

GREAT BASIN COLLEGE
PRESIDENT'S COUNCIL

November 24, 2015

1:30 p.m.

PRESENT: Mark Curtis, Mike McFarlane, Sonja Sibert, Angie DeBraga, Greg Brorby, Mary Doucette, Steve Theriault, Cathy Fulkerson, Lisa Frazier, Mardell Wilkins, DeMarynee Saili, Michelle Phay

ABSENT: John Rice, Lynn Mahlberg, Amber Donnelly, DeMarynee Saili, Lisa Frazier, Bret Murphy

1. Approval of Minutes – The minutes of the President's Council meeting on November 10, 2015, were approved.
2. SGA Update – No report.
3. Faculty Senate Update – Mary Doucette
Equipment Request – The Budget & Facilities committee recommended allocation of \$149,935 for equipment purchases. Sonja Sibert said the committee did a great job. Greg Brorby recommended the unfunded items could be included on the need's list that the Foundation is creating. President's Council approved the equipment list.

Department Chair Responsibilities – The policy went back to the department chairs committee and then back to Faculty Senate. Mike McFarlane requested the version with the tracked changes for easier comparison. He also recommended getting documents in a timelier manner when something is placed on the PC agenda. The president's office will work on the timing issue. This item will be brought back at the next PC meeting with the tracked changes.

Faculty Evaluation – Mary reported that all sections that were presented were approved. There was a discussion on raw versus adjusted scores for student ratings. The management section will go to Faculty Senate in December. Mike McFarlane added that Bret Murphy and Amber Donnelly would like to review the policy once more before moving forward for a counter proposal. The Evaluation committee has met the deadline that was given to them.

Curriculum & Articulation – the Bachelor of Arts in Natural Resources and the Bachelor of Arts in Social Science were approved by Faculty Senate. The new degrees now go to the Academic Affairs Council for their approval.

Mary Doucette reported that the Radiology department has received a \$250,000 grant from the Pennington Foundation to remodel the X-Ray suite and to purchase a state of the art X-Ray machine. The Health Sciences department has received an incredible amount of grant money lately. The remodel should be completed no later than one year from when GBC receives the grant money, per the grant.

Mary reported Faculty Senate voted to prepare a letter of support for GBC becoming a state college. President Curtis recommended they get to it after this next Board of Regents meeting. The agenda item needs to go to the ARSA committee and then to the full Board in March and then potential action in June. President Curtis said Institutional Advisory Council member Vince Juaristi commented it might get pushed off to the 2017 legislative session, but President Curtis said he thought the Board of Regents has the authority to make the decision.

4. Classified Council Update – Michelle Phay reported Classified Council partnered with Albertson's to purchase \$500 worth of turkeys for the SGA food drive. They also made a \$50 donation to former employee Carmen Beach's charity.
5. Institutional Research Update – Cathy Fulkerson reported working on mission fulfillment and core theme indicators. Cathy was not sure if there was enough time to review the summaries that she has received by the next PC meeting in December to determine mission fulfillment. The information will be distributed to President's Council as soon as it is available.
6. Accreditation Update – Mike McFarlane reported he is making sure all the assessments are in place. The academic program areas are responding well. The operations areas are working on their updates. The accreditation team will be here in April. The more critical deadline is the report deadline at the end of February.
7. Vice President Reports
 - Business Affair – No report
 - Student Services – No report
 - Academic Affairs – No report
8. Dean/Director/Assoc. VP Reports
 - Continuing Education- Angie DeBraga reported Joanne Storms with JOIN met with her and Bret Murphy about some mine layoffs. They will be offering the CDL program for the laid off employees starting in January in Winnemucca and Ely in May. They will use the existing CDL faculty. Coach USA is also laying off about thirty employees so we have created a short-term program to offer the CDL class B certification. If they already have it they can
 - Health Science & Human Services – No report
 - Business & Technology – No report
 - Distance Education – No report
 - GBC Foundation – Greg Brorby reported on the status of the creation of an Alumni Association. He doesn't believe that an Alumni Association needs the approval of other entities. Eventually he will be asking for contributions of articles and other things for this. It can be done outside of PC. Please let Greg know if you are interested in helping with the Alumni Association. Greg reported on some highlights of the GBC Foundation's annual report that he will be giving at the Board of Regents' meeting in December. The GBCF dispersed approximately \$347,000 to program support, student assistance and the Donald

W. Reynolds campus upkeep fund. In the past ten years the GBCF has brought in \$7.2 million with \$750,000 coming in last year alone. The life time gifts received has been over \$35 million from over 4,100 donors. That equates to 31,000 gifts. The GBCF Trustees voted to begin the process to move about \$6 million of its endowments over to the NSHE endowment pool because of better returns, less risk, and less cost. The decision was vetted over three different meetings the decision was made.

9. President's Report – President Curtis reported the GBC Institutional Advisory Council gave its unanimous support for state college and will officially approve a resolution to that effect at its meeting in January. That was the dominant topic at the last IAC meeting. Other IACs in the state are struggling because they don't feel they have enough control over things. President Curtis reported the policies pertaining to the notice and transfer of academic and administrative faculty will be widely discussed at the BOR meeting in December. President Curtis has expressed his concern that only one set of committee meetings are live streamed at the BOR meeting. President Curtis will be gone next week for meetings with system staff and the Board of Regents meeting
10. Miscellaneous
Mike McFarlane requested the Institutional Assessment plan be put on the Faculty Senate agenda for informational purposes

Steve Theriault reported the Ugly Sweater contest that the SGA hosted last night was so well attended he was quite surprised. They decorated ginger houses and played root beer pong among other things.

Steve Theriault reported he was appointed as a representative on the Chancellor's Faculty Pay Working Group. The group will meet monthly. Steve will have to meet with Sonja Sibert, Mary Doucette and President Curtis monthly. They are prepping for the 2017 legislative session.

Lis Frazier asked about the timeline for the new dean position. President Curtis is the chair of the search committee and a timeline is being developed now. The list of the candidates was sent to him yesterday and he is reviewing them now. An organizational meeting has been scheduled for December 7th with interviews and open forums to be done potentially on December 15th and 16th.

DEPARTMENT	ITEM	QTY
Computer Technologies	Portable Green Screen Kit	1
Computer Technologies	Wacom Pen & Touch	5
Electrical	Cut-away Motors	4
Electrical	Motor Control Center	1
Electrical	Motor Control Cubicle parts	1
Health Science Human Services	Pyxis Medstation 4000 Console	1
Health Science Human Services	Software request for Pahrump Nursing Lab: \$ 3,285.74	1
Interactive Video	Video Projectors	2
Interactive Video	Replacement TVs- Pahrump	6
Interactive Video	Replacement TVs- Battle Mountain	4
Interactive Video	TV stands and Mounts	2
Interactive Video	Polycom HD Upgrade package	1
LSG	Trimble M3 Total Station	1
Mathematics	Texas Instruments TI-84 PLUS CE Graphing Calculators	15
Pahrump Center	4 Fujitsu ScanSnap iX500 Scanners	5
PEX	Nordic Track Commercial 2950 treadmill with 4-year comm	1
Science	Compound microscopes (Winnemucca)	6
Science	Dissecting scopes (Pahrump)	3
Science	Organic lab ware kits (Pahrump)	3
Science	Vacuum pump (Pahrump)	1
Science	Counter top incubator (Elko)	1
Science	Spotting scope with head and tripod (Pahrump)	1
Theatre	"Lighting Operation Board" ETC Element Consol	1
Theatre	Allen and Heath Qu 24 Digital Mixer	1
Theatre	ETC Color Source LED lighting fixtures and associated items	1
Welding	Miller Dynasty 350 package	1
Welding	Miller XMT 304 MIG runner package	1
Winnemucca Center	IAV Upgrades - Rooms 124	1
Winnemucca Center	Academic Success Center Materials	1

PRICE	AMOUNT	STRATEGIC
240	240	Computer ~
80	400	Computer ~
1500	6000	CTE Electric
8000	8000	CTE Electric
15000	15000	CTE Electric
19999	19999	HSHS AAS I
3285.74	3285.74	HSHS AAS I
775	1550	Interactive
964	5784	Interactive
964	3856	Interactive
2125	4250	Interactive
4800	4800	Interactive
8500	8500	Land Surve
115	1725	Mathemati
414.99	2074.95	GBC Pahrui
3037.99	3037.99	Fitness Cen
1726.85	10361.1	Science De
1689.34	5068.02	Science De
337.4	1012.2	Science De
778	778	Science De
2500	2500	Science De
2765	2765	Science De
7574	7574	The Institut
2700	2700	The Institut
12174	12174	The Institut
7600	7600	CTE Weldin
5500	5500	CTE Weldin
3000	3000	GBC Winne
400	400	GBC Winne

TOTAL = 149935

JUSTIFICATION

Muslin Chromakey Green Screen Kit on Amazon - \$199.99 Spring Clamps - \$5.28 Light Reflectors - \$17.49 Sandbag
Wacom Pen & Touch Intuos Manga Pen & Touch - \$79.99 (each) = \$399.95 Related Courses: GRC 119, GI
Required for ELM 124, 125, 126 Labs, giving students much needed hands-on knowledge of electric motors, and si
Upgrade this highly used equipment to handle 50 (plus) full-time GBC students and more than 20 apprentices/trai
The expansion of the Motor Control Cubicles (stations) require all new electrical parts for the outfitting of these ci
Currently we have a Pyxis Medstation (medication dispensing system) that allows our students to work with the t
Starting IVs is an expected skill of all nursing students, radiology technology students, and EMT-Intermediate stud
Two of the video projectors that were installed during the construction of the DCIT building have failed. We curre
TVs to replace the existing CRT type TVs at the Pahrump campus. (Room 119, 120)
TVs to replace the existing CRT type displays at the Battle Mountain campus. (Room 3)
Appropriate equipment racks/TV stands are needed for IAV classrooms where old CRT TVs and replaced with new
As part of an institution-wide upgrade strategy, this equipment will replace a legacy "standard definition"
A Total Station is an instrument used in modern surveying. Total Station equipment can measure angles and dista
The department received an equipment request for calculators for student use in 2014 for use in the INT 359 cour
With so many new proctoring of exams and students needing to send scanned documents to their instructors the
There is currently one working treadmill in the GBC Fitness Center. The other treadmill broke down the second we
Biology students will benefit by observing and identifying microorganisms. This equipment supports the new BS
Biology students will benefit because the equipment supports the new BS in Biology.
Science students will benefit because they will have safe glassware to conduct organic chemistry lab experiments.
Biology students in Pahrump will benefit because the equipment supports the new BS in Biology.
Biology students will benefit because the equipment supports the new BS in Biology. Increased FTE requires an ad
A new spotting scope will benefit students in the Natural Resources Degree. Students will be able to observe anim
ETC Element lighting console and Touchscreen Monitors: To replace failing light control console in theatre. All ele
All electronic sound equipment in the GBC theatre is now more than 20 years old. The equipment is failing regul
All electronic lighting equipment in the GBC theatre is now more than 20 years old. The equipment is failing regul
Update and improve curriculum and existing equipment for the GBC Welding Program.
Update and improve curriculum and existing equipment for the GBC Welding Program.
We solidly depend upon IAV to send and deliver classes to the Winnemucca Center. This request is composed of t
With the great influx of Internet students studying, getting tutoring and proctoring students on campus, we woul

SUPPORTIV AUTHOR	APPROVAL	SUPERVISOR	DEPT TOTAL
http://www Cindy Hyslop	Yes	Bret Murphy	
http://www Cindy Hyslop	Yes	Bret Murphy	640
ince electric Robert Byram	Yes	Bret Murphy	
nees direct Robert Byram	Yes	Bret Murphy	
ubicles. We Robert Byram	Yes	Bret Murphy	
http://www Amber Donnelly	Yes	Amber Donnelly	
http://www Amber Donnelly	Yes	Amber Donnelly	
ntly have to Robert Hannu	Yes	Mike McFarlane	
Robert Hannu	Yes	Mike McFarlane	
Robert Hannu	Yes	Mike McFarlane	
flat panel T Robert Hannu	Yes	Mike McFarlane	
not; equipr Robert Hannu	Yes	Mike McFarlane	20240
http://www Byron Calkins	Yes	Bret Murphy	17000
se. Because John Newman	Yes	Mike McFarlane	1725
y are neede Diane Wrightman	Yes	Mike McFarlane	2074.95
http://www Karen Kimber	Yes	Mike McFarlane	6075.98
in Biology. Carrie Meisner	Yes	Mike McFarlane	
Carrie Meisner	Yes	Mike McFarlane	
Currently, Carrie Meisner	Yes	Mike McFarlane	
Carrie Meisner	Yes	Mike McFarlane	
ditional inc Carrie Meisner	Yes	Mike McFarlane	
ials in their Carrie Meisner	Yes	Mike McFarlane	37913.44
http://www John Rice	Yes	Mike McFarlane	
http://www John Rice	Yes	Mike McFarlane	
http://www John Rice	Yes	Mike McFarlane	22448
Steven Scilacci	Yes	Bret Murphy	
Steven Scilacci	Yes	Bret Murphy	
wo compon Lisa Campbell	Yes	May need 1 Mike McFarlane	
I like to pro Lisa Campbell	Yes	Mike McFarlane	19471



POLICY AND PROCEDURE (revised)

Title:	DEPARTMENT CHAIR RESPONSIBILITIES
Policy No.:	3.4
Department:	Academic Affairs
Contact:	Vice-president for Academic Affairs

Policy

The department chair is responsible for day-to-day functions of a department. The chair works closely with students to ensure that the department is meeting students' needs. The chair is also responsible for: working with support staff, assisting students in locating advisement, managing part-time instructors and overseeing department budgets. There are also important curricular and course scheduling duties.

The department chair is the advocate for the department. This includes department chair meetings and in meetings with Vice President/Dean.

Procedures

1.0 General

- The length of the term for department chairs is decided by department (departments should set a policy).
- Each chair will fulfill teaching load responsibilities as determined by the adopted workload policy.
- The department chair or designee should be available, by phone or email when necessary during summer months and breaks.

2.0 Responsibilities to Students

- Hear student grievances and grade appeals as outlined in the current GBC catalog and make recommendations.
- Authorize prerequisite overrides for courses taught by part-time instructors.
- Advise faculty concerning disciplinary issues with students. ☐ Assist in advising students

3.0 Curriculum Responsibilities

- Approve/deny substitution and waiver request forms for department courses.
- Organize catalog review for changes/additions/deletions.
- Sign new course forms submitted to the curriculum and articulation committee.

4.0 Scheduling Responsibilities

- Coordinate scheduling of courses with faculty and centers directors.
- Coordinate with other departments to determine class times/days for the benefit of students' schedules. ▪ Authorize course changes and cancellations.
- Maintain long term schedule.

5.0 Hiring and Oversight of Part-time Instructors

- Collaborate with center directors, site coordinators and other faculty on the hiring of part-time instructors.
- Approve payment requests for part-time instructors (LOA's).
- Provide syllabus template to part-time instructors or provide assistance on writing a syllabi for courses within the department to ensure that all syllabi meet minimum college requirements, including course outcomes and assessments.
- Review part-time instructor's syllabi for completeness and accuracy.

- Either provide an approved text book for a course or assist in the selection of a textbook for a course within the department.
- Complete an evaluation, or designate another individual to complete an evaluation, during the first semester that part-time is hired and then again every fifth year or as deemed necessary.
- Review and sign student ratings for all part-time instructors; submit to Academic Affairs.
- Include part-time instructors in appropriate activities of the department and disseminate relevant information to them.
- Facilitate that part-time instructors meet with the distance education department for online/IAV training.

6.0 Hiring and Oversight of Full-time Faculty

- Select a representative from the department to serve on tenure track committees for all new teaching faculty.
- Ensure department participation on the new faculty selection committees in conjunction with the personnel committee.
- Disseminate relevant information to department faculty.
- Sign *Employee Travel Request Authorizations* for faculty in the department.

7.0 Responsibilities to Administrative Assistant

- Collaborate with appropriate supervisor to ensure that classified personnel assigned to the department are performing job elements as outlined in their Work Performance Standards.
- Assist supervisor of administrative assistant with the Employee Appraisal and Development Report.
- Provide guidance and necessary information to administrative assistants to complete job functions.
- Assist in gathering all syllabi, maintain copies for the department; submit to Academic Affairs.
- Maintain records of all textbooks required for courses taught within the department.
- Complete part-time instructor evaluations and submit to the VPAA.
- Maintain budget documents, including departmental purchase orders, travel requests and supply and equipment purchases. • Ensure department participation on classified staff selection committee.

8.0 Budget Duties

- Prioritization and manage department budget.
- Sign all departmental purchase orders.

9.0 Other Duties

- Schedule and conduct regular department meetings.
- Serve on the Department Chair Committee.
- Coordinate departmental reports and reviews as required.
- Recommend department's needs to appropriate vice president/deans.

Executive 11/13/2015 11/13/2015

Academic Faculty Evaluation, Potential Draft Revision 2015, D&D

WEIGHT RANGES

ROLE PROPORTIONS

- | | |
|-----------------|--------|
| 1. Teaching | 50-80% |
| 2. Professional | 5-20% |
| 3. Service | 10-30% |
| 4. Management | 0-35% |

ROLE COMPONENTS

1. Teaching (50-80%)

- | | |
|-------------------------------|--------|
| 1.A. Instructional Design | 20-40% |
| 1.B. Instructional Delivery | 30-50% |
| 1.C. Course Assessment | 10-20% |
| 1.D. Instructional Management | 5-20% |

2. Professional (5-20%)

- | | |
|-------------------------|---------|
| 2.A. Proficiency | 25-100% |
| 2.B. Scholarly/Creative | 0-75% |

3. Service (10-30%)

- | | |
|------------------|--------|
| 3.A. Institution | 20-80% |
| 3.B. Students | 20-80% |
| 3.C. Community | 0-40% |

4. Management (0-35%)

- | | |
|--------------------------|--------|
| 4.A. Department Chair | 0-100% |
| 4.B. Program Supervisor | 0-100% |
| 4.C. Program Coordinator | 0-100% |
| 4.D. Lead Faculty | 0-100% |

Note: When evaluating any role or component, if Commendable or Excellent are indicated, the justification for these rating must be provided in the text box provided.

RATINGS AND CRITERIA

1. TEACHING COMPONENT (50-80%)

1.A. Instructional Design (based on syllabi, one syllabus review each semester, criteria provided on accompanying list; each syllabus must be attached) (20-40%)

a. Syllabus Content

- 1- Did not complete a syllabus review
- 2- Syllabi reviewed have less than basic syllabus content, or only one completed
- 3- Contains all basic content required on each syllabus as indicated by * on list
- 4- Extended syllabus content (4 extra items without * on list)
- 5- Extended syllabus content (at least 5 extra items without * on list)

For ratings of 4 or 5:

1.B. Instructional Delivery (30-50%)

IDEA Scores – The average weighted raw score for all classes will be calculated and entered through the office of the VPAA

1.C. Instructional Assessment (at least one course must be assessed each semester, being the same as the syllabus reviewed; course assessment forms must be attached) (10-20%)

- 1- No course assessments forms submitted
- 2- One course assessment form completed and submitted
- 3- Two course assessment forms completed and submitted (one per semester)
- 4- Reflections on two courses identify specific strengths to maintain and/or identify targeted changes for the future
- 5- Reflections on three courses identify specific strengths to maintain and/or identify targeted changes for the future

*Team-taught course assessment will be credited to both team members if done together

For ratings of 4 or 5:

1.D. Instructional Management (office hours, books, grades, advising, etc.; expectations on accompanying list) (5-20%)

- 1- Several deficiencies in listed expectations
- 2- Less than full load taught or and deficiencies from (*) listed expectations
- 3- Meets minimum listed expectations (*) plus two other items on list
- 4- Minimum expectations (*) plus three other items on list
- 5- Minimum expectations (*) plus four or more other items on list

For ratings of 4 or 5:

2. PROFESSIONAL COMPONENT (5-20%)

2.A. Proficiency (25-100%) Use accompanying list of potential proficiency items

- 1- No items on list
- 2- N/A
- 3- Meets listed expectations (*) items on list
- 4- Meets listed expectations (*) items on list plus one additional item
- 5- Meets listed expectations (*) items on list plus two additional items

For ratings of 4 or 5:

2.B. Scholarly/Creative (0-75%) Use list of potential participation items

- 1- No items on list
- 2- N/A
- 3- At least one item on list
- 4- Justify in text box below
- 5- j

For ratings of 4 or 5:

ify in text box below

3. SERVICE COMPONENT (10-30%)

3.A. To Institution (see accompanying list of items for rating this component) (20-80%)

- 1- Does not participate satisfactorily on a committee
- 2- Does not participate satisfactorily on a committee, yet completes a service item
- 3- Completes committee service (*)
- 4- Completes committee service (*) plus two other items on list
- 5- Completes committee service (*) plus three or more other items on list

For ratings of 4 or 5:

3.B. To Students (see accompanying list of items for rating this component) (20-80%)

- 1- Not available to advise students
- 2- N/A
- 3- Be available to advise students (*)
- 4- Provide and document formal advising (*) plus one other item on list
- 5- Provide and document formal advising (*) plus two or more other items on list

For ratings of 4 or 5:

3.C. To the Community (see accompanying list of items for rating this component) (0-40%)

- 1- No community service
- 2- N/A
- 3- Document one item of community service on list
- 4- Document two items of community service on list
- 5- D

For ratings of 4 or 5:

Document three or more items of community service on list

4. MANAGEMENT COMPONENT (0-35%)

4.A. Department Chair (0-100%)

- a. Perform Department Chair duties (70%)
 - 1- Completes less than six starred items on the DE duties list
 - 2- Completes 6-8 of the starred items on the list
 - 3- Completes all starred items on list
 - 4- Completes all starred (*) items plus two more items on list
 - 5- Completes all starred items plus three or more items on list

For ratings of 4 or 5:

- b. Each full-time faculty member of the department shall have the opportunity to rate department chair confidentially based on the following statement:

The department chair communicates well with department members, holds sufficient meetings, and represents the department well.

- 1- Unsatisfactory
- 2- Below satisfactory
- 3- Satisfactory
- 4- Commendable
- 5- Excellent

Please provide positive or constructive feedback in the space provided. The average rating shall be calculated and entered through the office of the VPAA.

4.B. Program Supervisor (Bachelor's program) (list accompanies for this role) (0-100%)

- 1- Completes less than six starred items on the PS duties list
- 2- Completes 6-8 of the starred items on the list
- 3- Completes all starred items on list (* and **)
- 4- Completes all starred items on list (* and **) plus three more
- 5- Completes all starred items on list (* and **) plus four more

For ratings of 4 or 5:

4.C. Program Coordinator (Associate's program) (list accompanies for this role) (0-100%)

- 1- Completes less than six starred items on the DE duties list
- 2- Completes 6-8 of the starred items on the list
- 3- Completes all starred items on list (* and **)
- 4- Completes all starred items on list (* and **) plus two more
- 5- Completes all starred items on list (* and **) plus three more

For ratings of 4 or 5:

4.D. Lead Faculty (Associate's program) (list accompanies for this role) (0-100%)

- 1- Completes less than six starred items on the DE duties list
- 2- Completes 6-8 of the starred items on the list
- 3- Completes single starred items (*) on list
- 4- Completes single starred items (*) plus two more, including (**) items
- 5- Completes single starred items (*) plus three more, including (**) items

For ratings of 4 or 5:

Teaching Role Definition: The dynamic process of engaging in specifically designed interactions with students that facilitates, promotes, and results in student learning.

Teaching Role: 1.A.Instructional Design

Instructional Design: syllabus, grading, learning objectives, on-line development

1.A. Each faculty must review one syllabus per semester. Review the syllabi that corresponds to the selected course assessment. Every course syllabus must be reviewed at least once every five years. The following items relate to content of each class syllabus review.

*	1. • Course title, course number, section numbers, and number of credits. • Instructor contact information including name, office location, work phone, work email. Office hours and days. • Course catalog description including prerequisites and co-requisites. • Description of method of instruction. • Required texts including authors and editions and lists of other required materials (e.g. text book access codes, Web sites, equipment, etc.) • Presentation includes proper spelling, grammar, usage, and organization.
*	2. Learning outcomes and measurements are provided in a table or narrative format.
*	3. • Course requirements. (e.g. exams, quizzes, laboratory reports and/or research papers.) • Grading criteria including point values and/or percentages and requirements for grade assignments; indicate whether plus/minus system applies or not.
*	4. For General Education classes only, description of how general education goals are met
*	5. Course schedule is presented in syllabus or Webcampus, contains at least basic outline of topics and test dates
	6. ADA Statement
	7. Academic Honesty and Student Conduct Statements
	8. Attendance Policy
	9. Bibliography of literature or other sources relevant to course and/or provide student learning advice on how to succeed.
	10. Policy on missed exams and/or assignments
	11. Expanded course description
	12. Include grading rubrics for appropriate assignments or other work
	13. Significant course revision: 25% or more of overall content which may include lectures, laboratory exercises or experiments, textbook changes, assessment tools, delivery method and/or conversion to online
	14. Campus Safety Statement

The starred (*) items are required for a satisfactory score.

Teaching Role: 1.B.Instructional Delivery

Instructional Delivery: presentation skills, use of media, communicate content and objectives

Note: The weighted average for the combined student ratings on IDEA forms will be calculated and entered by the office of the VPAA.

Teaching Role: 1.C.Course Assessment

Course Assessment: valid and reliable assignments/exams, timely feedback, aligned with outcomes

The GBC course assessment forms will be completed and submitted with the annual evaluation. Rating of the assessments shall be made based on the criteria provided on the ratings sheet. The course assessments shall be for the same courses as evaluated for the syllabi for each year.

Teaching Role: 1.D.Instructional Management

Instructional Management: effective organization of class structure and delivery

*	1. • Teach a minimum of 30 credits annually or other arrangements as approved by the supervising VPAA or Dean. • Post and hold required office hours. • Be available to advise students. • Contact students as needed. • Respond to email and phone calls in a timely manner.
*	2. • Maintain grades and grade records, with all grades submitted on time. • Grading of all student work must be completed and returned in a timely manner. • Order textbooks in a timely manner. • Deliver final syllabi to the department administrative assistant as requested and on time.
	3. Provide alternative class scheduling such as mid-semester start time, weekends, late start and/or condensed.
	4. Order test banks and supplemental materials (including computer software)
	5. Order desk copies of textbooks.
	6. Order classroom, laboratory, or studio equipment in a timely manner.
	7. Coordinate field placements in internships, student teaching, clinical and preceptorships with outside agencies/programs, and/or Coordinate student schedules for internships, placement and/or field work.
	8. Coordinate acquisition and use of technology such as classroom, laboratory, or studio equipment, laboratory or studio spaces and other necessary items.

	9. Coordinate, manage, or supervise part-time instructors, if not covered under Management Role.
	10. Obtain and maintain permits, endorsements, certification, performance rights and/or licenses, and/or licensure needed to teach specific courses including field placements, internships, field courses, practicum courses, and/or regular courses
	11. Prepare written agreements with other departments within the college, other institutions, agencies, or organizations to conduct work and/or training
	12. Prepare and submit written proposals to outside institutions, organizations and/or agencies
	13. Prepare and submit written reports to outside institutions, organizations and/or agencies
	14. Other items approved by supervisor (describe in text box).

The starred (*) items are required for a satisfactory score.

Professional Role Definition: Those activities that include advancing discovery, creativity, and dissemination of knowledge within one's area of expertise.

Professional Role: 2.A.Proficiency

Proficiency: attend trainings, workshops and/or conferences in discipline, acquire certification, pursue professional enrichment

*	1. Attend a GBC workshop related to college instruction. For example: design, delivery and/or assessment
*	2. Keep current in discipline through reading scholarly literature, journals and/or articles in the field
	3. Hold current membership in a professional organization
	4. Serve on committee of a professional organization
	5. Hold an office or chair a committee in a professional organization
	6. Attend a professional conference or webinar related to one's area of expertise
	7. Attend regularly held professional meetings in your field of study on a local or state level
	8. Receive credit for an educational course for professional development other than dissertation or thesis hours
	9. Participate in activities such as workshops, summer institutes, short courses and/or auditing a graduate/technical course outside of GBC
	10. Report information acquired at conference(s) or webinars back to faculty, staff and/or administration
	11. Attend professional conference outside of GBC related to college instruction. For example: design, delivery and/or assessment
	12. Attend workshop to learn to integrate technology into existing college courses such as WebCampus enhancement, IAV cameras, ELMO or similar technologies
	13. Participate in ongoing faculty-led discussions of college teaching in online or live seminars or forums
	14. Other items approved by supervisor (describe in text box).

Professional Role: 2.B.Scholarly/Creative

Scholarly/Creative: Conduct research in field of study, produce new styles or modes of learning, produce innovative modes of expression, publish articles, books or pamphlets, present at state and/or national conferences, coordinate exhibitions, conduct professional workshops or seminars

	1. Deliver an original presentation at a professional conference related to your discipline
	2. Organize a session at a professional conference related to your discipline
	3. Serve as a sole discussant for a conference session
	4. Serve on a discussion roundtable/panel

	5. Publish an article, book review, short story, or poem in a scholarly publication
	6. Publish a new peer-reviewed book (doesn't include self-publication)
	7. Serve as an editor of a scholarly publication
	8. Serve as a reviewer for a scholarly or non-scholarly article or manuscript
	9. Publish an article, book review, short story, or poem in a non-scholarly publication
	10. Create, organize, present, and/or produce a special event, e.g. lecture, demonstrations, exhibits
	11. Receive a local award, grant, artistic commission, or fellowship, excluding tuition grants
	12. Receive a regional award, grant, artistic commission, or fellowship, excluding tuition grants
	13. Receive a national or international award, grant, artistic commission, or fellowship, excluding tuition grants
	14. Serve on a grant review panel, serve as a reviewer/jurist for an art exhibit, science/agriculture fair, art fair, etc.
	15. Serve as guest lecturer in a GBC class
	16. Create a musical, dramatic, or media work which was performed, published, exhibited, and/or broadcast. Does not include events/works that are produced as part of a class or production included in workload.
	17. Design and implement the technical work, e.g. scenery, costume, lighting, sound for a musical, dramatic, or media production. Does not include events/works that are produced as part of a class or production included in workload.
	18. Direct, perform, or produce a musical, dramatic, or media event, performance, broadcast, recording, or exhibition. Does not include events/works that are produced as part of a class or production included in workload.
	19. Serve as a test item writer or reviewer for an association outside of the college
	20. Other items approved by supervisor (describe in text box).

Service Role Definition: Those activities that include advancing discovery, creativity, and dissemination of knowledge within one's area of expertise.

Service Role: 3.A.To the Institution

Service to the Institution: serve on one or more faculty senate committees and/or tenure/mentor committees, serve as voting faculty senator, attend and participate in committee meetings

*	1. Serve and attend as a member of an approved faculty senate committee. Approved faculty senate committees are required to meet at least two meetings a year
	2. Serve on more than one faculty senate committee
	3. Serve and attend as a member of an approved faculty senate committee that has more than four regular meetings in a year
	4. Serve as faculty senate chair
	5. Serve and attend as faculty senate voting representative
	6. Serve as chair of an approved faculty senate committee
	7. Serve on other committees such as ad hoc, grant, hiring, and/or program committees
	8. Serve on a tenure or official mentoring committee
	9. Serve as chair of a tenure or official mentoring committee
	10. Serve as chair of hiring committee
	11. Organize and present in-service college workshops
	12. Participate in Career Fairs, college recognized competitions, recruitment activities and/or volunteer at a college-sponsored activity
	13. Represent GBC at system-wide meeting such as common course numbering
	14. Organize and oversee a grant that directly benefits the college
	15. Other items approved by supervisor (describe in text box)

The starred (*) items are required for a satisfactory score.

Service to the Students: advise, interpret student WHIF reports, recruit, mentor, advise student organizations

Service Role: 3.B.To Students

*	1. Be available to advise students.
	2. Provide documentation for advising students
	3. Arrange internships for students (must not be included under Management Role)
	4. Travel to other communities in the GBC service area to teach, observe, or facilitate student work
	5. Advise student organization recognized by SGA
	6. Organize class attendance in conjunction with a GBC lecture, film, exhibit or event in affiliation with course content
	7. Organize field trips related to course content outside of regular class hours
	8. Create and maintain a faculty Web page to benefit students
	9. Organize and oversee a grant and/or scholarship that directly benefits students
	10. Organize study groups outside of class
	11. Advise students during the summer
	12. Assist in registering students during the summer
	13. Other items approved by supervisor (describe in text box).

The starred (*) items are required for a satisfactory score.

Service Role: 3.C.To the Community

Service to Community: provide time and assistance, without pay, to community groups and/or organizations on behalf of GBC.

	1. Organize a series of lectures, film festivals, events and/or exhibits that are open to the public and not part of regular contractual duties. This does not include ICE Committee or other assigned committee work
	2. Organize and present a single lecture, film, event and/or exhibit for the public and/or GBC at large
	3. Organize an event for charitable purposes not related to the college
	4. Serve as a recognized college representative on local, state, regional or national committee, board and/or organization that meets physically and/or electronically
	5. Volunteer for community activities that range from Cowboy Poetry to coaching sports to hospice care (may be counted up to three times)
	6. Apply area of expertise in the community or as leader of a community workshop without pay (may be counted up to two times)

	7. Other items approved by supervisor (describe in text box).
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Budget and Facilities Committee Report/Action Items

The Budget and Facilities Committee met on October 28th, 2015 to review all of the equipment requests from each of the respective departments. There were no late requests submitted. Some background information is that there was slightly over \$260,000.00 in equipment requests made and there was only \$150,000.00 available for distribution. The committee initially looked over all of the requests and based on current policies rejected any requests that were not directly student use related or had to do with annual software licensing. After the initial screening process the committee proceeded with an attempt to award each department's primary request first. Every effort was made to evenly distribute the funds available and maximize the funds for all of our students.

ACTION – The committee is requesting a vote from Faculty Senate to approve the list of equipment requests that our committee has recommended so that it may then go on to Presidents Council for final review and approval.

Report/Action Items of The Curriculum and Articulation Committee Presented
to GBC Faculty Senate Nov. 20, 2015

The Curriculum and Articulation Committee met on Nov. 9, 2015. The committee approved and request a Faculty Senate vote on the following:

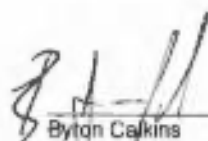
Course	Description
1. SUR 255	Addition of a new course to the catalog.
2. EMS 220B	Addition of a new course to the catalog.
3. B.A. in Social Science Proposal	Requesting approval of a proposal for a new major to be offered at GBC.
4. B.A. in Natural Resources	Requesting approval of a proposal for a new major to be offered at GBC.

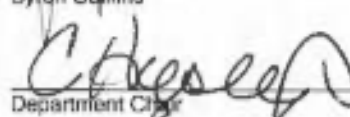


Course Articulation Form

Submitter Name:	Byron Calkins	Phone:	775-753-2344
Form Purpose:	Add a course		
Course:	SUR 255	Hours:	48 lecture / 0 lab
Departments Notified:	None		
Credits:	3	Grading Basis:	A-F
Repeatable:	0 additional time[s]		
Transferable:	Transferable for an NSHE baccalaureate degree		
Title:	Introduction to Mine Surveying		
Catalog Description:	Surface and underground surveying techniques specifically applied to mineral exploration and mining operations.		
Prerequisites:	None		
Corequisites:	None		
Program Integration:	Not a program requirement.		
Comments:			

Approval Signatures and Dates


 Byron Calkins
 11-13-15
Date


 Department Chair
 11-13-15
Date

PeopleSoft/Catalog Administrator
 Date

Faculty Senate Committee Chair
 Date

Articulation Officer
 Date

Vice President For Academic Affairs
 Date

President
 Date

Common Course Numbering Additions and Changes Form
Nevada System of Higher Education
Department of Academic and Student Affairs (Effective July 1, 2014)

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INSTRUCTIONS:

- A. This form must be completed for additions of all undergraduate courses, as well as changes to existing course prefixes, numbers, titles, and/or credits. In addition, this form is to be used for transfer status reviews.
- B. The form requires sign-off by the institutional curriculum committee chair.
- C. The course syllabus or course outline and the course description for a new or revised course must be attached.
- D. **Course Deletions:** As of July 1, 2014, a separate form is provided for course deletions. This form is no longer applicable. Course deletions do not require review by other NSHE institutions.
- E. Additions or changes submitted with this form may not be reflected in class schedules or catalogs until this form has been completed, submitted to System Administration, and the institution has received notification that the form has been accepted.

SUBMITTING (ORIGINATING) INSTITUTION CONTACT INFORMATION (for institution requesting course approval)

Institution: Great Basin College

Date: 11/4/15

Curriculum Committee Chair: Signature indicates approval:

Signature of Curriculum Committee Chair

Date: 11/4/15

Contact Person: Byron Calkins

(Name of individual submitting this form)

Phone #: 775-753-2344

Byron Calkins

Signature (type name if e-mailing)

E-mail address: byron.calkins@gbcnv.edu

- 1) **In the boxes below, enter the new or changed course information for the course under review:**

Prefix	Course #	Course Title	Credits
SUR	255	Introduction to Mine Surveying	3

If this review proposes a change to an existing course, enter the information from the existing course:

Prefix	Course #	Course Title	Credits

- 2) **Does your institution want this course to be transferrable?**

Yes [x] No [] N/A []

- 3) **Check the appropriate box below for the addition of a new course or change to existing course prefix, number and/or title:**

Common Course Numbering Additions and Changes Form
Nevada System of Higher Education
Department of Academic and Student Affairs (Effective July 1, 2014)

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- ☒ Discipline or prefix is found in the CCN master file, however **both** course # and title are not
(if you check this box, skip to question 4)
- ☐ Discipline or prefix is NOT found in the CCN master file
This discipline is unique to your institution or it has not been common course numbered previously.
(if you check this box, skip to question 4)
- ☐ Discipline or prefix is found in the CCN master file; either course # or course title is also found in the CCN master file.
Another institution already offers this course; course # and title must be identical with existing course. (if you
check this box, skip to question 5)

4) **Is this a new course proposed by a community college that requires a transfer status review by the universities and state college?**

(Community colleges may utilize a B suffix for course numbers to alert students that the course may be non-transferable for a baccalaureate degree. [Title 4, Chapter 14, Section 16].)

Yes [x] No [] If Yes, this section must be completed by university and state college registrars:

Course Transfer Status

Board of Regents Policy, Title 4, Ch. 14, Section 16 provides that the "B" designator may be used for courses designated non-transferable from a community college to a university or state college. The universities or state college, as applicable, must provide written justification for all courses determined to be non-transferable.

A course approved for transfer at one university will automatically count as elective at the other university.

UNLV Evaluation ☐ Non-transferable ☐ Elective ☐ Equivalent _____ Course prefix & number	UNR Evaluation ☐ Non-transferable ☐ Elective ☐ Equivalent _____ Course prefix & number	NSC Evaluation ☐ Non-transferable ☐ Elective ☐ Equivalent _____ Course prefix & number
Approval (Print Name & Title)	Approval (Print Name & Title)	Approval (Print Name & Title)
Signature (type name if e-mailing)	Signature (type name if e-mailing)	Signature (type name if e-mailing)
Date	Date	Date

5) In order for a course to be assigned a common course number, all institutions that offer the discipline in which the proposed course resides must agree that at least 80% of the content of the proposed course is common based on a review of current and pending courses within the NSHE. **Every institution must be contacted.**

In the space provided below, record the contact name at each institution, date of contact and review status in the spaces provided. The point of contact noted below **must be the academic administrator over the discipline at each institution or the registrar or institutional designee if there is no academic administrator for the discipline.** Under the Agree column, a "yes" indicates that the respective contact person reviewed the course content and agrees that it is at least 80 percent common and may receive a common course number. A "No" indicates that at least 80 percent of the course

Common Course Numbering Additions and Changes Form
Nevada System of Higher Education
Department of Academic and Student Affairs (Effective July 1, 2014)

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content is not common at the reviewing institution. An "NA" indicates the discipline is not offered at the institution. Any form submitted with one or more "No's" will be referred to the System-wide Discipline Committee for review.

Institutional Contact List (tracking responses via e-mail is recommended)

UNLV	Registrar	Chacon	Alejandro	702-851-1861	alejandro.chacon@unlv.edu
UNR	Assistant Vice President for Enrollment Services	Choroszy	Melisa	775-784-7400	choroszy@unr.edu
NSC	Registrar	Sullivan	Adelfa	702-992-2115	Adelfa.Sullivan@nsc.edu
CSN	Registrar	Zozaya	Pat	702-651-5078	pat.zozaya@csn.edu
GBC	Director of Admissions and Registrar	King	Janice	775-753-2361	janice.king@gbcnv.edu
TMCC	Director of Admissions and Records	Hughes	Andy	775-673-7240	ahughes@tmcc.edu
WNC	Director of Admissions and Records	Hilliard	Dianne	775-445-3288	dianne.hilliard@wnc.edu

Note: If a response is not received from an institutional contact within 10 business days of submitting a request, please circle the name of the institution and response will be assumed to be "yes." **[Not applicable May 15 – Aug. 15, Dec. 15 -Jan. 20]**

If you have any questions regarding common course numbering procedures or the completion of this form, contact Sally Jackson (sallyj@nevada.edu) at System Administration (Phone: 775-784-3443; Fax: 775-784-1127).

Completed forms may be mailed, emailed, or faxed to Sally Jackson at:
 Academic and Student Affairs
 2601 Enterprise Road
 Reno, Nevada 89512

System Use Only:

Date Received: _____

All Criteria Met? Yes ☐ No ☐ Date Referred to System-wide Discipline Committee: _____

Date Campus Contacts Notified: _____

Date Master File Updated: _____

Reviewed by Vice Chancellor for Academic Affairs or Assistant Vice Chancellor for Academic Affairs:

 Signature

 Date

Notes: _____

Introduction to Mine Surveying

SUR 255 - Fall 2016 - 3 credits

Instructor Contact Information

Jolene Hoffman

Great Basin College

Land Surveying/Geomatics Program

Computer Technology HTC

1500 College Parkway Elko, NV 89801

Email: jolenehoffman111@gmail.com

Cell Phone: 775-340-5933

Home Phone: 775-744-2733

Office Hours: TBD

Catalog Description

Surface and underground surveying techniques specifically applied to mineral exploration and mining operations.

Course Overview

This introductory course is a study of the fundamental survey concepts underlying surface and underground mining. Topics include the background to mining law, retracements of historic patents and mill sites, surface, subsurface, and volumetric surveys. The introduction to robotic and unmanned monitoring and data acquisition systems, laser scanning for high wall mapping, the collection of data to detect ground movement, and the use of GPS for monitoring mine activity are explored. This course is not designed to be computationally intensive. Only those computations necessary to develop fundamental mine surveying principles will be involved.

Course Outcomes

The main focus within this course curriculum is to:

- Introduce mine surveying principles related to the basic processes of mineral mining
- Assess and investigate best survey practices in current automated-mining activities
- Identify federal, state, and local regulations relating to Unmanned Aerial Vehicles (UAV's) and their applications to mine surveying practices

Course Objectives

By the end of this course, successful students should be able to:

- Develop a working knowledge of land surveying in the minerals and mining industry
- Determine which data collection tools and techniques are best suited for a mining project
- Collect and compile data for real-world mining projects using automated systems
- Analyze data for real-world mining projects by applying industry software solutions
- Interpret current legislation and the implications related to mine surveying operations and new technologies

Required Reading

No textbook is required.

Course Prerequisites

Prerequisite: There are no prerequisites for this course

Technology Skill Prerequisites

You must have access to and knowledge about using the following software: [Microsoft Office](#), ([Google Drive will work](#)), and [Adobe Acrobat](#) (Any Free PDF Creator will work: see MS Word).

Method of Instruction

This is a web-based course enhanced with a live classroom referred to as "LiveNet." We will meet for one hour using the LiveNet Classroom (see course schedule). I will conduct the onehour interactive course meeting to be held on Monday evenings from 6:30 - 7:30pm (Pacific Time) to answer questions generated by your study each week and to highlight important course materials. All LiveNet meetings are archived for your use. All students will need a headset and microphone for this course.

Technology Support

Please call the Computing Helpdesk Phone line (775) 753-2167 or access computer support services [online](#) to assist you with technical support for many common software and hardware issues, including network connection problems as well as WebCampus and LiveNet support. Email: helpdesk@gbcnv.edu

Student Support

The [Academic Success Center](#) at Great Basin College provides Live tutoring and is free to all GBC students.

- Free placement testing
- Proctored testing
- Open computer labs
- Free Student Success Workshops (also [available online](#))

The Academic Success Center is located at DCIT 114 [[map](#)]. Telephone: (775) 753-2149

Student Services and Peer Mentoring

Great Basin College [Student Services](#) can provide students with the tools needed to graduate with a degree or certificate, complete core credits for transfer to other higher-ed institutions, and improve skills for employment or personal growth. **Library Services**

Great Basin College Library provides equitable and efficient access to library resources, facilities and services. Please visit <http://www.gbcnv.edu/library/> for more information concerning library help.

Learning Community Overview

Many of our class assignments and activities this semester will take place in an asynchronous (varied times) environment. Online lecture discussions will form on a bi-weekly basis; this is where we build and share ideas pertaining to the subject matter. Within this framework, I encourage students to informally develop their own academic road-map based on the topics and concepts from our readings and lecture material. One method to support and encourage selfdirected learning within the online class structure is to develop and form small learning communities that foster the open exchange of ideas. Applying the rules of Netiquette (see below) and being an active participant in group discussions is how I envision the student's role in our online community.

Netiquette & Discussion Expectations

Linked below are "The Core Rules of Netiquette" written by Virginia Shea. Her book titled *Netiquette* discusses how individuals should behave in an online environment. I expect students to be familiar with the rules below and incorporate these guidelines into your class communications.

[Rule 1: Remember the Human](#)

[Rule 2: Adhere to the same standards of behavior online that you follow in real life](#)

[Rule 3: Know where you are in cyberspace](#)

[Rule 4: Respect other people's time and bandwidth](#)

[Rule 5: Make yourself look good online](#)

[Rule 6: Share expert knowledge](#)

[Rule 7: Help keep flame wars under control](#)

[Rule 8: Respect other people's privacy](#)

[Rule 9: Don't abuse your power](#)

[Rule 10: Be forgiving of other people's mistakes](#) **Assessment**

of Course Objectives

Your achievement of the course objectives will be assessed by your lab scenarios, quizzes, midterm, final examination, and discussions.

Assignments	#	Points	Percentage	Letter grades assigned in relation to points earned is shown below. For a detailed look at individual assignments please see course assignments.
Homework	8	240	20%	
Quizzes	8	160	15%	
Project	3	150	15%	
Midterm	1	100	15%	
Final	1	100	15%	
Discussions	4	40	15%	
Getting Started	3	40	5%	
Total	28	830	100%	
Letter grade per unit of credit	Grade points	Points	Percentage	

A+	4.0	805 - above	97% - 100%
A	4.0	772 - 804	93% - 96%
A-	3.7	747 - 771	90% - 92%
B+	3.3	722 - 746	87% - 89%
B	3.0	689 - 721	83% - 86%
B-	2.7	664 - 688	80% - 82%
C+	2.3	640 - 663	77% - 79%
C	2.0	606 - 639	73% - 76%
C-	2.0	581 - 605	70% - 72%
D	1.0	498 - 580	60% - 69%
F	0	497 - below	59% - below

Course Objectives (Activities & Assessments)

SUR 255 COURSE MATERIALS AND ASSESSMENTS THAT ALIGN WITH COURSE OBJECTIVES (Getting Started Not Included)					
COURSE OBJECTIVES	Homework/Quizzes	Midterm Exam	Projects	Discussions	Final Exam
Develop a working knowledge of land surveying in the minerals and mining industry	X	X	X	X	X
Determine which data collection tools and techniques are best suited for a mining project	X	X	X	X	X
Collect and compile data for real-world mining projects using automated systems			X		
Analyze data for real-world mining projects by applying industry software solutions	X		X		X
Interpret current legislation and the implications related to mine surveying operations and new technologies	X	X		X	X

Late Assignment Policy

All late assignments will be deducted 15%. Please contact me for any concerns, problems, or issues regarding due dates.

Class Protocol

Each school week begins on Monday at 12:00 am and ends on Sunday evening at 11:59 pm.

Attendance

Your participation in the course can be measured with your timely submission of assignments, your presence at the scheduled LiveNet sessions, individual instructor-student meetings, and your willingness to ask questions necessary to understand complex material. Your instructor will take your pattern of participation into account in setting the final grades for the course.

WebCampus

WebCampus (Canvas) is our learning management software. You will submit all course materials through WebCampus in the assigned drop boxes. **Examination and Quiz**

Due Dates

The due dates given for each Examination and Quiz are clearly indicated in each Unit Overview. Examinations and Quizzes cannot be late and I do not provide make-up exams for any reason. Here are the rules:

- If you do not submit the examination or quiz when due, you will receive a zero for that examination or quiz. It cannot be made up.
- You may be excused if you make prior and alternate arrangements with me. For example, you may have to go on a business trip where there is just no way you can complete the examination within the scheduled time frame.

Instructor Feedback

Grading, instructor feedback, and comments on all assignments will be posted within one week after the due date*. Please feel free to contact me via WebCampus, email, Whatsapp, text, or call for any concern related to this course. I will respond to any communication within 48 hours (Monday thru Friday) during this fall semester, unless otherwise stated.

*Certain instructor extensions may apply. (You will be notified via WebCampus regarding instructor extensions)

Plagiarism

Any student found guilty of academic misconduct shall be subject to disciplinary action. Academic misconduct includes, but is not limited to, the following actions:

1. Cheating or knowingly assisting another student in committing an act of cheating or other forms of academic dishonesty.

2. Plagiarism is using another person's work without acknowledgment, making it appear to be one's own. Any ideas, words, pictures, or other source must be acknowledged in a citation that gives credit to the source. This is true no matter where the material comes from, including the internet, other student's work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand, and comply with this policy. If no citation is given, then borrowing any of the following would be an example of plagiarism:

- An idea or opinion, even when put into one's own words (paraphrase)
- A few well-said words, if these are a unique insight
- Many words, even if one changes most of them
- Materials assembled by others, for instance quotes or a bibliography
- An argument
- A pattern or idea
- Graphs, pictures, or other illustrations
- Facts
- All or part of an existing paper or other resource

This [list](#) from *New Mexico State University* is not meant to include all possible examples of plagiarism. See *Tips and tricks to avoid plagiarism* from [Penn State University](#) on plagiarism for further examples.

Students who engage in disruptive activities in an academic setting (e.g., online classrooms, academic offices or academic buildings) are subject to disciplinary action in accordance with the [GBC Student Conduct Policy](#).

ADA and Students with Disabilities

It is the policy and practice of Great Basin College to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs and activities of Great Basin College. For more information on the Rehabilitation Act process contact:

Julie G. Byrnes,

Director of Disability Support Services.

Phone: 775.753.2271

Email: julie.byrnes@gbcnv.edu

Retrieved from: [Services for Students with Disabilities Brochure - Great Basin College](#)

Discrimination Grievance Policy

It is the policy of Great Basin College to find fair and equitable solutions for problems of discrimination relating to race, age, religion, color, sex, sexual orientation, disability, national origin, veteran's status and sexual harassment. The grievance procedure outlined herein is available to all college employees and students. Any employee or student of Great Basin College who feels discriminated against on the basis of race, age, religion, color, sex, sexual orientation, disability, national origin, and/or veteran's status; or feels that they have been a victim of sexual harassment may obtain confidential advice, consultation, and assistance from the affirmative action officer at (775) 753-2282.

Retrieved from: [Affirmative Action/Equal Employment Opportunity](#)

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 Services (775.753.2282). **Section 508 of the Rehabilitation Act**

In 1998, Congress amended the Rehabilitation Act of 1973, to require Federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities. Inaccessible technology interferes with an ability to obtain and use information quickly and easily. Section 508 was enacted to eliminate barriers in information technology, open new opportunities for people with disabilities, and encourage development of technologies that will help achieve these goals. The law applies to all Federal agencies when they develop, procure, maintain, or use electronic and information technology. Under Section 508 (29 U.S.C. '794 d), agencies must give disabled employees and members of the public access to information that is comparable to access available to others.

Retrieved from: [Section 508 of the Rehabilitation Act](#) .

Voluntary Product Accessibility Template

A Voluntary Product Accessibility Template, or VPAT, is a standardized form developed by the Information Technology Industry Council to show how a software product meets key regulations of Section 508 of the Rehabilitation Act.

Canvas-compatible Screen Readers: [VoiceOver](#) (Mac), [JAWS](#) (PC)

[Canvas: Section 508 VPAT](#)

[Adobe Products: Section 508 VPATs for \(Adobe Connect 9, Adobe Acrobat, and more\)](#)

[Apple Products: Section 508 VPATs for \(Safari Web Browser, Mac OS X, and more\)](#)

[Microsoft Products:](#) Section 508 VPATs for (Internet Explorer, Office, Skype, and more)

[Google Products: Section 508 VPATs for](#) (Google Earth, Chrome Web Browser, Google Docs, and more)

[Firefox Web Browser: Section 508 VPAT \(version 3.5 and up\)](#)

Withdrawing From GBC

A student wishing to [withdraw from GBC](#) should immediately follow this procedure:

1. Obtain an *Add/Drop* form from Admissions & Records.
2. If unable to submit the request in person, a letter should be written to the Admissions and Records Office requesting an “official” withdrawal.
3. The student who has withdrawn from classes may still be responsible for unpaid balances.
4. See the *GBC Schedule* for refund deadlines for full semester, summer, and short-term courses.
5. If the student receives financial aid, the student should contact the Office of Student Financial Services immediately.

Note: April 4, 2016 is the Official Course Drop Deadline*

*Students who do not withdraw by this date will receive an "F" rather than a "W."

Medical Withdrawal

Under [extenuating circumstances](#), including illness, accident, or similar medical emergency or hardship cases, students have the options of requesting an incomplete in one or more classes, or requesting an official withdrawal from the college.

Not a Contract

This document does not in any way represent a contract. It is only a summary of how the instructor expects the course to proceed. Any conflicts found between this syllabus and the Unit Overview will be resolved in favor of the Unit Overview.

Document Changes

I reserve the right to change syllabus, course content, and instruction to meet the needs of the learners. Thus, this document is subject to change.

Updated by Jolene Hoffman, Instructor for the Department of Land Surveying and Geomatics Program © 2016 Board of Regents of Nevada System of Higher Education, Great Basin College



Course Articulation Form

Submitter Name:	David Ellis	Phone:	406 459 5456
Form Purpose:	Add a course		
Course:	EMS 220	Hours:	30 lecture / 18 lab
Departments Notified:	None		
Credits:	3	Grading Basis:	A-F
Repeatable:	unlimited additional time[s]		
Transferable:	Not transferable (B course)		
Title:	Paramedic Refresher		
Catalog Description:	This course is the required 48 hour refresher that allows paramedics (NRP) to maintain their national registry certification.		
Prerequisites:	Nationally Registered Paramedic		
Corequisites:			
Program Integration:	Is a requirement of the following program[s]: • SCIENCE-AS: Associate of Science <i>Applied Science - Paramedic</i>		
Comments:	AAS-Paramedic not listed in the program list.		

Approval Signatures and Dates

David Ellis

A handwritten signature in black ink, appearing to read 'David Ellis'.

11-13-15

Date

Department Chair

Date

PeopleSoft/Catalog Administrator

Date

Faculty Senate Committee Chair

Date

Articulation Officer

Date

Vice President For Academic Affairs

Date

President

Date

Department of Academic and Student Affairs (Effective July 1, 2014)

INSTRUCTIONS:

- A. This form must be completed for additions of all undergraduate courses, as well as changes to existing course prefixes, numbers, titles, and/or credits. In addition, this form is to be used for transfer status reviews.
- B. The form requires sign-off by the institutional curriculum committee chair.
- C. The course syllabus or course outline and the course description for a new or revised course must be attached.
- D. **Course Deletions:** As of July 1, 2014, a separate form is provided for course deletions. This form is no longer applicable. Course deletions do not require review by other NSHE institutions.
- E. Additions or changes submitted with this form may not be reflected in class schedules or catalogs until this form has been completed, submitted to System Administration, and the institution has received notification that the form has been accepted.

SUBMITTING (ORIGINATING) INSTITUTION CONTACT INFORMATION (for institution requesting course approval)

Institution: _____ **Date:** _____

Curriculum Committee Chair: Signature indicates approval:

Signature of Curriculum Committee Chair **Date:** _____

Contact Person: _____ **Phone #:** _____
(Name of individual submitting this form)

Signature (type name if e-mailing) **E-mail address:** _____

- 1) In the boxes below, enter the new or changed course information for the course under review:

Prefix	Course #	Course Title	Credits

If this review proposes a change to an existing course, enter the information from the existing course:

Prefix	Course #	Course Title	Credits

- 2) Does your institution want this course to be transferrable?

Yes ☐ No ☐ N/A ☐

- 3) Check the appropriate box below for the addition of a new course or change to existing course prefix, number and/or title:

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- ☐ Discipline or prefix is found in the CCN master file, however **both** course # and title are not (if you check this box, skip to question 4)
- ☐ Discipline or prefix is NOT found in the CCN master file
This discipline is unique to your institution or it has not been common course numbered previously. (if you check this box, skip to question 4)
- ☐ Discipline or prefix is found in the CCN master file; either course # or course title is also found in the CCN master file. Another institution already offers this course; course # and title must be identical with existing course. (if you check this box, skip to question 5)

4) **Is this a new course proposed by a community college that requires a transfer status review by the universities and state college?**

(Community colleges may utilize a B suffix for course numbers to alert students that the course may be non-transferable for a baccalaureate degree. [Title 4, Chapter 14, Section 16].)

Yes ☐ No ☐ If Yes, this section must be completed by university and state college registrars:

Course Transfer Status

Board of Regents Policy, Title 4, Ch. 14, Section 16 provides that the "B" designator may be used for courses designated non-transferable from a community college to a university or state college. The universities or state college, as applicable, must provide written justification for all courses determined to be non-transferable.

A course approved for transfer at one university will automatically count as elective at the other university.

UNLV Evaluation Non- ☐ transferable ☐ Elective ☐ Equivalent _____ Course prefix & number	UNR Evaluation Non- ☐ transferable ☐ Elective ☐ Equivalent _____ Course prefix & number	NSC Evaluation Non- ☐ transferable ☐ Elective ☐ Equivalent _____ Course prefix & number
Approval (Print Name & Title)	Approval (Print Name & Title)	Approval (Print Name & Title)
Signature (type name if e-mailing)	Signature (type name if e-mailing)	Signature (type name if e-mailing)
Date	Date	Date

5) In order for a course to be assigned a common course number, all institutions that offer the discipline in which the proposed course resides must agree that at least 80% of the content of the proposed course is common based on a review of current and pending courses within the NSHE. **Every institution must be contacted.**

In the space provided below, record the contact name at each institution, date of contact and review status in the spaces provided. The point of contact noted below **must be the academic administrator over the discipline at each institution**

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or the registrar or institutional designee if there is no academic administrator for the discipline. Under the Agree column, a "yes" indicates that the respective contact person reviewed the course content and agrees that it is at least 80 percent common and may receive a common course number. A "No" indicates that at least 80 percent of the course content is not common at the reviewing institution. An "NA" indicates the discipline is not offered at the institution. Any form submitted with one or more "No's" will be referred to the System-wide Discipline Committee for review.

Institutional Contact List (tracking responses via e-mail is recommended)

<u>Institution</u>	<u>Campus Contact Name & Phone Number</u>	<u>E-Mail Address</u>	<u>Date</u>	<u>Agree</u>
UNLV	_____	_____	_____	Yes ☐ No ☐ NA ☐
UNR	_____	_____	_____	Yes ☐ No ☐ NA ☐
NSC	_____	_____	_____	Yes ☐ No ☐ NA ☐
CSN	_____	_____	_____	Yes ☐ No ☐ NA ☐
GBC	_____	_____	_____	Yes ☐ No ☐ NA ☐
TMCC	_____	_____	_____	Yes ☐ No ☐ NA ☐
WNC	_____	_____	_____	Yes ☐ No ☐ NA ☐

Note: If a response is not received from an institutional contact within 10 business days of submitting a request, please circle the name of the institution and response will be assumed to be "yes." **[Not applicable May 15 – Aug. 15, Dec. 15 -Jan. 20]**

If you have any questions regarding common course numbering procedures or the completion of this form, contact Sally Jackson (sallyj@nevada.edu) at System Administration (Phone: 775-784-3443; Fax: 775-784-1127).

Completed forms may be mailed, emailed, or faxed to Sally Jackson at:
Academic and Student Affairs
2601 Enterprise Road
Reno, Nevada 89512

Department of Academic and Student Affairs (Effective July 1, 2014)

System Use Only:

Date Received: _____

All Criteria Met? Yes ☐ No ☐ Date Referred to System-wide Discipline Committee:

Date Campus Contacts Notified: _____

Date Master File Updated: _____

Reviewed by Vice Chancellor for Academic Affairs or Assistant Vice Chancellor for Academic Affairs:

Signature

Date

Notes:



GREAT BASIN COLLEGE
AAS EMERGENCY MEDICAL SERVICES - PARAMEDIC
EMS 220 Paramedic Refresher

3 Credits

INSTRUCTOR: David Ellis

TELEPHONE: 406 459 5456

OFFICE: HGH EMS-Station

E-MAIL: david.ellis@gbcnv.edu

OFFICE HOURS: By Appointment

REQUIRED TEXTS: Pollak, A., (2011) *Critical Care Transport* (1st Edition) Burlington, MA: Jones and Bartlett

Prerequisite: Admission to the Program

OTHER RESOURCES (RECOMMENDED): To Be Announced

Faculty are available by email Monday through Friday and you can expect a response within 24-48 hours (not including weekends and holidays).

COURSE DESCRIPTION:

This course is the required 48 hour refresher that allows paramedics (NRP) to maintain their national registry certification. The content of the course can be found in the topical outline listed later on in the syllabus and is mandated by National Registry

COURSE GOAL: The goal of this course is to provide the learner with an over view of all topics covered in the paramedic curriculum and meet the standards set by National Registry for biannual paramedic refresher, required for license renewal.

EXPECTED LEARNER OUTCOMES	LEARNER OUTCOME MEASUREMENTS
• By the completion of this course, the student will be able to describe the pathophysiology and treatment of airway and breathing compromise. • By the completion of this course, the student will be able to describe the pathophysiology and treatment of cardiac compromise. • By the completion of this course, the student will be able to describe the pathophysiology and treatment of common medical conditions. • By the completion of this course, the student will be able to discuss the causes and field treatment of traumatic injuries. • By the completion of this course, the student will be able to describe treatment for emergencies in obstetric patients, pediatric and infant patients. • By the completion of this course, the student will be able to identify and use proper body mechanics when lifting and moving a patient. • By the completion of this course, the student will be able to list various strategies to enhance therapeutic communication with their patients.	Scenarios/Simulation Clinical Demonstration Module Test Scenarios/Simulation Clinical Demonstration Module Test Scenarios/Simulation Clinical Demonstration Module Test Scenarios/Simulation Clinical Demonstration Module Test Scenarios/Simulation Clinical Demonstration Module Test Clinical Demonstration Module Test Critical Thinking Activity Module Test

Methods of Instruction:

Lecture, discussion, demonstration, small group work, videos, assigned readings, written assignments, computer assisted learning programs, and practice lab activities.

TOPICAL OUTLINE:

Airway, Breathing, and Cardiology (16 Hours)

- Provide ventilator support for a patient
- Attempt to resuscitate a patient in cardiac arrest
- Provide care to a patient who is experiencing cardiac compromise
- Provide post-resuscitation care for a cardiac arrest patient

Medical Emergencies (8 Hours)

- Assess and provide care to a patient who is experiencing an allergic reaction
- Assess and provide care to a patient who has a possible overdose
- Assess and provide care to a drowning patient

Trauma (6 Hours)

- Perform a primary survey
- Assess a patient who has had a head injury
- Assess and provide care to a patient who has a suspected spinal injury
- Provide care to a patient who has a chest injury
- Provide care to a patient who has an open abdominal injury
- Provide care to a patient who has shock/hypoperfusion

Obstetrics and Pediatrics (16 Hours)

- Assess and provide care to an infant or child in cardiac arrest
- Assess and provide care to an infant or child who has respiratory distress
- Assess and provide care to an infant or child who has shock/hypoperfusion
- Assess and provide care to an infant or child who has trauma

Operational Tasks (2 Hours)

- Use body mechanics when lifting and moving a patient
- Communicate with a patient providing therapeutic communication

Student Evaluation:

Evaluation of student progress will be the successful completion of the course outcomes, which will be evaluated with discussion, module examinations and a final exam.

Questions will be based on utilization of critical thinking skills and application of knowledge acquired in this, as well as previous courses. Questions may be multiple-choice, fill in the blank, multiple-answer, or other alternate formats as applicable.

Grading Policy and Criteria:

Course grade will be based on a percentage of the total possible points of theory and clinical assignments according to the following scale:

100 - 94.00 =	A	76.00 =	C (needed to pass)
93.99-90.00 =	A-	75.99-70.00 =	C-
89.99-87.00 =	B+	69.99-67.00 =	D+
86.99-84.00 =	B	66.99-64.00 =	D
83.99-80.00 =	B-	63.99-60.00 =	D-
79.99-77.00 =	C+	Below 60.00 =	F

STUDENTS MUST HAVE AT LEAST A 76% CUMULATIVE AVERAGE TO SUCCESSFULLY COMPLETE THE COURSE AND CONTINUE ON IN THE PROGRAM

All attempts will be made to maintain the posted theory schedule. However, please note that in the event of an unforeseen emergency or circumstances beyond our control, faculty may schedule theory on other days as a means to ensure every opportunity for students to successfully complete the course. The faculty also may make changes to the syllabus at any time throughout the semester. All attempts will be made to inform the students of any changes in a timely manner when possible.

ATTENDANCE AND PARTICIPATION:

Attendance and participation to all classes and laboratory practice is required.

- Unavoidable absences: Contact the instructor
- All missed hours must have make-up work completed and turned in one week after the absence.

Academic and Professional Dishonesty:

Academic dishonesty involves all methods or techniques that enable a student to gain unfair advantage in the clinical or classroom setting (see the Great Basin College Catalog for the definition of cheating in the Academic Honesty section). Cases of academic dishonesty ordinarily result in a grade of F for the assignment and/or the course, in accordance with published course policies. The violation may lead to the student's dismissal from the Great Basin College Nursing Program and, in some cases, dismissal from Great Basin College. GBC and NSHE policies and procedures related to student conduct and academic honesty will be followed.

Student Conduct:

Great Basin College (GBC) is a System institution of the Nevada System of Higher Education (NSHE) and encourages all students to pursue academic studies and other college sponsored activities that promote intellectual growth and personal development. Students are responsible for complying with NSHE and college guidelines and meeting the appropriate college requirements. In joining the academic community, the student enjoys the right of freedom to

learn and shares responsibility in exercising that freedom. A student is expected to conduct him or herself in accordance with college standards.

All students are held accountable for their behavior under GBC's Standards of Conduct for Students located in the college catalog and NSHE Code, Title 2, Chapter 6. Section 6.2.2 regarding misconduct. Paramedic students are also responsible for additional standards of conduct for paramedic professionals as noted in the AAS-Paramedic student handbook. The AAS-Paramedic Program is committed to open, frank, and insightful dialogue between and among students and faculty. Diversity has many manifestations including diversity of thought, opinion and values. Students are encouraged to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, the instructor will intervene as they monitor student discussions throughout the course. Conduct within courses should be guided by common sense and basic etiquette. Never post, transmit, promote, or distribute content that is known to be illegal. Avoid overtly harassing, threatening, or embarrassing fellow students. If you disagree with someone, respond to the subject, not the person. Refrain from transmitting or distributing content that is harmful, abusive, racially or ethnically offensive, vulgar, sexually explicit, or otherwise.

Students are strongly encouraged to print a copy of their written work.

ADA Statement:

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Disability Services Office, located in Leonard Student Life Center, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775.753.2271.

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 Services(775.753.2282).

Revised: 10/28/2015



ACADEMIC PROGRAM PROPOSAL FORM

DIRECTIONS: Use this form when proposing a new major or primary field of study, new emphasis, or new degree program.

DATE SUBMITTED:

INSTITUTION: Great Basin College

Date of AAC Approval:

REQUEST TYPE:

New Major or Primary	☐	New Degree
New Emphasis	☒	Field of Study
New Certificate of	☐	Achievement (AAC Approval only)

Date of Board Approval:

DEGREE: Bachelor of Arts

MAJOR: Social Science

EMPHASIS: N/A

CREDITS TO DEGREE: 120

PROPOSED SEMESTER OF IMPLEMENTATION: Fall 2016

Action requested:

Great Basin College (GBC) requests approval from the NSHE Board of Regents for a new Bachelor of Arts degree with a major in Social Science. The degree will replace the existing Bachelor of Arts in Integrative Studies-Social Science emphasis.

A. Brief description and purpose of proposed program

The Bachelor of Arts in Social Science offers students with a completed Associate of Arts degree an opportunity to pursue a more recognizable baccalaureate degree in social science at GBC.

Completion of an A.A. degree that includes appropriate lower-division program requirements will allow students to enter the program at junior status, providing a direct pathway from an Associate's degree to a Bachelor's degree. This program, will provide students with vital skills and expertise in critical analysis and communication. Further, with the social science disciplines of Anthropology,

History, Political Science, and Psychology at its core, the program will increase student cultural awareness and knowledge of social structures. It will prepare students for a variety of careers and post-graduate degree programs.

In keeping with GBC's mission, the Bachelor of Arts in Social Science will serve the educational needs of rural, place-bound students throughout northern and central Nevada. Students will be able to complete the courses required for the degree online, on campus, or through distance education technology at GBC centers throughout the college's vast service area. This offers needed flexibility for rural or place-bound students as well as non-traditional students with career and familial obligations that limit their access to degree programs at other institutions.

The B.A. in Social Science, as opposed to the current B.A. in Integrative Studies-Social Science emphasis, will also allow GBC students to pursue a more recognizable and appealing degree option in Social Science. This degree will be more recognizable for prospective employers and graduate programs.

Furthermore, the program design will create efficiencies with pre-existing programs. Upper division social science core courses within each prefix meet existing upper division-division course requirements for the Secondary Education-Social Science endorsement program and the Bachelor of Arts in Integrative Studies Natural Resources degree offered at GBC.

B. Statement of degree or program objectives

Students graduating with a B.A. in Social Science will demonstrate the ability to meet the following objectives:

- Acquire and interpret scholarly information and data to reach informed, reasoned, and balanced conclusions;
- Synthesize information effectively in oral and written form;
- Comprehend and analyze the foundations and organizations of human social systems and;
- Apply concepts and methods to an original professional study in social sciences

C. Plan for assessment of degree or program objectives

- The assessment of course-specific learning outcomes will be mapped to program outcomes and evaluated accordingly.
- Prior to graduation, each student in the program will complete a capstone course. This course will require the completion of a capstone paper and its presentation. Performance in this course will be used to assess the meeting of program objectives.
- Performance in upper-division core social science courses will be used to assess the meeting of program objectives.
- Intermittent surveys of enrolled students and program alumni will provide information and feedback used for program and course development.
- The program's curriculum and goals will be reviewed annually by full-time faculty members based on studies of best practices and current trends in B.A. programs in Nevada and nationwide.

D. Plan for assessment of student learning outcomes and the use of this data for program improvement

In addition to the evaluation of capstone courses taken prior to graduation, individual required courses will evaluate student mastery of program-aligned learning outcomes in methods appropriate for course content and goals. These measures will inform course, curriculum and faculty development efforts and will also support program assessment efforts. Course-level assessment measures may include student performance on:

- Term and mid-term papers
- Examinations and quizzes
- Research papers
- Presentations
- Discussion board assignments
- Book reviews
- Reflection essays

Student course evaluations will also be completed in each course, and data generated will inform course improvements, pedagogical training and program development.

E. Contribution and relationship of program objectives to

i. NSHE Master Plan

The proposed program aligns clearly with the last *NSHE Master Plan* produced in 2007 and as listed below. GBC specifically identified this program in its *2015 – 2019 Planning Report: Institutional Academic, Research, and Student Services Plans*, approved by the Board of Regents on December 5, 2014.

This program contributes to the following specific goals of the *NSHE Master Plan* (2007):

- Student-Focused System: The higher education system in Nevada will create a welcoming, respectful and friendly environment where all students have the opportunity to participate and succeed at every level of higher education.
 - Increase the percentage of Nevada's general population who participate in some form of higher education, whether through coursework, workforce training, certificate programs, lifelong learning, or degree programs.
 - Strive to continually increase the percentage of students that express a high level of satisfaction with teaching, advising, and overall educational experiences at NSHE institutions.
 - ❖ Nationally, rural populations are less likely to attend college than urban populations. Factors include a lower value on education, remote location, social adjustment in moving to larger population centers, and family and employment circumstances making them place-bound. GBC is uniquely situated to address the circumstances and needs of this population of students. Addressing the needs of these students is GBC's mission. GBC

has contact and support services for these students that cannot be addressed as effectively as other institutions of higher education.

- Reputation for Excellence: Nevada's institutions of higher education will increase their national, regional, and statewide reputation based on targeted, outstanding, innovative programs and other accomplishments.
 - Continue to develop and maintain programs, centers, and institutes that elicit national, regional, or statewide recognition for excellence.
 - Contribute to Nevada's quality of life and the efficiency and productivity of the state's enterprises through public service rendered by Nevada's faculty, staff, and students.
 - ❖ GBC has received commendations from the Northwest Commission on Colleges and Universities for its dedication and excellent service to rural Nevada. GBC has a highly innovative, technologically balanced approach to rural education that links the service area through combinations of online, interactive video, and live interactions with students. All members of the GBC Social Sciences Department faculty have extensive experience in their respective fields and in delivering instruction through distance education technology. GBC is uniquely qualified to deliver programs in this setting.
- Quality Education: Nevada's system of higher education will provide consistently excellent learning experiences for its students through instruction, research, and service.
 - Develop and implement an assessment plan and effective measures of student learning outcomes at each institution and for each academic program. Assessment plans for educational programs will be congruent with the differentiated missions of the institutions. Each plan will be required to define student learning outcomes, assess student performance on those outcomes, and use results to improve teaching and learning.
 - Develop effective measures of institutional performance, collect data on the institutional indicators, and demonstrate that the results are used in the planning and evaluation process. These indicators are to include the regular evaluation of programs and justification for program continuation.
 - Increase the number of rich learning experiences available to students through creative performance, scholarly and research collaboration with faculty, and through community service learning.
 - ❖ GBC closely links its programs and students through its published program and supporting course outcomes, assessed regularly. The availability of a B.A. in Social Science to the residents of rural Nevada will enrich their opportunities to further their education.
- A Prosperous Economy: Through instruction, research, and service, higher education in Nevada will be an essential element in developing and sustaining a strong, dynamic, knowledge-based economy for Nevada.

- Develop and increase responsive educational programs that focus on state needs and critical shortages in identified fields.
- Increase the proportion of workers and the number of graduates in high-skill fields who come from Nevada's higher education institutions rather than from out of state.
- Increase institutional collaborations with the private sector and target significant research resources to achieve specific economic development objectives.
- Increase and focus workforce development to meet community needs in those sectors with the highest potential for growth.
 - ❖ In a society of rapidly changing economies, increased social and cultural awareness along with finely tuned analytical and communication skills are central to success. This degree will develop students' oral and written communication skills, problem solving ability, professionalism. These skill sets along with the social and cultural knowledge acquired in this program will allow graduates to succeed in a wide range of workforce settings. These skills are required across all economic sectors.
- Building Quality of Life: Higher education in Nevada will be instrumental in advancing society's objectives and enriching the lives of Nevada's citizens.
 - Increase public service and cultural opportunities that position higher education institutions as intellectual, cultural, and artistic centers and as the "marketplace for ideas."
 - Ensure that all students have an opportunity to experience some form of internship, cooperative education, or community service in their educational programs.
 - ❖ The Bachelor of Arts in Social Science will increase availability of a recognizable and valuable college degree for the population of rural Nevada for whom remote location has limiting influence. It enriches Nevadans' lives by increasing educational opportunity and availability, which has a corresponding positive influence on employability and personal satisfaction. It also promotes a deeper understanding of the society of which Nevadans are a part. Students in the program will also have the opportunity to participate in an internship for college credit through the INT 400 course.
- Opportunity and Accessible Education for All: Nevada's system of higher education will increase the overall participation and success of Nevadans enrolling at all levels of higher education and in all ethnic groups, and will address the unique educational needs of a highly diverse and non-traditional population.
 - Raise the percentage of Nevada's high school graduates who continue into postsecondary education within the NSHE.
 - Increase programs and courses designed to meet the needs of working adults.
 - Expand the use of shared, new, and existing facilities on weekdays,

evenings, weekends, and summers for the most cost-effective delivery of education.

- ❖ GBC increases accessibility to students throughout a service area larger than most states. The isolation of smaller communities outside of major metropolitan areas makes them not readily supported by the current programs of Nevada's Universities and State College. GBC already has in place existing infrastructure to provide this program to its service area. Of particular importance is the efficiency of providing this degree program; all of the courses in the proposed program are already delivered by GBC as part of its existing B.A. in Integrative Studies-Social Science emphasis. This program will be more easily recognizable to students, employers, and graduate schools than the B.A. in Integrative Studies-Social Science emphasis. It will subsequently add enrollment to existing courses that are already being delivered, meaning very little new cost to provide this opportunity. In addition, should students with A.A. degrees from the other Nevada community colleges wish to transfer into the GBC program, the lower division general education requirements completed with these degrees will be accepted as complete for the GBC degree.

In addition to the NSHE Master Plan, this program supports the NSHE plan, ***The State & the System: NSHE Plan for Nevada's Colleges and Universities (2010)***:

NSHE will pursue such partnerships at every level within institutions where appropriate to build student opportunity, internships, and employment, synergies for quality operations, and potential cost savings. Likewise, better pathways for technology transfer to assist business will be explored.

This program will provide abundant and more marketable opportunities for students who seek a pathway into a Bachelor of Arts degree in Social Science. The program will be available through a mixture of on-campus, online, and interactive video courses at GBC centers across the state. All proposed courses are currently offered by qualified GBC faculty. This degree option will not require additional faculty or course development. Thus, this program can be offered at no additional cost. A.A. degrees from other community colleges will be accepted for students wishing to pursue this degree with GBC.

The program aligns with the proposals in the E-Learning report (***E-Learning and Higher Education's Iron Triangle: Opportunity, Affordability, and Student Success***, 2/11/2013). Specific recommendations addressed by this program include the following:

- Recommendation 3: Invest in Distance Education and Related Policy Review.

By offering the proposed program courses through a variety of distance education delivery methods at GBC centers across Nevada, the program will be available to students from throughout the GBC service area. Students desiring a social science program may participate in the GBC program from anywhere in GBC's service area.

Current GBC infrastructure, policy, and scheduling are in place for this program to exist. The GBC Social Sciences Department's faculty members are also experienced and adept at distance education delivery.

- Recommendation 6: Invest in a Shared Student Learning Portal and Student ePortfolio.

All four Nevada community colleges share the Canvas LMS, and Canvas provides options for creating Student Portfolios, thus allowing an early opportunity for implementing this recommendation.

- Recommendation 11: Invest in Shared Marketing.

Though the target population for the program is the GBC service area, the proposed program will provide a Bachelor's path from Associate's degrees currently offered by the four Nevada community colleges.

ii. **Institutional mission**

The Great Basin College Mission Statement:

Great Basin College enriches people's lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services in conjunction with certificates and associate and select baccalaureate degrees.

This program reflects the following components of the GBC Mission Statement:

- The program is specifically oriented towards students in rural Nevada and their success.
- Student support services are available at the GBC main campus in Elko, at its four centers (Battle Mountain, Ely, Pahrump, and Winnemucca), and several of its smaller sites.
- All courses in this select baccalaureate program will be completely available through distance education, making it available throughout GBC's rural Nevada service area.
- The program addresses the educational, cultural, and economic needs of rural Nevada.
 - The degree provides not only the opportunity for an education within the disciplines of social science, but also incorporates a strong base for social and cultural awareness enhancement.
 - All careers in business and industry require communications and problem solving skills. The program is highly invested in research, critical analysis, and social awareness that is required in many jobs. The program will advance a productive workforce that knows how to learn, how to communicate, how work effectively with others, and how to solve problems.
- The program will collaborate with local and statewide businesses to identify needs for students with the ability to effectively communicate, research, and think critically. These

activities are continuously assessed to adapt to the rapidly changing needs of employers and to assist in the recruitment and economic development efforts of the state.

iii. Campus strategic plan and/or academic master plan

This program was specifically identified within the 2015-2019 update of its Academic Master Plan, approved by the NSHE Board of Regents on December 5, 2014. This is within the NSHE 2015 – 2019 Planning Report: Institutional Academic, Research, and Student Service Plans. This plan is a subset of the approved GBC Strategic Plan.

The GBC Strategic Plan was approved by the NSHE Board of Regents at its June, 2014 meeting. The approved plan included the GBC vision statement:

While maintaining the strength of its community college mission, Great Basin College will remain an economically sustainable institution through growth, by increasing enrollment, expanding its service area, offering more ladder Bachelor's degrees and becoming nationally known for its innovative distance delivery systems, all leading it to be recognized as an indispensable and evolving provider of post-secondary education in rural Nevada.

The B.A. in Social Science is designed as a ladder Bachelor's degree. It will help fulfill the GBC vision statement by increasing college enrollment via the offering of an accessible and more readily recognizable Bachelor's degree than the existing B.A. in Integrative Studies-Social Science emphasis.

iv. Department and college plan

In alignment with the GBC Social Sciences Department plan, the B.A. in Social Science will target students with existing Associate's degrees granted by GBC, other NSHE institutions, or other accredited colleges. This will allow those students to continue their education within the NSHE system at the baccalaureate level. As has been the case with the existing B.A. in Integrative Studies-Social Science emphasis, the B.A. in Social Science will work efficiently with the existing degree in Secondary Education with a social science emphasis. All coursework will be available through distance education delivery methods in order to serve rural, place-bound and non-traditional students, a key aspect of the department's plan to offer educational opportunities to students lacking access to an undergraduate education.

v. Other programs in the institution

From the outset, the program will benefit the Secondary Education and Natural Resources programs by allowing the GBC Social Sciences Department to offering upper division social science courses with greater frequency and enrollment numbers, creating robust classrooms that facilitate student learning. Students pursuing other degrees will also have the opportunity to pursue a dual degree in social science, increasing their employability. In many areas, the skills focused on in social science programs would benefit graduates. In addition, the curriculum requires a number of lower and upper-division electives from various disciplines, which are offered by faculty from departments across the campus. The addition of more elective choices, as the program develops, will provide student enrollment for courses offered in other departments.

vi. Other related programs in the System

Any student earning an A.A. or a degree that fulfills the program entrance requirements at an NSHE or other accredited institution will be eligible to transfer into the B.A. in Social Science program. Students earning a B.A. in Social Science may qualify to apply for graduate programs at other institutions throughout the NSHE system. The University of Nevada, Las Vegas currently offers a B.A. in Social Science Studies. However, as indicated by GBC's current B.A. in Integrative Studies-Social Science emphasis, GBC has the proven ability to provide the B.A. in Social Science to rural Nevada through a mixture of online, on campus, and interactive video classes at GBC centers throughout the state. This provides rural Nevadans with a more affordable and accessible option for obtaining their degree.

vii. Articulation issues (within the institution)

There are no adverse articulation issues within the college. With proper advising and correct selection of lower division courses, Associate of Arts degrees will articulate directly to this B.A. in Social Science program with no loss of credit. This is also true of A.A. degrees from the other Nevada community colleges. All courses are aligned with NSHE Common Course Numbering.

F. Evaluation of need for the program

i. Intrinsic academic value of program within the discipline

The Bachelor of Arts in Social Science is an extraordinarily versatile degree. Students enrolled in social science programs develop valuable skills in research, analysis, communication, and cultural awareness. With these skills, graduates are more likely to successfully navigate the workplace and society. A literacy with social analysis methods and widened social perspectives allows students to evaluate complex problems from multiple viewpoints and address them with innovative solutions. Communication skills allow students to disseminate ideas and knowledge to wider audiences through the spoken and written word. The social sciences also promotes awareness of various cultures and cultural conventions. This prepares students to interact productively in an increasingly diverse nation and state as well as instills the cultural flexibility necessary for a wide variety of employment and living situations.

The Bachelor of Arts in Social Science also serves as a gateway to a number of post-graduate educational experiences such as Master's and Doctoral programs. These include graduate programs in Anthropology, History, Psychology, Political Science, Journalism, Communications, Education, and Library Science. Many graduates of the existing B.A. in Integrative Studies-Social Science emphasis have gone on to earn M.A. degrees. This number will only increase with the offering of a more recognizable Bachelor of Arts in Social Science. The Bachelor of Arts in Social Science is also an exceptional entry degree for prospective students of law, public health, and public administration.

ii. Evidence of existing or projected local, state, regional, national and/or international need for program

A 2013 report funded and published by the Association of American Colleges and

Universities, and conducted by Hart Research Associates, entitled "It Takes More Than a Major: Employer Priorities for College Learning and Student Success," surveyed a group of employers who frequently hire among the pool of recent college graduates. The employers surveyed represented both private sector and non-profit organizations, and held executive positions within these organizations. Overall, employers indicated their hiring priorities overwhelmingly included the communicative and analytical skills provided by degrees in social science. These needs, in some cases, ranked higher in importance than field-specific content knowledge.

Of those surveyed, 93% agreed, "a candidate's demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major" (Hart, pg.1). These skills are directly addressed by social science undergraduate programs. According to Hart's research, more than three out of four employers want to see colleges focusing more on the following five learning outcomes:

1. Critical Thinking.
2. Complex problem-solving.
3. Written communication.
4. Oral communication.
5. Knowledge application in real-world settings.

These outcomes are addressed specifically in the proposed program outcomes and in upper division social science courses. The B.A. in Social Science will provide students with the needed skills employers see as vital to the continued function of modern organizations (Hart, pg.1). This emphasis on the skills provided by a social science degree, especially at management and executive levels, suggests these skills are not only of value to undergraduates, but working and non-traditional students who will likely need the flexibility that program which can be completed through distance education will provide, especially those students employed in rural areas throughout the GBC service area.

iii. If this or a similar program already exists within the System, what is the justification for this addition

Currently, only UNLV offers a B.A. in Social Science Studies. GBC's B.A. in Social Science will provide Nevada's rural students with increased choices to complete an affordable degree through a mixture of distance education classes offered at various centers and locations across the state. These locations include such often overlooked and remote areas as Native American reservations in Owyhee and McDermitt among others. It will subsequently be more accommodating of the geographic and scheduling restrictions faced by rural and underserved Nevadans. The ladder structure of the degree from A.A. to B.A. will also help retain students within the NSHE system that might otherwise seek to complete their degree in other systems of higher education.

Furthermore, the B.A. in Social Science will be a more generally recognizable degree to students and prospective employers than the current B.A. in Integrative Studies-Social Science. The resultant increased enrollment will benefit students and the college by allowing

for additional and more varied course offerings. It will benefit the NSHE graduate degree granting institutions by providing more applicants for existing graduate programs.

iv. Evidence of employment opportunities for graduates (state and national)

According to the Bureau of Labor and Statistics, national employment projections for the next decade suggest that anthropology, archaeology, education, political science, public relations, community and social services, sociology, and business occupations, all fields pursued by social science majors, will experience above average growth. This will create opportunities and demand for those who hold social science degrees. Further, social science related fields such as economics and psychology are expected to maintain average levels of growth. ("Employment Projections by Major Occupational Group").

At the state level, Nevada's efforts to create economic growth in the areas of tourism, health care, information technology, clean energy, mining, manufacturing, logistics and aerospace (Lang, Brown) will create the need for employees who are capable communicators, writers, critical thinkers, researchers and who possess the intercultural awareness necessary to work in an increasingly globalized workforce. A degree in social science provides these skills and awareness.

The demand for such skills in technology sector is also increasingly apparent. A recent *Forbes* article title "Future Tech Jobs: We Need Social Science Graduates," highlights the need for entry-level employees trained in the social sciences. The article states that individuals with social science training possess the highly desirable skills of understanding and analyzing social networks and interconnectivity. It goes on to indicate that the demand for social science graduates will grow as tech companies realize that they "need people who can interact well, understand relationships, and in particular understand what is not being said, and sense the feel of others...for businesses these are the roles that make collaboration on the larger scale across the organization happen." (Shah)

v. Student clientele to be served (Explain how the student clientele is identified)

GBC will identify students for this program through several methods of recruitment and marketing as currently employed to support the B.A. degrees offered at the institution, including the current B.A. in Integrative Studies-Social Science emphasis. Students and alumni of existing A.A. programs at Great Basin College, Truckee Meadows Community College, Western Nevada Community College and the College of Southern Nevada will serve as a high percentage of the clientele, as GBC intends to develop articulation agreements with these institutions to facilitate entry into the program.

In addition, undergraduates enrolled in the GBC Secondary Education program with a social science emphasis and the BAIS Natural Resources programs will serve as a potential client base, as these students could pursue the B.A. in Social Science as a dual major, increasing their marketability upon graduation. Teachers currently working in the K-12 system may also provide another source of clientele, as they could pursue an academic B.A. for continuing education credit. Additionally, students seeking degrees in applied science fields would have the opportunity to dual major, which, as discussed earlier in the proposal, could

give them a competitive advantage in their post-collegiate career. Likewise, employees of Nevada's numerous federal and state bureaus would find a social science degree beneficial.

Enrollment in GBC's existing B.A. in Integrative Studies Social Science emphasis degree program indicates reasonable interest in a more recognizable B.A. in Social Science. As of fall 2015, the B.A. in Integrative Studies-Social Science emphasis program had graduated 75 students. An additional 36 students are actively pursuing the degree. It is a fair expectation that these numbers will increase. This increase will likely result from the replacement of the B.A. in Integrative Studies-Social Science emphasis with the more recognizable B.A. in Social Science and the greater accessibility to students that will be provided by and increased emphasis on distance education delivery.

G. Detailed curriculum proposal

i. Representative course of study by year (options, courses to be used with/without modification; new courses to be developed)

Representative Course of Study by Year

Fall 1st Semester

INT 301	Integrative Research Methodology	3 Credits
Upper Division HIST	Upper Division Core Social Science	3 Credits
Upper Division PSY	Upper Division Core Social Science	3 Credits
GIS 109 (or BIOL 190, BIOL 341, GIS 320, GEOL 100, GEOL 334, GRC 119 or GRC 383)	Intro to Geographic Info Systems	3 Credits
ECON 311/PHIL 311	Professional Ethics	3 Credits
Total		15 Credits

Spring 2nd Semester

Upper Division ENG	Any Upper Division ENG	3 Credits
Upper Division ANTH	Upper Division Core Social Science	3 Credits
Division PSC	Upper Division Core Social Science	3 Credits
GIS 320 (or BIOL 190, BIOL 341, GIS 109, GEOL 101, GEOL 334, GRC 119, or GRC 383)	GIS in Business and Community	3 Credits
	Integrative Social Science Seminar	3 Credits
Total		15 Credits

Fall 3rd Semester

Upper Division HIST	Upper Division Core Social Science	3 Credits Upper
Division PSY	Upper Division Core Social Science	3 Credits
INT Seminar	INT 359 or INT 369	3 Credits Elective
Elective from list of approved prefixes		3 Credits
Elective	Elective from list of approved prefixes	3 Credits
Total		15 Credits

Spring 4th Semester

INT 496	Capstone in Integrative Studies	3 Credits
Upper Division ANTH	Upper Division Core Social Science	3 Credits Upper
Division PSC	Upper Division Core Social Science	3 Credits Elective
Elective from list of approved prefixes		3 Credits
Elective	Elective from list of approved prefixes	3 Credits
Total		15 Credits

Total for B.A. in Social Science 60 Credits (120 credits including Associate's Degree)

ii. Program entrance requirements

To be admitted to the program, students will need to possess an A.A. or A.S. degree of 60 credits with appropriate lower-division coursework from a regionally accredited institution. In order to enter the B.A. in Social Science program with junior standing, students must have completed the following courses:

ANTH 101, 102, or 202
HIST: one lower division course
PSC 101 or 210
PSY 101 or 208

iii. Program completion requirements (credit hours, grade point average; subject matter distribution, preprogram requirements)

To complete the program, students entering with an A.A. or A.S. degree will need to complete and maintain a 2.5 Grade Point Average and a cumulative "C" average in the following courses:

I. General Education:

1. Written Communication
Any Upper Division ENG 3 Credits
2. Science and Technology
Choose two courses from BIOL 190, BIOL 341, GIS 109,
GIS 320, GEOL 101, GEOL 334, GRC 119, or GRC 383 6 Credits
3. Ethics

ECON 311/PHIL 311	3 Credits
Total Credits for Section I	12 Credits
II. Methods and Seminars	
INT 301	3 Credits INT
349	3 Credits
Choose one from INT 359 or INT 369 (capstone outside of major)	3 Credits
Total Credits for Section II	9 Credits
III. Social Science Program Core Requirements:	
Anthropology (Choose two)	
ANTH 400A Indians of North America	
ANTH 400B Indians of the Great Basin	
ANTH 439 Selected Topics in Cultural Anthropology	
ANTH 440B Archaeology of the Great Basin	
ANTH 459 Selected Topics in Archaeology	
	6 Credits
History (Choose two)	
HIST 417C The West as National Experience	
HIST 441 American Environmental History	
HIST 458 Roman Civilization	
HIST 478B Islamic and Middle Eastern History Since 1750	
HIST 498 Advanced Historical Studies	
	6 Credits
Political Science (Choose two)	
PSC 401F Political Opinion and Political Behavior	
PSC 401Z Special Topics in American Government	
PSC 403C Environmental Policy	
PSC 403K Problems in American Public Policy	
	6 Credits
Psychology (Choose two)	
PSY 412 Motivation and Emotion	
PSY 435 Personality	
PSY 460 Social Psychology	
	6 Credits
Total Credits for Section III	24 Credits

IV. Capstone

INT 496

3 Credits

Total Credits for Section IV

3 Credits

V. Electives:

Choose four electives from the following prefixes:

ANTH, BIOL, CADD, CHEM, CIT, COM
CRJ, CS, ECON, ENG (200 or higher),
ENV, GEOG, GEOL, GIS (205), HIST,
INT, MATH, NRES, PHYS, PSC, PSY,
SOC, STAT, SUR, SW

Total Credits for Section V

12 Credits

Minimum Total Credits:

60 Credits

Minimum upper-division credits: 42

- iv. **Accreditation consideration (organization (if any) which accredits program, requirements for accreditation, plan for attaining accreditation - include costs and time frame)**

Once the program is reviewed and approved by the NSHE Board of Regents, it will be submitted to the Northwest Commission on Colleges and Universities for approval. This is the only accreditation required.

- v. **Evidence of approval by appropriate committees of the institution**

The program was approved by the GBC Curriculum and Articulation Committee and then by the GBC Faculty Senate on----. Minutes will be attached (Attachment A) for the --- Board of Regents meetings, after they have been officially approved and accepted.

H. Readiness to begin program

- i. **Faculty strengths (specializations, teaching, research, and creative accomplishments)**

The faculty teaching core courses in the proposed program have extensive experience offering these courses in the current B.A. in Integrative Studies-Social Science emphasis program. These faculty members hold Ph.D.s in the core social science fields of History, Political Science, and Anthropology along with an M.S. in Psychology. In addition to years of teaching experience at GBC, faculty members have extensive prior experience teaching at

community colleges, liberal arts colleges, and research universities across the nation. Furthermore, the faculty have a number of publications including scholarly articles and forthcoming academic books. Faculty members have also obtained research grants in their fields. It is the department's practice that all upper-division core courses are taught by fulltime faculty, ensuring students work with well-trained and experienced classroom instructors.

ii. Contribution of new program to department's existing programs (both graduate and undergraduate) and contribution to existing programs throughout the college or university

The program will replace the existing B.A. in Integrative Studies-Social Science emphasis. It will operate co-efficiently with the pre-existing B.A. in Secondary Education with a social science emphasis and B.A. in Integrative Studies Natural Resources emphasis programs offered at GBC, making use of existing courses, facilities and faculty. The B.A. in Social Science will also make use of Integrative Studies courses already in existence at the college, increasing enrollments in such courses, which are offered by faculty from various programs and departments.

iii. Completed prior planning for the development of the program (recent hires, plans for future hires, securing of space, curricular changes, and reallocation of faculty lines)

The GBC Social Sciences Department currently includes seven full-time faculty, and all courses required for the degree program are currently staffed and on the long-term schedule, requiring no new staffing allocations. The program will require no additional space allocations and the technological infrastructure exists and is already funded. GBC has already entered into a number of agreements with other institutions of higher education to increase the library holdings available to GBC students, which will prove beneficial to those enrolled in the B.A. in Social Science program. Our course offerings are line with NSHE Common Course Numbering and standards.

iv. Recommendations from prior program review and/or accreditation

review teams Not applicable.

v. Organizational arrangements that must be made within the institution to accommodate the program

The B.A. in Social Science will require a program supervisor/administrator appointed from current social science faculty. The current B.A. in Integrative Studies-Social Science emphasis supervisor will continue in this role.

I. Resource Analysis

i. Proposed source of funds (enrollment-generated state funds, reallocation of existing funds, grants, other state funds)

As the program makes use of currently offered courses and currently employed faculty, the program requires no additional funding at inception. Future growth, dependent on enrollment, will be funded through enrollment-generated state funds in proportion to course enrollment increases.

- (FTE)**
- ii. Each new program approved must be reviewed for adequate full-time equivalent to support the program in the fifth year. Indicate if enrollments represent 1) students formally admitted to the program, 2) declared majors in the program, or 3) course enrollments in the program.**

Students will be identified as those who have declared the program as their major.

- a. (1) Full-time equivalent (FTE) enrollment in the Fall semester of the first, third, and fifth year.**

1st Fall semester 5

3rd Fall semester 17

5th Fall semester 29

- (2) Explain the methodology/assumptions used in determining projected FTE figures.**

Projections of FTE are based on estimated headcount enrollment discussed in b.(2) below. FTE is estimated to be about two thirds of headcount based on previous experience with GBC programs. Headcount and FTE are anticipated to reach projected enrollment levels in about the fifth year of the program.

- b. (1) Unduplicated headcount in the Fall semester of the first, third, and fifth year.**

1st Fall semester 8

3rd Fall semester 25

5th Fall semester 44

- (2) Explain the methodology/assumptions used in determining projected headcount figures.**

Projected headcount is based on historical enrollment numbers in the BAIS Social Science program. Currently, 36 students are actively enrolled in the BAIS Social Science emphasis program. Since 2002, the program has averaged 8 new student enrollments per semester. Based on this historical average and the fact the B.A. in Social Science will replace the existing B.A. in Integrative Studies-Social Science emphasis, a logical assumption is that the historical average number of students will enroll in the 1st Fall semester. Thereafter, the degree's greater accessibility along with its more recognizable name should result in an increase in unduplicated headcount. A conservative estimate would be 10 percent per year over the first two years.

iii. Budget Projections – Complete and attach the Five-Year Budget Projection Table. See Attachment B

J. Facilities and equipment required

- i. Existing facilities: type of space required, number of assignable square feet, space utilization assumptions, special requirements, modifications, effect on present programs** All facilities required for this program exist with no modifications needed.
- ii. Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space** As this program will replace a current program, it will require no additional space at this time.
- iii. Existing and additional equipment required**
Upon approval, the program will make use of existing hardware and software with no predicted additional equipment needs in the immediate future.

K. Student services required – Plans to provide student services, including advisement, to accommodate the program, including its implications for services to the rest of the student body

Current faculty and the appointed program supervisor will provide advisement for students in the program as well as to A.A. students with intentions to enter the program upon their completion of the required entrance degree. Each student enrolled in the B.A. in Social Science program will be appointed an advisor from core program faculty. The program supervisor will conduct degree application review. Recruitment efforts will be shared between the recruitment department, the B.A. in Social Science program supervisor and the full-time core social science faculty.

L. Consultant Reports – If a consultant was hired to assist in the development of the program, please complete subsections A through C. A copy of the consultant's final report must be on record at the requesting institution.

As per NSHE Procedures and Guidelines in Chapter 6, Section 10, a feasibility evaluation of the program proposal for a community college Bachelor's degree was completed by someone outside of the institution who is a member of the field being proposed. This is not a consultant report in the strict sense, but is included in this section of the proposal as the most relevant location for it. The evaluation accompanies this proposal as Attachment C.

- i. Names, qualifications and affiliations of consultant(s) used**
Gregory Brown, Ph.D., University of Nevada, Las Vegas, Professor of History, Las Vegas, Nevada
- ii. Consultant's summary comments and recommendations**
Summary:
- iii. Summary of proposer's response to consultants**

M. Articulation Agreements

i Articulation agreements were successfully completed with the following NSHE institutions. (Attach copies of agreements)

None have been completed pending approval of the program.

ii. Articulation agreements have not yet been established with the following NSHE institutions. (Indicate status)

Articulation agreements at College of Southern Nevada, Truckee Meadows Community College, and Western Nevada College have not yet been completed because the program has not yet been approved. However, approval of this program assures that graduates from A.A. programs with the appropriate lower division social science courses will be automatically articulated directly into the GBC program. Once the program is approved, the formality of making articulation agreements will be completed.

iii. Articulation agreements are not applicable for the following institutions. (Indicate reasons)

Articulation agreements are not required with UNLV, UNR, or NSC because GBC does not expect to receive students transferring from those institutions. Certain individual courses will transfer between the institutions since NSHE Common Course Numbering practices are observed.

N. Summary Statement

Great Basin College's proposal to create a Bachelor of Arts in Social Science represents a serious effort to fulfill our mission of providing educational opportunities to rural, place-bound, and nontraditional students. The college already offers a successful Bachelor of Integrative Studies-Social Science emphasis program. However, we believe that students will be better served by a more recognizable Bachelor of Arts in Social Science that is more accessible through a variety of distance education delivery methods including a mixture of online, on-campus, or live and interactive video courses at GBC centers and locations across the state. Quite simply, such a program will be more desirable and more accessible for rural Nevadans. As a result, we will be able to increase enrollment and better serve rural residents currently underserved within the NSHE system. The proposed program will also afford GBC students an opportunity to pursue a degree more that is more readily understood and sought after by employers and graduate schools than the current B.A. in Integrative Studies-Social Science. This will enable graduates a better chance at gaining entrance into the workforce or graduate school, and thus increase their likelihood of success in a rapidly changing and more demanding society.

Current enrollment in GBC's existing B.A. in Integrative Studies-Social Science emphasis program as well as national and statewide studies of higher education and business indicate a reasonable demand for this program. The more recognizable B.A. in Social Science will be more accessible, self sufficient, and will contribute to the continued success of both the NSHE system and Great Basin College. Additionally, as the program replaces an existing program, the GBC Social Sciences Department stands ready to begin the program with no additional expenditure of funds or staffing. The facilities, faculty, and staff required to begin this degree program are currently in place and ready to begin work.

It is with the desire to improve and expand upon GBC's established success in providing educational opportunities to rural, place-bound Nevadans that we propose this program. We respectfully request your approval of this degree proposal.

Works Cited

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ACADEMIC PROGRAM PROPOSAL FORM

DIRECTIONS: Use this form when proposing a new major or primary field of study, new emphasis, or new degree program.

DATE SUBMITTED: 2015

INSTITUTION: Great Basin College

REQUEST TYPE:

☐ New Degree
New Major or Primary ☒ Field of Study
New Emphasis ☐
New Certificate of ☐ Achievement (AAC Approval only)

Date of AAC Approval:

Date of Board Approval:

DEGREE (i.e. Bachelor of Science): **Bachelor of Arts**

MAJOR (i.e. Animal Science): **Natural Resources**

EMPHASIS (i.e. Equine Studies):

CREDITS TO DEGREE: 120.5

PROPOSED SEMESTER OF IMPLEMENTATION: Fall 2016

Action requested:

Great Basin College (GBC) requests approval from the NSHE Board of Regents for a Bachelor of Arts degree with a major in Natural Resources. This degree will replace the existing emphasis in Natural Resources within the Bachelor of Arts major in Integrative Studies. The contents of both programs are essentially identical.

A. Brief description and purpose of proposed program

This proposal is for a new BA degree with a major in Natural Resources to replace the existing BA major in Integrative Studies with a Natural Resources emphasis (BAIS – NR). This is intended to effect two changes. One is to more clearly communicate through the program name the nature of the degree both to prospective students and to potential employers. The other is to subtly change the program from an emphasis of a broad degree to one more in line with national standards for Natural Resources and Environmental Studies degrees. The new degree is designed to ladder on completed

Associate of Science or Associate of Arts degrees with appropriate lower division prerequisites from any regionally accredited institution of higher education. Completion of appropriate AS or AA degrees will guarantee admission into the Bachelor's degree program with junior status. The upper division of the proposed program provides a generalist degree in natural resource management. The courses are distributed among general biology, botany, zoology, environmental law and regulation, geology, anthropology, and a selection of social sciences. The only fundamental change will be the replacement of two integrative studies courses with content and English literature courses.

Completion of this program will continue to provide graduates with opportunities for employment in a wide range of job types in land management, environmental consulting, biological technician positions, laboratory technicians, and so forth. The Bachelor of Arts degree will also function as a gateway into graduate school in resource-related disciplines.

There is no new cost to offer the proposed program. The program design builds on courses in existing GBC programs to create internal efficiencies. Required faculty, facilities, and equipment are in place. The program will run parallel to the BS Biological Science and the Biological Science endorsement in the BA in Secondary Education already successfully offered at GBC. There will continue to be an infusion of social sciences in common with the proposed BA in Social Science.

GBC will deliver the program throughout its rural service area. Laboratory sections will be delivered live in Elko, Pahrump, and Winnemucca. Bringing programs such as this to rural sites is important to recruiting students in rural areas.

For students currently enrolled in the BAIS – NR, transfer of previously taken course work to the new degree will be seamless. All courses of the proposed degree are already taught by qualified GBC faculty as part of its existing BAIS – NR, BS Biological Sciences, and BA in Secondary Education, Biological Sciences endorsement.

B. Statement of degree or program objectives

Students graduating from the BA Natural Resources will have the knowledge and skills to:

- Acquire and interpret scholarly information and data to reach informed, reasoned and balanced conclusions.
- Synthesize information effectively in oral and written form.
- Develop and demonstrate professional skills.
- Comprehend and analyze how the study of biological and physical systems contributes to understanding the natural world; and
- Apply concepts and methods to an original professional study of the natural world.

C. Plan for assessment of degree or program objectives

- The assessment of course-specific learning outcomes (objectives) will be mapped to program outcomes and evaluated accordingly.
- The Department will track the academic and workplace achievements of program graduates.

- Intermittent surveys of enrolled students and program alumni will provide information and feedback used for program and course development.
- The program's curriculum and goals will be reviewed annually by faculty members based on studies of best practices and current trends in BA programs in Nevada and nationwide.

D. Plan for assessment of student learning outcomes and the use of this data for program improvement

Individual courses will evaluate student mastery of program-aligned learning outcomes in methods appropriate for course content and goals. These measures will inform course, curriculum and faculty development efforts and will also support program assessment efforts. Methods of evaluation may include:

- Examinations and tests
- Laboratory exercises, reports, and notebooks.
- Term and mid-term papers
- In-person presentations
- Discussion board assignments

Student course evaluations will be completed in each course, and the data generated will inform course improvements, pedagogical training and program development. Surveys of current students and alumni will provide similar data for course and program development.

E. Contribution and relationship of program objectives to

i. NSHE Master Plan

The proposed program aligns clearly with the last *NSHE Master Plan* produced in 2007 and as listed below. GBC specifically identified this program in its *2015 – 2019 Planning Report: Institutional Academic, Research, and Student Services Plans*, approved by the Board of Regents on December 5, 2014.

This program contributes to the following specific goals of the *NSHE Master Plan* (2007):

- Student-Focused System: The higher education system in Nevada will create a welcoming, respectful and friendly environment where all students have the opportunity to participate and succeed at every level of higher education.
 - Increase the percentage of Nevada's general population who participate in some form of higher education, whether through coursework, workforce training, certificate programs, lifelong learning, or degree programs.
 - Strive to continually increase the percentage of students that express a high level of satisfaction with teaching, advising, and overall educational experiences at NSHE institutions.

- ❖ Nationally, rural populations are less likely to attend college than urban populations. Factors include a lower value on education, remote location, social adjustment in moving to larger population centers, and family and employment circumstances making them place-bound. GBC is uniquely situated to address the circumstances and needs of this population of students in Nevada. Addressing the needs of these students is GBC's mission. GBC has contact and support services for these students that cannot be addressed as effectively at other institutions of higher education.
- Reputation for Excellence: Nevada's institutions of higher education will increase their national, regional, and statewide reputation based on targeted, outstanding, innovative programs and other accomplishments.
 - Continue to develop and maintain programs, centers, and institutes that elicit national, regional, or statewide recognition for excellence.
 - Contribute to Nevada's quality of life and the efficiency and productivity of the state's enterprises through public service rendered by Nevada's faculty, staff, and students.
 - ❖ GBC has received commendations from the Northwest Commission on Colleges and Universities for its dedication and excellent service to rural Nevada. GBC has a highly innovative, technologically balanced approach to rural education that links the service area through combinations of online, interactive video, and live interactions with students. GBC is uniquely qualified to deliver programs in this setting. Providing access to this program is one step in developing healthcare professionals in rural Nevada who are more likely to remain in rural Nevada where they are critically needed.
- Quality Education: Nevada's system of higher education will provide consistently excellent learning experiences for its students through instruction, research, and service.
 - Develop and implement an assessment plan and effective measures of student learning outcomes at each institution and for each academic program. Assessment plans for educational programs will be congruent with the differentiated missions of the institutions. Each plan will be required to define student learning outcomes, assess student performance on those outcomes, and use results to improve teaching and learning.
 - Develop effective measures of institutional performance, collect data on the institutional indicators, and demonstrate that the results are used in the planning and evaluation process. These indicators are to include the regular evaluation of programs and justification for program continuation.
 - Increase the number of rich learning experiences available to students through creative performance, scholarly and research collaboration with faculty, and through community service learning.
 - ❖ GBC closely links its programs and students through its published program and supporting course outcomes, assessed regularly. The availability of a Bachelor of Arts in Natural Resources degree program to the residents of rural Nevada will enrich their opportunities to further their education in this discipline.

- A Prosperous Economy: Through instruction, research, and service, higher education in Nevada will be an essential element in developing and sustaining a strong, dynamic, knowledge-based economy for Nevada.
 - Develop and increase responsive educational programs that focus on state needs and critical shortages in identified fields.
 - Increase the proportion of workers and the number of graduates in high-skill fields who come from Nevada's higher education institutions rather than from out of state.
 - Increase institutional collaborations with the private sector and target significant research resources to achieve specific economic development objectives.
 - Increase and focus workforce development to meet community needs in those sectors with the highest potential for growth.
 - ❖ As a STEM discipline, graduates with the Natural Resources degree may serve within many rural workforce fields. Students from rural communities are more likely to return to their home community, where graduates of Natural Resource programs may find employment in a wide range of environment professions, ranging from industrial companies to governmental agencies to private consulting firms involved in the management of rural western landscapes. Graduates will qualify to apply to graduate school with a wide range of biological interests and related professional schools.

- Building Quality of Life: Higher education in Nevada will be instrumental in advancing society's objectives and enriching the lives of Nevada's citizens.
 - Increase public service and cultural opportunities that position higher education institutions as intellectual, cultural, and artistic centers and as the "marketplace for ideas."
 - Ensure that all students have an opportunity to experience some form of internship, cooperative education, or community service in their educational programs.
 - ❖ This program is a basic science degree of wide application. The degree may be applied to professional positions within environmental studies, resource management, and others. All of these fields have need for people willing to work in rural locations.

- Opportunity and Accessible Education for All: Nevada's system of higher education will increase the overall participation and success of Nevadans enrolling at all levels of higher education and in all ethnic groups, and will address the unique educational needs of a highly diverse and non-traditional population.
 - Raise the percentage of Nevada's high school graduates who continue into postsecondary education within the NSHE.
 - Increase programs and courses designed to meet the needs of working adults.
 - Expand the use of shared, new, and existing facilities on weekdays,

evenings, weekends, and summers for the most cost-effective delivery of education.

- ❖ GBC increases accessibility to students throughout a service area larger than most states. The isolation of smaller communities outside of major metropolitan areas makes them not readily supported by the current programs of Nevada's Universities and State College. GBC already has in place existing infrastructure to provide this program to its service area. Of particular importance is the efficiency of providing this degree program; all but three of the courses in the proposed program are already delivered by GBC as part of its existing BS in Biology, and Biological Science endorsement in the BA in Secondary Education program. The program continues and strengthens the existing BA in Integrative Studies, Resource Management emphasis. This program will add enrollment to existing courses that are already being delivered, meaning essentially no new cost to provide this opportunity. In addition, should students with appropriate Associate's degrees from the other Nevada community colleges wish to transfer into the GBC program, the lower division general education requirements completed with these degrees will be accepted as complete for the GBC degree.

In addition to the NSHE Master Plan, this program supports the NSHE plan, ***The State & the System: NSHE Plan for Nevada's Colleges and Universities (2010)***:

NSHE will pursue such partnerships at every level within institutions where appropriate to build student opportunity, internships, and employment, synergies for quality operations, and potential cost savings. Likewise, better pathways for technology transfer to assist business will be explored.

This program will provide abundant opportunities for students who do not currently have a pathway into a Bachelor of Arts degree in Natural Resources in rural Nevada. The program availability already established in the curriculum in the Bachelor of Arts Integrative Studies, Natural Resource emphasis, Bachelor of Science Biology, and Secondary Education program provides cost-savings, providing this program with essentially no new cost. AS and AA degrees courses from other community colleges, with appropriate prerequisite courses, will be accepted for students wishing to pursue this degree with GBC.

The program aligns with the proposals in the E-Learning report (***E-Learning and Higher Education's Iron Triangle: Opportunity, Affordability, and Student Success***, 2/11/2013). Specific recommendations addressed by this program include the following:

- Recommendation 3: Invest in Distance Education and Related Policy Review. For GBC, "distance education" connotes more than the basic use of the Internet for the delivery of online classes. The program will use online ability to enhance most classes, but will also use a large degree of delivery through the interactive video (IAV) format. GBC is highly invested in using this effective method of synchronous delivery that enables GBC biology instructors from campuses in Elko, Pahrump, and

Winnemucca to reciprocally offer course content. Labs must generally be provided live, and facilities are available at these three sites for delivering this important component of the courses of this program. In the future, “media site” technology will be developed to addresses some of the courses through dual synchronous (through IAV) and asynchronous (recorded and available later) formats. Current GBC infrastructure, policy, and scheduling are in place for this program to utilize.

- Recommendation 6: Invest in a Shared Student Learning Portal and Student ePortfolio.

All four Nevada community colleges share the Canvas LMS, and Canvas provides options for creating Student Portfolios. This allows an early opportunity for implementing this recommendation.

- Recommendation 11: Invest in Shared Marketing.

The largest opportunity for shared marketing with this program is to promote the opportunity for program graduates to enter graduate school at the Nevada universities. The program is focused on providing a rigorous curriculum that provides a solid foundation for entering graduate school in a range of biologically-oriented options.

ii. **Institutional mission**

The Great Basin College Mission Statement:

Great Basin College enriches people's lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services in conjunction with certificates and associate and select baccalaureate degrees.

This program reflects the following components of the GBC Mission Statement:

- The program is specifically oriented towards students in rural Nevada and their success.
- Live student support services are available at the GBC main campus in Elko, at its four centers (Battle Mountain, Ely, Pahrump, and Winnemucca), and at several of its smaller sites.
- Courses in this select baccalaureate program will be widely available throughout rural Nevada using distance technologies where possible.
- The program addresses the educational, cultural, and economic needs of rural Nevada. - There are currently no programs for a BA degree in Natural Resources available to students outside of the metropolitan areas of Nevada.
 - The degree provides not only the opportunity for an education within the discipline of Natural Resources, Environmental Studies, and Biology, but this also retians a strong base for cultural awareness enhancement.
 - Opportunities exist for graduates in the Natural Sciences in rural Nevada and beyond. Many jobs require a basic knowledge of science together with problem solving skills. The program is highly invested in scientific knowledge, research and critical analysis required in many jobs. Potential jobs exist in private business, consulting firms, and resource management agencies. The program will advance a

productive workforce that knows how to learn and to work effectively with others.

- The program will collaborate with local and state-wide businesses to identify needs for students who understand science and its application. These activities are continuously assessed to adapt to the rapidly changing needs of employers and to assist in the recruitment and economic development efforts of the state.

iii. Campus strategic plan and/or academic master plan

This program was specifically identified within the 2015-2019 update of its Academic Master Plan, approved by the NSHE Board of Regents on December 5, 2014. This is within the NSHE 2015 – 2019 Planning Report: Institutional Academic, Research, and Student Service Plans. This plan is a subset of the approved GBC Strategic Plan.

The GBC Strategic Plan was approved by the NSHE Board of Regents at its June, 2014 meeting. The approved plan included the GBC vision statement:

While maintaining the strength of its community college mission, Great Basin College will remain an economically sustainable institution through growth, by increasing enrollment, expanding its service area, offering more ladder Bachelor's degrees and becoming nationally known for its innovative distance delivery systems, all leading it to be recognized as an indispensable and evolving provider of post-secondary education in rural Nevada.

The BA in Natural Resources is designed as a ladder Bachelor's degree coupled with a completed AS or AA degree with appropriate prerequisite courses. The program expectation is strategic in using existing, regularly taught courses from an existing emphasis to obtain more enrollment by having a program with a name that more accurately reflects the program purpose. Distance technology will enhance the ability to distribute the program throughout rural Nevada.

iv. Department and college plan

In keeping with the GBC Science Department plan, the BA in Natural Resources will target students with existing AS or AA degrees and supplement the existing degrees in the BA in Secondary Education with a Biological Science endorsement and the BS in Biological Sciences. Coursework will be offered using existing distance education approaches to augment live instruction in order to serve rural, place-bound and non-traditional students. The ability to deliver to the more remote population centers of Nevada is a key aspect of the department's plan to offer educational opportunities to students lacking access to a Bachelor's degree education in the sciences.

v. Other programs in the institution

The BA in Natural Resources combines the synergies of all GBC Bachelor's programs. It clearly builds upon the existing BAIS – NR, reinforces the BS in Biological Sciences, and will help stabilize enrollment in the Secondary Education science emphasis. The program will have a strong foundation in existing GBC science offerings that provide efficiencies that

strengthen the entire department. Existing lower division courses provide an introduction to the sciences at the local level that peaks students' interest. Many of the lower division courses currently support health science programs or the general education program. This strengthening and realignment of the Natural Resources program will add enrollment to existing courses with no additional instructional effort or cost. The overall effect will be a strengthening and increase in the efficiency of existing science resources.

vi. Other related programs in the System

Bachelor's degrees in various nuances of the environmental sciences are currently offered at UNR, UNLV and NSC. However, these programs are not accessible to rural, place-bound and non-traditional students in the GBC service area. The proposed program will not compete significantly with the existing programs because of isolation of the student populations to be served by this program. The GBC program is also somewhat different in offering a program with an orientation toward understanding and implementing legal and practical aspects of environmental regulation and compliance. Since this proposed program has already existed as an emphasis for many years without negatively affecting other programs in Nevada, this proposed version is also not expected to have any significant effect in drawing enrollment away from existing programs at other institutions. Upon finishing a GBC program as proposed here, there may be a slightly increased pool of candidates prepared for and with interest in graduate school at the universities.

vii. Articulation issues (within the institution)

There are no adverse articulation issues within the college. With proper advising and correct selection of lower division courses, Associate's degrees will articulate directly to this BA in Natural Resources program with no loss of credit. This is also true of Associate's degrees from the other Nevada community colleges, though this is not the target audience. Students currently studying in the BAIS – NR will have the option of finishing their current degree or moving to the BA in Natural Resources at their preference. All courses are aligned with NSHE Common Course Numbering.

F. Evaluation of need for the program

i. Intrinsic academic value of program within the discipline

Natural Resources is an integrative field requiring a broad understanding of all sciences (physical, chemical, earth, as well as biology) and certain aspects of the social sciences (particularly anthropology). This makes a Natural Resources degree an effective platform for developing the ability to synthesize complicated and multi-disciplinary ideas required of many existing jobs in natural resources, environmental work, and laboratory settings. This unspecialized degree will also act as a pathway to graduate school in a broad range of disciplines. It will allow students to readily change career paths in the sciences. This could occur at graduation, with transfer to a different discipline, or before graduation since the first two years of the degree contain introductory courses and a mathematics background that can

be used in some STEM disciplines. Degrees providing reasoning and analytical skills are readily applied outside the discipline. For example, historically graduates with science backgrounds have been highly ranked for entry to law school.

ii. Evidence of existing or projected local, state, regional, national and/or international need for program

Students at GBC already recognize the utility of a Bachelor's degree in Natural Resources. In the current semester (Fall 2015) there are 27 active students in the BAIS – NR, representing 16.5 FTE. This is quite in line with the past two years of enrollments, where the semester average has been 28 active students. These enrollment figures have been stable. With the change to a stand-alone major, students and employers will be more likely to recognize this curriculum as a solid degree in Natural Resources, as opposed to the current emphasis of a degree. It is anticipated that GBC will see an enrollment increase of approximately 10% with the change to the BA in Natural Resources.

iii. If this or a similar program already exists within the System, what is the justification for this addition

Currently, UNR, UNLV and NSC all offer a Bachelor's degrees in Environmental Science roughly analogous to the proposed BA in Natural Resources. The required classes for these programs are typically offered using a traditional live lecture/lab format within the two major metropolitan areas of Nevada. The proposed program would provide the opportunity for rural, place-bound students to obtain a BA in Natural Resources by offering classes, including live labs, closer to where the students reside. This program will use GBC's experience delivering courses to widely dispersed rural Nevada populations in a cost-effective manner, oriented toward a population familiar with publicly managed lands.

iv. Evidence of employment opportunities for graduates (state and national)

This program is designed to lead to one of several potential career paths. These could include resource management careers in the public sector, biology and environmental sciences in the private sector, and pre-professional careers where graduate school follows completion of the program.

Current data from the Bureau of Labor Statistics show an important trend. Graduates with Bachelor degrees in environmental science and protection earn significantly more than graduates equipped only with an Associate degree (\$63,600 vs. \$42,200). Both educational levels in environmental science show better than average growth potential through 2022 (19% and 15% for Bachelor's and Associate's degrees, respectively). In contrast, some subspecialties such as rangeland and forest conservation show slow or negative growth with lower annual salaries. Clearly, a Bachelor's degree in a broad natural resource/environmental discipline is a worthwhile investment.

A large portion of Nevada is public land that is managed by agencies of the federal government. In order for this land to be utilized for activities such as mining, ranching, and various forms of recreation, resource managers will be needed for operations to interface

with managing agencies. This often requires specific federal designations and qualifications that this degree would provide. The best option for creating natural resource specialists for these positions is to educate place-bound students familiar with the public land setting so that they can get this type of employment. Students in this degree program will qualify for employment that specifically requires a Bachelor in Natural Resources or a related science (such as federal government GS 0401-series General Natural Resources & Biological Sciences category jobs). It was identified as a part of a program review of that there is a student clientele and employment need specifically in the Natural Resources that is served by this degree.

v. Student clientele to be served (Explain how the student clientele is identified)

The current population identified for this program is those participating in the existing BAIS - NR. As noted in section F. ii., there are currently 27 active students in this program. Additionally, GBC identifies students for this program through several forms of recruitment and marketing as currently deployed to support the other Bachelor's degrees offered at GBC.

G. Detailed curriculum proposal

i. Representative course of study by year (options, courses to be used with/without modification; new courses to be developed)

Representative course of study by year (options, courses to be used with/without modification; new courses to be developed)

**Bachelor of Arts Natural Resources Suggested
Course Sequence for AS**

FALL—1st Semester	Credits
INT 100	0.5
BIOL 190 4 ENG 101 3 FINE ARTS*	3
PSC 101 or HIST 101 and HIST 102	3
ELECTIVE	3

MATH (If needed)*

TOTAL 16.5

SPRING—2nd Semester	Credits
ANTH 101 or 202	3
BIOL 191	4
ENG 102	3
HUMANITIES*	3
ENV 100	3

MATH (If needed)*

TOTAL	16
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FALL—3rd Semester	Credits
CHEM 121	4
MATH 126 or higher	3
GEOL 101	4
NRES 222	3
NRES 223	1
TOTAL	15

SPRING—4th Semester	Credits
COM 101, THTR 102, or THTR 221	3
STAT 152	3
CHEM 122 4 GIS 109 3	
TOTAL	13

*Select with advisor

Total credits for the Associate of Science: 60.5

ii. Program entrance requirements

To be admitted to the program, students will need to possess an AA or AS degree of 60 credits from a regionally accredited institution. Both transfer students and existing GBC AA and AS students will be advised that they must complete lower division prerequisite courses before they can enroll in many upper division courses and complete the BA in Natural Resources.

iii. Program completion requirements (credit hours, grade point average; subject matter distribution, preprogram requirements)

To graduate, students are required to complete 120 credits and have a cumulative GPA of 2.0 for all upper division courses applied to the degree. This includes courses taken at GBC and those transferred from other institutions.

Note: some of the following course requirements will be taken as part of an Associate's degree

Bachelor of Arts in Natural Resources Curriculum

1. Lower Division General Education for Associate of Science	
A. General Education Requirements	Credits
INT 100	0.5
ENG 101 & ENG 102	6
U.S. and Nevada Constitutions requirement:	
PSC 101 or HIST 101 & HIST 102	3 - 6
Oral Communications: COM 101, THTR 221, or THTR 102	3
MATH 126 or higher	3
BIOL 190 4 ENV 100 3 GEOL 101 4	
ANTH 101 or ANTH 202	3
Humanities 3 Fine Arts 3	
Technology: GIS 109	3
B. Lower Division Natural Resource Requirements:	Credits
BIOL 191	4
CHEM 121	4
CHEM 122	4
NRES 222 and NRES 223	4
STAT 152	3
C. Potential Lower Division Electives:	Credits
AGSC 100	3
NRES 150	3
Total Lower Division Credits:	60.5
2. Upper-Division Program Requirements	
ECON 311	3
Literature, (choose 1):	3
ENG 433A, ENG 449A, ENG 449B, ENG 451A,	
ENG 451B, or ENG 497A	3
GIS 320	3

BIOL 300	4
BIOL 341	3
BIOL 394 (to be created)	2
ENV 422	3
GEOL 334	4
Capstone Outside of Major:	
INT 349	3
Capstone Inside of Major, (choose 1):	3
INT 496	
BIOL 415	

3. Upper-Division Program Individual Choices.

Choose one from each category	Credits
Biology	3
BIOL 305	
BIOL 447	
NRES 310	
Botany	3
BIOL 331	
BIOL 410	
Zoology	4
BIOL 320	
BIOL 434	
Anthropology	3
ANTH 400A	
ANTH 400B	
Social Science	3
ECON 307	
HIST 441	

PSC 403C

4. Upper-Division Electives

10 Credits

Recommended Electives:

BIOL 400 INT 400 INT 301

Select additional courses from the following prefixes:

ANTH	BCH	BIOL	CADD
CHEM	CIT	COM	CRJ
CS	ECON	ENG (200 or higher)	
ENV	GEOG	GEOL	GIS 205
HIST	INT	MATH	NRES
PHYS	PSC	PSY	SOC
SUR	SW		

Total Upper Division Credits:	60
Total Credits for BA NR:	120.5

- iv. **Accreditation consideration (organization (if any) which accredits program, requirements for accreditation, plan for attaining accreditation - include costs and time frame)**

Once the program is reviewed and approved by the NSHE Board of Regents, it will be submitted to the Northwest Commission on Colleges and Universities for approval. This is the only accreditation required.

- v. **Evidence of approval by appropriate committees of the institution**

The program was approved by the GBC Curriculum and Articulation Committee and then by the GBC Faculty Senate. Minutes are attached as Attachment B.

H. Readiness to begin program

- i. **Faculty strengths (specializations, teaching, research, and creative accomplishments)**

There are five biology faculty in the GBC Science Department. Three are located in Elko, one in Pahrump, and one in Winnemucca. They hold a combination of Master and Doctoral Degrees with specializations in: Botany/Plant Genetics, Herpetology/Ecology, Biochemistry

and Biophysics, Molecular Physiology, and Wildlife Biology. Collectively they possess more than 80 years of teaching experience teaching at community colleges and universities. The faculty possess many publications in their scientific specialties and several continue to take part in research and publish as GBC faculty members even though this is not part of their workload. Additional faculty support for this degree comes from the GBC Social Science Department, including specialists in Anthropology, Environmental History, and Political Science. Expertise of local experts in resource management employed with Federal and State agencies, as well as consulting firms are regularly used as guest lecturers and adjunct faculty.

ii. Contribution of new program to department's existing programs (both graduate and undergraduate) and contribution to existing programs throughout the college or university

The program will operate co-efficiently with the BS in Biology, the potential BA in Social Science, and pre-existing BA in Secondary Education, Biological Science endorsement offered at GBC, making use of existing courses, facilities and faculty. The BA in Natural Resources will also make use of Integrative Studies courses already offered for other baccalaureate degrees at the college, increasing enrollments in such courses, which are offered by faculty from various programs and departments.

iii. Completed prior planning for the development of the program (recent hires, plans for future hires, securing of space, curricular changes, and reallocation of faculty lines)

The GBC Science Department currently includes five full-time Biology faculty, and all but two courses required for the degree program are currently staffed and on the long-term schedule, requiring no new staffing allocations. Operation of this program will require no additional space allocations and all infrastructure exists and is already funded. The GBC Social Science department will continue to supply strong support for this degree as they have in the past supported the BAIS – NR.

iv. Recommendations from prior program review and/or accreditation review teams

Quotations from the 2012 BAIS – NR program review by John S. Campbell Ph.D, Professor of Biology, Northwest College, Powell, Wyoming:

“Great Basin College maintains a strong and well organized program of study that results in a Bachelor of Arts in Integrative Studies: Natural Resources Emphasis. The well-rounded course offerings are supported by a highly educated and strongly committed faculty who are well received by students in the program. The program faces challenges presented by the mandate to serve a population dispersed over an extremely large geographic area. A very progressive distance learning system via interactive video appears to be a strong, well received approach to serving the dispersed student enrollment. Funding for the BAIS program appears adequate, but not excessive. A strong job market in the region presents competition in recruiting and the result is low enrollment in the program. This low enrollment magnifies problems with course offerings at remote campuses.”

“A major issue I see associated with the Bachelor of Arts in Integrated Studies: Natural Resources is simply its identity. The program as currently configured is really much broader than a Natural Resource program and the title does not convey to potential students what the program really offers. By retaining the title of Natural Resources, the college may be failing to recruit many students who would be well served by the program. Students wanting to enroll at Great Basin College with other visions and goals in the sciences may be discouraged by the focus implied by the program title.”

v. Organizational arrangements that must be made within the institution to accommodate the program

As a new Bachelor degree program, the BA in Natural Resources will require a program supervisor/administrator appointed from current Science faculty.

I. Resource Analysis

i. Proposed source of funds (enrollment-generated state funds, reallocation of existing funds, grants, other state funds)

As the program makes use of currently offered courses (with the addition of three courses) and currently employed faculty, the program requires no additional funds at inception. Future growth, dependent on enrollment, will be funded through enrollment-generated state funds in proportion to course enrollment increases.

ii. Each new program approved must be reviewed for adequate full-time equivalent (FTE) to support the program in the fifth year. Indicate if enrollments represent 1) students formally admitted to the program, 2) declared majors in the program, or 3) course enrollments in the program.

Students will be identified as those who have declared the program as their major.

a. (1) Full-time equivalent (FTE) enrollment in the Fall semester of the first, third, and fifth year.

1st Fall semester 16

3rd Fall semester 20

5th Fall semester 24

(2) Explain the methodology/assumptions used in determining projected FTE figures.

Projections of FTE are based on current headcount enrollment discussed in section F. ii. above. FTE is estimated to grow at 10% annually.

b. (1) Unduplicated headcount in the Fall semester of the first, third, and fifth year.

1st Fall semester 27

3rd Fall semester 32

5th Fall semester 37

(2) Explain the methodology/assumptions used in determining projected headcount figures.

Projections of headcount are based on current enrollment discussed in section F. ii. above. Headcount is estimated to grow at 10% annually.

iii. Budget Projections – Complete and attach the Five-Year Budget Projection Table.

See Attachment C

J. Facilities and equipment required

i. Existing facilities: type of space required, number of assignable square feet, space utilization assumptions, special requirements, modifications, effect on present programs

All facilities required for this program currently exist with no modifications needed.

ii. Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space

Implementation will require no additional space.

iii. Existing and additional equipment required

Upon approval, the program will make use of existing equipment with no predicted additional equipment needs in the immediate future. The naturally follows since it is a replacement of an existing emphasis program.

K. Student services required – Plans to provide student services, including advisement, to accommodate the program, including its implications for services to the rest of the student body

Current faculty and the appointed program supervisor will provide advisement for students in the program as well as to A.A. and A.S. students with intentions to enter the program upon their completion of the required entrance degree. The program supervisor will conduct degree application review. Recruitment efforts will be shared between the Recruitment Department, the BA in Natural Resources Program Supervisor and the full-time Science faculty.

L. Consultant Reports – If a consultant was hired to assist in the development of the program, please complete subsections A through C. A copy of the consultant’s final report must be on record at the requesting institution.

As per NSHE Procedures and Guidelines in Chapter 6, Section 10, a feasibility evaluation of the program proposal for a community college Bachelor’s degree was completed by someone outside of the institution who is a member of the field being proposed. This is not a consultant report in the strict sense, but is included in this section of the proposal as the most relevant location for it. The evaluation accompanies this proposal as Attachment D.

i. Names, qualifications and affiliations of consultant(s) used

Peter Bradley, Nevada Department of Wildlife, Non – Game Specialist, retired.

ii. Consultant’s summary comments and recommendations

Conclusions: None yet!

iii. Summary of proposer's response to consultants

No response yet!

M. Articulation Agreements

i. Articulation agreements were successfully completed with the following NSHE institutions. (Attach copies of agreements)

None have been completed pending approval of the program. However, agreements are on file for the existing BAIS-NR that this program will replace with little change.

ii. Articulation agreements have not yet been established with the following NSHE institutions. (Indicate status)

Articulation agreements at College of Southern Nevada, Truckee Meadows Community College, and Western Nevada College have not yet been completed for this revised program because the program has not yet been approved. However, approval of this program assures that graduates from Associate’s degree programs with the appropriate lower division courses will be automatically accepted and articulated directly into the GBC program. Once the program is approved, the formality of making articulation agreements will be completed. Transfer from other NSHE community colleges is not the target of this program, but agreements will be created and honored.

iii. Articulation agreements are not applicable for the following institutions. (Indicate reasons)

Articulation agreements are not required with UNLV, UNR, or NSC because GBC does not expect to receive students transferring from those institutions. Individual courses will transfer between the institutions since NSHE Common Course Numbering practices are observed.

N. Summary Statement

This proposal to replace the existing BAIS – NR emphasis with a stand-alone BA in Natural Resources at GBC represents a serious effort to better fulfill GBC's mission of providing educational opportunities to rural, place-bound, and non-traditional students. This also supports our dedication to increasing efficiencies in our course offerings and degree programs. The success of the BAIS – NR has proven that the science infrastructure that GBC already has in place, such as labs at rural GBC centers in Ely, Winnemucca, and Pahrump, as well as GBC's experiences in distance education, are adequate to the task. This change will afford currently enrolled GBC students an opportunity to pursue a degree to better compete for employment in public and private sector resource management and environmental studies jobs related to biology as well as prepare them for entrance into graduate school.

The synergistic addition of students from this program to courses in the existing BA in Secondary Education, Biological Science endorsement and BS in Biology as well as the proposed BA in Social Science, will ensure its continued self-sufficiency and contribution to both NSHE and GBC. Additionally, as the program will function co-efficiently with already existing programs within the institution, the GBC Science Department stands ready to begin the program with no additional expenditure of funds or staff. The facilities required to begin this degree program, as well as the trained faculty and staff members necessary to ensure its success, are currently in place and ready to begin work.

ATTACHMENT A

Curriculum and four-year plan for Associate of Science (Pattern of Study) and Bachelor of Arts in Natural Resources

Bachelor of Arts in Natural Resources Curriculum

5. Lower Division General Education for Associate of Science

B. General Education Requirements	Credits
INT 100	0.5
ENG 101 & ENG 102	6
U.S. and Nevada Constitutions requirement: PSC 101 or HIST 101 & HIST 102	3 - 6
Oral Communications: COM 101, THTR 221, or THTR 102	3

	MATH 126 or higher	3
	BIOL 190 4 ENV 100 3 GEOL 101 4	
	ANTH 101 or ANTH 202	3
	Humanities 3 Fine Arts 3	
	Technology: GIS 109	3
	Section B Subtotal:	38.5
D.	Lower Division Natural Resource Requirements:	Credits
	BIOL 191	4
	CHEM 121	4
	CHEM 122	4
	NRES 222 and NRES 223	4
	STAT 152	3
	Section D Subtotal:	19
E.	Potential Lower Division Electives:	Credits
	AGSC 100 or NRES 150	3
	Total Lower Division Credits:	60.5
6.	Upper-Division Program Requirements	Credits
	ECON 311	3
	Literature, (choose 1):	3
	ENG 433A, ENG 449A, ENG 449B, ENG 451A, ENG 451B, or ENG 497A	
	GIS 320 3 BIOL 300 4	
	BIOL 341	3
	BIOL 394 (to be developed)	2
	ENV 422 3 GEOL 334 4	
	Capstone Outside of Major:	
	INT 349 3 Capstone Inside of Major, (choose 1): 3	
	INT 496	
	BIOL 415	
	Upper-Division Program Requirements Subtotal:	31
7.	Upper-Division Program Individual Choices.	
	Choose one from each category	Credits
	Biology	3
	BIOL 305	
	BIOL 447	
	NRES 310	
	Botany	3
	BIOL 331	
	BIOL 410	

Zoology	4
BIOL 320	
BIOL 434	
Anthropology	3
ANTH 400A	
ANTH 400B	
Social Science	3
ECON 307	
HIST 441	
PSC 403C	
Program Individual Choices Subtotal	16

8. Upper-Division Electives

13 Credits

Recommended Electives:

BIOL 400 INT 400 INT 301

Select additional courses from the following prefixes:

ANTH	BCH	BIOL	CADD
CHEM	CIT	COM	CRJ
CS	ECON	ENG (200 or higher)	
ENV	GEOG	GEOL	GIS 205
HIST	INT	MATH	NRES
PHYS	PSC	PSY	SOC
SUR	SW		

Total Upper Division Credits: 60

Total Credits for BA NR: 120.5

Changes from BAIS – NR:

Courses dropped: INT 369.

Courses added: English Literature and BIOL 394.

Courses moved to new category: BIOL 300 now required; INT 301 and INT 400 now electives.
 New in major capstone choice: INT 496 or BIOL 415.

Bachelor of Arts Natural Resources
Suggested Course Sequence for AS

FALL—1st Semester	Credits
INT 100	0.5
BIOL 190 4 ENG 101 3 FINE ARTS*	3
PSC 101 or HIST 101 and HIST 102	3
ELECTIVE	3
MATH (If needed)*	
TOTAL	16.5

SPRING—2nd Semester	Credits
ANTH 101 or 202	3
BIOL 191	4
ENG 102	3
HUMANITIES*	3
ENV 100	3
MATH (If needed)*	
TOTAL	16

FALL—3rd Semester	Credits
CHEM 121	4
MATH 126 or higher	3
GEOL 101	4
NRES 222	3
NRES 223	1
TOTAL	15

SPRING—4th Semester	Credits
COM 101, THTR 102, or THTR 221	3
STAT 152	3
CHEM 122 4 GIS 109 3	
TOTAL	13

*Select with advisor

Bachelor of Arts Natural Resources
Suggested Course Sequence for Completion of BA

FALL—5th Semester	Credits
BIOL 300 4 BIOL 305, BIOL 447, or NRES 310	
3 - 4	
Upper-Division Electives*	3
GIS 320	3
INT 349	3
TOTAL	16

SPRING—6th Semester	Credits
BIOL 331 or BIOL 410 3	
BIOL 341	3
BIOL 394	2
GEOL 334	4
English Literature	3
TOTAL	15

If Internship is chosen as an elective:

Summer or Fall of 4th year:	Credits
INT 400*	3-6
TOTAL	3-6

FALL—7th Semester	Credits
BIOL 320 or BIOL 434	4
ANTH 400A, or ANTH 400B	3
ECON 307, HIST 441, or PSC 403C	3
Upper-Division Electives*	6
TOTAL	16

SPRING—8th Semester	Credits
ENV 422	3
ECON 311	3

INT 496 or BIOL 415	3
Upper-Division Electives*	3 - 4
TOTAL	12

*Select with advisor

ATTACHMENT B

APPROVAL FROM CURRICULUM AND ARTICULATION COMMITTEE AND FACULTY SENATE

Curriculum and Articulation Committee Faculty Senate Report and Action Items

ATTACHMENT C

BUDGET PROJECTION

New Academic Program Proposal Five-Year Budget Projection

Institution: GBC Program: BS, Biological Science Semester of Implementation: Fall 2015

DIRECTIONS: Complete the following cost estimates for the first, third, and fifth year budget projections for the proposed new program in Section A. If the total budget for the program is not reflected in the "Existing" or "New" categories, please provide further explanation in the space provided below (EXPLANATION). Any "new" costs must be noted by source in Section B.

STUDENT FTE

Year 1: 2 Year 3: 8 Year 5: 10

Section A.

	Year 1/Start-up				Year 3				Year 5			
	Existing ¹	New ²	Total	FTE	Existing ¹	New ²	Total	FTE	Existing ¹	New ²	Total	FTE
PERSONNEL												
Faculty (<i>salaries/benefits</i>) ³	101,400	0	101,400	1.0	103,815	0	103,815	1.0	108,645	0	108,645	1.0
Graduate Assistants	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0
Support Staff	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0
Fellowships/Scholarships	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0
Personnel Total	\$101,400	\$0	\$101,400	1.0	\$103,815	\$0	\$103,815	1.0	\$108,645	\$0	\$108,645	1.0
OTHER RESOURCES												
Library Materials (<i>printed</i>)	1,000	0	1,000		1,000	0	1,000		1,000	0	1,000	
Library Materials (<i>electronic</i>)	10,000	0	10,000		10,000	0	10,000		10,000	0	10,000	
Supplies/Operating Expenses	2,500	0	2,500		2,500	0	2,500		2,500	0	2,500	
Equipment	0	0	0		0	0	0		0	0	0	
Other Expenses	0	0	0		0	0	0		0	0	0	
Other Resources Total	\$13,500	\$0	\$13,500		\$13,500	\$0	\$13,500		\$13,500	\$0	\$13,500	
PHYSICAL FACILITIES												
Construction	0	0	0		0	0	0		0	0	0	
Major Renovation	0	0	0		0	0	0		0	0	0	
Other Facility-Related Expenses	0	0	0		0	0	0		0	0	0	
Physical Facilities Total	\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	
TOTAL	\$114,900	\$0	\$114,900		\$117,315	\$0	\$117,315		\$122,145	\$0	\$122,145	

Section B.

	Amount		%			Amount		%			Amount		%	
EXPLANATION OF "NEW" SOURCES ²														
Tuition/Registration Fees		0					0					0		
State Support		0					0					0		
Federal Grants/Contracts		0					0					0		
State Grants/Contracts		0					0					0		
Private Grants/Contracts		0					0					0		
Private Gifts		0					0					0		
Other (please specify)		0					0					0		
TOTAL		\$0		0.0%			\$0		0.0%			\$0		0.0%

¹Resources re-allocated from existing programs in Year 1 should be noted in the "Existing" column. In addition, "New" costs from Year 1 that will continue in the third and fifth year should also be noted in the third and fifth year as "Existing."

²Any "New" resource utilized to fund a new program must include the source to be provided in the "Explanation of New Sources" section. Total "New" sources for each year must equal the total for each year under "Explanation of New Sources."

³Budget estimates for faculty salaries and benefits must include estimated merit and COLA increases in Year 3 and Year 5.

EXPLANATION (Please provide any additional information pertinent to the budget projection, including for example, explain for any new funding sources that are not guaranteed receipt by the institutions how the program will make-up for the potential loss in expected new funding.): **All funding for the program currently exists except for the potential for future merit and COLA increases. The budget provides for the salary equivalent of one full-time instructor and some part-time instruction. Library resources currently exist, as all but three courses in the program are now taught as part of the existing Secondary Education endorsement in Biological Sciences. No new sources of funding will be required.**

ATTACHMENT D

PROGRAM FEASIBILITY EVALUATION

Peter Bradley

