

Higher Education for Rural Nevada

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DISCLOSURE OF STUDENT EDUCATION RECORDS AND DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student educational records of both current and former students. Each NSHE institution is required to comply fully with the law. The Act makes a distinction between a student's education record and information classified as directory information. FERPA gives parents certain rights with respect to their children's education records. These rights transfer solely to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are defined as "eligible students" in the Act.

Education Records: Institutions must have written permission from the parents or eligible student in order to release any personally identifiable information from a student's education record. However, under certain conditions FERPA allows institutions to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the institution;
- A student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks;

- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena, provided that the institution makes a reasonable attempt to notify the student in advance of compliance;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific state law.

Directory Information: Under the provisions of FERPA, institutions may disclose, without consent, directory information to individuals upon request for enrolled and former students of the institution only. A disclosure of directory information is discretionary on the part of the institution. Directory information is defined in the Act as information contained in an education record of a current or former student which would not generally be considered harmful or an invasion of privacy if disclosed. The Nevada System of Higher Education designates the following as directory information for students: name; participation in officially recognized activities and sports; address; telephone number; weight and height of members of athletic teams; email address; degrees, honors, and awards received; major field of study; college; dates of attendance; dates of graduation; undergraduate or graduate status; most recent educational agency or institution attended; and enrollment status (full-time or part-time).

DISCLOSURE OF STUDENT RECORDS OPT OUT FORM

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the institution receives a request/or access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The institution official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the institution official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the institution to amend a record should write the institution official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the institution decides not to amend the record as requested, the institution will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the institution discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The institution discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the institution has contracted as its agent to provide a service instead of using institutional employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

You may request that GBC not release directory information about you for commercial and/or non-commercial purposes.

- Remove my name from directory information for commercial purposes. Commercial purposes is defined as the use of directory information by any person, including, without limitation, a corporation or other business, outside of the NSHE to solicit or provide facilities, goods, or services in exchange for payment of any purchase price, fee, contribution, donation, or other valuable consideration.
- Remove my name from directory information for non-commercial (educational) purposes. Non-commercial (educational) purposes may include, but are not limited to, placing the student's name in publications, such as honors and graduation programs; confirming graduation and dates of attendance to potential employers; verifying enrollment with organizations such as insurance companies; or sending notifications about specialized scholarships without the express written authorization of the student.
- Remove my name from directory information for both commercial and non-commercial (educational) purposes.
- I previously asked to remove my directory information for one or both of the purposes listed above, and now wish to allow release of my directory information.

Student Signature

Print Name

Date of Birth

Date

The request for non-disclosure shall apply permanently to the student's record at all NSHE institutions until or unless the student or former student requests in writing to reverse the non-disclosure order.

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NOTICES

The college reserves the right to change the college calendar, the courses and curricula described in the Class Schedules, and the teaching personnel listed herein, at any time.

The rules and regulations stated in this schedule are for information only and in no way constitute a contract between a student or faculty member and GBC. The NSHE reserves the right to change any regulation or requirement at any time.

The Student Assistance General Provisions of Public Law 101-542 requires all institutions that participate in student financial assistance programs as authorized by Title IV of the Higher Education Act of 1965 and Higher Education Technical Amendments of 1991, Public Law 102-26, to disclose the graduation rate and/or persistence rate of all full-time, degree-seeking or certificate-seeking undergraduate students. Information and statistics are available on page 26 and from the Admissions and Records Office, Berg Hall, 775.753.2102.

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is the landmark federal law, originally known as the Campus Security Act, which requires colleges and universities across the United States to disclose information about crime on and around their campuses. In compliance with the provisions of the Act, each year before October, Great Basin College files a crime report with the U. S. Department of Education. This report may be reviewed by anyone seeking this information on file at the following website: www.gbcnv.edu/security/crime.html

Great Basin College Security procedures for reporting crimes, emergency contact numbers and policies are available on the Great Basin College website: www.gbcnv.edu/security/.

Students may request an escort in Elko by calling the Security cell at 775.934.4923. In Battle Mountain, Ely, Pahrump, and Winnemucca, contact the campus director or your instructor.

For additional information about campus Safety and Security, contact the Director of Environmental Health, Safety, and Security at 775.753.2115 or patricia.anderson@gbcnv.edu.

All GBC buildings are designated as tobacco free.

GBC will not tolerate sexual harassment of students or employees. Sexual harassment is a violation of professional ethics and federal and state laws. For information on awareness training and brochures call 775.753.2282.

GBC is guided by the principle that there shall be no difference in the treatment of persons because of race, religion, color, age, sex (including a pregnancy-related condition), sexual orientation, military status or military obligations, disability (including veterans with service-connected disabilities), or national origin, and that equal opportunity and access to facilities shall be available to all. Similarly, there shall be no difference in the treatment of persons who file charges of discrimination, participate in a discrimination proceeding, or otherwise oppose discrimination. It is our policy to comply fully with the non-discrimination provision of all state and federal regulations with regard to recruitment, admission, financial aid, activities, hiring, promotions, training, terminations, benefits, and compensation.

From the President

A Message from President Mark. A. Curtis

Thank you for choosing Great Basin College to either begin or continue your education. Our mission says it all “Great Basin College enriches people’s lives by providing student-centered, post-secondary education to rural Nevada.” Enrichment comes by increasing the proportion of several valuable ingredients in the student’s life, namely knowledge, self-awareness, confidence, and revealed potential. The faculty and staff take great pride in placing students at the center of all we do; decisions are always made with the student’s well being in mind. Additionally, you will also find a wide array of post-secondary educational options from which to choose. These options include several career oriented certificates and associate degrees, transfer specific Associate of Arts and Associate of Science degrees, and several bachelor’s level degrees that can be earned in their entirety from Great Basin College.



And when talking about rural Nevada, GBC has real bragging rights; the Great Basin College service area is larger than 30 States in the U.S. and its two largest counties are individually larger than nine of those States. The main campus in Elko is a comprehensive residential college. Centers are located in Battle Mountain, Ely, Pahrump, and Winnemucca. An additional 19 communities across GBC’s six county service area are connected via satellite allowing the two-way interactive delivery of college courses along with an ever expanding slate of online offerings.

Recently, the Northwest Commission on Colleges and Universities made its seven year accreditation site visit to Great Basin College. They were impressed with many things and gave us special commendations for the college’s culture of collegiality, leadership at all levels, the use of technology in serving students throughout rural Nevada, the college’s beautiful and well maintained buildings and grounds, and our creative utilization of resources. Again, this vote of confidence in the faculty and staff of Great Basin College speaks to just how well the institution is fulfilling its stated mission.

Over 3,500 students are attending Great Basin College. Each year over 400 of those students earn a degree or certificate. Great Basin College has built strong relationships with employers in the service area. GBC has worked collaboratively with the regional mining industry over many years. With industry support, GBC has developed 48-week accelerated Associate degree programs in five technical areas. Over 90% of graduates from these programs are employed within a year of completion. Bachelor and associate degrees in health sciences and education provide graduates to supply the needs of local health care providers and school districts. “Growing our own” has become a strategy to provide a trained workforce for rural Nevada in jobs for which it is otherwise difficult to recruit and retain quality professionals. These are just a few examples of partnerships GBC has developed over the years.

I trust you will find Great Basin College an open and welcoming place to receive a superior education and I wish you well as you pursue your educational goals.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark A. Curtis". The signature is fluid and cursive, with a long horizontal line extending to the right.

Dr. Mark A. Curtis
President

2013–2014 Academic Calendar

Fall Term—2013

| | |
|------------------------|--|
| Consult Class Schedule | Testing/Advisement/ Orientation |
| Consult Class Schedule | Registration |
| August 5 | CTE Faculty Return |
| August 5-9 | CTE Housing Check-Ins Begin |
| August 8 | CTE Orientation |
| August 12 | CTE Instruction Begins |
| August 15 | Faculty Return |
| August 19-23 | Regular Housing Check-Ins Begin |
| August 19-23 | Faculty In-Service |
| August 26 | Instruction Begins |
| September 2 | Labor Day Holiday |
| October 5 | Disclosure of Student Record Opt Out Deadline |
| October 15 | Fall Graduation Application Deadline |
| October 25 | Nevada Day Holiday |
| October 28* | Official Course Drop Deadline |
| October 28 | Audit/Credit Change Deadline |
| November 11 | Veterans' Day Holiday |
| November 21 | CTE Instruction Ends |
| November 28-29 | Thanksgiving Recess |
| December 6 | Instruction Ends |
| December 9-13 | Final Exam Week |
| December 13 | Fall Graduation |
| December 17 | Grades Due |

**This is the designated date at the time of publication of this catalog, but it is subject to change per Nevada System of Higher Education Board of Regents' Policy. Please see the most current dates at gbcnv.edu/calendar.*

Spring Term—2014

| | |
|------------------------|--|
| Consult Class Schedule | Testing/Advisement/ Orientation |
| Consult Class Schedule | Registration |
| January 1 | New Years Day Holiday |
| January 1-3 | CTE Housing Check-Ins Begin |
| January 6 | CTE Faculty Return |
| January 6 | CTE Instruction Begins |
| January 8 | Faculty Return |
| January 13-17 | Regular Housing Check-Ins Begin |
| January 13-17 | Faculty In-Service |
| January 20 | Martin Luther King Holiday |
| January 21 | Instruction Begins |
| February 17 | Presidents' Day Holiday |
| February 22 | Disclosure of Student Record Opt Out Deadline |
| March 14 | Graduation Application Deadline |
| March 24* | Official Course Drop Deadline |
| March 24 | Audit/Credit Change Deadline |
| March 24-29 | Spring Recess |
| May 9 | Instruction Ends |
| May 12-16 | Final Exam Week |
| May 17 | Graduation |
| May 20 | Grades Due |
| May 26 | Memorial Day Holiday |
| May 30 | CTE Instruction Ends |

Summer Term—2014

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| July 4 | Independence Day Holiday |
| TBA | Summer Instruction |

Reference Calendar

2013

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NSHE

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Brooke Nielsen, Vice Chancellor of
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Vic Redding, Vice Chancellor of Finance and Administration

Larry Eardley, Vice Chancellor for Budget and Finance

Dr. Marcia Turner, Vice Chancellor of Operations and
Chief Operating Officer for the University of Nevada Health
Sciences System

Scott Wasserman, Chief Executive Officer to the Board of
Regents

Steven Zink, Vice Chancellor for Information Technology

Great Basin College

Dr. Mark A. Curtis, President

Lynn Mahlberg, Vice President for Student Services

Dr. Mike McFarlane, Vice President for Academic Affairs

Sonja Sibert, Vice President for Business Affairs

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Matt McCarty, Elko

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Rich Perry, Elko

Dave Roden, Winnemucca

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David Jensen, Ex-Officio Winnemucca

Dr. William Roberts, Ex-Officio, Pahrump

Jim Squibb, Ex-Officio, Battle Mountain

Jolene Supp, Wells

Jeff Zander, Ex-Officio, Elko

Bernard Zunino, Ex-Officio, Eureka

GBC Degree and Certificate Programs

Associate of Arts Degree 56, 62, 64, 66, and 76

Sixty credits of general education and other coursework designed to transfer into four-year programs in fields such as Agriculture, Anthropology, Art, Business, Early Childhood Education, Elementary Education, English, History, Psychology, and Sociology.

Associate of Science Degree 58, 63, 72, 73, 74 and 75

Sixty credits of general education and other coursework designed to transfer into four-year programs in fields such as Agriculture, Biology, Chemistry, Engineering, Environmental Studies, Geology, Mathematics, and Physics.

Associate of General Studies Degree 59

Sixty credits of general education and other coursework in diverse academic disciplines and fields. Designed for non-traditional students whose academic interests or career objectives require an individualized program. Not generally intended or recommended for transfer.

Associate of Applied Science Degrees 59, 60

A minimum of 60 credits of general and program requirements within an applied field of study. GBC offers the following majors:

| | |
|---|---------|
| Agriculture | 65 |
| Business Administration | |
| Accounting | 78 |
| Entrepreneurship Emphasis | 82 |
| General Business Emphasis | 80 |
| Computer Technologies | |
| GIS Emphasis | 87 |
| Graphic Communications Emphasis | 88 |
| Information Specialist Emphasis | 89 |
| Network Specialist Emphasis | 90 |
| Office Technology Emphasis | 91 |
| Criminal Justice | |
| Corrections Emphasis | 93 |
| Law Enforcement Emphasis | 94 |
| Diesel Technology | 95 |
| Early Childhood Education | |
| Early Childhood Emphasis | 67-68 |
| Infant/Toddler Education Emphasis | 70-71 |
| Electrical Systems Technology | 97-98 |
| Human Services | 101-102 |
| Industrial Millwright Technology | 105 |
| Nursing | 109-111 |
| Radiology Technology | 112-114 |
| Welding Technology | 116 |

Certificate of Achievement Programs 60

| | |
|--|-----|
| Accounting Technician | 79 |
| Business Administration | 81 |
| Diesel Technology | 96 |
| Early Childhood Education | 69 |
| Electrical Systems Technology | 99 |
| Entrepreneurship | 83 |
| Human Resources | 84 |
| Human Services | 103 |
| Industrial Millwright Technology | 106 |
| Instrumentation Technology | 100 |
| Medical Transcriptionist | 107 |
| Medical Coding and Billing | 108 |
| Office Technology | 92 |
| Retail Management | 85 |
| Spanish Interpreter/Translator | 115 |
| Substance Abuse Counselor Training | 104 |
| Welding Technology | 117 |

Bachelor of Arts Degrees

A degree program consisting of a minimum of 120 credits of required study in the liberal arts and humanities and fields such as education and professional studies.

| | |
|--|---------|
| Bachelor of Arts in Elementary Education | 120-125 |
| Post-Baccalaureate Elementary Program | |
| Bachelor of Arts in Secondary Education | 126-137 |
| Agricultural Education | 128-130 |
| Biological Science | 131-132 |
| Business Education | 129-130 |
| English | 132-133 |
| Mathematics | 134-135 |
| Social Science | 135-136 |
| Post-Baccalaureate Secondary Program | 137 |
| Bachelor of Arts in Integrative Studies | |
| Natural Resources Emphasis | 138-140 |
| Social Science Emphasis | 141-142 |

Bachelor of Applied Science Degree 143-150

A degree program consisting of a minimum of 120 credits of required study in the applied sciences and fields such as business and instrumentation.

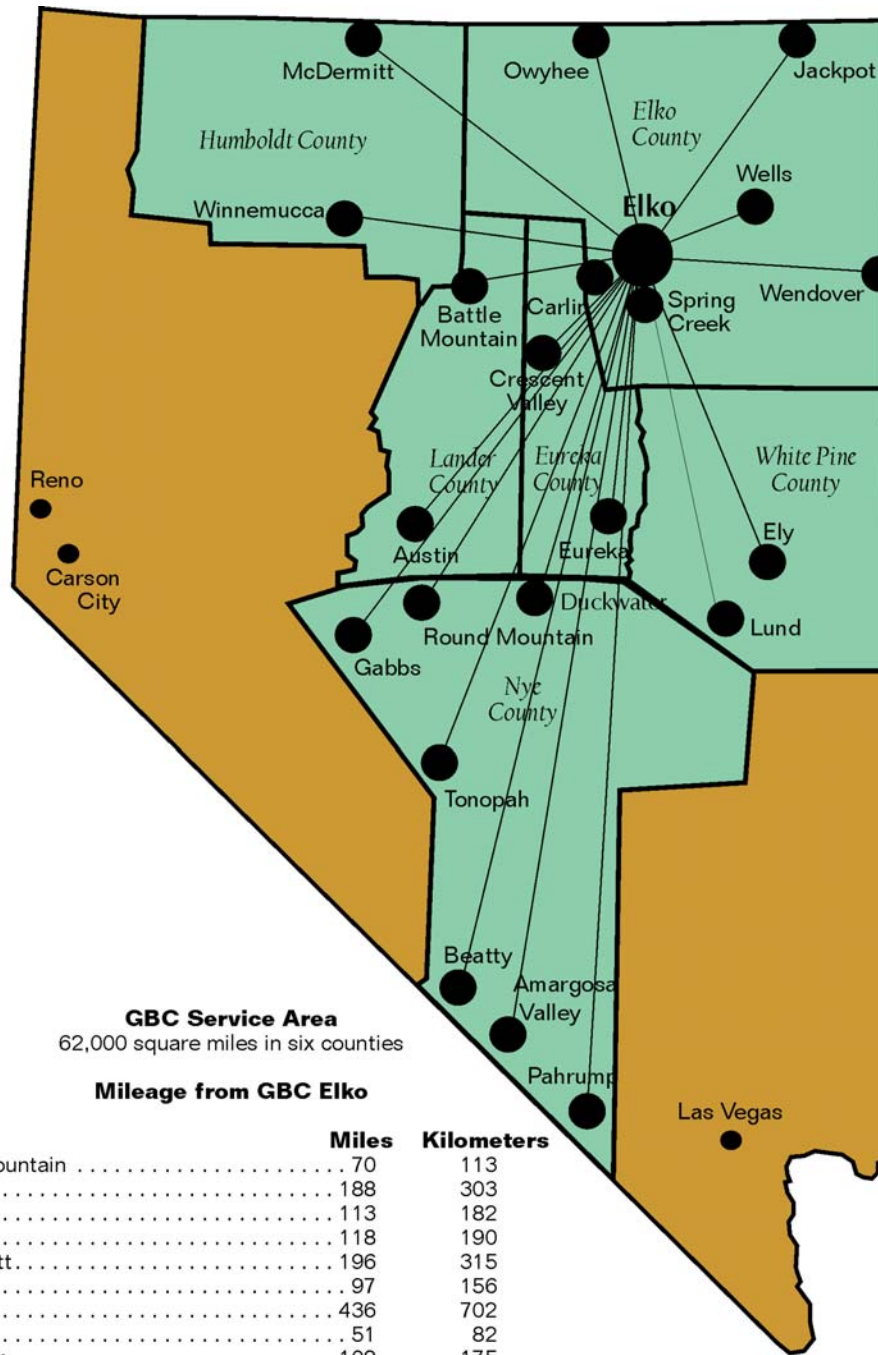
| | |
|---|---------|
| Bachelor of Applied Science | |
| Digital Information Technology | 145 |
| Graphic Communications (pending approval) | 146 |
| Instrumentation | 147 |
| Management in Technology | 148 |
| Land Surveying/Geomatics | 149-150 |

Bachelor of Science in Nursing Degree 151-153

Bachelor of Social Work (BSW) 154-156

3+1 Collaborative Program between Great Basin College and
the University of Nevada, Reno

Service Area Map



Welcome to GBC

A Comprehensive Community College

Since its founding in 1967, Great Basin College (GBC) has educated thousands of students at the associate and baccalaureate degree level. Students enrolled in GBC's coursework are provided access to the most current academic theories and state-of-the-art training methods, all provided by a staff of professors, instructors, adjunct instructors, and higher education professionals who share a common passion: teaching. GBC's library, academic success center, computer laboratories and distance learning technologies provide the most up-to-date facilities available. Classrooms and laboratories feature the latest in technological learning tools, and courses are taught by instructors who are both scholars and practitioners of their crafts and disciplines.

As a comprehensive community college offering select baccalaureate degrees, GBC's 5,000 students per year have the opportunity for a liberal education; one that includes physical, life and social sciences, mathematics, fine arts, humanities, and a variety of technologies. About one-half of GBC students are of traditional college age, and the other half are non-traditional adults over 24 years old entering college for the first time, or returning to prepare themselves for new careers. As GBC alumni, most now make significant contributions to Nevada's rural communities.

Many students in rural Nevada are the first in their families to enter college. Some may need assistance in developing skills in one or another academic area. GBC also offers courses designed to develop students' skills to a level that assures their success and the final reward of a college degree.

In addition, GBC offers lifelong learning opportunities in nearly every area of its curriculum through its Continuing Education Department. Students of all ages can enjoy life enriching coursework from a team of enthusiastic instructors.

GBC's History at a Glance

Great Basin College was the first community college to be established in Nevada. It is the primary provider of post-secondary education in rural Nevada. With its main campus in Elko, centers in Battle Mountain, Ely, Pahrump and Winnemucca, and satellite facilities in 21 communities across rural Nevada, GBC's service area covers 62,000 square miles and serves a population of nearly 127,000. The College was founded in 1967 by a group of ten determined businessmen in Elko. They saw a need for post-secondary education and community service classes. The group raised \$45,000 in just 30 days as seed money for the school, first known as Elko

Community College (ECC). Originally housed in the basement of Elko's Grammar School #1, the first classes were offered in September of 1967.

Elko Community College offered mostly adult education courses and was governed by an advisory board working with the Elko County School District. In 1969, control of the school was given to the Nevada System of Higher Education (NSHE). Budget constraints at the state level that year nearly derailed the college, but a gift from billionaire Howard Hughes kept the institution afloat. Elko Community College graduated its first class of associate degreed students in 1970. Eight students "walked" at commencement that year. The College then entered a long period of growth and development.

In 1973, the College's growth required that it move to its present campus site, the old Ruby View Golf Course. NSHE officials changed the name of the college to Northern Nevada Community College (NNCC) to better reflect the communities it began to serve. By that time, programs were developed and offered in Elko, Lander, Eureka, White Pine, and Humboldt counties. Educational centers were established in Winnemucca, Ely, Battle Mountain, Wells, McDermitt, and the Duck Valley Indian Reservation in Owyhee.

In 1974, the College was accredited by the Northwest Commission on Colleges and Universities, giving the degrees awarded to students the academic credibility they needed in order to transfer to other colleges and universities. The decade saw the development of many new programs, including Art, Diesel Technology and the College's successful Nursing program. As the mining industry began to grow in the 1980s, programs in Electrical Systems Technology, Industrial Millwright and Welding Technology were developed, providing skills for well paying jobs in the region's booming economy. Academic "transfer" programs were built as well, and students were afforded an opportunity to initiate their higher education locally, and transfers to other universities in the region to complete their bachelor degrees.

By the 1990s, the College was on a track to become one of the most innovative and effective rural colleges in the nation. Distance learning technologies were introduced. Interactive video classrooms provided access to hundreds more students. They experienced significant physical growth, with half a dozen new buildings constructed on its Elko campus, and classroom buildings erected in Ely and Winnemucca. In 1995, the College changed its name to Great Basin College, better reflecting the rural landscape it served, and preparations began to offer select baccalaureate degree programs. In 1999, GBC accepted its first class of students enrolled in the Bachelor of Arts—Education program.

The new millennium saw the addition of resident housing and meteoric growth in distance learning technologies. An online campus was established, providing more access and flexibility for GBC students. Baccalaureate programs in several other disciplines were added, including Nursing, Professional Studies, Social Work, and Applied Science. Finally, in 2006, the NSHE Board of Regents expanded the GBC service area to include Nye County, and a campus center was opened in Pahrump.

Great Basin College Foundation will be integral to the future of GBC. Established in 1983, to date it has provided GBC with nearly \$30 million in private support. The College anticipates continued growth of services and facilities in the coming decade, and the Foundation will be integral to that development.

College and Community Profile

The main campus of Great Basin College is located in Elko. Within easy driving distance of Salt Lake City, Boise, and Reno, it is at the center of some of the most dramatic and remote landscape in the nation. The glacier carved Ruby Mountains 20 minutes to the south and the Jarbidge Mountains to the north can boast of having some of the cleanest air on earth. Both areas provide plenty of opportunity for outdoor pursuits. Hiking, camping, hunting, fishing, skiing, and snowmobiling make them “four-season” recreation destinations.

The greater Elko area includes the communities of Spring Creek and Lamaille to the south, Wells to the east, and Carlin to the west. Elko is the economic center of the region. The downtown area is home to The Western Folklife Center, which holds the annual National Cowboy Poetry Gathering each winter. Basque restaurants provide an opportunity for a traditional western dining experience, and other fine restaurants offer more contemporary menus, including sushi, Mexican, and haute cuisines. Locally owned specialty stores provide consumers with outlets for clothing, gourmet cooking, crafts, house wares, and furniture. A number of art galleries, pubs, and Nevada-style gaming establishments can be found downtown as well. “Big-Box” stores are found on the city’s outskirts.

Elko’s park system is one of the best in the state, with several hundred acres of “green-space” available to residents. Streets are well maintained and bike routes have been established in the community. There are several churches within walking distance of the College’s student housing as well. Northeastern Nevada Regional Hospital provides first-rate primary care facilities, with specialists in all areas of medicine either in residence or affiliated.

Centers

Great Basin College offers classes at numerous regional sites in Elko, Eureka, Humboldt, Lander, Nye, and White Pine Counties. The largest towns served are Ely, Pahrump, and Winnemucca. Other communities—Battle Mountain, Eureka, Jackpot, McDermitt, Owyhee, Wells, and Wendover—are staffed by part-time coordinators who determine the local needs and create schedules of classes.

If you wish to contact the coordinator at the satellite centers, please call GBC’s Office of Distance Education, 775.753.2306, for current information.

Ely Center

The Ely Center is the center of higher education in eastern central Nevada. Ely is located 188 miles south of Elko near the south rim of the Great Basin in a picturesque desert and forested mountain area. It is the center of commerce and industry in eastern Nevada and the seat of White Pine County. Three U.S. highways—U.S. 6, U.S. 50, and U.S. 93—intersect at Ely, a city that more than 5,000 people call home. Tourists are attracted to U.S. 50, “The Loneliest Road in America,” and Ely’s hospitality industry provides travelers with important services in Eastern Nevada. Nearby is Great Basin National Park, which attracts visitors because of its varied features: the Bristlecone Pine (oldest of living things), Lehman Caves, and giant Wheeler Peak, with its many alpine vistas and a high ice field. The City of Ely has developed the Nevada Northern Railway Museum, featuring a steam-hissing Ghost Train, which offers excursions during summer months. The Ely Renaissance Society has initiated the painting of murals on the walls of local businesses depicting the county’s rich history of mining, ranching, and ethnic heritage.

The Ely Center has a full-time director and staff who coordinate schedules and programs for the needs of the people of White Pine County and the surrounding area. Built in 1996, the facility links students with other institutions through the Internet and interactive video technology, in addition to traditional on-campus college courses. For more information, call the Ely Center at 775.289.3589.

Pahrump Valley Center

Pahrump, 436 miles south of Elko, is the home of GBC’s newest center, the Pahrump Valley Center (PVC). The PVC is the center for GBC’s offerings in Beatty, Gabbs, Round Mountain, Tonopah, and other communities throughout Nye County. The PVC is located at 551 E. Calvada Blvd. The complex has several classroom buildings, a large multi-purpose building, as well as administrative offices.

The Pahrump Valley Center also has a number of full-time instructors who teach students in Pahrump and throughout the GBC services area using the college’s extensive interactive video network. Full-time and adjunct faculty from campuses and centers in other parts of the service area also deliver coursework to the PVC on the network. The center is administered by a director overseeing adjunct instructors, computer technicians and lab aids, support staff and student tutors. GBC administrative specialists from areas of Student Services are in residence on a regular basis.

GBC is currently in the process of acquiring 280 acres of land on the south east end of Pahrump for a permanent, dedicated campus. The college is working with the Bureau of Land Management on a Recreation and Public Purposes application for the land. The Nevada federal delegation continues work on a congressional act that, if passed, would secure the land more expediently. GBC is hopeful that construction on the permanent site can begin by the end of the decade.

You are cordially invited to visit the Pahrump Valley Center to see the computer and science laboratories, and to discuss your educational plans and how GBC can help you achieve your educational goal.

For more information, call the Pahrump Valley Center at 775.727.2000.

Winnemucca Center

Winnemucca, 123 miles west of Elko along the Humboldt River, is the site of another GBC center. The city perpetuates the name of the famous Chief Winnemucca, or "Old Winnemucca," of the emigrant era. Winnemucca is both a Nevada gateway to the Pacific Northwest and a town where tourists from that area like to come for Nevada-style recreation. It is supported largely through mining, tourism, and agriculture. Humboldt County, with its large potato and alfalfa farms, is one of Nevada's leading agriculture areas. Winnemucca is part of "Cowboy Country" and is famous for the outlaw Butch Cassidy, and for some vestiges of the buckaroo spirit of the Great Basin. The GBC Winnemucca Center facility was completed in 1995 and is located at 5490 Kluncy Canyon Road. The center has a full-time director and staff that coordinate schedules and programs to meet the educational needs of Humboldt County residents. The center features state-of-the-art computer systems, science labs, and interactive video technology to link Winnemucca students with college students in other Nevada communities. A new 1,440 square foot facility opened in Fall 2010, which consists of two additional IAV classrooms.

For more information call the Winnemucca Center at 775.623.4824.

Who Accredits Us?

The College is regionally accredited by the Northwest Commission on Colleges and Universities. GBC is a member college of the Nevada System of Higher Education (NSHE).

The College has received approval by the Nevada State Board of Education for the Elementary and Secondary Education License Program.

The College is also licensed to provide Mine Safety and Health Administration (MSHA) certification classes.

Great Basin College follows the curriculum of the American Welding Society (AWS), and graduates of the Welding Technology Programs may receive AWS certification.

The Associate of Applied Science Degree in Nursing and the Bachelor of Science Degree in Nursing programs are both accredited by the National League for Nursing Accrediting Commission, Inc. (NLNAC).

The Radiology Technology program is accredited by the Joint Review Committee on Education in Radiology Technology (JRCERT).

Who Teaches at GBC?

Great Basin College boasts a faculty whose backgrounds are as cosmopolitan and wide-reaching as GBC is small and personal. The many full-time and part-time instructors come to GBC from all walks of life, bringing their experiences and varied outlooks to enrich our instructional programs. Over the years, many of our instructors have received regional and national recognition for their efforts.

Who Are the Classified Staff?

Classified Staff supports Great Basin College in all facets of this institution and in the communities that GBC provides service. The Classified Staff funds the Tony Salvatierra Scholarship and various projects to benefit the College as well as the community. Membership consists of all State of Nevada classified employees of GBC who are employed in a permanent part-time or full-time position. The officers of the Classified Council volunteer to serve for one year, representing all rights and interests of the Classified Staff of GBC. The Classified Council serves as an advisory group to the President of GBC.

Who Attends GBC?

Great Basin College's service area has more than 120,000 residents, and approximately 3,500 of them enroll at GBC and its centers each semester. GBC students range in age from 16 to 90 and have a wide variety of interests. Some enroll in science courses and the liberal arts transfer programs while others take courses in computer networks, business finance, real estate investments, or learn English as a second language. Our students gain valuable experience at GBC.

What Is Academic Freedom and Responsibility?

Academic freedom is an essential principle of higher education which facilitates the open exchange of ideas in the pursuit of knowledge. Academic freedom allows faculty, staff, students, and invited guests to research, discuss, and publish in an open academic setting, even when this "requires consideration of topics which may be politically, socially, or scientifically controversial" (NSHE Code Title 2 Section 2.1.2). Academic responsibility requires that such research, discussion, and publication be conducted in a civil manner, following "appropriate standards of scholarship and instruction" (NSHE Code Title 2 Section 2.1.3).

Great Basin College is committed to upholding the standards of academic freedom and responsibility, as described in the NSHE Code and the American Association of University Professors "Statement of Principles of Academic Freedom and Tenure."

GBC Mission and Core Themes

GBC Mission

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 multi-county services 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.

Core Themes

Core Theme 1: Provide Student Enrichment

From the student perspective, functions of the college directed toward personal enrichment and success (such as curriculum, instruction, educational programs, and student services) are available, sufficient, and effective.

Core Theme 2: Build Bridges

Seek, develop, and maintain partnerships and other connections with entities external to GBC as appropriate to fulfill the GBC Mission.

Core Theme 3: Serve Rural Nevada

To fulfill a fundamental element of its mission, GBC delivers all of its commitments and services throughout its six-county service area as well as resources will programmatically allow. This extends beyond the main campus, providing for the needs of place-bound residents with appropriate accessibility throughout local distance delivery methods.

General Education

A primary goal of Great Basin College is to provide students with meaningful, relevant, and challenging learning opportunities in general education, including science and technology. We believe that general education is a continuous process and the heart of the undergraduate experience. General education constitutes learning experiences that will provide educated individuals with essential knowledge. Thus, general education aims to develop individuals with a broad span of knowledge—people who can direct their learning, who communicate clearly, who think logically and critically, and who have the capacity to work independently and as a part of a team.

Career and Technical Education

The courses and programs of career and technical education at Great Basin College are aimed at training students for entry-level employment or to upgrade skills for positions they already hold. Great Basin College offers customized training to meet local business and industry workforce development needs. The

College has also developed many short courses designed to meet the ever-changing demands of local business and industry.

Career and technical education develops intellectual curiosity, promotes creative thought, and improves abilities in areas ranging from computing to welding.

Developmental Education

Developmental education, for many students, provides the “open door” to a college education. These students may need a review of English grammar and usage, or basic mathematics before beginning a career and technical education or liberal arts program.

GBC takes developmental education seriously as a major part of the College mission. An increasing emphasis on educational quality, seen as necessary if Americans are to compete in an international economy, is prompting more emphasis on basic skills, mathematics, writing, critical thinking, and reading. Whether or not a student needs developmental coursework in English and mathematics is determined by his/her placement test scores.

Courses numbered 001-099 are developmental courses and will not satisfy degree or certificate requirements nor will they count toward the residency requirement of 15 GBC credits for an associate's degree or 32 GBC credits for a baccalaureate degree, but will prepare students for later college-level courses.

Continuing Education and Community Outreach

The mission of GBC Continuing Education is to provide lifelong learning opportunities for residents in GBC communities through diverse educational courses. These courses are often only a few sessions in length and reflect a variety of topics that appeal to different groups. For example, adults enjoy our Fundamentals for Computer User courses. High School students enroll in Driver's Education, and younger students participate in Kids College each summer. Continuing Education develops customized workforce development courses for businesses that want to train their employees in areas such as Effective Business Writing, Customer Service, and Microsoft Office Computer Applications.

Great Basin College hosts many social and cultural events each year that are often organized through the Continuing Education office and the GBC Arts and Cultural Enrichment committee. Past events include films, speakers, and book signings. Continuing Education also coordinates the Educational Travel program which offers travel opportunities in the U.S. and abroad.

Getting Started

The College Year

Great Basin College follows the semester system. Regular Fall and Spring Semesters run for 16 weeks each, including the final examination. A typical non-lab, 3-credit course meets for 45 hours, a 2-credit course for 30 hours, and a 1-credit course for 15 hours. Fall Semester begins at the Elko campus and most off-campus educational centers in late August and ends in mid-December. Spring Semester begins in mid-January and ends in mid-May.

GBC may also schedule alternate semesters. These may be abbreviated or compressed terms or courses built in or around regular semesters. Summer sessions at GBC begin in late June and end in early August.

Personnel in the Admissions and Records Office and the Recruitment Department will explain the procedures you need to follow to start smoothly in college. A campus visit and tour is strongly advised and can be arranged with the Recruitment Department. Admission to GBC involves a minimum of red tape. If you have any unanswered questions or concerns, please contact:

Admissions and Records Office or Recruitment Department

1500 College Parkway
Elko, Nevada, 89801

775.753.2102 (Admissions and Records Office)

775.753.2201 (Recruitment Department)

775.753.2311 (FAX)

www.gbcnv.edu/admissions
recruitment@gbcnv.edu

Admission to Our “Open Door” College

Great Basin College is an “open door” college which creates an opening to opportunity; it means that no one is excluded from the chance to succeed in college. However, admission to the College does not mean that you have unrestricted entry to a particular course or program. The Department of Health Sciences and Human Services, for example, has special or additional admission requirements than does the College in general. Students who need basic skills instruction may spend a semester or two in developmental classes before enrolling in liberal arts or career and technical education courses. Placement tests should be taken before registration to determine the appropriate courses for enrollment.

Students with a high school diploma or GED may be admitted as a degree seeking student. However, beginning Fall 2012, a student who applies to Great Basin College and who has not earned a high school diploma or GED will be initially admitted as a non-degree seeking student. In order to be reclassified as a degree seeking student and declare a major, the student will have to meet one of the following requirements.

- Obtain placement test scores sufficient for entry in English 101 or higher, and MATH 096 or higher; or
- Successfully complete six college credits in any general education course with a grade of C- or higher.

GBC will admit students who are at least 18 years old, or who are high school graduates or who have high school equivalency certification. If you are still in high school, or are an international student, see page 17.

No one can be denied admission on the basis of race, religion, color, age, sex, sexual orientation, military status, disability, national origin, gender identity or express, or genetic information.

Your Responsibilities as a GBC Student

As you consider attending Great Basin College, it is important that you understand your responsibilities. You should read and understand the contents of this catalog. In addition, you should familiarize yourself with GBC policies and procedures. Take special note of important dates for registration, fee payment, and refunds. And, in order to best serve your needs, keep the Admissions and Records Office informed of any changes in address, telephone number, and enrollment status.

It is your responsibility to officially withdraw from courses you are not attending. See pages 49 through 51 for the GBC withdrawal policy.

How to Apply for Admission

To apply for admission, submit an online application. This can be found by clicking on “Admission” on the Great Basin College web page: www.gbcnv.edu. Current class schedules can also be viewed from this web page. After applying please allow three business days prior to enrollment in courses.

Official transcripts from other colleges and high schools, along with test scores on the Scholastic Aptitude Test (SAT) or the American College Test (ACT), should be sent to the Admissions and Records Office as soon as the student has applied to GBC.

All of the bachelor's degrees and several of the Associate of Applied Science degrees have special admission requirements and require an additional application. Admission to these programs is not guaranteed upon acceptance to GBC. Consult Degrees Offered (pages 56-156) for details or visit www.gbcnv.edu/academics

Use of Social Security Numbers

In accordance with the Federal Privacy Act of 1974, applicants for admission and enrolled students at GBC are advised that DISCLOSURE and use of their social security number is voluntary. All students will be assigned a student identification number that will be used as a personal identifier at GBC. Your social security number or an assigned number, may be used: 1) to identify student records at GBC; 2) for registration and course enrollment; 3) to certify attendance and report student status; 4) as an identifier for housing, grants, loans, and other financial aid programs; and 5) for recording grade information. GBC uses social security numbers or student identifier numbers for identification purposes. Provision and use of these numbers for identification purposes will facilitate the provisions of services and compilation of information necessary to maintain accurate records on applications and students.

Students who are employed full-time or part-time by GBC or who receive federally funded educational aid have to disclose their social security numbers for payroll and other mandatory reporting purposes, but such students have a right to use their student ID number for other identification purposes.

Taxpayer Relief Act

As students provide their social security number, they will be eligible for the Taxpayer Relief Act. The Taxpayer Relief Act requires institutions to provide information to taxpayers and to the Internal Revenue Service for the Hope Scholarship, Lifetime Learning Credit, and Student Interest Deduction. The information will be sent to the IRS and entered on the 1098-T form prepared for the student.

International Student Admission

Great Basin College is authorized by U.S. Immigration and Customs Enforcement to enroll international students. If you are a foreign student planning to enroll, you have special conditions to satisfy. You must submit the following:

- Official evidence, written in English, that you have completed an educational level equivalent to graduation from an accredited United States high school.
- A passing score on the TOEFL (Test of English as a Foreign Language) taken within twelve months of admission: 500 on the paper-based exam, 173 on the computer-based exam, or 61 on the Internet-based exam.
- Adequate proof of financial responsibility or sponsorship by a reputable United States citizen or organization for all obligations while attending the College.
- If you want courses transferred to Great Basin College from a college or university outside of the United States, you must have the transcript evaluated by an approved evaluation agency. Please see Transferring Your Credits to GBC on pages 22-23 for further information.

For the most current information, review the website at www.gbcnv.edu/international, or contact:

Director of Admissions and Registrar

Great Basin College
1500 College Parkway
Elko, Nevada 89801
775.753.2361
775.753.2311 (FAX)

Non-degree Students

GBC opens its doors to any adult who can profit from instruction. Several hundred non-degree students study in credit and non-credit classes each semester.

As a non-degree student, you may take classes for credit or choose to audit classes for personal enrichment. Many non-degree students discover eventually that they have completed enough credits for GBC's Associate in General Studies Degree, which is described on page 59.

High School Students

Great Basin College offers high school juniors and seniors the opportunity to earn academic credit in college courses. Students who may be interested in early studies should discuss the program with parents, high school counselors, and GBC counselors. Students must have the approval of their high school principal and counselor to enroll in college classes.

Qualified juniors and seniors may register for courses each semester or during a summer session. High school students below the junior level will be considered on a case-by-case basis. Students may need to complete an assessment test or provide ACT/SAT scores for enrollment in some courses. The credits earned may fulfill requirements of a GBC degree or certificate of achievement program.

Dual credit courses are college courses for which high school students may receive simultaneous high school and college credit. The list of dual credit courses and the necessary forms can be found at www.gbcnv.edu/academics/dualcredit.

Great Basin College Dual Credit Statement

Great Basin College believes that dual credit is a useful and viable opportunity for qualified high school students to start their college careers. Dual credit courses are college-level courses. Students enrolled in these courses will be expected to meet Great Basin College standards. To ensure college-level rigor, the following key points will be observed:

- Courses will be taught by Great Basin College; faculty members will be full-time or adjunct employees of Great Basin College.
- Courses will use the Great Basin College course curriculum, syllabi, and grading system.
- Courses will use the Great Basin College-approved course text(s).
- Dual credit students will be evaluated using the same outcomes assessment as all students at Great Basin College.
- Tuition and fees will be established by Great Basin College as a member of the Nevada System of Higher Education and processed through Great Basin College's financial system.
- Dual credit students are college students, and for the purposes of the dual credit class(es), there will be a strict adherence to Right-to-Know policies and procedures of the Family Educational Right to Privacy Act (FERPA) as defined by regulations binding Great Basin College and all its students.
- Great Basin College complies with FERPA. As such, parents will not have access to student grades, financial records, etc. Information regarding student performance is not available through participating school district websites such as "Power School."

For more information, contact your high school counselor or the GBC Director of Continuing Education and Community Outreach at 775.753.2231.

Tech Prep Credit

Members of the Great Basin College Tech Prep Consortium include: Elko, Eureka, Humboldt, Lander, Nye, White Pine, Washoe, Douglas, and Lyon County School Districts. High School students who complete selected Career and Technical Education (CTE) courses/programs within these counties are eligible to apply for free college credit at Great Basin College. Students must be enrolled in and complete the required CTE course sequences as determined by articulation agreements, be juniors or seniors in the CTE sequence, and receive a "B" or better in all semesters of the CTE sequence. The student must be accepted as a Great Basin College Student to receive their credits. Students must also pay the \$10.00 New Student fee to receive their GBC transcripts after Tech Prep credit has been awarded. Students who have already paid the New Student Fee are exempt from paying the fee again.

By taking advantage of Tech Prep credits, students can save time and money. Tech Prep credits apply towards degrees offered at Great Basin College, other NSHE institutions, and potentially at other out-of-state institutions. The credits earned while in high school will be awarded on a GBC transcript and an "A" or "B" grade will be assigned, depending on the grades received in the high school course. Interested high school students may contact their high school counselor, CTE teacher, or the GBC Tech Prep Office at 775.753.2303. Students can see which CTE programs qualify at their high schools and apply for Tech Prep credit online at www.gbcnv.edu/techprep.

Placement Tests to Validate Your Mathematics and English Skills

Great Basin College provides assistance to its students as follows:

Placement in Writing Classes

GBC conducts the following five courses in writing:

- ENG 095 Basic Writing II
- ENG 103 English Fundamentals for Technical Writing
- ENG 107 Technical Communications I
- ENG 108 Technical Communications II
- ENG 101 Composition I
- ENG 102 Composition II

The English sequences on the right demonstrate the progression through writing courses for the Associate of Applied Science, Associate of General Studies, Associate of Arts, and Associate of Science degrees.

If you present a score of 18–29 on the English section of the ACT, or 440–670 on the SAT, or make an equivalent score on the Accuplacer sentence skills test, you may enroll in English 101 or 107, depending upon your program. The placement test is a prediction of your potential for success in writing courses. A score of 30–36 on the English section of the ACT or 680–800 on the SAT will qualify you for English 102.

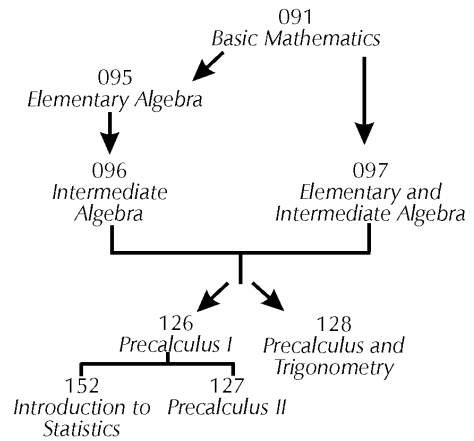
How to Select an English Course

| ACT | *SAT | ACCUPLACER | | CLASS |
|-------|---------|-----------------|---------|---------------------|
| | | Sentence Skills | Writing | |
| <18 | <440 | <86 | 1-4 | ENG 095 or ENG 103 |
| 18-29 | 440-670 | ≥ 86 | 5-8 | ENG 101 and ENG 107 |
| 30-36 | 680-800 | ≥ 115 | N/A | ENG 102 |

ACT scores below 18, SAT scores below 440, or Accuplacer sentence skills score 85 and below and/or writing score 4 and below requires placement in ENG 095. Acuplacer tests are available free at the Elko campus or at your local center. For more information, call 775.753.2144.

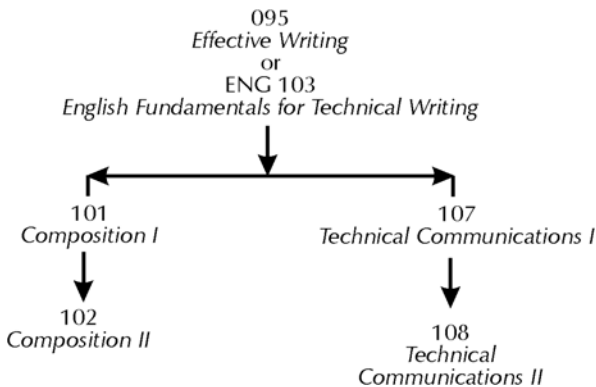
MATHEMATICS SEQUENCE

Associate of Science



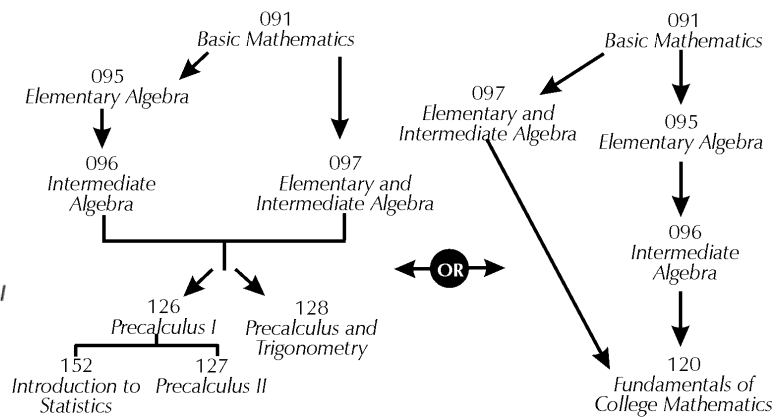
ENGLISH SEQUENCE

**Associate of Applied Science
Associate of General Studies**



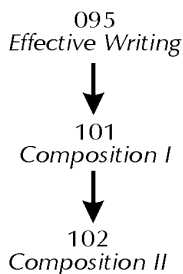
MATHEMATICS SEQUENCE

Associate of Arts



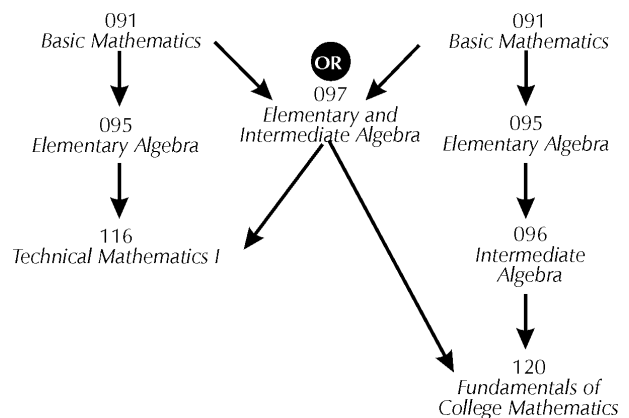
ENGLISH SEQUENCE

**Associate of Arts
Associate of Science**



MATHEMATICS SEQUENCE

**Associate of Applied Science
Associate of General Studies**



Placement in Mathematics Classes

If you wish to take a mathematics course you may be asked to take the mathematics placement test. Students presenting a score of 19 or higher on the mathematics subsection of the ACT or 470 or higher on the SAT, may enroll in any mathematics course up to and including MATH 096 and MATH 116 without taking the placement test.

To satisfy the mathematics requirement for the Associate of Arts, each student must complete three credits of MATH 120 or five credits at the level of MATH 126 or higher. For the Associate of Science, each student must complete five credits of MATH 126 or higher. Completion of MATH 116 or higher is required to satisfy the mathematics requirement for the Associate of General Studies. MATH 116 or higher is required for all Associate of Applied Science degrees.

The mathematics requirement may also be satisfied by a student who earns credit through the CLEP (College-Level Examination Program) tests, or transfers equivalent credits to GBC. Placement tests are available at the Academic Success Center and at your local center.

How to Select a Mathematics Course

| ACT | SAT | Accuplacer | Accuplacer | Accuplacer | Class |
|-------|---------|------------|------------|---------------|--|
| | | ARTH. | ELEM AG. | COLL LEV MATH | |
| ≤ 16 | < 400 | < 86 | | | MATH 091 |
| 17-18 | 400-465 | ≥ 86 | ≤ 62 | | MATH 095 or MATH 097 |
| 19-21 | 470-495 | ≥ 86 | 63-120 | | MATH 096 |
| 22-24 | ≥ 500 | ≥ 86 | 63-120 | 40-63 | MATH 116 or MATH 120 |
| 22-24 | ≥ 520 | ≥ 86 | 63-120 | ≥ 63 | MATH 126 or MATH 128 |
| ≥ 25 | ≥ 560 | | | | MATH 127 or higher requires discussion with mathematics faculty. |

MINIMUM MATH REQUIREMENT FOR GRADUATION:
 Three credits MATH 120 or five credits at the level of MATH 126 or higher for AA degrees. Five credits of MATH 126 or higher for AS degrees; three credits of MATH 116 or higher for AAS.

*Students who complete ENG 101 AND MATH 095 with a grade of C or better are eligible to enroll in MATH 120.

Rev. 4/30/13

Completion of developmental classes (English 095; MATH 091, 095, 096, and 097) should be a priority for all degree-seeking students. Students requiring remediation must complete all required coursework prior to completion of 45 college-level credits unless otherwise authorized by the institution. Postponing completion of developmental classes may significantly delay your education.

The GED High School Equivalency/ Adult High School Diploma

The Nevada Department of Education and the American Council on Education have authorized GBC in Elko as an official testing agency for the General Educational Development Tests (GED). The five-battery test is administered one to two times per month. You may schedule an appointment to take the test upon payment of the test fee of \$65.00 beginning July 1 and ending December, 2013. To schedule a GED test, call Admissions and Records at 775.753.2272. If you aren't sure you're ready, the staff in the Adult Learning Center administers a shorter test that can accurately predict GED test outcomes and will pinpoint areas where you need review and study. The Center is well-equipped with basic skills study materials and with highly trained tutors in mathematics, reading, and English.

Satisfactory test results earn you (Nevada residents 16 years old or older) the Certificate of High School Equivalency. Satisfactory scores on the GED tests may also be used to satisfy certain requirements for an Adult High School Diploma. GBC is authorized to issue the Certificate of High School Equivalency; Adult High School Diplomas are issued by the Elko, Humboldt, Lander, and White Pine County School Districts.

Changes Ahead for GED Testing

2013 is the final year for paper-based GED testing. The GED testing service will introduce a new version of the GED designed to align the test with the new Common Core curricula adopted by most states to increase college and career readiness. The new version will be computer-based GED and will begin January 1, 2014. All current GED candidates who have not yet completed the full battery of five subject tests will need to do so before the end of 2013. The current GED test series cannot be combined with the new series beginning January 1, 2014. For more information, call 775.753.2272 or 775.753.2271.

Beginning July 1, 2013 (upon approval), the GED will be offered in a computer based format, at GBC (as a Pearson Vue testing site). The cost of taking the computer based version will be \$120 for the entire exam (all five modules) or \$24 per module. Students will be able to schedule and pay for the computer based version through the Pearson Vue website at www.pearsonvue.com. The paper and pencil version of the test will continue to be offered on the schedule described above through December 2013. Paper based testing will be scheduled by contacting Admissions and Records at 775.753.2272. Payment will be \$65.00 (beginning July 1, 2013) for the paper based GED.

Examinees who have passed one or more sections of the GED and are retesting on remaining sections, should plan to complete their GED in the paper based format, through December, 2013. Examinees who are taking the exam for the first time, beginning July 2013, should consider taking the computer based version of the GED. For more information concerning which version is best for you, contact 775.753.2271 or julie.byernes@gbcnv.edu.

Cooperative Education/Work Experience

Cooperative education is an extension of classroom learning to the workplace. It is a process which integrates on-campus study with related work experience in a student's career interest area. For example, a student who studies hydraulics at GBC may expand that learning with a community learning station— perhaps in the shop of a heavy equipment vendor or in a diesel shop at a mining company.

Cooperative education is a tri-part working relationship in which GBC joins with an employer in a structured, academic relationship which benefits the student, the employer, and the institution. Co-op's basic purpose is to provide work experience while the student is in college. The on-the-job experience is supervised as well as monitored by the employer and the institution to insure competency and academic integrity.

Employers who are interested in cooperative education should call GBC's Career and Technical Education Department at 775.753.2217.

How to Obtain Credit for Your Knowledge and Experience

Non-traditional Credit

Many adult students with a rich experience of work and training may not be aware that they may obtain college credit for knowledge they have gained over the years.

Students may receive up to 15 credit hours for non-traditional education from any combination of the following sources: military training; correspondence courses; extension courses; post-secondary proprietary institutions, including business colleges; P.O.S.T. (Peace Officers Standard Training) certificate training; and other recognized sources. Students must themselves take the initiative of compiling documents to be used in petitioning for credit. Such documents may include training, certificates, certificates of completion, licenses, resumés, job descriptions, work evaluations, length and content of training, and letters of verification from employers.

A GBC faculty member in the appropriate discipline and the Academic Standards Committee of Faculty Senate will assess prior learning. The recommendation will then be voted on by the full Faculty Senate. Non-traditional forms of learning must be shown to be worthy of college credit. Learning which is certified by GBC for credit must be equivalent to the classroom experience.

Judgments used by the faculty committee on non-traditional learning will vary greatly from discipline to discipline. Certain common denominators, however, will guide the assessment: the quality, the authenticity, the appropriateness, and the breadth of learning.

Non-traditional education credit can only be applied toward an Associate of Applied Science, an Associate of General Studies, or a Certificate of Achievement. The student must have at least 15 semester credits at GBC before non-traditional credit is considered.

Obtain a petition and receive instruction regarding your non-traditional education from Admissions and Records, Berg Hall, 775.753.2273.

College Credit by Examination

There are three ways to receive college credit by examination: College-Level Examination Program (CLEP), College Board Advanced Placement Examination (CBAPE), and Challenge Examinations. You may earn a maximum of 30 semester credits from credit by examination, using any combination of the exams listed below.

College-Level Examination Program (CLEP)

The College-Level Examination Program (CLEP) helps you gain recognition for what you know and can do, no matter how or where you learned it. You may test in numerous subject areas which require a minimum score of 50 for three credits. Normally CLEP exams should be completed prior to the second semester. Each test is \$80.00 and all tests are computer generated. For more information, contact 775.753.2144. Refer to CLEP grid on page 202.

College Board Advanced Placement Examination (AP)

Great Basin College credit may be granted to students who have achieved appropriate scores on one or more of the College Board Advanced Placement Examinations. These tests are administered each year in May and are available to high school students who have taken Advanced Placement courses in high school. Please contact Admissions and Records for more information. Refer to page 200 for the College Board Advanced Placement Examination course grid.

Challenge Examinations

Challenge Examinations may be given to enrolled students who have accumulated a great deal of information outside the classroom without formal instruction. Students who would like to "challenge" a course must obtain a Petition for Credit by Examination from the Admissions and Records Office and pay a non-refundable fee of \$25.00 for each course challenged.

- Each student is responsible for obtaining a Petition for Credit by Examination, seeking approval(s), arranging to complete the challenge examination, and requesting the official score be posted on the petition and sent to the Admissions and Records Office.
- A maximum of 15 credits in a single subject area may be obtained through challenge examinations.
- Courses cannot be challenged if a student has taken a more advanced course in the same area.
- Challenge examinations do not apply toward the 15-credit residency requirement for graduation.
- Challenge examinations do not count as part of a student's credit load for any given semester.
- Challenge exam credits cannot be used for financial aid credit load standing.
- Challenge examinations are not usually transferable and in many cases, will not count for licensing agencies.
- Successful challenge examinations are posted as a "P" (Pass) on the student's transcript.

- Students must complete the challenge during the same semester in which the request was made.
- Great Basin College reserves the right to deny any petition for credit by examination.

You and Your Faculty Advisor

When you submit your admission application online through www.gbcnv.edu/admissions, you will be assigned a faculty advisor. Advisors are assigned according to academic major or program. Students who do not declare a major will still have an advisor assigned to assist them throughout their college experience. You can also view the name of your advisor by signing into MyGBC. Your advisor's name and contact information is in your Student Center.

Your advisor will guide you through your academic career at GBC. You will receive assistance with class selection and setting up your semester schedules. Advisors are knowledgeable in their respective areas and can counsel you on career choices and job possibilities in your chosen field.

You should contact your advisor before the enrollment period begins, allowing time to discuss your academic plans. Call or drop by your advisor's office to make an appointment. If you would like an advisor or are not sure who is assigned as your advisor, call the Admissions and Records Office, 775.753.2102, for assistance.

GBC strongly encourages students to participate in the advisement process.

Orientation to GBC

Who needs to take Orientation (INT 100)?

- A first-time full-time student (required your first semester at GBC)
- A degree-seeking part-time student (you must complete INT 100 within your first 24 credits at GBC)
- An associate's degree candidate
- A certificate of achievement candidate (select programs)
- A transfer student with fewer than 24 transfer credits

GBC Orientation—INT 100, will introduce students to GBC, its programs, and services resulting in enhanced academic success. Students will learn:

- What programs are available.
- What requirements are needed to enter courses and programs.
- What requirements are needed to complete courses and programs.
- How to get academic advisement.
- What general education means.
- How to get help for a variety of needs (study skills, personal, financial, etc.).
- What resources are available (library, Retention and Student Life, etc.).
- How to transfer to another program.
- How to gain access to personal information.

- Where facilities are located on campus.
- How to read the catalog and the schedule.
- How to complete the necessary steps for graduation.

Times and dates of INT 100 will be listed in the Fall and Spring class schedules.

Transfer Center

The Transfer Center of Great Basin College assists students who plan to continue their education at a bachelor granting college or university. The Center, located in the Admission Advising and Career Center, offers transfer agreements in certain programs for specified universities. Visit the center for career exploration leading to a major, for transfer to a university, and for professional goal and educational plan guidance. For more information visit the Transfer Center in Berg Hall or call 775.753.2299.

Transferring Your Credits to GBC

Students who would like to have credits from other regionally accredited institutions transferred to GBC should have the institution where they received credit send an official transcript directly to the Admissions and Records Office, 1500 College Parkway, Elko, NV 89801. In order for classes to be transferred to GBC, students must have applied to Great Basin College and declared a major.

The transcript evaluator in Admissions and Records will determine how the courses will transfer in. When clarification is needed, the transcript evaluator will consult with the appropriate academic department. An email is then sent to the student.

If the student disagrees with the decision of the transcript evaluator, the student can discuss the areas of concern with the evaluator and/or provide additional documentation, such as catalog course descriptions and course syllabi. The evaluator will then review the transcripts again, conferring with faculty as needed.

If the student is still dissatisfied, he or she should contact the Registrar in writing, outlining specific concerns and request, providing documentation, if appropriate. The Registrar will then work in consultation with the appropriate faculty and make a final determination.

A student transferring to GBC with an Associate of Arts (AA), Associate of Science (AS), or Associate of Business (AB) from an NSHE Institution, or an Associate of Arts (AA) or an Associate of Science (AS) from a regionally accredited college, will be considered by GBC to have fulfilled the GBC lower-division general education requirements.

If students are transferring with a bachelor's degree from any regionally accredited college or university, all general education requirements (lower- and upper-division) are considered to be met. These students are not required to take Integrative

Seminars (INT 339, INT 349, INT 359, INT 369) if they already have a bachelor's degree, unless the INT seminar is a specific program requirement.

It is the responsibility of students with foreign transcripts to provide Great Basin College with a copy of the transcript, translated and evaluated by a nationally recognized evaluation agency. The agency must be approved by the Nevada Commission on Professional Standards in Education. A list of these agencies is available at the Admissions and Records Office. This process can be quite lengthy, thus students are advised to begin the process as early as possible, especially when applying to specific programs within GBC. Students are responsible for ascertaining and meeting all the deadlines.

Transferring Your Credits from GBC

Students may plan to transfer from GBC to upper-division study at other colleges. Transferring students should plan to complete a program of classes they know will become a part of a baccalaureate degree because they have studied the university catalog, talked with advisors, and been assured that they can transfer courses with ease.

Some students, however, do not take such precautions. They complete courses at GBC that were not designed to transfer, and later they are disappointed. Don't let this happen to you. This catalog provides the crucial information you need to make informed decisions about the courses you take. But even with this printed guide, you should work closely with your advisor before registration if you plan to transfer.

GBC cannot, of course, guarantee that colleges and universities will receive courses, but our experience has been overwhelmingly positive.

Transferring within the Nevada System of Higher Education

The universities and colleges of the Nevada System of Higher Education participate in regular discussions about the "transfer status" of courses within the System. The following common course numbering system is recognized among the colleges of the Nevada System of Higher Education:

GBC Non-transferable Developmental Courses
(courses with numbers less than 100) 001-099

GBC Non-transferable Courses
Some courses (100-299) offered at Great Basin College may not be used for an Associate of Arts, Associate of Science, or Bachelor of Arts degree. These courses may not be transferrable to other Nevada colleges. These courses are identified in the course catalog descriptions.

GBC Non-transferable Non Credit Courses
(courses with a "Z" designator or all 000s) 001Z-299Z

GBC and University lower-division courses and
community college transfer courses 100-299

GBC and University upper-division courses 300-499
(Upper-division courses with any affixes are transferrable to UNR, UNLV, NSC)

University graduate courses 500-799
GBC schedules always indicate NSHE course transfer status with these designations. Naturally, "transfer" courses do not all transfer the same way. Some transfer as equivalents, some as departmental electives, and others as general electives. This catalog provides the information you will need, but even with this printed guide, you should meet with your advisor before registration because courses and programs may change. With the assistance of your advisor, you can make informed decisions.

For more information and to access NSHE course transfer status information, visit the UNR website at www.unr.edu/transfer or the UNLV website at <http://www.unlv.edu/admissions/transfer/status>

Reverse Transfer Agreement

The Nevada System of Higher Education reverse transfer agreement allows students to earn their Associate of Arts or Associate of Science degree from Great Basin College, even after transferring to a Nevada university or state college.

There is no formal application for reverse transfer. Students interested in this option should contact a counselor or advisor at GBC to determine what courses they need to complete for their associate's degree. They will need to apply to graduate at GBC by October 15 for a December graduation or March 15 for a May graduation, and it is the student's responsibility to have an official transcript from their state college or university sent to GBC to confirm that the final courses were completed.

Transferring with an Associate's Degree

Completion of an Associate of Arts or an Associate of Science degree will be the basis for admission to upper-division study with junior status at universities and the state college in Nevada. Completion of either degree automatically fulfills the lower-division, general education requirements. Other baccalaureate-level courses included as a part of the Associate of Arts or Associate of Science degrees will transfer to the University of Nevada, Reno, the University of Nevada, Las Vegas, or the Nevada State College at a minimum as general elective credit. Completion of an Associate of Arts or Associate of Science degree does not guarantee satisfaction of all lower-division program requirements at the universities. The receiving institution will evaluate all transfer courses completed at GBC and any other educational institution attended.

Student Rights

Students have the right to:

- Receive automatic fulfillment of lower-division general education requirements at the universities, state college, and community colleges that offer select baccalaureate degrees upon completion of an Associate of Arts, Associate of Science, or an Associate of Business degree from an NSHE community college.
- Access information from the community colleges, state college, and universities about their transfer admission requirements, including documents required for admission, housing, and information about the institution's costs, financial aid, and student services.
- Access information about the transfer of specific courses, credit hours, grades, and degree requirements. This includes information about transferring courses with grades below a "C," courses students may have repeated, and credit previously granted by examination.
- Access and receive admission and transfer-related decisions in writing (electronic or paper) specifically:
 - Acceptance by the community colleges (limited access programs only), state college, and the universities.
 - Evaluation of courses and credits accepted for transfer credit and their course equivalencies, if applicable.
 - Outline of transfer courses and requirements which the transferred courses or credits will satisfy for the degree or program sought.
 - Analysis of the number of semester credits required to complete a degree in the chosen major program of study.
 - The NSHE institution's appeals process for transfer-related decisions.
- Appeal any NSHE institution's transfer-related decision. The appeal process will be developed and maintained by each NSHE institution and published on the institutions website.
- Elect to graduate under the course catalog graduation requirements under any of the following options, provided that the course catalog at the time of graduation is not more than ten years old for a bachelor's degree or six years old for an associate's degree or a certificate of achievement:
 - The course catalog of the year of enrollment in a baccalaureate level course/program at an NSHE community college (valid transfer contract may be required).
 - The course catalog of the year of transfer into a baccalaureate level program at the universities, state college, or community colleges that offer select baccalaureate degrees.
 - The course catalog of the year of graduation from an NSHE institution.

Notice: Students have all of the above rights and any others as summarized in the Summary of Board of Regents Transfer Policies. The summary can be accessed at the NSHE website at system.nevada.edu/NSHE. Paper copies of this document are available upon request at the institution's admission office.

Student Responsibilities

Students have the responsibility to:

- Understand the transfer policies and procedures of the institution they are considering for transfer. Students should seek information from the institution they are transferring to regarding core curriculum, prerequisites, major program requirements, degree requirements, admissions, financial aid, scholarships, housing, deadlines, restrictions, and other transfer-related criteria.
- Complete all materials required for application and submit the application on or before the published deadlines.
- Research how courses are applicable to degree and major requirements.
 - Understand that if they change their major, not all courses taken will necessarily apply to their new major.
 - Plan ahead and realize that appointments with advisors are necessary.
 - Understand that after a break in their enrollment, status as an admitted student may be affected.

NSHE Institution Responsibilities

NSHE institutions will:

- Make transfer-related policies and procedures available on their websites.
- Make answers to frequently asked questions about transfer issues accessible for students and provide opportunities for appropriate follow-up appointments to students.
- Provide information on the approximate costs of attending the institution, including tuition, books and supplies, housing, and other related fees.
- Relay admission and transfer-related decisions to students in writing (electronic or paper), including information about the student's appeal rights.
- Establish and make available upon request internal appeals processes to review transfer-related issues and decisions.
- Engage in continuous, authentic dialogue among NSHE institutions about transfer-related issues with the purpose of solving the challenges before they negatively impact students.

You Should Know...

Non-Discrimination Notice

GBC is guided by the principle that there shall be no difference in the treatment of persons because of a person's age, disability, whether actual or perceived by others (including service-connected disabilities), gender (including pregnancy related condition), military status or military obligations, sexual orientation, gender identify or expression, genetic information, national origin, race or religion, and that equal opportunity and access to facilities shall be available to all. Similarly, there shall be no difference in the treatment of persons who file charges of discrimination, participate in a discrimination proceeding, or otherwise oppose discrimination. It is our policy to comply fully with the non-discrimination provision of all state and federal regulations with regard to recruitment, admission, financial aid, activities, hiring, promotions, training, terminations, benefits, and compensation.

Questions regarding the compliance with Equal Opportunity Law should be referred to one of the following:

Affirmative Action Officer or Administrative Officer

Great Basin College
1500 College Parkway
Elko, NV 89801

U.S. Department of Education Office for Civil Rights

50 United Nations Plaza, Room 239
San Francisco, CA 94102

Family Educational Rights and Privacy Act

Each semester, GBC informs students of the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, in the Class Schedule and Catalog. This act was designated to protect the privacy of educational records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. (This does not, however, include challenging the fairness of a grade.) The law also provides the student with the right to inspect and review all information in his/her educational record.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.

A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the records(s) the student wishes to inspect. The College official will make arrangements for

access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. (See page 2 for a full description of this right and the disclosure opt out form).
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Retention and Disposition of Student Records

The following records are retained permanently:

- Student Permanent Academic Record (transcript)
- General Educational Development (GED) Test Scores

The following records are retained until five years after the last date of attendance:

- Transcripts from previously attended institutions
- Military service documents
- Final graduation degree audit

The following records are retained for five years and then destroyed:

- Correspondence
- Refund exceptions

The following records are retained for one year and then destroyed:

- Transcript requests
- Enrollment verifications
- Registration source documents

Student Right-to-Know

The Student Assistance General Provisions of Public Law 101-542 requires all institutions that participate in student financial assistance programs as authorized by Title IV of the Higher Education Act of 1965 and Higher Education Technical Amendments of 1991, Public Law 102-26, to disclose the graduation rate and/or persistence rate of all full-time, degree-seeking or certificate-seeking undergraduate students.

Great Basin College is pleased to provide the following information regarding our institution's graduation/completion rate. The information is provided in compliance with the Higher Education Act of 1965, as amended. The rates reflect the graduation and completion status of students who enrolled during Fall of 2005 and were seeking an Associate Degree or Certificate of Completion, and for whom 150 percent of the normal time-to-completion has elapsed.

During the fall semester of 2005, 210 first-time, full-time, Certificate, Associate degree seeking, or Bachelor degree seeking undergraduate students entered Great Basin College. Out of this cohort, 23 percent of these students have graduated from our institution or completed their programs and 23 percent of these students have graduated from our institution or completed their programs and 23 percent have transferred to other higher education institutions. Of the students only pursuing a Bachelor's degree, the graduation rate was eight percent.

While reviewing this information please note:

- Graduation rates are based on attendance that equates to 150 percent of the degree or certificate program.
- Graduation rates do not include students who left the school to serve in the armed forces, or official church missions, or in the foreign services of the federal government. Students who died or were totally permanently disabled are also excluded.

Missing Student Policy

Great Basin College is committed to the safety and security of all students attending each campus and center. A student will be determined to be missing if they are absent from their college residence or campus for more than twenty-four (24) hours without any known reason. This policy has been developed in order to assist in locating any student determined by the College to be missing upon completion of the investigative procedures listed below. The policy complies with Section 488 of the Higher Education Act of 2008.

Anyone who believes a student is missing should report their concern immediately. On the Elko campus reports should be made to the Director of Environmental Health, Safety and Security, a Security Officer, the Housing Coordinator, or the Vice President of Student Services. Concerns at all Centers should be reported to the Center Director, the Director of Environmental Health, Safety and Security, or the Vice President for Student Services. Upon receipt of a report of concern that a student may be missing, if the report was not directly to them, both the Vice President for Student Services and the Director of Environmental Health, Safety and Security shall be notified so an investigation may be conducted in accordance with the Great Basin College Policy and Procedures Policy 6.4.

Use of College Facilities

GBC's facilities, including campus grounds, are provided for the support of the regular educational functions of the College and the activities necessary for the support of these functions. College functions take precedence over other activities. Sometimes community groups not affiliated with GBC conduct workshops and seminars in college facilities. If you want to reserve a meeting room, please complete the room request form online at www.gbcnv.edu/community.html. For additional information, please contact the Facilities Scheduler at 775.753.2101 or your center administrative office.

College facilities may be used by private organizations (non-NSHE groups) subject to availability, an administrative fee, and proof of liability insurance.

Publicity Regulations

The Constitutions of the United States and Nevada guarantee all citizens the right of free expression. Specifically, the First Amendment to the Constitution of the United States of America reads, "Congress shall make no law . . . abridging the freedom of speech or the press." Recent court decisions make it clear that students share the right of free speech with all Americans, when the exercise of such right does not materially and substantially interfere with the operation of the College, or does not disrupt the academic process.

All procedures and rules pertaining to posters, banners, and distribution of materials on campus will be fairly, equally, and consistently enforced, regardless of the nature of the sponsoring group or individual or the philosophy being expressed. A decision to deny or halt the display or distribution of material shall be made based on the manner of distribution/display, not on the content of the materials. All materials must be approved by the Center Director or, in Elko, Media Services, located in Lundberg Hall, and must be dated and stamped prior to posting.

Persons wishing to protest, demonstrate or be involved in political or religious activism are requested to do so only in the designated free speech area located at the courtyard between Lundberg Hall and McMullen Hall. Please contact the Director of Environmental Health, Safety and Security by calling 775.753.2115 for any questions or concerns.

GBC Cares — A Guide to Engaged Learning

Civility — have respect for other students, instructors, and staff.
Be respectful, polite, and considerate.

Active — embrace the active process of learning.
Be diligent, engaged, and committed.

Responsibility — students are accountable for their actions, work, words, and behavior.
Be honorable, conscientious, truthful, and dependable.

Excellence — strive to achieve your highest potential.
Be exceptional, ambitious, and determined.

Success — successful college students embrace all of the educational experience.
Welcome the ideas, the people, and the challenges.

Children on Campus

Children are not allowed in the classrooms, labs areas, or access areas. GBC is committed to providing a place of instruction that is conducive to learning; and that is, to the greatest extent possible, free from distractions. Only enrolled students should be present in classrooms, field trips, fitness center(s) and lab facilities. As stated in the Student Services Policies and Procedures, Chapter 6, Section 6.1, Part 10.6. This policy may have an exception if a class specifically designed for children such as Kid's College class is held on campus.

If the situation is not immediately reconcilable, on the Elko Campus, reports should be made to a Security Officer, Director of Environmental Health, Safety and Security, or Vice President for Student Services. Concerns for all centers should be reported to the center director.

Mandatory Reporting

If any person, faculty, staff, student or member of the campus community has knowledge of a child (anyone under the age of 18 years) in immediate danger of abuse or from neglect, the local Police agency must immediately be notified by call 911. Once that call has been made, as soon as it is safe for the person to do so, the Center Director or Director of Environmental Health, Safety and Security must be notified.

If any person, faculty, staff, student or member of the campus community, has knowledge of a child (anyone under the age of 18 years) who appears to be the victim of abuse or neglect, the Center Director or Director of Environmental Health, Safety and Security should be notified immediately. Once the Director has determined the basic facts of the situation they will notify the Vice President for Student Services, Vice President for Academic Affairs or the Vice President for Business Affairs and the President. Notification must be made to the local Police agency or the Division of Child and Family Services as soon as reasonably practicable but not later than twenty-four (24) hours after the person knows or has reasonable cause to believe that the child has been abused or neglected (NRS 432B.2201, 1, (b)).

Student Grievance Procedure

Any student who believes he/she has suffered an non-academic injustice may implement the following grievance procedure:

- Formal grievance procedures are initiated only after informal attempts have been found unsatisfactory in reaching a just solution. A grievance must be filed in writing to the appropriate Vice President within **30 instructional days** of the alleged infraction.
- Members of a grievance committee will be selected by the appropriate Vice President. This committee will consist of the appropriate Vice President, two faculty members, one student, and one representative from the GBC Student Government Association.
- The student and involved parties will be given opportunity to present their case in a formal hearing to the selected grievance committee.
- The committee will then recommend a course of action to the college President.
- The student will receive written notification of the final decision from the college President.

Refer to page 51 concerning grade appeals or professional conduct of teaching faculty.

Student Conduct Policy

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

When a complaint or charge of student misconduct is brought forth, it shall be processed in accordance with the policies and procedures prescribed in the NSHE Board of Regents Code Title 2, Chapter 6, which is outlined in this document. For purposes of this document, the term "member of the college community" as it applies to students includes all persons taking courses at GBC, both full-time and part-time students. Persons who are not officially enrolled for a particular term, but who have a continuing relationship with the college are considered "students."

Misconduct

Misconduct, as defined and established in NSHE Code, Title 2, Chapter 6. Section 6.2.2, is as follows:

- (a) Commission of any act interfering with academic freedom.
- (b) Use of, or threat to use, force or violence against any member or guest of the System community, except when lawfully permitted.

- (c) Interference by force, threat or duress with the lawful freedom of movement of persons or vehicles on the premises of the System.
 - (d) Intentional disruption or unauthorized interruption of the functions of the System, including but not limited to classes, convocations, lectures, meetings, recruiting interviews, and social events, on or off premises of the System.
 - (e) Willful damage, destruction, defacement, theft, or misappropriation of equipment or property belonging to, in the possession of or on premises occupied by the System.
 - (f) Knowing possession on any premises of the System of any firearms, explosives, dangerous chemicals or other dangerous weapons as defined by the laws of the State of Nevada, without the written authorization of the president of any System institution or the president's authorized agent, unless such possession reasonably relates to duly recognized System functions by appropriate members of the faculty, other employees, or students.
 - (g) Continued occupation of buildings, structures, grounds or premises belonging to, or occupied by, the System after having been ordered to leave by the president of a System institution or the president's designee.
 - (h) Forgery, alteration, falsification or destruction of System documents or furnishing false information in documents submitted to the System.
 - (i) Making an accusation, which is intentionally false or is made with reckless disregard for the truth against any member of the System community by filing a complaint or charges under this code or under any applicable established grievance procedures in the System.
 - (j) Repeated use of obscene or abusive language in a classroom or public meeting of the System where usage is beyond the bounds of generally accepted good taste and which, if occurring in a class, is not significantly related to the teaching of the subject matter.
 - (k) Willful incitement of persons to commit any of the acts herein prohibited.
 - (l) Disorderly, lewd, or indecent conduct occurring on System premises or at a System sponsored function on or off such premises.
 - (m) Any act prohibited by local, state, or federal law that occurs on System premises or at a System sponsored function on or off premises. For example, a hate crime listed under NRS 193.1675 or NRS 207.185 against another person which is motivated by virtue of the victim's actual or perceived race, color, religion, national origin, physical or mental disability or sexual orientation. Security will notify the police department immediately and the administrative officer will begin campus administrative procedures.
 - (n) Use of threats of violence against a faculty member or the faculty member's family in order to secure preferential treatment for grades, loans, employment or other service or privilege accorded by the System.
 - (o) Any act of unlawful discrimination based on race, creed, sex, age, disability, national origin or any act of employment or educational retaliation against any person who has made a complaint about such discrimination.
 - (p) Any act of sexual harassment when submission to a request or demand of a sexual nature is either an explicit or implicit term or condition of employment or of academic grading, or where verbal or physical conduct of a sexual nature has the effect of creating an intimidating, offensive, or hostile work or classroom environment.
 - (q) Acts of academic dishonesty, including but not limited to cheating, plagiarism, falsifying research data or results, or assisting others to do the same.
 - (r) Willfully destroying, damaging, tampering with, altering, stealing, misappropriating, or using without permission any system program or file of the University and Community College System of Nevada.
 - (s) Acts of hazing, which are defined as any method of initiation into or affiliation with the university or community college community, a student organization, a sports team, an academic association, or other group engaged in by an individual that intentionally or recklessly endangers another individual.
 - (t) Any other conduct, which violates applicable stated prohibitions, policies, procedures, rules, regulations, or bylaws of the Board of Regents or a System institution.
- In addition, "Messages, attitudes, or any other form of communication deemed to be outside the bounds of common decency/civility as judged by common standards of classroom behavior (determined, as they would be in a regular classroom, by the instructor) will not be tolerated."
- All complaints of alleged misconduct (Section 6.2.2 above) made against a GBC student by any person should be submitted to the administrative officer who is the Vice President for Student Services, Berg Hall—Elko campus 775.753.2282 or lynn.mahlberg@gbcnv.edu.
- By the Code, all complaints alleging misconduct must be in writing and must specify the date, time, place, nature, and names of person(s) involved in the alleged misconduct (Section 6.8.1). The administrative officer shall investigate the alleged misconduct with the purpose of clarifying the facts and positions taken by the parties involved. The investigation shall be completed within 60 calendar days of the receipt of the complaint.

Disciplinary Sanctions

The NSHE Code, Title 2, establishes disciplinary sanctions. Depending on the seriousness of the misconduct, these sanctions may be imposed in any order.

Warning

A warning is a notice, oral or written, that continuation or repetition of prohibited conduct may be the cause for more severe disciplinary action.

Reprimand

A reprimand is formal censure or severe reproof administered in writing to a person engaging in prohibited conduct.

Restitution

Restitution is the requirement to reimburse the legal owners for a loss due to defacement, damage, fraud, theft or misappropriation of property. The failure to make restitution shall be the cause for more severe disciplinary action.

Probation

Probation consists of a trial period not exceeding one year in which the conduct of the student will be evaluated in terms of whether any prohibited acts are committed. Probation may include exclusion from participation in privileged or extracurricular activities of the System. The person placed on probation shall be notified, in writing, that the commission of prohibited acts will lead to more severe disciplinary sanctions. The official transcript of the student on probation may be marked "DISCIPLINARY PROBATION" for the period of the probation and any exclusions may be noted. Parents or legal guardians of minor students shall be notified of the action.

Suspension

Suspension is exclusion for a definite period of time from attending classes and from participating in other activities of the System, as set forth in a written notice to the student. The official transcript of the student shall be marked "DISCIPLINARY SUSPENSION EFFECTIVE (DATE) TO (DATE)." Parents or legal guardians of minor students shall be notified of this action. A student who is not currently enrolled in the System and who was not registered during the previous semester may request that the notation of the disciplinary suspension be removed from the official transcript when two years have elapsed since the expiration of the student's suspension. Such requests must be made in writing to the president. If the request is not granted, the student at yearly intervals thereafter may submit a request for removal of the notification.

Expulsion

Expulsion is the termination of student registration and status for an indefinite period of time. Permission of the president shall be required for readmission after the expulsion. The official transcript of the student shall be marked "For DISCIPLINARY EXPULSION EFFECTIVE (DATE) TO (DATE)." The parents or legal guardians of minor students shall be notified of the action.

Along with imposing a disciplinary sanction of reprimand (formal censure) or probation, a student's enrollment in a course(s) may be withdrawn by the administrative officer at the request of the instructor and approval of the president.

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.

GBC Disciplinary Proceedings Procedure

The NSHE Board of Regents charges the President of Great Basin College with the responsibility of establishing and enforcing the rules and regulations outlined in the NSHE Code, Title 2. These regulations are designed to enable the College to protect against the conduct of those, who by their actions, impair or infringe on the rights of others or interfere with the orderly operation of the College. With regard to student misconduct, the president has delegated the processing of specific hearings and/or appeals to the administrative officer (Section 6.4.4 and 6.7).

Immediacy Clause

The President of the College may impose upon the accused student an administrative leave from GBC premises when it is determined that the action is required to protect life, limb, or property, maintain order, or investigate a sexual harassment charge (Section 6.5.1). An administrative leave from GBC premises is an interim action, designed to prohibit the presence of an individual on any GBC campuses for an interim period of time. A hearing with regard to the administrative leave will be held within 10 college working days of the leave, unless the person placed on leave agrees to delay the hearing to a later time (Section 6.5.2). This hearing will determine if the

administrative leave should remain in effect until a disciplinary hearing on the allegation may be held. The accused has the right to have one advisor; and, must give written notice of the name and address of the advisor, and whether the advisor is an attorney, to the administrative officer no later than five college working days before the time set for the hearing (Section 6.9.6). Provisions applicable to hearings may be found in Section 6.9 of the Code, Title 2.

Informal Proceedings

The administrative officer shall facilitate an informal resolution process, when appropriate and with the approval of the president. An informal conference is conducted with the complainant and the accused. The purpose of the informal proceedings is to permit the complainant to drop the complaint or to permit the accused to voluntarily accept disciplinary sanctions. Again, the accused has the right to have an advisor accompany him or her. Procedurally, informal action becomes formal when a complaint is not resolved within seven college working days.

Formal Proceedings

The administrative officer will take action to resolve the allegation in a timely manner and shall conduct the investigation of the reported incident. Following the fact-finding investigation, the administrative officer shall make a recommendation to the president. Generally a hearing may be recommended for probation and is recommended for suspension or expulsion. A hearing shall be held whenever the president accepts the administrative officer's recommendation to that effect or does not accept a contrary recommendation from the administrative officer (Section 6.8.2). The president may concur that the complaint is so weak or insubstantial that it is without merit, or it is filled with incoherent statements so that the complaint, as a whole, cannot be considered to be grounded in fact; the complaint is a continuation of a pattern of previously filed complaints involving the same or similar allegations against the same recipient or other recipients that repeatedly have been found to be unsubstantiated; or, that the same allegations and issues of the complaint have been addressed in a recently closed informal and/or formal proceeding. If the president determines that the matter should not go to a hearing, the administrative officer may send a letter to the complainant and the alleged student indicating that the complaint lacks merit and the charges are dismissed. If the president concurs that the allegations may have merit, the administrative officer shall present a charging letter to accused, who may present a written answer with seven college working days of receiving the letter. However, although the individual charged is free to make a written reply, there is no requirement or compulsion to do so (Section 6.8.2). If a hearing is recommended, the president shall make his decision as to the type of hearing within seven college working days after receipt of the administrative officer's recommendation. Also, within five college working days after notification of the president's decision, the president shall name the general hearing officer or the hearing committee and inform the administrative officer, complainant, and the student charged.

Hearing Procedures

Pursuant to the NSHE Code, Title 2, Chapter 6 (6.4.4 and 6.8.2e), the procedures to conduct a hearing are to be determined by the president or his/her designee. In accordance with 6.8.6, the person charged may waive a hearing and accept a disciplinary sanction recommended by the administrative officer and approved by the president.

Hearings are in accordance with the provisions as set for in Section 6.9 of the Code. "The Administrative Officer shall make physical and scheduling arrangements for hearings required by Section 6.10 through 6.12 of the Nevada System of Higher Education." (6.9.2)

The accused student and the complainant must receive a written notice at least 10 college working days before the hearing. By Code, Title 2, Chapter 6. 6.9.3, the notice must include:

- The date, time, and place of the hearing;
- Specification of the misconduct charge;
- To the extent reasonably possible, specifications of the misconduct, including names of witnesses, circumstances of incident, time and place of the incident, and names of any person(s) involved;
- Notification that the person charged may be accompanied by an advisor of their choice, and of the time the person charged must notify the administrative officer of the name and address of the advisor, if any, and whether the advisor is an attorney.
- Other information the administrative officer may wish to include.

The president may decide to appoint a general hearing officer (Section 6.8) or appoint a hearing committee). Hearings are conducted in the following manner:

- Evidence shall be admitted if it possesses reasonably probative value, materiality and relevance. No evidence other than that received at the hearing shall be considered in the decision. Upon request, the person charged, the person's advisor, if any, and the administrative officer shall have the right to examine, at least five college working days prior to the hearing during reasonable business hours, any documentary evidence to be presented at the hearing. The parties shall have the right to present, challenge or rebut evidence and to question or cross-examine witnesses. Formal rules of evidence shall not apply, but irrelevant or unduly repetitious evidence shall be excluded (Section 6.9.4).
- The administrative officer shall marshal and provide a summary record of the case.
- The committee (or hearing officer) shall discuss (or review) the issues, hear testimony, ask questions of the

parties involved and witnesses, and consider all available evidence pertaining to the charge.

- The parties shall have the right to present statements, testimony, evidence, and witnesses. The accused student has the right to have an advisor accompany him/her to the hearing; however, the administrative officer must be informed of the advisor's name, address, and whether the advisor is an attorney no later than five college working days prior to the hearing (Section 6.9.6).
- The hearing officer shall submit its findings of fact and recommend no action or one of the disciplinary sanctions to the administrative officer and the president.
- The hearing shall be closed to the public unless the student charged requests an open hearing (Section 6.9.8). Only the student charged and one advisor, the administrative officer and one advisor, the person or persons conducting the hearing, a person designated to record a hearing, and witness(es) while such a witness(es).
- The hearing shall be tape-recorded, and the recordings will be kept in the administrative officer's office for at least one year (Section 6.12.5).
- A summary record of the proceedings, if held in closed session, shall be kept by the administrative officer in a confidential file. All applicable guidelines as specified by the Family Education rights and Privacy Act of 1974 (FERPA) shall be followed regarding student record privacy.
- A recommendation will be made to the president no later than six months after the filing of the complaint with the administrative officer (Section 6.12.7).

President's Action

Upon receipt of the recommendation, the president shall review the findings of fact and recommendation(s). One of the following actions will be taken (Section 6.13). The president may:

- Dismiss the charge
- Affirm the recommended sanction
- Impose a lesser sanction than recommended
- Impose a greater sanction than recommended
- Order a new hearing

If there is no appeal, the decision of the president is final. Copies of this decision will be forwarded to the accused, the complainant, the administrative officer, and the chair of the hearing committee (or hearing officer). Pending final action on the charge, the accused individual's status shall not be altered, and the individual shall be allowed to be present at college functions and facilities, unless the immediacy clause was enacted.

Along with imposing a disciplinary sanction of reprimand (formal censure) or probation, a student's enrollment in a course(s) may be withdrawn by the administration officer at the request of the instructor and approval of the president.

Appeal

The accused may file a written appeal of the president's decision within 10 college working days of the receipt of the decision to the administrative officer. The appeal must reasonably establish that:

- procedures under which the student was charged were invalid or were not followed;
- the student charged did not have adequate opportunity to prepare and present a defense;
- evidence presented at the hearing was not substantial enough to justify the decision; or,
- sanction imposed was not in keeping with the gravity of the violation.

Within seven college working days, the administrative officer will direct the appeal, along with any reply the administrative officer deems necessary, to the president for reconsideration when the sanction is suspension or a lesser sanction; or to the Board of Regents if the action is expulsion. If a reply by the administrative officer is included, a copy must be sent to the student. The decision on the appeal will be conducted in a reasonable amount of time and may include the following actions:

- Dismiss the charge
- Affirm the charge
- Impose a lesser sanction; or,
- Order a new hearing.

If you have any questions about the NSHE Great Basin College Rules and Disciplinary Procedures for Members of the University Community, please contact the Administrative Officer: Lynn Mahlberg, Vice President for Student Services, GBC Elko campus, Berg Hall 160, 775.753.2282, lynn.mahlberg@gbcnv.edu.

Sex Offender Notification

As a student registered for class or an employee of Great Basin College, you are hereby notified that this College does comply with the Campus Sex Crimes Prevention Act, effective October 27, 2002.

Section 1601 of Public Law 106-386 requires all offenders who are required to register pursuant to State law to provide notice as required under State law of each institution of higher education at which the person is employed, carries on a vocation, or is a student and of each change in enrollment or employment status of such person at an institution of higher education in the State.

Offenders who are students or workers as defined by NRS 179D.110 and 179D.120 and all offenders who are present for 48 hours or more on the Great Basin College campus pursuant to NRS 179D.240 and 179D.460, must comply with the registration requirements of NRS Chapter 179D and register with your local sheriff or police departments. The offender must also notify the Director of Environmental, Health, Safety, and Security at 775.753.2115 or the Vice President for Student Services at 775.753.2282. Failure to do so may result in disciplinary sanctions.

Great Basin College and our local community police agencies work together to ensure the safety of all members of the college community by providing notification to members of the campus community under the requirements of "Megan's Law." Each semester the Director of Environmental Health, Safety, and Security reviews the listing of Registered Sex Offenders in each GBC community (Battle Mountain, Elko, Ely, Pahrump, and Winnemucca) to verify all notifications are current. Inquiries regarding registered sex offenders on campus should be directed to the Director at 775.753.2115 or patricia.anderson@gbcnv.edu. Please refer to the Safety and Security website www.gbcnv.edu/security for additional information.

Tobacco Free GBC

In response to student surveys and NRS 202.249 which states, "It is the public policy of the State of Nevada and the purpose of this statute to place restrictions on the smoking of tobacco in public places in order to protect the human health and safety...", the Administration of Great Basin College has approved a "smoke free" campus. Smoking areas are designated outside certain buildings.

The policy is based primarily on state statute which says, in general, that smoking tobacco in any form is prohibited in any public building. It further states that a separate area is not specifically defined. Legal counsel has said that this has generally been interpreted to mean "outside" or a designated "outside area."

In 1998, the GBC Administration voted to extend the prohibition to include all forms of tobacco use, making GBC a "tobacco free" campus.

Sexual Harassment

Great Basin College will not tolerate sexual harassment of students, faculty, and staff. Victims of sexual harassment can feel hurt, frustrated, and helpless. As a member institution of the NSHE, GBC adheres to the policies and disciplinary sanctions set forth by the Board of Regents. The President has designated the Administrative Officer or the Affirmative Action Officer as the officials responsible for receiving and investigating complaints of sexual harassment. Any administrator, employee, or supervisor who is aware of an alleged incident of sexual harassment will take immediate action to bring the matter to the attention of the Administrative Officer (Vice President for Student Services) or the Chief Business Officer (Affirmative Action Officer). Affirmative Action Officer is located in Berg Hall.

By definition, sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature when:

- Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or education.
- Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education.
- That conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or of creating an intimidating, hostile, or offensive employment or educational environment.

For additional information refer to page 209, visit the Administrative Officer, who is the Vice President for Student Services, 775.753.2282, Berg Hall 160 or the Affirmative Action Officer located in Berg Hall.

Hate Crime Policy

A hate crime is defined in Nevada law as a crime listed under NRS 193.1675 or NRS 207.185 against another person which is motivated by virtue of the victim's actual or perceived race, color, religion, national origin, physical or mental disability or sexual orientation. Hate crimes are particularly repugnant to the mission of the Nevada System of Higher Education (NSHE) and detrimental to the responsibility of NSHE to provide a safe environment for education, research, and service for the NSHE community. (NSHE Title 4 Chapter 1, Section 30).

Great Basin College subscribes to the dictates of Nevada law and NSHE regulations regarding hate crimes. GBC has a zero tolerance policy regarding crimes against members of the campus community.

At Great Basin College, hate crimes like any other crime, should be reported by students or employees immediately. The safety and security website provides directions on how and when to report a crime including calling 911 to contact the police department or county sheriff in order to file a criminal report. It is the policy of the Great Basin College security department that all major crimes including hate crimes require a call to the local police department to file a complaint.

Hazing

Hazing has no place within a community of scholars. The NSHE affirms its opposition to any form of hazing, NSHE Code, Title 2, Chapter 6, Section 6.2.2(5). NSHE institutions advocate civility in society and an adherence to the fundamental principles of honesty, integrity, respect, fairness, development of individual character, and sensitivity to the dignity of all persons. These principles should be fostered and nurtured in a broad spectrum of activities that yield social, intellectual, and physical benefits. Therefore, hazing of any nature is unacceptable at any public institution of higher education in the State of Nevada. For more information and reporting procedure, call 775.753.2282.

Bullying

Bullying in Nevada law as defined under NRS 388.122 means a willful act or course of conduct on the part of one or more students which is not authorized by law and which exposes a student repeatedly and over time to one or more negative actions which is highly offensive to a reasonable person and is intended to cause and actually causes the student to suffer harm or serious emotional distress. Under Nevada law this includes NRS 388.123 Cyber-bullying which is defined as bullying through the use of electronic communication.

Great Basin College subscribes to the dictates of Nevada law and NSHE regulations regarding hate crimes, harassment and bullying. The college has a zero tolerance policy regarding crimes against members of the campus community.

At Great Basin College bullying, like any other hate crime, should be reported by students or employees immediately. Anyone who is a victim of bullying or is aware of bullying against another should report the situation to the Center Director, in Elko a Security Officer at 775.934.4923, the Director of Environmental Health, Safety and Security at 775.753.2115 or the Office of the Vice President for Student Services 775.753.2282.

Title IX

Title IX of the Education Amendments prohibits sex discrimination in federally-assisted programs. Specifically, the law reads: "No person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Equal educational opportunity includes admission, access to college activities, facilities, courses, financial assistance, employment, and counseling.

Great Basin College interprets Title IX to include sexual harassment. The College affirms that no person shall, because of sex be denied participation in, or be denied benefits, or be subjected to discrimination in any educational program or activity.

Grievance procedures are clearly defined and available to all students and employees. In keeping with the policy of Great Basin College against unlawful discrimination, all inquiries and complaints of alleged discrimination based on race, age, religion, color, sex, sexual orientation, disability, and national origin should be directed to the following:

Vice President for Student Services

Great Basin College
1500 College Parkway
Elko, Nevada 89801
775.753.2282
lynn.mahlberg@gbcnv.edu

Those wishing to pursue a civil rights complaint beyond the local level should direct their inquiries to the following:

Office for Civil Rights

United States Department of Education
50 United Nations Plaza, Room 239
San Francisco, California 94102

Assistance with Substance Abuse

Great Basin College has joined other colleges and universities across the nation in encouraging the elimination of alcohol and other drug abuse on our campuses and in our communities.

While the majority of adults who drink do so in an acceptable and responsible adult manner, there is a substantial number who misuse and abuse alcohol with resulting problems in health, academic and vocational performance, social and personal relationships, and financial and legal matters.

We at GBC value your right to make your own choice. As with any privilege, there is a responsibility. To those choosing to drink alcoholic beverages comes the duty of doing so in a manner that is consistent with the laws of the state and community norms, and with respect for the rights of others.

In order to reduce and prevent alcohol-related problems, we have developed a substance abuse prevention program. During the academic year, GBC will offer information and programs which will include:

- Identification of the values and attitudes related to drinking.
- Recognition of one's own motives for choosing to drink and development of appropriate decision-making skills.
- Presentation of information regarding alcohol and its potential effects on the individual and society.
- Intervention and referral services.
- Pamphlets, films, posters, and other information on alcohol and other drugs.

In addition, as part of the Drug-Free Schools and Communities Act, campuses are asked to provide students with information on campus rules and regulations pertaining to alcohol and other drugs, the health and social effects, legal sanctions, and counseling and treatment programs available.

Standards of Conduct

The Board of Regents Handbook, Title 4, Chapter 20, Section 4, states the NSHE's alcoholic beverage policy. It governs storage, possession, and use of alcoholic beverages by people of legal age. It also mandates disciplinary action against "any student who exhibits offensive behavior on university-owned or supervised property while under the influence of alcoholic beverages."

Legal Sanctions

Legal sanctions are governed by the Nevada Revised Statutes. Such sanctions result from a police report filed with the District Attorney's Office. Legal action may take place concurrently with campus disciplinary action.

Campus Disciplinary Sanctions

Alcohol:

- Counseling and assessment; campus probation; campus disciplinary probation; extended probation with counseling; suspension and/or expulsion: for violations of campus policy which include other offensive or recidivist behavior.

Drugs:

- Disciplinary probation and referral to assessment/ treatment; suspension and/or expulsion: for violations involving possession or use.

For more information or to arrange for program services and assistance, contact 775.753.2271.

Campus Security Act

Campus Security Policies and Campus Crime Statistics Act

In compliance with the crime awareness provisions of the Campus Security Act of 1990, each year by October 1 or before October, Great Basin College files a crime report with the U. S. Department of Education. This report may be reviewed by anyone seeking this information on file at the following website:

www.gbcnv.edu/security/crime.html

GBC regularly updates the following: Campus Safety and Security Procedures, Emergency Procedures, Yearly Security Reports, Hate Crime Policy, Timely Warning Procedures, Crime Reporting Procedures and Disclosure of all Safety and Security Police and Procedures. All updates, policies and procedures may be reviewed at the GBC Safety and Security website:

www.gbcnv.edu/security/index.html or by contacting the Director of Environmental, Health, Safety and Security by email at patricia.anderson@gbcnv.edu or by telephone at 775.753.2115.

Any student, faculty, staff or member of the campus community witnessing criminal actions or emergencies should call 911 immediately. Members of the campus community who believe they may know of criminal activities or violations of campus policies is encouraged to report the information to the Great Basin College Elko Campus Security Department 775.934.4923, your Center Director, the Director of Environmental Health, Safety and Security 775.753.2115, or the Vice President for Student Services 775.753.2184.

GBC Guide to Assist in Referring Student Questions and Concerns (Additional steps may be necessary and are subject to change)

Registration adds, drops, and changes Admissions and Records Office
775.753.2102

Approval to register for more than 18 credits in a semester Admissions and Records Office
775.753.2361

Campus Tours and Visits Recruitment Department
775.753.2201

Academic Advisement Reports (AAR) (Degree Audit Reports) Admissions and Records Office
775.753.2279

Acceptance of transfer credit Admissions and Records
775.753.2273

Admission Advising and Career Center Faculty Advisor
775.753.2168

Grade appeals Instructor>Chair> Faculty Senate, Academic Standards Committee. Contact Student Services for a description of the process. 775.753.2184

Residency appeal Admissions and Records Office
775.753.2361

Dropped from classes for non-payment Admissions and Records Office
775.753.2102

Appeal of GBC Refund Policy Student Services> Refund Appeals Committee
775.753.2184

Appeal of late fees Controller's Office
775.753.2110

Reinstatement fees Director of Enrollment Management
775.753.2271

Financial aid processing . scholarships, grants, loans, and employment . Student Financial Services Office> Student Financial Services Director
775.753.2399

Appeal of financial aid suspension and denial . . . Student Financial Services Office> Financial Aid Appeals Committee> Student Financial Services Director
775.753.2399

Payments Controller's Office
775.753.2110

ADA classroom accommodations Director of Services for Students with Disabilities
775.753.2271

Complaints concerning faculty or student conduct Student Services Security, 775.753.2115

Security 775.934.4923

Resources and Services

What Student Services Does for You

Student Services provides much of the information needed for getting started and continuing with satisfaction at GBC. Student Services provides information about academic and technical programs, requirements for graduation, and transferring to other schools.

You go to the Admissions and Records Office if you should need assistance, when you need a transcript, or when you need academic advisement. You can call on this office if you have a disability and need accommodations or help with registration.

You also come to the Admissions and Records Office if you deserve credit for skills you have learned and education you have attained through outside-of-college experiences.

In addition, for immediate access to Student Services, access the GBC website at www.gbcnv.edu, and email an advisor by clicking on "Questions about GBC?" at the bottom of any GBC web page.

Services 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. Great Basin College asks that each student requesting services submit documentation of the presence of a disability and documentation that supports the need for requested accommodations. However, it is our goal to ensure that the burden of providing documentation of a disability not be unnecessarily burdensome or unnecessarily discourage individuals with disabilities from establishing the need for a reasonable accommodation. The Director of Services for 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.

Safety Services

If you study late or leave evening classes, it is a good idea to walk with friends and classmates. There is always more safety in groups than a single person walking at night alone. If you feel uncomfortable and would like an escort to your vehicle or dorm room, please feel free to contact your faculty member, the Center Director, or, in Elko, the Security Department at 775.934.4923. If you have concerns, please contact the Center Director or the Director of Environmental Health Safety and Security, or Vice President for Student Services to discuss the situation.

When You Need an Official Transcript

A transcript is your official grade report. It is stamped with the official GBC seal and signed by the Director of Admissions and Registrar. If you want a copy of your transcript for yourself or to be mailed to another school or a prospective employer, you may make a request in person or by writing to the Admissions and Records Office. To submit a request online, log into MyGBC gbcnv.edu/mygbc, and request an official transcript in the Academics section of your Student Center. A request form that can be downloaded, completed, and mailed or faxed to the Admissions and Records Office is also available: www.gbcnv.edu/admissions/forms.html. Telephone requests will not be accepted. Transcript requests must be placed well in advance of the date needed to ensure adequate time for processing. During peak registration periods in August and January, 10 to 15 working days are required. GBC reserves the right to withhold transcripts if you have outstanding financial obligations.

Unofficial Transcripts

Unofficial transcripts can be obtained at the GBC website www.gbcnv.edu. Then click on MyGBC www.gbcnv.edu/mygbc to view the unofficial transcript in the Academics section of your Student Center.

Degree Audits

It is possible to obtain an automated degree audit or Academic Advisement Report (AAR) that reflects progress toward completion of a degree requirement and suggests courses that may be selected in order to complete degree requirements. By comparing completed coursework (including transfer and 'in progress' courses) with program requirements, this report can give a summary of timely information about progress toward meeting degree requirements. The student's advisement report can be obtained by clicking on MyGBC on the GBC web page (www.gbcnv.edu). Once the student logs into MyGBC, click on Student Center, then Academics, Academic Requirements, and then View my advisement report. Contact the Admissions and Records Office at 775.753.2279 for more information. Advisement reports should always be combined with a meeting with the advisor.

Student Support and Retention Services

Whether your goal as a student is to graduate with a degree or certificate, complete core credits for transfer to other higher education institutions, improve skills for employment or personal growth, or if you are returning to college, the Student Support and Retention Office looks forward to helping you reach your goals. We strive to help all students achieve their academic and personal goals, also acting as a support system when students are struggling academically or personally. Our staff consists of trusted, experienced professionals and peer mentors available to provide individualized coaching to help students reach their academic goals, as well as resource referrals to appropriate services at GBC and in the community when necessary. Students are encouraged to visit with a student support professional or peer mentor by stopping by the office in the Leonard Center for Student Life, or contacting the Retention Coordinator at 775.753.2255. Please visit our webpage at www.gbcnv.edu/retention for more information.

The Admission Advising and Career Center

The Admission Advising and Career Center, located in Berg Hall, offers a wide range of services for current and prospective students and should be the first stop for new students. The Center operates on the philosophy that the career and academic decision-making process is one that emerges over time, shaped by one's own experiences, interests, and values.

The Admission Advising and Career Center houses the following: Admission Advising, Career Assessment, Career Counseling and Resources, Student Employment, and Graduate Placement Services.

Career and Academic Advising

Students are encouraged to begin early to explore career options through academic pursuits. The principal goal of the Center is to provide support services so that students may become more effective in dealing with concerns that influence their pursuit of academic goals. Students may receive assistance regarding academic advisement, orientation, and study skills. Information is also available on all two- and four-year colleges and universities in the United States. For more information call 775.753.2168.

Career Resources

The Admission Advising and Career Center provides a wide variety of information and resources to facilitate the soul searching and preparation that goes into successful career planning and academic pursuits. Information regarding occupations, job market trends, and Internet sites are all available through NCIS (Nevada Career Information Systems).

Two computerized assessments are also available through the Career Center: The Strong Interest Inventory and The Myers-Briggs Type Indicator. Tests are administered at a cost of \$15.00. For more information call 775.753.2168.

Tuition Planning

Tuition Planning is available to assist students with various options to help finance their college education, including deferring payments, scholarships, loans, and grants. Receive assistance with completion of the Free Application for Federal Student Aid (FAFSA). For more information contact 775.753.2399.

Student Employment Services

Student Employment Services, located in the Admission Advising and Career Center, offers employment referrals and job search training for Great Basin College students and graduates seeking employment. The Service works closely with prospective employers to develop jobs for students as they graduate and to accommodate the wide variety of student schedules. All employment assistance is provided on an individual basis to meet personal needs. Up-to-date listings of job opportunities are posted for both on- and off-campus employment opportunities on bulletin boards located in Berg Hall. Job listings are also posted at www.gbcnv.edu/career/employment.html.

In addition to job listings, students can receive assistance with writing a resumé, attend career exploration workshops, learn how to answer tough interview questions, job search using the Internet, or gain insight into how to present a professional image. For more information regarding employment opportunities, resumé workshops, or classes, please visit Student Employment Services in Berg Hall or call 775.753.2180.

Distance Education

Great Basin College offers many distance education courses for those who are unable to enroll in traditional, face-to-face classes due to work, family, location, or any other reason. Distance education is generally defined as a course that is time and/or distance independent, meaning that the students and instructor don't meet at the same time or even in the same place. Generally, students do most of their coursework at home or office, at a time of the day or night that fits their schedule. Distance education courses may be delivered in a variety of methods including Interactive Video, Internet, Internet Enhanced, and LiveNet.

Interactive video (IAV) courses are broadcast, allowing students in two or more locations to interact over live television with a single instructor from another location.

Internet (WebCampus) courses are the most popular type of distance education and are often referred to as asynchronous, meaning that students and faculty don't have to be on the Internet at the same time. Internet courses require students to use a computer with Internet access to retrieve and send their coursework to the instructor. Students are expected to do most of their work on a computer and to communicate with faculty and other students through the computer. Some Internet courses, particularly math classes, require testing at an approved testing location.

Internet-Enhanced courses use an Internet-based classroom to do all or some of the following: exchange or “hand in” documents, take tests, and communicate with the instructor and other students. Students must have access to recent version FireFox, Google Chrome, or Safari. Students may use computers at home, any GBC campus computer, or a local library to access Internet course material.

LiveNet courses feature instructors and students meeting through the Internet at a specific time for course discussions using a microphone headset. Students may participate in course discussion on their computer at home or from a Great Basin College computer lab. A 56K or higher Internet connection is required; DSL or cable modem is highly recommended.

Distance education courses at GBC follow the same course outline, have the same learning outcomes, and require the same academic rigor as traditional face-to-face courses. They are a means of accessing college courses for those who would not otherwise be able to due to the remoteness of their home or work/family schedule. However, they are not for everyone. Some people dislike the lack of social interaction with other students, or lack the self-discipline to set a schedule and work on their own. Visit www.gbcnv.edu/distance for a short questionnaire to determine if you are a good candidate for distance education, or call 775.753.2147.

Self-Directed Learning

In addition to our Distance Learning Program, GBC has two types of self-directed learning available—self-paced courses and independent study. For more information, consult your faculty advisor and the Fall and Spring class schedules.

The GBC Library

Study and browse in the friendly atmosphere of the College library. The library collections include over 100,000 books, videos, and maps. Government information is provided through the Federal Depository System and includes print, microfiche, and electronic products, often online through the Internet. Electronic online subscriptions provide over 10,000 journal titles with tens of thousands of full text articles. The online catalog and the electronic databases are available to students throughout the service area.

The library has inviting student study space, an electronic classroom for library instruction, a quiet reading room, a fireplace conversation/reading area, and coffee bar. Public computers are Internet accessible.

Distance education students may obtain a library card and library books through the Interlibrary Loan system (ILL). View the library web page at www.gbcnv.edu/library. Choose the heading Library Services, then choose Distance Students for the electronic card application form and support; choose Interlibrary Loan Form to borrow a book. For more information about Interlibrary Loans email paula.smith@gbcnv.edu and for more information, call 775.753.2183.

Library hours during the semester are Monday-Thursday, 8 a.m.-6 p.m.; Friday, 8 a.m.-5 p.m. Library summer hours are Monday-Friday, 8 a.m.-5 p.m. and closed Saturdays.

Academic Computing

The goal of Academic Computing at GBC is to provide the best possible environment for computer training—meeting the needs of students, faculty, staff, and the community. Academic computing focuses on support for delivery of instruction and training.

Computing facilities on the Elko campus include eight computing labs, one located in Lundberg Hall, one in the Greenhaw Technical Arts Building, and six labs in the High Tech Center—five teaching labs and one open computer lab. Students enrolled in office technology, graphic design, drafting, desktop publishing, and a host of other courses will find well-equipped labs staffed with qualified lab assistants ready to help with the use of software and additional resources. Open laboratory hours are posted each semester based on class schedules. Computer labs are also available in Battle Mountain, Ely, Wells, Pahrump, and Winnemucca.

Computers at GBC are also connected through a local area network to the Internet, the world’s computer data highway. Students have the opportunity to use the resources of this network from any of the labs, and a number of classes are offered that help students use these resources effectively.

In addition, faculty and staff are connected to the local area network through their offices. Instructors make use of electronic mail for communication with students and may collect and send homework assignments through the network. Students may use GBC’s open computer lab to access GBC’s WebCampus (online) courses.

Computer Lab Policies for Establishing an Account

Policies and procedures for all GBC computer labs are as follows:

Students enrolled in a course requiring a computer lab fee must pay the fee at the time the course registration fee is paid.

Open Computer Lab

The Elko High Tech Center’s hours are posted in the building and may vary from semester to semester.

Open computer labs are available at the Ely, Battle Mountain, Pahrump, and Winnemucca centers. Days and times are posted at these locations.

Student Email Accounts

Students are responsible for having an email account and keeping their email address current with GBC.

Academic Success Center (ASC)

The Academic Success Center in the Electrical/Industrial/Technology Building provides students with free tutoring services in mathematics, science, English, writing, accounting, economics, and foreign languages. In addition, the center has a full-service computer lab with access to the Internet and library databases. Tutors are available to assist students with basic computer skills such as word processing, accessing the Internet, or accessing a WebCampus course site. Students can walk in to the center for help, or make an appointment by calling 775.753.2149.

The ASC is especially helpful for students who have been out of school for a while or who just need extra help in a challenging course. Students taking developmental English courses are required to utilize the ASC. Operating hours for the ASC are posted each semester.

GBC’s Adult Learning Centers

GBC’s Adult Learning Centers in Elko, Owyhee, Pahrump, Wendover, and Winnemucca help people in their respective communities to improve basic skills. Free tutoring is offered to adults who are 17 years of age or older and who have an interest in improving their reading, writing, mathematics, and English skills. English as a Second Language is also addressed in all of these learning centers. Students may study for their own personal satisfaction, to improve their daily survival skills, or simply to be able to read to their children and grandchildren. Students can also improve their job-related skills through small group and individualized tutoring. Individualized learning materials, tapes, videos, and computer-assisted instruction help students learn or re-learn at their own speed.

The Adult Learning Centers in Elko, Winnemucca, and Owyhee are also the focal point for General Educational Development (GED) test preparation and for the Adult High School Diploma Program, which the College supports in cooperation with local county school districts. See pages 18-21 and 41 for fee and test information.

Learning Centers are housed at the following locations:

Elko: 1020 Elm Street, (directly across from the Greenhaw

Technical Arts Building, adjacent to High Tech Center)

Owyhee: Community Education Center

Pahrump; 551 E. Calvada Blvd.

Wells: Family Resource Center, 261 First St.

Wendover: 21ST Century Program, P. O. Box 2400, 2000 Elko

Avenue, West Wendover, NV 89883

Winnemucca Center: 5490 Kluncy Canyon Road

All centers offer flexible programs with morning, afternoon, and evening hours to accommodate the students’ varying work schedules. These free programs are funded by a grant from the U.S. Department of Education and the State of Nevada. GBC, in administering these programs, delivers educational opportunities to all interested persons in rural Nevada, including providing services to minimum security prisoners at two Conservation Camps. For more information call the ABE Director at 775.753.2109.

English as a Second Language

English as a Second Language instruction is offered in all locations listed under the Adult Learning Centers. For more information about ESL programs call the ABE Director at 775.753.2109.

Classes for Business and Industry

Great Basin College offers customized training to meet local business and industry workforce development needs. The College offers practical training to improve skills, increase productivity, promote safety, and encourage the application of new technologies in the workplace. GBC’s highly qualified and dedicated instructors have forged special relationships with business and industry to provide comprehensive training for employees. The College schedules short, intense, and focused customized contract training at flexible times with some classes held on the job site.

Customized training and professional development courses for business and industry include Microsoft Office applications such as Project, Excel, Word, PowerPoint, Access, and Visual Basic. Web Page Design and Email Etiquette workshops are available as well as courses in Technical Reading, Effective Business Writing, Customer Service Training, CPR and First Aid Certification, and Occupational Spanish.

In recent years, technical arts and industrial millwright technology short courses have been presented at many mine sites.

The Diesel Technology Program, a grant recipient of Caterpillar, Inc., and Cashman Equipment, provides specialized training on Caterpillar and other major equipment. The Welding Department provides American Welding Society (AWS) certification and specialized testing.

Large and small businesses and government agencies seeking help with workplace training should call one of the following:

- GBC Continuing Education 775.753.2231
- Nevada Small Business Development Center 775.753.2245
- GBC Career and Technical Education 775.753.2217
- 775.753.2175

Small Business Development Center

The Nevada Small Business Development Center (SBDC) is designed to meet the many specialized needs for small business managers and owners. The SBDC is a cooperative effort between the University of Nevada, Reno, GBC, and the U.S. Small Business Administration. The SBDC is located at the Great Basin College, Elko Main Campus, at the Greenhaw Technical Arts Building (GTA), Room 101. The Center:

- Provides one-on-one individual advising to any small business located in northeastern Nevada.
- Develops and offers educational programs geared to the needs and interests of small business persons in pre-business training, small business management, and specialized skills training.
- Provides a variety of management and technical assistance services such as business plan development, new business analysis, loan packaging, marketing, financing, and record keeping.

There is no charge for the management and technical assistance provided by the SBDC. Any small business firm or individual may request assistance from the SBDC and take advantage of advising services, education, and technical resources. For more information, please call the SBDC:

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| Elko | | 775.753.2245 |
| Winnemucca | | 775.623.1064 |
| Ely | | 775.289.8519 |

The GBC Foundation

Great Basin College Foundation is the fundraising arm of Great Basin College. An independent, non-profit corporation, the Foundation is empowered to receive gifts, bequests, and endowments.

The Foundation, with its focus on private support, is committed to providing funding for programs, facilities, and scholarships for higher education that will strengthen the value of living in rural Nevada.

The Foundation Board of Trustees is made up of dedicated individuals with inspirational visions of Great Basin College and its service area. Together they oversee fund-raising in annual and planned giving and major gift initiatives.

While certain tax advantages may exist for qualified giving, the real work of the Foundation is in cultivating and promoting the ideas of our community members. We value innovation and the advancement of our college and our community more than anything.

The Foundation staff will be pleased to assist individuals and organizations with their charitable giving. Offices are located in McMullen Hall on the Elko campus. For more information call 775.753.2246, or visit the website at www.gbcnv.edu/foundation.

Fitness Center

The Fitness Center is available to enhance your health and fitness while attending Great Basin College. A variety of fitness classes are offered such as body conditioning and contouring, karate, kickboxing, pilates, rock climbing, Tai Chi, yoga, Zumba and open work-out/membership for individual fitness utilizing our workout room. Sign-up for an exercise class to compliment your educational experience so that you can be successful in whatever career you choose to study. To enroll in classes or sign-up call 775.753.2113 or go to www.gbcnv.edu.

Student Government Association

College is more than books, lectures, and labs. Some of your best times for learning and involvement will be spent in student activities. You may choose to get involved by joining clubs and organizations: Agriculture Student Organization (Aggies), Art Club, Housing Central, Interservice Christian Fellowship (IVCF), Native American Club, Phi Theta Kappa (PTK) (Honor Society), Rotaract (Community Service), Student Government Association (SGA), Students Organizations and Leaders (SOLAR/ Programming Board), Student Nurses Organization (SNO), and Skills USA. For more information about clubs and organizations, contact, 775.753.2201 or email adriana.mendez@gbcnv.edu.

When you register for one credit or more, you are automatically a member of the Student Government Association. A small part of your registration fee goes to support student activities such as special events, clubs, games, barbecues, films, lectures, and more. These activities are overseen by elected students who form the GBC Student Government Association.

The Student Government Association is the representative body that voices the concerns of the entire student body, and oversees the many social and educational extracurricular programs. Five Executive Officers and up to 17 Senators form the legislative body of the SGA. They represent the concerns of students from all service areas and participate in weekly meetings with members from the Battle Mountain, Elko, Ely, Pahrump, and Winnemucca sites.

The President, Vice President, Secretary, and Treasurer are elected by students at all campuses in the Spring Semester and serve through the summer until the following spring. Some Senators are elected in the Spring Semester and the remaining Senators are elected in the Fall Semester. SGA members are elected by a vote of the student body and are expected to serve for one term. SGA officers, along with the Student Life Office, are located in the Leonard Center for Student Life. Contact the SGA at 775.753.2256, 775.753.2201, adriana.mendez@gbcnv.edu, or learn more at www.gbcnv.edu/sga.

Fees and Financial Aid

Nevada Residency Status

You are considered a “bona fide” resident of Nevada if you live in the state and intend to make it your true, fixed, and permanent home and place of habitation; have clearly abandoned any former residence; and have no intent to make any other place outside Nevada your home. You may be classified as an in-state resident of Nevada if, at the beginning of a semester, you have been a “bona fide” resident of the state for at least twelve months. Contact the Director of Admissions and Registrar for current status at 775.753.2361.

If you are attending Great Basin College as an out-of-state student, you may be presumed to be living in Nevada temporarily for the purpose of attending college and not as a “bona fide” resident. You may qualify for reclassification as an in-state student only if clear and convincing evidence is presented that you have lived continuously in Nevada for at least 12 months as a “bona fide” resident and intend to make the state your true, fixed, and permanent home. You may petition for “In-State Tuition Classification” at the Admissions and Records Office. When you have been reclassified as an in-state student, the classification will become effective at the next registration period.

If you are attending GBC under a student visa, you are considered an out-of-state student for tuition purposes, and you may not establish residency while your visa status is in effect.

Students with other visas, except a permanent immigrant visa, will not be classified as resident students.

If you have questions concerning this policy, direct them to the Director of Admissions and Registrar, 775.753.2361.

WUE/WICHE

The Western Undergraduate Exchange (WUE) is a program of the Western Interstate Commission for Higher Education (WICHE). Students who are residents of any of the 15 participating western states are eligible to apply for a reduced tuition level of 150 percent of resident tuition. The student must submit a WUE application prior to matriculation at Great Basin College. Once classified as a WUE student, in order to apply for reclassification to resident student status, a student must disenroll from the WUE program and pay full nonresident tuition for at least 12 months. For additional information, contact the Director of Admissions and Registrar, 775.753.2361.

Distance Education

Non-resident students taking only Internet courses may qualify for a reduced non-resident fee. To see if you qualify, please contact the Director of Admissions and Registrar, 775.753.2361.

Fee Schedule

All tuition fees are subject to change by the Board of Regents:

Note: Notwithstanding currently posted tuition and fees, all fees, tuition or other charges which students are required to pay each semester are subject to increase by action of the Board of Regents at any time before the commencement of classes (primarily due to budgetary shortfalls). The amount you are charged at the time of registration is not a final bill and may be increased. You will receive a supplemental invoice for any additional amounts which the Board of Regents may impose. Fee changes put in place less than 30 days before commencement of classes will not be subject to late fee penalties.

Technology Fee

Applies to all GBC courses—\$5.50 per credit.

In-state Fees

\$84.50 per credit for lower-division courses.

(Course numbers of 299 and below)

\$138.25 per credit for upper-division courses.

(Course numbers of 300 or above)

Distance Education for High School Students

Nevada high school students only pay \$50.00 per interactive video or Internet course, plus other fees, if applicable. This reduced rate only applies to fall and spring and is not available during the summer term.

Non-resident Tuition

Students enrolling in less than seven credits:

\$93.00 per credit tuition charge plus the

\$84.50 per credit fee for lower-division courses.

\$152.00 per credit tuition charge plus the

\$138.25 per credit fee for upper-division courses.

Enrollment in seven or more credits:

\$3,322.50 out-of-state tuition plus \$84.50 per credit fee for lower-division courses.
\$3,322.50 out-of-state tuition plus \$138.25 per credit fee for upper-division courses.

Good Neighbor Tuition

The program has been eliminated beginning Fall 2011 except for students who have already enrolled that are grandfathered in to finish.

Distance Education Tuition

Non-resident Students Only
\$42.25 per credit plus the \$84.50 per credit fee for lower-division courses.
\$69.25 per credit plus the \$138.25 per credit fee for upper-division courses.

WUE/WICHE Tuition Fee

\$42.25 per credit plus the \$84.50 per credit fee for lower-division courses.
\$69.25 per credit plus the \$138.25 per credit fee for upper-division courses.

Note: Non-resident tuition will not be charged for courses taken during the summer term.

Other Fees

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| Application for admission - non refundable | | \$ 10.00 |
| Application fee for International Students | | 25.00 |
| Transcript fee | | 2.00 |
| Graduation fee | | 20.00 |
| Challenge examination fee | | 25.00 |
| CLEP Tests | | 80.00 |
| Computerized assessment examination fees | | \$10.00–17.50 |

Note: The following per credit summer school registration surcharge fees are charged in addition to the subsequent fall registration fees: \$3.00 per credit for lower-division courses. Summer fees are due seven days before the class starts.

Lab Fees

See Class Schedule for applicable course lab fees.

Past Due Balances

Enrollment Cancellation and Reinstatement

Students who have a past due balance or are not current on their payments may have their enrollment cancelled and will be dropped from their classes. Students can request reinstatement and be re-enrolled with the instructor’s permission. Payment of all past due fees must be made in full at the time of reinstatement.

Late Fees

There will be a \$25.00 late fee assessed if fees are not paid by 5 p.m. of the fee due date published in the course schedule. After this date, the \$25.00 late fee will be assessed if the fees are not paid at the time of registration.

Account Holds

Students who have a past due balance of \$100.00 or more will have their account placed on hold across all NSHE institutions. Students with this hold will not be able to register for classes, request transcripts, view grades, or receive refunds until the balance is paid in full.

Collections

Any student having a past due balance that is older than 120 days and that owes \$100.00 or more will be sent to collections. The student will be notified by mail that they have 30 days to pay in full before being sent to collections. At the end of the 30 days they will be sent to a collections agency. Any payment made after the end of the 30 days must be made to the collections agency.

Excess Credit Fee (Effective Fall 2014)

Beginning Fall 2014, a 50 percent Excess Credit Fee on the per-credit registration fee will be charged to a student who has attempted credits equal to 150 percent of the credits required for the student’s program of study. (NSHE Code, Title 4, Chapter 17, Section 4.

Continuing Education/Community Education Course Fees

Register for classes at www.campusce.net/gbcnv. Fees are due and payable at the time of registration. Fees vary in accordance with the course duration, materials, location, and other factors. Tax dollars are not used to support Community Education programs. They are sustained by student revenues only and must meet minimum enrollment numbers. No fee waivers are available for faculty or staff of Great Basin College.

The refund policy for Community Education courses other than travel: 100 percent refund if the class is cancelled by the college. To cancel a registration, you must contact the Elko Continuing Education office by phone at 775.753.2231 or in person at least seven days prior to the start of class in order to receive a 100 percent refund. No refund will be issued if student requests a drop fewer than seven days prior the start of class.

Payment Plans

Contracts for payments of total registration, tuition, and other fees, i.e., lab fees, technology fee for students enrolled in three credit hours or more, are available for the Fall and Spring Semesters only. Payment plans are not available for short-term or community service classes. Payment plans are authorized as follows:

- One-fourth (1/4) of the total amount is due the Tuesday before semester classes start.
- Each of the three remaining payments is due monthly within the semester.

Any balance on a Payment plans payment becomes a student accounts receivable on the due date and is treated as an official fee hold for future registration, transcript privileges, and final grade reports. Disenrollment/eviction procedures may be instituted, if necessary. A penalty of \$25 shall be charged on a payment not paid by the due date.

Contracts for a veteran's deferment of fees are available for those students who are receiving educational benefits from the Department of Veterans Affairs. Eligibility is determined by the GBC Director of Student Financial Services and Veteran Affairs or any authorized designee(s).

Students wishing to sign up for a payment plan may do so by accessing the GBC website at My.gbcnv.edu (See instructions at www.gbcnv.edu/admissions/payment.html); however, students wishing to receive veterans benefits must contact the Student Financial Services Office at the time of registration. For more information call 775.753.2399.

Refund Policy

The refund policy for withdrawal or net credit load reduction for all students in all programs, except summer session courses and non-regular semester courses is as follows:

- 100% if initiated by the end of the first week of the term.
- 50% if initiated by the end of the second week of the term.
- No refund after the second week of the term.
- No refund shall be given for the application for admission fee.

The refund policy for one or two day courses:

- 100% if initiated before the start of class.
- 0% after the class begins.

The refund policy for summer session and all non-regular semester courses is as follows:

- 100% if initiated before 10% of the class length has elapsed.
- 50% if initiated before 20% of the class length has elapsed.
- No refund after 20% of the class length has elapsed.

Note: For Internet classes, the first class meeting is considered to be 8 a.m. of the first business day of the week in which the course began.

The refund policy for community education courses:

- 100% if the college cancels the class.
- 100% if a student withdraws from a community education class at least seven days prior to the first day of class.
- No refund if the student drops the class fewer than seven days prior to the first day of class.

Non-resident tuition shall be refunded in conformity with the above schedule for load reduction to six credits or less and for withdrawal.

No refund shall be given for health and accident insurance premiums.

Exceptions require the approval of the President or his designee.

Refund exceptions, which are approved, may be applied back to student's financial aid or other past due balances.

The grade of "W" (withdraw) will remain on student's transcript and may affect student's financial aid eligibility.

In the following circumstances students may receive a full refund of all registration fees and tuition provided they withdraw any time during the semester and complete the required paperwork. Documentation of circumstance is required:

- Deployment of a student in the United States Armed Forces;
- Death or incapacitation resulting from an illness or injury of the student; or spouse, child, parent, or legal guardian of the student that prevents the student from returning to school for the remainder of the semester;
- Verifiable error on the part of the institution.
- Involuntary job transfer outside the service area of the institution as documented by employer, or
- Other exceptional circumstances beyond the control of the institution or the student.

The exception to the refund form may be found at the Admissions and Records Office of the Elko Campus, your local center, or online at www.gbcnv.edu/admissions, then click on forms.

Refund for financial aid recipients:

Students who receive federal financial aid to attend GBC and withdraw from 100 percent of their courses during a semester are subject to federal regulations governing refund and repayment. These regulations pertain only to the federal financial aid (Title IV) received and have been written in terms of "earned" versus "unearned" aid. The corresponding applicable amounts are determined by the number of days a student attended classes prior to completely withdrawing. Students who only partially withdraw from courses during a semester will follow Great Basin College general refund policies.

Student Housing

Great Basin College's residence halls provide convenient, affordable housing for single students, single parents, married students, and married students with children. Housing students must be enrolled in nine or more credits. The resident suites are located across the street from the main campus. Griswold Hall and the apartments for married and family housing are located just two blocks away from the main campus.

Living in the GBC student housing will provide many opportunities for you. You'll build friendships in a safe, secure, and clean environment that will enhance your college experience.

Effective January 2009, in compliance with NSHE policy, Great Basin College housing requires all housing residents to provide proof of compliance with those immunizations required for Nevada secondary schools.

Resident Suites/Apartments

The following amenities are included: full-sized cooking range and oven, laundry hookups, full-sized refrigerator, close parking, dishwasher, lawn areas, and Internet in each apartment.

Single Student Resident Suites

These facilities consist of two- and three-bedroom suites. Each suite contains a common living/dining room, kitchen, and bathroom. Students may request their own roommates provided all parties are agreeable. Otherwise, the College will assign a roommate based on the information provided on the Resident License Agreement.

COST — Non Refundable

Regular Semester

(includes all utilities except telephone and cable TV):

Private Room \$2,000.00 per semester

Extended Semester: Career and Technical Students

Private Room \$2,334.00 per semester

Payment Plans:

Option I: Pay full housing fees by the semester "instruction begins" date (see Class Schedule) and receive a \$50.00 discount.

Option II: Pay four scheduled installments each semester (as outlined in the housing agreement)

Griswold Hall — Dorms

GBC provides traditional dorm living for students at an affordable price. Features of Griswold Hall include TV and study rooms, parking, a shared kitchen area, lawn and gathering areas, and laundromat. Griswold Hall students are assigned a room either with single or double occupancy. Each room has a bathroom, however, students will use centrally located shower facilities.

Costs (includes all utilities except telephone and cable TV)

Non Refundable:

Guaranteed private room \$2,000.00 per semester
Double Room \$1,325.00 per semester

Extended Semester: Career and Technical Students —

Non Refundable

Guaranteed private room \$2,334.00 per semester
Double occupancy \$1,625.00 per semester

Married and Family Housing Apartments (monthly) Students can choose from two- and three-bedroom apartments.

Costs (utilities are not included):

Two-bedroom apartment \$700.00
Three-bedroom apartment \$775.00

On-Campus Housing Application Process

Step 1:

Download the agreement from the GBC website:

www.gbcnv.edu/housing

Step 2:

Complete the Residence Hall Agreement, return it to the Housing Coordinator with a \$50.00, non-refundable processing fee and the applicable cleaning deposit: \$250.00—Griswold Hall, \$350—resident suites and \$500.00—married/family.

To obtain a brochure with all the information you will need, please access the web at www.gbcnv.edu/housing or contact:

Housing Coordinator

Great Basin College
1500 College Parkway
Elko, NV 89801
775.753.2360
stacie.combs@gbcnv.edu

Scholarships

Scholarships are monetary awards that assist students in their pursuit of an education. GBC has a variety of scholarships available made possible by donors in the form of gifts, endowments, wills, estates, etc. Unless otherwise stipulated by a scholarship donor, full- and half-time (six credits) students with a 2.0 cumulative grade-point average are eligible for awards. Scholarships are awarded annually with application deadlines set during the month of March for the subsequent academic year. Should an awarded recipient become ineligible or choose not to enroll, the scholarship committee will review remaining applications on file and select an alternate recipient.

Visit the Student Financial Services Office, in Berg Hall on the Elko campus, to obtain scholarship guidelines and application forms. Completed forms and required documentation should be submitted to the office for review by the GBC Scholarship Committee.

AAUW Mildred McBride
 Daniel and William Ahern Memorial
 Joyce Allison Memorial
 Anonymous Family (4)
 Barrick Gold of North America
 Beta Sigma Phi
 Bighorn
 Helen Close
 Jessie Dewar Art
 Valerie Caccese Easterly Memorial
 Elko Citizens Patrol
 Elko County Bar Association
 Elko County Chapter of the Nevada Archaeological Association
 Elko County Retired School Employees
 Elko Kiwanis Club
 Elko Lions Club (2)
 Elko Police Officers
 Elko Rotary Club
 Dorothy S. Gallagher Nursing
 GBC Foundation/Winnemucca (4)
 GBCF BSN
 Raymond and Sally Gardner Memorial
 Vera and Arthur Gaufin
 Barbara J. Giles Memorial
 Bessie Gilmer Endowment
 Good Morning Furniture
 Elizabeth Griswold (20)
 Paul Hanna Memorial
 Insurance Agents and Brokers of Nevada
 Knights of Pythias
 Ted Laibly Memorial
 Theodore Laibly Student Teacher Education Award
 Lamoille Women's Club
 Paul Laxalt
 James Lynch Memorial
 Robert L. Mecum Endowment
 Margaret MacBeth Endowment
 Richard "Mac" McNally Memorial (2)
 Glen McDaniel Memorial
 Hugh McMullen Memorial
 Samuel and Joyce McMullen Memorial
 Mt. Wheeler Power
 Joseph W. Murray Memorial (four-year scholarship)
 Nevada Energy
 Nevada State Society of CPAs
 Newmont Mining Corporation (16)
 Newmont Mining Corporation "Full-Ride"
 Stan Popeck Memorial
 Dale Porter Community Service
 Mary Raduziner Memorial
 John Ross Memorial
 Tony Jo Salvatierra Memorial Academic
 Lee Smith Memorial
 Student Government Association
 Louis Tempel Memorial Endowment
 Tricon (2)
 Tomera Brothers
 Grace vanDalfsen
 Robert Vaughn Endowment

Veterans of Foreign Wars/Women's Auxiliary
 Warde Dixon

The following companies provide significant scholarships for students in the MTC (Maintenance Training Cooperative) or Career and Technical Education programs: Barrick Goldstrike Mines, Newmont Gold Company, Round Mountain Gold, and Sandvik.

Millennium Scholarship

A State of Nevada legislative initiative created a trust fund from tobacco company settlement monies to provide scholarships for Nevada high school graduates. The scholarship is available for each qualified student to use for education costs at GBC and other Nevada community colleges, Nevada State College, the University of Nevada, Reno, the University of Nevada, Las Vegas, or Sierra Nevada College. For more information, contact the Millennium Scholarship Office at 702.486.3383, visit <https://nevadatreasurer.gov/millenniumscholarship.htm>, or contact Student Financial Services at 775.753.2399, Elko campus, Berg Hall.

Estimated Annual Costs at GBC for a Full-Time Student

Tuition and Fees for 2013-2014

Resident

\$2,700.00 per year (lower division, 30 credits)

\$4,312.50 per year (upper division, 30 credits)

Non-resident

\$6,645.00 per year plus

\$90.00 lower division (per credit)

\$6,645.00 per year (non-resident) plus

\$143.75 upper division (per credit)

Plus any associated lab fees.

For more information call the Controller's Office, 775.753.2110.

Books and Supplies

\$1,400.00 (approximate)

For more information call the Bookstore, 775.753.2270.

Financial Aid

What is Financial Aid?

Financial Aid is intended to help students pay for their education after high school. **A student enrolled in elementary or secondary school is not eligible for aid from the Federal Student Aid programs even if he/she is simultaneously enrolled in an eligible postsecondary program.** A student is considered to be enrolled in a secondary school if they are pursuing a high school diploma. A student who has completed the diploma requirements but has not yet received a diploma is still considered to be enrolled in secondary school if he/she is taking postsecondary coursework for which the high school gives credit. A student who has completed but not received a

diploma is also considered to be enrolled in secondary school if the high school granting the diploma still considers the student to be enrolled at that high school. The aid available at GBC includes grants, loans, employment, and scholarships. Don't let finances prevent you from attending GBC. Stop by the Student Financial Services Office, Berg Hall, or call 775.753.2399, and discuss the assistance programs available to you.

How Do You Apply for Federal Financial Aid?

For all federal financial aid programs, complete the Free Application for Federal Student Aid (herein FAFSA) and supplemental forms provided by the GBC Student Financial Services Office. Although there are a variety of ways in which to submit the FAFSA, all information must be received by the GBC Student Financial Services Office by March 15, for priority consideration. You may submit your FAFSA online at www.fafsa.ed.gov for the quickest results.

The Federal Financial Aid funds directly associated with the completion of the FAFSA include the Pell, Supplemental Education Opportunity Grant (SEOG), College Work-Study, and direct loans including the Stafford and PLUS (Parent Loan for Undergraduate Student) Loans. State financial aid funds, which are also awarded based on information gathered from the completion of the FAFSA, include the Nevada Financial Aid Grant and the Student Access Grant.

Late applications are accepted but usually only Pell Grants and/or Stafford Loans are awarded. After awards have been made to applicants meeting the deadline, late applicants will be considered for additional funding. Financial aid is not automatically renewed from one academic year to the next. It is necessary to complete the application process each year in order to continue eligibility. Be advised, grant and scholarship funds received in excess of tuition/fees/books and required course equipment are considered as taxable income for federal income tax purposes.

Eligibility Criteria

In general, to receive federal financial aid you must:

- Have a high school diploma or GED.
- Demonstrate financial need which is determined by completing the Free Application for Federal Student Aid (FAFSA).
- Be enrolled in a degree or other program leading to a recognized educational credential.
- Be a U.S. citizen, national, or a permanent resident of the United States, a permanent resident of Northern Mariana Islands or the Trust Territory of the Pacific Islands or Guam, or other eligible non-citizen.
- Maintain satisfactory academic progress toward a degree or certificate.
- Not be in default on any Title IV loans (Stafford, PLUS) or owe a repayment on any Title IV grant (Pell or SEOG).
- Present a valid social security number.
- Have not been convicted for the possession or sale of illegal drugs for an offense that occurred while you were receiving federal student aid.
- If you are a male born after 1960, you will also have to show

proof of registration with the Selective Service.

Application forms and additional information on financial aid are available at:

Student Financial Services Office

Great Basin College
1500 College Parkway
Elko, Nevada, NV 89801
775.753.2399

gbcfinaid@gbcnv.edu or www.gbcnv.edu/financial

What Type of Aid Is Available?

Federal Programs

Grants

The Pell Grant, funded by the federal government, serves as the base for a financial aid "package" and is awarded to eligible undergraduate students who have not yet received a baccalaureate degree. A student may only receive a Pell Grant for six full-time equivalent years.

Supplemental Education Opportunity Grants (SEOG) are awarded first to students with exceptional financial need and having the least amount of expected family contributions.

Loans

Education loans are types of financial aid that must be repaid. Subsidized loans are "need based." The federal government pays the interest while students are enrolled at least half-time and during the grace period. Interest accrues when the student graduates, drops below half-time, or does not enroll at an approved higher education institution. Unsubsidized loans are not need based. The loan principal is deferred, but interest will accrue monthly while enrolled. Students may choose to pay the monthly interest or defer the interest and add it to the loan principal.

The loans available are low-interest loans made by the federal government to students for the purpose of paying educational expenses. Eligibility and amounts are determined through the FAFSA. Students are required to complete an entrance counseling session, master promissory note and Loan Request statement. Contact the Student Financial Services Office for information at 775.753.2399.

Work Study

GBC and the federal government work together to provide funding and work programs while you're attending college. If you qualify, you will work on or off campus and must complete the FAFSA—Free Application for Federal Student Aid—prior to receiving work-study funding. Contact the Student Financial Services Office at 775.753.2399.

Financial Aid Programs

Regents Services Program—RSP

RSP is a state-funded program created to provide paid internship or employment placements which emphasize service through learning in the workplace. It also provides eligible students with

the opportunity to perform work or service in on- or off-campus placements that are consistent with the student's major, career or service objective, degree objective, or academic area of interest. Examples might include research assistant, peer counselor, tutor, mentor, literacy program assistant, and advisor. Placements may not be instructional positions. Eligible students include those who are Nevada residents, enrolled in at least six credits, pursuing a degree or certificate, and who meet at least one of the following criteria:

- Head of household.
- Single parent.
- Age 22 or over and have never attended college or a break in enrollment of two or more years.
- No support from parents or family.
- Unusual family or financial circumstances.
- First generation college-bound.

Students may work a maximum of 20 hours per week through employment funding. Funds may also be awarded as direct grants.

Student Access/One-Time Monies

It has been determined by the NSHE Board of Regents that students should derive direct benefit from the tuition charges they are assessed. Accordingly, "One-Time" monies are awarded to students who are Nevada residents attending GBC. These financial assistance funds are made available to students who have completed the Free Application for Federal Student Aid (FAFSA) and have exhibited "financial need" according to the (federal) methodology (90%). These funds may be awarded as direct grants or as student employment.

Grants-in-Aid

Grants-in-aid are institutional monies made available to Nevada residents which cover a portion of registration fees. A one-page application is available from the Student Financial Services Office and is required prior to the disbursement of any funds.

GBC Emergency Loan and Health Emergency Loan Funds

Monies from these loan funds are made available to students experiencing emergency financial problems. The amounts available vary and must be repaid prior to the beginning of the subsequent period of enrollment. Students will be required to pay a \$7.00 processing fee.

Student Employment

Positions are available both on and off campus for persons who do not qualify for the federal college work-study program. Contact the Career Center at 775.753.2180 for on- and off-campus employment.

Other Federal Tax Incentives

The Internal Revenue Service (IRS) offers two federal income tax credits (dollar-for-dollar reductions in tax liability) for higher education expenses.

- The Hope tax credit, worth up to \$1,500 per student, is available for first- and second-year students enrolled at least half time.
- The Lifetime Learning tax credit is a tax benefit equal to 20 percent of a family's tuition expenses, up to \$10,000, for virtually any postsecondary education and training, including subsequent undergraduate years, graduate and professional schools, and even less-than-half-time study.

For more information on the Hope and Lifetime Learning tax credits, and other tax benefits for post-secondary students, visit www.irs.gov. IRS Publication 970, Tax Benefits for Higher Education, which explains these credits and other tax benefits, is available online. Or, call the IRS at 1.800.829.1040. TTY callers can call 1.800.829.4059.

The Internet also has information on private sources of aid. Search the keywords "financial aid," "student aid," "scholarships," etc.

Financial Aid Satisfactory Progress Policy (SAP)

The GBC Student Financial Services Office (SFSO) is mandated by federal law to have a satisfactory progress policy. This policy must be applied to all recipients receiving federal or state aid as a determination of financial aid eligibility.

In order to maintain eligibility as a financial aid recipient, students must meet the following three components:

- **Qualitative Component (GPA)**

In order to meet the qualitative standard for SAP, the student must maintain a cumulative GPA of 2.0

- **Quantitative Component (Completion Ratio)**

Students must receive passing grades in a minimum of 67 percent of all attempted courses.

Students must also successfully complete 100 percent of the credits for which they received financial aid for the term.

Courses dropped during the 100 percent refund period are not considered attempted courses. Remedial and transfer courses are included in the calculation. Courses receiving grades of W, F, AD, NR or I are not considered completed but are included in the calculation.

- **Time Frame Component (Maximum number of credit hours attempted)**

Students may attempt no more than 150 percent of credits hours required for the program.

For most programs, this is 56 credits for certificate programs, 90 credits for associate degree programs, and 180 credits for bachelor degree programs. However, the student's 150 percent will be determined on the actual required credit hours for the degree or certificate they are pursuing.

Repeated Course Work

A student may receive financial aid once for a repeated course that he/she passed previously and wishes to retake to receive a better grade. He/she may receive aid for failed courses until he/she receives a passing grade. However, you are cautioned that any repeated course is also counted in the maximum number of credits allowed to complete a degree.

For academic standard purposes, letter grades are interpreted as follows:

- "A" through "D" and "P" grades shall be considered completed.
- "F," "W," "I" (incomplete), "AD" (audit) and "NR" (not recorded) grades shall not be considered as completed.
- Audited Course "AD" is not eligible for financial aid.

If a student has converted from credit to no-credit (audit) status after receiving federal financial aid, the student may be required to repay all or a portion of the aid received, and/or be on warning or suspension.

Return to Title IV

If a student receives all "W" or "F" grades for a semester, the SFSO will complete a mandatory return of "unearned" funds calculation. The calculation is determined by the last date of academic participation and/or withdrawal date. A federal formula is used which is provided by the U.S. Department of Education. A student may have to repay funds back to the Department of Education and/or Great Basin College that he/she not earn according to the formula. As such, a letter will be sent to the student and the student will have 45 calendar days from the date of letter to repay.

Failure to comply with the Satisfactory Progress Components may result in Warning, Probation, or Suspension:

Warning: A student will be placed on financial aid "Warning" for the term if :

- Completion percentage is between 50% and 99% of the classes for which they were funded for the semester.
- Cumulative completion percentage is between 67% and 80%.

Probation: A student who has filed an appeal with the appeals committee and has been approved to receive financial aid for the following term will be placed on probation status.

Suspension: Your financial aid eligibility will be immediately suspended if any of the following occurs:

- Completion of less than 50 percent of the courses you enrolled in for the term.
- GPA below 2.0
- Two consecutive warning semesters
- Completion rate of all credits attempted is less than 67 percent

Should a student be compelled to withdraw from all of the credits for which he/she was registered during the course of the semester, he/she must notify the Student Financial Services Office prior to doing so. Should the student fail to notify the SFSO before withdrawing from their courses, they may waive their right to appeal their financial aid status.

If a student fails to meet satisfactory academic progress, the student is still eligible to attend GBC. However, the student would have to attend without financial aid assistance.

Reinstatement of Financial Aid

Students who are on "Warning" and who improve their academic performance for their next term of enrollment will be placed back in good status for satisfactory progress. If a student has an incomplete grade removed from his/her record or a change of grade has been posted, please call our office to review your SAP status.

Financial Aid Appeal Procedure

Should a student be notified by the Student Financial Services Office that they have been placed on financial aid suspension, they may appeal this decision by completing the following:

- Satisfactory Academic Progress Appeal Form.
- A detailed personal statement explaining the circumstances as to why the student failed to make SAP and how those circumstances have changed in order for them to correct their SAP status.
- Academic Advisement Report (AAR).
- Substantiating third party documentation.

The decision of the Financial Aid Committee is final and cannot be appealed further.

Generally, approved appeals can be categorized as emergencies or circumstances that are beyond the student's control, for example:

- Death or serious illness of an immediate family member.
- Prolonged hospitalization or confinement at home for reason that resulted in required extended absences from classes.
- A one-time emergency situation that impacted your ability to continue your education or affected your academic success for a short, specified period.
- Situation for which you had no valid choice other than to interrupt your education.

Return of Title IV Funds is a separate and distinct process and cannot be appealed.

If your appeal is not approved, to re-establish eligibility the student must, at their own expense, obtain a cumulative 2.0 GPA with the same credit load or greater, as was taken and funded in the previous semester. Maintain 67 percent completion rate of all credits attempted.

A student may only appeal their financial aid status three (3) times during their period of enrollment at GBC.

Millennium Scholarship

Millennium Scholarship eligibility requirements are separate from financial aid satisfactory academic progress. For more information about the Millennium Scholarship go to:

<http://nevadatreasurer.gov/millenniumscharship.htm>

GBC Scholarships and outside scholarships also have different GPA requirements.

Student Financial Services Office Contacts

Student Financial Services Office
1500 College Parkway
Elko, NV 89801

775.753.2399 FAX
775.753.2390

Financial Aid web site: www.gbcnv.edu/financial
Email: gbcfinaid@gbcnv.edu

Pahrump Center: 775.727.2000
Winnemucca Center: 775.623.4824
Ely Center: 775.289.3589
Battle Mountain Center: 775.635.2318

These academic standards may be subject to modification based upon the federal or institutional policy.

Information for Veterans

The determination of eligibility for veteran's educational benefits rests with the Department of Veteran Affairs (VA). The Veterans Certifying Official assists veterans and/or their eligible dependents to access their benefits by certifying their enrollment each semester. To do this, students requesting VA certification need to submit the required forms to the campus Veterans Services Office for each term for which they wish to be certified.

If you are a veteran, or if you are eligible for veterans' educational benefits, (e.g., Survivors' Dependents, GI Bill ®, Selected Reserve, National Guard, Vocational Rehabilitation), you will want to discuss aid programs with the veterans' advisor so you can receive current and complete information about Veterans Administration benefits. Students receiving veterans' benefits are required to declare a degree objective and payments will be awarded for credits applicable to that degree. It is also required that students receiving veterans' benefits meet with the GBC Veterans' Affairs representative each semester to ensure their selected credits are certified to the VA Muskogee, Oklahoma, office. Should credits be certified and the student fails to complete the courses, repayment of funds may be required unless evidence of extenuating circumstances is presented to the Veterans' Administration. You can visit the veterans' advisor in the Student Financial Services Office, Berg Hall. It is recommended you apply for benefits prior to registration.

Veterans' Standard Progress

As a veteran, you must maintain a minimum cumulative grade-point average of 2.0. If your cumulative grade-point average falls below 2.0, you will be placed on academic probation during the following semester.

While on academic probation, you can enroll for no more than 12 credits. Veterans must receive a 2.0 or higher while on probation and have two semesters to raise the cumulative grade-point average to 2.0. If at the end of the probationary period, your cumulative grade-point average has not risen to 2.0, you will be terminated from VA assistance.

Academic Standards

United States and Nevada Constitutions Requirement

The State of Nevada by law requires that GBC award no degree for graduation to a student who has not passed an examination on the state and national Constitutions. For graduation purposes, the Constitution requirement may be satisfied by completing either PSC 101, *Introduction to American Politics* or both HIST 101 and 102, *U.S. History to 1877 and U.S. History Since 1877*. Students transferring acceptable American Constitution credits from an out-of-state institution will be required to complete PSC 100, *The Nevada Constitution*.

Late Enrollment and Excessive Absences

GBC will register students during a late enrollment period with the permission of the instructor. If you register late, you will miss not only assignments, but also commentary on course goals, grading policies, and course expectations. Late enrollment does not excuse you from work missed, nor does it free you from class policies and withdrawal/refund policies.

You must participate in classes regularly if you intend to obtain the full benefits of instruction. Unexcused hours of absence in excess of the number of course credit hours is excessive. This translates to two hours of absence for a two-credit class, three hours of absence for a three-credit class, and so on. An instructor may drop any student who has excessive unexcused absences. An instructor has the sole right to excuse an absence, assign makeup work, or apply a punitive grading policy as established by the instructor's syllabus for the class. Specifically, you are expected to comply with the attendance policy set by each instructor.

Student Absences from Classes to Observe Religious Holidays

Any student who misses class, quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up the missed work. The makeup will apply to the religious holiday absence only. It shall be the sole responsibility of the student to notify the instructor no later than the last day of late registration of his or her intention to participate in religious holidays which do not fall on state holidays or period of class recess. This policy shall not apply if administration of the test or examination at an alternate time would impose an undue hardship on the instructor or the College which could not reasonably have been avoided.

If the student has notified the instructor in a timely manner, and the instructor will not provide an opportunity to make up the lost work, the student shall have the right to appeal the decision to the Vice President for Academic Affairs for final disposition.

Maximum Course Load

If you enroll for 12 or more credit hours, you are considered a full-time student. The normal load is 15 credit hours. GBC considers 18 credit hours a heavy load. You will need special permission from the Director of Admissions and Registrar or an advisor, to enroll for more than 18 credit hours in Fall and Spring and more than nine credits in the Summer. Six credits constitutes full-time summer enrollment.

Auditing a Course

If you want to participate in a class but do not want to receive credit, you may enroll as an auditor. When you audit, you are not obligated to take tests or prepare assignments, but you should participate in class activities.

You do not get a reduced fee as an auditor. When you register online you may select your grading status as "Graded" or "Audit." If you later decide, however, to change from audit status to credit status or credit status to audit status, you must complete an Audit/Credit Change Form (available at www.gbcnv.edu/admissions/forms.html), obtain the instructor's permission, and submit the form to the Admissions and Records Office or to your local center by Monday of the tenth week of instruction for full semester courses. For other courses, the Audit/Credit change must occur before 60 percent of the course is over.

Withdrawing from College

You are admitted with the understanding that you will remain through the semester or until you complete your program. If unforeseen circumstances force you to drop out, you should complete appropriate forms at the Admissions and Records Office. If you are unable to withdraw in person, you should write to the Vice President for Student Services and request withdrawal. Any financial obligations must be cleared when you withdraw.

If you are considering withdrawing from GBC, please contact the Student Support and Retention Office first at 775.753.2255 to discuss alternatives and support available to help you remain at GBC and stay on track to degree completion. For more information, visit www.gbcnv.edu/retention.

Recently, the Board of Regents approved the student military Mobilization/Activation policy. It states that mobilization and activation during a regular semester or during summer sessions will result in the complete withdrawal of the student from the college or university without penalty and without punitive grade. With the concurring of course faculty options, such as receiving an incomplete or an early grade may be available. Please contact the Registrar at 775.753.2361 for details. Students who meet the mobilization/activation policy, must submit a copy of

their military orders to the Registrar. If, due to time constraints between time of notification and the time of actual mobilization or activation, the student cannot present his/her orders as required, the parents, guardians, or spouse of the student may do so.

Dropping a Course

You may drop a course online, or in person at the Admissions and Records Office or at your local center. You should first discuss your decision with your advisor and, if you are receiving financial aid, with the Student Financial Services Office.

If you do not formally withdraw by drop deadline, your instructor will automatically assign you a grade of "F." The last day to drop for regular semester courses is Monday of the tenth week of the semester.

One-day courses must be dropped no later than the day before the course occurs. For all other non-regular semester courses, and for all summer courses, the last day to drop is *before* 60 percent of the course has elapsed.

The official course drop deadline is subject to change per Nevada System of Higher Education Board of Regent's Policy. This change can occur any time prior to the beginning of the semester. Please see the most current drop deadline for regular semester courses at gbcnv.edu/calendar/. For other courses, contact the Admissions and Records Office or your local center.

Personal Information

Students must keep all personal information current. Important correspondence, including financial information, will be sent using email, students may be notified of class cancellations using phone numbers, and so on. It is possible to update your own address, phone number, email address, and emergency contact information online through MyGBC. Changing your name can be done using the Request to Change Personal Data form found at www.gbcnv.edu/admissions/forms.html and requires additional documentation.

It is also important to update your major, also known as your "plan." This can be done at Admissions and Records, at any of the GBC centers, or using the Student Information Change Form available at www.gbcnv.edu/admissions/forms.html. Keeping your plan current helps you receive correct advisement and determines the catalog year under which you will graduate.

When the Admissions Records Office becomes aware of an incorrect address through returned mail, a registration hold will be placed on the student until the address is corrected. While it is critical that the students keeps the Admissions and Records Office apprised of any changes, it is required of students who receive federal financial aid or veterans' benefits to keep name, address, and major information current. Failure to do so could affect eligibility for continued benefits.

Grading

GBC wants students to succeed. Grades describe the quality of work completed. At the first meeting of a class, your instructor will explain the course objectives, expectations, testing, and the basis for assigning grades.

| Grade | Points | General Definition |
|--|--------|---|
| A | 4.0 | Superior: Demonstrates exceptional competence |
| A- | 3.7 | |
| Work Demonstration | | |
| <ul style="list-style-type: none"> An ability to transcend the obvious, apply principles innovatively and relate theoretical concepts to everyday life. Resulting insights are often personal and illuminating. Capacity to develop ideas flexibly and fluently, yet with control and purpose. | | |
| Grade | Points | General Definition |
| B+ | 3.3 | Above Average: Demonstrates competence |
| B | 3.0 | |
| B- | 2.7 | |
| Work Demonstration | | |
| <ul style="list-style-type: none"> An ability to absorb ideas and experience in understanding concepts and principles and to interpret them meaningfully in a context of the student's own conceptions. A capacity to develop an idea with a clear sense of order. | | |
| Grade | Points | General Definition |
| C+ | 2.3 | Average: Suggests competence |
| C | 2.0 | |
| C- | 1.7 | |
| Work Demonstration | | |
| <ul style="list-style-type: none"> Satisfactory understanding of concepts and principles. Applications of classroom-based learning often lacks depth and insight. | | |
| Grade | Points | General Definition |
| D+ | 1.3 | Below Average: Suggests incompetence |
| D | 1.0 | |
| D- | 0.7 | |
| Work Demonstration | | |
| <ul style="list-style-type: none"> A frequent inability to express competence. A limited understanding much of the subject matter. A lack of commitment or failure to follow instructions. | | |
| Grade | Points | General Definition |
| F | 0.0 | Failure: Demonstrates incompetence |
| Work Demonstration | | |
| <ul style="list-style-type: none"> Work has failed to meet the minimum requirement for the course. Student may not be adequately prepared for the courses which follow. | | |
| P | | The "P" is a passing grade, signifying a grade of C- or higher. This grade can be used as an elective for certain degree programs. Since it doesn't accumulate grade-points, it won't reflect a change in the cumulative Grade Point Average on a transcript. |

| | |
|----|--|
| I | You may receive a final report of "I," or incomplete, if you have competed at least 3/4 of the course with a grade of "C" or better, but are unable to complete the class for good cause. You must arrange for the incomplete with your instructor and complete Fall courses by March 15 or Spring/Summer courses by October 15. Failure to do so will result in an "F." |
| W | You may opt to drop any course until 60 percent of the course has elapsed. It is your responsibility to withdraw formally from a course and failure to do so will result in your receiving an "F." The "W" is not used in computing your cumulative grade-point average; however, the "W" grade will appear on your permanent transcript. Veterans who withdraw from classes may experience penalties, and may be required to repay part or all of the benefits received for the course. If you are a veteran contemplating changes in enrollment, you should get the advice of the Director of Student Financial Services. |
| AD | This indicates a course for which you will receive neither credit nor a grade. |
| NR | This is a temporary grade indicating that it has not yet been submitted by faculty. |

Repeating a Course

Any course may be repeated, regardless of the grade received. Credit will be allowed only once for successful completion of the course, except for the courses designated in the catalog as allowable repeats. The original grade will remain on the student's academic record, but only the higher grade will be included in the grade-point average.

Grade Report Policy

Grades will not be mailed to your current address. GBC would like to encourage you to review your grades electronically in your MyGBC Student Center.

At the end of each semester, your grades will be available through the web registration site. You will be able to access your grades approximately two weeks after a term ends.

Academic Standing and Your GPA

Your scholastic standing is computed on the basis of all courses attempted. GBC uses the four-point system in computing your grade-point average, or GPA. Under this system, you receive four quality grade-points for each semester hour with the grade of "A"; three points for each semester hour of "B"; two points for each semester hour of "C"; one point for each semester hour of "D." The following is an example:

| | | POINTS | |
|------------------------|---|---------|------|
| 3 semester hours of A | = | 3 x 4.0 | 12.0 |
| 3 semester hours of A- | = | 3 x 3.7 | 11.1 |
| 3 semester hours of B+ | = | 3 x 3.3 | 9.9 |
| 3 semester hours of B | = | 3 x 3.0 | 9.0 |
| 3 semester hours of B- | = | 3 x 2.7 | 8.1 |
| 3 semester hours of C+ | = | 3 x 2.3 | 6.9 |
| 3 semester hours of C | = | 3 x 2.0 | 6.0 |
| 3 semester hours of C- | = | 3 x 1.7 | 5.1 |
| 3 semester hours of D+ | = | 3 x 1.3 | 3.9 |
| 3 semester hours of D | = | 3 x 1.0 | 3.0 |
| 3 semester hours of D- | = | 3 x 0.7 | 2.1 |
| 3 semester hours of W | = | | 0.0 |
| 3 semester hours of P | = | | 0.0 |
| 3 semester hours of I | = | | 0.0 |

If you repeat a course, the highest grade you received determines your cumulative average. In most cases, you do not receive duplicate credit for repeated classes. Incompletes, designated by "I," are tentative marks and are not used in computing your GPA.

You must have a cumulative grade-point average of at least 2.0 on a 4.0 scale in order to graduate. Your GPA is based on the total credits you have taken at Great Basin College. Your grade-point average can be determined by combining the points received for all your GBC courses and dividing that total by the total number of graded credits.

Grade Appeals or Questions of Professional Conduct

Great Basin College respects an instructor's qualifications and upholds the right of an instructor to determine academic standards. With faculty approval, an instructor establishes the scope, objectives, and methodology of the course being taught, and is responsible for informing students of the requirements for completion of the course of study in the class. The instructor evaluates student performance according to written grading criteria made available to students at the beginning of the class. Should students have questions about a grade or an instructor's professional conduct, the following published procedures shall be followed. Failure to initiate these procedures within 30 calendar days of the end of the semester will result in the forfeiture of the right to challenge a grade or lodge a complaint against an instructor.

These are the steps that must be taken:

Step One: The student must first communicate with the instructor to discuss the complaint and attempt satisfactory resolution. If successful, no further action need be taken.

Step Two: If unsuccessful in Step One, the student will write a letter to the Chair of the instructor's department (this information is available at the Admissions and Records Office in Elko or from your center) requesting a meeting between the student, the instructor, and the Department Chair. The Department Chair will respond within 15 days of receipt of the written request and establish a mutually agreeable date and time for the resolution meeting. After hearing both sides, the Department Chair will recommend a solution. Acceptance of this solution by both the student and the instructor ends the complaint procedure and no further action will be taken. (Note: In the event that the instructor is also the Department Chair, the student will write the request for a resolution meeting to the Chair of the Faculty Senate. The Senate Chair or a designee of the Senate Chair will fulfill the responsibilities of a Department Chair as outlined above.)

Step Three: Failure of remedy in Step Two requires a written complaint to be submitted to the Academic Standards Committee of the Faculty Senate. This complaint may be submitted by either the student or the instructor if either is not satisfied by the recommended solution of Step Two. (If requested, this will be done by the Department Chair or the Senate Chair or designee. This action must be accomplished within five days of the failure of Step Two.) Within 15 days of receipt of the written complaint, the Academic Standards Committee will arrange for the student and the instructor to be heard before a full or quorum meeting of the Academic Standards Committee; the Chair involved in Step Two will be in attendance if deemed necessary by the student or the instructor. Within 15 days of this meeting the Chair of the Academic Standards Committee will provide a written recommendation to resolve the issue. Copies will be given to the student, the instructor and the Department Chair or Senate Chair designee (as appropriate).

Step Four: If the issue is still unresolved to the satisfaction of either party, a written request of review must be lodged in the Office of the Vice President for Academic Affairs within three calendar days of issuance of the Academic Standards Committee's recommendations. The Vice President for Academic Affairs will, after reviewing the documentation of the previous three steps, issue a written decision which will be the final solution.

Note: During summer months, faculty may not be available to complete the appeal process. The student still must initiate the appeal within 30 calendar days of the end of the semester, but it is possible that an appeal relating to spring semester may not be resolved until fall semester.

Making the Dean's List

Each semester, students with a declared major, a 3.50 to 4.0 grade-point average, and confirmed enrollment for 12 or more credits are acknowledged by the Vice President for Student Services and Vice President for Academic Affairs with a personal letter and have the distinction posted on their transcripts. The 12-credit requirement cannot include pass/withdraw, developmental, community education, or audited courses. Students who receive any incomplete grades at the end of the semester will not be considered for the Dean's List.

Graduation Requirements

- You must file an application for graduation. File your application, submit the \$20.00 fee, and the processing will begin.
- Applications for Fall graduation are due October 15. At the time of application, the student should be enrolled in all necessary courses for completion of the degree or certificate of achievement. Fall graduates are eligible to walk in the May graduation ceremonies of the following semester.
- Applications for Spring graduation are due March 15. A student may be lacking up to three credits and still walk in the May graduation ceremony and his/her name may appear on the graduation program. However, students who intend to take the final course in the Summer or Fall will need to sign a statement indicating this intention.
- Applications for Summer graduation are due July 1. If the student is taking more than three credits during summer to meet graduation requirements, he/she will not be eligible to walk in graduation until May of the following year.
- At the time of application, the student hoping to walk in the May graduation ceremony should indicate on the graduation application if (1) his/her courses will be completed during Spring Semester, in which case a diploma indicating a May graduation date will be ordered; or (2) his/her courses will be completed during the Summer Semester, in which case a diploma indicating an August graduation date will be ordered; or (3) his/her final course will be completed by the end of the upcoming Fall Semester, in which case a diploma will not be ordered until Fall Semester and will display a December graduation date.
- Students receiving a certificate of completion do not receive a diploma and do not participate in the graduation ceremony. Certificates of completion are awarded at the departmental level.
- If a student does not complete the courses by the time indicated on the application, he/she will be required to submit a new application and pay an additional \$20.00 fee.
- Failure to apply before the application deadline may prevent you from attending graduation ceremonies and delay receiving your diploma. A \$5.00 late fee will apply.
- You must clear your financial obligations with the GBC Library and the Controller's Office.
- Under no circumstances will a degree be posted on the students transcript until the final course is completed.

Graduating With Honors

During the May commencement ceremonies, GBC will distinguish certain graduates by categories of academic achievement, as follows:

- Cum Laude—Cumulative grade-point averages of 3.50 to 3.74.
- Magna Cum Laude—Cumulative grade-point averages of 3.75 to 3.99.
- Summa Cum Laude—Cumulative grade-point averages of 4.0.
- To earn honors designation for an associate's degree or certificate of achievement, students must complete 45 credits at GBC, excluding developmental and community education courses.
- To earn honors designation for a bachelor's degree, students must complete 45 upper-division credits at GBC.
- Credits transferred from other institutions will not be used toward calculating grade point average.

See additional graduation information under bachelor's and associate's degree requirements.

GBC General Education Objectives

In addition to degree requirements, the faculty of GBC has established a goal to ensure that all students graduating with either an AA, AS, BA, or BS degree have had the opportunity to develop an awareness of and abilities in specific areas. These areas are detailed in the next catalog section.

General Education

General Education Objectives

It is the goal of the faculty of Great Basin College that all students that graduate with either an Associate's or Bachelor's degree from this institution have had the opportunity presented to them during their attendance to have acquired ability and awareness with the following objectives:

COMMUNICATION SKILLS

Communicate clearly and effectively in written and oral form, embracing discussion, reading, listening, and accessing information.

CRITICAL THINKING

Integrate creativity, logic, quantitative reasoning, and the hierarchy of inquiry and knowing in social scientific understanding. There are three elements to this objective:

Quantitative Ability

Understand mathematical principles and integrate quantitative methods into problem solving.

Reasoning and Independent Thought

Use logic and visual thinking in selecting, analyzing, and presenting information.

Scientific Understanding

Understand the essential workings of natural systems, understand the hierarchy of scientific knowing and the use of the scientific method in its pursuit, and have the ability to use this knowledge predictively.

PERSONAL/CULTURAL AWARENESS

Understand the roles of individuals in society, the development of human societies, and the significance of creativity in the human experience.

Sense of the Individual in Society

Recognize and respect the rights of the individual, and possess an appreciation of the complexity and variety of the divergent attitudes, values, and beliefs in society.

Sense of the Past

Understand the cultural and historical heritage of contemporary society, and be able to thoughtfully consider the implications of this heritage.

Sense of Accountability

Appreciate the consequences of human actions in social and environmental contexts, and have the ability to consider the ethical and practical implications of those actions.

Appreciation of Fine Arts

Recognize and value creative human expression.

PERSONAL WELLNESS

Develop knowledge, skills, and behaviors which promote personal well being.

TECHNOLOGICAL UNDERSTANDING

Function effectively in modern society through the use of technology

GENERAL EDUCATION REQUIREMENTS

| AREA | ASSOCIATE OF ARTS | ASSOCIATE OF SCIENCE | BACHELOR OF ARTS BACHELOR OF SCIENCE IN NURSING | ASSOCIATE OF APPLIED SCIENCE (AAS courses are not required to use integrative format) | BACHELOR OF APPLIED SCIENCE |
|---|--|--|---|---|--|
| GBC ORIENTATION | 0.5 Credits: INT 100 | 0.5 Credits: INT 100 | -0- | 0.5 Credits: INT 100 | -0- |
| ENGLISH/ COMMUNICATIONS | 6 Credits: ENG 102 (Prerequisite: ENG 101 (3 credits) or equivalent test score) | 6 Credits: ENG 102 (Prerequisite: ENG 101 (3 credits) or equivalent test score) | 6 Credits: ENG 102 COM 101 or THTR 221 or THTR 102 | 6 Credits: ENG 101, 102; ENG 107, 108 | 6 Credits (in addition to AAS credits): ENG 333 COM 101 or THTR 221 or THTR 102 |
| MATHEMATICS | 3-5 Credits: MATH 120 or 5 credits at the level of MATH 126 or higher (Includes STAT 152) | 5 Credits: 5 credits at the level of MATH 126 or higher. (Includes STAT 152) | MATHEMATICS: 3 Credits: MATH 120, 126, or higher (Includes STAT 152) SCIENCE: 6 Credits: 6 credits of lower-division general education Science. | 3 Credits: MATH 116, 120, 126, or higher (Includes STAT 152) | 6 Credits (in addition to AAS credits): STAT 152 or MATH 181 INT 359 |
| SCIENCE | 6 Credits: Select at least 3 credits from: BIOL 190 CHEM 100, 121 GEOL 101 PHYS 100, 151 Select an additional 3 credits from above or from: ANTH 102, AGSC 100, AST 101, BIOL 100, ENV 100, GEOG 103, NUTR 121 | More than 12 Credits: Select at least 3 credits from: BIOL 190, CHEM 100, 121, GEOL 101, PHYS 100, 151 Select an additional 3 credits from above or from: ANTH 102, AGSC 100, AST 101, BIOL 100, ENV 100, GEOG 103, NUTR 121 Select additional credits for a total of more than 12 credits of science*, and 4 or more science courses. | INTEGRATIVE SEMINAR: 3 Credits: INT 359 (Mathematics) or INT 369 (Science) | 3 Credits: ANTH 102 AGSC 100 AST 101 BIOL 100, 190 CHEM 100, 121 ENV 100 GEOG 103 GEOL 101, 132 NRES 150 NUTR 121 PHYS 100, 107, 151 | 3 Credits (in addition to AAS credits): INT 369 |
| SOCIAL SCIENCE (Fulfills U.S. and Nevada Constitutions requirement.) *includes: ANTH (not 102), CRJ, ECON, HDFS 201, HIST(not 105,106), PSC, PSY, SOC, and WMST | 12 Credits: U.S. and Nevada Constitutions: PSC 101 or HIST 101 and 102 are required. 9 credits: ANTH 101, 201, 202, CRJ 104, ECON 102, 103, GEOG 106, HIST 101, 102, HMS 200, PSC 101, 210; PSY 101, SOC 101 Select at least 3 additional credits of any social science.* | 9 Credits: U.S. and Nevada Constitutions: PSC 101 or HIST 101 and 102 are required. 9 credits: ANTH 101, 201, 202, CRJ 104, ECON 102, 103, GEOG 106, HIST 101, 102, HMS 200, PSC 101, 210; PSY 101, SOC 101 | SOCIAL SCIENCE: 9 Credits: 9 credits of lower-division general education Social Science (must fulfill U.S. and Nevada Constitutions requirements). HUMANITIES: 3 Credits: 3 credits of lower-division general education Humanities | 6 Credits: 3 credits (U.S. and Nevada Constitutions): PSC 101 (or substitute: HIST 101 and 102) 3 credits (Human Relations): BUS 110 HMS 200, MG 283 PSY 208 | 6 Credits (in addition to AAS credits): (U.S. and Nevada Constitution requirements must be fulfilled) ECON 311 INT 349 |
| HUMANITIES *includes: AM; ART 103, 160, 260, 261, 297; ENG 203, 223, 250, 261; FREN; HIST 105,106; HUM; MUS 121, 125; PHIL; SPAN; THTR 221 | 6 Credits: 3 credits: ART 160, 260, 261 ENG 203, 223 FIS 100 FREN 111, 112 HIST 105, 106 HUM 101 MUS 121, 125 PHIL 102, 129, SPAN 111, 112, SPAN 211, THTR 100 Select at least 3 additional credits of any humanities.* | 3 Credits: 3 credits: ART 160, 260, 261 ENG 203, 223 FIS 100 FREN 111, 112 HIST 105, 106 HUM 101 MUS 121, 125 PHIL 102, 129, SPAN 111, 112, SPAN 211, THTR 100 | INTEGRATIVE SEMINAR: 3 Credits: INT 339 (Humanities) or INT 349 (Social Science) | 3 Credits: ART 100, 101,107, 160, 260, 261 ENG 203, 223 FIS 100 FREN 111, 112 HIST 105, 106 HUM 101 MUS 101, 121, 125 PHIL 102, 129 SPAN 111, 112, 211 THTR 100, 105 | 3 Credits (in addition to AAS credits): INT 339 |
| FINE ARTS | 3 Credits: ART 100, 101, 107 MUS 101, THTR 105 | 3 Credits: ART 100, 101, 107 MUS 101, THTR 105 | 3 Credits: 3 credits of lower-division general education Fine Arts | | |
| TECHNOLOGY | 3 Credits: CS 135, EDU 214, GIS 109, GRC 119, IS 101 | 3 Credits: CS 135, EDU 214, GIS 109, GRC 119, IS 101 | 3 Credits: 3 credits of lower-division general education Technology | 3 Credits: CS 135, EDU 214, DT 101, EIT 233, ELM 120, GIS 109, GRC 119, IS 101, IT 210, WELD 110, 211, 221 | 3 Credits: 3 credits of approved lower-division. |
| CAPSTONE | -0- | -0- | 3 Credits: As determined by program. | -0- | 3 Credits: As determined by program. |
| ELECTIVES AND PROGRAM REQUIREMENTS Select with Advisor | A minimum of 60 total credits is required. See an advisor to select appropriate courses. | A minimum of 60 total credits is required. See an advisor to select appropriate courses. | A minimum of 120 total credits is required. At least 48 credits must be upper division. See program requirements and an advisor. | A minimum of 60 total credits is required. Most programs require more. See program requirements and an advisor. | A minimum of 120 total credits is required. At least 48 credits must be upper division. See program requirements and an advisor. |

There may be specific general education requirements required for your degree. Refer to the degree section of the catalog and consult your advisor.

Associate's Degrees

Associate's Degree/Certificate of Achievement Requirements at GBC

Associate's degrees are intended to provide the first two years of a baccalaureate degree and fulfill the lower-division general education requirements.

Graduation Requirements

To graduate from GBC with an associate's degree or certificate of achievement, you must adhere to the following requirements:

- You must complete all courses in a prescribed associate's degree or certificate of achievement program. You may select the program described in the catalog year in which you were initially enrolled, the catalog year in which you officially declare a program of study, or the catalog year in which you will complete the requirements for the associate's degree or certificate of achievement. Whichever catalog is used, it cannot be more than six years old at the time of graduation. If you have had major interruptions in completing your program, you should follow the current catalog.
- You must have a cumulative grade-point average of at least 2.0 on a 4.0 scale. Your GPA is based on the total credits you have taken at Great Basin College. Your grade-point average can be determined by combining the points received for all your GBC courses and dividing that total by the total number of credits.
- You must complete at least 15 semester credits at GBC. Thus, if you transfer to GBC and are pursuing a degree or a certificate of achievement, you must complete 15 semester credits regardless of the number of semester hours completed elsewhere. You cannot count challenge exam credit, non-traditional credit, or developmental courses (courses numbered below 100) as a part of the residency requirement. The 15 credits must be selected from regularly scheduled GBC courses. Credits transferred from other institutions will not be used for academic achievement designation. Students must complete 45 credits at GBC to be able to have honors designation.
- The College may accept up to 45 credits earned from the following: credits transferred to GBC, challenge examinations, military schooling, P.O.S.T., work experience, and internships. See page 21 for further details.
- You must file an application for graduation by October 15 or March 15 of the semester in which you wish to graduate. See page 52 for further details.
- For associate's degrees a minimum of 60 credits is required (30 credits for certificate of achievement).

- Students receiving a Certificate of Completion do not receive a diploma and do not participate in the graduation ceremony. Certificates of Completion are awarded at the department level.

Earning Multiple Associate's Degrees

You may earn more than one associate's degree provided all specified requirements for both degrees are fully satisfied. You should declare your intention to pursue an additional degree in the Office of Admissions and Records.

The courses taken for each additional associate's degree must include a minimum of 15 (not including developmental and community service) credits earned in residence beyond for the previously earned degree(s).

Students may pursue two associate's degrees simultaneously. Each degree requires a separate application for graduation.

Suggested Course Sequence

The course sequence outlined for each degree is simply a suggestion that may not be appropriate for all students. For example, some students will have to take from one to four developmental courses before they are prepared to take some of the college-level courses. Many students will need to take fewer courses each semester due to other obligations in their lives. Full-time status is 12 credits per semester, but many programs provide students with the flexibility of taking fewer credits (in order to have a successful academic experience). Meeting with an advisor is crucial to establishing the best course sequence for each student.

Associate of Arts Degree

The Associate of Arts (AA) degree is designed for persons planning a traditional liberal arts education and wishing to transfer to a four-year college or university. The AA provides for two years of study in general education, and it allows you to begin your major in such fields as art, English, and history. You can complete two years of study toward a bachelor's degree and satisfy the "Requirements Summary" for an Associate of Arts. GBC, with strong faculty and commitment to higher learning, has always provided solid liberal arts coursework for its students.

Students who pursue the Associate of Arts degree at GBC will gain valuable experience in reading, writing, and thinking. They will be asked to analyze, experience, and evaluate. They will learn much about themselves in the process. They will find GBC offers sophisticated and challenging liberal arts courses, taught in a cordial atmosphere by faculty dedicated to teaching.

Courses Having a “Z” Affix

The “Z” affix indicates a community education course which is not meant for transfer.

Important Note:

Some courses offered at Great Basin College may not be used for an Associate of Arts, Associate of Science, or Bachelor of Arts degree. These courses may not be transferable to other Nevada colleges. These courses are identified in the catalog course descriptions with the following notation:

Class Attribute: This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

These courses are identified with a “course attribute” in the online course schedule with the following notation:

Non-transferable for an NSHE baccalaureate degree.

Associate of Arts Requirements Summary

| | Credits |
|---|---------|
| GBC Orientation | 0.5 |
| INT 100 | |
| English/Communications | 6 |
| ENG 102 (prerequisite: ENG 101 or equivalent) | |
| Mathematics | 3-5 |
| MATH 120 (3 credits), or 5 credits at level of MATH 126 or higher (Includes STAT 152) | |
| Science | 6 |
| At least 3 credits from: BIOL 190, CHEM 100, CHEM 121, GEOL 101, PHYS 100, PHYS 151 | |
| Select an additional three credits from the above or from: AGSC 100, ANTH 102, AST 101, BIOL 100, ENV 100, GEOG 103, NUTR 121 | |
| Social Science | 12 |
| 9 credits must come from the following two groups: U.S. and Nevada Constitutions: PSC 101, or HIST 101 and 102 | |
| And: ANTH 101, 201, 202; CRJ 104; ECON 102, 103; GEOG 106; HIST 101, 102; HMS 200; PSC 101; PSC 210; PSY 101; SOC 101 | |
| Select at least 3 additional credits of any social science from: ANTH (not 102), CRJ, ECON, HDFS 201, HIST (not 105,106), PSC, PSY, SOC, or WMST | |
| Humanities | 6 |
| At least 3 credits must come from: ART 160, 260, 261; ENG 203, 223, 250, 261; FIS 100; FREN 111, 112; HIST 105, 106; HUM 101; MUS 121, 125; PHIL 102; PHIL 129; SPAN 111 112, 211; THTR 100 | |
| 3 additional credits may come from any of the following: AM, ART 103, 160, 260, 261, 297; ENG 203, 223, 250, 261; FREN, HIST 105,106, HUM, MUS 121, 125; PHIL, SPAN, THTR 221 | |
| Fine Arts | 3 |
| ART 100, 101, 107, MUS 101, or THTR 105 | |
| Technology | 3 |
| CS 135, EDU 214, GIS 109, GRC 119, or IS 101 | |
| Electives | |
| A minimum of 60 total credits is required. See an advisor to select appropriate courses. | |

Associate of Science Degree

The Associate of Science (AS) degree is designed to help students use the methods of observation, special analysis, and logic in order to understand the mathematical, biological, and physical nature of the world. The AS degree permits you to make early choices if you are planning a professional life in mathematics, science, engineering, or medicine.

The Associate of Science degree provides study in mathematics, biology, chemistry, geology, astronomy, and physics. The degree is designed to help you appreciate the natural laws of the earth you walk on and the universe you live in.

You should always determine the program requirements of your future college or university when you are planning your schedule.

Students pursuing a mathematics emphasis will benefit from a structured schedule of courses. The following courses are offered sequentially and concurrently as indicated:

- MATH 152 and MATH 181
- MATH 182 and PHYS 151 or PHYS 180
- MATH 253, MATH 283, and BIOL 190
- INT 359, MATH 285, and IS 101

Contact the Mathematics Department for transfer information for the University of Nevada, Reno and the University of Nevada, Las Vegas.

Courses Having a “Z” Affix

The “Z” affix indicates a community education course which is not meant for transfer.

Important Note:

Some courses offered at Great Basin College may not be used for an Associate of Arts, Associate of Science, or Bachelor of Arts degree. These courses may not be transferable to other Nevada colleges. These courses are identified in the catalog course descriptions with the following notation:

Class Attribute: This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

These courses are identified with a “course attribute” in the online course schedule with the following notation:

Non-transferable for an NSHE baccalaureate degree.

Associate of Science Requirements Summary

| | Credits |
|--|---------|
| GBC Orientation | 0.5 |
| INT 100 | |
| English/Communications | 6 |
| ENG 102 (prerequisite: ENG 101 or equivalent) | |
| Mathematics | 5 |
| At the level of MATH 126 or higher (Includes STAT 152) | |
| Science | 13 |
| At least 3 credits from: BIOL 190, CHEM 100, 121, GEOL 101, PHYS 100, 151 | |
| Select an additional three credits from the above or from: AGSC 100, ANTH 102, AST 101, BIOL 100, ENV 100, GEOG 103, NUTR 121 | |
| Select additional courses for a total of at least 13 credits and 4 courses. These courses can be selected from the science options above or from any 3- or 4-credit BIOL, CHEM, GEOL, or PHYS courses (with a lab component). | |
| Social Science | 9 |
| Select from the following, with at least 3 credits from U.S. and Nevada Constitutions: U.S. and Nevada Constitutions: PSC 101, or HIST 101 and 102 | |
| And: ANTH 101, 201, 202; CRJ 104; ECON 102, 103; GEOG 106; HIST 101, 102; HMS 200; PSC 101; PSC 210; PSY 101; SOC 101 | |
| Humanities | 3 |
| ART 160, 260, 261, ENG 203, 223, FIS 100, FREN 111, 112, HIST 105, 106, HUM 101, MUS 121, 125, PHIL 102, PHIL 129, SPAN 111, 112, 211, or THTR 100 | |
| Fine Arts | 3 |
| ART 100, 101, 107, MUS 101, or THTR 105 | |
| Technology | 3 |
| CS 135, EDU 214, GIS 109, GRC 119, or IS 101 | |
| Electives | |
| A minimum of 60 total credits is required. See an advisor to select appropriate courses. | |

Associate of General Studies Degree

The Associate of General Studies (AGS) degree is designed for individuals who have acquired previous education in a diversity of subjects and wish to acquire a degree. This degree is not designed to transfer into baccalaureate programs.

Associate of General Studies Requirements Summary

| | Credits |
|--|---------|
| GBC Orientation | 0.5 |
| English/Communications | 6 |
| ENG 101, ENG 102, ENG 107, ENG 108, COM 101 | |
| U.S. and Nevada Constitutions | 3 |
| PSC 101 or HIST 101 and HIST 102 | |
| Science | 3 |
| Mathematics | 3 |
| MATH 116 or higher (Includes STAT 152) | |
| Social Sciences | 3 |
| Humanities | 3 |
| Emphasis/Additional Program Requirements | 39 |
| Minimum Credits | 60 |

See AA/AS degree for courses that fulfill requirements and are not listed above.

Associate of Applied Science Degree

The Associate of Applied Science (AAS) degree is designed for persons who desire education for an occupation or a technical career. The courses and programs of the AAS degree aim to prepare students for entry-level employment. Students also use the career and technical education programs to upgrade themselves in the positions they hold. Many persons enroll in career and technical courses to improve their abilities and understanding of everything from management to welding, from financial planning to computing.

In general, career and technical courses are not meant to satisfy requirements of lower-division baccalaureate programs, but do prepare students for GBC's Bachelor of Applied Science degree. If the three-digit course number (001-299) is designated with a "B" suffix (220B), the course will not transfer to a Nevada university. The "B" designator does not appear on transcripts. The career and technical education programs do provide a generous component of liberal education coursework which is meant to develop intellectual curiosity and which promotes creative thought. The general education courses are also university transfer courses.

Career and Technical Education Admission

Admission standards for the Associate of Applied Science and Certificate of Achievement in the Career and Technical Education (CTE) area for disciplines in Diesel Technology, Electrical Systems Technology, Instrumentation Technology, Industrial Millwright Technology, and Welding Technology are listed below.

Application Deadline: April 1

Prospective students are required to formally apply for admission to the Career and Technical Education (CTE) Department. To do so:

1. The prospective student needs to pick up a CTE Department Admissions Application form from the CTE Department (not from Admissions and Records), fill it out, and return it to the CTE Department by April 1. (Please make sure to declare a major on this form.) The CTE department is located in EIT 255.
2. Along with the CTE Department Admissions Application form, the student needs to submit to the CTE Department:
 - a. Three letters of recommendation.
 - b. A resumé.
 - c. A letter of intent.
 - d. High school transcripts or GED scores if applicable, military training records if applicable, and/or higher education records if applicable.
 - e. The prospective student needs to submit ACT or SAT scores or take the Accuplacer placement test for math and English at the GBC Placement Office by April 1.

Admission Criteria

The Career and Technical Education Department will admit a limited number of students to the CTE Department area programs each year. Admission is on a competitive basis. When there are more qualified applicants than there are available spaces in the programs, preference will be given to those with the highest qualifications. Meeting minimum application criteria does not guarantee admission to the program. Those students who meet or exceed the minimum criteria but who are not admitted may reapply in future years. Please check with the program advisor for more information.

Associate of Applied Science Requirements Summary

| | Credits |
|--|---------|
| GBC Orientation | 0.5 |
| INT 100 | |
| English/Communications | 6 |
| ENG 107, 108, 101, 102 | |
| Mathematics | 3 |
| MATH 116, 120, 126 or higher (Includes STAT 152) | |
| Science | 3 |
| At least 3 credits from: ANTH 102, AGSC 100, AST 101, BIOL 100, BIOL 190, CHEM 100, 121, ENV 100, GEOG 103, GEOL 101, 132, PHYS 100, 107, 151, NRES 150, NUTR 121 | |
| Social Science | 6 |
| 3 credits: PSC 101 (U.S. and Nevada Constitutions requirement) or substitute HIST 101 and 102 | |
| 3 credits: BUS 110, HMS 200, MGT 283, PSY 208 (Human Relations) | |
| Humanities and Fine Arts | 3 |
| 3 credits from: ART 100, 101, 160, 107, 260, 261, ENG 203, 223, FIS 100, FREN 111, 112, HIST 105, 106, HUM 101, MUS 101, 121, 125, PHIL 102, 129; SPAN 111, 112, 211, THTR 100, 105 | |
| Technology | 3 |
| 3 credits from: CS 135, EDU 214, DT 101, EIT 233, ELM 120, GIS 109, GRC 119, IS 101, IT 210, WELD 110, 211, 221 | |
| Electives | |
| A minimum of 60 total credits is required. Most programs require more. See an advisor to select appropriate courses. | |

Certificate of Achievement

The one-year Certificate Program is an abbreviated form of the two-year Associate of Applied Science degree. Most of the Certificate Program requirements include six semester hours of English/Communications (minimum requirement is three credits by Board of Regents policy), a course in human relations, demonstration of computation skills, and a 2.0 minimum grade-point average. All other requirements are noted in specific program maps.

If you complete a certificate of achievement, you may also choose to complete an AAS. The following General Education Requirements (see also page 55) must be fulfilled.

Applied Science Certificate of Achievement Requirements Summary

| | Credits |
|---|---------|
| GBC Orientation (select programs) | 0.5 |
| English/Communications | 3 |
| Mathematics | 3 |
| BUS 110 (if taken as a 3-credit course) MATH 116, 120, 126 or higher | |
| Minimum Certificate Requirements | 23 |
| (See program for specific requirements) | |
| Human Relations | 1-3 |

Suggested Course Sequence

The course sequence outlined for each degree is simply a suggestion that may not be appropriate for all students. For example, some students will have to take from one to four developmental courses before they are prepared to take some of the college-level courses. Many students will need to take fewer courses each semester due to other obligations in their lives. Full-time status is 12 credits per semester, but many programs provide students with the flexibility of taking fewer credits (in order to have a successful academic experience). Meeting with an advisor is crucial to establishing the best course sequence for each student.

Agriculture

Student Learning Outcomes Overview

Upon completion of these curricula, students will be able to:

- Graduate from GBC with the desired agriculture degree in the chosen agriculture emphasis area.
 - Continue their agriculture education by successfully transferring to another college or university.
 - Obtain successful and gratifying entry-level employment in the broad areas of Animal Agriculture, Natural Resources, and/or the Agricultural Mechanical Industry.
- Make positive decisions related to their specific area of agriculture emphasis, based on current technical information, management, and critical thinking skills.
 - Successfully communicate agricultural thoughts, ideas, tasks, and operational processes to other agriculturalists and non-agriculturalists.

Great Basin College's Associate of Arts and Associate of Science in Agriculture degree programs are designed to meet the needs of students who wish to complete their first two years of college study in agriculture at GBC and then transfer to a university to complete their baccalaureate degree in an agriculture-related program. The AA and AS degrees are not designed to prepare the graduate for immediate employment in the agriculture field.

GBC's Associate of Applied Science degree is designed to provide graduates with the knowledge and skills needed for immediate employment in an agricultural field related to the student's course of study. The AAS degree is not designed to transfer to universities. Every effort is made to assist students in selecting a program which will fit their needs. Modern agriculture is a business and science as well as a way of life, and the faculty recognizes that it is as important to produce alert and well-informed citizens as it is to train competent agriculture producers and service industry personnel.

Agriculture

Associate of Arts (Pattern of Study)

Student Learning Outcomes

Graduates of the AA and AS Agriculture degree programs will have the knowledge and skills to:

- Understand that modern agriculture is a business and science as well as a way of life.
- Continue their agriculture education by successfully transferring to another college or university.

- Successfully communicate agricultural thoughts, ideas, tasks, and operational processes to other agriculturalists and non-agriculturalists.

| General Education Requirements | Credits |
|---|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications | 6 |
| <input type="checkbox"/> MATH 120 or five credits of MATH 126 or higher including STAT 152 | 3-6 |
| <input type="checkbox"/> Science | 6 |
| CHEM 100 and AGSC 100 (recommended) | |
| <input type="checkbox"/> Social Science (ECON 102 recommended) | 12 |
| <input type="checkbox"/> Humanities | 6 |
| <input type="checkbox"/> Fine Arts | 3 |
| <input type="checkbox"/> Technology | 3 |

List of courses fulfilling general education requirements is on page 55.

| Emphasis Courses | Credits |
|--|---------|
| <input type="checkbox"/> ACC 201 Financial Accounting | 3 |
| <input type="checkbox"/> AGSC 110 Introduction to Agriculture Management | 3 |
| <input type="checkbox"/> AGSC 201 Agricultural Issues | 3 |
| <input type="checkbox"/> NRES 150 Fundamentals of Plant Science | 3 |
| <input type="checkbox"/> NRES 222 Soils | 3 |
| <input type="checkbox"/> NRES 223 Soils Laboratory | 1 |
| <input type="checkbox"/> NRES 241 Principles of Range Science | 3 |
| <input type="checkbox"/> Elective | 3 |

SUGGESTED COURSE SEQUENCE

AA—Agriculture***

| | | | |
|----------------------------|-----|----------------|--------------------------|
| FALL—1st Semester | | Credits | ✓ |
| INT | 100 | 0.5 | <input type="checkbox"/> |
| AGSC | 100 | 3 | <input type="checkbox"/> |
| ENG | 101 | 3 | <input type="checkbox"/> |
| MATH | 120 | 3 | <input type="checkbox"/> |
| NRES | 222 | 3 | <input type="checkbox"/> |
| NRES | 223 | 1 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | | 3 | <input type="checkbox"/> |
| TOTAL | | 16.5 | |
| SPRING—2nd Semester | | Credits | ✓ |
| ENG | 102 | 3 | <input type="checkbox"/> |
| NRES | 241 | 3 | <input type="checkbox"/> |
| NRES | 150 | 3 | <input type="checkbox"/> |
| HUMANITIES* | | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |
| FALL—3rd Semester | | Credits | ✓ |
| AGSC | 110 | 3 | <input type="checkbox"/> |
| CHEM | 100 | 3 | <input type="checkbox"/> |
| FINE ARTS* | | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | | 3 | <input type="checkbox"/> |
| TECHNOLOGY* | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |
| SPRING—4th Semester | | Credits | ✓ |
| ACC | 201 | 3 | <input type="checkbox"/> |
| AGSC | 201 | 3 | <input type="checkbox"/> |
| ELECTIVE** | | 3 | <input type="checkbox"/> |
| HUMANITIES* | | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |

*Select from page 55.
***See page 57.

**Select with advisor.

Minimum Credits: 61.5

Agriculture

Associate of Science (Pattern of Study)

Student Learning Outcomes

Graduates of the AA and AS Agriculture degree programs will have the knowledge and skills to:

- Understand that modern agriculture is a business and science as well as a way of life.
- Successfully communicate agricultural thoughts, ideas, tasks, and operational processes to other agriculturalists and non-agriculturalists.

- Continue their agriculture education by successfully transferring to another college or university.

| General Education Requirements | Credits |
|---|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English (ENG 101 and ENG 102) | 6 |
| <input type="checkbox"/> Mathematics | 5-6 |
| MATH 126 or higher, including STAT 152 | |
| <input type="checkbox"/> Science | 13-16 |
| AGSC 100, BIOL 190, and CHEM 121 (recommended) | |
| <input type="checkbox"/> Social Science (PSC 101, ECON 102 recommended) | 9 |
| <input type="checkbox"/> Humanities | 3 |
| <input type="checkbox"/> Fine Arts | 3 |
| <input type="checkbox"/> Technology (GIS 109 recommended) | 3 |

List of courses fulfilling general education requirements is on page 55.

| Emphasis Courses | Credits |
|--|---------|
| <input type="checkbox"/> AGSC 100 Elements of Livestock Production | 3 |
| <input type="checkbox"/> AGSC 209 Physiology of Livestock Reproduction | 3 |
| <input type="checkbox"/> AGSC 210 Livestock Reproduction Lab | 1 |
| <input type="checkbox"/> AGSC 206 Fundamentals of Animal Nutrition | 3 |
| <input type="checkbox"/> NRES 150 Fundamentals of Plant Science | 3 |
| <input type="checkbox"/> NRES 222 Soils (3 credits), and | |
| <input type="checkbox"/> NRES 223 Soils Laboratory (1 credit), or | |
| <input type="checkbox"/> AGSC 275 Animal Health and Sanitation | 3 |
| <input type="checkbox"/> NRES 241 Principles of Range Science | 3 |

SUGGESTED COURSE SEQUENCE***

AS—Agriculture

| FALL—1st Semester | Credits | ✓ |
|------------------------------------|--------------|--------------------------|
| INT 100 | 0.5 | <input type="checkbox"/> |
| AGSC 100 | 3 | <input type="checkbox"/> |
| BIOL 190 | 4 | <input type="checkbox"/> |
| ENG 101 | 3 | <input type="checkbox"/> |
| GIS 109 | 3 | <input type="checkbox"/> |
| MATH 126 | 3 | <input type="checkbox"/> |
| TOTAL | 16.5 | |
| SPRING—2nd Semester | Credits | ✓ |
| SCIENCE* | 3-4 | <input type="checkbox"/> |
| ENG 102 | 3 | <input type="checkbox"/> |
| MATH 127 | 3 | <input type="checkbox"/> |
| NRES 241 | 3 | <input type="checkbox"/> |
| PSC 101 | 3 | <input type="checkbox"/> |
| TOTAL | 15-16 | |
| FALL—3rd Semester | Credits | ✓ |
| AGSC 209 | 3 | <input type="checkbox"/> |
| AGSC 210 | 1 | <input type="checkbox"/> |
| AGSC 206 | 3 | <input type="checkbox"/> |
| CHEM 121 | 4 | <input type="checkbox"/> |
| NRES 222 and NRES 223, or AGSC 275 | 3-4 | <input type="checkbox"/> |
| TOTAL | 14-15 | |
| SPRING—4th Semester | Credits | ✓ |
| ECON 102 | 3 | <input type="checkbox"/> |
| FINE ARTS* | 3 | <input type="checkbox"/> |
| HUMANITIES* | 3 | <input type="checkbox"/> |
| NRES 150 | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |

*Select from page 55.
 ***See page 58.

Minimum Credits: 60.5

2+2 Agreement with the University of Nevada, Reno

One option for transferring to a four-year university is to follow the above pattern of study, which fulfills the requirements of the 2+2 agreement with the University of Nevada, Reno. Two degree options are available at UNR under their agreement:

- Bachelor Science—Animal Science
- Bachelor of Science—Animal Science, Rangeland Livestock Production

For more information, contact the GBC Agriculture Department at 775.753.2344 or 775.753.2120.

Agriculture Education

Associate of Arts (Pattern of Study)

Student Learning Outcomes

The Agriculture Education pattern is designed for students planning to enter a four year program for agriculture education. It prepares students with the course work necessary for application to the Great Basin College Bachelor's of Secondary Education degree with the agriculture endorsement. With careful selection of agriculture courses taken, the pattern of study prepares students for transfer to other institutions offering agriculture education bachelor's degrees. To best prepare for transfer of this degree to a bachelor's program, students should first visit with the agriculture faculty advisor at GBC and create a course schedule in coordination with the catalog requirements of the college into which the student wishes to transfer.

Upon completion of the pattern of study (and appropriate exams), students will earn an AA degree and have the ability to:

- Apply to the GBC Bachelor's of Secondary Education — Agriculture Endorsement.
- Transfer to a four-year program in agriculture education.
- Effectively communicate basic agriculture science principles
- Appreciate the complex relationships between the environment, the social aspect, and the science behind modern agricultural practices.

| General Education Requirements | Credits |
|---|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications | 6 |
| ENG 101 and ENG 102 | |
| <input type="checkbox"/> Mathematics | 5-6 |
| MATH 126 or higher, including STAT 152 | |
| <input type="checkbox"/> Science | 6 |
| AGSC 100, (BIOL 190 preferred) | |
| <input type="checkbox"/> Social Science | 12 |
| <input type="checkbox"/> Humanities | 6 |
| <input type="checkbox"/> Fine Arts | 3 |
| <input type="checkbox"/> Technology: EDU 214 | 3 |

List of courses fulfilling general education requirements is on page 55.

| Emphasis Courses | Credits |
|--|---------|
| <input type="checkbox"/> AGSC 110 Introduction to Agriculture Management** | 3 |
| <input type="checkbox"/> AGSC 201 Agricultural Issues** | 3 |
| <input type="checkbox"/> COM 101 Oral Communication, or | |
| <input type="checkbox"/> THTR 102 Introduction to Stage Voice, or | |
| <input type="checkbox"/> THTR 221 Oral Interpretation | 3 |
| <input type="checkbox"/> EDU 250 Foundations of Education (Corequisite: EDSC 311*) | 3 |
| <input type="checkbox"/> NRES 150 Fundamentals of Plant Science | 3 |
| <input type="checkbox"/> WELD 211 Welding I** | 3 |

*EDSC 311 is a one credit practicum course that doesn't count toward an associate's degree, however, it is required for a Bachelors of Arts in Secondary Education.

**Selected courses may be substituted for other appropriate agriculture electives as approved by an advisor.

SUGGESTED COURSE SEQUENCE

AA—Agriculture Education***

| | | | |
|---------------------------------|--|----------------|--------------------------|
| FALL—1st Semester | | Credits | ✓ |
| INT 100 | | 0.5 | <input type="checkbox"/> |
| AGSC 100 (Fall semester only) | | 3 | <input type="checkbox"/> |
| AGSC 110 | | 3 | <input type="checkbox"/> |
| ENG 101 | | 3 | <input type="checkbox"/> |
| MATH 126 | | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | | 3 | <input type="checkbox"/> |
| TOTAL | | 15.5 | |
| SPRING—2nd Semester | | Credits | ✓ |
| BIOL 190 | | 4 | <input type="checkbox"/> |
| ENG 102 | | 3 | <input type="checkbox"/> |
| EDU 214 | | 3 | <input type="checkbox"/> |
| MATH | | 3 | <input type="checkbox"/> |
| NRES 150 (Spring semester only) | | 3 | <input type="checkbox"/> |
| TOTAL | | 16 | |
| FALL—3rd Semester | | Credits | ✓ |
| EDU 250 | | 3 | <input type="checkbox"/> |
| EDSC 311 | | 1 | <input type="checkbox"/> |
| FINE ARTS* | | 3 | <input type="checkbox"/> |
| HUMANITIES* | | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | | 3 | <input type="checkbox"/> |
| WELD 211 | | 3 | <input type="checkbox"/> |
| TOTAL | | 16 | |
| SPRING—4th Semester | | Credits | ✓ |
| AGSC 201 | | 3 | <input type="checkbox"/> |
| COM 101, THTR 105, THTR 221 | | 3 | <input type="checkbox"/> |
| HUMANITIES | | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |

*Select from page 55.
***See page 57.

Minimum Credits: 60.5

Agriculture

Associate of Applied Science

Student Learning Outcomes

Graduates of the AAS in Agriculture degree program will have the knowledge and skills to:

- Obtain successful and gratifying entry-level employment in the broad areas of Animal Agriculture, Natural Resources, and/or Agricultural Mechanical Industry.
- Understand that modern agriculture is a business and science as well as a way of life.

- Make effective decisions related to their specific area of agriculture emphasis, based on current technical information, management, and critical thinking skills.
- Successfully communicate agricultural thoughts, ideas, tasks, and operational processes to other agriculturalists and non-agriculturalists.

| General Education Requirements | Credits |
|---|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications | 6 |
| <input type="checkbox"/> Mathematics or STAT 152 | 3 |
| <input type="checkbox"/> Science (AGSC 100 or NRES 150) | 3 |
| <input type="checkbox"/> Social Science (PSC 101 recommended) | 3 |
| <input type="checkbox"/> Human Relations | 3 |
| <input type="checkbox"/> Humanities and Fine Arts | 3 |
| <input type="checkbox"/> Technology (GIS 109 recommended) | 3 |

List of courses fulfilling general education requirements is on page 55.

| Emphasis Courses | Credits |
|---|---------|
| <input type="checkbox"/> ACC 201 Financial Accounting | 3 |
| <input type="checkbox"/> AGSC 100 Elements of Livestock Production | 3 |
| <input type="checkbox"/> AGSC 105 Livestock Production System, or AGSC 110 Introduction to Agriculture Management | 3 |
| <input type="checkbox"/> AGSC 201 Agricultural Issues | 3 |
| <input type="checkbox"/> AGSC 206 Fundamentals of Animal Nutrition | 3 |
| <input type="checkbox"/> AGSC 209 Physiology of Livestock Reproduction .. | 3 |
| <input type="checkbox"/> AGSC 210 Livestock Reproduction Lab | 1 |
| <input type="checkbox"/> AGSC 275 Animal Health and Sanitation | 3 |
| <input type="checkbox"/> AGSC 290 Cooperative Work Experience | 3 |
| <input type="checkbox"/> NRES 150 Fundamentals of Plant Science | 3 |
| <input type="checkbox"/> NRES 222 Soils | 3 |
| <input type="checkbox"/> NRES 223 Soils Laboratory | 1 |
| <input type="checkbox"/> NRES 241 Principles of Range Science | 3 |
| <input type="checkbox"/> NRES 251 Rangeland Measurements and Monitoring | 4 |

SUGGESTED COURSE SEQUENCE*** AAS—Agriculture

| | | | |
|----------------------------|--|----------------|--------------------------|
| FALL—1st Semester | | Credits | ✓ |
| INT 100 | | 0.5 | <input type="checkbox"/> |
| AGSC 100 | | 3 | <input type="checkbox"/> |
| ENGLISH* | | 3 | <input type="checkbox"/> |
| HUMANITIES/FINE ARTS* | | 3 | <input type="checkbox"/> |
| NRES 222 | | 3 | <input type="checkbox"/> |
| NRES 223 | | 1 | <input type="checkbox"/> |
| TOTAL | | 13.5 | |
| SPRING—2nd Semester | | Credits | ✓ |
| AGSC 105 OR AGSC 110** | | 3 | <input type="checkbox"/> |
| ENGLISH* | | 3 | <input type="checkbox"/> |
| MATH* | | 3 | <input type="checkbox"/> |
| NRES 241 | | 3 | <input type="checkbox"/> |
| NRES 150 | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |
| FALL—3rd Semester | | Credits | ✓ |
| ACC 201 | | 3 | <input type="checkbox"/> |
| AGSC 201 | | 1 | <input type="checkbox"/> |
| AGSC 206 | | 3 | <input type="checkbox"/> |
| AGSC 209 | | 3 | <input type="checkbox"/> |
| GIS 109 | | 3 | <input type="checkbox"/> |
| NRES 251 | | 4 | <input type="checkbox"/> |
| TOTAL | | 17 | |
| SPRING—4th Semester | | Credits | ✓ |
| AGSC 210 | | 3 | <input type="checkbox"/> |
| AGSC 275 | | 3 | <input type="checkbox"/> |
| AGSC 290 | | 3 | <input type="checkbox"/> |
| HUMAN RELATIONS* | | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |

*Select from page 55. **Select with advisor.

***See page 59.

Minimum Credits: 60.5

Early Childhood Education

Associate of Arts (Pattern of Study)

Student Learning Outcomes

The graduates of this program will have the knowledge and skills to:

- Demonstrate knowledge of the major concepts in the areas of reading, writing, math, science, and social studies.
- Recognize that learners' cognitive, social, emotional, language, and physical development influences learning.
- Identify instruction that meets learners' current needs (developmentally appropriate practice).

- Create a learning community in which individual differences are respected.
- Utilize strategies, techniques, and delivery methods of instruction including technology.
- Use proactive management strategies to engage learners.
- Model effective verbal, nonverbal, and written communication.
- Utilize reflection and feedback to continually refine professional practices.

The Associate of Arts in Early Childhood Education is designed for students who are planning to enter the early childhood education field as either a teacher or preschool facilities director.

A student who is considering a bachelor's degree in education needs to meet with an advisor immediately to determine the requirements that will fulfill his/her emphasis areas and/or his/her degree. Also the student needs to be aware of the application requirements to the education program. Additional information regarding state licensure requirements can be obtained from the Nevada Department of Education.

| General Education Requirements | Credits |
|--|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications (ENG 101 and ENG 102) | 6 |
| <input type="checkbox"/> Mathematics — MATH 120 or 5 credits of | 3-5 |
| MATH 126 or higher including STAT 152 | |
| <input type="checkbox"/> Science (BIOL 190, PHYS 100) | 7 |
| <input type="checkbox"/> Social Science (HDFS 201, HIST 101 and HIST 102 [required] and PSY 101 [recommended]) | 12 |
| <input type="checkbox"/> Humanities (ENG 250 recommended) | 6 |
| <input type="checkbox"/> Fine Arts | 3 |
| <input type="checkbox"/> Technology (EDU 214) | 3 |

List of courses fulfilling general education requirements is on page 55.

| Emphasis Courses | Credits |
|---|---------|
| <input type="checkbox"/> ECE 200 The Exceptional Child | 3 |
| <input type="checkbox"/> ECE 250 Introduction to Early Childhood Education | 3 |
| <input type="checkbox"/> ECE 251 Curriculum in Early Childhood Education | 3 |
| <input type="checkbox"/> ECE 262 Early Childhood and Literacy Development | 3 |
| <input type="checkbox"/> ECE 231 Preschool Practicum: Early Childhood Lab (Field Experience) | 6 |
| <input type="checkbox"/> HDFS 232 Diversity in Children | 3 |

- Electives (select with advisor)*** 3
 ***Choose from: ECE 190, ECE 204, PSY 208

Nevada Highway Patrol and FBI background check required.

SUGGESTED COURSE SEQUENCE***

AA—Early Childhood Education

| | | | |
|----------------------------|--|----------------|--------------------------|
| FALL—1st Semester | | Credits | ✓ |
| INT 100 | | 0.5 | <input type="checkbox"/> |
| ECE 250 | | 3 | <input type="checkbox"/> |
| ENG 101 | | 3 | <input type="checkbox"/> |
| HUMANITIES* | | 3 | <input type="checkbox"/> |
| MATH 120 | | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | | 3 | <input type="checkbox"/> |
| TOTAL | | 15.5 | |
| SPRING—2nd Semester | | Credits | ✓ |
| ECE 251 | | 3 | <input type="checkbox"/> |
| ECE 262 | | 3 | <input type="checkbox"/> |
| EDU 214 | | 3 | <input type="checkbox"/> |
| ENG 102 | | 3 | <input type="checkbox"/> |
| FINE ARTS* | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |
| FALL—3rd Semester | | Credits | ✓ |
| BIOL 190 | | 4 | <input type="checkbox"/> |
| ENG 250 | | 3 | <input type="checkbox"/> |
| HDFS 232 | | 3 | <input type="checkbox"/> |
| HIST 101 | | 3 | <input type="checkbox"/> |
| ECE ELECTIVE** | | 3 | <input type="checkbox"/> |
| TOTAL | | 16 | |
| SPRING—4th Semester | | Credits | ✓ |
| ECE 200 | | 3 | <input type="checkbox"/> |
| ECE 231 | | 6 | <input type="checkbox"/> |
| HDFS 201 | | 3 | <input type="checkbox"/> |
| HIST 102 | | 3 | <input type="checkbox"/> |
| PHYS 100 | | 3 | <input type="checkbox"/> |
| TOTAL | | 18 | |

*Select from page 55.
 ***See page 57.

**Select with advisor.

Minimum Credits: 64.5

Early Childhood Education

Associate of Applied Science—Early Childhood Education

Student Learning Outcomes

The mission of the Early Childhood Education Department is to provide students with the skills and knowledge needed to work effectively and professionally with young children, their families, and their communities. The Department's goals are to educate students in the following areas: child development and education, family and community relationships, interagency cooperation and referrals, cross-cultural awareness, curriculum development and implementation, child assessment, and professional behavior. The GBC Early Childhood Program combines practicum experience with coursework so students can practice learned skills, obtain reflective feedback, and grow professionally.

Successful completion of the Early Childhood Education degree is designed to qualify students for such employment opportunities as assistants, teachers, and directors in child care centers, preschools, and as home day care providers.

Graduates of the AAS degree in Early Childhood Education will have the knowledge and skills based on outcomes of the Nevada's Core Knowledge areas:

Human Growth and Development

- Understand individual variations and potential special needs of developing children and the many factors that can influence their physical, cognitive, social, and emotional growth.
- Apply commonly accepted research and human development theories regarding child growth and development and early brain development.

Positive Interaction and Guidance

- Understand developmentally appropriate guidance techniques in accordance with children's ages and developmental levels.
- Seek successful approaches to help children develop self-control, self-esteem, coping, social skills, and positive interactions with their peers and adults.

Observation and Assessment

- Understand the goals, benefits, and uses of assessment in early childhood environments through the implementation of systematic observation, documentation, and other appropriate assessment strategies.

Environment and Curriculum

- Plan and implement developmentally appropriate curriculum based on knowledge gained through an eclectic study of curriculum models.
- Utilize strategies that are characteristics of high quality early childhood environments to include schedule, routines, transitions, materials, activities, and room arrangement.

Health, Safety, and Nutrition

- Ensure children's safety, promote sound health practices, and recognize and respond to child abuse and neglect.

Family and Community Relationships

- Build respectful, reciprocal relationships through a shared understanding with families by implementing culturally sensitive practices.

Leadership and Professional Development

- Follow ethical guidelines and standards related to Early Childhood Education and serve as role models and advocates for best educational practices and policies.

Management and Administration

- Plan, organize, and implement best business practices through a shared understanding with staff and families.
- Promote relationships and positive communication between colleagues, especially those working together to create a nurturing environment for children.

Early Childhood Education

Associate of Applied Science—Early Childhood Emphasis

| General Education Requirements | Credits |
|--|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications (ENG 101 and ENG 102) | 6 |
| <input type="checkbox"/> Mathematics | 3 |
| MATH 116, or higher, or MATH 120 preferred | |
| <input type="checkbox"/> Science (Not PHYS 107) | 3 |
| <input type="checkbox"/> Social Science | 3 |
| <input type="checkbox"/> Human Relations (PSY 208) | 3 |
| <input type="checkbox"/> Humanities and Fine Arts | 3 |
| <input type="checkbox"/> Technology (EDU 214) | 3 |

List of courses fulfilling general education requirements is on page 55.

| Emphasis Courses | Credits |
|---|---------|
| <input type="checkbox"/> ECE 200 The Exceptional Child | 3 |
| <input type="checkbox"/> ECE 204 Principles of Child Guidance | 3 |
| <input type="checkbox"/> ECE 231 Preschool Practicum: Early Childhood Lab (Field Experience) | 6 |
| <input type="checkbox"/> ECE 190 Professionalism in Early Care and Education | 3 |
| <input type="checkbox"/> ECE 250 Introduction to Early Childhood Education | 3 |
| <input type="checkbox"/> ECE 251 Curriculum in Early Childhood Education | 3 |
| <input type="checkbox"/> ECE 262 Early Language and Literacy Development | 3 |

| Additional Program Requirements | |
|--|---|
| <input type="checkbox"/> HDFS 201 Lifespan Human Development | 3 |
| <input type="checkbox"/> HDFS 232 Diversity in Children | 3 |
| <input type="checkbox"/> Electives | 3 |
| Choose with advisor from the following courses: | |
| ECE 121, ECE 123, ECE 167, ECE 168 | |

Select one from the following:

| | |
|---|---|
| <input type="checkbox"/> COT 151 Introduction to Microsoft Word, or | |
| <input type="checkbox"/> IS 101 Introduction to Information Systems ... | 3 |

SUGGESTED COURSE SEQUENCE***

AAS—Early Childhood Education Early Childhood Emphasis

| | | | |
|----------------------------------|--------------|----------------|--------------------------|
| FALL—1st Semester | | Credits | ✓ |
| INT 100 | 0.5 | | <input type="checkbox"/> |
| ECE 204 | 3 | | <input type="checkbox"/> |
| ECE 250 | 3 | | <input type="checkbox"/> |
| EDU 214 | 3 | | <input type="checkbox"/> |
| ENG 101 | 3 | | <input type="checkbox"/> |
| HUMANITIES* | 3 | | <input type="checkbox"/> |
| TOTAL | 15.5 | | |
| SPRING—2nd Semester | | Credits | ✓ |
| COT 151 or IS 101 | 3 | | <input type="checkbox"/> |
| ECE 251 | 3 | | <input type="checkbox"/> |
| ECE 200 | 3 | | <input type="checkbox"/> |
| ENG 102 | 3 | | <input type="checkbox"/> |
| MATHEMATICS* | 3 | | <input type="checkbox"/> |
| ELECTIVE** | 1 | | <input type="checkbox"/> |
| TOTAL | 16 | | |
| FALL—3rd Semester | | Credits | ✓ |
| ECE 231 | 6 | | <input type="checkbox"/> |
| HDFS 201 | 3 | | <input type="checkbox"/> |
| HDFS 232 | 3 | | <input type="checkbox"/> |
| PSY 208 | 3 | | <input type="checkbox"/> |
| TOTAL | 15 | | |
| SPRING—4th Semester | | Credits | ✓ |
| ECE 190 | 3 | | <input type="checkbox"/> |
| ECE 262 | 3 | | <input type="checkbox"/> |
| PSC 101 or HIST 101 and HIST 102 | 3-6 | | <input type="checkbox"/> |
| SCIENCE* | 3 | | <input type="checkbox"/> |
| ELECTIVE** | 2 | | <input type="checkbox"/> |
| TOTAL | 14-16 | | |

*Select from page 55. **Select with advisor. **Minimum Credits: 60.5**
 ***See page 59.

Early Childhood Education

Certificate of Achievement

Student Learning Outcomes

The mission of the Early Childhood Education Department is to provide students with the skills and knowledge needed to work effectively and professionally with young children, their families, and their communities. The Department's goals are to educate students in the following areas: child development and education, family and community relationships, interagency cooperation and referrals, cross-cultural awareness, curriculum development and implementation, child assessment, and professional behavior. The GBC Early Childhood Program combines practicum experience with coursework so students can practice learned skills, obtain reflective feedback, and grow professionally.

Successful completion of the Early Childhood Education certificate of achievement is designed to qualify students for such employment opportunities as assistants, teachers, and directors in child care centers, preschools, and as home day care providers.

Graduates of the certificate of achievement degree in Early Childhood Education will have the knowledge and skills to:

- Apply knowledge of how children develop and learn in order to support and promote the holistic development of children from birth to age eight.
- Utilize cultural and linguistic knowledge to create environments, experiences, and family relationships that affirm and respect diversity.
- Plan and implement developmentally appropriate curriculum and instructional strategies based on knowledge of individual children, the community, and integrated curriculum goals and content.
- Develop and implement individual and group guidance and problem-solving techniques in order to foster positive social and emotional development in children from birth to age eight.
- Establish and maintain safe and healthy learning environments for children.
- Demonstrate positive communication skills in order to establish and maintain positive, collaborative relationships with families and other professionals.
- Engage in reflective practice and develop professional partnerships to advance practices in the field of early childhood education.

Certificate of Achievement Emphasis Credits

| | | | | |
|--------------------------|------|-----|--|-----|
| <input type="checkbox"/> | INT | 100 | Orientation (recommended) | 0.5 |
| <input type="checkbox"/> | ECE | 167 | Child Abuse and Neglect | 1 |
| | ECE | 168 | Infectious Diseases and First Aid in Child Care | 1 |
| <input type="checkbox"/> | ECE | 190 | Professionalism in Early Care and Education | 3 |
| <input type="checkbox"/> | ECE | 200 | The Exceptional Child | 3 |
| <input type="checkbox"/> | ECE | 204 | Principles of Child Guidance | 3 |
| <input type="checkbox"/> | ECE | 231 | Preschool Practicum: Early Childhood Lab (Field Experience) | 3 |
| <input type="checkbox"/> | ECE | 250 | Introduction to Early Childhood Education | 3 |
| <input type="checkbox"/> | ECE | 251 | Curriculum in Early Childhood Education | 3 |
| <input type="checkbox"/> | HDFS | 232 | Diversity in Children | 3 |

Communications

| | | | | |
|--------------------------|-----|-----|-------------------------|---|
| <input type="checkbox"/> | ENG | 101 | Composition I | 3 |
|--------------------------|-----|-----|-------------------------|---|

Computation

| | | | | |
|--------------------------|------|---------------|-----------|---|
| <input type="checkbox"/> | MATH | 116 or higher | | 3 |
|--------------------------|------|---------------|-----------|---|

Human Relations

| | | | | |
|--------------------------|-----|-----|--|---|
| <input type="checkbox"/> | PSY | 208 | Psychology of Human Relations, | 3 |
|--------------------------|-----|-----|--|---|

Technology

| | | | | |
|--------------------------|----|-----|--|---|
| <input type="checkbox"/> | IS | 101 | Introduction to Information Systems | 3 |
|--------------------------|----|-----|--|---|

SUGGESTED COURSE SEQUENCE***

Certificate of Achievement Early Childhood Education

| FALL—1st Semester | | Credits | |
|---------------------|---------------|-------------|-------------------------------------|
| INT | 100 | 0.5 | <input checked="" type="checkbox"/> |
| ECE | 204 | 3 | <input type="checkbox"/> |
| ECE | 250 | 3 | <input type="checkbox"/> |
| ENG | 101 | 3 | <input type="checkbox"/> |
| IS | 101 | 3 | <input type="checkbox"/> |
| PSY | 208 | 3 | <input type="checkbox"/> |
| MATH | 116 or higher | 3 | <input type="checkbox"/> |
| TOTAL | | 18.5 | |
| SPRING—2nd Semester | | Credits | |
| ECE | 167 | 1 | <input type="checkbox"/> |
| ECE | 168 | 1 | <input type="checkbox"/> |
| ECE | 190 | 3 | <input type="checkbox"/> |
| ECE | 200 | 3 | <input type="checkbox"/> |
| ECE | 251 | 3 | <input type="checkbox"/> |
| ECE | 231 | 3 | <input type="checkbox"/> |
| HDFS | 232 | 3 | <input type="checkbox"/> |
| TOTAL | | 17 | |

*Select from page 55.

**Select with advisor.

Minimum Credits: 35.5

***See page 60.

Early Childhood Education

Associate of Applied Science—Infant/Toddler Education

Student Learning Outcomes

The mission of the Early Childhood Education Department is to provide students with the skills and knowledge needed to work effectively and professionally with young children, their families, and their communities. The Department's goals are to educate students in the following areas: child development and education, family and community relationships, interagency cooperation and referrals, cross-cultural awareness, curriculum development and implementation, child assessment, and professional behavior. The GBC Early Childhood Program combines practicum experience with coursework so students can practice learned skills, obtain reflective feedback, and grow professionally.

Successful completion of the Early Childhood Education degree is designed to qualify students for such employment opportunities as assistants, teachers, and directors in child care centers, preschools, and as home day care providers.

Graduates of the AAS degree in Early Childhood Education will have the knowledge and skills based on outcomes of the Nevada's Core Knowledge areas:

Human Growth and Development

- Understand individual variations and potential special needs of developing children and the many factors that can influence their physical, cognitive, social, and emotional growth.
- Apply commonly accepted research and human development theories regarding child growth and development and early brain development.

Positive Interaction and Guidance

- Understand developmentally appropriate guidance techniques in accordance with children's ages and developmental levels.
- Seek successful approaches to help children develop self-control, self-esteem, coping, social skills, and positive interactions with their peers and adults.

Observation and Assessment

- Understand the goals, benefits, and uses of assessment in early childhood environments through the implementation of systematic observation, documentation, and other appropriate assessment strategies.

Environment and Curriculum

- Plan and implement developmentally appropriate curriculum based on knowledge gained through an eclectic study of curriculum models.
- Utilize strategies that are characteristics of high quality early childhood environments to include schedule, routines, transitions, materials, activities, and room arrangement.

Health, Safety, and Nutrition

- Ensure children's safety, promote sound health practices, and recognize and respond to child abuse and neglect.

Family and Community Relationships

- Build respectful, reciprocal relationships through a shared understanding with families by implementing culturally sensitive practices.

Leadership and Professional Development

- Follow ethical guidelines and standards related to Early Childhood Education and serve as role models and advocates for best educational practices and policies.

Management and Administration

- Plan, organize, and implement best business practices through a shared understanding with staff and families.
- Promote relationships and positive communication between colleagues, especially those working together to create a nurturing environment for children.

Early Childhood Education

Associate of Applied Science—Infant/Toddler Emphasis

| General Education Requirements | Credits |
|---|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications (ENG 101 and ENG 102) | 6 |
| <input type="checkbox"/> Mathematics | 3 |
| MATH 116, or higher, or MATH 120 preferred | |
| <input type="checkbox"/> Science (Not PHYS 107) | 3 |
| <input type="checkbox"/> Social Science | 3 |
| <input type="checkbox"/> Human Relations (PSY 208) | 3 |
| <input type="checkbox"/> Humanities and Fine Arts | 3 |
| <input type="checkbox"/> Technology (EDU 214) | 3 |

List of courses fulfilling general education requirements is on page 55.

| Emphasis Courses | Credits |
|--|---------|
| <input type="checkbox"/> ECE 126 Social/Emotional Development for Infants and Toddlers | 3 |
| <input type="checkbox"/> ECE 127 Role of Play for Infants and Toddlers | 3 |
| <input type="checkbox"/> ECE 130 Infancy | 3 |
| <input type="checkbox"/> ECE 200 The Exceptional Child | 3 |
| <input type="checkbox"/> ECE 204 Principles of Child Guidance | 3 |
| <input type="checkbox"/> ECE 232 Practicum: Infant and Toddler | 3 |
| <input type="checkbox"/> ECE 250 Introduction to Early Childhood Education | 3 |
| <input type="checkbox"/> ECE 252 Infant/Toddler Curriculum | 3 |

| Additional Program Requirements | Credits |
|--|---------|
| <input type="checkbox"/> HDFS 201 Lifespan Human Development | 3 |
| <input type="checkbox"/> HDFS 232 Diversity in Children | 3 |
| <input type="checkbox"/> Electives | 3 |

Choose with advisor from the following courses:
ECE 121, ECE 123, ECE 167, ECE 168

- Select one from the following:**
- COT 151 Introduction to Microsoft Word, or
 - IS 101 Introduction to Information Systems 3

SUGGESTED COURSE SEQUENCE***

AAS—Early Childhood Education Infant/Toddler Emphasis

| | | | |
|----------------------------------|--------------|--------------------------|---|
| FALL—1st Semester | | Credits | ✓ |
| ECE 126 | 3 | <input type="checkbox"/> | |
| ECE 204 | 3 | <input type="checkbox"/> | |
| ECE 250 | 3 | <input type="checkbox"/> | |
| ENG 101 | 3 | <input type="checkbox"/> | |
| HUMANITIES* | 3 | <input type="checkbox"/> | |
| INT 100 | 0.5 | <input type="checkbox"/> | |
| TOTAL | 15.5 | | |
| SPRING—2nd Semester | | Credits | ✓ |
| COT 151 or IS 101 | 3 | <input type="checkbox"/> | |
| ECE 127 | 3 | <input type="checkbox"/> | |
| ECE 200 | 3 | <input type="checkbox"/> | |
| ENG 102 | 3 | <input type="checkbox"/> | |
| MATHEMATICS* | 3 | <input type="checkbox"/> | |
| ELECTIVES* | 2 | <input type="checkbox"/> | |
| TOTAL | 17 | | |
| FALL—3rd Semester | | Credits | ✓ |
| ECE 130 | 3 | <input type="checkbox"/> | |
| EDU 214 | 3 | <input type="checkbox"/> | |
| HDFS 201 | 3 | <input type="checkbox"/> | |
| HDFS 232 | 3 | <input type="checkbox"/> | |
| PSY 208 | 3 | <input type="checkbox"/> | |
| TOTAL | 15 | | |
| SPRING—4th Semester | | Credits | ✓ |
| ECE 232 | 3 | <input type="checkbox"/> | |
| ECE 252 | 3 | <input type="checkbox"/> | |
| PSC 101 or HIST 101 and HIST 102 | 3-6 | <input type="checkbox"/> | |
| SCIENCE* | 3 | <input type="checkbox"/> | |
| ELECTIVE** | 1 | <input type="checkbox"/> | |
| TOTAL | 13-16 | | |

*Select from page 55. **Select with advisor. **Minimum Credits: 60.5**
***See page 59.

Engineering Science

Associate of Science (Pattern of Study)

Student Learning Outcomes

This program provides graduates with a solid base of mathematics, physics, and chemistry typically required of students in the first two years of baccalaureate degrees in engineering programs. A well-rounded general education curriculum helps students develop strong communications, writing, and analytical skills. Graduates will have developed powerful problem-solving capabilities that they can maintain throughout their college career. Completion of this Associate degree assures completion of lower-division general education requirements of NSHE colleges and universities, though not all lower-division engineering courses are provided. This class guide contains a solid pattern of study for lower-division engineering students transferring to any college or university. It is important to work with an advisor, and to know in advance where the student intends to transfer.

This recommended program outline assumes the student is ready to begin a rigorous program that includes Calculus being taken in the first semester. Many classes in this list are available online (via Internet direct to your home) which are ideal for distance education students. Please check the appropriate class schedule for times and dates.

Upon completion of the program students will earn an AS degree and will have the ability to:

- Transfer to a four-year level engineering degree program.
- Work at the level of a junior engineer in either the electrical, mechanical, or chemical fields.

| General Education Requirements | Credits |
|---|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications | 6 |
| ENG 102 (prerequisite: ENG 101 or equivalent) | |
| <input type="checkbox"/> Mathematics | 6 |
| MATH 181 and MATH 182 | |
| <input type="checkbox"/> Science | 13 |
| <input type="checkbox"/> Social Science | 9 |
| PSC 101, ECON 103 or HIST 101 and HIST 102 | |
| <input type="checkbox"/> Humanities | 3 |
| <input type="checkbox"/> Fine Arts | 3 |
| <input type="checkbox"/> Technology | 3 |

List of courses fulfilling general education requirements is on page 55.

| Emphasis Courses | Credits |
|--|---------|
| <input type="checkbox"/> CHEM 121* General Chemistry I | 4 |
| <input type="checkbox"/> CHEM 122* General Chemistry II | 4 |
| <input type="checkbox"/> MATH 283 Calculus III | 3 |
| <input type="checkbox"/> MATH 285 Differential Equations | 3 |
| <input type="checkbox"/> PHYS 180* Physics for Scientists and Engineers I .. | 4 |
| <input type="checkbox"/> PHYS 181 Physics for Scientists and Engineers II . | 4 |
| <input type="checkbox"/> Electives (select with advisor) | 3 |

Recommended electives: AMS 320, CHEM 241, CHEM 241L, GEOL 132, GEOL 210, and PHYS 117.

*Please Note: The General Education Science course requirement is met by Emphasis courses, *plus* one of the following: BIOL 100, 190, GEOL 101, ANTH 102, AGSC 100, AST 101, ENV 100, GEOG 103, NUTR 121

SUGGESTED COURSE SEQUENCE***

AS—Engineering Science (Beginning with Calculus)

| FALL—1st Semester | Credits | ✓ |
|---------------------|-------------|--------------------------|
| INT 100 | 0.5 | <input type="checkbox"/> |
| ENG 101 | 3 | <input type="checkbox"/> |
| MATH 181 | 4 | <input type="checkbox"/> |
| PHYS 180 | 4 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | 3 | <input type="checkbox"/> |
| TOTAL | 14.5 | |
| | | |
| SPRING—2nd Semester | Credits | ✓ |
| ENG 102 | 3 | <input type="checkbox"/> |
| FINE ARTS* | 3 | <input type="checkbox"/> |
| MATH 182 | 4 | <input type="checkbox"/> |
| PHYS 181 | 4 | <input type="checkbox"/> |
| SCIENCE* | 3 | <input type="checkbox"/> |
| TOTAL | 17 | |
| | | |
| FALL—3rd Semester | Credits | ✓ |
| CHEM 121 | 4 | <input type="checkbox"/> |
| HUMANITIES* | 3 | <input type="checkbox"/> |
| MATH 283 | 4 | <input type="checkbox"/> |
| PSC 101 | 3 | <input type="checkbox"/> |
| TOTAL | 14 | |
| | | |
| SPRING—4th Semester | Credits | ✓ |
| CHEM 122 | 4 | <input type="checkbox"/> |
| ECON 103 | 3 | <input type="checkbox"/> |
| MATH 285 | 3 | <input type="checkbox"/> |
| TECHNOLOGY** | 3 | <input type="checkbox"/> |
| ELECTIVE** | 3 | <input type="checkbox"/> |
| TOTAL | 16 | |

*Select from page 55.

**Select with advisor.

Minimum Credits: 60.5

***See page 58.

Significant portions of this degree are available online. See an advisor for details.

Engineering Science

Associate of Science (Pattern of Study)

Student Learning Outcomes

This program provides graduates with a solid base of mathematics, physics, and chemistry typically required of students in the first two years of baccalaureate degrees in engineering programs. A well-rounded general education curriculum helps students develop strong communications, writing, and analytical skills. Graduates will have developed powerful problem-solving capabilities that they can maintain throughout their college career. Completion of this Associate degree assures completion of lower-division general education requirements of NSHE colleges and universities, though not all lower-division engineering courses are provided. This class guide contains a solid pattern of study for lower-division engineering students transferring to any college or university. It is important to work with an advisor, and to know in advance where the student intends to transfer.

This recommended program guide assumes the student is not ready to begin a traditional rigorous curriculum which usually starts with Calculus being taken in the

first semester but instead allows two semesters of Precalculus. It is assumed that the student is ready to begin taking Precalculus, and that the student will not complete some lower-division mathematics and science classes that may be required for a four-year engineering degree. One important feature of this pattern of study is that many classes in this list are available online (via Internet direct to your home) which is ideal for distance education students. Please check the appropriate class schedule for times and dates.

Upon completion of the program students will earn an AS degree and will have the ability to:

- Transfer to a four-year level engineering degree program.
- Work at the level of a junior engineer in either the electrical, mechanical, or chemical fields.

| General Education Requirements | Credits |
|---|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications | 6 |
| ENG 102 (prerequisite: ENG 101 or equivalent) | |
| <input type="checkbox"/> Mathematics | 6 |
| MATH 126 and MATH 127 | |
| <input type="checkbox"/> Science | 13* |
| <input type="checkbox"/> Social Science | 9 |
| ECON 103 | |
| PSC 101 or HIST 101 and HIST 102 | |
| <input type="checkbox"/> Humanities | 3 |
| <input type="checkbox"/> Fine Arts | 3 |
| <input type="checkbox"/> Technology | 3 |

List of courses fulfilling general education requirements is on page 55.

| Emphasis Courses | Credits |
|--|---------|
| <input type="checkbox"/> CHEM 121* General Chemistry I | 4 |
| <input type="checkbox"/> CHEM 122* General Chemistry II | 4 |
| <input type="checkbox"/> MATH 181 Calculus I | 4 |
| <input type="checkbox"/> MATH 182 Calculus II | 4 |
| <input type="checkbox"/> PHYS 180* Physics for Scientists and Engineers I .. | 4 |
| <input type="checkbox"/> PHYS 181 Physics for Scientists and Engineers II . | 4 |
| <input type="checkbox"/> Electives (select with advisor) | 3 |

Recommended electives: AMS 320, CHEM 241, CHEM 241L, GEOL 132, GEOL 210, and PHYS 117.

*Please Note: The General Education Science course requirement is met by Emphasis courses, *plus* one of the following: BIOL 100, 190, GEOL 101, ANTH 102, AGSC 100, AST 101, ENV 100, GEOG 103, NUTR 121

SUGGESTED COURSE SEQUENCE***

AS—Engineering Science (Beginning with Precalculus)

| | | | |
|----------------------------|--|----------------|--------------------------|
| FALL—1st Semester | | Credits | ✓ |
| INT 100 | | 0.5 | <input type="checkbox"/> |
| ENG 101 | | 3 | <input type="checkbox"/> |
| FINE ARTS* | | 3 | <input type="checkbox"/> |
| HUMANITIES* | | 3 | <input type="checkbox"/> |
| MATH 126 | | 3 | <input type="checkbox"/> |
| PSC 101 | | 3 | <input type="checkbox"/> |
| TOTAL | | 15.5 | |
| SPRING—2nd Semester | | Credits | ✓ |
| ECON 103 | | 3 | <input type="checkbox"/> |
| ENG 102 | | 3 | <input type="checkbox"/> |
| MATH 127 | | 3 | <input type="checkbox"/> |
| SCIENCE* | | 3 | <input type="checkbox"/> |
| TECHNOLOGY** | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |
| FALL—3rd Semester | | Credits | ✓ |
| CHEM 121 | | 4 | <input type="checkbox"/> |
| MATH 181 | | 4 | <input type="checkbox"/> |
| PHYS 180 | | 4 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |
| SPRING—4th Semester | | Credits | ✓ |
| CHEM 122 | | 4 | <input type="checkbox"/> |
| MATH 182 | | 4 | <input type="checkbox"/> |
| PHYS 181 | | 4 | <input type="checkbox"/> |
| ELECTIVE** | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |

*Select from page 55.
***See page 58.

**Select with advisor.

Minimum Credits: 60.5

Significant portions of this degree are available online. See an advisor for details.

Geosciences

Associate of Science (Pattern of Study)

Student Learning Outcomes

The geosciences pattern of study is for students planning on transferring to a college or university that offers a bachelor's degree in geology or a related field of science. With careful selection of electives for the AS degree, students may also find opportunities for employment as technicians within the mining industry, environmental consulting firms, or some state and federal agencies. To best prepare for transfer of this degree to a bachelor's program, students should first visit with the geosciences faculty advisor at GBC, then work to create a schedule in coordination with the catalog requirements of the college into which the student wishes to transfer. The proper selection of classes will affect the efficiency of

how well the degree will transfer, or how well it will assist in obtaining employment. Upon completion of the program students will earn an AS degree and will have the following knowledge and ability to:

- Know the fundamentals of the basic sciences.
- Know and appreciate the basic functions of the earth's processes and products.
- Transfer to a four-year program in the geosciences.
- Work as a technician in jobs requiring geosciences technicians.

| General Education Requirements | Credits |
|--|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications | 6 |
| ENG 102 (prerequisite: ENG 101 or equivalent) | |
| <input type="checkbox"/> Mathematics | 5-8 |
| MATH 126 and higher (MATH 181, MATH 182 preferred) | |
| <input type="checkbox"/> Science | 13 |
| <input type="checkbox"/> Social Science | 9 |
| <input type="checkbox"/> Humanities | 3 |
| <input type="checkbox"/> Fine Arts | 3 |
| <input type="checkbox"/> Technology (GIS 109 required) | 3 |

List of courses fulfilling general education requirements is on page 55.

| Emphasis Courses | Credits |
|---|---------|
| <input type="checkbox"/> CHEM 121 General Chemistry I | 4 |
| <input type="checkbox"/> CHEM 122 General Chemistry II | 4 |
| <input type="checkbox"/> GEOL 101 Geology: Exploring Planet Earth | 4 |
| <input type="checkbox"/> GEOL 102 Earth and Life Through Time | 4 |
| <input type="checkbox"/> PHYS 151 General Physics I, or | |
| PHYS 180 Physics for Scientists and Engineers I (preferred) | 4 |
| <input type="checkbox"/> PHYS 152 General Physics II, or | |
| PHYS 181 Physics for Scientists and Engineers II (preferred) | 4 |
| <input type="checkbox"/> Electives (select with advisor) | 12 |

Recommended electives: BIOL 190, ENV 100, GEOL 132, GEOL 201, GEOG 103, GIS 205, NRES 222 and NRES 223.

SUGGESTED COURSE SEQUENCE**

AS—Geosciences

| | | | |
|----------------------------|--|------------------|--------------------------|
| FALL—1st Semester | | Credits | ✓ |
| INT 100 | | 0.5 | <input type="checkbox"/> |
| CHEM 121 | | 4 | <input type="checkbox"/> |
| ENG 101 | | 3 | <input type="checkbox"/> |
| GEOL 101 | | 4 | <input type="checkbox"/> |
| MATH 126 or MATH 181 | | 3-4 | <input type="checkbox"/> |
| TOTAL | | 14.5-15.5 | |
| SPRING—2nd Semester | | Credits | ✓ |
| CHEM 122 | | 4 | <input type="checkbox"/> |
| ENG 102 | | 3 | <input type="checkbox"/> |
| GEOL 102 | | 4 | <input type="checkbox"/> |
| MATH 127 or MATH 182 | | 3-4 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | | 3 | <input type="checkbox"/> |
| TOTAL | | 17-18 | |
| FALL—3rd Semester | | Credits | ✓ |
| PHYS 151 or PHYS 180 | | 4 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | | 3 | <input type="checkbox"/> |
| TECHNOLOGY (GIS 109)** | | 3 | <input type="checkbox"/> |
| ELECTIVE or MATH 181** | | 3-4 | <input type="checkbox"/> |
| HUMANITIES | | 3 | <input type="checkbox"/> |
| TOTAL | | 16-17 | |
| SPRING—4th Semester | | Credits | ✓ |
| FINE ARTS* | | 3 | <input type="checkbox"/> |
| PHYS 152 or PHYS 181 | | 4 | <input type="checkbox"/> |
| SOCIAL SCIENCE | | 3 | <input type="checkbox"/> |
| ELECTIVE or MATH 182** | | 3-4 | <input type="checkbox"/> |
| ELECTIVE** | | 3 | <input type="checkbox"/> |
| TOTAL | | 16-17 | |

*Select from page 55. **Select with advisor. **Minimum Credits: 63.5-65.5**

Natural Resources

Associate of Science (Pattern of Study)

Student Learning Outcomes

The pattern of study provides students with courses that prepare them for a Baccalaureate degree in natural resources, biology, wildlife biology, range management, forestry, ecosystem studies and management, and other types of natural resource degrees. It closely follows the requirements for Great Basin College's Bachelor of Integrative Studies — Natural Resources Emphasis.

Upon completion of the pattern of study, students will earn an AS degree and have the ability to:

- Progress into the junior year of the GBC BAIS—Natural Resources Emphasis.
- Transfer to a four-year level natural resources degree program..
- Effectively communicate basic science principles related to natural resources.
- Identify relationships between human activities, biological systems, and the physical environment.
- Work as a technician in jobs requiring skills in natural resources..

| General Education Requirements | Credits |
|--|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications: ENG 102 | 6 |
| (Prerequisite: ENG 101 or equivalent) | |
| <input type="checkbox"/> Mathematics | 6 |
| MATH 126 or higher including STAT 152 | |
| <input type="checkbox"/> Science | 15 |
| BIOL 190, ENV 100, GEOL 101 and CHEM 121 | |
| <input type="checkbox"/> Social Science | 9 |
| PSC 101, ECON 102 and ANTH 101 or ANTH 202 | |
| <input type="checkbox"/> Humanities | 3 |
| <input type="checkbox"/> Fine Arts | 3 |
| <input type="checkbox"/> Technology: GIS 109 recommended | 3 |

List of courses fulfilling general education requirements is on page 55.

| Emphasis Courses | Credits |
|--|---------|
| <input type="checkbox"/> BIOL 191 Introduction to Organismal Biology | 4 |
| <input type="checkbox"/> COM 101 Oral Communication, or | |
| <input type="checkbox"/> THTR 102 Introduction to Stage Voice, or | |
| <input type="checkbox"/> THTR 221 Oral Interpretation | 3 |
| <input type="checkbox"/> NRES 150 Fundamentals of Plant Science* | 3 |
| <input type="checkbox"/> NRES 222 Soils* | 3 |
| <input type="checkbox"/> NRES 223 Soils Laboratory* | 1 |
| <input type="checkbox"/> NRES 241 Principles of Range Management* | 3 |

*NRES courses may be substituted for other appropriate natural resources electives as approved by an adviser.

SUGGESTED COURSE SEQUENCE

AA—Agriculture Education***

| FALL—1st Semester | Credits | ✓ |
|---------------------------------|-------------|--------------------------|
| INT 100 | 0.5 | <input type="checkbox"/> |
| BIOL 190 | 4 | <input type="checkbox"/> |
| ENG 101 | 3 | <input type="checkbox"/> |
| MATH 126 | 3 | <input type="checkbox"/> |
| GEOL 101 (Fall semester only) | 4 | <input type="checkbox"/> |
| TOTAL | 14.5 | |
| SPRING—2nd Semester | Credits | ✓ |
| BIOL 191 (Spring semester only) | 4 | <input type="checkbox"/> |
| ENG 102 | 3 | <input type="checkbox"/> |
| NRES 150 (Spring semester only) | 3 | <input type="checkbox"/> |
| STAT 152 | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | 3 | <input type="checkbox"/> |
| TOTAL | 16 | |
| FALL—3rd Semester | Credits | ✓ |
| CHEM 121 (Fall semester only) | 4 | <input type="checkbox"/> |
| ENV 100 | 3 | <input type="checkbox"/> |
| NRES 222 (Fall semester only) | 3 | <input type="checkbox"/> |
| NRES 223 (Fall semester only) | 1 | <input type="checkbox"/> |
| FINE ARTS* | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | 3 | <input type="checkbox"/> |
| TOTAL | 17 | |
| SPRING—4th Semester | Credits | ✓ |
| COM 101, THTR 105, THTR 221 | 3 | <input type="checkbox"/> |
| NRES 241 | 3 | <input type="checkbox"/> |
| HUMANITIES* | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | 3 | <input type="checkbox"/> |
| TECHNOLOGY* | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |

*Select from page 55.

***See page 57.

Minimum Credits: 62.5

Teaching

Associate of Arts (Pattern of Study)

Student Learning Outcomes

The graduates of this program will have the knowledge and skills to:

- Demonstrate knowledge of the major concepts in the areas of reading, writing, math, science, and social studies.
- Recognize how the learner's cognitive, social, emotional, moral, and physical development influences learning.
- Identify instruction that meets learners' current needs.
- Describe the areas of exceptionality in learning including disabilities, English as a Second Language, and at-risk children.
- Create a learning community in which individual differences are respected.
- Utilize strategies, techniques, and delivery methods of instruction including technology.
- Use proactive management strategies to engage learners.
- Model effective verbal, nonverbal, and written communication.
- Utilize reflection and feedback to continually refine professional practices.

This suggested pattern of study for an Associate of Arts degree is designed for students planning to enter the education field. There may be one of three possible student objectives for this pattern of study. First, this AA pattern of study is designed to transfer directly to GBC's BA in Elementary or Secondary Education program. Second, having this AA degree assures completion of lower-division general education requirements for bachelor's degrees in education at State of Nevada universities and the state college. Third, graduating with this curriculum will allow a paraprofessional to be considered "Highly Qualified" as determined by the No Child Left Behind Policy.

A student who is considering a bachelor's degree in education needs to meet with an advisor immediately to determine the requirements that will fulfill his/her emphasis areas and/or his/her degree. Also the student needs to be aware of the application requirements to the education program.

Students who are considering entering the education field should also take EDU 120, *School Law in Nevada*, or EDU 210, *Nevada School Law*, or pass a statewide exam on Nevada School Law.

| General Education Requirements | Credits |
|---|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications (ENG 101 and ENG 102) | 6 |
| <input type="checkbox"/> Mathematics (MATH 120 or six credits of MATH 126 or higher; including STAT 152) | 3-6 |
| <input type="checkbox"/> Science (BIOL 190/PHYS 100) | 7 |
| <input type="checkbox"/> Social Science (HIST 101/102) (PSY 101 and HDFS 201 recommended) | 12 |
| <input type="checkbox"/> Humanities (ENG 250 recommended) | 6 |
| <input type="checkbox"/> Fine Arts | 3 |
| <input type="checkbox"/> Technology (EDU 214) | 3 |

List of courses fulfilling general education requirements is on page 55.

| Emphasis Courses | Credits |
|--|---------|
| <input type="checkbox"/> EDEL 311* Elementary Methods Practicum I, or | |
| <input type="checkbox"/> EDSC 311* Secondary Methods Practicum I | 1 |
| <input type="checkbox"/> EDEL 313* Elementary Methods Practicum II, or | |
| <input type="checkbox"/> EDSC 313* Secondary Methods Practicum II | 1 |
| <input type="checkbox"/> EDSP 301 Education of the Exceptional Child | 3 |
| <input type="checkbox"/> EDU 250 Foundations of Education | 3 |
| <input type="checkbox"/> EDUC 323 Teaching and Learning Education | 3 |
| <input type="checkbox"/> EDUC 406 Curriculum and Assessment Education . . . | 3 |
| <input type="checkbox"/> Electives (select with advisor) | 6 |

*Nevada Highway Patrol and FBI background check required.

SUGGESTED COURSE SEQUENCE*** AA—Teaching

| | | | |
|----------------------------|--|----------------|--------------------------|
| FALL—1st Semester | | Credits | ✓ |
| INT 100 | | 0.5 | <input type="checkbox"/> |
| ENG 101 | | 3 | <input type="checkbox"/> |
| MATH 120 | | 3 | <input type="checkbox"/> |
| PSY 101 | | 3 | <input type="checkbox"/> |
| FINE ARTS* | | 3 | <input type="checkbox"/> |
| HUMANITIES* | | 3 | <input type="checkbox"/> |
| TOTAL | | 15.5 | |
| SPRING—2nd Semester | | Credits | ✓ |
| EDEL 311 or EDSC 311 | | 1 | <input type="checkbox"/> |
| EDU 214 | | 3 | <input type="checkbox"/> |
| EDU 250 | | 3 | <input type="checkbox"/> |
| ENG 102 | | 3 | <input type="checkbox"/> |
| HDFS 201 | | 3 | <input type="checkbox"/> |
| ELECTIVE** | | 3 | <input type="checkbox"/> |
| TOTAL | | 16 | |
| FALL—3rd Semester | | Credits | ✓ |
| EDEL 313 or EDSC 313 | | 1 | <input type="checkbox"/> |
| EDUC 323 | | 3 | <input type="checkbox"/> |
| ENG 250 | | 3 | <input type="checkbox"/> |
| HIST 101 | | 3 | <input type="checkbox"/> |
| PHYS 100 | | 3 | <input type="checkbox"/> |
| TOTAL | | 13 | |
| SPRING—4th Semester | | Credits | ✓ |
| BIOL 190 | | 4 | <input type="checkbox"/> |
| EDSP 301 | | 3 | <input type="checkbox"/> |
| EDUC 406 | | 3 | <input type="checkbox"/> |
| HIST 102 | | 3 | <input type="checkbox"/> |
| ELECTIVE** | | 3 | <input type="checkbox"/> |
| TOTAL | | 16 | |

*Select from page 55.

**Select with advisor.

Minimum Credits: 60.5

***See page 57.

Business Administration

Associate of Applied Science

You have a choice of two tracks in GBC's two-year Business Administration Program. First, you can choose a traditional two-year transfer program in business and pursue an Associate of Arts degree. The AA degree provides a combination of introductory courses in business as well as courses in the arts and sciences, and it leads to a four-year degree in one or more of the BAIS concentration areas at GBC. Or, if you transfer to a university, you could then specialize in a variety of areas within business, such as accounting, economics, finance, management, or marketing. Whether you stay at GBC or transfer to a university, this AA transfer option will get you well underway toward a career as a well-rounded business professional. (See the BAIS Natural Resources and Social Science section, page 138 and page 142, of this catalog for the emphases in that program.)

If you are more interested in immediate applied skills, a second option may suit you best at GBC. You can choose one of three emphases in the Associate of Applied Science degree: General Business, Entrepreneurship, or Accounting. These focus on the everyday operations of the small business enterprise. You'll learn business law, sales, and marketing, economic reasoning, and bookkeeping or accounting. You'll learn about opportunities and pitfalls in small business, and how to do market research so you can interpret what people will buy, and why they buy. You'll also learn to analyze investments, and you'll get a good introduction to computer applications in business. Either of these emphases in the AAS degree lead directly into the Bachelor of Applied Science degree with an emphasis in Management in Technology. (See the BAS section, page 143, of this catalog for details on the program.)

Business Administration

Associate of Applied Science—Accounting Emphasis

Student Learning Outcomes

Accounting is wisely perceived as the language of business. It is through the window provided by accounting information that business owners and managers obtain valuable insights about the success of their efforts. The accounting emphasis at Great Basin College provides opportunities for students to create and maintain accounting records and reports for business enterprises. Students will also develop the necessary competencies to create and analyze financial information for managerial decision making.

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

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

| General Education Requirements | Credits |
|---|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications | 6 |
| <input type="checkbox"/> Mathematics or STAT 152 | 3 |
| (MATH 126 preferred) | |
| <input type="checkbox"/> Science | 3 |
| <input type="checkbox"/> Social Science (PSC 101) | 3 |
| <input type="checkbox"/> Human Relations | 3 |
| MGT 283 | |
| <input type="checkbox"/> Humanities and Fine Arts | 3 |
| <input type="checkbox"/> Technology | 3 |
| IS 101 | |

List of courses fulfilling general education requirements is on page 55.

| Emphasis Courses | Credits |
|---|---------|
| <input type="checkbox"/> ACC 105 Taxation for Individuals | 3 |
| <input type="checkbox"/> ACC 201 Financial Accounting | 3 |
| <input type="checkbox"/> ACC 202 Managerial Accounting | 3 |
| <input type="checkbox"/> ACC 203 Intermediate Accounting I | 3 |
| <input type="checkbox"/> ACC 204 Intermediate Accounting II | 3 |
| <input type="checkbox"/> ACC 220 Microcomputer Accounting Systems ... | 3 |
| <input type="checkbox"/> ACC 261 Governmental Accounting | 3 |
| <input type="checkbox"/> BUS 101 Introduction to Business, or | |
| MGT 103 Introduction to Small Business | |
| Management | 3 |
| <input type="checkbox"/> BUS 273 Business Law I | 3 |
| <input type="checkbox"/> ECON 102 Principles of Microeconomics | 3 |
| <input type="checkbox"/> FIN 101 Personal Finance | 3 |
| <input type="checkbox"/> BUSINESS ELECTIVE* (Select with advisor) | 3 |
| (Prefixes are: ACC, BUS, ECON, FIN, MGT, MKT, and RE) | |

*Students wanting certification as a professional bookkeeper through the American Institute of Professional Bookkeepers should take ACC 290, *Certified Bookkeeper Course*, as an elective in the program.

SUGGESTED COURSE SEQUENCE***

AAS—Business Administration Accounting Emphasis

| | | | |
|----------------------------|--|----------------|--------------------------|
| FALL—1st Semester | | Credits | ✓ |
| INT 100 | | 0.5 | <input type="checkbox"/> |
| ACC 201 | | 3 | <input type="checkbox"/> |
| BUS 101 or MGT 103 | | 3 | <input type="checkbox"/> |
| ENG 107 | | 3 | <input type="checkbox"/> |
| FIN 101 | | 3 | <input type="checkbox"/> |
| MATH 126 | | 3 | <input type="checkbox"/> |
| TOTAL | | 15.5 | |
| SPRING—2nd Semester | | Credits | ✓ |
| ACC 202 | | 3 | <input type="checkbox"/> |
| BUS 273 | | 3 | <input type="checkbox"/> |
| ECON 102 | | 3 | <input type="checkbox"/> |
| ENG 108 | | 3 | <input type="checkbox"/> |
| IS 101 | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |
| FALL—3rd Semester | | Credits | ✓ |
| ACC 105 | | 3 | <input type="checkbox"/> |
| ACC 203 | | 3 | <input type="checkbox"/> |
| MGT 283 | | 3 | <input type="checkbox"/> |
| PSC 101 | | 3 | <input type="checkbox"/> |
| SCIENCE* | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |
| SPRING—4th Semester | | Credits | ✓ |
| ACC 220 | | 3 | <input type="checkbox"/> |
| ACC 261 | | 3 | <input type="checkbox"/> |
| ACC 204 | | 3 | <input type="checkbox"/> |
| HUMANITIES* | | 3 | <input type="checkbox"/> |
| BUSINESS ELECTIVE** | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |

*Select from page 55.
 ** Select with advisor
 ***See page 60.

Minimum Credits: 60.5

Accounting Technician

Certificate of Achievement

Student Learning Outcomes

Graduates of this certificate program will have the knowledge and skills to:

- Grasp the importance of financial information as a key ingredient in effective and ethical business decision making.
- Differentiate between the major financial statements with respect to their content and use.

- Understand the rules and conventions in accounting and use journals and ledgers in tracking the financial activity of a business enterprise.
- Be aware of the limitations of historical accounting information for decision making.

As accounting technicians, students will be trained as financial assistants and equipped with the necessary skills to be employable in a variety of offices, large or small.

Certificate of Achievement Requirements Credits

| | | | |
|--------------------------|--------------------------------|---|-----|
| <input type="checkbox"/> | BUS 101 | Introduction to Business, or | |
| <input type="checkbox"/> | MGT 103 | Introduction to Small Business Management | 3 |
| <input type="checkbox"/> | ACC 201 | Financial Accounting | 3 |
| <input type="checkbox"/> | ACC 202 | Managerial Accounting | 3 |
| <input type="checkbox"/> | ACC 220 | Microcomputer Accounting Systems | 3 |
| <input type="checkbox"/> | INT 100 | GBC Orientation | 0.5 |
| <input type="checkbox"/> | ECON 102 | Principles of Microeconomics or | |
| <input type="checkbox"/> | BUS 273 | Business Law I | 3 |
| <input type="checkbox"/> | ECON 104 | Current Economic Issues | 3 |
| <input type="checkbox"/> | Elective (select with advisor) | | 3 |

Communications

| | | | |
|--------------------------|---------|--------------------------------------|---|
| <input type="checkbox"/> | ENG 101 | Composition I, or | |
| <input type="checkbox"/> | ENG 107 | Technical Communications I | 3 |
| <input type="checkbox"/> | ENG 102 | Composition II, or | |
| <input type="checkbox"/> | ENG 108 | Technical Communications II, or | |
| <input type="checkbox"/> | COM 101 | Oral Communication | 3 |

Computations

| | | | |
|--------------------------|--------------------------------|--|---|
| <input type="checkbox"/> | Mathematics or STAT 152 | | |
| | (MATH 126 preferred) | | 3 |

Human Relations

Choose one of the following:

| | | | |
|--------------------------|---------|---|---|
| <input type="checkbox"/> | BUS 110 | Human Relations for Employment, | |
| <input type="checkbox"/> | MGT 283 | Introduction to Human Resource Management, or | |
| <input type="checkbox"/> | PSY 208 | Psychology of Human Relations | 3 |

SUGGESTED COURSE SEQUENCE*** Accounting Technician Certificate of Achievement Program

| | | | |
|-------------------------------|--|----------------|-------------------------------------|
| FALL—1st Semester | | Credits | <input checked="" type="checkbox"/> |
| INT 100 | | 0.5 | <input type="checkbox"/> |
| ACC 201 | | 3 | <input type="checkbox"/> |
| BUS 101 or MGT 103 | | 3 | <input type="checkbox"/> |
| ENG 101 or ENG 107 | | 3 | <input type="checkbox"/> |
| HUMAN RELATIONS** | | 3 | <input type="checkbox"/> |
| MATH 126 | | 3 | <input type="checkbox"/> |
| TOTAL | | 15.5 | |
| SPRING—2nd Semester | | Credits | <input checked="" type="checkbox"/> |
| ACC 202 | | 3 | <input type="checkbox"/> |
| ECON 102 or BUS 273 | | 3 | <input type="checkbox"/> |
| ENG 102 or ENG 108 or COM 101 | | 3 | <input type="checkbox"/> |
| TOTAL | | 9 | |
| FALL—3rd Semester | | Credits | <input checked="" type="checkbox"/> |
| ACC 220 | | 3 | <input type="checkbox"/> |
| ECON 104 | | 3 | <input type="checkbox"/> |
| ELECTIVE** | | 3 | <input type="checkbox"/> |
| TOTAL | | 9 | |

*Select from page 55.
***See page 60.

**Select with advisor.

Minimum Credits: 33.5

Nevada Rural Electric Cooperatives Education Program in Accounting—Recognition of Achievement

This Recognition of Achievement is the first step toward the Accounting Technician Certificate of Achievement.

| | | |
|--------------------------|---|----------------|
| Accounting Skills | | Credits |
| <input type="checkbox"/> | BUS 117 Business Calculations and Methods . . . | 3 |
| <input type="checkbox"/> | ACC 201 Financial Accounting | 3 |
| <input type="checkbox"/> | ACC 202 Managerial Accounting | 3 |
| <input type="checkbox"/> | ACC 220 Microcomputer Accounting Systems . . . | 3 |
| <input type="checkbox"/> | MGT 283 Personnel Administration, or | |
| <input type="checkbox"/> | PSY 208 Psychology of Human Relations | 3 |
| Total | | 15 |

Business Administration

Associate of Applied Science—General Business Emphasis

Student Learning Outcomes

Students who choose to pursue a degree in business administration at GBC will take classes from seasoned professionals who have many years of both practical work experience and teaching. This faculty subscribes to the notion that people of all ages and backgrounds are capable of personal growth and that a stimulating, engaging educational experience enhances that development. We believe that acumen in business is critical for personal and community economic/social success. Specifically, the business department is committed to: 1) developing individuals who recognize their social obligation as business persons; 2) preparing students to assume responsibilities as business owners, managers, and/or employees; 3) providing the business community with persons educated, skilled, and knowledgeable in a variety of useful careers; and 4) developing prospective employees with positive attitudes, including an enthusiasm for life long learning.

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

- Understand how business works and identify its limitations and constraints.
- Distinguish management functions of planning, organizing, directing, leading, and controlling.
- Apply effective human relations and communication skills.
- Successfully promote and market goods and service.
- Critically analyze and solve structured business problems.
- Recognize and appreciate the importance of profitability as necessary and worthwhile.

| General Education Requirements | Credits |
|---|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications | 6 |
| <input type="checkbox"/> Mathematics or STAT 152 | 3 |
| (MATH 126 preferred) | |
| <input type="checkbox"/> Science | 3 |
| <input type="checkbox"/> Social Science (PSC 101) | 3 |
| <input type="checkbox"/> Human Relations | 3 |
| MGT 283 | |
| <input type="checkbox"/> Humanities and Fine Arts | 3 |
| <input type="checkbox"/> Technology | 3 |
| IS 101 | |

List of courses fulfilling general education requirements is on page 55.

| Emphasis Courses | Credits |
|--|---------|
| <input type="checkbox"/> ACC 201 Financial Accounting | 3 |
| <input type="checkbox"/> ACC 202 Managerial Accounting | 3 |
| <input type="checkbox"/> BUS 101 Introduction to Business, or | |
| <input type="checkbox"/> MGT 103 Introduction to Small Business | |
| | 3 |
| <input type="checkbox"/> BUS 273 Business Law I | 3 |
| <input type="checkbox"/> ECON 102 Principles of Microeconomics, or | |
| <input type="checkbox"/> ECON 103 Principles of Macroeconomics | 3 |
| <input type="checkbox"/> ECON 104 Current Economic Issues | 3 |
| <input type="checkbox"/> FIN 101 Personal Finance | 3 |
| <input type="checkbox"/> IS 201 Computer Applications | 3 |
| <input type="checkbox"/> MKT 210 Marketing Principles | 3 |
| <input type="checkbox"/> MKT 211 Introduction to Professional Sales, or | |
| <input type="checkbox"/> MKT 127 Introduction to Retailing | 3 |
| <input type="checkbox"/> BUSINESS ELECTIVE (Select with advisor) | 6 |
| (Prefixes are: ACC, BUS, ECON, FIN, MGT, MKT, and RE) | |

SUGGESTED COURSE SEQUENCE***

AAS—Business Administration

General Business Emphasis

| | | | |
|----------------------------------|--|----------------|--------------------------|
| FALL—1st Semester | | Credits | ✓ |
| INT 100 | | 0.5 | <input type="checkbox"/> |
| ACC 201 | | 3 | <input type="checkbox"/> |
| BUS 101 or MGT 103 | | 3 | <input type="checkbox"/> |
| ENG 101 or ENG 107 | | 3 | <input type="checkbox"/> |
| FIN 101 | | 3 | <input type="checkbox"/> |
| MATH 126 | | 3 | <input type="checkbox"/> |
| TOTAL | | 15.5 | |
| SPRING—2nd Semester | | Credits | ✓ |
| ACC 202 | | 3 | <input type="checkbox"/> |
| ECON 102 or ECON 103 | | 3 | <input type="checkbox"/> |
| ENG 102 or ENG 108 | | 3 | <input type="checkbox"/> |
| PSC 101 or HIST 101 and HIST 102 | | 3-6 | <input type="checkbox"/> |
| SCIENCE* | | 3 | <input type="checkbox"/> |
| TOTAL | | 15-18 | |
| FALL—3rd Semester | | Credits | ✓ |
| ECON 104 | | 3 | <input type="checkbox"/> |
| IS 101 | | 3 | <input type="checkbox"/> |
| MGT 283 | | 3 | <input type="checkbox"/> |
| MKT 210 | | 3 | <input type="checkbox"/> |
| BUSINESS ELECTIVE** | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |
| SPRING—4th Semester | | Credits | ✓ |
| BUS 273 | | 3 | <input type="checkbox"/> |
| IS 201 | | 3 | <input type="checkbox"/> |
| HUMANITIES* | | 3 | <input type="checkbox"/> |
| MKT 127 or MKT 211 | | 3 | <input type="checkbox"/> |
| BUSINESS ELECTIVE** | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |

*Select from page 55. **Select with advisor.
***See page 60.

Minimum Credits: 60.5

Business Administration

Certificate of Achievement

Student Learning Outcomes

Graduates of this certificate program will have the knowledge and skills to:

- Be aware of the voluntary nature of business activity, and develop an appreciation for the reality that choices affect profitability and success in a business enterprise.
- Effectively apply appropriate human relations skills in employment situations.
- Recognize the importance of ethical perspectives in business decision making.

- Determine the wants and needs of customers, and understand how to take action to fill those needs within the constraints of the business organization and of the broader society.

This certificate of achievement is the first step toward award of the AAS degree in Business Administration.

Great Basin College offers a certificate program that is an abbreviated form of the associate's degree. Students, with the assistance of their advisor, select from business and marketing electives, focusing on specific interest areas.

| Certificate of Achievement Requirements | Credits |
|--|---------|
| <input type="checkbox"/> INT 100 GBC Orientation | 0.5 |

Electives

- Business, Management, Finance, Economics, or Marketing Electives 15
- General Electives (select with advisor) 6

Communications

- ENG 101 Composition I, or ENG 107 Technical Communications I 3
- ENG 102 Composition II, or ENG 108 Technical Communications II, or COM 101 Oral Communication 3

Computation

- Mathematics or STAT 152 3
(MATH 126 preferred)

Human Relations

Choose one of the following:

- BUS 110 Human Relations for Employment 3
- HMS 200 Ethics in Human Services 3
- MGT 283 Introduction to Human Resource Management 3
- PSY 208 Psychology of Human Relations 3

SUGGESTED COURSE SEQUENCE*** Certificate of Achievement—Business Administration

| | | | |
|---------------------------------|--|----------------|-------------------------------------|
| FALL—1st Semester | | Credits | <input checked="" type="checkbox"/> |
| INT 100 | | 0.5 | <input type="checkbox"/> |
| BUSINESS ELECTIVE** | | 9 | <input type="checkbox"/> |
| ENG 101 or ENG 107 | | 3 | <input type="checkbox"/> |
| HUMAN RELATIONS** | | 3 | <input type="checkbox"/> |
| MATH 126 | | 3 | <input type="checkbox"/> |
| TOTAL | | 18.5 | |
| SPRING—2nd Semester | | Credits | <input checked="" type="checkbox"/> |
| ENG 102, or ENG 108, or COM 101 | | 3 | <input type="checkbox"/> |
| BUSINESS ELECTIVE** | | 6 | <input type="checkbox"/> |
| GENERAL ELECTIVE** | | 6 | <input type="checkbox"/> |
| TOTAL | | 15 | |

*Select from page 55.
***See page 60.

**Select with advisor.

Minimum Credits: 33.5

Nevada Rural Electric Cooperatives Education Program in Business Essentials

This Recognition of Achievement is the first step toward the Business Administration Certificate of Achievement.

| Business Skills | Credits |
|---|-----------|
| <input type="checkbox"/> BUS 101 Introduction to Business | 3 |
| <input type="checkbox"/> ECON 102 Principles of Microeconomics, or | |
| <input type="checkbox"/> ECON 103 Principles of Macroeconomics | 3 |
| <input type="checkbox"/> MKT 210 Marketing Principles | 3 |
| <input type="checkbox"/> ENG 107 Technical Communications I, or | |
| <input type="checkbox"/> ENG 108 Technical Communications II, | 3 |
| <input type="checkbox"/> COM 101 Oral Communication, or | |
| <input type="checkbox"/> BUS 107 Business Speech/Communications | 3 |
| Total Credits | 15 |

Business Administration

Associate of Applied Science—Entrepreneurship Emphasis

Student Learning Outcomes

Starting and operating a new business takes effort and often involves considerable risk. This emphasis provides any potential entrepreneur with an understanding of the startup process and the stages of growing a new venture. Coupled with practical tools, such as the development of business and marketing plans, this knowledge will reduce many of the possible risks. The program is designed to provide business students with mentoring and “real world” experiences of running a business. Particular attention is paid to providing managerial skills that are important for the successful performance and growth of a new venture. Entrepreneurs will become aware of legal issues, financing difficulties, and organizational issues faced when developing a business. Faculty will provide students with research abilities/experiences that will allow them to develop a network of professionals who can provide capital sources and mentoring services. In fact, this curriculum has three levels: 1) individualized assistance in deciding on a

specific venture, 2) an opportunity to “try” the business in a virtual small business world environment, and 3) a cooperative education experience working with a small business manager/consultant. This AAS degree is intended to deliver to the students the excitement and fulfillment that goes with starting a new venture while providing them with the tools for its success.

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

- Apply effective human relations and communications skills.
- Develop an idea for a small business into a quality, workable business plan.
- Understand venture capitalization, management issues, and marketing problems related to starting a small business.
- Experience first-hand running a business in a virtual environment.

Graduates may receive business consulting services from GBC's Small Business Development Center.

| General Education Requirements | Credits |
|--|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications | 6 |
| <input type="checkbox"/> Mathematics or STAT 152 | 3 |
| (MATH 126 preferred) | |
| <input type="checkbox"/> Science | 3 |
| <input type="checkbox"/> Social Science (PSC 101) | 3 |
| <input type="checkbox"/> Human Relations — MGT 283 | 3 |
| <input type="checkbox"/> Humanities and Fine Arts | 3 |
| <input type="checkbox"/> Technology — IS 101 | 3 |

List of courses fulfilling general education requirements is on page 55.

| Emphasis Courses | Credits |
|---|---------|
| <input type="checkbox"/> ACC 201 Financial Accounting | 3 |
| <input type="checkbox"/> BUS 101 Introduction to Business | 3 |
| <input type="checkbox"/> BUS 102 Introduction to Entrepreneurship | 3 |
| <input type="checkbox"/> BUS 201 Entrepreneurship II | 3 |
| <input type="checkbox"/> BUS 290 Internship in Business, or | |
| <input type="checkbox"/> MGT 201 Principles of Management | 3 |
| <input type="checkbox"/> BUS 273 Business Law I | 3 |
| <input type="checkbox"/> ECON 102 Principles of Microeconomics | 3 |
| <input type="checkbox"/> FIN 101 Personal Finance | 3 |
| <input type="checkbox"/> IS 201 Computer Applications | 3 |
| <input type="checkbox"/> MGT 103 Introduction to Small Business | |
| Management | 3 |
| <input type="checkbox"/> MKT 210 Marketing Principles | 3 |
| <input type="checkbox"/> BUSINESS ELECTIVE (Select with advisor) | 3 |

(Prefixes are: ACC, BUS, ECON, FIN, MGT, MKT, and RE)

SUGGESTED COURSE SEQUENCE***

AAS—Business Administration Entrepreneurship Emphasis

| FALL—1st Semester | Credits | |
|---------------------|-------------|-------------------------------------|
| INT 100 | 0.5 | <input checked="" type="checkbox"/> |
| BUS 101 | 3 | <input type="checkbox"/> |
| ENG 101 or ENG 107 | 3 | <input type="checkbox"/> |
| MGT 103 | 3 | <input type="checkbox"/> |
| PSC 101 | 3 | <input type="checkbox"/> |
| SCIENCE* | 3 | <input type="checkbox"/> |
| TOTAL | 15.5 | |
| | | |
| SPRING—2nd Semester | Credits | |
| BUS 102 | 3 | <input checked="" type="checkbox"/> |
| ECON 102 | 3 | <input type="checkbox"/> |
| ENG 102, or ENG 108 | 3 | <input type="checkbox"/> |
| FIN 101 | 3 | <input type="checkbox"/> |
| MATH 126 | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |
| | | |
| FALL—3rd Semester | Credits | |
| ACC 201 | 3 | <input checked="" type="checkbox"/> |
| BUS 201 | 3 | <input type="checkbox"/> |
| IS 101 | 3 | <input type="checkbox"/> |
| MGT 283 | 3 | <input type="checkbox"/> |
| BUSINESS ELECTIVE** | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |
| | | |
| SPRING—4th Semester | Credits | |
| BUS 273 | 3 | <input checked="" type="checkbox"/> |
| BUS 290 or MGT 201 | 3 | <input type="checkbox"/> |
| HUMANITIES* | 3 | <input type="checkbox"/> |
| IS 201 | 3 | <input type="checkbox"/> |
| MKT 210 | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |

*Select from page 55. **Select with advisor.
***See page 60.

Minimum Credits: 60.5

Entrepreneurship

Certificate of Achievement

Student Learning Outcomes

Recipients of the certificate of achievement program in Entrepreneurship will have the knowledge of:

- Business fundamentals
- Market research and analysis
- Marketing strategies

and skills to:

- Create a workable business, marketing, and organizational plan
- Understand budgets and financial statements
- Raise venture capital
- Start and grow a new venture

This certificate of achievement is the first step toward award of the AAS degree in Business Administration—Entrepreneurship Emphasis.

| Core Requirements | Credits |
|--|---------|
| BUS 107 Business Speech/Communications, or | |
| <input type="checkbox"/> COM 101 Oral Communication | 3 |
| <input type="checkbox"/> Mathematics or STAT 152 (MATH 126 preferred) | 3 |
| ENG 107 Technical Communications I, or | |
| <input type="checkbox"/> ENG 101 Composition I | 3 |
| IS 101 Introduction to Information Systems, or | |
| <input type="checkbox"/> IS 201 Computer Applications | 3 |
| Emphasis Courses | Credits |
| BUS 101 Introduction to Business, or | |
| <input type="checkbox"/> FIN 101 Personal Finance | 3 |
| <input type="checkbox"/> BUS 102 Introduction to Entrepreneurship | 3 |
| <input type="checkbox"/> BUS 201 Entrepreneurship II | 3 |
| BUS 290 Internship in Business, or | |
| <input type="checkbox"/> MGT 201 Principles of Management | 3 |
| MGT 283 Introduction to Human Resource Management, or | |
| <input type="checkbox"/> PSY 208 Psychology of Human Relations | 3 |
| <input type="checkbox"/> MGT 103 Introduction to Small Business Management | 3 |
| <input type="checkbox"/> MKT 210 Marketing Principles | 3 |

SUGGESTED COURSE SEQUENCE***

Certificate of Achievement—Entrepreneurship

| FALL—1st Semester | Credits | |
|---------------------|-----------|-------------------------------------|
| BUS 102 | 3 | <input checked="" type="checkbox"/> |
| ENG 107 or ENG 101 | 3 | <input type="checkbox"/> |
| IS 101 or IS 201 | 3 | <input type="checkbox"/> |
| MGT 103 | 3 | <input type="checkbox"/> |
| MGT 283 or PSY 208 | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |
| SPRING—2nd Semester | Credits | |
| BUS 101 or FIN 101 | 3 | <input checked="" type="checkbox"/> |
| BUS 107 or COM 101 | 3 | <input type="checkbox"/> |
| MATH 126 | 3 | <input type="checkbox"/> |
| BUS 201 | 3 | <input type="checkbox"/> |
| MKT 210 | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |
| SUMMER—3rd Semester | Credits | |
| BUS 290 or MGT 201 | 3 | <input checked="" type="checkbox"/> |
| TOTAL | 3 | <input type="checkbox"/> |

*Select from page 55. **Select with advisor. **Minimum Credits: 33**
See page 60.

Entrepreneurship Recognition of Achievement

This Recognition of Achievement is the first step toward the Certificate of Achievement in Entrepreneurship.

| Business Skills | Credits |
|--|-----------|
| <input type="checkbox"/> BUS 102 Introduction to Entrepreneurship | 3 |
| <input type="checkbox"/> BUS 201 Entrepreneurship II | 3 |
| <input type="checkbox"/> BUS 290 Internship in Business | 3 |
| <input type="checkbox"/> MGT 103 Introduction to Small Business Management | 3 |
| Total Credits | 12 |

Human Resources

Certificate of Achievement

Student Learning Outcomes

Graduates of this certificate program will have the knowledge and skills to:

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

This certificate of achievement is the first step toward award of the AAS degree in Business Administration.

| Core Requirements | Credits |
|---|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> Business, Management, Finance, Economics, or Marketing Electives | 6 |
| <input type="checkbox"/> ENG 101 Composition 1, or ENG 102 Composition II, or ENG 108 Technical Communications II, or | 3 |
| <input type="checkbox"/> ENG 107 Technical Communications I | 3 |
| <input type="checkbox"/> COM 101 Oral Communication | 3 |
| <input type="checkbox"/> MATH 120 or higher or STAT 152 | 3 |
| <input type="checkbox"/> General Elective (Select with Advisor) | 3 |

| Emphasis Courses | Credits |
|---|---------|
| <input type="checkbox"/> MGT 103 Introduction to Small Business Management | 3 |
| <input type="checkbox"/> MGT 201 Principles of Management | 3 |
| <input type="checkbox"/> MGT 283 Introduction to Human Resource Management | 3 |
| <input type="checkbox"/> PSY 208 Psychology of Human Relations | 3 |

SUGGESTED COURSE SEQUENCE*** Certificate of Achievement—Human Resources

| FALL—1st Semester | Credits | ✓ |
|------------------------------|-------------|--------------------------|
| INT 100 | 0.5 | <input type="checkbox"/> |
| BUSINESS ELECTIVE** | 3 | <input type="checkbox"/> |
| ENG 101 or ENG 107 | 3 | <input type="checkbox"/> |
| MATH 120 or higher | 3 | <input type="checkbox"/> |
| MGT 103 | 3 | <input type="checkbox"/> |
| PSY 208 | 3 | <input type="checkbox"/> |
| TOTAL | 15.5 | |
| | | |
| SPRING—2nd Semester | Credits | ✓ |
| ENG 102, ENG 108, or COM 101 | 3 | <input type="checkbox"/> |
| MGT 201 | 3 | <input type="checkbox"/> |
| MGT 283 | 3 | <input type="checkbox"/> |
| BUSINESS ELECTIVE | 3 | <input type="checkbox"/> |
| ELECTIVE** | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |

*Select from page 55. **Select with advisor. **Minimum Credits: 30.5**
See page 60.

Retail Management

Certificate of Achievement

Student Learning Outcomes

This Western Association of Food Chains certificate of achievement's curriculum was developed out of a collaborative effort between several food industry and college professionals and encompasses several business essentials, including the "soft skills" of management and communication required for career success in the retail industry. GBC's program is fully endorsed by the WAFC.

Graduates of this certificate program will have the knowledge and technical skills of competence in several areas related to retail management. This program has three general levels of training and will assist in the development of retail clerks by:

- Helping prepare current and future food industry employees for the fast-paced challenges prevalent in the retail industry.
- Helping students develop a sense of the scope of the retail manager's job and an understanding of the basic requirements for success in the future.

- Allowing students to complete the certificate of achievement program while working part- or full-time, with courses offered during the day and evening through traditional or distance education methods (interactive video or Internet).

LEVEL ONE

Business Essentials, Business Writing, Business Calculations, Microcomputer Applications, Business Speech/Communication

LEVEL TWO

Intermediate Skills, Supervisory Management, Bookkeeping/Accounting, Introduction to Marketing Principles

LEVEL THREE

Advanced Knowledge/Skills, Introduction to Retailing Human Relations/Leadership, Personnel Administration

| Core Requirements | Credits |
|---|---------|
| <input type="checkbox"/> ACC 201 Financial Accounting | 3 |
| <input type="checkbox"/> BUS 110 Human Relations for Employment, or | |
| <input type="checkbox"/> PSY 208 Psychology of Human Relations | 3 |
| <input type="checkbox"/> BUS 117 Business Calculations and Methods . . . | 3 |
| <input type="checkbox"/> ENG 107 Technical Communications I | 3 |
| <input type="checkbox"/> IS 201 Computer Applications, or | |
| <input type="checkbox"/> IS 101 Introduction to Information Systems . . . | 3 |
| <input type="checkbox"/> MGT 201 Principles of Management | 3 |
| <input type="checkbox"/> MKT 210 Marketing Principles | 3 |

| Emphasis Courses | Credits |
|--|---------|
| <input type="checkbox"/> BUS 107 Business Speech/Communications | 3 |
| <input type="checkbox"/> MGT 283 Introduction to Human Resource Management | 3 |
| <input type="checkbox"/> MKT 127 Introduction to Retailing | 3 |

Business Essentials Recognition of Achievement

This Recognition of Achievement is the first step toward the Certificate of Achievement in Retail Management, a cooperative effort between Great Basin College and WAFC.

| Business Skills — Level I | Credits |
|---|---------|
| <input type="checkbox"/> BUS 107 Business Speech/Communications | 3 |
| <input type="checkbox"/> BUS 117 Business Calculations and Methods . . . | 3 |
| <input type="checkbox"/> ENG 107 Technical Communications I | 3 |
| <input type="checkbox"/> IS 201 Computer Applications, or | |
| <input type="checkbox"/> IS 101 Introduction to Information Systems . . . | 3 |

| Business Skills — Level II | Credits |
|--|-----------|
| Choose one of the following three-credit courses: | |
| <input type="checkbox"/> ACC 201 Financial Accounting, | |
| <input type="checkbox"/> MGT 201 Principles of Management, | |
| <input type="checkbox"/> MKT 210 Marketing Principles, or | |
| <input type="checkbox"/> BUS 265 Consumer Behavior | 3 |
| Total Credits | 15 |

SUGGESTED COURSE SEQUENCE*** Certificate of Achievement—Retail Management

| FALL—1st Semester | Credits | ✓ |
|--------------------|-----------|--------------------------|
| BUS 110 or PSY 208 | 3 | <input type="checkbox"/> |
| BUS 117 | 3 | <input type="checkbox"/> |
| ENG 107 | 3 | <input type="checkbox"/> |
| MGT 201 | 3 | <input type="checkbox"/> |
| MKT 127 | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |

| SPRING—2nd Semester | Credits | ✓ |
|---------------------|-----------|--------------------------|
| ACC 201 | 3 | <input type="checkbox"/> |
| BUS 107 | 3 | <input type="checkbox"/> |
| MGT 283 | 3 | <input type="checkbox"/> |
| IS 201 or IS 101 | 3 | <input type="checkbox"/> |
| MKT 210 | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |

*Select from page 55. **Select with advisor. **Minimum Credits: 30**
 ***See page 60.

Computer Technologies

Associate of Applied Science

Mission Statement

The Computer Technologies Department implements Great Basin College's mission by delivering computer technology education to a diverse, far-flung, and changing population. To focus curriculum on current and future needs and employment opportunities, the department develops courses and programs by collaborating with students, the community we serve, industry, and other GBC departments.

We believe our responsibility spans all levels from developmental to expert. We offer initial training, retraining, job enhancement, national certifications, and an Associate of Applied Science with several areas of emphasis. We believe that technical education requires good communication, mathematics, science, and social foundation. Our certificates and degrees require courses in English, mathematics, science, social science, and human relations.

The department believes that in order for all students to become more productive citizens, they need to understand that today most computers function within the context of technically networked environments. The department offers all GBC degree-seeking students several core technology choices to increase employment success and to enhance life skills. The Bachelor of Applied Science program offers emphases in Digital Information Technology and Graphic Communications (pending approval). For students continuing beyond the associate's degree level, several upper-division courses offer additional skills.

The department believes that through this rigorous mission statement and implementation thereof, we contribute significantly to economic growth and better lives in rural Nevada.

Degree Outcomes

The recipient will be able to:

- Use computers efficiently and ethically in the workplace.
- Solve business-oriented problems using MS Office products.
- Efficiently work with a PC operating system.
- Add interactivity and efficiency to completed activities using programming concepts.
- Demonstrate completion of a course of study in a CT emphasis area of choice.

Computer Technologies

Associate of Applied Science—GIS Emphasis

Student Learning Outcomes

The Geographic Information Systems (GIS) Emphasis provides an opportunity to develop skills in computer technical applications to enhance job placement and continued career growth. Often employees must integrate MS Office productivity software, graphic packages, CAD software, and GIS when analyzing information to create reports or presentations. Some jobs available for graduates include Technical Applications Specialist, GIS Technician, and Cartographic Technician.

Graduates of this degree program will have the knowledge and skills to:

- Use a variety of computer applications for problem solving in technical fields.
- Build and link relational database tables in technical software.
- Transfer and link data from different applications (AutoCAD, GIS, MS Office, and more).
- Research the use of different operating systems for running technical applications in a networked environment.
- Use the most popular technical software for the desktop (now AutoCAD and ArcGIS) to create aesthetically pleasing, standardized technical visual presentations.
- Use basic customization features of technical software.

General Education Requirements Credits

- | | |
|---|-----|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications | 6 |
| ENG 101 and ENG 102 (recommended) | |
| <input type="checkbox"/> Mathematics (MATH 126 required) | 3 |
| <input type="checkbox"/> Science (GEOG 103 or ENV 100 recommended) | 3 |
| <input type="checkbox"/> Social Science (PSC 101 recommended) | 3 |
| <input type="checkbox"/> Human Relations (MGT 283 recommended) | 3 |
| <input type="checkbox"/> Humanities and Fine Arts (ART 100 or ART 101 recommended) | 3 |
| <input type="checkbox"/> Technology (GIS 109 recommended) | 3 |

List of courses fulfilling general education requirements is on page 55, but select with advisor.

Core Courses Credits

- | | | | |
|--------------------------|---------|---------------------------------|---|
| | CIT 211 | Microsoft Networking I, or | |
| <input type="checkbox"/> | COT 204 | Using Windows | 3 |
| <input type="checkbox"/> | CS 135 | Computer Science I | 3 |
| <input type="checkbox"/> | IS 201 | Computer Applications | 3 |

GIS Emphasis Courses Credits

- | | | | |
|--------------------------|---|--|---|
| | CADD 121 | CAD for Land Surveyors | |
| <input type="checkbox"/> | CIT 180 | Database Concepts & SQL (Pending Approval) | 3 |
| <input type="checkbox"/> | ENV 100 | Humans and the Environment | 3 |
| <input type="checkbox"/> | GIS 110 | Principles of Cartography | 3 |
| <input type="checkbox"/> | GIS 205 | GIS Applications | 3 |
| <input type="checkbox"/> | GIS 250 | GIS Database | 3 |
| <input type="checkbox"/> | GIS 290 | Portfolios in GIS | 3 |
| <input type="checkbox"/> | GIS Electives to be approved by advisor | | 6 |

Select from GIS 111, GIS 212, GIS 270 or other classes with instructor's approval.

SUGGESTED COURSE SEQUENCE***

AAS—Computer Technologies GIS Emphasis

| FALL—1st Semester | Credits | |
|----------------------------|-------------|-------------------------------------|
| INT 100 | 0.5 | <input checked="" type="checkbox"/> |
| ENG 101 | 3 | <input type="checkbox"/> |
| ENV 100 | 3 | <input type="checkbox"/> |
| GIS 109 | 3 | <input type="checkbox"/> |
| IS 201 | 3 | <input type="checkbox"/> |
| MATH 126 | 3 | <input type="checkbox"/> |
| TOTAL | 15.5 | |
| | | |
| SPRING—2nd Semester | Credits | |
| CS 135 | 3 | <input checked="" type="checkbox"/> |
| COT 204 or CIT 211 | 3 | <input type="checkbox"/> |
| GEOG 103 | 3 | <input type="checkbox"/> |
| GIS 110 | 3 | <input type="checkbox"/> |
| GIS 205 | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |
| | | |
| FALL—3rd Semester | Credits | |
| ART 101 | 3 | <input checked="" type="checkbox"/> |
| CIT 180 (Pending Approval) | 3 | <input type="checkbox"/> |
| CIT 129 | 3 | <input type="checkbox"/> |
| GIS 250 | 3 | <input type="checkbox"/> |
| GIS ELECTIVE** | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |
| | | |
| SPRING—4th Semester | Credits | |
| ENG 108 or ENG 102 | 3 | <input checked="" type="checkbox"/> |
| GIS ELECTIVE** | 3 | <input type="checkbox"/> |
| GIS 290 | 3 | <input type="checkbox"/> |
| MGT 283 | 3 | <input type="checkbox"/> |
| PSC 101 | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |

*Select from page 55. **Select with advisor. **Minimum Credits: 60.5**
 ***See page 60.

Computer Technologies

Associate of Applied Science—Graphic Communications Emphasis

Student Learning Outcomes

Graduates of this degree program will have the knowledge and skills to:

- Efficiently and ethically use computers and relevant software in the workplace.
- Effectively utilize the PC operating system.
- Add interactivity and efficiency to projects using programming skills.
- Identify, discuss, and apply elements and principles of design using tools ranging from traditional pen-and-paper to cutting-edge technology.
- Design professional-quality graphic communications products for use in print and online applications.
- Seek entry-level employment in the field of graphic communications.

| General Education Requirements | Credits |
|---|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications | 6 |
| ENG 101 and ENG 102 (recommended) | |
| <input type="checkbox"/> Mathematics | 3 |
| MATH 126 or higher recommended | |
| <input type="checkbox"/> Science | 3 |
| <input type="checkbox"/> Social Science (PSC 101) | 3 |
| <input type="checkbox"/> Human Relations | 3 |
| <input type="checkbox"/> Humanities and Fine Arts | 3 |
| ART 100 (recommended) | |
| <input type="checkbox"/> Technology | 3 |
| GRC 119 | |

List of courses fulfilling general education requirements is on page 55.

| Core Courses | Credits |
|--|---------|
| CIT 211 Microsoft Networking I, or | |
| <input type="checkbox"/> COT 204 Using Windows | 3 |
| <input type="checkbox"/> COT 151 Introduction to Microsoft Word | 3 |
| <input type="checkbox"/> GRC 103 Introduction to Computer Graphics | 3 |
| <input type="checkbox"/> GRC 156 Computer Illustration | 3 |

| Emphasis Courses | Credits |
|---|---------|
| <input type="checkbox"/> ART 107 Design Fundamentals | 3 |
| <input type="checkbox"/> ART 141 Introduction to Digital Photography | 3 |
| <input type="checkbox"/> CIT 151 Beginning Web Development | 3 |
| <input type="checkbox"/> GRC 101 Introduction to Graphic Communications | 3 |
| <input type="checkbox"/> GRC 183 Electronic Imaging | 3 |
| <input type="checkbox"/> GRC 188 Web Animation and Interactivity I | 3 |
| <input type="checkbox"/> GRC 256 Computer Illustration II | 3 |

| Elective | Credits |
|--|---------|
| <input type="checkbox"/> ELECTIVE | 3 |
| Select with advisor: CS 135 recommended (MATH 127 is the recommended prerequisite for CS 135). | |

SUGGESTED COURSE SEQUENCE*** AAS—Computer Technologies Graphic Communications Emphasis

| | | | |
|----------------------------------|--|----------------|--------------------------|
| FALL—1st Semester | | Credits | ✓ |
| INT 100 | | 0.5 | <input type="checkbox"/> |
| ART 100 | | 3 | <input type="checkbox"/> |
| CIT 211 or COT 204 | | 3 | <input type="checkbox"/> |
| ENG 101 or ENG 107 | | 3 | <input type="checkbox"/> |
| GRC 103 | | 3 | <input type="checkbox"/> |
| GRC 101 | | 3 | <input type="checkbox"/> |
| TOTAL | | 15.5 | |
| SPRING—2nd Semester | | Credits | ✓ |
| ART 141 | | 3 | <input type="checkbox"/> |
| CIT 151 | | 3 | <input type="checkbox"/> |
| ENG 102 or ENG 108 | | 3 | <input type="checkbox"/> |
| GRC 119 | | 3 | <input type="checkbox"/> |
| GRC 183 | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |
| FALL—3rd Semester | | Credits | ✓ |
| ART 107 | | 3 | <input type="checkbox"/> |
| COT 151 | | 3 | <input type="checkbox"/> |
| GRC 156 | | 3 | <input type="checkbox"/> |
| MATH 126 or higher | | 3 | <input type="checkbox"/> |
| SCIENCE* | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |
| SPRING—4th Semester | | Credits | ✓ |
| GRC 188 | | 3 | <input type="checkbox"/> |
| GRC 256 | | 3 | <input type="checkbox"/> |
| HUMAN RELATIONS* | | 3 | <input type="checkbox"/> |
| PSC 101 or HIST 101 and HIST 102 | | 3 | <input type="checkbox"/> |
| ELECTIVE** | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |

*Select from page 55. **Select with advisor. **Minimum Credits: 60.5**
***See page 60.

Computer Technologies

Associate of Applied Science—Information Specialist Emphasis

Student Learning Outcomes

Upon completion of the Associate of Applied Science (AAS) Degree with an emphasis in Information Specialist, a successful student will have acquired the knowledge and technical skills needed to be employed and productive in the computer technology field in positions such as Software Specialist, Database Administrator, Applications Programmer, and Information System Manager.

Graduates of this degree program will have the knowledge and skills to:

- Manage business data in its many different forms.
- Build interactive web applications showing good design.
- Use Java Script and Visual Basic for applications to build effective programs to handle data.
- Build effective databases to solve business-oriented problems.
- Build effective workbooks to solve business-oriented problems.
- Use GIS software to handle and display data.
- Handle hardware upgrades and problems in a business setting.
- Use computer networks and operating systems to full advantage in a business setting.

| General Education Requirements | Credits |
|---|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications | 6 |
| ENG 101 and ENG 102 (recommended) | |
| <input type="checkbox"/> Mathematics | 3 |
| MATH 126 or higher (MATH 127 recommended) | |
| <input type="checkbox"/> Science | 3 |
| <input type="checkbox"/> Social Science (PSC 101) | 3 |
| <input type="checkbox"/> Human Relations | 3 |
| <input type="checkbox"/> Humanities and Fine Arts | 3 |
| <input type="checkbox"/> Technology | 3 |
| GIS 109 or GRC 119 | |

List of courses fulfilling general education requirements is on page 55.

| Core Courses | Credits |
|--|---------|
| <input type="checkbox"/> CIT 151 Beginning Web Development | 3 |
| <input type="checkbox"/> CIT 211 Microsoft Networking I, or | |
| <input type="checkbox"/> COT 204 Using Windows | 3 |
| <input type="checkbox"/> IS 201 Computer Applications | 3 |

| Emphasis Courses | Credits |
|---|---------|
| <input type="checkbox"/> CIT 110 A+ Hardware | 3 |
| <input type="checkbox"/> CIT 112 Network + | 3 |
| <input type="checkbox"/> CS 135 Computer Science I | 3 |
| <input type="checkbox"/> CIT 180 Database Concepts & SQL (Pending Approval) | 3 |
| <input type="checkbox"/> CIT 201 Word Certification Preparation | 3 |
| <input type="checkbox"/> CIT 202 Excel Certification Preparation | 3 |
| <input type="checkbox"/> CIT 261 VBA Programming for Microsoft Office | 3 |

| Electives | Credits |
|---|---------|
| <input type="checkbox"/> Selection to be approved by CT Advisor | 6 |
| GIS 212, CIT 203 | |

SUGGESTED COURSE SEQUENCE***

AAS—Computer Technologies Information Specialist Emphasis

| | | | |
|----------------------------------|--|----------------|--------------------------|
| FALL—1st Semester | | Credits | ✓ |
| INT 100 | | 0.5 | <input type="checkbox"/> |
| GIS 109 or GRC 119 | | 3 | <input type="checkbox"/> |
| IS 201 | | 3 | <input type="checkbox"/> |
| CIT 202 | | 3 | <input type="checkbox"/> |
| ENG 101 | | 3 | <input type="checkbox"/> |
| MATH 126 | | 3 | <input type="checkbox"/> |
| TOTAL | | 15.5 | |
| SPRING—2nd Semester | | Credits | ✓ |
| CIT 201 | | 3 | <input type="checkbox"/> |
| COT 204 or CIT 211 | | 3 | <input type="checkbox"/> |
| CS 135 | | 3 | <input type="checkbox"/> |
| ENG 102 | | 3 | <input type="checkbox"/> |
| HUMANITIES* | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |
| FALL—3rd Semester | | Credits | ✓ |
| CIT 151 | | 3 | <input type="checkbox"/> |
| CIT 112 | | 3 | <input type="checkbox"/> |
| CIT 180 | | 3 | <input type="checkbox"/> |
| SCIENCE* | | 3 | <input type="checkbox"/> |
| ELECTIVE | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |
| SPRING—4th Semester | | Credits | ✓ |
| CIT 110 | | 3 | <input type="checkbox"/> |
| CIT 261 | | 3 | <input type="checkbox"/> |
| HUMAN RELATIONS* | | 3 | <input type="checkbox"/> |
| PSC 101 or HIST 101 and HIST 102 | | 3 | <input type="checkbox"/> |
| ELECTIVE | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |

*Select from page 55.
***See page 60.

Minimum Credits: 60.5

Computer Technologies

Associate of Applied Science—Network Specialist Emphasis

Student Learning Outcomes

Upon completion of the Associate of Applied Science (AAS) Degree with an emphasis in Networking, a successful student will have acquired the knowledge and technical skills needed to be employed and productive in the computer technology field in positions such as Network Administrator, Help Desk Technician, Technical and Network Support Technician, Network Security Technician, Computer Hardware Technician, Network Design Specialist, Computer Service Engineer, and Network Analyst.

Graduates of this degree program will have the knowledge and skills to:

- Create and maintain a computer network.
- Install and configure network services.
- Maintain availability of network resources to authorized users.

| General Education Requirements | Credits |
|---|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications | 6 |
| ENG 101 and ENG 102 (recommended) | |
| <input type="checkbox"/> Mathematics | 3 |
| MATH 126 or higher | |
| <input type="checkbox"/> Science | 3 |
| PHYS 100 (recommended) | |
| <input type="checkbox"/> Social Science (PSC 101) | 3 |
| <input type="checkbox"/> Human Relations | 3 |
| BUS 110 (recommended) | |
| <input type="checkbox"/> Humanities and Fine Arts | 3 |
| MUS 121 (recommended) | |
| <input type="checkbox"/> Technology | 3 |
| GIS 109 or GRC 119 | |

List of courses fulfilling general education requirements is on page 55.

| Core Courses | Credits |
|--|---------|
| <input type="checkbox"/> IS 201 Computer Applications | 3 |
| <input type="checkbox"/> CIT 151 Beginning Web Development, or | |
| <input type="checkbox"/> CS 135 Computer Science I | 3 |
| <input type="checkbox"/> CIT 211 Microsoft Networking I | 3-5 |

| Emphasis Courses | Credits |
|---|---------|
| <input type="checkbox"/> CIT 112 Network + | 3 |
| <input type="checkbox"/> CIT 212 Microsoft Networking II | 3-5 |
| <input type="checkbox"/> CIT 213 Microsoft Networking III | 3-5 |
| <input type="checkbox"/> CIT 214 Microsoft Networking IV | 3-5 |

| Electives | Credits |
|---|---------|
| Selection to be approved by CIT advisor | 9-12 |
| CIT 110, CIT 174, CIT 180, CIT 215, CIT 217 | |

SUGGESTED COURSE SEQUENCE***

AAS—Computer Technologies Network Specialist Emphasis

| | | | |
|----------------------------|--|----------------|-------------------------------------|
| FALL—1st Semester | | Credits | <input checked="" type="checkbox"/> |
| INT 100 | | 0.5 | <input type="checkbox"/> |
| CIT 112 | | 3 | <input type="checkbox"/> |
| CIT 211 | | 3 | <input type="checkbox"/> |
| CIT 212 | | 3 | <input type="checkbox"/> |
| ENG 101 | | 3 | <input type="checkbox"/> |
| MATH 126 | | 3 | <input type="checkbox"/> |
| TOTAL | | 15.5 | |
| SPRING—2nd Semester | | Credits | <input checked="" type="checkbox"/> |
| CIT 110 | | 3 | <input type="checkbox"/> |
| CIT 213 | | 3 | <input type="checkbox"/> |
| CIT 214 | | 3 | <input type="checkbox"/> |
| ENG 102 | | 3 | <input type="checkbox"/> |
| IS 201 | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |
| FALL—3rd Semester | | Credits | <input checked="" type="checkbox"/> |
| CIT 174 | | 3 | <input type="checkbox"/> |
| CIT 215 | | 5 | <input type="checkbox"/> |
| CIT 151 or CS 135 | | 3 | <input type="checkbox"/> |
| GIS 109 or GRC 119 | | 3 | <input type="checkbox"/> |
| PSC 101 | | 3 | <input type="checkbox"/> |
| TOTAL | | 17 | |
| SPRING—4th Semester | | Credits | <input checked="" type="checkbox"/> |
| BUS 110 | | 3 | <input type="checkbox"/> |
| CIT 215 | | 5 | <input type="checkbox"/> |
| MUS 121 | | 3 | <input type="checkbox"/> |
| PHYS 100 | | 3 | <input type="checkbox"/> |
| TOTAL | | 14 | |

*Select from page 55.

**Select with advisor.

Minimum Credits: 61.5

***See page 60.

Computer Technologies

Associate of Applied Science—Office Technology Emphasis

Student Learning Outcomes

Job Titles: Office Administrator, Bookkeeper, Receptionist, Data Entry Clerk, Transcriptionist, Secretary, Clerk, and Word Processor.

Graduates of this degree will have the knowledge and skills to:

- Use word processing, spreadsheets, and databases fluently.
- Use basic programming commands.

- Understand bookkeeping and accounting principles.
- Confidently run an office.
- Be fluent in current technology and computer software programs.

| General Education Requirements | Credits |
|---|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications | 6 |
| ENG 101 and ENG 102 (recommended) | |
| <input type="checkbox"/> Mathematics | 3 |
| MATH 116, MATH 120 or higher, or STAT 152 | |
| <input type="checkbox"/> Science | 3 |
| <input type="checkbox"/> Social Science (PSC 101) | 3 |
| <input type="checkbox"/> Human Relations | 3 |
| <input type="checkbox"/> Humanities and Fine Arts | 3 |
| <input type="checkbox"/> Technology | 3 |
| IS 101 | |

List of courses fulfilling general education requirements is on page 55.

| Core Courses | Credits |
|---|---------|
| <input type="checkbox"/> COT 204 Using Windows | 3 |
| <input type="checkbox"/> IS 201 Computer Applications | 3 |

| Emphasis Courses | Credits |
|---|---------|
| <input type="checkbox"/> ACC 201 Financial Accounting | 3 |
| <input type="checkbox"/> BUS 117 Business Calculations and Methods ... | 3 |
| <input type="checkbox"/> CIT 201 Word Certification Preparation | 3 |
| <input type="checkbox"/> CIT 202 Excel Certification Preparation | 3 |
| <input type="checkbox"/> CIT 203 Access Certification Preparation | 3 |
| <input type="checkbox"/> CIT 151 Beginning Web Development | 3 |
| <input type="checkbox"/> COT 102 Computer Keyboarding II | 3 |
| <input type="checkbox"/> COT 151 Introduction to Microsoft Word | 3 |
| <input type="checkbox"/> COT 240 Executive Office Procedures, or | |
| <input type="checkbox"/> COT 241 Medical Office Procedures | 3 |
| <input type="checkbox"/> GRC 103 Introduction to Computer Graphics | 3 |

SUGGESTED COURSE SEQUENCE***

AAS—Computer Technologies Office Technology

| FALL—1st Semester | Credits | |
|----------------------------------|-------------|-------------------------------------|
| INT 100 | 0.5 | <input checked="" type="checkbox"/> |
| COT 102 | 3 | <input type="checkbox"/> |
| COT 151 | 3 | <input type="checkbox"/> |
| COT 240 or COT 241 | 3 | <input type="checkbox"/> |
| IS 101 | 3 | <input type="checkbox"/> |
| IS 201 | 3 | <input type="checkbox"/> |
| TOTAL | 15.5 | |
| | | |
| SPRING—2nd Semester | Credits | |
| ACC 201 | 3 | <input checked="" type="checkbox"/> |
| CIT 201 | 3 | <input type="checkbox"/> |
| CIT 203 | 3 | <input type="checkbox"/> |
| ENG 107 or ENG 101 | 3 | <input type="checkbox"/> |
| HUMANITIES* | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |
| | | |
| FALL—3rd Semester | Credits | |
| BUS 117 | 3 | <input checked="" type="checkbox"/> |
| CIT 202 | 3 | <input type="checkbox"/> |
| CIT 151 | 3 | <input type="checkbox"/> |
| ENG 108 or ENG 102 | 3 | <input type="checkbox"/> |
| GRC 103 | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |
| | | |
| SPRING—4th Semester | Credits | |
| COT 204 | 3 | <input checked="" type="checkbox"/> |
| HUMAN RELATIONS* | 3 | <input type="checkbox"/> |
| MATH 116, or MATH 120, or higher | 3 | <input type="checkbox"/> |
| PSC 101 | 3 | <input type="checkbox"/> |
| SCIENCE* | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |

*Select from page 55.

**Select with advisor.

Minimum Credits: 60.5

***See page 60.

Computer Technologies

Certificate of Achievement—Office Technology Emphasis

Student Learning Outcomes

Job Titles: Office Administrator, Bookkeeper, Receptionist, Data Entry Clerk, Secretary, Clerk, and Word Processor.

- Confidently run an office.
- Be fluent in current technology and computer software programs.

Graduates of this degree will have the knowledge and skills to:

- Use word processing, spreadsheets, and databases fluently.
- Understand bookkeeping and accounting principles.

| Certificate of Achievement Requirements | Credits |
|---|---------|
| <input type="checkbox"/> ACC 201 Financial Accounting | 3 |
| <input type="checkbox"/> COT 151 Introduction to Microsoft Word | 3 |
| <input type="checkbox"/> COT 240 Executive Office Procedures, or | |
| <input type="checkbox"/> COT 241 Medical Office Procedures | 3 |
| <input type="checkbox"/> IS 101 Introduction to Information Systems . . . | 3 |
| <input type="checkbox"/> IS 201 Computer Applications | 3 |

| Additional Program Requirements (Choose two of the following) | Credits |
|--|---------|
| <input type="checkbox"/> ACC 220 Microcomputer Accounting Systems | 3 |
| <input type="checkbox"/> CIT 201 Word Certification Preparation | 3 |
| <input type="checkbox"/> CIT 202 Excel Certification Preparation | 3 |
| <input type="checkbox"/> CIT 203 Access Certification Preparation | 3 |
| <input type="checkbox"/> GRC 103 Introduction to Computer Graphics | 3 |

| Communication | |
|---|---|
| <input type="checkbox"/> ENG 101 Composition I | 3 |
| <input type="checkbox"/> COM 101 Oral Communication | 3 |

| Computation | |
|--|---|
| <input type="checkbox"/> BUS 117 Business Calculations and Methods . . . | 3 |

| Human Relations (Choose one of the following) | |
|---|---|
| BUS 110 Human Relations for Employment, or | |
| PSY 208 Psychology of Human Relations, or | |
| <input type="checkbox"/> MGT 283 Introduction to Human Resource Management | 3 |

SUGGESTED COURSE SEQUENCE** Certificate of Achievement—Computer Technologies Office Technology

| FALL—1st Semester | Credits | ✓ |
|---------------------|-------------|--------------------------|
| BUS 117 | 3 | <input type="checkbox"/> |
| INT 100 | 0.5 | <input type="checkbox"/> |
| ACC 201 | 3 | <input type="checkbox"/> |
| COT 151 | 3 | <input type="checkbox"/> |
| COT 240 or COT 241 | 3 | <input type="checkbox"/> |
| ENG 101 | 3 | <input type="checkbox"/> |
| PROGRAM REQUIREMENT | 3 | <input type="checkbox"/> |
| TOTAL | 18.5 | |
| | | |
| SPRING—2nd Semester | Credits | ✓ |
| COM 101 | 3 | <input type="checkbox"/> |
| HUMAN RELATIONS* | 3 | <input type="checkbox"/> |
| IS 101 | 3 | <input type="checkbox"/> |
| IS 201 | 3 | <input type="checkbox"/> |
| PROGRAM REQUIREMENT | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |

*Select from page 55.
**See page 60.

Minimum Credits: 33

Criminal Justice

Associate of Applied Science—Corrections Emphasis

Student Learning Outcomes

The purpose of GBC's Criminal Justice Program is to assist students in the understanding of the intersection of biography and history within social structures related to the criminal justice system, as well as how to be a reflective, proficient, and active agent within these systems.

Graduates of the AAS in Criminal Justice Corrections degree program will have the knowledge and skills to:

- Identify and analyze the major components of the American criminal justice system.
- Describe and analyze the legal framework within which the criminal justice system is embedded.
- Critically analyze factors involved in the relationships among justice system professionals, the clientele of the justice system, and the public.
- Describe and evaluate the historical factors affecting the structure of the criminal justice system.
- Understand supervision theories of rehabilitation and retribution and their application to offenders.
- Understand and apply state and federal law to corrections situations.

General Education Requirements Credits

- GBC Orientation 0.5
- English/Communications 6
ENG 101 and ENG 102 (recommended)
- Mathematics 3
MATH 116, MATH 120, or higher, or STAT 152
- Science 3
- Social Science 3-6
PSC 101, or HIST 101 and HIST 102
- Human Relations 3
PSY 208 or MGT 283 (recommended)
- Humanities and Fine Arts 3
- Technology 3
GIS 109, GRC 119, or IS 101

List of courses fulfilling general education requirements is on page 55.

Core Courses Credits

- CRJ 104 Introduction to Administration of Justice 3
- CRJ 164 Introduction to Criminal Investigation . . . 3
- CRJ 220 Criminal Procedures 3
- CRJ 230 Criminal Law 3
- CRJ 270 Introduction to Criminology 3

Emphasis Courses Credits

- CRJ 106 Introduction to Corrections 3
- CRJ 155 The Juvenile Justice System 3
- CRJ 215 Probation and Parole 3
- CRJ 226 Prevention and Control of Delinquency . 3
- Related Area Electives (select with advisor) 9

Any two of the following courses (if NOT used to satisfy other requirements for the AAS degree) may be used to satisfy six semester credit hours of area related electives for the

Corrections Emphasis: ANTH 102, BIOL 223, ANTH 205, INT 301, ECON 311, PHIL 311, PSY 101, PSY 441, PSY 460, SOC 101, SOC 205, (or higher), SPAN 112 (or higher)

SUGGESTED COURSE SEQUENCE*** AAS—Criminal Justice, Corrections Emphasis

| FALL—1st Semester | Credits | ✓ |
|----------------------------------|------------------|--------------------------|
| INT 100 | 0.5 | <input type="checkbox"/> |
| SCIENCE* | 3-4 | <input type="checkbox"/> |
| CRJ 104 | 3 | <input type="checkbox"/> |
| CRJ 164 | 3 | <input type="checkbox"/> |
| ENG 101 | 3 | <input type="checkbox"/> |
| MATH 116, or MATH 120, or higher | 3 | <input type="checkbox"/> |
| TOTAL | 15.5-16.5 | |

| SPRING—2nd Semester | Credits | ✓ |
|---------------------|-----------|--------------------------|
| CRJ 106 | 3 | <input type="checkbox"/> |
| CRJ 155 | 3 | <input type="checkbox"/> |
| ENG 102 | 3 | <input type="checkbox"/> |
| TECHNOLOGY* | 3 | <input type="checkbox"/> |
| ELECTIVE** | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |

| FALL—3rd Semester | Credits | ✓ |
|--------------------|-----------|--------------------------|
| CRJ 215 | 3 | <input type="checkbox"/> |
| CRJ 226 | 3 | <input type="checkbox"/> |
| CRJ 230 | 3 | <input type="checkbox"/> |
| PSY 208 or MGT 283 | 3 | <input type="checkbox"/> |
| ELECTIVE** | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |

| SPRING—4th Semester | Credits | ✓ |
|---------------------|-----------|--------------------------|
| CRJ 220 | 3 | <input type="checkbox"/> |
| CRJ 270 | 3 | <input type="checkbox"/> |
| HUMANITIES* | 3 | <input type="checkbox"/> |
| PSC 101 | 3 | <input type="checkbox"/> |
| ELECTIVE** | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |

*Select from page 55. **Select with advisor. **Minimum Credits: 60.5**
***See page 59.

Criminal Justice

Associate of Applied Science—Law Enforcement Emphasis

Student Learning Outcomes

The purpose of GBC's Criminal Justice Program is to assist students in the understanding of the intersection of biography and history within social structures related to the criminal justice system, as well as how to be a reflective, proficient, and active agent within these systems.

Graduates of the AAS in Criminal Justice Law Enforcement degree program will have the knowledge and skills to:

- Critically analyze factors involved in the causation of crime.
- Describe and demonstrate proficiency in basic investigative techniques.

- Understand the application of state and federal law to law enforcement situations.
- Describe the application of state proficiency in basic policing skills.
- Identify and analyze the major components of the American criminal justice system.
- Analyze the relationships between biology, the physical environment, and anti-social human behavior.
- Critically analyze factors involved in the relationships among justice system professionals, the clientele of the justice system, and the public.

| General Education Requirements | Credits |
|---|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications | 6 |
| ENG 101 and ENG 102 (recommended) | |
| <input type="checkbox"/> Mathematics | 3 |
| MATH 116, MATH 120, or higher, or STAT 152 | |
| <input type="checkbox"/> Science | 3 |
| <input type="checkbox"/> Social Science | 3-6 |
| PSC 101, or HIST 101 and HIST 102 | |
| <input type="checkbox"/> Human Relations | 3 |
| PSY 208 or MGT 283 (recommended) | |
| <input type="checkbox"/> Humanities and Fine Arts | 3 |
| <input type="checkbox"/> Technology | 3 |
| GIS 109, GRC 119, or IS 101 | |

List of courses fulfilling general education requirements is on page 55.

| Core Courses | Credits |
|--|---------|
| <input type="checkbox"/> CRJ 104 Introduction to Administration of Justice | 3 |
| <input type="checkbox"/> CRJ 164 Introduction to Criminal Investigation . . . | 3 |
| <input type="checkbox"/> CRJ 220 Criminal Procedures | 3 |
| <input type="checkbox"/> CRJ 230 Criminal Law | 3 |
| <input type="checkbox"/> CRJ 270 Introduction to Criminology | 3 |

| Emphasis Courses | Credits |
|---|---------|
| <input type="checkbox"/> CRJ 120 Community Relations | 3 |
| <input type="checkbox"/> CRJ 211 Police in America | 3 |
| <input type="checkbox"/> CRJ 214 Principles of Police Patrol Techniques . . | 3 |
| <input type="checkbox"/> CRJ 265 Introduction to Physical Evidence | 3 |
| <input type="checkbox"/> Related Area Electives (select with advisor) | 9 |

Any two of the following courses (if NOT used to satisfy other requirements for the AAS degree) may be used to satisfy six semester credit hours of area related electives for the Law Enforcement Emphasis: ANTH 102, BIOL 223, ANTH 205, INT 301, ECON 311, PHIL 311, PSY 101, PSY 441, SOC 101, SOC 205, SPAN 112 (or higher)

SUGGESTED COURSE SEQUENCE*** AAS—Criminal Justice, Law Enforcement Emphasis

| FALL—1st Semester | Credits | |
|--------------------------------|------------------|-------------------------------------|
| INT 100 | 0.5 | <input checked="" type="checkbox"/> |
| CRJ 104 | 3 | <input type="checkbox"/> |
| CRJ 164 | 3 | <input type="checkbox"/> |
| ENG 101 | 3 | <input type="checkbox"/> |
| MATH 116 or MATH 120 or higher | 3 | <input type="checkbox"/> |
| SCIENCE* | 3-4 | <input type="checkbox"/> |
| TOTAL | 15.5-16.5 | |

| SPRING—2nd Semester | Credits | |
|---------------------|-----------|-------------------------------------|
| CRJ 120 | 3 | <input checked="" type="checkbox"/> |
| CRJ 220 | 3 | <input type="checkbox"/> |
| ENG 102 | 3 | <input type="checkbox"/> |
| TECHNOLOGY* | 3 | <input type="checkbox"/> |
| ELECTIVE** | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |

| FALL—3rd Semester | Credits | |
|--------------------|-----------|-------------------------------------|
| CRJ 211 | 3 | <input checked="" type="checkbox"/> |
| CRJ 214 | 3 | <input type="checkbox"/> |
| CRJ 230 | 3 | <input type="checkbox"/> |
| PSY 208 or MGT 283 | 3 | <input type="checkbox"/> |
| ELECTIVE** | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |

| SPRING—4th Semester | Credits | |
|---------------------|-----------|-------------------------------------|
| CRJ 265 | 3 | <input checked="" type="checkbox"/> |
| CRJ 270 | 3 | <input type="checkbox"/> |
| HUMANITIES* | 3 | <input type="checkbox"/> |
| PSC 101 | 3 | <input type="checkbox"/> |
| ELECTIVE** | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |

*Select from page 55. **Select with advisor. **Minimum Credits: 60.5**
***See page 59.

Diesel Technology

Associate of Applied Science

Student Learning Outcomes

Diesel Technology is a complex field and demands highly skilled technicians. Completion of the program prepares students with specialized training in the repairing, maintaining, troubleshooting, reconditioning, and rebuilding of diesel vehicles and equipment. GBC's program includes extensive classroom lecture and laboratory training on state-of-the-art equipment, as well as training in customer service and report writing.

Graduates of the AAS in Diesel Technology Program will have the knowledge and skills to:

- Analyze and solve problems related to heavy equipment operation.
- Identify diesel engine design and maintain, repair, and troubleshoot them.
- Demonstrate proper use of tools related to the repair and maintenance of heavy equipment.
- Identify, repair, and maintain mobile equipment with hydraulic systems.

Formal admission to this program is required. Refer to page 59 for an outline of admission standards.

| General Education Requirements | Credits |
|--|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications | 6 |
| <input type="checkbox"/> Mathematics | 3 |
| MATH 116, MATH 120, or higher, or STAT 152 | |
| <input type="checkbox"/> Science (PHYS 107 recommended) | 3 |
| <input type="checkbox"/> Social Science (PSC 101) | 3 |
| <input type="checkbox"/> Human Relations (BUS 110 recommended) | 3 |
| <input type="checkbox"/> Humanities and Fine Arts | 3 |
| (ART 107 or MUS 125 recommended) | |
| <input type="checkbox"/> Technology | 3 |
| DT 101, WELD 211, or WELD 221 | |

List of courses fulfilling general education requirements is on page 55.

| Emphasis Courses | Credits |
|---|---------|
| <input type="checkbox"/> DT 100 Shop Practices | 2 |
| <input type="checkbox"/> DT 101 Basic Diesel Engines | 4 |
| <input type="checkbox"/> DT 102 Basic Vehicle Electronics | 8 |
| <input type="checkbox"/> DT 105 Mobile Air Conditioning | 2 |
| <input type="checkbox"/> DT 106 Heavy Duty Transmission and Power Train | 5.5 |
| <input type="checkbox"/> DT 201 Diesel Brakes and Pneumatics | 2.5 |
| <input type="checkbox"/> DT 210 Advanced Diesel Engines | 2.5 |
| <input type="checkbox"/> DT 215 Electronic Diesel Engines | 8 |
| <input type="checkbox"/> IT 208 Fluid Power | 8 |
| <input type="checkbox"/> WELD 211 Welding I | 3 |
| <input type="checkbox"/> WELD 221 Welding II | 3 |

SUGGESTED COURSE SEQUENCE*** AAS—Diesel Technology

| FALL—1st Semester | Credits | ✓ |
|---------------------|-------------|--------------------------|
| INT 100 | 0.5 | <input type="checkbox"/> |
| DT 100 | 2 | <input type="checkbox"/> |
| DT 101 | 4 | <input type="checkbox"/> |
| DT 102 | 8 | <input type="checkbox"/> |
| DT 215 | 8 | <input type="checkbox"/> |
| ENGLISH* | 3 | <input type="checkbox"/> |
| MATH 116 or higher | 3 | <input type="checkbox"/> |
| PSC 101 | 3 | <input type="checkbox"/> |
| WELD 211 | 3 | <input type="checkbox"/> |
| HUMAN RELATIONS* | 3 | <input type="checkbox"/> |
| HUMANITIES* | 3 | <input type="checkbox"/> |
| TOTAL | 40.5 | |
| | | |
| SPRING—2nd Semester | Credits | ✓ |
| DT 105 | 2 | <input type="checkbox"/> |
| DT 106 | 5.5 | <input type="checkbox"/> |
| DT 201 | 2.5 | <input type="checkbox"/> |
| DT 210 | 2.5 | <input type="checkbox"/> |
| ENGLISH* | 3 | <input type="checkbox"/> |
| IT 208 | 8 | <input type="checkbox"/> |
| SCIENCE* | 3 | <input type="checkbox"/> |
| WELD 221 | 3 | <input type="checkbox"/> |
| TOTAL | 29.5 | |

*Select from page 55. **Select with advisor. **Minimum Credits: 70**
***See page 60.

This program follows a 48-week, non-traditional schedule. Classes are scheduled from August, 2013 through June, 2014

Diesel Technology

Certificate of Achievement Program

Student Learning Outcomes

The Diesel Technology Certificate of Achievement Program is designed for the student who desires a highly technical and challenging field.

Because of the intensity of the program, students will be very close to AAS degree completion and are encouraged to pursue the degree.

Graduates of the Diesel Technology certificate program will have the knowledge and skills to:

- Analyze and solve problems related to heavy equipment operation.
- Identify diesel engine design and maintain, repair, and troubleshoot them.
- Demonstrate proper use of tools related to the repair and maintenance of heavy equipment.
- Identify, repair, and maintain mobile equipment with hydraulic systems.

Formal admission to this program is required. Refer to page 59 for an outline of admission standards.

| Certificate of Achievement Requirements | | | Credits |
|--|----------|--|----------------|
| <input type="checkbox"/> | INT 100 | Orientation | 0.5 |
| <input type="checkbox"/> | DT 100 | Shop Practices | 2 |
| <input type="checkbox"/> | DT 101 | Basic Diesel Engines | 4 |
| <input type="checkbox"/> | DT 102 | Basic Vehicle Electronics | 8 |
| <input type="checkbox"/> | DT 105 | Mobile Air Conditioning | 2 |
| <input type="checkbox"/> | DT 106 | Heavy Equipment Transmission and Power Train | 5.5 |
| <input type="checkbox"/> | DT 201 | Diesel Brakes and Pneumatics | 2.5 |
| <input type="checkbox"/> | DT 210 | Advanced Diesel Engines | 2.5 |
| <input type="checkbox"/> | DT 215 | Electronic Diesel Engines | 8 |
| <input type="checkbox"/> | IT 208 | Fluid Power | 8 |
| <input type="checkbox"/> | WELD 211 | Welding I | 3 |
| <input type="checkbox"/> | WELD 221 | Welding II | 3 |

Communications

- English-Communications. Determined by placement testing 3
 ENG 103, ENG 107, or ENG 101.

Computation

- Any course with a MATH prefix 3

Human Relations

Choose one of the following:

- BUS 110 Human Relations for Employment,
 PSY 208 Psychology of Human Relations, or
 MGT 283 Introduction to Human Resource Management 1-3

SUGGESTED COURSE SEQUENCE*** Certificate of Achievement —Diesel Technology

| FALL—1st Semester | Credits | ✓ |
|----------------------------|------------------|--------------------------|
| INT 100 | 0.5 | <input type="checkbox"/> |
| DT 100 | 2 | <input type="checkbox"/> |
| DT 101 | 4 | <input type="checkbox"/> |
| DT 102 | 8 | <input type="checkbox"/> |
| DT 215 | 8 | <input type="checkbox"/> |
| WELD 211 | 3 | <input type="checkbox"/> |
| COMPUTATION** | 3 | <input type="checkbox"/> |
| ENGLISH* | 3 | <input type="checkbox"/> |
| HUMAN RELATIONS* | 1-3 | <input type="checkbox"/> |
| TOTAL | 32.5-34.5 | |
| | | |
| SPRING—2nd Semester | Credits | ✓ |
| DT 105 | 2 | <input type="checkbox"/> |
| DT 106 | 5.5 | <input type="checkbox"/> |
| DT 201 | 2.5 | <input type="checkbox"/> |
| DT 210 | 2.5 | <input type="checkbox"/> |
| IT 208 | 8 | <input type="checkbox"/> |
| WELD 221 | 3 | <input type="checkbox"/> |
| TOTAL | 23.5 | |

*Select from page 55. **Select with advisor. **Minimum Credits: 56**
 ***See page 60.

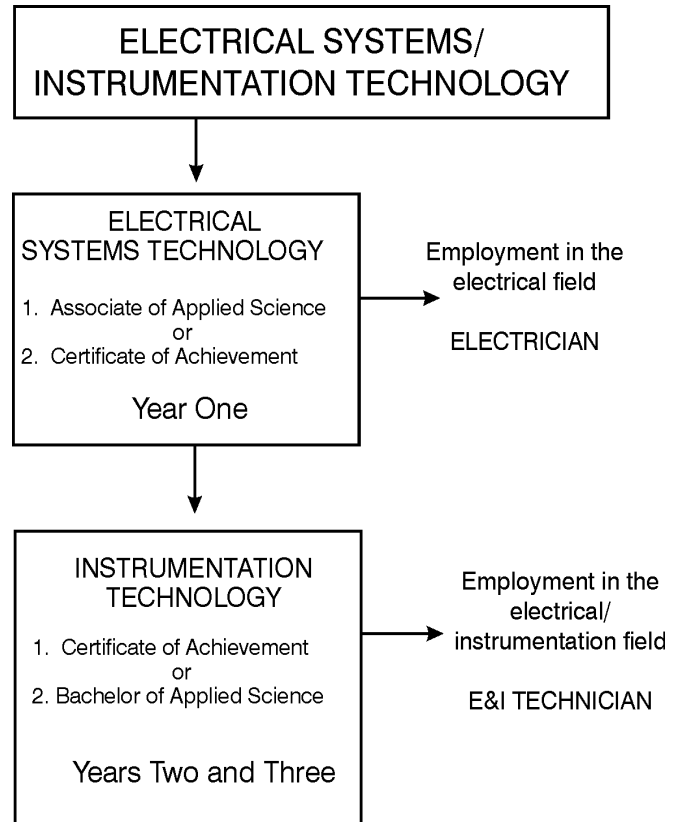
Electrical Systems/Instrumentation Technology Programs

Great Basin College has programs that specialize in training students for entry-level employment in Electrical Systems and Instrumentation fields. Each program by itself meets important industry demands. However, the unique combination—E&I, Electrical and Instrumentation Technology—provides entry into one of the most promising and least crowded fields in technology today.

Preparation of learning outcomes in our department include a thorough study of industry requirements for the trade (particularly with ISA, Instrumentation Systems and Process Automation). This organization is the default standard in instrumentation for the country and most of the industrialized world. Additionally, we listened to our advisory board, including members of local industries, mines, and government agencies. Proposed learning outcomes were reviewed and modified by this group to adapt more closely to their requirements.

Note: Entry into the Instrumentation program requires an Associate of Applied Science Degree or Certificate in Electrical Systems Technology (or equivalency in a related field, based upon department approval). If students enter the program with appropriate technical skills but lack an official Associate of Applied Science or Certificate of Achievement from an accredited institution, they must complete one course in each of the following areas:

1. MATH 116
2. BUS 110 or PSY 208 or MGT 283
3. ENG 101, ENG 107, or ENG 108
determined by placement testing



Electrical Systems Technology

Associate of Applied Science

Student Learning Outcomes

This program prepares graduates to work in diverse industries including mining, manufacturing, power plants, power distribution, construction, sales, machine control, water resource management, and gaming.

Graduates of the Electrical Systems Technology AAS Degree Program will have the knowledge and skills to:

- Analyze and interpret graphical information found on schematics, blueprints, and diagrams.
- Identify, use, and maintain motor and computer-based control systems.
- Have a firm understanding of theories that apply to the electrical trade.
- Interpret and apply the National Electrical Code to electrical installations.
- Demonstrate the proper use of tools used in the electrical field and industry.
- Design, construct, and troubleshoot various electrical systems used in commercial and industrial settings.

Formal admission to this program is required. Refer to page 59 for an outline of admission standards.

| General Education Requirements | Credits |
|--|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications | 6 |
| <input type="checkbox"/> Mathematics | 3 |
| MATH 116, MATH 120 or higher, or STAT 152 | |
| <input type="checkbox"/> Science (PHYS 107 recommended) | 3 |
| <input type="checkbox"/> Social Science (PSC 101) | 3 |
| <input type="checkbox"/> Human Relations (BUS 110 recommended) | 3 |
| <input type="checkbox"/> Humanities and Fine Arts | 3 |
| (ART 107 or MUS 125 recommended) | |
| <input type="checkbox"/> Technology (ELM 120) | 3 |

List of courses fulfilling general education requirements is on page 55.

| Emphasis Courses | Credits |
|--|---------|
| <input type="checkbox"/> ELM 112 Electrical Theory, DC | 3.5 |
| <input type="checkbox"/> ELM 120 Low Voltage Systems | 3 |
| <input type="checkbox"/> ELM 121 Circuit Design | 2 |
| <input type="checkbox"/> ELM 122 AC Theory | 4 |
| <input type="checkbox"/> ELM 123 Solid State | 2 |
| <input type="checkbox"/> ELM 124 DC Generators, Motors, and Controls | 2 |
| <input type="checkbox"/> ELM 125 AC Motors and Alternators | 2 |
| <input type="checkbox"/> ELM 126 Motor Maintenance | 2 |
| <input type="checkbox"/> ELM 127 Introduction to AC Controls | 2.5 |
| <input type="checkbox"/> ELM 128 Transformers and Industrial Lighting | 4 |
| <input type="checkbox"/> ELM 131 National Electric Code | 2.5 |
| <input type="checkbox"/> ELM 132 Digital Concepts | 2 |
| <input type="checkbox"/> ELM 133 Advanced AC Controls | 4 |
| <input type="checkbox"/> ELM 134 Introduction to Programmable Logic Controller's | 2.5 |
| <input type="checkbox"/> ELM 135 National Electric Code 430 | 1 |

| | |
|---|-----|
| <input type="checkbox"/> ELM 136 Programmable Controller's Applications | 2.5 |
| <input type="checkbox"/> ELM 141 Blueprint Reading | 2 |
| <input type="checkbox"/> ELM 142 Raceways | 2.5 |
| <input type="checkbox"/> ELM 143 Wiring Techniques | 3 |

SUGGESTED COURSE SEQUENCE*** AAS—Electrical Systems Technology

| FALL—1st Semester | Credits | |
|---------------------|-------------|-------------------------------------|
| INT 100 | .5 | <input checked="" type="checkbox"/> |
| ELM 112 | 3.5 | <input type="checkbox"/> |
| ELM 121 | 2 | <input type="checkbox"/> |
| ELM 122 | 4 | <input type="checkbox"/> |
| ELM 142 | 2.5 | <input type="checkbox"/> |
| ELM 120 | 3 | <input type="checkbox"/> |
| ELM 123 | 2 | <input type="checkbox"/> |
| ELM 128 | 4 | <input type="checkbox"/> |
| ELM 141 | 2 | <input type="checkbox"/> |
| ENGLISH** | 3 | <input type="checkbox"/> |
| PSC 101 | 3 | <input type="checkbox"/> |
| HUMAN RELATIONS* | 3 | <input type="checkbox"/> |
| HUMANITIES* | 3 | <input type="checkbox"/> |
| MATH 116 or higher | 3 | <input type="checkbox"/> |
| TOTAL | 38.5 | |
| SPRING—2nd Semester | Credits | |
| ELM 131 | 2.5 | <input checked="" type="checkbox"/> |
| ELM 127 | 2.5 | <input type="checkbox"/> |
| ELM 124 | 2 | <input type="checkbox"/> |
| ELM 133 | 4 | <input type="checkbox"/> |
| ELM 125 | 2 | <input type="checkbox"/> |
| ELM 132 | 2 | <input type="checkbox"/> |
| ELM 135 | 1 | <input type="checkbox"/> |
| ELM 134 | 2.5 | <input type="checkbox"/> |
| ELM 136 | 2.5 | <input type="checkbox"/> |
| ELM 143 | 3 | <input type="checkbox"/> |
| ELM 126 | 2 | <input type="checkbox"/> |
| ENGLISH** | 3 | <input type="checkbox"/> |
| SCIENCE** | 3 | <input type="checkbox"/> |
| TOTAL | 32 | |

*Select from page 55.

**Select with advisor.

Minimum Credits: 70.5

***See page 59.

This program follows a 48-week, non-traditional schedule. Classes are scheduled from August, 2013 through June 2014.

Electrical Systems Technology

Certificate of Achievement

Student Learning Outcomes

The Electrical Systems Technology Certificate of Achievement Program is designed for students who desire employment in electrical work and the opportunity to develop their electrical skills through on-the-job training. Electrical courses are on a non-traditional schedule. Because of the intensity of the program, students will be very close to AAS degree completion and are encouraged to pursue the degree.

This program prepares students to work in diverse industries including mining, manufacturing, power plants, power distribution, construction, sales, machine control, water resource management, and gaming. Graduates of the Electrical Systems Technology Certificate program will have the knowledge to:

- Analyze and interpret graphical information found on schematics, blueprints, and diagrams.
- Identify, use, and maintain motor and computer-based control systems.
- Have a firm understanding of theories that apply to the electrical trade.
- Interpret and properly apply the National Electrical Code to electrical installations.
- Demonstrate the proper use of tools used in the electrical field/industry.
- Design, construct, and troubleshoot various electrical systems used in commercial and industrial settings.

Formal admission to this program is required. Refer to page 59 for an outline of admission standards.

| Certificate of Achievement Requirements | | | Credits |
|--|---------|---|----------------|
| <input type="checkbox"/> | ELM 112 | Electrical Theory, DC | 3.5 |
| <input type="checkbox"/> | ELM 120 | Low Voltage Systems | 3 |
| <input type="checkbox"/> | ELM 121 | Circuit Design | 2 |
| <input type="checkbox"/> | ELM 122 | AC Theory | 4 |
| <input type="checkbox"/> | ELM 123 | Solid State | 2 |
| <input type="checkbox"/> | ELM 124 | DC Generators, Motors, and Controls | 2 |
| <input type="checkbox"/> | ELM 125 | AC Motors and Alternators | 2 |
| <input type="checkbox"/> | ELM 126 | Motor Maintenance | 2 |
| <input type="checkbox"/> | ELM 127 | Introduction to AC Controls | 2.5 |
| <input type="checkbox"/> | ELM 128 | Transformers and Industrial Lighting | 4 |
| <input type="checkbox"/> | ELM 131 | National Electric Code | 2.5 |
| <input type="checkbox"/> | ELM 132 | Digital Concepts | 2 |
| <input type="checkbox"/> | ELM 133 | Advanced AC Controls | 4 |
| <input type="checkbox"/> | ELM 134 | Introduction to Programmable Logic Controller's | 2.5 |
| <input type="checkbox"/> | ELM 135 | National Electric Code 430 | 1 |
| <input type="checkbox"/> | ELM 136 | Programmable Controller's Applications | 2.5 |
| <input type="checkbox"/> | ELM 141 | Blueprint Reading | 2 |
| <input type="checkbox"/> | ELM 142 | Raceways | 2.5 |
| <input type="checkbox"/> | ELM 143 | Wiring Techniques | 3 |
| <input type="checkbox"/> | INT 100 | GBC Orientation | 0.5 |

Communications

- English-Communications. 3
 Determined by placement testing.
 ENG 103, ENG 107, or ENG 101.

Computation

- Any course with a MATH prefix 3

Human Relations

Choose one of the following:

- | | | | |
|--------------------------|---------|---|-----|
| <input type="checkbox"/> | BUS 110 | Human Relations for Employment, or | |
| <input type="checkbox"/> | PSY 208 | Psychology for Human Relations, or | |
| <input type="checkbox"/> | MGT 283 | Introduction to Human Resource Management | 1-3 |

SUGGESTED COURSE SEQUENCE*** Certificate of Achievement Electrical Systems Technology

| FALL—1st Semester | | Credits | ✓ |
|----------------------------|--|----------------|--------------------------|
| INT 100 | | 0.5 | <input type="checkbox"/> |
| ELM 112 | | 3.5 | <input type="checkbox"/> |
| ELM 120 | | 3 | <input type="checkbox"/> |
| ELM 121 | | 2 | <input type="checkbox"/> |
| ELM 122 | | 4 | <input type="checkbox"/> |
| ELM 142 | | 2.5 | <input type="checkbox"/> |
| ELM 123 | | 2 | <input type="checkbox"/> |
| ELM 128 | | 4 | <input type="checkbox"/> |
| ELM 141 | | 2 | <input type="checkbox"/> |
| ENGLISH** | | 3 | <input type="checkbox"/> |
| COMPUTATION** | | 3 | <input type="checkbox"/> |
| TOTAL | | 29.5 | |
| | | | |
| SPRING—2nd Semester | | Credits | ✓ |
| ELM 124 | | 2 | <input type="checkbox"/> |
| ELM 125 | | 2 | <input type="checkbox"/> |
| ELM 126 | | 2 | <input type="checkbox"/> |
| ELM 127 | | 2.5 | <input type="checkbox"/> |
| ELM 131 | | 2.5 | <input type="checkbox"/> |
| ELM 132 | | 2 | <input type="checkbox"/> |
| ELM 133 | | 4 | <input type="checkbox"/> |
| ELM 134 | | 2.5 | <input type="checkbox"/> |
| ELM 135 | | 1 | <input type="checkbox"/> |
| ELM 136 | | 2.5 | <input type="checkbox"/> |
| ELM 143 | | 3 | <input type="checkbox"/> |
| HUMAN RELATIONS** | | 1-3 | <input type="checkbox"/> |
| TOTAL | | 27-29 | |

*Select from page 55. **Select with advisor. **Minimum Credits: 56.5**
 ***See page 60.

Instrumentation Technology

Certificate of Achievement

Student Learning Outcomes

The knowledge and skills taught in the Instrumentation Technology Certificate of Achievement Program were developed through a study of industry requirements for the trade, particularly with the association, Instrumentation Systems and Process Automation. Additional input was given by the advisory board, and members of local industries, mines, and government agencies.

Graduates of the Instrumentation Certificate Program will have the knowledge and skills to:

- Understand the role of measurement and control in industrial processes.
- Interpret measurement and control terminology.

- Compare the methods of devices used in temperature, pressure, level, flow, and analytical measurement.
- Understand the operation and components of a feedback control loop.
- Apply ISA standards to interpret symbols and documentation.
- Connect, calibrate, and operate various measurement and testing devices.
- Interpret manufacturer's instructions to correctly install and maintain pneumatic instruments.
- Build and tune a feedback control loop and apply the concepts of PID control.
- Calibrate and align pressure and temperature transmitters, calculating span and range values for various applications.

Formal admission to this program is required. Refer to page 59 for an outline of admission standards. The following one-year program leads to a certificate in Instrumentation Technology.

Prerequisite: AAS or Certification in Electrical Systems Technology (or equivalency, based upon instructor approval). If students enter the program with appropriate technical skills but lack an official AAS or CA from an accredited institution, they will be required to complete one course in each of the following three areas:

1. MATH 116
2. BUS 110 or PSY 208 or MGT 283
3. ENG 101, ENG 107, ENG 108, or COM 101, determined by placement testing.

Non-traditional credit or credit by examination may be possible. See an advisor for more information.

| Certificate of Achievement Requirements | Credits |
|---|---------|
| BUS 102 Introduction to Entrepreneurship, or | |
| <input type="checkbox"/> MGT 103 Introduction to Small Business Management | 3 |
| <input type="checkbox"/> EIT 233 Introduction to Instrumentation | 4 |
| <input type="checkbox"/> EIT 240 Advanced Topics in Instrumentation | 2 |
| <input type="checkbox"/> EIT 315 Pressure, Level, Flow Measurement | 4 |
| <input type="checkbox"/> EIT 323 Installation and Configuration | 3 |
| <input type="checkbox"/> EIT 333 Process (Piping) and Instrument Diagrams (P&IDs) | 2 |
| <input type="checkbox"/> EIT 336 Control Valves and Regulators | 4 |
| <input type="checkbox"/> EIT 348 Temperature Measurement and Control | 3 |
| <input type="checkbox"/> EIT 368 Measurement Systems Analysis | 2 |
| <input type="checkbox"/> EIT 437 Computer Analog Control | 3 |
| <input type="checkbox"/> EIT 468 Advanced Control Systems | 3 |

Communications

- English-Communications. 3
Determined by placement testing.
ENG 107, ENG 108, or ENG 101, or COM 101.

Computation

- MATH 116, MATH 120, or higher, or STAT 152 3

Human Relations

- Choose one of the following:
- | | | |
|----------------------------------|---|-----|
| <input type="checkbox"/> BUS 110 | Human Relations for Employment, | |
| <input type="checkbox"/> PSY 208 | Psychology for Human Relations, or | |
| <input type="checkbox"/> MGT 283 | Introduction to Human Resource Management | 1-3 |

SUGGESTED COURSE SEQUENCE***

Certificate of Achievement Instrumentation Technology

| FALL—1st Semester | Credits | ✓ |
|---------------------|--------------|--------------------------|
| EIT 233 | 4 | <input type="checkbox"/> |
| EIT 315 | 4 | <input type="checkbox"/> |
| EIT 323 | 3 | <input type="checkbox"/> |
| EIT 333 | 2 | <input type="checkbox"/> |
| EIT 368 | 2 | <input type="checkbox"/> |
| ENGLISH** | 3 | <input type="checkbox"/> |
| COMPUTATION** | 3 | <input type="checkbox"/> |
| TOTAL | 15-21 | |
| | | |
| SPRING—2nd Semester | Credits | ✓ |
| EIT 240 | 2 | <input type="checkbox"/> |
| EIT 336 | 4 | <input type="checkbox"/> |
| EIT 348 | 3 | <input type="checkbox"/> |
| EIT 437 | 3 | <input type="checkbox"/> |
| EIT 468 | 3 | <input type="checkbox"/> |
| BUS 102 or MGT 103 | 3 | <input type="checkbox"/> |
| HUMAN RELATIONS* | 1-3 | <input type="checkbox"/> |
| TOTAL | 19-21 | |

*Select from page 55. **Select with advisor. **Minimum Credits: 34-42**
***See page 60.

Human Services

Associate of Applied Science

Student Learning Outcomes

The Human Services AAS degree and certificate of achievement programs share a common core, so that students may easily complete course requirements for certificate and degree pathways. Human services programs offer a generalist overview of human services work, an opportunity for personal enrichment, and practical opportunities for human relationship skills development. The substance abuse counselor training certificate program contains academic coursework in specific counseling and communication skills necessary for students preparing for work in the education, prevention, and treatment of addictions.

The human services programs are designed to prepare students for employment in social service agencies, mental health centers, correctional institutions, substance abuse treatment facilities, community health education organizations, and other work settings where effective, client interactions are essential.

The Human Services AAS degree program courses offer opportunities for the practical application of learning through job shadowing, and intensive community field experiences within human services organizations.

Coursework may be used as electives, or for continuing education by students or professionals in areas such as education, social work, substance abuse treatment, counseling, nursing, radiology, emergency medical care, and business.

Entry-level courses have no prerequisites. Students may begin at any time by registering for classes. Students must successfully complete an application process and the practicum course prerequisite requirements in order to register for the human services practicum courses. Academic advising prior to starting any course of study is highly encouraged. Most coursework may be completed online, through interactive video, and/or by independent study on a case-by-case basis.

Upon successful completion of the Human Services AAS degree program students will:

- Perform client-centered, social services assessments and interventions.
- Provide client services which reflect cultural competence, respect for social diversity, and the application of the principles of the Human Services Code of Ethics.
- Demonstrate leadership, collaborative, and problem-solving skills.
- Apply the principals of human services based on knowledge of human development and functioning throughout the lifespan.
- Identify current trends, topics, and issues in human services professions.
- Engage in personal reflection as related to human services skills, professional effectiveness, and stress management.

Human Services

Associate of Applied Science

| General Education Requirements | Credits |
|--|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications | 6 |
| ENG 101 and ENG 102, or ENG 107 and ENG 108** | |
| <input type="checkbox"/> Mathematics | 3 |
| MATH 116, MATH 120 or higher** | |
| <input type="checkbox"/> Science | 3 |
| BIOL 100 (recommended) | |
| <input type="checkbox"/> Social Science | 3-6 |
| PSC 101 or HIST 101 and HIST 102 | |
| <input type="checkbox"/> Human Relations | 3 |
| HMS 200 | |
| <input type="checkbox"/> Humanities and Fine Arts | 3 |
| <input type="checkbox"/> Technology (IS 101 recommended) | 3 |

**ENG 102 and MATH 120 are recommended, as they are required for the social work, nursing, radiology, and other degree programs. Credit for prior coursework at other institutions may be considered per GBC policy and guidelines.

List of courses fulfilling general education requirements is on page 55.

| Emphasis Courses | Credits |
|---|---------|
| <input type="checkbox"/> HMS 101 Introduction to Human Services | 3 |
| <input type="checkbox"/> HMS 102 Introduction to Counseling | 3 |
| <input type="checkbox"/> HMS 106 Human Services Practicum I | 5 |
| <input type="checkbox"/> HMS 206 Human Services Practicum II | 5 |
| <input type="checkbox"/> HMS 200 Ethics in Human Service | 3 |
| <input type="checkbox"/> HMS 107 Small Group Interaction Techniques ... | 3 |
| <input type="checkbox"/> HMS 250 Human Services Seminar | 3 |

| Additional Program Requirements | Credits |
|---|---------|
| <input type="checkbox"/> CPD 116 Substance Abuse: Fundamental Facts and Insights | 3 |
| <input type="checkbox"/> HDFS 201 Lifespan Human Development | 3 |
| <input type="checkbox"/> PSY 101 General Psychology | 3 |
| <input type="checkbox"/> PSY 208 Psychology of Human Relations | 3 |
| <input type="checkbox"/> SOC 101 Principles of Sociology | 3 |

SUGGESTED COURSE SEQUENCE*** AAS—Human Services

| | | | |
|----------------------------|-----------------------------|----------------|--------------------------|
| FALL—1st Semester | | Credits | ✓ |
| INT | 100 | 0.5 | <input type="checkbox"/> |
| CPD | 116 | 3 | <input type="checkbox"/> |
| ENG | 101 or ENG 107* | 3 | <input type="checkbox"/> |
| MATH | 116 or MATH 120 or higher** | 3 | <input type="checkbox"/> |
| HMS | 101 | 3 | <input type="checkbox"/> |
| HMS | 102 | 3 | <input type="checkbox"/> |
| TOTAL | | 15.5 | |
| SPRING—2nd Semester | | Credits | ✓ |
| ENG | 102 or ENG 108 | 3 | <input type="checkbox"/> |
| HMS | 106 | 5 | <input type="checkbox"/> |
| HMS | 200 | 3 | <input type="checkbox"/> |
| PHIL | 102 | 3 | <input type="checkbox"/> |
| PSY | 101 | 3 | <input type="checkbox"/> |
| TOTAL | | 17 | |
| FALL—3rd Semester | | Credits | ✓ |
| BIOL | 100 | 3 | <input type="checkbox"/> |
| HMS | 107 | 3 | <input type="checkbox"/> |
| HMS | 206 | 5 | <input type="checkbox"/> |
| IS | 101 | 3 | <input type="checkbox"/> |
| SOC | 101 | 3 | <input type="checkbox"/> |
| TOTAL | | 17 | |
| SPRING—4th Semester | | Credits | ✓ |
| HDFS | 201 | 3 | <input type="checkbox"/> |
| HMS | 250 | 3 | <input type="checkbox"/> |
| PSC | 101 | 3 | <input type="checkbox"/> |
| PSY | 208 | 3 | <input type="checkbox"/> |
| TOTAL | | 12 | |

*Select from page 55.
***See page 59.

**Select with advisor.

Minimum Credits: 61.5

Human Services

Certificate of Achievement

Student Learning Outcomes

The certificate program in Human Services is designed to prepare students for employment in social service agencies, mental health centers, correctional institutions, community health education organizations, and other work settings where effective, ethical client interaction are essential.

Coursework may be used as electives, or for continuing education by students or professionals, in such areas as education, social work, counseling, nursing, radiology, emergency medical care, or business.

The Human Services programs share a common core, so that students may easily complete AAS degree requirements. The certificate program offers a generalist overview of human services work, and an opportunity for personal enrichment, and hands-on opportunities for human relationship skills development. The human services certificate program offers practical opportunities for job-shadowing in preceptorships within community human services organizations.

Entry-level courses have no prerequisites. However, academic advising prior to beginning any course of study is highly encouraged. Some coursework may be completed online, through interactive video, and/or by independent study on a case-by-case basis.

Upon successful completion of the Certificate of Achievement in Human Services program students will:

- Plan client-centered, social services assessments and interventions.
- Provide client services which reflect cultural competence, respect for social diversity, and the application of the principles of the Human Services Code of Ethics.
- Demonstrate interpersonal collaboration and problem-solving skills.
- Apply the principals of human services based on knowledge of human development and functioning throughout the lifespan.
- Engage in personal reflection as related to human services skills, professional effectiveness, and stress management.

| General Education Requirements | Credits |
|---|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications | 3 |
| ENG 101 recommended** | |
| <input type="checkbox"/> Mathematics | 3 |
| MATH 116, MATH 120 or higher** | |
| <input type="checkbox"/> Human Relations | 3 |
| HMS 200 | |
| <input type="checkbox"/> Technology | 3 |

| Emphasis Courses | Credits |
|---|---------|
| <input type="checkbox"/> HMS 101 Introduction to Human Services | 3 |
| <input type="checkbox"/> HMS 102 Introduction to Counseling | 3 |
| <input type="checkbox"/> HMS 106 Human Services Practicum I | 5 |
| <input type="checkbox"/> HMS 200 Ethics in Human Service | 3 |

| Additional Program Requirements | Credits |
|--|---------|
| <input type="checkbox"/> CPD 116 Substance Abuse: Fundamental Facts and Insights | 3 |
| <input type="checkbox"/> IS 101 Introduction to Information Systems | 3 |
| <input type="checkbox"/> PSY 101 General Psychology | 3 |
| <input type="checkbox"/> SOC 101 Principles of Sociology | 3 |

**ENG 101 and MATH 120 are recommended, as they are required for the social work, nursing, radiology, and other degree programs.

SUGGESTED COURSE SEQUENCE***

Certificate of Achievement—Human Services

| FALL—1st Semester | Credits | |
|----------------------------------|-------------|-------------------------------------|
| INT 100 | 0.5 | <input checked="" type="checkbox"/> |
| CPD 116 | 3 | <input type="checkbox"/> |
| ENG 101 or ENG 107* | 3 | <input type="checkbox"/> |
| HMS 101 | 3 | <input type="checkbox"/> |
| HMS 102 | 3 | <input type="checkbox"/> |
| PSY 101 | 3 | <input type="checkbox"/> |
| TOTAL | 15.5 | |
| | | |
| SPRING—2nd Semester | Credits | |
| HMS 106 | 5 | <input checked="" type="checkbox"/> |
| HMS 200 | 3 | <input type="checkbox"/> |
| IS 101 | 3 | <input type="checkbox"/> |
| MATH 116 or MATH 120 or higher** | 3 | <input type="checkbox"/> |
| SOC 101 | 3 | <input type="checkbox"/> |
| TOTAL | 17 | |

*Select from page 55. **Select with advisor. **Minimum Credits: 32.5**
 ***See page 60.

Substance Abuse Counselor Training

Certificate of Achievement

Student Learning Outcomes

The substance abuse counselor training certificate program is designed to prepare students for employment in social services agencies, mental health centers, correctional institutions, rehabilitation facilities, community health education organizations, and other settings which involve substance abuse/addiction education, prevention, and/or intervention and treatment. Coursework may be used as electives or for continuing education by students or professionals in education, corrections, law enforcement, and the justice system, addictions counseling and treatment, social work, nursing, radiology, or emergency medical care.

Each of the human services programs share a common core, so that students may easily complete the AAS degree in human services. Entry-level courses have no prerequisites. Students may begin at any time by registering for courses. However, academic advising prior to beginning any course of study is highly encouraged. Most coursework may be completed online, through interactive video, and/or by independent study on a case-by-case basis.

Upon successful completion of the degree program students will:

- Perform client-centered, social services assessments and interventions.
- Provide client services that reflect cultural competence, respect for social diversity, and the application of the principles of the Human Services Code of Ethics, and standards of practice for substance abuse counselors.
- Demonstrate problem-solving skills.
- Apply the principals of human services and addiction treatment based on knowledge of human development and functioning throughout the lifespan.
- Engage in personal reflection as related to skills, professional effectiveness, and stress management.

| General Education Requirements | Credits |
|---|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications | 3 |
| ENG 101 recommended** | |
| <input type="checkbox"/> Mathematics | 3 |
| MATH 116, MATH 120 or higher** | |
| <input type="checkbox"/> Human Relations | 3 |
| HMS 200 | |

| Emphasis Courses | Credits |
|--|---------|
| <input type="checkbox"/> CPD 116 Substance Abuse: Fundamental Facts and Insights | 3 |
| <input type="checkbox"/> HMS 101 Introduction to Human Services | 3 |
| <input type="checkbox"/> HMS 102 Introduction to Counseling | 3 |
| <input type="checkbox"/> HMS 105 Substance Abuse Counseling Methods | 3 |
| <input type="checkbox"/> HMS 107 Small Group Interaction Techniques ... | 3 |
| <input type="checkbox"/> HMS 200 Ethics in Human Service | 3 |
| <input type="checkbox"/> PSY 101 General Psychology | 3 |

| Additional Program Requirements | Credits |
|---|---------|
| <input type="checkbox"/> IS 101 Introduction to Information Systems ... | 3 |

**ENG 101 and MATH 120 are recommended, as they are required for the social work, nursing, radiology, and other degree programs.

Important Notice: Please check with the Nevada Board of Examiners for Alcohol, Drug, and Gambling Counselors or counselor licensing/certificate boards in Nevada, or in other states, if applicable, about the acceptability of academic courses **prior** to beginning any course, as individual, or state licensing and/or certification requirements may vary.

SUGGESTED COURSE SEQUENCE***

Certificate of Achievement— Substance Abuse Counselor Training

| FALL—1st Semester | Credits | |
|------------------------------|-------------|--------------------------|
| INT 100 | 0.5 | <input type="checkbox"/> |
| CPD 116 | 3 | <input type="checkbox"/> |
| ENG 101 or ENG 107* | 3 | <input type="checkbox"/> |
| HMS 101 | 3 | <input type="checkbox"/> |
| HMS 102 | 3 | <input type="checkbox"/> |
| PSY 101 | 3 | <input type="checkbox"/> |
| TOTAL | 15.5 | |
| | | |
| SPRING—2nd Semester | Credits | |
| HMS 105 | 3 | <input type="checkbox"/> |
| HMS 107 | 3 | <input type="checkbox"/> |
| HMS 200 | 3 | <input type="checkbox"/> |
| IS 101 | 3 | <input type="checkbox"/> |
| MATH 116, MATH 120 or higher | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |

*Select from page 55.

**Select with advisor.

Minimum Credits: 30.5

***See page 60.

Industrial Millwright Technology

Associate of Applied Science

Student Learning Outcomes

Upon successful completion of the Industrial Millwright Technology Program, the student will have the skills to:

- Read and interpret standard blueprints and drawings of industrial equipment.
- Align shafts to within + or - 0.001" using three different methods of alignment.
- Identify and correct cavitation in fluid handling pumps.
- Set up a preventative maintenance schedule for industrial equipment.
- Rebuild and replace components in fluid and air handling systems.
- Replace bearings and seals in a non-destructive manner.
- Take electrical measurements on single- and three-phase power equipment.
- Replace defective components in a fluid power system.
- Identify failure causes in industrial equipment using vibration analysis and the root cause analysis tree.
- Identify and correct unbalance in rotating equipment.
- Rebuild industrial gear trains.
- Remove and replace standard industrial couplings.
- Identify metals according to standard hardness test.
- Complete precision hole location using hand layout and DRO methods.

Formal admission to this program is required. Refer to page 59 for an outline of admission standards. The Industrial Millwright Technology Program prepares a student for an exciting entry-level career as an industrial mechanic in manufacturing, mining, construction, and the service industry. The student receives technical training in mechanical operations, fluid power, machine tool operation, preventive/ predictive maintenance, electrical theory, welding processes, and industrial heating and cooling. Upon successful completion of the Industrial Millwright Technology Program the student will possess the skills necessary to diagnose and repair mechanical, electrical, fluid and air handling systems found in most industrial, agricultural, mining, construction, and service industries. A graduate can work in all locations that use machinery to produce a product or service including steel mills, paper mills, mining operations, gravel quarries, universities, schools, textile mills, food processing plants, automotive plants, shipyards, power plants, hospitals, aerospace industry facilities, and office buildings/complexes.

General Education Requirements Credits

- GBC Orientation 0.5
- English/Communications 6
- Mathematics 3
 - MATH 116, MATH 120 or higher, or STAT 152
- Science (PHYS 107 recommended) 3
- Social Science (PSC 101) 3
- Human Relations (BUS 110 recommended) 3
- Humanities and Fine Arts 3
 - (ART 107 or MUS 125 recommended)
- Technology — IT 210 4

List of courses fulfilling general education requirements is on page 55.

Emphasis Courses Credits

- IT 103 Industrial Pump Technology 4
- IT 105 Mechanical Power Transmission 4
- IT 201 Blueprint Reading and Measurement Fundamentals 3
- IT 207 Boiler, Conveyor, and Pneumatic Systems 3

| | | | | |
|--------------------------|------|-----|---|-----|
| <input type="checkbox"/> | IT | 208 | Fluid Power | 5.5 |
| <input type="checkbox"/> | IT | 210 | Failure Analysis and Predictive/ Preventive Maintenance | 4 |
| <input type="checkbox"/> | IT | 212 | Inventory and Planning | 2 |
| <input type="checkbox"/> | IT | 214 | Basic Electrical Theory for Industrial Mechanics | 4 |
| <input type="checkbox"/> | IT | 216 | Basic Metallurgy | 4 |
| <input type="checkbox"/> | IT | 220 | Alignment Principles | 4 |
| <input type="checkbox"/> | WELD | 211 | Welding I | 3 |
| <input type="checkbox"/> | WELD | 221 | Welding II | 3 |

Additional Program Requirements

| | | | | |
|--------------------------|----|-----|--------------------------|---|
| <input type="checkbox"/> | TA | 100 | Shop Practices | 4 |
|--------------------------|----|-----|--------------------------|---|

SUGGESTED COURSE SEQUENCE*** AAS—Industrial Millwright Technology

| FALL—1st Semester | Credits | ✓ |
|---------------------|-------------|--------------------------|
| INT 100 | 0.5 | <input type="checkbox"/> |
| TA 100 | 4 | <input type="checkbox"/> |
| IT 103 | 4 | <input type="checkbox"/> |
| IT 105 | 4 | <input type="checkbox"/> |
| IT 201 | 3 | <input type="checkbox"/> |
| IT 216 | 4 | <input type="checkbox"/> |
| ENGLISH* | 3 | <input type="checkbox"/> |
| MATHEMATICS* | 3 | <input type="checkbox"/> |
| HUMANITIES* | 3 | <input type="checkbox"/> |
| PSC 101 | 3 | <input type="checkbox"/> |
| WELD 211 | 3 | <input type="checkbox"/> |
| TOTAL | 34.5 | |
| SPRING—2nd Semester | Credit | ✓ |
| IT 207 | 3 | <input type="checkbox"/> |
| IT 208 | 5.5 | <input type="checkbox"/> |
| IT 210 | 4 | <input type="checkbox"/> |
| IT 212 | 2 | <input type="checkbox"/> |
| IT 214 | 4 | <input type="checkbox"/> |
| IT 220 | 4 | <input type="checkbox"/> |
| ENGLISH** | 3 | <input type="checkbox"/> |
| SCIENCE** | 3 | <input type="checkbox"/> |
| BUS 110 | 3 | <input type="checkbox"/> |
| WELD 221 | 3 | <input type="checkbox"/> |
| TOTAL | 34.5 | |

*Select from page 55. **Select with advisor.
***See page 59.

Minimum Credits: 69

Industrial Millwright Technology

Certificate of Achievement

Student Learning Outcomes

Upon successful completion of the Industrial Millwright Technology Program, the student will have the skills to:

- Read and interpret standard blueprints and drawings of industrial equipment.
- Align shafts to within + or - 0.001" using three different methods of alignment.
- Identify and correct cavitation in fluid handling pumps.
- Set up a preventative maintenance schedule for industrial equipment.
- Rebuild and replace components in fluid and air handling systems.
- Replace bearings and seals in a non-destructive manner.
- Take electrical measurements on single- and three-phase power equipment.
- Replace defective components in a fluid power system.
- Identify failure causes in industrial equipment using vibration analysis and the root cause analysis tree.
- Identify and correct unbalance in rotating equipment.
- Rebuild industrial gear trains.
- Remove and replace standard industrial couplings.
- Identify metals according to standard hardness test.
- Complete precision hole location using hand layout and DRO methods.

Formal admission to this program is required. Refer to page 59 for an outline of admission standards. The Industrial Millwright Technology Program prepares a student for an exciting entry-level career as an industrial mechanic in manufacturing, mining, construction, and the service industry. The student receives technical training in mechanical operations, fluid power, machine tool operation, preventive/ predictive maintenance, electrical theory, welding processes, and industrial heating and cooling. Upon successful completion of the program the student will possess the skills necessary to be able to diagnose and repair mechanical, electrical, fluid and air handling systems found in most industrial, agricultural, mining, construction, and service industries. A graduate can work in all locations that use machinery to produce a product or service including steel mills, paper mills, mining operations, gravel quarries, universities, schools, textile mills, food processing plants, automotive plants, shipyards, power plants, hospitals, aerospace industry facilities, and office buildings/complexes.

| Emphasis Courses | | Credits |
|--------------------------|--|----------------|
| <input type="checkbox"/> | INT 100 Orientation | 0.5 |
| <input type="checkbox"/> | IT 103 Industrial Pump Technology | 4 |
| <input type="checkbox"/> | IT 105 Mechanical Power Transmission | 4 |
| <input type="checkbox"/> | IT 201 Blueprint Reading and Measurement Fundamentals | 3 |
| <input type="checkbox"/> | IT 207 Boiler, Conveyor, and Pneumatic Systems | 3 |
| <input type="checkbox"/> | IT 208 Fluid Power | 5.5 |
| <input type="checkbox"/> | IT 210 Failure Analysis and Predictive/ Preventative Maintenance | 4 |
| <input type="checkbox"/> | IT 212 Inventory and Planning | 2 |
| <input type="checkbox"/> | IT 214 Basic Electrical Theory for Industrial Mechanics | 4 |
| <input type="checkbox"/> | IT 216 Basic Metallurgy | 4 |
| <input type="checkbox"/> | IT 220 Alignment Principles | 4 |
| <input type="checkbox"/> | TA 100 Shop Practices | 4 |
| <input type="checkbox"/> | WELD 211 Welding I | 3 |
| <input type="checkbox"/> | WELD 221 Welding II | 3 |

Communications
 English-Communications 3
 Determined by placement testing. ENG 103, ENG 107, or

ENG 101.

Computation

Any course with a MATH prefix 3

Human Relations

Choose one of the following:

- BUS 110 Human Relations for Employment,
- PSY 208 Psychology for Human Relations, or
- MGT 283 Introduction to Human Resource Management 1-3

SUGGESTED COURSE SEQUENCE***

Certificate of Achievement Industrial Millwright Technology

| FALL—1st Semester | Credits | ✓ |
|----------------------------|------------------|--------------------------|
| ENGLISH** | 3 | <input type="checkbox"/> |
| INT 100 | 0.5 | <input type="checkbox"/> |
| IT 103 | 4 | <input type="checkbox"/> |
| IT 105 | 4 | <input type="checkbox"/> |
| IT 201 | 3 | <input type="checkbox"/> |
| IT 216 | 4 | <input type="checkbox"/> |
| TA 100 | 4 | <input type="checkbox"/> |
| COMPUTATION** | 3 | <input type="checkbox"/> |
| WELD 211 | 3 | <input type="checkbox"/> |
| TOTAL | 28.5 | |
| | | |
| SPRING—2nd Semester | Credits | ✓ |
| IT 207 | 3 | <input type="checkbox"/> |
| IT 208 | 5.5 | <input type="checkbox"/> |
| IT 210 | 4 | <input type="checkbox"/> |
| IT 212 | 2 | <input type="checkbox"/> |
| IT 214 | 4 | <input type="checkbox"/> |
| IT 220 | 4 | <input type="checkbox"/> |
| HUMAN RELATIONS** | 1-3 | <input type="checkbox"/> |
| WELD 221 | 3 | <input type="checkbox"/> |
| TOTAL | 26.5-28.5 | |

Select from page 55. **Select with advisor.
 ***See page 60.

Minimum Credits: 55

Medical Transcriptionist

Certificate of Achievement

Student Learning Outcomes

The Medical Transcriptionist Certificate of Achievement offered by GBC is in response to an identified need for medical transcriptionists nationwide. The program is designed to develop highly skilled medical language specialists. Medical transcriptionists (MTs) work in hospitals, clinics, and physician's offices. In the past few years, a large percentage of MTs have worked from home through Medical Transcription contractors; or as entrepreneurs with their own home-based businesses. A registered transcriptionist can live in an isolated rural area and transcribe for a physician in New York City.

The Certificate of Achievement program contains general education requirements comprised of existing GBC courses in English and Human Relations. The emphasis coursework includes didactic instruction in the theory and practice of medical transcription including knowledge of human anatomy and disease processes, pharmacology, medical terminology, and advanced medical language. Practical lab time will be used to develop skills necessary in transcribing digital medical dictation using the latest equipment accurately at a high rate of speed. Upon successful completion of the Certificate of Achievement Medical Transcriptionist, students will have met the learning outcomes for the American Association of Medical Transcriptionists and will be prepared to take the certificate exam to become a Certified Medical Transcriptionist (CMT). Instructor's approval required.

Upon completion of the certificate program, students are expected to:

- Demonstrate knowledge of medical language and its structure, including prefixes, suffixes, combining forms, root words, plurals, abbreviations, acronyms, eponyms, homonyms, antonyms, synonyms, and commonly used foreign words and phrases.
- Demonstrate a general knowledge of word processing computers, dictation and transcription equipment, and related technologies.
- Apply correct English usage, including the rules of proper grammar, punctuation, and style, and use of correct spelling and logical sentence structure.
- Meet demanding medical transcription accuracy and productivity standards.
- Demonstrate proper use of medical transcription equipment.
- Meet progressively demanding medical transcription accuracy and productivity standards.
- Recognize, evaluate, and interpret inconsistencies, discrepancies, and inaccuracies in healthcare dictation and appropriately edit, revise, and clarify them while transcribing, without altering the meaning of the dictation or changing the author's style.

General Education Requirements Credits

- English/Communications 3
ENG 103 or ENG 101 or ENG 107
- Human Relations 3
BUS 110 (three-credit course includes a computation component)

List of courses fulfilling general education requirements is on page 55.

Emphasis Courses Credits

- MTRN 110 Introduction to Online Medical Transcription 3
- MTRN 120 Medical Terminology for Online Medical Transcription 5
- MTRN 130 Anatomy and Physiology for Online Medical Transcription 3
- MTRN 140 Medical Specialities for Online Medical Transcription 3
- MTRN 200 Editing and Proofreading 3
- MTRN 220 Intermediate Medical Transcription 5
- MTRN 230 Advanced Medical Transcription 6

Program requirements must be met with an average minimum score of 85 percent or higher for the total program.

SUGGESTED COURSE SEQUENCE***

Certificate of Achievement Medical Transcriptionist

| FALL—1st Semester | | Credits | |
|---------------------|---------------------------|-----------|-------------------------------------|
| ENG | 103 or ENG 101 or ENG 107 | 3 | <input checked="" type="checkbox"/> |
| MTRN | 110 | 3 | <input type="checkbox"/> |
| MTRN | 120 | 5 | <input type="checkbox"/> |
| MTRN | 130 | 3 | <input type="checkbox"/> |
| MTRN | 140 | 3 | <input type="checkbox"/> |
| TOTAL | | 17 | |
| SPRING—2nd Semester | | Credits | |
| BUS | 110 | 3 | <input checked="" type="checkbox"/> |
| MTRN | 200 | 3 | <input type="checkbox"/> |
| MTRN | 220 | 5 | <input type="checkbox"/> |
| MTRN | 230 | 6 | <input type="checkbox"/> |
| TOTAL | | 17 | |

***See page 60.

Minimum Credits: 34

Medical Coding and Billing

Certificate of Achievement

Student Learning Outcomes

The Outpatient Medical Coding and Billing course is designed to help you gain the knowledge and skills for outpatient medical coding and billing, making you more flexible and marketable after graduation,

Graduates of this certificate program will have the knowledge and skills to:

- Use medical terms correctly
- Apply rules of grammar, punctuation, and spelling
- Utilize the skills needed to complete common insurance forms.
- Have the skills required to solve insurance problems.
- Be familiar with CPT, ICD-10 and basic claims processes for medical insurance and third-party reimbursements.
- Understand how to manually file claims using the CPT and ICD-10 manuals.
- Know how to find the service and codes using the CPT, ICD-10 and HCPCS manuals.
- Have the skill to trace delinquent claims, appeal denied claims, and use generic forms to streamline billing procedures.
- Have the understanding of the common types of medical insurance and computerized medical billing systems.

Outpatient focus:

- Mastering medical terminology and basic anatomy
- Applying standardized codes specific to outpatient coding
- Coding real-life outpatient medical records

The Certificate of Achievement in Medical Coding and Billing is a new field of study offered by Great Basin College. Medical Coding and Billing online training program prepares you to fill positions as medical coding and billing professionals. GBC is an academic partner with Career Step, located in Springville, Utah, to deliver all MCOD courses online. The Inpatient and Outpatient Medical Coding and Billing online training program consists of 20 course modules divided into seven classes.

The 2010-2011 edition of the U.S. Department of Labor's Bureau of Labor Statistics report stated that the middle 50 percent of medical records and health information professionals earn between \$24,290 and \$39,490 annually.

Skilled medical coding and billing technicians are in high demand due to various factors:

- There has been a rapid increase in medical tests, treatments, and procedures that will be increasingly scrutinized by health insurance companies, regulators, courts, and consumers.
- Patient information must be entered into computer databases to comply with Federal legislation requiring the use of electronic patient records.
- Healthcare facilities are having difficulty attracting qualified workers, mostly because of the lack of formal training programs and sufficient resources to provide on-the-job training for coders.

All of these factors have combined to create a huge potential job market for qualified medical records technicians, and this online course will provide you with the skill set and expertise that will make you irresistible to prospective healthcare employers.

General Education Requirements Credits

- | | | |
|--------------------------|--|---|
| <input type="checkbox"/> | English/Communications | 3 |
| | ENG 103, ENG 101, or ENG 107 | |
| <input type="checkbox"/> | Human Relations | 3 |
| | BUS 110 (three-credit course includes a computation component) | |

List of courses fulfilling general education requirements is on page 55.

Emphasis Courses Credits

- | | | |
|--------------------------|--|---|
| <input type="checkbox"/> | MCOD 110 Introduction to Medical Coding and Billing | 3 |
| <input type="checkbox"/> | MCOD 120 Medical Terminology and Healthcare Environment | 3 |
| <input type="checkbox"/> | MCOD 130 Introduction to Anatomy, Pathophysiology, Disease Processes, and Pharmacology | 5 |
| <input type="checkbox"/> | MCOD 140 Healthcare Structure and Medical Record Content | 3 |
| <input type="checkbox"/> | MCOD 200 Introduction to Diagnostic Coding | 3 |
| <input type="checkbox"/> | MCOD 210 Exploring Reimbursement and Procedural Coding and Billing | 5 |
| <input type="checkbox"/> | MCOD 220 Skill Building for Outpatient Coding | 6 |

Program requirements must be met with an average minimum score of 85 percent or higher for the total program.

SUGGESTED COURSE SEQUENCE*** Certificate of Achievement Medical Coding and Billing

| FALL—1st Semester | Credits | ✓ |
|------------------------------|-----------|--------------------------|
| ENG 103, ENG 101, or ENG 107 | 3 | <input type="checkbox"/> |
| MCOD 110 | 3 | <input type="checkbox"/> |
| MCOD 120 | 5 | <input type="checkbox"/> |
| MCOD 130 | 3 | <input type="checkbox"/> |
| MCOD 140 | 3 | <input type="checkbox"/> |
| TOTAL | 17 | |
| | | |
| SPRING—2nd Semester | Credits | ✓ |
| BUS 110 | 3 | <input type="checkbox"/> |
| MCOD 200 | 3 | <input type="checkbox"/> |
| MCOD 210 | 5 | <input type="checkbox"/> |
| MCOD 220 | 6 | <input type="checkbox"/> |
| TOTAL | 17 | |

***See page 60.

Minimum Credits: 34

Nursing

Associate of Applied Science

Student Learning Outcomes

Upon completion of the program, students are expected to:

- Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare environments to diverse patient populations across the lifespan.
- Use clinical reasoning when engaged in the work of a professional nurse.
- Participate in quality improvement processes to improve patient care.
- Engage in teamwork with members of the interprofessional team, the patient, and the patient's support persons when managing patient care.
- Apply management, legal, ethical and professional guidelines in practice as a professional nurse.
- Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making

Great Basin College offers a two-year program leading to an Associate of Applied Science Degree in Nursing. The program is approved by the Nevada State Board of Nursing, and accredited by the National League for Nursing Accrediting Commission (NLNAC). GBC is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

For additional information regarding the program's nursing accreditation, contact NLNAC at:

3343 Peachtree Road NE, Suite 850
 Atlanta, GA 30326
 404.975.5000
 404.975.5020 (FAX)
www.nlnac.org

The mission of Great Basin College's Associate Degree Nursing Program is to provide an accessible, student-centered, post-secondary nursing education that prepares graduates for entry level nursing practice in a variety of structured healthcare settings. The curriculum integrates courses in nursing with general education requirements. Laboratory and clinical experience are offered at the College, local hospitals, long-term care centers, and community health facilities.

Enrollment in the program is limited, and students are admitted only in the Fall Semester. Selection is made using a point system. Points are given for GPA in prerequisite and general education courses, general education courses completed and reading, mathematics, science, and critical thinking scores obtained on the required nursing entrance exam.

Non-nursing and pre-nursing students may not take any of the courses that begin with the NURS designation prior to admission to the AAS degree in nursing program, with the exception of NURS 130 (Nursing Assistant), NURS 285 (Special Topics in Nursing), and NURS 140 (Medical Terminology). Students who

have declared nursing as their major are designated as "pre-nursing students." Students who have applied for and been accepted into the Associate of Applied Science in Nursing Program are designated "nursing students."

Students who do not have an ACT or SAT scores and who have not started the English and mathematics requirements must complete the English/ Mathematics Accuplacer Placement Test. There is no charge for this test, and it must be taken prior to enrolling in prerequisite courses. The Accuplacer Placement test is available at the Academic Success Center. For more information and testing times, call 775.753.2149.

Year of admission to the Associate Degree Nursing Program determines catalog year and course requirements.

Prerequisites to be completed prior to or during the semester in which application is made to the Associate's Degree Nursing Program include:

| Prerequisite Courses | | | Credits |
|-----------------------------|---|--|----------------|
| <input type="checkbox"/> | INT 100 | GBC Orientation | 0.5 |
| <input type="checkbox"/> | BIOL 190* | Introduction to Cell and Molecular Biology | 4 |
| <input type="checkbox"/> | BIOL 223 | Human Anatomy and Physiology I | 4 |
| <input type="checkbox"/> | BIOL 224 | Human Anatomy and Physiology II | 4 |
| <input type="checkbox"/> | BIOL 251 | General Microbiology | 4 |
| <input type="checkbox"/> | MATH 120 | Fundamentals of College Mathematics, or | |
| | MATH 126 | Precalculus I, or | |
| | STAT 152 | Introduction to Statistics | 3 |
| <input type="checkbox"/> | PSY 101 | General Psychology | 3 |
| <input type="checkbox"/> | Current Certified Nursing Assistant License | | |

*Biology Department requirement to be taken prior to or concurrently with BIOL 223.

Questions about the AAS Degree in Nursing Program or the application process can be directed to the Department of Health Science and Human Services at 775.753.2301.

Admission to Associate of Applied Science Degree in Nursing

Special application and admission requirements exist for nursing. Prospective students should:

- Apply for admission by completing the Application for Admission packet available online. Applications are available in January and must be submitted by April 1 at 5 p.m. for the Fall Semester.
- Return completed forms to:

Admissions and Records

Great Basin College
1500 College Parkway
Elko, NV 89801

College courses taken at another institution will be evaluated by the Admissions and Records Office for transfer and acceptance. All courses must have been completed at a regionally accredited institution of higher education. All previous coursework must be submitted from the institution where it was completed as an official transcript. Transcript copies are not accepted.

Upon successful completion of the program, graduates will have earned an Associate of Applied Science degree in Nursing. Nursing program graduates are eligible to take the NCLEX. It is the student's responsibility to contact the state of their choice to ascertain eligibility requirements.

Graduation from an accredited program is only one of the requirements and does not mean automatic licensure as a nurse.

The Nevada State Board of Nursing requires all applicants for nursing licenses and nursing assistant licenses to answer screening questions. These questions address criminal convictions, discipline in another state, chemical dependency, and medical and mental health conditions. In addition, all applicants must submit their fingerprints for an FBI and State of Nevada Criminal Background Check. For more information, visit <http://nevadanursingboard.org/> or call 1-888-590-6726.

AAS Degree in Nursing Program Requirements

Student must provide evidence of a satisfactory physical examination within the preceding six months, validating the following psychomotor requirements:

1. Assess clients through auscultation, percussion, palpation, and other diagnostic maneuvers.
2. Manipulate equipment necessary to assist the individual, family, and/or group to desired outcomes.
3. Lift and move individuals and/or groups of individuals to provide safe care and emergency treatment.
4. Perform cardiopulmonary resuscitation.
5. Perform independently of others.
6. Possess cognitive abilities of measure, calculate dosages, reason, analyze, and synthesize.

Additional Fees

Nursing students follow the fee schedule and refund policy described on pages 40-42. In addition to tuition and lab fees, there are other costs specific to the Associate's Degree Nursing Program. These are subject to change. An approximation of the additional expenses include:

| | |
|--|-------------------|
| Textbooks and online access fees | \$2,500.00 |
| Uniforms, shoes, equipment, and supplies | 300.00 |
| Student Background Check and Drug Screening (required for clinical rotation) — minimum | 95.50 |
| Immunizations | 300.00 |
| Testing fee (NCLEX Testing Center) | 200.00 |
| Nevada State Board of Nursing licensing fee | 105.00 |
| FBI background check and fingerprints | 51.25 |
| Physical examination | Individual amount |
| Health insurance | Individual amount |
| Nursing school pin | 40.00-160.00 |
| Watch with a second hand | Individual amount |
| Travel to clinical facilities | Individual amount |
| Graduation uniform | 30.00-50.00 |

Requirements for Application

- GPA of 2.0 or higher on any previous college coursework.
- Minimum grade of "C" in any courses applied to the AAS in Nursing.
- Completed applications for both GBC and the Nursing Program must be received by Admissions and Records no later than 5 p.m., April 1.
- Completion of the nurse entrance test. This test is administered prior to April 1. The cost is approximately \$40.00.

More detailed information about the admission process will be provided in the application packet.

Student selection and admission is completed one time per year. Preference is given to GBC service area students. Applicants not selected for the class will not be carried forward to the next class and must re-apply and meet the requirements prevailing at the time.

AAS Degree in Nursing Course Requirements

In order to maintain good standing in the AAS Degree in Nursing Program, a student must:

- Maintain a minimum grade of "C" (e.g., 76% or better) in all nursing courses
- Comply with requirements set forth in the Associate of Applied Science Nursing Program Student Handbook.
- Attain a minimum grade of "C" in any non-nursing course applied to the Associate of Applied Science Nursing Degree.

General Education Requirements

The Nursing Program has slightly different general education requirements than the other GBC AAS degrees as stated on page 55. Please note the following differences:

PHIL 102 is strongly recommended to fulfill the Humanities requirement, or any Fine Arts or Humanities course as listed in the General Education requirements on page 55.

| General Education Requirements | | Credits |
|---------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> | INT 100 | GBC Orientation 0.5 |
| <input type="checkbox"/> | BIOL 190 | Introduction to Cell and Molecular Biology 4 |
| <input type="checkbox"/> | ENG 101 | Composition I 3 |
| <input type="checkbox"/> | ENG 102 | Composition II 3 |
| <input type="checkbox"/> | MATH 120 | Fundamentals of College Mathematics |
| | MATH 126 | Precalculus I, or |
| | STAT 152 | Introduction to Statistics I 3 |
| <input type="checkbox"/> | PSC 101 | Introduction to American Politics, or |
| | HIST 101 | U.S. History to 1877, and |
| | HIST 102 | U.S. History Since 1877 3 |
| <input type="checkbox"/> | PSY 101 | General Psychology 3 |
| <input type="checkbox"/> | Humanities or Fine Arts 3 | |

| Program Requirements | | Credits |
|-----------------------------|----------|---|
| <input type="checkbox"/> | BIOL 223 | Human Anatomy and Physiology I 4 |
| <input type="checkbox"/> | BIOL 224 | Human Anatomy and Physiology II 4 |
| <input type="checkbox"/> | BIOL 251 | General Microbiology 4 |

| Nursing Curriculum | | Credits |
|---------------------------|----------|---|
| <input type="checkbox"/> | NURS 135 | Fundamental Concepts in Nursing 8 |
| <input type="checkbox"/> | NURS 154 | Introduction to Pharmacology 1 |
| <input type="checkbox"/> | NURS 155 | Clinical Decision Making in Drug Therapy 1 |
| <input type="checkbox"/> | NURS 158 | Nursing Care of Adults in Health and Illness 5 |
| <input type="checkbox"/> | NURS 159 | Nursing Care of Individuals with Mental Health Problems 3 |
| <input type="checkbox"/> | NURS 252 | Nursing Care of the Childbearing Family 3 |
| <input type="checkbox"/> | NURS 253 | Nursing Care of Children and Adolescents 3 |
| <input type="checkbox"/> | NURS 257 | Nursing of Adults with Acute and Chronic Illness 5 |
| <input type="checkbox"/> | NURS 258 | Patients with Complex Health Problems 4 |
| <input type="checkbox"/> | NURS 273 | Professional Development and Transition to Practice 2 |
| <input type="checkbox"/> | NURS 280 | Evidence Based Practice for Quality Improvement Seminar 2 |

SUGGESTED COURSE SEQUENCE*
Associate of Applied Science
Nursing**

| | | | |
|----------------------------|-----|----------------|-------------------------------------|
| FALL—1st Semester | | Credits | <input checked="" type="checkbox"/> |
| ENG | 101 | 3 | <input type="checkbox"/> |
| NURS | 135 | 8 | <input type="checkbox"/> |
| NURS | 154 | 1 | <input type="checkbox"/> |
| SPRING—2nd Semester | | Credits | <input checked="" type="checkbox"/> |
| ENG | 102 | 3 | <input type="checkbox"/> |
| NURS | 155 | 1 | <input type="checkbox"/> |
| NURS | 158 | 5 | <input type="checkbox"/> |
| NURS | 159 | 3 | <input type="checkbox"/> |
| FALL—3rd Semester | | Credits | <input checked="" type="checkbox"/> |
| NURS | 252 | 3 | <input type="checkbox"/> |
| NURS | 253 | 3 | <input type="checkbox"/> |
| NURS | 257 | 5 | <input type="checkbox"/> |
| PSC | 101 | 3 | <input type="checkbox"/> |
| SPRING—4th Semester | | Credits | <input checked="" type="checkbox"/> |
| NURS | 258 | 4 | <input type="checkbox"/> |
| NURS | 273 | 2 | <input type="checkbox"/> |
| NURS | 280 | 2 | <input type="checkbox"/> |
| HUMANITIES or FINE ARTS** | | 3 | <input type="checkbox"/> |

Select from page 55. **Select with advisor.
***See page 59.

Radiology Technology

Associate of Applied Science

Student Learning Outcomes

Upon completion, students will be able to:

- Demonstrate clinical competency.
 - Position patients for diagnostic quality images.
 - Integrate ALARA practices for self, patients, and others.
 - Evaluate the final radiology image for essential criteria.
 - Communicate effectively.
- Manipulate techniques to accommodate for patient's condition.
 - Demonstrate critical thinking skills (Upon student's graduation)
 - Describe professional avenues available to them.
 - Demonstrate professionalism in the clinical setting.

The above student learner outcomes are measured throughout the program.

The mission of GBC's Associate of Applied Science Radiology Technology Program is to provide quality education to prepare the undergraduate Radiology Technology student for beginning practices in a variety of healthcare settings.

Great Basin College offers a two-year, five-semester program leading to an Associate of Applied Science in Radiology Technology. The program is accredited by the JRCERT (Joint Review Committee on Education in Radiology Technology) and recognized by the American Registry of Radiology Technology (ARRT).

The curriculum integrates courses in radiology technology with general education requirements. Clinical experiences are offered at the College and affiliated hospitals throughout Nevada.

To obtain the degree, the student will successfully complete five sequential semesters of courses. Enrollment in the program is limited. Selection is made using a point system. Points are given for completed courses, grades, and current work experience in the health-care field. Year of admission to the Associate of Applied Science Degree in Radiology Technology Program determines catalog year and course requirements.

Students who have not completed the English and mathematics requirements must complete the English/Mathematics Placement Test. There is no charge for the placement test, and it must be taken prior to enrolling in prerequisite courses. Placement tests are available at the Academic Success Center. For more information, call 775.753.2149. Tests are free and may be taken any weekday prior to 3 p.m. Students must place into English 101 at the start of the program, if not already completed.

A "C" or better grade in each class used toward the AAS degree must be maintained throughout the program including general education classes. It is up to the students to provide for housing and travel expenses for clinical rotation. These clinical sites are located throughout Nevada. The clinical sites are chosen by a random draw.

A Certified Nursing Assistant class is a prerequisite for the program. It is not required for the student to sit for the State licensing board exams.

Admission Process

Admission to the AAS degree in Radiology Technology Program is a separate process from admission to Great Basin College and enrollment to the program is limited. Special application and admission requirements exist for Radiology Technology. Please see the application guide on the GBC website.

Qualified applicants are selected from the Great Basin College service area, first. If there are still positions open, residents from Nevada and then out-of-state applicants will be considered. Students who have applied for and been accepted into the radiology program are designated radiology technology students. Only radiology technology students can enroll in courses with the RAD designation (with the exception of RAD 101) unless previously approved by radiology technology instructor.

Note: RAD 090 was changed to RAD 101. RAD 090 will be accepted as the prerequisite in place of RAD 101.

Application Process

- Apply for admission by completing the Application for Admission and supporting documentation, as listed in application guide, available on the GBC website for the Radiology Technology program. Applications must be submitted by May 1 for the Fall Semester. If the application is late, it may not be accepted or 10 points will be deducted.
- It is recommended the student review the selection criteria available in the application guide online.

Return completed forms to:
 Admissions and Records
 Great Basin College
 1500 College Parkway
 Elko, NV 89801

- College courses will be evaluated by the Admissions and Records Office for transfer and acceptance. The application and transcripts will be reviewed the Radiology Technology Program Committee for acceptance into the program.

At the successful completion of the five-semester program, graduates will have earned an Associate of Applied Science degree in Radiology Technology. Radiology Technology graduates are eligible to apply for the registry with American Registry of Radiologic Technologists (ARRT). It is the student's responsibility to contact the ARRT to schedule a testing application and time. To apply for registry with the ARRT, students must declare previous felony or misdemeanor convictions and academic sanctions. Students who have previous convictions and who wish to apply to the program are encouraged to contact the ARRT at 651.687.0048 to establish eligibility status.

Estimated Additional Fees

| | |
|--|-------------------|
| Textbooks | \$1,500.00 |
| Uniforms, shoes, equipment | 300.00 |
| (ordered during Spring Semester of first year) | |
| Student Background Check and Drug Screening (required for clinical rotations) | 95.50 |
| Lab fees | 200.00 |
| Physical Examination | Individual amount |
| Immunizations | Individual amount |
| Health Insurance | Individual amount |
| Travel and living expenses at clinical sites: . | Individual amount |
| ARRT Board Application | 200.00 |
| Liability Insurance | 50.00 |

Scholarships and financial aid opportunities are available to all eligible GBC students. Please contact the Student Financial Services Office for more details.

Prerequisites

| | | | Credits |
|--------------------------|----------|---|----------------|
| <input type="checkbox"/> | INT 100 | GBC Orientation | 0.5 |
| <input type="checkbox"/> | BIOL 223 | Human Anatomy and Physiology I | 4 |
| <input type="checkbox"/> | BIOL 224 | Human Anatomy and Physiology II | 4 |
| <input type="checkbox"/> | MATH 120 | Fundamentals of College Mathematics . | 3 |
| <input type="checkbox"/> | RAD 101 | Exploration of Radiology (online) | 0.5 |
| <input type="checkbox"/> | NURS 130 | Nursing Assistant Class | |

Must be able to place into ENG 101 if accepted into the program.

General Education Requirements

Credits

| | | |
|--------------------------|---|-----|
| <input type="checkbox"/> | GBC Orientation | 0.5 |
| <input type="checkbox"/> | English/Communications | 6 |
| <input type="checkbox"/> | Mathematics | 3 |
| | MATH 120 or higher | |
| <input type="checkbox"/> | Science | 4 |
| | BIOL 190 | |
| <input type="checkbox"/> | Social Science | 3 |
| | PSC 101 | |
| <input type="checkbox"/> | Human Relations | 3 |
| | HMS 200* | |
| | *Note: Effective Fall 2013, HMS 200 will be required in place of PSY 208. | |
| <input type="checkbox"/> | Humanities and Fine Arts | 3 |
| | PHIL 102 (Recommended, not required) | |

Technology requirement is met with Radiology Technology program requirements.

Note: Some of the above courses meet both prerequisite and general education requirements.

List of courses fulfilling general education requirements is on page 55.

For additional information or advisement, please contact Mary Doucette at mary.doucette@gbcnv.edu or 775.753.2463.

Emphasis Courses

Credits

All Radiology courses are Internet Enhanced or Online

| | | | |
|--------------------------|---------|--|----|
| <input type="checkbox"/> | RAD 112 | Patient Care/Medical Terminology | 2 |
| <input type="checkbox"/> | RAD 116 | Radiography I | 3 |
| <input type="checkbox"/> | RAD 118 | Electrical and Radiation Physics | 3 |
| <input type="checkbox"/> | RAD 124 | Radiographic Photography and Techniques | 3 |
| <input type="checkbox"/> | RAD 126 | Radiology Procedures II | 3 |
| <input type="checkbox"/> | RAD 128 | Imaging Equipment | 3 |
| <input type="checkbox"/> | RAD 225 | Clinical Radiology I | 7 |
| <input type="checkbox"/> | RAD 226 | Clinical Radiology II | 7 |
| <input type="checkbox"/> | RAD 227 | Clinical Radiology III | 14 |
| <input type="checkbox"/> | RAD 238 | Radiation Safety and Protection (online) .. | 2 |
| <input type="checkbox"/> | RAD 242 | Radiography Quality Management (online) | 1 |

SUGGESTED COURSE SEQUENCE***
AAS—Radiology Technology

| FALL—1st Semester | | Credits | ✓ |
|--------------------------|-----|----------------|--------------------------|
| ENG | 101 | 3 | <input type="checkbox"/> |
| PSC | 101 | 3 | <input type="checkbox"/> |
| RAD | 112 | 2 | <input type="checkbox"/> |
| RAD | 116 | 3 | <input type="checkbox"/> |
| RAD | 118 | 3 | <input type="checkbox"/> |
| TOTAL | | 14 | |

| SPRING—2nd Semester | | Credits | ✓ |
|----------------------------|-----|----------------|--------------------------|
| ENG | 102 | 3 | <input type="checkbox"/> |
| HMS | 200 | 3 | <input type="checkbox"/> |
| RAD | 124 | 3 | <input type="checkbox"/> |
| RAD | 126 | 3 | <input type="checkbox"/> |
| RAD | 128 | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |

| FALL—3rd Semester | | Credits | ✓ |
|--------------------------|------------------|----------------|--------------------------|
| RAD | 225 (early fall) | 7 | <input type="checkbox"/> |
| RAD | 226 | 7 | <input type="checkbox"/> |
| RAD | 238 | 2 | <input type="checkbox"/> |
| RAD | 242 | 1 | <input type="checkbox"/> |
| TOTAL | | 17 | |

| SPRING—4th Semester | | Credits | ✓ |
|----------------------------|--|----------------|--------------------------|
| PHIL | 102 or HUMANITIES/ FINE ARTS ELECTIVE | 3 | <input type="checkbox"/> |
| RAD | 227 | 14 | <input type="checkbox"/> |
| TOTAL | | 17 | |

***See page 59.

Spanish Interpreter/Translator

Certificate of Achievement

Student Learning Outcomes

Recipients of the Certificate of Achievement for Spanish Interpreter/ Translator will have the knowledge and skills to:

- Read and write at the advanced level in both Spanish and English.
- Speak and communicate at the advanced level in both Spanish and English.
- Interpret or translate higher level and technical language.
- Gain experience working in their field in a local business or community service organization.
- Use a marketable skill they may already possess.

Upper-Division Requirements: Students will have to perform an oral interview before entering Spanish 400. English 107 and 108 must be completed by this time.

| Core Requirements | Credits |
|--|---------|
| <input type="checkbox"/> ENG 101 Composition I, or | |
| <input type="checkbox"/> ENG 107 Technical Communications I | 3 |
| <input type="checkbox"/> ENG 102 Composition II, or | |
| <input type="checkbox"/> ENG 108 Technical Communications II | 3 |
| <input type="checkbox"/> MATH 116 Technical Mathematics I, or | |
| <input type="checkbox"/> MATH 120 Fundamentals of College Mathematics . . . | 3 |
| <input type="checkbox"/> INT 100 GBC Orientation | 0.5 |
| <input type="checkbox"/> MGT 283 Introduction to Human Resource Management | 3 |
| <input type="checkbox"/> SPAN 112 First Year Spanish II | 3 |
| <input type="checkbox"/> SPAN 211 Second Year Spanish I | 3 |
| | |
| Emphasis Courses | Credits |
| <input type="checkbox"/> SPAN 111 First Year Spanish I | 3 |
| <input type="checkbox"/> SPAN 212 Second Year Spanish II | 3 |
| <input type="checkbox"/> SPAN 305 Spanish Composition | 3 |
| <input type="checkbox"/> SPAN 400 Practicum in Spanish in the Community . . . | 2 |
| <input type="checkbox"/> BUS 110 Human Relations for Employment, or | |
| <input type="checkbox"/> PSY 208 Psychology of Human Relations | 3 |
| <input type="checkbox"/> IS 101 Introduction to Information Systems | 3 |

SUGGESTED COURSE SEQUENCE***

Certificate of Achievement Spanish Interpreter/Translator

| | | | |
|----------------------------|--|----------------|-------------------------------------|
| FALL—1st Semester | | Credits | <input checked="" type="checkbox"/> |
| INT 100 | | .5 | <input type="checkbox"/> |
| ENG 101 or ENG 107 | | 3 | <input type="checkbox"/> |
| SPAN 111 | | 3 | <input type="checkbox"/> |
| MGT 283 | | 3 | <input type="checkbox"/> |
| TOTAL | | 9.5 | |
| | | | |
| SPRING—2nd Semester | | Credits | <input checked="" type="checkbox"/> |
| ENG 102 or ENG 108 | | 3 | <input type="checkbox"/> |
| SPAN 112 | | 3 | <input type="checkbox"/> |
| IS 101 | | 3 | <input type="checkbox"/> |
| TOTAL | | 9 | |
| | | | |
| FALL—3rd Semester | | Credits | <input checked="" type="checkbox"/> |
| BUS 110 or PSY 208 | | 3 | <input type="checkbox"/> |
| MATH 116 or MATH 120 | | 3 | <input type="checkbox"/> |
| SPAN 211 | | 3 | <input type="checkbox"/> |
| TOTAL | | 9 | |
| | | | |
| SPRING—4th Semester | | Credits | <input checked="" type="checkbox"/> |
| SPAN 212 | | 3 | <input type="checkbox"/> |
| SPAN 305 | | 3 | <input type="checkbox"/> |
| SPAN 400 | | 2 | <input type="checkbox"/> |
| TOTAL | | 8 | |

*Select from page 55. **Select with advisor. **Minimum Credits: 35.5**
 ***See page 60.

Welding Technology

Associate of Applied Science

Student Learning Outcomes

Graduates of the Welding Technology Associate of Applied Science Degree Program will have the knowledge and skills to:

- Make satisfactory welds in all positions using the following welding processes:
 - Shielded Metal Arc Welding (SMAW)
 - Gas Metal Arc Welding (GMAW)
 - Flux Cored Arc Welding (FCAW)
 - Gas Tungsten Arc Welding (GTAW)
- Make satisfactory cuts with the following processes:
 - Oxygen Fuel Cutting (OFC)
 - Plasma Arc Cutting (PAC)
 - Air Carbon Arc Cutting (ACC)
- Interpret welding blueprints and welding symbols.
- Perform pipe layouts.
- Utilize basic welding metallurgy.

Formal admission to this program is required. Refer to page 59 for an outline of admission standards. Welding is a necessary skill for today's technicians and field mechanics as well as for those who want to develop a career in metal fabrication. The College's Welding Department has become the center for welding technologies in Northeastern Nevada. With highly qualified instructors, GBC provides the opportunity to learn the standard methods of Shielded Metal Arc Welding (SMAW), Flux Cored Arc Welding (FCAW), Gas Metal Arc Welding (GMAW), and Gas Tungsten Arc Welding (GTAW), as well as Oxyfuel, Air Carbon Arc, and Plasma Arc Cutting. For more information, call 775.753.2175.

Great Basin College has Certified Welding Inspectors on staff so students can earn an AWS certification.

| General Education Requirements | Credits |
|--|---------|
| <input type="checkbox"/> GBC Orientation | 0.5 |
| <input type="checkbox"/> English/Communications | 6 |
| <input type="checkbox"/> Mathematics | 3 |
| MATH 116, MATH 120 or higher or STAT 152 | |
| <input type="checkbox"/> Science (PHYS 107 recommended) | 3 |
| <input type="checkbox"/> Social Science (PSC 101) | 3 |
| <input type="checkbox"/> Human Relations (BUS 110 recommended) | 3 |
| <input type="checkbox"/> Humanities and Fine Arts | 3 |
| (ART 107 or MUS 125 recommended) | |
| <input type="checkbox"/> Technology | 3 |
| WELD 110 | |

List of courses fulfilling general education requirements is on page 55.

| Emphasis Courses | Credits |
|---|---------|
| <input type="checkbox"/> WELD 105 Drawing and Weld Symbol Interpretation | 3 |
| <input type="checkbox"/> WELD 110* Basic Arc Welding Principles and Practices | 5.5 |
| <input type="checkbox"/> WELD 150 Metallurgy Fundamentals for Welding .. | 3 |

| | | |
|-----------------------------------|--|-----|
| <input type="checkbox"/> WELD 160 | Welding Design/Layout and Pipefitting | 5.5 |
| <input type="checkbox"/> WELD 210 | Advanced Welding Principles and Practices | 5.5 |
| <input type="checkbox"/> WELD 220 | Gas Metal (GMAW) and Flux Cored Arc Welding (FCAW) | 11 |
| <input type="checkbox"/> WELD 240 | Gas Tungsten Arc Welding (GTAW) | 7 |
| <input type="checkbox"/> WELD 260 | Pipe Welding | 8 |

SUGGESTED COURSE SEQUENCE*** AAS— Welding Technology

| FALL—1st Semester | Credits | ✓ |
|------------------------------|-------------|--------------------------|
| INT 100 | 0.5 | <input type="checkbox"/> |
| ENGLISH** | 3 | <input type="checkbox"/> |
| HUMAN RELATIONS* | 3 | <input type="checkbox"/> |
| MATH 116, MATH 120 or higher | 3 | <input type="checkbox"/> |
| HUMANITIES* | 3 | <input type="checkbox"/> |
| PSC 101 | 3 | <input type="checkbox"/> |
| WELD 105 | 3 | <input type="checkbox"/> |
| WELD 110 | 5.5 | <input type="checkbox"/> |
| WELD 210 | 5.5 | <input type="checkbox"/> |
| WELD 260 | 8 | <input type="checkbox"/> |
| TOTAL | 37.5 | |
| | | |
| SPRING—2nd Semester | Credits | ✓ |
| ENGLISH** | 3 | <input type="checkbox"/> |
| SCIENCE* | 3 | <input type="checkbox"/> |
| WELD 150 | 3 | <input type="checkbox"/> |
| WELD 160 | 5.5 | <input type="checkbox"/> |
| WELD 220 | 11 | <input type="checkbox"/> |
| WELD 240 | 7 | <input type="checkbox"/> |
| TOTAL | 32.5 | |

Select from page 55.
***See page 59

**Select with advisor.

Minimum Credits: 70

This program follows a 48-week, non-traditional schedule. Classes are scheduled from August, 2013 through June 2014.

*Students who have Tech Prep credits should contact their GBC advisor.

Welding Technology

Certificate of Achievement

Student Learning Outcomes

Graduates of the Welding Technology Certificate of Achievement Program will have the knowledge and skills to:

- Make satisfactory welds in all positions using the following welding processes:
 - Shielded Metal Arc Welding (SMAW)
 - Gas Metal Arc Welding (GMAW)
 - Flux Cored Arc Welding (FCAW)
 - Gas Tungsten Arc Welding (GTAW)
- Make satisfactory cuts with the following processes:
 - Oxygen Fuel Cutting (OFC)
 - Plasma Arc Cutting (PAC)
 - Air Carbon Arc Cutting (ACC)
- Interpret welding blueprints and welding symbols.
- Perform pipe layouts.
- Utilize basic welding metallurgy.

Formal admission to this program is required. Refer to page 59 for an outline of admission standards.

| Certificate of Achievement Requirements | | Credits |
|--|---|----------------|
| <input type="checkbox"/> | INT 100 GBC Orientation | 0.5 |
| <input type="checkbox"/> | WELD 105 Drawing and Weld Symbol Interpretation | 3 |
| <input type="checkbox"/> | WELD 110* Basic Arc Welding Principles and Practices | 5.5 |
| <input type="checkbox"/> | WELD 150 Metallurgy Fundamentals for Welding | 3 |
| <input type="checkbox"/> | WELD 160 Welding Design/Layout and Pipefitting | 5.5 |
| <input type="checkbox"/> | WELD 210 Advanced Welding Principles and Practices | 5.5 |
| <input type="checkbox"/> | WELD 220 Gas Metal (GMAW) and Flux Cored Arc Welding (FCAW) | 11 |
| <input type="checkbox"/> | WELD 240 Gas Tungsten Arc Welding (GTAW) | 7 |
| <input type="checkbox"/> | WELD 260 Pipe Welding | 8 |

Communications

- English-Communications. 3
Determined by placement testing.
ENG 103, ENG 107, or ENG 101.

Computation

- Any course with a MATH prefix 3

Human Relations

Choose one of the following:

- BUS 110 Human Relations for Employment, or
- PSY 208 Psychology of Human Relations, or
- MGT 283 Introduction to Human Resource Management 1-3

SUGGESTED COURSE SEQUENCE***

Certificate of Achievement Welding Technology

| FALL—1st Semester | | Credits | |
|----------------------------|--|------------------|-------------------------------------|
| INT 100 | | 0.5 | <input checked="" type="checkbox"/> |
| ENGLISH** | | 3 | <input type="checkbox"/> |
| COMPUTATION** | | 3 | <input type="checkbox"/> |
| HUMAN RELATIONS* | | 1-3 | <input type="checkbox"/> |
| WELD 105 | | 3 | <input type="checkbox"/> |
| WELD 110 | | 5.5 | <input type="checkbox"/> |
| WELD 210 | | 5.5 | <input type="checkbox"/> |
| WELD 260 | | 8 | <input type="checkbox"/> |
| TOTAL | | 29.5-31.5 | |
| | | | |
| SPRING—2nd Semester | | Credits | |
| WELD 150 | | 3 | <input checked="" type="checkbox"/> |
| WELD 160 | | 5.5 | <input type="checkbox"/> |
| WELD 220 | | 11 | <input type="checkbox"/> |
| WELD 240 | | 7 | <input type="checkbox"/> |
| TOTAL | | 26.5 | |

*Select from page 55. **Select with advisor. **Minimum Credits: 56**
***See page 60.

*Students who have Tech Prep credits should contact their GBC advisor.

Special Programs

Licensure, Recognition, and Skills Preparation

Real Estate Licensure Courses

Great Basin College offers the following courses for the Nevada Real Estate Sales or Broker Licenses. Specific requirements for these licenses should be obtained from the following:

Nevada Real Estate Division

Department of Business and Industry
 788 Fairview Drive, Suite 200
 Carson City, NV 89710-5453
 775.687.4280

| Semester | Credits |
|--|---------|
| RE 101 Real Estate Principles | 3 |
| RE 103 Real Estate Law and Practice | 3 |

Recognition of Achievement Programs

Students who successfully complete the course of study in the specialized field as outlined in this catalog may be given an award titled Recognition of Achievement. Students receiving a Recognition of Achievement do not receive a diploma and do not participate in the graduation ceremony.

See Recognition of Achievement Programs on the following pages:

| | |
|--|---------|
| Nevada Rural Electric Cooperatives Education Program in Accounting | page 79 |
| Nevada Rural Electric Cooperative Education Program in Business Essentials | page 81 |
| Entrepreneurship | page 83 |
| Business Essentials | page 85 |

Employment Skills Preparation (15 credits)

The Employment Skills Preparation (ESP) Program is an intensive, 16-week program designed with input from local employers to enable students to become employable in a short period of time. Students attend classes and explore the following workplace skills:

| Program Requirements | | Credits |
|----------------------|--------------------------------------|---------|
| ACC 201 | Financial Accounting | 3 |
| BUS 110 | Human Relations for Employment | 3 |
| COT 240 | Executive Office Procedures | 3 |
| IS 201 | Computer Applications | 3 |

Choose from the following: (depending on keyboarding skills)

| | | |
|---------|-------------------------------|---|
| COT 101 | Computer Keyboarding I, or | |
| COT 102 | Computer Keyboarding II | 3 |

Bachelor's Degrees

Maintaining Good Standing

You must maintain a minimum cumulative grade-point average of 2.0 for the Bachelor of Applied Science, the Bachelor of Science in Nursing, and the Bachelor of Arts in Integrative Studies or 2.50 for the Bachelor of Arts in Elementary Education, and the Bachelor of Arts in Secondary Education in order to progress satisfactorily toward a baccalaureate degree.

In the case of a lapse of professional or ethical behavior, or if a student has engaged in prohibited activities as outlined in Chapter 6, Section 6.2 of the NSHE Code, his/her situation will be reviewed by the appropriate Baccalaureate Committee and the student may be either placed on probation or dismissed from the program.

College-Wide Graduation Requirements

To graduate with a baccalaureate degree, you must adhere to the following requirements:

- You must complete all courses in the prescribed degree program. You may elect to graduate under the catalog of the year of acceptance into a baccalaureate-level program or the year of graduation. Whichever catalog is used, it cannot be more than 10 years old at the time of graduation. In the case of NSHE transfer students, any exceptions to this policy will be handled by the Transfer Center and the transfer agreement contract process.
- To graduate, you must attain the baccalaureate program-specific, cumulative grade-point average, as well as earn no lower than a C- in all program requirements unless otherwise specified in the program's handbook.
- You must earn at least half of the number of credits required for a baccalaureate degree at a four-year institution, and the degree must include at least 60 credits of lower-division courses. A minimum number of 120 total credits is required. At least 40 percent of the credits required by the major must be upper division. To determine specific credit requirements see the degree program of your choice.

- You must earn at least 32 credits at GBC. Thus, if you transfer to GBC and are pursuing a baccalaureate degree, you must complete 32 GBC semester credits regardless of the number of semester hours completed elsewhere. You cannot count challenge exam credit, non-traditional credit, or developmental courses (courses numbered below 100) as a part of the residency requirement. Credits transferred from other institutions will not be used for academic achievement designation. Students must complete 45 upper-division credits at GBC in order to receive honors designation.
- You must file an application for graduation October 15 or March 15 of the semester in which you wish to graduate. See page 52 for further details.

Earn Two Bachelor's Degrees

You may earn two bachelor's degrees provided all specified requirements for both degrees are fully satisfied. You should declare your intention to pursue a second degree in the Office of Admissions and Records.

The courses taken for the second degree must include a minimum of 32 (not including developmental and community service) credits earned in residence beyond the requirement for the first degree.

Students may be approved to pursue two bachelor's degrees simultaneously. Each degree requires a separate application for graduation.

Suggested Course Sequence

The course sequence outlined for each degree is simply a suggestion that may not be appropriate for all students. For example, some students will have to take from one to four developmental courses before they are prepared to take some of the college-level courses. Many students will need to take fewer courses each semester due to other obligations in their lives. Full-time status is 12 credits per semester, but many programs provide students with the flexibility of taking fewer credits (in order to have a successful academic experience). Meeting with an advisor is crucial to establishing the best course sequence for each student.

Bachelor of Arts in Elementary Education

Student Learning Outcomes

The graduates of this program will consistently display the following skills in accordance with the InTASC Core Teaching Standards:

Standard #1: Learner Development — The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences — The teacher understands how children learn and develop, and can provide learning opportunities that support their cognitive, social, personal, and physical development.

Standard #3: Learning Environments — The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge — The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content — The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment — The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction — The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies — The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice — The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration — The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

These performance standards are assessed through coursework, portfolios, reflections, observations, and performance-based rubrics.

Accreditation

The Northwest Commission on Colleges and Universities accredits this baccalaureate program.

Teacher Education Program Mission Statement

The mission of the Teacher Education Program of Great Basin College is to provide a distinctive early childhood, elementary, secondary, and special education program for rural Nevada.

The Teacher Education Program is designed to develop competence, values, skills, and knowledge to promote lifelong learning and is distinctive in the following ways:

- We recognize and value diversity in the heritage and traditions of the region;
- We collaborate with the six rural school districts in the region to offer early and extensive clinical and field experiences throughout the programs;
- We utilize the professional expertise and contributions of faculty and staff in all academic disciplines; and,
- We utilize technology for distance education and delivering education courses in the rural areas.

Academic Advising

It is highly recommended that students interested in pursuing a degree in Elementary Education seek advisement early in their academic program to ensure efficient advancement through the program. The course of study in Elementary Education involves the proper sequencing of methods courses with field experiences. All students are encouraged to schedule appointments with their advisors on a regular basis. Program degree requirements and licensure requirements may change. Contact the Education Department, 775.753.2177, to schedule an appointment with your advisor.

Admission to the Teacher Education Program

Application Deadline

After the specified prerequisites have been met, students must formally apply for admission into the Teacher Education Program. Applications are accepted each semester for the following semester. The deadlines for submitting applications will be March 1 for admission in the subsequent Fall Semester and October 1 for admission in the subsequent Spring Semester. Contact the Education Department to receive a copy of the most current GBC Teacher Education Program Admission Handbook.

Prior to application to the Teacher Education Program, students must successfully complete the following:

- Nevada Highway Patrol and FBI background checks.
- PPST exam (documentation of passing scores on all three exams must be received by application deadline).
- 40 college credits.
- Completion of ENG 102, EDU 250 and one college-level math course with a grade of C- or higher before acceptance.
- A GPA of 2.75 or higher, based on the student's most recent 40 credits.
- Official transcripts from all other colleges sent to GBC's Admissions and Records Office.
- Technology and Education courses completed within the last eight years.
- A review of conduct with the Administrative Officer.

Admission Criteria

The Teacher Education Committee will admit a limited number of students to the Teacher Education Program each semester. Admission is on a competitive basis. When there are more qualified applicants than there are available spaces in the program, preference will be given to those with the highest qualifications. Meeting minimum application criteria does not guarantee admission to the program. Those students who meet or exceed the minimum criteria but who are not admitted may reapply in future semesters. Applicants who do not meet minimum requirements may reapply as outlined in the Teacher Education Program Handbook.

Emphasis and Endorsement Areas

Students majoring in Elementary Education will select a subject area emphasis or endorsement, which will strengthen them as teachers and may improve their employability. The following subject emphasis and endorsement areas are offered at Great Basin College:

- English
- Mathematics
- Social Studies
- Science
- Special Education (Generalist K-12)
- TESL (Teaching English as a Second Language)

Additional Costs

Fingerprint cards must be submitted for background checks prior to enrolling in your first field experience class. There is a fingerprinting fee.

Maintaining Good Standing

Once in the program, students will adhere to the rules of the current Teacher Education Program Handbook. Students who have been admitted to the Teacher Education Program must maintain their status as students in good standing to be allowed to student teach and graduate. The requirements are as follows:

- Maintain a cumulative 2.5 GPA at GBC.
- Receive no lower than a B- in all upper-division education courses, and no lower than a C- in all additional baccalaureate program and emphasis requirements.
- Maintain an ethical and professional standard of behavior.
- Receive satisfactory evaluations in field work.

Student Teaching Internship

Applications for the student teaching internships must be completed during the last semester of coursework. Students who plan to student teach in the Fall Semester must submit an application by February 15. Students who plan to student teach in the Spring Semester must submit an application by September 15.

Students must hold a current substitute license, have maintained a 2.5 cumulative GPA at GBC, receive satisfactory evaluation in field work, and have taken or be registered for the Praxis II.

During the student teaching internship semester, students are required to take the capstone seminar (EDEL 491).

Students must complete at least 15 education credits, to include at least two credits in field experience classes at GBC in order to student teach.

Portfolio

Students will be required to complete an electronic portfolio. An introduction to the process will take place in EDU 214 and development will continue throughout the program with workshops during each field experience class. Students will complete the portfolio during the student teaching internship. Presentations of the portfolios take place immediately following the internship.

Nevada Department of Education Licensure Requirements

According to Nevada Revised Statutes, all teaching licenses in Nevada are granted by the Nevada State Board of Education.

All Teacher Education Program students must meet the Nevada Department of Education requirements, in order to be licensed. The student must successfully complete the following:

- Nevada Constitution
- United States Constitution
- Nevada School Law
- Praxis II Exams

I. General Education Curriculum

A. Lower-Division Courses (Note: Your general education electives may be influenced by your emphasis area.)

Communications:

Table with 3 columns: Course ID, Course Name, Credits. Rows include ENG 102 Composition II (3), THTR 102 Introduction to Stage Voice (3), THTR 221 Oral Interpretation (3), COM 101 Oral Communication (3).

Mathematics:

Table with 3 columns: Course ID, Course Name, Credits. Rows include MATH 128 Precalculus and Trigonometry (5-6), MATH 126 Precalculus I (3), MATH 127 Precalculus II (3), MATH 126 Precalculus I (3), STAT 152 Introduction to Statistics (3).

Science:

Table with 3 columns: Course ID, Course Name, Credits. Rows include BIOL 190 Introduction to Cell and Molecular Biology (4), PHYS 100 Introductory Physics (3), GEOL 101 Geology: Exploring Planet Earth (4).

Social Science:

Table with 3 columns: Course ID, Course Name, Credits. Rows include HIST 101 U.S. History to 1877 (3), HIST 102 U.S. History Since 1877 (3), PSY 101 General Psychology (3). Includes a note about choosing from ANTH, ECON, GEOG, HMS, PSC, or SOC courses and a requirement to fulfill U.S. and Nevada Constitutions.

Humanities:

Table with 3 columns: Course ID, Course Name, Credits. Row includes ENG 250 Introduction to Children's Literature (3).

And choose from ART 160, ART 260, or ART 261; ENG 203 or ENG 223; FIS 100, FREN 111, 112; HIST 105 or HIST 106; HUM 101; MUS 121 or MUS 125; PHIL 102, 129; SPAN 111, 112, 211; or THTR 100 (3).

Fine Arts:

Table with 3 columns: Course ID, Course Name, Credits. Row includes THTR 105 (3).

Technology:

Table with 3 columns: Course ID, Course Name, Credits. Row includes EDU 214 Preparing Teachers to Use Technology (3).

If you are interested in an Associate of Arts degree (60.5 credits), consult with an advisor.

Total Credits for Section I, A 43

B. Baccalaureate Requirements (in addition to those listed in Section A).

Mathematics/Science

Table with 3 columns: Course ID, Course Name, Credits. Rows include INT 359 Integrative Mathematics Seminar (3), INT 369 Integrative Science Seminar (3).

Humanities/Social Sciences

Table with 3 columns: Course ID, Course Name, Credits. Rows include INT 339 Integrative Humanities Seminar (3), INT 349 Integrative Social Science Seminar (3).

Capstone

Table with 3 columns: Course ID, Course Name, Credits. Row includes EDEL 491 Elementary Education Capstone Seminar (3).

Total Credits for Section I, B 9

II. Program Requirements

(See an advisor regarding these courses)

Table with 3 columns: Course ID, Course Name, Credits. Rows include ENG 250 Introduction to Children's Literature (3), EPY 330 Principles of Educational Psychology (3), MATH 122 Number Concepts for Elementary School Teachers (3), MATH 123 Statistical and Geometrical Concepts for Elementary School Teachers (3), BIOL 190 Introduction to Cell and Molecular Biology (4), PHYS 100 Introductory Physics (3), HIST 101 U.S. History to 1877 (3), HIST 102 U.S. History Since 1877 (6), EDU 214 Preparing Teachers to Use Technology (3), EDRL 474 Methods of Teaching ESL (3).

Total Credits for Section II 12

**May fulfill a general education requirement.

III. Elementary Education Curriculum

A. Education Courses

Table with 3 columns: Course ID, Course Name, Credits. Rows include EDEL 311 Elementary Methods Practicum I (3), EDEL 313 Elementary Methods Practicum II (3), EDEL 315 Elementary Methods Practicum III (5-6), EDSP 301 Education of the Exceptional Child (3), EDU 250 Foundations of Education (3), EDUC 323 Teaching and Learning Education (3), EDUC 406 Curriculum and Assessment Education (3).

Total Credits for Section III, A 17-18

B. Methods Courses (Must be accepted into the Teacher Education Program to register for classes)

Table with 3 columns: Course ID, Course Name, Credits. Rows include EDEL 433 Teaching Elementary School Mathematics (3), EDEL 443 Teaching Elementary School Science (3), EDEL 453 Teaching Elementary School Social Studies (3), EDRL 437 Teaching Reading (3), EDRL 442 Literacy Instruction I (3), EDRL 443 Literacy Instruction II (3).

Total Credits for Section III, B 18

C. Teaching Internship (Must be accepted into student teaching to register for class)

| | | |
|---|---|-----------|
| EDEL 483 | Elementary Supervised Teaching Internship | 14 |
| Total Credits for Section III, C | | 14 |

IV. Emphasis Areas

Choose at least one emphasis area: *Upper-division areas must be taken through GBC. Any request for exception to this policy must be made in writing and sent to the Teacher Education Committee.

English

ENG 102, ENG 250, ENG 327, and ENG 411B
 ENG 203 or ENG 223 or ENG 325
 THTR 221
 INT 339

Mathematics

MATH 122, MATH 123
 MATH 126 and MATH 127, or MATH 128
 INT 359
 STAT 152

Science

Choose an option below:

| Lower Division | | | |
|-----------------------|-----------------|-----------------|-----------------|
| Option A* | Option B | Option C | Option D |
| BIOL 190 | BIOL 190 | BIOL 190 | BIOL 190 |
| BIOL 191 | CHEM 121 | ENV 100 | GEOL 101 |
| GEOL 101 | CHEM 122 | GEOL 101 | PHYS 100 |
| PHYS 100 | GEOL 101 | GEOL 102 | PHYS 151 |
| INT 369 | PHYS 100 | PHYS 100 | PHYS 152 |
| | INT 369 | INT 369 | INT 369 |

*Select at least one 3-credit upper-division science elective from BIOL 305, BIOL 320, BIOL 331, BIOL 341, BIOL 400, BIOL 434, BIOL 481

Social Studies

Lower Division

HIST 101, HIST 102, and select any two of the following:
 ANTH 101, ANTH 201, ANTH 202; CRJ 104; ECON 102, ECON 103; GEOG 106; HDFS 201; HMS 200; PSC 101; PSC 210; PSY 101; SOC 101

Upper Division

INT 349 and select two upper-division Social Science electives (may not include EPY 330). At least one of the two upper-division social science electives should be taken at GBC.

Students must take at least one class in each of three different social science disciplines.

TESL (Teaching English as a Second Language)

This endorsement is attached to the initial license, either elementary or secondary. It is not a K-12 endorsement. The TESL endorsement adheres to the standards of Teachers of English to Speakers of Other Languages (TESOL).

EDRL 471, EDRL 474, EDRL 475, EDRL 477

Special Education (Generalist K-12)

This endorsement will provide the coursework needed to be certified in the State of Nevada as a generalist special education teacher for students with mild and moderate disabilities. The Student Teaching Internship for Special Education can be combined with the Elementary Internship or the Secondary Internship and can be completed in one semester.

HDFS 201, EPY 330
 EDRL 437 or EDEL 433, and EDSC 433 or EDSC 453
 EDSP 301, EDSP 441, EDSP 434, EDSP 443, EDSP 453
 EDSP 452
 EDSP 484 Special Education Practicum: Elementary Level
 EDSP 485 Special Education Practicum: Secondary Level
 EDSP 495 Student Teaching Internship in Special Education

V. Electives

Recommended electives:

EDU 210
 HDFS 201
 PEX 351

or additional courses within the endorsement area. A minimum of 51 credits of upper-division coursework is required.

Total credits for Section V **2-5**

Minimum Total Credits **120-122**

(Special Education Endorsement **142)**

SUGGESTED COURSE SEQUENCE
BA—Elementary Education

| | | |
|---|----------------|-------------------------------------|
| FALL—1st Semester | Credits | <input checked="" type="checkbox"/> |
| INT 100 | 0.5 | <input type="checkbox"/> |
| COM 101, THTR 102 or THTR 221 | 3 | <input type="checkbox"/> |
| ENG 101 | 3 | <input type="checkbox"/> |
| FINE ARTS** | 3 | <input type="checkbox"/> |
| HIST 101 | 3 | <input type="checkbox"/> |
| MATH 128 | 5 | <input type="checkbox"/> |
| TOTAL | 17.5 | |
| SPRING—2nd Semester | Credits | <input checked="" type="checkbox"/> |
| EDU 214 | 3 | <input type="checkbox"/> |
| EDU 250 | 3 | <input type="checkbox"/> |
| EDEL 311 | 1 | <input type="checkbox"/> |
| ENG 102 | 3 | <input type="checkbox"/> |
| HIST 102 | 3 | <input type="checkbox"/> |
| MATH 122 | 3 | <input type="checkbox"/> |
| TOTAL | 16 | |
| FALL—3rd Semester | Credits | <input checked="" type="checkbox"/> |
| <i>Apply to the Teacher Education Program</i> | | |
| EDUC 406 | 3 | <input type="checkbox"/> |
| ENG 250 | 3 | <input type="checkbox"/> |
| HUMANITIES** | 3 | <input type="checkbox"/> |
| MATH 123 | 3 | <input type="checkbox"/> |
| PHYS 100 | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |
| SPRING—4th Semester | Credits | <input checked="" type="checkbox"/> |
| EDEL 313 | 1 | <input type="checkbox"/> |
| EDUC 323 | 3 | <input type="checkbox"/> |
| EPY 330 | 3 | <input type="checkbox"/> |
| BIOL 190 | 4 | <input type="checkbox"/> |
| EMPHASIS AREA | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE ELECTIVE | 3 | <input type="checkbox"/> |
| TOTAL | 17 | |
| FALL—5th Semester | Credits | <input checked="" type="checkbox"/> |
| GEOL 101 | 4 | <input type="checkbox"/> |
| EDSP 301 | 3 | <input type="checkbox"/> |
| EDU 120/EDU 210 RECOMMENDED | 1-2 | <input type="checkbox"/> |
| EMPHASIS AREA | 3 | <input type="checkbox"/> |
| INT 359 or INT 369 | 3 | <input type="checkbox"/> |
| TOTAL | 14-15 | |
| SPRING—6th Semester | Credits | <input checked="" type="checkbox"/> |
| EDEL 315 | 2 | <input type="checkbox"/> |
| EDEL 433 | 3 | <input type="checkbox"/> |
| EDRL 442 | 3 | <input type="checkbox"/> |
| EDRL 443 | 3 | <input type="checkbox"/> |
| EMPHASIS AREA | 3 | <input type="checkbox"/> |
| TOTAL | 14 | |
| FALL—7th Semester | Credits | <input checked="" type="checkbox"/> |
| EDEL 315 | 2 | <input type="checkbox"/> |
| EDEL 443 | 3 | <input type="checkbox"/> |
| EDEL 453 | 3 | <input type="checkbox"/> |
| EDRL 437 | 3 | <input type="checkbox"/> |
| EDRL 474 | 3 | <input type="checkbox"/> |
| INT 339 or INT 349 | 3 | <input type="checkbox"/> |
| TOTAL | 17 | |
| SPRING—8th Semester | Credits | <input checked="" type="checkbox"/> |
| EDEL 483 | 14 | <input type="checkbox"/> |
| EDEL 491 | 3 | <input type="checkbox"/> |
| TOTAL | 17 | |

**Select with advisor.

Post-Baccalaureate Teacher Certificate in Elementary Education

The post-baccalaureate teacher certification program at GBC enables students who have completed an undergraduate degree in a field other than elementary education to become eligible for licensure to teach in Nevada.

In order to apply to the program, a student must have already completed a baccalaureate degree from a regionally accredited institution. It is imperative that students seek advising from the education department faculty.

Once in the program, students will adhere to the rules of the current Teacher Education Program Handbook.

Application

To apply to the education program at GBC as a post-baccalaureate, students must:

- Complete an application by
October 1 for admission in the Spring Semester
March 1 for admission in the Fall Semester

In addition to the application, applicants must:

- 1) submit copies of passing scores on the PPST or CBEST,
 - 2) or hold a master's degree or higher,
 - 3) or have taken the Graduate Record Examinations (GRE) and received the following minimum scores: a) GRE Verbal: 420, b) GRE Quantitative: 460, and c) GRE Analytical Writing: 430 or higher or 3.5 or higher, **and** completed the undergraduate degree with a GPA of not less than 3.0.
- Complete fingerprinting and background checks
 - Provide official transcripts to Great Basin College Admissions and Records Office, 1500 College Parkway, Elko, NV 89801.
 - Understand that there will be a review of conduct with the Administrative Officer.

Other Requirements

Post-baccalaureate students have the same portfolio and student teaching requirements as other Teacher Education Program students. Students must also maintain good standing.

See Nevada Department of Education requirements to be a licensed teacher.

Required Education Coursework

All upper-division education courses must be completed with no lower than a B-.

| | | | |
|----------------------|-----|--|--------------|
| EDEL | 311 | Elementary Methods Practicum I | 1 |
| EDEL | 313 | Elementary Methods Practicum II | 1 |
| EDEL | 315 | Elementary Methods Practicum III | 3-6 |
| EDEL | 433 | Teaching Elementary School Mathematics . . . | 3 |
| EDEL | 443 | Teaching Elementary School Science | 3 |
| EDEL | 453 | Teaching Elementary School Social Studies . . | 3 |
| EDEL | 483 | Elementary Supervised Teaching Internship . | 14 |
| EDEL | 491 | Elementary Education Capstone Seminar | 3 |
| EDRL | 437 | Teaching Reading | 3 |
| EDRL | 442 | Literacy Instruction I | 3 |
| EDRL | 443 | Literacy Instruction II | 3 |
| EDSP | 301 | Education of the Exceptional Child | 3 |
| EDU | 214 | Preparing Teachers to Use Technology | 3 |
| EDU | 250 | Foundations of Education | 3 |
| EDUC | 323 | Teaching and Learning Education | 3 |
| EDUC | 406 | Curriculum and Assessment Education | 3 |
| EPY | 330 | Principles of Educational Psychology | 3 |
| Total Credits | | | 58-61 |

Students must complete at least 15 education credits, to include at least two credits in field experience classes at GBC, in order to student teach.

Bachelor of Arts in Secondary Education

Student Learning Outcomes

The graduates of this program will consistently display the following skills in accordance with the InTASC Core Teaching Standards:

Standard #1: Learner Development — The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences — The teacher understands how children learn and develop, and can provide learning opportunities that support their cognitive, social, personal, and physical development.

Standard #3: Learning Environments — The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge — The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content — The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment — The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction — The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies — The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice — The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration — The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

These performance standards are assessed through coursework, portfolios, reflections, observations, and performance-based rubrics.

Accreditation

The Northwest Commission on Colleges and Universities accredits this baccalaureate program.

Teacher Education Program Mission Statement

The mission of the Teacher Education Program of Great Basin College is to provide a distinctive early childhood education, elementary, secondary and special education program for rural Nevada.

The Teacher Education Program is designed to develop competence, values, skills, and knowledge to promote lifelong learning and is distinctive in the following ways:

- We recognize and value diversity in the heritage and traditions of the region;
- We collaborate with the six rural school districts in the region to offer early and extensive clinical and field experiences throughout the programs;
- We utilize the professional expertise and contributions of faculty and staff in all academic disciplines; and,

- We utilize technology for distance education and delivering education courses in the rural areas.

Academic Advising

It is highly recommended that students interested in pursuing a degree in Secondary Education seek advisement early in their academic program to ensure efficient advancement through the program. The course of study in Secondary Education involves the proper sequencing of methods courses with field experiences. All students are encouraged to schedule appointments with their advisors on a regular basis. Program degree requirements and licensure requirements may change. Contact the Education Department 775.753.2177, to schedule an appointment with your advisor.

Admission to the Teacher Education Program

Application Deadline

After the specified prerequisites have been met, students must formally apply for admission into the Teacher Education Program. Applications are accepted each semester for the following semester. The deadlines for submitting applications will be March 1 for admission in the subsequent Fall Semester and October 1 for admission in the subsequent Spring Semester. Contact the Education Department to receive a copy of the most current GBC Teacher Education Program Admission Handbook.

Prior to application to the Teacher Education Program, students must successfully complete the following:

- Nevada Highway Patrol and FBI background checks.
- PPST exam (documentation of passing scores on all three exams must be received by application deadline).
- 40 college credits.
- Completion of ENG 102, MATH 126 or higher, and EDU 250 with a grade of C- or higher before acceptance.
- A GPA of 2.75 or higher, based on the student's most recent 40 credits.
- Official transcripts from all other colleges sent to GBC's Admissions and Records Office.
- Technology and Education courses completed within the last eight years.
- A review of conduct with the Administrative Officer.

Admission Criteria

The Teacher Education Committee will admit a limited number of students to the Teacher Education Program each semester. Admission is on a competitive basis. When there are more qualified applicants than there are available spaces in the program, preference will be given to those with the highest qualifications. Meeting minimum application criteria does not guarantee admission to the program. Those students who meet or exceed the minimum criteria but who are not admitted may reapply in future semesters.

Endorsement Areas

Students majoring in Secondary Education must select a subject area endorsement. The following subject emphasis areas are offered at Great Basin College:

- Biological Science
- Business Education
- English
- Mathematics
- Social Sciences
- Agricultural Education,
- Additional endorsements include:
 - TESL — Teaching English as a Second Language
 - Special Education (Generalist K-12)

Additional Costs

Fingerprint cards must be submitted for background checks prior to enrolling in your first field experience class. There is a fingerprinting fee.

Maintaining Good Standing

Once in the program, students will adhere to the rules of the current Teacher Education Program Handbook. Students who have been admitted to the Teacher Education Program will maintain their status as students in good standing and be allowed to graduate, if they meet the following requirements:

- Maintain a cumulative 2.5 GPA at GBC.
- Receive no lower than a B- in all upper-division education courses, and no lower than a C- in all additional baccalaureate program and emphasis requirements.
- Maintain an ethical/professional standard of behavior.
- Receive satisfactory evaluations in field work.

Student Teaching Internship

Applications for the student teaching internships must be completed during the last semester of coursework. Students who plan to student teach in the Fall Semester must submit an application by February 15. Students who plan to student teach in the Spring Semester must submit an application by September 15. Students must hold a current substitute license, have maintained a 2.5 cumulative GPA at GBC, receive satisfactory evaluation in field work, and have taken or be registered for the Praxis II.

During the student teaching internship semester, students are required to take the capstone seminar (EDSC 491). Students must complete at least 15 education credits, to include at least two credits in field experience classes at GBC in order to student teach.

Portfolio

Students will be required to complete an electronic portfolio. An introduction to the process will take place in EDU 214 and development will continue throughout the program with workshops during each field experience class. Students will complete the portfolio during the student teaching internship. Presentations of the portfolios take place immediately following the internship.

Nevada Department of Education Licensure Requirements

According to Nevada Revised Statutes, all teaching licenses in Nevada are granted by the Nevada State Board of Education.

All Teacher Education Program students must meet the Nevada Department of Education requirements in order to be licensed. The student must successfully complete the following:

- Nevada Constitution
- United States Constitution
- Nevada School Law
- Praxis II Exams

Agricultural Education Endorsement

Complete one year of verifiable paid or unpaid work experience in a business, industry, or agency outside of K-12 education in area of endorsement.

I. General Education and Program Core Requirements

A. Lower-Division General Education Requirements

| | | | |
|--|-----|---------------------------------|-----|
| COM | 101 | Oral Communication, or | |
| THTR | 102 | Introduction to Stage Voice, or | |
| THTR | 221 | Oral Interpretation | 3 |
| ENG | 101 | Composition I | 3 |
| ENG | 102 | Composition II | 3 |
| Fine Arts General Education | | | 3 |
| Humanities General Education | | | 3 |
| Mathematics General Education* | | | 5-6 |
| Science General Education | | | |
| (To include BIOL 190 and AGSC 100) | | | 7 |
| Social Science General Education (To include ECON 102) | | | 9 |
| (Included in the nine credits is the constitution requirement of PSC 101 or HIST 101 and HIST 102) | | | |

*Either MATH 128; MATH 126 and MATH 127; or MATH 126 and STAT 152.

Total for Section I A **36-37**

B. Lower-Division Secondary Education Core Requirements

| | | | |
|-----|-----|--------------------------------------|---|
| EDU | 214 | Preparing Teachers to Use Technology | 3 |
| EDU | 250 | Foundations of Education | 3 |

Total for Section I B **6**

C. Upper-Division Secondary Education Core Requirements

| | | | |
|------|-----|--|----|
| EDSC | 311 | Secondary Methods Practicum I | 1 |
| EDSC | 313 | Secondary Methods Practicum II | 1 |
| EDSC | 315 | Secondary Methods Practicum III | 1 |
| EDSC | 483 | Secondary Supervised Teaching Internship | 14 |
| EDSC | 491 | Secondary Education Capstone Seminar | 3 |
| EDCT | 439 | General Methods of Teaching Career and Technical Education | 3 |
| EDUC | 323 | Teaching and Learning Education | 3 |
| EDUC | 406 | Curriculum and Assessment Education | 3 |
| EPY | 330 | Principles of Educational Psychology | 3 |
| INT | 339 | Integrative Humanities Seminar, or | |
| INT | 349 | Integrative Social Science Seminar | 3 |
| INT | 359 | Integrative Mathematics Seminar, or | |
| INT | 369 | Integrative Science Seminar | 3 |
| EDSP | 301 | Education of the Exceptional Child | 3 |

Total for Section I C **41**

Total for Section I **83-84**

Agricultural Education Endorsement

II. Endorsement Requirements

A. Content Area Requirements

| | | | |
|------|-----|--|---|
| ACC | 201 | Financial Accounting | 3 |
| AGSC | 110 | Introduction to Agriculture Management | 3 |
| AGSC | 206 | Fundamentals of Animal Nutrition | 3 |
| AGSC | 209 | Physiology of Livestock Reproduction | 3 |
| AGSC | 210 | Livestock Reproduction Lab | 1 |
| AGSC | 275 | Animal Health and Sanitation | 3 |
| AGSC | 413 | Range-Livestock Interactions, or | |
| NRES | 241 | Principles of Range Science | 3 |
| AGSC | 418 | Beef Cattle Management, or | |
| AGSC | 201 | Agricultural Issues | 3 |
| IT | 208 | Fluid Power, or | |
| DT | 101 | Basic Diesel Engines | 3 |
| NRES | 150 | Fundamentals of Plant Science | 3 |
| NRES | 222 | Soils | 3 |
| NRES | 223 | Soils Laboratory | 1 |
| NRES | 330 | Rangeland Plant ID | 2 |
| WELD | 211 | Welding I | 3 |

Content Area Total **37**

B. Career and Technical Education Requirements

| | | | |
|------|-----|--|---|
| EDCT | 471 | Career and Technical Student Organizations | 3 |
| EDCT | 490 | Cooperative Career and Technical Programs | 3 |
| EDCT | 447 | Curriculum Development in Career and Technical Education | 3 |

Total for Section II B **9**

Total for Section II A **37**

Total for Section I **83-84**

Total for All Sections **129-130**

*Course under development.

SUGGESTED COURSE SEQUENCE***

**BA—Secondary Education
Agricultural Education**

| | | |
|----------------------------|----------------|-------------------------------------|
| FALL—1st Semester | Credits | <input checked="" type="checkbox"/> |
| INT 100 | 0.5 | <input type="checkbox"/> |
| AGSC 110 | 3 | <input type="checkbox"/> |
| ENG 101 | 3 | <input type="checkbox"/> |
| HUMANITIES* | 3 | <input type="checkbox"/> |
| MATH* | 5 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | 3 | <input type="checkbox"/> |
| TOTAL | 17 | |
| SPRING—2nd Semester | Credits | <input checked="" type="checkbox"/> |
| AGSC 100 | 3 | <input type="checkbox"/> |
| ECON 102 | 3 | <input type="checkbox"/> |
| EDU 214 | 3 | <input type="checkbox"/> |
| ENG 102 | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |
| FALL—3rd Semester | Credits | <input checked="" type="checkbox"/> |
| ACC 201 | 3 | <input type="checkbox"/> |
| COM 101 | 3 | <input type="checkbox"/> |
| EDSC 311 | 1 | <input type="checkbox"/> |
| EDU 250 | 3 | <input type="checkbox"/> |
| FINE ARTS* | 3 | <input type="checkbox"/> |
| BIOL 190 | 4 | <input type="checkbox"/> |
| TOTAL | 17 | |
| SPRING—4th Semester | Credits | <input checked="" type="checkbox"/> |
| AGSC 206 | 3 | <input type="checkbox"/> |
| AGSC 209 | 3 | <input type="checkbox"/> |
| AGSC 210 | 1 | <input type="checkbox"/> |
| AGSC 418 or AGSC 201 | 3 | <input type="checkbox"/> |
| EDCT 490 | 3 | <input type="checkbox"/> |
| EDUC 406 | 3 | <input type="checkbox"/> |
| TOTAL | 16 | |
| FALL—5th Semester | Credits | <input checked="" type="checkbox"/> |
| AGSC 275 | 3 | <input type="checkbox"/> |
| EDUC 323 | 3 | <input type="checkbox"/> |
| EDSC 313 | 1 | <input type="checkbox"/> |
| EDCT 471 | 3 | <input type="checkbox"/> |
| INT 339 or INT 349 | 3 | <input type="checkbox"/> |
| NRES 150 | 3 | <input type="checkbox"/> |
| TOTAL | 16 | |
| SPRING—6th Semester | Credits | <input checked="" type="checkbox"/> |
| AGSC 413 or NRES 241 | 3 | <input type="checkbox"/> |
| EDCT 439 | 3 | <input type="checkbox"/> |
| EDSC 315 | 1 | <input type="checkbox"/> |
| EDSP 301 | 3 | <input type="checkbox"/> |
| NRES 222 | 3 | <input type="checkbox"/> |
| NRES 223 | 1 | <input type="checkbox"/> |
| NRES 330 | 2 | <input type="checkbox"/> |
| TOTAL | 16 | |
| FALL—7th Semester | Credits | <input checked="" type="checkbox"/> |
| EPY 330 | 3 | <input type="checkbox"/> |
| EDCT 447 | 3 | <input type="checkbox"/> |
| INT 359 or INT 369 | 3 | <input type="checkbox"/> |
| WELD 211 | 3 | <input type="checkbox"/> |
| IT 208 or DT 101 | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |
| SPRING—8th Semester | Credits | <input checked="" type="checkbox"/> |
| EDSC 483 | 14 | <input type="checkbox"/> |
| EDSC 491 | 3 | <input type="checkbox"/> |
| TOTAL | 17 | |

*Select from page 55.
**Select with advisor.
***See page 119.

Business Endorsement

Complete one year of verifiable paid or unpaid work experience in a business, industry, or agency outside of K-12 education in area of endorsement.

I. General Education and Program Core Requirements

A. Lower-Division General Education Requirements

| | | |
|----------|--|-----|
| COM 101 | Oral Communication, or | |
| THTR 102 | Introduction to Stage Voice, or | |
| THTR 221 | Oral Interpretation | 3 |
| ENG 101 | Composition I | 3 |
| ENG 102 | Composition II | 3 |
| | Fine Arts General Education | 3 |
| | Humanities General Education | 3 |
| | Mathematics General Education* | 5-6 |
| | Science General Education | 7 |
| | Social Science General Education** | 9 |

**The nine Social Science credits include the constitution requirement (PSC 101 or HIST 101/102 and ECON 102/103)

*Either MATH 128; MATH 126 and MATH 127; or MATH 126 and STAT 152.

Total for Section I A 36-37

B. Lower-Division Secondary Education Core Requirements

| | | |
|---------|--|---|
| EDU 214 | Preparing Teachers to Use Technology | 3 |
| EDU 250 | Foundations of Education | 3 |

Total for Section I B 6

C. Upper-Division Secondary Education Core Requirements

| | | |
|----------|--|----|
| EDCT 439 | Methods of Teaching Career and Technical Education | 3 |
| EDRL 474 | Methods for English Language Learners | 3 |
| EDSC 311 | Secondary Methods Practicum I | 1 |
| EDSC 313 | Secondary Methods Practicum II | 1 |
| EDSC 315 | Secondary Methods Practicum III | 1 |
| EDSC 483 | Secondary Supervised Teaching Internship | 14 |
| EDSC 491 | Secondary Education Capstone Seminar | 3 |
| EDSP 301 | Education of the Exceptional Child | 3 |
| EDUC 323 | Teaching and Learning Education | 3 |
| EDUC 406 | Curriculum and Assessment Education | 3 |
| EPY 330 | Principles of Educational Psychology | 3 |
| INT 339 | Integrative Humanities Seminar, or | |
| INT 349 | Integrative Social Science Seminar | 3 |
| INT 359 | Integrative Mathematics Seminar, or | |
| INT 369 | Integrative Science Seminar | 3 |

Total for Section I C 44

Total for Section I 86-87

II. Content-Area Requirements
Business Education Endorsement

A. Content Area Requirements

| | | | |
|-----|-----|--|---|
| ACC | 201 | Financial Accounting | 3 |
| ACC | 202 | Managerial Accounting | 3 |
| BUS | 275 | Fundamentals of International Business, or | |
| MGT | 480 | International Business | 3 |
| BUS | 325 | Legal Environment of Business | |
| FIN | 310 | Applied Accounting and Finance | 3 |
| IS | 201 | Computer Applications | 3 |
| IS | 301 | Management Information Systems | 3 |
| MKT | 210 | Marketing Principles | 3 |
| MGT | 310 | Foundations of Management | |
| | | Theory and Practice | 3 |
| MGT | 367 | Human Resource Management | 3 |

B. Career and Technical Education Requirements

| | | | |
|------|-----|----------------------------------|---|
| EDCT | 471 | Career and Technical Student | |
| | | Organizations | 3 |
| EDCT | 490 | Cooperative Career and Technical | |
| | | Programs | 3 |
| EDCT | 447 | Curriculum Development in Career | |
| | | and Technical Education | 3 |

Total for Section I **85-86**

Total for Section II **39**

Total for All Sections **124-125**

SUGGESTED COURSE SEQUENCE***

BA—Secondary Education

Business

| | | | |
|--------------------------|-----|----------------|-------------------------------------|
| FALL—1st Semester | | Credits | |
| HUMANITIES* | | 3 | <input checked="" type="checkbox"/> |
| INT | 100 | 0.5 | <input type="checkbox"/> |
| ENG | 101 | 3 | <input type="checkbox"/> |
| MATH* | | 5 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | | 3 | <input type="checkbox"/> |
| TOTAL | | 14.5 | |

| | | | |
|----------------------------|-----|----------------|-------------------------------------|
| SPRING—2nd Semester | | Credits | |
| ECON | 102 | 3 | <input checked="" type="checkbox"/> |
| EDU | 214 | 3 | <input type="checkbox"/> |
| ENG | 102 | 3 | <input type="checkbox"/> |
| SCIENCE* | | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |

| | | | |
|--------------------------|-----|----------------|-------------------------------------|
| FALL—3rd Semester | | Credits | |
| ACC | 201 | 3 | <input checked="" type="checkbox"/> |
| COM | 101 | 3 | <input type="checkbox"/> |
| EDSC | 311 | 1 | <input type="checkbox"/> |
| EDU | 250 | 3 | <input type="checkbox"/> |
| FINE ARTS* | | 3 | <input type="checkbox"/> |
| SCIENCE* | | 4 | <input type="checkbox"/> |
| TOTAL | | 17 | |

| | | | |
|----------------------------|-----|----------------|-------------------------------------|
| SPRING—4th Semester | | Credits | |
| ACC | 202 | 3 | <input checked="" type="checkbox"/> |
| EDCT | 490 | 3 | <input type="checkbox"/> |
| EDUC | 406 | 3 | <input type="checkbox"/> |
| IS | 201 | 3 | <input type="checkbox"/> |
| MGT | 310 | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |

| | | | |
|--------------------------|----------------|----------------|-------------------------------------|
| FALL—5th Semester | | Credits | |
| EDCT | 471 | 3 | <input checked="" type="checkbox"/> |
| EDSC | 313 | 1 | <input type="checkbox"/> |
| EDUC | 323 | 3 | <input type="checkbox"/> |
| EPY | 330 | 3 | <input type="checkbox"/> |
| INT | 339 or INT 349 | 3 | <input type="checkbox"/> |
| IS | 301 | 3 | <input type="checkbox"/> |
| TOTAL | | 16 | |

| | | | |
|----------------------------|----------------|----------------|-------------------------------------|
| SPRING—6th Semester | | Credits | |
| EDSP | 301 | 3 | <input checked="" type="checkbox"/> |
| EDCT | 439 | 3 | <input type="checkbox"/> |
| EDSC | 315 | 1 | <input type="checkbox"/> |
| MGT | 367 | 3 | <input type="checkbox"/> |
| MGT | 480 | 3 | <input type="checkbox"/> |
| INT | 359 or INT 369 | 3 | <input type="checkbox"/> |
| TOTAL | | 16 | |

| | | | |
|--------------------------|-----|----------------|-------------------------------------|
| FALL—7th Semester | | Credits | |
| BUS | 325 | 3 | <input checked="" type="checkbox"/> |
| EDCT | 447 | 3 | <input type="checkbox"/> |
| EDRL | 474 | 3 | <input type="checkbox"/> |
| FIN | 310 | 3 | <input type="checkbox"/> |
| MKT | 210 | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |

| | | | |
|----------------------------|-----|----------------|-------------------------------------|
| SPRING—8th Semester | | Credits | |
| EDSC | 483 | 14 | <input checked="" type="checkbox"/> |
| EDSC | 491 | 3 | <input type="checkbox"/> |
| TOTAL | | 17 | |

*Select from page 55.

**Select with advisor

***See page 119.

Biological Science Endorsement

I. General Education and Program Core Requirements

A. Lower-Division General Education Requirements

| | | | |
|------|-----|--|---|
| BIOL | 190 | Introduction to Cell and Molecular Biology | 4 |
| CHEM | 121 | General Chemistry I | 4 |
| COM | 101 | Oral Communication, or | |
| THTR | 102 | Introduction to Stage Voice, or | |
| THTR | 221 | Oral Interpretation | 3 |
| ENG | 101 | Composition I | 3 |
| ENG | 102 | Composition II | 3 |
| MATH | 127 | Precalculus II or higher | 3 |
| STAT | 152 | Introduction to Statistics, or | |
| MATH | 182 | Calculus II | 3 |
| | | Fine Arts General Education | 3 |
| | | Humanities General Education (PHIL 102 recommended) | 3 |
| | | Social Science General Education | 9 |
| | | (Constitution requirement of PSC 101 or HIST 101 and HIST 102 included in the nine credits) | |

Total for Section I A **38**

B. Lower-Division Secondary Education Core Requirements

| | | | |
|-----|-----|--------------------------------------|---|
| EDU | 214 | Preparing Teachers to Use Technology | 3 |
| EDU | 250 | Foundations of Education | 3 |

Total for Section I B **6**

C. Upper-Division Secondary Education Core Requirements

| | | | |
|------|-----|--|----|
| EDSC | 311 | Secondary Methods Practicum I | 1 |
| EDSC | 313 | Secondary Methods Practicum II | 1 |
| EDSC | 315 | Secondary Methods Practicum III | 1 |
| EDRL | 474 | Methods for English Language Learners | 3 |
| EDSC | 463 | Teaching Secondary Science | 3 |
| EDSC | 483 | Secondary Supervised Teaching Internship | 14 |
| EDSC | 491 | Secondary Education Capstone Seminar | 3 |
| EDSP | 301 | Education of the Exceptional Child | 3 |
| EDUC | 323 | Teaching and Learning Education | 3 |
| EDUC | 406 | Curriculum and Assessment Education | 3 |
| INT | 339 | Integrative Humanities Seminar, or | |
| INT | 349 | Integrative Social Science Seminar | 3 |
| INT | 369 | Integrative Science Seminar | 3 |
| EPY | 330 | Principles of Educational Psychology | 3 |

Total for Section I C **44**

Total for Section I **88**

II. Content-Area Requirements Biological Science Program

A. Lower-Division Requirements

| | | | |
|------|------|---|---|
| BIOL | 191 | Introduction to Organismal Biology | 4 |
| CHEM | 122 | General Chemistry II | 4 |
| CHEM | 241 | Organic Chemistry I | 3 |
| CHEM | 241L | Organic Chemistry for Life Sciences Lab I | 1 |
| PHYS | 151 | General Physics I | 4 |

Total Unduplicated Lower-Division Requirements **16**

B. Upper-Division Requirements

| | | | |
|------|-----|--|---|
| BIOL | 300 | Principles of Genetics | 4 |
| BIOL | 320 | Invertebrate Zoology, or | |
| BIOL | 434 | Mammalogy | 4 |
| BIOL | 331 | Plant Taxonomy, or | |
| BIOL | 410 | Plant Physiology | 3 |
| BIOL | 341 | Principles of Ecology | 3 |
| BIOL | 447 | Advanced Comparative Animal Physiology | 3 |

Total for Section II B **17**

Total for Section II A **16**

Total for Section I **88**

Total for All Sections **121**

SUGGESTED COURSE SEQUENCE***

**BA—Secondary Education
Biological Science**

| | | | |
|----------------------------|-----------------|----------------|-------------------------------------|
| FALL—1st Semester | | Credits | <input checked="" type="checkbox"/> |
| INT | 100 | 0.5 | <input type="checkbox"/> |
| BIOL | 190 | 4 | <input type="checkbox"/> |
| CHEM | 121 | 4 | <input type="checkbox"/> |
| COM | 101 | 3 | <input type="checkbox"/> |
| ENG | 101 | 3 | <input type="checkbox"/> |
| PSC | 101 | 3 | <input type="checkbox"/> |
| TOTAL | | 17.5 | |
| SPRING—2nd Semester | | Credits | <input checked="" type="checkbox"/> |
| BIOL | 191 | 4 | <input type="checkbox"/> |
| CHEM | 122 | 4 | <input type="checkbox"/> |
| ENG | 102 | 3 | <input type="checkbox"/> |
| FINE ARTS* | | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | | 3 | <input type="checkbox"/> |
| TOTAL | | 17 | |
| FALL—3rd Semester | | Credits | <input checked="" type="checkbox"/> |
| CHEM | 241 | 3 | <input type="checkbox"/> |
| CHEM | 241L | 1 | <input type="checkbox"/> |
| EDSC | 311 | 1 | <input type="checkbox"/> |
| EDU | 250 | 3 | <input type="checkbox"/> |
| MATH | 127 | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | | 3 | <input type="checkbox"/> |
| TOTAL | | 14 | |
| SPRING—4th Semester | | Credits | <input checked="" type="checkbox"/> |
| EDUC | 323 | 3 | <input type="checkbox"/> |
| EDUC | 406 | 3 | <input type="checkbox"/> |
| PHIL | 102 | 3 | <input type="checkbox"/> |
| PHYS | 151 | 4 | <input type="checkbox"/> |
| STAT | 152 or MATH 182 | 3 | <input type="checkbox"/> |
| TOTAL | | 16 | |
| FALL—5th Semester | | Credits | <input checked="" type="checkbox"/> |
| BIOL | 300 | 4 | <input type="checkbox"/> |
| BIOL | 320 or BIOL 434 | 4 | <input type="checkbox"/> |
| EDSC | 313 | 1 | <input type="checkbox"/> |
| EDU | 214 | 3 | <input type="checkbox"/> |
| EPY | 330 | 3 | <input type="checkbox"/> |
| GIS | 109 | 3 | <input type="checkbox"/> |
| TOTAL | | 18 | |
| SPRING—6th Semester | | Credits | <input checked="" type="checkbox"/> |
| BIOL | 341 | 3 | <input type="checkbox"/> |
| BIOL | 331 or BIOL 410 | 3 | <input type="checkbox"/> |
| EDSP | 301 | 3 | <input type="checkbox"/> |
| INT | 339 or INT 349 | 3 | <input type="checkbox"/> |
| TOTAL | | 12 | |
| FALL—7th Semester | | Credits | <input checked="" type="checkbox"/> |
| BIOL | 447 | 3 | <input type="checkbox"/> |
| EDRL | 474 | 3 | <input type="checkbox"/> |
| EDSC | 315 | 1 | <input type="checkbox"/> |
| EDSC | 463 | 3 | <input type="checkbox"/> |
| INT | 369 | 3 | <input type="checkbox"/> |
| TOTAL | | 13 | |
| SPRING—8th Semester | | Credits | <input checked="" type="checkbox"/> |
| EDSC | 483 | 14 | <input type="checkbox"/> |
| EDSC | 491 | 3 | <input type="checkbox"/> |
| TOTAL | | 17 | |

*Select from page 55.

**Select with advisor.

***See Page 119.

English Endorsement

I. General Education and Program Core Requirements

A. Lower-Division General Education Requirements

| | | | |
|---|-----|---------------------------------|-----|
| COM | 101 | Oral Communication, or | |
| THTR | 102 | Introduction to Stage Voice, or | |
| THTR | 221 | Oral Interpretation | 3 |
| ENG | 101 | Composition I | 3 |
| ENG | 102 | Composition II | 3 |
| Fine Arts General Education | | | 3 |
| Humanities General Education* (ENG 203 or ENG 223) | | | 3 |
| Mathematics General Education** | | | 5-6 |
| Science General Education | | | 7 |
| Social Science General Education | | | 9 |
| (Constitution requirement of PSC 101 or HIST 101 and HIST 102 included in the nine credits) | | | |

*Can be used towards the student's English endorsement

**Either MATH 128; MATH 126 and MATH 127; or MATH 126 and STAT 152.

Total for Section I A 36-37

B. Lower-Division Secondary Education Core Requirements

| | | | |
|-----|-----|--------------------------------------|---|
| EDU | 214 | Preparing Teachers to Use Technology | 3 |
| EDU | 250 | Foundations of Education | 3 |

Total for Section I B 6

C. Upper-Division Secondary Education Core Requirements

| | | | |
|------|-----|--|----|
| EDRL | 474 | Methods for English Language Learners | 3 |
| EDSC | 311 | Secondary Methods Practicum I | 1 |
| EDSC | 313 | Secondary Methods Practicum II | 1 |
| EDSC | 315 | Secondary Methods Practicum III | 1 |
| EDSC | 433 | Teaching Secondary English | 3 |
| EDSC | 483 | Secondary Supervised Teaching Internship | 14 |
| EDSC | 491 | Secondary Education Capstone Seminar | 3 |
| EDSP | 301 | Education of the Exceptional Child | 3 |
| EDUC | 323 | Teaching and Learning Education | 3 |
| EDUC | 406 | Curriculum and Assessment Education | 3 |
| EPY | 330 | Principles of Educational Psychology | 3 |
| INT | 339 | Integrative Humanities Seminar | 3 |
| INT | 359 | Integrative Mathematics Seminar, or | |
| INT | 369 | Integrative Science Seminar | 3 |

Total for Section I C 44

Total for Section I 83-86

II. Content-Area Requirements
English

A. Lower-Division Requirements

| | | |
|----------|--------------------------------------|-----|
| COM 101 | Oral Communication, or | |
| THTR 102 | Introduction to Stage Voice, or | |
| THTR 221 | Oral Interpretation | (3) |
| ENG 203 | Introduction to Literary Study, or | |
| ENG 223 | Themes of Literature | (3) |
| JOUR 102 | News Reporting and Writing | 3 |

() Indicates Section 1A requirement.

B. Upper-Division Requirements

| | | |
|----------|---|---|
| ENG 325 | Advanced Literary Study | 3 |
| ENG 327 | Composition III | 3 |
| ENG 329 | Language Study | 3 |
| ENG 333 | Professional Communications | 3 |
| ENG 411B | Principles of Modern Grammar | 3 |
| ENG 418A | Advanced English — Reading Strategies | 3 |
| ENG 433A | Shakespeare: Tragedies and Histories | 3 |
| ENG 449A | British Literature I, or | |
| ENG 449B | British Literature II | 3 |
| ENG 451A | American Literature I, or | |
| ENG 451B | American Literature II | 3 |
| ENG 497A | Topics in Multicultural Literature | 3 |

Total for Section I 86-87

Total for Section II 33

Total Unduplicated for All Sections 119-120

(120 credits required for BA)

SUGGESTED COURSE SEQUENCE****

BA—Secondary Education

English

| FALL—1st Semester | | Credits | |
|--------------------------|--|----------------|-------------------------------------|
| COM 101 | | 3 | <input checked="" type="checkbox"/> |
| EDU 214 | | 3 | <input type="checkbox"/> |
| ENG 101 | | 3 | <input type="checkbox"/> |
| FINE ARTS* | | 3 | <input type="checkbox"/> |
| INT 100 | | 0.5 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | | 3 | <input type="checkbox"/> |
| TOTAL | | 15.5 | |

| SPRING—2nd Semester | | Credits | |
|----------------------------|--|----------------|-------------------------------------|
| ENG 102 | | 3 | <input checked="" type="checkbox"/> |
| MATH 128 | | 5 | <input type="checkbox"/> |
| PSC 101 | | 3 | <input type="checkbox"/> |
| SCIENCE* | | 4 | <input type="checkbox"/> |
| TOTAL | | 15 | |

| FALL—3rd Semester | | Credits | |
|--------------------------|--|----------------|-------------------------------------|
| EDSC 311 | | 1 | <input checked="" type="checkbox"/> |
| EDU 250 | | 3 | <input type="checkbox"/> |
| ENG 203 or ENG 223 | | 3 | <input type="checkbox"/> |
| HIST 101 or HIST 102 | | 3 | <input type="checkbox"/> |
| SCIENCE* | | 3 | <input type="checkbox"/> |
| TOTAL | | 13 | |

| SPRING—4th Semester | | Credits | |
|----------------------------|--|----------------|-------------------------------------|
| EDUC 406 | | 3 | <input checked="" type="checkbox"/> |
| ENG 325 | | 3 | <input type="checkbox"/> |
| ENG 333 | | 3 | <input type="checkbox"/> |
| ENG 327 | | 3 | <input type="checkbox"/> |
| ENG 451A or ENG 451B | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |

| FALL—5th Semester | | Credits | |
|--------------------------|--|----------------|-------------------------------------|
| JOUR 102 | | 3 | <input checked="" type="checkbox"/> |
| EDSC 313 | | 1 | <input type="checkbox"/> |
| EDUC 323 | | 3 | <input type="checkbox"/> |
| ENG 329 | | 3 | <input type="checkbox"/> |
| ENG 497A | | 3 | <input type="checkbox"/> |
| EPY 330 | | 3 | <input type="checkbox"/> |
| TOTAL | | 16 | |

| SPRING—6th Semester | | Credits | |
|----------------------------|--|----------------|-------------------------------------|
| ENG 418A | | 3 | <input checked="" type="checkbox"/> |
| ENG 449A or ENG 449B | | 3 | <input type="checkbox"/> |
| EDSP 301 | | 3 | <input type="checkbox"/> |
| INT 359 or INT 369 | | 3 | <input type="checkbox"/> |
| TOTAL | | 12 | |

| FALL—7th Semester | | Credits | |
|--------------------------|--|----------------|-------------------------------------|
| ERDL 474 | | 3 | <input checked="" type="checkbox"/> |
| EDSC 315 | | 1 | <input type="checkbox"/> |
| EDSC 433 | | 3 | <input type="checkbox"/> |
| ENG 411B | | 3 | <input type="checkbox"/> |
| ENG 433A | | 3 | <input type="checkbox"/> |
| INT 339 | | 3 | <input type="checkbox"/> |
| TOTAL | | 16 | |

| SPRING—8th Semester | | Credits | |
|----------------------------|--|----------------|-------------------------------------|
| EDSC 483 | | 14 | <input checked="" type="checkbox"/> |
| EDSC 491 | | 3 | <input type="checkbox"/> |
| TOTAL | | 17 | |

*Select from page 55.

**Select with advisor

****See page 119.

Mathematics Endorsement

I. General Education and Program Core Requirements

A. Lower-Division General Education Requirements

| | | | |
|--|-----|---------------------------------|-----|
| COM | 101 | Oral Communication, or | |
| THTR | 102 | Introduction to Stage Voice, or | |
| THTR | 221 | Oral Interpretation | 3 |
| ENG | 101 | Composition I | 3 |
| ENG | 102 | Composition II | 3 |
| Fine Arts General Education | | | 3 |
| Humanities General Education | | | 3 |
| Mathematics General Education* | | | (6) |
| Science General Education | | | 7 |
| Social Science General Education | | | 9 |
| (Included in the nine credits is the constitution requirement of PSC 101 or HIST 101 and HIST 102) | | | |

*Met by mathematics endorsement courses.

Total for Section I A 31

B. Lower-Division Secondary Education Core Requirements

| | | | |
|-----|-----|--------------------------------------|---|
| EDU | 214 | Preparing Teachers to Use Technology | 3 |
| EDU | 250 | Foundations of Education | 3 |

Total for Section I B 6

C. Upper-Division Secondary Education Core Requirements

| | | | |
|------|-----|--|----|
| EDRL | 474 | Methods for English Language Learners | 3 |
| EDSC | 311 | Secondary Methods Practicum I | 1 |
| EDSC | 313 | Secondary Methods Practicum II | 1 |
| EDSC | 315 | Secondary Methods Practicum III | 1 |
| EDSC | 453 | Teaching Secondary Mathematics | 3 |
| EDSC | 483 | Secondary Supervised Teaching Internship | 14 |
| EDSC | 491 | Secondary Education Capstone Seminar | 3 |
| EDSP | 301 | Education of the Exceptional Child | 3 |
| EDUC | 323 | Teaching and Learning Education | 3 |
| EDUC | 406 | Curriculum and Assessment Education | 3 |
| EPY | 330 | Principles of Educational Psychology | 3 |
| INT | 339 | Integrative Humanities Seminar, or | |
| INT | 349 | Integrative Social Science Seminar | 3 |
| INT | 359 | Integrative Mathematics Seminar | 3 |

Total for Section I C 44

Total for Section I 81

II. Content-Area Requirements Secondary Mathematics Program

A. Lower-Division Requirements*

| | | | |
|------|-----|-------------------------------------|---|
| IS | 101 | Introduction to Information Systems | 3 |
| MATH | 181 | Calculus I | 4 |
| MATH | 182 | Calculus II | 4 |
| MATH | 251 | Discrete Mathematics I | 3 |
| MATH | 283 | Calculus III | 4 |
| STAT | 152 | Introduction to Statistics | 3 |

*Six credits of these satisfy the mathematics general education requirement.

Total Unduplicated Lower-Division Requirements 21

B. Upper-Division Requirements

| | | | |
|---|-----|---|---|
| MATH | 330 | Linear Algebra | 3 |
| MATH | 331 | Groups, Rings, and Fields | 3 |
| MATH | 333 | Number Theory for Secondary School Teachers | 3 |
| MATH | 475 | Euclidean and Non-Euclidean Geometry | 3 |
| Mathematics Elective, to be chosen from MATH 285, MATH 314, or MATH 310 | | | 3 |

Total for Section II B 15

Total for Section II A 21

Total for Section I 81

Total for All Sections 117

(120 credits required for BA)

SUGGESTED COURSE SEQUENCE***

BA—Secondary Education

Mathematics

| FALL—1st Semester | | Credits | |
|----------------------------|----------------|----------------|-------------------------------------|
| INT | 100 | 0.5 | <input checked="" type="checkbox"/> |
| EDU | 214 | 3 | <input type="checkbox"/> |
| ENG | 101 | 3 | <input type="checkbox"/> |
| FINE ARTS* | | 3 | <input type="checkbox"/> |
| MATH | 128 | 5 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | | 3 | <input type="checkbox"/> |
| TOTAL | | 17.5 | |
| SPRING—2nd Semester | | Credits | |
| ENG | 102 | 3 | <input checked="" type="checkbox"/> |
| MATH | 181 | 4 | <input type="checkbox"/> |
| SCIENCE* | | 4 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | | 3 | <input type="checkbox"/> |
| STAT | 152 | 3 | <input type="checkbox"/> |
| TOTAL | | 17 | |
| FALL—3rd Semester | | Credits | |
| EDU | 250 | 3 | <input checked="" type="checkbox"/> |
| EDSC | 311 | 1 | <input type="checkbox"/> |
| IS | 101 | 3 | <input type="checkbox"/> |
| MATH | 182 | 4 | <input type="checkbox"/> |
| SCIENCE* | | 3 | <input type="checkbox"/> |
| TOTAL | | 14 | |
| SPRING—4th Semester | | Credits | |
| EDUC | 406 | 3 | <input checked="" type="checkbox"/> |
| HUMANITIES* | | 3 | <input type="checkbox"/> |
| INT | 359 | 3 | <input type="checkbox"/> |
| MATH | 283 | 4 | <input type="checkbox"/> |
| PSC | 101 | 3 | <input type="checkbox"/> |
| TOTAL | | 16 | |
| FALL—5th Semester | | Credits | |
| COM | 101 | 3 | <input checked="" type="checkbox"/> |
| EDSC | 313 | 1 | <input type="checkbox"/> |
| EDUC | 323 | 3 | <input type="checkbox"/> |
| EPY | 330 | 3 | <input type="checkbox"/> |
| MATH | 251 | 3 | <input type="checkbox"/> |
| MATH | 330 | 4 | <input type="checkbox"/> |
| TOTAL | | 17 | |
| SPRING—6th Semester | | Credits | |
| EDSC | 453 | 3 | <input checked="" type="checkbox"/> |
| EDSL | 315 | 1 | <input type="checkbox"/> |
| EDSP | 301 | 3 | <input type="checkbox"/> |
| MATH | 331 | 3 | <input type="checkbox"/> |
| MATH | 333 | 3 | <input type="checkbox"/> |
| ELECTIVE** | | 3 | <input type="checkbox"/> |
| TOTAL | | 16 | |
| FALL—7th Semester | | Credits | |
| EDRL | 474 | 3 | <input checked="" type="checkbox"/> |
| INT | 339 or INT 349 | 3 | <input type="checkbox"/> |
| MATH | 475 | 3 | <input type="checkbox"/> |
| MATH ELECTIVE** | | 3 | <input type="checkbox"/> |
| TOTAL | | 12 | |
| SPRING—8th Semester | | Credits | |
| EDSC | 483 | 14 | <input checked="" type="checkbox"/> |
| EDSC | 491 | 3 | <input type="checkbox"/> |
| TOTAL | | 17 | |

*Select from page 55.
 **Select with advisor.
 ***See page 119.

Social Sciences Endorsement

I. General Education and Program Core Requirements

A. Lower-Division General Education Requirements

| | | | |
|------|-----|--|---|
| COM | 101 | Oral Communication, or | |
| THTR | 102 | Introduction to Stage Voice, or | |
| THTR | 221 | Oral Interpretation | 3 |
| ENG | 101 | Composition I | 3 |
| ENG | 102 | Composition II | 3 |
| GEOG | 106 | Introduction to Cultural Geography | 3 |
| HIST | 101 | U.S. History to 1877 | 3 |
| HIST | 102 | U.S. History Since 1877 | 3 |
| STAT | 152 | Introduction to Statistics | 3 |
| | | Fine Arts General Education | 3 |
| | | Humanities General Education | 3 |
| | | Mathematics General Education (MATH 126 or higher) | 3 |
| | | Science General Education | 7 |

Total for Section I A 37

B. Lower-Division Secondary Education Core Requirements

| | | | |
|-----|-----|--------------------------------------|---|
| EDU | 214 | Preparing Teachers to Use Technology | 3 |
| EDU | 250 | Foundations of Education | 3 |

Total for Section I B 6

C. Upper-Division Secondary Education Core Requirements

| | | | |
|------|-----|--|----|
| EDRL | 474 | Methods for English Language Learners | 3 |
| EDSC | 311 | Secondary Methods Practicum I | 1 |
| EDSC | 313 | Secondary Methods Practicum II | 1 |
| EDSC | 315 | Secondary Methods Practicum III | 1 |
| EDSC | 473 | Teaching Secondary Social Sciences | 3 |
| EDSC | 483 | Secondary Supervised Teaching Internship | 14 |
| EDSC | 491 | Secondary Education Capstone Seminar | 3 |
| EDSP | 301 | Education of the Exceptional Child | 3 |
| EDUC | 323 | Teaching and Learning Education | 3 |
| EDUC | 406 | Curriculum and Assessment Education | 3 |
| EPY | 330 | Principles of Educational Psychology | 3 |
| INT | 301 | Integrative Research Methodology | 3 |
| INT | 359 | Integrative Mathematics Seminar, or | |
| INT | 369 | Integrative Science Seminar | 3 |
| INT | 349 | Integrative Social Science Seminar | 3 |

Total for Section I C 47

Total for Section I 90

II. Content-Area Requirements

A. Lower-Division Requirements*

- Students must have 36 semester hours of credit in the social sciences, which must include at least 3 semester hours in each of the areas listed below, 24 of which must be in subject areas 5, 6, and 7.
 - Within these 36 credits, at least 9 credits must be upper division; 6 of these 9 credits must be in History.
 - Principles of Educational Psychology 330 may not be used toward this total; History 101 and HIST102 may be used.
1. Economics—Recommended: ECON 102 or 103. Other Acceptable Courses: ECON 104
 2. Geography—Required: GEOG 106.
 3. Psychology or Sociology—Recommended: PSY 101 or SOC 101. Other Acceptable Courses: PSY 102, 130, 208, 234, 271, 441, 460, SOC 205, 342
 4. Ethnic Studies—Recommended: SOC 205 or ANTH 400A or ANTH 400B.
 5. Political Science—Recommended PSC 403K. Other Acceptable Courses: PSC 101, 210, 403C.
 6. U.S. History —Required HIST 101 and HIST 102. Other Acceptable Courses: HIST 217, 225, 401, 412, 413, 414A*, 415C, 416A, 416B*, 417A, 417C, 441, 498.
 7. History of the World—Recommended: HIST 105,106, 247. Other Acceptable Courses: HIST 209.

*Nine credits of these satisfy the social science and humanities general education requirement.

Total Unduplicated Lower-Division Requirements 18

B. Upper-Division Requirements

Social Science Elective, to be chosen from SOC 342, ANTH 400A, ANTH 400B, ANTH 400G, PSC 401F, PSC 403C, PSC 403K, PSY 441, or PSY 460 3

History Elective, to be chosen from HIST 401, HIST 412, HIST 413, HIST 414A*, HIST 415C, HIST 416A, HIST 416B*, HIST 417A, HIST 417C, HIST 441, or HIST 498 6

Total for Section II B 9

Total for Section II A 18

Total for Section I 90

Total for All Sections 117

(120 credits required for BA)

*Course under development

SUGGESTED COURSE SEQUENCE***

**BA—Secondary Education
Social Science**

| | | |
|----------------------------|----------------|-------------------------------------|
| FALL—1st Semester | Credits | <input checked="" type="checkbox"/> |
| INT 100 | 0.5 | <input type="checkbox"/> |
| COM 101 | 3 | <input type="checkbox"/> |
| ENG 101 | 3 | <input type="checkbox"/> |
| FINE ARTS* | 3 | <input type="checkbox"/> |
| HIST 101 | 3 | <input type="checkbox"/> |
| MATH 126 | 3 | <input type="checkbox"/> |
| TOTAL | 15.5 | |
| SPRING—2nd Semester | Credits | <input checked="" type="checkbox"/> |
| EDU 214 | 3 | <input type="checkbox"/> |
| ENG 102 | 3 | <input type="checkbox"/> |
| HIST 102 | 3 | <input type="checkbox"/> |
| SCIENCE* | 3 | <input type="checkbox"/> |
| STAT 152 | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |
| FALL—3rd Semester | Credits | <input checked="" type="checkbox"/> |
| EDSC 311 | 1 | <input type="checkbox"/> |
| EDU 250 | 3 | <input type="checkbox"/> |
| GEOG 106 | 3 | <input type="checkbox"/> |
| HUMANITIES* | 3 | <input type="checkbox"/> |
| SCIENCE* | 4 | <input type="checkbox"/> |
| TOTAL | 14 | |
| SPRING—4th Semester | Credits | <input checked="" type="checkbox"/> |
| EDUC 406 | 3 | <input type="checkbox"/> |
| INT 301 | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE** | 9 | <input type="checkbox"/> |
| TOTAL | 15 | |
| FALL—5th Semester | Credits | <input checked="" type="checkbox"/> |
| EDSC 313 | 1 | <input type="checkbox"/> |
| EDUC 323 | 3 | <input type="checkbox"/> |
| EPY 330 | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE** | 9 | <input type="checkbox"/> |
| TOTAL | 16 | |
| SPRING—6th Semester | Credits | <input checked="" type="checkbox"/> |
| EDSP 301 | 3 | <input type="checkbox"/> |
| INT 359 or INT 369 | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE** | 9 | <input type="checkbox"/> |
| TOTAL | 15 | |
| FALL—7th Semester | Credits | <input checked="" type="checkbox"/> |
| EDRL 474 | 3 | <input type="checkbox"/> |
| EDSC 315 | 1 | <input type="checkbox"/> |
| EDSC 473 | 3 | <input type="checkbox"/> |
| INT 349 | 3 | <input type="checkbox"/> |
| ELECTIVE** | 3 | <input type="checkbox"/> |
| TOTAL | 13 | |
| SPRING—8th Semester | Credits | <input checked="" type="checkbox"/> |
| EDSC 483 | 14 | <input type="checkbox"/> |
| EDSC 491 | 3 | <input type="checkbox"/> |
| TOTAL | 17 | |

*Select from page 55.

**Select with advisor.

***See page 119.

TESL—Teaching English as a Second Language

This endorsement is attached to the initial license, either elementary or secondary. It is not a K-12 endorsement. The TESL endorsement adheres to the standards of Teachers of English to Speakers of Other Languages (TESOL).

EDRL 471, EDRL 474, EDRL 475, EDRL 477.

Special Education (Generalist, K-12)

This endorsement will provide the coursework needed to be certified in the State of Nevada as a generalist special education teacher for students with mild and moderate disabilities. The Student Teaching Internship for Special Education can be combined with the Elementary Internship or the Secondary Internship and can be completed in one semester.

HDFS 201, EPY 330

EDEL 433 or EDRL 437 and EDSC 433 or EDSC 453

EDSP 301, EDSP 441, EDSP 434, EDSP 443,

EDSP 453, EDSP 452

EDSP 484 (*Special Education Practicum: Elementary Level*)

EDSP 485 (*Special Education Practicum: Secondary Level*)

EDSP 495 (*Student Teaching Internship in Special Education*)

Post-Baccalaureate Teacher Certificate in Secondary Education

The post-baccalaureate teacher certification program at GBC enables students who have completed an undergraduate degree in a field other than secondary education to become eligible for licensure to teach in Nevada.

In order to apply to the program, a student must have already completed a baccalaureate degree from a regionally accredited institution. The teaching major's required content coursework and the required education courses may be completed concurrently; however, the content coursework must be completed prior to taking the required education methods course. Because the major coursework must comply with the state licensure requirements, coursework needed to complete the teaching major may differ from that required for the original bachelor's degree. It is imperative that students seek advising from education department faculty. Once in the program students will adhere to the rules of the current Teacher Education Program Handbook.

Application

To apply to the education program at GBC as a post-baccalaureate, students must:

- Complete an application by
October 1 for admission in the Spring Semester
March 1 for admission in the Fall Semester

In addition to the application, applicants must

- 1) submit copies of passing scores on the PPST or CBEST,
 - 2) or hold a master's degree or higher
 - 3) or have taken the Graduate Record Examinations (GRE) and received the following minimum scores: a) GRE Verbal: 420, b) GRE Quantitative: 460, and c) GRE Analytical Writing: 430 or higher or 3.5 or higher, and completed the undergraduate degree with a GPA of not less than 3.0.
- Complete fingerprinting and background checks
 - Provide official transcripts to Great Basin College Admissions and Records Office, 1500 College Parkway, Elko, NV 89801.
 - A review of conduct with the Administrative Officer.

Other Requirements

Post-baccalaureate students have the same portfolio and student teaching requirements as other Teacher Education Program students. Students must also maintain good standing.

See Nevada Department of Education requirements to be a licensed teacher.

Required Education Coursework

The following education courses must be completed with no less than a B-.

| | | | |
|------|-----|---|----|
| EDRL | 474 | Methods for English Language Learners | 3 |
| EDSC | 311 | Secondary Methods Practicum I | 1 |
| EDSC | 313 | Secondary Methods Practicum II | 1 |
| EDSC | 315 | Secondary Methods Practicum III | 1 |
| EDSC | 433 | Methods of Teaching English, or | |
| EDSC | 453 | Teaching Secondary Mathematics, or | |
| EDSC | 463 | Teaching Secondary Science, or | |
| EDSC | 473 | Teaching Secondary Social Sciences, or | |
| EDCT | 439 | General Methods of Teaching Career and Technical Education | 3 |
| EDSC | 483 | Secondary Supervised Student Teaching Internship | 14 |
| EDSC | 491 | Secondary Education Capstone Seminar . . . | 3 |
| EDSP | 301 | Education of the Exceptional Child | 3 |
| EDU | 214 | Preparing Teachers to Use Technology | 3 |
| EDU | 250 | Foundations of Education | 3 |
| EDUC | 323 | Teaching and Learning Education | 3 |
| EDUC | 406 | Curriculum and Assessment Education | 3 |
| EPY | 330 | Educational Psychology | 3 |

Bachelor of Arts in Integrative Studies

Student Learning Outcomes

Students graduating from the BAIS will have the knowledge and skills to:

- Comprehend and analyze the foundations and interactions of physical, biological, and social systems;
- Acquire, organize, and interpret information and data to make informed, reasoned, and balanced analyses;
- Effectively communicate in oral and written form;
- Demonstrate the ability to utilize relevant technologies; and
- Gain experience and perform at a professional level in an organization outside of the classroom.

Mission Statement

The mission of the Bachelor of Arts in Integrative Studies (BAIS) is to fulfill and extend the mission and philosophy of Great Basin College. The BAIS program provides a broad interdisciplinary knowledge base and professional experience. This course of study is designed to instill abilities in critical thinking, writing, presentation, and research skills as well as build an interdisciplinary knowledge base.

Accreditation

GBC's Bachelor of Arts in Integrative Studies was approved by the NSHE Board of Regents in 2001. The degree and its emphasis area programs were subsequently submitted to and accepted by the Northwest Commission on Colleges and Universities.

BAIS Emphasis Areas

The BAIS has two areas of emphasis, natural resources and social sciences. Both emphasis areas require the completion of upper-division core requirements for the integrative studies program along with required core courses for the emphasis area selected. Students in each emphasis area are expected to complete 30 hours of upper-division core courses that form the interdisciplinary foundation of curriculum for the BAIS program. Beyond that, students in each emphasis are required to complete core emphasis area courses.

Professional Skills and Career Paths

Upon completion of the BAIS Program, students will have developed professional skills that can be applied to many career paths, including an ability to do research, communicate, and problem solve. This skill set is valued by employers in both the private and public sectors. Graduates of the BAIS Program have gone on to careers in environmental consulting, human resources, criminal justice, environmental divisions in mining companies, consulting, land use management at federal and state agencies, nonprofit organizations, public history, mental health care facilities, education, and archaeology; still others have gone on to complete graduate programs.

Admission to Program

Students need to complete the application form for the BAIS to be formally admitted to the program. Applications are accepted any time; applications received prior to March 15 will be assigned the current catalog year while applications received after March 15 will be assigned to the following year catalog. The form is available online on the GBC Website. Go the www.gbcnv.edu and then go to Academics. Click on the BAIS Natural Resources or the Social Science link to access the form. Transfer students must provide official transcripts from all other accredited institutions attended to complete the application process. Applications must be complete to be processed.

Advisement

Every BAIS student has a faculty member teaching in the declared emphasis area assigned as an advisor, and we *require* that students meet with their advisor each semester. Advisor information is provided in the letter of acceptance to the program and assignments are made by the Program Supervisor. If you are unsure who your advisor is or would like to make an appointment, please contact the BAIS Program administrative assistant 775.753.2244.

Maintaining Good Standing

- Students must maintain a GPA of 2.0 to remain in good standing in the program.
- To graduate, students are required to have a GPA of 2.0 for all upper-division courses applied to the degree. This includes courses taken at GBC and those transferred from other institutions.
- Students must make progress toward the degree with no lapses exceeding three semesters.
- Students not meeting the above criteria may be dismissed from the program.

Academic Honesty

Students must comply with Student Conduct and Academic Honesty policies as described in the GBC Catalog and NSHE Code; incidents of student misconduct and/or academic dishonesty will be reported the Vice President of Student Services and the appropriate BAIS program supervisor. Disciplinary action may include a written warning, reprimand, college probation, suspension or expulsion from the BAIS Program. Disciplinary action can be imposed in any order depending on the seriousness of the misconduct. In the event a student's status changes to probationary, a plan of action will be created for reinstatement to the BAIS. Failure to meet this action plan will result in expulsion from the program.

THE BAIS NATURAL RESOURCES EMPHASIS AREA

Building upon the interdisciplinary foundation provided by the core integrative requirements for the BAIS program, the Natural Resources emphasis area focuses on courses related to the biological and physical environment. The Natural Resources emphasis prepares students to meet the challenges of natural resource management in the twenty-first century. The integrated curriculum provides students the required perspective to develop and implement resource utilization policies and practices. Students may select coursework that best supports their specific career goals.

Student Learning Outcomes

Graduates of the Bachelor of Arts in Integrative Studies Natural Resource Emphasis area will have the knowledge and skills to:

- Comprehend and analyze how the study of biological and physical systems contributes to understanding the natural world;
- Comprehend and analyze how the sciences study the natural world and how these studies can be applied; and
- Comprehend and analyze how environmental regulations are applied to the management of natural resources.

BAIS Natural Resources Emphasis Area Requirements

1. Lower-Division Requirements

A. General Requirements

| | | | |
|------|-----|----------------------------|---|
| COM | 101 | Oral Communication, or | |
| THTR | 221 | Oral Interpretation | 3 |
| ENG | 102 | Composition II | 3 |
| MATH | 126 | Precalculus I | 3 |
| STAT | 152 | Introduction to Statistics | 3 |

See the General Education course options for the following:

| | |
|--|---|
| Fine Arts | 3 |
| Humanities | 3 |
| Technology (GIS 109 required) | 3 |
| Social Science (must include ANTH 101 or ANTH 202) | 9 |

B. Lower-Division Core Natural Resources Requirements (19 credits required)

| | | | |
|------|-----|--|---|
| BIOL | 190 | Introduction to Cell and Molecular Biology | 4 |
| BIOL | 191 | Introduction to Organismal Biology | 4 |
| CHEM | 121 | General Chemistry I | 4 |
| ENV | 100 | Humans and the Environment | 3 |
| GEOL | 101 | Geology: Exploring Planet Earth | 4 |

C. Lower-Division Electives (variable credits, used to meet the 60-credit requirement for an Associate's degree). Use this category to fulfill prerequisites for upper-division science core areas.

| | | | |
|------|-----|---|--|
| ANSC | 211 | Fundamentals of Animal Nutrition | |
| ANTH | 202 | Introduction to Archaeology | |
| BIOL | 112 | Animal Behavior | |
| BIOL | 299 | Special Topics in Biology (may be taken for credit only once) | |
| CHEM | 122 | General Chemistry II* | |
| CHEM | 241 | Organic Chemistry I | |
| GEOG | 103 | Physical Geography | |
| GIS | 110 | Principles of Cartography | |
| GIS | 111 | Introduction to Remote Sensing | |
| GIS | 205 | GIS Applications | |
| GIS | 270 | GIS Extensions | |
| NRES | 150 | Fundamentals of Plant Science | |
| NRES | 222 | Soils | |
| NRES | 223 | Soils Laboratory | |
| NRES | 241 | Principles of Range Science | |
| NRES | 251 | Rangeland Measurements and Monitoring | |
| NRES | 299 | Special Topics in Natural Resources (may be taken for credit only once) | |

* This course is a prerequisite for some upper-division natural resources core courses including BIOL 300, BIOL 410 and BIOL 447.

2. Upper-Division BAIS Interdisciplinary Core Requirements (30 credits; students in each emphasis area take these courses)

A. General Courses (21 credits)

| | | |
|----------|--|---|
| BIOL 341 | Principles of Ecology | 3 |
| ENG 333 | Professional Communications, or | |
| ENG 327 | Composition III | 3 |
| ECON 311 | Professional Ethics | 3 |
| GIS 320 | Geographic Information Systems in Business and Community | 3 |
| INT 301 | Integrative Research Methodology | 3 |
| INT 400 | Internship in Integrative Studies | 3 |
| INT 496 | Capstone in Integrative Studies | 3 |

B. Integrative Seminars (9 credits)

| | | |
|--------------------|------------------------------------|---|
| INT 349 | Integrative Social Science Seminar | 3 |
| INT 369 | Integrative Science Seminar | 3 |
| Choose one: | | |
| INT 339 | Integrative Humanities Seminar, or | |
| INT 369 | Integrative Math Seminar | 3 |

C. Natural Resource Upper-Division Core Requirements

Choose one course from each core discipline:

IMPORTANT NOTICE: Natural Resources upper-division courses are offered on a rotating schedule. The schedule is in the BAIS Natural Resources handbook, or ask your advisor what classes are coming up. **THIS IS CRITICAL FOR COMPLETING YOUR DEGREE IN A TIMELY FASHION.**

Biology (3-4 credits)

- BIOL 300 Principles of Genetics
- BIOL 305 Introduction to Conservation Biology
- BIOL 447 Advance Comparative Animal Physiology
- NRES 310 Wildlife Ecology and Management

Botany (3 credits)

- BIOL 331 Plant Taxonomy (includes lab)
- BIOL 410 Plant Physiology

Geology (4 credits)

- GEOL 334 Geomorphology and Soils

Zoology (4 credits)

- BIOL 320 Invertebrate Zoology
- BIOL 434 Mammalogy

Law and Regulation (3 credits)

- ENV 422 Environmental Regulation and Compliance

D. Upper-Division Social Science Core Requirements (each course is 3 credits)

Anthropology (Choose one course from the following list)

- ANTH 400A Indians of North America
- ANTH 400B Indians of the Great Basin
- ANTH 440A Archaeology of North America
- ANTH 440B Archaeology of the Great Basin

Economics, History, Political Science (Choose one course from the following list)

- ECON 307 Environmental Economics (Spring)
- HIST 417C The West as National Experience
- HIST 441 American Environmental History
- PSC 403C Environmental Policy (Spring)

E. Upper-Division Electives (9 credits)

Check course listing for number of credits per course. Choose courses from the core areas above in sections C OR from the following list:

- BIOL 400 Field School in Biology
- ANSC 413 Range-Livestock Interactions
- ANTH 448A Field School in Archaeology
- NRES 330 Rangeland Plant ID
- SUR 340 Photogrammetry
- SUR 360 Public Land Survey System
- BIOL 496 Advanced Topics in Modern Biology (May only be repeated for up to 6 credits)

Other courses may be substituted with approval of Program Supervisor in consultation with Natural Resources faculty.

Total Credits for Lower-Division

Requirements and Electives: 60

Total Credits for Upper-Division

Requirements and Electives: 62

Minimum Total Credits: 122

SUGGESTED COURSE SEQUENCE*
BAIS—Natural Resources Emphasis**

| FALL—1st Semester | Credits | |
|----------------------------------|-------------|-------------------------------------|
| INT 100 | 0.5 | <input checked="" type="checkbox"/> |
| BIOL 190 | 4 | <input type="checkbox"/> |
| ENG 101 | 3 | <input type="checkbox"/> |
| FINE ARTS* | 3 | <input type="checkbox"/> |
| PSC 101 or HIST 101 and HIST 102 | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | 3 | <input type="checkbox"/> |
| MATH (If needed)** | | <input type="checkbox"/> |
| TOTAL | 16.5 | |

| SPRING—2nd Semester | Credits | |
|---------------------|-----------|-------------------------------------|
| BIOL 191 | 4 | <input checked="" type="checkbox"/> |
| ENG 102 | 3 | <input type="checkbox"/> |
| HUMANITIES* | 3 | <input type="checkbox"/> |
| ENV 100 | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE* | 3 | <input type="checkbox"/> |
| MATH (If needed)** | | <input type="checkbox"/> |
| TOTAL | 16 | |

| FALL—3rd Semester | Credits | |
|-------------------------|-----------|-------------------------------------|
| CHEM 121 | 4 | <input checked="" type="checkbox"/> |
| GIS 109 | 3 | <input type="checkbox"/> |
| MATH 120 or MATH 126*** | 3 | <input type="checkbox"/> |
| ELECTIVES** | 6 | <input type="checkbox"/> |
| TOTAL | 16 | |

| SPRING—4th Semester | Credits | |
|---------------------|--------------|-------------------------------------|
| COM 101 or THTR 221 | 3 | <input checked="" type="checkbox"/> |
| GEOL 101 | 3-4 | <input type="checkbox"/> |
| STAT 152 | 3 | <input type="checkbox"/> |
| ELECTIVES** | 6 | <input type="checkbox"/> |
| TOTAL | 15-16 | |

| FALL—5th Semester | Credits | |
|---|--------------|-------------------------------------|
| BIOL 300, or BIOL 305, or BIOL 481, or NRES 310 | 3-4 | <input checked="" type="checkbox"/> |
| ECON 311 or PHIL 311 | 3 | <input type="checkbox"/> |
| ENG 333 or ENG 327 | 3 | <input type="checkbox"/> |
| INT 301 | 3 | <input type="checkbox"/> |
| INT 369 | 3 | <input type="checkbox"/> |
| TOTAL | 15-16 | |

| SPRING—6th Semester | Credits | |
|---------------------------|-----------|-------------------------------------|
| BIOL 331 or BIOL 410 | 3 | <input checked="" type="checkbox"/> |
| BIOL 341 | 3 | <input type="checkbox"/> |
| GEOL 334 | 4 | <input type="checkbox"/> |
| Upper-Division Elective** | 3 | <input type="checkbox"/> |
| INT 349 | 3 | <input type="checkbox"/> |
| TOTAL | 16 | |

| Summer or Fall of 4th year: INT 400 3-6 credits | Credits | |
|---|------------|--------------------------|
| INT 400 | 3-6 | <input type="checkbox"/> |
| TOTAL | 3-6 | |

| FALL—7th Semester | Credits | |
|---|-----------|-------------------------------------|
| BIOL 320 or BIOL 434 | 4 | <input checked="" type="checkbox"/> |
| Upper-Division Social Science Core Requirements | 6 | <input type="checkbox"/> |
| Upper-Division Electives** | 6 | <input type="checkbox"/> |
| TOTAL | 16 | |

| SPRING—8th Semester | Credits | |
|----------------------------|-----------|-------------------------------------|
| ENV 422 | 3 | <input checked="" type="checkbox"/> |
| INT 496 | 3 | <input type="checkbox"/> |
| Upper-Division Electives** | 6 | <input type="checkbox"/> |
| TOTAL | 12 | |

*Select from page 55.
**Select with advisor (with at least 48 upper-division credits)
***See page 119.

THE BAIS SOCIAL SCIENCE EMPHASIS AREA

Building upon the interdisciplinary foundation provided by the core integrative requirements for the BAIS program, Social Science emphasis area courses focus on an integrated view of the human social world. BAIS Social Science faculty include experts in four core disciplines—anthropology/archaeology, history, political science, and psychology. These, and other social science disciplines, describe and analyze human behavior in different ways, yet with considerable overlap which indicates that some areas of human behavior are so important and complex these are examined in different ways. These diverse understandings of social processes provide a global, generalist perspective on human social behavior in addition to understandings that derive from each subject area.

Student Learning Outcomes

Graduates of the Bachelor of Arts in Integrative Studies Social Science Emphasis area will have the knowledge and skills to:

- Comprehend and analyze how anthropology contributes to understanding the human experience;
- Comprehend and analyze how history contributes to understanding the human experience;
- Comprehend and analyze how political science contributes to understanding the human experience;
- Comprehend and analyze how psychology contributes to understanding the human experience; and
- Comprehend and analyze how the social sciences study human society and how these studies can be applied.

BAIS Social Science Emphasis Area Requirements

The BAIS Social Science emphasis requires a total of 120 credit hours, with at least 57 upper-division credits. While the BAIS Social Science emphasis does not require an Associate's degree for entrance into the program, completion of an Associate's degree is a requirement for the Bachelor's degree. For most students, the requirements of the Bachelor's degree will fulfill the Associate's degree requirements.

1. Lower-Division Requirements

A. Lower-Division General Requirements (28 credits)

| | | | |
|------|-----|--|---|
| COM | 101 | Oral Communication, | |
| THTR | 102 | Introduction to Stage Voice, or | |
| THTR | 221 | Oral Interpretation | 3 |
| ENG | 102 | Composition II | 3 |
| MATH | 126 | Precalculus I | 3 |
| STAT | 152 | Introduction to Statistics | 3 |
| BIOL | 190 | Introduction to Cell and Molecular Biology | 4 |

See the General Education course options for the following:

| | |
|------------|---|
| Fine Arts | 3 |
| Humanities | 3 |
| Technology | 3 |

B. Lower-Division Core Social Science Requirements (12 credits). The US and Nevada Constitution requirement can be met with either PSC 101 or the HIST 101 and 102 sequence. Choose at least one course for each core discipline:

Anthropology (3 credits)

ANTH 101, 102, 201, or 202

History (3 credits)

HIST 101, 102, 105, 106, 217, 247, or 295

Political Science (3 credits)

PSC 101, 210, 231, or 295

Psychology (3 credits)

PSY 101, 102, 130, 208, 233, 234, 241, 276, or 290

Check prerequisites for upper-division core courses before selecting these courses.

C. Lower-Division Electives (variable credits, use to meet the 60-credit requirement for Associate's Degree). Social Science students should select other social science courses when possible.

2. Upper-Division BAIS Interdisciplinary Core Requirements (30 credits; students in each emphasis area take these courses)

A. General Courses (21 credits)

| | | | |
|------|-----|--|---|
| BIOL | 341 | Principles of Ecology | 3 |
| ENG | 333 | Professional Communications, or | |
| ENG | 327 | Composition III | 3 |
| ECON | 311 | Professional Ethics | 3 |
| GIS | 320 | Geographic Information Systems in Business and Community | 3 |
| INT | 301 | Integrative Research Methodology | 3 |
| INT | 400 | Internship in Integrative Studies | 3 |
| INT | 496 | Capstone in Integrative Studies | 3 |

B. Integrative Seminars (9 credits)

| | | |
|--------------------|------------------------------------|---|
| INT 349 | Integrative Social Science Seminar | 3 |
| INT 369 | Integrative Science Seminar | 3 |
| Choose one: | | |
| INT 339 | Integrative Humanities Seminar, or | |
| INT 369 | Integrative Math Seminar | 3 |

C. Social Science Emphasis Upper-Division Core Requirements (24 credits)

Each course is three credits. Choose at least two courses from each core discipline.

IMPORTANT NOTICE: Social science upper-division courses are rotated. One course in history and one course in psychology will be offered every fall semester. One course in anthropology and one course in political science will be offered every spring semester. The schedule is in the BAIS Social Science handbook, or ask your advisor what classes are coming up. **THIS IS CRITICAL FOR COMPLETING YOUR DEGREE IN A TIMELY FASHION.**

Anthropology (6 credits)

- ANTH 400A Indians of North America
- ANTH 400B Indians of the Great Basin
- ANTH 439 Selected Topics in Cultural Anthropology (can be used twice with different topics)
- ANTH 440A Archaeology of North America
- ANTH 440B Archaeology of the Great Basin
- ANTH 459 Selected Topics in Archaeology (can be used twice with different topics)

History (6 credits)

- HIST 417C The West as National Experience
- HIST 441 American Environmental History
- HIST 478B Islamic and Middle Eastern History Since 1750
- HIST 498 Advanced Historical Studies (can be used twice with different topics)

Political Science (6 credits)

- PSC 401F Political Opinion and Political Behavior
- PSC 401Z Special Topics in American Government in American Government (can be used twice with different topics)
- PSC 403C Environmental Policy
- PSC 403K Problems in American Public Policy

Psychology (6 credits)

- PSY 435 Personality
- PSY 460 Social Psychology

D. Electives (6 credits). Three elective credits can be lower-division.

Choose any course under these prefixes:

- ANTH GEOG
- BIOL GEOL
- CRJ HIST
- ECON PSY
- ENG (200 or higher) SOC
- ENV SW
- GIS (109, 205) PSC

Additional INT seminars (with different topics) can be used as electives. Only two seminars from each course number can be used. Choose from:
INT 339, 349, 359, or 369.

Other courses may be substituted with approval of the Program Supervisor.

Total Credits for Lower-Division

Requirements and Electives: 60

Total Credits for Upper-Division

Requirements and Electives: 60

Minimum Total Credits: 120

SUGGESTED COURSE SEQUENCE***
BAIS—Social Science Emphasis

| FALL—1st Semester | Credits | |
|--------------------------------------|--------------|--------------------------|
| INT 100 | 0.5 | <input type="checkbox"/> |
| ENG 101 | 3 | <input type="checkbox"/> |
| FINE ARTS* | 3 | <input type="checkbox"/> |
| HIST 101 | 3 | <input type="checkbox"/> |
| PSC 101 or ECON 103 | 3 | <input type="checkbox"/> |
| SOCIAL SCIENCE** | 3 | <input type="checkbox"/> |
| MATH (if needed)** | | |
| TOTAL | 15.5 | |
| | | |
| SPRING—2nd Semester | Credits | |
| ANTH 101, or SOC 101, or GEOG 106 | 3 | <input type="checkbox"/> |
| ENG 102 | 3 | <input type="checkbox"/> |
| HIST 102 | 3 | <input type="checkbox"/> |
| PSY 101 | 3 | <input type="checkbox"/> |
| SCIENCE | 3-4 | <input type="checkbox"/> |
| MATH (if needed)** | | |
| TOTAL | 15-16 | |
| | | |
| FALL—3rd Semester | Credits | |
| HUMANITIES* | 3 | <input type="checkbox"/> |
| MATH 120 or MATH 126* | 3 | <input type="checkbox"/> |
| SCIENCE | 3-4 | <input type="checkbox"/> |
| ELECTIVES | 6 | <input type="checkbox"/> |
| TOTAL | 15-16 | |
| | | |
| SPRING—4th Semester | Credits | |
| COM 101 or THTR 221 | 3 | <input type="checkbox"/> |
| GIS 109 | 3 | <input type="checkbox"/> |
| STAT 152 | 3 | <input type="checkbox"/> |
| ELECTIVES | 6 | <input type="checkbox"/> |
| TOTAL | 15 | |
| | | |
| FALL—5th Semester | Credits | |
| INT 301 | 3 | <input type="checkbox"/> |
| ENG 327 or ENG 333 | 3 | <input type="checkbox"/> |
| INT 349 | 3 | <input type="checkbox"/> |
| Upper-Division Core Social Science** | 6 | <input type="checkbox"/> |
| TOTAL | 15 | |
| | | |
| SPRING—6th Semester | Credits | |
| BIOL 341 | 3 | <input type="checkbox"/> |
| ECON 311 or PHIL 311 | 3 | <input type="checkbox"/> |
| INT 369 | 3 | <input type="checkbox"/> |
| Upper-Division Core Social Science** | 6 | <input type="checkbox"/> |
| TOTAL | 15 | |
| | | |
| Summer or Fall of 4th year | Credits | |
| INT 400 | 3-6 | <input type="checkbox"/> |
| TOTAL | 3-6 | |
| | | |
| FALL—7th Semester | Credits | |
| GIS 320 | 3 | <input type="checkbox"/> |
| INT 339 or INT 359 | 3 | <input type="checkbox"/> |
| Upper-Division Core Social Science** | 6 | <input type="checkbox"/> |
| Upper-Division Electives* | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |
| | | |
| SPRING—8th Semester | Credits | |
| INT 496 | 3 | <input type="checkbox"/> |
| Upper-Division Core Social Science** | 6 | <input type="checkbox"/> |
| Lower-Upper-Division Electives** | 3 | <input type="checkbox"/> |
| TOTAL | 12 | |

*Select from page 55.

Select with advisor. (With at least 48 upper-division credits) *See page 119.

Bachelor of Applied Science

Student Learning Outcomes

Graduates of the BAS degree program will have the knowledge and skills to:

- Understand the social responsibilities of being a member of a professional community and the ethical values which are integral to personal and professional success.
- Identify and access information and be able to interpret, summarize, synthesize and convey this information to others using a variety of technology platforms.
- Understand the key concepts and be able to demonstrate the ability to apply the latest knowledge, techniques, concepts and tools of a profession to solve problems and address the needs of society, organizations and individual clients.
- Demonstrate knowledge of the relationship of professionals to society at large, the role of the professional as part of that society and the ability to analyze how changes in technology will impact the future of their profession and its relationship with society.
- Demonstrate skills and abilities in critical thinking, creativity, communication and analysis to facilitate career progression in their profession.

Accreditation

The program has been approved by the Northwest Commission on Colleges and Universities.

Mission Statement

The mission of the Bachelor of Applied Science is to fulfill and to extend the mission and philosophy of Great Basin College by providing a distinctive baccalaureate degree that builds upon the technical skills and knowledge acquired in attaining an Associate of Applied Science and, in particular cases, an Associate of Science or Associate of Arts degree. In this endeavor, the program is designed to instill abilities and qualities of competence, personal communication, management, and decision making within a broader context than a single vocation. The program will build on the individual's current vocational abilities and provide additional managerial skills within a specific field of emphasis. Those completing the program should then be prepared to competently and efficiently engage their chosen vocational field as either highly trained technicians or effective managers.

Purpose Statement

The purpose of the Bachelor of Applied Science (BAS) Program is to provide a quality and affordable four-year degree to residents of rural Nevada. This degree is particularly suited to accommodate working adults whose schedules may be limited due to work and time constraints.

Contact Information

Bachelor of Applied Science degree program, 775.753.2104.

About the Program

Greater Accessibility

The program is designed for students who have previously completed an associate's degree at an accredited college or university. There are currently four emphases: Digital Information Technology; Instrumentation; Management in Technology; and Land Surveying/Geomatics; and one emphasis pending approval, Graphic Communications. These are particularly attractive to employers of the school's service area and provide an avenue of continuing education for all persons with work experience to complete a baccalaureate degree at Great Basin College.

Meets Employer Demand

The program is intended to build on the student's associate degree curricula, work experience, and maturity. It will provide the student with communication and problem solving skills, management and organizational theories and practice, and a broad liberal arts view of the world and workplace. This training is designed to prepare students for employment in demanding management positions, depending on the emphasis a student selects. The focus in the curriculum on the values of lifelong learning and positive human relation skills will be especially beneficial to graduates of this program.

Program Strengths

This degree program addresses many of the widely acknowledged deficiencies of the traditional bachelor's education. It represents a shift away from a narrow-focused, speciality program to a broader approach with courses taught by colleagues from across all disciplines at the College. This strategic adjustment allows our students to experience a broader array of values and attitudes about their field of study and to enlist the alliance of employers within our service area as

educational partners and stakeholders in the success of this degree program. We believe these learning partnerships allow Great Basin College to deliver an innovative training program whose graduates are sought out because:

1. GBC’s program is more reflective of the ideal bachelor’s educational philosophy: a broad liberal arts exposure.
2. The program instills in its graduates professional ethics and leadership skills needed to make critical decisions.
3. The program supplies students with a unifying operational and practical framework for problem solving; thus, stakeholder value is enhanced and a position of distinctiveness in bachelor’s level education in this region is achieved.

GBC’s academic approach to the delivery of education will help students become innovative leaders and practitioners in organizations that value continuous renewal of their culture and management approach. This gives our graduates a significant, distinct, comparative advantage in their chosen career fields.

Admission to the Program

Students will be admitted to the program in a Full Admission status when all admission requirements have been completed and accepted by the Committee. Students who do not maintain good standing, as defined, will be placed on Probationary Status. Students on probationary status are not allowed to continue toward completion of the program until they have removed all restrictions. The manner for reinstatement to good standing will be determined by the Committee on a case-by- case basis.

To be officially admitted to the Bachelor of Applied Science Program, students should do the following.

STEP 1: Inquiries

As soon as practical, applicants should meet with a faculty program advisor to outline a proposed course of study.

STEP 2: Application Process

Students must present evidence of completion of one of the following associate’s degree patterns:

1. An Associate of Applied Science degree from an accredited college.
2. An Associate of Science or Associate of Arts degree or other degrees as deemed appropriate by the Committee, plus a resumé demonstrating relevant experience.
3. Any technical associate’s degree that is not an AAS, if it is from an accredited college and includes more than 50 percent technical/vocational courses (as determined by your advisor).

Acceptable evidence would be the diploma and/or official transcripts. Students should submit transcripts indicating an overall grade-point average (GPA) equal to or greater than 2.0, as calculated by Great Basin College formulas. Students should submit a program application to the Committee before completion of 30 credits in the program. Students should have completed the requirements for an associate’s degree prior to making application.

STEP 3: Follow Up

Students have the responsibility to ensure that official transcripts and any other requirements are actually received by the Director of Admissions and Registrar of Great Basin College. These should be received by the application deadlines in order to receive Full Admission to the BAS Degree Program.

NOTE: Evaluation of the entrance criteria will be made by the Committee. This processing takes approximately five to six weeks. Students will be notified by letter from the Director of Admissions and Registrar upon acceptance/denial.

Pre-admission Information

Some emphases of the program may have their own special admission requirements.

- Completion of an approved electrical program is required before official admission to the Instrumentation program can occur. In addition, students entering the program must complete the Career and Technical Education Program application for admission found on the program web page.
- See the Land Surveying/Geomatics emphasis for a list of prerequisites.
- The Graphic Communication emphasis requires an AAS in Computer Technology with a Graphic Communications emphasis for admission, or advisor permission (pending approval of the BAS-GRC program).
- Students with bachelor’s degrees from a regionally accredited college or university will not be required to take general education courses unless they are listed under the Emphasis Requirements or are needed as prerequisites for more advanced requirements.

Maintaining Good Standing

Students who have been admitted to the Bachelor of Applied Science Program will maintain their status as students in good standing, and be allowed to graduate, if they meet the following requirements:

- Maintain an overall 2.0 GPA.
- Receive no lower than a C- in all program requirements.

| | |
|---|------------|
| Total Minimum Credits for BAS | 120 |
| Total Minimum Upper-Division Credits | 48 |

Digital Information Technology Emphasis

Outcomes for graduates of the BAS Digital Information Technology Emphasis in addition to those for the BAS program as a whole will have the knowledge and skills to

- Identify, access, organize and process data into useful information through interpretation, synthesis and presentation of the information using appropriate technological platforms.
- Understand a broad range of computing concepts within the business environment and be able to demonstrate the ability to apply the latest knowledge, techniques, concepts and tools of computing professionals to solve problems and address the needs of organizations and individual clients.
- Demonstrate knowledge of the relationship between many disparate computing, networking and data storage systems using each appropriately based on its strengths and weaknesses.
- Demonstrate skills and abilities to analyze digital information situations with critical thinking and creativity then communicate that analysis clearly to facilitate suitable solutions.

I. General Education (beyond those required for AAS)

| | | | |
|---|-----|------------------------------------|-------|
| COM | 101 | Oral Communication, | |
| THTR | 102 | Introduction to Stage Voice, or | |
| THTR | 221 | Oral Interpretation | 3 |
| ENG | 333 | Professional Communications | 3 |
| STAT | 152 | Principles of Statistics I, or | |
| MATH | 181 | Calculus I | 3-4 |
| INT | 339 | Integrative Humanities Seminar | 3 |
| INT | 349 | Integrative Social Science Seminar | 3 |
| INT | 359 | Integrative Mathematics Seminar | 3 |
| INT | 369 | Integrative Science Seminar | 3 |
| ECON | 311 | Professional Ethics | 3 |
| U.S. and Nevada Constitution | | | (1-3) |
| (If student has not completed the equivalent, such as transferring to GBC from an out-of-state school.) | | | |

Total credits for Section I 24-28

II. Applied Science Core

| | | | |
|------|-----|---|-----|
| FIN | 310 | Applied Accounting and Finance | 3 |
| MGT | 310 | Foundations of Management Theory and Practice | 3 |
| MGT | 323 | Organizational and Interpersonal Behavior, or | |
| MGT | 367 | Human Resource Management | 3 |
| AMS | 320 | Science and Engineering in Technology, or | |
| PHYS | 180 | Physics for Scientists and Engineers I | 3-4 |
| MGT | 441 | Operational Quality Control and Problem Solving | 3 |

Total Credits for Section II 15-16

III. Emphasis Requirements

| | | | |
|-----|------|--|--|
| CIT | 301 | Network Management Essentials, or | |
| CIT | 302* | Programming and Web Development Essentials, or | |
| COT | 301 | Database Management Essentials, or | |
| GIS | 301 | Geographic Information Systems Essentials, or | |

| | | | |
|-----|-----|---|---|
| GRC | 301 | Graphic Communication Management Essentials | 3 |
|-----|-----|---|---|

Since students in this emphasis come from a variety of AAS computing areas, they will need upper-division refresher courses outside their AAS emphasis. Select with instructor's approval three of the above one-credit courses that are outside of AAS specialization.

| | | | |
|------------------------------|------|---|-----------|
| CIT | 361 | TCP/IP: Managing Network Resources, or | |
| IS | 470 | Computer Security, Controls and Information Assurance | 3 |
| CIT | 454 | eCommerce | 3 |
| COT | 490 | Digital Communications (Capstone) | 3 |
| IS | 301 | Management Information Systems, or | |
| CIT | 480* | SQL Database Design and Implementation | 3 |
| GIS | 320 | GIS in Business and Community | 3 |
| GRC | 319 | Advanced Multimedia Design: Typography and Graphics, or | |
| GRC | 383 | Advanced Multimedia Design: Video and Audio | 3 |
| Total Credits for III | | | 21 |

*Course under development.

SUGGESTED COURSE SEQUENCE***

BAS—Digital Information Technology

| FALL—1st Semester | | Credits | |
|---|----------------------------|-----------|--------------------------|
| Three of the following: CIT 301, COT 301, CIT 302, GIS 301, GRC 301** | | | |
| | | 3 | <input type="checkbox"/> |
| ECON | 311 | 3 | <input type="checkbox"/> |
| ENG | 333 | 3 | <input type="checkbox"/> |
| MGT | 310 | 3 | <input type="checkbox"/> |
| STAT | 152 | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |
| SPRING—2nd Semester | | Credits | |
| AMS | 320 | 3 | <input type="checkbox"/> |
| COM | 101, THTR 102, or THTR 221 | 3 | <input type="checkbox"/> |
| GRC | 319 or GRC 383 | 3 | <input type="checkbox"/> |
| INT | 349 or INT 359 | 3 | <input type="checkbox"/> |
| MGT | 323 or MGT 367 | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |
| FALL—3rd Semester | | Credits | |
| CIT | 361 or IS 470 | 3 | <input type="checkbox"/> |
| CIT | 454 | 3 | <input type="checkbox"/> |
| GIS | 320 | 3 | <input type="checkbox"/> |
| INT | 339 or INT 369 | 3 | <input type="checkbox"/> |
| IS | 301 or CIT 480 | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |
| SPRING—4th Semester | | Credits | |
| COT | 490 | 3 | <input type="checkbox"/> |
| FIN | 310 | 3 | <input type="checkbox"/> |
| INT | 339 or INT 349 | 3 | <input type="checkbox"/> |
| INT | 359 or INT 369 | 3 | <input type="checkbox"/> |
| MGT | 441 | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |

**Select with Advisor
***See page 119.

Graphic Communications Emphasis — Pending Approval

Graduates with a BAS Graphic Communications Emphasis, in addition to the outcomes of the BAS program as a whole, will be able to:

- Analyze businesses and organizations in order to design and develop logos and identities that are effective and appropriate.
- Understand and execute the processes to design, produce, and manage websites for businesses and organizations.
- Demonstrate the skills and abilities needed to design and manage production of advertisements for multiple forms of media.
- Design and manage production of collateral materials (e.g., business cards, brochures, newsletters, annual reports, letterhead, envelopes, mailers, promotional materials) for businesses and organizations.

I. General Education (beyond those required for AAS)

| | | | |
|------|-----|------------------------------------|-------|
| COM | 101 | Oral Communication, or | |
| THTR | 102 | Introduction to Stage Voice, or | |
| THTR | 221 | Oral Interpretation | 3 |
| ENG | 333 | Professional Communications | 3 |
| STAT | 152 | Principles of Statistics I, or | |
| MATH | 181 | Calculus I | 3-4 |
| INT | 339 | Integrative Humanities Seminar | 3 |
| INT | 349 | Integrative Social Science Seminar | 3 |
| INT | 359 | Integrative Mathematics Seminar | 3 |
| INT | 369 | Integrative Science Seminar | 3 |
| ECON | 311 | Professional Ethics | 3 |
| MATH | 126 | Precalculus I | 3 |
| | | U.S. and Nevada Constitution | (1-3) |

(If student has not completed the equivalent, such as transferring to GBC from an out-of-state school.)

Total credits for Section I **24-28**

II. Applied Science Core

| | | | |
|------|-----|---|-----|
| FIN | 310 | Applied Accounting and Finance | 3 |
| MGT | 310 | Foundations of Management Theory and Practice | 3 |
| MGT | 323 | Organizational and Interpersonal Behavior, or | |
| MGT | 367 | Human Resource Management | 3 |
| AMS | 320 | Science and Engineering in Technology, or | |
| PHYS | 180 | Physics for Scientists and Engineers I | 3-4 |
| MGT | 441 | Operational Quality Control and Problem Solving | 3 |

Total Credits for Section II **15-16**

III. Emphasis Requirements

| | | | |
|-----|------|-------------------------------------|---|
| GRC | 320 | Design Methods and Research | 3 |
| GRC | 350 | Design Ideation and Process | 3 |
| GRC | 360* | Typography and Letterforms | 3 |
| GRC | 364* | Publication Design | 3 |
| GRC | 365* | Interface and Web Design | 3 |
| GRC | 455* | Motion Graphics | 3 |
| GRC | 490* | Graphic Design/Media Internship, or | |
| GRC | 492* | Individual Studies | 3 |

* To be developed

Total Credits for Section III **21**

SUGGESTED COURSE SEQUENCE** BAS—Graphic Communications

| FALL—1st Semester | | Credits | |
|---------------------|----------------------------|-----------|-------------------------------------|
| ECON | 311 | 3 | <input checked="" type="checkbox"/> |
| GRC | 320 | 3 | <input type="checkbox"/> |
| GRC | 350 | 3 | <input type="checkbox"/> |
| MGT | 310 | 3 | <input type="checkbox"/> |
| STAT | 152 | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |
| SPRING—2nd Semester | | Credits | |
| AMS | 320 | 3 | <input checked="" type="checkbox"/> |
| COM | 101, THTR 102, or THTR 221 | 3 | <input type="checkbox"/> |
| GRC | 360 | 3 | <input type="checkbox"/> |
| GRC | 364 | 3 | <input type="checkbox"/> |
| INT | 349 | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |
| FALL—3rd Semester | | Credits | |
| GRC | 365 | 3 | <input checked="" type="checkbox"/> |
| GRC | 455 | 3 | <input type="checkbox"/> |
| INT | 339 | 3 | <input type="checkbox"/> |
| INT | 359 | 3 | <input type="checkbox"/> |
| MGT | 323 | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |
| SPRING—4th Semester | | Credits | |
| ENG | 333 | 3 | <input checked="" type="checkbox"/> |
| FIN | 310 | 3 | <input type="checkbox"/> |
| GRC | 490 or GRC 492 | 3 | <input type="checkbox"/> |
| INT | 369 | 3 | <input type="checkbox"/> |
| MGT | 441 | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |

**See page 119.

Instrumentation Emphasis

Graduates with a BAS with an emphasis in Instrumentation will be able to:

- Interpret and apply the concepts of process control as related to current industry standard.
- Appraise and interpret measurements of temperature, pressure, flow and levels.
- Evaluate and install, maintain, calibrate, program and replace the control and monitoring equipment used in industrial process automation.
- Apply critical thinking skills, time management, and analytical thinking to solve technical problems while demonstrating knowledge of the industry terminology and nomenclature needed to communicate with industry technicians.
- Demonstrate knowledge of business practices and principles at a level sufficient for either operating their own business or to serve as a manager for a business entity.

I. General Education (beyond those required for AAS)

| | | | |
|------------------------------|-----|------------------------------------|-------|
| COM | 101 | Oral Communication, or | |
| THTR | 102 | Introduction to Stage Voice, or | |
| THTR | 221 | Oral Interpretation | 3 |
| ENG | 333 | Professional Communications | 3 |
| STAT | 152 | Principles of Statistics I, or | |
| MATH | 181 | Calculus I | 3-4 |
| INT | 339 | Integrative Humanities Seminar | 3 |
| INT | 349 | Integrative Social Science Seminar | 3 |
| INT | 359 | Integrative Mathematics Seminar | 3 |
| INT | 369 | Integrative Science Seminar | 3 |
| ECON | 311 | Professional Ethics | 3 |
| MATH | 126 | Precalculus I | 3 |
| U.S. and Nevada Constitution | | | (1-3) |

(If student has not completed the equivalent, such as transferring to GBC from an out-of-state school.)

Total credits for Section I 27-31

II. Applied Science Core

| | | | |
|------|-----|---|-----|
| FIN | 310 | Applied Accounting and Finance | 3 |
| MGT | 310 | Foundations of Management Theory and Practice | 3 |
| MGT | 323 | Organizational and Interpersonal Behavior, or | |
| MGT | 367 | Human Resource Management | 3 |
| AMS | 320 | Science and Engineering in Technology, or | |
| PHYS | 180 | Physics for Scientists and Engineers I | 3-4 |
| MGT | 441 | Operational Quality Control and Problem Solving | 3 |

Total Credits for Section II 15-16

III. Emphasis Requirements

| | | | |
|-----|-----|--|---|
| EIT | 233 | Introduction to Instrumentation | 4 |
| EIT | 240 | Advanced Topics in Instrumentation | 2 |
| EIT | 315 | Pressure, Level, Flow Measurement | 4 |
| EIT | 323 | Installation and Configuration | 3 |
| EIT | 333 | Process (Piping) and Instrument Diagrams (P&IDs) | 2 |
| EIT | 336 | Control Valves and Regulators | 4 |
| EIT | 348 | Temperature Measurement and Control | 3 |
| EIT | 368 | Measurement Systems Analysis | 2 |
| EIT | 437 | Computer Analog Control | 3 |
| EIT | 468 | Advanced Control Systems (Capstone) | 3 |

Total Credits for Section III 30

SUGGESTED COURSE SEQUENCE* BAS—Instrumentation

| FALL—1st Semester | | Credits | |
|---------------------|----------------------------|--------------|--------------------------|
| EIT | 233 | 4 | <input type="checkbox"/> |
| EIT | 315 | 4 | <input type="checkbox"/> |
| EIT | 323 | 3 | <input type="checkbox"/> |
| EIT | 333 | 2 | <input type="checkbox"/> |
| ENG | 333 | 3 | <input type="checkbox"/> |
| INT | 339 or INT 369 | 3 | <input type="checkbox"/> |
| MATH | 126 | 3 | <input type="checkbox"/> |
| PSC | 100 or PSC 101 | 1-3 | <input type="checkbox"/> |
| TOTAL | | 23-25 | |
| SPRING—2nd Semester | | Credits | |
| EIT | 240 | 2 | <input type="checkbox"/> |
| EIT | 348 | 3 | <input type="checkbox"/> |
| EIT | 336 | 4 | <input type="checkbox"/> |
| EIT | 368 | 2 | <input type="checkbox"/> |
| EIT | 437 | 3 | <input type="checkbox"/> |
| EIT | 468 | 3 | <input type="checkbox"/> |
| FIN | 310 | 3 | <input type="checkbox"/> |
| TOTAL | | 21 | |
| FALL—3rd Semester | | Credits | |
| STAT | 152 or MATH 181 | 3-4 | <input type="checkbox"/> |
| COM | 101, THTR 102, or THTR 221 | 3 | <input type="checkbox"/> |
| ECON | 311 | 3 | <input type="checkbox"/> |
| INT | 349 or INT 359 | 3 | <input type="checkbox"/> |
| MGT | 310 | 3 | <input type="checkbox"/> |
| TOTAL | | 15-16 | |
| SPRING—4th Semester | | Credits | |
| AMS | 320 or PHYS 180 | 3-4 | <input type="checkbox"/> |
| INT | 349 or INT 369 | 3 | <input type="checkbox"/> |
| INT | 339 or INT 359 | 3 | <input type="checkbox"/> |
| MGT | 323 or MGT 367 | 3 | <input type="checkbox"/> |
| MGT | 441 | 3 | <input type="checkbox"/> |
| TOTAL | | 15-16 | |

*See page 119.

Management in Technology Emphasis

Graduates with a BAS with an emphasis in Management in Technology will be able to:

- Evaluate the social, economic, and legal contexts within which businesses operate and recognize that this context is global, demonstrating an appreciation of opportunities and perspectives associated with other cultures.
- Assess technological trends and innovations that are likely to impact their organization and be able to formulate a plan for their swift orderly adoption.
- Demonstrate theoretical and practical understanding of all concepts, models and techniques associated with effective management.
- Understand and apply basic skills in team building, leadership, change and negotiation.
- Appropriately use the frameworks from relevant business functional areas to interpret and analyze business situations, identify problems and solve them.

I. General Education (beyond those required for AAS)

| | | | |
|---|-----|--|-------|
| COM | 101 | Oral Communication, or | |
| THTR | 102 | Introduction to Stage Voice, or | |
| THTR | 221 | Oral Interpretation | 3 |
| ENG | 333 | Professional Communications | 3 |
| STAT | 152 | Principles of Statistics I, or | |
| MATH | 181 | Calculus I | 3-4 |
| INT | 339 | Integrative Humanities Seminar | 3 |
| INT | 349 | Integrative Social Science Seminar | 3 |
| INT | 359 | Integrative Mathematics Seminar | 3 |
| INT | 369 | Integrative Science Seminar | 3 |
| ECON | 311 | Professional Ethics | 3 |
| U.S. and Nevada Constitution | | | (1-3) |
| (If student has not completed the equivalent, such as transferring to GBC from an out-of-state school.) | | | |

Total credits for Section I 24-28

II. Applied Science Core

| | | | |
|------|-----|---|-----|
| FIN | 310 | Applied Accounting and Finance | 3 |
| MGT | 310 | Foundations of Management Theory and Practice | 3 |
| MGT | 323 | Organizational and Interpersonal Behavior, or | |
| MGT | 367 | Human Resource Management | 3 |
| AMS | 320 | Science and Engineering in Technology, or | |
| PHYS | 180 | Physics for Scientists and Engineers I | 3-4 |
| MGT | 441 | Operational Quality Control and Problem Solving | 3 |

Total credits for Section II 15-16

III. Emphasis Requirements

| | | | |
|--------------------------|-----|--|---|
| IS | 301 | Management Information Systems | 3 |
| MKT | 210 | Marketing Principles | 3 |
| ECON | 365 | Labor Economics | 3 |
| MGT | 496 | Strategic Management and Policy (Capstone) | 3 |
| Upper-Division Elective* | | | 6 |
| Elective | | | 3 |

Total credits Section III 21

* At least three of the elective credits must be from GIS 320, *GIS in Business and Community*; CADD 345, *Technical Graphics Communication*; MGT 480, *International Management*; MGT 487, *Entrepreneurship*; BUS 325, *Legal Environment of Business*; ECON 307, *Environmental Economics*; or ECON 317, *Economics of Taxation*.

SUGGESTED COURSE SEQUENCE*** BAS—Management in Technology

| FALL—1st Semester | Credits | |
|--------------------------------|--------------|-------------------------------------|
| STAT 152 or MATH 181 | 3-4 | <input checked="" type="checkbox"/> |
| ENG 333 | 3 | <input type="checkbox"/> |
| ECON 311 | 3 | <input type="checkbox"/> |
| MGT 310 | 3 | <input type="checkbox"/> |
| Elective** | 3 | <input type="checkbox"/> |
| TOTAL | 15-16 | |
| | | |
| SPRING—2nd Semester | Credits | |
| AMS 320 or PHYS 180 | 3-4 | <input checked="" type="checkbox"/> |
| COM 101, THTR 102, or THTR 221 | 3 | <input type="checkbox"/> |
| FIN 310 | 3 | <input type="checkbox"/> |
| INT 349 or INT 359 | 3 | <input type="checkbox"/> |
| MGT 323 or MGT 367 | 3 | <input type="checkbox"/> |
| TOTAL | 15-16 | |
| | | |
| FALL—3rd Semester | Credits | |
| ECON 365 | 3 | <input checked="" type="checkbox"/> |
| INT 339 or INT 369 | 3 | <input type="checkbox"/> |
| IS 301 | 3 | <input type="checkbox"/> |
| MKT 210 | 3 | <input type="checkbox"/> |
| Upper-Division Elective** | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |
| | | |
| SPRING—4th Semester | Credits | |
| INT 359 or INT 369 | 3 | <input checked="" type="checkbox"/> |
| INT 339 or INT 349 | 3 | <input type="checkbox"/> |
| MGT 441 | 3 | <input type="checkbox"/> |
| MGT 496 | 3 | <input type="checkbox"/> |
| Upper-Division Elective** | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |

**Select with advisor

***See page 119.

Note: Transfer students may need to take PSC 101 or PSC 100 to meet the US and Nevada Constitution requirement.

Land Surveying/Geomatics Emphasis

Graduates with a BAS with an emphasis in Land Surveying/Geomatics will be able to:

- Enter professional employment in Land Surveying/Geomatics in Nevada, and in any region of the nation. Satisfy the educational requirement for licensure required by NRS.625.270 for licensure as a Professional Land Surveyor in Nevada.
- Develop competency in the fundamentals and applications of surveying, land management, and the acquisition and management of spatial data.
- Meet or exceed ABET and GBC's BAS general education requirements, so that graduates have adequate background in humanities, social sciences, and the arts, and can function in multicultural environments. Provide background fundamentals in business management to enable graduates to understand business environments and decision-making processes.
- Prepare graduates to take and pass the Fundamentals of Land Surveying examination developed by the National Council of Examiners for Engineering and Surveying (NCEES).

Entrance to the Land Surveying/Geomatics Emphasis requires an earned associate's degree and the completion of a college-level trigonometry course.

I. Lower-Division Prerequisites

The following courses or equivalent are prerequisites for completion of the upper-division emphasis requirements:

| | | |
|------|-----|--|
| CADD | 100 | Introduction to Computer-Aided Drafting and |
| CADD | 105 | Intermediate Computer-Aided Drafting, or |
| CADD | 121 | CAD for Land Surveyors, or a demonstrated facility with a computer-aided drafting software. |
| MATH | 127 | Precalculus II, or |
| MATH | 128 | Precalculus and Trigonometry |
| GIS | 205 | GIS Applications |
| PHYS | 151 | General Physics I and |
| PHYS | 152 | General Physics II, or |
| PHYS | 180 | Physics for Scientists and Engineers I and |
| PHYS | 181 | Physics for Scientists and Engineers II |
| STAT | 152 | Introduction to Statistics |
| SUR | 280 | Fundamentals of Geomatics I, or an advanced surveying course approved for transfer by the Land Surveying/Geomatics Program Coordinator |
| SUR | 281 | Fundamentals of Geomatics II, or an advanced surveying course approved for transfer by the Land Surveying/Geomatics Program Coordinator |
| SUR | 290 | Introduction to Urban Development, or courses containing the basic elements of construction surveying, land development, and subdivision design practice approved for transfer by the Land Surveying/Geomatics Program Coordinator. |

II. General Education

(Beyond those required for the Associate Degree)

| | | | |
|------|-----|-------------------------------------|-----|
| COM | 101 | Oral Communication, or | |
| THTR | 102 | Introduction to Stage Voice, or | |
| THTR | 221 | Oral Interpretation | 3 |
| ECON | 311 | Professional Ethics | 3 |
| ENG | 333 | Professional Communications | 3 |
| INT | 339 | Integrative Humanities Seminar, or | |
| INT | 349 | Integrative Social Science Seminar | 3 |
| INT | 359 | Integrative Mathematics Seminar, or | |
| INT | 369 | Integrative Science Seminar | 3 |
| MATH | 181 | Calculus I | 4 |
| | | U.S. and Nevada Constitution* | 1-3 |

Total credits for Section II 20-22

*All students graduating from Nevada institutions of higher education must satisfy the U.S. and Nevada Constitutions requirement. Contact your academic advisor for details.

III. Applied Science Core

| | | | |
|------|-----|--|---|
| FIN | 310 | Applied Accounting and Finance | 3 |
| MGT | 310 | Foundations of Management Theory and Practice | 3 |
| MGT | 323 | Organizational and Interpersonal Behavior, or | |
| MGT | 367 | Human Resource Management | 3 |
| PHYS | 152 | General Physics II, or | |
| PHYS | 181 | Physics for Scientists and Engineers I | 4 |
| MGT | 441 | Operational Quality Control and Problem Solving | 3 |

Total credits for Section III 16

IV. Emphasis Requirements

The following list combines the General Education courses with the exception of the U.S. and Nevada Constitutions requirement: The Applied Science Core courses not required in Section I Lower-Division Prerequisites; and the Land Surveying/Geomatics Emphasis Courses.

| | | | |
|------|-----|--|---|
| COM | 101 | Oral Communication, or | |
| THTR | 102 | Introduction to Stage Voice, or | |
| THTR | 221 | Oral Interpretation | 3 |
| ECON | 311 | Professional Ethics | 3 |
| ENG | 333 | Professional Communications | 3 |
| FIN | 310 | Applied Accounting and Finance | 3 |
| INT | 339 | Integrative Humanities Seminar, or | |
| INT | 349 | Integrative Social Science Seminar* | 3 |
| INT | 359 | Integrative Mathematics Seminar, or | |
| INT | 369 | Integrative Science Seminar | 3 |
| MATH | 181 | Calculus I | 4 |
| MATH | 182 | Calculus II | 4 |
| MGT | 310 | Foundations of Management Theory and Practice | 3 |

| | | | |
|-----|-----|---|---|
| MGT | 323 | Organizational and Interpersonal Behavior, or | |
| MGT | 367 | Human Resource Management | 3 |
| MGT | 441 | Operational Quality Control and Problem Solving | 3 |
| SUR | 320 | GIS for Surveyors | 3 |
| SUR | 330 | Introduction to Least Squares Adjustment | 3 |
| SUR | 340 | Photogrammetry and Remote Sensing | 3 |
| SUR | 360 | Public Land Survey System | 3 |
| SUR | 365 | Legal Descriptions | 3 |
| SUR | 440 | Geodetic and GPS Surveying | 3 |
| SUR | 450 | Construction Surveying, or | |
| SUR | 455 | Mine Surveying | 3 |
| SUR | 460 | Advanced Boundary Analysis | 3 |
| SUR | 495 | Land Surveying/Geomatics Capstone | 3 |

Total Credits for Section IV 62

*Students admitted to the BAS Program with an associate's degree other than an Associate of Arts or Associate of Science will be required to take both INT 339 and INT 349, increasing the BAS-LS Degree total credits to 65 for graduation.

SUGGESTED COURSE SEQUENCE*
BAS—Land Surveying/Geomatics

| | | | |
|--------------------------|-----|----------------|-------------------------------------|
| FALL—1st Semester | | Credits | <input checked="" type="checkbox"/> |
| ENG | 333 | 3 | <input type="checkbox"/> |
| MATH | 181 | 4 | <input type="checkbox"/> |
| SUR | 320 | 3 | <input type="checkbox"/> |
| SUR | 340 | 3 | <input type="checkbox"/> |
| SUR | 360 | 3 | <input type="checkbox"/> |
| TOTAL | | 16 | |

| | | | |
|----------------------------|----------------------------|----------------|-------------------------------------|
| SPRING—2nd Semester | | Credits | <input checked="" type="checkbox"/> |
| COM | 101, THTR 102, or THTR 221 | 3 | <input type="checkbox"/> |
| INT | 339 or INT 349 | 3 | <input type="checkbox"/> |
| MATH | 182 | 4 | <input type="checkbox"/> |
| SUR | 330 | 3 | <input type="checkbox"/> |
| SUR | 365 | 3 | <input type="checkbox"/> |
| TOTAL | | 16 | |

| | | | |
|--------------------------|----------------|----------------|-------------------------------------|
| FALL—3rd Semester | | Credits | <input checked="" type="checkbox"/> |
| ECON | 311 | 3 | <input type="checkbox"/> |
| INT | 359 or INT 369 | 3 | <input type="checkbox"/> |
| MGT | 310 | 3 | <input type="checkbox"/> |
| SUR | 440 | 3 | <input type="checkbox"/> |
| SUR | 460 | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |

| | | | |
|----------------------------|----------------|----------------|-------------------------------------|
| SPRING—4th Semester | | Credits | <input checked="" type="checkbox"/> |
| FIN | 310 | 3 | <input type="checkbox"/> |
| MGT | 323 or MGT 367 | 3 | <input type="checkbox"/> |
| MGT | 441 | 3 | <input type="checkbox"/> |
| SUR | 450 or SUR 455 | 3 | <input type="checkbox"/> |
| SUR | 495 | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |

*See page 119.

Bachelor of Science in Nursing

Student Learning Outcomes

Upon completion of the RN to BSN Program, students are expected to:

- Integrate theory and research-based knowledge from liberal arts and nursing science in the direct and indirect management of common to complex health care needs of culturally diverse individuals, families, populations and communities.
- Synthesize reliable current evidence to inform clinical decision making and guide nursing practice.
- Utilize patient care and information technology to support interprofessional care coordination, quality improvement, and safety in care delivery and healthcare systems management.
- Serve as leaders and change agents in implementation of effective plans for systems change and healthcare quality improvement.
- Demonstrate nursing behaviors that reflect the values, ethical codes, legal principles, and practice guidelines central to professional nursing practice.
- Initiate appropriate open communication collaboration strategies, and interprofessional team building and to improve patient health outcomes.
- Advocate for equity, accessibility, affordability and social justice in healthcare policy and care delivery to improve health and eliminate health disparities.
- Formulate culturally sensitive group and population-focused clinical prevention and health promotion strategies that target health determinates among vulnerable populations.

Accreditation

The RN to BSN Program is fully approved by the Nevada State Board of Nursing and accredited by the National League for Nursing Accrediting Commission (NLNAC). GBC is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

For additional information regarding the program's nursing accreditation, contact NLNAC at:

NLNAC
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
404.975.5000
404.975.5020 (FAX)
www.nlac.org

Mission Statement

The mission of GBC's Registered Nurse to Bachelor of Science in Nursing Degree Program is to prepare registered nurses for research and theory based professional practice roles as leaders and change agents in the transformation of healthcare for vulnerable populations and under-served areas.

Program Description

A totally online program, the Registered Nurse to Bachelor of Science in Nursing Program is designed for non-traditional RN students with an associate degree who want to continue their education in nursing and still be engaged in practicing their profession. The program allows the flexibility to work toward a degree full-time or part-time and to adapt completion of course assignment times and locations convenient to the student's personal and professional lives. All clinical experiences are community-based and can happen in your local area.

Contact Information

Registered Nurse to Bachelor of Science in Nursing,
775.753.2301.

The RN to BSN program is independent of Great Basin College's Associate of Applied Science Degree in Nursing program, but builds upon the associate degree in nursing education's lower-division general education and nursing core course requirements. The RN to BSN program also integrates additional lower-division and upper-division general education courses' consistent with Great Basin College's Bachelor of Science degrees. These courses are also available online. Nursing course theoretical content and clinical application is relevant across all healthcare settings and nursing roles, including those unique to the needs of rural populations and communities.

Program Requirements

Licensed (active status) registered nurses who have graduated from an NLNAC accredited and State Board of Nursing approved associate degree in nursing program awarded by a regionally accredited institution are eligible to apply for admission.

Admission to the RN to BSN Program is a separate process from admission to Great Basin College. In order to be considered for admission to the RN to BSN program, all students must meet the requirements for formal admission to Great Basin College. College-level courses of equivalent semester hour credit and content may be transferred by direct credit from other accredited institutions. Transcript evaluation might be necessary and may require supporting information such as course syllabi and books. Transcript(s) should be sent to the Director of Admissions and Registrar, Great Basin College, for evaluation.

Application Process

An in-person or telephone advisory meeting with a nursing faculty advisor is recommended at the time of application and required prior to enrollment in any GBC course.

Note: Graduates of GBC's Associate of Applied Science Degree in Nursing Program will automatically be admitted pending proof of a current RN license.

All students applying for the RN to BSN Program must meet the following minimum criteria:

1. Have graduated from a regionally accredited college or university with an associate degree in nursing from a program that is accredited and state board of nursing approved.
2. Possess an active status, "good standing" registered nursing license.

Once minimum criteria have been met, interested RNs must submit the following information to GBC's Admissions and Records Office no later than 5 p.m., July 15 in order to meet the fall application deadline:

1. Official transcripts reflecting a cumulative grade point average equal to or greater than 3.0 as calculated by Great Basin College formulas with no final grade of less than a C in any required associate degree program course and/or any course being considered for transfer credit. (Note: students who have a 2.5-3.0 GPA may be admitted provisionally. Provisional admission means that a student must maintain a GPA of 2.7 or better during their first semester in the program in order to continue in the program).
2. Completed application packet for admission to the RN to BSN program.
3. Completed application for admission to GBC (unless student has previously attended GBC).

Academic Progression

Upon admission to the RN to BSN Program, students can begin coursework toward completion of program requirements on a full- or part-time basis.

Note: Year of admission to the RN to BSN Program determines catalog year and course requirements.

Note: The amount of time between entrance and completion of the program should not exceed six years.

The RN to BSN Program consists of completion of an NLNAC accredited and State Board of Nursing approved Associate of Applied Science Degree in Nursing or equivalent degree, and a total of 60 credits of upper-division nursing courses and lower- and upper-division general education courses from a regionally accredited college or university.

General Education Curriculum

| | | | |
|---|-----|-------------------------------------|-----------|
| COM | 101 | Oral Communication, or | |
| THTR | 102 | Introduction to Stage Voice, or | |
| THTR | 221 | Oral Interpretation | 3 |
| ENG | 102 | Composition II | 3 |
| INT | 339 | Integrative Humanities Seminar, or | |
| INT | 349 | Integrative Social Science Seminar | 3 |
| INT | 359 | Integrative Mathematics Seminar, or | |
| INT | 369 | Integrative Science Seminar | 3 |
| | | Humanities and Fine Arts | 3 |
| (Depending upon which course you took as part of your AAS degree) | | | |
| Capstone (See NURS 440) | | | |
| Total Credits | | | 15 |

Program Requirements

| | | | |
|----------------------|-----|--|----------|
| CHEM | 100 | Molecules and Life in the Modern World | 3 |
| INT | 301 | Integrative Research Methodology | 3 |
| STAT | 152 | Introduction to Statistics | 3 |
| Total Credits | | | 9 |

Nursing Curriculum

| | | | |
|--|-----|--|------------|
| NURS | 303 | Health and Physical Assessment | 3 |
| NURS | 315 | Self-Leadership and Professional Role Transition | 4 |
| NURS | 335 | Concepts in Professional Nursing Practice | 4 |
| NURS | 336 | Acute Health Nursing (Pathophysiology) | 4 |
| NURS | 338 | Acute Health Nursing (Pathophysiology) Practicum | 6 |
| NURS | 416 | Introduction to Nursing Informatics | 4 |
| NURS | 429 | Community Health Nursing in the Rural Setting | 4 |
| NURS | 436 | Community Health in the Rural Setting Practicum | 6 |
| NURS | 440 | Nursing Leadership in the 21st Century (Capstone)* | 4 |
| Total Credits | | | 39 |
| Minimum credits required for degree | | | 120 |

(Note: All RN to BSN students must satisfy the U.S. and Nevada Constitution requirement. If it was not completed in their AAS degree program, it must be completed before graduation from the RN to BSN Program).

Maintaining Good Standing

Students who have been admitted to the RN to BSN Program must maintain their status as students in good standing based on specific criteria in the RN to Bachelor of Science in Nursing Student Handbook. Students must pass all nursing courses with a "B-" or better throughout the RN-BSN program. Failure to do so could result in probation and then dismissal from the program. It is the student's responsibility to immediately notify the RN to BSN Program Director in writing of any changes in licensure, insurance, certification, and/or health status.

Fees

RN to BSN students follow the fee schedule and refund policy described on pages 40-41. In addition to tuition and lab fees, there are other costs specific to the BSN program. These are subject to change. An approximation of the additional expenses include.

Text books \$840.00
Nursing School Pin \$40.00-\$160.00

SUGGESTED COURSE SEQUENCE**
RN to Bachelor of Science in Nursing

| | | |
|--------------------------------|----------------|--------------------------|
| FALL—1st Semester | Credit | ✓ |
| NURS 315 | 4 | <input type="checkbox"/> |
| NURS 335 | 4 | <input type="checkbox"/> |
| NURS 336 | 4 | <input type="checkbox"/> |
| STAT 152 | 3 | <input type="checkbox"/> |
| TOTAL | 15 | |
| SPRING—2nd Semester | Credit | ✓ |
| FINE ARTS ELECTIVE* | 3 | <input type="checkbox"/> |
| INT 339 or INT 349 | 3 | <input type="checkbox"/> |
| NURS 303 | 3 | <input type="checkbox"/> |
| NURS 338 | 6 | <input type="checkbox"/> |
| TOTAL | 15 | |
| FALL—3rd Semester | Credits | ✓ |
| COM 101, THTR 102, or THTR 221 | 3 | <input type="checkbox"/> |
| INT 359 or INT 369 | 3 | <input type="checkbox"/> |
| NURS 429 | 4 | <input type="checkbox"/> |
| NURS 436 | 6 | <input type="checkbox"/> |
| TOTAL | 16 | |
| SPRING—4th Semester | Credits | ✓ |
| CHEM 100 | 3 | <input type="checkbox"/> |
| ENG 102 | 3 | <input type="checkbox"/> |
| INT 301 | 3 | <input type="checkbox"/> |
| NURS 416 | 4 | <input type="checkbox"/> |
| NURS 440 | 4 | <input type="checkbox"/> |
| TOTAL | 17 | |

*Select with Advisor

**See page 119.

Bachelor of Social Work (BSW)

3+1 Collaborative Program between Great Basin College and the University of Nevada, Reno

Great Basin College is offering courses which meet the prerequisites for application to the University of Nevada, Reno (UNR) Bachelor of Social Work degree program. Students accepted into UNR's social work major may complete up to 96 credits at GBC. At least 32 upper-division credits must be completed through the University of Nevada, Reno. Senior level courses leading to the BSW degree will be provided by UNR's School of Social Work to the GBC service area. In their senior year students must attend UNR one week-end a month for classes, for a total of 5 week-ends.

Accreditation

This program has been approved by the Council on Social Work Education.

Mission Statement

Social work education is based upon a specific body of knowledge, values, and professional skills. The baccalaureate program offers coursework and field studies that prepare individuals committed to the elimination of poverty, oppression, and injustice. The goal of professional social work practice is to enhance the functional capabilities of individuals, families, groups, organizations, and communities by building on each system's unique strengths.

Program Description

The Bachelor of Social Work degree includes course and field work that prepare students for entry-level professional social work practice. Students gain knowledge of the theories, skills, and professional values that enable them to become social workers in a variety of programs, such as child welfare, community development, corrections, delinquency, employee assistance, health settings, mental health, mental retardation, planning and administration, public assistance, and services to the aged. The degree also prepares students for admission to graduate school.

Program Requirements

The student is required to complete 45 social work credits. Of these 45 credits, 39 are in required courses and the remaining six credits are electives and should be selected in consultation with an advisor. Additionally, students who major in social work must meet one of the two following requirements: complete school-required options in cultural diversity-specific courses(s) to be determined in consultation with the student's academic advisor; or complete a fourth-semester college course in a foreign language.

Admission Requirements

Undergraduate students interested in the social work degree are admitted to pre-major status. The student is required to attend a social work orientation and then meet with an academic advisor. Students enrolled in the GBC/UNR 3+1 Social Work program as pre-majors, or those who have been accepted into the UNR BSW program, must have their courses reviewed by an advisor before registering.

The admission and retention of students into the UNR Social Work program are subject to the professional judgment of the social work faculty. Meeting the minimum application criteria does not guarantee admission to the Social Work program. In order to assure UNR courses are available when needed, it is recommended that GBC students apply to UNR prior to applying specifically to the BSW program.

Students must apply for admission to UNR by January 15 for the following fall semester. Admission materials are available at the UNR School of Social Work, 775.784.6542. Admission material is also available at the Elko campus in the Social Science Department, Electrical Industrial Technology Building, or at the centers.

To be considered for admission, students must meet the following requirements: complete 56 credits with a grade-point average (GPA) of 2.5 or higher in the last 30 credits of study; complete SW 101, SW 250, SW 310, and SW 321; have completed or be enrolled in SW 311; submit a formal application; submit essays described on the application; submit a resumé depicting employment history and any volunteer experiences you have completed; provide satisfactory references from persons who can discuss your suitability for social work; and submit a copy of your current Academic Advisement Report (AAR) or your up-to-date transcripts from all institutions attended.

Requirements for graduation with a social work degree include completion of at least 120 credits with an overall GPA of 2.75 or higher and completion of all required social work courses with a "C" grade or higher in each course. Students must complete 40 upper-division credits of which 32 must be UNR credits.

UNR Core Requirements

Available at GBC

For UNR equivalent courses, see advisor.

English — 3-8 credits

| | | | |
|-----|-----|----------------|---|
| ENG | 101 | Composition I | 3 |
| ENG | 102 | Composition II | 3 |

Mathematics — 3-6 credits

Choose one of the following options:

| | | | |
|------|-----|-------------------------------------|---|
| MATH | 120 | Fundamentals of College Mathematics | 3 |
| MATH | 126 | Precalculus I and | |
| MATH | 127 | Precalculus II, or | |
| STAT | 152 | Introduction to Statistics | 6 |
| MATH | 181 | Calculus I | 3 |

Natural Sciences — 6-7 credits

| | | | |
|------|-----|--------------------------------|---|
| BIOL | 100 | General Biology for Non-majors | 3 |
|------|-----|--------------------------------|---|

Choose one of the following options:

| | | | |
|---------|-----|--|---|
| ANTH | 102 | Physical Anthropology | 3 |
| BIOL | 190 | Introduction to Cell and Molecular Biology | 4 |
| BIOL | 191 | Introduction to Organismal Biology | 4 |
| CHEM | 100 | Molecules and Life in the Modern World | 3 |
| CHEM | 121 | General Chemistry I | 4 |
| CHEM | 122 | General Chemistry II | 4 |
| ENV | 100 | Humans and the Environment | 3 |
| GEOG | 103 | Physical Geography | 3 |
| GEOLOGY | 101 | Geology: Exploring Planet Earth | 4 |
| GEOLOGY | 102 | Earth and Life Through Time | 4 |
| NUTR | 121 | Human Nutrition | 3 |
| PHYS | 100 | Introductory Physics | 3 |
| PHYS | 151 | General Physics I | 4 |
| PHYS | 152 | General Physics II | 4 |
| PHYS | 180 | Physics for Scientists and Engineers I | 4 |
| PHYS | 181 | Physics for Scientists and Engineers II | 4 |

Social Sciences — 3 credits

| | | | |
|-----|-----|-------------------------|---|
| SOC | 101 | Principles of Sociology | 3 |
|-----|-----|-------------------------|---|

Fine Arts — 3 credits

Choose one of the following:

| | | | |
|-----|-----|------------------------------|---|
| ART | 100 | Visual Foundations | 3 |
| ART | 160 | Art Appreciation | 3 |
| ART | 260 | Survey of Art History I | 3 |
| ART | 261 | Survey of Art History II | 3 |
| DAN | 101 | Dance Appreciation | 3 |
| HUM | 101 | Introduction to Humanities I | 3 |
| MUS | 121 | Music Appreciation | 3 |

| | | | |
|------|-----|--------------------------|---|
| THTR | 100 | Introduction to Theatre | 3 |
| THTR | 105 | Introduction to Acting I | 3 |
| THTR | 221 | Oral Interpretation | 3 |

Core Humanities — 9-12 credits

Core Humanities I

Choose one of the following:

| | | | |
|------|-----|---------------------------------|---|
| HIST | 105 | European Civilization I—To 1648 | 3 |
| PHIL | 200 | The Judeo-Christian Tradition | 3 |

Core Humanities II

Choose one of the following:

| | | | |
|------|-----|---|---|
| HIST | 106 | European Civilization to Present | 3 |
| PHIL | 207 | Introduction to Social and Political Philosophy | 3 |

Core Humanities III

Choose one of the following:

| | | | |
|------|-----|-----------------------------------|---|
| PSC | 101 | Introduction to American Politics | 3 |
| HIST | 101 | U.S. History to 1877 and | |
| HIST | 102 | U.S. History Since 1877 | 6 |
| HIST | 101 | U.S. History to 1877 and | |
| HIST | 217 | Nevada History | 6 |
| HIST | 101 | U.S. History to 1877 and | |
| PSC | 100 | The Nevada Constitution | 4 |

Core Diversity — 3 credits

Recommended:

| | | | |
|------|------|-------------------------------|---|
| ANTH | 400A | Indians of North America | 3 |
| ANTH | 400B | Indians of the Great Basin | 3 |
| ANTH | 400G | Contemporary Native Americans | 3 |

This course will meet both the Core Diversity requirement and the Social Work upper-division Cultural Diversity requirement. Other approved GBC courses that meet UNR's Core Diversity requirement, but not the SW diversity requirement, are ANTH 201, ANTH 205, HIST 247, PHIL 210, and PSY 276/SOC 276. See advisor.

BSW Major Requirements

Available at GBC

Anthropology — 3 credits

| | | |
|----------|---|---|
| ANTH 101 | Introduction to Cultural Anthropology | 3 |
|----------|---|---|

Economics — 3 credits

| | | |
|----------|--|---|
| ECON 102 | Principles of Microeconomics, or | |
| ECON 103 | Principles of Macroeconomics | 3 |

Psychology — 6 credits

| | | |
|---------|-------------------------------|---|
| PSY 101 | General Psychology | 3 |
| PSY 241 | Abnormal Psychology | 3 |

Substance Abuse — 3 credits

| | | |
|---------|---|---|
| CPD 116 | Substance Abuse: Fundamental Facts and Insights | 3 |
|---------|---|---|

Social Work —15 credits

| | | |
|--------|---|---|
| SW 101 | Introduction to Social Work | 3 |
| SW 250 | Social Welfare History and Policy | 3 |
| SW 310 | Human Behavior and the Social Environment I | 3 |
| SW 311 | Human Behavior and Social Environment II | 3 |
| SW 321 | Basics of Professional Communication | 3 |

Cultural Diversity — 3 credits

ANTH 400A or other approved cultural diversity coursework or fulfillment of language proficiency requirement. This course must be outside social work. Consult with a social work advisor for more information.

Offered through UNR

Social Work — 33 credits

| | | |
|--------|---|---|
| SW 420 | Social Work Methods with Individuals | 3 |
| SW 421 | Social Work Methods with Groups | 3 |
| SW 424 | Social Work Method with Families | 3 |
| SW 427 | Social Work Methods with Communities, Organizations, and Legislatures | 3 |
| SW 440 | Principles of Evidence Informed Practice I | 3 |
| SW 441 | Principles of Evidence Informed Practice II | 3 |
| SW 480 | Field Experience in Social Work I | 6 |
| SW 481 | Field Experience in Social Work II | 6 |
| | Social Work Electives | 6 |

Capstone — 6 credits (See advisor)

One capstone course must be taken outside Social Work.

Electives — 33-38 credits

Consult a social work advisor for appropriate courses.

Total Minimum Credits 120

SUGGESTED COURSE SEQUENCE**

BSW—UNR/GBC 3+1 Social Work

If you want to graduate in four years, you need to take 15-18 credits per semester.

| FALL—1st Semester | | Credits | |
|-------------------|--|-------------|-------------------------------------|
| INT 100 | | 0.5 | <input checked="" type="checkbox"/> |
| ENG 101 | | 3 | <input type="checkbox"/> |
| MATH* | | 3 | <input type="checkbox"/> |
| PSY 101 | | 3 | <input type="checkbox"/> |
| SW 101 | | 3 | <input type="checkbox"/> |
| ELECTIVES** | | 3 | <input type="checkbox"/> |
| TOTAL | | 15.5 | |

| SPRING—2nd Semester | | Credits | |
|---------------------|--|-----------|-------------------------------------|
| ANTH 101 | | 3 | <input checked="" type="checkbox"/> |
| BIOL 100 | | 3 | <input type="checkbox"/> |
| ENG 102 | | 3 | <input type="checkbox"/> |
| SOC 101 | | 3 | <input type="checkbox"/> |
| ELECTIVES* | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |

| FALL—3rd Semester | | Credits | |
|---------------------------------|--|--------------|-------------------------------------|
| CPD 116 | | 3 | <input checked="" type="checkbox"/> |
| ECON 102 or ECON 103 | | 3 | <input type="checkbox"/> |
| ENG 231 or HIST 105 or PHIL 202 | | 3 | <input type="checkbox"/> |
| SCIENCE* | | 3-4 | <input type="checkbox"/> |
| SW 250 | | 3 | <input type="checkbox"/> |
| TOTAL | | 15-16 | |

| SPRING—4th Semester | | Credits | |
|--|--|--------------|-------------------------------------|
| ENG 232 or HIST 106 or PHIL 207 | | 3 | <input checked="" type="checkbox"/> |
| FINE ARTS* | | 3 | <input type="checkbox"/> |
| PSC 101, or HIST 101 and 102, or HIST 101 and 217, or HIST 101 and PSC 100 | | 3-6 | <input type="checkbox"/> |
| CORE DIVERSITY* | | 3 | <input type="checkbox"/> |
| ELECTIVES* | | 3 | <input type="checkbox"/> |
| TOTAL | | 15-18 | |

See advisor before proceeding.

| FALL—5th Semester | | Credits | |
|-------------------|--|-----------|-------------------------------------|
| CORE CAPSTONE* | | 3 | <input checked="" type="checkbox"/> |
| PSY 241 | | 3 | <input type="checkbox"/> |
| SW 310 | | 3 | <input type="checkbox"/> |
| SW 321 | | 3 | <input type="checkbox"/> |
| SW ELECTIVE* | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |

| SPRING—6th Semester | | Credits | |
|---------------------------|--|-----------|-------------------------------------|
| CORE CAPSTONE* | | 3 | <input checked="" type="checkbox"/> |
| SW 311 | | 3 | <input type="checkbox"/> |
| DIVERSITY UPPER-DIVISION* | | 3 | <input type="checkbox"/> |
| ELECTIVES* | | 3 | <input type="checkbox"/> |
| SOCIAL WORK ELECTIVES* | | 3 | <input type="checkbox"/> |
| TOTAL | | 15 | |

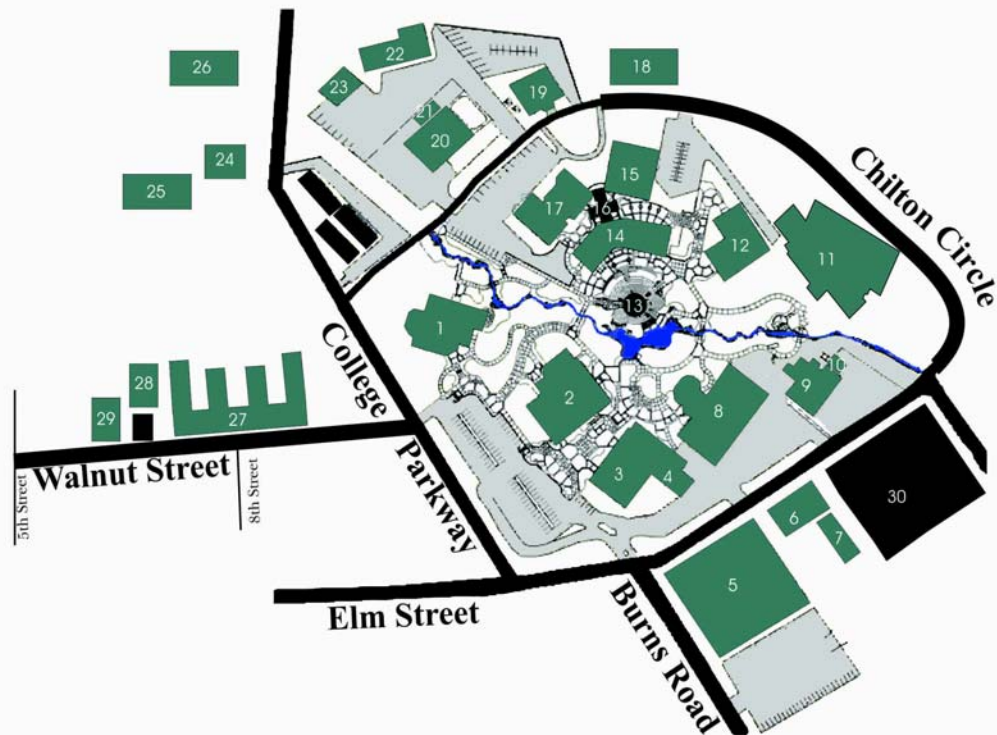
| FALL—7th Semester | | Credits | |
|-------------------|--|-----------|-------------------------------------|
| SW 420 | | 3 | <input checked="" type="checkbox"/> |
| SW 424 | | 3 | <input type="checkbox"/> |
| SW 440 | | 3 | <input type="checkbox"/> |
| SW 480 | | 6 | <input type="checkbox"/> |
| TOTAL | | 15 | |

| SPRING—8th Semester | | Credits | |
|---------------------|--|-----------|-------------------------------------|
| SW 421 | | 3 | <input checked="" type="checkbox"/> |
| SW 427 | | 3 | <input type="checkbox"/> |
| SW 441 | | 3 | <input type="checkbox"/> |
| SW 481 | | 6 | <input type="checkbox"/> |
| TOTAL | | 15 | |

*Select with advisor

**See page 119.

GREAT BASIN COLLEGE ELKO CAMPUS



- | | | | |
|--|--|---|---|
| <p>1. Berg Hall (BH) Academic Affairs Admission Advising and Career Center Admissions and Records Office Administrative Offices Conference Room Continuing Education/Community Education Controller's Office SIS Operations Student Employment Services Student Financial Services Welcome Center</p> | <p>8. Greenhaw Technical Arts Center (GTA) Art Classroom Auto/Diesel Shops Computing Classrooms Faculty Offices Business Diesel Interactive Video Classrooms Small Business Development Center</p> | <p>14. Paul and Gwen Leonard Center for Student Life (LCSL) Art Gallery BigHorn Bistro Bookstore Clubs and Organizations Disability Support Services Game/Recreation Room Social Room Student Government Association Offices Student Recruitment Department Student Resource Central Student Support and Retention</p> | <p>27. Elizabeth "Beth" Griswold Hall 735 Walnut Street Student Housing/Residential Halls</p> <p>701 Walnut Street AHEC (Area Health Education Center) Office of Rural Health CEHSO (Center for Education and Health Services Outreach) Cooperative Extension, University of Nevada, Elko Office of Extended Studies</p> |
| <p>2. McMullen Hall Annex (MH) Adjunct Faculty Work Room/ Classified Break Room Classrooms English Faculty Offices Fine Arts and Humanities Faculty Offices Foundation Offices Grant Writer Library NevadaWorks Northeastern Nevada Regional Development Authority</p> | <p>9. Central Receiving Buildings and Grounds Facilities Scheduling</p> | <p>15. Fitness Center Gym/Weight Room</p> | <p>28. 6-Unit Married Housing Apartment Complex Theodore Laibly Hall 611 Walnut Street</p> |
| <p>3. Lundberg Hall (LH) Academic Computing Center Classrooms Life Sciences Laboratory Media Services Physical Sciences Laboratory Sciences Faculty Offices</p> | <p>10. Storage</p> | <p>16. Solarium</p> | <p>29. 12-Unit Married Housing Apartment Complex 611 Walnut Street 6-unit married housing</p> |
| <p>4. Welding Shop</p> | <p>11. Electrical and Industrial Technology Building (EIT) Academic Success Center Computer Labs Conference Room Electrical Technology Faculty Offices: Criminal Justice Early Childhood Education Education (Elementary/Secondary) Electrical Technology Industrial Millwright Social Sciences (Anthropology, History, Psychology, Sociology) Surveying Instrumentation Lab Low Voltage Lab Millwright Technology Tech Prep Testing Center</p> | <p>17. GBC Theatre Green Room Stage Theatre</p> | <p>30. Armory Classrooms 1375 13th Street Specialty Training Classrooms</p> |
| <p>5. High Tech Center (HTC) Anatomy and Physiology Lab Chemistry Lab Computer Classrooms Computer Lab Tutor Computer Technologies Elementary Education Resource Center Faculty Offices Business Computer Technologies Interactive Video Classrooms Interactive Video Office Interactive Learning Center Microbiology Lab</p> | <p>12. Dorothy S. Gallagher Health Sciences Building (HSCI) Classrooms Faculty Offices EMT/CNA Human Services Nursing Radiology</p> | <p>18. Chilton Circle Modular ABE/ESL Human Resources Security</p> | |
| <p>6. Adult Learning Center</p> | <p>13. Amphitheatre</p> | <p>19. KENV Television Studio</p> | |
| <p>7. Adult Learning Center II</p> | | <p>20. Mark H. Dawson Building GBC Child and Family Center</p> | |
| | | <p>21. The House Tom and Jack Built</p> | |
| | | <p>22. Arts/Music Annex Ceramic Lab Jewelry Lab</p> | |
| | | <p>23. Storage/Testing Facility</p> | |
| | | <p>24. Placer Dome/Cortez Hall 1691 College Parkway</p> | |
| | | <p>25. Newmont Hall 1691 College Parkway</p> | |
| | | <p>26. 12-Unit Single Apartment Complex 1691 College Parkway</p> | |

Course Offerings

This catalog will provide information you will need to complete your educational goals. But, even with all this printed guidance, you should meet with your advisor before registration because courses and programs are constantly changing. Some classes are not offered every semester. You should be aware of class availability before selecting a course of study. With your advisor and assistance from the appropriate academic department, you can make informed decisions.

GBC schedules always indicate courses with the following designations:

Courses Numbered 001-099

Courses numbered 001-099 indicate developmental education courses and will not be applied to certificate programs or to degrees, nor will they transfer to other colleges.

Courses Numbered 100-499

Most GBC courses are numbered 100-199 (first year), 200-299 (second year), 300-399 (third year), and 400-499 (fourth year). Naturally, “transfer” courses do not all transfer the same way. Some transfer as equivalents and others as general electives. If you plan to transfer to the University of Nevada, Las Vegas (UNLV) or to the University of Nevada, Reno (UNR), you need to study the transfer status of your courses.

For more information and to access NSHE course transfer status information, visit the UNR website at www.unr.edu/transfer or the UNLV website at <http://www.unlv.edu/admissions/transfer/status>

Important Note:

Some courses offered at Great Basin College may not be used for an Associate of Arts, Associate of Science, or Bachelor of Arts degree. These courses may not be transferable to other Nevada colleges. These courses are identified in the catalog course descriptions with the following notation:

Class Attribute: This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

These courses are identified as a “course attribute” in the online course schedule with the following notation:

Non-transferable for an NSHE baccalaureate degree.

You may also consult the Admissions and Records Office, Berg Hall. If you plan to transfer out of state or to a private educational institution, **you need to consult the applicable college catalog.**

Courses Having a “Z” Affix

The “Z” affix indicates a community education course which is not meant for transfer.

Courses numbered 300 and above with any affixes, except Z, are transferrable to University of Nevada, Reno and University of Nevada, Las Vegas and Nevada State College.

Courses Having an [F], [H], [F*], or [H*] Affix

Courses with the [F] designation are Fine Arts Courses, and courses with an [H] designation are Humanities Courses. Courses with [F*] or [H*] designation qualify as general education requirements. See page 55.

Core Courses

Courses that fulfill general education objectives or core requirements are indicated in the matrix on page 55. These courses require a college level of reading, writing, or mathematics ability. If you plan to enroll in one of these courses, you must complete any listed prerequisites, take the placement tests that determine your eligibility for entrance into the course, have an equivalent ACT/SAT score, or the instructor’s approval.

Additional Information [N]

A designation of [N] indicates a course is new at the time of publication and may be subject to NSHE approval. Consult your advisor or the department.

Courses with [P/W]

Courses with this designation indicate a pass/withdraw course and will not be graded. The courses do not negatively or positively affect the grade-point average.

Accounting (ACC)**ACC 105 Taxation for Individuals (3)**

An introduction to federal income taxation emphasizing the preparation of personal tax returns. Fundamentals of income, exclusions, deductions, credits, and tax minimization strategies.

ACC 201 Financial Accounting (3)

Basic accounting principles and procedures with a focus on the sole proprietorship and partnership form of business. The accounting cycle, receivables, payables, inventory, fixed asset acquisition, and disposal, and financial statement preparation.

ACC 202 Managerial Accounting (3)

A continuation of ACC 201 with a concentration on the corporate form of organization. Topics include stockholders' equity, long-term debt, investments, statements of cash flow, financial statement analysis, and an introduction to managerial accounting. Prerequisite: Must have completed ACC 201.

ACC 203 Intermediate Accounting I (3)

An in-depth study of various aspects of financial statements prepared according to generally accepted accounting principles. Topics include a review of basic accounting theory and practice, the development of accounting standards, the conceptual framework of accounting, the treatment of cash, receivables, prepaid expenses, fixed assets, and intangibles. Prerequisite: Must have completed ACC 201 and ACC 202.

ACC 204 Intermediate Accounting II (3)

A continuation of ACC 203, Intermediate Accounting I. Topics include current liabilities and contingencies, long-term liabilities, stockholders' equity, investments, income taxes, compensation (salaries, bonuses, stock plans, post-retirement benefits) changes, correction of errors, and earnings per share. Prerequisite: Must have completed ACC 201 and ACC 202.

ACC 220 Microcomputer Accounting Systems (3)

Introduction to actual computerized accounting systems being used in the business world. Emphasis is on the application of basic accounting theory using a case study approach. Prerequisite: Must have completed ACC 201.

ACC 261 Governmental Accounting (3)

An introduction to accounting and financial reporting for governmental and not-for-profit entities. Includes a study of fund and budget accounts for state and local governmental units, revenues, appropriations, disbursements, assessments, university, hospital, and other fund applications. Prerequisite: Must have completed ACC 201.

ACC 290 Certified Bookkeeper Course (3)

This is a capstone course that is to be taken in the final semester of the AAS degree in Accounting program. Students focus systematically on mastering the curriculum for national certification as a professional bookkeeper. Specific topics include adjusting entries, correction of errors, payroll, depreciation, inventory, and internal controls. Prerequisite: Must have completed ACC 201 and ACC 202. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Agricultural Science (AGSC)**AGSC 100 Elements of Livestock Production (3)**

Fundamental concepts in care, management, and economics of food producing animals. Includes contributions of the Nevada and U.S. animal industries in providing food on an international basis. (Formerly ANSC 100.)

AGSC 101 Agriculture Orientation (0.5)

A survey of the agriculture industry examining different jobs, working conditions, employment structure, and employee-employer relationships. Each student will begin to build a personal job portfolio to include a resume, references, and cover letter for job applications. Student will learn skills that will assist them in accomplishing their collegiate goals. (Formerly AGR 100, Agriculture Orientation)

AGSC 102 Agriculture Communication and Organization (1-3)

Designed for students interested in pursuing an agriculture career. Prepares students for leadership positions on the college campus and throughout the community. Includes leadership skill development including communication, leadership roles, and proper administration of Robert's Rules of Order, delegation, responsibility, time management, evaluation, and goal setting. As this course offers variable credit, students must complete fifteen (15) contact hours for one credit, thirty (30) contact hours for two credits, and forty-five (45) contact hours for three credits for their respective credit hour(s). This is a repeatable course to a total of six credit hours. (Formerly AGR 105)

AGSC 105 Livestock Production Systems (3)

Designed to instruct students in the various essential production systems in animal agriculture. These systems will include all aspects of production including reproduction, nutrition, animal preventative maintenance, treatment delivery systems of animal health, and environment. Consumer related issues will be discussed, as they relate to the production of animal agriculture. (Formerly ANSC 105.) Prerequisite: Must have completed AGSC 100.

AGSC 110 Introduction to Agriculture Management (3)

Introduces agriculture management and will focus on the development of personal leadership skills as they relate to agriculture business. Students will investigate, develop, and demonstrate personal leadership skills as related to critical agriculture issues on the regional, state, and national levels. (Formerly AGR 110, Introduction to Agriculture Management)

AGSC 122 Intercollegiate Rodeo (2)

Course designed for men and women interested in rodeo as a knowledgeable spectator, producer, or participant. Lecture includes rodeo history, current rules, equipment use, and physical and mental conditioning. (Formerly ANSC 122B, Intercollegiate Rodeo.) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

AGSC 163 Horsemanship (2)

Course will lay the foundation for good, basic, and effective horsemanship that can later be developed into more specialized riding. Topics include safety, handling, grooming, saddling, stabling, feeding, health, exercise, and riding. All levels of ability welcome as lab assignments are tailored to the skill levels of both student and horse. (Formerly ANSC 163.)

AGSC 198 Special Topics in Agriculture (1-6)

Selected agricultural topics offered for general interest in the agricultural community. Not a program requirement. No prerequisite. Repeatable to a maximum of nine credits. (Formerly AGR 198)

AGSC 201 Agricultural Issues (3)

Students will investigate current topics causing change in the agriculture industry. Students will research and report on trends as diverse as animal rights, chemical and foods, land use, water rights, and governmental subsidies as well as regional, state, and national topics. (Formerly AGR 210)

AGSC 205 Rudimentary Farrier (2)

Introductory course in horseshoeing, including the physiology of the equine feet and legs, unsoundness, hoof care, shoeing equipment, and the actual shoeing of live horses. This course provides an individual with the skills to properly care and complete basic farrier work on their horses. (Formerly ANSC 205).

AGSC 206 Fundamentals of Animal Nutrition (3)

The science of animal nutrition is the basis for livestock feeding and nutrition. The fundamentals of digestion and absorption in both ruminants and non-ruminants are discussed. The nutritive value of feeds as they relate to the formulation of livestock rations will be emphasized including by-product feeding. (Formerly ANSC 211.)

AGSC 209 Physiology of Livestock Reproduction (3)

Designed to provide students with an understanding of the process of reproduction in cattle, sheep, swine, and horses. This course will provide information covering both the physical mechanics of reproduction as well as the endocrine system controlling livestock reproductive process. Various mating systems will be discussed with an emphasis placed on artificial insemination (A.I.) and embryo transfer (E.T.). (Formerly ANSC 209.) Prerequisite: Must also be enrolled in AGSC 210.

AGSC 210 Livestock Reproduction Lab (1)

Provides an understanding of the reproductive technologies in cattle, horses, and swine. Pregnancy detection and semen handling labs provide students with livestock experience. Various mating systems discussed with an emphasis on artificial insemination (A.I.) and embryo transfer (E.T.). A field trip component of the course focuses on A.I. techniques. (Formerly, ANSC 210.) Prerequisite: Must also be enrolled in AGSC 209.

AGSC 211 Agribusiness Management (3)

Designed for students with fundamental knowledge and skills in farm and ranch records, accounts, and budgets, and their use in planning and analyzing farm and ranch business functions, including investments analysis and capital budgeting. (Formerly AGR 211, Farm and Ranch Business Analysis.)

AGSC 275 Animal Health and Sanitation (3)

A study of common beef, sheep, and horse diseases in our area. Special attention is given to sanitation, prevention, control, and eradication of diseases. Disease cause, symptoms, treatment, cure, and prevention will be addressed throughout all illnesses. (Formerly ANSC 275.)

AGSC 290 Cooperative Work Experience (1-6)

Students may earn college credit for work experience related to their college major and/or occupational goals. Students should meet with their Ag Faculty advisor to design an appropriate supervised, on-the-job, educationally directed work experience. Repeatable up to six credits. (Formerly AGR 290.) Prerequisite: Must have completed AGSC 110.

AGSC 413 Range-Livestock Interaction (3)

Emphasis on species and breed selection, physiological considerations, and alleviating detrimental effects on livestock with a review of interactions among livestock, wildlife, and plant communities. (Formerly ANSC 413.) Prerequisite: Must have completed AGSC 100 or BIOL 191.

AGSC 416 Agriculture Internship (1-6)

Coordinated work study programs in industry or government under the direction of a faculty member. Written progress reports are prepared periodically and at the conclusion of the internship. May be repeated up to six credits. (Formerly AGR 416.) Prerequisite: Must have junior standing or higher. Instructor permission required.

AGSC 496 Agriculture Capstone (3)

Advanced study in specialized area of agriculture management. Interdisciplinary topics within an emphasis area will be selected by student and academic advisor. Students will also produce a comprehensive portfolio. (Formerly AGR 496.) Prerequisite: Must have senior standing in the Bachelor of Applied Science in Agriculture Management emphasis area.

American Sign Language (AM)**AM 145 American Sign Language I (4)**

Development of American Sign Language and its application within the deaf community. Based on the functional, national approach to learning sign language and organizes language around communicative purpose of everyday interaction. Aspects of the course include cultural awareness, grammatical features, vocabulary development, and conversational skills.

AM 146 American Sign Language II (4)

Continuation of AM 145 stressing the development of basic conversational skills. Prerequisite: Must have completed AM 145.

AM 147 American Sign Language III (4)

Designed to enable students to develop conversational competency in American Sign Language. Grammatical features and sentence structures will be taught and practiced, as well as conversational norms for receptive and expressive language use. Topics relating to deaf history and culture will be discussed as they enable the student to more effectively communicate and associate with ASL users. Prerequisite: Must have completed AM 146.

AM 148 American Sign Language IV (4)

The fourth in a series for American Sign Language courses designed for a student to acquire communicative competency in ASL. The course encourages the student to expand his/her command of discourse in ASL on various everyday topics. Linguistic features of ASL are expanded, including inflection, spatialization, movement, redundancy, and use of facial expression and body postures. Class will be conducted in ASL - no voice conversations will be allowed in the classroom. No chewing gum or eating during class. Prerequisite: Must have completed AM 147.

AM 295 Drill and Practice in American Sign Language (0.5-4)

Practice and drill in American Sign Language. Repeatable up to four credits. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

AM 299 Special Topics in American Sign Language (3-6)

Development of Signing Exact English and its application within the deaf community. This process of learning sign language organizes language around communicative purpose of everyday interaction. Aspects of the course include cultural awareness, vocabulary development and conversational skills.

Anthropology (ANTH)

To view the Social Sciences Department Academic Dishonesty Policy, visit the Social Sciences Department website: www.gbcnv.edu/departments/SOC.html.

ANTH 101 Introduction to Cultural Anthropology (3)

Study of human cultures across the globe through examination of the basic principles underlying the organization of societies and the ways anthropologists analyze various parts of culture. Students will become familiar with the glue that holds all groups of people together, and how that glue can divide groups of people in profound ways.

ANTH 102 Physical Anthropology (3)

Introduction to the study of how humans, Homo sapiens, have emerged as a species and come to dominate the planet by examining processes of human biological and cultural evolution. Topics include inheritance, the emergence of primates, fossil hominids, the development of technology, and biological variability among modern humans. Satisfies general education science.

ANTH 201 Peoples and Cultures of the World (3)
Introduction to the diversity of indigenous, traditional societies in select regions of the world including such groups as herding people in Africa, hunters and gatherers in Australia, farmers in New Guinea, headhunters in Borneo, among others. The course focuses on the ethnographic description of traditional cultures and the impacts of colonization and globalization on those societies.

ANTH 202 Introduction to Archaeology (3)
Study of the archaeological patterns found in the Old and New Worlds and how archaeologists study the past. Focuses on topics like the cultural changes throughout the world as early humans began making tools in Africa to the rise of civilizations such as those found in Egypt and Mexico.

ANTH 400A Indians of North America (3)
Ethnographic survey of the wide variety of societies found in native North America, including regions such as the Plains, the Arctic, the Southwest, and the Southeast, among others. Course provides an overview of social institutions (i.e., religion, food getting and settlement, kinship, etc.) and changes resultant of European contact and colonization. Satisfies the diversity requirement at UNR. Prerequisite: Must have completed ANTH 101 or ANTH 102 or ANTH 201 or ANTH 202 or GEOG 106.

ANTH 400B Indians of the Great Basin (3)
Study of indigenous cultures of the intermountain region of Western North America including such groups as the Washoe, the Western Shoshone, the Northern Paiute, and the Ute. Course provides an overview of social institutions (i.e., religion, food getting and settlement, kinship, etc.) and changes resultant of European contact and colonization. Satisfies diversity requirement at UNR. Prerequisite: Must have completed ANTH 101 or ANTH 102 or ANTH 201 or ANTH 202 or GEOG 106.

ANTH 439 Selected Topics in Cultural Anthropology (3)
Topic to be selected by the instructor and will reflect student needs. May be repeated to a maximum of six credits. Prerequisite: Must have completed ANTH 101 or ANTH 102 or ANTH 201 or ANTH 202 or GEOG 106.

ANTH 440A Archaeology of North America (3)
Survey of the archaeology of North America from the peopling of the continent more than 11,000 years ago to European colonization of North America. Course examines the diverse prehistoric lifeways of various regions including the Puebloan farmers, the Mississippian mound-builders, hunter-gatherer archaeology in the West, and the Euroamericans. Prerequisite: Must have completed ANTH 101 or ANTH 102 or ANTH 201 or ANTH 202 or GEOG 106.

ANTH 440B Archaeology of the Great Basin (3)
Examines the prehistory of the Great Basin region, including the Paleoindian, Archaic periods, and later prehistoric occupations. Explores what kinds of data archaeologists use to construct culture histories and the environmental and social factors that influenced prehistoric patterns. Prerequisite: Must have completed ANTH 101 or ANTH 102 or ANTH 201 or ANTH 202 or GEOG 106.

ANTH 448A Field School in Archaeology (3-8)
Students will participate in archaeological survey and/or excavation. Students will work on archaeological sites in the vicinity of Elko, Nevada, in the heart of the Great Basin, to learn how archaeologists do field work and what principles underlie different types of field strategies. Students must apply for enrollment in this course. Form available from the Social Science Department Office, EIT building. May be repeated up to 10 credits. Prerequisite: Must have completed ANTH 101 or ANTH 102 or ANTH 201 or ANTH 202 or GEOG 106. Instructor permission required.

ANTH 459 Selected Topics in Archaeology (3)
Topic to be selected by the instructor and will reflect student needs. May be repeated to a maximum of six credits. Prerequisite: Must have completed ANTH 101 or ANTH 102 or ANTH 201 or ANTH 202 or GEOG 106. Prerequisite: Must have completed 40 credits including ANTH 202.

Applied Industrial Technologies (AIT)

AIT 120 Basic Electrical for Technology (1-3)
Develop a basic understanding of DC and AC electricity in theory, and as it applies to Welding, Diesel, Industrial Millwright Technology, and Electrical Systems Technology.

Applied Mathematics and Science (AMS)

AMS 320 Science and Engineering in Technology (3)
Applications of the principles of physical science and engineering in technology. Combines concepts in physics, chemistry, and the environment for practical problem solving in business and industry. Excel spreadsheets will be used extensively. Prerequisite: Must have completed MATH 126 or MATH 127 or MATH 128 or MATH 181 or MATH 182.

Art (ART)

ART 100 Visual Foundations (3)
A beginning art class that includes a survey of art and the basic components of design. The class explores visual concepts as they relate to the history of art through class presentations, discussions, and a variety of media. Students should plan for three hours of studio work outside the class. [F*]

ART 101 Drawing I (3)
A disciplined foundation in drawing concepts based on visual observation skills. [F*]

ART 102 Drawing II (3)
A continuation of ART 101. [F] Prerequisite: Must have completed ART 101.

ART 106 Jewelry I (3)
Techniques of various metal construction for jewelry. Emphasis on design and craftsmanship. [F]

ART 107 Design Fundamentals I (2-D) (3)
Explores the fundamentals of design using various media focusing on 2-D design. [F*]

ART 108 Design Fundamentals II (3-D) (3)
Creative design with emphasis on volume and space relationships in a variety of materials. [F]

ART 111 Beginning Ceramics (3)
Introductory and intermediate course in beginning ceramics. May repeat course up to six credits. [F]

ART 115 Beginning Clay Sculpture (3)
Introduction to design and creation of sculpture with clay. [F]

ART 124 Introduction to Printmaking (3)
Introduction to the traditional printmaking processes. [F] [P/W]

ART 127 Watercolor I (3)
Introduction to watercolor techniques and concepts. Requires three hours of studio practice weekly. [F]

ART 135 Photography I (3)
Analytical and critical approaches to the creative possibilities of photography including basic photographic techniques and materials. [F]

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| ART 141 | Introduction to Digital Photography | (3) |
| An introduction to the aspects of digital photography. Explores how to improve photographic skills and integration of photography and the digital media. [F] | | |
| ART 142 | Introduction to Digital Photography II | (3) |
| A continuation of Digital Photography. Employs further investigation of the digital media and current version of Photoshop. Repeatable up to six credits. [F] Prerequisite: Must have completed ART 141. | | |
| ART 160 | Art Appreciation | (3) |
| Introduction to the visual arts, illustrating the place of art in its social and cultural setting. [H*] | | |
| ART 201 | Life Drawing I | (3) |
| Introduction to drawing from live models. [F] Prerequisite: Must have completed ART 101. | | |
| ART 206 | Jewelry II | (3) |
| Continued exploration of creating jewelry using various techniques. [F] | | |
| ART 211 | Ceramics I | (3) |
| A beginning studio course in construction and decoration of clay. Slab, coil, and wheel-thrown techniques will be taught. [F] | | |
| ART 212 | Ceramics II | (3) |
| Continuation of ART 111 with emphasis on development of individual expression in clay. [F] | | |
| ART 216 | Sculpture I | (3) |
| Introduction to sculpting techniques and concepts. [F] | | |
| ART 227 | Watercolor II | (3) |
| Continued exploration of watercolor techniques and concepts. [F] | | |
| ART 231 | Painting I | (3) |
| Exploration of various painting media and concepts. [F] | | |
| ART 232 | Painting II | (3) |
| Continuation of exploration of painting techniques and concepts. [F] Prerequisite: Must have completed ART 231. | | |
| ART 235 | Photography II | (3) |
| Lecture/study with emphasis on improving basic and intermediate skills. Explores the use of photography as a personal expression. [F] Prerequisite: Must have completed ART 135. | | |
| ART 243 | Digital Imaging I | (3) |
| Introduction to computer based imaging. Also available as GRC 183. [F] | | |
| ART 260 | Survey of Art History I | (3) |
| Presentation of the historical context of major and minor works of art from the ancient world to the Renaissance, art analysis, and criticism. [H*] | | |
| ART 261 | Survey of Art History II | (3) |
| A continuation of Survey of Art History I presenting major and minor works of art from the Renaissance to the present, art analysis, and criticism. [H*] | | |
| ART 297 | Field Study | (1-3) |
| A study of art in its cultural and historical setting. May repeat course up to six credits. [H] | | |
| ART 299 | Special Topics in Studio Art | (0.5-3) |
| Consideration of special topics and issues in art. Selection will depend upon current interests and needs. May repeat course up to 12 credits. [P/W] | | |

Astronomy (AST)

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| AST 101 | General Astronomy | (3) |
| An introductory examination of the solar system, stellar systems, and stellar and galactic evolution according to currently accepted concepts. Introduces astronomical instruments and light theory. (Formerly AST 101, Introductory Astronomy) Prerequisite: Must have completed MATH 96 or higher or attained satisfactory score for placement into MATH 120 in ACT, SAT or placement tests. | | |

Aviation (AV)

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| AV 110 | Private Pilot Ground School | (3-6) |
| Course provides those interested in the basics of flying with the information needed to pass the Federal Aviation Administration's Private Pilot Knowledge (or "written") Test. Repeatable up to six credits. [P/W] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada. | | |

Biology (BIOL)

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| BIOL 100 | General Biology for Non Majors | (3) |
| Basic biological concepts, interpretation and application of scientific methods, and effects of biological advances on society. Core curriculum science course; cannot be used for credit toward field of concentration in biology. Prerequisite: Must have completed MATH 96 or higher or attained satisfactory score for placement into MATH 120 in ACT, SAT or placement tests. | | |
| BIOL 124 | Northeastern Nevada Plants | (2) |
| Study of plant identification, structure, floral adaptations, and plant ecology of native plants in northeastern Nevada. | | |
| BIOL 190 | Introduction to Cell and Molecular Biology | (4) |
| Structure and function of cells. Major molecules of life; composition and physiology of cellular organelles; cell metabolism, reproduction, motility, and gene function of both plant and animal cells. Required for biology majors. Concurrent enrollment in a corresponding lab section is required for this course. Prerequisite: Must have completed MATH 96, MATH 97, MATH 120 or higher, or attained satisfactory score for placement into MATH 120 in ACT, SAT or placement tests. | | |
| BIOL 191 | Introduction to Organismal Biology | (4) |
| The study of the evolution, ecology, and diversity of life, both past and present. Required for biology majors, but will partially satisfy the science requirement for all associate's degrees. Concurrent enrollment in a corresponding lab section is required for this course. Prerequisite: Must have completed BIOL 190. | | |
| BIOL 223 | Human Anatomy and Physiology I | (4) |
| The morphology and physiology of cells, tissues, and the integumentary, skeletal, muscular, and nervous systems in a laboratory and lecture class. Designed for all life science majors but specifically for students in allied health programs. Concurrent enrollment in a corresponding lab section is required for this course. Prerequisite: Must have completed or be taking BIOL 190. | | |
| BIOL 224 | Human Anatomy and Physiology II | (4) |
| A continuation of Biology 223 with consideration of the circulatory, respiratory, digestive, excretory, endocrine, and reproductive systems; increased emphasis on body chemistry. Concurrent enrollment in a corresponding lab section is required for this course. Prerequisite: Must have completed BIOL 223. | | |
| BIOL 251 | General Microbiology | (4) |
| A laboratory and lecture course emphasizing taxonomy, morphology, physiology, infectious diseases, and ecology of microorganisms in addition to skills in aseptic procedures, isolation, and identification. Open to all life science majors and allied health majors. Prerequisite: Must have completed BIOL 190. | | |

BIOL 299 Special Topics in Biology (1-4)

Topics of interest emphasizing the natural history of the Great Basin including winter bird watching, hawk watching in the Goshutes, small mammal ecology, and the flowers of the Ruby Mountains. Includes field trips.

BIOL 300 Principles of Genetics (4)

Study of the basic principles of transmission of traits from one generation to the next. Topics include Mendelian, population, and molecular genetics with an emphasis on gene regulation. Both eukaryotic and prokaryotic systems will be described. Three hours of lecture with three hours of laboratory. It is recommended that student have completed CHEM 241 before enrolling in this course. Concurrent enrollment in a corresponding lab section is required for this course. Prerequisite: Must have completed BIOL 190 and CHEM 122 and STAT 152 and be sophomore or higher standing.

BIOL 305 Introduction to Conservation Biology (3)

Fundamental topics in conservation biology including biodiversity, invasive and endangered species, reserve design, and environmental legislation. Lecture only. Prerequisite: Must have completed BIOL 190 or BIOL 191.

BIOL 320 Invertebrate Zoology (4)

The study of animals that lack a dorsal nerve cord (backbone). This course explores the origin, evolution, taxonomy, physiology, and morphology of invertebrate members of the kingdom of Animalia. The laboratory component of this course emphasizes the similarities and differences of animal phyla and requires examination and dissection of preserved specimens. Concurrent enrollment in a corresponding lab section is required for this course. Prerequisite: Must have completed BIOL 190 and BIOL 191 and be sophomore standing or higher.

BIOL 331 Plant Taxonomy (3)

The study of vascular plant identification, naming, and classification, within an evolutionary context. Evolutionary processes and the history of systematics will be discussed. Laboratory experiences will emphasize angiosperm family characteristics, the collection and preservation of plant specimens, and the identification of the northeastern Nevada flora. The course will require two hours of lecture with three hours of laboratory per week. Prerequisite: Must have completed BIOL 190 or BIOL 191.

BIOL 341 Principles of Ecology (3)

The fundamentals of ecology studied at the levels of population, community, and ecosystems. Prerequisite: Must have completed BIOL 190 and STAT 152.

BIOL 400 Field School in Biology (4)

This course is designed to provide students with field experience in biology. Students will study relationships between abiotic factors, plant communities, and the animals that utilize them. Field techniques will be emphasized. This course will meet for extended periods in the field requiring adequate preparation on the part of the student. Prerequisite: Must have completed BIOL 190 and BIOL 191 and STAT 152 and have sophomore standing or higher.

BIOL 410 Plant Physiology (3)

A survey of the basic physiologic processes of plants. Topics include photosynthesis, metabolism, nutrition, growth and development, as well as effect of environment on these processes. It is recommended that student have completed CHEM 241 before enrolling in this course. Prerequisite: Must have completed BIOL 190 and BIOL 191 and CHEM 122 and be sophomore standing.

BIOL 434 Mammalogy (4)

The study of mammals. This course explores the origin, evolution, taxonomy, morphology, physiology, biogeography, behavior, and ecology of mammals. Laboratory will stress identification and natural history of mammals native to Nevada. Prerequisite: Must have completed BIOL 190 and BIOL 191 and be sophomore standing or higher.

BIOL 447 Advanced Comparative Animal Physiology (3)

Comparative physiology provides a detailed understanding of the diverse array of physiological systems evolved to allow animals to function in various environments. The comparative approach is used to understand physiological adaptations to various environments and the evolution of physiological systems. It is recommended that student have completed CHEM 241 before enrolling in this course. Prerequisite: Student must have completed BIOL 190 and BIOL 191 and CHEM 122.

BIOL 496 Advanced Topics in Modern Biology (1-3)

Advanced study in a specialized area of biology. Topics are selected and published in the class schedule. May be repeated up to six credits. (Formerly BIOL 496, Special Topics) Prerequisite: Must have completed BIOL 190 or BIOL 191. Instructor permission required.

Business (BUS)**BUS 101 Introduction to Business (3)**

A one-semester survey course covering business organization, operation, and management, designed to orient the student to the field of business.

BUS 102 Introduction to Entrepreneurship (3)

Course serves as the foundation for the GBC Associate of Applied Science--Entrepreneurship Emphasis degree program. Introduces techniques, principles, and challenges facing today's entrepreneurs using practical examples. Formerly BUS 102, Entrepreneurship I) (Formerly, BUS 102, Introduction to Entrepreneurship) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

BUS 107 Business Speech Communications (3)

Covers the basic elements of effective communications in a business setting, interviewing, interpersonal relationships, small group, and one-on-one situations. Also discusses presentation skills, small group meeting planning and conducting, and the development of listening and nonverbal skills.

BUS 110 Human Relations for Employment (1-3)

Introduces students to the principles and skills of effective communication in business and professional settings. It provides information on how to communicate with superiors, co-workers, subordinates, clients, and customers. Three-credit course includes a computation component. Repeatable up to a total of three credits. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

BUS 117 Business Calculations and Methods (3)

Fundamental arithmetic processes applied to business activities and applications. Including discounts, markups, payroll, interest, annuities, present value of money, depreciation, tax computations, business statistics, and general application of mathematics for planning and problem solving using algebraic equations/graphics and other basic forecasting techniques. (Formerly BUS 117, Applied Business Mathematics) (Formerly BUS 117, Business Calculations and Methods) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

BUS 198 Special Topics in Business (1-3)

Selected business topics offered for general interest and the business community. Not a required course. May be repeated for credit if topics are different. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

BUS 201 Entrepreneurship II (3)
Extends techniques, principles, and challenges facing today's aspiring entrepreneurs using practical examples. The major project for the course is the preparation of a useful business plan, instructions on acquiring financing, and explanations of other business startup activities, especially, setting up marketing programs and strategic/tactical plans. Recommended prerequisite: BUS 102 or MGT 103.

BUS 273 Business Law I (3)
A study of the origin, philosophy, and nature of law and procedures including court systems, contracts, agency, partnerships, sales, criminal law, and torts.

BUS 274 Business Law II (3)
A continuation of BUS 273. Includes a study of corporation law, property, secured transactions, negotiable instruments, insurance, and bankruptcy. Prerequisite: Must have completed BUS 273.

BUS 275 Foundations of International Business (3)
Introduces students to the impact of geography, the Internet, and different environments in which international business is conducted and the uncontrollable forces at work in all business environments. Topics discussed will include the importance of international organizations, the international monetary system, and the relevance of certain aspects of international business to managers and business people.

BUS 290 Internship in Business (1-8)
Students may earn college credit for work experience related to their college major and/or occupational goals. Students should meet with the business department chair and a faculty member to design an appropriate supervised, on-the-job, educationally directed work experience. Students may repeat this course up to a total of eight credits: (one credit requires 60 work hours per semester; two credits require 120 hours; three credits require 180 hours; four credits would require a total of 240 hours on the job during one semester. Students may enroll in two-to-four credits for two consecutive semesters.) (Formerly BUS 290B, Entrepreneurship Co-op Experience) Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

BUS 325 Legal Environment of Business (3)
Covers the essential topics of contracts, torts, labor relations and criminal law, and also those legal issues of vital concern to business managers including consumer protection, administrative regulations, the interaction of business organizations with the branches of government, and an overview of the legal environment in which business takes place in our society. Prerequisite: Must have completed an associate's degree.

Chemistry (CHEM)

CHEM 100 Molecules and Life in the Modern World (3)
Introduction to chemistry in its many forms and applications, physical and organic, with consideration of environmental and social issues. Includes laboratory activities. Prerequisite: Must have completed MATH 96 or higher or attained satisfactory score for placement into MATH 120 in ACT, SAT or placement tests.

CHEM 121 General Chemistry I (4)
Fundamentals of chemistry including reaction stoichiometry, atomic structure, chemical bonding, molecular structure, states of matter, and thermochemistry. Prerequisite: Must have completed MATH 126 or higher.

CHEM 122 General Chemistry II (4)
Fundamentals of chemistry including solutions, kinetics, equilibria, thermodynamics, electrochemistry, nuclear chemistry, and properties of inorganic and organic compounds. Also, introduction to qualitative analysis. Prerequisite: Must have completed CHEM 121.

CHEM 241 Organic Chemistry I (3)
Intensive introduction to the theory of carbon chemistry with particular emphasis on understanding the relationship between the structure and behavior of organic molecules. Prerequisite: Must have completed CHEM 122 and be taking CHEM 241L.

CHEM 241L Organic Chemistry for life Sciences Lab I (1)
Laboratory exercises in introductory organic chemistry. Stereochemistry, separation and purification techniques, micro-scale organic reaction procedures. Prerequisite: Must be taking CHEM 241.

CHEM 242 Organic Chemistry II (3)
Continuation of CHEM 241 with emphasis on complex reactions and mechanisms, and introduction to advanced approaches for the synthesis of organic molecules. Prerequisite: Must have completed CHEM 241 and be taking CHEM 242L.

CHEM 242L Organic Chemistry for Life Sciences Lab II (1)
Laboratory exercises in intermediate organic chemistry with continued emphasis on micro-scale organic reaction procedures. Introduction to the identification of organic compounds using chemical and instrumental means (qualitative analysis). Prerequisite: Must be taking CHEM 242.

CHEM 292 Selected Topics in Chemistry (1-3)
Independent study of a special problem, research and/or assigned reading in chemistry. May be repeated up to six credits.

CHEM 392 Special Topics in Chemistry (1-3)
Laboratory or lecture course in area not covered in other courses. May be repeated up to six credits.

CHEM 492 Advanced Topics in Chemistry (1-2)
Selected topics from the various disciplines of chemistry not covered by any other course offerings and of current interest to students and faculty. May be repeated up to four credits. Prerequisite: Must have completed CHEM 242.

Communication (COM)

COM 101 Oral Communication (3)
Introduction to the fundamentals of effective speaking. Develops the vocal and intellectual skills required for effective and powerful speaking in conversation and before an audience. (Formerly THTR 113, Fundamentals of Speech I) (Formerly COM 113, Fundamentals of Speech Communications)

COM 159 Writing for Radio and Television (3)
An introduction to basic script formats, terminology, style, and writing techniques for radio, television, and other electronic media. Topics include commercials, promotions, public relations, instruction/training, corporate video, and teleplays. Develops the ability to write aurally as well as visually.

COM 196 Internship (3)
A work-based learning experience in television production and television news at the campus-based NBC affiliate, KENV-TV. Students will be mentored by professional staff members and assist in the production of news broadcasts, commercials, and public service announcements. Must contact instructor before registering. Prerequisite: Must have completed JOUR 201.

Comprehensive Medical Imaging (CMI)

CMI 376 Sectional Anatomy in Medical Imaging (3)
This online course will cover transverse, coronal, and sagittal anatomy of the head, neck, thorax, abdomen, pelvis, and extremities. Areas of discussion include skeletal, muscular, circulatory, respiratory, nervous, lymphatic, and visceral anatomic relationships. Prerequisite: Must have completed BIOL 223.

Computer-Aided Drafting and Design (CADD)

CADD 100 Introduction to Computer-Aided Drafting (1-4)

Introduction to the basic capabilities of a computer-aided drafting (CAD) system. Includes appropriate hardware, software, and applicable commands.

CADD 105 Intermediate Computer-Aided Drafting (1-4)

A course in 2D and 3D drafting covers the intermediate features of computer-aided drafting and design including layers, attributes, and 3D. (Formerly CADD 105, Intermediate Computer-Aided 2D and 3D Drafting) Prerequisite: Must have completed CADD 100.

CADD 121 CAD for Land Surveyors (3)

The use of computer-aided drafting (CAD) software to create survey plats and topographic maps. The first ten weeks of instruction will focus on learning basic CAD commands. The remaining five weeks will focus on the production of typical survey plats and topographic maps.

CADD 200 Advanced Computer-Aided Drafting (1-4)

Course continues development of three-dimensional construction, modification, and rendering. New features explored through exercises to embed URLs and use drawing web format. The SQL database environment is introduced. Customize environments by changing variables in Preferences, make new toolbar buttons and toolbars. Other advanced features introduced include menu structure, AutoLISP, and OLE. Prerequisite: Must have completed CADD 105.

CADD 210 CADD Project (1-4)

Special project application offering instruction and practical experience applying CADD principle to industry. Prerequisite: Must have completed CADD 105. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

CADD 230 Civil Drafting I (1-4)

Covers the use of AutoDesk Civil 3D software for producing working civil engineering drawings. Focuses on drawings developed based on "existing conditions" from survey data that are suitable for designing civil engineering improvements and will move into developing of a civil engineering layout plans. Prerequisite: Must have completed CADD 105. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

CADD 255 CADD Customization I (3)

A basic course in customizing AutoCAD software. By using lecture as well as hands-on exercises, students will learn how to make AutoCAD more efficient and productive. A large part of the course will focus on programming in AutoLISP, the customization language for AutoDesk products. Prerequisite: Must have completed CADD 105 and CIT 129.

CADD 290 Internship in Drafting (1-4)

A work-based learning experience in computer aided drafting and design at various places of employment utilizing CADD in the GBC service area. Students will be mentored by professional people in the businesses partnering with GBC to provide these work place learning experiences. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

CADD 299 Capstone/Assessment (3)

An individualized project to apply the skills taught in the CADD/GIS emphasis area. The intent is for the student to assimilate and integrate the content of the program. A final professional presentation is created that can serve as an assessment portfolio for employers and the college. (Formerly CADD 299, CADD/GIS Capstone Project) Prerequisite: Must have sophomore standing or higher.

CADD 345 Technical Graphics Communication (3)

This course for technology managers teaches the principles and importance of visual presentation for communicating detailed, comprehensive, and accurate information about designs and processes. Basic drafting and CADD techniques necessary for modeling and visualizing graphic objects. Published standards and conventions when managing people and resources during the design process. Prerequisite: Must have completed CADD 100.

Computer and Information Technology (CIT)

CIT 106 Introduction to Spreadsheets (1-3)

An introduction to building spreadsheets, formulas, built-in functions, charts, printing, formatting, and database functions using Windows-based software. Students, depending on the results, may need to spend one or two hours per week in the Academic Success Center. (Formerly COT 134B, Introduction to Spreadsheets) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

CIT 110 A+ Hardware (3)

Techniques of personal computer hardware maintenance and installation. Course covers hardware and software diagnostics, system troubleshooting, and methods of achieving effective system upgrades to enhance capabilities or improve system performance.

CIT 112 Network + (3)

Course covers computer network infrastructure, network uses, and basic network management issues. CIT 112 has no prerequisite but assumes that students are familiar with computer hardware, have a basic understanding of stand alone operating systems, and can use applications software. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

CIT 117 Wireless Network Security (3)

Prepares professionals who want to master wireless local area and network security. A basic knowledge of computers and networks is all that is required for this course.

CIT 132 Beginning Visual Basic (3)

In-depth study of BASIC programming language using Visual Basic. This beginning programming class covers how to design programs including building and debugging code. Prerequisite: Must have completed IS 201.

CIT 151 Beginning Web Development (3)

Create and maintain web pages using HTML. Build interactive web pages using dynamic HTML. Topics include images, tables, frames, CSS styles, forms, FTP, and site maintenance. Prerequisite: Must have completed IS 201.

CIT 152 Web Script Language Programming (3)

A continuation of CIT 151, Beginning Web Development. This programming class creates interactive web pages using technologies such as Javascript, SQL, and server-side programming language. Prerequisite: Must have completed CIT 129 and CIT 151.

CIT 173 Linux Installation and Configuration (3)

Course covers Linux installation, configuration, and workstation operating system concepts.

CIT 174 Linux System Administration (3)

Covers concepts required for Linux server system administration and common networking services configuration, operation, and management. There is no formal prerequisite, however, CIT 173 or a basic understanding of either the UNIX or Linux workstation environment is recommended.

CIT 180 Database Concepts and SQL (3)
 This class is targeted for people with little or no SQL knowledge. The objective of this class is to familiarize students with database concepts that will be needed by programmers as well as professionals maintaining data management systems in such as those used in GIS. The class is accented with hands-on learning in Structured Query Language (SQL) and SQL procedures. Prerequisite: Must have completed CS 135.

CIT 198 Special Topics in Computer Info Technology (1)
 Various short courses and workshops covering a variety of subjects in computer and information technology. The course will be variable credit depending on the class content and number of hours required to cover that content. No prerequisites, but various skills may be recommended depending on class content, see syllabus for any such recommendations. [P/W]

CIT 201 Word Certification Preparation (3)
 A hands-on course building on the foundation laid in COT 151 and continuing on to sophisticated manipulation of word processing software. Topics include tables, graphic boxes, clip art, desktop publishing, fonts, macros, styles, and spreadsheets. Recommend: COT 151. (Formerly CIT 201, Word Certification Preparation) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

CIT 202 Excel Certification Preparation (3)
 In-depth exploration of Excel spreadsheets. Topics include advanced functions, importing and exporting data, multiple tables and workbooks, pivot tables, macros, and VBA. Team and student projects are conducted. (Formerly CIT 202, Excel Certification Preparation) Prerequisite: Must have completed IS 201. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

CIT 203 Access Certification Preparation (3)
 In-depth exploration of Access database management. Topics include tables, relationships, queries, forms, and reports. Macros, VBA modules, and web pages are created. Team and student projects are conducted in building and maintaining a database. Access 2007 required. (Formerly CIT 203, Access Certification Preparation) Prerequisite: Must have completed IS 201. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

CIT 211 Microsoft Networking I (3-5)
 Course covers MS Windows workstation/client operating systems concepts in both a network and stand alone environment. (Formerly CIT 211, MCSE I)

CIT 212 Microsoft Networking II (3-5)
 Introduces students to computer network server administration and management using MSMCSE II. CIT 211 or an advanced understanding of a Windows desktop environment is recommended.

CIT 213 Microsoft Networking III (3-5)
 Teaches strategies and tactics for implementing, administering, and troubleshooting information systems that incorporate Windows NT Server or Windows 2000 Server in an enterprise computing environment. (Formerly CIT 213, MCSE III) Prerequisite: Must have completed CIT 212.

CIT 214 Microsoft Networking IV (3-5)
 Course covers computer network directory services using Microsoft's Active Directory Services. (Formerly CIT 214, MCSE IV) Prerequisite: Must have completed CIT 212.

CIT 215 Microsoft Networking V (3-5)
 Various topics in networking using Microsoft products aimed at the less common MCSE electives. Unlimited repeatability. (Formerly CIT 215, MCSE Elective) Prerequisite: Must have completed CIT 212.

CIT 217 Security + (3)
 Prepares professionals with some networking experience and who possess a thorough knowledge of TCP/IP to take and pass the CompTIA Security + certification exam. Topics will include general security basics of cryptography and operational/ organizational security. Working knowledge and network servers or associated certifications would be considered essential.

CIT 252 Web Database Development (3)
 Interactive web pages will be built to accomplish store front applications. Storefront software will be used to produce shopping cart applications with product display, shopping cart, check out, and confirmation web pages along with several databases. Prerequisite: Must have completed IS 201 or CIT 151 or CIT 129 or CIT 203 or GRC 188.

CIT 261 VBA Programming for Microsoft Office (3)
 Visual Basic for applications involves programming inside Microsoft Office, Word, Excel, and Access. This is the most common type of programming in today's work world and creates more interactivity in the office software. Prerequisite: Must have completed CIT 129 or CIT 202 or CIT 203.

CIT 264 Operating System Security (3)
 Covers a full range of security concepts, techniques, and applications as required by server operating systems and networks. This will include VPNs, authentication, encryption, and patching. It will culminate in discussions of monitoring, auditing, and disaster recovery. Recommended prerequisite: CIT 212 or CIT 173. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

CIT 301 Network Management Essentials (1)
 Designed for non-graphic majors. Covers essential concepts in graphic communications required for a manager of digital technology systems. Students will start work on individual portfolios of their achievements during this degree program. [P/W] Prerequisite: Must have completed an AAS degree.

CIT 361 Tcp/Ip:Managing Network Resources (3)
 Course provides in-depth coverage of TCP/IP concepts, protocols, and programming including IPv6. Prerequisite: Must have completed CIT 112 or CIT 301 and MATH 116 or higher.

CIT 454 E Commerce (3)
 eCommerce concepts and topics will be examined. Working eCommerce sites will be developed on the Internet. Prerequisite: Must have declared AAS - Web Specialist Emphasis or have completed COT 301 or CIT 302.

Computer Office Technology (COT)

COT 60 Computer Basics (0.5)
 Designed for those who have very little (or no) computer experience. A gentle introduction to computers, the instructor will inspire confidence, and encourage further computer use. Learn how to work with several different programs within the Windows environment. [P/W]

COT 61 Introduction to Windows (0.5-1)
 A course for those with no previous computer knowledge, focusing on basic Windows skills. [P/W]

COT 62 Introduction to Word (0.5-1)
 A beginning course for those with no previous word processing knowledge and an introduction to Microsoft Word. [P/W]

COT 63 Introduction to Excel (0.5-1)
 A beginning course for those with no previous spreadsheet knowledge and an introduction to Microsoft Excel. [P/W]

COT 64 Introduction to Powerpoint (0.5-1)
 A beginning course for those with no previous presentation knowledge using Microsoft PowerPoint 2002. [P/W]

COT 101 Computer Keyboarding I (3)
Learn the keyboard by touch using computers. Course covers alphabet keys, number keys, and symbol keys. Emphasis on keyboarding techniques, speed, and accuracy.

COT 102 Computer Keyboarding II (3)
Designed to further increase keyboard speed and accuracy on the computer and to build skill to a marketable level. Includes formatting of letters, memos, reports, and tables. Recommend: COT 101 or 30 word per minute keyboarding skill.

COT 103 Keyboarding Review and Speed (1)
Designed to increase the student's keyboard speed and accuracy skill to employable levels. [P/W] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

COT 122 Medical Typing and Transcription (3)
Reviews medical terminology and develops the skill of listening to cassette tapes containing recorded medical case histories and records, and transcribing the material into accurate form on a computer using word processing software. Prerequisite: Must have completed COT 101.

COT 123 Legal Typing and Transcription (3)
Reviews legal terminology and develops the skill of listening to cassette tapes containing recorded legal documents and transcribing the material into accurate form on a computer using word processing software. Prerequisite: Must have completed COT 101.

COT 151 Introduction to Microsoft Word (3)
An introduction to Microsoft Word, a word processing software, ruler, toolbars, dialog boxes, cut, copy, and paste, autocorrect, spell check, template documents, columns, outlines, merge, clip art, graphics, text art, and tables. Recommended: COT 101 or 30 words per minute keyboarding skill.

COT 198 Special Topics in Computer Office Technology (1-6)
Various short courses and workshops covering a variety of subjects. The class will be variable credit of one to six depending on the class content and number of hours required. No prerequisite, but various skills recommended, depending on class content. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

COT 204 Using Windows (3)
The fundamentals necessary to operate the Windows system, how to customize the Windows environment, and how to use the various accessories. (Formerly, COT 204, Introduction to Windows)

COT 240 Executive Office Procedures (3)
Introduces skills and knowledge to meet the challenges of the electronic office. Topics include public relations, written and oral communications, telephone techniques, travel and conference arrangements, records management, meeting planning, and job-seeking/selection.

COT 241 Medical Office Procedures (3)
Introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, ethics, confidentiality, HIPAA, medical records, patient orientation and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment. Emphasis on developing human relations and customer service skills.

COT 299 Independent Study (1-6)
Individual projects involving the analysis and design of a computer system and/or special projects in programming. May be used to satisfy COT major requirements for a second semester of programming language. [P/W] Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

COT 301 Database Management Essentials (1)
A working overview of Access database. The main emphasis will be on analyzing previously established data, using table searches, queries, and reports. Excel will be used for further data analysis. A discussion of table design will be included. Students will start work on individual portfolios of their achievements during this degree program. [P/W] Prerequisite: Must have completed an AAS degree.

COT 490 Digital Communications (3)
A capstone seminar covering the common theme of data communications among the BAS in Digital Information Technology courses. Relationships between data organization, digital multimedia, data presentation, data security, and data communications will be covered. Students will finalize the digital portfolio of their accomplishments while completing this degree program. Prerequisite: Must have senior standing.

Computer Science (CS)

CS 135 Computer Science I (3)
This course is an introduction to modern problem solving and programming methods. Emphasis is placed on algorithm development. A special focus will be on procedural and data abstraction, emphasizing design, testing, and documentation. Prerequisite: Must be taking or have completed MATH 126 or higher.

Counseling and Guidance Personnel

Services (CAPS)

CPD 116 Substance Abuse - Fundamental Facts and Insights (3)
An introduction to various issues relating to alcohol, tobacco, and other drugs in society. Students will gain knowledge of the physical effects of various drugs of abuse. Sociological, cultural, family impact, and prevention issues will be addressed. No prerequisite.

Counseling and Personal Development (CPD)

CPD 116 Substance Abuse - Fundamental Facts and Insights (3)
An introduction to various issues relating to alcohol, tobacco, and other drugs in society. Students will gain knowledge of the physical effects of various drugs of abuse. Sociological, cultural, family impact, and prevention issues will be addressed. No prerequisite.

Criminal Justice (CRJ)

To view the Social Sciences Department Academic Dishonesty Policy, visit the Social Sciences Department website: www.gbcnv.edu/departments/SOC.html.

CRJ 104 Introduction to Administration of Justice (3)
American criminal justice system, its development, components, and processes. Includes consideration of crime and criminal justice as a formal area of study.

CRJ 105 Corrections Operations and Jail Management (3)
Investigations will be made into the court structures, constructive and punishment-oriented correctional institution programs, and the present day correctional officers roles. Jail and prison life and adjustment will be discussed along with ways in which the correctional institution climate can be enhanced. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

CRJ 106 Introduction to Corrections (3)
History and development of corrections. Current practices and problems of the correctional system. Recommend: CRJ 104.

- CRJ 110 Introduction to Nevada Law Enforcement (3)**
This course provides a systematic approach to examination of criminal justice in the State of Nevada. It will also include an overview of the major subsystems: police, prosecution, defense, courts, corrections, and juvenile justice. Designed for students who will be attending the Law Enforcement Training Academy. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.
- CRJ 112 Criminal Justice Organization and Administration (3)**
Theory of management and motivation, bureaucracy, labor laws and relations, financial administration, and criminal justice agency administration. An in-depth study of the goals, policies, and functions of the criminal justice agency. Recommend: CRJ 104
- CRJ 114 Firearms II (2)**
Course includes advanced range qualification, precision marksmanship, defensive measures, counter ambush procedures, combat shooting, robbery in progress, building searches, and shotgun use. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.
- CRJ 120 Community Relations (3)**
Analyzes the reasons and techniques for developing communication and understanding between the criminal justice system and various segments of the community. Recommend: CRJ 104.
- CRJ 140 Elements of Supervision (3)**
An introduction to supervisory roles in criminal justice agencies, selection process for supervisors, models for decision making, and leadership styles. Addresses current trends in contemporary supervision within the criminal justice field. Covers the rights, obligations, and duties of line supervisors. Assesses the first-line supervisor's role within the law enforcement agency. Instructor permission required.
- CRJ 155 Juvenile Justice System (3)**
Study of the philosophy and function of the juvenile court including court procedures and law, theories of causation and intervention strategies for juvenile offenders. Includes police encounters with juveniles, the juvenile court process, juvenile dispositions, and after care. Discussions include dependent and neglected youth in the system, the death penalty for juveniles, and school crimes. Recommend: CRJ 104.
- CRJ 164 Introduction to Criminal Investigation (3)**
Fundamentals of investigation, crime scene search and recording, collection and presentation of physical evidence, scientific aids, sources of information, case preparation, interviews and interrogations, and follow-up. Recommend: CRJ 104. (Formerly CRJ 164, Principles of Investigation)
- CRJ 170 Physical Training for Law Enforcement (1)**
P.O.S.T. pretest. Physical training relevant to a law enforcement profession to prepare for the final physical training test. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.
- CRJ 180 Introduction to Security (3)**
History and development of security services function, interrelationship to the legal process, career roles, and operational processes in various types of security organizations. Recommend: CRJ 104.
- CRJ 201 Women in the Criminal Justice System (3)**
Overall view of both sides and the roles in which women participate in the Criminal Justice System. The main concentration of the course will be in the following areas: theories of female criminality, extent of female crime, women as victims, women as offenders, women as defendants and prisoners, and women as practitioners and professionals, i.e., police, courts, and corrections. Prerequisite: Must have completed CRJ 104.
- CRJ 211 Police in America (3)**
Course includes policy history and organization, the personal side of policing, police operations, critical issues in policing, specific police problems, women and minorities in policing, and becoming a police officer. Designed to help students develop their own philosophy of law enforcement. Critical thinking and discussion of ideas and opinions essential. Recommend: CRJ 104.
- CRJ 214 Principles of Police Patrol Techniques (3)**
Identification of community problems which require prevention, suppression, or control through the basic methods and techniques of police patrol. The responsibilities of officers in patrol situations including foot beats, one-man cars and/or tactical units, techniques of observation and perception, recognition of hazards, evaluation, and proper police patrol action. Recommend: CRJ 104. (Formerly CRJ 214, Principles of Police Patrol)
- CRJ 215 Probation and Parole (3)**
Survey of the probation and parole systems of the United States including different systems within the United States; executive clemency; parole; rights of prisoners, probationers, and parolees; treatment strategies; and administrative aspects. Includes correctional and professional aspects of the parole and probation officers: the role, preparation of a probation summary, a day in court with a probation officer, and time with a parole officer. Recommend: CRJ 104. (Formerly CRJ 215, Probation and Parole I)
- CRJ 219 Emergency Vehicle Operation and Control (3)**
Shuffle steering, steering motion dynamics, and vehicle braking (lock-wheel, ABS, impending). Pursuit driving times (vehicle timing) and techniques. Measurement of hearing and tunnel vision. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.
- CRJ 220 Criminal Procedures (3)**
Origin, development, and rationale of the structural and procedural aspects of America's criminal justice system. Emphasis on arrest, search and seizure, confessions, and related legal issues. Prerequisite: Must have completed CRJ 104.
- CRJ 226 Prevention and Control of Delinquency (3)**
An introduction to major types of delinquent behavior, psychology of the delinquent, and factors contributing to the production of criminality or delinquency. Discussion of methods used by the criminal justice system to control delinquent behavior. Recommend: CRJ 104.
- CRJ 230 Criminal Law (3)**
Substantive criminal law including elements of crime, intent, attempts, search and seizure, and the laws of arrest. Relation of criminal law to working police officer and rights and duties of both citizen and officer under criminal law. Prerequisite: Must have completed CRJ 104.
- CRJ 232 Principles of Correctional Administration (3)**
Principles of staff operation within the correction process; administration setting, budgeting and financial control, recruitment and development of staff, public relations, and decision making; information concerning the offender, why they classify in a certain manner, and varied strategies available. Prerequisite: Must have completed CRJ 104.
- CRJ 233 Nevada Criminal Law (3)**
Familiarizes the CRJ student with Nevada Criminal Law as set forth in the Nevada Revised Statutes and as interpreted and tested in cases before the Nevada Courts. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.
- CRJ 265 Introduction to Physical Evidence (3)**
Surveys the forensic sciences to show their role in the use of physical evidence in matters of criminal and/or civil law. Focus on the value of modern scientific investigation. Prerequisite: Must have completed CRJ 104.

CRJ 270 Introduction to Criminology (3)
Examines how society interacts with crime and delinquency through the use of 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.

CRJ 285 Special Topics in Criminal Justice (1-6)
Consideration of special topics and issues in criminal justice. Selection will depend upon current interests and needs. Unlimited repeatability. (Formerly CRJ 198B, Special Topics in Criminal Justice) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Dance (DAN)

DAN 188 Choreography I: Improvization for Composition (2)
An introduction to the creative process of dance making using improvisation. Unlimited repeatability. [F]

Diesel Technology (DT)

DT 100 Shop Practices (0.5-4)
An introduction to hand tool identification and proper use, shop safety, and other topics including screw thread, hydraulic hose, and fitting identification. Also covers measuring devices. Also available as TA 100. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

DT 101 Basic Diesel Engines (1-4)
A review of basic engine operation with an emphasis on operating principles, nomenclature, components, and design, and terminology. Prerequisite: Must have completed DT 100. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

DT 102 Basic Vehicle Electronics (1-9)
A lecture and laboratory course study of AC and DC electricity as used in mobile equipment. Emphasis on charging systems, starting systems, lighting systems, and wiring diagrams. Troubleshooting and repairing of electrical components, electronic controls systems, and voltage drops analysis will be covered. May be taught in modules. Prerequisite: Must have completed DT 100. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

DT 105 Mobile Air Conditioning (1-5)
A lecture and laboratory course covering heating and refrigeration theory. Includes heating and air conditioning components, control systems, service evacuation, charging, overhaul, and replacement of major components. Prerequisite: Must have completed DT 100. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

DT 106 Heavy Duty Transmissions and Power Trains (1-6)
The theory and operation of heavy equipment power trains will be covered in detail with emphasis on power shift transmissions. Students will become familiar with driveline angle calculations, gear ratios, clutches, differentials, and transmission electronic control systems. Course may be repeated up to two times. Prerequisite: Must have completed DT 100. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

DT 113 Hydraulics I (3)
Introduces basic hydraulic systems through component recognition, circuit reading, and practical application focused on hazard recognition. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

DT 114 Hydraulics II (3)
Explains the function, operation, and application of components in a hydraulic system. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

DT 115 Hydraulics III (1.5)
Explains the testing and troubleshooting of hydraulic system components using leak path analysis. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

DT 116 Hydraulics IV (1.5)
Hydraulics IV will explain the testing and troubleshooting of the components in a hydraulic system in circuit using leak path analysis. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

DT 118 Electrics I (3)
An introductory course. The first in a series of courses to study electricity as related to mobile heavy equipment. Basic DC and AC electricity is covered in theory and reinforced with laboratory experiments. Ohm's Law, magnetism, and electrical component and system identification are covered. Electrical safety and hazard recognition are emphasized. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

DT 119 Electrics II (3)
The second in a series of electrical courses emphasizing mobile heavy equipment electrical systems. Electrical component disassembly, testing, and maintenance are covered. Lighting, relays, circuit breakers, wiring diagrams, and battery testing are discussed and reinforced through laboratory work. Electrical safety and hazard recognition are also covered. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

DT 201 Diesel Brakes and Pneumatics (2.5)
The principles of pneumatic brake systems are discussed in detail, with emphasis on cam-operated brakes. Pneumatic brake valves, schematic drawings, and foundation brake troubleshooting will be included in this technical course. Prerequisite: Must have completed DT 100. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

DT 202 Diesel Fuel Systems and Troubleshooting (1-6)
The theory and operation of diesel fuel injection systems will include Cummins PT, Caterpillar, Detroit Diesel, and Robert Bosch fuel systems. Governor operation and fuel system troubleshooting will be discussed. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

DT 203 Diesel Shop Management (1.5)
Designed to give students experience in the management of an equipment repair shop. Each student is required to estimate repair orders, calculate taxes, and deal with customers and employees. The course objectively evaluates what is needed to operate an equipment repair business. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

DT 210 **Advanced Diesel Engines** (1-9)
Students will learn engine troubleshooting through diagnostic tools. Course emphasis is on engine operation, diagnosis, and failure analysis. Course may be taught in modules with categories in, but not limited, to the following areas: fuel, cooling, lubrication, electrical, electronics, and failure analysis. Prerequisite: Must have completed DT 100 and DT 101 and DT 102 and DT 215. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

DT 215 **Electronic Diesel Engines** (1-9)
Designed to give individuals knowledge of electronic diesel engine controls as they apply to major diesel engine manufacturers. Emphasis is placed on engine sensors, electronic injection systems, and engine operating systems. No prerequisite but students having experience with diesel engines and basic electronics will find it helpful. Course may be taught in modules. Prerequisite: Must have completed DT 100 and DT 101 and DT 102. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

DT 299 **Special Topics in Diesel Mechanics** (1-10)
A special topics course in Diesel Technology to serve a variety of needs. Topics are determined by the course instructor.

Drafting and Design (DFT)

DFT 100 **Basic Drafting Principles** (1-4)
An introduction to manual drafting procedures including lettering; geometric constructions; orthographic projection; dimensioning sections; auxiliary views; and metric, architectural, and engineering techniques.

Early Childhood Education (ECE)

ECE 121 **Parent Caregiver Relationships** (1)
A course designed for child development students in which they can acquire various communication skills to enhance parent/caregiver relationships. Covers interpersonal communication, listening skills, and cooperative problem solving. Newsletters, parent conferences, phone conversations, record keeping, and student data folders will be addressed.

ECE 123 **Health and Nutrition for Young Children** (1)
A study of young children concerning physical development, nutrition, health, safety, and childhood illnesses and diseases. Skills developed in selecting safe equipment, evaluating environments, and ensuring good health routines.

ECE 126 **Social and Emotional Development for Infants and Toddlers** (3)
Study of effective development in infancy and toddlerhood. Emphasis is placed on experiences and techniques or use in the home and child care setting which will foster self-concept and social interactions for children from birth to three years of age.

ECE 127 **Role of Play for Infants and Toddlers** (1-3)
Study of the role of play as it affects the social, emotional, and physical and intellectual growth and development of infants and toddlers.

ECE 130 **Infancy** (3)
Course studies social, emotional, language, and sensorimotor development in infancy. Emphasis is placed on facilitating optimum infant and toddler development.

ECE 151 **Math in the Preschool Curriculum** (1)
Activities and materials for developing mathematics readiness in the preschool.

ECE 152 **Science in the Preschool Curriculum** (1)
Activities and materials for teaching science in the preschool.

ECE 154 **Literature for Preschool Children** (1)
Survey of books for use with preschool children. Techniques of storytelling and reading to children. (Formerly ECE 154, Literature in the Preschool)

ECE 156 **Music in the Preschool Curriculum** (1)
Activities and materials for teaching music in the preschool. Songs, dances, and rhythm activities for use with preschool children.

ECE 157 **Art in the Preschool Curriculum** (1)
Activities and materials for teaching art in the preschool. Emphasis on developing creativity and enjoyment of art through a wide range of materials and activities.

ECE 158 **Activities for Physical Development in Young Children** (1)
Activities, materials, and equipment for developing gross motor coordination in preschool children including individual, small group, and large group activities for both indoor and outdoor use. (Formerly ECE 158, Physical Education in the Preschool Curriculum)

ECE 161 **Social Studies and the Young Child** (1)
Emphasizes activities and materials for teaching social studies in the preschool. Drawn from anthropology, economics, geography, history, political science, sociology, and psychology. (Formerly ECE 161, Social Studies in the Preschool Curriculum)

ECE 167 **Child Abuse and Neglect** (1)
Provides the opportunity for students to learn the legal definitions, symptoms, causes, and reporting procedures of child abuse and neglect. The class will include discussion of the roles and responsibilities of community agencies such as law enforcement, social services, child care personnel, medical and/or psychosocial professionals.

ECE 168 **Infectious Diseases and First Aid in Child Care** (1)
Provides information about infectious diseases and first-aid measures in child care settings. Course content will include recognizing communicable and acute illnesses, management of accidents and injuries, preventive measures, health education, current research, and community resources.

ECE 190 **Professionalism in Early Care and Education** (3)
Focuses on professional issues in Early Childhood Education including ethical guidelines and other professional guidelines and standards related to practice; professional organizations and activities; principles of effective leadership and advocacy for young children and for the profession; and relevant public policy at the local, state, and national levels.

ECE 198 **Special Topics in Early Childhood Education** (0.5-6)
Various short courses and workshops covering a variety of subjects in Child Development. Class is variable in credit depending on class content and number of hours required. Unlimited repeatability. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ECE 200 **The Exceptional Child** (3)
The characteristics, training, and educational needs of disabled and gifted children. Explores the existing educational agencies, programs, and instructional methods designed for the disabled and the gifted. Prerequisite: Must have completed ECE 250.

ECE 204 **Principles of Child Guidance** (3)
A study of effective communication with children in guiding behavior. Emphasis will be placed on techniques which help children build positive self-concepts and individual strengths within the context of appropriate limits and discipline. The study includes uses of direct and indirect guidance techniques as well as introduction to guidance systems.

ECE 231 **Preschool Practicum: Early Childhood Lab** (6)
Working in a preschool setting with young children under the supervision of a master teacher, planning and implementing activities. Practicum will normally be taken during the final year of the child development program. Law requires a TB test prior to enrollment. Prerequisite: Must have completed ECE 250 and ECE 251 and ECE 262 and HDFS 232.

ECE 232 **Practicum: Infant and Toddler** (3-4)
The student works directly with infants or toddlers in a supervised facility. The student is responsible for the environment, activities, and routine of the children, and reports and evaluates the experiences with the practicum supervisor. Prerequisite: Must be a declared ECE infant/toddler major. Instructor permission required.

ECE 240 **Administration of the Preschool** (3)
Areas covered include organizational structure, budgeting, personnel policies and practices, records, statistics, reporting, relationship with community resources, licensing regulation, safety, nutrition, and health issues. (Formerly ECE 240, Principles and Practices of Preschool and Child Care Organization and Administration) Prerequisite: Must have completed ECE 200 and ECE 204 and ECE 250 and ECE 251.

ECE 250 **Introduction to Early Childhood Education** (3)
Introduces students to early childhood education. Course deals with the total preschool program including types, objectives, philosophy, curriculum, physical plant, and equipment, as these aspects of the program relate to the needs and interests of the preschool child. (Formerly ECE 131, Introduction to Teaching the Young Child)

ECE 251 **Curriculum in Early Childhood Education** (3)
This course will consist of methods of planning and teaching curriculum for children three to five years old. Included will be curriculum development, children's play, lesson planning, and daily scheduling. Emphasis on art, science, literature, music, language, blocks, dramatic play, etc. (Formerly ECE 151, Preschool Curriculum) Prerequisite: Must have completed ECE 250.

ECE 252 **Infant/Toddler Curriculum** (3)
Students will learn a variety of theories and apply them to the design of curriculum appropriate for infants and toddlers up to three years old, taking into account stages of physical, social, emotional, cognitive, and language development. Students will learn and utilize best practice in the curriculum planning to include routines, individualized curriculum, and care giving relationships.

ECE 262 **Early Language and Literacy Development** (3)
Course focuses on the four areas of Language Arts: speaking, listening, reading, and writing. Through a hands-on and interactive approach, students will explore the process of combining quality practices with specific materials and strategies focused on language and literacy development. In addition, students will examine the fundamentals of oral language and literacy-rich environments supported by the knowledge, skills, and dispositions that are predictive of later success in learning to read and write. Prerequisite: Must have completed ECE 250 and ECE 251.

ECE 480 **Preschool Supervised Teaching Internship** (1-12)
Student interns will work in a preschool setting with young children under the supervision of a master teacher while practicing and applying the methodologies gained throughout their Early Childhood coursework. Students will write comprehensive lesson plans based on a literacy project approach support by the Nevada Preschool Standards. These plans will be implemented as each student gradually assumes the role of lead teacher. Prerequisite: Must have completed ECE 250 and ECE 251 and ECE 262 and HDFS 232.

Economics

(ECON)

ECON 102 **Principles of Microeconomics** (3)
Study of the causes and effects of individuals' choices among alternative uses of scarce resources. Topics include supply and demand analysis, price determination, theories of various market structures, competition and coordination, labor, the role of profit and interest, and government involvement in the economy.

ECON 103 **Principles of Macroeconomics** (3)
Basic price and quantity relationships, study of monetary systems and policy, inflation, production and growth, recession, unemployment, fiscal policy, supply and demand perspectives, international exchange, and governmental-market relationships. Formerly ECON 101.

ECON 104 **Current Economic Issues** (3)
Analysis of current economic issues and their relevance to individuals in their roles as consumers, workers, businessmen, and voters. Economic theories and concepts are utilized in explaining important social interaction relating to such topics as medical care, anti-trust policy, price controls, drug prohibition, environmentalism, tax policy, public debt, and income distribution. (Formerly ECON 104, Economics Issues)

ECON 295 **Special Topics in Economics** (1-3)
Various short courses and workshops covering a variety of topics. This course will be variable credit of one-to-three credits depending on the course content and number of hours required. The course may be repeated for up to six credits.

ECON 307 **Environmental Economics** (3)
An application of the principles of marginal analysis and economic reasoning to the environment. Differing perspectives on issues relating to ownership, property rights, preservation incentives under different scenarios, the Coase theorem, trade-offs among human values, distributional effects of varying uses of scarce resources, and differing public policy issues. Formerly ECON 307, Economics of the Environment) Prerequisite: Must have completed an associate's degree.

ECON 311 **Professional Ethics** (3)
A study of the nature of ethical thinking and its application to judgments about actions of people that make up society. Topics to be considered include ethical relativism, moral virtues and vices, foundations of morality, alternative theoretical perspectives on moral judgment, egoism, altruism, and legal and regulatory perspectives related to ethics in business. Also available as PHIL 311. Prerequisite: Must have completed an associate's degree.

ECON 317 **Economics of Taxation** (3)
An examination of common economic and moral justifications for, and effects of, binary intervention in the economy; specific forms of taxation; the incidence of taxation; progressive, flat, regressive, and head-tax schemes; canons of justice in taxation; costs of tax collection; distribution of tax burden; non-monetary (implicit) forms of taxation; and taxation as a tool of social engineering. Prerequisite: Must have completed an associate's degree.

ECON 365 **Labor Economics** (3)
An application of economic theory relating to labor issues. Topics include determination of wage and employment levels, worker cartels, fringe benefits, subsistence wages, minimum wage laws, living wage laws, unemployment compensation, fairness in wage distribution, the division of labor, and tenure systems. Prerequisite: Must have completed an associate's degree.

Education Career and Technical (EDCT)

EDCT 439 General Methods of Teaching Career and Technical Education (3)

Designed for direct involvement in solving teaching and learning problems in career and technology education and occupational-vocational education. Emphasis is placed upon developing appropriate strategies for managing the classroom and occupational/industrial laboratory environment. Prerequisite: Admission to the Teacher Education Program or Business/Industry Endorsement. Corequisite: EDSC 315 or Business/Industry Endorsement.

EDCT 447 Curriculum Development in Career and Technical Education (3)

Course will provide students the opportunity to research and develop curriculum dealing with content and procedures for career and technical education programs.

EDCT 463 Teaching Secondary Business Education (3)

Designed for students who intend to pursue a career in teaching business subjects at the high school level. The major purpose of the course is to familiarize the student with the curriculum materials and teaching strategies which are unique to teaching business subjects. Business education is explored through the development of curricular materials and instruction procedures, including assessment and evaluation procedures. Prerequisite: Must be admitted into Teacher Education Program and be taking EDSC 315.

EDCT 471 Career and Technical Student Organizations (3)

Designed for students who intend to pursue a career teaching in the field of career and technical education at the middle/high school level. Familiarizes students with the benefits of student organizations and how to organize and manage a student organization in their particular field. Satisfies one of the requirements for the business and industry endorsement.

EDCT 490 Cooperative Career and Technical Programs (3)

Provides students with an understanding of the role, organization, and implementation of cooperative and applied or work-based vocational programs.

Education Elementary (EDEL)

EDEL 311 Elementary Methods Practicum I (1-3)

The first in a sequence of clinical and field experience courses. Students participate in field experiences and then reflect on what they have observed and learned. Students will spend approximately 15 hours observing in the public schools. [P/W] Prerequisite: Must be taking EDU 250.

EDEL 313 Elementary Methods Practicum II (1-3)

The second in a sequence of clinical and field experiences. Students will spend approximately 25 hours observing in the public schools. The portfolio and admission process is explained. May be taken two different semesters. [P/W] Prerequisite: Must be taking EDUC 323.

EDEL 315 Elementary Methods Practicum III (1-3)

The third in a sequence of clinical field experiences. Students will spend 30 to 60 hours observing and teaching in public schools. [P/W] Prerequisite: Must be admitted into the Teacher Education Program and be taking EDEL 433 or EDEL 443 or EDEL 453 or EDRL 437 or EDRL 442 or EDRL 443.

EDEL 331 Teaching Elementary School Art (3)

Art education in the elementary schools. Meets state licensing requirements. Prerequisite: Must have completed ENG 102 and MATH 120 and EDU 250.

EDEL 433 Teaching Elementary School Mathematics (3)

Course prepares prospective elementary teachers in the area of mathematics education. Students in this course will explore cognitive theories of development, methods, materials, and content of mathematics in the elementary grades. Curriculum changes that have taken place and current research in the area of mathematics education will be explored. Prerequisite: Must have been admitted into the Teacher Education Program and be taking EDEL315.

EDEL 443 Teaching Elementary School Science (3)

Course provides pre-service teachers with the theory, research, and best classroom practice related to science education. Students will be introduced to some of the materials, methods, and reasons for helping elementary children understand, perform, and appreciate science. Students will analyze the behavior of model teachers in elementary school classrooms and apply their acquired knowledge and skills by teaching elementary age students. Prerequisite: Must be admitted into the Teacher Education Program and have completed BIOL 190 and EDU 214 and be taking EDEL 315.

EDEL 453 Teaching Elementary School Social Studies (3)

Course focuses on integrating a number of subject areas into the curriculum. Explores the scope and sequences of understandings, attitudes, and skills taught in elementary social studies programs. Examines various methodologies used. A variety of teaching strategies will be explained and demonstrated for work with a diverse array of students in society. Prerequisite: Must have been admitted into the Teacher Education Program and be taking EDEL315.

EDEL 483 Elementary Supervised Teaching Internship (1-16)

A semester teaching experience approved by the Teacher Education Committee. Each student will have a placement for 16 weeks. Policies and procedures are detailed in the Student Teaching Handbook. (Formerly EDU 406, Student Teaching Internship) Prerequisite: Must be admitted into the Teacher Education Program and be taking EDEL 491. Instructor permission required.

EDEL 491 Elementary Education Capstone Seminar (1-3)

Addresses ethical, professional, and substantive issues in the teaching profession. This course forms the bridge between theory and practice where teaching skills can be analyzed, discussed, and refined: and professional competency can be assessed and achieved through professional collaboration and reflective practice. Prerequisite: Must be admitted into the Teaching Internship program and be enrolled in EDEL 483 or EDSP 495. Instructor permission required. in EDEL 483 or EDSP 495. Instructor permission required. .

Education Reading and Literature (EDRL)

EDRL 437 Teaching Reading (3)

A concentration on the developmental aspects of reading and language arts programs from kindergarten to eighth grade. Involves theoretical and research knowledge pertinent to child growth and development and also to fundamental skills appropriate for the teaching of reading and language arts, especially reading skills and phonetic skills. Prerequisite: Must have been admitted into the Teacher Education Program and be taking EDEL315.

EDRL 442 Literacy Instruction I (3)

Designed to help pre-service teachers view reading, writing, listening, and speaking from a holistic, integrated perspective. The course emphasizes content, teaching methods, and strategies specifically related to analyzing the language acquisition and development of children. The relationship between literacy, language arts, and other curricular areas will be explored. Prerequisite: Must have been admitted into the Teacher Education Program and be taking EDEL315.

EDRL 443 Literacy Instruction II (3)

Designed to help pre-service elementary teachers understand and apply current research and best practices in teaching reading, writing, listening, and speaking from a holistic, integrated perspective. The course emphasizes the relationship between literacy, language arts, and other curricular areas, as well as teaching methods and strategies specifically related to language arts. Content area reading, selection and use of appropriate materials, resources, and technologies will be addressed. Prerequisite: Must have been admitted into the Teacher Education Program and be taking EDEL315.

EDRL 471 Language Acquisition, Development and Learning (3)

Focuses on current acquisition theory and research and analysis of the implications of research for the classroom. Prerequisite: Must have completed ENG 102.

EDRL 474 **Methods for English Language Learners** (3)
Provides systematic instruction to help ESL students (1) adjust to school; (2) acquire English for self-help and for extended interaction; (3) develop English for extended learning. Prerequisite: Must have completed ENG 102.

EDRL 475 **Assessment and Evaluation of English Language Learners** (3)
Includes an analysis of standard second language tests and development and evaluation of teacher-generated instruments for placement, diagnosis, and teaching second language learners. Prerequisite: Must have completed ENG 102.

EDRL 477 **Curriculum Development for English Language Learners** (3)
Involves an analysis of trends and issues in second language curricula and steps and procedures in the development of curricula. Prerequisite: Must have completed ENG 102.

Education Secondary (EDSC)

EDSC 311 **Secondary Methods Practicum I** (1-3)
First in a sequence of field and clinical experience courses in a secondary classroom. Students work in middle-level or high school classrooms to develop skills working with students and implementing instructional plans. Students will spend approximately 15 hours observing in the public schools. Class may be repeated up to a total of three credits. [P/W] Prerequisite: Must be taking EDU 250.

EDSC 313 **Secondary Methods Practicum II** (1-3)
Second in a sequence of field and clinical experience courses in a secondary classroom. Students will observe approximately 25 hours of the middle-level or high school classrooms. The portfolio and admission process is explained. Class may be repeated up to a total of two credits. [P/W] Prerequisite: Must be taking EDUC 323.

EDSC 315 **Secondary Methods Practicum III** (1-3)
The third and final course in a sequence of field and clinical experience courses. Students will spend 30-60 hours at the middle-level or high school classroom. Students will be expected to work toward completion of the requirements for their portfolio project. Taken in conjunction with content area methods course. Class may be repeated up to a total of three credits. [P/W] Prerequisite: Must be admitted into Teacher Education Program and be taking EDSC 473 or EDSC 463 or EDSC 453 or EDSC 433 or EDCT 463 or EDCT 439.

EDSC 407 **Interdisciplinary Integrated Curriculum Secondary Education** (3)
Examines the relationship between literacy skills and learning the context area. Students will focus on developing literacy skills to promote better learning in the content area as well as guide students to better interpret, analyze, evaluate, and communicate in the world around them. Ideas and literacy, mathematics, the process of reading and writing, and specific pedagogical strategies will be considered. The course will also include problem-solving approaches, planning curriculum, and analyzing techniques to evaluate a variety of content area resources. The course will ask students to analyze and reflect upon personal experience as a reader, a writer, and a problem solver. (Formerly EDU 440, Essential Skills Across the Curriculum) Prerequisite: Must have completed EDUC 323 and EDUC 406.

EDSC 433 **Teaching Secondary English** (3)
Designed to prepare students to teach English at the 7-12 grade levels. The course will consist of three hours of lecture and a one hour lab each week. Course objectives are aligned to the INTASC teaching standards. The course is premised upon the assumption that effective teachers combine an awareness of theory with ongoing research into effective practices, as well as continual reflection upon their own teaching. Students will also design objectives which reflect the Nevada State English standards and which integrate the various components of the Language Arts Curriculum. Students will develop and implement lessons and effective assessments based upon those objectives. Prerequisite: Must be admitted into Teacher Education Program and be taking EDSC 315.

EDSC 453 **Teaching Secondary Mathematics** (3)
Course examines the methods, materials, teaching techniques, and strategies unique to mathematics education. Emphasis is placed on the pre-algebra, algebra, and geometry curriculum; classroom organization; test construction and evaluation; use of audio-visual materials and equipment. Prerequisite: Must be admitted into Teacher Education Program and be taking EDSC 315.

EDSC 463 **Teaching Secondary Science** (3)
Course will give students a broad perspective on science education from its historical development to current issues and trends, and will introduce methods of curriculum design, assessment techniques, instructional strategies, and other areas important in equipping successful science teachers. Practical material will be developed that may be used as resources in future science teaching situations. Prerequisite: Must be admitted into Teacher Education Program and be taking EDSC 315.

EDSC 473 **Teaching Secondary Social Studies** (3)
Designed to provide undergraduate students in secondary education with an overview of the methods, assessment techniques, materials, curriculum, and activities used to teach social studies. The course is intended to help students acquire a repertoire of planning and instructional skills necessary for teaching social studies. Prerequisite: Must be admitted into Teacher Education Program and be taking EDSC 315.

EDSC 483 **Secondary Supervised Teaching Internship** (1-16)
The Supervised Internship provides the student with the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extracurricular activities, working with special school personnel, and utilizing school and community resources in the instructional program. Prerequisite: Must be admitted into the Teaching Internship program and be taking EDSC 491. Instructor permission required.

EDSC 491 **Secondary Education Capstone Seminar** (3)
Addresses ethical, professional, and substantive issues in the teaching profession. This course forms the bridge between theory and practice where teaching skills can be analyzed, discussed, and refined; and professional competency can be assessed and achieved through professional collaboration and reflective practice. Prerequisite: Must be admitted into Teacher Internship program and be taking EDSC 483. Instructor permission required.

Special Education (EDSP)

EDSP 301 **Education of the Exceptional Child** (3)
A survey of the special education area for majors and non-majors, designed to acquaint the student with the special needs of learners categorized under all areas of exceptionality. Introduces methods for identifying, planning, and working effectively with exceptional children in the regular classroom. Emphasis on etiology, physical, and educational characteristics. The pre-service teacher is taught to recognize and refer exceptional learners for assessment, as well as design and implement individualized programs, instructional strategies, and classroom management strategies. Prerequisite: Must have completed ENG 102 and EDU 250.

EDSP 434 **Community and Family Integration for the Transition of Individuals with Special Needs** (3)
The purpose of the course is to provide students with the understanding of theory, principles, procedures, and legal requirements for working toward collaborative partnerships among families, professionals, students, and other stakeholders to meet the transitional needs of the individual student with a disability. Also focuses on the importance of parent involvement with the individual student. Prerequisite: Must have taken EDSP 301.

EDSP 441 Characteristics and Inclusive Strategies for Students with Mild and Moderate Disabilities (3)

Provides an overview of educational laws/practices that influence the identification, placement, and instruction of students with mild to moderate disabilities. Instructional practices will include academic accommodations, social skills, and classroom management. Prerequisite: Must have taken EDSP 301.

EDSP 443 Special Education Curriculum: General Methods (3)

Special instructional methods for students with mild to moderate disorders. Includes instruction in IEP goals and objectives. Prerequisite: Must have completed EDSP 301 and be taking EDSP484.

EDSP 452 Assessment for Special Education Teachers (3)

Formal and informal methods of assessing students with disabilities: academic, language, motor, perception, and social skills. Interpretation of assessment and application to program needs. Prerequisite: Must have taken EDSP 301.

EDSP 453 Behavior Management Techniques for Students with Disabilities (3)

Course will present principles of applied behavior analysis that can be utilized to manage the behaviors of students with disabilities in the classroom and in other settings. The identification of target behaviors, data collections, selection of experimental designs, arranging of antecedents, arranging of consequences, and generalization of behavioral change will be presented. Prerequisite: Must have completed EDSP301 and be taking EDSP485.

EDSP 484 Special Education Practicum: Elementary Level (1)

Clinical and Field Experience in an elementary special education setting. Students will spend approximately 25 hours observing and in a special education setting in the public schools. [P/W] Prerequisite: Must have completed EDSP 301 and be taking EDSP 443.

EDSP 485 Special Education Practicum: Secondary Level (1)

Clinical and Field Experience in a secondary special education setting. Students will spend approximately 25 hours observing and teaching in a special education setting in the public schools. [P/W] Prerequisite: Must have completed EDSP 301 and be taking EDSP 453.

EDSP 495 Student Teaching Internship in Special Education (8-14)

Student Teaching Internship. Prerequisite: Must be admitted into the Teacher Education Program and be taking EDEL 491. Instructor permission required. Program and be taking EDEL 491. Instructor permission required.

Education (EDUC)

EDUC 323 Teaching and Learning Education (3)

Includes planning for learning-centered environments, preparing lesson plans, preparing a professional portfolio, and understanding the Nevada standards. Prerequisite: Must have completed EDU 250 and be taking EDEL 313 or EDSC 313. Instructor permission required.

EDUC 406 Curriculum and Assessment Education (3)

Course covers the range of assessments used in elementary schools. Students learn to administer and interpret standardized or norm referenced tests, create appropriate criterion-referenced assessments, portfolios, performance tasks with data-collection, and record-keeping strategies for reporting student academic progress. Nevada Curriculum Standards and state testing instruments will be studied. Prerequisite: Must have completed EDU 250. Instructor permission required.

EDUC 497 Education Workshop Project (1-3)

Specialized instruction designed to develop in-depth understanding of current/emerging aspect in education. Unlimited repeatability.

Education (EDU)

EDU 120 School Law in Nevada (1)

Designed to acquaint prospective teachers with the legal aspects of the school setting in Nevada and examines historical development of paramount issues in contemporary education. Also emphasizes legal aspects of emerging educational patterns and meets state licensing requirements. [P/W]

EDU 210 Nevada School Law (2)

Historical development of paramount issues in contemporary education. Emphasizes legal aspects of emerging educational patterns. Meets state licensure requirements in Nevada School Law. [P/W]

EDU 214 Preparing Teachers to Use Technology (3)

Lab course on advanced skills and strategies for integrating technology into the K-12 classroom. Computer experience is required in word processing, basic spreadsheet design, and file management.

EDU 250 Foundations of Education (3)

A foundations course in education and introduction to the philosophy, history, and sociology of modern education. Emphasis is placed on current trends in education. Prerequisite: Must have completed ENG 101 and be taking EDEL 311 or EDEL 313 or EDSC 311 or EDSC 313.

EDU 282 Strategies for Effective Substitute Teaching (1)

Specialized instruction designed to develop understanding of a current aspect of education. Maximum of three credits which may be applied as elective credit hours toward a degree. [P/W]

EDU 295 Education Topics: Subtitle Varies (1-6)

Special topics in education. Unlimited repeatability. [P/W]

Education Professional Development (EPD)

EPD 162 PPST/Praxis I Reading Review (1)

Designed to prepare prospective teacher education students for the Pre-Professional Skills Test. Organized around the knowledge and skills addressed on the test, this course offers participants opportunity to review and learn the knowledge and skill related to reading comprehension. [P/W] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EPD 163 PPST/Praxis I Writing Review (1)

Designed to prepare prospective teacher education students for the Pre-Professional Skills test. Organized around the knowledge and skills addressed on the test, this course offers participants opportunity to review and learn the knowledge and skills related to the kinds of writing tested that will be assessed on the Praxis I. [P/W] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EPD 164 PPST/Praxis I Math Review (1)

Designed to prepare prospective teacher education students for the Pre-Professional Skills Test. Organized around the knowledge and skills addressed on the test, the course offers participants opportunity to review and learn the knowledge and skills related to the mathematics tested on the Praxis I. [P/W] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EPD 226 The Tutoring Process (1)

Provides training and understanding of the tutor's role and responsibilities. Topics include tutoring strategies, tutoring options, role modeling, interpersonal communications, questioning skills, and active listening skills. Students also participate in supervised tutorials. Not required as part of the Education Program. [P/W]

EPD 227 **Tutoring Methods** (1)
Provides advanced application of learning theories relating to one-to-one tutorials. Emphasis is placed on philosophies, procedures, and practices that have proven effective in teaching children in diverse populations. Not required as part of the Education Program. [P/W]

EPD 229 **Tutoring Practicum** (1-4)
Provides supervised instruction of students in one-to-one tutorials. Students tutor in local schools approximately 15 hours per month and participate in special workshops as required. Not required as part of the Education Program. Class may be repeated up a total of four credits. [P/W]

EPD 230 **Passing the ParaPro** (1)
Designed to prepare prospective and practicing para-professionals for the ParaPro exam. Organized around the knowledge and skills addressed on the test, this course offers the participant opportunity to collaborate with one another as they learn and review knowledge and skills related to elementary reading, mathematics, and writing. Also addressed are the ways reading, mathematics, and writing skills and knowledge are applied to the paraprofessional as she/he assists in the classroom instruction. [P/W]

EPD 430 **Passing the Praxis II** (1)
Designed to prepare prospective and current elementary school teachers for the Praxis II examination. Organized around the specifications addressed on the test, this workshop offers participants the opportunity to collaborate with one another as they review pertinent topics related to child development, learning theories, curriculum components, general principles of instruction, classroom management, student assessment, and professional growth. [P/W]

EPD 480 **Coaching and Mentoring Student Interns** (1-6)
Course is designed to provide support for lead teachers who have volunteered to serve as a cooperating teacher for student interns. Explains and demonstrates different observation models, communication techniques, and evaluation skills. May repeat the course up to six credits. Placement with a student intern is required. [P/W] Instructor permission required.

Education Professional Development (EPY)

EPY 330 **Principles of Educational Psychology** (3)
General principles, theories, and recent research evidence regarding human development, human learning, and human motivation, especially as they pertain to classroom instruction. Prerequisite: Must have completed ENG 102 and have sophomore standing.

Electrical Instrumentation Technology (EIT)

EIT 233 **Introduction to Instrumentation** (3-4)
Successful completion of this course will provide the student with an understanding of the concepts of instrumentation as used in industry and why the accompanying skills are an exciting and highly sought after trade. Common pneumatic and electronic instruments that are used to control processes in refineries, power plants, mines, and most manufacturing facilities will be discussed.

EIT 240 **Advanced Topics in Instrumentation** (2)
Focuses on some of the more specialized instrumentation systems found in industry such as analyzers, weight scales, and wireless systems. Analyzer applications for pH, CO, CO₂, NO_x, SO₂, HCN, and conductivity are becoming more critical to plant processes for environmental reasons. Weight scales are necessary for raw material accounting and inventory. Wireless systems are increasingly demonstrating their usefulness in low cost installations as security issues are resolved. Prerequisite: Must have completed EIT 233.

EIT 315 **Pressure, Level, Flow Measurement** (4)
Exploration of the physics of pressure, level, and flow. Calculations are derived from formulas that pertain to fluids and solids and used to configure instruments for the purpose of process control. The types of instruments that are presented in this course are found in every industry that produces or manufactures a product. Labs will consist of configuring and calibrating instrumentation to precise standards based on the theory learned in the class lecture. (Formerly EIT 315, Pressure/Level/Flow Measurement and Control)
Prerequisite: Must have completed EIT 233.

EIT 323 **Installation and Configuration** (3)
Provides students with an understanding and practical application of safe and efficient methods of installation and maintenance of process instrumentation. Includes instrument piping, electrical wiring, and mechanical structures as related to physical, chemical, electrical, hydraulic, and pneumatic processes. Configuration of control loop elements is included with detailed exercises on "live" trainers.

EIT 333 **Process (Piping) and Instrument Diagrams (P&ID's)** (2)
P&ID drawings are integral to understanding how manufacturing process works. P&IDs are the prelude to loop diagrams and other various schematics. All of these drawings are used by technicians for troubleshooting, wiring, and tubing. Prerequisite: Must have completed EIT 233.

EIT 336 **Control Valves and Regulators** (4)
The theory and operation of valves and associated pneumatic and hydraulic devices used in the control of gasses and fluids. Prerequisite: Must have completed EIT 233 and EIT 315 and EIT 323 and EIT 333 and EIT 368.

EIT 348 **Temperature Measurement and Control** (3)
The measurement and control of industrial heat and temperature processes. Prerequisite: Must have completed an Associate of Applied Science or Certificate and EIT 315.

EIT 368 **Measurement Systems Analysis** (2)
Designed to demonstrate the importance of accurate and reliable measurements in process control systems. Covers how to deal practically with inaccuracies and the methods to minimize the downside effects of inadequate measurement systems. Prerequisite: Must have completed EIT 233 and EIT 315.

EIT 376 **CCST Exam Review** (1)
Fundamentals of "process control" and brief descriptions of individual processes and combination of processes used in industry. Theory of operation and application of associated process instruments covered. [P/W]

EIT 437 **Computer Analog Control** (3)
Successful completion of this course will provide the student with an understanding of the concepts pertaining to analog control using Programmable Logic Controllers. Selection of hardware including processor architecture, input/output module wiring, programming, controller installation, and system troubleshooting. Students will learn PID control systems by utilizing PLC hardware/software in a "live" process. Loop tuning methodology, controller feed-forward, feedback, cascade, and ratio control will be incorporated on process simulators. Prerequisite: Must have completed ELM 134 and ELM 136 and EIT 233 and EIT 315 and EIT 323 and EIT 333.

EIT 468 **Advanced Control Systems** (3)
An applications-oriented conclusion to the Instrumentation Program, including an individualized lab project with selected advanced instrumentation topics. Prerequisite: Must have completed an Associate of Applied Science degree or Certificate and EIT 348.

Electrical Technology (ELM)

ELM 101 Electrical Workforce Training I (1-7)

The first of eight courses offered in the Electrical Workforce Training Program. Offers the student a planned educational experience in the electrical field by providing online electrical craft training, related laboratory experiences, and supervised performance task completion assessment. May be repeated for up to seven credits. Instructor permission required.

ELM 102 Electrical Workforce Training II (1-7)

The second of eight courses offered in the Electrical Workforce Training Program. Offers the student a planned educational experience in the electrical field by providing online electrical craft training, related laboratory experiences, and supervised performance task completion assessment. May be repeated for up to seven credits. Instructor permission required.

ELM 103 Electrical Workforce Training III (1-7)

The third of eight courses offered in the Electrical Workforce Training Program. Offers the student a planned educational experience in the electrical field by providing online electrical craft training, related laboratory experiences, and supervised performance task completion assessment. Instructor permission required.

ELM 104 Electrical Workforce Training IV (1-7)

The fourth of eight courses offered in the Electrical Workforce Training Program. Offers the student a planned educational experience in the electrical field by providing online electrical craft training, related laboratory experiences, and supervised performance task completion assessment. Instructor permission required.

ELM 105 Electrical Workforce Training V (1-7)

The fifth of eight courses offered in the Electrical Workforce Training Program. Offers the student a planned educational experience in the electrical field by providing online electrical craft training, related laboratory experiences, and supervised performance task completion assessment. Prerequisite: Must have completed ELM 104. Instructor permission required.

ELM 106 Electrical Workforce Training VI (1-7)

Sixth of eight courses offered in the Electrical Workforce Training Program. Offers the student a planned educational experience in the electrical field by providing the student with online electrical craft training, related laboratory experiences, and supervised performance task completion assessment. Prerequisite: Must have completed ELM 105. Instructor permission required.

ELM 107 Electrical Workforce Training VII (1-7)

Seventh of eight courses offered in the Electrical Workforce Training Program. Offers the student a planned educational experience in the electrical field by providing online electrical craft training, related laboratory experiences, and supervised performance task assessment. Prerequisite: Must have completed ELM106. Instructor permission required.

ELM 108 Electrical Workforce Training VIII (1-7)

This course is the eighth of eight courses offered in the electrical Workforce Training Program. The course offers a planned educational experience in the electrical field by providing online electrical craft training, related laboratory experiences, and supervised performance task completion assessment. Prerequisite: Must have completed ELM 107. Instructor permission required.

ELM 112 Electrical Theory, DC (1-4)

The study of matter, atomic structure, electron theory, sources of electricity, and magnetism. Theory and shop application in Ohm's Law, voltage, current, resistance, and power in series, parallel, and series-parallel direct current circuits. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ELM 120 Low Voltage Systems (1-3)

An introduction to low voltage systems used to distribute, carry, capture, and display voice, video, audio, and data signals. Topics include entertainment (video and audio media systems), communications (telephone, fax, modem, networks, and publication address systems), life safety (access control, alarm systems, and video surveillance), environmental control (HVAC and energy management), and automation controls (residential and commercial buildings). Instructor permission required.

ELM 121 Circuit Design (1-2.5)

Developing and drawing electrical diagrams and graphs using standard electrical and JIC symbols. Prerequisite: Must have completed ELM 112. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ELM 122 AC Theory (4)

Analyze AC series, parallel, and combination circuits with resistance, inductance, and capacitive elements using mathematics, measuring devices, and other test equipment. Prerequisite: Must have completed ELM 112. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ELM 123 Solid State (1-2.5)

Study of the theory and operation of such solid-state devices as diodes, transistors, diacs, triacs, and SCRs. Prerequisite: Must have completed ELM 122. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ELM 124 DC Generators, Motors, and Controls (2)

Theory, design, applications, and testing of direct current (DC) generators, DC motors, and the study of such DC control devices as manual starting rheostats, reduced-voltage starting mechanisms, and speed controls. Prerequisite: Must have completed ELM 122. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ELM 125 AC Motors and Alternators (2)

Theory, design, application, and testing of alternating current (AC) motors and alternators; single- and three-phase generation of alternating current; paralleling alternators; and calculating load and power factor characteristics under various load conditions. Prerequisite: Must have completed ELM 124. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ELM 126 Motor Maintenance (2)

Explores the mechanical aspects of small and larger motor disassembly and assembly; bearing, commutator, slip ring and brush care; electrical maintenance; safety planning; and variable frequency drives. Prerequisite: Must have completed ELM 125. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ELM 127 Introduction to AC Controls (2.5)

Introduction to pilot devices, wiring diagrams, ladder diagrams, and basic motor circuits. Areas of emphasis include two- and three-wire controls, parallel stop-start, and hand-off automatic controls. Prerequisite: Must have completed ELM 125. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ELM 128 Transformers and Industrial Lighting (4)

Comprehensive study of the theory and operation of transformers and industrial lighting. The functions of various types of transformers and the maintenance and repair of industrial lighting systems will be emphasized. Perform the actual hookup and testing of basic single-phase and three-phase transformer connections. Observe and demonstrate proper safety and maintenance techniques and develop service wiring techniques. Prerequisite: Must have completed ELM 122. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ELM 130 Low Voltage Systems II (3)

The second of three courses offered in Low Voltage Systems. Low voltage systems are used to distribute, carry, capture, and display voice, video, audio, and data signals. Industries addressed in the course include entertainment (video and audio medial systems), communications (telephone, fax, modem, networks, and public address systems), life safety (access control, alarm systems, and video surveillance), environmental control (HVAC and energy management), and automation controls (residential and commercial buildings). Topics covered include network cabling, cabling for wireless networks, testing of voice, video and data wiring, and fiber optic systems. Prerequisite: Must have completed ELM 120.

ELM 131 National Electric Code (2.5)

Survey of the National Electric Code and its application to the safe installation of electrical conductors and equipment. Prerequisite: Must have completed ELM 122. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ELM 132 Digital Concepts (1-2.5)

Introduction to digital electronics including numbering systems, binary codes, Boolean algebra, and logic hardware. Prerequisite: Must have completed ELM 123. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ELM 133 Advanced AC Controls (4)

Applications and testing of a variety of AC controls, including limit switches, control relays, timing circuits, control transformers, and variable frequency drives. Prerequisite: Must have completed ELM 127. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ELM 134 Introduction to Programmable Logic Controllers (2.5)

Introduction to programmable controller hardware, numbering systems, memory organization, and peripheral devices. Prerequisite: Must have completed ELM 127 and ELM 132. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ELM 135 National Electric Code 430 (1)

In-depth study of Article 430 of the National Electric Code and its application to motors, motor circuits, and controllers. Prerequisite: Must have completed ELM 133. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ELM 136 Programmable Controllers Applications (2.5)

Practical experience in programming circuits using relay-type instructions, timers, counters, data manipulation, arithmetic functions, and other advanced features and techniques. Prerequisite: Must have completed ELM 133 and ELM 134. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ELM 141 Blueprint Reading (2)

Focus on electrical prints, drawings, symbols, and specifications for construction and electrical plans. Prerequisite: Must have completed ELM 121 and ELM 128. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ELM 142 Raceways (2.5)

Introduction to the types and applications of raceways, wireways, and ducts. Students will learn how to cut, ream, thread, connect, and bend conduit using hand, mechanical, hydraulic, and electric benders. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ELM 143 Wiring Techniques (1-4)

Practical application in a variety of building types and remodeling of existing buildings. Course will include job building, material estimation, tool and material use, and installation techniques. Prerequisite: Must have completed ELM 128 and ELM 131 and ELM 141 and ELM 142. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ELM 198 Special Topics in Electrical Maintenance (1-6)

A special topics course in Electrical Systems Technology to serve a variety of needs. Topics are determined by the course instructor.

Electronics (ET)**ET 114 Introduction to Robotics (3-6)**

This course will take the student through most of the different technologies required to create all forms of robotic technology. A basic start will introduce the student to the basics of electronics, schematic reading, part recognition, electronic measurements and measuring devices, electronic tools, motor (DC and AC), generators (DC and AC), pneumatics and hydraulics, data acquisition (sensoric devices), data handling (reading and controlling data), servo and synchro devices, and robotic design and construction. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ET 270 Electronic Bench Servicing Technician (1-5)

Course emphasizes troubleshooting and repair of electronic components. Students are introduced to soldering and de-soldering techniques, selection and use of test equipment, and interpretation of block schematics as related to electronic circuit repair. Safety is stressed in this electronic service course. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ET 280 Digital Electronics (1-4)

Covers 10 major areas of digital electronics, including Digital Logic Circuits, Digital Integrated Circuits, Boolean Algebra, Flip-Flops and Registers, Counters, Shift Registers, Arithmetic Circuits, Memories, Digital Systems, and Connecting digital and analog Devices. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Emergency Medical Services (EMS)

EMS 108 EMT — Basic (7)
Designed for individuals who anticipate working with an ambulance service, fire department, police department, mining industry or other occupational fields where medical emergencies are common. Upon successful completion of the course, the student will be eligible to take the National Registry of Emergency Medical Technicians (NREMT) examination. (Formerly EMS 108B, Emergency Medical Technician Training) Prerequisite: Current Healthcare Provider CPR card and proof of health insurance. Must be 18 years of age by the time the course is completed. Immunizations: MMR, TD, TB skin test and at least the second Hepatitis B immunization must be submitted the week of class. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 109 EMT Refresher Training (2)
The EMT, 30-hour Refresher Course is offered for individuals who wish to renew their EMT-Basic or Intermediate certification for a two-year period. Each student must complete six online assignments and six tests (passing with a 70% average) prior to scheduling CPR and skills evaluation. Unlimited repeatability. (Formerly EMS 109B, Emergency Medical Services Refresher Course) Prerequisite: Current certification as an EMT. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 110 EMT Instructors Training Course (1)
Trains instructors to teach the U.S. Department of Transportation Basic Training program for Emergency Medical Technician - Basic. Emphasizes the development of teaching skills, rather than emergency care skills. Includes components of the learning process, methods of teaching, preparation and use of various media/materials, and purpose and methods of evaluation. Upon successful completion of the course, the student will have a minimum of 10 hours under the supervision of a currently certified EMS Instructor and be for Nevada EMS Instructor certification. Prerequisite: Current Nevada EMT certification. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 112 EMT Intermediate/85 (5)
Instructs students to the level of Emergency Medical Technician Intermediate/85 who serve as a vital link in the chain of the health care team. It is recognized that the majority of pre-hospital emergency medical care will be provided by the EMT Intermediate/85. This includes all skills necessary for the individual to provide emergency medical care at an intermediate life support level with an ambulance service or other specialized service. (Formerly EMS 112B, Emergency Medical Technician-Enhanced) Prerequisite: Current EMT certification immunizations and professional CPR, and health insurance. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 113 First Responder Training Course (3)
Emphasizes development of student skills in patient assessment and emergency care procedures including life-threatening emergencies, injuries to various body parts, emergency childbirth, techniques of moving patients, and more. This course offers a certificate by the State of Nevada Bureau of Licensure and a Certificate as a Nevada Emergency Medical Services First Responder. A certificate will allow students to volunteer with various fire and rescue agencies. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 114 First Responder Refresher (1)
A 16-hour refresher course in emergency medical care. [P/W] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 118 Advanced Emergency Medical Technician (AEMT) (10.5)
This course is designed to instruct students to the level of Advanced Emergency Medical Technician (AEMT) based upon the new National EMS Education Standards. These AEMTs will provide both basic and limited advanced emergency medical care and transportation for critical and emergent patients who access the emergency medical system (EMS). AEMTs function as part of the comprehensive EMS response, under medical oversight. AEMTs perform interventions with the basic and advanced equipment typically found on the ambulance. The AEMT is a vital link in the pre-hospital care system. Prerequisite: Current Nevada EMT certification. Current Healthcare Provider CPR card and proof of health insurance. Must be 18 years of age by the time the course is completed. Immunizations: MMR, TD, TB skin test and at least the second Hepatitis B immunization must be submitted the week of class. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 198 Special Topics in Emergency Medical Services (0.5-3)
Selected emergency medical technician topics offered for general interest. No prerequisites. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

English (ENG)

ENG 95 Basic Writing II (3)
Designed to develop writing skills. Focuses on the review of grammatical relationships, sentence patterns, punctuation, and usage, with concentration on writing expository paragraphs and essays. Students will have additional Academic Success Center requirements. Upon successful completion of the course, the student may move directly into ENG 101. (Formerly ENG 095, Effective Writing)

ENG 101 Composition I (3)
Critical reading and writing of the expository essay. Emphasizes pre-writing, strategies for organization, and revision. Prerequisite: Must have completed ENG 95 or ENG 103 or have satisfactory score in accuplacer, ACT or SAT placement tests for ENG 101 or ENG 107.

ENG 102 Composition II (3)
Continuation of English 101. Emphasizes writing from sources, argument, the investigative paper, and research techniques. Prerequisite: Must have completed ENG 101 or have satisfactory score in accuplacer, ACT or SAT placement tests for ENG 102.

ENG 103 English Fundamentals for Technical Writing (3)
Emphasizes the essentials of sentence structure, paragraph development, grammar, and punctuation. Class writing assignments apply these essentials to a variety of on-the-job related documents such as memos, letters, and reports. Course is recommended for students seeking certificates of achievement and meets the requirement for a 100-level English course. Upon successful completion of ENG 103, students may move directly into ENG 107 or ENG 101. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ENG 107 Technical Communications I (3)
Basic skills necessary for successful on-the-job communications including improved letter and report writing, persuasion, interviewing, process, mechanism description, and business and technical grammar. Prerequisite: Must have completed ENG 95 or ENG 103 or have satisfactory score in accuplacer, ACT or SAT placement tests for ENG 101 or ENG 107.

ENG 108 Technical Communications II (3)
Advanced letter and report writing techniques including proper word choice, tone, and structure. Business letters, memorandums, formal and informal reports, process, and mechanism descriptions. Prerequisite: Must have completed ENG 101 or ENG 107.

ENG 203 Introduction to Literary Study (3)

Introduction to the elements of fiction, poetry, and drama used in the analysis of literature. [H*] Prerequisite: Must have completed ENG 102.

ENG 221 Writing Fiction (3)

The writing of fiction in a workshop setting. Students are required to produce several works of short fiction. [F] Prerequisite: Must have completed ENG 101.

ENG 223 Themes of Literature (3)

Themes and ideas significant in literature. [H*] Prerequisite: Must have completed ENG 102.

ENG 250 Introduction to Children's Literature (3)

Study of outstanding children's books to promote ways in which the books can be used to enhance the lives and skills of children, teachers, and parents. [H] Prerequisite: Must have completed ENG 102.

ENG 258 Shakespeare Theatre Festival (1)

A tour to one of the summer festivals to view and study Shakespearean theatre in performance. [H] Prerequisite: Must have completed ENG 102.

ENG 261 Introduction to Poetry (3)

Study of a variety of poets and their techniques. [H] Prerequisite: Must have completed ENG 102.

ENG 299 Special Topics in English (1-3)

Consideration of special topics and issues in English. Selection will depend upon current interests and needs. No prerequisite.

ENG 325 Advanced Literary Study (3)

Designed for students who are familiar with basic elements of literature and who have some experience with literary interpretation. Students will examine the major critical approaches to literature and learn to apply these approaches. Students will read and analyze works of fiction, poetry, and drama; write several essays; and one longer paper. [H] Prerequisite: Must have completed ENG 101 and 102 and a 200 level literature course (ENG 203 or ENG 223 or ENG 231 or ENG 232 or ENG 250 or ENG 267 or ENG 275).

ENG 327 Composition III (3)

A practicum in writing, this course provides instruction in all of the stylistic choices a writer makes to communicate, not only information, but the voice behind the information. Experimentation with sentence patterns, sentence length, word choice, word placement, and punctuation. Prerequisite: Must have completed ENG 101 and 102 and a 200 level literature course (ENG 203 or ENG 223 or ENG 231 or ENG 232 or ENG 250 or ENG 267 or ENG 275).

ENG 329 Language Study (3)

A consideration of language history, function, and use. Topics include the historical development of languages, language acquisition, descriptive grammar, language controversies, etc. [H] Prerequisite: Must have completed ENG 102 and one of the following: ANTH 101 or SOC 101 or GEOG 106 or a 200 level literature course (ENG 203 or ENG 223 or ENG 231 or ENG 232 or ENG 250 or ENG 267 or ENG 275).

ENG 333 Professional Communications (3)

A course in applied rhetoric for students to develop the writing and communication skills they will need as professionals. The goal is to make strong writers with flexible analysis, writing, and oral communication skills. Prerequisite: Must have completed ENG 102 or ENG 108 with a grade of 'C-' or better.

ENG 411B Principles of Modern Grammar (3)

Principles of modern grammar and usage. Designed for students seeking certification in secondary English. Prerequisite: Must have completed ENG 102.

ENG 416C Special Problems in English (1-6)

Workshops in language, literature, and composition. May be repeated up to two times. (Formerly ENG 429, Special Topics in English) Instructor permission required.

ENG 418A Advanced English Reading Strategies (3)

Designed for the secondary level pre-service education student and/or the actual practicing educator (at either the secondary or post-secondary levels). Its primary aim is to provide a theoretical and practical base for connecting effective reading strategies to the teacher's specific content area of instruction. These strategies will be specifically targeted to the secondary/post-secondary levels of instruction. Students will be engaged in the effective design and implementation of reading into the delivery of their own content area. Topics to be explored include reading comprehension of expository and narrative texts (especially fiction and literature), developing life-long habits across the realm of reading, integrating reading across all of the language arts (speaking, listening, and writing) as well as across one's content area of instruction. Prerequisite: Must have completed ENG 102.

ENG 433A Shakespeare: Tragedies and Histories (3)

An examination of some of Shakespeare's major tragedies and histories. [H] Prerequisite: Must have completed ENG 101 and 102 and a 200 level literature course (ENG 203 or ENG 223 or ENG 231 or ENG 232 or ENG 250 or ENG 267 or ENG 275).

ENG 449A British Literature I (3)

Major authors and works in British literature from the beginning through the eighteenth century. The course includes reading and analysis of works of prose, poetry, and drama. This course fulfills the British literature requirement for secondary education majors. [H] Prerequisite: Must have completed ENG 101 and 102 and a 200 level literature course (ENG 203 or ENG 223 or ENG 231 or ENG 232 or ENG 250 or ENG 267 or ENG 275).

ENG 449B British Literature II (3)

Reading and discussion of major British authors from the Romantic Movement to the present. This course fulfills the British literature requirement for secondary education certification in English. [H] Prerequisite: Must have completed ENG 101 and 102 and a 200 level literature course (ENG 203 or ENG 223 or ENG 231 or ENG 232 or ENG 250 or ENG 267 or ENG 275).

ENG 451A American Literature I (3)

Major figures and movements from the beginnings of the Civil War. Fulfills the American literature requirement for secondary education certification in English. [H] Prerequisite: Must have completed ENG 101 and 102 and a 200 level literature course (ENG 203 or ENG 223 or ENG 231 or ENG 232 or ENG 250 or ENG 267 or ENG 275).

ENG 451B American Literature II (3)

Major figures and movements from the Civil War to the present. Fulfills the American literature requirement for secondary certification in English. [H*] Prerequisite: Must have completed ENG 101 and 102 and a 200 level literature course (ENG 203 or ENG 223 or ENG 231 or ENG 232 or ENG 250 or ENG 267 or ENG 275).

ENG 497A Topics in Multi-Cultural Literature (3)

Reading and analysis of works of fiction, non-fiction, and drama by Asian American, Latin American, Native American, and/or African American writers. This course fulfills the multi-cultural literature requirement for secondary education certification in English. Prerequisite: Must have completed ENG 101 and 102 and a 200 level literature course (ENG 203 or ENG 223 or ENG 231 or ENG 232 or ENG 250 or ENG 267 or ENG 275).

Energy (ENRG)

ENRG 147 Solar Water Heating Systems (3)

This course is designed to train students in the installation, maintenance, and theory of solar hot water heating systems for residential and commercial use. This course focuses on hot water systems for domestic uses. Core topics in this course are workforce safety, solar panel installation, system layout, and hot water heater theory.

Environmental Studies (ENV)

ENV 100 Humans and the Environment (3)

Introduction to the relationship of man and his environment. Current thinking and research concerning the impact of industrialization and urbanization on environmental quality, including the population explosion; the potential decline of the affluent society by the depletion of natural resources; the pollution of air, land surface, and water; and the public agencies and policies designed to solve environmental problems. Prerequisite: Must have completed MATH 96 or higher or attained satisfactory score for placement into MATH 120 in ACT, SAT or placement tests.

ENV 422 Environmental Regulation and Compliance (3)

A review of the important environmental regulations - federal, state, and local - and the processes and methods of compliance with those regulations. The NEPA process is a major component of this course, from points of view of both the regulatory agencies and the entities with activities falling under the regulations.

Film Studies (FIS)

FIS 100 Introduction to Film (3)

Introduction to the historical development of film as art. Considers the development of cinematic techniques (i.e., cinematography, editing, sound, etc.), cinematic genres (i.e., the western, romantic comedy, etc.) and narrative elements (i.e., plot, character, conflict, etc.) as exemplified by the work of major American and international directors. [H*]

Finance Management (FIN)

FIN 101 Personal Finance (3)

Discussion and analysis of problems relating to financial independence. Budgeting, personal tax concerns, cash and savings investments, real estate, financial institutions and borrowing, insurance, investing, retirement programs, and estate planning are covered for real world applications.

FIN 240 Introduction to Budgeting (1)

An introduction to financial budgeting for individuals. Topics include the time value of money, the mathematics of finance, the borrowing decision, the lending decision, and capital budgeting. No prerequisites.

FIN 310 Applied Accounting and Finance (3)

Course is designed to provide the student with the keys, concepts, and tools used in understanding the financial functions of a business enterprise. For those students with no previous education or experience in accounting, the course will include an introduction to the essential concepts necessary in understanding formal financial statements from the user's perspective. Prerequisite: Must have completed an associate's degree.

Fire Science (FS)

FS 285 Selected Topics in Fire Science (0.5-6)

Elective course in which subjects will vary and cover critical and current issues in fire science. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

French (FREN)

FREN 101 Conversational French I (3)

Develops a working knowledge of French, listening and speaking skills, and practice in reading and writing. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

FREN 102 Conversational French II (3)

A continuation of FREN 101, this course is designed to be social, interactive, and fun. Introduces the student to the essentials of French grammar, vocabulary, and culture with an emphasis on practical and oral conversation. Additional cultural and listening activities include a French film festival, access to audio and audiovisual tapes, and a French luncheon. Prerequisite: Must have completed FREN 101. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

FREN 111 First Year French I (3-4)

Development of language skills through practice in listening, speaking, reading, writing, and structural analysis. Language practice required. [H*]

FREN 112 First Year French II (3-4)

A continuation of FREN 111. Language practice required. [H*] Prerequisite: Must have completed FREN 111.

FREN 211 Second Year French I (3)

Continues development of the four basic skills involved in the acquisition of a foreign language: listening, speaking, reading, and writing. Also introduces essential elements of French culture. [H] Prerequisite: Must have completed FREN 112.

FREN 212 Second Year French II (3)

Continuation of FREN 211. [H] Prerequisite: Must have completed FREN 211.

Geographic Information Systems (GIS)

GIS 109 Introduction to Geographic Information Systems (3)

An introduction to Geographic Information Systems (GIS) covering the basic concepts. Principles of cartography and spatial analysis are presented. The intent is to prepare the student for advanced training using specific GIS software.

GIS 110 Principles of Cartography (3)

The basics of analog and digital cartography (map making). Students will be exposed to different types of maps, scales, symbols, and projections and learn how cartography and geographic information systems interact.

GIS 111 Introduction to Remote Sensing (3)

Introduces basic remote sensing, aerial photograph interpretation, basic photogrammetry, and satellite image processing. Students will learn the basic techniques of remote sensing and learn how to integrate remote sensing information with GIS techniques and databases.

GIS 198 Special Topics in Geographic Information Systems (1-4)

Topics include GPS and other special interest subjects. Selection will depend upon current interests and needs. Courses scheduled on a demand basis. Unlimited repeatability. [P/W] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

GIS 205 GIS Applications (3)

This course in Geographic Information Systems concepts covers map components (including a brief discussion of coordinate systems), spatial relationships, and management of relationships description through tabular data. There will be extensive work using spatial and spatial data using ArcView. A knowledge of Windows will be advantageous. Students are advised to take GIS 109 if not familiar with technical program and Windows operating systems.

GIS 212 Intermediate Arcinfo (3)

Offers students exposure to and experience with macro designs, the Arc Macro language, managing tabular data, scripting in ArcGIS, including ArcObjects, and knowledge of various ArcInfo modules. Prerequisite: Must have completed GIS 205 and CIT 129.

GIS 250 GIS Database (3)

Emphasis on creating, using, editing, and managing spatial and attribute data stored in a geodatabase. Lectures and hands-on will emphasize loading data into the geodatabase, defining domains, subtypes, and relationship classes. Applications of geodatabases and geodatabase management will be explored. Prerequisite: Must have completed GIS 205.

GIS 270 GIS Extensions (3)

Advanced ArcGIS is a course designed for those proficient in ArcGIS and wanting to improve its functionality. Areas of study include the major extensions used in ArcGIS including ArcGIS, Spatial Analyst, 3-D Analyst, and Network Analyst as well as others. Both raster and vector data will be used. Emphasis will be on GIS as a decision making tool. Prerequisite: Must have completed GIS 205.

GIS 290 Portfolios in GIS (3)

Students will focus on job opportunities and career fields in GIS. Current trends and uses of GIS in the workplace will be explored. Students will also create a portfolio of GIS work illustrating their broad understanding of the software including database management, spatial analysis, cartography, and customization. Prerequisite: Must have completed GIS 212 or higher.

GIS 301 Geographic Information Systems Essentials (1)

This course is designed for non-CADD/GIS majors and covers essential concepts in geographic information systems required for a manager of digital technology systems. Students will start work on individual portfolios of their achievements in this degree program. Before taking this course, the student should complete an AAS degree in Computer Technologies. [P/W] Prerequisite: Must have junior standing or higher.

GIS 320 GIS in Business and Community (3)

Basic techniques for geographic analysis and summary of business or community problems. Finding patterns and relationships in tabular and spatial data is emphasized. Popular geographic information systems software will be used for demonstration and for projects. Students will work in teams to identify a problem and to collect data for visualization and analysis of the problem. To present findings, students will create a map layout. Prerequisite: Must have completed GIS 109 or GIS 301.

Geography (GEOG)

GEOG 103 Physical Geography (3)

Physical elements of the earth's natural features and their significance to man. Topics include earth form and motion, landforms, weather, climate, vegetation, and soils. Four laboratory experiences required. (Formerly GEOG 103, Geography of the World's Environment) Prerequisite: Must have completed MATH 96 or higher or attained satisfactory score for placement into MATH 120 in ACT, SAT or placement tests.

GEOG 106 Introduction to Cultural Geography (3)

Analyze the culture regions of the world including physical settings and cultural patterns including language, settlements, socioeconomic patterns, and historical patterns.

Geology (GEOL)

GEOL 101 Geology: Exploring Planet Earth (3-4)

Fundamental principles of geology including tectonic and surficial processes, oceans, atmosphere, environmental applications, and resources. Includes a laboratory component. (Formerly GEOL 101, Physical Geology) Prerequisite: Must have completed MATH 96, MATH 97, MATH 120 or higher, or attained satisfactory score for placement into MATH 120 in ACT, SAT or placement tests.

GEOL 102 Earth and Life Through Time (4)

The history of the earth and life as they have evolved together through time: plate tectonics, the physical landscape, and the biosphere. Includes laboratory for evaluating rocks, fossils, and the age of events. Prerequisite: Must have completed GEOL 101.

GEOL 132 Rocks and Minerals (3)

An introduction to the more common or important minerals and rocks. Emphasizes the conditions of formation and hand sample identification. The economic value of minerals and rocks is presented.

GEOL 201 Geology of Nevada (3)

Important geological developments in Nevada that have occurred throughout geologic time. At least one field trip will be required.

GEOL 210 Mineralogy and Crystallography (3)

Crystallography, crystal chemistry, and the origin and determination of ore minerals and rock-forming minerals.

GEOL 299 Special Topics in Geology (1-5)

To be offered on a variety of geological topics as opportunity and demand dictate. Repeatable up to six credits. (Formerly GEOL 299B, Special Topics in Geology) [P/W]

GEOL 334 Geomorphology and Soils (4)

An introduction to the processes and development of landforms and soils as the result of surficial processes operating within the framework of global tectonics. Laboratory work includes methods of analysis of land forms from surface imaging and the study of soils. Includes field trips. Prerequisite: Must have completed GEOL 101.

German (GER)

GER 101 Conversational German I (3)

Learn language skills through practice in listening, speaking, reading, writing, and structural analysis. Language practice required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Graphic Communications (GRC)

GRC 101 Introduction to Graphic Communications (3)

Introduction to systems and technologies involved in the reproduction of art into various media. Graphic communications history, theory, processes, industry makeup, current and future technologies, and job opportunities.

GRC 103 Introduction to Computer Graphics (3)

Introduction to the computer as a graphic communications tool using image editing and page layout software. Software literacy, computer graphics terminology, design application, and production are stressed.

GRC 119 Computer Graphics/Digital Media (3)

Introduction to the key digital elements of multimedia. Overview of hardware and software, design principles, and management skills needed to develop dynamic, interactive multimedia products. Knowledge of Windows '95 or later operating system is strongly recommended.

GRC 156 Computer Illustration (3)

Introduction to visual communication as it relates to commercial art using vector-based software with an emphasis on corporate identity. Covers graphic design methodology, layout, typography, symbols, logos, and logo systems developed from thumbnails through final design.

GRC 183 Electronic Imaging (3)

Introduction to digital imagery as a source for creating new images, scanning, and image manipulation. Explores visual communication through technical and conceptual methods. Recommended prerequisite: GRC 103. Also available as ART 243.

GRC 188 Web Animation and Interactivity I (3)

Introduction to animations and interactivity for the Web and mobile devices using Flash. Focuses on planning, design, and production. Topics covered include information architecture, navigational systems, tweens, audio, video, ActionScript, object properties, components, conditional actions, and publishing options. Recommended prerequisite: GRC 156.

GRC 256 Computer Illustration II (3)

Advanced two-dimensional illustration techniques using vector-based graphics software. Graphic projects are created with elements of design and application of principles of design. Recommended prerequisite: GRC 156.

GRC 301 Graphic Communications Management Essentials (1)

Designed for non-graphic majors and covers essential concepts in graphic communications required for a manager of digital technology systems. Students will begin work on individual portfolios of their achievements during this degree program. [P/W] Prerequisite: Must have completed an AAS degree.

GRC 320 Design Methods and Research (3)

Lecture, readings, and studio projects exploring strategies to promote effective design thinking and analysis. Students will produce context-appropriate design solutions that resolve given design challenges in graphics and media, while increasing their technical fluency in industry-standard software applications. Prerequisite: Must have completed GRC 256 and an AAS degree.

GRC 350 Design Ideation and Process (3)

Course investigates a range of approaches and strategies to enrich the conceptual and exploratory phases of the design process. Studio Projects in digital process drawing and concept rendering. Prerequisite: Must have completed GRC 256 and an AAS degree.

GRC 360 Typography and Letterforms (3)

The historical context of letterforms and visual languages in type as symbol and image. Exploring typographic form expressing visual concepts and narratives. Prerequisite: Must have completed GRC 320.

GRC 364 Publication Design (3)

Course covers topics central to the design of long format publications, including layout and design, typography, production technologies and standards, and instruction in industry-standard software applications. Prerequisite: Must have completed GRC 320.

GRC 383 Advanced Multimedia Design: Video and Audio (3)

Covers planning, design, and creation of multimedia projects which include video and audio elements. Student will build on processes learned in prior classes to learn scene creation, transitions, voice over, digital music recording, sound effects, and other techniques. This course culminates in planning, creating, and presenting a project making use of the techniques learned. Prerequisite: Must be in junior standing and have completed GRC 119 or GRC 301.

Health Information Technology (HIT)**HIT 100 Introduction to ICD-9-CM Coding (2)**

Introduction to the mechanics of using ICD-9-CM medical coding. Procedures for assigning code numbers, guidelines for use and interpreting coding rules, and regulations that govern ICD-9-CM coding. [P/W] Prerequisite: Must have completed NURS 140. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

HIT 101 Current Procedural Terminology (3)

An introduction to outpatient procedural coding. The student will be introduced to HCFA's HCPCS three-level coding system, including basic coding guidelines and practice using CPT-4. Designed to meet the needs of the medical record practitioner in hospital medical record/billing departments, physicians' offices, and insurance companies for both reimbursement and research needs. [P/W] Prerequisite: Must have completed NURS 140. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Heating, Ventilation, and Air Conditioning (HVAC)**HVAC 101 Introduction to Heating, Ventilation, and Air Conditioning (3)**

A lecture, demonstration, and laboratory course introducing the basics and theory of heating, air conditioning, and refrigeration. In addition to the basic theory, students will also learn basic tools of the industry and how they are used, basic electricity, circuits, wiring, ohms, amps, watts, and resistance will be covered. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

History (HIST)

To view the Social Sciences Department Academic Dishonesty Policy, visit the Social Sciences Department website: www.gbcnv.edu/departments/SOC.html.

HIST 101 U.S. History to 1877 (3)

Survey of U.S. political, social, economic, diplomatic, and cultural development from Colonial Times through Reconstruction. When taken with HIST 102 or 217, class satisfies the United States Constitution requirement. (Formerly HIST 101, U.S. History to 1865)

HIST 102 U.S. History Since 1877 (3)

Survey of U.S. political, social, economic, diplomatic, and cultural development from 1877 to the present. Includes examination of Nevada Constitution and, when taken with HIST 101, satisfies the U.S. and Nevada Constitution requirement. (Formerly HIST 102, U.S. History 1865 to Present)

HIST 105 European Civilization I to 1648 (3)

Survey of the development of Western civilization from the dawn of human history to 1648. [H*]

HIST 106 European Civilization to Present (3)

Survey of the development of Western civilization from 1648 to the present. [H*]

HIST 217 Nevada History (3)

Nevada history from early exploration to the present. Includes examination of the Nevada Constitution and satisfies the Nevada Constitution requirement.

HIST 247 Introduction to the History of Mexico (3)

A review of pre-Columbian, Colonial, and Mexican national history with emphasis on culture and politics.

HIST 295 Special Topics in History (1-3)

Course may utilize special emphasis topics/instructors or be offered as an individualized study format with directed readings. Classes will usually mirror offerings at other NSHE institutions.

HIST 417C The West as National Experience (3)

Historical development of the American West utilized to examine contemporary issues of resources and ownership, demographic change, and national myth-making. Prerequisite: Must have completed 40 or more credits including PSC 101 or (HIST 101 and HIST 102).

HIST 441 American Environmental History (3)

Explores the relationships between human beings and the physical environment on the North American continent. Examines how different cultural groups have used and transformed the continent. Examines the ebb and flow of environmental consciousness from its roots in the nineteenth century to the rise of environmentalism in the twentieth century. Prerequisite: Must have completed 40 or more credits including PSC 101 or (HIST 101 and HIST 102).

HIST 478B Islamic and Middle Eastern History since 1750 (3)

An examination of the Middle East from the 18th century to recent times. The predominant focus will be on how the indigenous leadership and peoples of the region grappled with the challenges posed by the advent of the modern world. Prerequisite: Must have completed 40 or more credits including PSC 101 or (HIST 101 and HIST 102).

Home Economics (HEC)

HEC 122 Creative Cooking (1-3)

From sourdough to haute cuisine to regional cooking and crepes suzette, class combines good nutrition and economical shopping tips with a variety of cooking techniques and recipes. Unlimited repeatability. [P/W] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Human Development and Family Studies (HDFS)

HDFS 201 Lifespan Human Development (3)

Individual development, roles, and interrelationships within the family system through the lifespan.

HDFS 202 Introduction to Families (3)

Study the dynamics of development, interaction, and intimacy for primary relationships in contextual and theoretical frameworks. Review societal issues and choices facing diverse family systems and individuals living within families. Prerequisite: Must have completed or be taking ECE 250.

HDFS 232 Diversity in Children (3)

The course considers the development of young children from the prenatal period through age eight, focusing in particular on diversity among children. Diversity will be explored in the terms of cultural, ethnic, and linguistic variations as well as differences in ability and typical and atypical development. (Formerly HDFS 232, Diversity and the Young Child) Prerequisite: Must have completed ECE 250.

Humanities (HUM)

HUM 101 Introduction to Humanities I (3)

An introduction to humanities through a study of seven major arts including film, drama, music, literature, painting, sculpture, and architecture. Each of these arts is considered from the perspective of historical development, the elements used in creating works of art, meaning and form, and criticism and critical evaluation. [H*]

Human Services (HMS)

HMS 101 Introduction to Human Services (3)

An overview of human services as a profession, including the exploration of the history of the helping relationship, the human services movement, current influences of technology, managed care, and models of service delivery. Emphasis is on discovering employment in the human services, self-assessment activities, and development of interpersonal skills common to human services providers.

HMS 102 Introduction to Counseling (3)

Assessment, interviewing, intervention, referral, and documentation skills related to client communications in human services professions are emphasized. Students receive HIPPA training in basic client/patient confidentiality. Course is required for HMS 106, Human Services Practicum.

HMS 105 Substance Abuse Counseling Methods (3)

Addiction counseling theory and application methods for addiction counselors, social services/human services/health sciences students, or for anyone interested in developing skills for assisting individuals, couples, and families with substance abuse issues. Prior completion of HMS 102, or the equivalent, is highly recommended.

HMS 106 Human Services Practicum I (5)

Students observe and participate in selected human services experiences within community-based agencies. An opportunity for the application and development of therapeutic oral and written communications skills directly with clients/patients, their support systems, and human services workers. Includes one lecture contact hour and 12 clinical practice hours per week. Prerequisite: Must have completed HMS 101 and HMS 102. Instructor permission required.

HMS 107 Small Group Interaction Techniques (3)

Theory and methods of group dynamics and group interaction applications in social/human services settings are explored. Group leadership skills related to addiction treatment, relapse prevention, grief and loss adjustment, problem-solving, and personal development are emphasized.

HMS 200 Ethics in Human Services (3)

Real life applications for personal and professional boundaries, beliefs, ethics, values, morals, and codes of conduct in human relationships using ethical decision-making, problem-solving, and critical-thinking activities are emphasized. This course may be repeated up to three times for continuing education credit. (Check with individual licensing boards prior to registering.)

HMS 206 Human Services Practicum II (5)

Advanced human services skills development through interaction with clients, client support systems, and other human service professionals within community agencies. Includes one lecture contact hour and twelve clinical practicum hours per week. Prerequisite: Must have completed HMS 101 and HMS 102 and earned a grade of B- or higher in HMS 106. Instructor permission required.

HMS 250 Human Services Seminar (3)

Explores emerging issues and current trends in human services employment as they relate to the student's goals, interests, and abilities. This course is required for students seeking an AAS degree in Human Services but is open to any student who is or desires to be involved in human services work. Students create a career plan; develop a resume based on skills training, employment experiences, and current job opportunities; and practice job interviewing techniques. Application approval required from instructor. Prerequisite: Must have completed HMS 101 and HMS 102.

Industrial Millwright Technology (IT)

IT 103 Industrial Pump Technology (1-4)

A one-to-four-credit laboratory and lecture course covering various industrial pumps. Emphasis is on centrifugal pump maintenance and repair and introductory hydraulic engineering concepts that pertain to centrifugal pumps. Pump seals, packing techniques, and bearings are also discussed. Unlimited Repeatability. (Formerly IT 103B, Mill Pump Technology) Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 105 Mechanical Power Transmission (1-4)

A one-to-four-credit lecture, demonstration, and laboratory course in the study and application of bearings, belt and mechanical drives, chain and chain drives, couplings, clutches, gears, and fluids in the transmission of power used in the industrial processes. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 106 Millwright and Process Terminology (1.5)

A lecture, discussion, and laboratory course designed to introduce students to millwright and process terminology. Students will learn basic terminology and functions of primary process equipment and their sub-components. This will include Ag mills, Sag mills, autoclaves, roasters, crushers, conveyors, and power plant components. Material flow within process plants will also be covered. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 201 Blueprint Reading and Measurement Fundamentals (1-4)

A one-to-four credit laboratory and lecture course covering blueprint reading fundamentals for mechanical and construction drawings. Also, an introduction to different types of measuring instruments and their proper uses in industry. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 207 Boiler, Conveyor, and Pneumatic Systems (1-5.5)

A one to five-point-five credit lecture, demonstration, and laboratory course in the study and application of boiler, conveyer, and pneumatic systems. The course will cover operation, maintenance, and repair of boiler, conveyer, and pneumatic systems. Safety is emphasized. Unlimited repeatability. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 208 Fluid Power (1-9)

A review of fluid power mechanics with an emphasis on schematic symbols, circuit operation and design, hydraulic component theory and operation, and hydraulic terminology. Course may be taught in modules. Prerequisite: Must have completed DT 100 or TA 100. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 210 Failure Analysis and Predictive/Preventive Maintenance (4)

A four-credit lecture, demonstration, and laboratory course in the study of predictive and preventive maintenance techniques. Emphasis will be placed on root cause analysis, vibration analysis, and the proper use of lubrication to prevent failures. Prevention of maintenance problems through predictive methods will be emphasized. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 212 Inventory and Planning (1-2)

A one-to-two-credit lecture designed to acquaint the student with the principles of planned maintenance and inventory control as it relates industrial maintenance. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 214 Basic Electrical Theory for Industrial Mechanics (4)

A four-credit lecture, demonstration, and laboratory course in the diagnosis of common electrical problems associated with industrial equipment. The course covers basic AC/DC electrical theory, electrical motor maintenance, motor control, and uses of electrical tools for troubleshooting. Prerequisite: Must have completed IT 216. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 216 Basic Metallurgy (4)

A four-credit lecture, demonstration, and laboratory course which emphasizes the practical approach to the basic principles of metallurgy. The course explores the behavior of metals subjected to metallurgical processes and explains how desired material properties are attained. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 220 Alignment Principles (1-4)

Study and practice and shaft and gear alignments using the four-step method to align and correct misalignments as a procedure to extend the life of bearings, couplings, and seals, and to reduce vibration in equipment and components and gears. Tools and equipment used in the course include dial indicators, and electronic and laser measuring devices. Safety is emphasized. Unlimited repeatability. Prerequisite: Must have completed IT 103. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 299 Special Topics in Industrial Technology (2)

A special topics course in Industrial Millwright Technology to serve a variety of needs. Topics are determined by the course instructor.

Information Systems (IS)

IS 101 Introduction to Information Systems (3)

Introduction to computer-based information systems management including hardware/software relationships, business applications usage, systems theory, current technology, networking, the Internet, computer security, and privacy issues. Recommended corequisite: IS 201.

IS 201 Computer Applications (3)

An introduction to the most commonly used microcomputer business software with emphasis on operating systems, word processing, spreadsheets, database management, presentation software, and software integration. Substantial hands-on work provides practical experience using this software. Recommended corequisite: IS 101.

IS 301 Management Information Systems (3)

The fundamentals of design, implementation, control, evaluation, and strategic use of computer-based information systems for business data processing, office automation, information reporting, and decision making. Emphasizes managerial and strategic aspects of information technology with some hands-on work using information management software. Prerequisite: Must have junior standing or higher.

IS 470 Computer Security, Controls, and Information Assurance (3)

Provides an in-depth understanding of the risks, threats, and vulnerabilities to network data storage and network communications. Security options and configurations that can help mitigate security threats will be studied. Ethical issues and government regulations concerning data security and enterprise data policy will also be covered. (Formerly CIT 417, Managing Network and Security) Prerequisite: Must have completed CIT 217 and CIT 301.

Integrative Studies (INT)

INT 100 GBC Orientation (0.5)

An introduction to GBC and its programs and services. The goal of the course is to achieve student success. (Required for first-time full-time students and for part-time degree-seeking students before they complete 24 credits.) No prerequisite. [P/W]

INT 105 Volunteering in Your Community (0.5)

Provides the student with an opportunity to perform several hours of community service and to then reflect on both the personal experience of giving of oneself and on volunteerism in general. Repeatable up to four times. [P/W]

INT 106 Job Search and Resume Preparation (0.5)

Exploration of job search techniques, determination of the most effective resume format, and preparation of an appropriate resume and cover letter for a prospective career. [P/W]

INT 295 Educational Travel (1-6)

The study of people, art, music, culture, and history through travel. Unlimited repeatability. [P/W]

INT 301 Integrative Research Methodology (3)

An interdisciplinary integration of research methods in the natural sciences, social sciences, and history. Prerequisite: Must have completed 40 or more credits and have completed (ENG 102 or ENG 333) and (MATH 120 or MATH 126 or higher or AMS 310 or STAT 152).

INT 339 Integrative Humanities Seminar (3)

An integrative seminar on topics in the humanities. The topics will vary to address needs and interests of programs. Course fulfills the upper-division integrative humanities general education requirements. May be repeated once for credit if the topics are different. Prerequisite: Must have completed 40 or more credits and (ENG 102 or ENG 333) and (MATH 116 or MATH 120 or Math 126 or higher or AMS 310 or STAT 152).

INT 349 Integrative Social Science Seminar (3)

An integrative seminar on topics in the social sciences. The topics will vary to address needs and interests of programs. Course fulfills the upper-division integrative social sciences general education requirements. May be repeated once for credit if the topics are different. Prerequisite: Must have completed 40 or more credits and (ENG 102 or ENG 333) and (MATH 116 or MATH 120 or Math 126 or higher or AMS 310 or STAT 152).

INT 359 Integrative Math Seminar (3)

An integrative seminar on topics in mathematics. The topics will vary to address needs and interests of programs. May be repeated once for credit if the topics are different. Prerequisite: Must have completed 40 or more credits and have completed (ENG 102 or ENG 333) and (MATH 120 or MATH 126 or higher or AMS 310 or STAT 152).

INT 369 Integrative Science Seminar (3)

An integrative seminar on topics in science. The topics will vary to address needs and interests of programs. Course fulfills the upper-division integrative science general education requirements. May be repeated once for credit if the topics are different. Prerequisite: Must have completed 40 or more credits and have completed (ENG 102 or ENG 333) and (MATH 120 or MATH 126 or higher or AMS 310 or STAT 152).

INT 400 Internship in Integrative Studies (3-6)

A semester placement within a student's concentration (emphasis) area. The internship requires an integration of work experience and a course of study in a specific emphasis area. May be taken for credit more than once, but no more than a total of six credit hours of INT 400 may be counted toward the BA degree. Prerequisite: Must have senior standing and have declared Bachelor of Arts in Integrative Studies and have completed INT 301. Instructor permission required.

INT 496 Capstone in Integrative Studies (3)

The application of communication skills, core course knowledge, critical thinking, analysis, and other program skills to conducting an independent research project. The course involves intensive self-directed research and requires students to write an extensive senior paper. Prerequisite: Must be in senior standing, have declared a Bachelor of Arts in Integrative Studies, and have completed INT 301 and INT 400. Instructor permission required.

Journalism (JOUR)

JOUR 102 News Reporting and Writing (3)

Principles of researching news stories, gathering information in the appropriate arenas and writing clear and accurate articles in accordance with journalistic standards established by the Associated Press. Explores the roles and responsibilities of a reporter for a news organization in keeping the public informed as well as acting as a watchdog. Examines ethical concerns in journalism and legal issues that influence media coverage.

JOUR 105 News Production I (3)

Course designed to qualify students to produce the college newspaper, literary magazine, or any other student publication. Combination of graphics and journalism in one class period which will familiarize students with the total makeup of the newspaper assembly procedures. (Formerly JOUR 105, Publications Workshop I)

JOUR 106 News Production II (3)

A continuation of JOUR 105. (Formerly JOUR 106, Publications Workshop II)

JOUR 120 Introduction to Broadcasting (3)

A survey of the principles and trends involved in radio and television broadcasting, cable, and other electronic media, including history, regulation, programming, and business practices. Examines communication theories, legal, ethical, and socio-cultural issues as well as career potential in the present and future electronic cultures. (Formerly COM 120, Introduction to Broadcasting)

JOUR 124 Introduction Broadcast News and Production (3)

Techniques of gathering, writing, editing, and producing news for radio and television. Topics include broadcast style, working with wire services, codes of ethics, legal considerations, and news applications of audio and video technology. Students experience all aspects of studio newscast production from producing to anchoring.

JOUR 125 Electronic News Gathering/Video Editing (3)

An introduction to all elements involved in field reporting for television news. Topics include contacting and selecting the most appropriate sources, interviewing techniques, selecting sound-bites, visual storytelling, developing on-camera, as well as as behind-the-camera skills, and ethical and legal considerations. Students will create voice-overs and packages using non-linear digital video editing equipment.

JOUR 201 Television Studio Production I (3)

Study and hands-on training in basic television studio and control room operations for live and live-to-tape multi-camera productions. Students experience all positions in a production crew including producing, directing, camera, audio, lighting, switching, and learning the underlying principles of video technology. (Formerly COM 201, Television Production)

JOUR 205 Television Field Production I (3)

Techniques of shooting video and television programs and segments single-camera-film style, on location, rather than in a multi-camera studio. Students learn the necessary preproduction planning steps including location scouting, storyboarding, and budgeting; then progress to digital video field production, including camera, audio, and lighting practices. Projects will be edited using Adobe Creative Suite Production Premium non-linear editing software.

JOUR 290 Internship in Journalism (1-3)
Limited to students interested in a career in broadcast journalism. To participate, students must fill out an internship application, meet with an intern advisor, and interview with internship sponsor and instructors. Interns will not be compensated and hours will be determined by enrollment credits. Instructor permission required.

JOUR 298 Advanced Video Production and Editing (3)
Advanced techniques in pre-production, production, and post-production for single-camera-film-style digital video and television short program creation. Topics include field camera operations, audio set-up, and lighting techniques for unusual or adverse conditions, troubleshooting, and continuity shooting. Students learn complex editing techniques and digital audio and video special effects. Prerequisite: Must have completed JOUR 205.

Land Surveying/Geomatics (SUR)

SUR 280 Fundamentals of Geomatics I (4)
A comprehensive study of angle measurement systems, taping, the traverse, differential leveling, profile leveling, plan and profile sheet, the circular curve, the vertical curve, the USGS 7.5 minute map, and elementary topographic mapping. The application of statistics to surveying, the assumptions underlying surveying on the plane, and reference surfaces are stressed in this course. In the laboratory portion of the course, students will make survey measurements, maintain a field book, and adjust survey data as appropriate. Weekly laboratory reports using the measured data to compute a survey product are required. Lecture+Lab: 3+3. Four semester hours. Prerequisite: Must have completed MATH 128 and be taking STAT 152 and CADD 121.

SUR 281 Fundamentals of Geomatics II (4)
A comprehensive study of the construction and calibration of the modern total station, instrument errors, face positions, survey astronomy, control leveling, calibration of the EDM, large-scale topographic mapping, and the use of the data collector. In the laboratory portion of this course, students will apply the fundamental principles underlying total station instrument errors, EDM calibration, astronomic observations for azimuth and large-scale topographic mapping. Weekly laboratory reports using measured data to compute a survey product are required. Lecture+Lab: 3+3. Four semester hours. Prerequisite: Must have completed SUR 280.

SUR 290 Introduction to Urban Development (4)
An introduction to the process of land development and construction layout. An emphasis is placed on those Nevada State Statutes that define the duties of the Professional Land Surveyor in the subdivision of land. The laboratory portion of the course provides practical exercises involving Topographic Mapping, ALTA/ACSM Title Surveys, Standards of Practice, Elevation Certificates, and Subdivision Design. Lecture+Lab: 3+3. Four semester hours. Prerequisite: Must have completed CADD 121.

SUR 320 GIS for Surveyors (3)
Reviews the basic concepts in the development and use of Geographic Information Systems (GIS). The course focuses on the application of GIS for land parcel management or the Land Information System (LIS). Applies measurement science to the collection of land information data and the development of the base map. Develops the legal issues associated with the development of land information systems. Introduces the concept of the cadastre and the history associated with land parcel management in the United States. Prerequisite: Must have completed GIS 205.

SUR 330 Introduction to Least Square Adjustment (3)
This course provides an introductory study of the concepts and mathematics involved in performing least squares adjustment of survey data. The student is introduced to the use of matrices to handle data, systems of linear equations, the use of the Taylor series to linearize equations, the principles of error propagation, and several methods used to fit survey data to mathematical and survey models. Prerequisite: Must have completed MATH 181.

SUR 340 Photogrammetry and Remote Sensing (3)
Principals of photogrammetry and remote sensing as applied to surveying and mapping. Includes the mapping camera, the photograph, the stereo model, the strip and the block, and flight planning principles. The impact of the digital revolution on photogrammetry, image processing, and remote sensing principles are important topics covered in this course. (Formerly SUR 340, Photogrammetry.) Prerequisite: Must have completed MATH 128 and be taking PHYS 152.

SUR 360 Public Land Surveying System (3)
The U.S. Public Land Survey System (PLSS) as described in Official Government Survey Manuals (1851-1973) with emphasis on evidence, both federal and state rules, resurveys, and subdivision of sections. A field project to recover original evidence of the GLO Surveys is required. Prerequisite: Must have completed MATH 126.

SUR 365 Land Descriptions (3)
Analysis, interpretation, and writing of land descriptions, proper form, controlling elements, metes-and-bounds, sectionalized land descriptions, easements, and right-of-way. Considerations of the parent title, interpretation of expressions, bounds calls, different types of descriptions, junior-senior rights in descriptions, title considerations, and research of public and private records. (Formerly SUR 365, Legal Descriptions.) Prerequisite: Must have completed SUR 360.

SUR 440 Geodetic and GPS Surveying (3)
Introduces geometric reference to ellipsoids, ellipsoidal and local coordinate systems, coordinate transformation in 2D and 3D, datums and datum transformations, orthometric heights, the reduction of field observations, effects of the earth's gravitational field, state plane coordinate systems, and GPS network design. The student is expected to design a GPS network, collect the data, and process the data to extend control to unknown project control stations. Prerequisite: Must have completed SUR 281, SUR 330, and PHYS 152.

SUR 450 Construction Surveying (3)
Prepares students for organizing, planning, and cost estimating for construction and civil engineering projects. Topics include intersections, horizontal curve, spiral curves, vertical curve fitting, route design elements, cross sections, volumes, and other pertinent topics. Prerequisite: Must have completed SUR 281 and SUR 290.

SUR 455 Mine Surveying (3)
Advanced surface and underground surveying techniques specifically applied to mineral exploration and mining operations. Prerequisite: Must have completed SUR 281.

SUR 460 Advanced Boundary Analysis (3)
Study of boundary resolution where occupation and possession are not consistent with the record location. Study of unwritten property rights and the presentation of defensible evidence. Review of principles of land tenure and the cadastre, the Statute of Frauds, constructive notice, recording laws, and water boundaries. Prerequisite: Must have completed SUR 365.

SUR 495 Land Surveying/Geomatics Capstone (3)
Final student project requiring the application of knowledge and skills acquired in previous field experience and coursework. Project may include field/office evidence research, urban subdivision layout, descriptions, map/plat construction, and/or a directed undergraduate research project. Includes the creation of a student portfolio or project report. Instructor permission required.

Library (LIB)

LIB 101 Research Skills for College Papers (1)

An overview of basic research strategies using Internet, electronic, and print resources. Focus is on gathering viable information for college assignments. (Formerly LT 101B, Library Skills/Research for College Papers) [P/W]

LIB 150 Introduction to Library Technology (3)

A study of library tools such as indexes, bibliographies, reference books, and inter-library loan procedures. Library equipment use is also included. For students desiring to develop skills in the use of libraries and who are interested in a career in librarianship. (Formerly LT 150B, Introduction to Library Technology I) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

LIB 299 Special Topics Library (1)

Consideration of special topics in library and information science. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Management (MGT)

MGT 103 Introduction Small Business Management (3)

Environment and management of the small business enterprise, problems in initiating the business, financial and administrative control, marketing programs and policies, management of business operations, legal and governmental relationships.

MGT 201 Principles of Management (3)

Fundamentals and principles of management, administrative policies, objectives and procedures, and problem of organization and leadership.

MGT 283 Introduction Human Resource Management (3)

Duties and responsibilities of personnel management. Areas covered include employee needs, human relationships, orienting and training employees, benefit programs, and economics of supervision. (Formerly MGT 283, Personnel Administration)

MGT 310 Foundations of Management Theory and Practice (3)

Develops the students' theoretical foundation for further study in any field involving management. Explores historical thought and the management functions of planning, organizing, directing, and controlling. Provides a practical analysis of leadership, communications, and motivation techniques. Concludes with an exploration of current management challenges and trends. Prerequisite: Must have sophomore standing or higher.

MGT 323 Organizational and Interpersonal Behavior (3)

A study of the interpersonal relations between individuals and groups in an organizational setting. Topics include leadership styles and techniques, organizational design, communication, decision making, motivation, perception, group behavior, and coping with stress. Prerequisite: Must have completed MGT 310.

MGT 367 Human Resource Management (3)

Analysis of the personnel policies of business enterprises. Areas of study include recruitment, selection, placement, training, promotion, morale, employee services, compensation, labor relations, and organization and function of human resource departments. Prerequisite: Must have completed MGT 310.

MGT 441 Operational Quality Control and Problem Solving (3)

Operational quality control and problem solving in the workplace. Prerequisite: Must have completed MATH 181 or STAT 152.

MGT 480 International Management (3)

An overview of the international business environment, conditions affecting firms conducting business overseas, and the effects of a transcultural setting on each of the functional areas of business. Special emphasis on managerial functions and critical elements of the management process in a firm operating under foreign economic, technological, and political, social, and cultural environments. A major focus is on management challenges facing international organizations. Prerequisite: Must have completed MGT 310.

MGT 487 Entrepreneurship (3)

A comprehensive study of the process of judiciously combining the various factors of production in meeting the needs of consumers in creative and profitable ways. Topics include characteristics of successful managers, starting a new enterprise, forming an entrepreneurial team, venture capital sources, and formulation of a business plan. Prerequisite: Must have completed MGT 310.

MGT 496 Strategic Management and Policy (3)

Considerations of overall long-term decision making involving integration of the functional areas in a business enterprise. Topics include the formulation, development, and implementation of organizational strategies that use knowledge from several areas to further organizational objectives within various constraints. Prerequisite: Must have senior standing.

Marketing (MKT)

MKT 127 Introduction to Retailing (3)

Intended for those who desire a broad view of retailing from a management point of view. Surveys retailing principles and concepts, and covers store and merchandise management. Topics include store location and organization, personnel, pricing, inventory control, customer service, advertising, promotion, and display. Makes use of case studies and practical situation exercises.

MKT 210 Marketing Principles (3)

Study of problems of manufacturers, wholesalers, and retailers in the market of goods and services, channels of marketing, customer relations, functions of sales departments, price policies, and communications.

MKT 211 Introduction to Professional Sales (3)

Selling, including buying behavior, product knowledge, prospecting, developing the sales presentation, handling objections, closing the sale, and the personal characteristics required for success. Skills and processes necessary for selling a product or service are applied to special marketing segments: retail, industrial, governmental, and international markets.

Mathematics (MATH)

MATH 91 Basic Mathematics (3)

The fundamental operations of whole numbers, fractions and mixed numbers, decimals, percentages, measurement, and integers. Intended to provide a review of basics needed in later math courses and on the job.

MATH 95 Elementary Algebra (3)

A first course in algebra for students who plan to continue in the math sequence. Topics include operations on real numbers, simplifying expressions, solving linear and quadratic equations, polynomials, factoring, radicals, and the concept of graphing. Prerequisite: Must have completed MATH 91 or earned a satisfactory score for placement into MATH 95 or MATH 97.

MATH 96 Intermediate Algebra (3)
This is a second course in algebra for students who have completed one elementary algebra course. The topics covered include polynomials, rational functions, linear equations and inequalities, absolute value inequalities, exponents and radicals, quadratic equations, relations and functions, systems of equations, and applications. This is a developmental course. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 95 or have earned a satisfactory score in Accuplacer, ACT or SAT placement tests for MATH 96.

MATH 97 Elementary and Intermediate Algebra (5)
A one-semester course equivalent to the combination of MATH 095 and MATH 096. Topics include solving linear equations in one variable, polynomials, integer exponents, factoring, rational expressions and equations, graphic linear equations in two variables, inequalities, systems of linear equations, radicals and rational exponents, and quadratic equations. Prerequisite: Must have completed MATH 91 or earned a satisfactory score for placement into MATH 95 or MATH 97.

MATH 116 Technical Mathematics I (3)
Provides technical mathematical core material so that the student gains practical problem solving experience. May include arithmetic operation, integers, exponents, scientific notation, algebraic expressions, equations, metric system, trigonometry, and logarithms. This course satisfies the general education requirement for occupational/technical AAS degree. Prerequisite: Must have completed MATH 95 or MATH 96 or MATH 97 or earned a satisfactory score for placement into MATH 96 or MATH 116.

MATH 120 Fundamentals of College Mathematics (3)
Includes real numbers, consumer mathematics, variation, functions, relations, graphs, geometry, probability, and statistics. Course is broad in scope, emphasizing applications. Fulfills the lower-division mathematics requirement for a Bachelor of Arts Degree. Satisfies mathematics requirement for baccalaureate degrees. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 96 or MATH 97 or earned a satisfactory Accuplacer, ACT, or SAT score for placement into MATH 120 or have completed MATH 95 and ENG 101 with a 'C' or better.

MATH 122 Number Concepts for Elementary School Teachers (3)
A course for students preparing for elementary school teaching or those who already hold teaching certificates. Topics include the real number system and its subsystems, algorithms, primes and divisibility, algebraic thinking, and a variety of applications. The course presumes mathematical knowledge of the material and goes more in depth giving backgrounds for the real number system and preparation of students for teaching the material. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 120.

MATH 123 Statistical and Geometrical Concepts for Elementary School Teachers (3)
A course for students preparing for elementary school teaching or for those who already hold teaching certificates. Topics include probability, statistics, geometry, constructions, similar figures, trigonometric ratios, areas and volumes, motion geometry, and a variety of applications. Backgrounds for the concepts and preparation of students for teaching the material. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 120 or MATH 122.

MATH 126 Precalculus I (3)
A third course in algebra, intended for those who are majoring in a science field, a business-related field, or mathematics; as part of a mathematics endorsement for elementary education; or for students who are going on to calculus. This course stresses functions, including their graphs and applications, polynomial functions, radicals, rational functions, exponential, and logarithmic functions. This is the first half of a two-semester sequence. MATH 126 and MATH 127 together, or MATH 126 and STAT 152 together, satisfy the mathematics requirement for an Associate of Science degree; also see the bachelor's degree requirements. This course satisfies the College Algebra requirement for programs that require College Algebra and Statistics. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 96 or MATH 97 or earned a satisfactory score in Accuplacer, ACT, or SAT tests for placement into MATH 126 or MATH 128.

MATH 127 Precalculus II (3)
A course intended for those majoring in a science field or mathematics, as part of a mathematics endorsement for elementary education, or for students going on to calculus. Topics include circular functions, their graphs, and applications; trigonometric identities and equations; conic sections; complex numbers; matrices; sequences and mathematical induction. This is the second half of a two-semester sequence. The two semesters satisfy the mathematics requirement for a bachelor's degree. The two-course sequence, MATH 126 and MATH 127, are equivalent to MATH 128 at UNR or UNLV. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 126 or earned a satisfactory score in Accuplacer, ACT, or SAT test for placement into MATH 127.

MATH 128 Precalculus and Trigonometry (5)
Includes equations, relations, functions, graphing; polynomial, rational, exponential, logarithmic, and circular functions with applications; coordinate geometry of lines and conics; analytic trigonometry; matrices and determinants; and binomial theorem. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 96 or MATH 97 or earned a satisfactory score in Accuplacer, ACT, or SAT tests for placement into MATH 126 or MATH 128.

MATH 181 Calculus I (4)
The fundamental concepts of analytic geometry and calculus functions, graphs, limits, derivatives, integrals, and certain applications. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed (MATH 126 and MATH 127) or MATH 128.

MATH 182 Calculus II (4)
A continuation of MATH 181. The course covers transcendental functions, methods of integration, conic sections, sequences and series, and vectors. Prerequisite: Must have completed MATH 181.

MATH 251 Discrete Mathematics I (3)
Topics include set operations, Cartesian product relations and functions, equivalence relation, graphs and digraphs, propositional calculus, truth tables, mathematical induction, and elementary combinatorics. Applications are made to probability. It is recommended that students have completed prerequisites within three years of enrolling in this course. Prerequisite: Must have completed MATH 182.

MATH 283 Calculus III (4)
A continuation of MATH 182. Topics include infinite sequences and series, vectors, differentiation and integration of vector-valued functions, the calculus of functions of several variables, multiple integrals and applications, line and surface integrals, Green's Theorem, Stokes' Theorem, and the Divergence Theorem. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 182.

MATH 285 **Differential Equations** (3)
Theory and solving techniques for general ordinary differential equations, first order and second order linear equations, boundary value problems, power series solutions, Laplace transforms, and system of first order equations. Emphasis on real world phenomena. Prerequisite: Must have completed MATH 283.

MATH 310 **Introduction to Analysis I** (3)
A re-examination of the calculus of functions of one-variable: real numbers, convergence, continuity, differentiation, and integration. Prerequisite: Must have completed MATH 283.

MATH 314 **History of Mathematics** (3)
Evolution of mathematics from ancient numeral systems to twentieth-century mathematics. The effects of culture on mathematics and the impact of mathematics on cultures also considered. Prerequisite: Must have completed MATH 330.

MATH 330 **Linear Algebra** (3)
An introduction to linear algebra, including matrices and linear transformations, eigenvalues, and eigenvectors. It is recommended that students have completed prerequisites within three years of enrolling in this course. Prerequisite: Must have completed MATH 182.

MATH 331 **Groups, Rings, and Fields** (3)
Elementary structure of groups, rings, and fields, including homeomorphisms, normal subgroups, and ideals. Prerequisite: Must have completed MATH 330.

MATH 333 **Number Theory for Secondary School Teachers** (3)
Examines in detail the structure of number systems and polynomials over these number systems, and teaches the careful art of mathematical reasoning. The course is designed for those who will make the transition from techniques courses to conceptual mathematics. Designed for prospective high school teachers but is open to other students. Prerequisite: Must have completed MATH 182.

MATH 352 **Probability and Statistics** (3)
Probability experiments; sample spaces, discrete and continuous random variables and distributions; mathematical expectation, central limit theorem; hypothesis testing, and linear regression. Prerequisite: Must have completed MATH 181 and MATH 182.

MATH 475 **Euclidean and Non Euclidean Geometry** (3)
Axiom systems, models, independence, consistency; incidence, distance betweenness, congruence, convexity, inequalities, parallels, perpendiculars, the Klein model; Saccheri quadrilaterals, limit triangles, and the non-Euclidean geometry of Bolyai-Lobatchevsky. Prerequisite: Must have completed MATH 333.

Medical Coding **(MCOD)**

MCOD 110 **Introduction to Medical Coding and Billing** (3)
An introduction to Medical Coding and Billing, technology and the medical professional, and learning about documentation, confidentiality, and ethics. Instructor permission required.

MCOD 120 **Medical Terminology and Healthcare Environment** (3)
Designed for students to master medical terminology and learn the history of coding and billing. Instructor permission required.

MCOD 130 **Introduction to Anatomy, Pathophysiology, Disease Processes, and Pharmacology** (5)
Designed as an introduction to pharmacology, anatomy, pathophysiology and disease processes. Instructor permission required.

MCOD 140 **Health Care Structure and Medical Record Content** (3)
Designed as an introduction to healthcare structure. Provides an overview of detailed information of each report in the outpatient medical record, and will also present the composition of each of the report types and how they relate to medical coding and billing. Instructor permission required.

MCOD 200 **Introduction to Diagnostic Coding** (3)
Introduction to Basic Diagnosis Coding. Learn to navigate the code book and find official addition coding conventions and general coding guidelines. Prerequisite: Must have completed MCOD 110 and MCOD 120 and MCOD 130 and MCOD 140.

MCOD 210 **Exploring Reimbursement and Procedural Coding and Billing** (5)
Explores healthcare reimbursement and provides detailed information about the various types of payment systems used to reimburse outpatient services. Introduction to the Current Procedural Terminology (CPT) codebook. Prerequisite: Must have completed MCOD 110 and MCOD 120 and MCOD 130 and MCOD 140.

MCOD 220 **Skill Building for Outpatient Coding** (6)
Skill building for outpatient coding of actual outpatient medical records. Prerequisite: Must have completed MCOD 110 and MCOD 120 and MCOD 130 and MCOD 140.

Medical Transcription **(MTRN)**

MTRN 110 **Introduction to Online Medical Transcription** (3)
Designed to increase speed, efficiency, and accuracy on the keyboard. An introduction to the grammar style and formatting guidelines for use in online medical transcription. Course must be taken in continuous sequence and completed within a one-year period. 30 wpm keyboarding skills required. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

MTRN 120 **Medical Terminology for Online Medical Transcription** (5)
Introduction to prefixes, suffixes, and root words used in medicine. Designed to build an effective vocabulary of new medical terms, how they are spelled, and to be able to recognize them when spoken in transcription units. Course must be taken in continuous sequence and completed within a one-year period. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

MTRN 130 **Anatomy and Physiology, Disease Processes for Medical Transcription** (3)
Overview of human anatomy, major bone, muscle, arterial, nervous system, organs, and how they function. Symptoms and diseases that commonly affect various physiological systems are covered. Course must be taken in continuous sequence and completed within a one-year period. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

MTRN 140 **Medical Specialties** (3)
Diseases, operations, instruments, and symptoms unique to specialized medical fields are covered. An introduction to the most common abbreviations used in medical transcription as well detail on rules and usage of abbreviations in medical reports. Course must be taken in continuous sequence and completed within a one-year period. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

MTRN 200 **Editing and Proofreading** (3)
A medical transcriptionist is responsible not only for creating a document but also for making sure it is accurate and returned to the healthcare facility in its final polished form. This means first-rate editing and proofreading skills are a must. The editing and proofreading course provides practice in fine-tuning reports and taking them from rough draft to finished quality. Techniques to proofread and edit for spelling, grammar, and punctuation errors are covered with extensive hands-on practice. Prerequisite: Must have completed MTRN 110 and MTRN 120 and MTRN 130 and MTRN 140.

MTRN 220 Intermediate Medical Transcription (5)
 Students will begin transcribing acute medical records in order to provide a foundation of experience. All types of inpatient and emergency room medical records such as radiology, pathology, discharge summaries, operative reports, emergency room reports, progress notes, physical therapy reports, cardiac catheterizations, EEGs, and all other hospital-generated records are included. Additional topics include procedures used for transcribing clinic notes, techniques for following physicians' technical instructions, practice downloading audio, and learning how to compare transcriptions. Prerequisite: Must have completed MTRN 110 and MTRN 120 and MTRN 130 and MTRN 140 and be admitted into the Medical Transcription program.

MTRN 230 Advanced Medical Transcription (6)
 Transcription of more challenging, authentic, physician-dictated reports organized by medical specialty. Emphasis on development of accuracy, speed, and medical knowledge for transcription of history and physical examination reports, consultations, emergency room reports, discharge summaries, operative reports, diagnostic studies, radiology and pathology reports. Emphasizes using reference materials and other resources efficiently. Prerequisite: Must have completed MTRN 110 and MTRN 120 and MTRN 130 and MTRN 140 and be admitted into the Medical Transcription program.

Metals (MTL)

MTL 101 Basic Machine Shop I (4)
 Learn the basics of work setup, machine operation, turning, threading, broaching, and boring operations. Students will also learn interpretation of and uses of formulas and charts associated with the machine trades. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

MTL 102 Basic Machine Shop II (4)
 A four-credit lecture, demonstration, and laboratory course in the study of machine operations used in the reconstruction and repair of industrial equipment. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Music (MUS)

MUS 101 Music Fundamentals (3)
 Notation, terminology, intervals, and scales. Designed to furnish a foundation for musicianship. Recommended for teachers in public schools and all others desiring a basic music background. (Formerly MUS 101, Music Fundamentals and Ear Training) [F*]

MUS 103 Voice Class I (1)
 Fundamentals of tone production, breath control, pronunciation, and practical techniques for interpreting songs. May be repeated for a total of four credits. [F]

MUS 104 Voice Class II (2)
 A continuation of MUS 103 introducing the Italian art song. [F]

MUS 111 Piano Class I (2-3)
 Beginning piano class. Music reading and keyboard techniques from beginning through early intermediate levels. No previous musical training required. (Formerly MUS 111, Piano I) [F]

MUS 121 Music Appreciation (3)
 The historical and cultural background of music and origins to the twentieth century. [H*]

MUS 125 History of Rock Music (3)
 The history and stylistic development of rock from its origins, through transitions, and subsequent revolutions. [H*]

MUS 175 Rock Jazz Ensemble (1-2)
 Ensemble members will perform a variety of music, ranging from early jazz styles and standards to contemporary fusion. There will be considerable opportunity for reading music and ad-lib soloing, to increase exposure and the skill level of the performers. The ensemble will vary each semester depending on instrumentalists enrolled and may provide opportunities for vocalists. Some music theory and notation will be studied. Repeatable up to six credits.

MUS 203 Music Theory I (4)
 Counterpoint and harmony (written and keyboard). [F] Prerequisite: Must have completed MUS 101

MUS 204 Music Theory II (4)
 A continuation of MUS 203. [F] Prerequisite: Must have completed MUS 203.

MUS 299 Special Topics in Music (0.5-6)
 Consideration of special topics in issues and music. Unlimited repeatability. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

MUS 301 Music Theory III (3)
 An advanced class in tonal theory which includes the study of enriched harmonic resources of the eighteenth and nineteenth centuries as well as an introduction to counterpoint and large musical forms. [F] Prerequisite: Must have completed MUS 203 and MUS 204.

Music Applied (MUSA)

MUSA 145 Voice - Lower Division (1)
 Private vocal instruction. (Formerly MUS 153, Voice) [F]

Music Education (MUSE)

MUSE 101 Concert Choir (1-2)
 Performance of representative choral music of all periods. [F]

MUSE 108 Concert Singers (1)
 Performance of representative choral music of all periods. [F]

Natural Resource and Environmental Science (NRES)

NRES 150 Fundamentals of Plant Science (3)
 An introduction to plant science including structure, growth process, propagation, growth media, biological competitors, and physical and chemical surroundings of the environment, including soils and practices in the modern world.

NRES 222 Soils (3)
 Introductory course providing an understanding of soils structures, properties, formations, and composition as it relates to plants and other environmental aspects. Emphasis will be placed on study soils from a land use and management perspective. (Formerly NRS 101, Introduction to Soil Science) Prerequisite: Must also be enrolled in NRES 223

NRES 223 Soils Laboratory (1)
 Designed to complement NRES 222 lecture course. This one-credit hour course is presented to provide students with hands-on laboratory and field experiences to better understand the science and management of soils. Designed to complement NRES 222 lecture course. Prerequisite: Must also be enrolled in NRES 222.

NRES 241 Principles of Range Management (3)

Basic principles of range management as they apply and relate to livestock production, conservation practices and wildlife management, regional vegetation types and range sites, and grazing systems along with considerations of multiple range uses. (Formerly NRS 100, Introduction to Principles of Natural Resources)

NRES 251 Rangeland Measurements and Monitoring (4)

Designed to instruct students in livestock and plan management on rangelands. Provides instruction in the most common and acceptable rangeland monitoring systems. Students will participate in actual rangeland monitoring and plant/data collection. (Formerly NRES 215, Principles of Rangeland Management and Monitoring)

NRES 299 Special Topics in Natural Resources (1-6)

Various short courses (one-to-six credits) covering a variety of subjects in natural resources. May be repeated up to nine credits.

NRES 310 Wildlife Ecology and Management (4)

Wildlife ecology is the study of interactions between organisms and their environment. Wildlife management is the practice of balancing the needs of wildlife and other factors that have an adverse impact on these species. Explores many aspects of what wildlife managers do to help insure the long term success of wildlife. Prerequisite: Must have completed BIOL 190 or BIOL 191.

NRES 330 Rangeland Plant ID (1-6)

Designed to provide students with the skills and knowledge to identify, collect and mount native and cultivated plants found in the rangelands of Northeastern Nevada. Students learn and demonstrate appropriate plant mounting protocol. This is a student self-paced course. May be repeated up to six credits.

NRES 375 Rangeland Watershed Management (3)

Advanced course investigating the study of rangeland watershed management. Includes soils, plant diversity and inventory, rangeland conditions, range site verification, archaeology, hydrology, wildlife, and livestock management as these pertain to a watershed and watershed management. Prerequisite: Must have completed NRES 150 and NRES 222 and NRES 241.

NRES 485 Special Topics in Environmental Science (1-3)

Presentation and review of recent research, innovations and developments related to natural resources management, hydrology, conservation biology, and environmental chemistry. May be repeated up to nine credits.

Nursing (NURS)

NURS 130 Nursing Assistant (6)

Provides students with classroom, laboratory, and clinical experience. Successful completion fulfills requirements for eligibility to take the Nevada State Certified Nursing Assistant examination. Contact the Department of Health Sciences and Human Services at 775.753.2301. Completed background check and drug screening will be required prior to class start. Prerequisite: Proof of a current two-step TB test and Professional CPR certification is required. Instructor permission required.

NURS 135 Fundamental Concepts in Nursing (8)

Introduction to basic concepts and competencies for the application of the nursing process in the care of diverse patients with common health alterations and to promote the health of individuals. Introduction of basic concepts of safe, patient-centered, evidence-based nursing care considering legal and ethical responsibilities of the nurse. Also introduces caring, clinical reasoning, quality improvement, communication, and teamwork when interacting with patients and members of the interprofessional team. Emphasis on essential psychomotor skills and obtaining patient information relevant to care planning. Five credits theory, three credits clinical. Offered fall semester only. Prerequisite: Must be accepted to the Nursing Program.

NURS 140 Medical Terminology (3)

A study of word derivations and formations with emphasis on understanding of common usage in the health-care setting. Offered as a self-paced class and is open to anyone.

NURS 154 Introduction to Pharmacology (1)

Basic principles of safe and effective medication administration and pharmacology of major drug classifications. Principles of medication administration including aspects of best practice for safe, quality, patient-centered care. Includes the use of informatics and media to obtain evidenced-based drug information. One theory credit. Offered fall semester only. Prerequisite: Must be accepted to the Nursing Program.

NURS 155 Clinical Decision Making in Drug Therapy (1)

Common drug therapy regimen and application of clinical reasoning in management and monitoring of drug effects in acutely ill patients for safe, quality, evidence-based nursing care. Focuses on patient teaching and the nurse as a member of the interprofessional team when providing pharmacological interventions. One credit theory. Offered spring semester only. Prerequisite: Must be accepted to the Nursing Program.

NURS 158 Nursing Care of Adults in Health and Illness (5)

Building on fundamentals of nursing, this course provides for the acquisition and application of basic adult health nursing theory by applying clinical reasoning and safe, evidence-based, patient-centered, holistic nursing care to diverse patients with common acute health problems. Incorporates a focus on health promotion. Includes the application of the concepts of caring, clinical reasoning, quality improvement, communication, and teamwork, considering legal and ethical responsibilities of the nurse when caring for adults. Two credits theory, three credits clinical. Offered spring semester only. Prerequisite: Must be accepted to the Nursing Program.

NURS 159 Nursing Care of Individuals with Mental Health Problems (3)

Provides for the acquisition and application of mental health nursing theory for safe, evidence-based, patient-centered, holistic nursing care for diverse patients experiencing common acute and chronic mental health disorders and treatment modalities. Includes the application of the concepts of caring, clinical reasoning, quality improvement, communication, and teamwork, considering legal and ethical responsibilities of the nurse when working with patients with mental health disorders. Two credits theory, one credit clinical. Offered spring semester only. Prerequisite: Must be accepted to the Nursing Program.

NURS 252 Nursing Care of the Childbearing Family (3)

Provides for the acquisition and application of maternal/child nursing theory for safe, evidence-based, family-centered nursing care for diverse patients. Includes a focus on health promotion and the application of the concepts of caring, clinical reasoning, quality improvement, communication, and teamwork, considering legal and ethical responsibilities of the nurse when working with the childbearing family. Two credits theory and one credit clinical. Offered fall semester only. Prerequisite: Must be accepted to the Nursing Program.

NURS 253 Nursing Care of Children and Adolescents (3)

Provides for the acquisition and application of pediatric nursing theory by applying clinical reasoning and safe, evidence-based, family-centered, holistic nursing care to diverse children and adolescents with acute and chronic health problems. Includes a focus on health promotion, and the application of the concepts of caring, clinical reasoning, quality improvement, communication, and teamwork, considering legal and ethical responsibilities of the nurse when caring for children and adolescents. Two credits theory and one credit clinical. Offered fall semester only. Prerequisite: Must be accepted to the Nursing Program.

NURS 257 Nursing Care of Adults with Acute and Chronic Illness (5)
Provides for the acquisition and application of adult health nursing theory by applying clinical reasoning and safe, evidence-based, patient-centered, holistic nursing care to diverse adults with acute illnesses and long-term management of chronic illnesses. Includes a focus on health promotion and the application of the concepts of caring, clinical reasoning, quality improvement, communication, and teamwork, considering legal and ethical responsibilities of the nurse when working with adults. Three credits theory and two credits clinical. Offered fall semester only. Prerequisite: Must be accepted to the Nursing Program.

NURS 258 Patients with Complex Health Problems (4)
Provides for the acquisition and application of nursing theory for patients experiencing physiological crisis and end of life. Applies clinical reasoning and safe, evidence-based, patient-centered, holistic nursing care to diverse patients with complex health problems. Includes a focus on collaboration and care management, and the application of the concepts of caring, clinical reasoning, quality improvement, communication, and teamwork, considering legal and ethical responsibilities of the nurse in the management of patients in crisis and at the end of life. Two credits theory, two credits clinical. Offered spring semester only. Prerequisite: Must be accepted to the Nursing Program.

NURS 273 Professional Development and Transition to Practice (2)
Provides for an examination of the impact of clinical microsystems and organizational culture on patient care delivery and nursing practice. Incorporates an analysis of professional development resources for nurses upon entry into practice to facilitate progress from novice to expert. Two credits theory. Offered spring semester only. Prerequisite: Must be accepted to the Nursing Program.

NURS 280 Evidence Based Practice for Quality Improvement Seminar (2)
This seminar course focuses on the study of collecting and using evidence as a tool for microsystem change and promotion of quality and safety in a variety of healthcare environments. Takes a project-focused approach to collaboration and problem-solving for quality improvement. One credit theory and one credit clinical. Offered spring semester only. Prerequisite: Must be accepted to the Nursing Program.

NURS 285 Selected Topics in Nursing (0.5-6)
Selected nursing topics offered for general interest and nursing continuing education. Not a required course. No prerequisite. Unlimited repeatability. Formerly NURS 285B, Selected Topics in Nursing) Instructor permission required.

NURS 303 Health and Physical Assessment (3)
Application of strategies and skills associated with history taking, physical examination, and psychosocial evaluation to assess the health-care needs of individuals across the lifespan.

NURS 315 Self-Leadership and Professional Role Transition (4)
Focus is on strategies and reflective analysis related to establishing goals, managing time, setting priorities, dealing with stress, and utilizing human and material resources that support successful and timely completion of all BSN coursework requirements. Will assist the learner to integrate self-leadership strategies into their professional nursing practice. Prerequisite: Must be accepted to the RN-BSN program.

NURS 335 Concepts in Professional Nursing Practice (4)
Examination of the historical, theoretical, economic, legal/ethical, cultural, and technological issues related to clinical nursing practice, professionalism, nursing education, and nursing research. Prerequisite: Must be accepted to the RN-BSN program.

NURS 336 Acute Health Nursing (Pathophysiology) (4)
Systematic exploration of normal and pathophysiological responses to states of health and illness. Examines internal and external defense systems, balance and regulation of body systems, and integration of these concepts in the assessment and management of patient problems. Four credits theory, zero credits clinical. Prerequisite: Must be accepted to the RN-BSN program.

NURS 338 Acute Health Nursing (Pathophysiology) Practicum (6)
An application of theory, knowledge, and skills in assessing human functioning, pathophysiology, pharmacology, psychosocial, cultural variation, health-care resources, and person-environment relationships with respect to select nursing strategies for acutely ill individuals of all ages in variety of rural acute care settings. Prerequisite: Must have completed or be taking NURS 315 and NURS 335 and NURS 336 and have been accepted to the RN-BSN program.

NURS 416 Introduction to Nursing Informatics (4)
An introduction to the fundamental knowledge and skills needed for effective delivery of patient care through application of clinical information systems. Emerging trends in information technology will be explored. Four credits theory, zero credits clinical.

NURS 429 Community Health Nursing in the Rural Setting (4)
Explores population-focused nursing in the context of promotion, protection, and improvement of health for individuals, families, and communities. Determinants of health and operations of the health-care system will be discussed with an emphasis on social, cultural, and environmental factors specifically operating within the rural environment. Prerequisite: Must have completed or be taking NURS 303 and NURS 315 and NURS 335 and NURS 336 and NURS 338 and be accepted to the RN-BSN program.

NURS 436 Community Health Nursing in the Rural Setting Practicum (6)
An application course in which population-focused theory, knowledge, and skills to provide care for individuals, families, and groups are utilized in the rural community setting. Emphasis is on interpersonal and clinical therapies, coordination of community resources, and exploring the community as client. Prerequisite: Must have completed or be taking NURS 303 and NURS 315 and NURS 335 and NURS 336 and NURS 338 and NURS 429 and be accepted to the RN-BSN program.

NURS 440 Nursing Leadership in the 21st Century (4)
A writing intensive course which requires the integration and synthesis of previously learned theory, knowledge, and skills with contemporary leadership and management principles and theories, enabling learners to critically analyze a variety of societal, economic, political, and professional issues that influence nurses and nursing. Prerequisite: Must have completed or be taking NURS 303 and NURS 315 and NURS 335 and NURS 336 and NURS 429 and NURS 436 and be accepted to the RN-BSN program.

Nutrition (NUTR)

NUTR 121 Human Nutrition (3)
An introductory nutrition course for the beginning student. Course will center on the major nutrients and their roles in maintaining good health. Students will learn to recognize well-balanced diets and acquire shopping tips and preparation techniques for optimum utilization of food dollars. Class includes four required labs. Prerequisite: Must have completed MATH 95 or higher or earned a satisfactory score in Accuplace, ACT, SAT for placement into MATH 96 or MATH 116.

NUTR 223 Principles of Nutrition (3)
Application of principles of nutrition. Concepts of nutrients, nutrient requirements, and nutritional changes associated with the aging process, infants to seniors.

Philosophy (PHIL)

PHIL 101 Introduction to Philosophy (3)

Basic problems in different areas of philosophy such as ethics, political theory, metaphysics, and epistemology. [H]

PHIL 102 Critical Thinking and Reasoning (3)

Covers nonsymbolic introduction to logical thinking in everyday life, law, politics, science, advertising; common fallacies; and the uses of language, including techniques of persuasion. [H*]

PHIL 129 Introduction to the New Testament (3)

Surveys New Testament books and related literature from a nondenominational perspective. Textual and literary criticism will be practiced, and the historical background of the authors and their writings will be considered. [H*] Prerequisite: Must have completed ENG 101 or have satisfactory score in accuplacer, ACT or SAT placement tests for ENG 102.

PHIL 145 Religion in American Life (3)

History and organization of major religious groups in America, with special attention given to the relationships between religious convictions and social issues such as minority rights, welfare, sexual mores, and political affiliation. [H]

PHIL 200 The Judeo-Christian Tradition (3)

The philosophy of Biblical religion in the Old and New Testaments. Includes Israelitic cosmology, monotheism, the prophets, the parables of Jesus, and the letters of Paul. [H]

PHIL 207 Introduction to Social and Political Philosophy (3)

Readings and discussion of theories concerning the nature of society and political structure from classical and contemporary philosophers. (Formerly PHIL 207, Social and Political Philosophy) [H]

PHIL 210 World Religions (3)

The moral and religious views of world religions including Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and Taoism. [H]

PHIL 361 Introduction to the Pauline Letters (3)

Students will study the writings of Paul, using the practices of literary criticism, historical criticism, textual criticism, and other modern method of literary study. Course material includes Saul of Tarsus as an historical figure, Paul in the book of Acts, an exegesis of each of Paul's letters, the collation and distribution of the Pauline corpus, the Acts of Paul, and the place of Paul in Christian tradition. Prerequisite: Must have completed ENG 101.

Physical Education and Exercise (PEX)

Each PEX course may be taken for credit up to a maximum of three times.

PEX 100 Aquacise Aerobics (1)

Active participation in chest deep water. Includes an active warm-up, cardiovascular session, toning of the lower and upper body, abdominal work, and a stretching section. Activities can be adapted to either high or low activity levels. Students will increase muscle strength, cardiovascular strength, and flexibility. May be repeated 3 times. (Formerly PEX 100, Aqua Exercise) [P/W]

PEX 107 Swimming (1)

Designed to inform and teach proper swimming techniques for use in fitness swimming. Some swimming skills are required. Students can expect to develop strength and endurance and learn how to create their own workouts. May be repeated three times. [P/W]

PEX 113 Basketball (1)

Drill work and scrimmages provide opportunity to strengthen passing, shooting, and rebounding skills. Offensive plays and defensive strategies will also be presented. May be repeated three times. [P/W]

Each PEX course may be taken for credit up to a maximum of three times.

PEX 117 Golf (1)

Designed to teach the student a variety of important aspects within the game of golf, including technical skills and how to play the game. Subjects include grip, stance, alignment, swing, putting, chipping, etiquette, and the rules. May be repeated three times. [P/W]

PEX 127 Tennis (1)

Tennis is available with basic instruction of skills to an intermediate level of competition. Proper grip, different strokes, and footwork techniques are introduced and technical application of these techniques are developed in the intermediate level. Experienced players will have the opportunity to hone their individual strengths and skills during challenging drills and competitive matches. May be repeated three times. [P/W]

PEX 129 Volleyball (1)

An introduction to the basic rules, skills, and strategies of volleyball. The individual skills of passing, setting, hitting, blocking, and serving will be taught through drill and game experience. Perimeter and rotation defenses will be covered. May be repeated three times. [P/W]

PEX 134 Rock Climbing (1)

Beginning rock climbing class: students will demonstrate safe and proper technique for belaying, including knots and basic anchor set up. Intermediate class: students are expected to have knowledge of basic skills so that they will be able to demonstrate safe, proper sport climbing, multi-pitch commands, repelling skills, and proper anchor set up in climbing with a partner/s. [P/W] Instructor permission required.

PEX 143 Karate (1-2)

An introduction to martial arts for beginners and a continuation of training for more advanced students. Students will learn martial art skills through the practice of basics, forms, and sparring. Together, with the self-defense aspect, the student will develop a sense of well being through the self-confidence produced by disciplined training. May be repeated three times. (Formerly RPED 152, Karate) [P/W]

PEX 148 Tai Chi (1-2)

Tai Chi is an internal martial art and a set of self-practicing exercises. Because it is an internal martial art, it is used solely for self defense. It is comprised of four parts: mediation, warm-up exercises, Tai Chi Ch'uan movements, and cool-down exercises. By integrating these four parts, the student learns to combine each part of the body into a whole unit, exercising every muscle, joint, tendon, ligament, and especially the mind. Tai Chi can be used as a wellness program, an exercise program, and a relaxation program, all rolled into one. No special equipment required except for flat-bottomed shoes. Can be performed anywhere. Tai Chi teaches the student to live in harmony with oneself and nature. It is an art and is often called "poetry in motion." [P/W]

PEX 169 Yoga (1-2)

Participation in the various class offerings will increase the student's overall flexibility, enhance physical strength and stamina, increase heart and lung function, and nurture the health and well-being of beginning and experienced yoga practitioners. Correct structural alignment will be emphasized as well as linking movement with breath; effort with relaxation; and the mind, body, and spirit. May be repeated three times. [P/W]

PEX 170 Aerobics (2)

This course involves participating in physical activities in which each individual can achieve the benefits of realistic fitness goals through activities such as hi/low impact sessions, kickboxing, and interval and circuit training. Class can be modified for most fitness levels and conditions and is a great fat burner. May be repeated three times. [P/W]

Each PEX course may be taken for credit up to a maximum of three times.

PEX 172 Body Contouring and Conditioning (2)
Intended to enhance physical activity to improve overall health and quality of life. Students will learn knowledge of muscle groups, target heart rate, and the potential benefits of regular exercise which includes improved cardiovascular endurance, body composition, flexibility, muscular strength and improved body contour. Students will participate in aerobic activities, calisthenics and sculpting-isometric exercise, sports, conditioning, and flexibility training. May be repeated three times. [P/W]

PEX 180 Strength Training (2)
This class provides safe and effective conditioning of the body through muscular fitness training. This is often done with weight lifting, but can be accomplished through a variety of exercises such as Pilates. May be repeated three times. [P/W]

PEX 183 Weight Training (3)
The proper form and techniques of a lifting exercise will be taught in the beginning class section. The student will learn how to implement the different programs and methods to help them achieve their goals. Spotting techniques to enhance safety will be addressed. Additional sections are offered to help the student develop a stronger and improved physique. May be repeated three times. (Formerly PEX 183, Weight Lifting) [P/W]

PEX 199 Special Topics in Recreation and Physical Education (1-2)
Selection will depend on current interests and needs. Student Open Workout, Relaxation Techniques, and New Year's Resolution are some examples of selections in this category. Descriptions of individual Special Topics in Recreation will be found in the current class schedule. May be repeated three times. (Formerly PEX 199B, Special Topics in Recreation) [P/W]

PEX 351 Teaching Physical Education in Elementary School (3)
Designed for elementary education majors and those in related fields. Emphasis is placed on the teaching and spotting of basic gymnastics and tumbling skills. Foundational concepts of balance, flexibility, spatial awareness, motor learning, and risk management will be covered.

Physics (PHYS)

PHYS 100 Introduction to Physics (3)
A concise treatment of the basic principles of physics. Includes mechanics, matter, electricity, magnetism, heat, sound, light, relativity, and nuclear physics. Prerequisite: Must have completed MATH 96 or earned a satisfactory score in Accuplacer, ACT, or SAT for placement into MATH 120.

PHYS 107 Technical Physics I (3)
Investigates traditional topics of physics. Topics include mechanics, electricity, basic solid state components, optics, gases, hydraulics, fluids, and thermodynamics. This course provides a basic understanding of how physical systems are related and their technical applications. Hands-on labs, demonstrations, and calculations are an integral part of the course. (Formerly PHYS 107B, Technical Physics I) Prerequisite: Must have completed MATH 96 or higher.

PHYS 117 Meteorology (3)
Description of the behavior of the atmosphere with special emphasis on the physical processes involved in the weather.

PHYS 151 General Physics I (4)
Primarily for students in arts and science. Topics include kinematics, energy and momentum conservation, rotational dynamics, thermodynamics, fluids, harmonic motion, and sound. Laboratory experiments illustrate many of these fundamental principles. Prerequisite: Must have completed MATH 127 or higher.

PHYS 152 General Physics II (4)
A continuation of PHYS 151. Topics include electrostatics, circuits, magnetism, induction, AC circuits, electronics, light optics, special relativity, and an introduction in quantum theory. Lab included. Prerequisite: Must have completed PHYS 151.

PHYS 180 Physics for Scientists and Engineers I (4)
A comprehensive, calculus-based physics course designed for advanced science and engineering students. Consists of intensive word problem solving covering topics of kinematics, vectors, forces, energy, momentum, rotation, angular momentum, equilibrium, elasticity, gravity, fluids, and oscillations. Lab included. (Formerly PHYS 180/180L, Engineering Physics I) Prerequisite: Must be taking MATH 181 or have completed MATH181 or higher.

PHYS 181 Physics for Scientists and Engineers II (4)
A calculus-based investigation of thermodynamic laws, kinetic theory, electric charge, field, potential, current, dielectrics, circuit elements, magnetic fields and materials, electromagnetic oscillations. Lab included. (Formerly PHYS 181/181L, Engineering Physics II) Prerequisite: Must have completed MATH 181 and PHYS 180.

PHYS 182 Physics for Scientists and Engineers III (4)
A calculus-based investigation of Faraday's laws and inductance, AC, EM waves, light, optical systems, interference, diffraction, polarization, relativity, quantum physics, atoms, molecules, solids, nuclei and radioactivity, elementary particles. Includes a weekly laboratory component. Prerequisite: Must have completed PHYS 181.

PHYS 483 Special Topics in Physics (1-3)
Topics of current interest which are not incorporated in regular offerings. Prerequisite: Must have completed PHYS 182.

Political Science (PSC)

To view the Social Sciences Department Academic Dishonesty Policy, visit the Social Sciences Department website: www.gbcnv.edu/departments/SOC.html.

PSC 100 The Nevada Constitution (1)
An introduction to the political history of Nevada through an in-depth examination of the basic law of the state, the Nevada Constitution as originally written and subsequently amended. Self-paced reading program. Course satisfies the Nevada Constitution requirement for out-of-state students who have already satisfied the three-credit U.S. Constitution requirement and are transferring into a GBC program.

PSC 101 Introduction to American Politics (3)
A survey of United States, national, state, and local governments with emphasis on the cultural aspects of the governing process. Satisfies the legislative requirement for the United States and Nevada Constitutions. (Formerly PSC 103, Principles of American Constitutional Government)

PSC 210 American Public Policy (3)
Analysis of the interplay of forces involved in policy making at all levels of American government. Study of the impact of policy on individuals and institutions.

PSC 231 World Politics (3)
Introduction to the study of international relations that stresses a systematic approach to world politics.

PSC 295 Special Topics in Political Science (1-3)
Course may utilize special emphasis topics/instructors or be offered as an individualized study format with directed readings. Classes will usually mirror offerings at other NSHE institutions. Unlimited repeatability. [P/W]

PSC 401F Public Opinion and Political Behavior (3)
Studies factors which shape basic political attitudes, circumstances which result in different kinds of political behavior, and psychological aspects of American government and politics in relation to public opinion in electoral politics, governance, and democratic theory. Prerequisite: Must have completed 40 or more credits including PSC 101.

PSC 401Z Special Topics in American Government (3)
Analysis of selected research and topical issues of political systems. May be repeated for a maximum of 12 credits. Prerequisite: Must have completed 40 or more credits including PSC 101.

PSC 403C Environmental Policy (3)
An examination of environmental policy and environmental law including issues in policy formulation and implementation, the basic statutory and regulatory framework, and judicial interpretation of the law. (Formerly PSC 421, Environmental Policy) Prerequisite: Must have completed 40 or more credits including PSC 101.

PSC 403K Problems in American Public Policy (3)
Examination of American public policy frameworks and spectrum of the political characteristics, institutions, and dynamics associated with decision-making processes in American government. Prerequisite: Must have completed 40 or more credits including PSC 101.

Psychology (PSY)

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PSY 101 General Psychology (3)
Survey of the discipline introducing psychological theories, research methods, and principles of behavior.

PSY 102 Psychology of Personal and Social Adjustment (3)
A study of personality and adjustment in normal persons. Adjustment techniques and reactions to frustration and conflict in the content of various social groups considered.

PSY 130 Human Sexuality (3)
Provides a practical, informational approach to this subject. Surveys the biological, cultural, and ethical aspects of human sexuality.

PSY 208 Psychology of Human Relations (3)
Explores the relationships between human beings and assists in the development of interpersonal communication skills which can be used personally and professionally.

PSY 233 Child Psychology (3)
An overview of the theories, stages, and development of the child. Provides a practical and informational view of a child's cognitive, social, and personality development.

PSY 234 Psychology Of Adolescence (3)
Examines psychological development during adolescence with emphasis on special problems in American society including drug abuse, pregnancy, and familial problems.

PSY 241 Introduction to Abnormal Psychology (3)
An overview of abnormal psychology with emphasis on the symptomology, etiology, diagnosis, treatment and prevention of the major psychological disorders. Prerequisite: Must have completed PSY 101.

PSY 276 Aging in Modern American Society (3)
The psychological and sociological development and the changes attendant to the process of aging in society. The course presents theory and research in the field, implications for social policy, and discusses perspectives on death and dying. Also available as SOC 276.

PSY 290 Special Topics in Psychology (1-4)
Selected problems and conceptual issues in psychology. Issues selected will depend upon current interest of staff and students. (Formerly PSY 290B, Special Topics in Psychology.)

PSY 435 Personality (3)
Study of personality as a psychological construct with emphasis on its structure, development, and measurement. Prerequisite: Must have completed PSY 101.

PSY 460 Social Psychology (3)
Social and group factors affecting individual behavior. Topics include social perception, opinions, and attitudes; influence processes; and small group behavior. Prerequisite: Must have completed 40 or more credits including PSY 101.

Radiology (RAD)

RAD 101 Exploration of Radiology (0.5)
For students who are interested in becoming a radiological technologist. Designed to give basic knowledge of what a radiological technologist does and what careers are available in this field. The major learning outcome of this course is to help students determine if this is the right career choice for them. Formerly RAD 090B.

RAD 112 Patient Care and Medical Terminology (2)
Covers procedures and practices related to radiological technology with an emphasis in patient care, patient safety, and communication. Aseptic techniques and procedures used to maintain a sterile field is explained. The use of prefixes, suffixes, roots, and medical terms will be covered. Previous Medical Terminology course is recommended but not required. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

RAD 116 Radiography I (3)
Learn radiology positioning and anatomy. Identify the anatomic structures that will be on an x-ray examination, pathology noted, and radiation safety measures that should be used. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

RAD 118 Electrical and Radation Physics (3)
Provides knowledge of x-ray terminology and structure of x-ray circuitry, radiation production, radiation characteristics, and the photon interactions. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

RAD 124 Radiographic Photography and Techniques (3)
Covers processing of the radiographic image, from darkroom to computerized radiography. The principles and practices with manipulation of exposure factors to obtain acceptable image quality will be discussed at length. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

RAD 126 Radiography II (3)
A continuation of RAD 116. Reviews advanced radiology procedures, pathology noted on images, radio-pharmacology, and film critique. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

RAD 128 Imaging Equipment (3)
Review all the radiographic equipment used in imaging departments and the equipment works. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

RAD 198 **Special Topics in Radiology** (0.5-6)
Covers limited radiology technology procedures and practices related to radiology technology with an emphasis on improving quality, radiation safety, and patient positioning. Designed for students who work with radiology equipment and want to enhance their skills. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

RAD 225 **Clinical Radiology I** (7)
A planned clinical experience. Gives the student the opportunity to apply didactic education to work-related examinations under the supervision of a registered technologist. The student must demonstrate clinical competency to continue in the program. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

RAD 226 **Clinical Radiology II** (7)
A continuation of RAD 225. The student will continue to apply knowledge gained in the classroom to work experience. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

RAD 227 **Clinical Radiology III** (14)
A continuation of RAD 226. Further clinical experiences will take place in order to achieve required competency. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

RAD 238 **Radiation Safety and Protection** (2)
Course covers the ALARA (as low as reasonable achievable) concept. It also includes the definitions and significance of radiation protection and the biological effects of radiation. National and state requirements will be discussed. Offered online. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

RAD 242 **Radiography Quality Management** (1)
A study of quality control methods pertaining to equipment and quality issues in the radiology department. Covers performance improvement studies and quality assurance programs in relationship to current health-care trends. Offered online. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Real Estate **(RE)**

GBC offers the following courses for the Nevada Real Estate Sales or Broker Licenses. Specific requirements for these licenses should be obtained from the following:

RE 101 **Real Estate Principles** (3)
A general overview of the field touching on a variety of topics such as escrow, title work, contracts, appraising, and listings. It is designed to give the student a basic understanding of how the business operates. Can be taken concurrently with RE 103.

RE 103 **Real Estate Law and Practice** (3)
Includes 45 hours of instruction in real estate practices including land economics and appraising, land description, financing and insurance, escrows and closings, subdivisions and developments.

Nevada Real Estate Division
Department of Business and Industry
788 Fairview Drive, Suite 200
Carson City, NV 89710-5453
775.687.4280

Social Work **(SW)**

To view the Social Sciences Department Academic Dishonesty Policy, visit the Social Sciences Department website: www.gbcnv.edu/departments/SOC.html.

SW 101 **Introduction to Social Work** (3)
Overview of the public and private social services and the social work profession including analysis of their functions as modes of social problem solving. (Formerly SW 220)

SW 230 **Crisis Intervention** (3)
Analysis of crisis theories, definition of crisis, what can cause crisis, effects of crisis, and resources for crisis, and resources for crisis intervention. Prerequisite: Must have completed PSY 101.

SW 250 **Social Welfare History and Policy** (3)
Explores the historical development of the social work profession and current policies governing the social service delivery system within the United States. Social policy is presented as a social construction influenced by a range of ideologies and interests. Special attention is paid to social welfare policy and programs relevant to the practice of social work, including poverty, child and family well-being, mental and physical disability, health, and racial, ethnic, and sexual minorities. The course includes a focus on the role of policy in creating, maintaining or eradicating social inequities. Prerequisite: Must have completed SW 101.

SW 310 **Human Behavior and the Social Environment I** (3)
Examines human development from conception through young adulthood from an ecological-systems approach using a biopsychosocial perspective. Theories related to typical and atypical biological, psychological, cognitive, and social development will be explored. In addition, theories regarding small groups, communities, and social organizations will be presented to focus on the interaction among the social, political, economic, biological, cultural, and environmental forces that come to bear on the growth and development of all individuals including minority groups, women, gays and lesbians, and other oppressed groups. Prerequisite: Must have completed ANTH 101 and BIOL 100 and PSY 101 and SOC 101 and SW 101 and (ECON 102 or ECON 103) and ((HIST 101 nad HIST 102) or PSC 101).

SW 311 Human Behavior and the Social Environment II (3)
Examines human development from adulthood through old age and death as a continuation from SW 310, utilizing the same theoretical perspectives related to biological, psychological, cognitive, and social development. In addition, as in SW 310, theories regarding small groups, communities, and social organizations will be presented to focus on the interaction among the social, political, economic, biological, cultural, and environmental forces that come to bear on the growth and development of all individuals including minority groups, women, gays and lesbians, and other oppressed groups. Prerequisite: Must have completed SW 310.

SW 321 Basics of Professional Communication (3)
Focuses on the development of basic communication and observational skills needed for subsequent social work methods courses. Communication topics to be addressed include: active listening, questioning, empathetic responding, paraphrasing, summarizing, persuasive writing, and non-verbal communication. Emphasis will be placed on developing observation and communication skills that capture events in ways that are descriptive, accurate, and unbiased. Given the importance of nonjudgmental and unbiased communication to rapport, the course will examine the role of power differentials, gender, culture, class, context and ethnicity/race on professional communication. Prerequisite: Must have completed ENG 101 and ENG 102 and PSY 101 and SW 101.

Sociology (SOC)

To view the Social Sciences Department Academic Dishonesty Policy, visit the Social Sciences Department website: www.gbcnv.edu/departments/SOC.html.

SOC 101 Principles of Sociology (3)
Sociological principles underlying the development, structure, and function of culture including society, human groups, personality formation, and social change.

SOC 275 Introduction to Marriage and the Family (3)
Prepares the student for contemporary issues or problems encountered in dating, courtship, marriage, and parenthood. Emphasis will be on changing roles within families, communications, and parent-child interactions.

SOC 276 Aging in Modern American Society (3)
The psychological and sociological development and the changes attendant to the process of aging in society. The course presents theory and research in the field, implications for social policy, and discusses perspectives on death and dying. Also available as PSY 276.

Spanish (SPAN)

SPAN 101 Basics of Spanish I (3)
Listening, reading, writing, and basic conversational skills. Building a vocabulary of Spanish-English words. (Formerly SPAN 101B, Spanish, Conversational I) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

SPAN 102 Basics of Spanish II (3)
A second semester of Conversational Spanish, designed to continue and improve the skills learned in the first semester. (Formerly SPAN 102B, Spanish, Conversational II) Prerequisite: Must have completed SPAN 101. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

SPAN 109 Spanish for Law Enforcement I (3)
Spanish for Law Enforcement is a comprehensive language course designed to provide functional Spanish language skills for law enforcement personnel/officers who have contact with Spanish speaking individuals. In addition, it includes language training pertinent to alert words, vital phrases of law enforcement operations and procedures. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

SPAN 111 First Year Spanish I (3)
Development of language skills through practice in listening, speaking, reading, writing, and structural analysis. Language practice required. [H*]

SPAN 112 First Year Spanish II (3)
A continuation of SPAN 111. Language practice required. [H*] Prerequisite: Must have completed SPAN 111.

SPAN 199 Special Topics in Spanish (1-3)
Emphasizes intermediate to advanced speaking, reading, writing, and grammar skills in Spanish. Advanced-level Spanish will focus on reading literature excerpts with discussion in Spanish, with a continued review of previously learned grammar and vocabulary. Emphasis will be placed on grammatically correct usage, pronunciation, and communication, with expanded vocabulary usage. Unlimited repeatability. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

SPAN 211 Second Year Spanish I (3)
Considers structural review, conversation and writing, and readings in modern literature. [H*] Prerequisite: Must have completed SPAN 112.

SPAN 212 Second Year Spanish II (3)
A continuation of SPAN 211. [H*] Prerequisite: Must have completed SPAN 111 and SPAN 112 and SPAN 211.

SPAN 305 Spanish Composition (3)
The advanced student of Spanish will be exposed to a free-writing approach in the composition of essays in Spanish. Auxiliary activities will include vocabulary development and grammatical refinement as well as a grounding in and further review of Spanish grammar and the use of idiomatic speech. [H] Prerequisite: Must have completed SPAN 212.

SPAN 400 Practicum in Spanish in the Community (2)
Supervised experience as an interpreter or translator using Spanish for local agencies or schools. Prerequisite: Must have completed SPAN 212 and be taking SPAN 305.

Statistics (STAT)

STAT 152 Introduction to Statistics (3)
Includes descriptive statistics, probability models, random variables, statistical estimation and hypothesis testing, linear regression analysis, and other topics. Designed to show the dependence of statistics on probability. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed AMS 310 or MATH 120 or MATH 126 or higher.

Technical Arts (TA)

TA 100 Shop Practices (1-4)

An introduction to hand tool identification and proper use, shop safety, and other topics including screw thread, hydraulic hose, fitting identification, and measuring devices. Also available as DT 100. Unlimited repeatability. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

TA 108 Applied Math for Technicians (3)

Emphasizes the ability to understand and apply math to solve problems in society and the workplace. Topics include a review of whole numbers, fractions, mixed numbers, decimals and percentages, plus geometry, and formulae, basic right angle trigonometry, elementary statistics, probability, linear equations, and measurement methods. This course employs lecture, small group collaboration, and hands-on lab activities relating to student's major emphasis. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

TA 299 Special Topics in Technical Arts (1-5)

Consideration of special topics and issues in technical arts. Selection will depend upon current interests and needs. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Theatre (THTR)

THTR 100 Introduction to Theatre (3)

A survey of the basic principles, facts, and theories providing an understanding of the art of theatre. Course also includes a special focus on the practical technical aspects of the theatre and on live theatre experiences. [H*]

THTR 102 Introduction to Stage Voice (3)

Fundamentals of voice production including relaxation, alignment, breath, resonance, and articulation. Vocal health and the physiological aspects of voice/speech production. Students complete numbers performance projects.

THTR 105 Introduction to Acting I (3)

Examines acting fundamentals and focuses on development of vocal, physical, and creative tools to be used on stage. Unlimited repeatability. [F*]

THTR 198 Special Topics (1-3)

Consideration of special topics and issues in speech. Selection will depend upon current interests and needs. An additional emphasis provides for a responsive class which allows student actors from GBC, area high schools, and community theatres to work together on particular theatrical challenges. Unlimited repeatability.

THTR 205 Introduction to Acting II (3)

Continuation of THTR 105. [F] Prerequisite: Must have completed THTR 105.

THTR 209 Theatre Practicum (1-6)

Performance and production of plays for GBC's Little Theatre season. [F]

THTR 221 Oral Interpretation (3)

Introduction to and practice of oral interpretation of literary and dramatic works from Shakespeare to contemporary writers and poets. [H]

THTR 306 Advanced Acting (3)

Offers an advanced approach to acting with an emphasis on character work, character analysis, rehearsal process, performance proficiency, and ensemble work. Students will continue development of technical skill, awareness, and fundamental understanding of acting through scenework, monologues, and specified techniques. Repeatable up to six credits. [F] Prerequisite: Must have completed THTR 105 or THTR 205.

Transport Technology (TT)

TT 109 Basic Driver Education (2)

Introduction to the laws, concepts, and practices of safe driving in Nevada. This course should lead to the student's ability to pass the Nevada Driver Written Examination. This is a classroom course without a driving component. [P/W] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Welding (WELD)

WELD 105 Drawing and Weld Symbol Interpretation (3)

An introduction to the interpretation of basic elements of blueprints, sketches, and interpretation of welding symbols. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

WELD 110 Basic Arc Welding Principles and Practices (2.5-5.5)

Course provides students with the basic knowledge and understanding to complete fillet and groove welds in the 1G and 1F positions using the shielded metal arc welding (SMAW) process on plain carbon steel. (15 contact hours per credit) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

WELD 115 Welding Inspection and Testing Principles (3)

Course will allow students to examine cut surfaces and edges of prepared base metal parts, examine tack, intermediate layers, and completed welds. Students will also study nondestructive testing examination (NDE) methods such as Magnetic Particle (MT), Liquid Penetrate (PT), Ultrasonic (UT), and Radiographic (RT) testing methods. (15 contact hours per credit) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

WELD 150 Metallurgy Fundamentals for Welding (3)

Explore the basic scientific theory as well as the practical side of metallurgy as it pertains to the welding field. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

WELD 160 Welding Design/Layout and Pipefitting (5.5)

A laboratory and lecture course in the design, layout, and construction of plate, pipe, and structural beams used in the fabrication and welding industries. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

WELD 198 Special Topics in Welding (1-6)

Consideration of special topics and issues in welding. Selection will depend upon current interests and courses may include pipefitting techniques, blacksmithing, ornamental iron work, other welding projects, and Tech Prep related theory. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

WELD 210 Advanced Welding Principles and Practices (5.5)

Course provides students with the advanced knowledge to produce high quality welds in all positions on plain carbon steel, using the shielded metal arc welding (SMAW) process. Requires passing a 2G-3G limited thickness qualification test on plain carbon steel. (15 contact hours per credit) Prerequisite: Must have completed WELD 110. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

WELD 211 Welding I (3)
Introduction to shielded metal arc welding (SMAW). Also includes oxy-fuel cutting. Shop safety is emphasized.

WELD 220 Gas Metal (GMAW) and Flux Cored Arc Welding (FCAW) (11)
Course provides students with the knowledge to produce high quality welds in all positions on plain carbon steel, using the gas metal arc welding (GMAW) short circuit transfer mode and flux cored arc welding (FCAW) processes. Also requires use of the spray transfer mode for the 1F-2F and 1G positions on plain carbon steel. (15 contact hours per credit) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

WELD 221 Welding II (3)
A continuation of WELD 211 with emphasis on developing welding skills for arc welding in overhead, horizontal, and vertical positions. Does not include pipe welding. Prerequisite: Must have completed WELD 211.

WELD 224 Welding Projects (1-6)
Layout, fit up, and fabrication. Class provides an opportunity to use welding skills to produce any number of different projects. (15 contact hours per credit) [P/W] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

WELD 231 Welding III, Gas Metal and Flux Cored Arc Welding (3)
Provides training and hands-on welding experience in the welding process of Gas Metal (GMAW) and Flux Cored Arc Welding (FCAW).

WELD 240 Gas Tungsten Arc Welding (GTAW) (1-8)
Course provides students with the knowledge to produce high quality welds in all positions on plain carbon steel, aluminum, and stainless steel using the gas tungsten arc welding (GTAW) process. (15 contact hours per credit) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

WELD 241 Welding IV, Gas Tungsten Arc Welding (3)
Provides training and hands-on welding experience in the welding process of Gas Tungsten Arc Welding (GTAW). [N] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

WELD 250 Welding Certification Preparation (1-6)
Through instruction and practice, this course prepares the student to pass one or more of the American Welding Society certification tests. [P/W] Prerequisite: Must have completed WELD 210 and WELD 221. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

WELD 260 Pipe Welding (8)
Course provides students with the knowledge of pipe welding principles using shielded metal arc welding processes. (15 contact hours per credit) Prerequisite: Must have completed WELD 210. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Women's Studies (WMST)

WMST 101 Introduction to Women's Studies (3)
Introduces the methods and concerns of women's studies drawing from history, psychology, sociology, law, and language.

Woodworking (WOOD)

WOOD 197 Beginning Woodworking (3)
Tool identification and uses, tools and machine safety, project design and construction, gluing, laminating, mechanical drawings, and sketches of three views. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

WOOD 221 Advanced Woodworking (3)
Advanced woodworking is a continuation of the skills and practices learned in beginning woodworking. The course is designed to meet the individual needs of the student through advanced woodworking construction practices which will be employed on an individual student need basis. Prerequisite: Must have completed WOOD 197. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

College Board Advanced Placement Examination (CBAPE)*

Upon receipt of an official score report from the College Board, the Great Basin College Office of Admissions and Records grants credit as specified and assigns a grade of "P" for scores as follows:

| EXAMINATION | SCORE | GBC COURSE EQUIVALENT | CREDIT GRANTED |
|---|------------|------------------------------------|----------------|
| Art | | | |
| History | 3, 4, or 5 | Art Elective | 3 |
| Studio Art | 3, 4, or 5 | Art Elective | 3 |
| Biology | | | |
| | 3 | Biology 190 | 3 |
| | 4 or 5 | Biology 190 and 191 | 6 |
| Chemistry | | | |
| | 3 | Chemistry 121 | 3 |
| | 4 or 5 | Chemistry 121 and 122 | 6 |
| Computer Science | | | |
| Computer Science A | 3, 4, or 5 | CIT Elective | 3 |
| Computer Science AB | 3 | CIT Elective | 3 |
| | 4 or 5 | CIT Elective | 6 |
| Economics | | | |
| Microeconomics | 3, 4, or 5 | Economics 102 | 3 |
| Macroeconomics | 3, 4, or 5 | Economics 103 | 3 |
| English Language and Composition | | | |
| | 3 | English 101 | 3 |
| | 4 or 5 | English 101 and 102 | 6 |
| English Literature and Composition | 3 | English 101 | 3 |
| | 4 or 5 | English 101 and 203 | 6 |
| Environmental Science | | | |
| | 4 or 5 | Environmental Studies 100 | 3 |
| French | | | |
| French Language | 4 or 5 | French 111 and 112 | 6 |
| French Literature | 4 or 5 | French 111, 112, 211, and 212 | 12 |
| Geography, Human | | | |
| | 4 or 5 | Geography 106 | 3 |
| History | | | |
| American | 4 or 5 | History 101 and History Elective** | 6 |
| European | 4 or 5 | History 105 and 106 | 6 |
| World | 3, 4, or 5 | History Elective | 3 |

| | | | |
|---------------------------------------|------------|--------------------------------|----|
| | | | |
| Mathematics | | | |
| Calculus A, B | 3, 4, or 5 | Math 181 | 4 |
| Calculus B, C | 3, 4, or 5 | Math 181 and 182 | 8 |
| Statistics | 3, 4, or 5 | Statistics 152 | 3 |
| | | | |
| Music Theory | 3, 4, or 5 | Music Elective | 3 |
| | | | |
| Physics | | | |
| Physics B | 3, 4, or 5 | Physics 151 and 152 | 6 |
| Physics C (Mechanics) | 3, 4, or 5 | Physics 180 | 3 |
| Physics C (Electricity and Magnetism) | 3, 4, or 5 | Physics 181 | 3 |
| | | | |
| Political Science | | | |
| U.S. Government and Politics | 3, 4, or 5 | Political Science*** | 3 |
| Comparative Government and Politics | 3, 4, or 5 | Political Science Elective | 3 |
| | | | |
| Psychology | 3, 4 or 5 | Psychology 101 | 3 |
| | | | |
| Spanish | | | |
| Spanish Language | 4 or 5 | Spanish 111 and 112 | 6 |
| Spanish Literature | 4 or 5 | Spanish 111, 112, 211, and 212 | 12 |

*This grid is subject to change. Please check with Admissions and Records for the most recent version.

**By taking PSC 100, you may receive credit for History 102.

***By taking PSC 100, you may receive credit for PSC 101.

College-Level Examination Program (CLEP)

Upon receipt of an official score report from the College Board, the Great Basin College Office of Admissions and Records grants credits and a grade of "P" for CLEP exam scores of 50 or above. The general examination(s) should be completed before the student completes 30 credits. Subject examinations may be taken at any time.

| Examination | GBC Course Equivalent | Credit Granted |
|---|-----------------------|----------------|
| GENERAL | | |
| College Composition (including essay) | ENG 101 | 3 |
| Humanities | Elective | 6 |
| College Mathematics | MATH 120 | 3 |
| Natural Sciences | Elective | 6 |
| Social Sciences and History | Elective | 6 |
| SUBJECT | | |
| BIOLOGY | | |
| General Biology | Elective | 3 |
| BUSINESS | | |
| Principles of Management | Elective | 3 |
| Principles of Accounting | ACC 201 | 3 |
| Information Systems and Computer Applications | IS 101 | 3 |
| Introductory Business Law | Elective | 3 |
| Principles of Marketing | Elective | 3 |
| CHEMISTRY | | |
| General Chemistry | Elective | 3 |
| ECONOMICS | | |
| Principles of Microeconomics | ECON 102 | 3 |
| Principles of Macroeconomics | ECON 103 | 3 |
| EDUCATION | | |
| Introduction to Educational Psychology | Elective | 3 |
| ENGLISH | | |
| American Literature | Elective | 3 |
| Analyzing and Interpreting Literature | ENG 203 | 3 |
| English Literature | Elective | 3 |

| FOREIGN LANGUAGES | | |
|---|-------------------------|---|
| French Language | FREN 111 | 3 |
| German Language | Elective | 3 |
| Spanish Language | SPAN 111 ⁽¹⁾ | 3 |
| HISTORY | | |
| U.S. History I: Early Colonization to 1877 | HIST 101 | 3 |
| U.S. History II: 1865 to the present | Elective ⁽²⁾ | 3 |
| Western Civilization I: Ancient Near East to 1648 | HIST 105 | 3 |
| Western Civilization II: 1648 to the present | HIST 106 | 3 |
| HUMAN DEVELOPMENT AND FAMILY STUDIES | | |
| Human Growth and Development | HDFS 201 | 3 |
| MATHEMATICS | | |
| Calculus | MATH 181 | 4 |
| College Algebra | MATH 126 | 3 |
| Precalculus | MATH 128 | 5 |
| POLITICAL SCIENCE | | |
| American Government | Elective ⁽³⁾ | 3 |
| PSYCHOLOGY | | |
| Introductory Psychology | PSY 101 | 3 |
| SOCIOLOGY | | |
| Introductory Sociology | SOC 101 | 3 |

1. Student will receive six credits of SPAN 111 and SPAN 112 with a Spanish Language CLEP score of 63 or higher.
2. By taking PSC 100, student will receive credit for HIST102.
3. By taking PSC 100, student will receive credit for PSC 101.

TITLE 2 - Nevada System of Higher Education CODE

CHAPTER 6

RULES AND DISCIPLINARY PROCEDURES FOR MEMBERS OF THE UNIVERSITY COMMUNITY, EXCEPT DRI (REV 252 3/12)

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Section 6.1 Scope of the Chapter
 6.1.1 Applicability of Procedures and Sanctions. The procedures and sanctions established in this chapter are applicable to the resolution and determination of charges against members of the community of the Nevada System of Higher Education for allegedly engaging in conduct prohibited by the Nevada System of Higher Education Code or by other applicable stated policies, procedures, rules, regulations or bylaws of the System institutions. Except as otherwise provided in this chapter, the NSHE institutions and professional schools may establish written policies, procedures and sanctions for the discipline of its students that may be used in lieu of the policies, procedures and sanctions of this chapter, including but not limited to the establishment of student judicial councils, subject to the prior review by the Chief Counsel and to the approval of the president of the institution. (B/R 1/07)

6.1.2 Proceedings Concurrent. Action under the procedures established by this chapter shall go forward regardless of other possible or pending administrative, civil or criminal proceedings arising out of the same or other events.

Section 6.2 Cause
6.2.1 Prohibited Activity - Faculty Only. The following conduct, being incompatible with the purposes of an academic community, is prohibited for all members of the faculty of the System, shall constitute cause for discipline and may lead to the procedures and disciplinary sanctions established in Section 6.3 of the Nevada System of Higher Education Code.

- (a) Failure to perform the duties for which the faculty member is employed.
- (b) Failure to maintain a required level of performance as provided in Section 5.12 of the Nevada System of Higher Education Code.
- (c) Incompetence or inefficiency in performing the duties for which the faculty member is employed.
- (d) Insubordination.
- (e) Falsification of employment applications or documents submitted to the System, its member institutions or its special units, or making other false or fraudulent representations in securing employment.
- (f) Dishonesty.
- (g) Conviction of any criminal act involving moral turpitude.
- (h) Being under the influence of intoxicants, or, without a valid medical excuse, being under the influence of controlled substances as defined in the Nevada Revised Statutes, while on duty, due consideration being given to NRS 284.379.
- (i) Unauthorized absence from duty or abuse of leave privileges.
- (j) Personal or professional conduct which shows that the faculty member is unfit to remain in the faculty member's employment position or which has an ascertainable harmful or adverse effect on the efficiency of the faculty member's administrative unit.

6.2.2 Standards of Conduct. The following conduct, being incompatible with the purposes of an academic community, is prohibited for all members of the community of the System, including but not limited to the faculty and students, shall constitute cause for discipline and may lead to the procedures and disciplinary sanctions established in Section 6.3 of this chapter. Students are also subject to the prohibitions contained in this subsection under the procedures and disciplinary sanctions that may be established by the institution or professional school as authorized by Section 6.1.1 of the Nevada System of Higher Education Code. Specific acts of misconduct include, but are not limited to:

- (a) Commission of any of the acts specified in Subsection 2.1.4 of the Nevada System of Higher Education Code;
- (b) The use of, or threat to use, force or violence against any member or guest of the System community, except when lawfully permissible;
- (c) Interference by force, threat or duress with the lawful freedom of movement of persons or vehicles on the premises of the System;
- (d) The intentional disruption or unauthorized interruption of functions of the System, including but not limited to classes, convocations, lectures, meetings, recruiting interviews and social events, on or off premises of the System;
- (e) Willful damage, destruction, defacement, theft or misappropriation of equipment or property belonging to, in the possession of or on premises occupied by, the System;
- (f) Knowing possession on any premises of the System of any firearms, explosives, dangerous chemicals or other instruments of destruction, or other dangerous weapons as defined by the laws of the State of Nevada, without the written authorization of the president of any System institution or the president's authorized agent, unless such possession reasonably relates to duly recognized System functions by appropriate members of the faculty, other employees or students;
- (g) Continued occupation of buildings, structures, grounds or premises belonging to, or occupied by, the System after having been ordered to leave by the president of a System institution or the president's designee;

- (h) Forgery, alteration, falsification or destruction of System documents or furnishing false information in documents submitted to the Nevada System of Higher Education.
- (i) Making an accusation which is intentionally false or is made with reckless disregard for the truth against any member of the System community by filing a complaint or charges under this Nevada System of Higher Education Code or under any applicable established grievance procedures in the System;
- (j) The repeated use of obscene or abusive language in a classroom or public meeting of the System where such usage is beyond the bounds of generally accepted good taste and which, if occurring in a class, is not significantly related to the teaching of the subject matter;
- (k) Willful incitement of persons to commit any of the acts herein prohibited;
- (l) Disorderly, lewd or indecent conduct occurring on System premises or at a System sponsored function on or off such premises;
- (m) Any act prohibited by local, state or federal law which occurs on System premises or at a System sponsored function on or off such premises;
- (n) The use of threats of violence against a faculty member or the faculty member's family in order to secure preferential treatment for grades, loans, employment or other service or privilege accorded by the System;
- (o) Any act of unlawful discrimination based on race, creed, color, sex, age, handicap or national origin or any act of employment or educational retaliation against any person who has made a complaint about such discrimination;
- (p) Any act of sexual harassment when submission to a request or demand of a sexual nature is either an explicit or implicit term or condition of employment or of academic study or grading, or where verbal or physical conduct of a sexual nature has the effect of creating an intimidating, offensive or hostile work or educational environment;
- (q) Acts of academic dishonesty, including but not limited to cheating, plagiarism, falsifying research data or results, or assisting others to do the same;
- (r) Willfully destroying, damaging, tampering, altering, stealing, misappropriating, or using without permission any system, program or file of the Nevada System of Higher Education;
- (s) Acts of hazing. Hazing is defined as any method of initiation into or affiliation with the university or community college community, a student organization, a sports team, an academic association, or other group engaged in by an individual that intentionally or recklessly endangers another individual; and
- (t) Any other conduct which violates applicable stated prohibitions, policies, procedures, rules, regulations or bylaws of the Board of Regents or a System institution.

6.2.3 Disciplinary Actions.

- (a) Individuals charged with investigating or reviewing acts of misconduct at an NSHE institution or professional school must receive training approved by NSHE legal counsel.
- (b) Any final action resulting from a disciplinary proceeding shall become part of the student's disciplinary record.
- (c) In the absence of institutional or professional school policies and procedures authorized under Section 6.1.1, the provisions of this chapter apply to the investigation and resolution of charges of student misconduct.

6.2.4 Mental or Physical Incapacity. The inability or incapacity to perform the duties for which the faculty member is employed due to mental or physical reasons may lead to suspension or termination of employment as provided in Subsections 6.3.6(b) and 6.3.7(b) of the Nevada System of Higher Education Code, due consideration being given to the provisions of NRS 284.379. (B/R 1/07)

6.2.5 Sexual Harassment.

- (a) The Board of Regents deems the sexual harassment of students and employees to be unacceptable and prohibited.
 1. Because of the particularly offensive and degrading nature of sexual harassment, the danger of academic or employment retaliation for accusations of sexual harassment and the difficult and tense academic or employment environment which can result while allegations of sexual harassment are investigated or heard, it is the policy of the Board of Regents that, pending the completion of an investigation and/or disciplinary hearing into the allegations of sexual harassment, and only to the extent deemed necessary by the facts of each case, contacts between the complainant(s) and the person accused of sexual harassment shall be kept to a minimum or eliminated altogether by physical separation, assignment to other duties or classes or placement on administrative leave.
 2. Such action shall be deemed to be without prejudice to any person involved or determination of the truth or falsity of the allegations.
 3. Any such action shall be taken or maintained in such manner as to afford the least possible disruption to the day-to-day activities of the institution but the ease of reassigning students or employee subordinates in place of instructors or supervisors shall not be a factor in taking such action.
- (b) An alleged victim of sexual harassment and a person against whom a complaint of alleged sexual harassment is filed shall have the opportunity to select an independent advisor for assistance, support and advice. They shall be advised at the beginning of the Title 2, Chapter 6 complaint process that he or she may select an independent advisor and it shall become their choice to utilize or not utilize the independent advisor. The independent advisor may be brought into the process at any time. The institutional affirmative action officer or the administrative officer shall advise the alleged victim and the individual against the complaint of alleged sexual harassment has been filed of this right. The means and manner by which an independent advisor shall be made available shall be determined by each institution or unit. In any hearings on a complaint of sexual harassment, the burden of proof shall be by a preponderance of the evidence. In connection with any hearings, the person filing the complaint and the person against whom the complaint of alleged sexual harassment has been filed have equal rights to be interviewed, identify witness, provide and receive documentation and witness lists pertaining to the complaint, and to appeal the decision in accordance with the Section 6.13. With respect to an institutional disciplinary proceeding alleging a sex offense, the Clergy Act requires that the accuser and the accused must be informed of the outcome. (B/R 03/12)

Section 6.3 Disciplinary Sanctions

The following sanctions are applicable to members of the community of the Nevada System of Higher Education for conduct prohibited by Section 6.2 of the Nevada System of Higher Education Code. Depending on the seriousness of the misconduct, these sanctions may be imposed in any order.

6.3.1 Warning. Notice, oral or written, that continuation or repetition of prohibited conduct may be the cause for more severe disciplinary action.

6.3.2 Reprimand. A formal censure or severe reproof administered in writing to a person engaging in prohibited conduct.

6.3.3 Restitution. The requirement to reimburse the legal owners for a loss due to defacement, damage, fraud, theft or misappropriation of property. The failure to make restitution shall be the cause for more severe disciplinary action.

6.3.4 Probation. Probation is applicable to students only. It consists of a trial period not exceeding one year in which the conduct of the student will be evaluated in terms of whether any prohibited acts are committed. Probation may include exclusion from participation in privileged or extracurricular activities of the System. The person placed on probation shall be notified, in writing that the commission of prohibited acts will lead to more severe disciplinary sanctions. The official transcript of the student on probation may be marked "DISCIPLINARY PROBATION" for the period of the probation and any exclusions may also be noted. Parents or legal guardians of minor students shall be notified of the action.

6.3.5 Reduction in Pay. A reduction in pay may be imposed at any time during the term of an employment contract upon compliance with the procedures established in this chapter.

6.3.6 Suspension.

(a) For Students Only:

1. Exclusion for a definite period of time from attending classes and from participating in other activities of the System, as set forth in a written notice to the student. The official transcript of the student shall be marked "DISCIPLINARY SUSPENSION EFFECTIVE ____ TO ____." Parents or legal guardians of minor students shall be notified of the action.
2. A student who is enrolled in his or her last semester before graduation or is not currently enrolled in the System and who was not registered during the previous semester or who graduated at the end of the previous semester may request that the notation of the disciplinary suspension be removed from the official transcript when two years have elapsed since the expiration of the student's suspension. Such request must be submitted in writing to the president or his designee in accordance with 6.3.8. If the request is not granted, the student at yearly intervals thereafter may submit a request for removal of the notation.

(b) For Employees Only (B/R 4/08)

Exclusion from assigned duties for one or more workweeks without pay, as set forth in a written notice to the employee. The phrase "workweek" has the meaning ascribed to it in the Fair Labor Standards Act; 29 U.S.C. § 207(a).

6.3.7 Expulsion or Termination.

(a) For Students Only. Termination of student registration and status for an indefinite period of time. Permission of the president shall be required for readmission. The official transcript of the student shall be marked "DISCIPLINARY EXPULSION EFFECTIVE ____." The parents or legal guardians of minor students shall be notified of the action. A student who is enrolled in his or her last semester before graduation or is not currently enrolled in the System and who was not registered during the previous semester or who graduated at the end of the previous semester may request that the notation of the disciplinary expulsion or termination be removed from the official transcript when four years have elapsed since the expiration of the student's expulsion or termination. Such request must be submitted in writing to the President or designee in accordance with 6.3.8. If the request is not granted, the student at yearly intervals thereafter may submit a request for removal of the notation.

(b) For Employees Only (B/R 4/08)

Termination of employment for cause. A hearing held under the procedures established in Section 6.9 and other applicable provisions of this chapter shall be required before the employment of an employee may be terminated for cause.

6.3.8 Expunging of Student Disciplinary Records. Records of disciplinary actions resulting in a student's suspension, expulsion, or termination shall be maintained for a period of at least six years from the date of the disciplinary action unless, pursuant to a written request, an official order to expunge a specific disciplinary record and remove from the student's transcript is issued by the President or designee as prescribed in 6.3.6 and 6.3.7. A student may request that his or her disciplinary record be expunged and any such notation be removed from the student's transcript during the student's last semester before graduation or any time following graduation. The burden demonstrating reasonable cause for considering the expunging of a disciplinary record lies with the student. In considering such requests, the institution may consider the:

- (a) Stated reason for request and circumstances surrounding request;
- (b) Date and seriousness of the violation;
- (c) Student's behavior and disciplinary record since the violation, including successful completion of any imposed sanctions;
- (d) The impact, if any, on the public that failure to give such notice may cause; and
- (e) Consequences of denying request.

The grant or denial of a request to expunge a student's disciplinary record shall rest solely within the discretion of the institution, and the enumeration of the foregoing factors shall not in any way imply a duty on the institution to grant such a request by means of a balancing or other test. If a request is not granted, the student at yearly intervals thereafter may request that his or her disciplinary record be expunged. The denial of a request to expunge is not appealable. (B/R 1/07)

6.3.9 Revocation of a Degree

- (a) The Board and its institutions reserve the right to withdraw academic degrees in the event that a case is brought after graduation for material academic misconduct that impacts the reputation of the institution, including misrepresentation of academic credentials or material falsification in an application, if the act occurred before graduation and during the time the student applied to, or was enrolled at an NSHE institution, but a complaint had not been filed prior to graduation. Institutions who are investigating acts of misconduct prior to a student graduating may postpone the awarding of a degree pending the outcome of the investigation and imposing of appropriate disciplinary sanctions.
- (b) Upon receipt of a complaint that a degree was conferred to a student accused of academic misconduct under subsection (a), the institution shall commence an investigation under Section 6.8. The purpose of the investigation is for the administrative officer to make a recommendation to the President whether the charges are warranted, and if so, whether

the violation is of such severity to warrant revocation of degree.

- (c) If the President determines that the charges are warranted and the violation, if proven, is of sufficient severity to warrant revocation of degree, then a special hearing committee and special hearing officer shall be appointed in accordance with Section 6.11.
- (d) The charged party shall receive all due process required by this Chapter in the investigation and hearing.
- (e) The President may consider alternatives to revocation of degree, depending on the severity of the offense.
- (f) After receiving the recommendation of the special hearing officer and special hearing committee, if it is determined that revocation of the degree is warranted, the President may revoke the degree. The charged party shall have an opportunity to appeal to the Board of Regents based on the procedure and grounds for appeal specified in Section 6.13.
- (g) On appeal, the Board may take such action as specified in Section 6.13.2(d).
- (h) The fact of degree revocation will appear permanently on the student's transcript.
- (i) Events of misconduct discovered more than 7 years following graduation from an NSHE institution are not subject to the provisions of this section.
- (j) NSHE institutions shall appropriately inform students of the Board's degree revocation policy. (B/R 4/08)

Section 6.4 Authority of the President

6.4.1 Exercise of Authority. The president shall exercise authority in disciplinary actions in accordance with the procedures established in this chapter and other laws and regulations as are applicable.

6.4.2 President Has Final Decision-Making Authority. All determinations and findings made within the System institutions are in the nature of recommendations to the president who shall have the final decision making authority, except as otherwise provided in the Nevada System of Higher Education Code.

6.4.3 Designation of Hearing Officers. The designation of hearing officers and decisions on the challenges of any hearing officer for cause, as provided in this chapter, shall be made by the president or the president's designee.

6.4.4 Delegation of Authority. The functions of the president, as prescribed in this chapter, may be delegated by the president to individual designees who are members of the staff of the System institution and such designees shall exercise these functions in the president's name. All references in the procedures established by this chapter to the president include such designees.

Section 6.5 Administrative Leave (B/R 5/92)

6.5.1 President to Order Administrative Leave. The president of each System institution may order any member of the System community to be placed on administrative leave for the interim period pending a disciplinary hearing whenever the president determines that administrative leave is required in order: (B/R 5/92)

- (a) To protect life, limb or property;
- (b) To ensure the maintenance of order; or
- (c) To remove a person from the University of Nevada System community when an act of sexual harassment has been alleged against such person and the accuser or the accused person cannot be assigned to other duties or classes or placed elsewhere in the System institution apart from each other pending the completion of an investigation and/or disciplinary hearing into the allegation. (B/R 5/92)

6.5.2 Hearing. Any person placed on such administrative leave shall be afforded an opportunity to a hearing with respect to the issue of the leave. The hearing on the administrative leave will be held no later than 10 college working days of the leave, unless the person placed on leave agrees to delay the hearing to a later time. The hearing shall be held under the hearing procedures established in Section 6.9 of the Nevada System of Higher Education Code, so far as can be made applicable, and by a general hearing officer as established in Section 6.10 of the Nevada System of Higher Education Code. The president's decision upon the hearing officer's recommendation shall be final. The issue shall be limited to whether the continued administrative leave of the individual involved pending the outcome of a disciplinary hearing is warranted. (B/R 5/92)

6.5.3 Expulsion from Premises. Administrative leave under this section will be coupled with a withdrawal of consent by the System for the individual involved to remain on System premises whenever there is reasonable cause to believe that life, limb, property or the maintenance of order are in danger. (B/R 5/92)

6.5.4 Administrative Officer's Duties. The administrative officer, as established in Section 6.7 of the Code, shall be responsible for presenting evidence that the administrative leave, withdrawal of consent to remain on System premises, or both, should be continued. (B/R 5/92)

6.5.5 Administrative Leave With Pay. Administrative leave under this section shall be with pay and other benefits. (B/R 5/92)

Section 6.6 Disciplinary Sanctions for Professional Employees

6.6.1 Authority of Administrators to Discipline. Vice presidents, deans, directors and persons in equivalent positions shall have the authority to issue reprimands or warnings (as defined under 6.3.1 and 6.3.2) to faculty members and other professional employees under procedures stated in 6.6 of the NSHE Code. Procedures under 6.6 differ from procedures established in Sections 6.7 to 6.14 of the NSHE Code. Code 6.6 procedures are to be used whenever possible, as an alternative to those in 6.7 to 6.14. (B/R 06/99)

6.6.2 Right to Notice. Before issuing a warning or reprimand, a person proposing to issue the disciplinary sanction shall notify the person whom it is proposed to so discipline in writing of the charges involved. The notice shall also schedule a meeting between the person charged and the person proposing to issue the disciplinary sanction for the purpose of discussing the charges. At least fifteen (15) working days before issuing a warning or reprimand, the vice president or dean, director or persons in equivalent positions proposing to issue the disciplinary sanction shall notify the affected person in writing of the charges involved and the proposed action. The notice shall:

1. Include all materials and documentation to support the charges;
2. Clearly state that it activates the processes set forth in 6.6 of the NSHE Code, and also state the alternatives available under 6.6.3 to the affected person; and

3. Advise the affected person of his or her rights according to 6.6.6. After the person proposing the disciplinary action has sent the notification, ten (10) working days must elapse before section 6.6.3 is implemented, during which time no documentation of the proposed action may be placed in the affected person's personnel file. (B/R 06/99)

6.6.3 Choice of Response. The person affected by the proposed disciplinary action shall have:

1. the right to mediation as outlined in 6.6.4, or through 6.6.8.
2. the right to accept the reprimand or warning or to respond, in writing to the warning or reprimand and to have that response immediately placed in his or her personnel file.
3. The right to grieve the warning or reprimand unless mediation is selected. If the affected person elects to grieve the warning or reprimand, mediation may not be used. Choice of mediation shall delay the filing of any warning or reprimand in the affected person's file until after the mediation proceeding is concluded and a final decision rendered: 6.6.4 Use of Mediation. If the person affected by the proposed decision to reprimand or warn chooses to select mediation procedures outlined below, he or she must notify, in writing, the vice president or dean within ten (10) working days of receiving notification of the intent to reprimand or warn. The mediator will be selected within fifteen (15) working days following request for mediation using a procedure jointly developed by the campus administration and Faculty Senate. All materials relevant to the proposed disciplinary sanction shall be delivered to the mediator within five (5) working days of the appointment of the mediator. All parties may view all materials deposited with the mediator.

6.6.5 Mediation. The mediator will call a meeting of both parties to facilitate an informal resolution of the matter. Both parties must participate in good faith in the mediation procedures. The meeting will take place within fifteen (15) working days after the appointment of the mediator. The mediator shall conduct the meeting with attention to fairness and due process, and shall seek to preserve the rights of all affected parties. The mediator shall have the right to call witnesses if deemed necessary by the mediator.

6.6.6 Rights of the Affected Person When Mediation has Been Chosen. The person shall have:

1. the right to access all materials and documents relevant to the proposed disciplinary action at least (10) working days prior to the meeting with the mediator;
2. the right to have a colleague present, and the right to introduce materials in response to the proposed warning or reprimand; and
3. the right to appeal any decision to the president. (B/R 6/99)

6.6.7 Burden of Proof. The burden of proof rests with the administrator or the person issuing the charges.

6.6.8 Decision. Any agreement reached by the affected person and the administrator through the mediation process shall be placed in the affected persons' personnel file. This agreement may not be appealed through any grievance process. If there is not an agreement between the parties, the mediator will submit a written report within fifteen (15) working days to the immediate supervisor of the administrator bringing the charges. A copy of the mediator's report shall also be given to the administrator bringing the charges and the affected person. The immediate supervisor must make a decision within ten (10) working days about whether the warning or reprimand will be issued. If the decision is to warn or reprimand the affected person the affected person may appeal to the president. The affected person may file a written appeal with the president within 15 working days. The written appeal shall contain the reasons, arguments and documentation supporting the appeal. The president shall reach a decision within a reasonable time after receipt of the written appeal. The president may uphold, modify or reverse the disciplinary sanction. The president's decision shall be final and cannot be grieved. (B/R 6/99)

Section 6.7 Administrative Officer

6.7.1 Appointment of Administrative Officer. The president of each System institution shall appoint, on either an ad hoc or a continuing basis, a person who shall have the authority to perform the duties established for the administrative officer in this chapter. The president may assign either a staff member of the System institution, or alternatively, may engage the services of an attorney who has been a member of the State Bar of Nevada at least five years or who is otherwise qualified by professional experience in administrative law. The person so assigned to these duties shall serve in this assignment at the pleasure of the president. It is the intent of the Board that this position shall not be used to create the basis for an on-campus staff attorney appointment that will report directly or indirectly to the institutional president. In order to assure an appropriate separation of responsibilities, the job description of the person appointed as administrative officer must be approved by the Executive Vice Chancellor & Chief Counsel prior to appointment. The person appointed to perform the duties of administrative officer shall not represent the System institution nor engage in the practice of law on behalf of the System institution, including, but not limited to, the rendering of legal advice or opinions.

6.7.2 Titles. Although termed the "administrative officer" for the purposes of this chapter, the person selected as administrative officer may use such local, administrative title as the president may determine.

6.7.3 Assistants. All references in this chapter to the administrative officer shall include other persons who are authorized by the president to assist the administrative officer and to act in the administrative officer's name.

6.7.4 Combined Duties. The president may combine the duties of the administrative officer with those of any other person employed by the System institution, but may not combine such administrative officer duties with those performed by hearing officers or hearing committee members under the procedures of this chapter. (B/R 4/08)

Section 6.8 Decision to Hold Hearings

6.8.1 Complaints. Except as may be provided in Section 6.6 of the Nevada System of Higher Education Code, all complaints alleging conduct prohibited by Section 6.2 of the Nevada System of Higher Education Code or by applicable stated prohibitions, policies, procedures, rules, regulations or bylaws of the System institutions shall be filed with the administrative officer. The complaint shall be in writing, shall be signed by the complainant and shall, to the extent reasonably possible, specify the date, time, place, person or persons involved and the circumstances of the alleged prohibited conduct, including the name or names of persons who may have witnessed the alleged prohibited conduct.

6.8.2 Investigation, Informal Resolution or Recommendation for Hearing.

- (a) The administrative officer shall investigate complaints with the purpose of clarifying the facts and the positions taken by the parties. The investigation shall be completed within 60 calendar days after the receipt of the complaint. (B/R 5/92)
- (b) The administrative officer shall present a charging letter to the person charged who may present a written answer within 7 college working days after receipt thereof. At a minimum, the charging letter shall contain the information specified in Subsection 6.8.1 of the Nevada System of Higher Education Code. The administrative officer shall inform the person charged in writing that, although the person charged is free to make a written reply, there is no requirement or compulsion to do so.
- (c) If deemed appropriate to do so, the administrative officer, with the approval of the president, may informally resolve the complaint by conciliating with the parties, by permitting the complainant to voluntarily drop the complaint or by permitting the person charged to voluntarily accept disciplinary sanctions.
- (d) Within 7 college working days of the completion of the investigation, and if the complaint cannot be informally resolved, the administrative officer shall make a recommendation to the president as to whether or not the complaint should proceed to a hearing and, if a hearing is recommended, the administrative officer shall recommend the type of hearing which may be held, as specified in Subsection 6.8.3 of the Nevada System of Higher Education Code (B/R 5/92)
- (e) A hearing shall be held whenever the president accepts the administrative officer's recommendation to that effect or does not accept a contrary recommendation from the administrative officer. The president shall decide the kind of hearing to be held, as authorized in Subsection 6.8.3 of the Nevada System of Higher Education Code. The president shall make this decision within 7 college working days after receipt of the administrative officer's recommendation. Within the above-referenced time, the president shall inform the administrative officer of the president's decision and, if deciding to hold a hearing under Section 6.9 of the Nevada System of Higher Education Code, shall also inform the faculty senate chair of the decision. If the hearing is to be held under Section 6.9 of the Nevada System of Higher Education Code on a charge or charges of sexual harassment under Subsection 6.2.2(p) of the Nevada System of Higher Education Code (B/R 4/08), the president shall also inform the president of the appropriate student government within the above-referenced time period if a student or graduate student is involved in the charge as an alleged victim.
- (f) If it is determined by the president that the matter should not proceed to a hearing, then unless new evidence, sufficient in the opinion of the president to reopen the case, is subsequently discovered, the complaint shall be dismissed and the disciplinary procedure shall be considered closed. All documents relating to the case shall be deposited with the president's office where they shall be retained for a period of one year, after which time they shall be released to the person charged, if requested by that person, or shall be destroyed unless destroyed sooner pursuant to regulations, policies or procedures established by the System institution.

6.8.3 Types of Hearings. Except as mandated by Subsections 6.3.7(b) and 6.5.2 of the Nevada System of Higher Education Code, based upon the recommendation of the administrative officer and such other considerations as may be pertinent, the president shall decide whether a disciplinary hearing shall be held: 1. By a general hearing officer, in an office hearing as provided in Section 6.10 of the Nevada System of Higher Education Code; or 2. By a special hearing officer and special hearing committee, as provided in Section 6.11 of the Nevada System of Higher Education Code (B/R 4/08).

6.8.4 Notice to Parents or Legal Guardians of Minor Students. If the proposed action against the person charged may lead, in the opinion of the administrative officer, to suspension or expulsion and the person charged is a minor, the parents or legal guardians shall be notified of the charges and of the proposed hearing at least 7 calendar days prior to the pending hearing by certified or registered mail, return receipt requested, sent to the parents' or legal guardian's last known address posted on the records of the registrar of the member institution involved.

6.8.5 Factors to be Considered. In making a recommendation or decision to hold a type of hearing, the administrative officer or the president, respectively, may consider as nonbinding factors the wishes of the person charged, the degree of apparent complexity of the facts or issues and the seriousness of the offense. 6.8.6 Waiver of Hearing. The person charged may waive a hearing and accept a disciplinary sanction recommended by the administrative officer and approved by the president as provided in Subsection 6.8.2 of the Nevada System of Higher Education Code.

Section 6.9 Provisions Applicable to Hearings

6.9.1 Applicable Provisions. The provisions of this section shall be applicable to hearings held pursuant to Sections 6.9 through 6.11 of the Nevada System of Higher Education Code.

6.9.2 Hearing Arrangements. The administrative officer shall make physical and scheduling arrangements for hearings required by Sections 6.9 through 6.11 of the Nevada System of Higher Education Code. (B/R 4/08)

6.9.3 Notice.

(a) The person charged must receive, at least 10 college working days before the hearing, written notice from the administrative officer containing:

1. The date, time and place of the hearing;
2. Specification of the misconduct charged by citing the applicable provision of the Nevada System of Higher Education Code or the applicable stated policy, prohibition, procedure, rule, regulation or bylaw of a System institution which has been alleged to have been violated;
3. Specification, to the extent reasonably possible, of the time, place, person or persons involved and the circumstances of the alleged prohibited conduct, including the name or names of persons who may have witnessed the alleged prohibited conduct;
4. Notification that the person charged may be accompanied by an advisor of the charged person's choice, and of the time within which the person charged must inform the administrative officer of the name and address of the advisor, if any, and whether the advisor is an attorney, or else forfeit the right to have an advisor present, as provided in Subsection 6.9.6 of the Nevada System of Higher Education Code; and
5. Such other information as the administrative officer may wish to include.
(b) The administrative officer shall be responsible for preparing and delivering notices required by this section. Notices shall be either personally delivered to the person charged or shall be sent to the person charged by certified or registered mail, return receipt requested. Notice delivered by mail shall be considered delivered when sent, provided that 3 additional college working days shall be added to the time period set

forth for minimum notice. A copy of the applicable disciplinary hearing procedures shall accompany each notice.

6.9.4 Evidence

Evidence shall be admitted if it possesses reasonably probative value, materiality and relevancy. No evidence other than that received at the hearing shall be considered in the decision. Upon request, the person charged, the person's advisor, if any, and the administrative officer shall have the right to examine, at least 5 college working days prior to the hearing during reasonable business hours, any documentary evidence to be presented at the hearing. The parties shall also have the right to present, challenge or rebut evidence and to question or cross-examine witnesses. Formal rules of evidence shall not apply, but irrelevant or unduly repetitious evidence shall be excluded.

6.9.5 Administrative Officer's Duties

The administrative officer shall marshal and present the evidence against the person charged.

6.9.6 Advisors, Attorneys.

- (a) The person charged may be accompanied by one advisor of the person's choice, who may represent and advise the person and may present the evidence on the person's behalf. The person charged must give written notice of the name and address of the advisor, and whether the advisor is an attorney, to the administrative officer no later than 5 college working days before the time set for the hearing. An advisor will not be permitted at the hearing without such notice. (B/R 1/06)
- (b) Should a person charged advise that the person will be accompanied by an attorney as advisor, the administrative officer shall advise the Executive Vice Chancellor & Chief Counsel so that an attorney will be present at the hearing to represent and advise the administrative officer and to present the evidence on behalf of the administrative officer. (B/R 1/06)

6.9.7 Technical Errors. Technical departures from or errors in following the procedures established in the Nevada System of Higher Education Code or in any applicable stated prohibition, policy, procedure, rule, regulation or bylaw of a System institution under which disciplinary procedures are being invoked shall not be grounds to withhold disciplinary action unless, in the opinion of the president, the technical departures or errors were such as to have prevented a fair and just determination of the charges.

6.9.8 Closed Hearings. The hearing shall be closed unless the person charged requests an open hearing. Only the person charged and one advisor, the administrative officer and one advisor, the person or persons conducting the hearing, a person designated to record a hearing, as may be provided in this chapter, and witnesses while such witnesses are presenting evidence may be present for a closed hearing. When a hearing is held on a charge made under Subsection 6.2.2(o) of the Nevada System of Higher Education Code, the institution's affirmative action officer may also be present for a closed hearing. When a hearing is held on a charge made under Subsection 6.2.2(p) of the Nevada System of Higher Education Code, the institution's affirmative action officer may also be present for a closed hearing, and any person who alleges to be the victim of an act of sexual harassment may have a non-attorney supporter present for a closed hearing during the person's testimony only. (B/R 6/92)

6.9.9 Consolidated Hearings.

- (a) When more than one person is charged with prohibited conduct arising out of a single occurrence, or out of multiple occurrences, a single hearing may be held for all of the persons so charged. Such persons may request that their cases be consolidated with others or separated from others. The administrative officer shall make determinations regarding consolidation. All such determinations shall be subject to revision by the general hearing officer, institutional hearing committee or special hearing officer, as the case may be. In the event of such revision, all cases affected shall be rescheduled for hearing.
- (b) The separation of one or more cases from a group of cases previously set for a consolidated hearing shall not be considered to affect the consolidation of the remaining cases in the group.

6.9.10 Absence of the Person Charged. If the person charged does not appear, either personally or through an advisor, at a hearing without satisfactory explanation for the absence having been made at the earliest opportunity, or should the person charged leave the hearing before its conclusion, the hearing shall proceed without the person charged and the general hearing officer, institutional hearing committee or the special hearing officer and special hearing committee, as the case may be, shall make findings of fact, recommendations or a report, as the case may be, on the available evidence. The fact that an administrative hearing or a civil or criminal trial for the person charged is pending shall not be considered a satisfactory explanation for absence unless the actual hearing or trial date conflicts with a date for a hearing held under this chapter, or unless it is physically impossible for the person charged, through no fault of that person, to attend a hearing held under this chapter.

6.9.11 Subpoena. The president shall issue subpoenas to compel the attendance of persons and the presentation of documents at all hearings established under this chapter upon the request of the person charged or of the administrative officer. Such subpoena authority shall be exercised under the authority conferred by NRS 396.323.

6.9.12 Waiver or Extension of Time.

- (a) Matters preliminary to hearings shall be decided, hearings conducted and cases determined under these procedures as quickly as is reasonably feasible, consistent with reasonable notice.
- (b) With the approval of the administrative officer only, a person charged may waive all time limits established in this chapter, except the time limits stated in Subsections 6.10.2 and 6.11.7 of the Nevada System of Higher Education Code.
- (c) Extension of time for hearings shall be authorized by general hearing officers, institutional hearing committee chairs or special hearing officers only upon good and compelling reasons. The possibility or pendency of administrative, civil or criminal proceedings against the person charged is not such a good and compelling reason for extension of time unless the hearing or trial of such is scheduled for the same date as a hearing to be held under this chapter, or unless it is physically impossible for the person charged, through no fault of that person, to attend a hearing to be held under this chapter.

6.9.13 Repetition of Hearing. A hearing may not be held more than once on the basis of any specific complaint after a hearing process has been completed except as may be provided in this chapter. (B/R 4/08)

Section 6.10 General Hearing Officer

6.10.1 Appointment. The president shall designate one or more general hearing officers who shall serve for terms as determined by the president.

6.10.2 Office Hearings by a General Hearing Officer. Office hearings by a general hearing officer shall be informal in nature and subject to such procedures as the president may determine. A hearing shall be held and a recommendation made to the president as soon as is reasonably possible, but no later than 6 months after the filing of the complaint with the administrative officer. (B/R 5/92)

6.10.3 Findings and Recommendations. Findings of fact and recommendations of the general hearing officer shall be made in writing to the president within a reasonable time after the close of the hearing with copies to the person charged and to the administrative officer. The full range of sanctions established by Section 6.3 of the Nevada System of Higher Education Code is available, except as may be limited therein. (B/R 5/92)

Section 6.11 Special Hearing Officer and Special Hearing Committee

6.11.1 Appointment of Special Hearing Officer.

- (a) Within 5 college working days after making a decision to hold a hearing before a special hearing officer and a special hearing committee, the president shall select a special hearing officer and, within the above referenced time period, shall inform the person charged and the administrative officer of the identity of the special hearing officer. (B/R 5/92)
- (b) Special hearing officers shall be attorneys who have been members of the State Bar of Nevada for at least 5 years or who are otherwise qualified by professional experience in presiding at judicial or quasi-judicial adversary proceedings. They will not hold any employment or other contractual relationship with any System institution during the period of their service.

6.11.2 Duties of the Special Hearing Officer. The function of the special hearing officer shall be that of presiding officer of a special hearing committee during a hearing with the following authority:

- (a) To make all rulings on matters relating to the conduct of the hearing, including the admission of evidence;
- (b) To maintain order, and the special hearing officer may exclude anyone who refuses to be orderly;
- (c) To recognize witnesses for the purpose of giving testimony during which the special hearing officer may also question witnesses;
- (d) To make such rulings on procedure deemed appropriate so long as not inconsistent with the applicable procedures established in this chapter;
- (e) To act as general advisor to the special hearing committee, but shall have no voting authority;
- (f) To prepare, at the conclusion of the hearing, a written report which shall contain, as to the person charged, the following:
 1. Findings of fact as determined by the special hearing officer together with a determination that the person charged did or did not commit the act or acts charged.
 2. A finding that the act or acts did or did not constitute one or more of the causes for discipline or suspension or termination for cause established in this Code or other applicable stated prohibition, policy, procedure, rule, regulation or bylaw of a System institution.
 3. Such further information as the special hearing officer may consider appropriate. The special hearing officer's report shall be prepared and submitted to the president, with copies to each member of the special hearing committee, the person charged and the administrative officer, within a reasonable time after the conclusion of the hearing.

6.11.3 Appointment of the Special Hearing Committee.

- (a) A faculty-hearing panel, composed of at least fifteen faculty members, shall be selected by the faculty senate of each System institution. Both academic faculty and administrators shall be eligible to serve. The members of the faculty-hearing panel shall serve one-year terms and upon agreeing to serve shall commit themselves in writing to serve on a special hearing committee when needed. System institution administrators are obligated by the provisions of this subsection to grant special hearing committee members administrative leave or other assistance necessary to enable them to fulfill their responsibilities as members of special hearing committees. This might require providing teaching assistance from classes or other administrative relief from assigned duties. (B/R 8/92)
- (b) Except as provided in subparagraph (c) below, within 5 college working days after receipt from the president of notice of the president's decision to hold a hearing under Section 6.12 of the Nevada System of Higher Education Code, the faculty senate chair shall select the names of nine persons from among the faculty hearing panel, the selection to be made by lot, to serve on a special hearing committee and the faculty senate chair, within the above-referenced time period, shall inform the person charged and the administrative officer of the names of the persons selected. (B/R 8/92)
- (c) If a hearing is to be held on a charge or charges of sexual harassment under Subsection 6.2.2(p) of the Nevada System of Higher Education Code and if a student or graduate student is involved in the charge as an alleged victim, within 5 college working days after receipt of notice of the president's decision to hold a hearing under Section 6.8.3 of the Nevada System of Higher Education Code (B/R 4/08), the faculty senate chair shall select the names of eight persons from among the faculty hearing panel, the selection to be made by lot, and the appropriate student government president shall nominate three students, to serve on a special hearing committee and the faculty senate chair and the appropriate student government president, within the above-referenced time period, shall inform the person charged and the administrative officer of the names of the persons selected or nominated.

6.11.4 Duties of the Special Hearing Committee. The function of the special hearing committee shall be:

- (a) Together with the special hearing officer, to hear evidence presented at a hearing held under this chapter during which the committee members may also question witnesses; and
- (b) To make recommendations, after reviewing the report of the special hearing officer, to the president at the conclusion of a hearing for dismissal of charges or imposition of a sanction or sanctions. Such recommendations shall be in writing and shall be made by the committee within a reasonable time after reviewing the special hearing officer's report with copies sent to the person charged and the administrative officer. The full range of sanctions established by Section 6.3 of the Nevada System of Higher Education Code is available.

6.11.5 Hearings to be Recorded. A tape recording will be made of the hearing and kept in the president's office for at least one year before being destroyed, unless the matter is brought before the courts during which time the recording will be kept until the matter is decided in the courts. Except as provided herein or for purposes of appeal, a tape recording of a closed hearing shall be confidential. The person charged, on request of and at the charged person's expense may have or, under supervision may make, a copy of such recording. No tape recording by the person charged or by other persons at the hearing will be permitted. The person charged may, at the charged person's expense, provide for a certified court reporter. A copy of the court reporter's transcript shall also be made available to the president upon the president's request and at the System institution's expense.

6.11.6 Challenges.

- (a) Within 7 college working days after the faculty senate chair, and the appropriate student government president under Subsection 6.11.3(c) of the Nevada System of Higher Education Code, has informed the person charged and the administrative officer of the identities of the persons selected from the faculty hearing panel or nominated by the student government president, the administrative officer and the person charged or the adviser of the person charged shall meet in person or by telephone to exercise, in alternate order, the peremptory challenges provided in subparagraph (c) of this subsection. The person charged or the adviser shall exercise the first peremptory challenge. Peremptory challenges not exercised at this time shall be waived. At this time, the person charged or the adviser shall also submit written challenges for cause, as provided in subparagraph (b) of this subsection. No challenge for cause may be exercised after this date.
- (b) The person charged may challenge the special hearing officer or the members of the special hearing committee for cause for the following reasons: (B/R 5/92)
 1. The person challenged was a participant in the event out of which the alleged prohibited conduct arose; or
 2. The person challenged bears a relationship to some party to the proceedings which may prejudice the charged person's ability to obtain a fair and impartial hearing and decision. The person charged shall submit a written statement setting forth the allegations underlying the challenge to the administrative officer. The administrative officer shall send the written challenge to the president the same day it is received, with a copy to the person challenged. Within 7 college working days after receipt of the written challenge, the president or the president's designee shall determine whether the facts present grounds for disqualification. The decision of the president shall be final. A hearing shall not be held until the challenge is decided by the president. The special hearing officer or special hearing committee members may be disqualified on their own motions. (B/R 5/92)
- (c) The administrative officer and the person charged each shall have the right to challenge: (B/R 8/92)
 1. In the case of a hearing to be held to hear a charge of sexual harassment under Subsection 6.2.2(p) of the Nevada System of Higher Education Code in which a student or graduate student is an alleged victim, no more than two members of the faculty hearing panel selected by lot and no more than one student government nominee without cause; (B/R 8/92)
 2. In all other cases, no more than two members of the faculty hearing panel selected by lot without cause.
- (d) In cases of consolidated hearings, the persons charged shall be limited to a total of the number of challenges without cause appropriate under either subparagraph (c)(1) or (c)(2) above. (B/R 8/92)
- (e) Replacements for disqualified special hearing officers shall be made by the president within 3 college working days after the president's decision on a challenge for cause. Replacements for disqualified special hearing committee members shall be made by lot from the faculty hearing panel or shall be nominated by the appropriate student government president as the case may be within 3 college working days after the president's decision on a challenge for cause. No further challenges for cause of either a special hearing officer or members of a special hearing committee shall be permitted. (B/R 8/92)
- (f) The special hearing committee shall consist of five members. In the event a member is unable to serve due to unavoidable reasons, the administrative officer may choose to have the vacancy filled by the procedure stated in subparagraph (e) of this subsection or proceed to a hearing with the remainder of the special hearing committee, provided that the special hearing committee shall consist of no fewer than three members. (B/R 8/92) (B/R 4/08)

6.11.7 Hearing and Recommendation. A hearing shall be held and a recommendation made to the president no later than 6 months after the filing of the complaint with the administrative officer. (B/R 5/92)

6.11.8 Summary of Time Limits. For the sake of convenience, the time limits for procedures specified throughout this section are summarized as follows:

- (a) The complaint is filed.
- (b) Within 60 calendar days after receipt of the complaint, the administrative officer completes the investigation. During that time period, the administrative officer shall issue a charging letter to the person charged who then has 7 college working days after receipt of the charging letter to respond to it, if desired.
- (c) Within 7 college working days after the completion of the investigation, the administrative officer makes a recommendation to the president on whether to hold a hearing or not.
- (d) Within 7 college working days after receipt of the administrative officer's recommendation, the president makes a decision on whether to hold a hearing or not and informs the administrative officer and faculty senate chair of the decision.
- (e) Within 5 college working days after notification of the president's decision, the president shall choose a special hearing officer and the faculty senate chair shall choose nine names from the faculty hearing panel and each shall forward the names to the person charged and the administrative officer.
- (f) Within 7 college working days after the president and the faculty senate chair have forwarded the name of the special hearing officer and the names chosen from the faculty hearing panel, the administrative officer and the person charged or the adviser of the person charged meet to exercise peremptory challenges and to transmit challenges for cause.
- (g) The same day that challenges for cause are received by the administrative hearing officer, the administrative hearing officer shall send such challenges to the president.
- (h) Within 7 college working days after receipt of challenges with cause, the president shall make a decision on the challenges.

- (i) Within 3 college working days after the president's decision on challenges for cause, vacancies in the appointments of special hearing officer or members of a special hearing committee shall be filled.
- (j) Within six months after the filing of the complaint with the administrative officer, the hearing shall be held and a recommendation made to the president for action. (B/R 1/07)

Section 6.12 President's Decision

6.12.1 Options Available. The president shall review the findings of fact and recommendations of the general hearing officer or the institutional hearing committee or, in cases heard before a special hearing officer and special hearing committee, the report of the special hearing officer and the recommendations of the special hearing committee. The president may:

- (a) Dismiss the charge;
- (b) Affirm the recommended sanction;
- (c) Impose a lesser sanction than recommended;
- (d) Impose a greater sanction than recommended; or
- (e) Order a new hearing.

6.12.2 Decision and Notification. The president shall reach a written decision within a reasonable time after receipt of findings of fact and recommendations from the general hearing officer or institutional hearing committee or after receipt of reports and recommendations from the special hearing officer and the special hearing committee. The president shall notify the person charged and the administrative officer of the decision. If the action taken is reduction in pay, suspension, expulsion or termination, the person charged shall either be notified by personal delivery of the decision or shall be notified by certified or registered mail, return receipt requested. If a minor student is suspended or expelled, the minor's parents or legal guardian shall be notified of the action by certified or registered mail, return receipt requested, sent to the parents' or legal guardian's last known address posted on the records of the registrar of the member institution involved. If there is no appeal, the president's decision is final. (B/R 1/07)

Section 6.13 Appeals

6.13.1 Requirements for Appeals.

- (a) Appeals from the decision of the president must be filed by the person charged within 10 college working days of the receipt of the decision. The appeal must be in writing and shall be directed to the administrative officer.
- (b) The facts set forth in the appeal must reasonably establish that:
 - 1. The procedures under which the person was charged are invalid or were not followed;
 - 2. The person charged did not have adequate opportunity to prepare and present a defense to the charges;
 - 3. The evidence presented at the hearing was not substantial enough to justify the decision; or
 - 4. The sanction imposed was not in keeping with the gravity of the violation.

6.13.2 Decision on Appeal.

- (a) Within 7 college working days after receipt, the administrative officer shall direct the appeal, together with any reply the administrative officer deems necessary provided a copy of the reply is sent to the person charged, to:
 - 1. The president for reconsideration when the sanction imposed is suspension or reduction in pay or a lesser sanction.
 - 2. To the Board of Regents for action when the sanction imposed is expulsion or termination.
- (b) A decision on the appeal shall be made within a reasonable time after receipt of the appeal by the president or within a reasonable time after the next Board of Regents meeting during which the appeal was considered. For applicable appeals, the appeal shall be placed on the meeting agenda of the Board of Regents as soon as is legally possible under Nevada law after receipt of the appeal. The president or the Board of Regents, as the case may be, shall give notification of the decision in the same manner as is provided in Subsection 6.12.2 of the Nevada System of Higher Education Code.
- (c) The president or the chair of the Board of Regents, as the case may be, may request a personal appearance of the person charged if the president or the chair of the Board of Regents, as the case may be, is of the opinion that justice will be served by such appearance. The appearance of the person charged shall be limited to the issues raised by the appeal as provided in Subsection 6.13.1 of the Nevada System of Higher Education Code. The person charged must be informed that an appearance is not compulsory and a nonappearance will not prejudice the appeal.
- (d) The president or the Board of Regents, as the case may be, may:
 - 1. Dismiss the charge;
 - 2. Affirm the charge;
 - 3. Impose a lesser sanction; or
 - 4. Order a new hearing. (B/R 2/08)

Section 6.14 Records

All reports and decision reached after hearings or appeals held under this chapter are declared to be public records subject to the provisions or exclusions of the public records laws of the Nevada Revised Statutes as they may be interpreted by the courts. (B/R 5/92) (B/R 1/07)

Section 6.15 Dismissed Charges

Whenever charges against a person are dismissed, all documents relating to the case will be deposited with the president where they shall be retained for a period of one year, after which time they shall be released to the person who was charged if requested by that person, or shall be destroyed unless destroyed sooner pursuant to regulations, policies or procedures established by the System institution. (B/R 1/07)

Section 6.16 Classified Employees and Research Technologists

- (a) Employees of the System who are in the classified service of the State of Nevada shall be disciplined only under the procedures established by the Nevada Revised Statutes and the State Personnel Division Rules for Personnel Administration.
- (b) Research technologists of the Desert Research Institute shall be disciplined only under the procedures established in the DRI Technologists Manual, as authorized by the Board of Regents. (B/R 6/08)

Section 6.17 Lie Detector Tests

Lie detector tests shall not be required in conjunction with System personnel proceedings nor in relation to System personnel matters. (B/R 1/07)

Section 6.18 Applicability to Others

In the event any person who is not a member of the System community should engage in conduct prohibited by this chapter, the president or the president's designee shall inform that person that the person is not authorized to remain on the premises owned or occupied by the System and shall direct such person to leave the premises. In the event such person fails to leave the premises after being ordered to do so, the president or the president's designee may cause such person to be ejected. Nothing herein shall be so construed as to authorize or prohibit the presence of any such person prior to such violation nor to affect such person's liability for trespass or loitering as prescribed by law. (B/R 1/07)

**TITLE 4 — Nevada System of Higher Education CODE
CHAPTER 8
STUDENT RECRUITMENT AND RETENTION POLICY, EQUAL EMPLOYMENT
OPPORTUNITY POLICY AND AFFIRMATIVE ACTION PROGRAM FOR THE NEVADA
SYSTEM OF HIGHER EDUCATION**

Rev. 255 (11/12)

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Section 1. Introduction

The Nevada System of Higher Education (NSHE) is guided by the principle that there shall be no difference in the treatment of persons because of race, religion, color, age, sex (including a pregnancy related condition), sexual orientation, military status or military obligations, disability (whether actual or perceived by others to have a disability including veterans with service connected disabilities, or national origin, and that equal opportunity and access to facilities shall be available to all. Similarly, there shall be no difference in the treatment of persons who file charges of discrimination or harassment, participate in a discrimination or harassment proceeding, or otherwise oppose discrimination or harassment. This principle is applicable to every member of the NSHE community, both students and employed personnel at every level, and to all units, facilities, and services of the NSHE.

This principle governs the admission and subsequent treatment of students in all institutions, as well as student participation in extracurricular activities. It is a guiding policy in the employment of students, either by the NSHE or by outsiders through the System. All student services, including financial aid, placement, tutoring, and counseling, are governed by the concept of equal opportunity. NSHE does not, on the basis of sex or any other protected classification, exclude from participation in, deny the benefits of, or subject to discrimination any person under any education program or activity. The same principle is applicable in NSHE-owned or NSHE-approved housing, in the use of food services, student unions, and all other NSHE facilities.

In the employment or reemployment of all personnel, the NSHE recognizes that all persons regardless of race, religion, color, age, sex (including a pregnancy related condition), sexual orientation, military status or military obligations, disability (including veterans with serviceconnected disabilities), or national origin shall have equal access to positions in the public service, limited only by their ability to do the job.

In addition, it is the policy of the NSHE to undertake affirmative action, consistent with its obligations as a federal contractor or where otherwise required to remedy the effects of past discrimination. Such efforts may require more than employment neutrality by making a positive and continuous effort in the recruitment, employment, retention and promotion of qualified women, minorities, persons with military status or military obligations, and persons with disabilities, including veterans with service-connected disabilities. The NSHE commits itself to apply good faith efforts to achieve full utilization of qualified women, minorities, persons with military status or military obligations, and persons with disabilities (including veterans with service-connected disabilities) in all segments of the workforce where deficiencies exist. These efforts will conform to all current legal and regulatory requirements, and are consistent with NSHE standards of quality and excellence. (B/R 12/09)

Section 2. General Policy of the Board of Regents on the Recruitment, Admission and Retention of Students

Participation by members of minority groups, women, and members of other protected classes in higher education is a priority issue with the Board of Regents. Increasing student participation and the completion of postsecondary educational programs by persons in these groups is important and necessary and will require innovative and diverse approaches for their recruitment, admission and retention in the NSHE. Each institution is encouraged to devote significant resources to support the recruitment and retention of students from these groups. Each institution should prepare and implement a plan of action to provide outreach to potential students, or organizations, which can find such potential students, for their admission to the NSHE. Financial incentives should be developed for the financially disadvantaged to encourage their admission and retention in the System. Additional resources should be devoted to activities designed to encourage students from these groups to continue their education in the System.

In short, it is the responsibility of the Board of Regents and the officers and employees of the NSHE to help diversify our society and establish social justice by actively taking measures to ensure that the growing population of minority groups, women and other protected classes are prepared to participate fully in the life of our state and our nation. At the very least, this requires that the Board, its officers and employees take active steps to recruit and retain students from these groups in the postsecondary educational programs of the NSHE. (B/R 11/88)

Section 3. General Policy of the Board of Regents on Equal Employment Opportunity

It is hereby resolved that the reaffirmed policy of the NSHE shall be to promote equal opportunity of employment or reemployment for members of minority groups, women (including women with pregnancy related conditions), persons with disabilities (including veterans with service-connected disabilities), persons with military status or military obligations, and members of other protected classes in all positions. Consistent with statutory and legal requirements, any affirmative action necessary to address deficiencies shall include, but not be limited to, active recruitment among minority groups, women, persons with disabilities (including veterans with service connected disabilities), persons with military status or military obligations, and other protected classes and the creation of programs designed to lead to their qualification for both academic and classified positions.

This affirmative action is not discrimination in reverse; rather, it is a program designed to expand the group of qualified people from whose ranks appointments can be made. Further, affirmative action requires that the rank and salary of minorities, women, persons with disabilities (including veterans with service-connected disabilities), persons with military obligations or military status, and other protected classes presently employed by the NSHE be evaluated annually in order to insure that rank and salary determinations are made in an equitable manner. (B/R 12/09)

Section 4. Responsibility for Compliance

1. The Board of Regents and the Chancellor have delegated to each President the responsibility for insuring that each administrative unit complies with the terms of the Equal Opportunity and Affirmative Action policies set forth by the NSHE, as well as all applicable federal and state statutes, laws, orders, and regulations.
2. Vice Presidents, Deans, and other administrative officers have the direct responsibility for the compliance of the administrative units under their jurisdiction with the System Equal Opportunity and Affirmative Action policies and with the Federal and State statutes, laws, orders, and regulations.
3. Each Office of Admissions and each department, which admits students, has the specific responsibility for insuring that equal opportunity in education is provided to all. (B/R 12/09)

Section 5. NSHE Equity, Diversity, and Inclusion Council

To support the principle established in Section 1 of this Chapter, an Equity, Diversity, and Inclusion Council (EDIC) will be established to review, evaluate, and, as needed, formulate additional proposed NSHE equity, diversity, and inclusion goals, policies, and practices, and provide statewide leadership in best practices. The Equity, Diversity, and Inclusion Council shall report to the Chancellor and shall be appointed in conformity with Title 2, Chapter 1, Section 1.4.11 of the Code, to include representatives from each NSHE institution. The charge of the Council shall be set by the Chancellor to include the following tasks:

1. Recommend to the Chancellor and the Board of Regents proposed goals, policies, practices, related strategies, and accountability measures on diversity, equity, and inclusion;
2. Conduct a continuing review of existing goals, policies, practices, concerns, and information related to diversity, equity, and inclusion on all NSHE campuses;
3. Provide for opportunities for communication among NSHE institutions to identify and promote best practices for ensuring equity, diversity and inclusion among the students, staff and faculty of the System;
4. Support and monitor the Board of Regents' Master Plan goals and strategies for equity and diversity;
5. Encourage regular collaboration between and among institutional faculty members and staff on issues related to equity, diversity, and inclusion; and
6. Support the Board of Regents' Cultural Diversity Committee with regular reports, supported by current research and related data, on the charges outlined in the Committee's mission related to equity, diversity and inclusion issues. (B/R 12/10)

Section 6. Dissemination of Policies

1. The NSHE Equal Opportunity Policy Statement, NSHE Affirmative Action Program and the respective institution policies and annual affirmative action plan shall be made available to employees.
2. Information relating to the NSHE Affirmative Action plan will be communicated in an annual report to the Board of Regents. This information will be available upon request to system employees, community organizations, and federal, state and local agencies, as well as other interested persons. (B/R 12/09)

Section 7. Implementation Policies

1. At the institutional level, responsible administrators must:
 - a. Identify a person or persons to be responsible for Affirmative Action and Equal Opportunity programs.
 - b. Analyze the composition of the institution's workforce to determine the existence of any under-utilization of women, minorities, persons with disabilities, or other protected classes.
 - c. State steps that will be taken to correct any such under-utilization.
 - d. Set realistic employment, promotional, and programmatic goals (i.e. the recruitment of minority and female students into fields of study that will prepare them for positions in which such persons are currently under-utilized) that will accomplish the general purpose of this Affirmative Action Program.
 - e. Continue the active recruitment of members of minority groups, women, persons with disabilities, and other protected classes. For professional personnel, this effort is not restricted to the demographic areas from which the NSHE normally draws its personnel but is expanded to include any areas, nationwide, where qualified minorities, women, and persons with disabilities may be located.
 - f. Publicize all available open positions internally and/or externally. Internal and external searches are defined and reported as follows:
 - (1) Internal within a single institution of the NSHE.
 - (2) Internal among all NSHE institutions.
 - (3) External among the region or nation.
2. It is the objective of the NSHE to conduct internal or external searches for all full-time and half-time professional staff positions (defined in Title 4, Chapter 3, Section 2) with the exception of Temporary Part-time Faculty (defined in Title 4, Chapter 3, Section 44). The

institutional President or Chancellor may waive the search requirement where he or she determines the waiver to be in the best interest of the institution or System unit. Each institution and System unit must have an internal process for requesting search waivers and for obtaining the approval of the institutional President or Chancellor. Each institution or System unit will be expected to maintain a list of search waivers and to report to the Chancellor and the Board annually.

3. This shall not be interpreted as requiring a search within the institution in order to fill positions by internal institutional promotion, transfer, positions of academic department chairs or positions of directors in a community college who serve in the same capacity as academic chairs do in the universities or state college. Such internal institutional promotions, transfers, and positions of academic department chair or positions of directors in a community college must be approved by the President or the Chancellor, as the case may be. This also shall not be interpreted as altering the 1971 agreement between the NSHE and the U.S. Department of Agriculture related to the Cooperative Extension Service.
4. The Chancellor's Office shall collect and maintain information on (1) the number of minorities, women, and members of other protected classes employed in professional and classified positions; (2) the number of minorities, women, and members of other protected classes enrolled as students; and (3) any additional information necessary to determine the impact of policy changes on the number of minorities, women, and members of other protected classes enrolled or employed in an NSHE institution. Annually this information shall be reported to the Board of Regents.
5. It is the policy of the System to establish and maintain programs whereby women, minority group members, persons with disabilities (including veterans with service-connected disabilities), persons with military status or military obligations, and members of other protected classes will be trained in internally conducted training programs for the purpose of employee development. The NSHE encourages the establishment of appropriate plans in all its administrative units so that regular evaluations can be made to determine what, if any, changes are needed in these programs and what has been accomplished. (B/R 12/09)

Section 8. Academic Reporting and Monitoring

The administrative units must utilize checklists and summaries of the steps of affirmative action taken in the recruitment process and submit them with the employment document to the appointing authorities. These checklists and summaries must identify all final candidates interviewed for the position by sex and race, and also identify the person nominated for the position by name, race, and sex. If minorities, women, persons with disabilities (including veterans with service connected disabilities), persons with military status or military obligations, or members of other protected classes were referred as final candidates for the position and not hired, an explanation must be given as to the reason they were not hired. All unit files must include a list of recruitment sources. (B/R 12/09)

Section 9. Monitoring and Reporting

Departments are required to report the reasons that a woman, a minority, a person with a disability (including a veteran with a service-connected disability), a person with military status or military obligations, or a member of a protected class was not hired or promoted. These reports will be monitored to insure that the hiring or the promoting is made on the basis of jobrelated criteria and is not discriminatory. (B/R 12/09)

Section 10. Reviews

Each institution's affirmative action efforts will be reviewed annually by the Board of Regents and are subject to review by federal officials of the U.S. Department of Labor Office of Federal Contract Compliance Programs and the U.S. Department of Health and Human Services Regional Office of the U.S. Commission of Civil Rights, and state agencies as well. (B/R 11/88)

Section 11. Participation in Community Affairs

The NSHE pledges its participation in and support of community programs which relate to the advancement of women, minorities, persons with disabilities (including veterans with service-connected disabilities), persons with military status or military obligations, and other protected classes through education, training, and employment. (B/R 12/09)

Section 12. Contract Compliance for Construction, Skilled Trades and Purchasing

1. The federal and state governments require that all contractors working on NSHE projects provide effective Equal Employment and Affirmative Action Programs. On projects contracted for by the State Public Works Board, the responsibility for monitoring compliance will be with appropriate state agencies. Compliance monitoring and enforcement review for all other projects will be the responsibility of institutional affirmative action officers.
2. Each purchasing department within the NSHE will require each vendor with a contract or subcontract in excess of \$7,500 to certify that it is an Equal Opportunity Employer. Businesses that are women, disadvantaged and minority owned will be identified and will be given an opportunity to bid on NSHE contracts. (B/R 11/88)

Section 13. Policy Against Discrimination and Sexual Harassment; Complaint Procedure Introduction

This policy is divided into three parts. Section A states the NSHE policy against discrimination. Section B states the NSHE policy against sexual harassment. Section C contains the complaint and investigation procedure for discrimination and sexual harassment complaints. These procedures are in addition to disciplinary complaints brought against professional employees or students under Title 2, Chapter 6 of the NSHE Code (or if applicable, institution student codes of conduct), or against classified employees under the Nevada Administrative Code. However, information gathered as part of the complaint process under this section may be used in connection with disciplinary

Title IX Notice of Non-Discrimination

NSHE and its member institutions do not discriminate on the basis of sex in their education programs and activities; Title IX of the Education Amendments Act of 1972 is a federal law that states at 20 U.S.C. § 1681(a): "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." The Chancellor and each President shall designate an administrator to serve as the Title IX Coordinator, whose duties shall include overseeing all Title IX complaints and identifying and addressing any patterns or systemic problems that arise during the review of such complaints. Inquiries concerning the application of Title IX may be referred to each member institution's Title IX Coordinator or the Office for Civil Rights of the United States Department of Education. Each member institution shall include on its website and in its general catalog, its Title IX Coordinator's name, office address, telephone number, and email address. Member institutions shall notify all

students and employees of the name or title and contact information of its Title IX Coordinator.

A. NSHE Non-Discrimination Policy

1. Policy Applicability and Sanctions.

The NSHE is committed to providing a place of work and learning free of discrimination on the basis of a person's age, disability, whether actual or perceived by others (including service-connected disabilities), gender (including pregnancy related conditions), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race, or religion. Where discrimination is found to have occurred, the NSHE will act to stop the discrimination, to prevent its recurrence, to remedy its effects, and to discipline those responsible. No employee or student, either in the workplace or in the academic environment, should be subject to discrimination. It is expected that students, faculty and staff will treat one another and campus visitors with respect.

2. Policy Applicability and Sanctions.

All students, faculty, staff, and other members of the campus community are subject to this policy. Students, faculty, or staff who violate this policy are subject to discipline up to and including termination and/or expulsion, in accordance with the NSHE Code (or in the case of students, any applicable student code of conduct) or, in the case of classified employees, the Nevada Administrative Code. Other lesser sanctions may be imposed, depending on the circumstances. Complaints may also be filed against visitors, consultants, independent contractors, service providers and outside vendors whose conduct violates this policy, with a possible sanction of limiting access to institution facilities and other measures to protect the campus community.

3. Training.

All employees shall be given a copy of this policy and each institution's Human Resources Office shall maintain documentation that each employee received the policy. New employees shall be given a copy of this policy at the time of hire and each institution's Human Resources Office shall maintain documentation that each new employee received the policy. Each institution shall provide this policy to its students at least annually and may do so electronically. Each institution shall include this policy and complaint procedure on its website and in its general catalog.

Each institution shall have an ongoing non-discrimination training program and shall designate a person or office to be responsible for such training.

4. Discriminatory Practices.

It is illegal to discriminate in any aspect of employment or education, such as:

- hiring and firing;
- compensation, assignment, or classification of employees;
- transfer, promotion, layoff, or recall;
- job advertisements;
- recruitment;
- testing;
- grading;
- acceptance or participation in an academic program or school activity;
- use of employer's facilities;
- training programs;
- fringe benefits;
- pay, retirement plans, and disability leave; or
- other terms and conditions of employment.

Determining what constitutes discrimination under this policy will be accomplished on a case-by-case basis and depends upon the specific facts and the context in which the conduct occurs. Some conduct may be inappropriate, unprofessional, and/or subject to disciplinary action, but would not fall under the definition of discrimination. The specific action taken, if any, in a particular instance depends on the nature and gravity of the conduct reported, and may include non-discrimination related disciplinary processes as stated above. Discriminatory practices also include:

- discrimination on the basis of a person's age, disability (including service-connected disabilities), gender (including pregnancy related conditions), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race, or religion;
- retaliation against an individual for filing a charge of discrimination, participating in an investigation, or opposing discriminatory practices;
- employment or education decisions based on stereotypes or assumptions about the abilities, traits or performance of individuals of a certain age, disability (including service-connected disabilities), gender (including pregnancy related condition), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race, or religion; and
- conduct that has the purpose or effect of substantially interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive environment in which to work or learn. This behavior is unacceptable in the work place and the academic environment. Even one incident, if it is sufficiently serious, may constitute discrimination. One incident, however, does not necessarily constitute discrimination.

B. Policy Against Sexual Harassment

1. Sexual Harassment is Illegal Under Federal and State Law.

The NSHE is committed to providing a place of work and learning free of sexual harassment, including sexual violence. Where sexual harassment is found to have occurred, the NSHE will act to stop the harassment, to prevent its recurrence, to remedy its effects, and to discipline those responsible in accordance with the NSHE Code or, in the case of classified employees, the Nevada Administrative Code. Sexual harassment, including sexual violence, is a form of discrimination; it is illegal.

No employee or student, either in the workplace or in the academic environment, should be subject to unwelcome verbal or physical conduct that is sexual in nature. Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior of a sexual nature that is not welcome, that is personally offensive, and that interferes with performance.

It is expected that students, faculty and staff will treat one another with respect.

2. Policy Applicability and Sanctions

All students, faculty, staff, and other members of the campus community are subject to this policy. Individuals who violate this policy are subject to discipline up to and including termination and/or expulsion, in accordance with the NSHE Code (or applicable Student Code of Conduct) or, in the case of classified employees, the Nevada Administrative Code. Other, lesser sanctions may be imposed, depending on the circumstances.

3. Training.

All employees shall be given a copy of this policy and each institution's Human Resources Office shall maintain documentation that each employee received the policy. New employees shall be given a copy of this policy at the time of hire and each institution's Human Resources Office shall maintain a record that each new employee received the policy.

Each institution shall provide this policy to its students at least annually and may do so electronically.

Each institution shall include this policy and complaint procedure on its website and in its general catalog.

Each institution shall have an on-going sexual harassment training program for employees.

4. Sexual Harassment Practices.

Under this policy, unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct of a sexual or gender bias nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status;
 2. Submission to or rejection of the conduct is used as a basis for academic or employment decisions or evaluations, or permission to participate in an activity; or
 3. The conduct has the purpose or effect of substantially interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive environment in which to work or learn. Sexual harassment may take many forms—subtle and indirect, or blatant and overt. For example:
 - It may occur between individuals of the opposite sex or of the same sex.
 - It may occur between students, between peers and/or co-workers, or between individuals in an unequal power relationship (such as by a supervisor with regard to a supervised employee or an instructor regarding a current student).
 - It may be aimed at coercing an individual to participate in an unwanted sexual relationship or it may have the effect of causing an individual to change behavior or work performance.
 - It may consist of repeated actions or may even arise from a single incident if sufficiently severe.
 - It may also rise to the level of a criminal offense, such as battery or sexual violence.
- Sexual violence is a physical act perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. Sexual violence includes, but is not limited to, rape, sexual assault, sexual battery, and sexual coercion.

Determining what constitutes sexual harassment under this policy is dependent upon the specific facts and the context in which the conduct occurs. Some conduct may be inappropriate, unprofessional, and/or subject to disciplinary action, but would not fall under the definition of sexual harassment. The specific action taken, if any, in a particular instance depends on the nature and gravity of the conduct reported, and may include disciplinary processes as stated above.

Examples of unwelcome conduct of a sexual or gender related nature that may constitute sexual harassment may, but do not necessarily, include, and are not limited to: Rape, sexual assault, sexual battery, sexual coercion or other sexual violence; Sexually explicit or gender related statements, comments, questions, jokes, innuendoes, anecdotes, or gestures; Other than customary handshakes, uninvited touching, patting, hugging, or purposeful brushing against a person's body or other inappropriate touching of an individual's body; Remarks of a sexual nature about a person's clothing or body;

Use of electronic mail or computer dissemination of sexually oriented, sex-based communications; Sexual advances, whether or not they involve physical touching; Requests for sexual favors in exchange for actual or promised job or educational benefits, such as favorable reviews, salary increases, promotions, increased benefits, continued employment, grades, favorable assignments, letters of recommendation; Displaying sexually suggestive objects, pictures, magazines, cartoons, or screen savers;

Inquiries, remarks, or discussions about an individual's sexual experiences or activities and other written or oral references to sexual conduct. Even one incident, if it is sufficiently serious, may constitute sexual harassment. One incident, however, does not necessarily constitute sexual harassment.

C. Complaint and Investigation Procedure.

This section provides the complaint and investigation procedure for complaints of discrimination or sexual harassment, including sexual violence (except that complaints against students may be referred to student disciplinary processes). The Chancellor (for the System Office) and each president shall designate no fewer than two administrators to receive complaints. The administrators designated to receive the complaints may include the following: (1) the Title IX Coordinator; (2) the Affirmative Action Program Officer; (3) the Human Resources Officer; or (4) any other officer designated by the president. The President shall also designate a primary investigating officer (Primary Officer) to process all complaints. The Primary Officer may be any of the individuals identified above. All complaints, whether received by the Affirmative Action Officer, Human Resources Officer or other designated officer, must immediately be forwarded to the Primary Officer. All Title IX complaints must be immediately forwarded to the Title IX Coordinator. An individual filing a complaint of alleged discrimination or sexual harassment shall have the opportunity to select an independent advisor for assistance, support, and advice and shall be notified of this opportunity by the Primary Officer, or the Primary Officer's designee. It shall be the choice of the individual filing the complaint to utilize or not utilize the independent advisor. The independent advisor may be brought into the process at any time at the request of the alleged victim. The means and manner by which an independent advisor shall be made available shall be determined by each institution or unit. An individual against whom a complaint of alleged discrimination or sexual harassment is filed shall have the opportunity to select an

independent advisor for assistance, support, and advice and shall be notified of this opportunity by the Primary Officer, or by the Primary Officer's designee. It shall be the choice of the individual against whom the complaint is filed to utilize or not utilize the independent advisor. The independent advisor may be brought into the process at any time at the request of the alleged perpetrator. The means and manner by which an independent advisor shall be made available shall be determined by each institution or unit. If anyone in a supervisory, managerial, administrative or executive role or position, such as a supervisor, Department Chair, or director of a unit, receives a complaint of alleged discrimination or sexual harassment, or observes or becomes aware of conduct that may constitute discrimination or sexual harassment, the person must immediately contact one of the individuals identified above to forward the complaint, to discuss it and/or to report the action taken. Title IX complaints must be immediately provided to the Title IX Coordinator. Complaints of discrimination or sexual harassment should be filed as soon as possible with the supervisor, Department Chair, Dean, or one of the administrators listed above and/or designated by the president to receive complaints of alleged sexual harassment or discrimination.

1. Employees.

- a. An employee who believes that he or she has been subjected to discrimination or sexual harassment by anyone is encouraged—but it is neither necessary nor required, particularly if it may be confrontational—to promptly tell the person that the conduct is unwelcome and ask the person to stop the conduct. An employee is not required to do this before filing a complaint. A person who receives such a request must immediately comply with it and must not retaliate against the employee.
- b. The employee may file a discrimination or sexual harassment complaint with his or her immediate supervisor, who will in turn immediately contact one of the officials listed above.
- c. If the employee feels uncomfortable about discussing the incident with the immediate supervisor, the employee should feel free to bypass the supervisor and file a complaint with one of the other listed officials or with any other supervisor.
- d. After receiving any employee's complaint of an incident of alleged discrimination or sexual harassment, the supervisor will immediately contact any of the individuals listed above to forward the complaint, to discuss it and/or to report the action taken. The supervisor has a responsibility to act even if the individuals involved do not report to that supervisor.

2. Students.

- a. A student who believes that he or she has been subjected to discrimination or sexual harassment by anyone is encouraged—but it is neither necessary nor required particularly if it may be confrontational—to promptly tell the person that the conduct is unwelcome and ask the person to stop the conduct. A student is not required to do this before filing a complaint. A person who receives such a request must immediately comply with it and must not retaliate against the student.
- b. The student may file a complaint with his or her major Department Chair or director of an administrative unit, who will in turn immediately contact one of the officials listed above.
- c. If the student feels uncomfortable about discussing the incident with the Department Chair or director of an administrative unit, the student should feel free to bypass the person and file a complaint with one of the above officials or to any chair, Dean, or director of an administrative unit who will in turn immediately contact one of the officials listed above to forward the complaint, to discuss it and/or to report the action taken. The chair, Dean or director of an administrative unit has a responsibility to act even if the individuals involved do not report to that person.

3. Non-Employees and Non-Students

Individuals who are neither NSHE employees nor NSHE students and who believe they have been subjected to discrimination or sexual harassment by a NSHE employee during the employee's work hours or by a NSHE student on campus or at a NSHE-sponsored event may utilize any of the complaint processes set forth above in this section.

4. Investigation and Resolution.

- a. After receiving a complaint of the incident or behavior, the Primary Officer, or designee, will initiate an investigation to gather information about the incident. If the Primary Officer is unable to initiate an investigation, due to a conflict or for any other reason, the President shall designate another individual to act as Primary Officer for the matter. Each institution may set guidelines for the manner in which an investigation shall be conducted. The guidelines shall provide for the prompt, thorough, impartial, and equitable investigation and resolution of complaints, and shall identify the appropriate management level with final decision-making authority. The guidelines shall, at a minimum, provide the person subject to the complaint with information as to the nature of the complaint, and shall further provide that the person filing the complaint and the person who is the subject of the complaint have equal rights to be interviewed, identify witnesses and provide documentation pertaining to the complaint. In most cases, an investigation should be completed within 45 calendar days of receipt of the complaint..
- b. The standard for evaluating complaints shall be a preponderance of the evidence. At the completion of the investigation, a recommendation will be made to the appropriate management regarding the resolution of the matter. The recommendation is advisory only.
- c. After the recommendation has been made, a determination will be made by appropriate management regarding the resolution of the matter. If warranted, disciplinary action up to and including involuntary termination or expulsion will be taken. Any such disciplinary action shall be taken, as applicable, in accordance with NSHE Code Chapter 6 (or applicable Student Code of Conduct), or, in the case of classified employees, Nevada Administrative Code Chapter 284. Other appropriate actions will be taken to correct problems and remedy effects, if any, caused by the conduct, if appropriate. If proceedings are initiated under Title 2, Chapter 6, the applicable Student Code of Conduct, or the NAC, the investigation conducted pursuant to this policy may be used as part of such investigations. The administrative officer, in his or her discretion, may also supplement the investigation with additional investigation. In any disciplinary hearings conducted pursuant to a Student Code of Conduct or under Title 2, Ch. 6, the burden of proof shall be by a preponderance of the evidence. In connection with any such disciplinary hearings, the person filing the complaint and the person who is the subject of the complaint have equal rights to be interviewed, identify witnesses, and provide and receive documentation and witness lists pertaining to the complaint, and if an appeal is provided, to appeal the decision.

- d. After the appropriate management has made a determination regarding the resolution of the matter, and depending on the circumstances, both parties may be informed concurrently of the resolution.
- e. In the event actions are taken against an individual under NSHE Code Title 2, Chapter 6 (or applicable Student Code of Conduct) or NAC Chapter 284, such matters generally remain confidential under those sections, except that final decisions following hearings or appeals of professional employees and State of Nevada personnel hearings involving classified employees are public records. Student matters generally remain confidential under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, 34 CFR Part 99 (FERPA).
- f. When discriminatory conduct or sexual harassment involves a crime of violence or a non-forcible sex offense, FERPA permits the institution to disclose to the alleged victim the final results (limited to the name of the alleged perpetrator, any violation found to have been committed, and any sanction imposed) of a disciplinary proceeding against the alleged perpetrator, regardless of whether the institution concluded that a violation was committed. With respect to an institutional disciplinary proceeding alleging a sex offense, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. § 1092 (f), 34 CFR 668.46 (Clery Act) requires that the accuser and the accused must be informed of the outcome.
- g. In the event a student is found to have engaged in sexual harassment of another student, the institution shall disclose to the student who was harassed, information about the sanction imposed on the student who was found to have engaged in harassment when the sanction directly relates to the harassed student.

5. Prompt Attention.

Complaints of discrimination or sexual harassment are taken seriously and will be dealt with promptly, thoroughly, impartially, and equitably. Where discrimination is found to have occurred, the NSHE institution or unit where it occurred will act to stop the discrimination or sexual harassment, to prevent its recurrence, to remedy its effects, if any, and to discipline those responsible.

6. Confidentiality.

The NSHE recognizes that confidentiality is important. However, confidentiality cannot be guaranteed. The administrators, faculty or staff responsible for implementing this policy will respect the privacy of individuals reporting or accused of discrimination or sexual harassment to the extent reasonably possible and will maintain confidentiality to the extent possible. Examples of situations where confidentiality cannot be maintained include, but are not limited to, necessary disclosures during an investigation, circumstances where the NSHE is required by law to disclose information (such as in response to legal process), or when an individual is in harm's way.

7. Retaliation

Retaliation against an individual who in good faith complains of alleged discrimination or sexual harassment or provides information in an investigation about behavior that may violate this policy is against the law, will not be tolerated, and may be grounds for discipline. Retaliation in violation of this policy may result in discipline up to and including termination and/or expulsion. Any employee or student bringing a discrimination or sexual harassment complaint or assisting in the investigation of such a complaint will not be adversely affected in terms and conditions of employment and/or academic standing, nor discriminated against, terminated, or expelled because of the complaint. Intentionally providing false information is also grounds for discipline. "Retaliation" may include, but is not limited to, such conduct as:

- the denial of adequate personnel to perform duties;
- frequent replacement of members of the staff;
- frequent and undesirable changes in the location of an office;
- the refusal to assign meaningful work;
- unwarranted disciplinary action;
- unfair work performance evaluations;
- a reduction in pay;
- the denial of a promotion;
- a dismissal;
- a transfer;
- frequent changes in working hours or workdays;
- an unfair grade;
- an unfavorable reference letter.

a. Employees

- I. An employee who believes that he or she has been subjected to retaliation may file a retaliation complaint with his or her immediate supervisor, who will in turn immediately contact one of the officials listed above.
- II. If the employee feels uncomfortable about discussing the alleged retaliation with the immediate supervisor, the employee should feel free to bypass the supervisor and file a complaint with one of the other listed officials or with any other supervisor.
- III. After receiving any employee's complaint of an incident of alleged retaliation, the supervisor will immediately contact any of the individuals listed above to forward the complaint, to discuss it and/or to report the action taken. The supervisor has a responsibility to act even if the individuals involved do not report to that supervisor.

b. Students

- i. A student who believes that he or she has been subjected to retaliation may file a retaliation complaint with his or her major Department Chair or director of an administrative unit, who will in turn immediately contact one of the officials listed above.
- ii. If the student feels uncomfortable about discussing the alleged retaliation with the Department Chair or director of an administrative unit, the student should feel free to bypass the person and file a complaint with one of the above officials or to any chair, Dean, or director of an administrative unit who will in turn immediately contact one of the officials listed above to forward the complaint, to discuss it and/or to report the action taken. The chair, Dean or director of an administrative unit has a responsibility to act even if the individuals involved do not report to that person.

- c. **Complaints of retaliation under Title IX must be immediately provided to the Title IX Coordinator.**

8. False Reports

Because discrimination and sexual harassment frequently involve interactions between persons that are not witnessed by others, reports of discrimination or sexual harassment cannot always be substantiated by additional evidence. Lack of corroborating evidence or "proof" should not discourage individuals from reporting discrimination or sexual harassment under this policy. However, individuals who make reports that are later found to have been intentionally false or made maliciously without regard for truth, may be subject to disciplinary action under the applicable University and Board of Regents disciplinary procedures. This provision does not apply to reports made in good faith, even if the facts alleged in the report cannot be substantiated by subsequent investigation.

9. Supervisors' Responsibilities.

Every supervisor has responsibility to take reasonable steps intended to prevent acts of discrimination or sexual harassment, which include, but are not limited to: Monitoring the work and school environment for signs that discrimination or harassment may be occurring; Refraining from participation in, or encouragement of actions that could be perceived as discrimination or harassment (verbal or otherwise); Stopping any observed acts that may be considered discrimination or harassment, and taking appropriate steps to intervene, whether or not the involved individuals are within his/her line of supervision; and Taking immediate action to minimize or eliminate the work and/or school contact between the two individuals where there has been a complaint of sexual harassment, pending investigation.

If a supervisor receives a complaint of alleged discrimination or sexual harassment, or observes or becomes aware of conduct that may constitute discrimination or sexual harassment, the supervisor must immediately contact one of the individuals identified above to forward the complaint, to discuss it and/or to report the action taken. Failure to take the above action to prevent the occurrence of or stop known discrimination or harassment may be grounds for disciplinary action.

10. Relationship to Freedom of Expression.

The NSHE is committed to the principles of free inquiry and free expression. Vigorous discussion and debate are fundamental rights and this policy is not intended to stifle teaching methods or freedom of expression. Discrimination or sexual harassment, however, is neither legally protected expression nor the proper exercise of academic freedom; it compromises the integrity of institutions, the tradition of intellectual freedom and the trust placed in the institutions by their members. (B/R 12/11)

Faculty and Administration

- Anderson, Pat** 2001
Director, Environmental Health, Safety and Security
AA — Diablo Valley College
BS — University of California, Davis
MS—Columbia Southern University
- Bagley, Peter** 1996
Life Sciences Professor
BS — University of Maryland
MS — University of Kentucky
- Bagwe, Rita** 2012
Biology Instructor
BS – Zoology
B. ED — University of Mumbai, India
MS — University Of Mumbai, India
PhD — UNC Charlotte
- Bailey, Jeannie** 2001
Grants Director
BA — Eastern Oregon University
MBA — University of Nevada, Reno
- Bain, John** 2012
Practice Lab Manager
MSH — University of California
Nursing Certificate — Los Angeles Valley College
BA — St. Louis University
AA — Los Angeles Valley College
- Baker, Sheri** 2006
Human Resources Specialist
- Beasley, Tim** 2009
Computer Technician I
AS — Brigham Young University
- Bentley, Susanne** 2004
English Professor
AA — Lake Tahoe Community College
BGS — Indiana University
MA — University of Nevada Reno
- Bhattarai, Sameer** 2012
Life Sciences Instructor
BS — Tribhuvan University Nepal
MS — Troy University
PhD — George Mason University
- Bingaman, Linda** 2012
Emergency Medical Services Education Program Director
- Blanchard, Chrissie** 2012
Lead Teacher, Child Center
AS — Great Basin College
AA — Great Basin College
BA — University of Nevada, Las Vegas
- Bolinder, Dale** 2003
Diesel Technology Professor
Certification — Denver Automotive and Diesel College
- Bowen, Melissa** 2012
Lead Teacher, Child Center
AS — Great Basin College
AA — Great Basin College
BA — University of Nevada, Las Vegas
- Bruno, Caroline** 2005
Earth/Physical Sciences Professor
BA — Franklin and Marshall College
MS — Oregon State University
- Bruns, Thomas** 2008
Millwright Instructor
- Byram, Robert** 1996
Electrical Technology Professor
- Byrnes, Julie** 2000
Director, Services for Students with Disabilities
BS — Boise State University
MCOUN — Idaho State University
- Campbell, Lisa** 2005
Director, Winnemucca Center
BS — Santa Clara University
MA — Santa Clara University
- Caruso, Michael** 2012
Diesel Technology Instructor
AS — Ferris State University
BS — Ferris State University
- Cavanaugh, Norman** 2005
Director, Fitness Center/
Director, Great Basin Archives
BA — Boise State University
MPH — University of California, Berkeley
- Charlebois, Wendy** 2006
Social Work Professor
BS — University of Maryland University College
MSW — University of Nevada, Reno
- Coates, Kara** 2004
Lab Manager
AS — John A. Logan College
AAS — John A. Logan College
BA — Southern Illinois University, Carbondale
- Collins, Pat** 1989
Director, Career Center
BA — University of South Dakota
MA — University of Nevada, Reno
- Combs, Stacie** 2006
Coordinator, Housing
- Crum, Tawny** 2003
Assistant Director, Student Financial Services and Veterans Affairs
- Curtis, Mark A.** 2012
President
AAS — Kellogg Community College
BS — Western Michigan University
MA — Western Michigan University
PhD — Western Michigan University
- Daniels, Frank** 1995
Mathematics/Computing Professor
BS — University of Florida
MS — University of Florida
PhD — University of Florida
- Dannehl, Karen** 1999
Reference Librarian
BA — University of Nevada, Reno
MLS — University of Southern Mississippi
JD — University of San Francisco
- Davis, Stephanie** 2010
Social Sciences Instructor
BEEd — University of Calgary
MS — Brigham Young University
- de Arrieta, RayLynn** 2012
Director, Child Center
AAS — Brigham Young University, Idaho
BA — Sierra Nevada College
- de Braga, Angie** 2007
Director, Continuing Education and Community Outreach
BS — University of Nevada, Reno
MEd — University of Nevada, Reno
- Donnelli, Amber** 2006
BSN and ADN Professor
BSN — University of Phoenix
MSN — University of Phoenix
PhD — University of Nevada, Las Vegas
- Doucette, Mary** 2006
Radiology Technology Instructor
RT — Marlan Health Center School of Radiology Technology
CBRPA — Weber State University
BS — Weber State University
MS — University of Nevada, Reno
- Douglas, Dave** 2012
Technical Mathematics Instructor
BS — Montana Tech
MS — Montana Tech
- Drussell, Peggy** 2011
Nursing Instructor
ASN — Great Basin College
BSN — Great Basin College
MA — Grand Canyon University
- Du, Xunming** 2003
Mathematics Professor
BS — Hubei University
MA — Tongji Medical University
MS — Ohio University
- Elithorp, James** 2005
Land Surveying/Geomatics Professor
AA — San Joaquin Delta Junior College
BA — Sacramento State College
MPA — California State University, Sacramento
BS — Oregon Institute of Technology
MS — Purdue University
PhD — Purdue University

- Ellefsen, David** 2004
Director, Library
BS — University of Utah
MEd — University of Utah
MLS — Emporia State University
- Foster, Jonathon** 2012
History Instructor
BA — University of Alabama at Birmingham
MA — University of Alabama at Birmingham
PhD — University of Nevada, Las Vegas
- Fox, Patricia** 1991
Art Professor
BFA — University of Nevada, Las Vegas
MFA — Utah State University
- Frazier, Lisa** 2000
Director, Curriculum Development
BA — Utah State University
ME — Leslie College
- Freistroffer, David** 2007
Life Sciences Professor
BS — California State Polytechnic University,
San Luis Obispo
PhD — Uppsala University-Sweden
- Friez, Dorinda** 2005
Assistant to the Vice President
for Business Affairs
Certificate — Great Basin College
AAS — Great Basin College
- Fulkerson, Ann C.** 2010
Director of Institutional Research
BA — University of Nevada, Reno
MA — Washington State University
- Gailey, Tami** 2007
BSN and ADN Professor
BSN — University of Wyoming
MSN — University of Phoenix
- Galli, Matthew** 2012
Circulation Supervisor/
Web Coordinator Library
BA — University of Nevada, Reno
MS — University of North Texas
- Garcia, Steve** 1994
Electrical Technology Professor
AS — Dixie College
BS — Northern Arizona University
MVE — Northern Arizona University
- Gavorsky, Scott** 2012
History Instructor
BA — Oglethorpe University
MS — Emory University
PhD — Emory University
- Gerrits, Jodi** 2012
Student Data Specialist
AAS — Great Basin College
BAS — Great Basin College
- Gomez, Melinda** 2010
Preschool Teacher
BA — Great Basin College
- Gonzales, Danny** 1999
Political Science Professor
BA — University of Nevada, Reno
MPA — University of Nevada, Reno
PhD — University of Nevada, Reno
- Griffith, Dale** 2006
English Professor
MA — University of Nevada, Reno
MA — University of Nevada, Las Vegas
Candidatus Theologie in Philosophy and
Theology from Institut de Theologie
Orthodoxe (St Serge), Paris, France
PhD—University of Nevada, Las Vegas
- Hanington, Gary** 2000
Chemistry/Physics Professor
AS — SUNY at Farmingdale
BS — SUNY at Stony Brook
MS — SUNY at Stony Brook
PhD — University of California, San Diego
- Hannu, Robert** 2006
Interactive Video Coordinator/Technician
BS — University of Wisconsin, Platteville
- Hiles, Dwaine** 2004
Computer Technician
Certificate — DeVry University
- Hogan, Douglas** 2002
Biology/Chemistry Professor
BS — California State Polytechnic College
MS — California State Polytechnic College
- Holford, Marsha** 2010
Associate Registrar
- Howell, Mary Teresa** 2004
English Professor
BA — University of North Dakota
MA — University of North Dakota
- Hyslop, Cindy** 2004
Computer Technologies Professor
BS — Western Montana College
MS — Boise State University
- Hyslop, Larry** 1991
Computer Technologies Professor
BA — University of Montana
MA — University of Montana
- Jaques, Cherie** 2007
Medical Imaging Instructor
AAS — Oregon Institute of Technology
BAS — Great Basin College
- Jensen, Joe** 2012
Diesel Technology Instructor
Advanced Certificate — Idaho State University
- Jim, Renae** 2004
Accounting Specialist
- Johnston, Heidi** 2008
Nursing Professor
BSN — University of Phoenix
MSN — University of Phoenix
- Jones, Donald** 2011
Computer and Classroom Technology
Technician
BAS — Great Basin College
- Kampf, Richard** 1991
Mathematics Professor
BS, MS — New Mexico Institute of Mining and
Technology
- Kimber, Karen** 2010
Workforce Advisor
BS — University of Nevada, Reno
- King, Janice** 2001
Director of Admissions and Registrar
BA — University of California, Los Angeles
MA — California State University, San Diego
- Kleeb, George** 2012
Small Business Development Coordinator
BA — Chadron State College
- LaSalle Walsh, Meachell** 2000
Director, ABE/ESL Workplace Literacy
BA — University of Idaho
MA — University of Texas
- Licht, Jon** 1997
Welding Technology Professor
BS — Northern Montana College
- Macfarlan, Lynette** 2000
Education Professor
AA — Great Basin College
BA — Sierra Nevada College
MS — Walden University
- Mackey, Rick** 2012
Criminal Justice Instructor
AA — Criminal Justice
BA — Political Science
MA — California State University
- Mahlberg, Lynn** 1991
Vice President, Student Services
Administrative Officer
AA — Yuba Community College
BS — California State University, Chico
MBA — Golden Gate University,
San Francisco
- Matula, Thomas L.** 2010
Management and Marketing Instructor
AS — New Mexico Institute of Mining and
Technology
BS — New Mexico Institute of Mining and
Technology
MBA — New Mexico State University
PhD — New Mexico State University
- McCabe, Dean** 2012
Retention/Recruitment Specialist
BS — University of Nevada, Reno
MS — University of Nevada, Reno
- McCarty, Heather** 2012
Lead Teacher, Child Center
AS — Great Basin College
BA — University of Nevada, Las Vegas
- McCoy, Heather** 2000
Advisor
BS — Colorado State University
MBA — University of Nevada, Reno
- McFarlane, Michael** 1983
Vice President, Academic Affairs
AB — Humboldt State University
MS — University of Nevada, Reno
PhD — University of Nevada, Reno
- McNeese, Brenda L.** 2012
Admission Recruiter and Advisor
AS — Tarrant County Jr College
BS — California State University,
Domingues Hills
- Mendez, Adriana** 2006
Recruitment Coordinator
BS — Westminster College

Miller, Kris 2010
Dean of Academic Support, Health Sciences and Human Services
BSN — University of Utah
MSN — University of Kentucky
PhD — Indiana University

Molyneux, Greg 2000
Computer Services Technician
Certified Novell Engineer
A+ Certified Service Technician

Moore, Janie 2005
Assistant to the Vice President for Academic Affairs

Murphy, Bret 1984
Dean of Academic Support, Applied Science
BT — Northern Montana College
MEd — University of Nevada, Reno

Negrete, Sarah C. 2004
Elementary Education Professor
BS — Montana State University, Billings
MA — University of Phoenix
PhD — University of Nevada, Reno

Newman, John 2005
Mathematics Professor
BS — University of Nevada, Reno
MEd — University of Nevada, Reno
PhD — University of Nevada, Reno

Nguyen, Hang 2012
Economics/Finance Instructor
MBA — Southern California, University for Professional Studies
MA — University of Colorado
PhD — University of Colorado

Nickel, Ed 1989
Computer Technologies Professor
BA — Kansas State University
MLS — Emporia State University

Nielsen, Brandy 2011
Associate Director of Development
BAS — Great Basin College

Nielsen, Scott 2000
Director, Student Financial Services and Veterans Affairs
BS — Brigham Young University
MBA — University of Nevada, Reno

Olsen, Ashley 2012
Integrate Implementation Specialist

Orr, John R. 2009
English Professor
AAS — Utah Technical College
BS — University of Nevada, Reno
MA — California State University, Dominguez Hills

Owen, Earl 2011
Diesel Technology Instructor
AAS — Rick's College

Pierce, Jennifer 2012
Retention Coordinator
BA — Boise State University

Pike, Laura 2012
Computer Technologies Instructor
BS — South Dakota School of Mines and Technology

Potter, Tami 2009
Grant and Accounting Specialist
BBA — Idaho State University

Quijada, Roger 2012
Computer Services Technician
AS — Great Basin College
BS — Great Basin College

Owens, Lynne 1997
Mathematics Professor
BS — Montana State University
MS — Montana State University

Reagan, Tom 2007
Secondary Education Professor
BS — Idaho State University
MS — Rensselaer Polytechnic Institute

Rice, John 1996
Chief Development Officer
BA — Viterbo College (WI)
MFA — University of Wisconsin, Milwaukee
PhD — Capella University

Rogers, Ami 2011
Coordinator, Battle Mountain Center
AA — Great Basin College
BA — Great Basin College

Russell, Jessica E. 2012
Academic Success Center Director
BA — Great Basin College
MBA — Western Governors University

Schwandt, Katherine 1996
Computer Technologies Professor
BS — University of Nevada, Reno
MEd — University of Nevada, Reno

Scilacci, Steven 2011
Welding Technology Instructor
AAS — Great Basin College

Shane, Tracy 2007
Agriculture Professor
BS — University of Nevada, Reno
MS — University of Nevada, Reno

Sibert, Sonja 2010
Chief Business Officer
BS — University of Nevada, Las Vegas
MBA — University of Nevada, Reno

Skivington, Gretchen 2002
Romance Languages Professor
BA — University of California, Berkeley
MA — University of Nevada, Reno
PhD — University of California, Davis

Steel, Heather 2008
Tech Prep Coordinator
AAS — Great Basin College
BA — Great Basin College

Stout, Justine 2004
Student Account Specialist
AA — Great Basin College

Stugelmayer, Jim 2012
Instrumentation Technology Instructor
Certificate of Instrumentation from JM Perry Technical Institute

Sutherland, Sharon F. 2007
BSN and ADN Professor
BSN — University of Nevada, Reno
MSN — University of New Mexico

Sutherland, Yvonne 2005
Assistant to the Vice President for Student Services
BA — University of Nevada, Reno

Swetich, Mary 1994
Director, Ely Center
BS — Colorado State University

Tenney, Glen 1990
Accounting/Economics Professor
BS — Arizona State University
MS — Western International University
PhD — Touro University International

Therault, Stephen J. 2011
Management and Marketing Instructor
AA — Citrus College
BS — University of Phoenix
MBA — University of Nevada Reno

Thompson, Terri 2012
Manager of Student Data
BS — Hawaii Pacific University
MBA — Hawaii Pacific University

Trainor, Carolyn 2007
Foundation Services Coordinator

Uhlenkott, Linda 2001
English Professor
BS — Lewis-Clark State College
MA — University of Nevada, Las Vegas
PhD — University of Nevada, Reno

Volkert, Delene 2012
Coordinator, Nursing Assistant Program
MSH — Walden University
BSN — Great Basin College
ASN — Great Basin College

Walsh, Eric 2006
Reference Librarian
BS — University of Scranton
MA — University of Kent, Canterbury
MA — University of South Florida

Walsh, Laurie 2005
Anthropology Professor
BA — Washington State University, Pullman
MA — University of Nevada, Reno
PhD — University of Nevada, Reno

Whittaker, Delores 2012
Academic System Specialist

Whittaker, Norman 2006
Industrial Millwright Technology Professor
AAS — Southern Utah University
BS — Southern Utah University

Wilkins, Mardell 2003
Assistant to the President
AAS — Great Basin College

Wrightman, Diane 2009
Pahrump Valley Center Manager
BS — Grand Valley State University
MS — Southern Illinois University

Young-Gerber, Christine 2011
Theatre/Music Instructor
BFA — Northern Kentucky University
MA — University of Kentucky
MFA — University of Central Florida

Emeritus Faculty

Aiazzi, Stan Vice President Emeritus

Student Services
BS — University of Nevada, Reno
MA — University of Nevada, Reno

Avent, Gary Emeritus

Director, Library
BA — Central State College
MLS — University of Oklahoma

Barton, Richard Emeritus

Welding Professor
AAS — Northwest Community College

Berg, William* President Emeritus

BS, MS — University of Wisconsin
EdD — University of Arizona

Borino, Dick Emeritus

Diesel Technology Professor
Diploma — Wyoming Technical Institute
AA — Great Basin College

Call, Dorothy Emeritus

Office Administration Instructor
BS — Indiana State University

Day, Delna* Emeritus

Nursing Instructor
Diploma — Salt Lake City Hospital
AGS — Great Basin College

Diekhans, Carl Emeritus

Mathematics Professor
Vice President for Administrative Services
BS — College of Great Falls
MS — Montana State University

Elliott, Betty Emeritus

Life Sciences Professor
BS — University of Nevada, Reno
MS — University of Nevada, Reno
EdD — University of Nevada, Reno

Emerson, Amy Emeritus

Mathematics
BA — University of South Dakota
MATM — University of Nevada, Reno

Greenhaw, Charles Dean Emeritus

BA — University of North Texas
MA — University of North Texas
PhD — University of Nevada, Reno

Hannah, Paul Shelley* Emeritus

Social Sciences Professor
PhB — University of North Dakota
MA — University of North Dakota
MA — Texas A & I University
DPL — Oxford University

Heberer, Garry Emeritus

Dean of Extended Studies
BA — William Penn College
MA — University of South Dakota
PhD — Ohio University

Holland, Ruth Emeritus

Nursing
BS — University of Cincinnati
MSN — University of Utah

Kuhl, Marilee Emeritus

Nursing Professor
BSN — South Dakota State University
MSN — Idaho State University

Martin, Karen Emeritus

Social Sciences Professor
AA — Rick's College
BS — Utah State University
MS — Oregon State University

McMullen, Cyd Emeritus

History/Humanities Professor
BA — University of Colorado
MA — University of Utah
PhD — University of Nevada, Reno

McNally, Richard* Emeritus

English Professor
BA — University of Nevada, Las Vegas
MA — University of Nevada, Las Vegas

Myrhow, Michael Emeritus

Computer Technologies Professor
BA — University of Montana
MS — Kansas State University

Popeck, Stan* Emeritus

Director, Occupational Education
BS — University of Wyoming

Ports, Mark Emeritus

Life Sciences Professor
BS — Oklahoma State University
MS — Ft. Hays State University

Pryor, John Emeritus

Business Administration Professor
BA — Williams College
MBA — Babson Institute

Puccinelli, Margaret A. Emeritus

BSN and A D N Professor
BSN — University of California, San Francisco
MSN — University of California, San Francisco
PhD — Capella University

Shaw, Joyce Emeritus

Graphic Designer/Editor
Manager, Media Services
BS — University of Nevada, Reno

Smith, Georgeanna Emeritus

Director, Nursing
BSN — Montana State University
BS — Utah State University
MEd — University of Nevada, Reno
MSN — Idaho State University

Smith, Jack Emeritus

Humanities/Social Sciences Professor
BA, MA, PhD — University of Utah

Sweetwater, Sarah Emeritus

Art Professor
BS — West Texas State University
MEd — University of Utah

Warren, Pat Emeritus

Director, Continuing Education
BS — California State Polytechnic University,
San Luis Obispo
MEd — University of Nevada, Reno

*Deceased

Adjunct Faculty

Alderman, Minnis A.

Psychology
MA — Murray State College

Anderson, Andrew A.

Education
MED — The College of St. Catherine

Bail, Michael

Graphic Communications
AS — Great Basin College

Berg, Becky A.

Education Technology
MS — Boise State University

Bhattarai, Smriti S.

PhD — Environmental SC & Policy
George Mason University

Boak, Carissa A.

Play Writing
MFA — University of Nevada, Las Vegas

Borkman, Jessica M.

BS — Nursing
Great Basin College

Bucarey, Ethan

MA — English
Montclair State University

Buchel, Jacqueline A.

BA — Elementary Education
Great Basin College

Budd, William J.

Electrical Engineering
BS — University of Missouri

Byra, Kristen L.

Ph.D — Psychology
Western Michigan University

Cameron, Robert M.

Business Administration
MBA — University of Nevada, Las Vegas

Cheney, Melvin D.

Agronomy
BS — Brigham Young University

Clifton, Beth E.

AA — Education
Western Nevada Community College

Davis, Lauren C.

Religious Studies
MA — University of California at Santa Barbara

Davis, Susan W.

Education Administration
MA — University of Nevada, Reno

Delaney, Cynthia A.

Art
MA — Lesley University

Downs, Joseph O.

BS — Business
Lewis & Clark State College

Doyle, Gregory N.

Geology
BA — California State University

Eardly, Ross P.

Law
JD — Stanford University

Ericksen-Wedmore, Leaf A.

Education
MA — University of Nevada, Las Vegas

Eriksen, Lisa M.

Botany
BS — Oregon State University

Fenton, George E.

Engineering
MSE — University of Michigan

Fernandez, Jennifer L.

Nursing
BSN — Dominican College of San Rafael

Finley, Deborah L.

MFA — Ceramics
University of Wisconsin, Milwaukee

Fisher, Aaron W.

School Psychology
MS — Brigham Young University

Ford, Carol A.

Literacy Studies
ME — University of Nevada, Reno

Galvin, William A.

Political Science
BA — University of California, Los Angeles

Gerber, Michael R.

Stage Direction
MFA — Ohio University

Gignac, Rosanna M.

Elementary Education
BA — University of Nevada, Reno

Gilboy, James M.

Education
ME — Lesley College

Goddard, Malia N.

AAS — ASL Interpreting
Howard College/SWCID

Gordon, Christian D.

Mathematics
BS — Westminster College

Haas, Robert S.

Political Science
BA — St. Joseph College
MA — Ball State University

Harp, Carrie

Elementary Education
BA — Great Basin College

Hawkins, Allison P.

English
BA — University of Texas at Austin

Heaton, Margaret R.

MA — Marriage Therapy
University of Nevada, Reno

Hepburn, Thelma J.

Art

Hicks, William Brandon R.

Physical Education and Exercise

Hritz, Raegan R.

Education
MS — Walden University

Jefferson, Ryan M.

Business Administration
MBA — National University

Johnson, Byron E.

Civil Engineering/Surveying
AS — Texas State Technical College

Jones, Shaquita

Psychology
MEd — Howard University, 2010
BA — San Diego State University, 2008

Joyce, Jeanne E.

Business Education
BS — Black Hills State University

Killion, Marlene D.

Home Economics
MS — University of Nevada, Reno

Kimble, Jo J.

Liberal Arts
AA — Cochise Community College
BA — Great Basin College

Kurka, Mira T.

Geology
PhD — University of Oregon

LaFleur, Marc T.

MA — Business
University of Phoenix

Latham, Robert G.

Christian Education
BA — Midwestern Baptist Seminary

Lissolo, Nicole D.

AA — Associates of Arts
Great Basin College

Lords, Paul O.

Counseling & Ed. Psych
EdS — University of Nevada, Reno
MED — University of Nevada, Reno
PhD — Capella University

Maborang, Elena P.

Nursing Administration
MSN — Aurora University College of Nursing

Mahlberg-Grant, Jennifer C.

BS — Nursing
Great Basin College

Mahoney, Bryan R.

BS — Mathematics
Evangel University

Mansour, Gary

BA — Business
Great Basin College

Maynard, Ken

Wood Working

McDermott, Salli R.

Education
MA — Grand Canyon University

McMullen, Emily A.

MA — English Literature
University of Nevada Reno

Melgar-Murcia, Julio L.

Information Systems & Human Resource
Management
MS — University Francisco Morroquin

Mierins, Andrew M.

Law
JD — University of New Hampshire School of
Law

Mitton, Dawn

BS — Municipal Education
University of Nevada, Reno

Mobley, Robert A.

History
MA — University of Tulsa

Moore, Allen Justin

BS — Geological Engineering
University of Nevada, Reno

Moss, Barbra F.

Instructional Design
ME — Western Governors University

Moyle-Hicks, Deanne M.

Education
ME — Lesley University

Murphy, Christopher J.

MS — Vocational Education
Bemidji State University

Musial, Diann

CAS, Social Theory
PhD — University of Chicago

Naffziger, Arthur R.

Industrial Technology
BS — California State University

Neschke, Jennifer C.

English
BA — University of Nevada, Las Vegas

Nichols, Matthew C.

AA — Welding Technology
Great Basin College

Orr, Kristen F.

Journalism
BA — University of Nevada, Reno

O'Shea-Hockett, Regina K.

Nutrition
MS — University of Nevada, Reno

Pantello, Russell J.

Elementary Education
BA — Great Basin College

Pardovich, Juanita D.

Education
BA — Great Basin College

Paxton, James A.

Secondary Education
BS — University of Nevada, Las Vegas

Pennington, Gerald

Applied Science Electronics
AS — Truckee Meadows Community College

Phillips, Patricia A.

Computer Information System
AA — Laramie Community College

Pitts, Sean D.

American Studies
MA — Utah State University

Plager-Heard, Heather C.

Psychology
BS — Boise State University

Ports, Mark E.

BA — Education
University of Nevada, Reno

Rappa, Gail P.

Art

Raynor, Wendy A.

Counseling and Ed. Psych
MS — University of Nevada, Reno

Rynearson, Jon L.

Law Enforcement
Idaho State Post Council

Sanchez, Sheri L.

Education
BS — Slippery Rock University

Sausman, George R.

Business Administration Accounting
MBA — California Coast University

Schafer, Robert E.

MPA — Management
Marywood University

Sellers, Luke M.

Education
MA — University of Idaho

Smales, Cathy D.

ME — Curriculum, Instruction & Assessment
Walden University

Smiley, Alissa R.

BA — Elementary Education
Western Montana College

Spratling, Boyd M.

Veterinary Medicine
PhD — Washington State University

Stephenson, John N.

JD — Law
Southwestern Law School

Stieger, Jennifer L.

Physical Education and Exercise
AA — Great Basin College

Tacadina, Kristie M.

Criminal Justice
MA — Boston University

Thiesen, Amy D.

BA — Elementary Education
Montana State University

Thomas, William D.

MS — Geology
Utah State University

Whalen, Mona D.

Nursing
AA — Great Basin College
AS — Northern Nevada Community College

Whiteley, Jennifer E.

Agriculture Education
BS — Montana State University

Wickersham, Timothy P.

History
MA — Northern Arizona University

Williams, Tiffany M.

Business
BA — Great Basin College

Wilson, Mary E.

Theatre
BA — CSU Fullerton

Withers, Katherine

Art
BS — Art Education, 1971

Wright, Ann M.

Mathematics
BS — University of Utah

Zeisler, Brian K.

MED — Education
Montana State University

Zielinski, Stephanie M.

MA — English Lang/Linguistics
University of Arizona

Zumwalt, Don

Criminal Justice
MS — Kaplan University

A GBC Quick Reference Guide

Academic Advisement Reports (AAR) (Degree Audits)

Admissions and Records Office,
Berg Hall, 775.753.2279

Academic Affairs

Berg Hall, 775.753.2187

Academic Records

Admissions and Records Office,
Berg Hall, 775.753.2102

Academic Success Center

Electrical/Industrial/Technology Building,
775.753.2149 or 775.753.2144

Activities

(Student Organizations)
Leonard Center for Student Life,
775.753.2256

Adding and Dropping Classes

(Information only)
Admissions and Records Office,
Berg Hall, 775.753.2102

Admission Advising and Career Center

Berg Hall, 775.753.2168

Admission Information

Admission Advising and Career Center
Berg Hall, 775.753.2168

Adult Basic Education (ABE)

Adult Learning Center,
1020 Elm Street, 775.753.2230
Chilton Circle Modular,
775.753.2126 or 775.753.2109

Adult High School Diploma Program

Adult Learning Center,
1020 Elm Street, 775.753.2233

Affirmative Action

Berg Hall, 775.753.2282

Area Health Education Center/ UNSOM Outreach

AHEC, Elizabeth Griswold Hall, 701 Walnut
775.738.3828

Assistance with Substance Abuse

Leonard Center for Student Life
775.753.2271

Audio-visual Equipment

Lundberg Hall, 775.753.2343

Battle Mountain Center

835 N. Second Street
Battle Mountain, NV 89820
775.635.2318

Books/Periodicals/Reference

GBC Library, 775.753.2222

Bookstore

Leonard Center for Student Life, 775.753.2270

Building and Grounds

Construction Trades, 775.753.2316

Business

Greenhaw Technical Arts, 775.753.2235

Business Affairs

Berg Hall, 775.753.2227

Campus Tours

Leonard Center for Student Life,
775.753.2201

Career and Technical Education

Electrical/Industrial/Technology Building,
775.753.2217 or 775.753.2175

Challenge Examinations

Admissions and Records Office,
Berg Hall, 775.753.2273

Change of Name/Address/Major

Admissions and Records Office,
Berg Hall, 775.753.2102

Mark H. Dawson Child and Family Center and the House that Tom and Jack Built

775.753.2225 or 775.753.2224

Community Education Courses

Berg Hall, 775.753.2231

Computer Technologies

High Tech Center, 775.753.2363

Computer Services

Lundberg Hall, 775.753.2220

Continuing Education

Berg Hall, 775.753.2231

Controller's Office

Berg Hall, 775.753.2110

Cooperative Education

Electrical/Industrial/Technology Building,
775.753.2175

Copy Machines

Media Services, Lundberg Hall 775.777.8864
Evenings: GBC Library 775.753.2222
Minimal charge for students

Deferred Payments

See Payments Plans
See Veterans' Deferred Registration Payments

Degree Audits

See Academic Advisement Report (AAR)

Department of Health Sciences and Human Services

Dorothy S. Gallagher Health Sciences
Building, 775.753.2301

Distance Education

See Office of Classroom of Technology

Dorms—See Student Housing

Education Department

Electrical/Industrial/Technology Building,
775.753.2177

Ely Center

2115 Bobcat Drive
Ely, NV 89301
775.289.3589

English

McMullen Hall, 775.753.2221

English as a Second Language

Adult Learning Center, 775.753.2230
Chilton Circle Modular
775.753.2126 or 775.753.2109

Facility Scheduling

Berg Hall, 775.753.2101

Faculty Offices

Switchboard, Berg Hall,
775.738.8493

Financial Aid Information

Student Financial Services,
Berg Hall, 775.753.2399

Fine Arts

McMullen Hall, 775.753.2221

Fitness Center

775.753.2113

Food Service

Leonard Center for Student Life,
775.753.2261

Foundation Office

McMullen Hall, 775.753.2246

GED Testing

Admissions and Records Office,
Berg Hall, 775.753.2102
Adult Learning Center, 775.753.2233

Grants

McMullen Hall
775.753.2317

Health Sciences and Human Services

Dorothy S. Gallagher Health Sciences
Building, 775.753.2301

History

Electrical/Industrial/Technology Building,
775.753.2244

Housing Program—See Student Housing

Humanities

McMullen Hall, 775.753.2221

Human Resources

Chilton Circle Modular, 775.753.2263

Individualized Study

Leonard Center for Student Life, 775.753.2271

Industry

Electrical/Industrial/Technology Building
775.753.2175

Information Desk

Berg Hall, 775.738.8493

Institutional Research and Assessment

Berg Hall, 775.753.2009

Inter-library Loan

GBC Library, McMullen Hall,
775.753.2222, FAX 775.753.2296

Interactive Video

High Tech Center, 775.753.2306

Internet Classes

High Tech Center, 775.753.2147

Jobs (On and Off Campus)

Berg Hall, 775.753.2180

KENV—TV Station, NBC Affiliate

775.777.8500

KNCC—Radio Station

Lundberg Hall, 775.753.2252

Library

McMullen Hall, 775.753.2222

Life Sciences

Lundberg Hall, 775.753.2120

Lost and Found

Security, Chilton Circle Modular, 775.753.2293

Mailing Address

1500 College Parkway
Elko, NV 89801

Maintenance Training Cooperative—MTC

Electrical/Industrial/Technology Building,
775.753.2175 or 775.738.2217

Marketing

McMullen Hall, 775.753.2260

Mathematics

Electrical/Industrial/Technology Building,
775.753.2120

Media Services

Lundberg Hall, 775.777.8864

Microsoft Training and Certification

High Tech Center, 775.753.2241

Non Credit Courses

Berg Hall, 775.753.2231 or 775.753.2202

Off-Campus Programs

Berg Hall, 775.753.2266

Office of Classroom Technology

High Tech Center, 775.753.2306

Orientation

Berg Hall, 775.753.2102

Pahrump Valley Center

1521 E. Idaho Street
Pahrump, NV 89048
775.727.2000

Parking Permits (Students with Disabilities)

Leonard Center for Student Life,
775.753.2271

Periodicals

GBC Library, McMullen Hall, 775.753.2222

Payment Plans

Controller Office,
Berg Hall, 775.753.2243

Personnel

Chilton Circle Modular, 775.753.2107

Phi Theta Kappa

Library, 775.753.2385

Physical Science

Lundberg Hall, 775.753.2120

Placement Testing

Berg Hall, 775.753.2272

Public Information

McMullen Hall, 775.753.2260

President's Office

Berg Hall, 775.753.2265

Recruitment Department

Leonard Center for Student Life,
775.753.2201 or 775.753.2255.

Refunds

Controller's Office,
Berg Hall, 775.753.2110

Registration Information

Admissions and Records Office,
Berg Hall, 775.753.2102

Room/Facility Requests

Berg Hall, 775.753.2101

SIS Operations

Berg Hall, 775.753.2211

Scholarships

Student Financial Services,
Berg Hall, 775.753.2399

Security

Chilton Circle Modular,
775.934.4923 or 775.753.2115

Services for Students with Disabilities

Student Services, Leonard Center for Student
Life, 775.753.2271

Sexual Harassment

Berg Hall, 775.753.2282

Small Business Development Center

Greenhaw Technical Arts, 101
775.753.2245

Social Sciences

Electrical/Industrial/Technology Building,
775.753.2244

Special Programs

Berg Hall, 775.753.2231

**Student Employment Services/
Job Placement**

Berg Hall, 775.753.2180

Student Financial Services

Berg Hall, 775.753.2399

Student Government Association

Leonard Center for Student Life,
775.753.2256 or 775.753.2234

Student Housing

Griswold Hall, 775.753.2360

Student Life

See *Activities*

Student Services

Berg Hall, 775.753.2184

Tech Prep

Electrical/Industrial/Technology Building,
775.753.2217 or 775.753.2303

Testing

Admissions and Records Office,
Berg Hall, 775.753.2272

Theatre Arts

High Tech Center, 775.753.2363

Transcript Request

Admissions and Records Office,
Berg Hall, 775.753.2102

Transfer Center

Counseling Office, Berg Hall,
775.753.2299

Tutoring

Academic Success Center,
Electrical/Industrial/Technology Building,
775.753.2144 or 775.753.2149

Veteran's Affairs

Student Financial Services,
Berg Hall, 775.753.2399

Veterans' Deferred Registration Payments

Student Financial Services,
Berg Hall, 775.753.2399

Web Address

www.gbcnv.edu

Winnemucca Center

5490 Kluncky Canyon Road
Winnemucca, NV 89445
775.623.4824

Youth Programs/Kids College

Berg Hall, 775.753.2231

FAX Directory

Academic Affairs Office

775.753.2186

Admission Advising and Career Center

775.753.2311

Admissions and Records Office

775.753.2311

Buildings and Grounds

775.753.2356

Child and Family Center

775.777.8862

Controller's Office

775.777.1809

Department of Health Sciences and

Human Services

775.753.2151

Education Department

775.753.7534

Electrical Technology

775.753.3509

English

775.753.2131

Follett Bookstore

775.753.2277

Foundation, Elko

775.738.9321

Grants

775.778.9434

Greenhaw Technical Arts/

Small Business Development Center

775.753.2322

High Tech Center

775.753.2160

Housing

775.753.2002

Human Resources

775.753.5428

Interactive Video

775.753.2160

GBC Library

775.753.2296

Lundberg Hall

775.738.8771

McMullen Hall Annex

English/Fine Arts/Humanities

775.753.2131

President's Office

775.778.9358

Security

775.753.3697

Social Sciences

775.753.3509

Student Employment Services

775.753.2311

Student Life and SGA

775.753.2182

Off-Campus Fax Directory

Austin/Battle Mountain Center

775.635.0340

Ely Center

775.289.3599

Eureka

775.237.6050

McDermitt

775.532.8017

Owyhee

775.757.2290

Pahrump Valley Center

775.727.2012 / 2014

Wells Center

775.752.3590

Wendover

775.644.2287

Winnemucca Center

775.623.1812

A GBC Glossary of Terms

Words and acronyms used in this catalog and other college publications are unique to GBC and postsecondary education. Some of the more frequently used terms are explained to help you understand us better.

Academic Advisement Reports (AAR) (Degree Audits)

An automated process that tracks a student's academic progress toward completing a degree or certificate. Your advisement report can be obtained by clicking on MyGBC on the GBC web page (www.gbcnv.edu). Once you log into MyGBC, click on Student Center, My Academics, and then View my advisement report.

Academic Advisor

A faculty member who is responsible for providing guidance to students in course or college program issues.

Academic Affairs

Issues that relate to instruction and administered by the Office of Academic Affairs.

AA—Associate of Arts

A two-year degree program for individuals who intend to transfer to a four-year institution.

AAS—Associate of Applied Science

A two-year degree program which emphasizes career and technical education preparation.

ABE—Adult Basic Education

An instructional program in basic skills for undereducated adults who need to become literate to function as citizens in American society.

AGS—Associate of General Studies

The Associate of General Studies (AGS) degree is designed for individuals who have acquired previous education in a diversity of subjects and wish to acquire a degree. This degree is not designed to transfer into baccalaureate programs.

AS—Associate of Science

A two-year degree program emphasizing the sciences for individuals who intend to transfer to a four-year institution.

Adult Diploma Program

A diploma program, operated at GBC by the Elko County School District, for students who are legally out of secondary school but who want to obtain a high school diploma.

Audit

Enrolling in and participating in a course without the expectation of receiving a grade or credit.

BA—Bachelor of Arts

A degree program consisting of four years of required study in the liberal arts and humanities.

BAIS—Bachelor of Arts in Integrative Studies

A degree program consisting of four years of required study. The program consists of two emphasis areas: Social Science and Resource Management.

BAS—Bachelor of Applied Science

A degree program consisting of four years of required study in the applied sciences. Concurrently, five emphases are available: Agriculture Management, Digital Information Technology, Instrumentation, Land Surveying/Geomatics, and Management in Technology.

BSN—Bachelor of Science in Nursing

A degree program for Nevada licensed registered nurses who have graduated from a National League for Nursing Accreditation Commission (NLNAC) accredited and/or State Board of Nursing approved associated degree program.

CEHSO—Center for Education and Health Services Outreach

Includes the services of the Area Health Education Center, which analyzes needs for health education programs and schedules continuing education for health professionals, and the Office of Rural Health. Located on the GBC campus in Elizabeth Griswold Hall.

Certificate of Achievement

An award given to a student who successfully completes a one-year program of study in a specialized field as outlined in this catalog.

Corequisite

Concurrent enrollment in an additional class required.

Credits/Credit Hour

A standard measure of instructional time required to complete a course. For example, ENG 101, Composition I, is a three-credit-hour course, which usually means that it will meet three hours each week over a semester. A two-credit-hour course usually meets two hours weekly for a semester.

Curriculum

A set of courses focused in a particular field of study (e.g., early childhood education curriculum, nursing curriculum).

Degree Audits

See Academic Advisement Report (AAR)

Department Chair

The faculty member elected by peers and approved by the GBC administration to oversee a department.

Departments

The College organizational pattern from the point of view of instruction. At GBC, these include mathematics, science, business and computing; humanities and social sciences; career and technical education; health science; and community education.

ESL

English as a Second Language is an instructional program operated by GBC for the benefit of people with limited ability in speaking, reading, and writing the English language.

FTE

Full-time equivalent student, statistically speaking. One full-time equivalent student is equal to 15 semester credit hours. For many purposes, however, an actual full-time student may be enrolled for as few as 12 semester credit hours or as many as 21 in certain cases.

Full-Time Student

A student enrolled in minimum of 12 credits for fall/spring semesters or 6 credits for summer semester.

GED

General Educational Development. The term refers to instruction which prepares students to take the tests for General Educational Development. Successful completion of the GED tests is often equated with high school equivalency preparation.

General Education Requirements

A prescribed set of courses required for completion of a degree or certificate program. Includes selections from English/Communications, U.S. and Nevada Constitutions, Mathematics, Science, Social Sciences, Arts/Fine Arts, Human Relations, and Emphasis Requirements.

Good Standing

Students formally accepted to the Bachelor's degree programs at GBC must maintain Good Standing with the program in order to continue to progress toward obtaining their degree. For more information, refer to each program's application handbook or call the Admissions and Records Office at 775.753.2361.

IAV

Interactive video. Some GBC classes are offered through IAV. Courses originate in one location and are broadcast to another. Students interact with an instructor through live compressed video on television screens.

Independent Study

A non-lecture class. A course of study is outlined between student and instructor and a contract for a grade is established.

Library

The Library includes not only books but audio-visual materials. In fact, the Library has all materials which support instruction, including periodicals, microfiche, electronic resources, and more.

LiveNet Course [LIVENET]

A synchronous online classroom in which the instructor and students meet through the Internet at a specific time for course discussions using a microphone headset. Students may participate in course discussion on their computer at home or from Great Basin College's computer lab. A 56K or higher Internet connection is required.

Lower-Division Courses

Course numbers 100-299.

MyGBC

MyGBC is the portal, or log in page, to access the student's Self-Service Center. It can be reached from the main GBC web page (www.gbcnv.edu) and allows the student to add and drop classes, view account and financial aid information, make payments, update personal contact information, view grades, obtain a degree audit, and more.

MTC

The College's Maintenance Training Cooperative Program which includes sponsored programs in diesel, electrical systems, welding, and industrial millwright technology.

NSHE

The Nevada System of Higher Education, which is made up of four community colleges, two state universities, Nevada State College, and the Desert Research Institute.

Off-Campus Centers

All GBC service area sites offering classes outside the Elko Main Campus.

Part-Time Student

An individual who is enrolled for fewer than twelve credits in a semester.

Prerequisite

A skill or course required before a student is permitted to enter a class or program.

Recognition of Achievement

An award given to a student who successfully completes the course of study in the specialized field as outlined in this catalog. Students receiving a Recognition of Achievement do not receive a diploma and do not participate in the graduation ceremony.

Retention

Student Retention Services, located in Leonard Center for Student Life, houses and consists of peer mentors who are available to answer any questions students may have regarding their college experience. The Retention program seeks to help students have a successful educational experience by providing information on available resources, assessing individual student strengths, and acting as a support system for students. Students are encouraged to visit with a peer mentor by calling 775.753.2271, stopping by their office in Leonard Center for Student Life, or by emailing retention@gbcnv.edu.

SGA—Student Government Association

An organization composed of all students taking one GBC credit or more and governed by elected officers who make up student government. The SGA is located Leonard Center for Student Life.

For club and organization information, contact the SGA Student Advocate at 775.753.2256, or by email at sga@gbcnv.edu.

Sexual Harassment

Includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication. See page 32 for more details.

Suggested Course Sequence

A course sequence outlined for each degree that is simply a suggestion that may not be appropriate for all students. For example, some students will have to take from one-to-four developmental courses before they are prepared to take some of the college-level courses. Many students will need to take fewer courses each semester due to other obligations in their lives. Full-time status is 12 credits per semester, but many programs provide students with the flexibility of taking fewer credits (in order to have a successful academic experience). Meeting with an advisor is crucial to establishing the best course sequence for each student.

Syllabus

The outline which the instructor furnishes you at the beginning of a course and which contains the main points of study. Includes, where appropriate, a description of the course of study, course goals, a schedule of completion, the method of testing, the grading standard, reading list, and a description of supplementary activity.

Upper-Division Courses

Course numbers 300-499.

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