers (does not include the instructor) over the course of 3 separate days to earn the final 10 points available.

NOTE: Because I am unable to post two due dates in Canvas (one for the initial discussion post and one for the final peer engagement posts, the only due date you will see in the module assignment listing is the peer engagement post.

Additionally, because this is your upper division Capstone management course, **the instructor requires your initial posted response to have citational support** (proper APA formatting) from a quality academic source. Without inclusion of the properly formatted citation and reference, the student will earn zero points for their initial post regardless of when it is posted. You cannot just post your opinion but rather whatever position you adopt must be supported by an outside **academic source**. For instance, if the topic is effective communication, the student is expected to perform research and find academic material that supports their position on effective communication. Our GBC library (either physical or online) has wonderful databases, rich in source material for your use. You cannot use your textbook as a source for this deliverable in your Capstone course. Let the instructor know if you have any questions please.

The student must post their initial substantive discussion response ***no later than Tuesday at 11:59 PM*** in the discussion week to earn the full 20-point credit allowable for that portion of the deliverable. As a point of clarification - a substantive initial response and student replies are approximately 100 to 150 words of **quality insight** each, from the week's assigned materials, any research you have performed, and personal work experience that relates to the topic.

Initial response to the DQ and replies to fellow students made late in the week do not help us to build a strong discussion. Posts of "I agree" and others of similar limited depth and/or significance, do not qualify for points. For those who are prone to post their initial response and/or peer engagements late on Saturday evening, do note that the initial response and the peer engagements will earn zero points. I assign significant point value to the DQ activities, as it is a critical component of our learning and as such it requires you to be present and active to enhance our joint learning. Engage each other in civil discourse. Please let me know if you have need of further clarification.

A word on "quality academic sources" is in order here. Peer reviewed (you can set this as a parameter of your search) studies, reports, journal articles, conference papers and presentations are the preferred sources. In some cases, other sources may be applicable. When in doubt, screen the proposed sources with your instructor.

To recap:

- **Initial Discussion** response posted by Tuesday at 11:59 PM that is considered substantive by the instructor – **20 points**
- Substantive **engagement with at least three of your peers** during the discussion week - **30 points**

- **Posting substantive engagement with peers** of a substantive nature in the discussion forum **on at least three of the five days** in the discussion week – **10 points**.

Exams:

There are no exams in this Capstone course, but there are multiple case studies for you to complete and additional deliverables.

This is the capstone in the BAS-MS emphasis area, therefore the culmination of what you have learned during your pursuit of the Bachelor degree. For those who are striving for Summa Cum Laude distinction at graduation, please note that for the Bachelor degree graduation very high honors distinction, an “A” in the Capstone is a required criterion.

Chapter Exercises: Students are expected to complete the Assessments, Questionnaires, and/or Exercises as assigned. The exercises are self-reflective in nature and require the student to be honest and critical of their development and/or skills today. These do not get shared with the class specifically but are between you and the instructor. Most students find these to be of significant value and often share with their peers, significant others, and family. Provide analysis of the exercise results in **all of your submissions** with depth and detail for maximum personal value and point allocation. Always submit your work as a Microsoft Word® document.

Case Studies and Leader Paper:

o Case Studies - The student will write a thorough **essay** (1500+ words for each submission; excluding cover page, abstract, graphs, charts, and reference page) that thoroughly answer all questions applying to the case provided by the author(s) and/or instructor. **Do not submit as either a numbered Q & A** or as a bulleted list of data submission but rather as a completed written paper.

o Leader Paper - The student will write a thorough **essay** (2500+ words; excluding cover page, abstract, graphs, charts, and reference page) that thoroughly answer all questions applying to the leader paper provided by the instructor. ***An email through the course Inbox identifying the chosen leader for your paper must be sent to the instructor no later than Sunday in Week 10 (April 5, 2020). It is highly recommended that you consider the potential leaders carefully because after identification, you will not be allowed to change to another leader.***

All students must do high quality academic database research prior to writing his or her response (multiple sources adds credibility and **each case is valued at 15% of your course grade and leader paper is 15%**). Although the cases you will consider are quite current (some are published in 2018), and the leaders quite topical, there might be new material that could be relevant to your positions as stated. Note that the instructor does not recognize Wikipedia as a suitable reference source for academic submissions due to the editable nature of the material found there that raises concerns about veracity and validity of content. Do not cite encyclopedias, Wikipedia (and all other “pedias”) or other non-academic sources such as dictionaries, encyclopedias, blogs, Prezis and “.com” (.com stands for commercial sites), etc. in your references for the written assignments. If you have a question about the quality of an academic source, or need to have this defined, please get with the instructor so clarification can be made and you earn the maximum number of points possible for each submission.

Ensure that proper grammar, sentence structure, and material citations are included for maximum point consideration. Neglecting to cite other authors original material is plagiarism and will be graded

accordingly (see the Academic Honesty section in the syllabus on page 9). Include properly formatted cover, abstract, and reference pages with your submissions. A minimum of **five academic reference sources** are required for each paper and case study. Additionally, you may utilize your textbooks potentially, but they do not count towards your minimum above.

Students are responsible for their own time management and as such, should ensure they complete the papers early, rather than waiting until the night the assignment is due (Oh My!). Avoid the overwhelming feeling a student can encounter when they wait until the last minute to start a written paper with significant point allocation and research requirements. These are research papers, not “book reports” so do not just repeat what you have read in the cases but rather contribute with high quality academic research, new data, analysis, and insights in the case study submissions. Once posted to the assignment drop box, instructor grading may occur even if before the due date so ensure you have posted your final version. **Resubmissions after grading occurs will not be accepted (no do-overs).**

Submit as an attachment in proper APA format as a Microsoft® Word document only with proper grammar, spelling and citations. The instructor **will not** provide you with APA formatting feedback, but you will be accountable for meeting this deliverable (all of you have already completed multiple courses with me and know the instructor expectations of proper APA formatting). OWL Purdue for additional help with your formatting at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html and/or the announcement (See Proper APA Formatting announcement) in this course where you will find a template for your convenience and other APA formatting tools to aid you in this deliverable. Additionally, there is a link at the bottom left of the home page in Canvas that will take you directly to the GBC Library databases (see course announcement). Use it, it will make your search for quality academic sources that much easier. Anticipate approximately two-week grading turnaround time.

A final word on “quality academic sources” is in order here. Peer reviewed (you can set this as a parameter of your search) studies, reports, conference papers and presentations are the preferred sources. In some cases, other sources may be applicable. When in doubt screen the proposed sources with your instructor.

Exercises:

Note – APA formatting is not required for these exercise submissions, but proper grammar, punctuation and written structure is required. Submit your work as a written essay) but do not number each question or deliverable nor include the questions in your submission, instead write it in paragraph form.

Late Submission Penalty and *On Time Bonus:

See course Modules for specific due dates of the Case Studies, Leader Paper, Exercises, and Discussion Questions.

The deliverables in this course **must be** submitted within the time frames posted in the WebCampus module for point allocation consideration. Technical difficulties are not an acceptable excuse for a late posting (you know in advance about all course deliverables by reading the syllabus and looking through the course modules) and will not be considered for point allocation. Do note that slow upload times due to high volume on the servers (common occurrence on days when many courses have a deliverable due) is not an acceptable excuse for lack of submission.

If you have unreliable internet connectivity (doesn't everybody in rural Nevada ☹), I recommend using the college computer resources available in Elko and at all centers. Additional computer access is generally available at many public libraries and the GBC Library in Elko has additional computer capacity this year. Failure to post on time will cause the student to forfeit the points for that particular item.

Instructor advice - do not wait until 11 PM of the final due date to post your work as your internet (I repeat – this is often an issue in Elko and rural Nevada) and/or campus server service quality could easily slow the upload times and all your hard work will be for naught. Effective time management is your responsibility. **The instructor does not offer “make up” work, late posting allowances, or extra credit opportunities** so please do not ask for this courtesy. The instructor will not do for one what he will not do for all, so please do not put him in the awkward position of telling you he cannot accommodate your request.

NOTE: All students who post each of the Case Studies, the Leader Paper, and earns full participation credit for their discussion forum contributions, will receive a 20-point bonus at the conclusion of the semester as identified in the “Methods of Evaluation” below.

Method of Evaluation:

A standard grading scale will be used. The following items will be graded accordingly and with the following values on the overall course grade:

Items	Max. Value Per Assessment	Total Value
Case Studies (3)	150	450
Leader Project (1)	150	150
Chapter Exercises (4)	40	160
Discussion Questions (4)	60	240
*On-time Bonus	20	20
Total		1020

Cumulative Point Grading Scale:

Final grades for the semester where the instructor employs the plus (+) and minus (-) grading system will be based on the following scale of cumulative points.

940 to 1000 points = A	730 to 769 points = C
900 to 939 points = A-	700 to 729 points = C
870 to 899 points = B+	670 to 699 points = D+
830 to 869 points = B	630 to 669 points = D
800 to 829 points = B-	600 to 629 points = D
770 to 799 points = C+	0 to 599 points = F

COURSE OUTLINE:

The following course outline sets forth the course work for the Spring 2020 Semester. The course outline and schedule are subject to change and amendment at the sole discretion of the instructor. Any and all amendments shall be announced in class via an Announcement posting.

WEEK 1 Week of January 21 through January 26, 2020

Start of Spring 2020 Semester – Tuesday January 21, 2020

Topic – Introduction to Course Curriculum/Student review of deliverables Personal Bio, and respond to peers

Reading Assignments to be completed before Week 2

– Ch. 1 & 2 in Northouse

WEEK 2 **Week of January 27 through February 2, 2020**

Topic – Trait Approach

1st Case Study: Satya Nadella Case Study: Due Wednesday Feb. 19th Week 5 Reading Assignment to be completed before Week 3

– Ch. 3 in Northouse

WEEK 3 **Week of February 3 through February 9, 2020**

Topic – Skills Approach

Complete Skills Inventory on pages 67 and 68- Due Wednesday Week 4

Reading Assignments to be completed before Week 4

– Ch. 4 in Northouse and Chapter 5 in Johnson

WEEK 4 **Week of February 10 through February 16, 2020**

Topic – Behavioral Approach

Remember to post your Skills Inventory by Wednesday evening!

Discussion 1: Post and respond to peers in a substantive manner

Reading Assignment to be completed before Week 5

– Ch. 5 in Northouse

WEEK 5 **Week of February 17 through February 23, 2020**

Topic – Situational Approach

Remember to post your Satya Nadella Case Study by Wednesday evening!

2nd Case Study Assigned (choose one of the following)

- 1) Leading Change at Simmons College
 - 2) Codifying, Embedding, and Sustaining Culture
- Due Wed. March 4th Week 7

Reading Assignment to be completed before Week 6

– Ch. 6 in Northouse

WEEK 6 **Week of February 24 through March 1, 2020**

Topic – Path-Goal Theory

Complete Situational Leadership Questionnaire pages 111-113 Due Wed. Week 8!

Reading Assignment to be completed before Week 7

– Ch. 7 in Northouse

WEEK 7 **Week of March 2 through March 8, 2019**

Topic – Leader-Member Exchange

Theory Remember to post your 2nd Case Study by Wednesday evening!

Reading Assignment to be completed before Week 8

– Ch. 8 in Northouse and Chapter 6 in Johnson

WEEK 8 **Week of March 9 through March 15, 2020**

Topic – Transformational Leadership

Remember to post your Situational Leadership Exercise by Wednesday evening!
Leader Final Paper Assigned: Due Wednesday April 29th Week 15
Reading Assignment to be completed before Week 9
– Ch. 9 in Northouse

WEEK 9 Week of March 16 through March 22, 2020

Topic Authentic Leadership

Discussion 2: Post and respond to peers in a substantive manner

3rd Case Study Assigned (choose one of the following)

1) Robert Whelan and the Student Loan Crisis (A & B)

2) Transformation at DTE Energy (A, B, & C)

Due Wed. April 15th Week 12

Reading Assignment to be completed before Week 10

– Ch. 10 in Northouse

Spring Break – March 23 through March 29, 2020

WEEK 10 Week of March 30 through April 5, 2020

Topic – Servant Leadership

Complete Servant Leadership Questionnaire pages 251-252

Due Wednesday Week 11!

Reading Assignment to be completed before Week 11

– Ch. 11 in Northouse

Did you send your chosen Leader for the Final Project Paper to the instructor yet?

WEEK 11 Week of April 6 through April 12, 2020

Topic – Adaptive Leadership

Remember to post your Servant Leadership Exercise by Wed. evening!

Reading Assignment to be completed before Week 12

– Ch. 13 in Northouse and 10 in Johnson

WEEK 12 Week of April 13 through April 19, 2020

Topic – Leadership Ethics

Remember to post your 3rd Case Study by Wednesday evening!

Discussion 3: Post and respond to peers in a substantive manner

Reading Assignment to be completed before Week 13

– Ch. 14 in Northouse

WEEK 13 Week of April 20 through April 26, 2020

Topic – Team Leadership

Complete Ethical Leadership Style Questionnaire pages 360-364

Due Wednesday Week 15

Reading Assignment to be completed before Week 14

– Ch. 15 in Northouse

WEEK 14 Week of April 27 through May 3, 2020

Topic – Gender and Leadership

Reading Assignment to be completed before Week 15
– Ch. 16 in Northhouse

WEEK 15 Week of May 4 through May 10, 2020

Topic – Gender and Leadership

Remember **to post your completed Final Leader Project by Wed. May 6, 2020!**
(use the assignment link in Week 7).

Remember to post your Ethical Leadership Style Exercise by Wednesday evening!

Reading Assignment to be completed before Week 16
– Ch. 12 in Johnson

WEEK 16 Week of May 11 through May 15, 2020

Discussion 4: Post and respond to peers in a substantive manner

Topic – See you at Graduation!

STUDENT PREPARATION AND PARTICIPATION NOTES:

Student Preparation:

For a student to achieve a level of performance in this course that shall be considered adequate work or better, the student should dedicate two (2) to three (3) hours of work per credit value (i.e. 3 credits approximate 6 – 9 hours of outside work). This is the expectation level established by the instructor in the construction of the curriculum for this course and constitutes a general rule of thumb. Some students may need to dedicate more hours in preparation. The following procedures should assist a student in preparing for class quizzes, exams, and discussion.

- a. Read the assigned chapters, view the PowerPoints, watch any attached videos, and review deliverables rubric if included.
- b. Make appropriate notes to aid in material retention and understanding.
- c. Review your reading outline notes in preparation for the examinations.

Note: The course Modules will always reflect the current week and **one additional week**, so you can work ahead on key assignments to maximize your time management skills. Additionally, you have the syllabus that identified each deliverable and its due date. We will not address Chapter 12 in the Northhouse textbook and will only address chapters 5, 6, 10, and 12 in the Johnson book but the entire book is an awesome read!

Student Participation:

All students are encouraged to participate in course discussions and each student has the opportunity to earn valuable points by their participation, in addition to your other course deliverables. A reminder, the instructor does not offer extra credit or make up assignments. It is the student's responsibility to use effective time management techniques to complete their work and submit it in a timely manner.

Additionally, because this is the final upper division management course most students take on their path to their Bachelor degree, do note that high quality work is the expectation of the instructor, just as it is with your employers. This would include discussions, exercise submissions, etc. and especially written papers. Critical thinking and high-level communication are to be demonstrated in all work completed in this course as it is the expectation in all subsequent courses in your programs and your management career. Grading takes these considerations into account.

STUDENT CONDUCT AND RESPONSIBILITY

Academic Integrity and Student Conduct:

Student conduct shall conform to the standards of conduct as set forth in the Great Basin College 2019 – 2020 Catalog. **Cheating in any form or manner could result in an automatic grade of “F” for this course for this semester** (exams, papers, and discussions). **The instructor has a zero (0) tolerance policy on plagiarism** and written submissions will be subject to plagiarism detection software. If you plagiarize material (including self-plagiarism and unintentional plagiarism) you could fail that particular assignment. If you plagiarize a second time, you will fail the course and be referred to the VP Student Affairs for violation of the Student Honor Code. Should you need additional clarification, please reach out to the instructor via email using the course Inbox function.

Although the GBC catalog identifies self-plagiarism as "cheating" (a major violation of the student honor code), conversations with my peers confirmed differing definitions of just how self-plagiarism is defined. **For this course, the following is the definition of self-plagiarism.** *"Reuse of any paper or portion thereof (written assignment) that was submitted in any prior course, even the same course you are in today. So, if you do not request and receive permission to resubmit portions of work from a previous course attempt, it will be noted as self-plagiarism and receive a zero grade".*

Additionally, to have a free flow of ideas and student confidence in confidentiality, all matters discussed, including in the online forums, should be held in confidence by all class members. At times, you will be asked to reflect on your personal experiences in work and life so please provide that mutual respect of confidence to all. It is an expectation in this course. As noted in the current GBC catalog under the heading of *Engaged Learning*, "Responsibilities — you are accountable for your actions, work, words, and behavior. Courteous behavior and responses are expected: Be honorable, conscientious, truthful, and dependable".

Grade of Incomplete:

("I") grades will be assigned when the following conditions are met:

1. Student has completed $\frac{3}{4}$ of the course with a C grade or above.
2. Student cannot complete the remainder of the course due to death of a family member or hospitalization/illness.
3. Student makes arrangements with instructor. The missing work must be made up by the middle of the following semester (October 15th or March 15th), or the "I" on the student's record will revert to an "F."

Student Drop Deadlines:

For this particular course offering, the drop or audit declaration date deadline is April 2, 2020. If you do not complete the course with a passing grade, and do not formally withdraw or change your status to audit by the deadline (non-graded but still have access to the course), your instructor will have no choice but to assign you the grade of "F" you earned.

ADDITIONAL MATTERS AND CONCERNS

CAMPUS SECURITY:

GBC is committed to the safety of our students and has a duty to promote awareness and prevention programs for violence on campus under the Jeanne Clery Act as well as the Campus SaVE (Sexual Violence Elimination Act) and VAWA (Violence Against Women Act), which are amendments to Clery.

Acts of violence include, but are not limited to, sexual assault, domestic violence, dating violence, and stalking. Acts of violence can occur on the physical campus or centers of GBC in addition to field placement sites, clinical practice settings, and other places where college or class activities occur. As well, the online environment at GBC is considered a GBC site. If you experience any incidence where your safety has been threatened or violated, or if you feel threatened or harassed, immediately report this to me, any center director, faculty, or staff member, or directly to the Director of Environmental Health, Safety & Security(775.753.2115) or the Vice President for Student Affairs (775.753.2282).

Disability Policy:

In accordance with the provisions of the Americans with Disabilities Act (ADA) and other applicable statutory provisions, as a student with a disability you have the right to request needed accommodations. If you have a disability for which you will need to request accommodations, please contact the ADA Officer (Julie Byrnes) in Elko at (775) 753-2271 at your earliest convenience to request timely and appropriate accommodations.

Email and Telephone Policy:

The instructor is available for contact via email (preferred the Canvas Inbox) and telephone. He will respond to your email or voicemail within 24 hours, excluding weekends. The instructor will not address via email or telephone matters relating to grades, points or student confidential information.

Assignments submitted to the instructor via email will not be considered for point allocations although instructor feedback may be provided as a courtesy, time allowing.

Civility:

Civility is a requirement. Students are expected to assist in maintaining a course environment that is conducive to learning. This includes appropriate verbiage and tone in the discussion environment in online and live class settings.

Appendix D

Business Department Long-term Growth 2010 through 2020 in 5-Year Blocks			
Annualized FTE			
Program	5-Year Average		%
	2010/11-2014/15	2015/16 -- 2019/20	Change
Accounting	23.5	22.8	-3.0%
Business	36.8	32.7	-11.1%
Economics	30.3	20.4	-32.7%
Finance	16.6	15.5	-6.6%
Management	34.5	42.3	22.6%
Marketing	9.6	9.7	1.0%
Real Estate	3.2	3.3	3.1%
Total	154.5	146.7	-5.0%
Degrees/Certificates			
Program	5-Year Average		%
	2010/11- 2014/15	2015/16 – 2019/20	Change
AAS Business Admin	15.8	13.4	-15.2%
CT Business Admin	13.2	7.4	-43.9%
AAS Accounting	5.6	4.4	-21.4%
CT Accounting	5.4	1.8	-66.7%
AAS Entrepreneurship	2.2	0.4	-81.8%
BAS Management Tech	17	13	-23.5%
Total	59.2	40.4	-31.8%