

GREAT BASIN COLLEGE

Higher Education for Rural Nevada

ELKO MAIN CAMPUS

1500 College Parkway
Elko, NV 89801
775.738.8493

BATTLE MOUNTAIN CENTER

835 N. Second Street
Battle Mountain, NV 89820
775.635.2318

ELY CENTER

2115 Bobcat Drive
Ely, NV 89301
775.289.3589

PAHRUMP VALLEY CENTER

551 E. Calvada Blvd.
Pahrump, NV 89048
775.727.2000

WINNEMUCCA CENTER

5490 Kluncy Canyon Road
Winnemucca, NV 89445
775.623.4824

www.gbcnv.edu

Published July, 2015

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 to choose from. 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 86,514 square miles, making it larger than 37 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 23 communities across GBC’s ten 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.



Those who visit GBC are impressed by many things, the college’s culture of collegiality, its 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. These common observations provide a 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 3,000 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', with a long horizontal flourish extending to the right.

Dr. Mark A. Curtis
President

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NOTICES

Title IX Notice Non-Discrimination

Title IX of the Education Amendments Act of 1972 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."

The Nevada System of Higher Education (NSHE)/Great Basin College (GBC) are 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 action stop the discrimination, to prevent its recurrence, to remedy its effects, and to discipline those responsible.

Although it is the application of Title IX to athletics that has gained the greatest public visibility, the law applies to every single aspect of education, including course offerings, counseling (advising) and counseling (advising) materials, financial assistance, student health and insurance benefits and/or other services, housing, marital and parental status of students, physical education and athletics, education programs and activities sponsored by the institution, and employment.

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 should be directed to the following Title IX Coordinator (Primary Officer).

Great Basin College (President's Council) has adopted the Nevada System of Higher Education Title IX Task Force proposed revisions. This policy will be presented at the September 2015 meeting. Code amendments require two meetings for approval, but the policy amendment in Title 4, Chapter 8, Section 13 may be immediately effective upon approval of the Board. A complete copy of Title 4, Codification of Board of Regents Policy Statements Chapter 8, Section 13 Student Recruitment and Retention Policy, Equal Employment Opportunity Policy and Affirmative Action Program for the Nevada System of Higher Education may be found on page 226.

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

Lynn M. Mahlberg
Title IX Coordinator
Great Basin College
1500 College Parkway
Elko, NV 89801
775.753.2282
lynn.mahlberg@gbcnv.edu

U.S. Department of Education Office for Civil Rights
50 United Nations Plaza, Room 239
San Francisco, CA 94102

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 34 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 (murder, robbery, arson, forcible and non-forcible sex offenses) on and around their campuses. The 2008 amendments protect crime victims, "whistleblowers," and others from retaliation. The 2013 Campus SaVE (Sexual Violence Elimination Act) codified certain aspects and adds Domestic Violence, Dating Violence, and Stalking.

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: <http://www.gbc/security/crime.html>.

Great Basin College Campus Resources:

Lynn Mahlberg, Vice President for Student Services/Title IX Coordinator/
Student 775.753.2282 / lynn.mahlberg@gbcnv.edu

Patricia Anderson, Director of Environmental Health, Safety & Security
..... 775.753.2115 / patricia.anderson@gbcnv.edu

Julie Byrnes, Director Disability Support and Related Services
..... 775.753.2271 / julie.byrnes@gbcnv.edu

Patricia Johnson, Adult Learner Concierge
..... 775.753.2299 / pat.johnson@gbcnv.edu

Stacie Combs, Housing Coordinator
..... 775.753.2360 / stacie.combs@gbcnv.edu

Security Department 775.934.4923 (cell)

Human Resources Department 775.753.2155 or 775.753.2194

Tammi Cavender, Behavioral Intervention Team Contact
..... 775.753.2184 / tamara.cavender@gbcnv.edu

Great Basin College Center Directors

Battle Mountain 775.635.2318
Ely 775.289.3589
Pahrump 775.727.2017
Winnemucca 775.623.4824

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. By Nevada Revised Statutes NRS 396.535, "If the student does not return the form indicating that his or her personally identifiable information must not be released or disclosed, then it is probable that the information will be released or disclosed." 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.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the institution.

Upon request, the institution also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. The Nevada System of Higher Education has designated the following information as directory information:

- a. Name;
- b. Participation in officially recognized activities and sports;
- c. Address;
- d. Telephone number;
- e. Weight and height of members of athletic teams;
- f. Email address;
- g. Degrees, honors, and awards received;
- h. Major field of study;
- i. College;
- j. Dates of attendance;
- k. Date of graduation;
- l. Undergraduate or graduate status;
- m. Most recent educational agency or institution attended; and
- n. Enrollment status (full-time or part-time).

Students have the right to refuse to let NSHE designate this information as directory information and have until the end of the first six weeks of the fall or spring semester to submit a request for non-disclosure of the above items. A request for non-disclosure submitted at one NSHE institution will apply to all NSHE institutions.

4. **Sale of Directory Information.** Student directory information for current and former students cannot be sold or rented for a fee by a NSHE institution.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution 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.

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

2015–2016 Academic Calendar

Fall Term—2015

Consult Class Schedule	Testing/Advisement/ Orientation/Registration
August 17	CTE Faculty Return
August 17-21	CTE Housing Check-Ins Begin
August 20	Faculty Return
August 21	CTE Orientation
August 24	CTE Instruction Begins
August 24-28	Regular Housing Check-Ins Begin
August 24-28	Faculty In-Service
August 31	Instruction Begins
September 7	Labor Day Holiday
October 10	Disclosure of Student Record Opt Out Deadline
October 12	Fall Alternate Semester Begins
October 15	Fall Graduation Application Deadline
October 30	Nevada Day Holiday
November 2*	Official Course Drop Deadline
November 2	Audit/Credit Change Deadline
November 11	Veterans' Day Holiday
November 25	CTE Instruction Ends
November 26-27	Thanksgiving Recess
December 11	Instruction Ends
December 14-18	Final Exam Week
December 18	Fall Graduation
December 22	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—2016

Consult Class Schedule	Testing/Advisement/ Orientation/Registration
January 1	New Years Day Holiday
January 1-3	CTE Housing Check-Ins Begin
January 2	Early Spring Classes Begin
January 4	CTE Faculty Return
January 4	CTE Instruction Begins
January 13	Faculty Return
January 19-22	Regular Housing Check-Ins Begin
January 19-22	Faculty In-Service
January 18	Martin Luther King Holiday
January 25	Instruction Begins
February 15	Presidents' Day Holiday
February 27	Disclosure of Student Record Opt Out Deadline
March 7	Spring Alternate Semester Begins
March 15	Graduation Application Deadline
March 21-26	Spring Recess
April 4*	Official Course Drop Deadline
April 4	Audit/Credit Change Deadline
May 13	Instruction Ends
May 16-20	Final Exam Week
May 21	Graduation
May 23	Spring Mini Term Begins
May 24	Grades Due
May 27	CTE Instruction Ends
May 30	Memorial Day Holiday

Summer Term—2016

Summer Instruction	TBA
Independence Day Holiday	July 4

Reference Calendar

2015

2016

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Degree and Certificate Programs

Skills Certificate — Fewer than 30 credits

3G/4G Welding	79
Certified Nursing Assistant	79
CompT1A Certification Preparation	79
Emergency Medical Technician — Basic	79
Emergency Medical Technician — Advanced	79
Medical Coding and Billing	79
Network Specialist	79
Office Technology	79
Pipewelding	79
Real Estate Salesperson	79

Certificate of Achievement Programs —

A minimum of 30 credits	71
Accounting Technician	84
Business Administration	86
Diesel Technology	94
Early Childhood Education	
Early Childhood Emphasis	119
Infant/Toddler Emphasis	122
Electrical Systems Technology	97
Entrepreneurship	89
Human Resources	91
Human Services	159 / 160
Industrial Millwright Technology	101
Instrumentation Technology	99
Medical Coding and Billing	115
Office Technology	110
Retail Management	92
Spanish Interpreter/Translator	178
Substance Abuse Counselor Training	162
Welding Technology	105

Associate of Arts Degree

Sixty credits of general education and other coursework designed to transfer into four-year programs that include Anthropology, Art, Business, Early Childhood Education, Elementary Education, English, History, and Social Sciences. Specific emphasis include:

Business	88
Early Childhood Education	124
Teaching	125

Associate of General Studies Degree

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

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

Business Administration	83
Accounting	85
Entrepreneurship Emphasis	90
General Business Emphasis	87
Computer Technologies	107
Computer Programming Emphasis	108
Graphic Communications Emphasis	113
Network Specialist Emphasis	109
Office Technology Emphasis	111
Criminal Justice	
Corrections Emphasis	116
Law Enforcement Emphasis	117
Diesel Technology	95
Early Childhood Education	118 / 121
Early Childhood Emphasis	120
Infant/Toddler Emphasis	123
Electrical Systems Technology	98
Emergency Medical Services —Paramedic	147
Human Services	159 / 161
Industrial Millwright Technology	103
Nursing	150
Radiology Technology	156
Welding Technology	106

Associate of Science Degree

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

Biological Sciences	80
Engineering Science (Beginning with Calculus)	172
Engineering Science (Beginning with Precalculus)	173
Geosciences	174
Land Surveying and Geomatics	169
Natural Resources	163

Bachelor of Arts Degrees 76

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 126
 Post-Baccalaureate Elementary Program 130

Bachelor of Arts in English — Approval Pending 145

Bachelor of Arts in Secondary Education 132
 Biological Science 134
 Business Education 136
 English 138
 Mathematics 140
 Social Science 142
 Post-Baccalaureate Secondary Program 144

Bachelor of Arts in Integrative Studies 164
 Natural Resources Emphasis 165
 Social Science Emphasis 167

Bachelor of Applied Science Degree

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

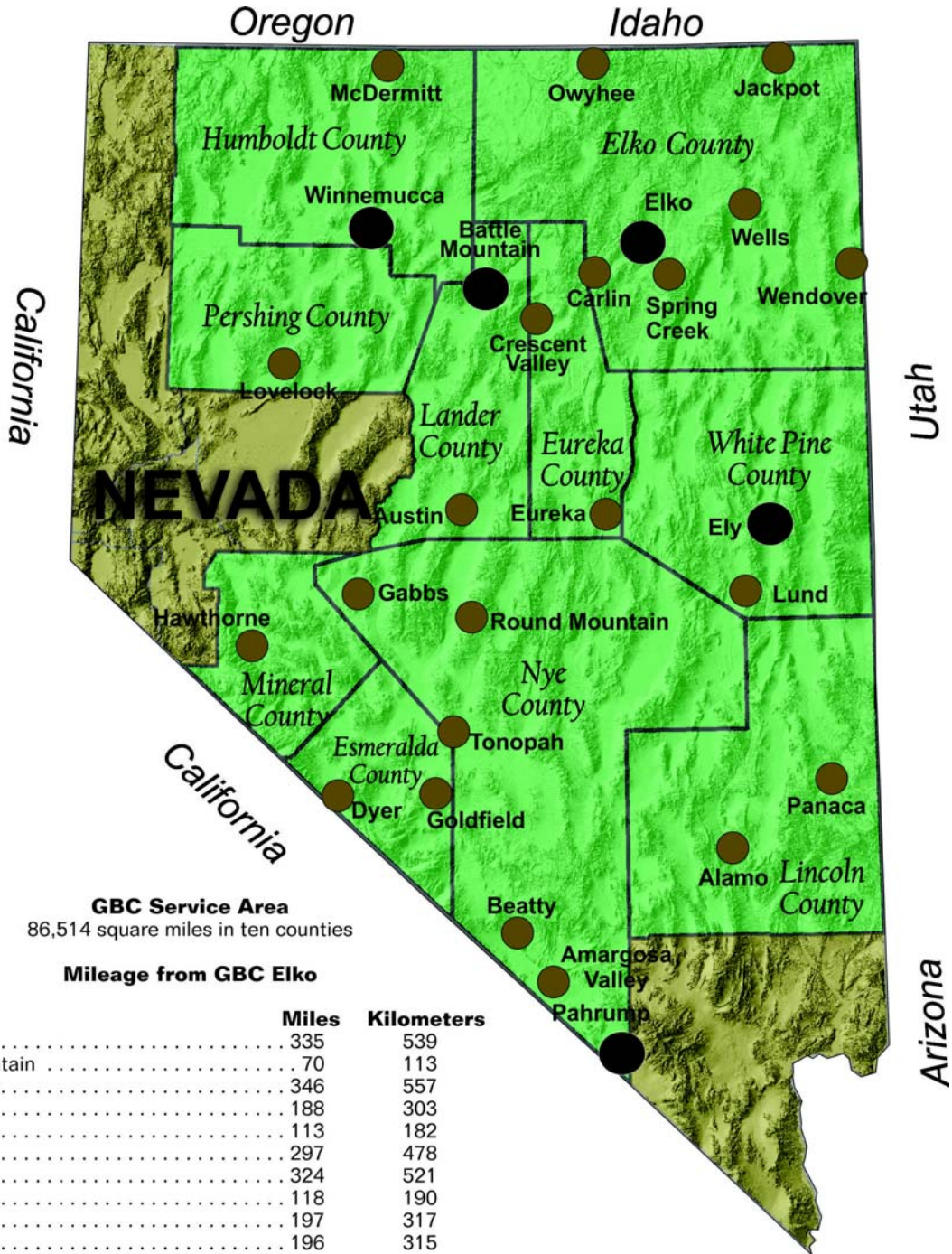
Bachelor of Applied Science
 Digital Information Technology 112
 Graphic Communications 114
 Instrumentation 100
 Land Surveying/Geomatics 170
 Management in Technology 93

Bachelor of Science in Biology — Approval Pending 81

Bachelor of Science in Nursing Degree 153

Bachelor of Social Work (BSW) 175
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, part-time 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 3,000 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 27 communities across rural Nevada, GBC's service area covers 86,514 square miles and serves a population of nearly 145,000. 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. In 2006, the NSHE Board of Regents expanded the GBC service area to include Nye County, and a campus center was opened in Pahrump. Based upon GBC's success in serving Pahrump and several other remote locations throughout rural Nevada, the Board of Regents again in the Spring of 2014 expanded the College's service area. This latest expansion included the counties of Pershing, Mineral, Esmeralda and Lincoln, making the GBC service area of 86,514 square miles the largest in the nation.

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.

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 Lamoille 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 and Satellite Sites

In addition to the main Elko campus, Great Basin College offers classes at many satellite sites to serve the counties of Elko, Esmeralda, Eureka, Humboldt, Lander, Lincoln, Mineral, Nye, Pershing, and White Pine. Staffed centers are located in the larger communities of Battle Mountain, Ely, Pahrump, and Winnemucca. Some classes are delivered to smaller satellite sites located in the towns of Eureka, Hawthorne, Jackpot, Lovelock, McDermitt, Owyhee, Panaca/Caliente, Tonopah, Wells, Wendover. Under certain circumstances, some classes may also be delivered to over a dozen other smaller communities within the service area counties if requested. Online classes are available wherever the Internet may be accessed.

If you wish to contact the coordinator for a specific site, please call GBC's Office for Classroom Technology at 775.753.2306.

Battle Mountain Center

The Battle Mountain Center is located on the I-80 corridor about 70 miles west of Elko and 50 miles east of Winnemucca. This is the location of the smallest GBC center. Battle Mountain is a thriving community of over 3,600 people with an economy based on mining, agriculture, and travelers on I-80. Located at the confluence of the Humboldt and Reese Rivers, this is the county seat for Lander County. Classes in Austin are scheduled through this center.

The Battle Mountain Center is open during the regular fall and spring semesters, and generally closed during the summer and winter breaks. It is staffed by a coordinator and office assistants. The center houses interactive video rooms to receive simultaneous classes originating at other centers, and has a computer lab for students needing access to the Internet or for assistance in classes. Lab aides are available for assistance. For more information, contact the Battle Mountain Center at 775.635.2318

Ely Center

The Ely Center is home of higher education in east-central Nevada. Ely is located 188 miles south of Elko in the heart of the Great Basin within 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, a region with a rich history of mining, ranching, and ethnic heritage. 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 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 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. This center also schedules for Eureka County. Built in 1996 on 120 acres of land near White Pine High School, the facility links students with other campuses through interactive video technology and the Internet, in addition to traditional on-campus college courses. For more information, call the Ely Center at 775.289.3589.

Pahrump Valley Center

Pahrump, the name derived from the Shoshone word for “water rock,” is about 436 miles south of Elko and about 60 miles west of Las Vegas. It is the home of GBC’s newest center, the Pahrump Valley Center (PVC). The PVC also schedules offerings in Beatty, Gabbs, Round Mountain, Tonopah, and other communities in Nye County. The PVC is located at 551 E. Calvada Boulevard, in front of the Pahrump Valley High School. The center serves students from a large “high tech center” with several classrooms, a large open computing lab, and faculty and administrative offices.

The Pahrump Valley Center has full-time instructors who teach students in Pahrump and throughout the GBC service area using the college’s extensive interactive video network. Instructors from other GBC campuses also deliver classes to the PVC interactively and through the Internet. The center is administered by a director overseeing instructors, computer technicians, lab aids, support staff and tutors.

GBC recently acquired 285 acres of public land on the southeast end of Pahrump for a future campus. GBC is working with local residents and the State to begin planning for this campus, potentially to be initiated by the end of the decade. The center will host a nursing program beginning in the fall of 2015.

You are cordially invited to visit the Pahrump Valley Center 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

The Winnemucca Center is located 123 miles west of Elko along I-80 and the Humboldt River. The city perpetuates the name of the famous Chief 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. 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 Kluncky Canyon Road. The center has a full-time director, faculty, 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. The center now hosts a complete electrical technology program and is beginning an RN nursing program in the fall of 2015. 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 Accreditation Commission for Education in Nursing, Inc. (ACEN, formerly NLNAC).

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

The Associate of Applied Science Degree in Human Services is accredited by the Council for Standards in Human Services Education (CSHSE).

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 145,000 residents, and approximately 3,000 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."

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 and Create Partnerships

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 ten-county service area as well as resources will program-matically allow. This extends beyond the main campus, providing for the needs of place-bound residents with appropriate accessibility through 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 for people of various ages. The majority of such courses are for personal development and participants enjoy developing their interests in subjects as digital photography, canoeing, foreign language, guitar and more. The current schedule of GBC Continuing Education courses for all GBC communities can be viewed online at www.gbcnv.edu/community.html.

The department also offers workforce development in areas such as wildland firefighting and paralegal training. Many businesses contract with Great Basin College Education for customized computer courses such as Word, Excel, PowerPoint, Project, or Access. The College also offers professional development in areas such as effective business writing, customer service, and time management. For further information, call 775.753.2231.

Educational travel opportunities for college students and community members are offered by Continuing Education. Recent GBC educational tours include England and France, China, and Italy and Switzerland. For more information go to <http://www.gbcnv.edu/travel/>. Great Basin College hosts many community events each year that are often organized through the Continuing Education office and the GBC Arts and Cultural Enrichment (ACE) committee. Events include the annual GBC Film Festival, Nevada Humanities speakers, performing arts, concerts, and book signings. Visit www.gbcnv.edu/ace/ for details.

Admission

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. There are two summer sessions at GBC: early June to mid-July; and mid-July to August.

Personnel in the Admissions Advising and Career Center 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:

Admission Advising and Career Center or Recruitment Department

1500 College Parkway
Elko, Nevada, 89801

775.753.2180 (Admissions Advising and Career Center)

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 High School Equivalency (HSE) 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 HSE 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 96 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.

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 expression, 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 62 through 63 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 79-178) 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.

*Furnishing this information is optional. A social security number is required for federal financial assistance, some scholarships, and the 1098T tax credit document.

International Student Admission

Great Basin College is authorized under Federal law to enroll nonimmigrant alien students. If you are an international student planning to attend GBC on an F-1 student visa, 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 25-26 for further information.

For complete and 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 75.

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 in accordance with NSHE policy. 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 earn simultaneous high school and college credit 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 part-time 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 Controller's Office.
- 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.

Career and Technical Education (CTE) College Credit

Great Basin College Career and Technical Education (CTE) College Credit, previously known as Tech Prep, provides eligible high school students with the opportunity to earn college credit as prescribed in the Career and Technical Education Articulated Credit Policy Statement between the Nevada State Board of Education/State Board for Career and Technical Education. <http://cteae.nv.gov/>

The CTE College Credit program is currently in a state of transition from the former Tech Prep model.

Students graduating from high school in 2015 and some students graduating from 2016 will be awarded credit based on the former Tech Prep model. Students must be enrolled in and complete the required CTE course sequences as determined by articulation agreements, be high school 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. 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.

Students graduating from high school in 2017 and beyond, and some students graduating in 2016 will be awarded credit with the new CTE College Credit policy: students must (1) complete the GBC online application for admission; (2) complete the GBC online CTE College Credit application; (3) pass the core course sequence for the CTE program with a grade point average of 3.0 or higher; (4) pass the state end-of-program technical assessment; and (5) pass the Workplace Readiness Skills assessment. The credits earned while in high school will be awarded on a GBC transcript and an "S" grade will be assigned for students meeting the above eligibility requirements.

Students may apply for CTE College Credit for up to three years after high school graduation.

CTE College Credits apply toward degrees offered at Great Basin College, other NSHE institutions, and potentially at other out-of-state institutions.

Students must pay the one-time \$10.00 non-refundable Application for Admission Fee and a small transcript request fee to receive their transcripts if they do not enroll as a Great Basin College student, and want to transfer the credits to another institution. Students who have already paid the Application for Admission Fee for previous or current enrollment in GBC courses are exempt from paying the application fee again.

Interested high school students may contact their high school counselor, CTE teacher, or the GBC CTE College Credit Office at 775.753.2303. Students can see which CTE programs qualify at their high schools and apply for CTE College Credit online at www.gbcnv.edu/techprep.

Placement Tests to Validate Your Mathematics and English Skills

Placement testing should take place prior to your first semester of enrollment and must take place no more than two years prior to your first semester. Effective Fall 2013, students who complete placement testing and course registration three weeks prior to the beginning of each semester will be guaranteed enrollment in the appropriate English and mathematics course in their first semester of enrollment. Although the majority of our remedial courses are offered online, in some cases, the student may need to attend a class at a GBC Center.

Great Basin College provides assistance to its students as follows:

Placement in Writing Classes

GBC conducts the following five courses in writing:

- ENG 95 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

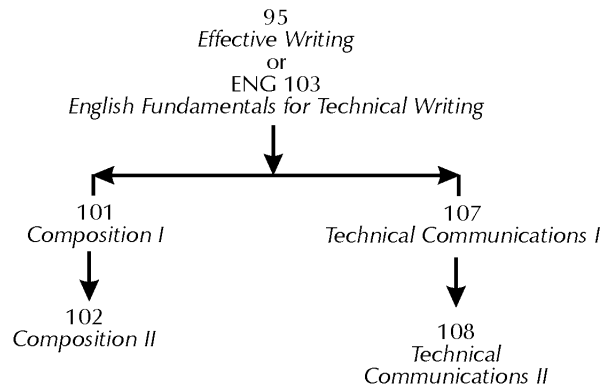
ACT*	SAT*	ACCUPLACER**		CLASS
		Sentence Skills	Writing	
17 or below	439 or below	85 or below	1-4	ENG 95 or ENG 103
18-29	440-670	86-114	5-8	ENG 101 and ENG 107
30-36	680-800	115 or above	N/A	ENG 102

*Refers to the English/Writing section of the test only.

**Accuplacer tests are available free at the Academic Success Center in Elko, and at all the GBC Centers. Call 775.753.2144 for information.

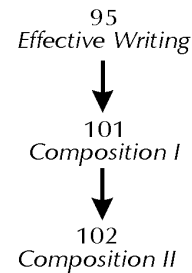
ENGLISH SEQUENCE

Associate of Applied Science
Associate of General Studies



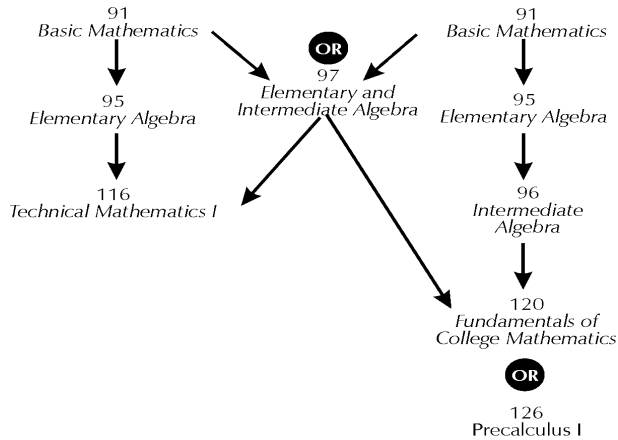
ENGLISH SEQUENCE

Associate of Arts
Associate of Science



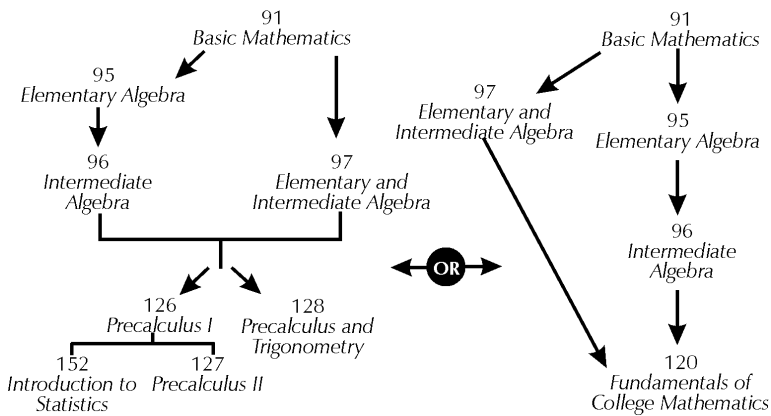
MATHEMATICS SEQUENCE

Associate of Applied Science Associate of General Studies



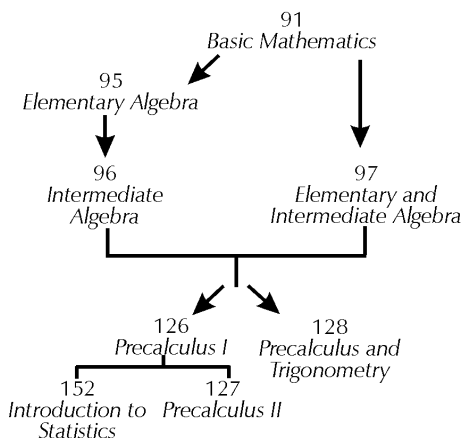
MATHEMATICS SEQUENCE

Associate of Arts



MATHEMATICS SEQUENCE

Associate of Science



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 96 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 College-Level Examination Program (CLEP) 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 91
17-18	400-465	≥86	≤62		MATH 95 or MATH 97
19-21	470-495	≥86	63-120		MATH 96 or MATH 116
20-21	480-495	≥86	80-120	30-63	MATH 126E
22-24	≥500	≥86	63-120	40-63	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 95 with a grade of C or better are eligible to enroll in MATH 120.

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Completion of developmental classes (English 95; MATH 91, 95, 96, and 97) should be a priority for all degree-seeking students. Students requiring remediation must complete all required coursework prior to completion of 30 college-level credits unless otherwise authorized by the institution. (Example: 45 credits for accelerated degrees.) Postponing completion of developmental classes may significantly delay your education.

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 High School Equivalency (HSE) Tests. You may make an appointment to take the test upon payment of the test fee. To schedule a test, call the Academic Success Center at 775.753.2149. If you aren't sure you're ready to take the test, the staff in the Adult Learning Center can help you to prepare for the tests. The Center is well-equipped with basic skills study materials and highly trained tutors in mathematics, reading and English.

Satisfactory test results earn you (Nevada residents 18 years old or older or 16 and 17 years old under certain circumstances) the Certificate of High School Equivalency. Satisfactory scores on the HSE 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.

If you are not sure which test or which version is right for you, staff at the Adult Learning Center (775.753.2230) or the Academic Success Center (775.753.2149) can help you choose the right test.

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; Peace Officers Standard Training (P.O.S.T.) 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 result will then be reported to the full faculty senate as an information item. 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 completed or be undertaking 12 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, 775.753.2102.

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 224.

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 222 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 may not be transferable and may not count for licensing agencies.
- Successful challenge examinations are posted as an S (Satisfactory) on the student's transcript. An S signifies that the student earned a C- or above on the required exam.
- Students must complete the challenge during the same semester in which the request was made. If the student does not pay for the course by the end of the semester, a grade of “U” will be assigned. The student will owe \$25 per course and accrued late fees.
- 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. It is strongly recommended that you take placement tests and participate in orientation prior to seeing your advisor.

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.

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

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.

Transfer Center

The Transfer Center of Great Basin College assists students who plan to continue their education. Visit or call the Admission Advising and Career Center (AACC) 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 775.753.2180.

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 regarding how your GBC courses can be applied to degrees at Nevada universities, search for “transfer agreements” at the University of Nevada Reno and University of Nevada, Las Vegas websites: www.unr.edu, www.unlv.edu.

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 an 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.

Policies

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.

GBC Cares — A Guide to Engaged Learning

Civility — have respect for others: students, faculty, staff, and the campus community: Be respectful, polite, and considerate in any classroom, live or digital.

Active — embrace the active process of learning. To maintain a class environment that is conducive to learning: Be diligent, engaged, and committed.

Responsibilities — you are accountable for your actions, work, words, and behavior. Courteous behavior and responses are expected: Be honorable, conscientious, truthful, and dependable.

Excellence — in the classroom, optimizes an atmosphere of teaching and learning. Classroom discussion is meant for everyone's viewpoint to be expressed on the topic at hand. All students should be afforded the courtesy and opportunity to be heard: Be exceptional.

Success — successful college students embrace all of the educational experience and welcome diversity and different ideas: Embrace challenges.

At GBC, students are expected to assist in maintaining a class environment that is conducive to learning. It is required that students conduct themselves in a manner that does not disrupt the teaching or learning atmosphere. All classroom participants have the responsibility to maintain classroom discussions that are civil and not disruptive by being courteous and using respectful language. This courteous behavior continues on beyond the classroom to any online class discussion site or WebCampus course or Interactive Video (IAV).

Be an engaged learner and encourage your fellow students to do so as well.

Title IX Notice of Non-Discrimination

Great Basin College (President's Council) has adopted the Nevada System of Higher Education Title IX Task Force proposed revisions. This policy will be presented at the September 2015 NSHE Board of Regents meeting. Code amendments require two meetings for approval. The policy amendment in Title 4, Chapter 8, Section 13 may be immediately effective upon approval of the Board.

A complete copy of Title 4, Codification of Board of Regents Policy Statements Chapter 8, Section 13 Student Recruitment and Retention Policy, Equal Employment Opportunity Policy and Affirmative Action Program for the Nevada System of Higher Education may be found on page 226 or at www.gbcnv.edu.

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.”

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.

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.

Policy Against Sexual Harassment

Sexual Harassment is Illegal Under Federal and State Law.

The Nevada System of Higher Education/Great Basin College (NSHE/GBC) 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, in the case of students, any applicable student code of conduct, 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.

Sexual Harassment Defined

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:

Educational Environment

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic status ("quid pro quo");
2. Conduct that is sufficiently severe, persistent or pervasive so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the institution ("hostile environment").

Workplace Environment

1. 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 ("quid pro quo") ; or
2. Conduct that is sufficiently severe, persistent or pervasive so as to create a work environment that a reasonable person would consider intimidating, hostile or abusive, and which may or may not interfere with the employee's job performance("hostile environment").

Sexual violence is a severe form of sexual harassment, and refers to physical sexual acts or attempted sexual acts perpetrated against a person's will or where a person is incapable of giving consent, including but not limited to rape, sexual assault, sexual battery, sexual coercion or similar acts in violation of state or federal law.

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.

Sexual Assault

Sexual Assault means a person subjects another person to sexual penetration, or who forces another person to make a sexual penetration on himself or herself or another, or on a beast, against the will of the victim or under conditions in which the perpetrator knows or should know that the victim is mentally or physically incapable of resisting or understanding the nature of his or her conduct.

Dating Violence

Dating Violence is an act committed by a person who is or has been in a "dating relationship" with the victim:

1. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. "Dating relationship" which means frequent, intimate

associations primarily characterized by the expectation of affection or sexual involvement. The term does not include a causal relationship or an ordinary association between persons in a business or social context.

2. For the purpose of this definition Dating Violence includes but is not limited to:
 - 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 but is not limited to, sexual or physical abuse or the threat of such abuse.

Domestic Violence

Domestic Violence is an act that includes but is not limited to violence which occurs when a person commits one of the following acts against or upon the person's spouse or former spouse, any other person to whom the person is related by blood or marriage, any other person with whom the person is or was actually residing, any other person with whom the person has had or is having a dating relationship, any other person with whom the person has a child in common, the minor child of any of those persons, the person's minor child or any other person who has been appointed the custodian or legal guardian for the person's minor child:

1. A battery.
2. An assault.
3. Compelling the other person by force or threat of force to perform an act from which the other person has the right to refrain or to refrain from an act which the other person has the right to perform.
4. A sexual assault.
5. A knowing, purposeful or reckless course of conduct intended to harass the other person. Such conduct may include, but is not limited to:
 - a. Stalking.
 - b. Arson.
 - c. Trespassing.
 - d. Larceny.
 - e. Destruction of private property.
 - f. Carrying a concealed weapon without a permit.
 - g. Injuring or killing an animal.
6. A false imprisonment.
7. Unlawful entry of the other person's residence, or forcible entry against the other person's will if there is a reasonably foreseeable risk of harm to the other person from the entry.

Stalking

Stalking is defined to be when a person who, without lawful authority, willfully or maliciously engages in a course of conduct that would cause a reasonable person to feel terrorized, frightened, intimidated, harassed or fearful for the immediate safety of a family or household member, and that actually causes the victim to feel terrorized, frightened, intimidated, harassed or fearful for the immediate safety of a family or household member, commits the crime of stalking. Stalking includes but is not limited to:

1. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - a. Fear for the person's safety or the safety of others; or
 - b. Suffer substantial emotional distress.
 2. For the purpose of this definition:
 - a. Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens or communicates to or about, a person, or interferes with a person's property.
 - b. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.
 - c. Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.
- The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity or gender expression.
 - Affirmative consent must be ongoing throughout the sexual activity and may be withdrawn at any time. When consent is withdrawn or cannot be given, sexual activity must stop.
 - Consent cannot be given when a person is incapacitated. Incapacitation occurs when an individual lacks the ability to fully, knowingly choose to participate in sexual activity. Incapacitation includes impairment due to drugs or alcohol (whether such use is voluntary or involuntary); inability to communicate due to a mental or physical condition; the lack of consciousness or being asleep; being involuntarily restrained; if any of the parties are under the age of 16; or if an individual otherwise cannot consent.
 - Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

Coercion

Coercion is:

- the use of violence or threats of violence against a person or the person's family or property;
- depriving or hindering a person in the use of any tool, implement or clothing; or
- attempting to intimidate a person by threats or force,
- when committed with the intent to compel a person to do or abstain from doing an act that the person has the right to do or abstain from doing.

In the context of sexual misconduct, coercion is the use of pressure to compel another individual to initiate or continue sexual activity against an individual's will. Coercion can include a wide range of behaviors, including intimidation, manipulation, threats, and blackmail. A person's words or conduct are sufficient to constitute coercion if they wrongfully impair another individual's freedom of will and ability to choose whether or not to engage in sexual activity. Examples of coercion include threatening to "out" someone based on sexual orientation, gender identity, or gender expression and threatening to harm oneself if the other party does not engage in the sexual activity.

Consent

Consent is defined as:

- An affirmative, clear, unambiguous, knowing, informed, and voluntary agreement between all participants to engage in sexual activity. Consent is active, not passive. Silence or lack of resistance cannot be interpreted as consent. Seeking and having consent accepted is the responsibility of the person(s) initiating each specific sexual act regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
- The existence of a dating relationship or past sexual relations between the participants does not constitute consent to any other sexual act.

Remedies and Interim Measures

It may be necessary or advisable to take actions (as determined by the institution) designed to minimize the chance that the respondent will either continue to harass or retaliate against the complainant and to provide additional support to the complainant. Such actions (as determined by the institution) may also be necessary or advisable on behalf of a respondent. The measures themselves must not amount to retaliation against the complainant or the respondent. Depending on the specific nature of the problem, interim measures and final remedies may be found in the appendix on page 226.

Any interim measures or final remedies shall be monitored by the Title IX Coordinator throughout the entire process to assess whether the interim measures or final remedies meet the goals of preventing ongoing harassment or discrimination, protecting the safety of the parties and preventing retaliatory conduct.

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 Officer; (3) the Human Resources Officer; or (4) any other officer designated by the president. All complaints, whether received by the Affirmative Action Officer, Human Resources Officer or other designated officer, must immediately be forwarded to the Primary Officer.

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 complainant. 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 respondent. 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.

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.

Investigation

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.

Standard of Review

The standard for evaluating complaints shall be a preponderance of the evidence. At the completion of the investigation, findings and a recommendation will be made to the appropriate management regarding the resolution of the matter. The recommendation is advisory only.

Management Determination

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 Chapter 10 (or applicable Student Code of Conduct), or, in the case of classified employees, Nevada Administrative Code (NAC) 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 or Chapter 10, 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 or Chapter 10, the standard of evidence 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.

Parties to be Informed

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.

Confidentiality of Actions Taken

In the event actions are taken against an individual under NSHE Code Title 2, Chapter 6 or Chapter 10 (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).

Crime of Violence Exception to FERPA

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 complainant the final results (limited to the name of the respondent, any violation found to have been committed, and any sanction imposed) of a disciplinary proceeding against the respondent, 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.

Disclosure of Sanction Imposed

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.

Withdrawal of Student

If a student respondent withdraws from the institution or an employee respondent resigns from employment while an investigation of a complaint involving gender discrimination or sexual harassment is pending under this policy, the Title IX Coordinator shall take appropriate action, which may include completing the investigation to the extent reasonably practicable, in order to prevent the reoccurrence of and to remedy the effects of the alleged misconduct.

Title IX Coordinator Monitoring

The institution Title IX Coordinator has primary responsibility for coordinating the institution's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for monitoring all aspects of the investigation and any disciplinary process to help insure that:

- the process is fair and equitable to both the complainant and the respondent;
- the applicable policies and procedures of NSHE and of the institution are followed; and
- the interim measures and final remedies are followed.

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.

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.

Confidentiality in Complaints Involving Sexual Violence

In complaints involving sexual violence the following applies:

Varying Confidentiality Obligations. Complainants who are victims of sexual violence are encouraged to talk to somebody about what happened in order for them to receive the support they need, and so the institution can respond appropriately. Different individuals at the institution have different abilities to maintain a complainant's confidentiality:

- Some are required to maintain near complete confidentiality; talking to them is sometimes called a "privileged communication."
- Other employees may talk to a complainant in confidence, and generally only report to the institution that an incident occurred without revealing any personally identifying information. Disclosures to these employees will not trigger an investigation into an incident against the complainant's wishes, except in certain circumstances discussed below.
- Complainants are encouraged to talk to one of the individuals identified above.
- Some employees are required to report all the details of an incident (including the identities of both the complainant and all others involved) to the Title IX Coordinator. A report to these employees (called "**responsible employees**") constitutes a report to the institution - and generally obligates the institution to investigate the incident and take appropriate steps to address the situation. Anyone in a supervisory, managerial, administrative or executive role or positions, such as a provost, vice

provost, vice president, dean, department chair, supervisor, director of a unit, resident director, resident assistant, supervisor, student advocate or faculty advisors to student clubs.

This policy is intended to make employees, students and others aware of the various reporting and confidential disclosure options available to them so they can make informed choices about where to turn should they want to report an act of sexual violence. The institution encourages such complainants to talk to someone identified in one or more of these groups.

Privileged and Confidential Communications

A complainant or respondent may wish to consult with professional counselors, pastoral counselors or others outside the institution. Certain professionals are not required to report incidents unless they have permission:

- Professional Counselors. Professional, licensed counselors who provide mental-health counseling to members of the institution community (and including those who act in that role under the supervision of a licensed counselor) are not required to report any information about an incident to the Title IX Coordinator without a complainant's permission.
- Pastoral Counselors. A complainant and/or a respondent may choose to consult with a non-institution pastoral counselor and is encouraged to discuss confidentiality with that individual.
- Under Nevada law other professionals who may maintain confidentiality include lawyers, psychologists, doctors, social workers, and victim advocates employed by non-profit entities.

Complainant Options

A complainant who reports an act of sexual violence to a professional listed above must understand that, if they want to maintain confidentiality, the institution will be unable to conduct a full investigation into the incident and will likely be unable to pursue disciplinary action against the respondent.

A complainant who at first requests confidentiality may later decide to file a complaint with the institution or report the incident to local law enforcement, and thus have the incident fully investigated.

Other Reporting Obligations

While professional counselors may maintain a complainant's confidentiality vis-à-vis the institution, they may have reporting or other obligations under state law. For example, there may be an obligation to report child abuse, an immediate threat of harm to self or others, or to report in the case of hospitalization for mental illness.

Issuance of Timely Warning

If the institution determines that the respondent poses a serious and immediate threat to the institution community, police or security services may be called upon to issue a timely warning to the community. Any such warning will not include any information that identifies the complainant.

If the Institution determines that it can follow a complainant's request for confidentiality, the institution will also take immediate action as necessary to protect and assist the complainant.

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.

Students

- a. 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.
- b. 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.

Complaints of retaliation under Title IX must be immediately provided to the Title IX Coordinator.

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 institution 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.

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 Catalog, Student Handbook and emailed to current students. 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 and have some control over the disclosure of information from their educational records (an educational record is defined as a record "directly related to the student and is maintained by the institution or a party acting for the institution)."

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 5 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

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 2007 and were seeking an Associate Degree, Certificate of Completion, or Bachelor Degree and for whom 150% of the normal time-to-completion has elapsed.

During the Fall Semester of 2007, 210 first-time, full-time, Certificate, Associate degree-seeking, or Bachelor degree seeking undergraduate students entered Great Basin College. Out of this cohort, 54% of these students have graduated from GBC, completed their programs, or transferred to other higher education institutions.

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.

Retention and Disposition of Student Records

The following records are retained permanently:

- Student Permanent Academic Record (transcript)
- High School Equivalency (HSE) 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
- Registration source documents

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

- Transcript requests
- Enrollment verifications

Retention of Student Disciplinary Records:

Records of disciplinary actions which result in a disciplinary sanction, are defined in Title 2, Nevada System of Higher Education Code, Chapter 10, Rules of Conduct and Procedures for Students of the Nevada System of Higher Education. Records of Disciplinary Action which result in a disciplinary sanction (Section 10.2.1) are retained by institutional policy for a period of six (6) years from the date of the most recent disciplinary action unless pursuant to a written request, an official order to expunge a specific disciplinary record is issued by the president or designee (Section 10.4.8). This would include removing from the student's transcript, if applicable. The complete chapter is on page 226.

Grade Appeals

See page 64.

Student Grievance Procedure

Any student who believes he/she has suffered a non-grade related 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 calendar 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.

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 10, which is outlined in this document. In addition, the complete document may be found in the Appendix of this Catalog on page 226 as well as at www.gbcnv.edu/rights_responsibilities/. For purposes of this document, the term "student" means any person who is or was enrolled in courses, either full-time or part-time, including correspondence study, electronic means, Study Abroad, or auditing, or courses offered through any institution satellite campuses or auxiliary means.

Great Basin College has adopted the proposed revisions to the Board of Regents NSHE Code.

Rules and Conduct and Procedures

NSHE Code, Title 2, Chapter 10

10.2.1 Prohibited Conduct.

The following conduct is prohibited:

- (a) Acts of dishonesty, including but not limited to the following:
 - (1) Cheating, plagiarism, fraudulently obtaining grades, falsifying research data or results, assisting others to do the same, or other forms of academic or research dishonesty;
 - (2) Furnishing false information to any institution or System official, faculty member, or office;
 - (3) Forgery, alteration, misuse, theft, or using without permission, any institutional document or record.
- (b) Disorderly, lewd or indecent conduct, including the disruption, obstruction, or unauthorized interruption of teaching, convocations, recruiting interviews, social events, research, meetings, business and administration, disciplinary proceedings, or other institutional or System activities, including public service functions and outreach activities on or off campus, or other activities when the conduct occurs on institutional premises.

- (c) Conduct that endangers the health or safety of any member or guest of the System community.
- (d) Physical abuse, verbal abuse, threats, intimidation, coercion, and/or conduct that threatens or endangers the health or safety of any person.
- (e) Interference by force, threat or duress with the lawful freedom of movement of persons or vehicles on institutional premises.
- (f) Resisting or obstructing institutional or other public officials in the performance of their duties.
- (g) Failure to comply with the directions of institutional officials acting in accordance with their duties and/or failure to identify oneself to these persons when requested to do so.
- (h) Acts of physical force or disruptive acts which interfere with institutional activities, freedom of movement on the campuses, freedom for students to pursue their studies, freedom of speech, freedom to be heard, and freedom to pursue research of their own choosing.
- (i) Failure of the student to present proper credentials, student identification card, driver's license, or parking registration, to institutional officials upon their request.
- (j) Forgery, alteration, falsification or destruction of System documents or furnishing false information in documents submitted to the System.
- (k) Willful damage, destruction, defacement, theft or misappropriation of equipment or property belonging to, in the possession of, or on premises occupied by the System.
- (l) 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 institutional president or the president's authorized agent.
- (m) Continued occupation of buildings, structures, grounds or premises belonging to, or occupied by, the System after having been ordered to leave by the institution's president, the president's designee, or the chancellor.
- (n) False reporting of any emergency situation, including but not limited to, misuse of campus or System emergency notification equipment. Unauthorized tampering with, and/or accessing of, safety, security, or fire protection equipment or devices. Setting off a fire alarm for reasons other than actual fire or emergency, involvement in setting or causing any unauthorized fire in or on institution property.
- (o) The unauthorized possession, loan, modification, or distribution of keys, pass cards or institutional identification cards. Unauthorized or unlawful entry or access to institutional or System facilities, including buildings and grounds. The reproduction, manufacture or duplication of any key, pass card, institutional or System identification card or unlocking device for use on institution or System facilities or locks without proper authorization.
- (p) Abuse, unauthorized use, or theft of institutional or System computer facilities and resources, including but not limited to:
 - (1) Unauthorized entry into, or transfer of, a file to use, read, or change the contents or for any other purpose; and/or a violation of copyright laws;
 - (2) Use of another individual's identification and/or password;
 - (3) Interfering with the work of another student, faculty member or institution or System official, or with the normal operation of the institution or System Computing System; or,
 - (4) Violating the institution's Standards of Conduct for the use of Institution's Computers.
- (q) Willfully destroying, damaging, tampering, altering, stealing, misappropriating or using without permission any System, program or file of the System.
- (r) Violation of the institution's policies and regulations governing residence in institution owned or controlled property, and access to and use of all institutional facilities, including responsibility for the conduct of guests.
- (s) Use, possession, or distribution of alcoholic beverages without authorization (except as expressly permitted by System or Institutional regulations, such as the Alcoholic Beverage Policy), or public intoxication. Alcoholic beverages may not, in any circumstances, be used by, possessed by, or provided to, any person under 21 years of age.
- (t) Use, possession, manufacturing or distribution of marijuana, heroin, narcotics, or other controlled substances, use or possession of any illegal and/or unauthorized drugs, prescription drugs, and drug paraphernalia or being under the influence of illegal drugs except as expressly permitted by law.
- (u) Contempt of student disciplinary proceedings including impairing or interrupting any proceeding or providing false information to institution or System officials and student hearing board members during the course of the conduct resolution process. Failure to comply with the terms of any sanction imposed in accordance with the rules of conduct.

- (v) The repeated use of obscene or abusive language in a classroom or public meeting of the System and which, if occurring in a class, is not significantly related to the teaching of the subject matter.
 - (w) The use of threats or 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.
 - (x) Any act of unlawful discrimination based on race, creed, color, gender (including pregnancy related conditions), age, sexual orientation, disability, whether actual or perceived by others, military status or military obligations, sexual orientation, religion or national origin, gender identity, or genetic information, or any act of employment or educational retaliation against any person who has made a complaint about such discrimination.
 - (y) Sexual harassment, defined as 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. Educational Environment:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic status ("quid pro quo") or
 - b. Conduct that is sufficiently severe, persistent or pervasive so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the institution ("hostile environment").
 2. Workplace Environment:
 - a. 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 ("quid pro quo"); or
 - b. Conduct that is sufficiently severe, persistent or pervasive so as to create a work environment that a reasonable person would consider intimidating, hostile or abusive, and which may or may not interfere with the employee's job performance ("hostile environment").

Sexual harassment includes sexual violence, sexual assault, dating violence, domestic violence, stalking and coercion.
 - (z) Sexual assault, which is the use of, or threat to use, force or violence of a sexual nature, defined as sexual assault, against any member or guest of the institutional community on institution-owned or institution controlled property or at any institution sponsored program.
 1. A battery
 2. An assault
- (aa) Acts of hazing. Hazing is defined as any method of initiation into or affiliation with the university, college 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.
 - (bb) Intentionally making an accusation that is false or is made with reckless disregard for the truth against any member of the System community by filing a complaint or charges under the rules of conduct or under any applicable established complaint or grievance procedures in the System.
 - (cc) Willful incitement of individuals to commit any of the acts herein prohibited.
 - (dd) Any other conduct that violates applicable stated prohibitions, policies, procedures, rules, or regulations of the institution or Board of Regents.
 - (ee) Any act prohibited by local, state or federal law that occurs on System premises or at a System-sponsored function on or off such premises.
 - (ff) Dating Violence. Dating Violence is an act committed by a person who is or has been in a "dating relationship" with the victim:

The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. "Dating relationship" which means frequent, intimate associations primarily characterized by the expectation of affection or sexual involvement. The term does not include a causal relationship or an ordinary association between persons in a business or social context.
 - (gg) Domestic Violence. Domestic Violence is an act that includes but is not limited to violence which occurs when a person commits one of the following acts against or upon the person's spouse or former spouse, any other person to whom the person is related by blood or marriage, any other person with whom the person is or was actually residing, any other person with whom the person has had or is having a dating relationship, any other person with whom the person has a child in common, the minor child of any of those persons, the person's minor child or any other person who has been appointed the custodian or legal guardian for the person's minor child:
 1. A battery
 2. An assault

3. Compelling the other person by force or threat of force to perform an act from which the other person has the right to refrain or to refrain from an act which the other person has the right to perform
4. A sexual assault
5. A knowing, purposeful or reckless course of conduct intended to harass the other person. Such conduct may include, but is not limited to:
 - a. Stalking
 - b. Arson
 - c. Trespassing
 - d. Larceny
 - e. Destruction of private property
 - f. Carrying a concealed weapon without a permit
 - g. Injuring or killing an animal
6. A false imprisonment
7. Unlawful entry of the other person's residence, or forcible entry against the other person's will if there is a reasonably foreseeable risk of harm to the other person from the entry.

(hh) Stalking. Stalking is defined to be when a person who, without lawful authority, willfully or maliciously engages in a course of conduct that would cause a reasonable person to feel terrorized, frightened, intimidated, harassed or fearful for the immediate safety of a family or household member, and that actually causes the victim to feel terrorized, frightened, intimidated, harassed or fearful for the immediate safety of a family or household member, commits the crime of stalking. Stalking includes but is not limited to:

- (1) Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - a. Fear for the person's safety or the safety of others; or
 - b. Suffer substantial emotional distress.
- (2) For the purpose of this definition:
 - a. Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens or communicates to or about, a person, or interferes with a person's property.
 - b. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.
 - c. Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.

(ii) Sexual Violence. Sexual violence is a severe form of sexual harassment, and refers to physical sexual acts or attempted sexual acts perpetrated against a person's will or where a person is incapable of giving consent, including but not limited to rape, sexual assault, sexual battery, sexual coercion or similar acts in violation of state or federal law.

Sexual coercion is:

- a. the use of violence or threats of violence against a person or the person's family or property;
- b. depriving or hindering a person in the use of any tool, implement or clothing;
- c. attempting to intimidate a person by threats or force; or
- d. when committed with the intent to compel a person to do or abstain from doing an act that the person has the right to do or abstain from doing.

In the context of sexual misconduct, coercion is the use of pressure to compel another individual to initiate or continue sexual activity against an individual's will. Coercion can include a wide range of behaviors, including intimidation, manipulation, threats, and blackmail. A person's words or conduct are sufficient to constitute coercion if they wrongfully impair another individual's freedom of will and ability to choose whether or not to engage in sexual activity. Examples of coercion include threatening to "out" someone based on sexual orientation, gender identity, or gender expression and threatening to harm oneself if the other party does not engage in the sexual activity.

10.2.2 Institutions May Prohibit Other Conduct.

An institution may adopt policies which prohibit other conduct not included above which are approved by the president and institution's general counsel.

Great Basin College policy states: "messages, attitudes, or any other form of communication deemed outside the bounds of common decency/civility as judged by common standards of classroom behavior (determined as they would in a regular classroom by the instructor) will not be tolerated."

All complaints of alleged misconduct (Section 10.2.1 above) made against a GBC student by any person should be submitted to the Student Conduct Officer who is the Vice President for Student Services/Title IV Coordinator, Berg Hall—Elko Campus 775.753.2282 or lynn.mahlberg@gbcnv.edu.

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 Student Conduct Officer at the request of the instructor and approval of the president.

10.4.1 Complaints

Any member of the institution community may file a complaint against a student for violations of the rules of conduct. The complaint shall be prepared in writing and filed with the president or the student conduct officer. Any complaint should be submitted as soon as possible after the incident takes place.

10.4.2 Investigations

The student conduct officer or designee may conduct an investigation to determine if the complaint has merit. At any time, the student conduct officer may determine that the best course of action to take is to informally resolve the complaint through mediation, conflict resolution, or an educational conference. Upon completion of the investigation, the student conduct officer will deliver a letter to the student. The letter shall state the factual allegations, the charges, the student conduct officer's proposed informal resolution process, if not completed earlier, and a copy of this chapter.

10.4.3 Informal Resolution

The charged student shall participate in and work with the student conduct officer or designee for an informal resolution of the complaint. At the conclusion of the successful informal resolution process, a written determination shall be signed by both the student conduct officer and charged student which may include any of the disciplinary sanctions described in this chapter. At any time prior to signing a written determination, the charged student has the right to request a hearing before a hearing board or hearing officer as the means to resolve the complaint.

10.4.4 Failure to Reach Resolution

If the student conduct officer and charged student do not reach an informal resolution or if the charged student requests a hearing, then the student conduct officer shall notify the charged student in writing that the matter will be addressed through a hearing before a student conduct board or a student conduct hearing officer. A time shall be set for a student conduct hearing to occur within a reasonable time from this notification, yet not more than twenty-five (25) calendar days from the date of the decision to proceed with formal resolution of the complaint. Maximum time limits for scheduling of student conduct hearings may be extended at the discretion of the student conduct officer. Notice of the hearing may be given by electronic mail or by first class mail with the U.S. Postal Service with delivery confirmation to the last known address of the student or by personal delivery.

10.4.6 Hearings and 10.4.7 Appeals

Hearings and Appeals shall be conducted in accordance with these sections. The complete document may be found in the Appendix of this catalog on page 232. A copy may also be found at gbcnv.edu or nevada.edu.

10.4.8 Sanctions and Expunging the Record

The student conduct officer or designee will be responsible for monitoring the student in successfully carrying out the sanctions imposed as the result of a hearing or the final determination of the informal resolution process. Unless the student conduct officer otherwise states in writing, any final action resulting from a disciplinary hearing or the informal resolution process shall become part of the student's disciplinary record. Other than institutional expulsion or withholding of a degree, disciplinary sanctions shall not be made part of the student's permanent academic record, but shall become part of the student's disciplinary record. Upon graduation, the student's disciplinary record may be expunged of disciplinary actions other than residence hall expulsion, institution suspension, institution

expulsion, or withholding of a degree, upon application to the student conduct officer and approval by the president. 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.

10.4.9 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.

The following are the disciplinary sanctions that may be imposed on a student found to have violated the rules of conduct. More than one sanction may be imposed.

- (a) **Warning**
A notice, oral or written, that the student has violated the rules of conduct.
- (b) **Reprimand**
A written reprimand for violation of specified regulations.
- (c) **Restitution**
Compensation for loss, damage, theft or misappropriation of property, or injuries sustained in an incident of student misconduct. This may take the form of appropriate service, monetary, or material replacement or combination of these.
- (d) **Probation**
Probation consists of a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to have violated any institutional regulation(s) during the probationary period.

(e) Loss of Privileges

Denial of specified privileges for a designated period of time. This may include denying the student access to any campus, site, or building while permitting the student to enroll in off-campus classes such as internet or correspondence classes.

(f) Discretionary and Educational Sanctions

Participation in specific educational programs, such as alcohol or other drug educational intervention conferences, assessments, educational activities, including on-line instructional workshops, and work assignments or service to the institution or the community, and other related discretionary assignments

(g) Residence Hall Suspension

Separation of the student from the residence halls for a period of time, after which the student is eligible to return. The minimum period of suspension is one semester and the maximum period is two semesters. Conditions for readmission may be specified in the suspension.

(h) Residence Hall Permanent License Cancellation

Permanent separation of the student from the residence halls.

(i) Withholding of a Degree

Prior to the awarding of a degree, the institution may withhold a degree from a student

(j) Institutional Suspension

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 _____. 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 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. If the request is not granted, the student at yearly intervals thereafter may submit a request for removal of the notation.

(k) Deferred Institutional Suspension

Deferred separation of the student from the institution until the close of the current semester or some other time frame for review of student progress in addressing the conduct matter.

(l) Institutional Expulsion

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 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. If the request is not granted, the student at yearly intervals thereafter may submit a request for removal of the notation.

10.4.10 Emergency Removal

The president, or the student conduct officer, may impose an immediate emergency removal (hereafter, "removal") prior to the resolution of a charge of violation of the rules of conduct on the charged student. This removal includes the immediate exclusion from the institution and all of the institution's campuses, sites, locations, and property of a student for an interim period whenever the president determines that this is required to:

- (a) insure the safety and well-being of members of the institution's community;
- (b) protect institution property;
- (c) if the student poses an ongoing threat of disruption of, or interference with, the normal operations of the institution; or
- (d) protect any student from sexual harassment or retaliation for the report of sexual harassment

10.4.11 Conditions of Emergency Removal and Hearing

- (a) When an emergency removal is imposed, the charged student shall be denied access to the institution, including classes and all other institutional activities or privileges for which the student might otherwise be eligible, as the president or the student conduct officer may determine to be appropriate. During the time of the removal from the institution, the student may not come onto institutional property for any reason other than meeting with the appropriate official(s) regarding resolution of the emergency removal and the student conduct violation. The student conduct officer may permit the student to participate in distance learning classes that do not include entering onto institutional property and provide adequate protections to prevent any of the conditions of (a), (b), (c) or (d), above, from occurring. Any student so removed shall be afforded an opportunity for a hearing on the emergency removal no later than fourteen (14) calendar days following the removal unless the student agrees to

delay the hearing to a later time. A hearing officer shall hold the hearing under the hearing procedures of the rules of conduct where those may be applicable. The student conduct hearing officer shall make a recommendation to the president. The president's decision upon the hearing officer's recommendation shall be final. The removal does not replace the regular disciplinary process, which shall proceed under this chapter.

- (b) Interim measures as described in NSHE Handbook, Title 4, Chapter 8, Section 13, except for emergency removal of the student, may be implemented without a hearing and are not subject to any grievance procedure.

10.4.12 Procedures Available when Sexual Harassment is Alleged.

The following additional procedures apply in proceedings alleging sexual harassment:

- (a) An alleged victim (complainant) and a person against whom (respondent) a complaint of alleged [efl sexual harassment is filed shall have the opportunity to select an independent advisor for assistance, support and advice. The alleged victim and respondent shall be advised at the beginning of the complaint process that he or she may select an independent advisor and it shall become the choice of the alleged victim or respondent 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 or the respondent. The institutional affirmative action officer, Title IX officer or the student conduct officer shall advise the alleged victim and respondent of this right. The means and manner by which an independent advisor shall be made available shall be determined by each institution or unit;
- (b) The complainant may choose to not permit the matter to be resolved by the informal resolution process or may terminate the informal resolution process at any time prior to a written determination being signed. If sexual assault is alleged, the informal resolution process may not be used;
- (c) The complainant must agree to the charge being heard by a hearing officer if the student conduct officer and student agree;
- (d) The complainant must be given the opportunity to participate in any pre-hearing procedures;
- (e) In a hearing involving more than one charged student, the hearing officer or hearing board may require a charged student to be absent from any testimony that is not relevant to that charged student;
- (f) The complainant must receive a list of all witnesses at the same time it is received by the student conduct officer and charged student;

- (g) The complainant must be permitted an advisor during the hearing who shall have the same duties as the advisor for the charged student;
- (h) The complainant may present witnesses and other evidence at the hearing;
- (i) The findings and recommendations of the Title IX Condition pursuant to NSHE Handbook, Title 4, Chapter 8, Section 13 shall be considered at the hearing;
- (j) The complainant shall be served a copy of the decision of the student conduct hearing board or hearing officer and of the vice president, if an appeal is filed, except for the discipline imposed upon the student unless the discipline directly relates to the complainant.
- (k) If the complainant is aggrieved by the decision of the student conduct hearing board or hearing officer, the complainant has the right to appeal the decision to the appropriate vice president in the same manner as the student;
- (l) In a complaint alleging sexual assault, domestic violence, dating violence or stalking, the complete decision of the student conduct hearing board or officer and the decision on appeal shall be given to the complainant.

10.4.13 Board of Regents Policy on Sexual Harassment.

The Board of Regents (Great Basin College) policy against sexual harassment is set forth in Title 4, Chapter 8, Section 13 which is found on page 226.

10.4.14 Withdrawal of Student from Institution During Ongoing Investigations, Hearings, and Appeals

In the event a student against whom disciplinary proceedings have been commenced pursuant to this Chapter 10 of the Nevada System of Higher Education Code withdraws from the institution prior to the completion of any investigation, hearing or appeal commenced before receipt of the withdrawal, then:

- a. The withdrawal shall be effective immediately. Unless otherwise mandated by law, the person submitting the withdrawal shall not be permitted to revoke the resignation under any circumstances.
- b. The pending investigation, hearing, or appeal shall immediately cease.
- c. In cases involving gender discrimination or sexual harassment, the Title IX Coordinator shall take appropriate action, which may include completing the investigation to the extent reasonably practicable, in order to prevent the reoccurrence of and to remedy the effects of the alleged misconduct.
- d. The facts and circumstances of the charge(s) may be cause for denial of readmission or for denial of an application of employment.

If you have any questions about the NSHE Great Basin College Rules and Disciplinary Procedures for Members of the University Community, please contact the Student Conduct Officer: Lynn Mahlberg, Vice President for Student Services/Title IX Coordinator who also serves as the Student Conduct Officer and Administrative Officer, GBC Elko Campus, Room 160, 775.753.2282, lynn.mahlberg@gbcnv.edu.

Unlawful Harassment

Unlawful harassment involves conduct (discrimination) aimed at any legally protected category, 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.

Bullying and Cyber-Bullying

Bullying in Nevada law is defined, under NRS 388.122 as 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 are highly offensive to a reasonable person and are intended to cause and actually causes the student to suffer harm or serious emotional distress).

Under Nevada law, NRS 388.123 defines cyber-bullying as bullying through the use of electronic communication. Bullying and cyber-bullying fosters a climate of fear and disrespect that can seriously impair the physical and psychological health of its victims and create conditions that negatively affect learning, thereby undermining the ability of students to achieve their full potential (U.S. Dept. of Education).

Bullying and cyber-bullying violations may cause a hostile environment. It often includes comments about race, color, national origin, sex, sexual orientation, or disability.

At Great Basin College bullying and cyber-bullying, like any other hate crime, should be reported by students or employees immediately. Anyone who is a victim or is aware of bullying or cyber-bullying against another should report the situation to the Center Director, 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.

Hazing

In accordance with, NSHE Code, Title 2, Chapter 10, Section 10.2.1(aa), hazing is defined as any method of initiation into or affiliation with the university, college 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. Hazing has no place within a community of scholars.

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.

Hazing activities may include, but are not limited to:

- Any physical activity, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of food, liquor, drugs or other substance or any other brutal treatment or other forced physical activity that is likely to adversely affect the physical health of the person;
- Any situation which subjects the individual to extreme stress, such as sleep deprivations, forced exclusion from social contact, required participation in public stunts, or forced conduct which produces pain, physical discomfort, or adversely affects the mental health or dignity of an individual; and
- Any expectations or commands that force individuals to engage in an illegal act and/or willful destruction or removal of public or private property.

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.

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, religion, color, age, sex, sexual orientation, military status, disability, national origin, gender identity or expression, or genetic information. 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).

At Great Basin College, hate crimes like any other crime, should be reported by students or employees immediately. If a person is in immediate danger, the police or sheriff should be called immediately. On the Elko campus security staff should be notified (775.934.4923) and at the centers, the Director should be notified as soon as possible. In all cases, the Director of Environmental Health, Safety & Security and the Vice President for Student Services must be notified when it is safe to do so. 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 should be reported to the local police department to file a complaint.

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 including amendments through 2008, 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 are 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.

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, patricia.anderson@gbcnv.edu or the Vice President for Student Services at 775.753.2282, lynn.mahlberg@gbcnv.edu. 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, Pahump, and Winnemucca) to verify all notifications are current. Inquiries regarding registered sex offenders on the Elko campus and at GBC centers should be referred to the Director at 775.753.2115 or at patricia.anderson@gbcnv.edu. Please refer to the Campus Security website www.gbcnv.edu/security for additional information. Registered sex offenders are cited in the following: <http://www.gbcnv.edu/security/offender.html>.

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 calling 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, that has occurred at a GBC facility or during GBC programs or activities, 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.220, I, (b).

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, 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.

Smoke Free GBC

Great Basin College has made an academic commitment to wellness. Part of that commitment is manifest in our compliance with the Nevada System of Higher Education and State of Nevada policy prohibiting smoking inside any building owned or leased by the State of Nevada or GBC/NSHE. State law prohibits smoking in public buildings. (NRS 202.2491).

Smoking is prohibited in, near, or adjacent to any entrance or exit of any public building. The "no smoking zone" is a minimum of 30 feet, and a smoking location must be far enough away from the entrance or exit of any public building so that no smoke will drift or travel into the building or be smelled by any person entering or exiting the building. Authorized smoking locations must be outdoors in an area that is safe and free from any hazardous chemicals, materials, or conditions. (Nevada State Employee Handbook, revised July 2014) Smokers may also choose to use a sheltered area such as the one to the side of McMullen Hall.

Respect for non-smokers must include common courtesy. Great Basin College had decided that the use of tobacco alternative smoking items such as electronic cigarettes (e-cigarettes), hookah pipes, hookah pens or illegal substances will be included within the no smoking policy.

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.

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.

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.

Alcohol and Drugs

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." Use and possession of alcohol and drugs are addressed in the Student Code of Conduct. Prohibited Conduct on page 232 of this catalog.

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.

For additional information, please contact 775.753.2115.

Medical Marijuana

Federal law prohibits the use of medical marijuana on college and university campuses that receive federal funding (Board of Regents Handbook, Title 4, Chapter 1, Page 30). The following provisions shall govern the possession and use of medical marijuana on NSHE property.

- The use, possession, or cultivation of marijuana, including for medical purposes, on any NSHE or NSHE foundation owned or leased property, or at any NSHE sponsored or authorized activity, is expressly prohibited.
- Students, employees, faculty, guests, and/or visitors who violate this policy are subject to applicable disciplinary, legal and/or administrative action.

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 775.753.2227 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. Before the institution approves the use of a GBC facility by any outside person or entity ("applicant"), the applicant shall state, in writing, whether or not the program or activity is a children's program and the level of the children's program, as defined in the policy. If it is a children's program, GBC shall provide a copy of this procedure and the NSHE policy regarding the protection of children and the applicant shall state in writing the person or entity's procedures for the protection of children. The Vice President for Business Affairs shall review the information provided and may deny the applicant the use of a GBC facility if the policies or procedures are inadequate. No approval of any room use request will be issued until after the Vice President for Business Affairs has reviewed all documents.

Public Forum

Public expression in the form of freedom of speech and advocacy may be exercised on Great Basin College properties in the spirit of open discussion and the freedom of expression to exercise each person's constitutionally protected rights.

Protection of this right, while not interfering with the College mission as an educational institution, makes it imperative that all persons agree to comply with Nevada System of Higher Education (NSHE) and Great Basin College policies and procedures when exercising their rights. Freedom of Speech should not interfere with the rights of others, including the institution, to hold and attend; regularly scheduled classes (live, online, web campus, or mixed media based) events, field trips, ceremonies, use of and travel through parking and access areas, access and use of legally rented residence facilities, or prevent the ingress and egress to and from all buildings. This includes allowing a group who has reserved a room or space the ability to use that space and allowing a speaker, event or performer to be seen and heard by the audience.

Great Basin College will permit persons exercising their rights to use college facilities as long as the use is pre-approved at a designated location. Arrangements for amplified sound must also be made in advance. Approvals will be based on the understanding that the noise level will not interfere with classes, other campus events and normal campus operations.

Approval will be withdrawn if the exercise of freedom of speech interferes with the mission of the college; the college receives complaints from the surrounding neighborhoods or the actions of those persons involved cause an imminent health or safety hazard.

To request approval please contact the Director of Environmental Health, Safety and Security at 775.753.2115 or email at patricia.anderson@gbcnv.edu.

Bulletin Board Posting

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 assessed on the manner of distribution/display, not on the content of the materials. All materials must be approved by the GBC Center Director, or in Elko, Media Services, located in Lundberg Hall, and must be dated and stamped prior to posting.

Resources

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 need 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.

A qualified student must furnish current verification of disability. The Disability Services Office, located in the Leonard Center for Student Life, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations.

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 Disability Support and Related Resources 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. Great Basin College has authorized the National Student Clearing House to provide transcript ordering via the web. If you want a copy of your transcript for yourself or to be mailed to another school or a prospective employer, you may order a transcript online by visiting www.gbcnv.edu/academics/gbctranscript.html and click on the Clearing House Secure Site link.

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 by stopping by the office in the Leonard Center for Student Life, or contacting 775.753.2271. Please visit our webpage at www.gbcnv.edu/retention for more information.

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. The center also supports two positions through the Trade Adjustment Assistance Community College and Career Training Grant (T.A.A.C.C.C.T.): an Adult Learner Concierge, who serves as a single point of contact for adult students (25 years and older) and helps them navigate the application, enrollment and registration process and offers continued support throughout their college experience; and a Pathways Specialist, who partners with industry determining what the local workforce needs are and develops certification programs to address those needs. To further support connecting workers to education, a representative from the Department of Employment Training and Rehabilitation (DETR) is located here also.

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 Disability Support and Related Services: The Strong Interest Inventory and The Myers-Briggs Type Indicator. Tests are administered at a cost of \$15.00. For more information call 775.753.2271.

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. Most items are often available online as well. Electronic 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,

and a fireplace conversation/reading area. Public computers are internet accessible and the building also has wi-fi access. Distance education students may obtain a library card through the library web page at www.gbcnv.edu/library. Choose the heading Library Card, fill out application, and click submit.

For more information about InterLibrary Loans, click on the heading InterLibrary Loans on the library homepage. Or contact the library at 775.753.2222 during posted library hours.

Library hours of operation are posted on the Library website as well.

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 Battle Mountain, Elko, Owyhee, Pahrump, Wendover, and Winnemucca help people in their respective communities to improve basic skills. Free classes are offered to adults who are 18 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 High School Equivalency (HSE) test preparation and for the Adult High School Diploma Program, which the College supports in cooperation with local county school districts. See pages 22-23 and 53 for fee and test information.

Learning Centers are housed at the following locations:

Battle Mountain: 835 N. 2nd Street

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.

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 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. 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
GBC Career and Technical Education 775.753.2217
775.753.2175

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 with the Foundation Director and the Office of the President, 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 will be pleased to assist individuals and organizations with their charitable giving. The office is located in Berg Hall on the Elko campus. For more information call 775.753.2265, 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, Intervarsity 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, Pahump, 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.

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
775.753.2180

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

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, Disability Support and Related Resources
775.753.2271

Complaints concerning faculty or Student Conduct Student Services
775.753.2184, Security, 775.753.2115

Security 775.934.4923

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.

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 in-state status using the Residence Reclassification Application. When you have been reclassified as an in-state student, the classification will become effective the following semester.

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.

For more information regarding Nevada residency, including helpful exceptions to the policy, please see www.gbcnv.edu/admissions/residency.html. Questions may be directed 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

\$88.00 per credit for lower-division courses.

(Course numbers of 299 and below)

\$143.75 per credit for upper-division courses.

(Course numbers of 300 or above)

Distance Education for High School Students

Some Nevada high school students may 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. For more details contact Admissions and Records or your high school counselor.

Non-resident Tuition

Students enrolling in less than seven credits:

\$96.75 per credit tuition charge plus the

\$88.00 per credit fee for lower-division courses.

\$158.25 per credit tuition charge plus the

\$143.75 per credit fee for upper-division courses.

Enrollment in seven or more credits:

\$3,322.50 out-of-state tuition plus \$88.00 per credit fee for lower-division courses.

\$3,322.50 out-of-state tuition plus \$143.75 per credit fee for upper-division courses.

Good Neighbor Tuition

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

Distance Education Tuition

Non-resident Students Only

\$44.00 per credit plus the \$88.00 per credit fee for lower-division courses.

\$72.00 per credit plus the \$143.75 per credit fee for upper-division courses.

WUE/WICHE Tuition Fee

\$44.00 per credit plus the \$88.00 per credit fee for lower-division courses.

\$71.88 per credit plus the \$143.75 per credit fee for upper-division courses.

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

Excess Credit Fee

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.

Deadlines to appeal the Excess Credit fee: Summer - May 22, 2015; Fall - August 15, 2015; and Spring January 15, 2016.

\$44.00 per credit plus the \$88.00 per credit fee for lower-division courses.

\$71.88 per credit plus the \$143.75 per credit fee for upper-division courses.

(NSHE Code, Title 4, Chapter 17, Section 4.) Details for the Excess Credit Fee can be found at

www.gbcnv.edu/admissions/excesscreditfee.html

Other Fees

Application for admission - non refundable	\$ 10.00
Application fee for International Students	25.00
Transcript fee	2.75
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. Initial enrollment cancellation will begin two days after the first due date of the semester and monthly thereafter for the duration of the term. 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 monthly 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 monthly 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 or view grades 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.

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 community service classes. Payment plans are authorized as follows:

Regular Payment Plan:

- 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.
- Deadline to register for Regular Payment Plan is the day before the second payment is due.

Late Start Payment Plan:

- Students may only register in this payment plan if all of their classes start after the first day of the third month of the semester.
- One third (1/3) of the total amount is due the tenth day of the month for the last three months of the semester.
- Deadline to register for Late Start Payment Plan is the day before the second payment is due.
- Students must contact the Controller's Office to verify eligibility and register for this payment plan.

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 monthly 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 www.gbcnv.edu/mygbc.html (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 regular and 15-week sessions, excluding 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. For information concerning Course Level/Course Section Exchanges, see page 63.
- No refund after the second week of the term.
- No refund will 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 excluding 15-week sessions 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.

Requests for refunds must be filed within one year from the last day of the semester the student is appealing.

The refund appeals committee will determine if a refund is warranted.

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 the 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 student housing provides convenient, affordable housing for single students, single parents, married students, and married students with children.

- Student housing requires all residents to provide proof of compliance with the meningitis vaccination.
- A student must be enrolled in nine or more credits to reside in student housing.
- All housing facilities are located just two blocks off the campus.
- **Definition of CTE.** A technical student who has extended class load – checking in sooner and leaving later.
- Payment options for single students will allow four payments of ¼ the contract each; or \$50.00 credit if paid in full before “instructions begins” date.
- There is a \$50.00 processing fee applied to your account when an application is received.

Single Student Resident Suites

- These facilities consist of two or three bedroom - furnished apartments; including: full size range, refrigerator, dishwasher, laundry hookups, parking, internet, and lawn area. (Includes all utilities except telephone and cable).
- Each suite contains a common living/dining/kitchen and bathroom. Students have a private bedroom.
- Roommates are assigned based on what is provided on the application.

Cost – Non-Refundable Semester Contract

- Deposit \$ 350.00
- Regular Student \$2,000.00
- CTE Student \$2,334.00

Griswold Hall Dorms

- These facilities consist of traditional dorms including: TV room, study room, computer lab, parking, internet, shared food warming area, lawn/gathering areas, gaming room, laundromat, and small fitness room.
- Students are assigned rooms of double occupancy and very limited single/private occupancy. (Includes all utilities except telephone and cable).

Cost – Non-Refundable Semester Contract

- Deposit \$ 250.00
- Private Room \$2,000.00
- Double Room \$1,325.00
- CTE Private Room \$2,334.00
- CTE Double Room \$1,625.00

Married and Family Apartments

- These facilities consist of two or three bedroom unfurnished apartments; including: full size range, refrigerator, dishwasher, laundry hookups, parking, internet, and lawn/playground area. (Utilities not included).

Cost – Monthly Rent

- Deposit \$ 500.00
- Two bedroom apartment \$ 700.00
- Three bedroom apartment \$ 775.00

Housing Application Process

Step 1: Download the appropriate Application (License Agreement) from the GBC Website.
<http://www.gbcnv.edu/housing>

Step 2: Complete the application and return it to the Housing Coordinator with the proper processing/deposit fees.

Great Basin College
 Attention: Stacie Combs
 1500 College Parkway
 Elko, NV 89801

Step 3: Watch your email for further letters from:
stacie.combs@gbcnv.edu

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

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.

Available Scholarships

AAUW Mildred McBride
CCA of Tennessee (5)
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
Warde Dixon (2)
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)
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
Elizabeth Griswold (20)
Paul Hanna Memorial
Hanington Corporation
Insurance Agents and Brokers of Nevada
Peter Klem Memorial
Knights of Pythias
Ladies Auxillary VFW
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
Mary Raduziner Memorial
John Ross Memorial
Tony Jo Salvatierra Memorial Academic
Lee Smith Memorial
Dutch and Marianne Stenovich
Student Government Association
Louis Tempel Memorial Endowment
Tricon (2)
Tomera Brothers
Grace vanDalfsen
Robert Vaughn Endowment
Veterans of Foreign Wars/Women's Auxiliary
David White Memorial
Esther Winch Memorial (2)

The following companies provide significant scholarships for students in the Maintenance Training Cooperative (MTC) 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 http://www.nevadatreasurer.gov/GGMS/GGMS_Home/ or contact Student Financial Services at 775.753.2399, Elko campus, Berg Hall.

The Silver State Opportunity Grant Program (SSOG)

The SSOG is a state grant that was created for the purpose of awarding grants to eligible students to pay for a portion of the cost of education at a community college or state college within the system. To be eligible for the grant, a student must be enrolled in at least 15 credit hours, be enrolled in a program of study leading to a recognized degree or certificate, be placed into a college-level English and mathematics courses, be a resident of the state of Nevada and complete the Free Application for Federal Student Aid.

Estimated Annual Costs at GBC for a Full-Time Student

Tuition and Fees for 2015-2016

Resident

\$2,805.00 per year (lower division, 30 credits)
\$4,477.50 per year (upper division, 30 credits)

Non-resident

\$6,645.00 per year plus
\$93.50 lower division (per credit)

\$6,645.00 per year (non-resident) plus
\$149.25 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 Parent Loan for Undergraduate Student (PLUS) 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 HSE.
- 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, P and S grades shall be considered completed.
- F, W, I (Incomplete), AD(audit) and NR (not recorded) grades shall not be considered as completed.

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://www.nevadatreasurer.gov/GGMS/GGMS_Home/. 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

All students eligible for and receiving VA education benefits will be required to meet the Standard of Progress requirements.

To maintain satisfactory progress, the student must maintain a 2.0 term GPA and complete a minimum of 50% of the credits certified for each semester.

During a semester in which a student using VA education benefits fails to meet the Standard of Progress requirements, he/she will be placed on a warning for their next enrollment semester.

While on warning, the student may continue to receive VA education benefits. He/she must maintain a 2.0 term GPA and complete 50% of the credits certified.

Failure to meet the Standard of Progress, while on a warning semester, will result in a suspension of the VA education benefits.

Students have the right to appeal the suspension status in the event of extenuating circumstances. The appeal should be submitted no later than two weeks before the beginning of the semester. Should the appeal be approved, the student may be required to meet with an advisor before enrolling and throughout the semester.

Veterans Resource Center

Great Basin College Veterans Resource Center (VRC) is our rural communities' one stop shop for all Veteran's benefit information. We provide an encouraging environment by acknowledging, honoring, and addressing all of our Veteran's needs, all while helping them attain their educational goals. The VRC's mission is as widespread as the rural GBC service area. Our main goal is to provide Military Veterans with the resources, support, and advocacy needed to succeed in higher education. However, our services are open to our entire community by providing the proper local, state, and federal resources to meet the unique needs of each Veteran; to include their families.

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 775.753.2271 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.

Course Level/Course Section Exchange

During the second week of a full-semester class, you may, without financial penalty, drop one course as long as you add a replacement course with the same prefix. To make a course or section exchange during the second week of the semester, you must fill out the Course Level/Course Section Exchange Request, which has additional details, and can be found at www.gbcnv.edu/admissions/forms.html. The completed form must be submitted to the Admissions and Records Office or your local GBC center by Friday of the second week of the semester.

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 MyGBC, 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. It is not computed in the grade point average.
S	The Satisfactory grade indicates that a student earned a C- or above in the completion of course objectives. The S grade is not computed in the grade point average.
U	The Unsatisfactory grade indicates that a student earned a D+ or below in the completion of course objectives. The U grade is not computed in the grade point average.
I	You may receive a final report of I, or incomplete, if you have completed 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 the student will receive neither credit nor a grade.
NR	This is a temporary grade indicating that it has not yet been submitted by faculty.

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 I	=		0.0
3 semester hours of P	=		0.0
3 semester hours of S	=		0.0
3 semester hours of U	=		0.0
3 semester hours of W	=		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.

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.

Grade Appeals

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, the following published procedures shall be followed. The procedures do not apply to cases of grades issued because of academic dishonesty.

Student concerns about instructor conduct or activities unrelated directly to grades should follow the Student Grievance Procedure.

The burden of proof in these procedures rests with the student. Students may consult with the Office of the Vice President for Student Services in Berg Hall or their local center directors for assistance with the procedures and policies for appeal.

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.

These are the steps that must be taken:

Step One: The student must first communicate with the instructor in writing or by email 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. (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 skills certificates do not receive a diploma or participate in graduation, nor do they need to submit a graduation application. The skills certificate designation will be automatically placed on the student's transcripts when the requirements of the certificate have been met.
- 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.

- 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 42 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 diversity 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.

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 <small>(AAS courses are not required to use integrative format)</small>	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 Associate's 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)	3 Credits: MATH 120, 126, or higher (Includes STAT 152)	3 Credits: MATH 116, 120, 126, or higher (Includes STAT 152)	6 Credits (in addition to Associate's 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.	6 Credits: 6 credits of lower-division general education 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 Associate's credits): INT 369
SOCIAL SCIENCE <small>(Fulfills U.S. and Nevada Constitutions requirement.)</small>	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 Within the 9 credits, PSC 101 or HIST 101 and 102 are required to meet the U.S. and Nevada Constitutions requirement.	6 Credits: ANTH 101, 201, 202; CRJ 104; ECON 102, 103; GEOG 106; HIST 101, 102; HMS 200; PSC 101, 210; PSY 101; SOC 101 Within the 6 credits, PSC 101 or HIST 101 and 102 are required to meet the U.S. and Nevada Constitutions requirement.	9 Credits: 9 credits of lower-division general education Social Science (must fulfill U.S. and Nevada Constitutions requirements).	6 Credits: 3 credits (U.S. and Nevada Constitutions): PSC 101 (or substitute: HIST 101 and 102) 3 credits (Human Relations): BUS 110 BUS 113 and 114 HMS 200 MGT 283 PSY 208	6 Credits (in addition to Associate's credits): (U.S. and Nevada Constitution requirements must be fulfilled) ECON 311 INT 349
HUMANITIES AND FINE ARTS	9 Credits: 3 credits Humanities: ART 260, 261; ENG 203, 223; FREN 111, 112; HIST 105, 106; HUM 101, 111; MUS 125; PHIL 102, 129; SPAN 111, 112, 211 3 credits Fine Arts: ART 100, 101, 107, 160; FIS 100; MUS 101, 121; THTR 100, 105 Select an additional 3 credits from above or: AM; ART 297; ENG 250, 261; FREN; HUM; PHIL; SPAN; THTR 221	6 Credits: 3 credits Humanities: ART 260, 261; ENG 203, 223; FREN 111, 112; HIST 105, 106; HUM 101, 111; MUS 125; PHIL 102, 129; SPAN 111, 112, 211 3 credits Fine Arts: ART 100, 101, 107, 160; FIS 100; MUS 101, 121; THTR 100, 105	3 Credits: 3 credits of lower-division general education Humanities 3 Credits: 3 credits of lower-division general education Fine Arts	3 Credits: ART 100, 101, 107, 160, 260, 261 ENG 203, 223 FIS 100 FREN 111, 112 HIST 105, 106 HUM 101, 111 MUS 101, 121, 125 PHIL 102, 129 SPAN 111, 112, 211 THTR 100, 105	3 Credits (in addition to Associate's credits): INT 339
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.
INTEGRATIVE SEMINARS	–0–	–0–	3 Credits: As determined by program.	–0–	See above
CAPSTONE	–0–	–0–	3 Credits: As determined by program.	–0–	3 Credits: As determined by program.
ELECTIVES AND PROGRAM REQUIREMENTS <small>Select with Advisor</small>	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 42 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 42 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.

GBC Degrees and Certificates Reference

Degrees and Certificates	Skills Certificates Page No.	Certificate of Achievement Page No.	Associate of Applied Science Page No.	Associate of Arts (AA) Page No.	Associate of Science (AS) Page No.	Bachelor's Degree Page No.
Associate of Arts — General				73		
Associate of Sciences —General					74	
Associate of General Students - page 75						
Certificate of Achievement - page 71						
Biology						
Biological Sciences (pending approval)					80	81
Business Administration/Management						
Accounting		84	85			Refer to 83
Business		86	87	88		Refer to 83
Entrepreneurship		89	90			Refer to 83
Human Resources		91				
Management in Technology						93
Real Estate Salesperson	79					
Retail Management		92				
Career and Technical Education						
3G/4G Welding	79					
Diesel Technology		94	95			
Electrical Systems Technology		97	98			
Industrial Millwright Technology		101	103			
Instrumentation		99				100
Pipewelding	79					
Welding Technology		105	106			
Computer Technologies						
CompT1A Certification Preparation	79					
Computer Programming			108			Refer to 112
Digital Information Technology						112
Graphic Communications			113			114
Medical Coding and Billing		115				
Network Specialist	79		109			Refer to 112
Office Technology	79	110	111			Refer to 112
Criminal Justice						
Corrections and Law Enforcement				116, 117		Refer to 93

Degrees and Certificates	Skills Certificates Page No.	Certificate of Achievement Page No.	Associate of Applied Science Page No.	Associate of Arts (AA) Page No.	Associate of Science (AS) Page No.	Bachelor's Degree Page No.
Education						
Early Childhood Education		119, 122	120, 123	124		
Elementary Education				125		126
*Post Baccalaureate Certification		130				
Secondary Education				125		132
Biological Endorsement						134
Business Endorsement						136
English Endorsement						138
Mathematics Endorsement						140
Social Sciences Endorsement						142
*Post Baccalaureate Certification						144
TESL and Special Education Endorsement						144
English						
Bachelor of Arts in English (pending approval)						145
Human Sciences and Health Sciences						
Certified Nursing Assistant	79					
Emergency Medical Technician — Basic, Advanced, or Paramedic	79		147			
Medical Coding and Billing	79					
Nursing			150			153
Radiology			156			
Human Services						
Human Services			160	161		
Substance Abuse Counselor Training			162			
Integrative Studies						
Natural Resources					163	165
Social Science						167
Land Surveying/Geomatics						
Land Surveying/Geomatics					169	170
Science						
Engineering Science					172, 173	
Geosciences					174	
Social Work						
Bachelor of Social Work: 3+1 Program between GBC and UNR						175
Spanish						
Spanish Interpreter/Translator		178				

*A post-baccalaureate teacher certificate program is available in both elementary and secondary education for students with a bachelor's degree.

Associate's Degrees and Certificates of Achievement

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. For programs that require a separate application process, such as the associate's in nursing or radiology, the catalog year is determined by the year of acceptance, rather than the year you declare your major. 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. 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.
- College credit by examination and/or non-traditional credit may be applicable to a particular degree or certificate, but there are restrictions. See page 23 for an in-depth explanation of GBC policy.
- You must file an application for graduation by October 15 or March 15 of the semester in which you wish to graduate. See page 65 for further details.
- For associate's degrees a minimum of 60 credits is required (30 credits for certificate of achievement).

- Students receiving skills certificates do not receive a diploma or participate in graduation, nor do they need to submit a graduation application. The skills certificate designation will be automatically placed on the student's transcript when the requirements of the certificate have been met.

Earning Multiple Associate's Degrees

You may earn more than one associate's degree provided all specified requirements for both degrees are fully satisfied.

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 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.

Certificate of Achievement

The one-year Certificate Program is an abbreviated form of the two-year Associate of Applied Science degree. The Certificate Program requirements include a minimum of three semester hours of English/Communications, 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 68) must be fulfilled.

Certificate of Achievement Requirements Summary

	Credits
GBC Orientation (select programs)	0.5
English/Communications	3
Computation	3
Computation includes the ability to:	
• Interpret mathematical models	
• Represent mathematical information symbolically, visually, numerically, and verbally	
• Estimate and check answers	
(Courses satisfying the computation component will be listed under the specific program requirements.)	
Minimum Certificate Requirements	23
(See program for specific requirements)	
Human Relations	1-3

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. The career and technical education programs 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 university transfer courses.

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:

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

These courses are identified with a "class attribute" in the online course schedule with the following notation: *Non-transferable for an NSHE baccalaureate degree.*

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 HSE 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 or ENG 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 HIST 101 and 102	
3 credits: BUS 110; BUS 113 and 114; HMS 200; MGT 283; PSY 208 (Human Relations)	
Humanities or 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, 111; 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.	

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.

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, 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	9
ANTH 101, 201, 202; CRJ 104; ECON 102, 103; GEOG 106; HIST 101, 102; HMS 200; PSC 101; PSC 210; PSY 101; SOC 101	
Within the 9 credits, PSC 101, or HIST 101 and 102 are required to meet the U.S. and Nevada Constitutions requirements.	
Humanities and Fine Arts	9
3 credits Humanities:	
ART 260, 261; ENG 203, 223; FREN 111, 112; HIST 105, 106; HUM 101, 111; MUS 125; PHIL 102, 129; SPAN 111, 112, 211	
3 credits Fine Arts:	
ART 100, 101, 107, 160; FIS 100; MUS 101, 121; THTR 100, 105	
3 credits from either group above or:	
AM; ART 297; ENG 250, 261; FREN; HUM; PHIL; SPAN; THTR 221	
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.

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	6
ANTH 101, 201, 202; CRJ 104; ECON 102, 103; GEOG 106; HIST 101, 102; HMS 200; PSC 101; PSC 210; PSY 101; SOC 101	
Within the 6 credits, PSC 101, or HIST 101 and 102 are required to meet the U.S. and Nevada Constitutions requirements:	
Humanities and Fine Arts	6
3 credits Humanities: ART 260, 261; ENG 203, 223; FREN 111, 112; HIST 105, 106; HUM 101, 111; MUS 125; PHIL 102, 129; SPAN 111, 112, 211	
3 credits Fine Arts: ART 100, 101, 107, 160; FIS 100; MUS 101, 121; THTR 100, 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 or 107 and ENG 102, ENG 108 or COM 101 (ENG 101 and ENG 102 is the recommended sequence)	
Mathematics	3
MATH 116 or higher (Includes STAT 152)	
Science	3
AGSC 100; ANTH 102; AST 101; BIOL 100, 190; CHEM 100, 121; ENV 100; GEOG 103; GEOL 101, 132; NRES 150; NUTR 121; PHYS 100, 107, 151	
Social Sciences	6
U.S. and Nevada Constitutions HIST 101 and HIST 102 or PSC 101 and one of the following: 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/Fine Arts	3
ART 100, 101, 107, 160, 260, 261; ENG 203, 223; FIS 100; FREN 111, 112; HIST 105, 106; HUM 101, 111; MUS 101, 121, 125; PHIL 102, 129; SPAN 111, 112, 211; THTR 100, 105	
Emphasis/Additional Program Requirements	39
Minimum Credits	60

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'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 a prescribed bachelor's degree program. For bachelor's degrees, the catalog year is determined by the year you are accepted into the program, not the year that you declare your degree intent. You may select the program described in the catalog year in which you were initially accepted, or the catalog year in which you will complete the requirements for the bachelor's degree. Whichever catalog is used, it cannot be more than ten years old at the time of graduation. However, some degrees require completion in a shorter time period; please refer to the catalog description of each specific program. If you have had major interruptions in completing your program, you may be required to follow the current catalog.
- To graduate, you must attain a cumulative GPA of at least 2.0, as well as any baccalaureate-specific, cumulative grade-point averages, and any minimum course grades, as stipulated by your particular program.
- 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, 42 of which must be upper division. To determine specific credit requirements, see the degree program of your choice.

- You may earn a maximum of 30 college credits by examination. See page 22 for further information.
- 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 42 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 65 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 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, 775.753.2363 or 775.753.2217.

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 five emphases: Digital Information Technology; Instrumentation; Land Surveying/Geomatics, Management in Technology; and 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.

- 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 Program Supervisor and/or Emphasis Advisors. 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 an associate's degree from a regionally accredited college.

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 Admissions and Records Office before completion of 30 credits in the program.

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.

NOTE: Evaluation of the entrance criteria will be made by the Program Supervisor and/or Emphasis Advisors. This processing takes approximately five to six weeks. Students will be notified by a letter from the Program Supervisor 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.
- The Graphic Communication emphasis requires an AAS in Computer Technology with a Graphic Communications emphasis for admission, or advisor permission.
- See the Land Surveying/Geomatics emphasis for a list of prerequisites.
- The Digital Information Technology emphasis requires an associate's degree, and a strong background in computer technology with an emphasis in one of the many computer technology fields, such as networking, information technology, computer office technology, computer programming, GIS, or some other computing field.
- Students with a bachelor's degree 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 cumulative GPA in all GBC courses.
- Maintain a cumulative GPA of 2.0 in all upper-division courses applied to the degree. This includes courses taken at GBC and those transferred from other institutions.

Total Minimum Credits for BAS	120
Total Minimum Upper-Division Credits	48

Skills Certificates

Skills Certificates are single courses or short sequences of courses which provide basic job skills for employability. The certificates listed on this page include training for a variety of practical and vocational endeavors. Each provides basic skills for students to complete the requirements necessary to take state, national, and/or industry recognized certification or licensing exams.

These certificates are also a foundation to continue additional training and education to obtain higher employability. These certificates are stackable to Certificates of Achievement, Associate's degrees, and in many cases Bachelor's degrees and beyond.

Please seek advisement regarding which of these Skills Certificates may be appropriate for you and your personal interests.

Skills Certificate — Less than 30 credits	Courses to be Completed	Credits Earned
3G/4G Welding	WELD 110, WELD 210, WELD 220 (B- or better)	22
Certified Nursing Assistant	Successful completion of NURS 130 (B- or better)	6
CompT1A Certification Preparation	CIT 110, CIT 112, CIT 217 (C or better)	9
Emergency Medical Technician — Basic	Successful completion of EMS 108 (C or better)	7
Emergency Medical Technician — Advanced	EMS 118 (B+ or better)	10.5
Medical Coding and Billing	MCOD 110, MCOD 120, MCOD 130, MCOD 140, MCOD 200, MCOD 210, MCOD 220 (B+ or better)	28
Network Specialist	CIT 212, CIT 213, CIT 214 (C or better)	9
Office Technology	CIT 201, CIT 202, CIT 203 (C or better)	9
Pipewelding	WELD 110, WELD 210, WELD 260 (B- or better)	19
Real Estate Salesperson	RE 101, RE 103 (C or better)	6

Biology

Associate of Science — Biological Sciences (Pattern of Study)

Student Learning Outcomes

This program provides graduates with the courses typically required for pre-professional students during their first two years of a bachelor's degree program. This program contains the complete content required for students to achieve acceptable entrance scores on professional school admission tests such as the Medical College Admission Test (MCAT) and other professional school admission tests.

This two-year Associate of Science Pattern of Study integrates with the Bachelor of Science in Biological Sciences degree listed on page 81. Please consult with an advisor if you plan to enter this bachelor's degree program in order to facilitate timely completion of the four-year degree.

Students will be able to

- Demonstrate the ability to communicate the nature of scientific knowledge and the scientific method and how they were developed.
- Demonstrate the association between biological structure and function.
- Demonstrate the relationship between molecular genetics and cell and organism function.
- Show how organisms are genetically related, interact on a population level, have evolved, and are evolving.

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	7
MATH 181 and STAT 152	
<input type="checkbox"/> Science	13**
<input type="checkbox"/> Social Science	6
PSC 101 or HIST 101 and HIST 102	
<input type="checkbox"/> Humanities	3
<input type="checkbox"/> Fine Arts	3
<input type="checkbox"/> Technology	3
CS 135 or GIS 109 required.	

List of courses fulfilling general education requirements is on page 68.

Emphasis Courses	Credits
<input type="checkbox"/> BIOL 190 Introduction to Cell and Molecular Biology	4
<input type="checkbox"/> BIOL 191 Introduction to Organismal Biology	4
<input type="checkbox"/> BIOL 251 General Biology	4
<input type="checkbox"/> CHEM 121 General Chemistry I	4
<input type="checkbox"/> CHEM 122 General Chemistry II	4
<input type="checkbox"/> CHEM 241 Organic Chemistry I	3
<input type="checkbox"/> CHEM 241L Organic Chemistry for Life Sciences Lab I	1
<input type="checkbox"/> CHEM 242 Organic Chemistry II	3
<input type="checkbox"/> CHEM 242L Organic Chemistry for Life Sciences Lab II	1
<input type="checkbox"/> Electives (select with advisor)	6

Recommended electives: Sufficient coursework is required to bring the total number of credits in the Associate of Science to 60 credits. Choose courses from the following list:
BIOL 223, BIOL 224, ENV 100, GEOG 103, GEOL 101, GEOL 102, MATH 127, MATH 128, MATH 182, NRES 150, NRES 222, NRES 223, PHYS 182.

SUGGESTED COURSE SEQUENCE AS—Biological Sciences

FALL—1st Semester	Credits	
INT 100	0.5	<input checked="" type="checkbox"/>
BIOL 190	4	<input type="checkbox"/>
CHEM 121	4	<input type="checkbox"/>
ENG 101	3	<input type="checkbox"/>
MATH 181	4	<input type="checkbox"/>
TOTAL	15.5	
SPRING—2nd Semester	Credits	
BIOL 191	4	<input checked="" type="checkbox"/>
CHEM 122	4	<input type="checkbox"/>
ENG 102	3	<input type="checkbox"/>
FINE ARTS*	3	<input type="checkbox"/>
STAT 152	3	<input type="checkbox"/>
TOTAL	17	
FALL—3rd Semester	Credits	
CHEM 241	3	<input checked="" type="checkbox"/>
CHEM 241L	1	<input type="checkbox"/>
CIS 135 or GIS 109	3	<input type="checkbox"/>
HUMANITIES*	3	<input type="checkbox"/>
LOWER-DIVISION ELECTIVE	3	<input type="checkbox"/>
SOCIAL SCIENCE*	3	<input type="checkbox"/>
TOTAL	16	
SPRING—4th Semester	Credits	
CHEM 242	3	<input checked="" type="checkbox"/>
CHEM 242L	1	<input type="checkbox"/>
BIOL 251	4	<input type="checkbox"/>
LOWER-DIVISION ELECTIVE	3	<input type="checkbox"/>
SOCIAL SCIENCE*	3	<input type="checkbox"/>
TOTAL	14	

*Select from page 74

Minimum Credits: 62.5

****Please note:** The general education science course requirement is met by emphasis courses.

After the AS in Biology, the next step could be the Bachelor of Science in Biology. See page 81.

Biology

Bachelor of Science — Biological Sciences

PENDING APPROVAL

Student Learning Outcomes

- Demonstrate the ability to communicate the nature of scientific knowledge and the scientific method and how they were developed.
 - Demonstrate the association between biological structure and function.
 - Demonstrate the relationship between molecular genetics and cell and organism function.
 - Show how organisms are genetically related, have evolved, and are evolving.
 - Integrate the complexity of the metabolism of cells and organisms.
 - Analyze the complex interplay of how organisms and populations respond to and interact with each other and their environment.
 - Demonstrate effective communication skills with regards to complex biological concepts, orally and in writing.
 - Students will be able to meet professional goals. Specifically,
 - fulfill graduate, medical, and other professional school entrance requirements including success on entrance exams.
 - obtain employment needed in the region (federal and state agencies, industry, education) and beyond
 - obtain employment not linked to this degree or even science from analytical skills in this Bachelor of Science degree
-
-

Accreditation

This degree is pending approval from the NSHE Board of Regents in 2015. Submission to, and accreditation by, the Northwest Commission on Colleges and Universities will follow thereafter.

Mission Statement

The mission of the BS in Biological Sciences is to provide a high-quality student-centered bachelors program in the sciences to rural Nevada that 1) relates to the economic need within and outside our region for professionals in the biological sciences, 2) relates to the economic need within and outside our region for rural health and medical professionals through university transfer to medical and other professional programs, and 3) relates to the aspect of the GBC mission on university transfer by providing a biological sciences undergraduate degree for transfer to graduate school in biological sciences and related disciplines.

Program Description

Admission to Program

In order to be admitted to the program students must do both of the following:

- Complete an Associate of Science (AS) or Associate of Arts (AA) degree including the equivalent of ENG 102 from a regionally accredited institution.
- Complete the following courses (or their approved equivalents), most of which are prerequisites for upper division courses in the degree in a two-year rotation. BIOL 190, BIOL 191, CHEM 121, CHEM 122, CHEM 241, CHEM 241L, CHEM 242, CHEM 242L, MATH 181, STAT 152, or equivalent. Completion of these courses before entering the Biological Sciences Bachelor degree program facilitates completion of the BS in two years.

Students need to complete the application form for the B.S. Biological Sciences to be formally admitted to the program. Applications are accepted any time; applications received on or

before March 15 will be assigned the current catalog year while applications received after March 15 will be assigned to the following catalog year. The form is available online on the GBC Website. Go to www.gbcnv.edu and then go to Academics. Click on the B.S. Biological Sciences 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.

Maintaining Good Standing

- Students must maintain a GPA of 2.0 (cumulative) to remain in good standing in the program and to graduate.
- To graduate, students are also required to have a cumulative GPA of 2.0 for all upper division courses applied to the degree. This includes courses taken at GBC and those transferred from other institutions.
- 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 for Student Services and the appropriate Biological Sciences program supervisor. Disciplinary action may include a written warning, reprimand, college probation, suspension or expulsion from the Biological Sciences 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 Biological Sciences. Failure to meet this action plan will result in expulsion from the program.

Lower-Division Prerequisites, required to complete degree

BIOL 190	Introduction to Cell and Molecular Biology
BIOL 191	Introduction to Organismal Biology
BIOL 251	General Microbiology
CHEM 121	General Chemistry I
CHEM 122	General Chemistry II
CHEM 241	Organic Chemistry I
CHEM 241L	Organic Chemistry for Life Science Lab I
CHEM 242	Organic Chemistry II
CHEM 242L	Organic Chemistry for Life Science Lab II
MATH 181	Calculus I
STAT 152	Introduction to Statistics

B.S. Biological Sciences Requirements

I. Lower-Division

A. Lower-Division General Education	Credits
Communications	
COM 101, THTR 221, or THTR 102	3

B. Additional Lower-Division

Physics 8

Choose one of the physics series listed below for 8 credits total. Note: Physics for scientists and engineers, including PHYS 182 Physics for Scientists and Engineers III, a lower division elective, is recommended for students planning on pursuing biological fields of study related to physical sciences.

PHYS 151	General Physics, and
PHYS 152	General Physics II
	or
PHYS 180	Physics for Scientists and Engineers I, and
PHYS 181	Physics for Scientists and Engineers II

C. Lower-Division Electives 0-9

Variable credits: associate degree and/or transfer credits may be applied.

9 credits from the following list required for graduation:

BIOL 223	Human Anatomy and Physiology I
BIOL 224	Human Anatomy and Physiology II
ENV 100	Humans and the Environment
GEOG 103	Physical Geography
GEOL 101	Geology: Exploring Planet Earth
GEOL 102	Earth and Life Through Time
MATH 127	Precalculus II, or
MATH 128	Precalculus and Trigonometry
MATH 182	Calculus II
NRES 150	Fundamentals of Plant Science
NRES 222	Soils and
NRES 223	Soils Laboratory (online)
PHYS 182	Physics for Scientists and Engineers III

Courses not from this list may be approved on a case-by-case basis by the B.S. Biological Sciences degree committee.

II. Upper-Division

A. Upper-Division Core Requirements

BCH 400*	Introductory Biochemistry	4
BIOL 300	Principles of Genetics	4
BIOL 305	Introduction to Conservation Biology	3
BIOL 320	Invertebrate Zoology	4
BIOL 331	Plant Taxonomy	3
BIOL 341	Principles of Ecology	3
BIOL 394*	Laboratory in Ecology and Population Biology	2
BIOL 400	Field School in Biology	4
BIOL 410	Plant Physiology	3
BIOL 415*	Evolution	3
	(***Capstone inside the major)	
BIOL 434	Mammalogy	4
BIOL 447	Advanced Comparative Animal Physiology	3

* To be developed.

B. Upper-Division General Education

Integrative Seminar — Capstone Outside of Major, Choose one for 3 credits.

INT 339	Integrative Humanities Seminar or	
INT 349	Integrative Social Sciences Seminar	3

Total Credits for Section II 43

SUGGESTED COURSE SEQUENCE

BS—Biological Sciences

FALL—1st Semester	Credits	✓
BIOL 320	4	<input type="checkbox"/>
BIOL 410	3	<input type="checkbox"/>
COM 101, THTR 102, or THTR 221	3	<input type="checkbox"/>
PHYS 151 or PHYS 180	4	<input type="checkbox"/>
TOTAL	14	
SPRING—2nd Semester	Credits	✓
BCH 400	4	<input type="checkbox"/>
BIOL 400	4	<input type="checkbox"/>
BIOL 434	4	<input type="checkbox"/>
PHYS 152 or PHYS 181	4	<input type="checkbox"/>
TOTAL	16	
FALL—3rd Semester	Credits	✓
BIOL 300	4	<input type="checkbox"/>
BIOL 341	3	<input type="checkbox"/>
BIOL 394	2	<input type="checkbox"/>
LOWER-DIVISION ELECTIVE	3	<input type="checkbox"/>
TOTAL	12	
SPRING—4th Semester	Credits	✓
BIOL 331	3	<input type="checkbox"/>
BIOL 305	3	<input type="checkbox"/>
BIOL 415	3	<input type="checkbox"/>
BIOL 447	3	<input type="checkbox"/>
INT 339 or INT 349	3	<input type="checkbox"/>
TOTAL	15	

Refer to page 68.

Total Credits: 57

Years 1-2: Completion of Associate of Science Pattern of Study in Biological Sciences or other associate's degree (see notes above). See page 74 of the catalog for a description of the associate's degree pattern of study.

Total credits required for Bachelor of Science in Biological Sciences 120

Business Administration

The overall mission of Great Basin College is supported by the Business Department's offering of two main tracks of study. For students who are interested in developing skills that can be immediately applied in the workplace, the Business Department offers five Certificates of Achievement, the Associate of Applied Science degree in Business Administration, and the Bachelor of Applied Science degree in Management in Technology. Each of the Certificate programs is designed to be the first year of coursework for the Associate degree, and the Associate degrees are the first two years of coursework for the Bachelor of Applied Science degree. These applied science programs are depicted in the table below.

An alternative track is for students with sights on a traditional bachelor's degree in Business Administration or a more focused baccalaureate degree in one of the sub-disciplines of accounting, economics, finance, management, or marketing. These students will want to pursue the Business Pattern of Study within the Associate of Arts degree described on page 73 of the catalog. Such a degree is designed to constitute the first two years of study in which the student will transfer to a four-year college or university where the remaining two-years of study will be completed. This pattern of study focuses on a broad background in the arts and sciences with an introduction to the core disciplines of accounting and economics during the first two years of study. In addition to using the Associate of Arts degree as a transfer degree, it can also be used as a stepping stone to the increasing number of bachelor's degrees at GBC as well.

Certificate of Achievement (One Year)	Emphases in the Business Administration Associate of Applied Science Degree (Two Years)	Baccalaureate Degree (Four Years)
Accounting Technician	Accounting	Bachelor of Applied Science Management in Technology
Business Administration	General Business	
Entrepreneurship	Entrepreneurship	
Retail Management	While the Retail Management certificate and the Human Resources Certificate are not designed to lead into any specific AAS degree, students can accomplish that by carefully selecting options in the certificate program that meet the requirements of the AAS degree of their choice.	
Human Resources		

Business Administration

Certificate of Achievement — Accounting Technician

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.
- Apply 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.

Core Requirements	Credits
<input type="checkbox"/> GBC Orientation	0.5
BUS 110 Human Relations for Employment,	
HMS 200 Human Relations,	
MGT 283 Introduction to Human Resource Management, or	
<input type="checkbox"/> PSY 208 Psychology of Human Relations	3
ENG 101 Composition I, or	
<input type="checkbox"/> ENG 107 Technical Communications I	3
ENG 102 Composition II, or	
<input type="checkbox"/> ENG 108 Technical Communications II, or	
<input type="checkbox"/> COM 101 Oral Communication	3
<input type="checkbox"/> MATH 120 or higher or STAT 152 (MATH 126 preferred)	3

Emphasis Courses	
<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
BUS 101 Introduction to Business, or	
<input type="checkbox"/> MGT 103 Introduction to Small Business Management	3
ECON 102 Principles of Microeconomics or	
<input type="checkbox"/> BUS 273 Business Law I	3
ECON 104 Current Economic Issues or	
<input type="checkbox"/> FIN 101 Personal Finance	3

SUGGESTED COURSE SEQUENCE

Certificate of Achievement—Accounting Technician

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 or ECON 104	3	<input type="checkbox"/>
MGT 283	3	<input type="checkbox"/>
TOTAL	15.5	
SPRING—2nd Semester	Credits	✓
ACC 202	3	<input type="checkbox"/>
ACC 220	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"/>
MATH 126	3	<input type="checkbox"/>
TOTAL	15	

Refer to page 71

Minimum Credits: 30.5

Business Administration

Associate of Applied Science — Accounting

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 or Fine Arts	3
<input type="checkbox"/> Technology	3
IS 101	

List of courses fulfilling general education requirements is on page 68.

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	
<input type="checkbox"/> 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"/> ECON 104 Current Economic Issues or	
<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			
	INT 100	Credits	0.5 <input type="checkbox"/>
	ACC 201	3	<input type="checkbox"/>
	BUS 101 or MGT 103	3	<input type="checkbox"/>
	ENG 101	3	<input type="checkbox"/>
	FIN 101 or ECON 104	3	<input type="checkbox"/>
	MGT 283	3	<input type="checkbox"/>
	TOTAL	15.5	
SPRING—2nd Semester			
	ACC 202	Credits	3 <input type="checkbox"/>
	ACC 220	3	<input type="checkbox"/>
	ECON 102	3	<input type="checkbox"/>
	ENG 102	3	<input type="checkbox"/>
	MATH 126	3	<input type="checkbox"/>
	TOTAL	15	
FALL—3rd Semester			
	ACC 105	Credits	3 <input type="checkbox"/>
	ACC 203	3	<input type="checkbox"/>
	IS 101	3	<input type="checkbox"/>
	PSC 101	3	<input type="checkbox"/>
	SCIENCE*	3	<input type="checkbox"/>
	TOTAL	15	
SPRING—4th Semester			
	ACC 204	Credits	3 <input type="checkbox"/>
	ACC 261	3	<input type="checkbox"/>
	BUSINESS ELECTIVE (ACC 290 recommended)	3	<input type="checkbox"/>
	BUS 273	3	<input type="checkbox"/>
	HUMANITIES/FINE ARTS*	3	<input type="checkbox"/>
	TOTAL	15	

*Select from page 68. Refer to page 72.

Minimum Credits: 60.5

After the AAS in Accounting, the next step could be the Bachelor of Applied Science in Management in Technology. See page 93.

Business Administration

Certificate of Achievement — General Business

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.

Core Requirements	Credits
<input type="checkbox"/> GBC Orientation	0.5
BUS 110 Human Relations for Employment,	
HMS 200 Human Relations,	
MGT 283 Introduction to Human Resource	
Management, or	
<input type="checkbox"/> PSY 208 Psychology of Human Relations	3
ENG 101 Composition I, or	
<input type="checkbox"/> ENG 107 Technical Communications I	3
ENG 102 Composition II, or	
<input type="checkbox"/> ENG 108 Technical Communications II, or	
<input type="checkbox"/> COM 101 Oral Communication	3
<input type="checkbox"/> MATH 120 or higher or STAT 152	
(MATH 126 preferred)	3

Emphasis Courses	Credits
<input type="checkbox"/> Accounting, Business, Economics, Finance, Management,	
or Marketing Electives	15
<input type="checkbox"/> General Electives	3

SUGGESTED COURSE SEQUENCE

Certificate of Achievement—Business Administration

FALL—1st Semester		Credits	<input checked="" type="checkbox"/>
INT 100		0.5	<input type="checkbox"/>
ENG 101 or ENG 107		3	<input type="checkbox"/>
MGT 283		3	<input type="checkbox"/>
BUSINESS ELECTIVE*		9	<input type="checkbox"/>
TOTAL		15.5	
SPRING—2nd Semester		Credits	<input checked="" type="checkbox"/>
ENG 102, or ENG 108, or COM 101		3	<input type="checkbox"/>
MATH 126		3	<input type="checkbox"/>
BUSINESS ELECTIVE*		6	<input type="checkbox"/>
ELECTIVE		3	<input type="checkbox"/>
TOTAL		15	

*Select with advisor. Refer to page 71

Minimum Credits: 30.5

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:

- Describe 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 or Fine Arts	3
<input type="checkbox"/> Technology	3
IS 101	

List of courses fulfilling general education requirements is on page 68.

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	
Management	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, or MKT)	

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		3	<input type="checkbox"/>
FIN 101		3	<input type="checkbox"/>
MGT 283		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		3	<input type="checkbox"/>
MATH 126		3	<input type="checkbox"/>
SCIENCE*		3	<input type="checkbox"/>
TOTAL		15	
FALL—3rd Semester		Credits	✓
ECON 104		3	<input type="checkbox"/>
IS 101		3	<input type="checkbox"/>
MKT 210		3	<input type="checkbox"/>
PSC 101		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/FINE ARTS*		3	<input type="checkbox"/>
MKT 127 or MKT 211		3	<input type="checkbox"/>
BUSINESS ELECTIVE**		3	<input type="checkbox"/>
TOTAL		15	

*Select from page 68. **Select with advisor.
Refer to page 72.

Minimum Credits: 60.5

After the AAS in General Business, the next step could be the Bachelor of Applied Science in Management in Technology. See page 93.

Business Administration

Associate of Arts — Business (Pattern of Study)

Student Learning Outcomes

The suggested pattern of study for an Associate of Arts degree focusing on business is designed primarily for students planning to continue their education at the baccalaureate level. It provides students with a broad background in the arts, sciences, and mathematics, with a solid introduction to the discipline of business. This broad educational background provides the basis for more in-depth students of accounting, economics, finance, management, or marketing in the remainder of the student's academic career. The general education portion of this pattern of study provides some flexibility in specific course selections that meet the general education requirements at Great Basin College. Students planning to continue their education beyond the AA degree by transferring to another institution should check the requirements of that institution early so that appropriate specific courses can be chosen as part of this pattern of study.

This pattern of study is designed specifically to meet the lower-division requirements at a four-year institutions, but students should be aware that each institution varies slightly in its requirements. Students who plan on transferring to any particular college or university should consult with an advisor in order to

assure appropriate lower-level courses are taken at Great Basin College. In a few cases where an institution requires a specific course that is not offered at GBC, students may need to take one or more lower-division cores at the institution to which they transfer. All the courses in this program are available in the online format.

Graduates with an AA degree who follow the Business pattern of study will have the knowledge and skills to do the following:

- Continue their education by entering one of the bachelor's degree programs at Great Basin College or transferring to another college or university.
- Communicate well in oral and written form.
- Use different forms of technology in an efficient manner.
- Understand and utilize fundamental accounting processes and financial statements.

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 126 and 127 or MATH 128)	5-6
<input type="checkbox"/> Science (Must include one lab science course)	7
<input type="checkbox"/> Social Science (Must include ECON 102 and ECON 103 and PSC 101 or HIST 101 and 102)	9
<input type="checkbox"/> Humanities or Fine Arts	
PHIL 102	3
Fine Arts	3
Humanities and Fine Arts	3
<input type="checkbox"/> Technology (IS 101 required)	3

List of courses fulfilling general education requirements is on page 68.

Emphasis Courses	Credits
<input type="checkbox"/> ACC 201 Financial Accounting	3
<input type="checkbox"/> ACC 202 Managerial Accounting	3
<input type="checkbox"/> COM 101 Oral Communication	3
<input type="checkbox"/> MKT 210 Marketing Principles	3
<input type="checkbox"/> Electives	9

Universities differ slightly in their requirements for the first two years of study. In selecting electives, student should consult the requirements of the specific institution to which he or she plans to transfer.

SUGGESTED COURSE SEQUENCE AA—Business

FALL—1st Semester		Credits	✓
INT 100	0.5		<input type="checkbox"/>
ACC 100	3		<input type="checkbox"/>
ECON 102	3		<input type="checkbox"/>
ENG 101	3		<input type="checkbox"/>
PSC 101	3		<input type="checkbox"/>
SCIENCE*	3		<input type="checkbox"/>
TOTAL	15.5		
SPRING—2nd Semester		Credits	✓
ACC 202	3		<input type="checkbox"/>
COM 101	3		<input type="checkbox"/>
ECON 103	3		<input type="checkbox"/>
ENG 102	3		<input type="checkbox"/>
ELECTIVE**	3		<input type="checkbox"/>
TOTAL	15		
FALL—3rd Semester		Credits	✓
MATH 128	5		<input type="checkbox"/>
MKT 210	3		<input type="checkbox"/>
SCIENCE*	4		<input type="checkbox"/>
ELECTIVE**	3		<input type="checkbox"/>
TOTAL	15		
SPRING—4th Semester		Credits	✓
FINE ARTS*	3		<input type="checkbox"/>
HUMANITIES OR FINE ARTS*	3		<input type="checkbox"/>
IS 101	3		<input type="checkbox"/>
PHIL 102	3		<input type="checkbox"/>
ELECTIVE**	3		<input type="checkbox"/>
TOTAL	15		

*Select from page 68.
Refer to page 72.

**Select with advisor.

Minimum Credits: 60.5

After the AA in Business, the next step could be the Bachelor of Applied Science in Management in Technology. See page 93.

Business Administration

Certificate of Achievement — Entrepreneurship

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
<input type="checkbox"/> GBC Orientation	0.5
<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,	
FIN 101 Personal Finance, or	
<input type="checkbox"/> MGT 103 Introduction to Small Business	
Management	3
<input type="checkbox"/> BUS 102 Introduction to Entrepreneurship	3
<input type="checkbox"/> BUS 201 Entrepreneurship II	3
<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"/> MKT 210 Marketing Principles	3

SUGGESTED COURSE SEQUENCE			
Certificate of Achievement—Entrepreneurship			
FALL—1st Semester		Credits	✓
INT	100	0.5	<input type="checkbox"/>
BUS	102	3	<input type="checkbox"/>
ENG	107	3	<input type="checkbox"/>
IS	101	3	<input type="checkbox"/>
MGT	103	3	<input type="checkbox"/>
MGT	283	3	<input type="checkbox"/>
TOTAL		15.5	
SPRING—2nd Semester		Credits	✓
BUS	201	3	<input type="checkbox"/>
COM	101	3	<input type="checkbox"/>
MATH	126	3	<input type="checkbox"/>
MGT	201	3	<input type="checkbox"/>
MKT	210	3	<input type="checkbox"/>
TOTAL		15	
Refer to page 71		Minimum Credits: 30.5	

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.
- Conceptualize venture capitalization, management issues, and marketing problems related to starting a small business.
- Experience first-hand running a business in a virtual environment.

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 or Fine Arts	3
<input type="checkbox"/>	Technology — IS 101	3

List of courses fulfilling general education requirements is on page 68.

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"/>	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
	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 102	3	<input type="checkbox"/>
IS 101	3	<input type="checkbox"/>
ENG 101	3	<input type="checkbox"/>
MGT 103	3	<input type="checkbox"/>
MGT 283	3	<input type="checkbox"/>
TOTAL	15.5	
SPRING—2nd Semester	Credits	
BUS 201	3	<input checked="" type="checkbox"/>
ENG 102	3	<input type="checkbox"/>
MGT 201	3	<input type="checkbox"/>
MKT 210	3	<input type="checkbox"/>
MATH 126	3	<input type="checkbox"/>
TOTAL	15	
FALL—3rd Semester	Credits	
ACC 201	3	<input checked="" type="checkbox"/>
ECON 102	3	<input type="checkbox"/>
PSC 101	3	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
BUSINESS ELECTIVE**	3	<input type="checkbox"/>
TOTAL	15	
SPRING—4th Semester	Credits	
BUS 101	3	<input checked="" type="checkbox"/>
BUS 273	3	<input type="checkbox"/>
FIN 101	3	<input type="checkbox"/>
HUMANITIES/FINE ARTS*	3	<input type="checkbox"/>
IS 201	3	<input type="checkbox"/>
TOTAL	15	

*Select from page 68. **Select with advisor.
Refer to page 72.

Minimum Credits: 60.5

After the AAS in Entrepreneurship, the next step could be the Bachelor of Applied Science in Management in Technology. See page 93.

Business Administration

Certificate of Achievement — Human Resources

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"/> ENG 101 Composition 1, or ENG 107 Technical Communications I	3
<input type="checkbox"/> ENG 102 Composition II, or ENG 108 Technical Communications II, or	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"/> Accounting, Business, Economics, Finance, Management, or Marketing Electives	6
<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	<input checked="" type="checkbox"/>
INT 100		0.5	<input type="checkbox"/>
ENG 101		3	<input type="checkbox"/>
MATH 120		3	<input type="checkbox"/>
MGT 103		3	<input type="checkbox"/>
PSY 208		3	<input type="checkbox"/>
BUSINESS ELECTIVE*		3	<input type="checkbox"/>
TOTAL		15.5	
SPRING—2nd Semester		Credits	<input checked="" type="checkbox"/>
ENG 102		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 with advisor. Refer to page 71		Minimum Credits: 30.5	

Business Administration

Certificate of Achievement — Retail Management

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"/> GBC Orientation	0.5
<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"/> COM 101 Oral Communication	3
<input type="checkbox"/> MGT 283 Introduction to Human Resource Management	3
<input type="checkbox"/> MKT 127 Introduction to Retailing	3

SUGGESTED COURSE SEQUENCE

Certificate of Achievement—Retail Management

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
ACC 201	3	<input type="checkbox"/>
BUS 110 or PSY 208	3	<input type="checkbox"/>
BUS 117	3	<input type="checkbox"/>
COM 101	3	<input type="checkbox"/>
ENG 107	3	<input type="checkbox"/>
TOTAL	15.5	
SPRING—2nd Semester	Credits	✓
IS 201 or IS 101	3	<input type="checkbox"/>
MGT 201	3	<input type="checkbox"/>
MGT 283	3	<input type="checkbox"/>
MKT 127	3	<input type="checkbox"/>
MKT 210	3	<input type="checkbox"/>
TOTAL	15	

Refer to page 71

Minimum Credits: 30.5

Business Administration

Bachelor of Applied Science — Management in Technology

Student Learning Outcomes

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.

See page 77 for important additional information about the Bachelor of Applied Science Program.

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)*

*All students graduating from Nevada institutions of higher education must satisfy the U.S. and Nevada Constitutions requirement. Contact your academic advisor for details.

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
(Prerequisite: MATH 181)			
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	330	Business and Technology	3
MGT	430	Management Technology Leadership	3
MGT	487	Entrepreneurship (Capstone)	3
Elective			3
Total credits Section III			21

SUGGESTED COURSE SEQUENCE BAS—Management in Technology

FALL—1st Semester	Credits	<input checked="" type="checkbox"/>
STAT 152 or MATH 181	3-4	<input 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	<input checked="" type="checkbox"/>
AMS 320 or PHYS 180	3-4	<input 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	<input checked="" type="checkbox"/>
ECON 365	3	<input type="checkbox"/>
INT 339 or INT 369	3	<input type="checkbox"/>
IS 301	3	<input type="checkbox"/>
MGT 330	3	<input type="checkbox"/>
MKT 210	3	<input type="checkbox"/>
TOTAL	15	

SPRING—4th Semester	Credits	<input checked="" type="checkbox"/>
INT 359 or INT 369	3	<input type="checkbox"/>
INT 339 or INT 349	3	<input type="checkbox"/>
MGT 430	3	<input type="checkbox"/>
MGT 441	3	<input type="checkbox"/>
MGT 487	3	<input type="checkbox"/>
TOTAL	15	

*Select with advisor

Refer to page 68.

Note: Transfer students may need to take PSC 101 or PSC 100 to meet the US and Nevada Constitution requirement.

Career and Technical Education

Certificate of Achievement — Diesel Technology

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 72 for an outline of admission standards.

Certificate of Achievement Requirements			Credits
<input type="checkbox"/>	INT 100	GBC 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

- BUS 113 and BUS 114 (recommended) 1-3
 or
 HMS 200 Ethics in Human Services,
 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 with advisor. Refer to page 71

Minimum Credits: 56

Career and Technical Education

Associate of Applied Science — Diesel Technology

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 72 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 113 and BUS 114 recommended)	3
<input type="checkbox"/> Humanities or 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 68.

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"/>
BUS 113 and BUS 114	3	<input type="checkbox"/>
HUMANITIES/FINE ARTS*	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 with advisor. Refer to page 72.

Minimum Credits: 70

After the AAS in Diesel Technology, the next step could be the Bachelor of Applied Science in Management in Technology. See page 93.

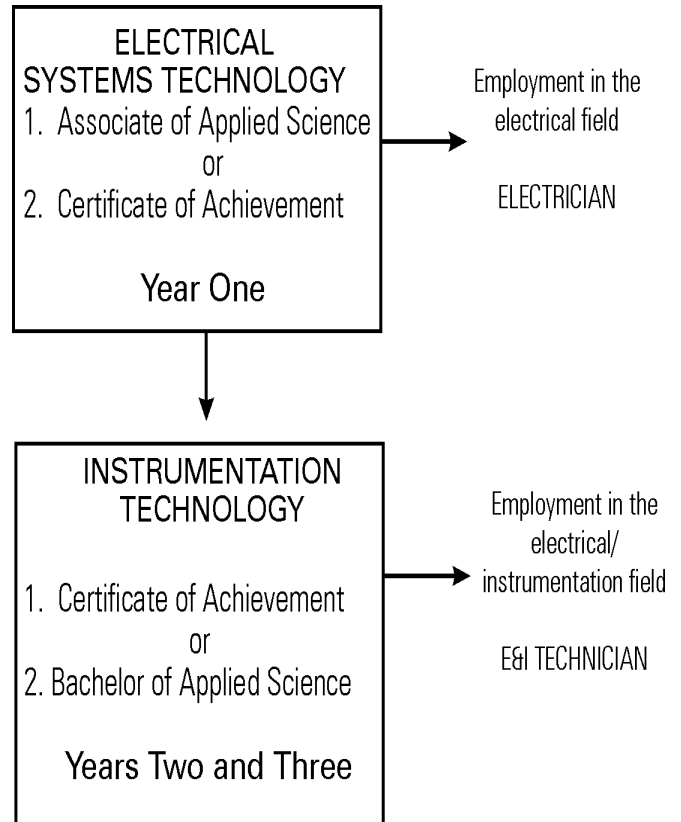
Electrical Systems/Instrumentation Technology Programs

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



Career and Technical Education

Certificate of Achievement — Electrical Systems Technology

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 72 for an outline of admission standards.

Certificate of Achievement Requirements			Credits
<input type="checkbox"/>	INT 100	GBC Orientation	0.5
<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

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 113 and BUS 114 (recommended) 1-3
 HMS 200 Ethics in Human Services,
 PSY 208 Psychology for Human Relations, or
 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 with advisor. Refer to page 71

Minimum Credits: 56.5

Career and Technical Education

Associate of Applied Science — Electrical Systems Technology

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 72 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 113 and BUS 114 recommended)	3
<input type="checkbox"/> Humanities or 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 68.

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 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"/>
BUS 113 and BUS 114	3	<input type="checkbox"/>
HUMANITIES/FINE ARTS*	3	<input type="checkbox"/>
MATH 116 or higher	3	<input type="checkbox"/>
TOTAL	38.5	
SPRING—2nd Semester	Credits	✓
ELM 131	2.5	<input 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 with advisor. Refer to page 72.

Minimum Credits: 70.5

After the AAS in Electrical Systems Technology, the next steps could be the Certificate of Achievement in Instrumentation and then the Bachelor of Applied Science in Instrumentation. See page 100.

Career and Technical Education

Certificate of Achievement — Instrumentation Technology

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 72 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.

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:

- BUS 113 and BUS 114):
 BUS 113 and BUS 114 (recommended) 1-3
- HMS 200 Ethics in Human Services,
 PSY 208 Psychology for Human Relations, or
 MGT 283 Introduction to Human Resource
 Management 1-3

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

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 with advisor. Refer to page 72

Minimum Credits: 34-42

Career and Technical Education

Bachelor of Applied Science — Instrumentation

Student Learning Outcomes

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.

See page 77 for important additional information about the Bachelor of Applied Science Program.

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	

Refer to page 77.

Career and Technical Education

Certificate of Achievement — Industrial Millwright Technology

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 using laser and dial indicator methods of alignment.
- Perform troubleshooting and maintenance of fluid handling pumps, industrial gear trains and drives, and material handling systems.
- Rebuild and replace components in liquid and air handling systems.
- Replace bearings and seals in a non-destructive manner.
- Basic electrical theory and safety on single and three phase power equipment.
- Identify failure causes in industrial equipment using vibration analysis and the root cause analysis tree.
- Identify metals according to standard metallurgical tests.

- Fabrication and layout of equipment in industrial settings.
- Perform safely in the work environment, meeting and obeying all workplace safety requirements.

The Industrial Millwright 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 completion of an AAS degree and are encouraged to pursue the degree.

The Industrial Millwright Technology AAS curriculum is inundated throughout with workplace safety. The program uses multiple industry supplied workplace safety forms provided by members of our advisory board which make the student use critical thinking skills to not only solve problems, but make sure the task is done safely for both the student and the employer.

Formal admission to this program is required. Refer to page 72 for an outline of admission standards. This program is a rigorous 42 week accelerated program, and can be completed in that time.

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. We use the NCCER curriculum which was developed by industry and is recognized nationally by industry as a training standard. Our program allows students to graduate with a Certificate of Achievement and with a nationally recognized certification of completed training that they can use to find employment in this field. The student receives technical training in mechanical operations, fluid power, industrial pumps, preventive predictive maintenance, precision shaft alignment, electrical theory, welding processes, and all safety standards for tools and equipment in the work place. Upon successful completion of the program, the student will possess the skills necessary to be able to diagnose and repair mechanical, electrical, liquid, 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, ship yards, power plants, hospitals, aerospace industry facilities and office building/complexes.

<input type="checkbox"/>	IT	207	Boiler, Conveyor, and Pneumatic Systems	3
<input type="checkbox"/>	IT	208	Fluid Power	1
<input type="checkbox"/>	IT	209	Rigging Principles	2
<input type="checkbox"/>	IT	210	Failure Analysis and Predictive/ Preventative Maintenance	4
<input type="checkbox"/>	IT	214	Basic Electrical Theory for Industrial Technicians	3
<input type="checkbox"/>	IT	216	Basic Metallurgy	4
<input type="checkbox"/>	IT	220	Alignment Principles	5.5
<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

(If you are pursuing a NCCER certification you must take both BUS 113 and BUS 114):
 BUS 113 and BUS 114 (recommended) 1-3

Information Item

IT 103 is a course with sections that are taught in both fall and spring semesters. The combination of credits will satisfy the total number required from above, but they will be taught at two different times.

Emphasis Courses		Credits
<input type="checkbox"/>	INT 100	GBC 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 106	Millwright and Process Terminology . . . 2
<input type="checkbox"/>	IT 201	Blueprint Reading and Measurement Fundamentals 5

SUGGESTED COURSE SEQUENCE

**Certificate of Achievement
Industrial Millwright Technology**

FALL—1st Semester	Credits	
ENGLISH*	3	<input checked="" type="checkbox"/>
INT 100	0.5	<input type="checkbox"/>
IT 103	1	<input type="checkbox"/>
IT 106	2	<input type="checkbox"/>
IT 201	5	<input type="checkbox"/>
IT 209	2	<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	27.5	
SPRING—2nd Semester	Credits	
IT 103	3	<input checked="" type="checkbox"/>
IT 105	4	<input type="checkbox"/>
IT 207	3	<input type="checkbox"/>
IT 208	1	<input type="checkbox"/>
IT 210	4	<input type="checkbox"/>
IT 214	3	<input type="checkbox"/>
IT 220	5.5	<input type="checkbox"/>
HUMAN RELATIONS*	1-3	<input type="checkbox"/>
WELD 221	3	<input type="checkbox"/>
TOTAL	27.5-29.5	

*Select with advisor. Refer to page 71

Minimum Credits: 55-57

Career and Technical Education

Associate of Applied Science — Industrial Millwright Technology

Student Learning Outcomes

Industrial Millwright Technology is a complex field and demands highly skilled technicians. Graduation from the program prepares students with specialized training in the repairing, maintaining, troubleshooting, reconditioning and rebuilding of industrial equipment. The Associate of Applied Science in Industrial Millwright Technology not only prepares students for employment, it also improves their position for advancement in the future. A graduate with an Associate of Applied Science in Industrial Millwright Technology will be equipped to advance to positions of management throughout industry. GBC's program includes extensive classroom lecture and laboratory training on state of the art equipment while working with industry to achieve all work place standards. Safety is strongly emphasized in all courses. Upon successful completion of the Industrial Millwright Technology program, the student will have the skills to:

- Think critically to solve workplace problems.
- Communicate clearly and effectively both in writing and orally.
- Understand the roles individuals play in society.
- Read and Interpret standard blueprints and drawings of industrial equipment.
- Align shafts using laser and dial indicator methods of alignment.
- Perform troubleshooting and maintenance of fluid handling pumps, industrial gear trains and drives, and material handling systems.
- Rebuild and replace components in liquid and air handling systems.
- Replace bearings and seals in a non-destructive manner.
- Understand and apply basic electrical theory and safety on single and three phase power equipment.
- Identify failure causes in industrial equipment using vibration analysis and the root cause analysis tree.
- Identify metals according to standard metallurgical tests.
- Fabrication and layout of equipment in industrial settings.
- Perform safely in the work environment, meeting and obeying all workplace safety requirements.

Formal admission to this program is required, for details see your advisor. This program is a rigorous 42 week accelerated program, and can be completed in that time. The Industrial Millwright Technology Program prepares a student for an exciting entry-level career as an Industrial Technician in manufacturing, mining, construction, and the service industry. Associate of Applied Science degree allows the graduate the opportunity for faster advancement in the management areas of industry such as planner, scheduler (both short term and long range), supervisors, project leaders, project superintendent, and crew leader.

National Center for Construction and Education Research (NCCER) curriculum which was developed and is recognized nationally by industry as a training standard is the curriculum. Students graduate with an Associate of Applied Science and a nationally recognized certification of completed training to find employment in this field.

Technical training is taught in mechanical operations, fluid power, industrial pumps, preventive predictive maintenance, precision shaft alignment, electrical theory, welding processes, and all safety standards for tools and equipment in the work place. Upon successful completion of the program, the student will possess the skills necessary to be able to diagnose and repair mechanical, electrical, and liquid and air handling systems. These are common systems found in most industrial, agricultural, mining, construction, and service industries that use machinery to produce a product or service. Other employment opportunities for graduates of this program can include steel mills, paper mills, mining operations, gravel quarries, universities, schools, textile mills, food processing plants, automotive plants, ship yards, power plants, hospitals, aerospace industry facilities, and office complexes.

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation	0.5
<input type="checkbox"/> English/Communications	6
<input type="checkbox"/> Mathematics	3
MATH 116 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 113 and BUS 114 required)	3
<input type="checkbox"/> Humanities or Fine Arts	3
(ART 107 or MUS 125 recommended)	
<input type="checkbox"/> Technology — IT 210	4

Information Item
IT 103 is a course with sections that are taught in both fall and spring semesters. The combination of credits will satisfy the total number required from above, but they will be taught at two different times.

List of courses fulfilling general education requirements is on page 68.

Emphasis Courses	Credits
<input type="checkbox"/> IT 103 Industrial Pump Technology	4
<input type="checkbox"/> IT 105 Mechanical Power Transmission	4
<input type="checkbox"/> IT 106 Millwright and Process Terminology	2
<input type="checkbox"/> IT 201 Blueprint Reading and Measurement Fundamentals	5
<input type="checkbox"/> IT 207 Boiler, Conveyor, and Pneumatic Systems	3
<input type="checkbox"/> IT 208 Fluid Power	1
<input type="checkbox"/> IT 209 Rigging Principles	2
<input type="checkbox"/> IT 210 Failure Analysis and Predictive/ Preventive Maintenance	4
<input type="checkbox"/> IT 214 Basic Electrical Theory for Industrial Technicians	3
<input type="checkbox"/> IT 216 Basic Metallurgy	4
<input type="checkbox"/> IT 220 Alignment Principles	5.5

- WELD 211 Welding I 3
- WELD 221 Welding II 3

Additional Program Requirements

- TA 100 Shop Practices 4

SUGGESTED COURSE SEQUENCE
AAS—Industrial Millwright Technology

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
ENGLISH*	3	<input type="checkbox"/>
IT 103	1	<input type="checkbox"/>
IT 106	2	<input type="checkbox"/>
IT 201	5	<input type="checkbox"/>
IT 209	2	<input type="checkbox"/>
IT 216	4	<input type="checkbox"/>
TA 100	4	<input type="checkbox"/>
MATHEMATICS*	3	<input type="checkbox"/>
HUMANITIES/FINE ARTS*	3	<input type="checkbox"/>
PSC 101	3	<input type="checkbox"/>
WELD 211	3	<input type="checkbox"/>
TOTAL	33.5	

SPRING—2nd Semester	Credit	✓
IT 103	3	<input type="checkbox"/>
IT 105	4	<input type="checkbox"/>
IT 207	3	<input type="checkbox"/>
IT 208	1	<input type="checkbox"/>
IT 210	4	<input type="checkbox"/>
IT 214	3	<input type="checkbox"/>
IT 220	5.5	<input type="checkbox"/>
ENGLISH*	3	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
BUS 113 and BUS 114	3	<input type="checkbox"/>
WELD 221	3	<input type="checkbox"/>
TOTAL	35.5	

*Select with advisor. Refer to page 72.

Minimum Credits: 69

After the AAS in Industrial Millwright Technology, the next step could be the Bachelor of Applied Science in Management in Technology. See page 93.

Career and Technical Education

Certificate of Achievement — Welding Technology

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 72 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 113 and BUS 114 (recommended) 1-3

<input type="checkbox"/>	HMS 200	Ethics in Human Services	
<input type="checkbox"/>	PSY 208	Psychology of Human Relations, or	
<input type="checkbox"/>	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 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 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 with advisor. Refer to page 71

Minimum Credits: 56

**Students who have a credit for WELD 211 and or 221 from previous course enrollment or CTE College Credit (see page 19), contact a GBC advisor. Course requirement for WELD 110: 5.5 units of WELD 110 or 2.5 units of WELD 110 and 3 units of WELD 211. Course requirement for WELD 210: 5.5 units of WELD 210 or 2.5 units of WELD 210 and 3 units of WELD 221.

Career and Technical Education

Associate of Applied Science — Welding Technology

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 72 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 113/BUS 114 recommended)	3
<input type="checkbox"/> Humanities or Fine Arts	3
(ART 107 or MUS 125 recommended)	
<input type="checkbox"/> Technology (WELD 110)	3

List of courses fulfilling general education requirements is on page 68.

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"/>
BUS 113 and BUS 114	3	<input type="checkbox"/>
MATH 116, MATH 120 or higher	3	<input type="checkbox"/>
HUMANITIES/FINE ARTS*	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 with advisor. Refer to page 72.

Minimum Credits: 70

**Students who have a credit for WELD 211 and or 221 from previous course enrollment or CTE College Credit (see page 19), contact a GBC advisor. Course requirement for WELD 110: 5.5 units of WELD 110 or 2.5 units of WELD 110 and 3 units of WELD 211. Course requirement for WELD 210: 5.5 units of WELD 210 or 2.5 units of WELD 210 and 3 units of WELD 221.

After the AAS in Welding Technology, the next step could be the Bachelor of Applied Science in Management in Technology. See page 93.

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. 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 — Computer Programming Emphasis

Student Learning Outcomes

The Computer Programming emphasis provides students with a broad knowledge of computer systems and technologies as well as a strong problem solving and analysis skills. Upon completion of the Associate of Applied Science (AAS) Degree with an emphasis in Computer Programming, 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 Developer, Database Developer, Applications Programmer, and IT Project Manager.

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

- Design, implement, and test a computer program to meet a desired specification for a problem.
- Ability to apply knowledge of computing and logical reasoning necessary to analyze a problem and identify, formulate and use the appropriate analytical skills to obtain a solution.
- Build interactive web applications showing good design.
- Build effective databases to solve business-oriented problems.
- 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
PHYS 100 (recommended)	
<input type="checkbox"/> Social Science (PSC 101)	3
<input type="checkbox"/> Human Relations	3
<input type="checkbox"/> Humanities or Fine Arts	3
<input type="checkbox"/> Technology	3
GIS 109 or GRC 119	

List of courses fulfilling general education requirements is on page 68.

Emphasis Courses	Credits
<input type="checkbox"/> CIT 110 A+ Hardware	3
<input type="checkbox"/> CIT 112 Network +	3
<input type="checkbox"/> CIT 130 Beginning Java	3
<input type="checkbox"/> CIT 151 Beginning Web Development	3
<input type="checkbox"/> CIT 174 Linux Systems Administration	3
<input type="checkbox"/> CIT 180 Database Concepts & SQL	3
<input type="checkbox"/> CIT 252 Web Database Development	3
<input type="checkbox"/> CIT 263 Project Management	3
<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
<input type="checkbox"/> GRC 188 Web Animation and Interactivity	3

SUGGESTED COURSE SEQUENCE AAS—Computer Technologies Computer Programming 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 112	3		<input type="checkbox"/>
ENG 101	3		<input type="checkbox"/>
MATH 126	3		<input type="checkbox"/>
TOTAL	15.5		
SPRING—2nd Semester		Credits	✓
CIT 110	3		<input type="checkbox"/>
COT 204	3		<input type="checkbox"/>
CS 135	3		<input type="checkbox"/>
ENG 102	3		<input type="checkbox"/>
HUMANITIES/FINE ARTS*	3		<input type="checkbox"/>
TOTAL	15		
FALL—3rd Semester		Credits	✓
CIT 151	3		<input type="checkbox"/>
CIT 130	3		<input type="checkbox"/>
CIT 180	3		<input type="checkbox"/>
HUMAN RELATIONS*	3		<input type="checkbox"/>
SCIENCE*	3		<input type="checkbox"/>
TOTAL	15		
SPRING—4th Semester		Credits	✓
CIT 174	3		<input type="checkbox"/>
CIT 252	3		<input type="checkbox"/>
CIT 263	3		<input type="checkbox"/>
GRC 188	3		<input type="checkbox"/>
PSC 101 or HIST 101 and HIST 102	3		<input type="checkbox"/>
TOTAL	15		

*Select from page 68. Refer to page 72.

Minimum Credits: 60.5

After the AAS in Computer Programming, the next step could be the Bachelor of Applied Science in Digital Information Technology. See page 112.

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 or 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 68.

Emphasis Courses	Credits
<input type="checkbox"/> CIT 110 A+ Hardware	3
<input type="checkbox"/> CIT 112 Network +	3
<input type="checkbox"/> CIT 151 Beginning Web Development, or	
<input type="checkbox"/> CS 135 Computer Science I	3
<input type="checkbox"/> CIT 174 Linux Systems Administration	3
<input type="checkbox"/> CIT 212 Microsoft Networking II	3
<input type="checkbox"/> CIT 213 Microsoft Networking III	3
<input type="checkbox"/> CIT 214 Microsoft Networking IV	3
<input type="checkbox"/> CIT 215* Microsoft Networking V	6
<input type="checkbox"/> CIT 217 Security +	3
<input type="checkbox"/> IS 201 Computer Applications	3
<input type="checkbox"/> COT 204 Using Windows	3

*To be taken twice with different topics.

SUGGESTED COURSE SEQUENCE AAS—Computer Technologies Network Specialist Emphasis

FALL—1st Semester		Credits	✓
INT 100		0.5	<input type="checkbox"/>
CIT 112		3	<input type="checkbox"/>
CIT 212		3	<input type="checkbox"/>
COT 204		3	<input type="checkbox"/>
ENG 101		3	<input type="checkbox"/>
MATH 126		3	<input type="checkbox"/>
TOTAL		15.5	
SPRING—2nd Semester		Credits	✓
CIT 110		3	<input type="checkbox"/>
CIT 213		3	<input type="checkbox"/>
CIT 214		3	<input type="checkbox"/>
CIT 215		3	<input type="checkbox"/>
ENG 102		3	<input type="checkbox"/>
TOTAL		15	
FALL—3rd Semester		Credits	✓
CIT 217		3	<input type="checkbox"/>
CIT 151 or CS 135		3	<input type="checkbox"/>
GIS 109 or GRC 119		3	<input type="checkbox"/>
IS 201		3	<input type="checkbox"/>
PSC 101		3	<input type="checkbox"/>
TOTAL		15	
SPRING—4th Semester		Credits	✓
BUS 110		3	<input type="checkbox"/>
CIT 174		3	<input type="checkbox"/>
CIT 215		3	<input type="checkbox"/>
MUS 121		3	<input type="checkbox"/>
PHYS 100		3	<input type="checkbox"/>
TOTAL		15	

Refer to page 72.

Minimum Credits: 60.5

After the AAS in Network Specialist, the next step could be the Bachelor of Applied Science in Digital Information Technology. See page 112.

Computer Technologies

Certificate of Achievement — Office Technology

Student Learning Outcomes

Job Titles: Receptionist, Data Entry, Clerical Assistant, Secretary, Front Office Clerk, and Word Processor.

- Manage records.
- Demonstrate business communication skills.
- Utilize appropriate office technology.

Graduates of this degree will have the knowledge and skills to:

- Support management in office administration.
- Prepare business documents.

Certificate of Achievement Requirements Credits

<input type="checkbox"/>	INT	100	GBC Orientation	0.5
<input type="checkbox"/>	ACC	201	Financial Accounting	3
<input type="checkbox"/>	COT	151	Introduction to Microsoft Word	3
<input type="checkbox"/>	COT	204	Using Windows	3
<input type="checkbox"/>	CIT	202	Excel Certification Preparation	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

Communication

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

<input type="checkbox"/>	BUS	117	Business Calculations and Methods . . .	3
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Human Relations (Choose one of the following)

<input type="checkbox"/>	BUS	110	Human Relations for Employment, or	
	PSY	208	Psychology of Human Relations, or	
	MGT	283	Introduction to Human Resource Management, or	
<input type="checkbox"/>	HMS	200	Ethics in Human Services	3

SUGGESTED COURSE SEQUENCE Certificate of Achievement—Computer Technologies Office Technology

FALL—1st Semester	Credits	
INT 100	0.5	<input checked="" type="checkbox"/>
BUS 117	3	<input type="checkbox"/>
COT 151	3	<input type="checkbox"/>
COT 204	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"/>
ENG 101	3	<input type="checkbox"/>
CIT 202	3	<input type="checkbox"/>
COT 240 or COT 241	3	<input type="checkbox"/>
HUMAN RELATIONS*	3	<input type="checkbox"/>
TOTAL	15	

*Select from page 68. Refer to page 71

Minimum Credits: 30.5

Computer Technologies

Associate of Applied Science — Office Technology Emphasis

Student Learning Outcomes

Job Titles: Executive Assistant, Office Support Manager, Bookkeeper and Secretary.

Graduates of this degree will have the knowledge and skills to:

- Support management in office administration.
- Prepare business documents.
- Manage records.
- Demonstrate business communication skills.
- Utilize appropriate office technology.
- Execute the duties of an office administrator.
- Demonstrate effective use of Microsoft Office Products.

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	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 or Fine Arts	3
<input type="checkbox"/> Technology	3
IS 101	

List of courses fulfilling general education requirements is on page 68.

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 151 Introduction to Microsoft Word	3
<input type="checkbox"/> COT 204 Using Windows	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
<input type="checkbox"/> GRC 183 Electronic Imagery	3
<input type="checkbox"/> IS 201 Computer Applications	3

SUGGESTED COURSE SEQUENCE

AAS—Computer Technologies Office Technology

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
BUS 117	3	<input type="checkbox"/>
COT 151	3	<input type="checkbox"/>
COT 204	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 type="checkbox"/>
CIT 202	3	<input type="checkbox"/>
COT 240 or COT 241	3	<input type="checkbox"/>
ENG 101	3	<input type="checkbox"/>
HUMAN RELATIONS*	3	<input type="checkbox"/>
TOTAL	15	
FALL—3rd Semester	Credits	✓
CIT 151	3	<input type="checkbox"/>
CIT 201	3	<input type="checkbox"/>
CIT 203	3	<input type="checkbox"/>
GRC 103	3	<input type="checkbox"/>
HUMANITIES/FINE ARTS*	3	<input type="checkbox"/>
TOTAL	15	
SPRING—4th Semester	Credits	✓
ENG 102	3	<input type="checkbox"/>
GRC 183	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 with advisor. Refer to page 72.

Minimum Credits: 60.5

After the AAS in Office Technology, the next step could be the Bachelor of Applied Science in Digital Information Technology. See page 112.

Computer Technologies

Bachelor of Applied Science — Digital Information Technology

Student Learning Outcomes

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.

See page 77 for important additional information about the Bachelor of Applied Science Program.

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	303 Intermediate Survey of Computing	3
CIT	361 TCP/IP: Managing Network Resources	3

CIT	454 eCommerce	3
COT	490 Digital Communications (Capstone)	3
IS	301 Management Information Systems	3
GIS	320 GIS in Business and Community	3
GRC	383 Advanced Multimedia Design: Video and Audio	3
Total Credits for III		21

SUGGESTED COURSE SEQUENCE BAS—Digital Information Technology

FALL—1st Semester	Credits	✓
CIT 303	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 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	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	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	

Refer to page 77.

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 or Fine Arts	3
ART 100 (recommended)	
<input type="checkbox"/> Technology	3
GRC 119	

List of courses fulfilling general education requirements is on page 68.

Core Courses	Credits
<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"/>
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 107		3	<input type="checkbox"/>
ART 141		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	✓
CIT 151		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 with advisor. Refer to page 72.

Minimum Credits: 60.5

After the AAS in Graphic Communications, the next step could be the Bachelor of Applied Science in Graphic Communications. See page 114.

Computer Technologies

Bachelor of Applied Science — Graphic Communications

Student Learning Outcomes

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.

See page 69 for important additional information about the Bachelor of Applied Science Program.

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

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
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 or MATH 181	3-4	<input type="checkbox"/>
TOTAL		15-16	
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	441	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	323 or MGT 367	3	<input type="checkbox"/>
TOTAL		15	

Computer Technologies

Certificate of Achievement — Medical Coding and Billing

Student Learning Outcomes

The Professional Medical Coding and Billing Certificate 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:
- Apply rules of grammar, punctuation, and spelling while using medical terms correctly.
 - Utilize the skills needed to complete common insurance forms and have the skills required to solve insurance problems.
 - Identify ICD-10 and basic claims processes for medical insurance and third-party reimbursements and 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.
 - Recognize the common types of medical insurance and computerized medical billing systems.
 - Apply standardized codes specific to outpatient coding and real-life outpatient medical records

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 online training program consists of 20 course modules divided into seven classes.

The 2012 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 or ENG 101	
<input type="checkbox"/> Human Relations	3
BUS 110 (three-credit course includes a computation component)	

Program requirements must be met with an average minimum score of 85 percent or higher for the total program.

List of courses fulfilling general education requirements is on page 68.

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

SUGGESTED COURSE SEQUENCE Certificate of Achievement Medical Coding and Billing

FALL—1st Semester	Credits	✓
ENG 103 or ENG 101	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	

Refer to page 71 **Minimum Credits: 34**

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:

- Demonstrate an awareness of the history and nature of the major components of the criminal justice system.
- Identify and analyze the origins of criminal behavior, society's response to crime, and the consequences of crime to our society, utilizing multiple perspectives.

- Demonstrate effective oral and written communication skills applicable in the field of criminal justice.
- Analyze and explain the evolution of the correctional system in the United States.
- Identify and describe the legal issues that relate to offenders and correction's officers.
- Evaluate current issues related to crime prevention and the rehabilitation of juvenile and adult offenders, including the concepts of parole and probation.

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 or 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 68.

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 106 Introduction to Corrections	3
<input type="checkbox"/> CRJ 155 The Juvenile Justice System	3
<input type="checkbox"/> CRJ 215 Probation and Parole	3
<input type="checkbox"/> CRJ 226 Prevention and Control of Delinquency . .	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 Corrections Emphasis: ANTH 102, BIOL 223, INT 301, ECON 311, PSY 101, PSY 241, PSY 460, SOC 101 (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/FINE ARTS*	3	<input type="checkbox"/>
PSC 101	3	<input type="checkbox"/>
ELECTIVE**	3	<input type="checkbox"/>
TOTAL	15	

*Select from page 68. **Select with advisor. **Minimum Credits: 60.5**
Refer to page 72.

After the AAS in Criminal Justice, the next step could be the Bachelor of Applied Science in Management in Technology. See page 93.

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:

- Demonstrate an awareness of the history and nature of the major components of the criminal justice system.
- Identify and analyze the origins of criminal behavior, society's response to crime, and the consequences of crime to our society, utilizing multiple perspectives. Demonstrate effective oral and written communication skills applicable in the field of criminal justice.
- Demonstrate effective oral and written communication skills applicable in the field of criminal justice.
- Describe the process of conducting a criminal investigation, the process of arrest and pretrial detention, criminal trial procedures, and criminal punishment.
- Analyze and explain the relationship between law enforcement agencies and the communities they serve.
- Describe the organizational structure, practice, culture, and environment of the modern police organization.

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 or 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 68.

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, INT 301, ECON 311, PSY 101, PSY 241, SOC 101 or higher, SPAN 112 or higher

SUGGESTED COURSE SEQUENCE AAS—Criminal Justice, Law Enforcement Emphasis

FALL—1st Semester		Credits	✓
INT 100	0.5	<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"/>	
SCIENCE*	3-4	<input type="checkbox"/>	
TOTAL	15.5-16.5		
SPRING—2nd Semester		Credits	✓
CRJ 120	3	<input 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 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 type="checkbox"/>	
CRJ 270	3	<input type="checkbox"/>	
HUMANITIES/FINE ARTS*	3	<input type="checkbox"/>	
PSC 101	3	<input type="checkbox"/>	
ELECTIVE**	3	<input type="checkbox"/>	
TOTAL	15		

*Select from page 68. **Select with advisor. **Minimum Credits: 60.5**
Refer to page 72.

After the AAS in Criminal Justice, the next step could be the Bachelor of Applied Science in Management in Technology. See page 93.

Education

Early Childhood Education

Introduction

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.

Education

Certificate of Achievement — Early Childhood Emphasis

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	GBC Orientation (recommended) . . .	0.5
<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 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
Communications			
<input type="checkbox"/>	ENG 101	Composition I	3
Computation			
<input type="checkbox"/>	MATH	Any course with a MATH prefix	3
Human Relations			
<input type="checkbox"/>	ECE 190	Professionalism in Early Care and Education	3
Technology			
<input type="checkbox"/>	EDU 214	Preparing Teachers to Use Technology	3

SUGGESTED COURSE SEQUENCE			
Certificate of Achievement			
Early Childhood Emphasis			
FALL—1st Semester	Credits		<input checked="" type="checkbox"/>
INT 100	0.5		<input type="checkbox"/>
ECE 204	3		<input type="checkbox"/>
ECE 250	3		<input type="checkbox"/>
ENG 101	3		<input type="checkbox"/>
EDU 214	3		<input type="checkbox"/>
MATH	3		<input type="checkbox"/>
TOTAL	15.5		
SPRING—2nd Semester	Credits		<input checked="" type="checkbox"/>
ECE 190	3		<input type="checkbox"/>
ECE 200	3		<input type="checkbox"/>
ECE 251	3		<input type="checkbox"/>
ECE 231	6		<input type="checkbox"/>
ECE 262	3		<input type="checkbox"/>
TOTAL	18		

Refer to page 71

Minimum Credits: 33.5

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, 120, 126 or higher (MATH 120 preferred)	
<input type="checkbox"/> Science (Not PHYS 107)	3
<input type="checkbox"/> Social Science	3-6
HIST 101 and HIST 102 or PSC 101	
<input type="checkbox"/> Human Relations (PSY 208)	3
<input type="checkbox"/> Humanities or Fine Arts	3
<input type="checkbox"/> Technology (EDU 214)	3

List of courses fulfilling general education requirements is on page 68.

Emphasis Courses	Credits
<input type="checkbox"/> Select two of the following Infant/Toddler courses: ECE 126, 127, 130 or 252 with advisor**	6
<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 232 Diversity in Children	3
<input type="checkbox"/> HDFS 201 Lifespan Human Development	3

SUGGESTED COURSE SEQUENCE AAS—Early Childhood Education Early Childhood Emphasis

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
ECE 200	3	<input type="checkbox"/>
ECE 204	3	<input type="checkbox"/>
ECE 250	3	<input type="checkbox"/>
ENG 101	3	<input type="checkbox"/>
MATHEMATICS*	3	<input type="checkbox"/>
TOTAL	15.5	
SPRING—2nd Semester	Credits	✓
ECE 190	3	<input type="checkbox"/>
ECE 251	3	<input type="checkbox"/>
EDU 214	3	<input type="checkbox"/>
ENG 102	3	<input type="checkbox"/>
HIST 101 and HIST 102 or PSC 101	3-6	<input type="checkbox"/>
TOTAL	15-18	
FALL—3rd Semester	Credits	✓
ECE 262	3	<input type="checkbox"/>
ECE I/T Course**	3	<input type="checkbox"/>
HDFS 232	3	<input type="checkbox"/>
HUMANITIES/FINE ARTS*	3	<input type="checkbox"/>
HDFS 201	3	<input type="checkbox"/>
TOTAL	15	
SPRING—4th Semester	Credits	✓
ECE 231	6	<input type="checkbox"/>
PSY 208	3	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
ECE I/T Course**	3	<input type="checkbox"/>
TOTAL	15	

*Select from page 68. **Select with advisor. **Minimum Credits: 60.5**
Refer to page 72.

Education

Associate of Applied Science — Infant/Toddler Education

Introduction

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.
-
-

Education

Certificate of Achievement — Infant/Toddler Emphasis

Certificate of Achievement Emphasis	Credits
<input type="checkbox"/> GBC Orientation	0.5
<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 252 Infant/Toddler Curriculum	3
<input type="checkbox"/> ECE 262 Early Language and Literacy Development	3
Communications	
<input type="checkbox"/> English/Communications (ENG 101)	3
Computation	
<input type="checkbox"/> MATH Any course with a MATH prefix	3
Human Relations	
<input type="checkbox"/> ECE 190 Professionalism in Early Care and Education	3
Technology	
<input type="checkbox"/> EDU 214 Preparing Teachers to Use Technology .	3

SUGGESTED COURSE SEQUENCE			
Certificate of Achievement			
Infant/Toddler Emphasis			
FALL—1st Semester		Credits	✓
INT 100		0.5	<input type="checkbox"/>
ECE 126		3	<input type="checkbox"/>
ECE 127		3	<input type="checkbox"/>
ECE 190		3	<input type="checkbox"/>
ECE 200		3	<input type="checkbox"/>
MATHEMATICS*		3	<input type="checkbox"/>
TOTAL		15.5	
SPRING—2nd Semester		Credits	✓
ECE 130		3	<input type="checkbox"/>
ECE 204		3	<input type="checkbox"/>
ECE 252		3	<input type="checkbox"/>
ECE 262		3	<input type="checkbox"/>
EDU 214		3	<input type="checkbox"/>
ENG 101		3	<input type="checkbox"/>
TOTAL		18	
*Select with advisor. Refer to page 71			
			Minimum Credits: 33.5

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, 120, 126 or higher (MATH 120 preferred)	
<input type="checkbox"/> Science (Not PHYS 107)	3
<input type="checkbox"/> Social Science HIST 101 and HIST 102 or PSC 101 . .	3-6
<input type="checkbox"/> Human Relations (PSY 208)	3
<input type="checkbox"/> Humanities or Fine Arts	3
<input type="checkbox"/> Technology (EDU 214)	3

List of courses fulfilling general education requirements is on page 68.

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 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 250 Introduction to Early Childhood Education	3
<input type="checkbox"/> ECE 252 Infant/Toddler Curriculum	3
<input type="checkbox"/> ECE 262 Early Language and Literacy Development	3

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

SUGGESTED COURSE SEQUENCE			
AAS—Early Childhood Education			
Infant/Toddler Emphasis			
FALL—1st Semester		Credits	✓
INT 100		0.5	<input type="checkbox"/>
ECE 126		3	<input type="checkbox"/>
ECE 127		3	<input type="checkbox"/>
ECE 190		3	<input type="checkbox"/>
ECE 200		3	<input type="checkbox"/>
MATHEMATICS*		3	<input type="checkbox"/>
TOTAL		15.5	
SPRING—2nd Semester		Credits	✓
ECE 130		3	<input type="checkbox"/>
ECE 204		3	<input type="checkbox"/>
ECE 262		3	<input type="checkbox"/>
EDU 214		3	<input type="checkbox"/>
ENG 101		3	<input type="checkbox"/>
TOTAL		15	
FALL—3rd Semester		Credits	✓
HDFS 201		3	<input type="checkbox"/>
ECE 250		3	<input type="checkbox"/>
ECE 252		3	<input type="checkbox"/>
PSY 208		3	<input type="checkbox"/>
HUMANITIES/FINE ARTS*		3	<input type="checkbox"/>
TOTAL		15	
SPRING—4th Semester		Credits	✓
ENG 102		3	<input type="checkbox"/>
HDFS 232		3	<input type="checkbox"/>
HIST 101 and HIST 102 or PSC 101		3-6	<input type="checkbox"/>
SCIENCE*		3	<input type="checkbox"/>
ELECTIVE**		3	<input type="checkbox"/>
TOTAL		15-18	

*Select from page 68. **Select with advisor. **Minimum Credits: 60.5**
Refer to page 72.

Education

Associate of Arts — Early Childhood Education (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 MATH 126 or higher	3-5
<input type="checkbox"/> Science (PHYS 100, BIOL 190 or GEOL 101)	7-8
<input type="checkbox"/> Social Science (HIST 101 and HIST 102 and PSY 101 [required])	9
<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 68.

Emphasis Courses	Credits
<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 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

<input type="checkbox"/> ECE 231	Preschool Practicum: Early Childhood Lab (Field Experience)	6
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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"/>
ECE 190		3	<input type="checkbox"/>
ECE 200		3	<input type="checkbox"/>
ENG 250		3	<input type="checkbox"/>
HIST 101		3	<input type="checkbox"/>
TOTAL		16	
SPRING—4th Semester		Credits	✓
ECE 204		3	<input type="checkbox"/>
ECE 231		6	<input type="checkbox"/>
HIST 102		3	<input type="checkbox"/>
PHYS 100		3	<input type="checkbox"/>
TOTAL		15	

*Select from page 68. **Select with advisor. **Minimum Credits: 61.5**
Refer to page 73.

Education

Associate of Arts — Teaching (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 five credits of MATH 126 or higher; including STAT 152)	3-6
<input type="checkbox"/> Science (BIOL 190, GEOL 101, 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 68.

After the AA in Teaching, the next step could be the Bachelor of Arts in Elementary or Secondary Education. See page 118-136.

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 68.
Refer to page 73.

**Select with advisor.

Minimum Credits: 60.5

Education

Bachelor of Arts — 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 Student Conduct 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:

ENG	102	Composition II	3
THTR	102	Introduction to Stage Voice, or	
THTR	221	Oral Interpretation (preferred), or	
COM	101	Oral Communication	3

Mathematics:

MATH	128	Precalculus and Trigonometry, or	5-6
MATH	126	Precalculus I, and	
MATH	127	Precalculus II, or	
MATH	126	Precalculus I, and	
STAT	152	Introduction to Statistics	

Science:

BIOL	190	Introduction to Cell and Molecular Biology	4
PHYS	100	Introductory Physics	3
GEOL	101	Geology: Exploring Planet Earth	4

Social Science:

HIST	101	U.S. History to 1877	3
HIST	102	U.S. History Since 1877	3
PSY	101	General Psychology (recommended)	3

(Or choose from ANTH 101, ANTH 201, ANTH 202, CRJ 104, ECON 102, ECON 103, GEOG 106, HMS 200, PSC 101, PSC 210, SOC 101)

U.S. and Nevada Constitutions requirement must be fulfilled.

Humanities:

ENG	250	Introduction to Children's Literature	3
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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, 111; MUS 121 or MUS 125; PHIL 102, 129; SPAN 111, 112, 211; or THTR 100

Fine Arts:

Choose from	ART 100, ART 101, ART 107, MUS 101		
or THTR	105		3

Technology:

EDU	214	Preparing Teachers to Use Technology	3
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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

INT	359	Integrative Mathematics Seminar, or	
INT	369	Integrative Science Seminar	3

Humanities/Social Sciences

Upper-division Electives			3
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Capstone

EDEL	491	Elementary Education Capstone Seminar	3
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Total Credits for Section I, B **9**

II. Program Requirements

(See an advisor regarding these courses)

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 and	
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

EDEL	311	Elementary Methods Practicum I,	
EDEL	313	Elementary Methods Practicum II,	
EDEL	315	Elementary Methods Practicum III	5-6
EDSP	301	Education of the Exceptional Child	3
EDU	250	Foundations of Education	3
EDUC	323	Curriculum Design for Family Engagement	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)

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 203 or ENG 223, ENG 327, and ENG 411B
 THTR 221 or COM 101
 INT 339 or Upper-division English

Mathematics

MATH 122, MATH 123
 MATH 126 and MATH 127, or MATH 128, or higher
 INT 359
 STAT 152

Science

Choose an option below:

Social Studies

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 from BIOL 305, BIOL 320, BIOL 331, BIOL 341, BIOL 400, BIOL 434

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

Three upper-division Social Science electives (may not include EPY 330). At least one of the three 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

Students registering for these classes qualify for a reduced per-credit rate of \$86.00 per credit.

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 42 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 Student Conduct 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	Curriculum Design for Family Engagement . .	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.

Education

Bachelor of Arts — 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 Student Conduct 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
- 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 EDSC 311 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

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 (Constitution requirement of PSC 101 or HIST 101 and HIST 102 included in the nine credits)	9

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	Curriculum Design for Family Engagement	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	✓
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	✓
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	✓
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	✓
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	✓
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	✓
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	✓
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	✓
EDSC 483	14	<input type="checkbox"/>
EDSC 491	3	<input type="checkbox"/>
TOTAL	17	

*Select from page 68.

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 or 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	Curriculum Design for Family Engagement	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	273	Business Law I	3
BUS	275	Fundamentals of International Business	3
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	<input checked="" type="checkbox"/>
HUMANITIES*	3	<input 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	<input checked="" type="checkbox"/>
ECON 102	3	<input 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	<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"/>
SCIENCE*	4	<input type="checkbox"/>
TOTAL	17	
SPRING—4th Semester	Credits	<input checked="" type="checkbox"/>
ACC 202	3	<input 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	<input checked="" type="checkbox"/>
EDCT 471	3	<input 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	<input checked="" type="checkbox"/>
BUS 275	3	<input type="checkbox"/>
EDSP 301	3	<input type="checkbox"/>
EDCT 439	3	<input type="checkbox"/>
EDSC 315	1	<input type="checkbox"/>
MGT 367	3	<input type="checkbox"/>
INT 359 or INT 369	3	<input type="checkbox"/>
TOTAL	16	
FALL—7th Semester	Credits	<input checked="" type="checkbox"/>
BUS 273	3	<input 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	<input checked="" type="checkbox"/>
EDSC 483	14	<input type="checkbox"/>
EDSC 491	3	<input type="checkbox"/>
TOTAL	17	

*Select from page 68.

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	Curriculum Design for Family Engagement	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	126	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 68.

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	Curriculum Design for Family Engagement	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*

CS	135	Computer Science I	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	
CS	135	3	<input checked="" type="checkbox"/>
EDU	250	3	<input type="checkbox"/>
EDSC	311	1	<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 68. ** Select with adviser.

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	Curriculum Design for Family Engagement	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.
- Economics—Recommended: ECON 102 or 103. Other Acceptable Courses: ECON 104.
 - Geography—Required: GEOG 106.
 - Psychology or Sociology—Recommended: PSY 101 or SOC 101. Other Acceptable Courses: PSY 102, 130, 208, 234, 460.
 - Ethnic Studies—Recommended: ANTH 400A or ANTH 400B.
 - Political Science—Recommended PSC 403K. Other Acceptable Courses: PSC 101, 210, 403C.
 - U.S. History —Required HIST 101 and HIST 102. Other Acceptable Courses: HIST 217, 417C, 441, 498.
 - History of the World—Recommended: HIST 105,106, 247.

*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 ANTH 400A, ANTH 400B, PSC 401F, PSC 403C, PSC 403K, or PSY 460 . . 3

History Elective: HIST 417C, HIST 441, 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)

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 68. **Select with advisor.

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.

Students registering for these classes qualify for a reduced per-credit rate of \$86.00 per credit.

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 GBC Admissions and Records Office, 1500 College Parkway, Elko, NV 89801.
 - A review of conduct with the Student Conduct 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	Curriculum Design for Family Engagement	3
EDUC	406	Curriculum and Assessment Education	3
EPY	330	Educational Psychology	3

English

Bachelor of Arts — English

PENDING APPROVAL

Student Learning Outcomes

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

- Analyze literary texts using a variety of techniques and critical frameworks, as well as synthesize complex literary arguments and interpretations.
- Write and communicate effectively in diverse contexts and in a variety of academic, creative and professional genres.
- Explicate and utilize numerous theories and methodologies of reading and interpreting literary texts.
- Think critically and analytically to address complex problems, understand diverse viewpoints and understand various cultural and social perspectives.

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

This degree is pending approval from the NSHE Board of Regents in 2015. Submission to, and accreditation by, the Northwest Commission on Colleges and Universities will follow thereafter.

Mission Statement

The mission of the Bachelor of Arts (BA) in English is to fulfill and extend the mission and philosophy of Great Basin College. The BA program provides students with skills and knowledge in literary analysis, composition, creative writing and cultural study. The program is designed to provide students with written and oral communication, critical thinking and problem solving skills as well as skills necessary to understand and communicate in and with various cultures.

Professional Skills and Career Paths

Upon completion of the BA, students will be able to pursue careers in a variety of fields in both the public, private and non-profit sectors including public relations, business, marketing, law, sales, management, education and other fields in which communication, critical thinking and cultural awareness are valued. Students with a BA in English may also pursue graduate education in Literature, English, Creative Writing, Composition and Rhetoric, Law, Library Science and Medicine among others.

Admission to the Program

Students must complete the application form for the BA in English to be formally admitted to the program. Applications are accepted on a rolling basis; applications received prior to February 15 will be assigned the current catalog year, while applications received after February 15 will be assigned to the following catalog year. The form is available online on the GBC Website and in hard copy in the Arts and Letters Department on the Elko Campus. Transfer students must provide official transcripts from all other accredited institutions attended to complete the application process, and applications must be

complete prior to processing.

Successful applicants to the program will have:

- Completed an A.A. or A.S. degree (consisting of at least 60 credits) from an accredited institution of higher learning. Students may apply to the BA program in the semester prior to receiving their degree.
- Completed ENG 102 or its equivalent.
- Completed at least 9 credit hours of courses (or their transfer equivalents) from the following list:

			Credits
ENG	203	Introduction to Literary Studies	3
ENG	221	Writing Fiction	3
ENG	205	Introduction to Creative Writing*	3
ENG	223	Themes of Literature	3
ENG	261	Introduction to Poetry	3

Advisement

Every BA in English student has a faculty member teaching in the program assigned as an advisor, and we require that students meet with their advisor each semester to ensure progress toward the degree. Students, once admitted to the program, will be contacted with information regarding advising. In addition, students pursuing an A.A. or A.S. degree with interest in enrolling in the program are encouraged to make their interests known to the program coordinator, who will help advise them toward successful application. To obtain the name of your advisor, speak to the program coordinator, or set up an appointment please contact the the Arts and Letters Department Administrative Assistant at 775.753.2223.

Maintaining Good Standing

In order to maintain good standing in the program, student's must:

- Maintain a 2.5 GPA
- Maintain a cumulative "C" average in all upper-division English courses

Students not meeting the above criteria may be dismissed from the program.

Academic Honesty

Students must comply with Student Conduct and Academic Honesty policies in the GBC Catalog and NSHE Code as well as the stated academic honesty policies of instructors; incidents of student misconduct and/or academic dishonesty will be reported to the Vice President of Student Services and the program supervisor. Disciplinary actions may include a written warning, reprimand, college probation, suspension or expulsion from the program. Disciplinary actions will be determined by the nature and severity of the misconduct and may be imposed in any order. In the event the student's status changes to probationary, a plan of misconduct will be created for reinstatement to the program. Failure to follow this plan will result in expulsion from the program.

BA in English Requirements

			Credits
1. General Education			
COM	101	Oral Communication	3
JOUR	102	News Reporting and Writing	3
INT	301	Integrative Research Methodology	3
INT	359	Integrative Math Seminar or	
INT	369	Integrative Science Seminar	3
U.S. and Nevada Constitution (If not completed prior to transfer or as part of A.A.).			1-3

2. English Program Core Requirements:

ENG	327	Composition III	3
ENG	303	Introduction to Literary Theory & Criticism	3
ENG	449A	British Literature I	3
ENG	449B	British Literature II	3
ENG	451A	American Literature I	3
ENG	451B	American Literature II	3
ENG	497A	Topics in Multicultural Literature (Capstone Course)	3

3. English Electives

(24-27 credits selected from the following list)

ENG	205	Introduction to Creative Writing*	3
ENG	261	Introduction to Poetry	3
ENG	329	Language Study	3
ENG	333	Professional Communication	3
ENG	402A	Advanced Creative Writing*	3
ENG	425A	Themes of Literature	3
ENG	411B	Principles of Modern Grammar	3

ENG	416C	Special Problems in English	3
ENG	433A	Shakespeare: Tragedies and Histories	3
ENG	475B	Literary Nonfiction*	3

*To be developed

Minimum Total Credits: 60

SUGGESTED COURSE SEQUENCE			
BA—English			
FALL—1st Semester		Credits	<input checked="" type="checkbox"/>
INT	100	0.5	<input type="checkbox"/>
ENG	303	3	<input type="checkbox"/>
ENG	449A	3	<input type="checkbox"/>
ENG	451A	3	<input type="checkbox"/>
INT	301	3	<input type="checkbox"/>
English Elective		3	<input type="checkbox"/>
TOTAL		15.5	
SPRING—2nd Semester		Credits	<input checked="" type="checkbox"/>
ENG	329	3	<input type="checkbox"/>
ENG	449B	3	<input type="checkbox"/>
ENG	451B	3	<input type="checkbox"/>
English Elective		3	<input type="checkbox"/>
English Elective		3	<input type="checkbox"/>
TOTAL		15	
FALL—3rd Semester		Credits	<input checked="" type="checkbox"/>
ENG	329	3	<input type="checkbox"/>
ENG	411B	3	<input type="checkbox"/>
ENG	416C	3	<input type="checkbox"/>
ENG	433A	3	<input type="checkbox"/>
English Elective		3	<input type="checkbox"/>
TOTAL		15	
SPRING—4th Semester		Credits	<input checked="" type="checkbox"/>
ENG	475B	3	<input type="checkbox"/>
ENG	497A	3	<input type="checkbox"/>
INT	369	3	<input type="checkbox"/>
English Elective		3	<input type="checkbox"/>
English Elective		3	<input type="checkbox"/>
TOTAL		15	

Health Sciences

Associate of Applied Science — Emergency Medical Services — Paramedic Emphasis

Student Learning Outcomes

Upon completion of the program, students are expected to:

- Demonstrate integration of cognitive knowledge and skills proficiency as an entry level Nationally Registered Paramedic.
 - Demonstrate entry-level Nationally Registered Paramedic educational preparation by applying problem-solving, clinical decision-making and critical thinking skills required for assessment based management in a variety of prehospital settings.
 - Apply therapeutic and professional communication skills when working with patients, patients' significant others, colleagues, and other health care providers and members of the community.
 - Apply broad intellectual aptitude and awareness with regard to pure science, management, psychology, sociology, human services, personal wellness and cultural diversity to support and enhance the role as a public safety and health care professional.
 - Recognize the importance of research and scientific inquiry to promote continuous, quality improvement in prehospital health care delivery.
 - Recognize and acknowledge that the emerging roles and responsibilities of the Paramedic include public education, health promotion, and participation in injury and illness prevention programs.
 - Recognize and demonstrate the importance of adapting pre-hospital care to a diverse patient population of age, gender, culture, religion, alternate life style, and background within a community.
 - Assume the role of leadership as an advanced life support provider and role model for other EMS providers.
-
-

Accreditation

This degree is pending approval from the NSHE Board of Regents in 2015. Submission to, and accreditation by, the Northwest Commission on Colleges and Universities will follow thereafter.

Great Basin College offers a two-year program leading to an Associate of Applied Science Degree in Emergency Medical Services - Paramedic. GBC is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

The mission of Great Basin College's Emergency Medical Services - Paramedic program is prepares students already certified at the EMT and AEMT levels to continue their education to the most advanced level of prehospital care.

The paramedic student receives anatomy and physiology, pharmacology and medication administration instruction as well as training in advanced medical skills. Extensive related course work and clinical and field experience is required. Paramedic education prepares the graduate to take the National Registry of Emergency Medical Technician (NREMT) examination and become certified as a paramedic.

Enrollment in the program is limited and students are only admitted in the fall semester. Selection is made using a point system. Points are awarded for EMT and AEMT certification, in addition for each general education course taken and passed students will receive additional points. General education courses are not required for admittance into the program but students with completed courses will have a higher point range

for admittance. Students must have a passing grade of C, in all courses, to receive additional points. Specific paramedic courses that are part of the program may not be taken prior to admission.

Students who do not have an ACT or SAT score and who have not started 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 of Applied Science in Emergency Medical Services - Paramedic 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 of Applied Science Degree in Emergency Medical Services - Paramedic program include:

- MT or AEMT courses and certification
- Complete a current AHA Healthcare Providers CPR, or ARC Professional Rescuer CPR certification

Questions about the AAS Degree in Emergency Medical Services — Paramedic program or the application process can be directed to the Department of Health Science and Human Services at 775-753-2301.

Admission to the Associate of Applied Science Degree in Emergency Medical Services - Paramedic
Special application and admission requirements exist for EMS.
Prospective students should:

- Apply for admission by completing the Application for Admission packet available online. Applications are available in February and must be submitted by August 15 at 5 p.m. for the Fall semester.
- Return completed forms to:

Health Science and Human Services Department
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 Emergency Medical Services — Paramedic and are eligible to take the National Registry of Emergency Medical Technician (NREMT) examination and become certified as a paramedic.

Graduation from this program is only one of the requirements and does not mean automatic licensure as a paramedic.

The NREMT may deny an applicant eligibility to sit for a certification examination, deny certification, suspend or revoke an individual's certification, or take other appropriate action with respect to the applicant's certification or recertification based on that applicant's criminal conviction. This policy applies to, and requires an applicant's disclosure of, all felony convictions and all other criminal convictions (whether felony or misdemeanor) relating to crimes involving physical assault, use of a dangerous weapon, sexual abuse or assault, abuse of children, the elderly or infirm and crimes against property, including robbery, burglary and felony theft. The policy does not apply to convictions for misdemeanor (other than the above-listed types of crimes), traffic violations (except DUI or reckless homicide/manslaughter), theft or unlawful possession of a controlled substance.

AAS Degree in Emergency Medical Services — Paramedic Program Requirements

Students 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 desire 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

Paramedic students will follow the fee schedule and refund policy described on pages 44-46. In addition to tuition and lab fees, there are other costs specific to the Associate of Applied Science Degree in Emergency Medical Services — Paramedic Program. These are subject to change. An approximation of the additional expenses include:

Textbooks	.....	\$800.00
Student Background Check and Drug Screening (required for clinical rotation) - minimum	.....	\$95.00
Immunizations	.....	\$300.00
Testing fee (NREMT)	.....	\$70.00
Physical examination	.....	Individual amount
Health Insurance	.....	Individual amount
Travel to clinical facilities	.....	Individual amount

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 Emergency Medical Services - Paramedic.
- Completed applications for both GBC and the Paramedic Program must be received by Admissions and Records no later than 5 pm, on August 15.
- Copy of current Nevada EMT or AEMT status
- Copy of AHA Healthcare Provider's CPR, or ARC Professional Rescuer CPR certification
- Current immunizations information
- Three (3) letters of recommendation from employers, ambulance directors or other professional reference

AAS Degree in Emergency Medical Services — Paramedic Program Course Requirements

In order to maintain good standing in the AAS Degree in Emergency Medical Services — Paramedic Program, a student must:

- Maintain a minimum of C (e.g., 76% or better) in all paramedic courses,
- Comply with requirements set forth in the Associate’s Degree in Emergency Medical Services - Paramedic Handbook,
- Attain a minimum grade of C in any non-EMS course applied to the Associate’s Degree in Emergency Medical Services — Paramedic degree.

General Education Requirements

The AAS Degree in Emergency Medical Services — Paramedic Program has slightly different general education requirements than the other GBC AAS degrees as stated on page 72. Please note the 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 65.

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation	0.5
<input type="checkbox"/> English/Communications	6
ENG 101 or ENG 107 and ENG 102 or ENG 108	
<input type="checkbox"/> Mathematics	3
MATH 120, MATH 126 or higher**	
<input type="checkbox"/> Science	3
Select from the General Education Requirements	
<input type="checkbox"/> Social Science	3
PSC 101	
<input type="checkbox"/> Human Relations	3
HMS 200 or PSY 208	
<input type="checkbox"/> Humanities or Fine Arts	3
PHIL 102 recommended	
<input type="checkbox"/> Technology (Embedded in EMS Core)	

List of courses fulfilling general education requirements is on page 68.

Emphasis Courses	Credits
<input type="checkbox"/> EMS 204 Principles of Anatomy & Pathophysiology	4.0
<input type="checkbox"/> EMS 206 Principles of Pharmacology Medication & Venous Access for the Paramedic . .	4.0
<input type="checkbox"/> EMS 207 Airway Management and Ventilation . .	2.0
<input type="checkbox"/> EMS 209 Patient Assessment for Paramedics . . .	2.0
<input type="checkbox"/> EMS 216 Hospital Clinical Experience for the Paramedic	4.0
<input type="checkbox"/> EMS 210 Principles of Cardiology for Paramedics	3.0
<input type="checkbox"/> EMS 211 Paramedic Care for Medical Emergencies & ACLS	4.0

<input type="checkbox"/> EMS 212 Paramedic Trauma Emergencies & ITLS	4
<input type="checkbox"/> EMS 214 Pediatrics & Special Considerations for the Paramedic & PALS	3
<input type="checkbox"/> EMS 215 Assessment Based Management/ Operations for the Paramedic	3
<input type="checkbox"/> EMS 219 Paramedic Field Internship	5.5

SUGGESTED COURSE SEQUENCE
AAS—Emergency Medical Services—Paramedic

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
EMS 204	4	<input type="checkbox"/>
EMS 206	4	<input type="checkbox"/>
MATH 120, 126 or higher	3	<input type="checkbox"/>
SCIENCE**	3	<input type="checkbox"/>
TOTAL	14.5	
SPRING—2nd Semester	Credits	✓
EMS 207	2	<input type="checkbox"/>
EMS 209	2	<input type="checkbox"/>
EMS 210	3	<input type="checkbox"/>
EMS 211	4	<input type="checkbox"/>
ENG 101 or 107	3	<input type="checkbox"/>
TOTAL	14	
SUMMER	Credits	✓
EMS 216	4	<input type="checkbox"/>
FALL—3rd Semester	Credits	✓
EMS 212	4	<input type="checkbox"/>
EMS 214	3	<input type="checkbox"/>
EMS 215	3	<input type="checkbox"/>
ENG 102 or 108	3	<input type="checkbox"/>
TOTAL	13	
SPRING—4th Semester	Credits	✓
EMS 219	5.5	<input type="checkbox"/>
HMS 200 or PSY 208	3	<input type="checkbox"/>
PSC 101	3	<input type="checkbox"/>
HUMANITIES AND FINE ARTS*	3	<input type="checkbox"/>
TOTAL	14.5	

*Select from page 68.
**Select with adviser.

Minimum Credits: 60

Health Sciences

Associate of Applied Science — Nursing

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 Accreditation Commission for Education in Nursing, Inc. (ACEN, formerly NLNAC). GBC is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

For additional information regarding the program's nursing accreditation, contact ACEN at:

3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
404.975.5000
404.975.5020 (FAX)
www.acenursing.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 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"/>	General Education Science Requirement*	3
<input type="checkbox"/>	Current Certified Nursing Assistant License	

*BIOL 190 is a Science 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:

Nursing Department

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 44-46. 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 \$56.00.

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 72. 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 65.

General Education Requirements		Credits
<input type="checkbox"/>	INT 100 GBC Orientation	0.5
<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"/>	General Education Science Requirement*	3
<input type="checkbox"/>	Humanities or Fine Arts (PHIL 102 recommended)	3
	Total Credits	21.5

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
	Total Credits	12

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
	Total Credits	37

Total Credits for the AAS Nursing Program **70.5**

*BIOL 190 is a Science Department requirement to be taken prior to or concurrently with BIOL 223.

SUGGESTED COURSE SEQUENCE
Associate of Applied Science
Nursing

FALL—1st Semester		Credits	✓
ENG	101	3	<input type="checkbox"/>
NURS	135	8	<input type="checkbox"/>
NURS	154	1	<input type="checkbox"/>
SPRING—2nd Semester		Credits	✓
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	✓
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	✓
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"/>
(PHIL 102 recommended)			<input type="checkbox"/>

*Select with advisor.

After the AAS in Nursing, the next step could be the Bachelor of Science in Nursing. See page 145.

Health Sciences

Bachelor of Science — Nursing

Student Learning Outcomes

Upon completion of the RN to BSN Program, students are expected to:

- Promote safe, quality, evidence-based care to populations and communities in structured and unstructured healthcare environments.
- Analyze quality improvement measures used in both structured and unstructured healthcare environments.
- Act as an evolving scholar, translating current evidence into nursing practice.
- Evaluate collaboration techniques used in various healthcare environments.
- Apply leadership principles and theories to both the practice and the profession of nursing.
- Apply information management principles, techniques, and systems to manage knowledge, mitigate error, and support decision-making.

Accreditation

The RN to BSN Program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN), formerly 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 ACEN at:

ACEN
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
404.975.5000
404.975.5020 (FAX)
www.acenursing.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 nursing and health care for rural and underserved populations.

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 practicum 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 practicum 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 ACEN accredited 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 Admission, 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 RN to BSN course.

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 ACEN accredited.

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 Health Science and Human Services Department, no later than 5 p.m., July 1, 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).
4. Letters of reference requirement is waived for graduating GBC ADN students.

Enrollment in the program is limited and students are admitted only in the Fall semester. Selection is made using a points system based on overall GPA, resume, essay, and reference letters.

Academic Progression

Upon admission to the RN to BSN Program, students can begin coursework..

Enrolled students are subject to all program policies as described in the RN-BSN Student Handbook.

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 shall not exceed six years.

The RN to BSN Program consists of a total of 54 credits of upper-division nursing courses and lower- and upper-division general education courses.

General Education Curriculum

COM	101	Oral Communication, or	
THTR	102	Introduction to Stage Voice, or	
THTR	221	Oral Interpretation	3
INT	339	Integrative Humanities Seminar, or	
INT	349	Integrative Social Science Seminar	3
		Fine Arts or Humanities General Education**	3
Total Credits			9

Program Requirements

CHEM	100	Molecules and Life in the Modern World	3
STAT	152	Introduction to Statistics	3
Total Credits			6

Nursing Curriculum

NURS 326	Transition to Professional Nursing	5
NURS 417	Information Systems & Quality Management	4
NURS 420	Evidence-Based Practice & Research in Nursing	3
NURS 429	Population Focused Community Health Theory	4
NURS 436	Population Focused Community Health Practicum	4
NURS 437	Diversity & Healthcare Policy in Rural Environ.	3
NURS 443	Nursing Leadership & Management Theory	4
NURS 449	Nursing Leadership & Management Practicum	4
NURS 456	Senior Synthesis Seminar	5

Elective (select one):

NURS 312	Health Assessment & Health Promotion (Spring)	
NURS 337	Pathophysiology (Fall), or	
NURS 490	Special Topics	3

Total Credits **39**

Total Credits for RN to BSN program **54**

Minimum credits required for degree **120**

** (Note: All RN to BSN students must satisfy the U.S. and Nevada Constitution requirement, ENG 102, 3 credit Humanities and 3 credit Fine Arts. If they were not completed in their AAS degree program, they 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 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 44-46. In addition to tuition and lab fees, there are other costs specific to the RN-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 326	5	<input type="checkbox"/>
NURS 420	3	<input type="checkbox"/>
STAT 152	3	<input type="checkbox"/>
TOTAL	11	
SPRING—2nd Semester	Credit	✓
NURS 429	4	<input type="checkbox"/>
NURS 436	4	<input type="checkbox"/>
NURS 437	3	<input type="checkbox"/>
TOTAL	11	
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 417	4	<input type="checkbox"/>
NURS 443	4	<input type="checkbox"/>
TOTAL	14	
SPRING—4th Semester	Credits	✓
CHEM 100	3	<input type="checkbox"/>
Fine Arts or Humanities	3	<input type="checkbox"/>
NURS 449	4	<input type="checkbox"/>
NURS 456	5	<input type="checkbox"/>
TOTAL	15	
ELECTIVE (select one):		
NURS 312 (spring)	3	<input type="checkbox"/>
NURS 337 (fall)	3	<input type="checkbox"/>
NURS 490	3	<input type="checkbox"/>
SUMMER OPTIONS		
NURS 417	3	<input type="checkbox"/>
NURS 437	3	<input type="checkbox"/>

Health Sciences

Associate of Applied Science — Radiology Technology

Student Learning Outcomes

Upon completion, students will be able to:

- demonstrate clinical competency.
 - to 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 technique to accommodate patient's condition.
 - demonstrate critical thinking skills.
 - describe professional avenues available to them.
 - exhibit 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).

JRCERT

20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-2850

Phone: 312.704.5300

Fax: 312.704.5304

Email: mail@jrcert.org

Website: www.jrcert.org

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 four 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 at <http://www.gbcnv.edu/programs/show.cgi?AAS-RT>.

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 four-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 (ordered during Spring Semester of first year)	300.00
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"/>	INT	100	GBC Orientation 0.5
<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 or higher 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"/>	HMS	200	Ethics in Human Services 3
<input type="checkbox"/>	General Education Science Requirement 3		
<input type="checkbox"/>	Humanities or Fine Arts (PHIL 102 recommended) 3		

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 68.

For additional information or advisement, please contact Mary Doucette at mary.doucette@gbcnv.edu or 775.753.2463.

Emphasis Courses

			Credits
<i>All Radiology courses are Internet Enhanced or Online</i>			
<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

*BIOL 190 is a Science Department requirement to be taken prior to or concurrently with BIOL 223.

SUGGESTED COURSE SEQUENCE
AAS—Radiology Technology

FALL—1st Semester		Credits	<input checked="" type="checkbox"/>
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"/>
RAD	238	2	<input type="checkbox"/>
TOTAL		16	
SPRING—2nd Semester		Credits	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>
RAD	225 (early fall)	7	<input type="checkbox"/>
RAD	226	7	<input type="checkbox"/>
RAD	242	1	<input type="checkbox"/>
TOTAL		15	
SPRING—4th Semester		Credits	<input checked="" type="checkbox"/>
PHIL	102 or HUMANITIES/ FINE ARTS REQUIREMENT	3	<input type="checkbox"/>
RAD	227	14	<input type="checkbox"/>
TOTAL		17	

Human Services

Introduction

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

Certificate of Achievement — Human Services

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	
<input type="checkbox"/> Mathematics	3
MATH 116, MATH 120 or higher*	
<input type="checkbox"/> Human Relations	3
HMS 200 (required)	
<input type="checkbox"/> Technology	3
IS 101 (required)	

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 205 Human Services Practicum I	5

Additional Program Requirements	Credits
<input type="checkbox"/> CPD 116 Substance Abuse: Fundamental Facts and Insights	3
<input type="checkbox"/> PSY 101 General Psychology	3
<input type="checkbox"/> SOC 101 Principles of Sociology	3

*MATH 120 is recommended, as it is 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	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 200	3	<input checked="" type="checkbox"/>
HMS 205	5	<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 with advisor. Refer to page 71

Minimum Credits: 32.5

Human Services

Associate of Applied Science — Human Services

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	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 (required)	
<input type="checkbox"/> Humanities or Fine Arts	3
<input type="checkbox"/> Technology	3
IS 101 (required)	

**MATH 120 is recommended, as it is 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 68.

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 205 Human Services Practicum I	5
<input type="checkbox"/> HMS 206 Human Services Practicum II	5
<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	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	3	<input type="checkbox"/>
HMS	200	3	<input type="checkbox"/>
HMS	205	5	<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 with advisor. Refer to page 72.

Minimum Credits: 61.5

Human Services

Certificate of Achievement — Substance Abuse Counselor Training

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	
<input type="checkbox"/> Mathematics	3
MATH 116, MATH 120 or higher*	
<input type="checkbox"/> Human Relations	3
HMS 200 (required)	
<input type="checkbox"/> Technology	3
IS 101 (required)	

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"/> PSY 101 General Psychology	3

*MATH 120 is recommended, as it is 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	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	

Refer to page 71

Minimum Credits: 30.5

Integrative Studies

Associate of Science — Natural Resources (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 68.

Emphasis Courses	Credits
<input type="checkbox"/> BIOL 191 Introduction to Organismal Biology	4
COM 101 Oral Communication, or	
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			
AS—Natural Resources			
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 68.		Minimum Credits: 62.5	
Refer to page 74.			

After the AS in Natural Resources, the next step could be the Bachelor of Arts in Integrative Studies — Natural Resources Emphasis. See page 165.

Integrative Studies

Bachelor of Arts

Student Learning Outcomes

Students graduating from the BAIS will have the knowledge and skills to:

- Acquire and interpret scholarly information and data to reach informed, reasoned and balanced conclusions.
 - Synthesize information effectively in oral and written form.
 - Develop and demonstrate professional skills.
-
-

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 Science. Both emphasis areas require the completion of upper-division core requirements for the integrative studies program along with required courses for the emphasis area selected.

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 catalog year. The form is available online on the GBC Website. Go to www.gbcnv.edu and

then go to Academics. Click on the BAIS Natural Resources or the Social Science link to access the form <http://gbcnv.edu/programs/programs.html>. Transfer students must provide official transcripts from all other accredited institutions attended to complete the application process. Admission is complete when the student receives the acceptance letter from the BAIS committee.

Advisement

Every BAIS student has a faculty member assigned as an advisor by the program. Students are required to meet with their advisor each semester. Advisor assignments are made by the Program Supervisor, and this information is provided in the letter of acceptance to the program. 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 cumulative GPA of 2.0 for all upper-division courses applied to the degree. This includes courses taken at GBC and those transferred from other institutions.
- 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 are expected to conduct themselves in a professional and ethical manner. Students must comply with Student Conduct and Academic Honesty policies as described in the GBC Catalog, BAIS handbooks, 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.

Integrative Studies

Bachelor of Arts — Natural Resources Emphasis

Student Learning Outcomes

Natural Resources emphasis area focuses on an integrated view of the natural world through courses on the biological and physical environment. The Natural Resources emphasis prepares students with the interdisciplinary knowledge needed to address the challenges of conserving and managing natural resources. Students may select coursework that best supports their specific career goals.

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; and
- Apply concepts and methods to an original professional study of the natural world.

General Education

ENG 101 and 102	6
COM 101, THTR 102, or THTR 221	3
MATH 126 or higher	3
STAT 152	3
BIOL 190, ENV 100, and GEOL 101	11
Social Sciences	9
Required: ANTH 101 or 202; PSC 101 or HIST 101 and 102	
Humanities	3
Fine Arts	3
GIS 109	3
INT 349 and 369	6

Integrative Studies Core

ECON 311	3
ENG 333 or ENG 327	3
GIS 320	3
INT 301	3
INT 400	3
INT 496	3

Natural Resources Requirements

BIOL 191	4
BIOL 341	3
CHEM 121 and 122	8
GEOL 334	4
NRES 222 and 223	4

Select one course from each section below:

Biology	3-4
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
BIOL 331 Plant Taxonomy (includes lab)	
BIOL 410 Plant Physiology	

Zoology	4
BIOL 320 Invertebrate Zoology	
BIOL 434 Mammalogy	
Law and Regulation	3
ENV 422 Environmental Regulation and Compliance	
Anthropology	3
ANTH 400A Indians of North America	
ANTH 400B Indians of the Great Basin	
ANTH 440B Archaeology of the Great Basin	
Economics, History, Political Science	3
ECON 307 Environmental Economics (Spring)	
HIST 417C The West as National Experience	
HIST 441 American Environmental History	
PSC 403C Environmental Policy (Spring)	

IMPORTANT NOTICE: Natural Resources upper-division courses are offered on a rotating schedule. See the schedule in the BAIS Natural Resources handbook or ask your advisor. **THIS IS CRITICAL FOR COMPLETING YOUR DEGREE IN A TIMELY FASHION.**

Select additional courses from the following

prefixes	9 - 10		
ANTH	BIOL	CADD	CHEM
CIT	COM	CRJ	CS
ECON	ENG (200 or higher)	ENV	
GEOG	GEOL	GIS 205	HIST
INT	MATH	NRES	PHYS
PSC	PSY	SOC	SUR
SW			

Other courses may be substituted with approval of Program Supervisor in consultation with Natural Resources advisor.

Total Credits	
General Education	50
Integrative Studies Core	18
Natural Resources Requirements	42-43
Selected Courses	9-10
Minimum Total Credits	120

SUGGESTED COURSE SEQUENCE
BAIS—Natural Resources Emphasis

FALL—1st Semester	Credits	<input checked="" type="checkbox"/>
INT 100	0.5	<input 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	<input checked="" type="checkbox"/>
ANTH 101 or 202	3	<input type="checkbox"/>
BIOL 191	4	<input type="checkbox"/>
ENG 102	3	<input type="checkbox"/>
HUMANITIES*	3	<input type="checkbox"/>
ENV 100	3	<input type="checkbox"/>
MATH (if needed)**		<input type="checkbox"/>
TOTAL	16	

FALL—3rd Semester	Credits	<input checked="" type="checkbox"/>
CHEM 121	4	<input type="checkbox"/>
GIS 109	3	<input type="checkbox"/>
MATH 126 or higher	3	<input type="checkbox"/>
NRES 222	3	<input type="checkbox"/>
NRES 222	1	<input type="checkbox"/>
TOTAL	14	

SPRING—4th Semester	Credits	<input checked="" type="checkbox"/>
COM 101, THTR 102, or THTR 221	3	<input type="checkbox"/>
GEOL 101	4	<input type="checkbox"/>
STAT 152	3	<input type="checkbox"/>
CHEM 122	4	<input type="checkbox"/>
TOTAL	14	

FALL—5th Semester	Credits	<input checked="" type="checkbox"/>
BIOL 300, BIOL 305, BIOL 447, or NRES 310	3-4	<input type="checkbox"/>
ECON 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	<input checked="" type="checkbox"/>
BIOL 331 or BIOL 410	3	<input type="checkbox"/>
BIOL 341	3	<input type="checkbox"/>
GEOL 334	4	<input type="checkbox"/>
GIS 320	3	<input type="checkbox"/>
INT 349	3	<input type="checkbox"/>
TOTAL	16	

Summer or Fall of 4th year: INT 400 3-6 credits		
INT 400	3-6	<input type="checkbox"/>
TOTAL	3-6	

FALL—7th Semester	Credits	<input checked="" type="checkbox"/>
BIOL 320 or BIOL 434	4	<input type="checkbox"/>
ANTH 400A, ANTH 400B, or ANTH 440B,	3	<input type="checkbox"/>
ECON 307, HIST 417C, HIST 441, or PSC 403C	3	<input type="checkbox"/>
Upper-Division Electives**	6	<input type="checkbox"/>
TOTAL	16	

SPRING—8th Semester	Credits	<input checked="" type="checkbox"/>
ENV 422	3	<input type="checkbox"/>
INT 496	3	<input type="checkbox"/>
Upper-Division Electives**	6	<input type="checkbox"/>
TOTAL	12	

*Select from page 68.

**Select with advisor (with at least 48 upper-division credits)

Integrative Studies

Bachelor of Arts — Social Sciences Emphasis

Student Learning Outcomes

Social Science emphasis area courses focus on an integrated view of the human social world. 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 understanding that derives from each subject area.

Graduates of the Bachelor of Arts in Integrative Studies Social Science Emphasis area will have the knowledge and skills to:

- Comprehend and analyze the foundations and organization of human social systems.
- Apply concepts and methods to an original professional study in social science.

See page 156 for important additional information about the Bachelor of Arts in Integrative Studies Program.

General Education

ENG 101 and 102	6
COM 101, THTR 102, or THTR 221	3
MATH 120, 126 or higher	3
STAT 152	3
Science	7-8
Required: BIOL 190 or GEOL 101	
Social Science	12
Required: ANTH 101, 201, or 202	
PSC 101 or 210	
PSY 101	
HIST 101, or 102	
(PSC 101 or HIST 101 and HIST 102 meet the US & NV Constitution requirement)	
Humanities	3
Fine Arts	3
GIS 109	3
INT 349 and 369	6

Integrative Studies Core

ENG 333 or ENG 327	3
ECON 311	3
INT 301	3
INT 400	3
INT 496	3

Social Science Requirements

Anthropology (6 credits)

- ANTH 400A Indians of North America
- ANTH 400B Indians of the Great Basin
- ANTH 439 Selected Topics in Cultural Anthropology (up to 6 credits)
- ANTH 440B Archaeology of the Great Basin
- ANTH 459 Selected Topics in Archaeology (up to 6 credits)

History (6 credits)

- HIST 417C The West as National Experience
- HIST 441 American Environmental History
- HIST 458 Roman Civilization
- HIST 478B Islamic and Middle Eastern History Since 1750
- HIST 498 Advanced Historical Studies (up to 6 credits)

Political Science (6 credits)

- PSC 401F Political Opinion and Political Behavior
- PSC 401Z Special Topics in American Government (up to 6 credits)
- PSC 403C Environmental Policy
- PSC 403K Problems in American Public Policy

Psychology (6 credits)

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

Science (3 credits)

- BIOL 341 (BIOL 190 pre-requisite) or GEOL 334 (GEOL 101 prerequisite)

IMPORTANT NOTICE: Social science upper-division courses are offered on a rotating schedule. 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. See the schedule in the BAIS Social Sciences handbook or ask your advisor. **THIS IS CRITICAL FOR COMPLETING YOUR DEGREE IN A TIMELY FASHION.**

Select additional courses from the following prefixes 12

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

Electives 16-17

Total Credits	
General Education	49-50
Integrative Studies Core	15
Social Science Requirements	27
Selected Courses	12
Electives	16-17
Minimum Total Credits	120

SUGGESTED COURSE SEQUENCE
BAIS—Social Science Emphasis

FALL—1st Semester	Credits	<input checked="" type="checkbox"/>
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"/>
MATH 120, MATH 126 or higher	3	<input type="checkbox"/>
PSC 101 or ECON 103	3	<input type="checkbox"/>
SOCIAL SCIENCE**	3	<input type="checkbox"/>
TOTAL	15.5	

SPRING—2nd Semester	Credits	<input checked="" type="checkbox"/>
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"/>
ELECTIVE	3	<input type="checkbox"/>
TOTAL	15-16	

FALL—3rd Semester	Credits	<input checked="" type="checkbox"/>
HUMANITIES*	3	<input type="checkbox"/>
SCIENCE	3-4	<input type="checkbox"/>
ELECTIVES	9	<input type="checkbox"/>
TOTAL	15-16	

SPRING—4th Semester	Credits	<input checked="" type="checkbox"/>
COM 101, THTR 102, 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	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>
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		
INT 400	3-6	<input type="checkbox"/>
TOTAL	3-6	

FALL—7th Semester	Credits	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>
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 68.

**Select with advisor. (With at least 48 upper-division credits)

Land Surveying/Geomatics

Associate of Science — Land Surveying/Geomatics

Student Learning Outcomes

Graduates with an AS in Land Surveying/Geomatics will be able to:

- Proficiently apply sound measurement methods, mathematics, science, and surveying tools to collect, analyze, edit, and present spatial information in professional applications.

- Demonstrate competency in the fundamentals and applications of land surveying, and the acquisition and management of spatial data.
- Prepare graduates for the Land Surveying/Geomatics Bachelor of Applied Science program or technical geospatial employment.

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation	0.5
<input type="checkbox"/> English/Communications	6
ENG 101 and ENG 102 (required)	
<input type="checkbox"/> Mathematics	5-6
MATH 126 and MATH 127 or MATH 128 (MATH 128 recommended)	
<input type="checkbox"/> Science	13
PHYS 151 or PHYS 180 required; AST 101, ENV 100, and GEOG 103 (recommended)	
<input type="checkbox"/> Social Science	6
PSC 101 or HIST 101 and HIST 102*; PSY 101 or ANTH 101 (recommended)	
<input type="checkbox"/> Humanities	3
HIST 105 (recommended)	
<input type="checkbox"/> Fine Arts	3
ART 100 (recommended)	
<input type="checkbox"/> Technology	3
GIS 109 (required)	

*All students graduating from Nevada institutions of higher education must satisfy the U.S. and Nevada Constitutions requirement. Contact your academic advisor for details.

List of courses fulfilling general education requirements is on page 68.

Emphasis Courses	Credits
<input type="checkbox"/> MATH 181 Calculus I	4
<input type="checkbox"/> CADD 121 CAD for Land Surveyors	3
<input type="checkbox"/> STAT 152 Introduction to Statistics	3
<input type="checkbox"/> SUR 280 Fundamentals of Geomatics I	4
<input type="checkbox"/> SUR 281 Fundamentals of Geomatics II	4
<input type="checkbox"/> SUR 290 Introduction to Urban Development ...	4

SUGGESTED COURSE SEQUENCE AS—Land Surveying/Geomatics

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
AST 101	3	<input type="checkbox"/>
ENG 101	3	<input type="checkbox"/>
ENV 100	3	<input type="checkbox"/>
MATH 128	5	<input type="checkbox"/>
TOTAL	14.5	
SPRING—2nd Semester	Credits	✓
ART 100	3	<input type="checkbox"/>
ENG 102	3	<input type="checkbox"/>
GIS 109	3	<input type="checkbox"/>
PSY 101	3	<input type="checkbox"/>
STAT 152	3	<input type="checkbox"/>
TOTAL	15	
FALL—3rd Semester	Credits	✓
CADD 121	3	<input type="checkbox"/>
HIST 105	3	<input type="checkbox"/>
PHYS 151	4	<input type="checkbox"/>
PSC 101	3	<input type="checkbox"/>
SUR 280	4	<input type="checkbox"/>
TOTAL	17	
SPRING—4th Semester	Credits	✓
GEOG 103	3	<input type="checkbox"/>
MATH 181	4	<input type="checkbox"/>
SUR 281	4	<input type="checkbox"/>
SUR 290	4	<input type="checkbox"/>
TOTAL	15	

Refer to page 74.

Minimum Credits: 61.5

After the AS in Land Surveying/Geomatics, the next step could be the Bachelor of Applied Science in Land Surveying/Geomatics. See page 170.

Land Surveying/Geomatics

Bachelor of Applied Science — Land Surveying/Geomatics

Student Learning Outcomes

Graduates with a BAS with an emphasis in Land Surveying/Geomatics will be able to:

- Proficiently apply sound measurement methods, mathematics, science, and surveying tools to collect, analyze, and edit spatial information in professional applications.
- Develop a sound background in the humanities, social sciences, and the arts, to function in multicultural and diverse environments.
- Provide fundamentals in business management to enable graduates to understand business environments and decision-making processes.

- Convey spatial information in graphical, textual, and verbal forms as an individual or as a collaborating member of a professional team.
- Prepare to take and pass the Fundamentals of Land Surveying examination developed by the National Council of Examiners for Engineering and Surveying (NCEES).
- Satisfy the educational requirements for licensure required by NRS.625.270 as a professional Land Surveyor in Nevada and recognize the benefit of life-long learning by participating in continuing education as students or as instructors.

See page 69 for important additional information about the Bachelor of Applied Science Program.

Entrance to the Land Surveying/Geomatics Emphasis requires an earned associate's degree and the completion of a college-level trigonometry course.

Lower-Division Prerequisites

The following courses or transfer equivalents are prerequisites for completion of the upper-division emphasis requirements:

CADD	121	CAD for Land Surveyors
GIS	109	Introduction to Geographic Information Systems
MATH	181	Calculus I
PHYS	151	General Physics I or
PHYS	180	Physics for Scientists and Engineers I
STAT	152	Introduction to Statistics
SUR	280	Fundamentals of Geomatics I
SUR	281	Fundamentals of Geomatics II
SUR	290	Introduction to Urban Development U.S. and Nevada Constitution*

*All students graduating from Nevada institutions of higher education must satisfy the U.S. and Nevada Constitutions requirement. Contact your academic advisor for details.

I. General Education

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	182	Calculus II	4
Total credits for Section II			19

II. Emphasis Requirements

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 II			27

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
MGT	441	Operational Quality Control and Problem Solving	3
PHYS	152	General Physics II or	
PHYS	181	Physics for Scientists and Engineers II	4

Total Credits for Sections I, II, and III **62**

SUGGESTED COURSE SEQUENCE
BAS—Land Surveying/Geomatics

FALL—1st Semester		Credits	
COM	101, THTR 102, or THTR 221	3	<input checked="" type="checkbox"/>
INT	339 or INT 349	3	<input type="checkbox"/>
MATH	182	4	<input type="checkbox"/>
SUR	320	3	<input type="checkbox"/>
SUR	360	3	<input type="checkbox"/>
TOTAL		16	

SPRING—2nd Semester		Credits	
INT	359 or INT 369	3	<input checked="" type="checkbox"/>
ENG	333	3	<input type="checkbox"/>
PHYS	152 or PHYS 181	4	<input type="checkbox"/>
SUR	330	3	<input type="checkbox"/>
SUR	365	3	<input type="checkbox"/>
TOTAL		16	

FALL—3rd Semester		Credits	
ECON	311	3	<input checked="" type="checkbox"/>
MGT	310	3	<input type="checkbox"/>
SUR	340	3	<input type="checkbox"/>
SUR	440	3	<input type="checkbox"/>
SUR	460	3	<input type="checkbox"/>
TOTAL		15	

SPRING—4th Semester		Credits	
FIN	310	3	<input checked="" 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	

Refer to page 68.

Total Credits: 62

Note: 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-LSG degree total credits to 65 for graduation.

Science

Associate of Science — Engineering Science Beginning with Calculus (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	8
MATH 181 and MATH 182	
<input type="checkbox"/> Science	13*
<input type="checkbox"/> Social Science	6
PSC 101 or HIST 101 and HIST 102	
ECON 102 (recommended)	
<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 68.

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	4
<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"/> PHYS 182 Physics for Scientists and Engineers III .	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 checked="" type="checkbox"/>
ENG 101	3	<input type="checkbox"/>
MATH 181	4	<input type="checkbox"/>
PHYS 180	4	<input type="checkbox"/>
PSC 101	3	<input type="checkbox"/>
TOTAL	14.5	
SPRING—2nd Semester	Credits	
ENG 102	3	<input checked="" 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 checked="" type="checkbox"/>
HUMANITIES*	3	<input type="checkbox"/>
MATH 283	4	<input type="checkbox"/>
PHYS 182	4	<input type="checkbox"/>
TOTAL	15	
SPRING—4th Semester	Credits	
CHEM 122	4	<input checked="" type="checkbox"/>
ECON 102	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 68.
Refer to page 74.

**Select with advisor.

Minimum Credits: 62.5

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

Science

Associate of Science — Engineering Science Beginning with Precalculus (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	6
PSC 101 or HIST 101 and HIST 102	
ECON 102 (recommended)	
<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 68.

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 102	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"/>
ECON 102	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 68.
Refer to page 74.

**Select with advisor.

Minimum Credits: 60.5

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

Science

Associate of Science — Geosciences (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 ability to:

- Connect concepts across the earth and physical sciences.
- Transfer to a four-year program in the physical or earth sciences.
- 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	6
<input type="checkbox"/> Humanities	3
<input type="checkbox"/> Fine Arts	3
<input type="checkbox"/> Technology (GIS 109 required)	3

***Please note:** The general education science course requirement is met by emphasis courses.

List of courses fulfilling general education requirements is on page 68.

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, NRES 222 and NRES 223.

SUGGESTED COURSE SEQUENCE AS—Geosciences

FALL—1st Semester	Credits	
INT 100	0.5	<input checked="" 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 checked="" type="checkbox"/>
ENG 102	3	<input type="checkbox"/>
GEOL 102	4	<input type="checkbox"/>
MATH 127 or MATH 182	3-4	<input type="checkbox"/>
TOTAL	14-15	
FALL—3rd Semester	Credits	
PHYS 151 or PHYS 180	4	<input checked="" 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 checked="" 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 68. **Select with advisor. **Minimum Credits: 60.5-62.5**
Refer to page 74.

Social Work

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, Diekhans Center for 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 — 6 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
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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
GEOL	101	Geology: Exploring Planet Earth	4
GEOL	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
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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
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

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
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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
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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 — 36 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.

Course	Credits	Requirement
FALL—1st Semester		
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		
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		
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		
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		
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		
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		
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		
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

Spanish

Certificate of Achievement — Spanish Interpreter/Translator

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. ENG 107 and 108 or Eng 101 and 102 must be completed by this time.

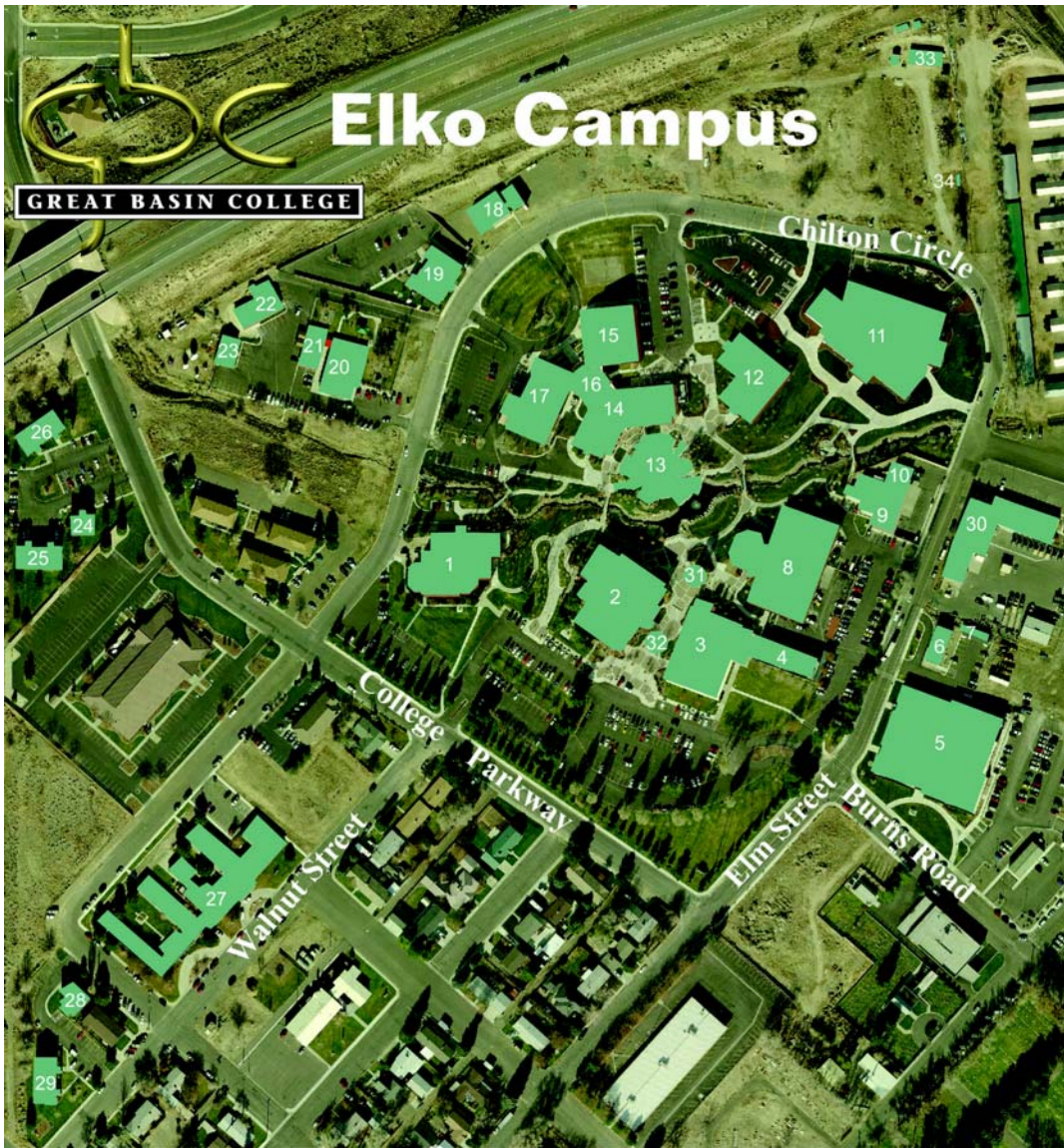
General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation	0.5
<input type="checkbox"/> English/Communications	3
ENG 101 or ENG 107	
<input type="checkbox"/> Mathematics	3
MATH 116 or higher	
<input type="checkbox"/> Human Relations (choose from)	3
BUS 110; BUS 113 and BUS 114; HMS 200; MGT 283; PSY 208	
Emphasis Courses	Credits
<input type="checkbox"/> ENG 102 Composition II, or	
ENG 108 Technical Communications II	3
IS 101 Introduction to Information Systems, or	
<input type="checkbox"/> GRC 119 Computer Graphics/Digital Media	3
<input type="checkbox"/> SPAN 111 First Year Spanish I	3
<input type="checkbox"/> SPAN 112 First Year Spanish II	3
<input type="checkbox"/> SPAN 211 Second 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

SUGGESTED COURSE SEQUENCE Certificate of Achievement Spanish Interpreter/Translator

FALL—1st Semester		Credits	✓
INT 100		.5	<input type="checkbox"/>
ENG 101 or ENG 107		3	<input type="checkbox"/>
HUMAN RELATIONS		3	<input type="checkbox"/>
SPAN 111		3	<input type="checkbox"/>
TOTAL		9.5	
SPRING—2nd Semester		Credits	✓
ENG 102 or ENG 108		3	<input type="checkbox"/>
SPAN 112		3	<input type="checkbox"/>
IS 101 or GRC 119		3	<input type="checkbox"/>
TOTAL		9	
FALL—3rd Semester		Credits	✓
MATH 116 or MATH 120		3	<input type="checkbox"/>
SPAN 211		3	<input type="checkbox"/>
TOTAL		6	
SPRING—4th Semester		Credits	✓
SPAN 212		3	<input type="checkbox"/>
SPAN 305		3	<input type="checkbox"/>
SPAN 400		2	<input type="checkbox"/>
TOTAL		8	

Refer to page 71

Minimum Credits: 32.5



1. **Berg Hall (BH)**
Academic Affairs
Part-time Faculty Work Room/
Classified Break Room
Admission Advising and
Career Center
Counseling
DETR
Pathways Specialist
Student Employment Services
Admissions and Records Office
Administrative Offices
Conference Room
Continuing Education/
Community Outreach
Controller's Office
Foundation
Institutional Research
Interactive Video Conference Rooms
SIS Operations
Student Financial Services
Welcome Center
2. **McMullen Hall (MH)**
Classrooms
Faculty Offices
Arts and Letters
Elementary/Secondary/Early
Childhood
Grant Writer
Interactive Video Conference Rooms
Library
NRRDA
Economic Development
Nevada Small Business
Development Center (SBDC)
TAACCCT Grant

3. **Lundberg Hall (LH)**
Academic Computing Center
Classrooms
Computer Services
Life Sciences Lab
Marketing/Social Media
Media Services
Physical Sciences Lab
Sciences Faculty Offices
4. **Welding Shop**
5. **High Tech Center (HTC)**
Chemistry Lab
Computer Classrooms
Computer Lab Aides
Distance Education
Elementary Education Resource
Center
Faculty Offices
Computer Technologies,
Land Surveying/Geomatics
Interactive Video Classrooms
Interactive Video Office
Microbiology Lab
Microsoft Training Center
Webmaster
6. **Adult Learning Center**
Instruction/Registration
7. **Adult Learning Center II**
8. **Greenhaw Technical Arts
Center (GTA)**
Art Classroom
Auto/Diesel Shops
Computing Classrooms

9. **Central Receiving**
Buildings and Grounds
10. **Storage**
11. **Carl A. Diekhans Industrial
Technology Center (DCIT)**
Academic Success Center
Testing Center
Career and Technical Education
College Credit
Computer Labs
Conference Room
Electrical Technology Lab
Faculty Offices
CTE—Electrical Technology, Millwright
Social Sciences—Anthropology, Criminal
Justice, History, Psychology,
Social Work, Sociology
Instrumentation Lab
Low Voltage Lab
Theatre Arts
Walk-in Wednesdays (Advising)
Virtual Humanities Grant
12. **Dorothy S. Gallagher
Health Sciences Building (HSCI)**
Classrooms
Faculty Offices
EMT/CNA, Human Services,
Nursing, Radiology
13. **Reynolds Amphitheatre**

14. **Leonard Center for
Student Life (CSL)**
Art Gallery
Cafe
Bookstore
Clubs and Organizations
Disability Support and Related Services
Social Room
Student Government Association Offices
Student Recruitment/Retention
Student Resource Central
Game/Recreation Room
15. **Fitness Center**
Gym/Weight Room
16. **Reynolds Solarium**
17. **GBC Theatre**
Green Room,
Stage, Theatre
18. **Chilton Circle Modular**
ABE/ESL
Human Resources
Interactive Video Conference Rooms
Security
19. **KENV Television Studio**
20. **Mark H. Dawson Child and
Family Center**
21. **The House Tom and Jack Built**
22. **Arts/Music Annex**
Ceramic Lab
Jewelry Lab
Fitness Classes
23. **Storage/Testing Facility**
RPL (Recognized Prior Learning)
Testing for Industrial Millwright
and Diesel
24. **Placer Dome/Cortez Hall**
1691 College Parkway A
25. **Newmont Hall**
1691 College Parkway B
26. **12-Unit Single Apartment
Complex**
1691 College Parkway C
27. **Elizabeth "Beth" Griswold
Hall**
735 Walnut Street
Student Housing/Residential Halls
701 Walnut Street
AHEC, CEHSO
Cooperative Extension,
University of Nevada, Elko
Office of Extended Studies

28. **Theodore Laibly Hall**
6-Unit Married Housing
Apartment Complex
611 Walnut Street
29. **12-Unit Married Housing
Apartment Complex**
611 Walnut Street
30. **Armory Classrooms**
1375 13th Street
Specialty Training Classrooms
31. **Clock Tower**
32. **Rollan Melton Circle**
33. **Cowbarn**
34. **Hoop House**

Course Descriptions

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 and Bachelor of Science degree. These courses may not be transferable to other Nevada colleges. These courses are identified in the catalog course descriptions with the following notation:

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

These courses are identified with a “class 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 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 68.

Core Courses

Courses that fulfill general education objectives or core requirements are indicated in the matrix on page 68. 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. Prerequisite: Must have completed ACC 201.

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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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 111 Agribusiness Credit and Finance (3)

This course covers types of loans and sources of credit used in agribusinesses. Financial analysis of farm and ranch operations including costs of credit, future and present value techniques, evaluation of agricultural investments, and financial capital markets and leasing is discussed. Recommended prerequisite: AGSC 110.

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. May be repeated up to four times. (Formerly ANSC 122B, Intercollegiate Rodeo.) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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. May be repeated to a maximum of 18 credits.

Applied Industrial Technology (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 126E or higher.

Anthropology**(ANTH)**

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 40 or more credits including one of the following: ANTH 101 or ANTH 201 or ANTH 202.

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 40 or more credits including one of the following: ANTH 101 or ANTH 201 or ANTH 202.

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 40 or more credits including one of the following: ANTH 101 or ANTH 201 or ANTH 202.

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 40 or more credits including one of the following: ANTH 101 or ANTH 201 or ANTH 202.

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 40 or more credits including one of the following: ANTH 101 or ANTH 201 or ANTH 202.

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] [S/U]

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]

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. [FA*]

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. [S/U]		

Astronomy (AST)

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.		

Biology (BIOL)

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. Unlimited repeatability.		

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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

BUS 113 Workplace Readiness (1)
This course is designed to introduce students to interpersonal communication in the workplace, the job search process, and the tools and techniques to facilitate employment opportunities. The course will provide information regarding interacting with others in a pre-employment setting, including how to create a resume and cover letter. This course will also prepare students to take the ACT WorkKeys Assessments to earn the National Career Readiness Certificate. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

BUS 114 Workplace Preparation (2)
This course will prepare students for entrance into the technical workforce. The course will concentrate on effective communication in the workplace, including safety, customer service, interpersonal and business communications, electronic communication, work discipline, and working in teams. Students will focus on problem solving and critical thinking as it applies to workforce preparations. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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. Prerequisite: Must have completed BUS 101 or BUS 102.

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.

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 MATH 126E 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.

Communications (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 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.

Computer and Information Technology (CIT)

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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

CIT 130 Beginning Java (3)
Java is a general-purpose, object-oriented programming language best known for, but not limited to, creating applets to run on the Internet. This course will include applet creation, but the primary emphasis will be on general purpose object-oriented programming. Recommended prerequisite: CS 135.

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.

CIT 173	Linux Installation and Configuration	(3)	CIT 214	Microsoft Networking IV	(3-5)
Course covers Linux installation, configuration, and workstation operating system concepts.			Course covers computer network directory services using Microsoft's Active Directory Services. (Formerly CIT 214, MCSE IV) Prerequisite: Must have completed CIT 212.		
CIT 174	Linux System Administration	(3)	CIT 215	Microsoft Networking V	(3-5)
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.			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 180	Database Concepts and SQL	(3)	CIT 217	Security +	(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.			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 198	Special Topics in Computer Info Technology	(1)	CIT 252	Web Database Development	(3)
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. Unlimited repeatability. [S/U]			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 201	Word Certification Preparation	(3)	CIT 261	VBA Programming for Microsoft Office	(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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.			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 202	Excel Certification Preparation	(3)	CIT 263	Project Management	(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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.			The purpose of this course is to help students gain the knowledge required to effectively plan, implement, and complete IT projects across the organization. Topics will include business practices, interpersonal skills, and management process. Prerequisite: Must have completed CIT 112.		
CIT 203	Access Certification Preparation	(3)	CIT 264	Operating System Security	(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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.			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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.		
CIT 211	Microsoft Networking I	(3-5)	CIT 301	Network Management Essentials	(1)
Course covers MS Windows workstation/client operating systems concepts in both a network and stand alone environment. (Formerly CIT 211, MCSE I)			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. [S/U] Prerequisite: Must have completed an AAS degree.		
CIT 212	Microsoft Networking II	(3-5)	CIT 303	Intermediate Survey of Computing	(3)
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.			This course surveys essential concepts in a wide range of computing fields including database management, GIS, graphic communications, networking, and programming required by managers of computing systems and departments. This class assumes students understand at least one area of computing well then builds on that understanding to provide them with a survey of additional computing technologies that IT managers could reasonably be expected to facilitate and supervise. Prerequisite: Must have completed an AAS degree and either COT 204 or CIT 211.		
CIT 213	Microsoft Networking III	(3-5)	CIT 361	TCP/IP: Managing Network Resources	(3)
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.			Course provides in-depth coverage of TCP/IP concepts, protocols, and programming including IPv6. Prerequisite: Must have completed (CIT 112 or CIT 301 or CIT 303) 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 303.		

Computer Office Technology (COT)

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 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. Unlimited repeatability. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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 290 Internship in Computer Technology (1-6)
A course designed wherein students will apply knowledge and skills to real on-the-job situations in a program designed by a company official and a faculty advisor to maximize learning experiences. Available to students who have completed most Core and Major requirements and have a 2.5 G.P.A. Contact the instructor for the application, screening, and required skills evaluation. Up to six semester hour credits may be earned on the basis of 75 hours of internship for one credit. This course may be repeated for up to six credits Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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. [S/U] 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 MATH 126E or higher.

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.

Counseling and Personal Services (CAPS)

CAPS 124 Developing Your Potential (1-3)
Development of potential through self-exploration and goal setting. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Criminal Justice (CRJ)

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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Dance (DAN)

DAN 188 Choreography I: Improvisation 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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. Unlimited repeatability.

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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.

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.

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 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.

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 261 **Principles of Statistics I** **(3)**
This course emphasizes the application of statistical methods for prediction and decision making in economics and management. This course will cover basic concepts in descriptive and inferential statistics. This course provides tools and techniques needed for students to design and implement empirically managerial and economic studies, to interpret and evaluate estimation results and justify conclusions by focusing on probability distributions and theory, data presentation and analysis, regression analysis and hypothesis testing.

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. 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 **(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. [S/U]

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. [S/U]

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. [S/U]

EDU 295 **Education Topics: Subtitle Varies** **(1-6)**
Special topics in education. Unlimited repeatability. [S/U]

Education**(EDUC)****EDUC 323 Curriculum Design for Family Engagement (3)**

Includes planning for family engagement including families from diverse backgrounds in learning-centered environments, preparing lesson plans, preparing a professional portfolio, and understanding the Nevada Academic Core Standards. Prerequisite: Must have completed EDU 250 and be taking EDEL 313 or EDSC 313.

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.

EDUC 497 Education Workshop Project (1-3)

Specialized instruction designed to develop in-depth understanding of current/emerging aspect in education. Unlimited repeatability.

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)****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. [S/U] 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. [S/U] 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. May be repeated up to six credits. [S/U] 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 EDEL 315.

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.

Education Leadership and Psychology (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.

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. [S/U] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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. [S/U] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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. [S/U] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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. [S/U]

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. [S/U]

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. [S/U]

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. [S/U]

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. [S/U]

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. [S/U] 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.

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. [S/U] 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. [S/U] 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. [S/U] 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 (3)
for Students with Disabilities**

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. [S/U] 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. [S/U] 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.

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. [S/U]

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 Theory (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. Unlimited repeatability. 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 completion 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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. May be repeated up to two times. 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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. Unlimited repeatability.

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

Emergency Medical Services **(EMS)**

EMS 108 **EMT** (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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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. [S/U] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 119 EMT Intermediate 85 to Advanced EMT Bridge Refresher Course (3)

The Emergency Medical Technician Intermediate 85 to Advanced Emergency Medical Technician (AEMT) Bridge Refresher Course is offered for individuals who wish to bridge from Intermediate 85 to Advanced EMT to meet the new national standards. This course will also serve as a State of Nevada accepted refresher course for re-certification purposes. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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. Unlimited repeatability. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 204 Principles of Anatomy & Pathophysiology (4)

This course prepares the student to understand basic medical terminology, microscopic and gross anatomy and physiology. The course is designed to go beyond what is covered in the anatomy and physiology review of each section in the national standard curriculum. This course will be offered for 4 credits (3 credits of Lecture and 1 credit of Skills Lab). Prerequisite: Must have been accepted into the Paramedic Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 206 Principles of Pharmacology/Medication and Venous Access for the Paramedic (3-4)

This course prepares the student to understand and to be able to integrate the principles of pathophysiological pharmacology and the assessment findings to formulate a field impression and implement a pharmacologic management plan for patients in the prehospital environment. This course will be offered for 4 credits (3 credits of Lecture and 1 credit Lab). Prerequisite: Must have been accepted into the Paramedic Program. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 207 Airway Management and Ventilation for Paramedics (2)

Students successfully completing this course will demonstrate a behavioral, cognitive, and psychomotor understanding of, and proficiency with, basic and advanced airway management. This course will be offered for 2.0 credits (1 credit theory/1 credit lab). Prerequisite: Must have completed EMS 204 and EMS 206. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 209 Patient Assessment for Paramedics (2-3)

This course introduces the Paramedic student to a comprehensive physical examination and assessment, which includes history taking, clinical decision-making, communications, and documentation. This course will be offered for 2.0 credits (1 credit theory/1 credit lab). Prerequisite: Must have completed EMS 204 and EMS 206. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 210 Principles of Cardiology for Paramedics (3)

This course prepares the Paramedic student to identify single and multi-lead cardiac rhythms and treat those rhythms considered to be life-threatening with electrical therapy. The skills taught include defibrillation, cardioversion, and cardiac rhythm interpretation. It will also prepare the student to assess, manage, and treat various cardiovascular emergencies that include ventricular fibrillation, bradycardia, tachycardia, myocardial infarction, cardiogenic shock, pulmonary edema, angina pectoris, congestive heart failure, hypertension, PEA (pulseless electrical activity), and a systole. This course will be offered for 3 credits (2 theory/1 lab). Prerequisite: Must have completed EMS 204 and EMS 206. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 211 Paramedic Care for Medical Emergencies and ACLS (4)

This course prepares the Paramedic to identify, assess, manage, and treat various medical emergencies. Topics include Neurology, Endocrinology, Allergies and Anaphylaxis, Gastroenterology, Urology, Toxicology, Environmental Conditions, Infectious and Communicable Diseases, Behavioral and Psychiatric Disorders, Gynecological and Obstetrical Emergencies, and associated pharmacological interventions. This course will be offered for 4 credits (3 credits of Lecture / 1 credit of Skills Lab) Prerequisite: Must have completed EMS 204 and EMS 206. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 212 Paramedic Trauma Emergencies and International Trauma Life Support (ITLS) (3-4)

This course prepares the student to identify, assess, manage, and treat various types of trauma emergencies. Topics include Trauma Systems; Mechanism of Injury; Soft-Tissue Trauma; Burns, Head and Face Trauma; Spinal Trauma; Thoracic Trauma; Abdominal Trauma; and Musculoskeletal Trauma. Skills include trauma assessment, splinting, bandaging, spinal immobilization, IV therapy, chest decompression, and associated pharmacological interventions. This course will be offered for 4 credits (3 theory / 1 lab). Prerequisite: Must have completed EMS 210 and EMS 211. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 214 Pediatrics and Special Considerations for the Paramedic and Pediatric Advanced Life Support (3)

This course prepares Paramedic to identify, assess, manage, and treat age related emergencies and other special challenges. The student will also be introduced to the concept of assessment based management. Topics include Neonatology, Pediatrics, Geriatrics, Abuse and Assault, and Patients with Special Challenges. Prerequisite: Must have completed EMS 210 and EMS 211. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 215 Assessment Based Management and Operations for the Paramedic (3)

This course will contain the principles of Assessment Based Management that will teach the paramedic student how to implement a plan for patients with common complaints. The course will also prepare the Paramedic to the concepts of medical incident command, ambulance and rescue operations, hazardous materials, incident, and crime scene awareness. Prerequisite: Must have completed EMS 210 and EMS 211. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 216 Hospital Clinical Experience for the Paramedic (4)

This course allows the paramedic student to apply learned classroom skills and knowledge in the hospital and other clinical care environments. The student will function under the direction of a nurse or physician preceptor. This course will be offered for 4 credits (45 hours per credit = 180 clinical hours). Prerequisite: Must have completed EMS 207 and EMS 209 and EMS 210 and EMS 211. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 219 Paramedic Field Internship (6)

This course is designed to introduce the paramedic student to Advanced Life Support (ALS) prehospital operations. The student will also become familiar with procedures and care provided by paramedics in the field. Each student will be a third person on a paramedic rescue unit and will work directly with a paramedic preceptor. [S/U] Prerequisite: Must have completed EMS 212 and EMS 214 and EMS 215. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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.

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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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. Unlimited repeatability. 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).

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. [FA*]

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. Unlimited repeatability. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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 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 CIT 303 or 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) [S/U]

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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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. [S/U] 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 365 Web & Interface Design (3)

Instruction in the methods and techniques of website design from concept to completion. Course covers site construction in HTML with cascading style sheets (CSS). Course emphasizes organizational design considerations such as information hierarchy, legibility, and accessibility, while maintaining a professional standard in graphic design treatment. Prerequisite: Must have been accepted into the BAS-GRC Program.

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 or CIT 303.

GRC 455 Motion Graphics (3)

Explores the expressive potential of motion graphics as a contemporary communication and design medium. Projects and instruction utilizing time-based editing software and emphasizing kinetic composition methods with various visual media and graphic elements. Prerequisite: Must have completed GRC 350.

GRC 490 Graphic Design/Media Internship (3)

Supervised professional experience in the graphic design, media, or illustration field. At least 135 hours of student work are required. Prerequisite: Fully-admitted major in good standing, completed internship application, appropriate previous coursework, and written consent by program coordinator required for enrollment. Certain internships may require additional prior coursework per faculty advisor recommendation. Prerequisite: Must have completed GRC 320 and GRC 350 and GRC 360. Instructor permission required.

GRC 492 Individual Studies (3)

Student-initiated in-depth design or media-related work to enhance and focus the portfolio in target areas. Written project proposal, references, relevant student design samples, and proposed production schedule to be submitted in writing prior to enrollment. At least 135 hours of student work are required. Fully-admitted major in good standing, completed individual studies proposal, and appropriate previous coursework required for enrollment. Prerequisite: Must have completed GRC 320 and GRC 350 and GRC 360. Instructor permission required.

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. [S/U] Prerequisite: Must have completed NURS 140. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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. [S/U] Prerequisite: Must have completed NURS 140. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

History (HIST)

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. Unlimited repeatability.

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 one lower-division HIST course.

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 one lower-division HIST course.

HIST 458 Roman Civilization (3)
Analyzes all aspects of Roman history from earliest times to the late antique period, with central attention to the politics and society of the later Republic and how Rome became the monarchy of the Caesars. Prerequisite: Must have completed 40 or more credits including one lower-division HIST course.

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 one lower-division HIST course.

HIST 498 Advanced Historical Studies (1-3)
Course may utilize special emphasis topics or be offered as an individualized study format with directed readings. May be repeated up to nine credits. Prerequisite: Must have completed 40 or more credits including one lower-division HIST course.

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.

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 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 205 Human Services Practicum I (5)

This Human Services Practicum course will allow students to begin preparing for their entry into Human Services Practicum II. During this phase students will be completing the application process for their practicum, background checks, reference letters, visiting a variety of mental health agencies, securing a site for their final practicum, observing professionals and clients of those agencies to gain a better understanding of real world experiences in human services. Includes one lecture contact hour and 12 clinical practice /observation hours per week. (Formerly HMS 106, Human Services Practicum I) Practicum application approval required. Prerequisite: Must have completed all general educational courses. Prerequisite: Must have completed HMS 101 and HMS 102 and HMS 200. Instructor permission required.

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. Practicum application approval required. Prerequisite: Must have completed HMS 101 and HMS 102 and earned a grade of B- or higher in HMS 205. 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. Prerequisite: Must have completed HMS 101 and HMS 102. Instructor permission required.

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*]

HUM 111 Gateway to the Humanities (3)

Through five distinct modules, students discover answers to all of the following questions: What attributes are irreducibly human - that is, independent of gender, race, culture, society, nationality, or philosophy? How do human beings relate to one another? How do we humans express ourselves? In what ways do we limit ourselves? The student will explore: philosophy/religion; language/linguistics; history; art and architecture; law and ethics; and literature/performance. Students will seek out applications of the humanities to chosen disciplines. [H*]

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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 106 Millwright and Process Terminology (1-4)

A one-to-four credit 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 course will also cover parts of basic safety policies and procedures for use in the laboratory and also translate to the job or work site safety. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 201 Blueprint Reading and Measurement Fundamentals (1-6)

A 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 209 **Principles of Rigging** (1-4)
This is a laboratory and lecture course covering rigging practices, proper lifting techniques and safety. Hand signals based on national standards will be taught and practiced also. May be repeated up to 16 credits. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 210 **Failure Analysis and Predictive/ Preventive Maintenance** (1-4)
A one-to-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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 214 **Basic Electrical Theory for Industrial Mechanics** (1-4)
A one-to-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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 216 **Basic Metallurgy** (1-4)
A one-to-four credit lecture, demonstration, and laboratory course which emphasizes the practical approach to the basic principles of metallurgy. The course explores the behaviors 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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. Unlimited repeatability.

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.

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. [S/U]

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. [S/U]

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. [S/U]

INT 295 **Educational Travel** (1-6)
The study of people, art, music, culture, and history through travel. Unlimited repeatability. [S/U]

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 MATH 126E 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 MATH 126E 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 MATH 126E or higher or AMS 310 or STAT 152).

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 109.

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. Prerequisite: Must have completed (MATH 127 or MATH 128) and (PHYS 151 or PHYS 180).

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 127 or MATH 128.

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. 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 and SUR 330 and (PHYS 152 or PHYS 181).

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) [S/U]

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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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. Unlimited repeatability. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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 330 Business and Technology (3)

This course will cover the relationship between advances in technology and the creation of wealth from the new business opportunities that result from technical innovations. It will cover the basic principles from a historical perspective and then require students to apply those principles to emerging technological innovations. Emphasis will be of the acceleration of technological innovations resulting market place competition in their application to the satisfaction of economic needs. 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 430 Management Technology Leadership (3)

This course will teach the basic principles and techniques of identifying and adopting technological advances that have the potential to provide organizations with sustained competitive advantage. The leadership role of managers in being champions of change will be emphasized. Topics covered will include scanning the technological environment, technological forecasting, adoption of innovations and practicing technological leadership by integrating those innovations into the organization's operations, goods and services. 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 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.

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 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)	MATH 251	Discrete Mathematics I	(3)
<p>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.</p>			<p>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.</p>		
MATH 126	Precalculus I	(3)	MATH 283	Calculus III	(4)
<p>A third course in algebra that stresses polynomial, rational, quadratic, exponential, and logarithmic functions, including their graphs and applications; complex numbers; systems of linear inequalities; and matrices. 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.</p>			<p>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.</p>		
MATH 126E	Precalculus I Expanded	(5)	MATH 285	Differential Equations	(3)
<p>A third course in algebra, intended for those who are majoring in a science field, 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 course also contains a review of topics from Intermediate Algebra, including, but not limited to polynomials and factoring, rational expressions, rational exponents, and radical expressions. This is the first half of a two-semester sequence. MATH 126 and MATH 127 together, or MATH 128 and STAT 152 together satisfy the mathematics requirement for an Associate of Science degree. 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. This is a 5-credit bridge course. Only three of the credits are applicable to the math general education requirement; the other two credits will be classified as electives. Prerequisite: Must have completed MATH 95 with a grade of 'B' or better or earned an SAT score of 480-495 or an ACT score of 20-21 or (an Accuplacer score of 80 or better on elementary algebra and 30-63 on college level mathematics).</p>			<p>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.</p>		
MATH 127	Precalculus II	(3)	MATH 310	Introduction to Analysis I	(3)
<p>Topics include circular functions, their graphs, and applications; trigonometric identities and equations; conic sections; vectors; sequences and mathematical induction. Prerequisite: Must have completed MATH 126 or MATH 126E or earned a satisfactory score in Accuplacer, ACT, or SAT test for placement into MATH 127.</p>			<p>A re-examination of the calculus of functions of one-variable: real numbers, convergence, continuity, differentiation, and integration. Prerequisite: Must have completed MATH 283.</p>		
MATH 128	Precalculus and Trigonometry	(5)	MATH 314	History of Mathematics	(3)
<p>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.</p>			<p>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.</p>		
MATH 181	Calculus I	(4)	MATH 330	Linear Algebra	(3)
<p>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 or MATH 126E) and MATH 127] or MATH 128.</p>			<p>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.</p>		
MATH 182	Calculus II	(4)	MATH 331	Groups, Rings, and Fields	(3)
<p>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.</p>			<p>Elementary structure of groups, rings, and fields, including homeomorphisms, normal subgroups, and ideals. Prerequisite: Must have completed MATH 330.</p>		
			MATH 333	Number Theory for Secondary School Teachers	(3)
			<p>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.</p>		
			MATH 352	Probability and Statistics	(3)
			<p>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.</p>		
			MATH 475	Euclidean and Non Euclidean Geometry	(3)
			<p>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-Lobachevsky. Prerequisite: Must have completed MATH 333.</p>		

Medical Coding and Billing (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.

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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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. [FA*]

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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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 (MUSA)

MUSA 145 Voice - Lower Division (1)

Private vocal instruction. (Formerly MUS 153, Voice) [F]

Music (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. Unlimited repeatability. 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 (3)**
Mental Health Problems
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 (2)**
Transition to Practice
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 (2)**
Quality Improvement Seminar
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 312 Health Assessment and Health Promotion (3)**
Explores assessment of the healthcare needs of diverse and underserved populations. The importance of the nurse in identifying health promotion and disease prevention issues for individuals and communities is explored. Refines and expands the nurse's perspective on health assessment through integration of an expanded knowledge base in ethnic and cultural variations, risk behaviors, and common health deviations of populations. Instructor permission required.
- NURS 326 Transition to Professional Nursing (5)**
This course serves as a bridge between the student's current views and those that are presented throughout the program related to the major program concepts and differentiates the baccalaureate program from the AD program at Great Basin College. The course provides an overview of the major areas of nursing studied in more depth throughout the RN and BSN program including: current healthcare systems including rural health and agencies serving underserved populations; quality improvement; nursing research and evidence-based practice; collaborative relationships with the interprofessional team; leadership principles and theories; and information management. Prerequisite: Must be accepted to the RN-BSN program.
- NURS 337 Pathophysiology (3)**
Explores the pathophysiologic processes associated with common chronic and acute health problems across the lifespan. Incorporates the influence of age, ethnicity, and cultural patterns on illness development and resolution. The evidence base supporting current knowledge of disease processes and common health problems is explored. Instructor permission required.
- NURS 417 Information Systems and Quality Management (4)**
This course examines the role of information systems and quality improvement processes used to monitor and improve healthcare outcomes. Covers the use of information management to impact cost, safety, and coordination of care. Includes adaptations of information access and management in rural environments. Instructor permission required.
- NURS 420 Evidence Based Practice and Research in Nursing (3)**
Introduces students to the nurse as an evolving scholar using the research process, including skills in interpreting published research findings, the science of nursing as the basis for best practices, and evidence based quality improvement measures in healthcare environments. Application of ethics, legal principles, and professional standards are considered when carrying out the research process. Prerequisite: Must have completed or be taking NURS 326 and be accepted to the RN-BSN program.
- NURS 429 Population Focused Community Health Theory (4)**
Synthesis of community and public health nursing concepts and theories for health promotion and disease prevention of rural communities and underserved populations. Application of nursing concepts to plan for health promotion and disease prevention of these populations. Prerequisite: Must have completed NURS 420 and be accepted to the RN-BSN program.
- NURS 436 Population Focused Community Health Practicum (4)**
Students engage in experiential learning activities that focus on application of public/community health nursing concepts to promote optimum health and wellness for rural communities and underserved populations. Incorporates project-focused group work and interprofessional planning and intervention. Prerequisite: Must have completed or be taking NURS 429 and be accepted to the RN-BSN program.
- NURS 437 Diversity and Healthcare Policy in Rural Environments (3)**
Students explore the influence of diversity and healthcare policy on local, national and global issues of healthcare equity, access, affordability, and social justice. Incorporates an analysis of nursing practices that increase cultural competence, affect health policy resulting in improved healthcare access, and reduced health disparities. Prerequisite: Must have completed NURS 420 and be accepted to the RN-BSN program.

NURS 443 Nursing Leadership and Management Theory (4)
The course explores leadership and management concepts essential for professional nursing practice in current, diverse healthcare environments. Examines the responsibilities of the professional nurse as a leader within structured and unstructured healthcare systems working with the interprofessional healthcare team. Explores the cost of care, safety, legal guidelines, regulatory factors, and measurement of patient satisfaction. Prerequisite: Must have completed NURS 436 and be accepted to the RN-BSN program.

NURS 449 Nursing Leadership and Management Practicum (4)
Students engage in experiential learning activities that focus on application of leadership and management concepts, theories, roles, and evidence related to a leadership or management issue in a selected organization or clinical area. Involves collaboration with a preceptor and faculty member for project development and implementation. Prerequisite: Must have completed NURS 443 and be accepted to the RN-BSN program.

NURS 456 Senior Synthesis Seminar (5)
This major senior project course engages students in an in-depth exploration of practice area/issue, integrating the knowledge acquired in the liberal arts, science, and baccalaureate nursing courses. Students also identify areas of professional opportunities and continuing education as methods for engaging in life-long learning. Prerequisite: Must have completed or be taking NURS 449 and must have completed or be taking an elective nursing course (NURS 312 or NURS 337 or NURS 490) and be accepted to the RN-BSN program.

NURS 490 Special Topics in Nursing (0-6)
Exploration of health issues of specific populations, or aspects of health care and nursing practice including disease prevention and health promotion. Instructor permission required.

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 Accuplacer, 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.

Physical Education and Exercise (PEX)

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 taken for credit up to a maximum of three times. [S/U]

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 taken for credit up to a maximum of three times. [S/U]

PEX 134 Rock Climbing (1-2)
Rock climbing is an introduction to the fundamentals of how to safely rock climb in the indoor setting and it transitions into intermediate skills that can be applied outdoors. From this course, students will gain an understanding of basic belay technique, climbing technique, rappelling, climbing knots, basic climbing anchors; second half of the semester will include lead belaying and lead climbing skills. Several classes will be held outdoors. May be taken for credit up to a maximum of three times. [S/U]

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 taken for credit up to a maximum of three times. [S/U]

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: meditation, 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." May be taken for credit up to a maximum of three times. [S/U]

PEX 149 Zumba (1-2)
Zumba exercise classes are "fitness parties" that blend upbeat world rhythms with easy-to-follow choreography, for a total body workout that feels like a celebration. In addition to a great cardio workout, Zumba will tone abs, thighs, gluts, and arms. May be taken for credit up to a maximum of three times. [S/U]

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 taken for credit up to a maximum of three times. [S/U]

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 taken for credit up to a maximum of three times. [S/U]

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 taken for credit up to a maximum of three times. [S/U]

PEX 173 Circuit Training (1-2)
This class is designed to burn calories, sculpt, and tone your entire physique. Students will move around the room to different stations, set up for high intensity interval training, strength training, and core training. Students will learn to execute conditioning and weight training moves with correct form, showing increased strength and endurance. Class can be modified for most fitness levels. May be taken for credit up to a maximum of three times. [S/U]

PEX 180 **Strength Training** (1-2)
Get stronger, leaner, healthier! In this class, students will execute weight and strength training moves with correct form, resulting in reduced body fat, increased lean muscle, improved muscle sculpting, and more efficient calorie burning. The 1-credit course is perfect for your busy schedule, providing an intense, 30-minute, non-stop workout of all major muscle groups. The 2-credit course notches up the strength-training by meeting more frequently and for longer class sessions. This class can be modified for any fitness level. May be taken for credit up to a maximum of three times. [S/U]

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 taken for credit up to a maximum of three times. [S/U]

PEX 199 **Special Topics** (1-2)
Open Workout is one of the regularly offered Special Topics PEX courses. It is a self-designed workout class with full use of the fitness facility and equipment. Other PEX 199 courses are based on current trends and interests. Descriptions of individual Special Topics PEX courses can be found in the current class schedule. May be taken for credit up to a maximum of three times. [S/U]

PEX 207 **Total Fitness and Weight Control** (2)
This class will provide the information and tools to help the student make evidence-based decisions concerning fitness, nutrition, and weight control. The class includes a 30-minute workout followed by a lecture/activity on nutrition and applying nutrition concepts in real world meal planning and preparation, for long-term weight control. May be taken for credit up to a maximum of three times. [S/U]

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.

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 non-symbolic 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.

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)

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. [S/U]

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 or PSC 210.

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 or PSC 210.

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 or PSC 210.

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 or PSC 210.

Psychology (PSY)

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. May be repeated up to three times. 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. Unlimited repeatability.

PSY 412 **Motivation and Emotion** (3)
Basic principles and theories of motivation and emotion. Examination of major themes and contemporary research in the field. Prerequisite: Must have completed 40 or more credits including PSY 101 or PSY 208.

PSY 435 **Personality** (3)
Study of personality as a psychological construct with emphasis on its structure, development, and measurement. Prerequisite: Must have completed 40 or more credits including PSY 101 or PSY 208.

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 or PSY 208.

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, suffices, 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

RAD 118 Electrical and Radiation 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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. Unlimited repeatability. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Real Estate (RE)

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.

Social Work (SW)

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 and 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)

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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

WELD 110 Basic Arc Welding Principles and Practices (0.5-5.5)

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

WELD 210 Advanced Welding Principles and Practices (0.5-5.5)

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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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) (0.5-11)

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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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) [S/U] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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. [S/U] 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Womens 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) 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	CS 135	3
Computer Science AB	3	CS 135	3
	4 or 5	CS 135 and CS 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 4, Codification of Board of Regents Policy Statements
CHAPTER 8, SECTION 13
STUDENT RECRUITMENT AND RETENTION POLICY, EQUAL EMPLOYMENT OPPORTUNITY POLICY AND
AFFIRMATIVE ACTION PROGRAM FOR THE NEVADA SYSTEM OF HIGHER EDUCATION

Great Basin College (President's Council) has adopted the Nevada System of Higher Education Title IX Task Force proposed revisions. This policy will be presented at the September 2015 NSHE Board of Regents meeting. Code amendments require two meetings for approval. The policy amendment in Title 4, Chapter 8, Section 13 may be immediately effective upon approval of the Board.

Section 13. Policy Against Discrimination and Sexual Harassment; Sexual Misconduct and Sexual Violence; 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, Chapter 8 or Chapter 10 of the NSHE Code (or if applicable, institution student codes of conduct), or against classified employees under the Nevada Administrative Code or Desert Research Institute Technologists under the Technologists Handbook. However, information gathered as part of the complaint process under this section may be used in connection with disciplinary proceedings.

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.

Although it is the application of Title IX to athletics that has gained the greatest public visibility, the law applies to every single aspect of education, including course offerings, counseling/advising materials, financial assistance, student health and insurance benefits and/or other services, housing, marital and parental status of students, physical education and athletics, education programs and activities sponsored by the institution, and employment.

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 Nevada System of Higher Education (NSHE)/Great Basin College (GBC) are 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 action 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.

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.

2. Non-discrimination Policy and Sexual Harassment Training.

a. Non-discrimination Policy.

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.

b. Sexual Harassment Training.

Within 6 months after an employee is initially appointed to NSHE., the employee shall receive training regarding the prevention of sexual harassment. At least once every 2 years after the appointment, an employee shall receive training concerning the prevention of sexual harassment.

3. 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 accommodation or 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 Nevada System of Higher Education (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, in the case of students, any applicable student code of conduct, 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, Employees and Students.

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 prevention and awareness campaign and training program for employees and students.

4. Sexual Harassment Defined.

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:

a. Educational Environment:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic status ("quid pro quo");
2. Conduct that is sufficiently severe, persistent or pervasive so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the institution ("hostile environment").

b. Workplace Environment:

1. 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 ("quid pro quo"); or
2. Conduct that is sufficiently severe, persistent or pervasive so as to create a work environment that a reasonable person would consider intimidating, hostile or abusive, and which may or may not interfere with the employee's job performance ("hostile environment").

Sexual violence is a severe form of sexual harassment, and refers to physical sexual acts or attempted sexual acts perpetrated against a person's will or where a person is incapable of giving consent, including but not limited to rape, sexual assault, sexual battery, sexual coercion or similar acts in violation of state or federal law.

5. Sexual Harassment Examples, Sexual Assault, Dating Violence, Domestic Violence, Stalking, Consent and Coercion Defined.

- a. Sexual Harassment Examples. 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 or other factors which demonstrate a lack of consent or inability to give consent. 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.

b. Sexual Assault.

Sexual Assault means a person subjects another person to sexual penetration, or who forces another person to make a sexual penetration on himself or herself or another, or on a beast, against the will of the victim or under conditions in which the perpetrator knows or should know that the victim is mentally or physically incapable of resisting or understanding the nature of his or her conduct.

c. Dating Violence.

Dating Violence is an act committed by a person who is or has been in a "dating relationship" with the victim:

1. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. "Dating relationship" which means frequent, intimate associations primarily characterized by the expectation of affection or sexual involvement. The term does not include a causal relationship or an ordinary association between persons in a business or social context.
2. For the purpose of this definition Dating Violence includes but is not limited to:
 - 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 but is not limited to, sexual or physical abuse or the threat of such abuse.

d. Domestic Violence.

Domestic Violence is an act that includes but is not limited to violence which occurs when a person commits one of the following acts against or upon the person's spouse or former spouse, any other person to whom the person is related by blood or marriage, any other person with whom the person is or was actually residing, any other person with whom the person has had or is having a dating relationship, any other person with whom the person has a child in common, the minor child of any of those persons, the person's minor child or any other person who has been appointed the custodian or legal guardian for the person's minor child:

1. A battery.
2. An assault.
3. Compelling the other person by force or threat of force to perform an act from which the other person has the right to refrain or to refrain from an act which the other person has the right to perform.
4. A sexual assault.
5. A knowing, purposeful or reckless course of conduct intended to harass the other person. Such conduct may include, but is not limited to:
 - a. Stalking.
 - b. Arson.
 - c. Trespassing.
 - d. Larceny.
 - e. Destruction of private property.
 - f. Carrying a concealed weapon without a permit.
 - g. Injuring or killing an animal.
6. A false imprisonment.
7. Unlawful entry of the other person's residence, or forcible entry against the other person's will if there is a reasonably foreseeable risk of harm to the other person from the entry.

e. Stalking.

Stalking is defined to be when a person who, without lawful authority, willfully or maliciously engages in a course of conduct that would cause a reasonable person to feel terrorized, frightened, intimidated, harassed or fearful for the immediate safety of a family or household member, and that actually causes the victim to feel terrorized, frightened, intimidated, harassed or fearful for the immediate safety of a family or household member, commits the crime of stalking. Stalking includes but is not limited to:

1. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - a. Fear for the person's safety or the safety of others; or
 - b. Suffer substantial emotional distress.
2. For the purpose of this definition:
 - a. Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens or communicates to or about, a person, or interferes with a person's property.

- b. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.
- c. Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.

f. Coercion. Coercion is:

- the use of violence or threats of violence against a person or the person's family or property;
- depriving or hindering a person in the use of any tool, implement or clothing; or
- attempting to intimidate a person by threats or force,
- when committed with the intent to compel a person to do or abstain from doing an act that the person has the right to do or abstain from doing.

In the context of sexual misconduct, coercion is the use of pressure to compel another individual to initiate or continue sexual activity against an individual's will. Coercion can include a wide range of behaviors, including intimidation, manipulation, threats, and blackmail. A person's words or conduct are sufficient to constitute coercion if they wrongfully impair another individual's freedom of will and ability to choose whether or not to engage in sexual activity. Examples of coercion include threatening to "out" someone based on sexual orientation, gender identity, or gender expression and threatening to harm oneself if the other party does not engage in the sexual activity.

g. Consent.

Consent is defined as:

- An affirmative, clear, unambiguous, knowing, informed, and voluntary agreement between all participants to engage in sexual activity. Consent is active, not passive. Silence or lack of resistance cannot be interpreted as consent. Seeking and having consent accepted is the responsibility of the person(s) initiating each specific sexual act regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
- The existence of a dating relationship or past sexual relations between the participants does not constitute consent to any other sexual act.
- The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity or gender expression.
- Affirmative consent must be ongoing throughout the sexual activity and may be withdrawn at any time. When consent is withdrawn or cannot be given, sexual activity must stop.
- Consent cannot be given when a person is incapacitated. Incapacitation occurs when an individual lacks the ability to fully, knowingly choose to participate in sexual activity. Incapacitation includes impairment due to drugs or alcohol (whether such use is voluntary or involuntary); inability to communicate due to a mental or physical condition; the lack of consciousness or being asleep; being involuntarily restrained; if any of the parties are under the age of 16; or if an individual otherwise cannot consent.
- Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

C. Remedies and Interim Measures.

It may be necessary or advisable to take actions (as determined by the institution) designed to minimize the chance that the respondent will either continue to harass or retaliate against the complainant and to provide additional support to the complainant. Such actions (as determined by the institution) may also be necessary or advisable on behalf of a respondent. The measures themselves must not amount to retaliation against the complainant or the respondent. Depending on the specific nature of the problem, interim measures and final remedies may include, but are not limited to:

For Students:

- No contact directive;
- Providing an effective escort to ensure safe movement between classes and activities;
- Not sharing classes or extracurricular activities;
- Moving to a different residence hall (complainants should only be moved upon their request);
- Providing information regarding institution and community services including but not limited to medical, counseling and academic support services, such as tutoring;
- Providing extra time to complete or re-take a class or withdraw from a class without an academic or financial penalty;
- Restriction to online classes;
- Reviewing any disciplinary actions taken against the complainant to see if there is a casual connection between the sexual violence and the misconduct that may have resulted in the complainant being disciplined, and
- Requiring the parties to report any violations of these restrictions.

Footnote

1. For example, if the complainant was disciplined for skipping a class in which the respondent was enrolled, the school should review the incident to determine if the complainant skipped class to avoid contact with the respondent.

For Employees:

- No contact directive;
- Placement on paid leave (not sick or annual/leave);
- Placement on administrative leave;
- Transfer to a different area/department or shift to eliminate or reduce further business/social contact;
- Instructions to stop the conduct;
- Providing information regarding institution and community services including medical, counseling and Employee Assistance Program;

- Reassignment of duties;
- Changing the supervisory authority; and
- Directing the parties to report any violations of these restrictions.

Final remedies may also include review and revision of institution sexual misconduct policies, increased monitoring, supervision or security at locations where incidents have been reported; and increased and/or targeted education and prevention efforts.

Any interim measures or final remedies shall be monitored by the Title IX Coordinator throughout the entire process to assess whether the interim measures or final remedies meet the goals of preventing ongoing harassment or discrimination, protecting the safety of the parties and preventing retaliatory conduct.

D. 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)². The Chancellor (for the System Office) and each president shall designate no fewer than administrators to receive complaints. The administrators designated to receive the complaints may include the following: (1) the Title IX Coordinator; (2) the Affirmative Action Officer; (3) the Human Resources Officer; or (4) any other officer designated by the president. The President shall also designate a primary investigating 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 complainant. 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 respondent. 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 advisory may be brought into the process at any time of the request of the respondent. The means and manner by which an independent advisory 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.

Footnote

2. Sexual misconduct which amounts to a criminal offense may be prosecuted independently and simultaneously by law enforcement agencies.

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. Training, Investigation and Resolution.

- a. **General Requirements.** The Title IX Coordinator, executives, administrators designated to receive complaints, primary officer or designee, and appropriate management with decision-making authority shall have training or experience in handling discrimination and sexual misconduct complaints, and in the operation of the NSHE and Nevada Administrative Code disciplinary procedures.
- b. **Primary Prevention and Awareness Training.** Institutions must offer new students and new employees primary prevention and awareness training that promotes awareness of rape, domestic violence, dating violence, sexual assault and stalking as defined in this policy. The training must address safe and positive options for bystander intervention to prevent harm or intervene in risky situations and the recognition of abusive behavior and how to avoid potential attacks.
- c. **Special Training With Regard to Sexual Violence.** The training should include how to investigate and conduct hearings in a manner that protects the safety of complainants and promotes accountability; information on working with and interviewing persons subjected to sexual violence; information on particular types of conduct that would constitute sexual violence, including same-sex sexual violence; the proper standard of review for sexual violence complaints (preponderance of the evidence); information on consent and the role drugs or alcohol can play in the ability to consent; the importance of accountability for individuals found to have committed sexual violence; the need for remedial actions for the respondent, complainant, and institution community; how to determine credibility; how to evaluate evidence and weigh it in an impartial manner; how to conduct investigations; confidentiality; the effects of trauma, including neurobiological change; and cultural awareness training regarding how sexual violence may impact students differently depending on their cultural backgrounds.
- d. **Investigation.** 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.
- e. **Standard of Review.** The standard for evaluating complaints shall be a preponderance of the evidence. At the completion of the investigation, findings and a recommendation will be made to the appropriate management regarding the resolution of the matter. The recommendation is advisory only.

- f. **Management Determination.** 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 Chapter 10 (or applicable Student Code of Conduct), or, in the case of classified employees, Nevada Administrative Code (NAC) 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 or Chapter 10, 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 or Chapter 10, the standard of evidence 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.
- g. **Parties to be Informed.** 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.
- h. **Confidentiality of Actions Taken.** In the event actions are taken against an individual under NSHE Code Title 2, Chapter 6 or Chapter 10 (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).
- i. **Crime of Violence Exception to FERPA.** 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 complainant the final results (limited to the name of the respondent, any violation found to have been committed, and any sanction imposed) of a disciplinary proceeding against the respondent, 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.
- j. **Disclosure of Sanction Imposed.** 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.
- k. **Resignation of Employee or Withdrawal of Student.** If a student respondent withdraws from the institution or an employee respondent resigns from employment while an investigation of a complaint involving gender discrimination or sexual harassment is pending under this policy, the Title IX Coordinator shall take appropriate action, which may include completing the investigation to the extent reasonably practicable, in order to prevent the reoccurrence of and to remedy the effects of the alleged misconduct.
- l. **Title IX Coordinator Monitoring.** The institution Title IX Coordinator has primary responsibility for coordinating the institution's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for monitoring all aspects of the investigation and any disciplinary process to help insure that:
 - the process is fair and equitable to both the complainant and the respondent;
 - the applicable policies and procedures of NSHE and of the institution are followed; and
 - the interim measures and final remedies are followed.

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.

- a. **Confidentiality in Complaints Involving Sexual Violence.** In complaints involving sexual violence the following applies:

1. Varying Confidentiality Obligations. Complainants who are victims of sexual violence are encouraged to talk to somebody about what happened in order for them to receive the support they need, and so the institution can respond appropriately. Different individuals at the institution have different abilities to maintain a complainant's confidentiality:
 - Some are required to maintain near complete confidentiality; talking to them is sometimes called a "privileged communication."
 - Other employees may talk to a complainant in confidence, and generally only report to the institution that an incident occurred without revealing any personally identifying information. Disclosures to these employees will not trigger an investigation into an incident against the complainant's wishes, except in certain circumstances discussed below.
 - Complainants are encouraged to talk to one of the individuals identified above.
 - Some employees are required to report all the details of an incident (including the identities of both the complainant and all others involved) to the Title IX Coordinator. A report to these employees (called "responsible employees") constitutes a report to the institution - and generally obligates the institution to investigate the incident and take appropriate steps to address the situation.

This policy is intended to make employees, students and others aware of the various reporting and confidential disclosure options available to them so they can make informed choices about where to turn should they want to report an act of sexual violence. The institution encourages such complainants to talk to someone identified in one or more of these groups.

2. Privileged and Confidential Communications. A complainant or respondent may wish to consult with professional counselors, pastoral counselors or others. Certain professionals are not required to report incidents unless they have permission:
 - Professional Counselors. Professional, licensed counselors who provide mental-health counseling to members of the institution community (and including those who act in that role under the supervision of a licensed counselor) are not required to report any information about an incident to the Title IX Coordinator without a complainant's permission.
 - Pastoral Counselors. A complainant and/or a respondent may choose to consult with a non-institution pastoral counselor and is encouraged to discuss confidentiality with that individual.
 - Under Nevada law other professionals who may maintain confidentiality include lawyers, psychologists, doctors, social workers, and victim advocates employed by non-profit entities.
3. Complainant Options. A complainant who reports an act of sexual violence to a professional listed above must understand that, if they want to maintain confidentiality, the institution will be unable to conduct a full investigation into the incident and will likely be unable to pursue disciplinary action against the respondent.

A complainant who at first requests confidentiality may later decide to file a complaint with the institution or report the incident to local law enforcement, and thus have the incident fully investigated.

Other Reporting Obligations: While professional counselors may maintain a complainant's confidentiality vis-à-vis the institution, they may have reporting or other obligations under state law. For example, there may be an obligation to report child abuse, an immediate threat of harm to self or others, or to report in the case of hospitalization for mental illness.

a. Reporting to "Responsible Employees"³

1. "Responsible Employees" Defined and Duties. A "responsible employee" is an employee who has the duty to report incidents of sexual violence or other sexual misconduct, or who a complainant could reasonably believe has this authority or duty. When a complainant reports an incident of sexual violence to a responsible employee, the complainant has the right to expect the institution to take prompt and appropriate steps to investigate what happened and to resolve the matter promptly and equitably.

A responsible employee must report to the Title IX Coordinator all relevant details about the alleged sexual violence shared by the complainant and that the Institution will need to determine what happened, including the name(s) of the complainant, respondent(s) and any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident. To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the institution's response to the report. A responsible employee should not share information with law enforcement without the complainant's consent or unless the complainant has also reported the incident to law enforcement.

Institutions must identify in their policies those employees who are designated as "responsible employees" and may also designate those employees who are not considered "responsible employees." Responsible employees may include but are not limited to the following employees (or categories of employees):

- Title IX Coordinator
- Anyone in a supervisory, managerial, administrative or

executive role or positions, such as a provost, vice provost, vice president, dean, department chair, supervisor, director of a unit, resident director, resident assistant, supervisor, student advocate or faculty advisors to student clubs.

Before a complainant reveals any information to a responsible employee, the employee will inform the complainant of the employee's reporting obligations. If the complainant wants to maintain confidentiality, the employee will direct the complainant to confidential resources.

If the complainant wants to tell the responsible employee what happened but also wants to maintain confidentiality, the employee will inform the complainant that the Institution will consider the request, but cannot guarantee that the Institution will honor it. In reporting the details of the incident to the Title IX Coordinator, the responsible employee will also inform the Coordinator of the complainant's request for confidentiality.

Responsible employees will not pressure a complainant regarding the extent of the report the complainant wants to make. Responsible employees will not pressure a complainant to request confidentiality, but will honor and support the complainant's wishes, including for the institution to fully investigate an incident. By the same token, responsible employees will not pressure a complainant to make a full report if the complainant is not ready to make such a report.

Footnote

3. Campus Security Authorities, who are designated by the institutions in accordance with Clery Act requirements, have an independent responsibility to report sexual and other crimes (which may be reported anonymously) to campus police.

2. Requesting Confidentiality From the Institution: How the Institution Will Weigh the Request and Respond.

- a. Request for Confidentiality. If a complainant discloses an incident to a responsible employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the institution will weigh that request against the institution's obligation to provide a safe, non-discriminatory environment for all, including the complainant. If the Institution honors the request for confidentiality, a complainant will be informed that the institution's ability to investigate the incident and pursue disciplinary action against the respondent may be limited.

There are times when, in order to provide a safe, non-discriminatory environment for all, the institution may not be able to honor a complainant's request for confidentiality. The institution shall designate an individual to evaluate requests for confidentiality made by a complainant.

- b. Factors to Be Considered. When weighing a complainant's request for confidentiality or a complainant's request that no investigation or discipline be pursued, the institution will consider a range of factors, including the following:
 - i. The increased risk that the identified complainant will commit additional acts of sexual or other violence, such as:
 - whether there have been other sexual violence complaints about the same respondent;
 - whether the respondent has a history of arrests or other records indicating a history of violence;
 - whether the respondent threatened further sexual violence or other violence against the complainant or others;
 - whether the sexual violence was committed by multiple persons;
 - whether the circumstances of the incident indicate that the behavior was planned by the respondent or others;
 - ii. Whether the reported sexual violence was committed with a weapon;
 - iii. Whether the complainant is a minor;
 - iv. Whether the institution possesses other means to obtain relevant evidence of the reported sexual violence (e.g., security cameras or personnel, physical evidence);
 - v. Whether the complainant's information reveals a pattern of behavior (e.g., illicit use of drugs, alcohol, coercion, intimidation) at a given location or by a particular group;
 - vi. Other factors determined by the institution that indicate the respondent may repeat the behavior or that others may be at risk.

Based on one or more of these factors, the institution may decide that the institution will investigate and, if appropriate, pursue disciplinary action even though the complainant requested confidentiality or requested that no investigation or disciplinary action be undertaken. If none of these factors is present, the institution will likely respect the complainant's request for confidentiality.

- c. Actions After Decision to Disclose. If the institution decides that a complainant's confidentiality cannot be maintained, the institution will inform the complainant in writing or via email prior to starting an investigation and the institution will, to the extent possible, only share information with people responsible for handling the institution's response.

The institution will inform the respondent that retaliation against the complainant is prohibited and will take ongoing steps to protect the complainant from retaliation or harm and work with the complainant to create

a safety plan. Retaliation against the complainant, whether by the respondent, or employees, students or others, will not be tolerated. The institution will also:

- assist the complainant in accessing other available advocacy, academic support, counseling, disability, health or mental health services, and legal assistance both on and off institution property (see portion of policy identifying these);
- provide other security and support, which could include issuing a no-contact order, helping arrange a change of living or working arrangements or course schedules (including for the respondent pending the outcome of an investigation) or adjustments for assignments or tests;
- inform the complainant of the right to report a crime to the institution and/or local law enforcement and to have a criminal investigation proceed simultaneously; and
- provide the complainant with assistance if the complainant wishes to report a crime.

The institution will not require a complainant to participate in any investigation or disciplinary proceeding.

Because the institution is under a continuing obligation to address the issue of sexual violence institution-wide, reports of sexual violence (including non-identifying reports) will also prompt the institution to consider broader remedial action - such as increased monitoring, supervision or security at locations where the reported sexual violence occurred; increasing education and prevention efforts, including to targeted population groups; conducting climate assessments complainant surveys; and/or revisiting its policies and practices.

Issuance of Timely Warning: If the institution determines that the respondent poses a serious and immediate threat to the institution community, police or security services may be called upon to issue a timely warning to the community. Any such warning will not include any information that identifies the complainant.

If the Institution determines that it can follow a complainant's request for confidentiality, the institution will also take immediate action as necessary to protect and assist the complainant.

- d. Reports to Other NSHE Institutions. If a responsible employee receives a complaint about sexual misconduct that has occurred at another NSHE institution, the responsible employee shall report the information to his or her Title IX Coordinator, who shall provide the information to the Title IX Coordinator at the other NSHE institution.
- e. Public Awareness Events-Not Notice to the Institution. Public awareness events such as "Take Back the Night," the Clothesline Project, candlelight vigils, protests, "survivor speak outs" or other forums in which complainants disclose incidents of sexual violence, are not considered notice to the Institution of sexual violence for purposes of triggering the Institution's obligation to investigate any particular incident(s). Such events may, however, inform the need for institution- wide education and prevention efforts, and the Institution will provide information about complainants' Title IX rights at these events.
- f. Off-Institution Counselors and Advocates. Off-institution counselors, advocates, and health care providers will also generally maintain confidentiality and will not share information with the institution unless the complainant requests the disclosure and signs a consent or waiver form.

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 institution 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. Employer Supervisor and Responsibilities.

Every supervisor of employees has responsibility to take reasonable steps intended to prevent acts of discrimination or sexual harassment, which include, but are not limited to:

- a. Monitoring the work and school environment for signs that discrimination or harassment may be occurring;
- b. Refraining from participation in, or encouragement of actions that could be perceived as discrimination or harassment (verbal or otherwise);
- c. 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
- d. 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.

**TITLE 2 - Nevada System of Higher Education CODE
CHAPTER 10 Rev. 263 (12/14)**

RULES OF CONDUCT AND PROCEDURES FOR STUDENTS OF THE NEVADA SYSTEM OF HIGHER EDUCATION

Great Basin College (President's Council) has adopted the Nevada System of Higher Education Title IX Task Force proposed revisions. This policy will be presented at the September 2015 NSHE Board of Regents meeting. Code amendments require two meetings for approval. The policy amendment in Title 4, Chapter 8, Section 13 may be immediately effective upon approval of the Board.

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Section 10.1 Scope of the Chapter

10.1.1 Applicability of Procedures and Sanctions.

The procedures and sanctions established in this chapter are applicable to the resolution and determination of charges against students of the Nevada System of Higher Education for allegedly engaging in conduct prohibited by the Nevada System of Higher Education rules of conduct or by other applicable stated policies, procedures, rules, regulations or bylaws of the System institutions. Except as otherwise provided in this chapter, the System institutions and professional schools may establish written policies, procedures and sanctions for the discipline of their 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 institution's general counsel and to the approval of the president of the institution.

10.1.2 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.

10.1.3 Student Defined.

The term "student" means any person who is or was enrolled in courses, either full-time or part-time, including correspondence study, electronic means, study abroad, or auditing, or courses offered through any institution satellite campuses or auxiliary means. Students are subject to disciplinary action for conduct that occurs during any period under this chapter's authority and jurisdiction as defined above. Students who leave the institution before a conduct matter is resolved may be prohibited from future enrollment until such time as the matter is resolved. Persons who are not officially enrolled for a particular term but who have a continuing relationship with the institution are considered "students". This includes individuals who have applied for admission to the institution or have been notified of their acceptance for admission.

10.1.4 Rules of Conduct.

The term, "rules of conduct" means the rules established in Section 10.2 of this chapter and includes any rules incorporated by reference in that Section.

10.1.5 System.

The term, "System," means the Nevada System of Higher Education.

10.1.6 Charged Student.

The term, "charged student," means the student alleged to have violated the rules of conduct.

Section 10.2 Cause

10.2.1 Prohibited Conduct.

The following conduct is prohibited:

(a) Acts of dishonesty, including but not limited to the following:

- (1) Cheating, plagiarism, fraudulently obtaining grades, falsifying research data or results, assisting others to do the same, or other forms of academic or research dishonesty;
- (2) Furnishing false information to any institution or System official, faculty member, or office;
- (3) Forgery, alteration, misuse, theft, or using without permission, any institutional document or record.

(b) Disorderly, lewd or indecent conduct, including the disruption, obstruction, or unauthorized interruption of teaching, convocations, recruiting interviews, social events, research, meetings, business and administration, disciplinary proceedings,

or other institutional or System activities, including public service functions and outreach activities on or off campus, or other activities when the conduct occurs on institutional premises.

(c) Conduct that endangers the health or safety of any member or guest of the System community.

(d) Physical abuse, verbal abuse, threats, intimidation, coercion, and/or conduct that threatens or endangers the health or safety of any person.

(e) Interference by force, threat or duress with the lawful freedom of movement of persons or vehicles on institutional premises.

(f) Resisting or obstructing institutional or other public officials in the performance of their duties.

(g) Failure to comply with the directions of institutional officials acting in accordance with their duties and/or failure to identify oneself to these persons when requested to do so.

(h) Acts of physical force or disruptive acts which interfere with institutional activities, freedom of movement on the campuses, freedom for students to pursue their studies, freedom of speech, freedom to be heard, and freedom to pursue research of their own choosing.

(i) Failure of the student to present proper credentials, student identification card, driver's license, or parking registration, to institutional officials upon their request.

(j) Forgery, alteration, falsification or destruction of System documents or furnishing false information in documents submitted to the System.

(k) Willful damage, destruction, defacement, theft or misappropriation of equipment or property belonging to, in the possession of, or on premises occupied by the System.

(l) 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 institutional president or the president's authorized agent.

(m) Continued occupation of buildings, structures, grounds or premises belonging to, or occupied by, the System after having been ordered to leave by the institution's president, the president's designee, or the chancellor.

(n) False reporting of any emergency situation, including but not limited to, misuse of campus or System emergency notification equipment. Unauthorized tampering with, and/or accessing of, safety, security, or fire protection equipment or devices. Setting off a fire alarm for reasons other than actual fire or emergency, involvement in setting or causing any unauthorized fire in or on institution property.

(o) The unauthorized possession, loan, modification, or distribution of keys, pass cards or institutional identification cards. Unauthorized or unlawful entry or access to institutional or System facilities, including buildings and grounds. The reproduction, manufacture or duplication of any key, pass card, institutional or System identification card or unlocking device for use on institution or System facilities or locks without proper authorization.

(p) Abuse, unauthorized use, or theft of institutional or System computer facilities and resources, including but not limited to:

(1) Unauthorized entry into, or transfer of, a file to use, read, or change the contents or for any other purpose; and/or a violation of copyright laws;

(2) Use of another individual's identification and/or password;

(3) Interfering with the work of another student, faculty member or institution or System official, or with the normal operation of the institution or System Computing System; or,

(4) Violating the institution's Standards of Conduct for the use of Institution's Computers.

(q) Willfully destroying, damaging, tampering, altering, stealing, misappropriating or using without permission any System, program or file of the System.

(r) Violation of the institution's policies and regulations governing residence in institution owned or controlled property, and access to and use of all institutional facilities, including responsibility for the conduct of guests.

(s) Use, possession, or distribution of alcoholic beverages without authorization (except as expressly permitted by System or Institutional regulations, such as the Alcoholic Beverage Policy), or public intoxication. Alcoholic beverages may not, in any circumstances, be used by, possessed by, or provided to, any person under 21 years of age.

(t) Use, possession, manufacturing or distribution (hereinafter "use") of marijuana, heroin, narcotics, or other controlled substances, use or possession of any illegal and/or unauthorized drugs, prescription drugs, and drug paraphernalia or being under the influence of illegal drugs except as expressly permitted by law. Use, possession or cultivation of medical marijuana on any NSHE or NSHE foundation owned or leased property, or at any NSHE sponsored or authorized activity, is expressly prohibited.

(u) Contempt of student disciplinary proceedings including impairing or interrupting any proceeding or providing false information to institution or System officials and student hearing board members during the course of the conduct resolution

process. Failure to comply with the terms of any sanction imposed in accordance with the rules of conduct.

(v) The repeated use of obscene or abusive language in a classroom or public meeting of the System and which, if occurring in a class, is not significantly related to the teaching of the subject matter.

(w) The use of threats or 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.

(x) Any act of unlawful discrimination based on race, creed, color, gender (including pregnancy related conditions), age, sexual orientation, whether actual or perceived by others, military status or military obligations, sexual orientation, religion or national origin, gender identity, or genetic information, or any act of employment or educational retaliation against any person who has made a complaint about such discrimination.

(y) Sexual harassment, defined as 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. Educational Environment:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic status ("quid pro quo"); or
 - b. Conduct that is sufficiently severe, persistent or pervasive so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the institution ("hostile environment").
2. Workplace Environment:
 - a. 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 ("quid pro quo"); or
 - b. Conduct that is sufficiently severe, persistent or pervasive so as to create a work environment that a reasonable person would consider intimidating, hostile or abusive, and which may or may not interfere with the employee's job performance ("hostile environment").

Sexual harassment includes sexual violence, sexual assault, dating violence, domestic violence, stalking and coercion.

(z) Sexual assault, which is the use of, or threat to use, force or violence of a sexual nature, defined as sexual assault, against any member or guest of the institutional community on institution-owned or institution controlled property or at any institution sponsored program.

(aa) Acts of hazing. Hazing is defined as any method of initiation into or affiliation with the university, college 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.

(bb) Intentionally making an accusation that is false or is made with reckless disregard for the truth against any member of the System community by filing a complaint or charges under the rules of conduct or under any applicable established complaint or grievance procedures in the System.

(cc) Willful incitement of individuals to commit any of the acts herein prohibited.

(dd) Any other conduct that violates applicable stated prohibitions, policies, procedures, rules, or regulations of the institution or Board of Regents.

(ee) Any act prohibited by local, state or federal law that occurs on System premises or at a System-sponsored function on or off such premises.

(ff) Dating Violence. Dating Violence is an act committed by a person who is or has been in a "dating relationship" with the victim:

The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. "Dating relationship" which means frequent, intimate associations primarily characterized by the expectation of affection or sexual involvement. The term does not include a causal relationship or an ordinary association between persons in a business or social context.

(gg) Domestic Violence. Domestic Violence is an act that includes but is not limited to violence which occurs when a person commits one of the following acts against or upon the person's spouse or former spouse, any other person to whom the person is related by blood or marriage, any other person with whom the person is or was actually residing, any other person with whom the person has had or is having a dating relationship, any other person with whom the person has a child in common, the minor child of any of those persons, the person's minor child or any other person who has been appointed the custodian or legal guardian for the person's minor child:

1. A battery.
2. An assault.
3. Compelling the other person by force or threat of force to perform an act from which the other person has the right to refrain or to refrain from an act which the other person has the right to perform.
4. A sexual assault.
5. A knowing, purposeful or reckless course of conduct intended to harass the other person. Such conduct may include, but is not limited to:
 - a. Stalking.
 - b. Arson.
 - c. Trespassing.
 - d. Larceny.
 - e. Destruction of private property.
 - f. Carrying a concealed weapon without a permit.
 - g. Injuring or killing an animal.

6. A false imprisonment.
7. Unlawful entry of the other person's residence, or forcible entry against the other person's will if there is a reasonably foreseeable risk of harm to the other person from the entry.

(hh) Stalking. Stalking is defined to be when a person who, without lawful authority, willfully or maliciously engages in a course of conduct that would cause a reasonable person to feel terrorized, frightened, intimidated, harassed or fearful for the immediate safety of a family or household member, and that actually causes the victim to feel terrorized, frightened, intimidated, harassed or fearful for the immediate safety of a family or household member, commits the crime of stalking. Stalking includes but is not limited to:

- (1) Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - a. Fear for the person's safety or the safety of others; or
 - b. Suffer substantial emotional distress.
- (2) For the purpose of this definition:
 - a. Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens or communicates to or about, a person, or interferes with a person's property.
 - b. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.
 - c. Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.

(ii) Sexual Violence. Sexual violence is a severe form of sexual harassment, and refers to physical sexual acts or attempted sexual acts perpetrated against a person's will or where a person is incapable of giving consent, including but not limited to rape, sexual assault, sexual battery, sexual coercion or similar acts in violation of state or federal law.

Sexual coercion is:

- a. the use of violence or threats of violence against a person or the person's family or property;
- b. depriving or hindering a person in the use of any tool, implement or clothing;
- c. attempting to intimidate a person by threats or force, or
- d. when committed with the intent to compel a person to do or abstain from doing an act that the person has the right to do or abstain from doing.

In the context of sexual misconduct, coercion is the use of pressure to compel another individual to initiate or continue sexual activity against an individual's will. Coercion can include a wide range of behaviors, including intimidation, manipulation, threats, and blackmail. A person's words or conduct are sufficient to constitute coercion if they wrongfully impair another individual's freedom of will and ability to choose whether or not to engage in sexual activity. Examples of coercion include threatening to "out" someone based on sexual orientation, gender identity, or gender expression and threatening to harm oneself if the other party does not engage in the sexual activity.

10.2.2 Institutions May Prohibit Other Conduct.

An institution may adopt policies which prohibit other conduct not included above which are approved by the president and institution's general counsel.

Section 10.3 Student Conduct Officers.

10.3.1 Appointment of Student Conduct Officer.

The president of an institution may appoint a student conduct officer and alternate student conduct officers to serve if the student conduct officer is unable to perform the duties of this Section for any reason.

10.3.2 Training of Student Conduct Officer.

Student conduct officers at an institution or professional school must receive training approved by the institution's legal counsel.

Section 10.4 Allegations of Violations of the Rules of Conduct.

Procedures unique to allegations of sexual harassment, including allegations of sexual violation, are in Section 10.4.12. The procedures for all allegations are as follows:

10.4.1 Complaints.

Any member of the institution community may file a complaint against a student for violations of the rules of conduct. The complaint shall be prepared in writing and filed with the president or the student conduct officer. Any complaint should be submitted as soon as possible after the incident takes place.

10.4.2 Investigations.

The student conduct officer or designee may conduct an investigation to determine if the complaint has merit. At any time, the student conduct officer may determine that the best course of action to take is to informally resolve the complaint through mediation, conflict resolution, or an educational conference. Upon completion of the investigation, the student conduct officer will deliver a letter to the student. The letter shall state the factual allegations, the charges, the student conduct officer's proposed informal resolution process, if not completed earlier, and a copy of this chapter.

10.4.3 Informal Resolution.

The charged student shall participate in and work with the student conduct officer or designee for an informal resolution of the complaint. At the conclusion of the successful informal resolution process, a written determination shall be signed by both the student conduct officer and charged student which may include any of the disciplinary sanctions described in this chapter. At any time prior to signing a written determination, the charged student has the right to request a hearing before a hearing board or hearing officer as the means to resolve the complaint.

10.4.4 Failure to Reach Resolution.

If the student conduct officer and charged student do not reach an informal resolution or if the charged student requests a hearing, then the student conduct officer shall notify the charged student in writing that the matter will be addressed through a hearing before a student conduct board or a student conduct hearing officer. A time shall be set for a student conduct hearing to occur within a reasonable time from this notification, yet not more than twenty-five (25) calendar days from the date of the decision to proceed with formal resolution of the complaint. Maximum time limits for scheduling of student conduct hearings may be extended at the discretion of the student conduct officer. Notice of the hearing may be given by electronic mail or by first class mail with the U.S. Postal Service with delivery confirmation to the last known address of the student or by personal delivery.

10.4.5 Appointment of Hearing Boards or Hearing Officer.

The president or designee may establish one or more student conduct hearing boards or appoint individual hearing officers. A board shall be from three to five persons. Every board shall include at least one student and at least one faculty member. All complaints shall be heard by a board unless the charged student and student conduct officer agree that the complaint may be heard by a hearing officer.

10.4.6 Hearings.

A hearing before a student conduct board or hearing officer shall be conducted under the following rules of procedure:

(a) In student conduct hearings involving more than one charged student, the student conduct officer, in his or her discretion, may permit the student conduct hearing concerning each charged student to be conducted either separately or jointly.

(b) The charged student has the right to be assisted by an advisor. The advisor serves as a supporter and advisor during the conduct hearing. The charged student and the student conduct officer are responsible for presenting his or her own information, introducing witnesses, and answering questions throughout the hearing. When a student selects an advisor, in this process the advisor has no right to speak during the hearing except to the charged student. The advisor may be an attorney. The student conduct officer has sole discretion to allow for a delay in the hearing to allow for the scheduling conflicts of an advisor.

(c) The charged student and student conduct officer shall notify the opposing party of all witnesses and provide copies of all documents and records in writing that the party proposes to introduce as evidence at least five (5) calendar days prior to the hearing. 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.

(d) The charged student(s) and advisors, if any, along with the student conduct officer shall be allowed to attend the entire portion of the hearing, at which information is received, excluding the time of deliberations. Admission of any other person to the student conduct hearing shall be at the discretion of the student conduct board or hearing officer.

(e) Witnesses will provide information to, and answer questions from, the student conduct board or hearing officer. The charged student and student conduct officer may suggest questions. These questions will be directed to the chairperson of the conduct board or the hearing officer, who will question the witnesses directly. The chairperson of the conduct board or the hearing officer will decide on the specific course of questioning and/or information sharing throughout the hearing.

(f) All student conduct boards, hearing officers, or student conduct officers, may accommodate concerns for personal safety, well-being, and/or fears of confrontation, by the complainant, the accused, and witnesses, during the hearing or during the informal resolution process by providing the opportunity for the hearing board or student conduct officer to receive the pertinent information and conduct conversations for the resolution of the case using methods other than requiring both parties to be present in the same room at the same time. Such options include use of a visual screen, participation by videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means, where and as determined by the chairperson of the student conduct hearing board or hearing officer conducting the hearing.

(g) Either party may present pertinent written statements, records, or other information to the student conduct board or hearing officer. The formal rules of evidence in court shall not apply but irrelevant or unduly repetitious evidence shall be excluded.

(h) To the extent consistent with the Family Educational Rights and Privacy Act ("FERPA") the hearing, except for deliberations, shall be taped or digitally recorded. Upon request by the student, a written transcript will be provided at the student's expense. Personally identifiable information will be removed. The record shall be the property of the institution, and will be maintained with the student's conduct records by the student conduct officer.

(i) Student conduct hearings shall be conducted in private, unless the charged student requests an open hearing. An open hearing must be held consistent with Subsection (f).

(j) If a charged student, with notice, does not appear at a student conduct hearing, the information in support of the complaint shall be presented, considered, and acted upon even if the charged student is not present. Failure of the student to appear is not evidence that the student was responsible for the charge of misconduct.

(k) The hearing will proceed according to the institution's schedule and will not be delayed by another process off campus.

(l) The chairperson of the student conduct board or the hearing officer decides procedural questions.

(m) The members of the student conduct board or the hearing officer deliberates in closed session after the hearing has concluded, and shall determine whether or not the charged student has violated each section of the rules of conduct that the student is charged with having violated. This determination is made through consensus when possible, and if not possible, then by a simple majority vote of the board members.

(n) The student conduct board or hearing officer's determination shall be made on the basis of whether it is more likely than not that the charged student violated the rules of conduct.

(o) If the charged student is found not to have violated the rules of conduct, then the hearing is concluded. If the charged student is found to have violated the rules of conduct, then the student conduct board or hearing officer will discuss possible sanctions for the student after being informed of the student's disciplinary record with the institution.

(p) The student conduct board chairperson or the hearing officer will provide the board's decision on the violation and, if appropriate, for sanctions to the student conduct officer and to the student. This written decision will be served within seven (7) calendar days of the conclusion of the hearing. The written decision may be served by electronic mail or by first class mail with the U.S. Postal Service with delivery confirmation to the last known address of the student or by personal delivery. Service is complete upon sending of the email or depositing with the U.S. Postal Service.

10.4.7 Appeals.

A student who is aggrieved by the decision of a student conduct hearing board or hearing officer may appeal to a vice president designated by the president or the president may decide to hear the appeal. The appeal shall be in writing and delivered to the student conduct officer within seven (7) calendar days of the student's receipt of the decision. The student's appeal must include all written arguments in support of the appeal.

(a) The only grounds for an appeal are:

- (1) Deviations from procedures set forth which results in significant prejudice.
- (2) The decision reached regarding the charged student was not based on a decision that it was more likely than not that the charged student violated the rules of conduct.
- (3) The sanction(s) imposed were not appropriate for the violation of the rules of conduct which the student was found to have committed.

(b) The student conduct officer shall review the appeal and direct it, along with the recording of the hearing, any written evidence and arguments, and decision to the vice president designated by the president to hear the appeal within fourteen (14) calendar days of receiving the appeal. With the record, the student conduct officer shall file written arguments in opposition to the appeal.

(c) The designated vice president shall review the recording of the hearing and the complaint, and decision, along with any information and evidence that was part of the decision-making of the conduct case, and will decide whether or not the appeal should be upheld. The designated vice president may uphold the decision, may refer the case back to the original board or hearing officer or may order a new hearing before a new board or hearing officer.

(d) The decision of the vice president shall be in writing and served upon the student and student conduct officer within thirty (30) calendar days of the receipt of the decision and record of the hearing by the vice president. The vice president may extend the time limit of this section by written notice to the parties.

(e) Any sanction against the student shall not take effect until any appeal is concluded.

(f) The student conduct officer may suspend any time limits contained in this chapter during winter or summer breaks.

10.4.8 Sanctions and Expunging the Record.

The student conduct officer or designee will be responsible for monitoring the student in successfully carrying out the sanctions imposed as the result of a hearing or the final determination of the informal resolution process. Unless the student conduct officer otherwise states in writing, any final action resulting from a disciplinary hearing or the informal resolution process shall become part of the student's disciplinary record. Other than institutional expulsion or withholding of a degree, disciplinary sanctions shall not be made part of the student's permanent academic record, but shall become part of the student's disciplinary record. Upon graduation, the student's disciplinary record may be expunged of disciplinary actions other than residence hall expulsion, institution suspension, institution expulsion, or withholding of a degree, upon application to the student conduct officer and approval by the president. 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 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 the 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 the 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.

10.4.9 Sanctions.

The following are the disciplinary sanctions that may be imposed on a student found to have violated the rules of conduct. More than one sanction may be imposed.

- (a) Warning. A notice, oral or written, that the student has violated the rules of conduct.
- (b) Reprimand. A written reprimand for violation of specified regulations.
- (c) Restitution. Compensation for loss, damage, theft or misappropriation of property, or injuries sustained in an incident of student misconduct. This may take the form of appropriate service, monetary, or material replacement or a combination of these.
- (d) Probation. Probation consists of a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to have violated any institutional regulation(s) during the probationary period.
- (e) Loss of Privileges. Denial of specified privileges for a designated period of time. This may include denying the student access to any campus, site, or building while permitting the student to enroll in off-campus classes such as internet or correspondence classes.
- (f) Discretionary and Educational Sanctions. Participation in specific educational programs, such as alcohol or other drug educational intervention conferences, assessments, educational activities, including on-line instructional workshops, and work assignments or service to the institution or the community, and other related discretionary assignments.
- (g) Residence Hall Suspension. Separation of the student from the residence halls for a period of time, after which the student is eligible to return. The minimum period of suspension is one semester and the maximum period is two semesters. Conditions for readmission may be specified in the suspension.
- (h) Residence Hall Permanent License Cancellation. Permanent separation of the student from the residence halls.
- (i) Withholding of a Degree. Prior to the awarding of a degree, the institution may withhold a degree from a student.
- (j) Institutional Suspension. 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 ____". 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 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. If the request is not granted, the student at yearly intervals thereafter may submit a request for removal of the notation.
- (k) Deferred Institutional Suspension. Deferred separation of the student from the institution until the close of the current semester or some other time frame for review of student progress in addressing the conduct matter.
- (l) Institutional Expulsion. 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 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. If the request is not granted, the student at yearly intervals thereafter may submit a request for removal of the notation.

10.4.10 Emergency Removal.

The president, or the student conduct officer, may impose an immediate emergency removal (hereafter, "removal") prior to the resolution of a charge of violation of the rules of conduct on the charged student. This removal includes the immediate exclusion from the institution and all of the institution's campuses, sites, locations, and property of a student for an interim period whenever the president determines that this is required to:

- (a) Insure the safety and well-being of members of the institution's community
- (b) Protect institution property; or
- (c) If the student poses an ongoing threat of disruption of, or interference with, the normal operations of the institution; or
- (d) Protect any student from sexual harassment or retaliation for the report of sexual harassment.

10.4.11 Conditions of Emergency Removal and Hearing.

(a) When an emergency removal is imposed, the charged student shall be denied access to the institution, including classes and all other institutional activities or privileges for which the student might otherwise be eligible, as the president or the student conduct officer may determine to be appropriate. During the time of the

removal from the institution, the student may not come onto institutional property for any reason other than meeting with the appropriate official(s) regarding resolution of the emergency removal and the student conduct violation. The student conduct officer may permit the student to participate in distance learning classes that do not include entering onto institutional property and provide adequate protections to prevent any of the conditions of (a), (b), (c) or (d), above, from occurring. Any student so removed shall be afforded an opportunity for a hearing on the emergency removal no later than fourteen (14) calendar days following the removal unless the student agrees to delay the hearing to a later time. A hearing officer shall hold the hearing under the hearing procedures of the rules of conduct where those may be applicable. The student conduct hearing officer shall make a recommendation to the president. The president's decision upon the hearing officer's recommendation shall be final. The removal does not replace the regular disciplinary process, which shall proceed under this chapter.

(b) Interim measures as described in NSHE Handbook, Title 4, Chapter 8, Section 13, except for emergency removal of the student, may be implemented without a hearing and are not subject to any grievance procedure.

10.4.12 Procedures Available when Sexual Harassment is Alleged.

The following additional procedures apply in proceedings alleging sexual harassment:

- (a) An alleged victim (complainant) and a person against whom (respondent) a complaint of alleged sexual harassment is filed shall have the opportunity to select an independent advisor for assistance, support and advice. The alleged victim and respondent shall be advised at the beginning of the complaint process that he or she may select an independent advisor and it shall become the choice of the alleged victim or respondent 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 or the respondent. The institutional affirmative action officer, Title IX officer or the student conduct officer shall advise the alleged victim and respondent of this right. The means and manner by which an independent advisor shall be made available shall be determined by each institution or unit;
- (b) The complainant may choose to not permit the matter to be resolved by the informal resolution process or may terminate the informal resolution process at any time prior to a written determination being signed. If sexual assault is alleged, the informal resolution process may not be used;
- (c) The complainant must agree to the charge being heard by a hearing officer if the student conduct officer and student agree;
- (d) The complainant must be given the opportunity to participate in any pre-hearing procedures;
- (e) In a hearing involving more than one charged student, the hearing officer or hearing board may require a charged student to be absent from any testimony that is not relevant to that charged student;
- (f) The complainant must receive a list of all witnesses at the same time it is received by the student conduct officer and charged student;
- (g) The complainant must be permitted an advisor during the hearing who shall have the same duties as the advisor for the charged student;
- (h) The complainant may present witnesses and other evidence at the hearing;
- (i) The findings and recommendation of the Title IX Coordinator pursuant to NSHE Handbook, Title 4, Chapter 8, Section 13 shall be considered at the hearing;
- (j) The complainant shall be served a copy of the decision of the student conduct hearing board or hearing officer and of the vice president, if an appeal is filed, except for the discipline imposed upon the student unless the discipline directly relates to the complainant.
- (k) If the complainant is aggrieved by the decision of the student conduct hearing board or hearing officer, the complainant has the right to appeal the decision to the appropriate vice president in the same manner as the student;
- (l) In a complaint alleging sexual assault, domestic violence, dating violence or stalking, the complete decision of the student conduct hearing board or officer and the decision on appeal shall be given to the complainant.

10.4.13 Board of Regents Policy on Sexual Harassment. The Board of Regents policy against sexual harassment is set forth in Title 4, Chapter 8, Section 13.

10.4.14 Withdrawal of Student from Institution During Ongoing Investigations, Hearings, and Appeals

In the event a student against whom disciplinary proceedings have been commenced pursuant to this Chapter 10 of the Nevada System of Higher Education Code withdraws from the institution prior to the completion of any investigation, hearing or appeal commenced before receipt of the withdrawal, then:

- a. The withdrawal shall be effective immediately. Unless otherwise mandated by law, the person submitting the withdrawal shall not be permitted to revoke the resignation under any circumstances.
- b. The pending investigation, hearing, or appeal shall immediately cease.
- c. In cases involving gender discrimination or sexual harassment, the Title IX Coordinator shall take appropriate action, which may include completing the investigation to the extent reasonably practicable, in order to prevent the recurrence of and to remedy the effects of the alleged misconduct.
- d. The facts and circumstances of the charge(s) may be cause for denial of readmission or for denial of an application of employment.

Faculty and Administration

- Addenbrooke, Bernard** 2012
Industrial Lab Technician
Certificate — Great Basin College
- Allen, Heidi** 2014
Program Administrator
AAS — Great Basin College
- 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 Professor
BS — Zoology
B. ED — University of Mumbai, India
MS — University Of Mumbai, India
PhD — UNC Charlotte
- Bail, Michael** 2015
Computer Technologies Instructor
BAS — Great Basin College
AAS — Great Basin College
- Bailey, Jeannie** 2001
Grants Director
BA — Eastern Oregon University
MBA — University of Nevada, Reno
- Baker, Sheri** 2006
Human Resources Specialist
- Beasley, Tim** 2009
Computer Technician I
AS — Brigham Young University
BS — Boise State University
- Bentley, Susanne** 2004
English Professor
AA — Lake Tahoe Community College
BGS — Indiana University
MA — University of Nevada Reno
- Bhattarai, Smriti S.** 2014
Institutional Research/Score Card Coordinator
BS — Tribhuvan University, Kathmandu Nepal
MS — Troy University
PhD — George Mason University Fairfax
- Blanchard, Chrissie** 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
- Byers, Dianna** 2015
Program Assistant TAACCCT IV Grant
- Byram, Robert** 1996
Electrical Technology Professor
- Byrnes, Julie** 2000
Director, Disability Support and Related Resources
BS — Boise State University
MCOUN — Idaho State University
- Calkins, Byron** 2014
Land Surveying/Geomatics Instructor
AS — Lyndon State College
BS — New Mexico State University
MA — New Mexico State University
- Campbell, Lisa** 2005
Director, Winnemucca Center
BS — Santa Clara University
MA — Santa Clara University
- Cavender, Tamara** 2014
Assistant to the Vice President for Student Services
BS — Purdue University
- Charlebois, Wendy** 2006
Social Work Professor
BS — University of Maryland University College
MSW — University of Nevada, Reno
- Chidester, Gary** 2013
Millwright Technology Instructor
- Coates, Kara** 2004
Lab Manager
AS — John A. Logan College
AAS — John A. Logan College
BA — Southern Illinois University, Carbondale
- Combs, Stacie** 2006
Coordinator, Housing
- Conton, Barbara** 2015
Nursing Instructor
BA — University of Nevada, Reno
MSN — Grand Canyon University
- Cooper, Darius** 2013
Human Services Instructor
BS — Hampton University
MS — Radford University
ME — Grand Canyon University
PhD — Capella University
- Cortes, Tony** 2013
Buildings and Grounds Manager
AAS — Great Basin College
- 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
Ed.D — Western Michigan University
- Daniels, Frank** 1995
Mathematics/Computing Professor
BS — University of Florida
MS — University of Florida
PhD — University of Florida
- Davis, Stephanie** 2010
Social Sciences Professor
BEd — University of Calgary
MS — Brigham Young University
- de Braga, Angie** 2007
Director, Continuing Education and Community Outreach
BS — University of Nevada, Reno
MEd — University of Nevada, Reno
- Donnelli, Amber** 2006
Dean of Health Sciences and Human Services
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
- Drussel, Peggy** 2011
Nursing Professor
ASN — Great Basin College
BSN — Great Basin College
MSN — Grand Canyon University
- Du, Xunming** 2003
Mathematics Professor
BS — Hubei University
MA — Tongji Medical University
MS — Ohio University
- Elbert, Michael** 2013
Electrical Technology Instructor
BS — University of Alaska

- Foster, Jonathan** 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.** 2014
Director of Institutional Research
BA — University of Nevada Reno
MA — Washington State University
- Garcia, Steve** 1994
Electrical Technology Professor
AS — Dixie College
BS — Northern Arizona University
MVE — Northern Arizona University
- Gavorsky, Scott** 2012
History Instructor
AA — Georgia Perimeter College
BA — Oglethorpe University
PhD — Emory University
- Gaxiola, Carrie** 2015
Library Circulation Manager
MS — University of North Texas
BA — University of Nevada, Las Vegas
- Gerrits, Jodi** 2012
Student Data Specialist
AAS — Great Basin College
BAS — Great Basin College
- Gomez, Melinda** 2010
Child Center Lead Teacher
BA — Great Basin College
- Gonzales, Brenda** 2012
Accountability Specialist
AAS — Great Basin College
- Gonzales, Danny** 1999
Political Science Professor
BA — University of Nevada, Reno
MPA — University of Nevada, Reno
PhD — University of Nevada, Reno
- Griffis, Kathy** 2014
PeopleSoft iNtegrate Assistant
BFA — Colorado State University
- 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
- Haertle, Nick** 2015
Biology Instructor
MS — University of Arkansas
BS — University of Arkansas
- 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
- Haralson, Charles** 2015
CDL Instructor
- Hernandez, David** 2014
Computer Services Technician
- Hiles, Dwaine** 2004
Computer Technician
Certificate — DeVry University
- Hogan, Douglas** 2002
Biology/Chemistry Professor
BS — California State Polytechnic College
MS — California State Polytechnic College
- 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
- 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
- Johnson, Patricia** 2014
Adult Learner Concierge
BS — University of Minnesota
MED — Vernion College, Union Institute &
University
- 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
- Jung, Jin Ho** 2014
Mathematics Instructor
BS — Southwest Minnesota State University
MS — University of North Dakota
MS — Idaho State University
- Kelly, Dwaine “Clint”** 2012
Electrical Technology Instructor
AA — Idaho State University
- Kimber, Karen** 2010
Workforce Advisor/Fitness Center Coordinator
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
Management and Marketing Instructor
BA — Chadron State College
MBA — Western Governors University
- LaSalle Walsh, Meachell** 2000
Director, ABE/ESL Workplace Literacy
BA — University of Idaho
MA — University of Texas
- Luke, Chad** 2014
Instructional Designer
- Macfarlan, Lynette** 2000
Education Professor
AA — Great Basin College
BA — Sierra Nevada College
MS — Walden University
- Mackey, Rick** 2012
Criminal Justice Instructor
AA — El Camino Community College
BA — California Polytechnical State University,
Pomona
MA — California State University, Dominguez
Hills
- Mahlberg, Lynn** 1991
Vice President, Student Services
Title IX Coordinator
AA — Yuba Community College
BS — California State University, Chico
MBA — Golden Gate University,
San Francisco
- Matlock, Carmen** 2015
Senior Assistant
AA — Great Basin College
- McCarson, Kayla** 2015
Marketing Social Media Specialist
BA — University of Nevada, Reno

McCarty, Lora 2014
Student System Analyst
BS — Cal Poly Pomona

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

Mendez, Adriana 2006
Recruitment Coordinator
BS — Westminster College

Mette, Tami 2007
BSN and ADN Professor
BSN — University of Wyoming
MSN — University of Phoenix

Molyneux, Greg 2000
Computer Services Technician
Certified Novell Engineer
A+ Certified Service Technician

Moore, Janie 2005
Assistant to the Vice President for
Academic Affairs
Certificate of Achievement —
Great Basin College

Murphy, Bret 1984
Dean Business and Technology
BT — Northern Montana College
MEd — University of Nevada, Reno

Nelson, Veronica 2015
Director, Ely Campus
AGS — Great Basin College
AA — Great Basin College

Nichols, Matt 2015
Welding Instructor
AAS — Great Basin College

Newman, John 2005
Mathematics Professor
BS — University of Nevada, Reno
MEd — University of Nevada, Reno
PhD — University of Nevada, Reno

Nielsen, Brandy 2011
Economics/Finance Instructor
BAS — Great Basin College
EMBA — University of Nevada, Reno

Nielsen, Scott 2000
Director, Student Financial Services and
Veterans Affairs
BS — Brigham Young University
MBA — University of Nevada, Reno

Orr, John R. 2009
English Professor
AAS — Utah Technical College
BS — University of Nevada, Reno
MA — California State University, Dominquez
Hills

Owen, Earl 2011
Diesel Technology Instructor
AAS — Rick's College

Owens, Lynne 1997
Mathematics Professor
BS — Montana State University
MS — Montana State University

Park, Jacob 2015
Veterans Resource Center Coordinator

Phillips, Stacie 2013
Child Center Lead Teacher
AA — Great Basin College

Pike, Laura 2012
Computer Technologies Professor
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

Reagan, Tom 2007
Secondary Education Professor
BS — Idaho State University
MS — Rensselaer Polytechnic Institute

Reggiatore, Nicole 2014
Pathways Specialist
AS — Axia College of University of Phoenix
BS — Western International University

Rice, John 1996
Chief Development Officer / Theatre Instructor
BA — Viterbo College (WI)
MFA — University of Wisconsin, Milwaukee
PhD — Capella University

Riley, Season 2014
Project Director
BA — Great Basin College

Rust, Stacy 2015
Nursing Instructor
AAS — Great Basin College
BSN — Great Basin College
MSN — Walden University

Sawyer, Frank 2013
Web Master
BFA — University of Nevada Reno

Schwandt, Katherine 1996
Computer Technologies Professor
BA — University of Nevada, Reno
MEd — University of Nevada, Reno

Scilacci, Steven 2011
Welding Technology Instructor
AAS — Great Basin College

Senecal, Brandis 2012
Research Analyst
AA — Great Basin College
BA — Great Basin College

Sibert, Sonja 2010
Vice President for Business Affairs
BS — University of Nevada, Las Vegas
MBA — University of Nevada, Reno

Sidwell, Rod 2014
Instrumentation Instructor
BS — Colorado School of Mines
PhD — Colorado School of Mines
MME — University of Idaho

Skivington, Gretchen 2002
Romance Languages Professor
BA — University of California, Berkeley
MA — University of Nevada, Reno
PhD — University of California, Davis

Stauffer, Teresa 2014
Education Instructor
BS — Philsbury Baptist Bible College
MA — Western Governor's University
MA — University of Pennsylvania

Steel, Heather 2008
CTE College Credit Coordinator
AAS — Great Basin College
BA — Great Basin College
MA — Colorado State University

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

Tenney, Glen 1990
Accounting/Economics Professor
BS — Arizona State University
MS — Western International University
PhD — Touro University International

Theriault, Stephen J. 2011
Management and Marketing Professor
AA — Citrus College
BS — University of Phoenix
MBA — University of Nevada Reno

Volkert, Delene 2012
Nursing Instructor
MSH — Walden University
BSN — Great Basin College
ASN — Great Basin College

Walsh, Eric 2006
Reference Librarian/
Interim Library Coordinator
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

Wang, Ping 2014
 Academic Success Center, Director
 BS — University of Electronic Science and
 Technology of China
 MS — University of North Florida

Warnert, Staci L 2013
 Nursing Instructor
 BSN — University of Nevada, Reno

Webster, Joshua C 2014
 English Instructor
 BA — Madonna University
 MA — Wayne State University
 PhD — University of Southern Mississippi

Whitehead, Michael 2013
 Diesel Technology Instructor
 Certificate — ASAF Tech School

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

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

Hyslop, Larry **Emeritus**

Computer Technologies Professor
BA — University of Montana
MA — University of Montana

Kuhl, Marilee **Emeritus**

Nursing Professor
BSN — South Dakota State University
MSN — Idaho State University

Licht, Jon **Emeritus**

Welding Technology Professor
BS — Northern Montana College

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

Nickel, Ed **Emeritus**

Computer Technologies Professor
BA — Kansas State University
MLS — Emporia 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

Uhlenkott, Linda **Emeritus**

English Professor
BS — Lewis-Clark State College
MA — University of Nevada, Las Vegas
PhD — University of Nevada, Reno

Warren, Pat **Emeritus**

Director, Continuing Education
BS — California State Polytechnic University,
San Luis Obispo
MEd — University of Nevada, Reno

*Deceased

Part-Time Instructors

Allred, Tamera

MS—Nursing
Grand Canyon University

Anderson, Andrew A.

MED —Education
The College of St. Catherine

Bandiero, Anthony M.

BS—Government Relations
Harvard University

Beck, Stefan W.

MS—Engineering
Mackay School of Mines

Berg, Becky A.

MS — Education Technology
Boise State University

Bockness, Kandis D.

BSN—Nursing
Great Basin College

Bucarey, Ethan

MA — English
Montclair State University

Briggs, Tiffany H.

MA—Latin American Studies
San Diego State University

Cameron, Robert M.

MBA — Business Administration
University of Nevada Las Vegas

ChaChas, Jodi O.

BS—Elementary Education
University of Utah

Chaffin, Amy J.

PhD—Educational Psychology
University of Nevada, Reno

Clark, Brianne T.

BAS—Management Technology
Great Basin College

Collier, Erin R.

BA—Education
Great Basin College

Cowan, Robert C.

PhD—Organizational Leadership
Argosy University

Cunningham, Virginia L.

MED—Education
University of Nevada, Reno

Dankowski, Brian J.**Davis, Susan W.**

MA — Education Administration
University of Nevada, Reno

de Braga, Joe D.

MA—Educational Leadership
University of Nevada, Reno

Delaney, Cynthia A.

MA — ART
Lesley University

Edwards, Broc D.

MS—Human Resource Management
Purdue University

Edwards, Donna Rae

BA—Sociology
California State University

Ellis, David R.

Ericksen-Wedmore, Leaf A.
MA — Educations
University of Nevada, Las Vegas

Eriksen, Lisa M.

BS — Botany
Oregon State University

Fenton, George E.

MSE — Engineering
University of Michigan

Fernandez, Jennifer L.

BSN — Nursing
Dominican College of San Rafael

Finley, Deborah L.

MFA — Ceramics
University of Wisconsin - Milwaukee

Ford, Carol A.

ME — Literacy Studies
University of Nevada, Reno

Galvin, William A.

BA — Political Science
University of California, Los Angeles

Gilboy, James M.

ME — Education
Lesley College

Grant-Mahlberg, Jennifer

BSN—Nursing
Great Basin College

Guthrie, James S.

MED—Education Administration
University of Idaho

Harmon, Christopher R.

BA—Education
University of Nevada, Reno

Harp, Carrie L.

BA — Elementary Education
Great Basin College

Harwood, Carissa A.

MFA—Play Righting
University of Nevada, Las Vegas

Hawkins, Allison P.

BA — English
University of Texas at Austin

Hicks, Annie

BA—Music Education
University of Nevada, Reno

Hicks, William Brandon R.

Hofland, Bonnie S.
PDH—Educational Studies
University of Nebraska

Hooton, Richard R.

AS—Executive Secretary
LDS Business College

Idler, Nicole D.

BA—Education
Great Basin College

Jefferson, Ryan M.

MBA — Business Administration
National University

Johnson, Byron E.

ASOC — Civil/Survey
Texas State Tech College

Jones, Shaquita R.

MED — Education
Howard University

Joyce, Jeanne E.

BS — Business Education
Black Hills State University

Kelly, Brian D.

BS—Biology
University of Montana

Kimble, Jo J.

AA — Liberal Arts
Cochise Community College

Kunkel, Bernadette B.

MS—Counseling
University of Phoenix

Kurka, Mira T.
PhD — Geology
University of Oregon

LaFleur, Marc T.
MA — Business
University of Phoenix

Latham, Robert G.
BA — Christian Education
Midwestern Baptist Seminary

Lords, Paul O.
PhD — Specialization in Education Psychology
Capella University

Luke, Andrea L.
BA—Sociolinguistics
Sarah Lawrence College

Maborang, Elena P.
MSN — Nursing Administration
Aurora University College of Nursing

Mahoney, Bryan R.
BS — Mathematics
Evangel University

Martinez, Tori M.
MS—Leadership
Grand Canyon University

McDermott, Salli R.
MA — Education
Grand Canyon University

Melgar-Murcia, Julio L.
MS — Information Systems & Human
Resource Management
University Francisco Morroquin

Meyer, Andrew D.
MA—Art
Northern Arizona University

Mierins, Andrew M.
JD — Law
University of New Hampshire School of Law

Milano, Toni R.
AS—Applied Science
Great Basin College

Miller, Gerald K.
BS—Agronomy
University of Nevada, Reno

Murphy, Christopher J.
MS — Vocational Education
Bemidji State University

Musial, Diann
PHDCAS — Social Theory
University of Chicago

Naffziger, Arthur R.
BS — Industrial Tech
California State University

Negrete, Sarah C.
PhD—Philosophy
University of Nevada, Reno

Negrych, Zane D.
JD—Law
Santa Clara University

Neschke, Jennifer C.
BA — English
University of Nevada Las Vegas

Orr, Kristen F.
BA — Journalism
University of Nevada, Reno

O'Shea-Hockett, Regina K.
MS — Nutrition
University of Nevada, Reno

Pardovich, Juanita D.
BA — Education
Great Basin College

Paxton, James A.
BS — Secondary Education
University of Nevada Las Vegas

Pennington, Gerald
AS — Applied Science Electronics
Truckee Meadows Community College

Phillips, Brittany

Phillips, Patricia A.
AA — Computer Information System
Laramie Community College

Pierce, Alan D.
MS—Curriculum & Instruction
University of Oregon

Pitts, Sean D.
MA — American Studies
Utah State University

Plager-Heard, Heather C.
BS — Psychology
Boise State University

Rampe, Sally H.
MS—American Studies
Utah State University

Rappa, Gail P.

Raynor, Wendy A.
MS — Counseling & Ed. Psych
University of Nevada, Reno

Rogers, Ami
BS—Integrate Studies
Great Basin College

Russell, Jessica E.
MBA—Management Strategy
Western Governors University

Rynearson, Jon L.
Law Enforcement
Idaho State Post Council

Safford, Linda J.
MED—Special Education
University of Nevada, Reno

Sanchez, Sheri L.
BS — Education
Slippery Rock University

Sausman, George R.
MBA — Business Administration Accounting
California Coast University

Sellers, Luke M.
MA — Education
University of Idaho

Spratling, Boyd M.
PhD — Veterinary Medicine
Washington State University

Stieger, Jennifer L.
AA — Associates of Arts
Great Basin College

Supp, Lisa A.
BA — English
Western Montana College

Thomas, William D.
MS — Geology
Utah State University

Uhlenkott, Linda A
PhD—Composition
University of Nevada, Reno

Watts, Laura E.
BS—Public Health
Utah State University

White, Justin H.
MS—Geography
Virginia Polytechnic Institute & State University

Williams, Tiffany M.
BA — Business
Great Basin College

Wilson, Mary E.
BA — Theatre
CSU Fullerton

Wright, Ann M.
BS — Mathematics
University of Utah

Zumwalt, Don
MS — Criminal Justice
Kaplan University

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

Diekhans Center for 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, 775.753.2180

Admission Information

Admission Advising and Career Center
Berg Hall, 775.753.2180

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

Administrative Officer

Berg Hall, 775.753.2282

Area Health Education Center/ UNSOM Outreach

AHEC, Elizabeth Griswold Hall, 701 Walnut
775.738.3828

Arts and Letters

McMullen Hall, 775.753.2221

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

Central Receiving, 775.753.2369

Business

Lundberg Hall, 775.753.2120

Business Affairs

Berg Hall, 775.753.2227

CTE College Credit

Diekhans Center for Industrial Technology
Building, 775.753.2217 or 775.753.2303

Campus Tours

Leonard Center for Student Life,
775.753.2201

Career and Technical Education

Diekhans Center for 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

Diekhans Center for Industrial Technology
Building, 775.753.2177

Computer Services

Lundberg Hall, 775.753.2220

Continuing Education

Berg Hall, 775.753.2231

Controller's Office

Berg Hall, 775.753.2110

Cooperative Education

Diekhans Center for Industrial Technology
Building, 775.753.2175

Copy Services / FAX

Media Services, Lundberg Hall 775.777.8864
Evenings: GBC Library 775.753.2222

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

Diekhans Center for 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, 775.753.2227

Faculty Offices

Switchboard, Berg Hall,
775.738.8493

Financial Aid Information

Student Financial Services,
Berg Hall, 775.753.2399

Fitness Center

775.753.2113

Foundation Office

Berg Hall, 775.753.2265

Grants

McMullen Hall
775.753.2317

Health Sciences and Human Services

Dorothy S. Gallagher Health Sciences
Building, 775.753.2301

History Diekhans Center for Industrial Technology Building, 775.753.2244	Office of Classroom Technology High Tech Center, 775.753.2306	Services for Students with Disabilities Student Services, Leonard Center for Student Life, 775.753.2271
Housing Program—See Student Housing	Online Classes High Tech Center, 775.753.2147	Sexual Harassment Berg Hall, 775.753.2282
Humanities McMullen Hall, 775.753.2221	Orientation Berg Hall, 775.753.2102	Social Sciences Diekhans Center for Industrial Technology Building, 775.753.2244
Human Resources Chilton Circle Modular, 775.753.2155	Pahrump Valley Center 551 E. Calvada Boulevard Pahrump, NV 89048 775.727.2000	Special Programs Berg Hall, 775.753.2231
Individualized Study Leonard Center for Student Life, 775.753.2271	Parking Permits (Students with Disabilities) Leonard Center for Student Life, 775.753.2271	Student Conduct Officer Berg Hall, 775.753.2282
Industry Diekhans Center for Industrial Technology Building, 775.753.2175	Periodicals GBC Library, McMullen Hall, 775.753.2222	Student Employment Services/ Job Placement Berg Hall, 775.753.2180
Information Desk Berg Hall, 775.738.8493	Payment Plans Controller Office, Berg Hall, 775.753.2243	Student Financial Services Berg Hall, 775.753.2399
Institutional Research and Assessment Berg Hall, 775.753.2009	Personnel Chilton Circle Modular, 775.753.2107	Student Government Association Leonard Center for Student Life, 775.753.2256 or 775.753.2234
Inter-library Loan GBC Library, McMullen Hall, 775.753.2222, FAX 775.753.2296	Phi Theta Kappa Dr. David Freistroffer, 775.753.2018	Student Housing Griswold Hall, 775.753.2360
Interactive Video High Tech Center, 775.753.2306	Physical Science Lundberg Hall, 775.753.2120	Student Life See <i>Activities</i>
Jobs (On and Off Campus) Berg Hall, 775.753.2180	Placement Testing Diekhans Center for Industrial Technology Building, 775.753.2149	Student Services Berg Hall, 775.753.2184
Library McMullen Hall, 775.753.2222	Public Information McMullen Hall, 775.753.2105	TAACCCT Grant McMullen Hall, 121 775.753.2316
Life Sciences Lundberg Hall, 775.753.2120	President's Office Berg Hall, 775.753.2265	Testing Academic Success Center Diekhans Center for Industrial Technology Building, 775.753.2144
Lost and Found Security, Chilton Circle Modular, 775.753.2293	Recruitment Department Leonard Center for Student Life, 775.753.2201	Theatre Arts McMullen Hall, 775.753.2221
Mailing Address 1500 College Parkway Elko, NV 89801	Refunds Controller's Office, Berg Hall, 775.753.2110	Title IX Coordinator Berg Hall, 775.753.2282
Maintenance Training Cooperative—MTC Diekhans Center for Industrial Technology Building, 775.753.2175 or 775.738.2217	Registration Information Admissions and Records Office, Berg Hall, 775.753.2102	Transcript Request Admissions and Records Office, Berg Hall, 775.753.2102
Marketing McMullen Hall, 775.753.2105	Room/Facility Requests Berg Hall, 775.753.2227	Transfer Center Counseling Office, Berg Hall, 775.753.2180
Mathematics Diekhans Center for Industrial Technology Building, 775.753.2244	SIS Operations Berg Hall, 775.753.2211	Tutoring Academic Success Center, Diekhans Center for Industrial Technology Building, 775.753.2144
Media Services Lundberg Hall, 775.777.8864	Scholarships Student Financial Services, Berg Hall, 775.753.2399	Veteran Resource McMullen Hall, 775.753.2346
Microsoft Training and Certification High Tech Center, 775.753.2241	Security Chilton Circle Modular, 775.934.4923 or 775.753.2115	Veteran's Affairs Student Financial Services, Berg Hall, 775.753.2399
Non Credit Courses Berg Hall, 775.753.2231 or 775.753.2202		
Off-Campus Programs Berg Hall, 775.753.2266		

Veterans' Deferred Registration Payments

Student Financial Services,
Berg Hall, 775.753.2399

Vice President for Academic Affairs

Berg Hall, 775.753.2266

Vice President for Business Affairs

Berg Hall, 775.753.2181

Vice President for Student Services

Berg Hall, 775.753.2282

Virtual Humanities Grant

McMullen Hall
775.753.2317

Web Address

www.gbcnv.edu

Winnemucca Center

5490 Kluncky Canyon Road
Winnemucca, NV 89445
775.623.4824

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

Education Department

775.753.7534

Electrical Technology

775.753.3509

English

775.753.2131

Follett Bookstore

775.753.2277

Grants

775.778.9434

Health Sciences and Human Services

775.753.2151

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 / Media Services

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

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