Great Basin College
FACULTY SENATE 2023-2024
Friday, December 15, 2023
9:00 am
Elko –GTA 130; Ely – GBC 118; Pahrump- PVC 122; Winnemucca – GBC 123/124.

AGENDA

When speaking or making a motion, please identify yourself.

1. **Roll Call:**

2. **Call to Order:**

3. **Senate Chair Report – Verbal Report**

4. **Updates from President Helens –**

   Updates from Vice President of AA/SA, Jake Hinton-Rivera –

5. **Approval of November 17, 2023 minutes - For Possible Action**

6. **Standing Committee Reports:**
   a. Academic Standards & Assessment……………………………………………… **No Report**
   b. Bylaws…………………………………………………………………………... **Action Items**
      i. **Proposed Changes to Bylaws – For Possible Action**
      ii. **Report – with Action Items for Review**
   c. Compensation & Benefits…………………………………………………….... **Action Items**
      i. **Finalize Professional Development Disbursements – For Possible Action**
      ii. **Report – with Action Items for Review**
   d. Curriculum Review……………………………………………………………….. **Action Items**
      i. **Proposed Changes to Curriculum – For Possible Action**
      ii. **Report – with Action Items for Review**
   e. Instructional Technology………………………………………………………… **No Report**
   f. Gen Ed Committee……………………………………………………………….. **Action Items**
      i. **Proposed Changes to General Education Courses – For Possible Action**
      ii. **Report – with Action Items for Review and a Proposal to Replace the INTs**
   g. Personnel……………………………………………………………………….. **Written Report**
      i. **Report – Information Only**

   h. AI Committee, ad hoc……………………………………………………….. **Action Items**
      i. **Proposed Changes to the Catalog to Include Plagiarism and Cheating Policy – For Possible Action**
      ii. **Report – with Action Items for Review**

   i. Emeritas Recognition, ad hoc …………………………………………………... **Written Report**
      i. **Report – Information Only**

7. **Unfinished Business:**

8.   New Business:
        i. Biennial Curricular Review Committee for 2023 – Carrie Meisner
       ii. GBC Policy Review Committee – George Kleeb

9.   Information Items:

10.   Announcements:

11.   Good of the Order:

12.   Adjournment:

Great Basin College
FACULTY SENATE 2023-2024
Friday, November 17, 2023
9:00 am
Elko –GTA 130; Ely – GBC 118; Pahrump- PVC 122; Winnemucca – GBC 123/124.

DRAFT MINUTES

1. **Roll Call:**
    Sam Lackey, Dean Straight, Robert Cowan, Steven Scilacci, Norm Whittaker, Christopher Salute, Madison Arbillaga, Jamie Carlson, Laura Debenham (Proxy Jessica Lynch), Eleanor ODonnell, Tami Potter, Eric Walsh, Ping Wang, Rita Pujari, Laurie Walsh, Brenda Gonzales, Kimberly Noah, Tim Beasley

    Absent Voting Representative:
    Jason Brick

    Other members present:
    Dave Sexton (Chair), Dan Bergey (Vice-Chair), Konstantinos Travlos, Karl Stevens, Yvonne Naugayan, Jonathan Foster, John Rice, Jen Stieger, Deanna Hamilton, Tawny Crum, Rebecca Hawkley, Ethan Hawkley, Erica Salazar, Steven Hrdlicka, Arysta Sweat, Lynette Macfarlan, Carrie Meisner, Donald Jones, Xunming Du, Susanne Bentley, Tami Mette, Michelle Husbands, Mardell Dorsa, Krishna Subedi, Amy Smith, Brian Dankowski

    Others present: President Helens, Vice President Rivera, Mary Doucette, Kimberly Myers, Elizabeth Stanley, Summer Sutter

2. **Call to Order: 9:04am**

3. **Senate Chair Report – Verbal Report**
    i. F25 COLA (attached)
    There are two items that are coming up in the Board of Regents meeting that Chair Sexton would like to comment on before we hear from our leaders, so they can comment on them. There was a meeting with the Chancellor with everyone to discuss what was going to happen after President Helens retired. The Chancellor was appreciative of all of the really good input she received. The Chancellor is going to attend a Faculty Senate meeting in the future.

    Chair Sexton would like to remind the Senate that we have a room set aside in Elko for the BOR meetings, but unfortunately no one attends. Chair Sexton would like to see more participation, especially with the two items he will discuss with the Senate today.

    The first item is regarding the results of the visiting session with the Chancellor in Elko. The theory was that they were going to return to the BOR and give them their recommendation of whether or not we should have an interim or an active or a search. Then the BOR may or may not take their recommendation. Chair Sexton says that isn't going to happen and instead reads from the BOR agenda for the November 30th meeting:
    > "Interim Chancellor Patricia Carlton in consultation with Chair Byron Brooks will recommend the appointment of Amber Donnelli, Ph.D. to the position of Interim President of Great Basin College (GBC), effective July 1, 2024."
    Congratulations, Amber!

    The second item is the COLA. There are two proposals, and both have a 5% student fee increase. The difference between the two is the pay increase: one has the full 11% but will not come into effect until October 2024, and the second has a 9% and will take effect in July 2024.

    Chair Sexton has not heard of anyone questioning the validity or desire in giving the COLA. The split will be the tuition increase. There are some Regents who are very set against an increase in student fees. There are also some campuses that are also asking for an increase.

Chair Sexton reiterates that if you want to have your input heard on these two important items, join the meeting room available on campus. The Board of Regents meeting is two Fridays from now, Dec 1st at 9:30am. Chair Sexton will send out the links.

Questions?
A member asks if the regents gave any reason as to why they chose an interim president.
Chair Sexton says that there is a 10:00am meeting with the Chancellor today, Friday 17th, that might answer the member's questions. If he can't attend the meeting in time, he will search for the answer.

4. **Updates from Vice President of AA/SA, Jake Hinton-Rivera –**

VP Rivera would like to first touch on fall enrollment. GBC was down about 4% overall. A closer look reveals that Ely, Winnemucca, and Pahrump were in the positive. There were three areas, however, that were in the negative: Elko, dual enrollment, and out of state internet. A factor for this decline is when the job market is doing well, college enrollments decline. Nevada Gold Mines has 140 positions that they are needing to fill. We lost 200 Las Vegas NV State high school students, because CSN was able to offer those classes in person. We are working on several initiatives to improve dual enrollment, and now that we have a director for dual enrollment, it should be more productive. Some of those initiatives include earlier contact with high school students, direct parent communication, surveying high school students as to what their interests are rather than telling them what options we have for them, congratulating high school students on their academic successes, looking for more scholarship options for dual enrollment, and ensuring that our dual enrollment students stay with GBC to be degree seeking students.

VP Rivera says that we need to expand enrollment outside of our limited-service area. We can't expect to increase enrollment if our variable population growth doesn't increase significantly. This means marketing all over Nevada but also to surrounding states.

The need to increase marketing funding becomes more important as we have to be able to advertise in a variety of spaces. Spring 2024 enrollment is underway, so we have an opportunity to end the year in the positive.

VP Rivera did identify a committee to discuss the GBC Elko Career Fair. The estimated date is April 17th.

A member wants to appreciate VP Rivera's aggressive marketing.

Updates from President Helens –

President Helens states that our enrollment is what we should be focused on. Our business runs on enrollment and with support from our community. It's important to understand how enrollment works. She is interested in facts, not the rumors about so much up or down. She is tired of rumors. Recently President Helens was contacted by a reporter that said our health programs being sanctioned. President Helens says, no, our nursing program is still number one in the state. In fact, we have created a dual enrollment CNA in Battle Mountain, so they can come under our umbrella and be successful. President Helens says the health sciences program is not just number one in the state but in the nation. She said that CSN was having problems with their nursing program, but that is not us. We have continued to create programs in each of our major locations even in difficult times.

President Helens says that as we continue to cut, we had less opportunity to fund unfunded mandates. COLA was one of those unfunded mandates. For smaller institutions, we need to figure out where we can cut so we can afford the COLA increases. She's hoping that there still are conversations that ask, are there ways to fund this where we can get help? She has said before that it's the same pie. There is no extra money; it's just how it's distributed.

President Helens says that Pahrump may even be bigger than Elko now with the population growth and the new lithium mine. That campus is still apart of our greater Nevada college. Our job is to make sure that access to our college continues.

President Helens and VP Rivera are pleased to see that Amber Donnelli is being considered for the interim position. When President Helens retires, VP Rivera will allow himself to be recruited. There will be a lot of change happening, and she hopes that the focus will be on enrollment and sustainability. She says we have to work together to be successful.

5.   **Approval of October 20, 2023 minutes - For Possible Action**

A motion to approve the minutes for October 20, 2023 was by Laurie Walsh, seconded by Dean Straight. Motion passed unanimously.

6.   **Standing Committee Reports:**

a.   Academic Standards & Assessment…………………………………………… **Written Report**

      i.   Report – Information Only

b.   Bylaws………………………………………………………………………... **Verbal Report**

      i.   Proposed Changes to Bylaws – For Possible Action

Bylaws Chair Walsh states that there was a last-minute change to the Action Items for the Bylaws. Action 4 needs to be pulled from the table to be reconstructed.

A motion to pull from the table the Action Item 4 of the Proposed Changes to the Bylaws was from Dean Straight, seconded by Laurie Walsh. Motion passed with Sam Lackey abstaining.

Action Item 1

A member brought up that Computer Services needs to be a member of the Instructional Technology Committee, not just ex-officio. It does no good for them to be ex-officio. They need to be able to vote on matters in the committee.

Another member said that the wording for the Computer Services ex-officio was already in the Bylaws, and the current Action Item to change the Bylaws is unrelated to Computer Services; it's about the Director of IAV.

The issue concerning the membership of Computer Services for the Instructional Technology Committee will be charged to the Bylaws for a future meeting.

A motion to approve Action Item 1 of the Proposed Changes to the Bylaws was by Jamie Carlson, seconded by Dean Straight. Motion passed unanimously.

Action Item 2

A member asks if this will make it more difficult to embed courses that are already in the program.

Gen Ed Chair Hawkley answers by saying that this process for embedments to go through all affected departments before it reaches Gen Ed takes the responsibility off of the Gen Ed Chair to make sure that everyone has seen it.

A motion to approve Action Item 2 of the Proposed Changes to the Bylaws was by Dean Straight, seconded by Jamie Carlson. Motion passed unanimously.

Action Item 3

A motion to approve Action Item 3 of the Proposed Changes to the Bylaws was by Jamie Carlson, seconded by Dean Straight. Motion passed unanimously.

c.   Compensation & Benefits…………………………………………………………... **Written Report**

      i.   Report – Information Only

d.   Curriculum Review………………………………………………………………….. **Written Report**

      i.   Report – Information Only

A member has a concern about a new course that she was told is required to be approved by Faculty Senate before it can be offered in the Spring Catalog. There are students needing to take it.

It is under general assumption that if the course is listed in the Curriculum Committee report and no one has any questions, then we don't need to vote on it.

A member recommends that it be brought back in December for formal approval.

Chair Sexton mentions that this issue of courses approved through Curriculum Review has been brought up before, so we should make these Action Items in future meetings.

A motion to get a sense of the senate to move Curriculum Review course approvals forward to the meeting in December for formal approval was by Norm, seconded by Dean Straight. Motion approved unanimously.

    e.   Instructional Technology……………………………………………………… **Written Report**
         i. Report – Information Only

    f.   Gen Ed Committee…………………………………………………………….. **Written/ Verbal Report**
         i. Proposed Changes to Gen Ed – For Possible Action
        ii. Report – With Items Requesting Review for Action in December

Gen Ed Chair Hawkley urges members to look at the two proposals made by Gen Ed for possible action for December. Please reach out to him if there are any questions regarding those items.

A motion to approve the new Embedment Process and Form was by Laurie Walsh, seconded by Jamie Carlson. Motion passed unanimously.

A motion to approve the Proposed Changes to General Education Courses of the three PHIL courses – two added one removed – was by Laurie Walsh, seconded by Jamie Carlson. Motion passed unanimously.

    g.   Personnel………………………………………………………………………….. **Written Report**
         i. Report – Information Only

    h.   Equipment Awards Advisory Group…………………………………………….. **Written/ Verbal Report**
         i. Equipment Request Awards – For Possible Action

A motion to approve the Equipment Awards was by Dean Straight, seconded by Jamie Carlson. Motion passed unanimously.

    i.   AI Committee, ad hoc…………………………………………………………….. **Written/ Verbal Report**
         i. Report – With Item Requesting Review for Action in December

Madison Arbillaga is the new Chair of the AI Committee.

    j.   Emeritas Recognition, ad hoc ……………………………………………………... **Written Report**
         i. Report – Information Only

    k.   Presidential Position Description, ad hoc ……………………………………… **No Report**

In lieu of the Board of Regents appointing Amber Donnelli as the interim president, the Presidential Position Description, ad hoc committee will be dissolved.

7.   Unfinished Business: None.

8.   New Business: None.

9.   Information Items:
         i. Personnel Committee Procedures – Arysta Sweat

One of the things the Personnel Committee is focusing on is clarity. There has been some confusion as far as processes go, so Personnel Chair Sweat provided a presentation:
- When you are on a search committee, the final rating is what you need to send your committee chair. HR has requested that important documents need to be shredded.
- Administration is only reviewing the search committee's consensus of strengths and weaknesses. Do not send recommendations or rankings to administration.
- All requests for a member of the Personnel Committee to serve on a search committee need to go through the GBC Faculty Senate Personnel Chair.

A member has a question in regard to not sending recommendations or rankings. Is there a good HR reason for this?

Personnel Chair Sweat answers that pointing out strengths and weaknesses does require a little bit more of a consensus if you're trying to drive out the outliers. You do have to submit your rating sheet, but that may be if concern arises. This is the current process. This is what administration has requested; it is not a policy.

A member was a part of a search committee last year, and he was specifically told that he could not recommend anyone, so it was impossible for him and the chair to make sure they got the right person. He had to try and manipulate the strengths and weaknesses for the person they would prefer to fill the position. A member suggests researching other institutions on their processes. He states that one of the reasons they are asked to be on these search committees is for their expertise, so we should find out more about why recommendations aren't allowed.

Personnel Committee will investigate this concern further and encourage everyone if they have any other questions to reach out. If anything changes, she will reach out.

ii. GBC Strategic Plan/ Institutional Effectiveness Assessment Report for 2022-2023 (attached) – Dean Mary Doucette & Dean Stevens

Dean Doucette begins by stating that basically we have a strategic plan, and we have to have an institutional assessment of that strategic plan. The report included in the Senate packet is the result of many months of compiling data for 2022 – 2023. It explains what we did, what we're doing, and the action plan for this year.

When Accreditation was here, they wanted the data, but we didn't have it, since it was our first year. They will be coming back in the Fall of 2024 for an ad hoc report, which we will have to write June 1st. We will be using this Institutional Assessment Report, and now the next step is to form a program assessment.

Dean Doucette passes the conversation to Dean Stevens.

Dean Stevens says that we must have a logistical mechanism in place to help gather the data for the program assessment, and Dean Stevens has a plan. Canvas has an outcomes tool imbedded within that allows us to tie the outcomes that we've identified as important to the course level that is relevant to determine how well the students are achieving the mastery of those outcomes. Yvonne Naugayan has been working very diligently in taking some training of the Canvas outcomes tool, and they are close to implement the tool soon. Dean Stevens' team will be offering training on the Canvas tool in the Spring 2024 with the anticipated full implementation of the tool in the Fall 2024. It's important to understand that the Canvas outcomes tool is separate from the course evaluations that are completed at the end of the year.

Dean Stevens says that this will require the effort of all departments and of all faculty, because the process is implemented in the grading steps in the assignments that are chosen to tie-in with those outcomes. So, in addition to providing a student with a score of their assignment, there will be a question of how well the student achieved levels of mastery of the outcomes. It doesn't have to be for all assignments; only the ones that are relevant within your course. This will be an ongoing effort.

A member asks why they can't take the data from the work that the instructors are already doing, instead of requiring another process.

Dean Doucette say that the process the member is speaking of is manual. This process will be digital, and the intent will be to hopefully drop down the amount of work for the instructors.

Dean Stevens states that the intent over the Spring is to see how well it works. They are not committing to anything yet. This is a trial process. Right now, we are seeking a mechanism that will hopefully be manageable to everybody and also meets the accreditation standards.

Dean Doucette says that the big thing is extracting program outcomes from the tool that are current, because we are lacking in program outcome evaluations. The program review policy doesn't have outcomes.

It was discussed that perhaps the learning outcomes tool and its reporting functionality may replace the manual reporting. One mechanism may serve both purposes.

10. **Announcements:**
GBC Winter Festival. Wednesday December 6th from 5:00 – 8:00pm. There will be venders and Santa and Mrs. Claus pictures. Phi Beta Kappa will sponsor a Community College recruitment booth to target potential students, so if anyone would like us to hand out your program brochures or recruitment information, they would be happy to do so.

11. **Good of the Order:**
       i. **Foundation –** Seeking volunteers for a focus group to discuss a potential creation of an alumni network. If interested, contact Hillary Baker (hillary.fruge@gbcnv.edu).

12. **Adjournment: 10:30**

Bylaws November/December Report
November 16 meeting: Becky Coleman**,** Nick Cooley, Kevin Seipp, Laurie Walsh

The committee was asked by the Instructional Technology Committee to add the IAV director to the list of ex-officios as that expertise is sometimes needed.

The Bylaws committee met on November 16 to discuss clarifying the personnel committee charges related to personnel representatives on search committees in consultation with Arysta Sweat, Chair of the Personnel Committee. Below is the statement resulting from several rounds of review and revision with Ms. Sweat.   This new version simply makes the charge clearer and explains the need for it.

Action items for each of these are up for an FS vote in December. These have been uploaded separately.

ACTION ITEMS: BYLAWS

Action Item 1: Instructor Technology Ex-Officio list

Add the Director of Interactive Video and Classroom Technology

Action Item 2: Personnel Committee

Original charges:

f. Recommends representatives for professional search committees who ensure adherence to NSHE and GBC professional search policies; representatives cannot be members of the department conducting the search;

g. The committee chair will ensure assignments to the professional search committees are evenly distributed amongst personnel committee members;

REVISED for this action item:

The chairperson shall designate a personnel committee representative to serve on all search committees. In accordance with GBC policy for staff secruitment Section 2.2.2, the personnel committee representative is "primarily charged with monitoring adherence to established policies, procedures, and legal requirements to assure a fair search process". Thus, in order to avoid potential conflicts of interest, due diligence shall be made to designate a member outside of the department of the position for which the search is being conducted.

Great Basin College Faculty Senate
Compensation and Benefits Committee

Minutes, December 1, 2023

Roll: All Present. Milinda Wasala, Kara Coates, Konstantinos Travlos, Matthew Nichols, Rita Pujari
Steven Scilacci, Jessica Bellander , John Rice

1) Discussion of Independent Study Compensation. **INFORMATION**

The committee invited Dr. Daniel Bergey to discuss matters related to Independent Study compensation. In many cases faculty are asked to teach individual students in an independent study course. The policy stipulates that students are "expected to principally work independently, without meeting the regularly scheduled time blocks." In some areas of the college, especially in the sciences and in CTE, it is not possible for students to work independently, and faculty spend as much time working with an individual student as they would an entire class. As examples, there are lab meetings in sciences and hands-on instruction in CTE.

The committee is seeking a solution that will provide opportunity and fairness to our students and to members of the faculty. The committee also understands the funding challenges faced by administration and is eager to work with administration to provide a solution.

Milinda Wasala and Dan Bergey will review contracts from our sister institutions to see how they handle similar situations and report back to the committee in the spring.

2) Finalize Professional Development Disbursements. **ACTION**

The committee recommends a motion to approve Professional Development Disbursements to:

- David Sexton, Western Association of Criminal Justice, $1,086
- Gerardo Wence-Munoz, Gottman Method Counseling Training, $3,199.16

Requests for Spring Professional Development Disbursements will be accepted until March 31, 2024. There is approximately $10,000 in professional development funding remaining, and the committee encourages all faculty, teaching and administrative, to take advantage of this funding. It is the most professional development funding that has been made available to faculty in recent years.

The committee also discussed clarifying the language in the professional development funding application. Those revisions will be made this month and presented to faculty in January.

3) Other matters from members for the committee. **INFORMATION**

The committee will investigate instances of faculty teaching multiple full cohorts to cover unfilled faculty positions. Those faculty members are literally doing the work of two faculty members but being compensated with overload. Overload compensation is a fraction of full-time compensation and is typically limited to a certain number of credits. The committee has multiple concerns about this practice. Compensation is just one part of the problem. Exhaustion, faculty burnout and mental health is a real concern among faculty as well.

Curriculum Review Committee Report

From 11/9/2023 to 12/7/2023 the committee recommended to approve the following:

- CRS216 – Continuity of Respiratory Care.
- EDSC 425 Methods of Teaching Secondary Physical Education:
- EDSC 428: SEAD Practices Supporting Nevada Policies, Equity, and Critical Issues
- EDSP 418: Introduction to Social Emotional and Academic Skills
- EDSP 438: Methods and Curriculum for Modeling, Teaching, and Implementing SEAD.
- EDSP 448: SEAD Assessments, Evaluation, Monitoring, & Improvement Planning
- EDU 310: Learning, Development, and Individual Differences in Gifted Education
- EDU 320: Learning Environments for Gifted Students
- EDU 330: Curriculum and Instructional Planning in Gifted Education
- EDU 340: Assessment in Gifted Education
- HIST 312: The Expansion of the United States
- HUM 301 – Studies in Humanities
- NURS 185 – Paramedic/LPN Bridge to Registered Nursing

- EDSEBU-BA - MATH 120, 120E, 126, 126E, 127, or 128" will replace the current "MATH 126, 126E, 127, 128, or STAT 152." Students will be advised to take MATH 120 OR MATH 120E. MATH 120 and 120E are better aligned with the content of the Praxis Core Math Exam. https://www.ets.org/praxis/site/test-takers/resources/prep- materials.html?examId=5733 The inclusion of the MATH courses above the 120 level allows for transfer credits to be brought into a student's program. The new language aligns with the Gen Ed grid offerings for bachelor degrees. STAT 152 was deleted since its content is a very minor aspect of the licensing exam.
- Associate of Applied Science — Computer Technologies, Computer Programming Emphasis: Replace CSCO 120 CCNA Introduction to Networks and GRC 188 Web Animation I with CIT240 Python for Data Analysis and CIT242 R for Data Analysis
- Bachelor of Applied Science— Digital Information Technology Emphasis: Adding CSCO483 CCNP ENARSI as an elective course to meet the students' needs for passing the CCNP exam in the program
- Bachelor of Arts English: Add ENG320 Identities and Texts as an upper-division elective that will apply to the upper-division electives section of the degree
- BASS 400 level courses: Change upper division ANTH, HIST, PSC, and PSY courses to any 400 level ANTH, HIST, PSC, or PSY course with options offered at GBC level.
- BASS Electives: Change program electives to any ANTH, HIST, PSC, or PSY course with those currently listed on the catalog as options.

- BASS INT 349: Remove INT 349 Integrative Seminar requirement and add an additional 3 credits to Upper division Social Science Requirement
- BASS SOC 101: Remove ANTH 201 and 202 from Prerequisites and add SOC 101 Principles of Sociology
- CCNA Skills Certificate: Revise program to align with current exam requirements.
- Secondary Education English Endorsement: Change ENG475B (offered on randomly) to an "Upper Division Elective" course in English.

<mark>Course Inactivations:</mark>
- CRS221– Continuity of Respiratory Care: Course was activated in error.
- CIT 211Microsoft Networking I
- CIT 213: Microsoft Networking III
- CIT 214: Microsoft Networking IV
- CIT 215: Microsoft Networking IV
- CSCO 221: CCNA WAN Fundamentals

<mark>Course Changes:</mark>
- MATH181 – Change prerequisites from "Must have completed [(MATH 126 or MATH 126E) and MATH 127] or MATH 128 with a grade of "C" or better" to "Must have completed [(MATH 126 or MATH 126E) and MATH 127] or MATH 128 with a grade of "C" or better or earned a satisfactory score on the placement test, ACT or SAT"
- HIST 312 - The Expansion of the United States – Gen Ed approval 11/28/2023 to substitute for INT349
- ENG416C – Special Problems in English: Change prerequisite from instructor permission required to must have completed ENG102
- ANTH 307: Ancient Civilizations to replace INT 349 Gen Ed approval 11/15/23
- ANTH 332: (De)Constructing Race to replace INT 349 Gen Ed Approval 11/15/23
- EMS 108: Change department consent to "not required", list the course requirements, but not make students show proof prior to registration
- EMS 207: Change prerequisite from "must have completed EMS 204 and EMS 206" to "must be admitted to the paramedic program".
- EMS 209: Change prerequisite from "must have completed EMS 204 and EMS 206" to "must be admitted to the paramedic program".
- EMS 210: Change prerequisite from "must have completed EMS 204 and EMS 206" to "must be admitted to the paramedic program".
- EMS 211: Change prerequisite from "must have completed EMS 204 and EMS 206" to "must be admitted to the paramedic program".
- EMS 212: Change catalog description
- EMS 214: Change prerequisite from "must have completed EMS 210 and EMS 211" to "must be admitted to the paramedic program".
- EMS 215: Change prerequisite from "must have completed EMS 210 and EMS 211" to "must be admitted to the paramedic program".
- EMS 216: Change catalog description
- EMS 219: Change prerequisite from "must have completed EMS 212 and EMS 214 and EMS 215" to "must be admitted to the paramedic program".

- HIST 303: to replace INT349 and catalog description change approved by Gen Ed 11/15/23
- HIST 341: to replace INT349 and catalog description change approved by Gen Ed 11/15/23
- INT 349: Catalog description change approved by Gen Ed 11/15/23
- PSY 313: to replace INT349 and catalog description change approved by Gen Ed 11/15/23

Inactivate Program:
- Network Specialist Skills Certificate

General Education Faculty Senate Report 12/15/23

The General Education Committee is scheduled to meet on 12/13/23 to discuss some logistical catalog revisions based on the [General Education Proposal to Replace the INT 300 courses](#).

The committee recommends the following action items. They were presented for faculty consideration at our previous meeting.
- approval of the following grid changes
    - adding CRJ Intro to Criminology to the Gen Ed grid under Structure of Societies.
    - adding WELD 200 Metal Art to Gen Ed Grid under Fine Arts. The revised syllabus is included this packet.
    - approval of Social Science courses to replace INT 349 in next year's catalog (ANTH 307, ANTH 332, HIST 303, HIST 312, HIST 341, PSY 313)
- approval of [General Education Proposal to Replace the INT 300 courses](#)

Here again are the minutes from the General Education Committee's 11/15/23 Meeting:

General Education Committee Minutes
11/15/23
10 am McMullan 102 in Elko and over Zoom
Attendees: Chair, Ethan Hawkley; Members, Brandy Nielsen, Brian Ziezler, Ping Wang, Tom Bruns, Daniel Bergey, Tami Mette, John Rice; Ex-officio members, Mary Doucette, Deanna Hamilton,

1. Action Items for Next Senate/Review of Last Meeting
    - The committed voted to approve the 10/25/23 [Minutes](#)

2. Vote/Discussion on Proposals
    - Welding Course
        - CTE is requesting to add WELD 200 Metal Art to Gen Ed Grid under Fine Art
        - The committee voted to recommend Faculty Senate approve the inclusion of this course into Fine Arts after voting at our December faculty meeting on the condition that CTE provides an assessment grid with their proposal
    - CRJ Course
        - Social Sciences is requesting to add CRJ 270 Intro to Criminology to the Gen Ed grid under Structure of Societies
        - The committee voted to recommend Faculty Senate approve the inclusion of this course into Structure of Societies after voting at our December faculty meeting
    - INT 349 Courses in Social Sciences
        - Social Sciences is submitting several courses that will count as and replace INT 349 in next year's catalog

- The committee voted to recommend Faculty Senate approve these course changes
- Remove HIST 105 and 106 from Humanities portion of the Gen Ed grid as we no longer offer those courses here
    - The committee voted to recommend Faculty Senate approve these removals from the Humanities portion of the general education grid.

3. Discussion of INT and Upper division General Education Issue
    - New INT Proposal, attached here.
    - The committee voted to recommend that the Faculty Senate approve this proposal as a way to replace INTs with transferable courses, Huzzah!

4. Discussion of Gen Ed approval procedure
    - New Gen Ed approval procedure proposal
    - The committee voted to approve this procedure to streamline the General Education committee's approval process moving forward.

5. Next meeting time
    - Wednesday December 13th at 10am

General Education Proposal to Replace the INT 300 courses

Upper-Division General Education

Currently upper-division general education courses are located under four areas (humanities, mathematics, science, and social science) and are designated as non-transferrable INT seminars. The INTs also lack assessable outcomes and connection to the general education objectives. We would like to resolve these issues in a simple way that continues to serve our BAS, BA, and BS programs without too much disruption to how programs are currently designed.

To serve these ends, we propose the following plan.

The Plan:

Instead of writing new objectives for an upper-division general education program, which would cause a whole new set of problems, we are proposing that upper-division general education courses be designed to emphasize mastery of the lower-division general education objectives currently listed in the catalog.

To do this, we propose that the academic departments currently overseeing these four INTs take on a supervisory role for the four areas that will be targeted for mastery at the upper division level. Arts and Letters will oversee upper division Humanities courses, Math will oversee Mathematical Reasoning, Science will oversee Scientific Reasoning, and Social Sciences will oversee Structure of Societies. Oversight will include approving courses in these upper-division areas and coordinating an assessment schedule with the Academic Standards Committee.

This change should not dramatically alter any existing programs. BAS programs will still be required to fulfill all four areas and BA and BS degrees will be required to have one of these in their programs. BA and BS degree programs will be free to select whatever other area(s) of mastery they would like for their students.

This plan creates a path forward for replacing INT courses with transferable ones, makes those courses assessable, and connects them to the college's larger general education objectives.

GBC November 2023 Personnel Committee Meeting

Asynchronous (Participation due by 11/30)

—

Members in Attendance

Arysta Sweat, Amber Cannon, Jason Brick, George Kleeb, Jennifer Stieger, Erica Salazar, Mardell Dorsa, Jessica Johnson, Timothy Beasley, Xunming Du

Agenda Items

Topics for clarification and/or broader communication:

Clear communication about the role of Personnel Committee members on search committees.

- Personnel Committee members clarify procedure and help ensure it is followed. This includes escalating improper conduct within search committees to HR.

Clarification of what positions involve search committees.

- Professional administrative and academic faculty positions involve search committees in which the Personnel Committee representative should be included. Search committees are not involved in instances where a search waiver is approved.

Clarification on how search committee chairs are selected.

- The hiring manager is the search committee chair. At GBC, this is often the VPSAA. However, the VPSAA may designate someone else to serve as chair.

Clarification on training of Personnel Committee members (Institutional processes, Title VII, Title IX, ADA, etc)

- HR is reviewing Title VII training. The goal is to have it rolled out in January.

Broader communication about contacting the Personnel Chair to request a Personnel Committee representative.

- A mass mail will go out to all faculty and staff notifying them of the request process.

Dec 13, 2023 - December Personnel Committee meeting

Dec 15, 2023 - December Faculty Senate meeting

Artificial Intelligence Ad Hoc Committee Update

For GBC Faculty Senate

12/15/23

The AI committee met once on 12/13/23. Attached to the bottom of this report.

The following actions have been taken,

1. We request an action item for the December 15th Faculty Senate meeting to approve the changes to the catalog plagiarism and cheating policy submitted in the November 15th Faculty Senate meeting.
2. The committee has drafted AI Syllabus example statements to share with faculty based on the plan for faculty AI integration. These will be sent out to all faculty and included [here](#).
3. A faculty-wide survey will be sent out in January to assess the use of the Turnitin AI Detection tool and future training interests.

The committee is working on the following for faculty,

1. Research and benchmarking in conjunction with other Nevada institutions.
2. Creating a Best Practices webpage for faculty on AI and its usage.
3. Determining future interest in training for current AI detection tools.

Ad Hoc GBC AI Committee Agenda
12/13/23, 1pm
HTC 121 in Elko and over Zoom
https://gbcnv-edu.zoom.us/j/85942961209?pwd=M25yWUVBMWQ2andzWFJ1Uk9nNTU4Zz09
Attendees: Chair, Madison Arbillaga; Members in attendance:Yvonne Naungayun, Rita Pujari, Ethan Hawkley, Robert Hunton, Daniel Murphree, John Mittelman, Donald Jones, Dean Straight, Laura Debenham
Excused: Mary Doucette, Susanne Bentley, Di Li, Staci Warnet

1. Approval of 11/15/23 Minutes Click Here
2. Assignments Updates:
   - Draft Options for Syllabus
     - Madison Arbillaga and John Mittelman
     - Click here for syllabus recommendations and possible options.
   - Institutional Policy Next Steps
     - Daniel Murphree and Dean Straight and Academic Standards Committee
     - Determine if this statement will be sent to the Faculty Senate or the next actions
     - **Vote through Faculty Senate- Action item from the last meeting**
   - Update on research and benchmarks with other AI institutions
     - Yvonne and Ethan
     - Research and benchmark with other AI institutions
       - UNR:https://www.unr.edu/digital-learning/instructional-strategies/ai-in-teaching-and-learning
       - UNLV:https://www.unlv.edu/policies/students#:~:text=Transparency%20and%20accountability%20are%20expected,%2C%20research%2C%20or%20academic%20writing.
   - Update on the Best Practices page (Faculty)
     - Yvonne? & Susanne
     - Dean
   - Update on the Best Practices page (Committee)
     - Yvonne? & Susanne

3. Turnitin & Faculty Survey Update:
   - GBC will be updating its system to include Turnitin Originality for the spring semester. This will include the generative AI detection system.
   - The AI committee will be sending out a survey to evaluate faculty usage and interest in the Turnitin upgrade for future training.

4. New Business:
5. Next Meeting: January

Academic Honesty
Plagiarism
Plagiarism is presenting someone else's words, ideas, or data as one's own. When a student submits work that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and if verbatim statements are included, through quotation marks as well. In academically honest writing or speaking, the student will acknowledge the source whenever:

• Another person's actual words are quoted.
• Another person's idea, opinion, or theory is used, even if it is completely paraphrased in the student's own words.
• Facts, statistics, or other illustrative materials are borrowed, unless the information is common knowledge.

A nationally recognized plagiarism software may be used to check student work.

Cheating
The following are some examples of cheating:
• Recycling (using material generated for one class in another class).
• Using electronic devices inappropriately.
• Using unapproved notes.
• Unapproved discussion between classmates.
• Having others represent you in class—attend class for you, do work in your place, take exams.
• Having others do your work.

Academic Honesty
Plagiarism

Plagiarism is presenting someone else's words, ideas, or data as one's own. When a student submits work that includes the use of generative AI or the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and if verbatim statements are included, through quotation marks as well. In academically honest writing or speaking, the student will acknowledge the source whenever:

• Another person's actual words are quoted.
• Another person's idea, opinion, or theory is used, even if it is completely paraphrased in the student's own words.
• Facts, statistics, or other illustrative materials are borrowed, unless the information is common knowledge.
• A generative AI is used to create all or part of a work.

A nationally recognized plagiarism software may be used to check student work.

Cheating

The following are some examples of cheating:

• Recycling (using material generated for one class in another class).
• Using electronic devices inappropriately.
• Using unapproved notes.
• Unapproved discussion between classmates.
• Unapproved use of generative AI to complete an assignment.
• Having others represent you in class—attend class for you, do work in your place, take exams.
• Having others do your work.

AI Task Force:

Because this is such a rapidly developing situation, there are no standard, widely agreed upon "best practices" for addressing AI in our syllabi and class policies. However, general best pedagogical practices suggest that both the nature and the wording of policies should closely reflect instructors' pedagogical values and align with other course policies (See, for example, Gannon, 2023). The subject matter, academic discipline, and content of a course will have a large impact on AI usage and policies.

Syllabus Example Statements-

STATEMENT OF EXPECTATION: AI Use Integrated into Course

My expectations for student use of AI Tools in Course X:

You are asked to use Generative AI tools in this course. AI use will, however, be dependent on assignment and assessment requirements. Please follow all assessment task-specific directions and guidance as provided. If you have any questions or concerns, please do not hesitate to ask during office hours or after class.

Learning to use AI tools well will take time and practice, so be proactive and set aside some time to 'play' with the AI tools used in this class. Since AI Literacy is an emerging skill (for instructor and student), we will experiment together to discover how best to use them for our academic work and learning.

Familiarize yourself with their strengths and weaknesses. Since many of these tools are prone to fabrication (factual inaccuracies), don't trust its outputs. Assume they may contain errors unless you either know the answer or can confirm it using another source. You will be responsible for any errors or omissions provided by the tool that you fail to identify and resolve.

Important: AI is a tool, but one that you need to transparently and honestly acknowledge using. In addition to standard reference and citation expectations (APA, MLA, etc.), please <u>always include</u> a reflective paragraph at the end of any assignment that uses AI. Explain what you used the AI for and

what prompts you used to get the results. Failure to do so may be considered an act of cheating and a violation

STATEMENT OF EXPECTATIONS: No AI Use Allowed

In this course, our primary focus is to cultivate an equitable, inclusive, and accessible learning community that emphasizes individual critical thinking and problem-solving skills. To ensure a fair and consistent learning experience for all students, the use of advanced AI tools such as ChatGPT or Dall-E 2 is strictly prohibited for all academic (written/coding/creative/etc.) work, assignments, and assessments in this course. Each student is expected to complete all tasks without substantive assistance from others, including AI tools.

Any use of an AI tool in your academic work may result in academic penalties and be considered an act of cheating and a violation.

STATEMENT OF EXPECTATIONS: No AI Use Allowed II

In this course, our primary focus is to cultivate an equitable, inclusive, and accessible learning community that emphasizes individual critical, creative, and effective thinking as well as disciplinary problem-solving skills. While it is reasonable to assume AI use might accelerate some aspects of coursework, the determination has been made to not use such tools. To achieve the identified course learning outcomes, students must be given learning opportunities and tasks that enable students to develop and demonstrate their skills and knowledge across course and discipline-specific projects, assignments, and assessments.

To ensure a just and consistent learning experience for all students, the use of advanced AI tools such as ChatGPT or Dall-E 2 is strictly prohibited for all academic (written/coding/creative/etc.) work, assignments, and assessments in this course. Each student is expected to complete all tasks without substantive assistance from others, including AI tools.

IMPORTANT: Please note that AI use is strictly prohibited in course work, assignments, and assessments. Failure to abide by this guideline may be considered an act of cheating and a violation

Gannon, K. (2023, July 31). Should you add an AI policy to your syllabus? What to consider in drafting your own course policy on students' use of tools like ChatGPT. Retrieved August 14, 2023, from
https://www.chronicle.com/article/should-you-add-an-ai-policy-to-your-syllabus.

The emeritus faculty ad hoc committee is meeting the end of January. In the meantime, committee members are looking at what building the plaque should be posted in and what to have the plaques look like. Also, I have contacted administration to see what happened to the pictures that used to be in the Berg Hall conference room, whether they are in storage or have been thrown away.

General Education Course Submittal Form
Deadline for submission: November 1st

This form is for evaluation of proposed lower-division general education courses

- Submissions should be made by full-time faculty.
- General education courses must be reviewed by relevant department faculty (i.e., ENG prefix by Arts and Letters) and approved by the department chair prior to submission of this form.
- **Form and attachments are to be emailed to GEC chair after department chair approval.**
- Prior to approval, department chairs should notify other departments of this proposal to ascertain if conflicts or concerns exist and to work with appropriate staff to resolve any issues.
- Incomplete general education components (i.e., course learner objectives, general education learner objectives and assessments) will be returned to submitter for completion.
- Forms for courses approved by this committee are forwarded to the Curriculum Review Committee.
- Include a course syllabus with this form
- Email packet to GEC chair

1. **Submitter information (Must be full-time faculty)**

First, Mi, Last: Department Name: Division Name:

GBC Email: Contact phone number: Date of submission:

2. Course information   "new" "existing"   "Course prefix/ number"   "Course Title"

New or existing course for GBC:

Course description / prerequisites (existing courses must match catalog description exactly):

3. Briefly explain why this course should be in general education:

4. GE/Course learning objectives and measurements. Create a table that lists the GE objectives, course learner objectives (all as listed under subcategories 1-11), and measurement in a table. The catalog General Education objectives are attached to this document for ease of copying. NOTE: GE objectives must be identical to the catalog while course learning objectives are tailored for class content. **Please attach GE table to this document.**

SAMPLE GE TABLE for GEOG 106 Human Geography		
GE Area: Human Societies and Experience **8. Structure of Societies**		
GE Objective	Course Learning Objective	Measurement
Demonstrate understanding of the processes that influence human behavior and structure of societies.	Analyze the role of toponyms in delineating human spatial territories.	Discussion Post 1
Demonstrate understanding of the processes that influence social stratification and/or inequality	Analyze the nature of food deserts in US cities and how these relate to social inequality.	Discussion Post 2
Demonstrate understanding of the methodologies used to study human social systems	Analyze production and consumption patterns of chocolate in the context of World Systems Theory.	Discussion Post 3

General Education Course Submittal Form

5. Briefly explain how course content (readings, lectures, films, activities, etc.) addresses learning objectives.

Submitter Signature: Submission Date:

Department Chair Signature: Approval Date:

After department chair approval, submitter must send the signed document and attachments to GEC committee chair. Submitter will be informed of the decisions made throughout the process.

GEC and Administrative review:

General Education Committee approval/denial:
GEC Chair Signature: Approval date:

General Education Committee reasoning:

Dean approval/denial:
Dean Signature: Approval date:
Dean reasoning:

VPAA approval/denial:
VPAA Signature: Approval date:

VPAA reasoning:

Reminder: Submitter will be contacted with updates and required edits.

General Education Objectives

Communications and Expressions
  1. Written Communications
      - Utilize written genres appropriate to task
      - Express ideas clearly and compellingly in text
      - Effectively identify and address various audiences and contexts
  2. Oral Communications
      - Organize oral presentations appropriate to context and audience
      - Deliver compelling and clear oral communications
      - Demonstrate an understanding of interpersonal communications in a variety of contexts
  3. Evidence-Based Communications
      - Correctly interpret and analyze source materials and readings
      - Determine source appropriateness/credibility according to context
      - Effectively incorporate and cite sourced material in communications
  4. Fine Arts
      - Demonstrate proficiency in the understanding of basic fine arts concepts and language
      - Demonstrate the effective use and application of artistic tools and processes
      - Demonstrate the ability to engage in the creative process as it applies to the subject

Logical and Scientific Reasoning
  5. Mathematical Reasoning
      - Demonstrate knowledge of mathematical notation and concepts
      - Apply mathematical concepts and operations in proper written or graphical form
      - Apply relevant mathematical skills in solving real world problems
  6. Scientific Reasoning
      - Demonstrate an understanding of the scientific methodologies used in various disciplines
      - Effectively interpret and apply scientific principles and concepts
      - Apply scientific reasoning to the evaluation, analysis or interpretation of models and theories developed in the sciences
  7. Scientific Data Interpretation
      - Effectively apply mathematical principles and quantitative methods to collect and analyze scientific data
      - Utilize the scientific method to arrive at informed conclusions

Human Societies and Experience
  8. Structure of Societies
      - Demonstrate understanding of the processes that influence human behavior and structure of societies
      - Demonstrate understanding of the processes that influence social stratification and/or inequality
      - Demonstrate understanding of the methodologies used to study human social systems
  9. American Constitutions and Institutions
      - Demonstrate an understanding of American constitutions and institutions and their development
      - Demonstrate understanding of processes of social stratification and inequality in American society
      - Demonstrate knowledge of the methods used to study American society
  10. Humanities
      - Demonstrate an understanding of the consequences of human actions in social and environmental contexts, and an ability to consider the ethical and practical implications of those actions
      - Demonstrate an ability to recognize the importance of creative human expression
      - Demonstrate an ability to recognize and respect the rights of the individual and to appreciate the
      - complexity and variety of divergent attitudes, values and beliefs in society
      - Demonstrate an understanding of the cultural and historical heritage of contemporary society and the implications of this heritage

Technological Proficiency
  11. Technological Proficiency
      - Analyze a problem and identify and define the technology requirements appropriate to its solution
      - Describe professional, ethical, legal, security and social issues and responsibilities for technology users
      - Develop skills to continuously learn fundamentals of existing and new technology

Great Basin College
Course Syllabus

CRJ 270: Introduction to Criminology   ***3 Credits***

Section 1001   ***Spring 2023***

Class Duration: January 23 to May 16, 2023

Professor: Dave Sexton, MA

Contact: Email address: use the link in webcampus

Office Phone: 775-327-2265 Rm: DCIT 129

If you need to contact me, please feel free to do so at your convenience. I check my email and my office phone at least once a day for any messages.

Office Hours: Tuesday   1:00 – 3:00
Wednesday   1:00 – 3:00
Thursday   11:00 – 1:00
Other times by appointment

Catalog Description: Examines how society interacts with crime and delinquency using the criminal justice system. Studies effective interaction and communication between the general public and members of the criminal justice system. Emphasizes the understanding of criminal behavior from a sociological and psychological perspective. Prerequisite: Must have completed CRJ 104.

Required Textbook: Larry Siegel, (2019) Criminology: Core 7th, Cengage publishing, ISBN: 9781337557719

Course Description: This course will familiarize students with the issues surrounding concepts of crime, criminals, crime typologies, and societal responses to crime. Students will examine the theoretical, methodological, and policy issues in criminology and criminal justice.

Course Goals and Structures		
Course Learning Objective	**Measurement**	**GE Core Curriculum** Human Societies and Experience Subcategory: Structure of Societies
Understand the basic concepts and approaches of criminology	Quiz number 1	Demonstrate understanding of the methodologies used to study human social systems.
Understand how US social stratification influences police practice	Quiz number 2	Demonstrate understanding of the processes that influence human behavior and the structure of human societies.
Understand how the development of life courses influence criminal behavior.	Quiz number 9	Demonstrate understanding of the processes that influence human behavior and the structure of human societies.

Course Requirements:

Class success will be guided by these two gems of wisdom:

It's easier to keep up than catch up. Time management is the single most devious bedevilment to obstruct and thwart the online student. You will find it too easy to plan to do your homework in the morning, then after lunch, then after dinner, then before bed, and pretty soon you are chapters and chapters behind. Don't let this happen to you!

We're nothing if not flexible. As the very first offering of a very first class there are undoubtedly some glitches and typos and broken links ahead of us. Don't panic if something doesn't work or doesn't make sense. Drop me a note or a call and we'll get it fixed. Also, I want to stay on top of current, relevant, breaking news and developments. The syllabus may say we are studying "A" this week, but if all heck breaks out in "B" I plan on jumping over and covering that also. You'll notice on the syllabus a lot of the discussion boards don't have a topic listed. As they say on *Law and Order* I plan on "ripping the topic from that week's headlines."

GRADING POLICY: Grading is based on a point system as outlined below. The final semester grade will depend upon the accumulation of points during the semester. These points will be the result of points received on weekly

chapter quizzes, weekly discussion activity, and a final paper/project. I reserve the right to adjust scores as may be required throughout the semester.

It is anticipated that each student will take part in 14 discussion boards, take 14 open book quizzes, and produce and turn in one final project.

Grade Scale:

A	Superior: Demonstrates exceptional competence	93% - 100%
A-		90% - 92%
B+		87% - 89%
B	Above Average: Demonstrates competence	83% - 86%
B-		80% - 82%
C+		77% - 79%
C	Average: Suggests competence	73% - 76%
C-		70% - 72%
D+		67% - 69%
D	Below Average: Suggests incompetence	63% - 66%
D-		60% - 62%
F	Failure	Below 59%

A student may opt for a "W" grade up until the 10th week of class; after Thursday April 6th no "W" grades will be assigned.

All written material will be judged not only on content but style. Typos, grammatical and spelling errors, and dishonesty (plagiarism) will all count against the final grade assigned.

To successfully participate in a discussion forum, students will need to post a minimum of three relevant postings to the discussion, over at least three different days of the week. To be considered relevant, the posting must move the discussion forward with new information, opinion or direction.

Posting only "I agree" or "I disagree" is not considered relevant and will not be considered a relevant post. It is of course permissible to agree or disagree with a fellow classmate – as long as defensible reasons for the new position are provided. No personal attacks or disruptive behavior will be tolerated in the discussion.

I believe the discussion boards are very important - hence I count them as a large part of your final grade. You will find I am generous with extra credit for bar-raising participation. Participate at least three different times a week, raise the bar each time, reference the sources for your opinions and you will do well. I am deleting a weekly writing assignment I have always required up until now in lieu of these discussions. I expect some substance!

I tend to watch discussions more than participate - as long as someone doesn't veer off the page into left field and it doesn't look like someone in the class isn't going to retrieve them. Or I have a particularly good war story on the subject ;-)

The final project is due by Tuesday noon of finals week. It is worth 100 points – more than three discussions or quizzes. The final should be 3-4 (three means three, not two and a paragraph) pages, fully properly referenced and cited.

In part two of our text we studied six possible theories of crime causation over six chapters. I want you to pick a theory and build upon it in an in-depth look at a chapter objectives that you found interesting. "Depth" and "detail" are the operative words here. *I know what the chapters say* – **now I want to learn more from you**.

No later than Tuesday noon submit a 3-4 page essay on your findings. Remember, three pages mean just that, not reaching two pages and two lines and a reference list on page three. You are welcome to use your choice of APA or MLA style, properly cited and referenced, free of typos and mistakes. Something you would not be embarrassed of if a defense attorney showed it to a jury as a measure of your competence. You will need several valid, factual, academic-worthy sources. Properly cite and reference everything. You notice I keep repeating myself. No excuses for not getting this right!

I am here to help with drafts, research questions, etc. This is not a project you can put together in a couple of days.

It can also be a power point of equal work (probably 8-10 slides) again properly referenced and with an audiotrack lecture - pretend you are projecting your slides in front of class, and you are giving a presentation. No DEATH BY POWERPOINT please! If you need a little refreshing on good powerpoint technique, there are many good sources on You Tube. Power-points should have sufficient lecture notes and talking points attached. https://www.free-power-point-templates.com/articles/death-by-powerpoint/

Powerpoints with slides only and no lecture notes will be marked down appropriately - probably at least half a letter grade or more. Please ask me if you don't understand these requirements.

ATTENDANCE: Although we are all attending virtually from a computer somewhere else, class attendance is still necessary for those who have an interest in learning, participating in class discussion, being exposed to informative media, achieving the course objectives and dramatically

improving the odds of performing well on examinations. While attendance is not weighted in the final grade equation, participation is, and the performance of students in the past indicate that poor attendance will invariably yield a poor grade.

As an adult, it is up to you to "come" to class. If you have made travel arrangements or will be out of town on business during the course, for example, it is up to you to be sure you have internet access so that you meet deadlines. You need to plan ahead. In accordance with college policy, those missing three classes (or in this case has not logged on for more than 7 consecutive days or has missed two quizzes consecutively) may be withdrawn from the course.

WITHDRAWING FROM THE COURSE: *April 6th is the last day to withdraw.* Students are responsible for dropping courses. You do not need instructor permission. And just so you know, Ws happen. After April 6th a student who does not participate in class will earn an F for the course. This is mandated by GBC policy, and I know I would rather see you withdraw than be forced to award an F.

STUDENT CONDUCT POLICY: Students are expected to interact with each other and their instructor politely and respectfully. Emails, discussions and papers need to be written in standard English. Please be courteous in writing emails and posting discussions, and give people the benefit of the doubt. It is easy to misread intent in electronic communication, so don't over-analyze. Foul or hostile language is unacceptable as are communications that are hostile to the instructor or other students. As well, "flaming" behavior (for example, inciting discontent with the course or the instructor, or hostility to the instructor or another student) is not tolerated. Other forms of behavior that disrupt the learning process for other students will likewise not be tolerated.

In accordance with Social Science Department policy, such misconduct will be reported to the Vice President of Student Services and/or the Director of Security, and a student may be withdrawn from the course, fail the course, or be subject to other disciplinary action. Please see the GBC catalog for information about student misconduct.

An excessive number of requests for deadline extensions and repeated failure to submit assignments by posted deadlines will be deemed a problem with student conduct. As such, the student's conduct will be reported to the office of the Vice President of Student Services. If such conduct persists, the

student may be removed from the class.

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. 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).

ACADEMIC HONESTY POLICY: GBC students should strive to behave ethically which means each student takes personal responsibility for all aspects of her or his education. Cheating and/or plagiarism will not be tolerated and may result in a failing grade for the course. Cheating includes behaviors such as having someone else do your work, copying other's work, using unapproved technology during exam situations, talking to one another during an exam, falsifying bibliographic sources or data, etc.

Plagiarism is the practice of stealing or passing off the work or ideas of others as one's own. Examples of plagiarism include copying directly from your textbook, copying material from another student, failure to cite the sources of the ideas presented in research papers and on web sites.

Failure to cite properly, failure to paraphrase properly (by restating material in your voice using your words), using ideas that are not yours, using data that are not yours are also forms of plagiarism. Buying or downloading research papers (whole or in parts) written by another is another form of plagiarism. Student work may be screened through plagiarism software.

Recycling is using work you have done in one class for work in another class. This is also known as "self-plagiarism," and is also a form of plagiarism. In this course recycling material from other classes is not allowed. Any incidents of student misconduct involving cheating or plagiarism will be reported to the Vice President of Student Services and may result in a zero for the assignment and/or failure of the course. A student who has earned an

F due to cheating or plagiarism or another form of misconduct will be assigned an F grade prior to the completion the semester. In the event a student withdraws from the course subsequent to confirmed evidence of cheating or plagiarism, the instructor will assign an F for the course.

Accommodations for Students with Disabilities: 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. This course is designed to be compatible with most universal screen readers. If you are a student needing video and/or audio captioning, GBC's Disabilities Office will provide captioning for you in this course. The Students with Disabilities Office 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.

COVID-19 Statement: Great Basin College strives to provide a safe environment for students, faculty, and staff. All persons in a public area, including campus buildings, grounds, and classrooms, are required to follow current COVID-19 health and safety guidelines. Unresolved situations may be referred to the Vice President for Academic Affairs in connection with the Student Code of Conduct.

Finally: If you are having trouble in the class, come see me or call, and we will work to find a solution. If other problems arise (i.e., sickness, a death in the family, or some other catastrophic event), please speak to me as soon as possible so that I can help you. If you are unhappy with your grade or some other facet of the class, please call, visit during office hours, or arrange for a meeting. As your instructor, I am committed to your educational experience and will strive to make the class accessible and fair.

Class Schedule: The following is a schedule for the Spring 2023 semester, including due dates for reading assignments, quizzes, examinations, and discussions. We will try our best to adhere to this schedule, but I do reserve the right to adjust the schedule if the need arises based on unseen circumstances. **NOTE THAT MOST WEEKS CLASSES START ON WEDNESDAY AND END ON THE FOLLOWING TUESDAY.**

Start	Read	Activity	Due
Week 1	Chapter One	Introductions	Jan 31
Jan 23	Crime and Criminology	Discussion 1	
		Quiz 1	

Week 2 Feb 01	Chapter Two The Nature and Extent of Crime	Discussion 2 Quiz 2	Feb 07
Week 3 Feb 08	Chapter Three Victims and Victimization	Discussion 3 Quiz 3	Feb 14
Week 4 Feb 15	Chapter Four Rational Choice Theory	Discussion 4 Quiz 4	Feb 21
Week 5 Feb 22	Chapter Five Trait Theory	Discussion 5 Quiz 5	Feb 28
Week 6 Mar 01	Chapter Six Social Structure Theory	Discussion 6 Quiz 6	Mar 07
Week 7 Mar 08	Chapter Seven Social Process Theory	Discussion 7 Quiz 7	Mar 14
Week 8 Mar 15	Chapter Eight - *Spring Break Combo Week* Social Conflict, Critical Criminology and Restorative Justice	Discussion 8 Quiz 8	
Week 9	Chapter Nine Developmental Theories: Life Courses, Propensity and Trajectory	Discussion 9 Quiz 9	Mar 28
Week 10 Mar 29	Chapter Ten Violent Crime	Discussion 10 Quiz 10	Apr 04
Week 11 Apr 05 Apr 06	Chapter Eleven Political Crime and Terrorism Last Day to Drop Class	Discussion 11 Quiz 11	Apr 11
Week 12 Apr 12	Chapter Twelve Economic Crimes: Blue-Collar, White-Collar and Green Collar	Discussion 12 Quiz 12	Apr 18
Week 13 Apr 19	Chapter 13 Public Order Crimes	Discussion 13 Quiz 13	Apr 25
Week 14 Apr 26	Chapter 14 Crimes of the New Millennium	Discussion 14 Quiz 14	May 02
Week 15 May 03		**Final Project Noon**	May 16

General Education Course Submittal Form
Deadline for submission: November 1st

This form is for evaluation of proposed lower-division general education courses

- Submissions should be made by full-time faculty.
- General education courses must be reviewed by relevant department faculty (i.e., ENG prefix by Arts and Letters) and approved by the department chair prior to submission of this form.
- **Form and attachments are to be emailed to GEC chair after department chair approval.**
- Prior to approval, department chairs should notify other departments of this proposal to ascertain if conflicts or concerns exist and to work with appropriate staff to resolve any issues.
- Incomplete general education components (i.e., course learner objectives, general education learner objectives and assessments) will be returned to submitter for completion.
- Forms for courses approved by this committee are forwarded to the Curriculum Review Committee.
- Include a course syllabus with this form
- Email packet to GEC chair

1. **Submitter information (Must be full-time faculty)**

First, Mi, Last: Department Name: Division Name:

GBC Email: Contact phone number: Date of submission:

2. Course information   "new" "existing"   "Course prefix/ number"   "Course Title"

New or existing course for GBC:

Course description / prerequisites (existing courses must match catalog description exactly):

3. Briefly explain why this course should be in general education:

4. GE/Course learning objectives and measurements. Create a table that lists the GE objectives, course learner objectives (all as listed under subcategories 1-11), and measurement in a table. The catalog General Education objectives are attached to this document for ease of copying. NOTE: GE objectives must be identical to the catalog while course learning objectives are tailored for class content. **Please attach GE table to this document.**

SAMPLE GE TABLE for GEOG 106 Human Geography		
GE Area: Human Societies and Experience		
8. Structure of Societies		
GE Objective	**Course Learning Objective**	**Measurement**
Demonstrate understanding of the processes that influence human behavior and structure of societies.	Analyze the role of toponyms in delineating human spatial territories.	Discussion Post 1
Demonstrate understanding of the processes that influence social stratification and/or inequality	Analyze the nature of food deserts in US cities and how these relate to social inequality.	Discussion Post 2
Demonstrate understanding of the methodologies used to study human social systems	Analyze production and consumption patterns of chocolate in the context of World Systems Theory.	Discussion Post 3

5. Briefly explain how course content (readings, lectures, films, activities, etc.) addresses learning objectives.

Submitter Signature: Submission Date:

Department Chair Signature: Approval Date:

After department chair approval, submitter must send the signed document and attachments to GEC committee chair. Submitter will be informed of the decisions made throughout the process.

GEC and Administrative review:

General Education Committee approval/denial:

GEC Chair Signature: Approval date:

General Education Committee reasoning:

Dean approval/denial:

Dean Signature: Approval date:

Dean reasoning:

VPAA approval/denial:

VPAA Signature: Approval date:

VPAA reasoning:

Reminder: Submitter will be contacted with updates and required edits.

General Education Course Submittal Form

General Education Objectives

Communications and Expressions
  1. Written Communications
      o Utilize written genres appropriate to task
      o Express ideas clearly and compellingly in text
      o Effectively identify and address various audiences and contexts
  2. Oral Communications
      o Organize oral presentations appropriate to context and audience
      o Deliver compelling and clear oral communications
      o Demonstrate an understanding of interpersonal communications in a variety of contexts
  3. Evidence-Based Communications
      o Correctly interpret and analyze source materials and readings
      o Determine source appropriateness/credibility according to context
      o Effectively incorporate and cite sourced material in communications
  4. Fine Arts
      o Demonstrate proficiency in the understanding of basic fine arts concepts and language
      o Demonstrate the effective use and application of artistic tools and processes
      o Demonstrate the ability to engage in the creative process as it applies to the subject

Logical and Scientific Reasoning
  5. Mathematical Reasoning
      o Demonstrate knowledge of mathematical notation and concepts
      o Apply mathematical concepts and operations in proper written or graphical form
      o Apply relevant mathematical skills in solving real world problems
  6. Scientific Reasoning
      o Demonstrate an understanding of the scientific methodologies used in various disciplines
      o Effectively interpret and apply scientific principles and concepts
      o Apply scientific reasoning to the evaluation, analysis or interpretation of models and theories developed in the sciences
  7. Scientific Data Interpretation
      o Effectively apply mathematical principles and quantitative methods to collect and analyze scientific data
      o Utilize the scientific method to arrive at informed conclusions

Human Societies and Experience
  8. Structure of Societies
      o Demonstrate understanding of the processes that influence human behavior and structure of societies
      o Demonstrate understanding of the processes that influence social stratification and/or inequality
      o Demonstrate understanding of the methodologies used to study human social systems
  9. American Constitutions and Institutions
      o Demonstrate an understanding of American constitutions and institutions and their development
      o Demonstrate understanding of processes of social stratification and inequality in American society
      o Demonstrate knowledge of the methods used to study American society
  10. Humanities
      o Demonstrate an understanding of the consequences of human actions in social and environmental contexts, and an ability to consider the ethical and practical implications of those actions
      o Demonstrate an ability to recognize the importance of creative human expression
      o Demonstrate an ability to recognize and respect the rights of the individual and to appreciate the
      o complexity and variety of divergent attitudes, values and beliefs in society
      o Demonstrate an understanding of the cultural and historical heritage of contemporary society and the implications of this heritage

Technological Proficiency
  11. Technological Proficiency
      o Analyze a problem and identify and define the technology requirements appropriate to its solution
      o Describe professional, ethical, legal, security and social issues and responsibilities for technology users
      o Develop skills to continuously learn fundamentals of existing and new technology

WELD 200
Section 1001
WELDING ART
Fall 2024

Great Basin College
Instructor: Matthew Nichols
Office: GTA 106
Phone: 775-327-2180
Email: matthew.nichols@gbcnv.edu

Course Information
Course Title: Metal Art
Course Number: WELD 200
Course Discipline: Drawing, Art, Welding, Cutting Metal.

Course Description: This course is designed to give the student the basic understanding of two dimensional 2D and three-dimensional 3D metal art. Also covered in this course we will discuss different Cutting, Welding and metal finishing techniques that are used in this discipline as it relates to metal art.

Course Prerequisites: None
Course Times: 8:00am – 12:00pm, Fridays from 8/19/2024 to 12/06/2024.
Course Location: Weld Shop GTA 122-123
Course Credits: 3 Credits

Learner Expected Outcomes
Upon completion of this course, the students will:
- Have a basic understanding of how metals are produced from mineral ores and the history of welding and its use for art. This assists the student to effectively interpret and apply metallurgical principles and concepts to create the desired artistic creation. It also helps the students to demonstrate an ability to recognize the importance and value of creative human expression (of which art is a major component).

- Learn and all the safety related aspects associated with welding and all the potential hazards that must be avoided. The students need therefore to demonstrate an understanding of very important communications in oral and written communications and discussions.

- Identify personal protective equipment used in the shop when safely welding, cutting and finishing metal. (1), (2), (3) for determining the effective use and applications of welding as an artistic tool.

- Demonstrate the use of Gas Metal Arc Welding Equipment (GMAW) and safety. (1), (2), (3).
- Demonstrate the use of Oxy – Fuel Cutting (OFC) equipment and safety. (1), (2), (3).

- Demonstrate the use of Plasma Arc Cutting (PAC) equipment and safety. (1), (2), (3).

- The 3 main welding methods outlined above develop skills so that the students continuously learn the technologies and can select the safest and most appropriate one to use for a specific art creation assignment. This also helps the student correctly interpret and analyze source materials, reading, demonstrations and lectures. Finally it teaches students to analyze a problem and determine the optimum technology appropriate to resolve it safely.

- Students will demonstrate an understanding of the principals of art and design by using related problem-solving skills to organize, analyze and interpret visual information.

Measurement of Learner Outcomes
- (1)   Written Examination
- (2)   Practical Evaluation – Students will be asked to show competence by kinesthetic demonstration.
- (3)   Verbal – Students will demonstrate competence by presenting oral demonstrations in groups and individually.

Students will be tested for knowledge and skill attainment through written tests comprised of questions taken from handouts, reading assignments, homework, and lectures. Quizzes may be unannounced, but tests will be announced at least one class period before they are given. For the laboratory assessments, the students will demonstrate his or her ability to work safely and complete all laboratory assignments by the dates listed in the course schedule.

Meeting Course Objectives

Gen Ed - Fine Arts Objectives	Measurement
Demonstrate proficiency in the understanding of basic fine arts concepts and language	A written test
Demonstrate the effective use and application of artistic tools and processes	Practical evaluation by students using kinesthetic demonstration which is graded
Demonstrate the ability to engage in the creative process as it applies to the subject	Students will produce artwork using the welding skills that they have learnt and will be graded on these

Method of Instruction
A combination of lecture, discussion, demonstrations, and film/video presentations will be used in the classroom training. Hands-on training will be in the welding lab.

Course Requirements

- Safety principles in the weld shop will be followed at all times.
- Students will complete training on all needed welding and cutting equipment.
- Students will be required to hand in homework assignments by the due date.
- Students will be required to hand in shop assignments.
- Students will be required to hand in class assignments.

Lab Assignments: The students will perform exercises in the following areas:

- Design work in the classroom on cardboard paper.
- Perform cutting with Oxy- Fuel.
- Perform cutting with Plasma Arc cutting system.
- Preform welding techniques to build and construct metal sculptures.
- Perform Metal heating, bending and discoloration of material surfaces with Oxy-Fuel equipment and heat-treating oven.
- Perform grinding techniques used to create patterns and shapes on material surfaces.
- Apply chemical etchant to material to achieve desired appearance.
- Submit two forms of Metal Art one will be guided by the instructor, and one will be the work of the artist. Personal metal art project must incorporate one element from your course of study…. Example if you are an electrical student, you could add a light or some form of electricity to your art work. Example number two if you are a student that is studying diesel or Millwright technology maybe you incorporate some sort of engine component or gears to your work - these are just examples that might help you.

Attendance Policy:
You are expected to attend all class meetings. Exceptions may be discussed with the instructor with suitable make-up activities agreed upon (before the absence). All course work is due on the assigned dates whether or not you are present. **You will lose one letter grade for every day (not class period) that it is late.** The instructor assumes no responsibility for making sure you receive any course material for which you were absent. **This is your responsibility. After being tardy three times this will count as <u>one absence.</u> If you are tardy more than <u>one hour</u> this will count as a <u>half day absence</u>, and if <u>two and a half hours</u> late or more these counts as an absence. <u>AFTER TWO ABSENCES YOU WILL BE DROPPED FROM THE CLASS.</u>**

Students with Disabilities:
GBC supports providing equal access for students with disabilities. An advisor is available to discuss appropriate accommodations with students. Please contact the Director for Services to Students with Disabilities in Elko at 775-327-2336 at your earliest convenience to request timely and appropriate accommodations.

Grading Policy and Grading Scale
Grades will be weighted according to the following scale:
Class Participation, Assignments, Tests and Quizzes   50%

Lab Assignments   **50%**

Up to 20% could be deducted from your grade for blatant safety violations.

Grade Scale:

A	94% - 100%	A-	90%-93%		
B +	87% - 89%	B	84%-86%	B-	80%-83%
C+	77% - 79%	C	74%-76%	C-	70%-73%
D +	67% - 69%	D	64%-66%	D-	60%-63%
F	Below 60%				

Drop Deadlines
If you do not formally withdraw by, drop deadline, your instructor will automatically assign you a grade of "F." The last day to drop the course is TBD.

Personal Protective Equipment **that you will need to bring to by the 3rd day of class!**

- Suitable, fire-resistant work clothing.
- Leather jacket or sleeves and apron.
- Leather gloves, 2 pairs.
- High top leather shoes or boots (steel toe is recommended).
- Welder's hat or skullcap (optional).
- Safety glasses with side shields (clear lens). **Mandatory at all times in the lab no exception.**
- Clear face shield.
- Cutting face shield, shade #5
- Ear plugs. **Mandatory at all times in the lab no exception.**
- Welding helmet with shade 10 welding lens and 1 clear cover plate lens.
- SOME OF THESE ITEMS MAYBE ISSUED BY THE LAB AID OR THE INSTRUCTOR.

GBC Policies
ADA statement, Academic Honesty and student conduct statement, attendance, missed exam policy, campus safety policies.

Campus Security Statement

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).

Accommodations for Students with Disabilities

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. A link to the Disability Services Office is provided on the course's homepage.

Missed and Late Assignments

All assignment deadlines and due dates are listed in the "Class Schedule" section of the syllabus. It is the student's responsibility to complete and submit all assignments by the deadlines listed. Late assignments (including exams, quizzes, and discussions) will receive a grade of zero unless an extension has been granted by your instructor prior to the posted deadline (such extensions are granted rarely). Papers may be submitted late without an extension, but will receive a significant deduction of points per day late.

Excessive requests for deadline extensions and repeated failure to submit assignments by posted deadlines will be deemed a student conduct issue. As such, the student's conduct will be reported to the office of the Vice President of Student Services and Academic Affairs. If such conduct persists, the student may be removed from the class.

Academic Integrity & Dishonesty

GBC expects and requires all its students to act with honesty and integrity, and to respect the rights of others, in carrying out all academic assignments. For more information, following is a link to the **Student Conduct Policy**, which includes appeals procedures.

Great Basin College considers academic honesty as one of its highest values. A student who obtains academic credit for work that is not the product of his or her own effort is being dishonest and undermining the academic integrity of the college.

Students are expected to be the sole authors of their work. Use of another's ideas must be accompanied by specific citation and reference. In addition, a learner may not submit the same work for credit in more than one course. The disciplinary consequences of plagiarism and other forms of academic dishonesty include non-acceptance of work submitted, a failing grade in the course, and/or other disciplinary action as outlined in Great Basin College's Student Conduct Policy.

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined in the College's Student Conduct Policy. Acts of academic dishonesty include but are not limited to:

- **Cheating**: Using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
    - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity is to be done "individually";
    - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
    - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
    - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
    - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
    - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification**: Altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism**: Representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Curriculum Review Committee

Curriculum Manager
email: curriculum@gbcnv.edu

Change Existing Course Form

SECTION 1: SUBMITTER INFORMATION

Name of Submitter: _____ Phone Number: _____

E-Mail Address: _____ Submission Date: _____

Department: _____GBC Center: _____Building & Room #_____

Have you received approval from Department?   Yes   No

If you have not received approval, do not submit to the Curriculum Manager.

SECTION 2: CHANGE(S) TO AN EXISTING COURSE

Syllabus must be included with this form.

If you are changing an existing GBC course so that it has general education status, <u>DO NOT PROCEED</u>.   This request would go to the General Education Committee.

Effective Term: _____ Subject and Catalog Number (ex. ACC 201):

Current Full Course Title: _____

New Full Course Title: _____

Abbreviated Course Title (30 characters or less):

Credit Change? :   Yes   No

Current Credits: Fixed Credits _____   Variable Credits _____ to _____

New Credits: Fixed Credits _____   Variable Credits _____ to _____

Is this a discipline change?   Yes   No

Current Discipline**:** _____   **New** Discipline**:** _____

Is this a prefix change?   Yes   No

Current Prefix: _____ New Prefix: _____

Is this a course number change?   Yes   No

Current Course Number: _____ New Course Number: _____

Will this be cross-listed with another course?   Yes   No

If yes, what course: _____

Will this be a general education course?   YES   NO **(**If yes, list the general education objective it fulfills.)

_____

Date approved by the General Education Committee: _____

Is this a grading basis change?   Yes   No

Current grading basis: A-F   S/U   New grading basis: A-F   S/U

Change to Transferability?	Course is NON-TRANSFERABLE (Formally called a "B" course)	**Current:**	**New:**
	Course is TRANSFERABLE for any NSHE Baccalaureate degree		

Change to Repeatability?	A student may earn credit(s) for this course only one time and can retake this course to improve a grade, but will not receive credit more than once. **OR**
	A student may repeat this course for credit up to a total of credits _____ **OR** up to a total number of completions _____.

Is this a change to: **Prerequisite**   **Co-requisite**   **or both** (Use "and" or "or" between each req.)

        Current Prerequisite or Co-requisite   **New** Prerequisite or Co-requisite

Change to Dept. Consent Required?   Yes   No   **Current:**   **Yes**   No   **Newly required:**   Yes   **No**

Catalog description change? (if not, leave blank)   If so, it must be identical to the catalog description on the syllabus.

Will this change effect a program requirement?   Yes   No

Briefly describe proposed changes compared to current requirements and list affected programs below: (Note: each program must submit a program change form to the Articulation Officer.

SECTION 3: APPROVALS

Submitter	**Department Chair**
Name_____	Name_____
Signature: _____	Signature: _____
Date: _____	Date: _____

This form will not be accepted without the above signatures.

Curriculum Review Chair	**Curriculum Manager**
Name_____	Name_____
Signature: _____	Signature: _____
Date: _____	Date: _____

Dean	**Vice President of Student and Academic Affairs**
Name_____	Name_____
Signature: _____	Signature: _____
Date:_____	Date: _____

Curriculum Review Committee

Curriculum Manager
email: curriculum@gbcnv.edu

Change Existing Course Form

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E-Mail Address: _____ Submission Date: _____

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New Full Course Title: _____

Abbreviated Course Title (30 characters or less):

Credit Change? :   Yes   No

Current Credits: Fixed Credits _____   Variable Credits _____ to _____

New Credits: Fixed Credits _____   Variable Credits _____ to _____

Is this a discipline change?   Yes   No

Current Discipline**:** _____ **New** Discipline**:** _____

Is this a prefix change?   Yes   No

Current Prefix: _____ New Prefix: _____

Is this a course number change?   Yes   No

Current Course Number: _____ New Course Number: _____

Will this be cross-listed with another course?   Yes   No

If yes, what course: _____

Will this be a general education course?   YES   NO **(**If yes, list the general education objective it fulfills.)

_____

Date approved by the General Education Committee: _____

Is this a grading basis change?   Yes   No

Current grading basis: A-F   S/U   New grading basis: A-F   S/U

Change to Transferability?	Course is NON-TRANSFERABLE (Formally called a "B" course)	**Current:**	**New:**
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Is this a change to:	**Prerequisite**	**Co-requisite**	**or both** (Use "and" or "or" between each req.)
Current Prerequisite or Co-requisite			**New** Prerequisite or Co-requisite

Change to Dept. Consent Required?   Yes   No   **Current:**   **Yes**   No   **Newly required:**   Yes   **No**

Catalog description change? (if not, leave blank)   If so, it must be identical to the catalog description on the syllabus.

Will this change effect a program requirement?   Yes   No

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Signature: _____	Signature: _____
Date: _____	Date: _____

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Curriculum Review Chair	**Curriculum Manager**
Name_____	Name_____
Signature: _____	Signature: _____
Date: _____	Date: _____

Dean	**Vice President of Student and Academic Affairs**
Name_____	Name_____
Signature: _____	Signature: _____
Date:_____	Date: _____

Curriculum Review Committee

Curriculum Manager
email: curriculum@gbcnv.edu

Change Existing Course Form

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E-Mail Address: _____ Submission Date: _____

Department: _____GBC Center: _____Building & Room #_____

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Current Credits: Fixed Credits _____   Variable Credits _____ to _____

New Credits: Fixed Credits _____   Variable Credits _____ to _____

Is this a discipline change?   Yes   No

Current Discipline**:** _____ **New** Discipline**:** _____

Is this a prefix change?   Yes   No

Current Prefix: _____ New Prefix: _____

Is this a course number change?   Yes   No

Current Course Number: _____ New Course Number: _____

Will this be cross-listed with another course?   Yes   No

If yes, what course: _____

Will this be a general education course?   YES   NO **(**If yes, list the general education objective it fulfills.)

_____

Date approved by the General Education Committee: _____

Is this a grading basis change?   Yes   No

Current grading basis: A-F   S/U   New grading basis: A-F   S/U

| **Change to Transferability?** | Course is NON-TRANSFERABLE (Formally called a "B" course) | **Current:** | **New:** |
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Is this a change to: **Prerequisite**   **Co-requisite**   **or both** (Use "and" or "or" between each req.)
         Current Prerequisite or Co-requisite   **New** Prerequisite or Co-requisite

Change to Dept. Consent Required?   Yes   No   **Current:**   **Yes**   **No**   **Newly required:**   **Yes**   **No**

Catalog description change? (if not, leave blank)   If so, it must be identical to the catalog description on the syllabus.

Will this change effect a program requirement?   Yes   No

Briefly describe proposed changes compared to current requirements and list affected programs below: (Note: each program must submit a program change form to the Articulation Officer.

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Date: _____	Date: _____

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Name_____	Name_____
Signature: _____	Signature: _____
Date: _____	Date: _____

Dean	**Vice President of Student and Academic Affairs**
Name_____	Name_____
Signature: _____	Signature: _____
Date:_____	Date: _____

Curriculum Review Committee

Curriculum Manager
email: curriculum@gbcnv.edu

Change Existing Course Form

Name of Submitter: _____ Phone Number: _____

E-Mail Address: _____ Submission Date: _____

Department: _____GBC Center: _____Building & Room #_____

Have you received approval from Department?   Yes   No

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Current Full Course Title: _____

New Full Course Title: _____

Abbreviated Course Title (30 characters or less):

Credit Change? :   Yes   No

Current Credits: Fixed Credits _____   Variable Credits _____ to _____

New Credits: Fixed Credits _____   Variable Credits _____ to _____

Is this a discipline change?   Yes   No

Current Discipline**:** _____ **New** Discipline**:** _____

Is this a prefix change?   Yes   No

Current Prefix: _____ New Prefix: _____

Is this a course number change?   Yes   No

Current Course Number: _____ New Course Number: _____

Will this be cross-listed with another course?   Yes   No

If yes, what course: _____

Will this be a general education course?   YES   NO **(**If yes, list the general education objective it fulfills.)

_____

Date approved by the General Education Committee: _____

Is this a grading basis change?   Yes   No

Current grading basis: A-F   S/U   New grading basis: A-F   S/U

| **Change to Transferability?** | Course is NON-TRANSFERABLE (Formally called a "B" course) | **Current:** | **New:** |
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Is this a change to: **Prerequisite**   **Co-requisite**   **or both** (Use "and" or "or" between each req.)

     Current Prerequisite or Co-requisite   **New** Prerequisite or Co-requisite

Change to Dept. Consent Required?   Yes   No   **Current:**   **Yes**   No   **Newly required:**   **Yes**   **No**

Catalog description change? (if not, leave blank)   If so, it must be identical to the catalog description on the syllabus.

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Submitter	**Department Chair**
Name_____	Name_____
Signature:————————————————————————	Signature: _____
Date: _____	Date: _____

This form will not be accepted without the above signatures.

Curriculum Review Chair	**Curriculum Manager**
Name_____	Name_____
Signature: _____	Signature: _____
Date: _____	Date: _____
Dean	**Vice President of Student and Academic Affairs**
Name_____	Name_____
Signature: _____	Signature: _____
Date:_____	Date: _____

SECTION 1: SUBMITTER INFORMATION

Name of Submitter: _____ Phone Number: _____

E-Mail Address: _____ Submission Date: _____

Department: _____GBC Center: _____Building & Room #_____

Have you received approval from Department?   Yes   No

If you have not received approval, do not submit to the Curriculum Manager.

SECTION 2: CHANGE(S) TO AN EXISTING COURSE

Syllabus must be included with this form.

If you are changing an existing GBC course so that it has general education status, <u>DO NOT PROCEED</u>. This request would go to the General Education Committee.

Effective Term: _____ Subject and Catalog Number (ex. ACC 201):

Current Full Course Title: _____

New Full Course Title: _____

Abbreviated Course Title (30 characters or less):

Credit Change? :   Yes   No

Current Credits: Fixed Credits _____   Variable Credits _____ to _____

New Credits: Fixed Credits _____   Variable Credits _____ to _____

Is this a discipline change?   Yes   No

Current Discipline**: _____ **New** Discipline**: _____

Is this a prefix change?   Yes   No

Current Prefix: _____ New Prefix: _____

Is this a course number change?   Yes   No

Current Course Number: _____ New Course Number: _____

Will this be cross-listed with another course?   Yes   No

If yes, what course: _____

Will this be a general education course?   YES   NO **(**If yes, list the general education objective it fulfills.)

_____

Date approved by the General Education Committee: _____

Is this a grading basis change?   Yes   No

Current grading basis: A-F   S/U   New grading basis: A-F   S/U

| **Change to Transferability?** | Course is NON-TRANSFERABLE (Formally called a "B" course) | **Current:** | **New:** |
| | Course is TRANSFERABLE for any NSHE Baccalaureate degree | | |

Change to Repeatability?	A student may earn credit(s) for this course only one time and can retake this course to improve a grade, but will not receive credit more than once. **OR**
	A student may repeat this course for credit up to a total of credits _____ **OR** up to a total number of completions _____.

Is this a change to:	**Prerequisite**	**Co-requisite**	**or both** (Use "and" or "or" between each req.)
Current Prerequisite or Co-requisite			**New** Prerequisite or Co-requisite

Change to Dept. Consent Required?   Yes   No   **Current:** **Yes**   No   **Newly required:**   Yes   **No**

Catalog description change? (if not, leave blank)   If so, it must be identical to the catalog description on the syllabus.

Will this change effect a program requirement?   Yes   No

Briefly describe proposed changes compared to current requirements and list affected programs below: (Note: each program must submit a program change form to the Articulation Officer.

SECTION 3: APPROVALS

Submitter	**Department Chair**
Name_____	Name_____
Signature: _____	Signature: _____
Date: _____	Date: _____

This form will not be accepted without the above signatures.

Curriculum Review Chair	**Curriculum Manager**
Name_____	Name_____
Signature: _____	Signature: _____
Date: _____	Date: _____

Dean	**Vice President of Student and Academic Affairs**
Name_____	Name_____
Signature: _____	Signature: _____
Date:_____	Date: _____

Curriculum Review Committee

Curriculum Manager
email: curriculum@gbcnv.edu

Change Existing Course Form

Name of Submitter: _____ Phone Number: _____

E-Mail Address: _____ Submission Date: _____

Department: _____GBC Center: _____Building & Room #_____

Have you received approval from Department?   Yes   No

If you have not received approval, do not submit to the Curriculum Manager.

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Current Full Course Title: _____

New Full Course Title: _____

Abbreviated Course Title (30 characters or less):

Credit Change? :   Yes   No

Current Credits: Fixed Credits _____   Variable Credits _____ to _____

New Credits: Fixed Credits _____   Variable Credits _____ to _____

Is this a discipline change?   Yes   No

Current Discipline**: _____ **New** Discipline**: _____

Is this a prefix change?   Yes   No

Current Prefix: _____ New Prefix: _____

Is this a course number change?   Yes   No

Current Course Number: _____ New Course Number: _____

Will this be cross-listed with another course?   Yes   No

If yes, what course: _____

Will this be a general education course?   YES   NO **(**If yes, list the general education objective it fulfills.)

_____

Date approved by the General Education Committee: _____

Is this a grading basis change?   Yes   No

Current grading basis: A-F   S/U   New grading basis: A-F   S/U

| **Change to Transferability?** | Course is NON-TRANSFERABLE (Formally called a "B" course) | **Current:** | **New:** |
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Current Prerequisite or Co-requisite			**New** Prerequisite or Co-requisite

Change to Dept. Consent Required?　　Yes　　No　　**Current:**　　**Yes**　　No　　**Newly required:**　　Yes　　**No**

Catalog description change? (if not, leave blank)　　If so, it must be identical to the catalog description on the syllabus.

Will this change effect a program requirement?　　Yes　　No

Briefly describe proposed changes compared to current requirements and list affected programs below: (Note: each program must submit a program change form to the Articulation Officer.

SECTION 3: APPROVALS

Submitter	**Department Chair**
Name_____	Name_____
Signature: _____	Signature: _____
Date: _____	Date: _____

This form will not be accepted without the above signatures.

Curriculum Review Chair	**Curriculum Manager**
Name_____	Name_____
Signature: _____	Signature: _____
Date: _____	Date: _____

Dean	**Vice President of Student and Academic Affairs**
Name_____	Name_____
Signature: _____	Signature: _____
Date:_____	Date: _____

Curriculum Review Committee

Curriculum Manager
email: curriculum@gbcnv.edu

Change Existing Course Form

Name of Submitter: _____ Phone Number: _____

E-Mail Address: _____ Submission Date: _____

Department: _____GBC Center: _____Building & Room #_____

Have you received approval from Department?   Yes   No

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Current Credits: Fixed Credits _____   Variable Credits _____ to _____

New Credits: Fixed Credits _____   Variable Credits _____ to _____

Is this a discipline change?   Yes   No

Current Discipline**:** _____ **New** Discipline**:** _____

Is this a prefix change?   Yes   No

Current Prefix: _____ New Prefix: _____

Is this a course number change?   Yes   No

Current Course Number: _____ New Course Number: _____

Will this be cross-listed with another course?   Yes   No

If yes, what course: _____

Will this be a general education course?   YES   NO **(**If yes, list the general education objective it fulfills.)

_____

Date approved by the General Education Committee: _____

Is this a grading basis change?   Yes   No

Current grading basis: A-F   S/U   New grading basis: A-F   S/U

Change to Transferability?	Course is NON-TRANSFERABLE (Formally called a "B" course)	**Current:**	**New:**
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Current Prerequisite or Co-requisite			**New** Prerequisite or Co-requisite

Change to Dept. Consent Required?   Yes   No   **Current:**   **Yes**   No   **Newly required:**   Yes   **No**

Catalog description change? (if not, leave blank)   If so, it must be identical to the catalog description on the syllabus.

Will this change effect a program requirement?   Yes   No

Briefly describe proposed changes compared to current requirements and list affected programs below: (Note: each program must submit a program change form to the Articulation Officer.

SECTION 3: APPROVALS

Submitter	**Department Chair**
Name_____	Name_____
Signature: _____	Signature: _____
Date: _____	Date: _____

This form will not be accepted without the above signatures.

Curriculum Review Chair	**Curriculum Manager**
Name_____	Name_____
Signature: _____	Signature: _____
Date: _____	Date: _____

Dean	**Vice President of Student and Academic Affairs**
Name_____	Name_____
Signature: _____	Signature: _____
Date:_____	Date: _____