



ACADEMIC PROGRAM PROPOSAL FORM

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

DATE SUBMITTED: November 20, 2015

Date of AAC Approval:
December 2, 2015

INSTITUTION: Great Basin College

REQUEST TYPE:

- New Degree
- New Major or Primary Field of Study
- New Emphasis
- New Certificate of Achievement (AAC Approval

Date of Board Approval:

only)

DEGREE: Bachelor of Arts

MAJOR: Social Science

EMPHASIS: N/A

CREDITS TO DEGREE: 120

PROPOSED SEMESTER OF IMPLEMENTATION: Fall 2016

Action requested:

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

A. Brief description and purpose of proposed program

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

Completion of an A.A. degree that includes appropriate lower-division program requirements will allow students to enter the program at junior status, providing a direct pathway from an Associate's degree to a Bachelor's degree. This program, will provide students with vital skills and expertise in critical analysis and communication. Further, with the social science disciplines of Anthropology, History, Political Science, and Psychology at its core, the program will increase student cultural awareness and knowledge of social structures. It will prepare students for a variety of careers and post-graduate degree programs.

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

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

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

B. Statement of degree or program objectives

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

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

C. Plan for assessment of degree or program objectives

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

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

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

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

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

E. Contribution and relationship of program objectives to

i. NSHE Master Plan

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

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

- Student-Focused System: The higher education system in Nevada will create a welcoming, respectful and friendly environment where all students have the opportunity to participate and succeed at every level of higher education.
 - Increase the percentage of Nevada’s general population who participate in some form of higher education, whether through coursework, workforce training, certificate programs, lifelong learning, or degree programs.
 - Strive to continually increase the percentage of students that express a high level of satisfaction with teaching, advising, and overall educational experiences at NSHE institutions.
 - ❖ Nationally, rural populations are less likely to attend college than urban populations. Factors include a lower value on education, remote location, social adjustment in moving to larger population centers, and family and employment circumstances making them place-bound. GBC is uniquely situated to address the circumstances and needs of this population of students. Addressing the needs of these students is GBC’s mission. GBC has contact and support services for these students that cannot be addressed as effectively as other institutions of higher education.
- Reputation for Excellence: Nevada’s institutions of higher education will increase their national, regional, and statewide reputation based on targeted, outstanding, innovative programs and other accomplishments.
 - Continue to develop and maintain programs, centers, and institutes that elicit national, regional, or statewide recognition for excellence.
 - Contribute to Nevada’s quality of life and the efficiency and productivity of the state’s enterprises through public service rendered by Nevada’s faculty, staff, and students.

- ❖ GBC has received commendations from the Northwest Commission on Colleges and Universities for its dedication and excellent service to rural Nevada. GBC has a highly innovative, technologically balanced approach to rural education that links the service area through combinations of online, interactive video, and live interactions with students. All members of the GBC Social Sciences Department faculty have extensive experience in their respective fields and in delivering instruction through distance education technology. GBC is uniquely qualified to deliver programs in this setting.
- Quality Education: Nevada's system of higher education will provide consistently excellent learning experiences for its students through instruction, research, and service.
 - Develop and implement an assessment plan and effective measures of student learning outcomes at each institution and for each academic program. Assessment plans for educational programs will be congruent with the differentiated missions of the institutions. Each plan will be required to define student learning outcomes, assess student performance on those outcomes, and use results to improve teaching and learning.
 - Develop effective measures of institutional performance, collect data on the institutional indicators, and demonstrate that the results are used in the planning and evaluation process. These indicators are to include the regular evaluation of programs and justification for program continuation.
 - Increase the number of rich learning experiences available to students through creative performance, scholarly and research collaboration with faculty, and through community service learning.
 - ❖ GBC closely links its programs and students through its published program and supporting course outcomes, assessed regularly. The availability of a B.A. in Social Science to the residents of rural Nevada will enrich their opportunities to further their education.
- A Prosperous Economy: Through instruction, research, and service, higher education in Nevada will be an essential element in developing and sustaining a strong, dynamic, knowledge-based economy for Nevada.
 - Develop and increase responsive educational programs that focus on state needs and critical shortages in identified fields.
 - Increase the proportion of workers and the number of graduates in high-skill fields who come from Nevada's higher education institutions rather than from out of state.
 - Increase institutional collaborations with the private sector and target significant research resources to achieve specific economic development objectives.
 - Increase and focus workforce development to meet community needs in those sectors with the highest potential for growth.
 - ❖ In a society of rapidly changing economies, increased social and cultural awareness along with finely tuned analytical and communication skills are central to success. This degree will develop students' oral and written communication skills, problem solving ability, professionalism. These skill sets along with the social and cultural knowledge acquired in this program will allow graduates to succeed in a wide range of workforce settings. These skills are required across all economic sectors.

- Building Quality of Life: Higher education in Nevada will be instrumental in advancing society's objectives and enriching the lives of Nevada's citizens.
 - Increase public service and cultural opportunities that position higher education institutions as intellectual, cultural, and artistic centers and as the "marketplace for ideas."
 - Ensure that all students have an opportunity to experience some form of internship, cooperative education, or community service in their educational programs.
 - ❖ The Bachelor of Arts in Social Science will increase availability of a recognizable and valuable college degree for the population of rural Nevada for whom remote location has limiting influence. It enriches Nevadans' lives by increasing educational opportunity and availability, which has a corresponding positive influence on employability and personal satisfaction. It also promotes a deeper understanding of the society of which Nevadans are a part. Students in the program will also have the opportunity to participate in an internship for college credit through the INT 400 course.

- Opportunity and Accessible Education for All: Nevada's system of higher education will increase the overall participation and success of Nevadans enrolling at all levels of higher education and in all ethnic groups, and will address the unique educational needs of a highly diverse and non-traditional population.
 - Raise the percentage of Nevada's high school graduates who continue into postsecondary education within the NSHE.
 - Increase programs and courses designed to meet the needs of working adults.
 - Expand the use of shared, new, and existing facilities on weekdays, evenings, weekends, and summers for the most cost-effective delivery of education.
 - ❖ GBC increases accessibility to students throughout a service area larger than most states. The isolation of smaller communities outside of major metropolitan areas makes them not readily supported by the current programs of Nevada's Universities and State College. GBC already has in place existing infrastructure to provide this program to its service area. Of particular importance is the efficiency of providing this degree program; all of the courses in the proposed program are already delivered by GBC as part of its existing B.A. in Integrative Studies-Social Science emphasis. This program will be more easily recognizable to students, employers, and graduate schools than the B.A. in Integrative Studies-Social Science emphasis. It will subsequently add enrollment to existing courses that are already being delivered, meaning very little new cost to provide this opportunity. In addition, should students with A.A. degrees from the other Nevada community colleges wish to transfer into the GBC program, the lower division general education requirements completed with these degrees will be accepted as complete for the GBC degree.

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

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

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

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

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

By offering the proposed program courses through a variety of distance education delivery methods at GBC centers across Nevada, the program will be available to students from throughout the GBC service area. Students desiring a social science program may participate in the GBC program from anywhere in GBC's service area. Current GBC infrastructure, policy, and scheduling are in place for this program to exist. The GBC Social Sciences Department's faculty members are also experienced and adept at distance education delivery.

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

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

- Recommendation 11: Invest in Shared Marketing.

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

ii. **Institutional mission**

The Great Basin College Mission Statement:

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

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

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

iii. Campus strategic plan and/or academic master plan

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

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

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

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

iv. Department and college plan

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

rural, place-bound and non-traditional students, a key aspect of the department's plan to offer educational opportunities to students lacking access to an undergraduate education.

v. Other programs in the institution

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

vi. Other related programs in the System

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

vii. Articulation issues (within the institution)

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

F. Evaluation of need for the program

i. Intrinsic academic value of program within the discipline

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

The Bachelor of Arts in Social Science also serves as a gateway to a number of post-graduate educational experiences such as Master's and Doctoral programs. These include graduate programs in Anthropology, History, Psychology, Political Science, Journalism, Communications, Education, and Library Science. Many graduates of the existing B.A. in

Integrative Studies-Social Science emphasis have gone on to earn M.A. degrees. This number will only increase with the offering of a more recognizable Bachelor of Arts in Social Science. The Bachelor of Arts in Social Science is also an exceptional entry degree for prospective students of law, public health, and public administration.

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

A 2013 report funded and published by the Association of American Colleges and Universities, and conducted by Hart Research Associates, entitled "It Takes More Than a Major: Employer Priorities for College Learning and Student Success," surveyed a group of employers who frequently hire among the pool of recent college graduates. The employers surveyed represented both private sector and non-profit organizations, and held executive positions within these organizations. Overall, employers indicated their hiring priorities overwhelmingly included the communicative and analytical skills provided by degrees in social science. These needs, in some cases, ranked higher in importance than field-specific content knowledge.

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

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

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

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

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

Furthermore, the B.A. in Social Science will be a more generally recognizable degree to students and prospective employers than the current B.A. in Integrative Studies-Social

Science. The resultant increased enrollment will benefit students and the college by allowing for additional and more varied course offerings. It will benefit the NSHE graduate degree granting institutions by providing more applicants for existing graduate programs.

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

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

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

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

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

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

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

Enrollment in GBC's existing B.A. in Integrative Studies Social Science emphasis degree program indicates reasonable interest in a more recognizable B.A. in Social Science. As of fall 2015, the B.A. in Integrative Studies-Social Science emphasis program had graduated 75

students. An additional 36 students are actively pursuing the degree. It is a fair expectation that these numbers will increase. This increase will likely result from the replacement of the B.A. in Integrative Studies-Social Science emphasis with the more recognizable B.A. in Social Science and the greater accessibility to students that will be provided by and increased emphasis on distance education delivery.

G. Detailed curriculum proposal

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

Representative Course of Study by Year

Fall 1st Semester

INT 301	Integrative Research Methodology	3 Credits
Upper Division HIST	Upper Division Core Social Science	3 Credits
Upper Division PSY	Upper Division Core Social Science	3 Credits
GIS 109 (or BIOL 190, BIOL 341, GIS 320, GEOL 100, GEOL 334, GRC 119 or GRC 383)	Intro to Geographic Info Systems	3 Credits
COM 101	Oral Communication	3 Credits
Total		15 Credits

Spring 2nd Semester

Upper Division ENG	Any Upper Division ENG	3 Credits
Upper Division ANTH	Upper Division Core Social Science	3 Credits
Upper Division PSC	Upper Division Core Social Science	3 Credits
GIS 320 (or BIOL 190, BIOL 341, GIS 109, GEOL 100, GEOL 334, GRC 119, or GRC 383)	GIS in Business and Community	3 Credits
INT 349	Integrative Social Science Seminar	3 Credits
Total		15 Credits

Fall 3rd Semester

Upper Division HIST	Upper Division Core Social Science	3 Credits
Upper Division PSY	Upper Division Core Social Science	3 Credits
INT Seminar	INT 359, INT 369	3 Credits
ECON 311/PHIL 311	Professional Ethics	3 Credits
Elective	Elective from list of approved prefixes	3 Credits
Total		15 Credits

Spring 4th Semester

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

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

ii. Program entrance requirements

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

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

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

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

I. General Education:

1. Written Communication		
Any Upper Division ENG		3 Credits
2. Oral Communication		
COM 101 or THTR 102 or THTR 221		3 Credits
3. Science and Technology		
Choose two courses from BIOL 190, BIOL 341, GIS 109, GIS 320, GEOL 100, GEOL 334, GRC 119, or GRC 383		6 Credits
4. Ethics		
ECON 311/PHIL 311		3 Credits
Total Credits for Section I		15 Credits

II. Methods and Seminars

INT 301	3 Credits
INT 349	3 Credits
Choose one from INT 359, INT 369 (Capstone outside of major)	3 Credits

Total Credits for Section II **9 Credits**

III. Social Science Program Core Requirements:

Anthropology (Choose two)

ANTH 400A Indians of North America
ANTH 400B Indians of the Great Basin
ANTH 439 Selected Topics in Cultural Anthropology
ANTH 440B Archaeology of the Great Basin
ANTH 459 Selected Topics in Archaeology

6 Credits

History (Choose two)

HIST 417C The West as National Experience
HIST 441 American Environmental History
HIST 458 Roman Civilization
HIST 478B Islamic and Middle Eastern History Since 1750
HIST 498 Advanced Historical Studies

6 Credits

Political Science (Choose two)

PSC 401F Political Opinion and Political Behavior
PSC 401Z Special Topics in American Government
PSC 403C Environmental Policy
PSC 403K Problems in American Public Policy

6 Credits

Psychology (Choose two)

PSY 412 Motivation and Emotion
PSY 435 Personality
PSY 460 Social Psychology

6 Credits

Total Credits for Section III **24 Credits**

IV. Capstone

INT 496 3 Credits

Total Credits for Section IV **3 Credits**

V. Electives:

Choose three electives from the following prefixes:

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

Total Credits for Section V

9 Credits

Minimum Total Credits:

60 Credits

Minimum upper-division credits: 42

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

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

v. Evidence of approval by appropriate committees of the institution

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

H. Readiness to begin program

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

The faculty teaching core courses in the proposed program have extensive experience offering these courses in the current B.A. in Integrative Studies-Social Science emphasis program. These faculty members hold Ph.D.s in the core social science fields of History, Political Science, and Anthropology along with an M.S. in Psychology. In addition to years of teaching experience at GBC, faculty members have extensive prior experience teaching at community colleges, liberal arts colleges, and research universities across the nation. Furthermore, the faculty have a number of publications including scholarly articles and forthcoming academic books. Faculty members have also obtained research grants in their fields. It is the department's practice that all upper-division core courses are taught by full-time faculty, ensuring students work with well-trained and experienced classroom instructors.

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

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

increasing enrollments in such courses, which are offered by faculty from various programs and departments.

- iii. **Completed prior planning for the development of the program (recent hires, plans for future hires, securing of space, curricular changes, and reallocation of faculty lines)**
The GBC Social Sciences Department currently includes seven full-time faculty, and all courses required for the degree program are currently staffed and on the long-term schedule, requiring no new staffing allocations. The program will require no additional space allocations and the technological infrastructure exists and is already funded. GBC has already entered into a number of agreements with other institutions of higher education to increase the library holdings available to GBC students, which will prove beneficial to those enrolled in the B.A. in Social Science program. Our course offerings are in line with NSHE Common Course Numbering and standards.
- iv. **Recommendations from prior program review and/or accreditation review teams**
Not applicable.
- v. **Organizational arrangements that must be made within the institution to accommodate the program**
The B.A. in Social Science will require a program supervisor/administrator appointed from current social science faculty. The current B.A. in Integrative Studies-Social Science emphasis supervisor will continue in this role.

I. Resource Analysis

- i. **Proposed source of funds (enrollment-generated state funds, reallocation of existing funds, grants, other state funds)**
As the program makes use of currently offered courses and currently employed faculty, the program requires no additional funding at inception. Future growth, dependent on enrollment, will be funded through enrollment-generated state funds in proportion to course enrollment increases.
- ii. **Each new program approved must be reviewed for adequate full-time equivalent (FTE) to support the program in the fifth year. Indicate if enrollments represent 1) students formally admitted to the program, 2) declared majors in the program, or 3) course enrollments in the program.**

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

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

1st Fall semester 5

3rd Fall semester 17

5th Fall semester 29

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

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

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

1st Fall semester 8

3rd Fall semester 25

5th Fall semester 44

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

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

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

J. Facilities and equipment required

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

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

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

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

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

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

Gregory Brown, Ph.D., University of Nevada, Las Vegas, Professor of History, Las Vegas, Nevada

ii. Consultant’s summary comments and recommendations

Summary:

The consultant judged the proposed program to be “eminently feasible” based on its curricular rationale, delivery model, and rigorous expectations. The consultant also found the proposal to be compatible with GBC’s mission, and valid in terms of projected enrollment estimates, and increased accessibility. Recommendations included the development of more intentional and specific learning objectives for the program and the use of a common instructional techniques and exercises integrated vertically across the program.

iii. Summary of proposer's response to consultants

We are pleased that the consultant judged the proposed degree program feasible. As the proposed degree will be more recognizable and more accessible to students, it will result in increased enrollment relative to the existing program. Relative to consultant’s recommendations, we agree with his emphasis on the importance of specific learning objectives and the vertical integration of instructional techniques and exercises across the program. In many regards we are already doing this in the current program and will continue to do so in regard to the proposed program. In recent years, GBC has implemented a thorough and rigorous assessment program at both the degree and course level. Five-year assessment plans have been developed and implemented that tie program learning objectives to course-level learning objective assessments. All faculty teaching the required upper-division social science courses must link their very specific objectives to the more general program-level objectives. Thus, discipline and topic specific course objectives scaffold to program-level objectives that are more oriented toward professional development. The program faculty also conducts a periodic syllabus review to ensure that course objectives are linked to and meeting program objectives. Further, shared assessment exercises such as research papers and presentations are required in all upper-division social science courses. This is in addition to the common course requirements that all students in the program must complete in the capstone course. Such a process will continue in the proposed B.A. in Social Science program.

M. Articulation Agreements

- i** **Articulation agreements were successfully completed with the following NSHE institutions. (Attach copies of agreements)**
None have been completed pending approval of the program.
- ii.** **Articulation agreements have not yet been established with the following NSHE institutions. (Indicate status)**
Articulation agreements at College of Southern Nevada, Truckee Meadows Community College, and Western Nevada College have not yet been completed because the program has not yet been approved. However, approval of this program assures that graduates from A.A. programs with the appropriate lower division social science courses will be automatically articulated directly into the GBC program. Once the program is approved, the formality of making articulation agreements will be completed.
- iii.** **Articulation agreements are not applicable for the following institutions. (Indicate reasons)**
Articulation agreements are not required with UNLV, UNR, or NSC because GBC does not expect to receive students transferring from those institutions. Certain individual courses will transfer between the institutions since NSHE Common Course Numbering practices are observed.

N. Summary Statement

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

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

The facilities, faculty, and staff required to begin this degree program are currently in place and ready to begin work.

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

Works Cited

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- Shah, Rawn, "Future Tech Jobs: We Need Social Science Graduates." *Forbes*. 22 June 2011. Web 3 October 2015.
- US Bureau of Labor and Statistics. "Employment by Major Occupational Group." *Employment Projections*. USBL, 19 Dec. 2013. Web. 8 Dec. 2014.
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- "Public Relations Specialist." *Occupational Outlook Handbook*. US Bureau of Labor and Statistics, 8 Jan. 2014. Web. 8 Dec. 2014.
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- "Technical Writers." *Occupational Outlook Handbook*. US Bureau of Labor and Statistics, 8 Jan. 2014. Web. 8 Dec. 2014.

ATTACHMENT A

APPROVAL FROM CURRICULUM AND ARTICULATION COMMITTEE AND FACULTY SENATE

FACULTY SENATE Friday, November 20, 2015

Battle Mountain – BM 1 Elko – GTA 130; Ely – GBC 118;
Pahrump – PVC 124; Winnemucca – GBC 115

Meeting Minutes

ROLL CALL

Voting Representatives: John Rice, Stephen Theriault, Michael Whitehead, Norm Whitaker, Jill Chambliss, Byron Calkins, Cherie Jacques, Staci Warnert, Mardell Wilkins, Xunming Du, Pete Bagley (P), Wendy Charlebois, Jodi Gerrits, Janice King, Brandis Senecal, Ping Wang, Thomas Reagan, Tim Beasley

Absent Voting Members: David Freistroffer (P)

Other Members Present: Tina Nelson, Cathy Fulkerson, Josh Webster, George Kleeb, Brandy Nielsen, Glen Tenney, David Douglas, Heather Steel, Cindy Hyslop, Dianna Byers, Tami Potter, Justine Stout, John Newman, Lynne Owens, Sherri Sanchez, Nick Haertle, Stephanie Davis, Jonathan Foster, Scott Gavorsky, Pat Anderson

Visitors: Dr. Mike McFarlane

f. Curriculum & Articulation – Written Report/Action

The Curriculum and Articulation Committee met on Oct.12, 2015. The committee approved and request a Faculty Senate vote on the following:

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

Motion made by Jan King, seconded by Byron Calkins. 0 Abstention. Motion carried.

ATTACHMENT B

BUDGET PROJECTION

**New Academic Program Proposal
Five-Year Program Cost Estimate
(Revised December 2015)**

Institution: GBC Program: BA, Social Science Semester of Implementation: Fall 2016

DIRECTIONS: Complete the Student FTE and following cost estimates for the first, third, and fifth for the proposed new program in Section A. Any "new" costs in year one must be noted by source in Section B.

STUDENT FTE: Year 1: 5 Year 3: 17 Year 5: 29

Section A.	Year 1/Start-up				Year 3		Year 5	
	Existing ¹	New ²	Total	FTE	Total	FTE	Total	FTE
PERSONNEL								
Faculty (<i>salaries/benefits</i>) ³	91,000	0	91,000	1.0	93,150	1.0	102,350	1.0
Graduate Assistants	0	0	0	0.0	0	0.0	0	0.0
Support Staff	0	0	0	0.0	0	0.0	0	0.0
Personnel Total	\$91,000	\$0	\$91,000	1.0	\$93,150	1.0	\$102,350	1.0
OTHER EXPENSES								
Library Materials (<i>printed</i>)	1,000	0	1,000		1,000		1,000	
Library Materials (<i>electronic</i>)	30,000	0	30,000		30,000		30,000	
Supplies/Operating Expenses	0	0	0		0		0	
Equipment	0	0	0		0		0	
Other Expenses	0	0	0		0		0	
Other Expenses Total	\$31,000	\$0	\$31,000		\$31,000		\$31,000	
TOTAL	\$122,000	\$0	\$122,000		\$124,150		\$133,350	

Section B.

Amount	%
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EXPLANATION OF "NEW" SOURCES²

Tuition/Registration Fees	0	
Federal Grants/Contracts	0	
State Grants/Contracts	0	
Private Grants/Contracts	0	
Private Gifts	0	
Other (<i>please specify</i>)	0	
TOTAL	\$0	0.0%

¹Resources allocated from existing programs to the proposed program in Year 1 should be noted in the "Existing" column.

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

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

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

ATTACHMENT C

PROGRAM FEASIBILITY EVALUATION

To: Mike McFarlane, Vice President for Academic Affairs, Great Basin College

From: Gregory Brown; Professor of History; University of Nevada, Las Vegas

Re: Evaluation of proposed B. A. in Social Science

Date: 17 November 2015

Summary: This proposal is for a new B. A. in Social Science to replace an existing, comparable program which exists as an emphasis in Social Sciences within the Integrative Studies B. A. The proposed program would differ from the existing program in that it would be more clearly articulated with existing A. A. degree requirements and offer upper-division students a clearer and more coherent path to the B. A. The primary innovation of the proposed new program is remove the laboratory requirements that have been a part of the Integrative Studies program and to adopt a course of study that would allow students the option to fulfill the degree entirely online or in existing distance education sites within the College's service region. The proposed program fulfills all the standards that NSHE has long set for program approval and assessment – it has a demonstrated need, a demonstrated student interest, the necessary resources to offer the program, and measures to assess quality of student learning. It therefore should be considered a program with very strong feasibility. By allowing student the option to pursue a majority or even all course work online or via distance education sites, it will support GBC's and NSHE's mission to expand opportunities for students and is highly consistent with the national trends to create accessible B. A. programs to accommodate growing student enrollment efficiently.

Program Evaluation: The rationale for the program is clear – to offer a Social Science undergraduate degree accessible to underserved rural, place-bound populations (including two tribal communities) in the northern and central region of the state. Although the program is not, in its proposed form, tied to a specific workforce development or professional need of the region or state, the program does fit well into stated NSHE and GBC mission and strategic plans. Graduates of this program, if it is implemented according to the proposed course and program objectives – and if the actual learning outcomes as assessed reflect student attainment of these objectives – would graduate with advanced mastery of communication skills, analytic and critical problem-solving skills, and quantitative as well as qualitative reasoning skills. These competencies are necessary for the demands of contemporary citizenship (including enhanced awareness of and sensitivity to diversity of social groups) and for the emerging workforce opportunities in the state, including the technology sector. The program would also offer training opportunities for aspiring K-12 teachers seeking to prepare for social science disciplines and continuing education opportunities for those already teaching in primary and secondary schools.

The evidence for student demand is based upon the reasonable expectation that existing student demand for the Social Science concentration in the Integrative Studies degree – 75 degrees granted and 36 currently enrolled students – would grow. This expectation is reasonable, because the proposed program would offer a degree more recognizably focused on Social Science and more accessible by virtue of making all courses available through distance education if the student chooses. Since this program would replace the existing Social Science concentration of the Integrative Studies B. A., it would presumably adopt the current enrollment plus add on those who might have previously been interested but dissuaded by the difficulty of accessing the main campus for lab courses or who did not find a

degree in “Integrative Studies” to express clearly their intellectual and professional ambitions in social sciences. In its proposed form, the B. A. in Social Science would become a viable alternative for any student who completes the A. A. degree and in that respect, could well provide students a greater incentive to choose the A. A. track and to develop an articulation plan towards the B. A. while still enrolled in lower division studies. In this respect, this program would help address a statewide problem that early-career community college students too frequently avoid general education courses out of the misperception that such courses would have no value in terms of workforce development/ career opportunities – which in turn holds them back from eventual degree completion. In short, the program could well provide an impetus and clear path for students to complete both A. A. and B. A. degrees.

By integrating the proposed program closely with the existing AA and making use of existing courses, the proposal presents a seemingly highly cost-efficient plan. This plan is highly feasible, precisely since it is based on courses entirely already offered at GBC, taught by existing faculty. Moreover, removing the laboratory courses currently required for the Social Science concentration of the Integrative Studies will likely reduce the overall cost of delivery for the degree. In this respect, the program closely mirrors in structure and intent the recently approved B. A. in English at GBC, which is also intended to provide a clearly articulated, readily accessible path to degree in the humanities.

The final criterion for assessing the feasibility of a successful program being launched would be the quality of student learning. This area may pose the greatest challenge to any program designed as a collection of courses from different disciplines. While such design offers students a potential for great breadth, it does raise the risk that the skills and competencies developed in one course may not be directly addressed in subsequent courses. That risk is particularly prevalent in an entirely distance-education degree program. In this proposal, that challenge may be all the greater, since the students will not be enrolled in this degree program when fulfilling general education requirements as part of the A. A. This proposal addresses that concern by continuing the assessment program already in place for the existing degree, which makes use of common student exercises (research papers, classroom presentations) across all upper division courses and by linking course objectives to program objectives. The existence of a capstone project is a positive element to the proposal, and it will be incumbent on the faculty supervising students in their capstone work to ensure that students do in fact demonstrate a conscious mastery of the identified learning objectives in their respective capstone projects. The use of a shared assessment rubric for all the online courses in the program will be important for ensuring the success of this program in terms of student learning outcomes.

Recommendation: I believe the proposed program has a clear curricular rationale, fulfills an important regional and state need, is eminently feasible in its delivery model, and could offer a program of study in which students could be expected to meet rigorous expectations and demonstrate clear intellectual value added. In my assessment, it merits approval.

I would recommend that the faculty who are involved in teaching the courses to work together to make the learning objectives for the program intentional and explicit in each course and to develop, to the extent possible, common instructional techniques and student assessment exercises, to integrate those objectives vertically across the program.

Letters of Support



CALIFORNIA STATE UNIVERSITY, FULLERTON

Humanities and Social Sciences

Anthropology Department, MH-426

800 N. State College Blvd., Fullerton, CA 92831-3547 / T 627-278-3626 / F 657-278-5001

October 26, 2015

Dear Colleagues,

I want to give my most enthusiastic support to the proposal to formally create a Bachelor of Arts degree in Social Sciences as one of two separate BA programs that will replace what is currently the Bachelor of Arts in Integrative Studies (BAIS) at Great Basin College. Several years ago I had the pleasure of serving as an external reviewer for the BAIS Social Science Program, and so I am quite familiar with the course offerings, the excellence of the faculty, the academic rigor, and the mission and goals of the program. The existing BAIS program has many strengths, including a diverse yet cohesive curriculum, a required course in research methods, and required capstone course, which I assume would carry forward into the new program.

The first and most obvious benefit of the proposal for the new degree is to give it a name—BA in Social Sciences—that will be more immediately understandable than “Integrative Studies” to potential students, as well as to potential employers. There is no doubt of the value of a social sciences background. Indeed, there have been numerous studies and articles in recent years extolling the benefits of social sciences for many diverse career paths, even for medical practices and other science-based post-graduate programs. This is because social science backgrounds provide valuable training in fields such as history, psychology, anthropology, and political science, which helps students to perceive the human experience holistically, and to understand themselves and others in their many cultural and social environments. Indeed, a social sciences degree is a firm academic foundation for a multitude of graduate and professional programs.

The ability to offer the new program entirely online is crucial, I think. Although my own university is in a very crowded urban area, and Great Basin College is in a rural area, both schools actually face similar challenges—albeit for opposite reasons. In my case, students desperately need online course availability because many of them work full time and then are faced with several hours of stop-and-go traffic on crowded freeways to take on-campus classes. For Great Basin College, clearly online class availability is extremely important because of the huge area the college serves, which makes it all but impossible for all students in the region to attend classes in Elko. To my mind, the Social Sciences department at GBC has risen to the challenge of providing distance education extremely well. The creative use of technology that characterizes the online course offerings at GBC in the social sciences is, in fact, quite enviable and admirable, and one of the many things that impressed me during my review of the program.

In today’s world, a college degree is increasingly important for our young people. An Associate’s degree is good, certainly, but many students are finding that to get good jobs a Bachelor’s degree is becoming almost a standard requirement. However, life—where we live, where we work, what our life circumstances are—makes it challenging for many folks to obtain that degree. I applaud Great Basin College for its efforts to bring opportunity to young people who live and work far from urban areas, and who still deserve a chance for a good education that can not only help to make them good world citizens, but also to make them more competitive in today’s economy. Further, an excellent degree such as the BA in Social Sciences at GBC will ensure that more and more students can, if they wish, pursue graduate education and professional careers.

Sincerely,

Barbra E. Erickson, PhD
Professor of Anthropology
Coordinator, Cultural Anthropology Program
beerickson@fullerton.edu
(657) 278-5697

THE CALIFORNIA STATE UNIVERSITY



October 21, 2015

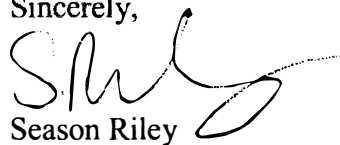
Dear Colleagues,

It is my pleasure to write a letter of support for the Bachelor's degree in Social Sciences. As a former graduate of the Integrative Studies degree with an emphasis in Social Sciences, I can attest to the benefits and value of the degree. Completion of the program has had positive impact in multiple facets of my life.

- 1) The rigor of the program, as well as individual courses prepared me well for the demands of graduate school. The degree included foundations for research methods and a strong emphasis on writing and critical thinking, all of which have made the transition to graduate school seamless.
- 2) The multidisciplinary approach to the program, including anthropology, history, political science and psychology, provided a breadth of knowledge which was directly applicable to my chosen career in social and behavioral services, and ultimately higher education. Specific courses such as Research Methods and Ethics provided a foundation for critical thinking and professional expectations, while courses in political science, history and anthropology offered a critical diverse cultural perspective.
- 3) The broad base of the program allowed me to choose specific courses of interest to me and provided the opportunity to study local and global perspectives while developing critical communication skills. These skills have proven to be especially useful in a rural setting, as they have provided the opportunity to think beyond the often limited resources in a rural setting.

I am honored to have the opportunity to offer a letter of support for the Social Sciences degree. Please feel free to contact me should there be any questions or need for additional information.

Sincerely,



Season Riley

Project Director, Great Basin College

(775) 753-2316

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