

# *Higher Education for Rural Nevada*

## **ELKO MAIN CAMPUS**

1500 College Parkway  
Elko, NV 89801  
775.738.8493

## **ELY BRANCH CAMPUS**

2115 Bobcat Drive  
Ely, NV 89301  
775.289.3589

## **PAHRUMP VALLEY CENTER**

551 E. Calvada Blvd.  
Pahrump, NV 89048  
775.537.2701

## **WINNEMUCCA BRANCH CAMPUS**

5490 Kluncy Canyon Road  
Winnemucca, NV 89445  
775.623.4824

[www.gbcnv.edu](http://www.gbcnv.edu)

Published April, 2006

## 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 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
- 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
- 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. Each NSHE institution must set a definition for its directory information, which may be more restrictive than provided in FERPA. 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 Act defines such information as including, but not limited to: name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and most recent previous educational agency or institution attended.

**If you sign and return this form, GBC will be unable to:** automatically place your name in publications such as Dean's Lists or graduation programs; confirm graduation and dates of attendance to potential employers; verify enrollment with organizations such as insurance companies; provide your name for invitations to join organizations such as national honor societies or the alumni association, and so on. In cases such as these, you would need to give specific signed approval each time an exception was made.

**GBC may use directory information to:** mail notices to students about changes in policies, services, or opportunities; Directory information may also be provided to GBC affiliates (e.g., NSHE System, Board of Regents, National Student Clearing House), honor societies, or other individuals for purposes deemed beneficial to students. In all instances, GBC exercises informed discretion in responding to any requests for directory information and may or may not provide such information when requested, depending on the intended purpose of the request. Student directory information for current and former students cannot be sold or rented for a fee by an NSHE institution.

### NOTICES

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

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

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

In compliance with the crime awareness provisions of the Campus Security Act of 1990, crime statistics for GBC are available at the GBC Security Office.

GBC has joined other colleges and universities across the nation in encouraging the elimination of alcohol and other drug abuse. A substantial number of adults 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, however, there is a responsibility. To those choosing to drink alcoholic beverages comes the duty of doing so in a manner that is consistent with the laws of the state and community norms, and with respect for the rights of others.

In order to reduce and prevent alcohol-related problems, we have developed a substance abuse prevention program. During the school year, information and programs will be offered to promote the responsible use of alcoholic beverages and prevent the use of drugs.

All GBC buildings are designated as tobacco free.

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

Great Basin College (GBC) is an Affirmative Action/Equal Opportunity (AA/EO) educational institution. It is guided by the principle that equal opportunity means more than equal employment opportunity, and that access to facilities and services shall be available to all people regardless of their race, age, religion, color, sex, sexual orientation, disability, or national origin. This principle is applicable to every member of the GBC/NSHE community, both students and employed personnel at every level, and to all facilities and services.

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

## DISCLOSURE OF STUDENT RECORDS OPT OUT FORM

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

If, after due consideration, you wish to restrict the release of this information, please check one of the boxes below indicating your authorization, sign and date the form, and return it to the GBC Admissions and Records Office in Elko, or to GBC in Battle Mountain, Ely, Pahrump, or Winnemucca. Students shall be permitted until the end of the first six weeks of the fall or spring semester to submit a written request for non-disclosure of directory information. The deadline shall be published in the academic calendar of each institution.

- Remove my name from directory information for commercial purposes. Commercial purposes would include organizations that provide services such as health insurance or tuition payment plans, verification of enrollment for health insurance, degree verification for employment, invitations to join academic organizations, or the alumni association. These organizations provide students with information, services, and benefits.
- Remove my name from directory information for non-commercial purposes. Non-commercial purposes would include purposes such as publication in honors and graduation programs, invitations to apply for specialized scholarships, or invitations to attend specialized activities or workshops.
- Remove my name from directory information for both commercial and non-commercial 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

**This request will apply permanently to your record, even following graduation, until you choose to reverse it by submitting a written authorization to Admissions and Records.**

# Table of Contents

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From the President . . . . .	4	Bachelor's Degrees . . . . .	55-92
2006-2007 Academic Calendar . . . . .	5	Associate's Degrees . . . . .	93-96
Reference Calendar . . . . .	6	Associate's Degrees, Certificates, Career and Technical . . . . .	97-136
NSHE—The Nevada System of Higher Education . . . . .	7	Special Programs . . . . .	137
GBC Degree and Certificate Programs . . . . .	9	GBC Elko Campus Map . . . . .	138
GBC Service Area Map . . . . .	10	Course Offerings . . . . .	139-181
Welcome to GBC . . . . .	11-14	College Board Advanced Placement Examination (CBAPE) . . . . .	182
GBC Mission and Philosophy . . . . .	15-16	Appendix—Title 2: Procedures Applicable to NSHE Systems . . . . .	183-189
Getting Started . . . . .	17-25	Appendix—Title 4: Nevada System of Higher Education CODE, Chapter 8 . . . . .	189-191
You Should Know... . . . .	26-33	Faculty, Adjunct Faculty, Emeritus and Administration . . . . .	192-198
Resources and Services . . . . .	34-39	A GBC Quick Reference Guide . . . . .	199-201
Fees and Financial Aid . . . . .	40-47	A GBC Glossary of Terms . . . . .	202-203
Academic Standards . . . . .	48-51	Index . . . . .	204
General Education Objectives, Outcomes, and Requirements . . . . .	52-54		

# From the President

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Dear Students, Parents, and Community Members,

Welcome to Great Basin College, one of the finest associate's and bachelor's degree-granting institutions of higher education in the West. GBC is proud to serve the higher educational needs of rural Nevada. Our service area now covers nearly 70,000 square miles, serving Elko, Humboldt, Lander, Eureka, Nye, and White Pine counties, and bordering Oregon, Idaho, Utah, and California. Our students come from communities large and small, like McDermitt and Lund, Winnemucca and Ely, Elko and Pahrump, Gabbs and Battle Mountain. We are excited about our new opportunities and our new challenges.

GBC's instruction is designed to meet those challenges with well-designed career and technical education and academic programs. Our unique integrated curriculum provides the foundation upon which a solid career can be built. By combining the strengths found in the study of oral and written communication, critical thinking, personal and cultural awareness, personal wellness, and technology, we can help you to build the intellectual strength that will continually renew itself.

Because we have a co-educational student enrollment of about 1,350, with a 1:19 faculty/student ratio, you can be assured of receiving the personal attention you deserve from your professors and the Student Services staff. With a wide variety of student activities, clubs, and organizations, GBC provides you with innumerable opportunities to get involved in your college education.

You will soon discover after coming to Great Basin College that our greatest strength is the quality of our teaching faculty and the excellent rapport between faculty and students. Although the faculty are professional scholars, their commitment is to excellence in teaching. They excel in the classroom and as role models; they are the hallmark of the GBC experience.

Again, I welcome you to Great Basin College. I invite you to page through our new catalogue. It is full of valuable information about degree programs and courses that will help you to design the best strategy for your higher education, and make your experience with us as enriching as possible.

Sincerely,



Dr. Paul Killpatrick  
President



# Reference Calendar

## 2006

## 2007

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# NSHE

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# NSHE

## The Nevada System of Higher Education

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*Fini Dobyns*, Secretary to the Board of Regents

*Larry Eardley*, Assistant Vice Chancellor for Budget, Finance and Banking and Investments

*Suzanne Ernst*, Special Assistant to the Chancellor

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*Fernando Vargas*, Elko

*Gene Wambolt*, Winnemucca

*Bernard Zunino*, Ex-Officio, Eureka



# GBC Degree and Certificate Programs

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## Associate of Arts Degree

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

## Associate of Science Degree

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

## Associate of General Studies Degree

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:

Agriculture  
Business Administration  
    Entrepreneurship Emphasis  
    General Business Emphasis  
Computer Office Technology  
    CADD/GIS Emphasis  
    Graphic Communications Emphasis  
    Information Specialist Emphasis  
    Network Specialist Emphasis  
    Office Technology Emphasis  
    Web Specialist Emphasis  
Criminal Justice  
    Corrections Emphasis  
    Law Enforcement Emphasis  
Diesel Technology  
Early Childhood Education  
Electrical Systems Technology  
Industrial Plant Mechanics  
Nursing  
Welding Technology

## Pending Approval

Industrial Energy Efficiency  
Radiology Technology

## Bachelor of Arts Degrees

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

Bachelor of Arts in Elementary Education

Bachelor of Arts in Secondary Education in

Agricultural Education

Automotive Service Technology

Biological Science

Mathematics

Social Science

Career and Technical Education

Agriculture Education, Automotive Service

Technology, Electronic Technology, Industrial

Arts, Welding/Manufacturing Technology . . . . .

Bachelor of Arts in Integrative and  
Professional Studies

Arts and Humanities Administration

Concentration

Resource Management Concentration

Social Science Concentration

## Bachelor of Science in Nursing Degree

## 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 in

Agriculture Management

Digital Information Technology

Instrumentation

Land Surveying/Geomatics

Management in Technology

## Certificate of Achievement Programs

Accounting Technology

Instrumentation Technology

Business Administration

Retail Management

Diesel Technology

Spanish Interpreter/  
Translator

Early Childhood Education

Welding Technology

Electrical Systems Technology

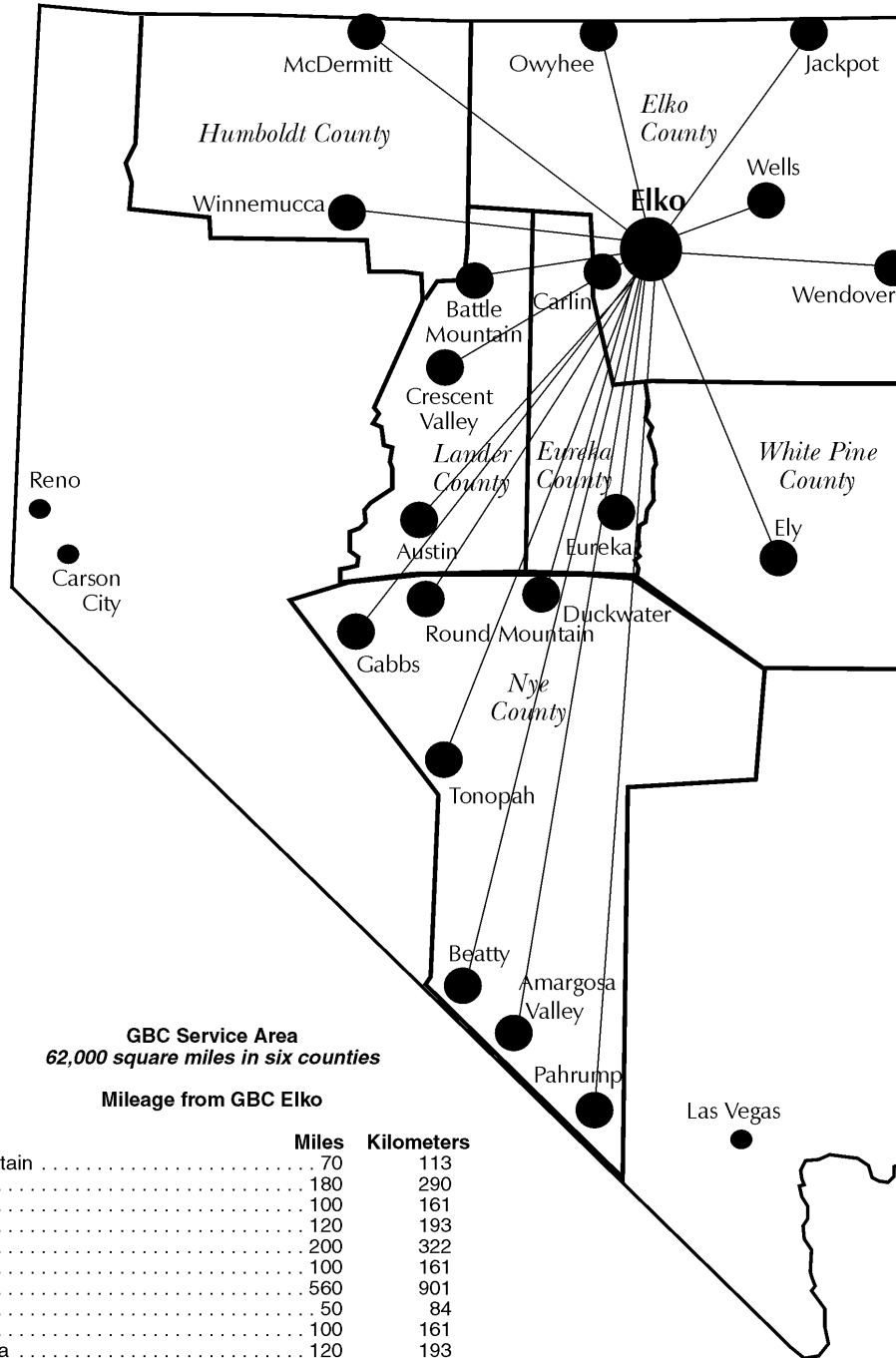
Entrepreneurship

Industrial Plant Mechanics

## Bachelor of Social Work (BSW)

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

# Service Area Map



# Welcome to GBC

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## A Community College

Two generations of students—many of them now citizens and community leaders—have studied at Great Basin College (GBC) since it opened in 1967. Students of the new millennium, like those who studied at GBC before them, have access to contemporary knowledge in classes and the benefit of instructors who truly cherish the learning process. They will also benefit from an excellent library, the most current computing facilities, and well-equipped laboratories. They participate in a time-honored schedule of traditional classes and in a rich array of short courses presented by active scholars from Nevada and the West.

GBC students choose their courses from mathematics, science, business, and computing; humanities and social sciences; fine arts; career and technical education; health science; and community education. Full-time faculty members, part-time instructors, and support personnel are mentors, friends, and advisers of the 4,700 students who study throughout the academic year at GBC.

## GBC's History at a Glance

Great Basin College is the major provider of postsecondary education in rural Nevada and has been from its first days as an upstart college 35 years ago.

The roots of GBC go back to the early 1960s. That was a golden age of community colleges, and local people sensed their own need for predictable college courses and programs. An enterprising group of citizens began to analyze the prospects for a community college, and in the Spring of 1967 launched a fund-raising drive to start the institution. Elko Community College opened for classes on September 27, 1967. It was the first such institution in Nevada.

In its early days, Elko Community College (ECC) was mostly an adult education center. It was governed by an advisory board working through the Elko County School District. A major gift in 1969 from billionaire Howard Hughes kept the College afloat. The State assumed control and provided funding in 1969 and governance was passed to the Board of Regents of the Nevada System of Higher Education. The College then entered a long period of development.

By the time the College was ready to move to the permanent campus on the old Ruby View Golf Course in 1973, the name was changed to Northern Nevada Community College (NNCC). The College had begun to develop programs within the five-county service area in 1970, and during the early years it had established off-campus educational centers at Winnemucca, Ely, Battle Mountain, Wells, McDermitt, and the Duck Valley Indian Reservation.

The Northwest Commission on Colleges and Universities (NWCCU) awarded the College its first accreditation in 1974. The late 1970s saw a number of programs flourish including Art, Diesel Technology, and Nursing. New programs continued to evolve in the 1980s. Many new programs, including Electrical Systems Technology, Industrial Plant Mechanics, and Welding Technology, became important offerings, as did the college transfer programs.

The 1990s have been more fruitful with growing student enrollments and new course offerings and programs. To better reflect the service area, in 1995, NNCC became Great Basin College. In 1999, GBC offered its first baccalaureate program and in 2002, GBC opened student housing.

## Serving the Public

Great Basin College's spirit of sharing does not end at the campus portals. Community service is very important to us. Members of the faculty are involved in varied community activities. A member of the faculty is a leader of the Northeastern Nevada Naturalists. Two are members of the Board of Directors of the Western Folklife Center. Others have organized literacy volunteer programs. Many faculty members over the years have been leaders in community and economic development activities. Virtually every member of the faculty shares knowledge and experience in numerous community activities, including service to local and state governments. They are often called upon to be advisers to business and industry and to school districts and government.

## College Profile

Elko, Nevada, is home to Great Basin College. Depending on your perspective, Elko may seem both centrally located and geographically isolated. Elko is an easy drive to Reno, Boise, and Salt Lake City.

Geographically, Elko lies at the center of some of the most scenic and pristine lands in the nation. The Ruby Mountains, just 20 miles to the south, feature the stunning, glacially-carved Lamoille Canyon, and the Jarbidge Mountains to the north have been certified as home to some of the cleanest air on earth. The peaks of both mountain ranges reach toward 13,000 feet and are dotted by alpine lakes, ribboned with clear streams, and softened by groves of aspen, fir, and mahogany.

The greater Elko area includes the communities of Spring Creek and Lamoille and has a population of over 30,000. A stroll through the historic downtown district, near the Western Folklife Center, home of the annual National Cowboy Poetry Gathering, presents an eclectic blend of 100-year-old family run restaurants side-by-side with new art galleries and western haute couture.

To further address the needs of this rapidly expanding area, the state-of-the-art Northeastern Nevada Regional Hospital was completed in 2001. It features a medical office plaza and a 75-bed hospital wing providing comprehensive in-patient and out-patient health care. Partnerships with regional hospital facilities provide a community of health care professionals second to none in the nation. NNRH is also committed and an active partner in the college's health-related associate and baccalaureate programs.

Great Basin College is a flourishing organization. With over 500 full- and part-time educators and staff, the College grows each year at a rate of 3-6%. Baccalaureate programs are offered in Elementary Education, Nursing, Resource Management, Social Science, Instrumentation, Land Surveying/Geomatics, Management Technology, and Social Work.

Finally, no description of programs at GBC is complete without discussing the backbone of the College's mission: associate's degree and certificate of achievement programs. Students can pursue careers in dozens of areas including agriculture, business administration, diesel mechanics, early childhood education, electrical systems technology, industrial plant mechanics, nursing, computer technology, criminal justice, welding, and computer-aided design.

## The Campus

The College's 44-acre, mile-high Elko campus borders Interstate 80 less than a mile northeast of downtown Elko. From the site, collegians may look south and see the snow-mantled Ruby Mountains, the chief water makers in the interior of the Great Basin.

Lundberg Hall (1973) is the oldest campus building. Lundberg houses science laboratories, the computing hub, and faculty offices. McMullen Hall (1974) houses the Library, the Academic Success Center, and classrooms. Berg Hall (1987) houses the Office of the President, Offices of the Vice Presidents for Academic Affairs, Administrative Services, and Student Services; as well as, the Controller's Office, the Admissions and Records Office, Student Financial Services, the Admission Advising and Career Center, Off-campus Job Placement Services, and a large conference room.

Other buildings include the Greenhaw Technical Arts Building (1992) building, which houses programs in mechanical technology, art, distance education classrooms, and computing labs. The College Community Center (1991), includes the GBC Foundation offices, a bookstore, the Bighorn Activity Center, Retention and Student Life, and food service. Included in Phase II (1995) of the College Community Center, is a 256-seat, state-of-the-art theatre, home of the Theatre Arts Program. The Mark H. Dawson Child and Family Center (1996) and the House that Jack and Tom Built (2003), which house the Early Childhood Education Program, includes preschool and childcare classrooms, a family literacy library, and a creative play yard. A privately owned television station and NBC affiliate KENV (1997) is located on the campus and provides the college

with use of a classroom in the facility. The Fitness Center (1997) provides facilities for physical education classes and houses a weight/exercise room and a full-size basketball/volleyball court and two rock climbing walls. The Dorothy S. Gallagher Health Sciences Building (1997) houses the Nursing Program and the Division of Continuing Education/Community Service. The building houses two lecture halls, classrooms, and faculty offices. The Music Annex (1999) houses the PBS, K15EE, Television System; the PBS, KNCC (KUNR translator), radio system; and music classes. The Arts Annex (2000) provides a facility for ceramics and theatre classes.

In June of 2001, the Donald W. Reynolds Foundation project was completed. The \$4.5 million grant project provided a landmark clock tower, a glass solarium, a state-of-the-art amphitheatre, and a pristine waterway and beautiful landscaping.

The High Tech Center (2001), shared with the Elko County School District, houses computer classrooms, a Microsoft training center, distance education classrooms, a chemistry lab, a microbiology lab, a professional development center for school district teachers, and offices.

GBC provides student housing (2002) located within walking distance of the main campus. There are three locations consisting of traditional dorms and Resident Suites (for single students) and Married/Family housing. The college has room available to provide housing for 18 families and approximately 90 single students. For more details, see pages 43 and 44.

Guided tours of the campus are available. You are always welcome. Simply call for an appointment, 775.753.2201.

## Branch Campuses and Satellite Centers

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

If you wish to contact the coordinator at the satellite centers, please call the GBC Office of Academic Affairs, 775.753.2202, for current information.

### Ely

The Ely Branch Campus is the center of higher education in eastern central Nevada. Ely is located 180 miles south of Elko near the south rim of the Great Basin in a picturesque desert and forested mountain area. It is the center of commerce and industry in eastern Nevada and the seat of White Pine County. Three U.S. highways—U.S. 6, U.S. 50, and U.S. 93—intersect at Ely, a city that more than 5,000 people call home. Tourists are attracted to U.S. 50, "The Loneliest Road in America," and Ely's hospitality industry provides travelers with important services in Eastern Nevada. Nearby is the Great Basin National Park, which

attracts visitors because of its varied features: the Bristlecone Pine (oldest of living things), Lehman Caves, and giant Wheeler Peak, with its many alpine vistas and a high ice field. The City of Ely has developed the Nevada Northern Railway Museum, featuring a steam-hissing Ghost Train, which offers excursions during summer months. The Ely Renaissance Society has initiated the painting of murals on the walls of local businesses depicting the county's rich history of mining, ranching, and ethnic heritage.

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

### ***Winnemucca***

Winnemucca, 125 miles west of Elko along the Humboldt River, is the site of another GBC branch campus. The city perpetuates the name of the famous Chief Winnemucca, or "Old Winnemucca," of the emigrant era. Winnemucca is both a Nevada gateway to the Pacific Northwest and a town where tourists from that area like to come for Nevada-style recreation. It is supported largely through mining, tourism, and agriculture. Humboldt County, with its large potato and alfalfa farms, is one of Nevada's leading agriculture areas. Winnemucca is part of "Cowboy Country" and is famous for the outlaw Butch Cassidy, and for some vestiges of the buckaroo spirit of the Great Basin. The GBC Winnemucca campus facility was completed in 1995 and is located at 5490 Klunzy Canyon Road. The campus has a full-time director and staff that coordinate schedules and programs to meet the educational needs of Humboldt County residents. The campus features state-of-the-art computer systems, science labs, and interactive video technology to link Winnemucca students with college students in other Nevada communities. For more information call the Winnemucca Branch Campus at 775.623.4824.

### ***Pahrump Valley Center***

Great Basin College assumes the administration of community college services in Nye County and the Pahrump Valley Center on July 1, 2006. The Pahrump Valley Center is a High Tech facility adjacent to the Pahrump Valley High School featuring a computer lab, a 1,200 square-foot multi-purpose room, traditional classroom space, Interactive Video (IAV) course delivery systems and a CISCO training lab. GBC will also be offering IAV, live and Internet delivery to satellite centers throughout Nye County. The GBC facilities will also include temporary classrooms in Pahrump and plans are underway for the development of a 280-acre campus site east of Pahrump.

## **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 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. Students who receive an Associate of Applied Science Degree in Diesel Technology may receive the Automotive Service Excellence (ASE) certificate. Great Basin College follows the curriculum of the American Welding Society (AWS), and graduates of the Welding Technology Programs may receive AWS certification. The Nursing Programs are accredited by the National League for Nursing Accrediting Commission (NLNAC), a prestigious national membership.

## **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 73,000 residents, and approximately 3,000 of them enroll at GBC and its branch campuses and satellite centers each semester. GBC students range in age from 16 to 90 and have a wide variety of interests. Some enroll in science courses and the liberal arts transfer programs while others take courses in computer networks, business finance, real estate investments, or learn English as a second language. Our students gain valuable experience at GBC.

## **What Is Academic Freedom and Responsibility?**

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

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

# GBC Mission and Philosophy

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*The mission of Great Basin College is to provide superior, student-centered, post-secondary education in rural Nevada. We provide five types of educational opportunities: university transfer courses, career and technical studies, developmental courses, community education and select baccalaureate programs, along with student support services and special business-education partnerships.*

The specific programs we provide in each of these areas respond to the needs of our locale and to our belief that education is the chief means of developing human potential. We believe that the opportunity to learn must be accessible to everyone and that an educated, responsible citizenry best serves our community as a whole. We strive to give individual attention to students and to help them develop critical thinking, problem-solving, communication, analytical, and self-directed learning skills which apply to all aspects of their lives. Great Basin College is committed to providing educational opportunities and access, using the newest distance technologies whenever feasible.

Each of the educational opportunities we provide is equally important to our community. Our university transfer courses provide an alternative channel from high school to a baccalaureate degree. For these people, we provide a broad range of courses to fulfill the requirements of the first two years of a baccalaureate degree. In addition and continuing in the tradition of serving the citizens and the communities at large, GBC offers selected baccalaureate degree programs that meet special needs and that enrich the higher education offerings in rural Nevada. Our courses are designed to articulate with the degree programs at other colleges and universities and to stimulate critical, independent, and creative thinking.

Our career and technical studies are developed to meet the demands of the local economy. Our programs lead to immediate and meaningful employment for our students. For the employer, we provide short- and long-range training programs that create a productive workforce that knows how to learn and to work in harmony with others.

We collaborate with local and state-wide businesses and industries to create or modify existing technical programs in order to bolster the state's economic climate. We continuously assess these activities to adapt to the rapidly changing needs of our employers and to assist in the recruitment and economic development efforts of the state.

Through lectures, forums, concerts, plays, exhibits, operas, and special programs, our community education programs establish education as a lifelong learning process and provide the focus for the community's cultural, intellectual, and recreational enrichment.

Through individualized attention and special programs, we provide remedial and developmental education for a host of people who, because of life's circumstances, have not followed the traditional path of education and who need another entry. We provide a comprehensive range of pre-college level programs for students with limited English proficiency, and for returning adults, enabling them to expand their higher education opportunities.

Equally important to our mission are the student support services we provide. To help our students become more aware of their potential, we provide career counseling, academic advisement, placement testing, job placement, and financial assistance.

Great Basin College is committed to its diverse and changing community by providing an open academic environment where students of all ages and backgrounds can discover their potential and achieve their life goals.

## **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 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.

## **Community Services**

Community Services provides lifelong learning opportunities for all members of our community. Designated by a “C” or “Z”, these courses and workshops are often only a few hours in length and reflect a variety of topics from basic computers to personal enrichment courses. Lectures and forums play a key role in recreational, intellectual, and cultural enhancement. Horsemanship clinics draw students from around the world. The popular Kids’ College summer program brings community youngsters on campus to improve their basic skills or stretch their academic talents in a collegial environment. Many students decide to enroll in degree programs after taking non-credit courses at GBC.

## **Continuing Education**

Lifelong learning is an important mission of Great Basin College. Continuing Education offers a wide variety of courses each semester for students who are not seeking a degree or certificate. Many professions require continuing education as part of their certification or licensing requirements. GBC responds to those educational needs by providing short, intensive training and professional development courses for local residents. Local dental hygienists and dental assistants, insurance and real estate professionals, teachers, engineers, nurses, law enforcement, and emergency medical response personnel earn continuing education credits at GBC.

Individuals interested in substitute teaching can fulfill the Nevada Department of Education requirement, a minimum of 62 credits (of which at least six credits must be in education), to qualify for a Nevada Substitute Teaching Credential.



# Getting Started

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## The College Year

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

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

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

### Admissions and Records Office

1500 College Parkway  
Elko, Nevada, 89801  
775.753.2102  
775.753.2311 (FAX)  
www.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 Nursing Program, 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 the liberal arts or career and technical education. Placement tests, given before registration, determine whether students will benefit from developmental study before entering into liberal arts or career and technical education.

No one can be denied admission because of race, age, religion, color, sex, sexual orientation, disability, national origin, or veteran status.

GBC will admit U.S. citizens or immigrants who are at least 18 years old, or who are high school graduates or who have high school equivalency certification. If you are still in high school (see page 18), you may be admitted if you qualify under the special rules. GBC will also admit qualified international students. See International Student Admission, page 18.

## 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 48 through 49 for the GBC withdrawal policy.

## How to Apply for Admission

To apply for admission, complete an official Application for Admission which may be obtained from the Admissions and Records Office in Berg Hall, from your local GBC Branch Campus/Satellite Center, or at [www.gbcnv.edu](http://www.gbcnv.edu). This form should be filed with the Admissions and Records Office prior to enrollment.

Each semester’s Class Schedule has directions for enrolling by Internet. Official transcripts from other colleges or high schools should also be on file at the Admissions and Records Office. If you are applying for financial aid, you will need to request two copies of your transcripts: one copy for the Student Financial Services Office and one for the Admissions and Records Office.

If you are a high school senior, ask your school counselor to send the GBC Admissions and Records Office an official transcript of your grade record. If you have completed the Scholastic Aptitude Test (SAT) or the American College Test (ACT), you should submit the results with your application.

The Elementary Education, Secondary Education, Bachelor of Applied Science, Bachelor of Arts in Integrative and Professional Studies, Bachelor of Social Work, and Bachelor Science in Nursing and the Associate of Applied Science in Nursing Degrees have special admission requirements. Consult Degrees Offered (pages 55-136) for details or visit our Internet site at [www.gbcnv.edu](http://www.gbcnv.edu).

## **GBC Class Wait List Policy**

Wait lists are used when classes are full. Students are contacted and moved into their course choice when openings become available, up to the first day of instruction. On the first day of instruction, wait lists are considered void. Students on the wait list are encouraged to attend the first day of class, and, if they still wish to, enroll in the class. The instructor has the authority to decide who and how many are allowed to enroll in the course at that point.

## **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. Students who do not agree to the use of their social security number as a personal identifier will be assigned "N" numbers by 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 grants, loans, and other financial aid programs; and 5) for recording grade information. GBC uses social security numbers or "N" 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 have separate "N" numbers for other identification purposes.

## **Taxpayer Relief Act**

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

## **International Student Admission**

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

- Official evidence, written in English, that you have completed an educational level equivalent to graduation from an accredited United States high school.
- A passing score on the TOEFL (Test of English as a Foreign Language) taken within six months of admission: 500 on the paper-based exam, 173 on the computer-based exam, or 61 on the Internet-based exam.

- Adequate proof of financial responsibility or sponsorship by a reputable United States citizen or organization for all obligations while attending the College.
- If you want courses transferred to Great Basin College from a college or university outside of the United States, you must have the transcript evaluated by an approved evaluation agency. Please see Transferring Your Credits to GBC on pages 22-25 for further information.

For the most current information, review the website at [www.gbcnv.edu/international](http://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 95.

## **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 recommendation of their high school principal 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 must contact the Director of Admissions and Registrar. 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.

This program permits high school students who excel in their studies to enroll in college courses not available to them in high school and gives them an opportunity for enrichment. For more information, contact your high school counselor or the GBC Director of Admissions and Registrar at 775.753.2361.

## Tech Prep

GBC is a member of the Northeastern Nevada Career Education Partnership (NNCEP). Members of this consortium include Elko, Eureka, Humboldt, Lander, Nye, and White Pine County School Districts. High school students who complete a qualifying Career and Technical Education (CTE) course at their high school with a “B” or better may be eligible for college credit. The high school course must be completed during the junior or senior year and the student must pay a \$10.00 GBC fee to receive their credits. Students who enroll at GBC and pay the \$10.00 New Student Fee are exempt from paying this fee.

By taking advantage of Tech Prep credits, students can save time and money. Tech Prep currently offers career pathways in Agriculture, Business Administration, Retail Management, Computer Office Technology (Graphic Communication, CADD/GIS, Information Specialist, Office Technology, and Web Specialist), Diesel Technology, Early Childhood Education, Nursing, and Welding Technology. The credits earned while in high school will be awarded on a GBC transcript and a “P” grade will be assigned. Interested high school students may contact their high school counselor, CTE teacher, or the GBC Tech Prep Office at 775.753.2303. More information about Tech Prep classes and how to register is available at [www.gbcnv.edu/TechPrep](http://www.gbcnv.edu/TechPrep).

## Placement Tests to Validate Your Mathematics and English Skill

Great Basin College provides assistance to its students as follows:

### Placement in Writing Classes

GBC conducts the following six courses in writing:

- ENG 095 Basic Writing II
- ENG 100 Composition—Enhanced
- ENG 107 Technical Communications I
- ENG 108 Technical Communications II
- ENG 101 Composition I
- ENG 102 Composition II

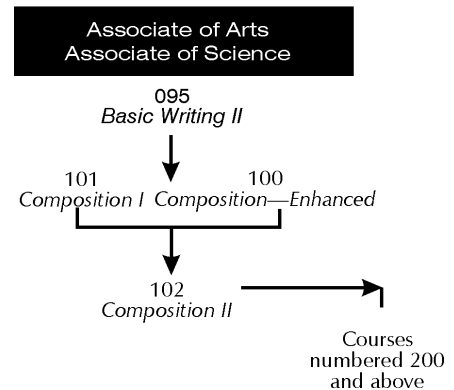
The English Matrices at right demonstrate the progression through writing courses for the Associate of Applied Science, Associate of General Studies, Associate of Arts, and Associate of Science degrees.

If you present a score of 21–29 on the English section of the ACT, or 510–670 on the SAT, or make an equivalent score on a college administered placement 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.

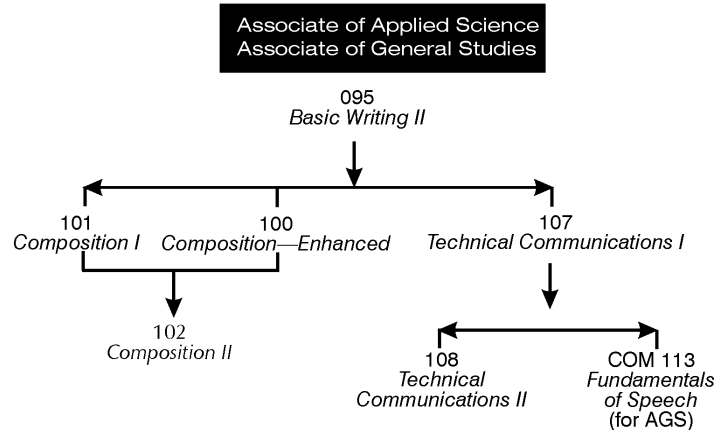
ACT scores below 21; SAT scores below 510; or Accuplacer scores below 106 in sentence skills and 96 in reading comprehension require placement in either ENG 095 or ENG 100. Students must complete a writing sample so that exact placement can be determined by the English Department.

Placement tests and writing sample prompts are available free at the Admission Advising and Career Center in Berg Hall or at your local branch campus/center. For more information, call 775.753.2272.

## ENGLISH SEQUENCE



## ENGLISH SEQUENCE



## Placement in Mathematics Classes

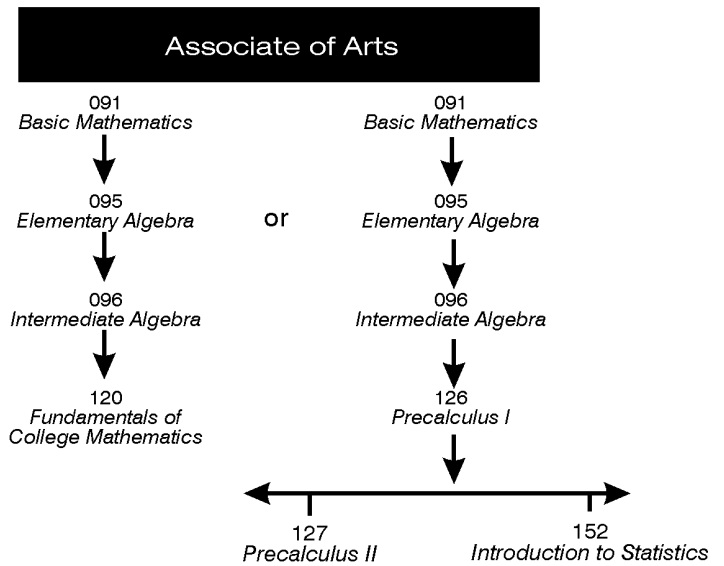
If you wish to take a mathematics course you may be asked to take the mathematics placement test. Students presenting a score of 19 or higher on the mathematics subsection of the ACT or 470 or higher on the SAT, may enroll in any mathematics course up to and including MATH 096 and MATH 116 without taking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

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

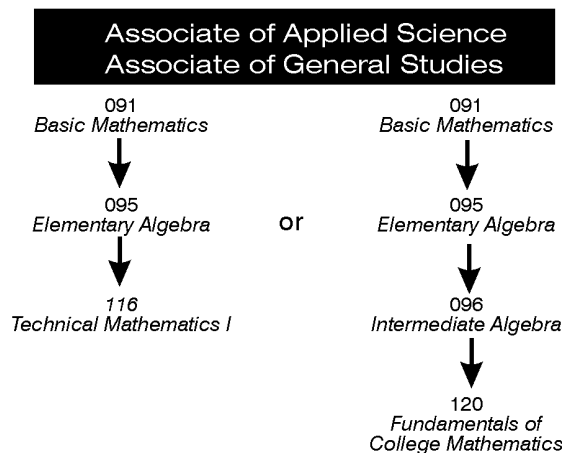
The mathematics requirement may also be satisfied by a student who earns credit through the CLEP (College-Level Examination Program) tests, or transfers equivalent credits to GBC.

Placement tests are available at the Admissions and Records Office in Berg Hall and at your local branch campus/center.

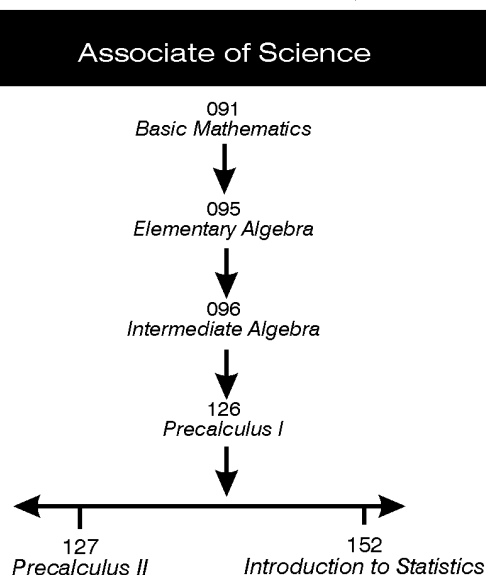
## MATHEMATICS SEQUENCE



## MATHEMATICS SEQUENCE



## MATHEMATICS SEQUENCE



### How to Select a Mathematics Course

ACT	*SAT	CPT	CPT	CLASS
		ARTH.	ELEM AG.	
≤ 16	< 400	< 86		MATH 091
17-18	400-465	≥ 86	≤ 62.9	MATH 095
19-20	470-500	≥ 86	63-82.9	MATH 096/MATH 116
21	≥ 510	≥ 86	83-120	MATH 120
22	≥ 520	≥ 86	83-120	MATH 126
≥ 25	≥ 560			MATH 127 or higher requires discussion with mathematics faculty.

#### MINIMUM MATH REQUIREMENT FOR GRADUATION:

3 credits MATH 120 or higher for AA degrees, 6 credits of MATH 126 or higher for AS degrees; 3 credits of MATH 116 or higher for AAS.

\*All SAT scores are the re-centered version; used since 1995.

Rev. 10/26/04

## **The GED High School Equivalency/ Adult High School Diploma**

The Nevada Department of Education and the American Council on Education have authorized GBC in Elko as an official testing agency for the General Educational Development Tests (GED). The five-battery test is administered two to three times per month. You may schedule an appointment to take the test upon payment of the test fee of \$50.00. To schedule a GED test, call Admissions and Records at 775.753.2102. If you aren't sure you're ready, the staff in the Adult Learning Center administers a shorter test that can accurately predict GED test outcomes and will pinpoint areas where you need review and study. The Center is well-equipped with basic skills study materials and with highly trained tutors in mathematics, reading, and English.

Satisfactory test results earn you (Nevada residents 16 years old or older) the Certificate of High School Equivalency. Satisfactory scores on the GED tests may also be used to satisfy certain requirements for an Adult High School Diploma. GBC is authorized to issue the Certificate of High School Equivalency; Adult High School Diplomas are issued by the Elko, Humboldt, Lander, and White Pine County School Districts. For more information call 775.753.2233.

## **Cooperative Education/Work Experience**

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

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

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

## **How to Obtain Credit for Your Knowledge and Experience**

### ***Non-traditional Credit***

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

Students may receive up to 15 credit hours for non-traditional education from any combination of the following sources: military training; correspondence courses; extension courses; post-secondary proprietary institutions, including business colleges; P.O.S.T. (Peace Officers Standard Training) certificate

training; and other recognized sources. Students must themselves take the initiative of compiling documents to be used in petitioning for credit. Such documents may include training, certificates, certificates of completion, licenses, resumes, job descriptions, work evaluations, length and content of training, and letters of verification from employers.

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

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

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

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

## **College Credit by Examination**

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

### ***College-Level Examination Program (CLEP)***

The College-Level Examination Program (CLEP) helps you gain recognition for what you know and can do, no matter how or where you learned it. You may test in numerous subject areas which require a score of 50 for three credits. Normally CLEP exams should be completed prior to the second semester. Each test is \$50.00 and all tests are computer generated. For more information, contact 775.753.2272.

### ***College Board Advanced Placement Examination***

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 seniors who have taken Advanced Placement courses in high school. Please contact Admissions and Records for more information. Refer to page 182 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 an advanced course in the same area.
- Challenge examinations do not apply toward the 15-credit residency requirement for graduation.
- Challenge examinations do not count as part of a student’s credit load for any given semester.
- Challenge exam credits cannot be used for financial aid credit load standing.
- Challenge examinations are not usually transferable and in many cases, will not count for licensing agencies.
- Successful challenge examinations are posted as a “P” (Pass) on the student’s transcript.
- Students must complete the challenge during the same semester in which the request was made.
- Great Basin College reserves the right to deny any petition for credit by examination.

### **You and Your Faculty Adviser**

When you submit your admission application to the Admissions and Records Office, you will be assigned a faculty adviser. Advisers are assigned according to academic major or program. Students who do not declare a major will still have an adviser assigned to assist them throughout their college experience.

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

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

**Please note: GBC strongly encourages students to participate in the advisement process.**

### **Orientation to GBC**

Is new student orientation required?

#### **YES, if you are:**

- an associate’s degree candidate beginning Fall 2000 or later — first semester preferred
- a transfer student with fewer than 24 credits
- a certificate of achievement candidate (select programs)

#### **NO, if you are:**

- a transfer student with 24 or more credits

#### **You are encouraged (not required) to do so, if you are:**

- a bachelor’s degree candidate
- a certificate of achievement candidate
- a non-degree student

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

- What programs are available.
- What requirements are needed to enter courses and programs.
- What requirements are needed to complete courses and programs.
- How to get academic advisement.
- What general education means.
- How to get help for a variety of needs (study skills, personal, financial, etc.).
- What resources are available (library, Retention and Student Life, etc.).
- How to transfer to another program.
- How to gain access to personal information.
- Where facilities are located on campus.
- How to read the catalog and the schedule.
- How to complete the necessary steps for graduation.

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

### **Transfer Center**

The Transfer Center of Great Basin College assists students who plan to continue their education at a bachelor granting college or university. The Center, located in the Admission Advising and Career Center, offers transfer agreements in certain programs for specified universities, 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 775.753.2279.

## Transferring Your Credits to GBC

Students who would like to have credits from other 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. A letter is then sent to the student, along with a DARS report, so that the student can review the transfer decisions.

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 Association 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 advisers, 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 adviser 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 (courses with a "B" designator) . . . . .	100B-299B
GBC Non-transferable Community Service Courses (courses with a "C" designator) . . . . .	100C-299C
GBC Non-transferable Zero Credit Courses (courses with a "Z" designator or all 000s) . . . . .	001Z-999Z
GBC and University lower-division courses and community college transfer courses . . . . .	100-299
GBC and University upper-division courses . . . . . (Upper-division courses with any affixes are transferrable to UNR, UNLV, NSC)	300-499
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 adviser before registration because courses and programs may change. With the assistance of your adviser, you can make informed decisions.

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

## Transferring with an Associate's Degree

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

## Student Rights

### *Students have the right to:*

- Receive automatic fulfillment of lower-division general education requirements at the universities, state college, and community colleges that offer select baccalaureate degrees upon completion of an Associate of Arts, Associate of Science, or an Associate of Business degree from an NSHE community college.
- Access information from the community colleges, state college, and universities about their transfer admission requirements, including documents required for admission, housing, and information about the institution's costs, financial aid, and student services.
- Access information about the transfer of specific courses, credit hours, grades, and degree requirements. This includes information about transferring courses with grades below a "C," courses students may have repeated, and credit previously granted by examination.
- Access and receive admission and transfer-related decisions in writing (electronic or paper) specifically:
  - Acceptance by the community colleges (limited access programs only), state college, and the universities.
  - Evaluation of courses and credits accepted for transfer credit and their course equivalencies, if applicable.
  - Outline of transfer courses and requirements which the transferred courses or credits will satisfy for the degree or program sought.
  - Analysis of the number of semester credits required to complete a degree in the chosen major program of study.
  - The NSHE institution's appeals process for transfer-related decisions.

- Appeal any NSHE institution's transfer-related decision. The appeal process will be developed and maintained by each NSHE institution and published on the institutions' website.
- Elect to graduate under the course catalog graduation requirements under any of the following options, provided that the course catalog at the time of graduation is not more than ten years old:
  - 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.

**Warning:** Changing majors may change the course catalog and graduation requirements, which may increase the time to degree completion.

**Notice:** Students have all 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 <http://system.nevada.edu>. 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 advisers are necessary.
  - Understand that after a break in their enrollment, status as an admitted student may be affected.



## **NSHE Institution Responsibilities**

### ***NSHE institutions will:***

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

# YOU SHOULD KNOW...

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## **Affirmative Action Policy**

Great Basin College is an Affirmative Action/Equal Employment Opportunity (AA/EEO) educational institution. It is guided by the principle that equal opportunity means more than equal employment opportunity and that access to facilities and services shall be available to all people regardless of their race, age, religion, color, sex, sexual orientation, disability, or national origin. This principle is applicable to every member of the GBC/NSHE community, both students and personnel at every level, and to all facilities and services.

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

### **Affirmative Action Officer**

Great Basin College  
1500 College Parkway  
Elko, NV 89801

### **U.S. Department of Education Office for Civil Rights**

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

## **Family Educational Rights and Privacy Act**

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

Under the provisions of FERPA, institutions may disclose, without consent, directory information to individuals upon request.

At GBC directory information is defined as name, address, dates of attendance, full-time/part-time status, degree awarded, major filed, and date of graduation.

Refer to page 2 for more information and the Disclosure of Student Records Opt Out form.

## **Retention and Disposition of Student Records**

The following records are retained permanently:

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

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

- Application for Admission
- Transcripts from previously attended institutions
- Military service documents
- DARS (Degree Audit Reporting System) Report

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

- Final grade sheets
- Special examinations
- Correspondence
- Refund exceptions

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

- Admission files of students who do not register
- Transcript requests
- Enrollment certifications
- Registration source documents

## **Student Right-to-Know**

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

GBC is pleased to provide the following information regarding our institutions's graduation and 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 the 2000-2001 school year and for whom 150% of the normal time to completion has elapsed.

During the Fall Semester 2001, 116 first-time, full-time, certificate of achievement or associate's degree-seeking undergraduate students entered Great Basin College. After three years (i.e., as

of May 31, 2005), 13% of these students had graduated from our institution or completed their programs.

While reviewing this information, please note:

- Graduation rates are based on three years attendance that equates to 150% of our longest program.
- Graduation rates do not include students who left the school to serve in the armed forces, on official church missions, or in the foreign service of the federal government. Students who died or were totally and permanently disabled are also excluded.

## 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, you need to complete a reservation form in person at Berg Hall with the Facilities Scheduler, 775.753. 2101, or at your branch campus/satellite center administrative office.

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

## Publicity Regulations

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

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

## 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. Student conduct is expected in accordance with college standards.

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

### Misconduct

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

- (a) Commission of any act interfering with academic freedom.
- (b) Use of, or threat to use, force or violence against any member or guest of the System community, except when lawfully permitted.
- (c) Interference by force, threat or duress with the lawful freedom of movement of persons or vehicles on the premises of the System.
- (d) Intentional disruption or unauthorized interruption of the functions of the System, including but not limited to classes, convocations, lectures, meetings, recruiting interviews and social events, on or off premises of the System.
- (e) Willful damage, destruction, defacement, theft, or misappropriation of equipment or property belonging to, in the possession of or on premises occupied by the System.
- (f) Knowing possession on any premises of the System of any firearms, explosives, dangerous chemicals or other dangerous weapons as defined by the laws of the State of Nevada, without the written authorization of the president of any System institution or the president's authorized agent, unless such possession reasonably relates to duly recognized System functions by appropriate members of the faculty, other employees, or students.

- (g) Continued occupation of buildings, structures, grounds or premises belonging to, or occupied by, the System after having been ordered to leave by the president of a System institution or the president's designee.
- (h) Forgery, alteration, falsification or destruction of System documents or furnishing false information in documents submitted to the System.
- (i) Making an accusation, which is intentionally false or is made with reckless disregard for the truth against any member of the System community by filing a complaint or charges under this code or under any applicable established grievance procedures in the System.
- (j) Repeated use of obscene or abusive language in a classroom or public meeting of the System where usage is beyond the bounds of generally accepted good taste and which, if occurring in a class, is not significantly related to the teaching of the subject matter.
- (k) Willful incitement of persons to commit any of the acts herein prohibited.
- (l) Disorderly, lewd, or indecent conduct occurring on System premises or at a System sponsored function on or off such premises.
- (m) Any act prohibited by local, state, or federal law that occurs on System premises or at a System sponsored function on or off premises.
- (n) Use of threats of violence against a faculty member or the faculty member's family in order to secure preferential treatment for grades, loans, employment or other service or privilege accorded by the System.
- (o) Any act of unlawful discrimination based on race, creed, sex, age, handicap (disability), national origin or any act of employment or educational retaliation against any person who has made a complaint about such discrimination.
- (p) Any act of sexual harassment when submission to a request or demand of a sexual nature is either an explicit or implicit term or condition of employment or of academic grading, or where verbal or physical conduct of a sexual nature has the effect of creating an intimidating, offensive, or hostile work or classroom environment.
- (q) Acts of academic dishonesty, including but not limited to cheating, plagiarism, falsifying research data or results, or assisting others to do the same.
- (r) Willfully destroying, damaging, tampering with, altering, stealing, misappropriating, or using without permission any system program or file of the Nevada System of Higher Education.
- (s) Acts of hazing, which are defined as any method of initiation into or affiliation with the university or community college community, a student organization, a sports team, an academic association, or other group engaged in by an individual that intentionally or recklessly endangers another individual.
- (t) Any other conduct, which violates applicable stated prohibitions, policies, procedures, rules, regulations, or bylaws of the Board of Regents or a System institution.

All complaints of alleged misconduct (Section 6.2.2 above) made against a GBC student by any person should be submitted to the administrative officer who is the Vice President for Student Services, Berg Hall, Elko Campus, 775.753.2282 or mahlberg@gbcnv.edu.

By the Code, all complaints alleging misconduct must be in writing and must specify the date, time, place, nature, and names of person(s) involved in the alleged misconduct (Section 6.8.1). The administrative officer shall investigate the alleged misconduct with the purpose of clarifying the facts and positions taken by the parties involved. The investigation shall be completed within 60 calendar days of the receipt of the complaint.

#### **GBC Disciplinary Proceedings Procedure**

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

#### **Immediacy Clause**

The President of the College may impose upon the accused student an administrative leave from GBC premises when it is determined that the action is required to protect life, limb, or property, maintain order, or investigate a sexual harassment charge (Section 6.5.1).

An administrative leave from GBC premises is an interim action, designed to prohibit the presence of an individual on any GBC campuses for an interim period of time. A hearing with regard to the administrative leave will be held within 10 college working days of the leave, unless the person placed on leave agrees to delay the hearing to a later time (Section 6.5.2). This hearing will determine if the administrative leave should remain in effect until a disciplinary hearing on the allegation may be held. The accused has the right to have one adviser; and, must give written notice of the name and address of the adviser, and whether the adviser is an attorney, to the administrative officer no later than five college working days before the time set for the hearing (Section 6.9.6). Provisions applicable to hearings may be found in Section 6.9 of the Code, Title 2.

### **Informal Proceedings**

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

### **Formal Proceedings**

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

### **Hearing Procedures**

Pursuant to the NSHE Code, Title 2, Chapter 6 (6.4.4 and 6.8.2e), the procedures to conduct a hearing are to be determined by the president or his/her designee.

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

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

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

The president may decide to appoint a general hearing officer (Section 6.10) or appoint a hearing committee (Section 6.11). If a hearing committee is appointed, it will be composed of two students, two faculty, and one person, who is either a classified employee or professional employee. The chair of the committee will be selected by the appointed hearing committee members. Hearings are conducted in the following manner:

- Evidence shall be admitted if it possesses reasonably probative value, materiality, and relevance. No evidence other than that received at the hearing shall be considered in the decision. Upon request, the person charged, the person's adviser, if any, and the administrative officer shall have the right to examine, at least five college working days prior to the hearing during reasonable business hours, any documentary evidence to be presented at the hearing. The parties shall have the right to present, challenge, or rebut evidence and to question or cross-examine witnesses. Formal rules of evidence shall not apply, but irrelevant or unduly repetitious evidence shall be excluded (Section 6.9.4).
- The administrative officer shall provide a summary record of the case.
- The committee (or hearing officer) shall discuss (or review) the issues, hear testimony, ask questions of the parties involved and witnesses, and consider all available evidence pertaining to the charge.
- The parties shall have the right to present statements, testimony, evidence, and witnesses. The accused student has the right to have an adviser accompany him/her to the hearing; however, the administrative officer must be informed of the adviser's name, address, and whether the adviser is an attorney no later than five college working days prior to the hearing (Section 6.9.6).

- The committee (or hearing officer) shall submit its findings of fact and recommend no action or one of the actions that will be taken (Section 6.3, 6.3.6, 6.3.7) to the administrative officer and the president.
- The hearing shall be closed to the public unless the student charged requests an open hearing (Section 6.9.8). Only the student charged and one adviser, the administrative officer and one adviser, the person or persons conducting the hearing, a person designated to record a hearing, and witness(es) while such a witness(es).
- The hearing shall be tape-recorded, and the recordings will be kept in the administrative officer's office for at least one year (Section 6.12.5).
- A summary record of the proceedings, if held in closed session, shall be kept by the administrative officer in a confidential file. All applicable guidelines as specified by the Family Education rights and Privacy Act of 1974 (FERPA) shall be followed regarding student record privacy.
- A recommendation will be made to the president no later than six months after the filing of the complaint with the administrative officer (Section 6.12.7).

#### **President's Action**

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

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

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

#### **Appeal**

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

- procedures under which the student was charged were invalid or were not followed,
- the student charged did not have adequate opportunity to prepare and present a defense,

- evidence presented at the hearing was not substantial enough to justify the decision, or
- sanction imposed was not in keeping with the gravity of the violation.

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

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

#### **Disciplinary Sanctions**

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

#### **Warning**

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

#### **Reprimand**

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

#### **Restitution**

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

#### **Probation**

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

### **Suspension**

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

### **Expulsion or Termination**

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

If you have any questions about the Nevada System of Higher Education Great Basin College Rules and Disciplinary Procedures for Members of the University Community, please contact: Lynn Mahlberg, GBC Elko Campus, room 160, 775.753.2282, or email [mahlberg@gbcnv.edu](mailto:mahlberg@gbcnv.edu).

### **Student Sex Offender Notification**

As a student registered for class at 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.

### **Tobacco Free GBC**

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

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

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

### **Sexual Harassment**

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

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

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

For additional information refer to page 188, visit the Administrative Officer, who is the Vice President for Student Services, 775.753.2282, or the Affirmative Action Officer located in Berg Hall.

### **Title IX**

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

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

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

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

#### **Vice President for Student Services**

Great Basin College  
1500 College Parkway  
Elko, Nevada 89801  
775.753.2282.

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

#### **Office for Civil Rights**

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

#### **Assistance with Substance Abuse**

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

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

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

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

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

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

#### **Standards of Conduct**

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

#### **Legal Sanctions**

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

#### **Campus Disciplinary Sanctions**

##### **Alcohol:**

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

##### **Drugs:**

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

For more information or to arrange for program services and assistance, contact the GBC Counselor, Berg Hall, 775.753.2279.

#### **Campus Security Act**

In compliance with the crime awareness provisions of the Campus Security Act of 1990 each year in 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.ope.ed.gov/security/InstList.asp>

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

For additional information about the campus Safety and Security, contact the Director of Environmental Health, Safety and Security, Griswold Hall room 147 or telephone 775.753.2115.



**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  
775.753.2102

**Campus Tours and Visits** . . . . . Recruitment Department  
775.753.2201

**DARS (Degree Audit Reports)** Admissions and Records Office  
775.753.2273

**Acceptance of transfer credit** . . . . . Admissions and Records  
775.753.2102>

**Admission Advising and Career Center,** 775.753.2168>  
Faculty Adviser

**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  
775.753.2102

**Dropped from classes for non-payment** . . . . . Director of Enrollment Management  
775.753.2271

**Appeal of GBC Refund Policy** . . . . . Director of Enrollment Management>  
Refund Appeals Committee  
775.753.2271

**Appeal of late fees Reinstatement fees** . . . . . Director of Enrollment Management>  
775.753.2271

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

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

**Registration/Payments** . . . . . Admissions and Records Office  
775.753.2102>  
Controller's Office, 775.753.2110

**ADA classroom accommodations** . . . . . ADA Officer  
775.753.2271

**Complaints concerning faculty or student conduct** . . . . . Student Services  
775.753.2184>  
Security, 775.753.2115

# Resources and Services

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## What Student Services Does for You

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

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

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

In addition, for immediate access to Student Services, use the GBC Online Information Source to email a college adviser at [www.gbcnv.edu](http://www.gbcnv.edu) and click on email an adviser. Emails will be answered within an hour, Monday through Friday, 8 a.m. to 5 p.m.

## 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 ADA Officer, located in Berg Hall, 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.

## When You Need an Official Transcript

A transcript is your official grade report. It is stamped with the official GBC seal and signed by the Director of Admissions and Registrar. If you want a copy of your transcript for yourself or to be mailed to another school or a prospective employer, you may make a request in person or by writing to the Admissions and Records Office. A request form that can be downloaded, completed, and mailed or faxed to the Admissions and Records Office is also available at [www.gbcnv.edu](http://www.gbcnv.edu). 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 working days are required. GBC reserves the right to withhold transcripts if you have outstanding financial obligations.

## Unofficial Transcripts

Unofficial transcripts are available at [www.gbcnv.edu](http://www.gbcnv.edu).

## DARS (Degree Audit Reporting System) Reports

DARS is an automated degree audit report 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. DARS reports are available upon request through the Admissions and Records Office or at [www.gbcnv.edu](http://www.gbcnv.edu). Contact the Admissions and Records Office at 775.753.2102 for more information.

## Recruitment Department

Great Basin College's Recruitment Office is located in the College Community Center. In this area, you will find the Recruitment Coordinator, Recruiter, and Student Ambassadors. The Recruitment Department Welcome Center will coordinate a campus visit, a tour, or an introduction to the admission process. To schedule a campus visit, call 775.753.2201 or email [recruitment@gwmail.gbcnv.edu](mailto:recruitment@gwmail.gbcnv.edu).

## Retention and Student Life

The Retention and Student Life Department is located in the College Community Center. The department is across the hallway from Cafe X and next to the Recruitment Department. Within this area, students will find the student development coordinator/student advocate, student peer mentors, and GBC student leaders. First-year student programs and assisting clubs and organizations with student activities are priorities in this department. The goal of Retention and Student Life is to empower all students to accomplish their academic goals, facilitate their success, and attain their individual potential. Retention and Student Life can be reached at 775.753.2304/753.2343 or by email at [StudentC@gwmail.gbcnv.edu](mailto:StudentC@gwmail.gbcnv.edu).

## The Admission Advising and Career Center

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

The Admission Advising and Career Center houses the following: Admission Advising, Academic Advising, Assessment (Academic Placement and Career), Tuition Planner, Career Counseling and Resources, Student Employment Services, and Graduate Placement Assistance.

### **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 with placement testing, planning academic programs, and building skills in personal communication. Assistance regarding academic advisement, orientation, and study skills are provided. 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 CHOICES CT, computerized career exploration programs, and NCIS (Nevada Career Information Systems).

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

### **Tuition Planner**

The Tuition Planner is available to assist students with various options available 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 the Tuition Planner at 775.753.2275.

### **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, Greenhaw Technical Arts Building, and the Health Sciences Classroom Building. Job listings are also posted at [www.gbcnv.edu](http://www.gbcnv.edu).

In addition to job listings, students can receive assistance with writing a resume, 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, resume workshops, or classes, please visit Student Employment Services in Berg Hall or call 775.753.2168.

### **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, LiveNet, and Telecourses.

**Interactive video** courses broadcast allow students in two or more locations to interact over live television with a single instructor from another location.

**Internet (online)** 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.

**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 Internet Explorer 6.0 or higher or Netscape 7.0 or higher. 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.

**Telecourses** are primarily textbook- and workbook-based courses with 10-20 hours of videotape to supplement the text materials. Telecourses are the oldest method of distance education and are an updated version of correspondence courses. Telecourse students check out videotapes for viewing at one of GBC's campuses or centers.

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. Check GBC's distance education site at [www.gbcnv.edu](http://www.gbcnv.edu) for a short questionnaire to determine if you are a good candidate for distance education, or call 775.753.2240.

## 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 adviser 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 40,000 books, videos, and maps. Government information is provided through the Federal Depository System and includes print, microfiche, and electronic products, often online through the Internet. Electronic online subscriptions provide over 5,000 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 satellite down-link room. Public computers are Internet accessible.

Distance education students may obtain a library card and library books through the Interlibrary Loan system (ILL). View the library web page at [www.gbcnv.edu/library](http://www.gbcnv.edu/library). Choose the heading Library Services, then choose Distance Students for the electronic card application form and support; choose Interlibrary Loan Form to borrow a book. For more information about Interlibrary Loans email [sknowles@gbcnv.edu](mailto:sknowles@gbcnv.edu) and for more information, call 775.753.2222. Library hours during the semester are Monday-Thursday, 8 a.m.-9 p.m.; Friday, 8 a.m.-5 p.m.; and Saturdays, 12 p.m.-4 p.m. Library summer hours are Monday-Friday, 8 a.m.-5 p.m. and closed Saturdays.

## Academic Computing

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

Computing facilities on the Elko campus include eight computing labs, one located in Lundberg Hall, one in the Greenhaw Technical Arts Building, and six labs in the High Tech Center—five teaching labs and one open computer lab. Students enrolled in computer 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 Internet (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 High Tech Center is open during the regular academic year between 8 a.m.-10 p.m., Monday-Friday, and 8 a.m.-5 p.m., Saturday. Hours are limited during the summer months.

The following procedures are for students enrolled in non-computing courses at GBC who require access to the open computer lab:

COT students are assigned a login and password to access GBC computers and the Internet.

For one-time use, non-COT, and high school students are assigned a generic login and password by the High Tech Center lab aides to access GBC computers and the Internet. Non-COT students outside the Elko area must pay \$15.00.

Students may arrange for a one-time use of the computer lab.

- A. Sign a form provided by the lab aide.
- B. The lab aide will log in the student.

### Non-computer Office Technology instructors may obtain a set of guest accounts in order to bring their classes to the Computer Lab.

- A. A maximum of three regularly scheduled class times can be set up without cost to the students.
- B. The guest accounts are automatically removed after the last class session.

- C. Guest accounts must not be used outside of the scheduled classes.

### **Student Email Accounts**

GBC establishes an email account for every registered student. This account is used to send information from campus departments so that students stay up-to-date with activities and opportunities. Students may also use this account for all email communications both on and off campus. To activate an email account, visit [www.gbcnv.edu](http://www.gbcnv.edu). "Click" on current students then "click" on apply for an email account and follow the directions.

Students can forward their email from their student account to an account they use more often. To forward your GBC email to an email you use more often:

- Visit <http://swami.scsr.nevada.edu>
- Log in by entering your user name and your GBC password, then "click" on submit (Your user name is your GBC email address without the @gwmil.gbcnv.edu)
- "Click" on account records
- "Click" on modify mail settings
- Follow the directions to forward your email

Students can obtain forms to change passwords at the GBC switchboard, Retention and Student Life, or the Admissions and Records Office. FERPA requires that a photo ID be presented at the time of the request.

### **Academic Success Center**

The Academic Success Center in McMullen Hall 103 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 WebCT 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, Ely, Owyhee, Wells, Wendover, and Winnemucca help people in their respective communities to improve basic skills. Free tutoring is offered to adults who are 17 years of age or older and who have an interest in improving their reading, writing, mathematics, and English skills. English as a Second Language is also addressed in all of these learning centers. Students may study for their own personal satisfaction, to improve their daily survival skills, or simply to be able to read to their children and grandchildren. Students can also improve their job-related skills through small group and individualized tutoring. Individualized

learning materials, tapes, videos, and computer-assisted instruction help students learn or re-learn at their own speed.

The Adult Learning Centers in Elko, Battle Mountain, Wells, and Owyhee are also the focal point for General Educational Development (GED) test preparation and for the Adult High School Diploma Program, which the college supports in cooperation with local county school districts. See page 21 for fee and test information.

Learning Centers are housed at the following locations:

Battle Mountain: 330 S. 5th Street, #10

Elko: 1020 Elm Street, (directly across from the Greenhaw Technical Arts Building, adjacent to High Tech Center)

Elko Southside: 501 Lamoille Road

Ely: Branch Campus, 2115 Bobcat Drive

Owyhee: Community Education Center

Wells: Family Resource Center, 261 First St.

Wendover: Peppermill/Rainbow and Montego Bay, Human Resource Building

Winnemucca: GBC Branch Campus, 5490 Kluncky Canyon Road

All centers offer flexible programs with morning, afternoon, and evening hours to accommodate the students' varying work schedules. These free programs are funded by a grant from the U.S. Department of Education and the State of Nevada.

GBC, in administering these programs, delivers educational opportunities to all interested persons in rural Nevada, including providing services to minimum security prisoners at three Conservation Camps. For more information call the ABE Director at 775.753.2109.

### **English as a Second Language**

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

### **Workplace Literacy**

Great Basin College implements workplace literacy programs in cooperation with businesses in rural Nevada. Employers provide the facility and at times may allow release time for employees to study. GBC performs site assessments to determine skill deficiencies, to establish a competency-based curriculum, and to recommend materials. The College trains and coaches teachers, tests students, and keeps records of student hours. Certificates of achievement are issued to successful students.

Successful programs include the following locations: the Peppermill/Rainbow Hotel Casino and Stateline/ Silversmith Casino-Hotel in Wendover; and Winnemucca Farms in Winnemucca. GBC also consults with area mines near Elko and Winnemucca that refer students to GBC Adult Learning Centers when a literacy problem arises. For more details or for a free pre-program assessment, 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 computer training for business and industry includes Microsoft Windows and Microsoft Office, Internet, presentation software, spreadsheets, database management, word processing, desktop publishing, graphic production, computer-aided drafting, web page building, and email workshops. The College also provides classes in technical writing, management and supervisory training, customer service, conflict resolution, communication skills, first aid in the workplace, and OSHA updates.

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

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

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

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

## Short Term Employment Program—STEP

The Short Term Employment Program—STEP, was established in 1999 to provide training for displaced workers. Several programs are available including Electronic Repair Technician, Small Engine Repair, Building Maintenance, Heating and Air Conditioning, and Physician's Front Office Assistant. The programs vary in length from three to 18 weeks. Additional new programs, based on current employment needs, may be under development. For additional information and current program offerings, contact the Career and Technical Education Department at 775.753.2217.

## Small Business Development Center

The Nevada Small Business Development Center (SBDC) is designed to meet the many specialized needs for small business managers and owners. The SBDC is a cooperative effort between the University of Nevada, Reno, GBC, and the U.S. Small Business Administration. The SBDC is located at the Elko

County Economic Diversification Authority (ECEDA), 723 Railroad Street. The Center:

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

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

Elko . . . . .	775.753.2245
Winnemucca . . . . .	775.623.1064
Ely . . . . .	775.289.8519

## The GBC Foundation

The Great Basin College Foundation, Inc., is a not-for-profit corporation under Nevada law, separate from the College. The Foundation is empowered to receive gifts, bequests, and endowments, all of which are tax deductible for the donors.

The Foundation, with its focus on private support, is important to the well-being and the quality of the College. Through the work of the members of the Foundation, several avenues have been created for individuals and businesses to support GBC. This support includes donations of money, real estate, personal property, equipment, and securities such as stocks and bonds. Other provisions may be made through wills, by gifts of insurance policies, or through the creation of an endowment or trust.

Donors may give for specific purposes—scholarships, specific programs, or capital expenditures—or they may give without restriction. The Foundation has, among its members, individuals who can arrange donations to obtain maximum tax benefits for the donors and, at the same time, support scholarships or other educational needs. Through the concept of the “pooled income plan” or a trust, a donor may give and increase spendable income at the same time. The Foundation staff will be pleased to assist individuals with a donation plan suited to their needs and wishes. The Foundation Office in Elko is located in the College Community Center, 775.753.2246.

## **Fitness Center**

The Fitness Center is available to enhance your recreational and educational experience at GBC. Services include a complete fitness center that offers a variety of classes in weight training, aerobics, kickboxing, yoga, Tai Chi, dance, karate, judo, rock climbing, and intramural sports. To enroll in classes, or sign up for basketball, fitness memberships, or student workouts, call 775.753.2113.

## **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 such as Phi Beta Lambda, Agriculture Student Organization, Skills USA/VICA, Rotaract (College Rotary), Student Government Association (SGA), Student Ambassador Program, GBC's Student Nurses Association, and many more.

Phi Beta Lambda is a national organization open to all students interested in pursuing a business or business-related career. Its mission is to bring business and education together in a positive relationship through innovative leadership and career development programs. Students have the opportunity to develop team-working skills, leadership, professionalism, and compete at leadership conferences. For information, call 775.753.2125.

GBC's student union is in the College Community Center. It houses the Student Government Association Office, the Bighorn Activity Center, an arcade room with a pool table, Retention and Student Life, and Café X. The college bookstore is also located in the College Community Center.

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

Student government is the representative body that voices the concerns of the entire student body, and oversees the many social and educational extracurricular programs. Four Executive Officers and up to 11 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 by their respective sites 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 academic year (August to May). Contact the SGA at 775.753.2256, 775.753.2234, [julies@gbcnv.edu](mailto:julies@gbcnv.edu), or learn more at [www.gbcnv.edu/sga](http://www.gbcnv.edu/sga).

# Fees and Financial Aid

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## Nevada Residency Status

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

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

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

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

## WUE/WICHE

In order to make higher education more available and to meet the workforce needs and education of their states, members of the Western Undergraduate Exchange (WUE) and the Western Interstate Commission for Higher Education (WICHE) have established an interstate partnership. Students from 15 participating states may enroll at Great Basin College at a special, reduced tuition level. For more information about the WUE/WICHE program, visit the Director of Admissions and Registrar, Berg Hall, or call 775.753.2361. You may also access information at [www.wiche.edu/sep/wue](http://www.wiche.edu/sep/wue).

## Good Neighbor

Good Neighbor Tuition is extended to a graduate of a specifically designated high school in a state bordering Nevada. For more information regarding Good Neighbor Tuition, visit the Director of Admissions and Registrar in Berg Hall or call 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:

### **Technology Fee**

Applies to all GBC courses—\$4.00 per credit.

### **In-state Fees**

\$52.50 per credit for lower-division courses.

(Course numbers of 299 and below)

\$79.00 per credit for upper-division courses.

(Course numbers of 300 or above)

### **Non-resident Tuition**

Students enrolling in less than seven credits:

\$57.75 per credit tuition charge plus the

\$52.50 per credit fee for lower-division courses.

\$87.00 per credit tuition charge plus the

\$79.00 per credit fee for upper-division courses.

### **Enrollment in seven or more credits:**

\$2,481.00 out-of-state tuition plus \$52.50 per credit fee for lower-division courses.

\$2,481.00 out-of-state tuition plus \$79.00 per credit fee for upper-division courses.

### **Good Neighbor Tuition**

\$31.50 per credit plus the \$52.50 per credit fee for lower-division courses.

\$47.50 per credit plus the \$79.00 per credit fee for upper-division courses.

### **Distance Education Tuition**

Non-resident Students Only

\$26.25 per credit plus the \$52.50 per credit fee for lower-division courses.

\$39.50 per credit plus the \$79.00 per credit fee for upper-division courses.

### **WUE/WICHE Tuition Fee**

\$26.25 per credit plus the \$52.50 per credit fee for lower-division courses.

\$39.50 per credit plus the \$79.00 per credit fee for upper-division courses.



### **Other Fees**

Application for admission . . . . .	\$ 10.00
Graduation fee . . . . .	20.00
Graduation late fee . . . . .	5.00
Telecourse fee (per course) . . . . .	varies
Challenge examination fee . . . . .	25.00
CLEP Tests . . . . .	50.00
Computerized assessment examination fees . . . . .	\$10.00–15.00

### **Lab Fees**

See Class Schedule for applicable course lab fees.

### **Late Fee**

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

### **Reinstatement Fee**

Students who are dropped from classes, due to non-payment of fees or failure to make an official financial agreement with the college, will be required to pay a reinstatement fee. Students can request reinstatement and be enrolled with the instructor's permission. A fee of \$75.00 will be charged each semester a student is reinstated.

### **Community Service Course Fees**

Registration fees for community service courses may be variable and flexible to cover the cost of the instructor's salary, supplies, equipment needed, and overhead costs. Fees shall be payable in full at the time of registration. No refunds are given for Community Service classes unless the college cancels the class. A student who drops a community service class at least 10 days prior to the start of the class is eligible to receive credit in the amount of the class to use toward another community service zero credit class within six months. You must complete an application to receive credit. Please call the Continuing Education Department at 775.753.2301 for assistance.

### **If You are 62 or Older**

Persons 62 years of age or older may register for the Fall or Spring Semesters in any credit course without paying the admission or tuition fees. Seniors will be assessed all lab and technology fees. Seniors will be assessed one-half of the fees for credit community service courses and the full fee for non-credit community service courses.

During summer sessions, seniors will pay one-half of the tuition for credit courses, all technology fees, lab fees, and full fees for community services classes.

### **Deferred Payment**

Contracts for deferred payment of total registration, tuition, and other fees, i.e., lab fees, technology fee for students enrolled in six credit hours or more, are available for the Fall and Spring Semesters only. Deferred payments are not available for short-term or community service classes. The Director of Student Financial Services or any authorized designee(s), may authorize a deferred payment as follows:

- One-third (1/3) of the total amount is due at the time of registration.
- The second payment of one-third (1/3) of the amount due is due at the end of the sixth week of the semester.
- The final payment of one-third (1/3) is due at the end of the tenth week of the semester.

Any balance on a deferred fee 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 10% with a minimum of \$10.00 shall be charged on the deferred 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 receive regular deferments may do so by accessing the GBC website at [www.gbcnv.edu](http://www.gbcnv.edu); 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**

It is the student's responsibility to drop classes in person at the Admissions and Records Office, Berg Hall or by Internet.

The following refund schedule will apply, whether or not the student attends class.

The \$10.00 application for admission fee is non-refundable.

The refund for all students for full semester courses:

- 100% if initiated by the first week of the term.
- 50% if initiated during the second week of instruction and before the end of the third week of the term.
- No refund after the third week of instruction.

The refund for summer and short-term courses of 12 weeks duration or less:

- A refund of 100% shall be made to students withdrawing before the second class meeting.
- Internet and telecourse short-term courses: 100% if initiated before Monday of the second week of classes.
- A refund of 50% of the registration fee shall be made to students withdrawing during the first 20% of the course.
- No refund shall be made after that time.

No refunds are given for Community Service classes unless the college cancels the class. A student who drops a community service class at least 10 days prior to the start of the class is eligible to receive credit in the amount of the class to use toward another community service zero credit class within six months. You must complete an application to receive credit. Please call the Continuing Education Department at 775.753.2301 for assistance.

Non-resident tuition shall be refunded according to the previous schedule.

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:

- Induction of the student into the U.S. Armed Forces.
- An incapacitating illness or injury which prevents the student from returning to school for the remainder of the semester.
- Death of a student.
- Death of a spouse, child, parent, or legal guardian of the student.
- Verifiable error on the part of the institution.
- Other exceptional circumstances beyond the control of the institution or the student.

#### ***The refund for financial aid recipients:***

Students who receive federal financial aid to attend GBC and withdraw from 100% 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.

### **Leave of Absence Policy**

For financial aid purposes, effective July 1, 2000, prior to a student withdrawing from all classes, a student may, in writing, request a leave of absence from the Vice President for Student Services or designee. Only one leave may be granted in 12 months, and the leave may not exceed 180 days.

### **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 February for the subsequent academic year. Should an awarded recipient become ineligible or choose not to enroll, the scholarship committee will review remaining applications on file and select an alternate recipient.

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

AAUW Mildred McBride  
Joyce Allison Memorial  
Anonymous Family (4)  
Bald Mountain Mine/Placer Dome (2)  
Club Mexicano de Nordeste NV  
Helen Close Charitable Foundation (10)  
Delta Kappa Gamma  
Jessie Dewar Art  
Valerie Caccese Easterly Memorial  
Elko County Bar Association  
Elko County Retired School Employees  
Elko County Sheriff's Posse (2)  
Elko Kiwanis Club  
Elko Lions Club (2)  
Elko Masonic Lodge/Eastern Star  
Elko-opoly Scholarship Fund/XI Alpha Omicron  
Elko Rotary Club  
Follett Bookstore  
Dorothy S. Gallagher Nursing  
GBC Foundation/Winnemucca (4)  
GBCF BSN  
Vera and Arthur Gaufin  
Barbara J. Giles Memorial  
Bessie Gilmer Endowment (3)  
Elizabeth Griswold (20)  
Paul Hanna Memorial  
Hanington Corporation  
Instrument Society of America  
Knights of Pythias  
Ted Laibly Memorial  
Lamoille Women's Club  
Neddenriep Family Boys and Girls Club of Elko  
Neddenriep Family National Guard Dependent Fund  
Paul Laxalt  
Mine Training Cooperative  
Margaret MacBeth Endowment  
Glen McDaniel Memorial  
Hugh McMullen Memorial  
Samuel and Joyce McMullen Memorial

Mount Wheeler Power  
 Joseph W. Murray Memorial (four-year scholarship)  
 NE Nevada Regional Hospital Auxiliary  
 Nevada State Society of CPAs  
 Newmont Mining Corporation (16)  
 Newmont Mining Corporation "Full-ride"  
 Mary Raduziner Memorial  
 Ruth Roseberry Nursing  
 John Ross Memorial  
 Tony Jo Salvatierra Memorial Academic  
 Tom Scott Memorial (2)  
 Sierra Pacific Power Company (5)  
 Lee Smith Memorial  
 Tricon (2)  
 Tomera Brothers  
 Grace vanDalsen  
 Veterans of Foreign Wars/Women's Auxiliary  
 Charles R. Williams Alumni  
 Women in Mining  
 Rose Zipperer Memorial

The following companies provide significant scholarships for students in the MTC (Mine Training Cooperative) or Technical Technology program: Barrick Goldstrike Mines, Newmont Gold Company, Round Mountain Gold, Marigold Mining Company, 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. Now, up to \$10,000.00 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://millennium.state.nv.us>, or contact Student Financial Services at 775.753.2399, Elko Campus, Berg Hall.

**Estimated Annual Costs at GBC for a Full-Time Student**

Tuition and Fees for 2006-2007

**Resident**

\$1,575.00 per year (lower division, 30 credits)  
 \$2,370.00 per year (upper division, 30 credits)

**Non-resident**

\$4,962.00 per year plus  
 \$52.50 lower division (per credit)

\$4,962.00 per year (non-resident) plus  
 \$79.00 upper division (per credit)

**Technology Fee**

\$4.00 per credit

**Books and Supplies**

\$1,000.00 (approximate)

For more information call the Controller's Office, 775.753.2269.

**Student Housing**

Great Basin College's residence halls provide convenient, affordable housing for single students, single parents, married students, and married students with children. Priority is given to students registered for a minimum of six GBC credits. The resident suites are located across the street from the main campus. Griswold Hall and the apartments for married and family housing are located just two blocks away from the main campus.

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

**Resident Suites and Apartments Features**

The following amenities are included: full-sized cooking range and oven, laundry hookups, full-sized refrigerator, close parking, dishwasher, lawn areas, and optional meal plan available through Café X.

**Single Student Resident Suites**

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

**COST**

**Regular Semester**

**(includes all utilities except telephone and cable TV):**

Private Room . . . . . \$1,500.00 per semester

**Extended Semester: Career and Technical Students**

Private Room . . . . . \$1,750.00 per semester

**Payment Plans:**

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

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

**Griswold Hall**

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

**Costs (includes all utilities except cable TV and telephone):**

Guaranteed private room . . . . . \$1,500.00 per semester  
Double Room . . . . . \$ 950.00 per semester

**Extended Semester: Career and Technical Students**

Guaranteed private room . . . . . \$1,750.00 per semester  
Double occupancy . . . . . \$1,150.00 per semester

**Married and Family Housing Apartments (per month)**

**Students can choose from two- and three-bedroom apartments.**

Costs (utilities are not included):

Two-bedroom apartment . . . . . \$525.00  
Three-bedroom apartment . . . . . \$575.00

**On-Campus Housing Application Process**

Step 1:

Request an application agreement by mail, telephone, or email from the Housing Coordinator (see below).

Step 2:

Upon receipt, complete the Residence Hall Agreement, return it to the Housing Coordinator with a \$50.00, non-refundable processing fee and the applicable cleaning deposit: \$100.00—resident suite/ dorm and \$250.00—married/family.

To obtain a brochure with all the information you will need, contact:

**Housing Coordinator**

Great Basin College  
Griswold Hall  
1500 College Parkway  
Elko, NV 89801  
775.753.2360  
jjoh1@gwmail.gbcnv.edu

**Financial Aid**

What is Financial Aid?

Financial Aid is intended to help students pay for their education after high school. The aid available at GBC includes grants, loans, employment, and scholarships. Don't let worry about paying for your education 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 April 20, for priority consideration. You may submit your FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) for the quickest results. Prior to submitting the application, you will need a PIN number for yourself and if required, your parent will need a PIN number as well. This can be requested at [www.pin.ed.gov](http://www.pin.ed.gov).

The Federal Financial Aid funds directly associated with the completion of the FAFSA include the Pell, Supplemental Education Opportunity and Leveraging Educational Assistance Partnership Program Grants, College Work-Study, and Federal Financial Education Loans including the Stafford and PLUS (Parent Loan for Undergraduate Student) Loans. State financial aid funds, which are also awarded based on information garnered with 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:

- 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, SEOG or LEAP).
- Present a valid social security number.
- Have a high school diploma, its recognized equivalent, or pass the Accuplacer—an ability to benefit test.
- Have not been convicted of any offense involving the sale or possession of a controlled substance. The loss and duration of ineligibility depend on 1) number of convictions, and 2) the date of conviction(s).

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. Supplemental Education Opportunity Grants (SEOG), are awarded first to students with exceptional financial need and having the least amount of expected family contributions. Leveraging Educational Assistance Partnership (LEAP) is federal monies matched with state dollars and awarded to Nevada students with substantial financial need. Grants are a type of financial aid which do not need to be repaid, providing the student makes satisfactory progress toward their degree objective.

#### **Loans**

The loans available are low-interest loans made by banks and other commercial lending institutions to students for the purpose of paying educational expenses. Eligibility is determined through the FAFSA, and the completion of a separate loan application. The maximum annual loan amounts for the subsidized Stafford Loan are as follows: \$2,625 per year for the first year of undergraduate study, \$3,500 per year for the second year of study, and \$5,500 per year for the remaining undergraduate years. The aggregate loan amounts are \$23,000 for dependent undergraduates, \$46,000 for independent undergraduates, and \$138,500 for graduates or professional students, including the federal Stafford Loans received as an undergraduate.

The annual loan limit for unsubsidized Stafford Loans is \$4,000 for the first and second years of undergraduate study, and \$5,000 per year for the remaining undergraduate years. The same cumulative loan amounts apply for unsubsidized Stafford Loans as for subsidized Stafford Loans. Students who are classified as being dependent upon their parents may not be eligible to receive an unsubsidized Stafford Loan. Contact the Student Financial Services Office for more information at 775.753.2275.

### **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 Award Program—RAP**

RAP is a state-funded program created to provide paid internship or employment placements which emphasize service through learning in the workplace; to provide 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 adviser. 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, “Student Access” 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. Due to the limited amount available in these accounts, book costs are not considered eligible justification for these funds.

**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 Human Resources Department at 775.753.2107 for on-campus employment. Contact the Career Center at 775.753.2243 for 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% 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](http://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 and Academic Progress**

As a financial aid recipient, students must: 1) declare a degree or certificate objective; 2) maintain the required cumulative grade-point average (GPA) of 2.0; 3) be enrolled in courses that apply to their particular degree/certificate objective; and 4) satisfy course credit completion requirements. Only those courses applicable to the student’s degree or certificate objective will be funded with financial aid. These academic standards in no way effect a student’s eligibility to continue attendance at Great Basin College without financial assistance.

**Standards of Academic Progress**

**Requirement 1: Degree Objective/Maximum Number of Credits**  
 Students attending GBC while receiving federal financial aid must declare a degree or certificate of achievement objective and will be restricted to the accumulation of a maximum number of credits depending upon the particular degree/program

objective they have declared; i.e. certificate of achievement, associate’s or bachelor’s, or the completion of that program/degree, whichever comes first.

For students pursuing a certificate of achievement program, the maximum number of credits is 56. For students pursuing an associate’s degree, the maximum number of credits is 90, and for students pursuing a bachelor’s degree, the maximum number is 180. These increments reflect 25% over the minimum number of credits required for each particular program objective.

Time frames for the completion of program/degree objectives may be divided into increments depending upon the enrollment status of the student as indicated below:

YR	1	2	3	4	5	6	7	8	9	10	11	12	13
1/2 Time	12	24	36	48	60	72	75	96	108	120	132	144	150
3/4 Time	18	36	54	72	90	108	126	144	150				
Full Time	24	48	72	96	120	144	150						

**Requirement 2: Grade-point Average**

The student must maintain a minimum cumulative grade-point average of 2.0 or “C” average.

**Requirement 3: Enrolled Courses**

Any financial aid funding a student receives will be based upon courses which are directly applicable to the chosen degree objectives. Repeated courses which have received a passing grade will not be funded.

**Requirement 4: Semester Course Completion**

In addition to the minimum grade-point average requirement, the student must successfully complete 100% of the credits for which he/she has enrolled.

For purposes of these academic standards, the following policy will be observed:

“A” through “D” and “P” grades shall be considered as completed.

“F,” “W,” “I,” and “NR” grades shall not be considered as completed.

Students whose financial aid applications are not complete prior to mid-term of any semester during an academic year will be required to submit a Mid-semester Progress Report with evidence of satisfactory performance prior to the disbursement of any loan funding.

**Probation, Suspension, and Reinstatement**

If a financial aid recipient’s cumulative grade-point average is lower than 2.0, he/she will be placed on financial aid probation for the next semester of enrollment. Failure to obtain the

minimum 2.0 grade-point average during the probationary semester will result in suspension of financial aid eligibility. To re-establish eligibility the student must, at their own expense, obtain a 2.0 grade-point average with the same credit load or greater, as was taken in the previous semester.

### **Probation**

If a student completes between 50% and 99% of the credit load enrollment for which they received financial aid, they will be placed on probation for the following semester. Failure to satisfactorily complete 100% of the credits during the probationary semester will result in immediate suspension of financial aid eligibility.

Students applying for federal financial aid for the first time at GBC and through previous enrollments have not met the aforementioned GPA and course completion requirements, he/she will enter on probationary status for the first semester of enrollment on financial aid at GBC.

### **Suspension**

Completion of less than 50% of the credits for which financial aid was received during a semester will result in immediate suspension of financial aid eligibility. To re-establish financial aid eligibility a student must, at their own expense, obtain a 2.0 GPA with the same, or greater, credit load, as recognized in their previous financial aid receipt period, or repay the amount of financial aid monies received.

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 Student Financial Services Office before withdrawing from their courses, their right to appeal their financial aid standing through the Financial Aid Appeals Committee is waived.

### **Appeal Procedures**

If a student is notified of financial aid probation or suspension status, he/she may appeal to the Student Financial Services Appeal Committee. Depending upon the category for which the student was placed on probation or suspension status, exceeding the maximum credit limit or not fulfilling the completion of credit requirement, the student may download the appropriate appeal form by accessing GBC Student Financial Services at [www.gbcnv.edu/financial](http://www.gbcnv.edu/financial). In addition to completing the appeal form, the student must include a copy of a Degree Audit Report reflecting the credits deficient in the chosen degree objective along with any substantiating documentation which may serve to further explain the student's circumstances. The student will be notified by mail of the committee's decision. If the appeal is denied, the student may make an appointment with the Vice President for Student Services for final determination.

If the student fails to notify Student Financial Services prior to complete withdrawal from courses, then the student forfeits the right to an appeal.

### **Information for Veterans**

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' adviser so you can receive current and complete information about Veterans Administration benefits.

Students receiving veteran 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' adviser in the Student Financial Services Office, Berg Hall. It is recommended you apply for benefits prior to registration.

### **Veterans' Standard of Progress**

As a veteran you must maintain a minimum cumulative grade-point average of 2.0 on a scale in which an "A" equals 4.0. If your cumulative grade-point average falls below 2.0, you will be placed on academic probation during the following semester.

While on academic probation, you can enroll for no more than 13 credits. Veterans must receive a 2.0 or higher while on probation and have two semesters to raise the cumulative grade-point average to 2.0. If at the end of the probationary period your cumulative grade-point average has not risen to 2.0, you will be terminated from VA assistance. Your reinstatement rests on advice of VA counselors at the regional office in Muskogee, Oklahoma.

Incomplete—"I" grades must be converted to letter (A,B,C,D) grades by the mid-point of the following semester. Incompletes not converted to a letter grade may reduce training time and create an overpayment for the entire semester. The Veterans' Administration will require repayment of overpayments.

# Academic Standards

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## 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 103, *Principles of American Constitutional Government* or both HIST 101 and 102, *United States History I and II*. 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 the Director of Enrollment Management to enroll for more than 18 credit hours. 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. If you decide, however, to change from audit status to credit status, you must do so in person in the Admissions and Records Office during the official registration period. Should you wish to change from credit to audit, you must obtain the Audit Form from the Admissions and Records Office, have it signed by the instructor, and then return it to the Admissions and Records Office during the first six weeks of the semester. For short-term courses, less than a semester, you must declare your intention to audit a course at the time of registration.

## 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.

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

Consult the Admissions and Records Office in person if you have decided to drop a class. You should also discuss your decision with your adviser. You must officially withdraw from the class on a drop form obtained from the Admissions and Records Office. If you do not formally withdraw by the end of the 13th week of instruction, your instructor may assign a grade of “F” to your grade report.

## Change of Name, Address, Program of Study

Students must keep information on file current to ensure receipt of correspondence (including grade reports and refund checks). You can process a change of name by presenting legal documentation supporting the name change to the Admissions and Records Office. A change of address or phone number can be made in person at the Admissions and Records Office, by mail, by FAX at 775.753.2311, or at [www.gbcnv.edu](http://www.gbcnv.edu). To change emphasis or major, you must complete the proper form at the Admissions and Records Office. Changes in emphasis also affect advisement and catalog choice for graduation. When the Admissions and 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 all students keep 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.

Passing grades for courses range in descending order from “A” through “D-.” Grade values and definitions are as follows:

A	Superior	4.0
A-		3.7
B+	Above Average	3.3
B		3.0
B-		2.7
C+		2.3
C	Average	2.0
C-		1.7
D+		1.3
D	Below Average	1.0
D-		0.7
F	Failure	0.0
P	Pass—Student has passed a course satisfactorily but grade points do not accumulate on a transcript.	

I	Incomplete—See below. *In progress (research projects or courses extending beyond one semester)
AD	Audit
W	Withdrawal
NR	Not reported—Assigned by the Director pending faculty submission of final grade.

## Rules About the “I” Grade Report

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 acknowledge the statement of work you must complete to receive a final grade. You have until March 15 for Fall Semesters and October 15 for Spring and Summer Semesters to complete the work for a final grade. An incomplete not made up within this time period will have a grade assigned by the instructor which could be an “F” or “W.”

## What the “P” Grade Report Means

The “P” is a passing grade, signifying a grade of C- or higher. This grade can be used as an elective for certain degree programs. Since it doesn’t accumulate grade-points, it won’t reflect a change in the cumulative credits on a transcript.

## What the “W” Grade Report Means

“W” on your grade report means withdrawal. Students may opt for a withdrawal up to the 13th week of classes. It is your responsibility to withdraw formally from a course. Instructors have the option of assigning a failing grade for unofficial withdrawals. The “W” is not used in computing your cumulative grade-point average. It will appear on your transcript and be permanent. Veterans who withdraw from classes after the official add/drop period may experience penalties, and may be required to repay part or all of the benefits received for that course. If you are a veteran contemplating changes in enrollment, you should get the advice of the Director of Student Financial Services.

## 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 no longer be mailed automatically to your current address. GBC would like to encourage you to review your grades electronically at [www.gbcnv.edu](http://www.gbcnv.edu). Not only will you receive your posted grades earlier, but you will help GBC realize a significant cost savings and help the environment.

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.

However, should you require a printed grade mailer you must request your mailer at the time of registration or prior to the end of the term.

To request a grade mailer, use the following options:

**BY INTERNET:**

Visit: [www.gbcnv.edu](http://www.gbcnv.edu).

1. Click on:  
REGISTRATION  
Follow the commands to enter your social security number or ID number and private PIN number.
2. Click Continue
3. Click on:  
SEMESTER
4. Click on:  
REQUEST GRADES MAILED

**IN PERSON:**

If you would like your grades mailed and you are registering at Admissions and Records in person, request your grade mailer at the time of registration.

**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:

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

If you repeat a course, the highest grade you received determines your cumulative average. 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 credits.

**Grade Appeals or Professional Conduct**

Great Basin College respects an instructor's qualifications and upholds the right of an instructor to determine academic standards. With faculty approval, an instructor establishes the scope, objectives, and methodology of the course being taught, and is responsible for informing you 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 you at the beginning of the class.

Should you, the student, have questions about your grade or the instructor's professional behavior, you must follow these published procedures. Failure to initiate these written procedures within 30 calendar days of the occasion of complaint will result in the forfeiture of your right to challenge a grade or lodge a complaint against an instructor.

**These are the steps you must take:**

**Step One:** You must first meet with your instructor to discuss your complaint and attempt satisfactory resolution. If successful, no further action need be taken.

**Step Two:** If unsuccessful, you, the student, writes 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 branch campus/center) requesting a meeting between you, the instructor, and the Department Chair. The Department Chair will respond within 15 days of receipt of your 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 parties ends the complaint procedure and no further action will be taken. (Note: In the event that the instructor is also the Department Chair, you will write your 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 Step Two requires a written complaint to be submitted to the Academic Standards Committee of the Faculty Senate. (This will be done for you, at your request, by the Department Chair or the Senate Chair or designee. This action must be accomplished within five days of the failure of Step Two.) Within 15 days of receipt of the written complaint, the Academic Standards Committee will arrange for you 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 you or the instructor. Within 15 days of this hearing the Chair of the Academic Standards Committee will provide you with a written solution or recommendation for further action to resolve the issue. Additionally, copies will be given to 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 review investigation, issue a written decision which will be final.

## 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 [pass/withdraw, developmental (refresher), or community service courses are not included] 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. 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 Fall will need to sign a statement indicating this intention.

- 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 before the beginning of the Fall Semester (i.e., during Spring or Summer Semester), in which case a diploma indicating a May graduation date will be ordered, or (2) his/her final course will be completed by the end of the upcoming Fall Semester, in which case a diploma will not be ordered until Fall semester and will display a December graduation date.
- Students receiving a certificate of completion do not receive a diploma and do not participate in the graduation ceremony. Certificates of completion are awarded at the departmental level.
- If a student does not complete the courses by the time indicated on the application, he/she will be required to submit a new application and pay an additional \$20.00 fee.
- Failure to apply before the application deadline may prevent you from attending graduation ceremonies and delay receiving your diploma. A \$5.00 late fee will apply.
- You must clear your financial obligations with GBC Library and the Controller's Office.
- Under no circumstances will a degree be posted on the student's 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.
- Credits transferred from other institutions will not be used for academic achievement designation. Students must complete 45 credits at GBC to earn honors designation for an associate's or a certificate degree.
- Students must complete 45 upper-division credits at GBC to earn honors designation for a bachelor's degree.

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

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## General Education Objectives

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

### COMMUNICATION SKILLS

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

### CRITICAL THINKING

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

#### Quantitative Ability

Understand mathematical principles and integrate quantitative methods into problem solving.

#### Reasoning and Independent Thought

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

#### Scientific Understanding

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

## PERSONAL/CULTURAL AWARENESS

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

### Sense of the Individual in Society

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

### Sense of the Past

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

### Sense of Accountability

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

### Appreciation of Fine Arts

Recognize and value creative human expression.

## PERSONAL WELLNESS

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

## TECHNOLOGICAL UNDERSTANDING

Function effectively in modern society through the use of technology

## General Education Outcomes

### OBJECTIVE 1: COMMUNICATION SKILLS

#### Written Communication

Students who complete general education courses will

- Choose essay/paper format appropriate to audience and purpose.
- Choose diction and style appropriate to audience and purpose.
- Integrate evidence, examples, and details to support the central idea of thesis of the text.
- Develop coherent and effective paragraphs.
- Use standard edited English and the documentation style appropriate to the discipline.

#### Oral Communication

Students who complete general education courses will

- Analyze an oral presentation situation.
- Design an audience-focused presentation.
- Organize information into key points that flow in a logical order.
- Use effective verbal and non-verbal delivery techniques to maximize their message.
- Control speech anxiety.
- Design and use effective visuals that reinforce the message.

#### Assessing Information

Students will

- demonstrate the ability to access information.
- Collect information from electronic, print, and live sources.
- Evaluate the validity of the information.
- Organize the information into usable format.
- Document sources of information.

#### Reading Skills

Students will

- Adjust reading speed according to genre, difficulty of text, and reading purpose.
- Recognize functions of various selections of text, i.e. offering evidence to support a point.
- Identify the purpose of the author as presented in a text.
- Summarize and/or paraphrase main points.
- Define vocabulary.
- Identify and explain cultural codes in texts.
- Create new text which integrates and synthesizes pre-existing knowledge and knowledge gained from reading in the writing of new texts (papers, essays, and the like).

### OBJECTIVE 2: CRITICAL THINKING

Integrate creativity, logic, quantitative reasoning, and the hierarchy of inquiry and knowing in social and scientific understanding.

#### Quantitative Ability

- Identify problems that require mathematical solutions.
- Apply appropriate mathematical operations to problems and achieve correct solutions.

#### Reasoning and Independent Thought

- Evaluate strengths and weaknesses of multiple sources in synthesis exercises and identify connections between the theses they are developing and those of their sources.

#### Scientific Understanding

- Apply the scientific method to problem solving and understanding, and utilize the results to make predictions and analyze their implications and consequences.

### OBJECTIVE 3: PERSONAL AND CULTURAL AWARENESS

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

- Analyze and differentiate the roles of individuals in society, and describe divergent attitudes, values, and beliefs in society.

### OBJECTIVE 4: PERSONAL WELLNESS

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

- Explain the knowledge, skills, and behaviors which promote personal well-being.

### OBJECTIVE 5: TECHNOLOGICAL UNDERSTANDING

Function effectively in modern society through the use of technology.

- Use basic computer technology competently in current applications.

# GENERAL EDUCATION REQUIREMENTS

AREA	ASSOCIATE OF ARTS	ASSOCIATE OF SCIENCE	BACHELOR OF ARTS BACHELOR OF SCIENCE IN NURSING	ASSOCIATE OF APPLIED SCIENCE (AAS courses are not required to use integrated format)	BACHELOR OF APPLIED SCIENCE
<b>GBC ORIENTATION</b>	<b>0.5 Credits:</b> INT 100	<b>0.5 Credits:</b> INT 100	-0-	<b>0.5 Credits:</b> INT 100	-0-
<b>ENGLISH/ COMMUNICATIONS</b>	<b>6 Credits:</b> ENG 102 (Prerequisite: ENG 100 or 101 (3-5 credits) or equivalent test score)	<b>6 Credits:</b> ENG 102 (Prerequisite: ENG 100 or 101 (3-5 credits) or equivalent test score)	6 Credits: ENG 102 COM 113 or THTR 221	6 Credits: ENG 100 or 101, 102; ENG 107, 108	<b>6 Credits (in addition to AAS credits):</b> ENG 333 COM 113 or THTR 221
<b>MATHEMATICS</b>	<b>3-6 Credits:</b> MATH 120 or 6 credits at the level of MATH 126 or higher (Includes STAT 152)	<b>6 Credits:</b> 6 credits at the level of MATH 126 or higher. (Includes STAT 152)	<b>MATHEMATICS:</b> <b>3 Credits:</b> MATH 120, 126, or higher (Includes STAT 152)  <b>SCIENCE:</b> <b>6 Credits:</b> 6 credits of lower-division general education Science.	<b>3 Credits:</b> MATH 116, 120, 126, or higher (Includes STAT 152)	<b>6 Credits (in addition to AAS credits):</b> AMS 310 or MATH 181 INT 359
<b>SCIENCE</b>  *includes: any 3 or 4 credit BIOL, CHEM, GEOL, and PHYS containing a lab component	<b>6 Credits:</b> Select at least 3 credits from: BIOL 190 CHEM 100, 121 GEOL 101 PHYS 100, 151  Select an additional three credits from above or from: ANTH 102, AST 101, BIOL 100, ENV 100, GEOG 103, NUTR 121	<b>More than 12 Credits:</b> Select at least 3 credits from: BIOL 190, CHEM 100, 121, GEOL 101, PHYS 100, 151  Select an additional three credits from above or from: ANTH 102, 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 of lower-division general education Science.  <b>INTEGRATIVE SEMINAR:</b> <b>3 Credits:</b> INT 359 (Mathematics) or INT 369 (Science)	<b>6 Credits:</b> Select at least 3 credits from: ANTH 102, AST 101 BIOL 100, 190, 223, 224, 251 CHEM 100, 121 ENV 100 GEOG 103 GEOL 100, 101, 132 PHYS 100, 107B, 151 NUTR 121  3 credits may be from: EIT 233, ELM 112B, IT 208B MTL 150B	<b>3 Credits (in addition to AAS credits):</b> INT 369
<b>SOCIAL SCIENCE</b> (Fulfills U.S. and Nevada Constitutions requirement.)  *includes: ANTH (not 102), CRJ, ECON, HDFS 201, HIST(not 105,106), PSC, PSY, SOC, and WS	<b>12 Credits:</b> U.S. and Nevada Constitutions: PSC 103 or HIST 101 and 102 are required.  9 credits: ANTH 101, ECON 103, GEOG 106, HIST 101, 102, SOC 101, PSC 103, PSY 101  Select at least 3 additional credits of any social science.*	<b>9 Credits:</b> U.S. and Nevada Constitutions: PSC 103 or HIST 101 and 102 are required.  9 credits: ANTH 101, ECON 103, GEOG 106, HIST 101, 102, SOC 101, PSC 103, PSY 101	<b>SOCIAL SCIENCE:</b> <b>9 Credits:</b> 9 credits of lower-division general education Social Science (must fulfill U.S. and Nevada Constitutions requirements).  <b>HUMANITIES:</b> <b>3 Credits:</b> 3 credits of lower-division general education Humanities	<b>6 Credits:</b> 3 credits (U.S. and Nevada Constitutions): PSC 103 (or substitute: HIST 101 and 102)  3 credits (Human Relations): BUS 110B MGT 283 PSY 208	<b>6 Credits (in addition to AAS credits):</b> (U.S. and Nevada Constitution requirements must be fulfilled)  ECON 311 INT 349
<b>HUMANITIES</b>  *includes: AM, ART (not 100, 101), ENG (not 101,102), FREN, HIST 105,106, HUM, MUS (not 101), PHIL, SPAN	<b>6 Credits:</b> 3 credits: ART 160, 260 ENG 203, 223 FIS 100 FREN 111, 112 HIST 105, 106 HUM 101 MUS 121, 125 PHIL 102, SPAN 112, 211 THTR 100 Select at least 3 additional credits of any humanities.*	<b>3 Credits:</b> 3 credits: ART 160, 260 ENG 203, 223 FIS 100 FREN 111, 112 HIST 105, 106 HUM 101 MUS 121, 125 PHIL 102, SPAN 112, 211 THTR 100	<b>INTEGRATIVE SEMINAR:</b> <b>3 Credits:</b> INT 339 (Humanities) or INT 349 (Social Science)	<b>3 Credits:</b> ART 100, 101,160, 260 ENG 203, 223 FIS 100 FREN 111, 112 HIST 105, 106 HUM 101 MUS 101, 121, 125 PHIL 102 SPAN 112, 211 THTR 105, 100	<b>3 Credits (in addition to AAS credits):</b> INT 339
<b>FINE ARTS</b>	<b>3 Credits:</b> ART 100, 101 MUS 101, THTR 105	<b>3 Credits:</b> ART 100, 101 MUS 101, THTR 105	<b>3 Credits:</b> 3 credits of lower-division general education Fine Arts		
<b>TECHNOLOGY</b>	<b>3 Credits:</b> COT 210, GIS 109, GRC 119, IS 101	<b>3 Credits:</b> COT 210, GIS 109, GRC 119, IS 101	<b>3 Credits:</b> 3 credits of lower-division general education Technology	<b>3 Credits:</b> COT 210, DT 101B, EIT 233, ELM 120, GIS 109, GRC 119, IS 101, IT 210B, MTL 110B, 212, 213	<b>3 Credits:</b> 3 credits of approved lower-division.
<b>CAPSTONE</b>	-0-	-0-	<b>3 Credits:</b> As determined by program.	-0-	<b>3 Credits:</b> As determined by program.
<b>ELECTIVES AND PROGRAM REQUIREMENTS</b> Select with Adviser	A minimum of 60 total credits is required. See an adviser to select appropriate courses.	A minimum of 60 total credits is required. See an adviser to select appropriate courses.	A minimum of 120 total credits is required. At least 51 credits must be upper division. See program requirements and an adviser.	A minimum of 60 total credits is required. Most programs require more. See program requirements and an adviser.	A minimum of 120 total credits is required. At least 51 credits must be upper division. See program requirements and an adviser.

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

# Bachelor's Degrees

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## 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 and Professional Studies or 2.50 for the Bachelor of Arts in Elementary Education, and the Bachelor of Arts in Secondary Education in order to progress satisfactorily toward a baccalaureate degree.

In the case of a lapse of professional or ethical behavior, or if a student has engaged in prohibited activities as outlined in Chapter 6, Section 6.2 of the NSHE Code, his/her situation will be reviewed by the appropriate Baccalaureate Committee and the student may be either placed on probation or dismissed from the program.

## College-Wide Graduation Requirements

To graduate with a baccalaureate degree, you must adhere to the following requirements:

- You must complete all courses in the prescribed degree program. You may elect to graduate under the catalog of the year of enrollment in a baccalaureate-level program or the year of graduation. Students who change their major must choose the catalog of the year of the latest change of major or the year of graduation. Whichever catalog is used, it cannot be more than 10 years old at the time of graduation. In the case of NSHE transfer students, any exceptions to this policy will be handled by the Transfer Center and the transfer agreement contract process.
- To graduate, you must attain the baccalaureate program-specific, cumulative grade-point average, as well as earn no lower than a C- in all program requirements as specified in the program's handbook.
- You must earn at least half of the number of credits required for a baccalaureate degree at a four-year institution, and the degree must include at least 60 credits of lower-division courses. A minimum number of 120 total credits is required. At least 40% of the credits required by the major must be upper division. To determine specific credit requirements see the degree program of your choice.

- You must earn at least 32 credits at GBC. Thus, if you transfer to GBC and are pursuing a baccalaureate degree, you must complete 32 GBC semester credits regardless of the number of semester hours completed elsewhere. You cannot count challenge exam credit, non-traditional credit, or developmental courses (courses numbered below 100) as a part of the residency requirement. Credits transferred from other institutions will not be used for academic achievement designation. Students must complete 45 upper-division credits at GBC in order to receive honors designation.
- You must file an application for graduation October 15 or March 15 of the semester in which you wish to graduate. See page 51 for further details.

## Second Undergraduate Degree

You may earn a second bachelor's degree, provided all specified requirements are satisfied. You must declare your intention to pursue a second degree in the Office of Admissions and Records.

Candidates for a second degree must earn at least 32 additional credits in residence after meeting the requirements of the first degree and must satisfy specific program course requirements.

Students may be approved to pursue two bachelor's degrees simultaneously. Each degree requires a separate application for graduation.

# Bachelor of Arts in Elementary Education

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## Student Learning Outcomes

The graduates of this program will consistently display the following skills in accordance with the INTASC Principles and Standards:

- Create learning experiences that allow learners to integrate knowledge, skills, and methods of inquiry from several subject areas.
- Stimulate learner reflection on prior knowledge, experiences, and culture, and facilitates making connections to new experiences.
- Make appropriate time provisions and task assignments for learners who have exceptional learning differences or needs.
- Listen to learners' answers, monitoring and adjusting teaching strategies in response to their feedback.
- Create a learning community in which learners assume responsibility for themselves and one another, participate in decision-making, work independently and collaboratively, and engage in purposeful learning activities.
- Communicate in ways that demonstrate sensitivity to cultural and gender differences.

- Select and create learning experiences individually and collaboratively, that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.
- Use a variety of formal and informal assessment techniques to evaluate learners' progress and performances, and to modify teaching and learning strategies.
- Collaborate with professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences, and seeking and giving feedback.
- Establish respectful and productive relationships with parents and guardians and develops cooperative partnerships in support of student learning and well being.

These performance standards are assessed through portfolios, journals, and observations.

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The regular graduation application and fee payment procedures apply for each degree. For more information, call the Department of Education, 775.753.2177.

### 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 elementary 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:

- recognizing and valuing diversity in the heritage and traditions of the region,
- collaborating with the five rural school districts in the region to offer early and extensive clinical and field experiences throughout the baccalaureate program,
- utilizing the professional expertise and contributions of faculty and staff in all academic disciplines, and
- utilizing technology for distance education and delivering education courses at the branch campuses.

### Teacher Certification

GBC prepares students for state certification as elementary school teachers. The Director of Admissions and Registrar is the official GBC representative who certifies that students have completed the Teacher Education Program requirements at GBC.

### 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 their 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 advisers on a regular basis. Program degree requirements and licensure requirements may change. Contact the Department of Education, 775.753.2177, to schedule an appointment with your adviser.

### Admission to the Teacher Education Program

#### **Application Deadline**

Students are required to formally apply for admission to the Education Program. Applications are accepted each semester for the following semester. The usual 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.
- Students will not be accepted into the program before completion of ENG 100 or ENG 101, ENG 102, MATH 120, and EDU 250 with a grade of C- or higher.
- Achieve a GPA of 2.75 or higher, based on the student's most recent 40 credits.

### **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.

### **Various Options**

The Teacher Education Program at Great Basin College offers options for students from a wide variety of backgrounds. Whether you are a new college student or have attended college for years, whether you have taken courses only from Great Basin College, or have transferred here from another college, the GBC Teacher Education Program will help you to achieve your goals.

For students who already have a baccalaureate degree from an accredited college or university, we create an individualized course sequence that will lead to licensure with the Nevada Department of Education.

First-year students may enroll in lower-division teacher education courses after the specified prerequisites have been met. As a second semester sophomore, a student will normally apply for admission into the Teacher Education Program.

### **Endorsement Areas**

Students majoring in Elementary Education will select a subject area endorsement, which will strengthen them as teachers and may improve their employability. The following subject 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 \$45.00 processing fee, and there may be additional charges for the fingerprinting.

### **Maintaining Good Standing**

Students who have been admitted to the Bachelor of Arts in Elementary Education Program must maintain their status as students in good standing to be allowed to graduate. The requirements are as follows:

- Maintain an overall 2.5 GPA.
- Receive no lower than a C- in all baccalaureate program and endorsement requirements, as well as all education courses.
- Maintain an ethical and professional standard of behavior.

### **Application for Graduation**

An application for graduation must be submitted to the Admissions and Records Office by the designated deadline. You are encouraged to meet with your adviser and review your Degree Audit Reporting System (DARS) report to determine status of eligibility for graduation. Failure to apply by the deadline may prevent you from attending ceremonies and delay receipt of your diploma. A \$5.00 late fee will apply.

### **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:

- Nevada Constitution
- United States Constitution
- Nevada School Law
- Praxis II Exams

**I. General Education Curriculum**

**A. Lower-division Courses** (differences between AA and AS as noted). (Note: Your general education electives may be influenced by your endorsement area.)

**Communications:**

ENG 100 or ENG 101*	3
ENG 102*	3
THTR 221 (preferred) or COM 113	3

**Mathematics:**

MATH 120*	3
MATH 122	3
MATH 123	3

**Science:**

BIOL 190	4
PHYS 100	3

**Social Science:**

HIST 101	3
HIST 102	3
PSY 101 (recommended)	3
Choose from: ANTH, ECON, GEOG, HDFS 201, HIST, SOC, PSC or PSY, excluding ANTH 102, HIST 105, or HIST 106	3
U.S. and Nevada Constitutions requirement need to be fulfilled.	

**Humanities:**

ENG 250	3
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Choose from: ART 160 or ART 260; ENG 203 or ENG 223; FREN 111, 112; HIST 105 or HIST 106, HUM 101; MUS 121 or MUS 125; PHIL 102; SPAN 112, 211; or THTR 100

**Fine Arts:**

Choose from: ART 100 or ART 101, MUS 101 or THTR 105	3
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**Technology:**

COT 210	3
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**Education:**

EDU 250*	3
EDU 251 or EDU 252 (see an adviser)	1

The preceding courses total 54 credits. An Associate of Arts degree requires the completion of 60.5 credits. The remaining courses should be selected in consultation with an adviser and should take into consideration the eventual endorsement area of the student. Other suggestions, once the general education requirements are fulfilled, include: PSY 307, INT 339 or INT 349, INT 359 or INT 369, EDU 303, EDU 304, and EDU 305.

\*These courses must be completed before applying to the BA in Elementary Education Program.

**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**

INT 339	Integrative Humanities Seminar, or	
INT 349	Integrative Social Science Seminar	3

**Capstone**

EDU 408	Capstone Seminar	3
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**Total Credits for Section I, B** 12

**II. Program Requirements**

(See an adviser regarding these courses)

ENG 250	Introduction to Children's Literature	3
PSY 307	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 1865 and	
HIST 102	U.S. History 1865 to Present**	(6)
COT 210	Technology and Media in Education***	(3)

**Total Credits for Section II** 12

(\*, \*\*, \*\*\*): It is suggested that the indicated I. General Education Curriculum be fulfilled by the indicated II. Program Requirements in respective areas. Otherwise, it may be necessary to take more than the listed number of credits.

**III. Elementary Education Curriculum**

**A. Education Courses**

EDU 250	Foundations of Education	3
EDU 251	Elementary Clinical/Field Experience I, or	
EDU 252	Elementary Clinical/Field Experience II, or	
EDU 302	Elementary Clinical/Field Experience III	4-6
EDU 303	Education Seminar I	3
EDU 304	Education Seminar II	3
EDU 305	Education of the Exceptional Child	3

**Total Credits for Section III, A** 16-18

The following EDU classes are only open to students admitted to the Teacher Education Program.

**B. Methods Courses**

EDU 321	Literacy and Language Arts, Grades K-4	3
EDU 322	Literacy and Language Arts, Grades 5-8	3
EDU 323	Teaching Reading, Grades K-8	3
EDU 342	Teaching Social Studies in the Elementary Grades	3
EDU 355	Teaching Math, Grades K-8	3
EDU 362	Teaching Science, Grades K-8	3

**Total Credits for Section III, B** ..... 18

**C. Teaching Internship**

EDU 406	Student Teaching Internship	14
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**Total Credits for Section III, C** ..... 14

**IV. Endorsement Areas**

*Choose at least one endorsement area: \*Upper-division areas must be taken through GBC. Any request for exception to this policy must be made in writing and sent to the Teacher Education Committee.*

**English**

ENG 102, ENG 250, ENG 327 and ENG 329  
ENG 203, ENG 223 or ENG 325  
THTR 221  
INT 339

**Mathematics**

MATH 120, MATH 122, MATH 123, MATH 126,  
MATH 127, INT 359

**Science**

Choose an option below:

<b>Lower Division</b>			
<b>Option A</b>	<b>Option B</b>	<b>Option C</b>	<b>Option D</b>
BIOL 190	CHEM 121	PHYS 151	GEOL 101
BIOL 191	CHEM 122	PHYS 152	GEOL 102
PHYS 100	PHYS 100	CHEM 100	PHYS 100
CHEM 100	BIOL 190	BIOL 190	BIOL 190
<b>Note:</b>			
• <b>Upper Division</b> —Select at least one 3-credit upper-division science elective.			
• Must include INT 369.			

**Social Studies**

**Lower Division**

HIST 101, HIST 102, and select any two of the following:  
ANTH 101, ECON 103, GEOG 106, HDFS 201, PSC 103, PSY 101, SOC 101

**Upper Division**

INT 349 and select two upper-division Social Science electives (may not include PSY 307). At least one of the two upper-division social science electives should be taken at GBC.

Students must take at least one class in each of three different social science disciplines.

**TESL (Teaching English as a Second Language)**

This endorsement is attached to the initial license, either elementary or secondary. It is not a K-12 endorsement. The TESL endorsement adheres to the standards of Teachers of English to Speakers of Other Languages (TESOL).

EDU 445, EDU 446, EDU 447, EDU 448 and an elective from the following:

AM 145 or AM 146 or ANTH 201 or ANTH 205/SOC 205, ANTH 329/ENG 329, FREN 111, FREN 112, SPAN 111, SPAN 112, SPAN 211 or SPAN 212

**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 Special Education endorsement adheres to the Council for Exceptional Children (CEC) Knowledge and Skill Base for All Beginning Special Education Teachers. 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, PSY 307  
EDU 323 or EDU 355  
EDU 305, EDU 410, EDU 414, EDU 427, EDU 429,  
EDU 431, EDU 440  
EDU 423 (Elementary Field Experience) and  
EDU 424 (Secondary Field Experience)  
EDU 485 or EDU 487 Student Teaching Internship

**V. Electives**

Recommended electives:

EDU 210  
EDU 310  
EDU 334  
ART 306  
HDFS 201

or additional courses within the Endorsement area. A minimum of 51 credits of upper-division coursework is required:

**Total credits for Section V** ..... 12-18

**Minimum Total Credits** ..... 128

**SUGGESTED COURSE SEQUENCE**  
**BA—Elementary Education**

<b>FALL—1st Semester</b>		<b>Credits</b>	
INT	100	0.5	<input checked="" type="checkbox"/>
BIOL	190	4	<input type="checkbox"/>
ENG	100 or ENG 101	3	<input type="checkbox"/>
HIST	101	3	<input type="checkbox"/>
MATH	120	3	<input type="checkbox"/>
PSY	101 or SS GEN ED	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16.5</b>	

<b>SPRING—2nd Semester</b>		<b>Credits</b>	
COT	210	3	<input type="checkbox"/>
EDU	250 and	3	<input type="checkbox"/>
EDU	251 or EDU 252	1	<input type="checkbox"/>
ENG	102	3	<input type="checkbox"/>
HIST	102	3	<input type="checkbox"/>
PHYS	100	3	<input type="checkbox"/>
THTR	221 or COM 113	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>19</b>	

<b>FALL—3rd Semester</b>		<b>Credits</b>	
EDU	210	1	<input type="checkbox"/>
EDU	303 and	3	<input type="checkbox"/>
EDU	252	1	<input type="checkbox"/>
ENG	250	3	<input type="checkbox"/>
MATH	122	3	<input type="checkbox"/>
ELECTIVE**		3	<input type="checkbox"/>
FINE ARTS		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	

<b>SPRING—4th Semester</b>		<b>Credits</b>	
EDU	304	3	<input type="checkbox"/>
MATH	123	3	<input type="checkbox"/>
PSY	307	3	<input type="checkbox"/>
ELECTIVES**		3	<input type="checkbox"/>
HUMANITIES**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

**Second Semester.** Take PPST Exam and submit fingerprints. **Third Semester:** Apply for admission to the Teacher Education Program before October 1 (Students in the process of completing 40 credit hours during this semester would be accepted on a provisional basis. **Fourth Semester:** Apply for admission to the Teacher Education Program before March 1.

<b>FALL—5th Semester</b>		<b>Credits</b>	
EDU	321 and	3	<input type="checkbox"/>
EDU	302	1	<input type="checkbox"/>
INT	339 or INT 349 or		
INT	359 or INT 369	3	<input type="checkbox"/>
EDU	355	3	<input type="checkbox"/>
ELECTIVES**		6	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	

<b>SPRING—6th Semester</b>		<b>Credits</b>	
EDU	322 and	3	<input type="checkbox"/>
EDU	302	1	<input type="checkbox"/>
EDU	362	3	<input type="checkbox"/>
INT	339 or INT 349 or		
INT	359 or INT 369	3	<input type="checkbox"/>
ELECTIVES**		6	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	

<b>FALL—7th Semester</b>		<b>Credits</b>	
EDU	305	3	<input type="checkbox"/>
EDU	323 and	3	<input type="checkbox"/>
EDU	302	1	<input type="checkbox"/>
EDU	342	3	<input type="checkbox"/>
ELECTIVES**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>13</b>	

<b>SPRING—8th Semester</b>		<b>Credits</b>	
Only one other class can be taken with the EDU classes specified below.			
EDU	406	14	<input type="checkbox"/>
EDU	408	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	

\*\*Select with adviser.

# Bachelor of Arts in Secondary Education

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## Student Learning Outcomes

The graduates of this program will consistently display the following skills in accordance with the INTASC Principles and Standards:

- Create learning experiences that allow learners to integrate knowledge, skills, and methods of inquiry from several subject areas.
  - Stimulate learner reflection on prior knowledge, experiences, and culture, and facilitates making connections to new experiences.
  - Make appropriate time provisions and task assignments for learners who have exceptional learning differences or needs.
  - Listen to learners' answers, monitoring and adjusting teaching strategies in response to their feedback.
  - Create a learning community in which learners assume responsibility for themselves and one another, participate in decision-making, work independently and collaboratively, and engage in purposeful learning activities.
  - Communicate in ways that demonstrate sensitivity to cultural and gender differences.
- Select and create learning experiences individually and collaboratively, that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.
  - Use a variety of formal and informal assessment techniques to evaluate learners' progress and performances, and to modify teaching and learning strategies.
  - Collaborate with professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences, and seeking and giving feedback.
  - Establish respectful and productive relationships with parents and guardians and develops cooperative partnerships in support of student learning and well being.

These performance standards are assessed through portfolios, journals, and observations.

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### 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 Secondary 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:

- recognizing and valuing diversity in the heritage and traditions of the region,
- collaborating with the five rural school districts in the region to offer early and extensive clinical and field experiences throughout the baccalaureate program,
- utilizing the professional expertise and contributions of faculty and staff in all academic disciplines, and
- utilizing technology for distance education and delivering education courses at the branch campuses.

### Teacher Certification

GBC prepares students for state certification as secondary school teachers. The Director of Admissions and Registrar is the official GBC representative who certifies that students have completed the Teacher Education Program requirements at GBC.

### 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 their 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 advisers on a regular basis. Program degree requirements and licensure requirements may change. Contact the Department of Education, 775.753.2177, to schedule an appointment with your adviser.

### Admission to the Teacher Education Program

#### **Application Deadline**

Students are required to formally apply for admission to the Education Program. Applications are accepted each semester for the following semester. The usual 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.
- Students will not be accepted into the program before completion of ENG 100 or ENG 101, ENG 102, MATH 120 or six credits of MATH 126 or higher, and EDU 250 with a grade of C- or higher.
- Achieve a GPA of 2.75 or higher, based on the student's most recent 40 credits.

### **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.

### **Various Options**

The Teacher Education Program at Great Basin College offers options for students from a wide variety of backgrounds. Whether you are a new college student or have attended college for years, whether you have taken courses only from Great Basin College, or have transferred here from another college, the GBC Teacher Education Program will help you to achieve your goals.

For students who already have a baccalaureate degree from an accredited college or university, we create an individualized course sequence that will lead to licensure with the Nevada Department of Education.

First-year students may enroll in lower-division teacher education courses after the specified prerequisites have been met. As a second semester sophomore, a student will normally apply for admission into the Teacher Education Program.

### **Endorsement Areas**

Students majoring in Secondary Education must select a subject area endorsement, which will strengthen them as teachers and may improve their employability. The following subject emphasis areas are offered at Great Basin College:

- Biological Science
- Mathematics
- Social Sciences
- Career and Technical Education with endorsements in:
  - Agricultural Education
  - Automotive Service Technology
  - Electronic Technology
  - Industrial Arts Education
  - Manufacturing Technology
- 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 \$45.00 processing fee, and there may be additional charges for the fingerprinting.

### **Maintaining Good Standing**

Students who have been admitted to the Bachelor of Arts in Secondary Education Program will maintain their status as students in good standing and be allowed to graduate, if they meet the following requirements:

- Maintain an overall 2.5 GPA.
- Receive no lower than a C- in all baccalaureate program and endorsement requirements, as well as all education courses.
- Maintain an ethical and professional standard of behavior.

### **Application for Graduation**

An application for graduation must be submitted to the Admissions and Records Office by the designated deadline. You are encouraged to meet with your adviser and review your Degree Audit Reporting System (DARS) report to determine status of eligibility for graduation. Failure to apply by the deadline may prevent you from attending ceremonies and delay receipt of your diploma. A \$5.00 late fee will apply.

### **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

ENG	101	Composition I	3
ENG	102	Composition II	3
HIST	101	U.S. History to 1865, and	
HIST	102	U.S. History 1865 to Present, or	
PSC	103	Principles of American Constitutional Government	3-6
COM	113	Fundamentals of Speech I, or	
THTR	221	Oral Interpretation	3
COT	210	Technology and Media in Education	3
MATH	126	Precalculus I	3
STAT	152	Introduction to Statistics	3
BIOL	190	Introduction to Cell and Molecular Biology	4
GEOL	101	Physical Geology	4
INT	100	Great Basin Orientation	0.5
Social Science General Education			3-6
Humanities General Education			3
Fine Arts General Education			3
<b>Total for Section I A</b>			<b>38.5-44.5</b>

#### B. Lower-Division Secondary Education Core Requirements

EDU	250	Foundations of Education	3
EDU	253	Secondary Clinical/Field Experience I	1
EDU	254	Secondary Clinical/Field Experience I	1
<b>Total for Section I B</b>			<b>5</b>

#### C. Upper-Division Secondary Education Core Requirements

EDU	303	Education Seminar	3
EDU	304	Education Seminar II	3
EDU	305	Education of Diverse Learners	3
EDU	350	Secondary Clinical/ Field Experience II	1
EDU	440	Essential Skills Across the Curriculum	3
EDU	450	Capstone Seminar	3
EDU	451	Student Teaching Internship	14
INT	339	Integrative Humanities Seminar, or	
INT	349	Integrative Social Science Seminar	3
INT	369	Integrative Science Seminar	3
PSY	307	Principles of Educational Psychology	3
<b>Total for Section I C</b>			<b>39</b>

**Total for Section I** ..... **82.5-88.5**

### II. Concentration Area Requirements Biological Sciences Program

#### A. Lower-Division Requirements

##### Content-Area Requirements\*

BIOL	191	Introduction to Organismal Biology	4
CHEM	121	General Chemistry I	4
CHEM	122	General Chemistry II	4
CHEM	220	Introductory Organic Chemistry	3
CHEM	220L	Introductory Organic Chemistry Lab	1
PHYS	151	General Physics I	4

\*Eight credits of these satisfy the science general education requirement.

**Total Unduplicated Lower-Division Requirements** ..... **20**

#### B. Upper-Division Requirements

##### Content-Area Requirements

GIS	320	GIS in Business and Community	3
BIOL	300	Principles of Genetics	4
BIOL	315	Introduction to Cell Biology	3
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

##### Methods Courses

EDU	463	Methods of Teachings Secondary Science (3+1 Lab)	4
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**Total for Section II B** ..... **23**

**Total for Section II A** ..... **20**

**Total for Section I** ..... **82.5-88.5**

**Total for All Sections** ..... **125.5-130.5**

**SUGGESTED COURSE SEQUENCE**

**BA—Secondary Education  
Biological Science**

<b>FALL—1st Semester</b>	<b>Credits</b>	
INT 100	0.5	<input checked="" type="checkbox"/>
BIOL 190	4	<input type="checkbox"/>
CHEM 121	4	<input type="checkbox"/>
ENG 100 or ENG 101	3	<input type="checkbox"/>
COM 113 or THTR 221	3	<input type="checkbox"/>
PSC 103	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>17.5</b>	
<b>SPRING—2nd Semester</b>	<b>Credits</b>	
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"/>
SOCIAL SCIENCE*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>17</b>	
<b>FALL—3rd Semester</b>	<b>Credits</b>	
CHEM 220	3	<input checked="" type="checkbox"/>
CHEM 220L	1	<input type="checkbox"/>
EDU 250	3	<input type="checkbox"/>
EDU 253	1	<input type="checkbox"/>
GEOL 101	4	<input type="checkbox"/>
MATH 126	3	<input type="checkbox"/>
SOCIAL SCIENCE*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>18</b>	
<b>SPRING—4th Semester</b>	<b>Credits</b>	
COT 210	3	<input checked="" type="checkbox"/>
EDU 303	3	<input type="checkbox"/>
EDU 254	1	<input type="checkbox"/>
PHIL 102	3	<input type="checkbox"/>
PHYS 151	4	<input type="checkbox"/>
STAT 152	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
<b>FALL—5th Semester</b>	<b>Credits</b>	
BIOL 300	3	<input checked="" type="checkbox"/>
BIOL 320 or BIOL 434	4	<input type="checkbox"/>
GIS 103	3	<input type="checkbox"/>
EDU 304	3	<input type="checkbox"/>
PSY 307	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>16</b>	
<b>SPRING—6th Semester</b>	<b>Credits</b>	
BIOL 341	3	<input checked="" type="checkbox"/>
BIOL 331 or BIOL 410	3	<input type="checkbox"/>
EDU 305	3	<input type="checkbox"/>
INT 339 or INT 349	3	<input type="checkbox"/>
GIS 320	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
<b>FALL—7th Semester</b>	<b>Credits</b>	
BIOL 315	3	<input checked="" type="checkbox"/>
EDU 463	3	<input type="checkbox"/>
EDU 440	3	<input type="checkbox"/>
INT 369	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
<b>SPRING—8th Semester</b>	<b>Credits</b>	
EDU 450	3	<input checked="" type="checkbox"/>
EDU 451	14	<input type="checkbox"/>
<b>TOTAL</b>	<b>17</b>	

\*Select from page 94.  
\*\*Select with adviser.

**Mathematics Endorsement**

**I. General Education and Program Core Requirements**

**A. Lower-Division General Education Requirements**

ENG 101	Composition I	3
ENG 102	Composition II	3
HIST 101	U.S. History to 1865, and	
HIST 102	U.S. History 1865 to Present, or	
PSC 103	Principles of American Constitutional Government	3-6
COM 113	Fundamentals of Speech I, or	
THTR 221	Oral Interpretation	3
COT 210	Technology and Media in Education	3
INT 100	Orientation	0.5
Mathematics General Education*		3-6
Science General Education		6
Social Science General Education		3-6
Humanities General Education		3
Fine Arts General Education		3

\*Either MATH 120, or two MATH courses at 126 level or higher.

**Total for Section I A** ..... **33.5-42.5**

**B. Lower-Division Secondary Education Core Requirements**

EDU 250	Foundations of Education	3
EDU 253	Secondary Clinical/Field Experience I	1
EDU 254	Secondary Clinical/Field Experience II	1

**Total for Section I B** ..... **5**

**C. Upper-Division Secondary Education Core Requirements**

EDU 303	Education Seminar I	3
EDU 304	Education Seminar II	3
EDU 305	Education of Diverse Learners	3
EDU 350	Secondary Clinical/ Field Experience III	1
EDU 440	Essential Skills Across the Curriculum	3
EDU 450	Capstone Seminar	3
EDU 451	Student Teaching Internship	14
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
PSY 307	Principles of Educational Psychology	3

**Total for Section I C** ..... **39**

**Total for Section I** ..... **77.5-86.5**



**II. Concentration Area Requirements  
Secondary Mathematics Program**

**A. Lower-Division Requirements**

**Content-Area Requirements\***

IS	101	Introduction to Information Systems	3
STAT	152	Introduction to Statistics	3
MATH	181	Calculus I	4
MATH	182	Calculus II	4
MATH	283	Calculus III	4
MATH	251	Discrete Mathematics I	3
MATH	330	Linear Algebra	3

\*Six credits of these satisfy the mathematics general education requirement.

**Total Unduplicated Lower-Division Requirements . . . . . 24**

**B. Upper-Division Requirements**

**Content-Area Requirements**

INT	359	Integrative Mathematics Seminar	3
MATH	313	Probability and Combinatorics for Teachers	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, or MATH 310	3

\*Credits are included above.

**Methods Courses**

EDU	464	Methods of Teaching Secondary Mathematics (3+1Lab)	4
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**Total for Section II B . . . . . 22**

**Total for Section II A . . . . . 24**

**Total for Section I . . . . . 77.5-86.5**

**Total for All Sections . . . . . 123.5-132.5**

**SUGGESTED COURSE SEQUENCE  
BA—Secondary Education  
Mathematics**

<b>FALL—1st Semester</b>		<b>Credits</b>	
INT	100	0.5	<input checked="" type="checkbox"/>
COT	210	3	<input type="checkbox"/>
ENG	100 or ENG 101	3	<input type="checkbox"/>
FINE ARTS*		3	<input type="checkbox"/>
MATH	126	3	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15.5</b>	

<b>SPRING—2nd Semester</b>		<b>Credits</b>	
ENG	102	3	<input type="checkbox"/>
MATH	127	3	<input type="checkbox"/>
STAT	152	3	<input type="checkbox"/>
SCIENCE*		3	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

<b>FALL—3rd Semester</b>		<b>Credits</b>	
EDU	250	3	<input type="checkbox"/>
EDU	253	1	<input type="checkbox"/>
IS	101	3	<input type="checkbox"/>
MATH	181	4	<input type="checkbox"/>
MATH	251	3	<input type="checkbox"/>
SCIENCE*		4	<input type="checkbox"/>
<b>TOTAL</b>		<b>18</b>	

<b>SPRING—4th Semester</b>		<b>Credits</b>	
EDU	254	1	<input type="checkbox"/>
EDU	303	3	<input type="checkbox"/>
MATH	182	3	<input type="checkbox"/>
MATH	330	3	<input type="checkbox"/>
HUMANITIES*		3	<input type="checkbox"/>
PSC	103	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	

<b>FALL—5th Semester</b>		<b>Credits</b>	
EDU	304	3	<input type="checkbox"/>
COM	113 or THTR 221	3	<input type="checkbox"/>
MATH	283	4	<input type="checkbox"/>
MATH	331	3	<input type="checkbox"/>
PSY	307	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	

<b>SPRING—6th Semester</b>		<b>Credits</b>	
INT	359 or INT 369	3	<input type="checkbox"/>
EDU	305	3	<input type="checkbox"/>
MATH	313	3	<input type="checkbox"/>
MATH	333	3	<input type="checkbox"/>
MATH	375	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

<b>FALL—7th Semester</b>		<b>Credits</b>	
INT	339 or INT 349	3	<input type="checkbox"/>
EDU	350	1	<input type="checkbox"/>
EDU	440	3	<input type="checkbox"/>
EDU	464	4	<input type="checkbox"/>
MATH ELECTIVE**		3	<input type="checkbox"/>
ELECTIVE**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	

<b>SPRING—8th Semester</b>		<b>Credits</b>	
EDU	450	3	<input type="checkbox"/>
EDU	451	14	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	

\*Select from page 94.  
\*\*Select with adviser.

# Social Science Endorsement

## I. General Education and Program Core Requirements

### A. Lower-Division General Education Requirements

ENG	101	Composition I	3
ENG	102	Composition II	3
HIST*	101	U.S. History to 1865	3
HIST*	102	U.S. History 1865 to Present	3
COM	113	Fundamentals of Speech I, or	
THTR	221	Oral Interpretation	3
GEOG*	106	Introduction to Cultural Geography	3
COT	210	Technology and Media in Education	3
STAT	152	Introduction to Statistics	3
INT	100	Great Basin Orientation	0.5
Social Science General Education*			3
Humanities General Education*			3
Science General Education			6
Mathematics General Education**			3-6
Fine Arts General Education			3

\*\*Can be used towards the student's Social Science endorsement.

\*\*Either MATH 120, or two MATH courses at 126 level or higher.

**Total for Section I A** ..... 42.5-45.5

### B. Lower-Division Secondary Education Core Requirements

EDU	250	Foundations of Education	3
EDU	253	Secondary Clinical/ Field Experience I	1
EDU	254	Secondary Clinical/ Field Experience II	1

**Total for Section I B** ..... 5

### C. Upper-Division Secondary Education Core Requirements

EDU	303	Education Seminar I	3
EDU	304	Education Seminar II	3
EDU	305	Education of Diverse Learners	3
EDU	350	Secondary Clinical/ Field Experience III	1
EDU	440	Essential Skills Across the Curriculum	3
EDU	450	Capstone Seminar	3
EDU	451	Student Teaching Internship	14
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
PSY	307	Principles of Educational Psychology	3

**Total for Section I C** ..... 42

**Total for Section I** ..... 86.5-89.5

## II. Concentration Area Requirements

### A. Lower-Division Requirements

#### Content-Area 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.
  - Psychology 307 may not be used toward this total; History 101 and HIST102 may be used.
1. Economics—Recommended: ECON 102 or 103. Other Acceptable Courses: ECON 104
  2. Geography—Required: GEOG 106.
  3. Psychology or Sociology—Recommended: PSY 101 or SOC 101. Other Acceptable Courses: PSY 102, 130, 208, 234, 271, 441, 460, SOC 102, 205, 342, 433
  4. Ethnic Studies—Recommended: SOC 205 or ANTH 400A.
  5. Political Science—Recommended PSC 403K. Other Acceptable Courses: PSC 103, 403C.
  6. U.S. History —Required HIST 101 and HIST 102. Other Acceptable Courses: HIST 217, 225, 401, 413, 414A, 416B, 417C, 441, 498.
  7. History of the World—Recommended: HIST 105,106, 247. Other Acceptable Courses: HIST 209.

\*Twelve credits of these satisfy the social science and humanities general education requirement.

**Total Unduplicated Lower-Division Requirements** .... 15

### Upper-Division Requirements

#### Content-Area Requirements

- Social Science Elective, to be chosen from SOC 342, SOC 433, ANTH 400A, PSC 403K, PSC 403C, PSY 441, or PSY 460 . . . 3
- History Elective, to be chosen from HIST 401, HIST 414A, HIST 416B, HIST 417C, HIST 441, or HIST 498 ..... 6

#### Methods Courses

EDU	461	Methods of Teaching Secondary Social Studies (3+1 Lab)	4
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**Total for Section II B** ..... 13

**Total for Section II A** ..... 15

Total for Section I ..... 89.5-92.5

Total for All Sections ..... 117.5-120.5

**SUGGESTED COURSE SEQUENCE**  
**BA—Secondary Education**  
**Social Science**

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
ENG 100 or ENG 101	3	<input type="checkbox"/>
HIST 101	3	<input type="checkbox"/>
COM 113 or THTR 221	3	<input type="checkbox"/>
FINE ARTS*	3	<input type="checkbox"/>
MATH 120 or MATH 126	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15.5</b>	

SPRING—2nd Semester	Credits	✓
ENG 102	3	<input type="checkbox"/>
HIST 102	3	<input type="checkbox"/>
STAT 152	3	<input type="checkbox"/>
COT 210	3	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
ELECTIVE**	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>18</b>	

FALL—3rd Semester	Credits	✓
EDU 250	3	<input type="checkbox"/>
EDU 253	1	<input type="checkbox"/>
GIS 103	3	<input type="checkbox"/>
GEOG 106	3	<input type="checkbox"/>
HUMANITIES*	3	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>16</b>	

SPRING—4th Semester	Credits	✓
EDU 254	1	<input type="checkbox"/>
EDU 303	3	<input type="checkbox"/>
INT 301	3	<input type="checkbox"/>
ELECTIVES**	9	<input type="checkbox"/>
<b>TOTAL</b>	<b>16</b>	

FALL—5th Semester	Credits	✓
EDU 304	3	<input type="checkbox"/>
PSY 307	3	<input type="checkbox"/>
ELECTIVES**	9	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

SPRING—6th Semester	Credits	✓
INT 359 or INT 369	3	<input type="checkbox"/>
EDU 305	3	<input type="checkbox"/>
ELECTIVES**	9	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

FALL—7th Semester	Credits	✓
EDU 350	1	<input type="checkbox"/>
EDU 440	3	<input type="checkbox"/>
EDU 461	4	<input type="checkbox"/>
INT 349	3	<input type="checkbox"/>
ELECTIVE**	6	<input type="checkbox"/>
<b>TOTAL</b>	<b>17</b>	

SPRING—8th Semester	Credits	✓
EDU 450	3	<input type="checkbox"/>
EDU 451	14	<input type="checkbox"/>
<b>TOTAL</b>	<b>17</b>	

\*Select from page 94.  
 \*\*Select with adviser.

## Career and Technical Education

### I. General Education and Program Core Requirements

#### A. Lower-Division General Education Requirements

ENG 101	Composition I	3
ENG 102	Composition II	3
HIST 101	US History to 1865, and	
HIST 102	1865 to Present, or	
PSC 103	Principles of American Constitutional Government	3-6
COM 113	Fundamentals of Speech I, or	
THTR 221	Oral Interpretation	3
COT 210	Technology and Media in Education	3
INT 100	Great Basin Orientation	0.5
	Mathematics General Education*	3-6
	Science General Education	6
	Social Science General Education	3-6
	Humanities General Education	3
	Fine Arts General Education	3

\*Either MATH 120, or two MATH courses at 126 level or higher.

**Total for Section IA ..... 33.5-42.5**

#### B. Lower-Division Secondary Education Core Requirements

EDU 250	Foundations of Education	3
EDU 253	Secondary Clinical/Field Experience I	1
EDU 254	Secondary Clinical/Field Experience II	1

**Total for Section I B ..... 5**

#### C. Upper-Division Secondary Education Core Requirements

EDU 303	Education Seminar I	3
EDU 304	Education Seminar II	3
EDU 350	Secondary Clinical/ Field Experience III	1
EDU 450	Capstone Seminar	3
EDU 451	Student Teaching Internship	14
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
PSY 307	Principles of Educational Psychology	3

**Total for Section I C ..... 33**

**Total for Section I ..... 71.5-80.5**

# Agricultural Education Endorsement

## II. Concentration Area Requirements

### A. Lower-Division Requirements

AGR 101	Fundamentals of Agricultural Economics . . .	3
AGR 110	Introduction to Agriculture Management . . .	3
AGR 210	Agricultural Issues . . . . .	3
AGM 110	Fundamentals of Ag Mechanics . . . . .	3
AGM 212	Principles of Ag Metals and Welding . . . . .	3
ANSC 209	Physiology of Reproduction . . . . .	3
ANSC 211	Fundamentals of Animal Nutrition . . . . .	3
ANSC 275	Animal Health and Sanitation . . . . .	3
NRES 150	Fundamentals of Plant Science . . . . .	3
NRES 241	Principles of Range Science . . . . .	3
NRES 222	Soils . . . . .	3

**Agriculture Education Total . . . . . 33**

### B. Upper-Division Requirements

AGR 490	Ag Ed Capstone . . . . .	3
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Choose 3 credits from the list below.

AMS 320	Science and Engineering in Technology . . .	3
DT 340	Seminar in Fluid Power . . . . .	3
ELM 342	Seminar in Electrical Systems . . . . .	3
MTL 345	Seminar in Welding Technology . . . . .	3
CADD 345	Technical Graphics Communications . . . . .	3

Select with the adviser any 300- and 400-level instrumentation course.

### Cooperative Occupational Education

CTL 355	CTE Program Management . . . . .	3
CTL 435	Capstone Seminar CTE . . . . .	3
CTL 492	Career Education for Students with Disabilities . . . . .	3

### Methods Courses

EDU 465	Methods of Teaching Career and Technical Education . . . . .	3
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**Total for Section II B . . . . . 18**

**Total for Section II A . . . . . 33**

**Total for Section I . . . . . 71.5-80.5**

**Total for All Sections . . . . . 122.5-131.5**

<b>SUGGESTED COURSE SEQUENCE</b>			
<b>BA—Secondary Education</b>			
<b>Agricultural Education</b>			
<b>FALL—1st Semester</b>		<b>Credits</b>	✓
INT	100	0.5	☐
AGR	101	3	☐
ENG	100 or ENG 101	3	☐
HUMANITIES*		3	☐
SOCIAL SCIENCE*		3	☐
<b>TOTAL</b>		<b>15.5</b>	
<b>SPRING—2nd Semester</b>		<b>Credits</b>	✓
AGR	110	3	☐
COT	210	3	☐
ENG	102	3	☐
NRES	241	3	☐
SCIENCE*		3	☐
SOCIAL SCIENCE*		3	☐
<b>TOTAL</b>		<b>18</b>	
<b>FALL—3rd Semester</b>		<b>Credits</b>	✓
AGR	210	3	☐
EDU	250	3	☐
EDU	253	1	☐
FINE ARTS*		3	☐
NRES	222	3	☐
SCIENCE*		4	☐
<b>TOTAL</b>		<b>17</b>	
<b>SPRING—4th Semester</b>		<b>Credits</b>	✓
AGM	110	3	☐
ANSC	275	3	☐
EDU	254	1	☐
EDU	303	3	☐
PSC	103	3	☐
ELECTIVE**		3	☐
<b>TOTAL</b>		<b>17</b>	
<b>FALL—5th Semester</b>		<b>Credits</b>	✓
ANSC	211	3	☐
COM	113 or THTR 221	3	☐
EDU	304	3	☐
NRES	150	3	☐
PSY	307	3	☐
ELECTIVE**		3	☐
<b>TOTAL</b>		<b>18</b>	
<b>SPRING—6th Semester</b>		<b>Credits</b>	✓
AGR	490	3	☐
AGM	212	3	☐
ANSC	209	3	☐
CTL	492	3	☐
INT	359 or INT 369	3	☐
<b>TOTAL</b>		<b>15</b>	
<b>FALL—7th Semester</b>		<b>Credits</b>	✓
CTL	435	3	☐
CTL	355	3	☐
INT	339 or INT 349	3	☐
EDU	350	1	☐
EDU	465	3	☐
ELECTIVE**		3	☐
<b>TOTAL</b>		<b>16</b>	
<b>SPRING—8th Semester</b>		<b>Credits</b>	✓
EDU	450	3	☐
EDU	451	14	☐
<b>TOTAL</b>		<b>17</b>	

\*Select from page 94.  
\*\*Select with adviser.

## Automotive Service Technology Endorsement

### II. Concentration Area Requirements

As per NAC 391.13065 the auto instructor must be ASE Master Certified or obtain certification within three years or have certification in the four major areas of brakes, electrical and electronic systems, engine performance, and suspension and steering.

#### A. Lower-Division Requirements

##### Content-Area

DT	100B	Shop Practices	1.5
DT	101B	Basic Diesel Engines	4
DT	102B	Basic Vehicle Electronics	5
DT	105B	Mobile Air Conditioning	2
DT	106B	Diesel Heavy Equipment Power Train	4
DT	201B	Diesel Brakes and Pneumatics	2.5
DT	202B	Diesel Fuel Systems and Troubleshooting	3
DT	215B	Electronic Diesel Engines	5
AUTO	155B	Steering and Suspension	3
AUTO	220B	Engine Performance	3

**Total Automotive Service Technology** ..... **33**

#### B. Upper-Division Requirements

DT	340	Seminar in Fluid Power	3
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Choose 3 credits from the list below:

AMS	320	Science and Engineering in Technology	3
ELM	342	Seminar in Electrical Systems	3
MTL	345	Seminar in Welding Technology	3
CADD	345	Technical Graphics Communications	3
AGR	490	Ag Ed Capstone	3

Any 300- or 400-level instrumentation course, select with adviser

#### Cooperative Occupational Education

CTL	355	CTE Program Management	3
CTL	435	Capstone Seminar CTE	3
CTL	492	Career Education for Students with Disabilities	3

#### Methods Courses

EDU	465	Methods of Teaching Career and Technical Education	3
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**Total for Section II B** ..... **18**

**Total for Section II A** ..... **33**

**Total for Section I** ..... **71.5-80.5**

**Total for All Sections** ..... **122.5-131.5**

### SUGGESTED COURSE SEQUENCE Automotive Service Technology

FALL-1st Semester	Credits	
INT 100	0.5	<input checked="" type="checkbox"/>
DT 100B	1.5	<input type="checkbox"/>
ENG 101	3	<input type="checkbox"/>
MATH 120	3	<input type="checkbox"/>
HUMANITIES*	3	<input type="checkbox"/>
SOCIAL SCIENCE*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>14</b>	

SPRING-2nd Semester	Credits	
COT 210	3	<input checked="" type="checkbox"/>
DT 101B	4	<input type="checkbox"/>
ENG 102	3	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
SOCIAL SCIENCE*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>16</b>	

FALL-3rd Semester	Credits	
DT 102B	5	<input checked="" type="checkbox"/>
DT 105B	2	<input type="checkbox"/>
EDU 250	3	<input type="checkbox"/>
EDU 253	1	<input type="checkbox"/>
SCIENCE*	4	<input type="checkbox"/>
FINE ARTS*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>18</b>	

SPRING-4th Semester	Credits	
DT 201B	2.5	<input checked="" type="checkbox"/>
EDU 254	1	<input type="checkbox"/>
EDU 303	3	<input type="checkbox"/>
PSC 103	3	<input type="checkbox"/>
AUTO 155B	3	<input type="checkbox"/>
HUMANITIES*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15.5</b>	

FALL-5th Semester	Credits	
AUTO 220B	3	<input checked="" type="checkbox"/>
COM 113 or THTR 221	3	<input type="checkbox"/>
DT 202B	3	<input type="checkbox"/>
EDU 304	3	<input type="checkbox"/>
PSY 307	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

SPRING-6th Semester	Credits	
CTL 492	3	<input checked="" type="checkbox"/>
DT 340	3	<input type="checkbox"/>
DT 106B	4	<input type="checkbox"/>
DT 215B	5	<input type="checkbox"/>
INT 359 or INT 369	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>18</b>	

FALL-7th Semester	Credits	
CTE UPPER DIVISION CORE**	3	<input checked="" type="checkbox"/>
CTL 355	3	<input type="checkbox"/>
CTL 435	3	<input type="checkbox"/>
EDU 350	1	<input type="checkbox"/>
EDU 465	3	<input type="checkbox"/>
INT 339 or INT 349	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>17</b>	

SPRING-8th Semester	Credits	
EDU 450	3	<input checked="" type="checkbox"/>
EDU 451	14	<input type="checkbox"/>
<b>TOTAL</b>	<b>17</b>	

\*Select from page 94.

\*\*Select with adviser.

## Electronic Technology Endorsement

### II. Concentration Area Requirements

#### A. Lower-Division Requirements

##### Content-Area

ELM 112B	Electrical Theory, DC	4
ELM 120	Low Voltage Systems	3
ELM 122B	AC Theory	4
ELM 123B	Solid State	2.5
ELM 127B	Introduction to AC Controls	2.5
ELM 128B	Transformers and Industrial Lighting	4
ELM 132B	Digital Concepts	2.5
ELM 134B	Introduction to Programmable Logic Controllers	2.5
ELM 155	Ultra High Frequency and Microwave	3
ET 270	Electronic Bench Service Technician	4
ET 280	Digital Electronics	4

**Total Electronic Technology** ..... **36**

#### B. Upper-Division Requirements

Choose 6 credits from the list below:

AMS 320	Science and Engineering in Technology	3
DT 340	Seminar in Fluid Power	3
ELM 342	Seminar in Electrical Systems	3
MTL 345	Seminar in Welding Technology	3
CADD 345	Technical Graphics Communications	3
AGR 490	Ag Ed Capstone	3

Select with the adviser any 300- and 400-level instrumentation course.

##### Cooperative Occupational Education

CTL 355	CTE Program Management	3
CTL 435	Capstone Seminar CTE	3
CTL 492	Career Education for Students with Disabilities	3

##### Methods Courses

EDU 465	Methods of Teaching Career and Technical Education	3
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**Total for Section II B** ..... **18**

**Total for Section II A** ..... **36**

**Total for Section I** ..... **71.5-80.5**

**Total for All Sections** ..... **125.5-134.5**

## SUGGEST COURSE SEQUENCE Electronic Technology

FALL-1st Semester	Credits	✓
INT 100	3	<input type="checkbox"/>
ELM 112B	4	<input type="checkbox"/>
ENG 101	3	<input type="checkbox"/>
MATH 120	3	<input type="checkbox"/>
HUMANITIES*	3	<input type="checkbox"/>
SOCIAL SCIENCE*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>16.5</b>	
SPRING-2nd Semester	Credits	✓
COT 210	3	<input type="checkbox"/>
ELM 120	3	<input type="checkbox"/>
ENG 102	3	<input type="checkbox"/>
SCIENCE GEN*	3	<input type="checkbox"/>
SOCIAL SCIENCE*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
FALL-3rd Semester	Credits	✓
EDU 250	3	<input type="checkbox"/>
EDU 253	1	<input type="checkbox"/>
ELM 122B	4	<input type="checkbox"/>
ELM 123B	2.5	<input type="checkbox"/>
SCIENCE*	4	<input type="checkbox"/>
FINE ARTS*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>17.5</b>	
SPRING-4th Semester	Credits	✓
COM 113 OR THTR 221	3	<input type="checkbox"/>
EDU 254	1	<input type="checkbox"/>
EDU 303	3	<input type="checkbox"/>
ELM 127B	2.5	<input type="checkbox"/>
ET 270	4	<input type="checkbox"/>
PSC 103	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>16.5</b>	
FALL-5th Semester	Credits	✓
EDU 304	3	<input type="checkbox"/>
ELM 128B	4	<input type="checkbox"/>
ELM 132B	2.5	<input type="checkbox"/>
ELM 134B	3.5	<input type="checkbox"/>
PSY 307	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
SPRING-6th Semester	Credits	✓
CTL 492	3	<input type="checkbox"/>
CTE UPPER-DIVISION CORE**	3	<input type="checkbox"/>
ELM 155	3	<input type="checkbox"/>
ET 280	4	<input type="checkbox"/>
INT 359 or INT 369	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>16</b>	
FALL-7th Semester	Credits	✓
CTL 355	3	<input type="checkbox"/>
CTL 435	3	<input type="checkbox"/>
CTE UPPER-DIVISION CORE**	3	<input type="checkbox"/>
EDU 350	1	<input type="checkbox"/>
EDU 465	3	<input type="checkbox"/>
INT 339 or INT 349	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>16</b>	
SPRING-8th Semester	Credits	✓
EDU 450	3	<input type="checkbox"/>
EDU 451	14	<input type="checkbox"/>
<b>TOTAL</b>	<b>17</b>	

\*Select from page 94.

\*\*Select with adviser.

# Industrial Arts Education Endorsement

## II. Concentration Area Requirements

### A. Lower-Division Requirements

#### Content-Area

DT	101B	Basic Diesel Engines	4
ELM	112B	Electrical Theory DC	4
CONS	101	Introduction to Construction Technology	3
MTL	101B	Basic Machine Shop I	4
MTL	212	Welding I	3
MTL	213	Welding II	3
CADD	100	Introduction to Computer-Aided Drafting	3
CADD	105	Intermediate Computer-Aided Drafting	3
CONS	102B	Blueprint Reading and Specifications	3
WOOD	197B	Beginning Woodworking	3

**Total Industrial Arts** ..... **33**

### B. Upper-Division Requirements

Choose 6 credits from the list below:

AMS	320	Science and Engineering in Technology	3
DT	340	Seminar in Fluid Power	3
ELM	342	Seminar in Electrical Systems	3
MTL	345	Seminar in Welding Technology	3
CADD	345	Technical Graphics Communications	3
AGR	490	Ag Ed Capstone	3

Select with the adviser any 300- and 400-level instrumentation course.

#### Cooperative Occupational Education

CTL	355	CTE Program Management	3
CTL	435	Capstone Seminar CTE	3
CTL	492	Career Education for Students with Disabilities	3

#### Methods Courses

EDU	465	Methods of Teaching Career and Technical Education	3
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**Total for Section II B** ..... **18**

**Total for Section II A** ..... **33**

**Total for Section I** ..... **71.5-80.5**

**Total for All Sections** ..... **122.5-131.5**

## SUGGESTED COURSE SEQUENCE

### Industrial Arts Education

FALL-1st Semester		Credits	
INT	100	0.5	<input checked="" type="checkbox"/>
CONS	101	3	<input type="checkbox"/>
ENG	101	3	<input type="checkbox"/>
MATH	120	3	<input type="checkbox"/>
HUMANITIES*		3	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15.5</b>	
SPRING-2nd Semester		Credits	
CONS	102B	3	<input type="checkbox"/>
COT	210	3	<input type="checkbox"/>
ENG	102	3	<input type="checkbox"/>
SCIENCE*		3	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
FALL-3rd Semester		Credits	
EDU	250	3	<input type="checkbox"/>
EDU	253	1	<input type="checkbox"/>
ELM	112B	4	<input type="checkbox"/>
MTL	212	3	<input type="checkbox"/>
SCIENCE*		4	<input type="checkbox"/>
FINE ARTS*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>18</b>	
SPRING-4th Semester		Credits	
CADD	105	3	<input type="checkbox"/>
DT	101B	4	<input type="checkbox"/>
EDU	254	1	<input type="checkbox"/>
EDU	303	3	<input type="checkbox"/>
PSC	103	3	<input type="checkbox"/>
HUMANITIES*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	
FALL-5th Semester		Credits	
CADD	100	3	<input type="checkbox"/>
COM	113 or THTR 221	3	<input type="checkbox"/>
EDU	304	3	<input type="checkbox"/>
PSY	307	3	<input type="checkbox"/>
WOOD	197B	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
SPRING-6th Semester		Credits	
CTL	492	3	<input type="checkbox"/>
CTE UPPER-DIVISION CORE**		3	<input type="checkbox"/>
INT	359 or INT 369	3	<input type="checkbox"/>
MTL	101B	4	<input type="checkbox"/>
MTL	213	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	
FALL-7th Semester		Credits	
CTL	355	3	<input type="checkbox"/>
CTL	435	3	<input type="checkbox"/>
CTE UPPER-DIVISION CORE**		3	<input type="checkbox"/>
EDU	350	1	<input type="checkbox"/>
EDU	465	3	<input type="checkbox"/>
INT	339 or INT 349	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	
SPRING-8th Semester		Credits	
EDU	450	3	<input type="checkbox"/>
EDU	451	14	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	

\*Select from page 94.

\*\*Select with adviser.

## Welding/Manufacturing Technology Endorsement

### II. Concentration Area Requirements

#### A. Lower-Division Requirements

##### Content-Area

DT	100B	Shop Practices	2.5
MTL	101B	Basic Machine Shop I	4
MTL	105B	Drawing and Weld Symbol Interpretation	3
MTL	115B	Welding Inspection and Testing Principles	3
MTL	150B	Metallurgy Fundamentals for Welding	3
MTL	160B	Welding Design/Layout and Pipefitting	5.5
MTL	212	Welding I	3
MTL	213	Welding II	3
MTL	217B	Welding III: Gas Metal and Flux Cored Arc Welding	3
MTL	218	Welding IV: Gas Tungsten Arch Welding	3
<b>Total Manufacturing Technology</b>			<b>33</b>

#### B. Upper-Division Requirements

MTL	345	Seminar in Welding Technology	3
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Choose 3 credits from the list below:

AMS	320	Science and Engineering in Technology	3
DT	340	Seminar in Fluid Power	3
ELM	342	Seminar in Electrical Systems	3
CADD	345	Technical Graphics Communications	3
AGR	490	Agriculture Capstone	3

Select with the adviser any 300 and 400 level instrumentation course.

##### Cooperative Occupational Education

CTL	355	CTE Program Management	3
CTL	435	Capstone Seminar CTE	3
CTL	492	Career Education for Students with Disabilities	3

##### Methods Courses

EDU	465	Methods of Teaching Career and Technical Education	3
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**Total for Section II B** . . . . . **18**

**Total for Section II A** . . . . . **33**

**Total for Section I** . . . . . **71.5-80.5**

**Total for All Sections** . . . . . **122.5-131.5**

## SUGGESTED COURSE SEQUENCE

### Manufacturing Technology

FALL-1st Semester		Credits	
INT	100	0.5	<input checked="" type="checkbox"/>
DT	100B	2.5	<input type="checkbox"/>
ENG	101	3	<input type="checkbox"/>
MATH	120	3	<input type="checkbox"/>
HUMANITIES*		3	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15.5</b>	
SPRING-2nd Semester		Credits	
COT	210	3	<input checked="" type="checkbox"/>
ENG	102	3	<input type="checkbox"/>
MTL	101B	4	<input type="checkbox"/>
SCIENCE*		3	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	
FALL-3rd Semester		Credits	
EDU	250	3	<input checked="" type="checkbox"/>
EDU	253	1	<input type="checkbox"/>
MTL	105B	3	<input type="checkbox"/>
MTL	212	3	<input type="checkbox"/>
FINE ARTS*		3	<input type="checkbox"/>
SCIENCE*		4	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	
SPRING-4th Semester		Credits	
EDU	254	1	<input checked="" type="checkbox"/>
EDU	303	3	<input type="checkbox"/>
MTL	150B	3	<input type="checkbox"/>
MTL	160B	5.5	<input type="checkbox"/>
PSC	103	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15.5</b>	
FALL-5th Semester		Credits	
COM 113 or THTR 221		3	<input checked="" type="checkbox"/>
EDU	304	3	<input type="checkbox"/>
MTL	115B	3	<input type="checkbox"/>
MTL	213	3	<input type="checkbox"/>
PSY	307	3	<input type="checkbox"/>
ELECTIVE**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>18</b>	
SPRING-6th Semester		Credits	
MTL	345	3	<input checked="" type="checkbox"/>
CTL	492	3	<input type="checkbox"/>
INT	359 or INT 369	3	<input type="checkbox"/>
MTL	217B	3	<input type="checkbox"/>
MTL	218	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
FALL-7th Semester		Credits	
CTL	355	3	<input checked="" type="checkbox"/>
CTL	435	3	<input type="checkbox"/>
CTE UPPER-DIVISION CORE**		3	<input type="checkbox"/>
EDU	350	1	<input type="checkbox"/>
EDU	465	3	<input type="checkbox"/>
INT	339 or INT 349	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	
SPRING-8th Semester		Credits	
EDU	450	3	<input checked="" type="checkbox"/>
EDU	451	14	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	

\*Select from page 94.

\*\*Select with adviser.



**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).

EDU 445, EDU 446, EDU 447, EDU 448 and an elective from the following:

AM 145 or AM 146 or ANTH 201 or ANTH 205/SOC 205, ANTH 329/ENG 329, FREN 111, FREN 112, SPAN 111, SPAN 112, SPAN 211, or SPAN 212.

**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 Special Education endorsement adheres to the Council for Exceptional Children (CEC) Knowledge and Skill Base for All Beginning Special Education Teachers. 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, PSY 307

EDU 323 or EDU 355

EDU 305, EDU 410, EDU 414, EDU 427, EDU 429, EDU 431, EDU 440

EDU 423 (Elementary field experience) and EDU 424 (Secondary field experience)

EDU 485 or EDU 487 Student Teaching Internship

# Bachelor of Arts in Integrative and Professional Studies

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## Student Learning Outcomes

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

- Confidently and effectively communicate in oral and written form, both receiving and delivering ideas and information.
- Apply modern information technology effectively, possessing a platform to continue to learn and apply new and developing technologies.
- Analyze the interconnectedness of human ideas and activities and the interrelations of human activities with natural systems. Appreciate the relationships between physical environment, living systems, and human culture and behavior. Use these abilities with effective, positive results in dealing with people and the environment.

- Acquire, organize, analyze, and interpret information and data to make informed, reasoned, equitable decisions.
- Appreciate the relationships between physical environment, living systems, and human culture and behavior. Be knowledgeable, productive, effective, and ethical in relating to the world and professional fields of endeavor.

**Graduates will also have the requisite knowledge of the subject area required for a chosen field of concentration. The required knowledge occurs in several areas is determined by concentration. The details may be found in the program handbook. Assessments are also listed in the program handbook.**

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Department of Bachelor of Arts in Integrative and Professional Studies, 775.753.2244, 775.289.3589 or fdaniels@gbcnv.edu.

### Concentration Areas

Social Sciences  
Resource Management  
Arts and Humanities Administration

### Accreditation Status

GBC's Bachelor of Arts in Integrative and Professional Studies was approved by the NSHE Board of Regents in Spring 2001. A prospectus for substantive change detailing the program's core curriculum and the social science concentration area was submitted to the Northwest Commission on Colleges and Universities (NWCCU) in the Fall of 2002. NWCCU acknowledged the substantive change prospectus. The AHA concentration was approved by the Board of Regents in June, 2004 with a subsequent submission of substantive change to the NWCCU.

### Mission Statement

The mission of the Bachelor of Arts in Integrative and Professional Studies is to fulfill and to extend the mission and philosophy of Great Basin College by providing a distinctive baccalaureate degree that emphasizes interdisciplinary coursework and knowledge relevant to the needs of rural Nevada and the Intermountain West. In this endeavor, the program is designed to instill abilities and qualities of competence, personal communication, and decision-making within a broader context than a single discipline or vocation. The program builds general capabilities in interdisciplinary work and provides skills within a specific concentration area. Those completing the program should be prepared to engage in their chosen field competently and effectively.

### Distinctive Features

- Strong written and oral communication skills developed
- Critical thinking and problem solving skills developed
- Well-rounded knowledge in many disciplines developed
- A working portfolio created by student
- Supervised internships in area of student interest provided

### Program Requirements

The Bachelor of Arts in Integrative and Professional Studies is designed to build on the associate's degree and requires a total of 120 credit hours (with at least 48 upper-division credits), including both lower- and upper-division coursework. Those students who are near completion of an associate's degree, and who meet specific course prerequisites, may take upper-division coursework within the program prior to formal admission. Students are urged to apply as soon as they are qualified.

### Admission to the Program

Students are required to formally apply for admission to the BAIPS program. This is not the same as declaring a major. If you meet the requirements for entry (see page 75) and wish to apply, pick up an application for admission to the BAIPS from the BAIPS office in Lundberg Hall, from Admissions and Records, or from your local branch campus office. Applications may be turned in at any time during the year. These are viewed by the BAIPS Committee, which meets approximately monthly throughout the academic year. A qualified student generally enters the program officially the semester following admission.

A student interested in BAIPS should seek advisement right away. In addition, the student should apply to the program as soon as possible after receiving the associate's degree. Finally, INT 301 should be taken during the sophomore or junior year.

Admission to the program requires the following:

- A. An Associate of Arts degree or an Associate of Science degree (or an acceptable equivalent) from a regionally accredited college or university.
- B. A grade-point average of 2.0 or higher, based on the student's most recent 40 credits.
- C. A completed application form.
- D. Up-to-date official transcripts from all other accredited institutions attended.

### **Maintaining Good Standing**

Students who have been admitted to the Bachelor of Arts in Integrative and Professional Studies Program will maintain their status as students in good standing, and be allowed to graduate, if they meet the following requirements:

- Maintain an overall 2.0 GPA.
- Receive no lower than a C- in all upper-division coursework that is applied toward the degree, as well as in statistics (STAT 152).

### **Dismissal from the Program**

Students are not normally dismissed from the BAIPS program. However, in the event that one of the following occurs, you may be dismissed:

- You are found in violation of one of the provisions of Chapter 6 of the NSHE Code.
- Your cumulative GPA falls below 2.0.
- You fail to make progress toward the degree for three consecutive semesters.

If your grade in a specific course applied toward the BAIPS degree is lower than a C-, you will not normally be dismissed from the program; however, you will have to retake that course until your grade is sufficiently high.

If you are dismissed from the program you may appeal your dismissal to the BAIPS Committee using the process described in the program handbook. If you are dismissed from the program, you may reapply to the program one or more semesters later. A student who has been dismissed from the program should not expect to be readmitted unless the reason for dismissal has been rectified (for example, if you have taken other courses that pull your GPA above 2.0); even then, the BAIPS Committee will decide based on the merits of your situation.

### **Program Description**

The degree emphasizes interdisciplinary work and is designed to prepare students to creatively respond to career opportunities. The program prepares students who seek a career in the social sciences or resource management, or who plan to attend a graduate or professional school. The program is still refining curricular offerings and students should see an adviser concerning schedule planning and recent course offerings.

### **Program Concentrations**

This Bachelor of Arts degree builds on the Associate of Arts or Science degree. Beyond the AA/AS, a 30-credit upper-division core curriculum provides students with grounding in interdisciplinary study, research methods, ethics, and communicative skills. The program features three areas of concentration that build on the core: social science, resource management, and arts and humanities. Each area is interdisciplinary and offers an appropriate, supervised, professional internship in the public or private sector.

#### *Social Science*

This concentration area is designed for those seeking a career or a professional degree in the social sciences and history. It provides preparation for a number of jobs in government agencies, nonprofit organizations, corporations, and journalism, or any other area that requires a broad knowledge and view of the world as well as graduate and professional programs such as law school.

#### *Resource Management*

This concentration area is designed to provide baccalaureate level, natural- and cultural-resource specialists for state and federal land agencies, as well as private industry. The concentration covers topics of plant communities, wildlife, water, livestock, and mineral issues facing the western United States, and the environmental regulations that pertain to them.

#### *Arts and Humanities Administration*

The Arts and Humanities Administration (AHA) concentration prepares students for the unique challenge of managing non-profit arts, cultural, and development organizations. The AHA concentration was created to fill an unoccupied educational niche at GBC and in Nevada. It is designed for students having an interest in working for the arts and humanities, including the business practices of their areas of interest. The program allows students to develop their interests in the fine arts and humanities curricula and integrates business thinking with goals of those disciplines by developing a student's understanding of marketing, management, fundraising, outreach, financial management, and strategic planning. More details about the program are provided in the Program Handbook and interested students are encouraged to request a copy.

## Course Requirements

### I. General Education and Program Core Requirements

#### A. Lower-Division Core Requirements

Specific concentrations require different credit minimums, as shown in parentheses.

			Minimum Credits
COM	113	Fundamentals of Speech, or	
THTR	221	Oral Interpretation . . . . .	3
STAT	152	Introduction to Statistics . . . . .	3
Science Requirement (Resource Management concentration—18 credits) . . . . .			6
Social Science (Social Science concentration—15 credits) . .			9
Humanities (ENG 203 or 223 recommended) . . . . .			3
Fine Arts . . . . .			3
Technology (Select with adviser) . . . . .			3
ENG	102	. . . . .	3

An Associate of Arts, Associate of Science, or equivalent is required.

**Total for Section I, A . . . . . 39-45**

#### B. Upper-Division Requirements

ENG	325	Advanced Literary Study, or	
ENG	327	Composition III, or	
ENG	329	Language Study . . . . .	3
ECON	311	Professional Ethics, or	
PHIL	311	Professional Ethics . . . . .	3
INT	301	Integrative Research Methodology . . . . .	3
INT	400	Internship in Integrative Studies . . . . .	3
INT	496	Capstone in Integrative Studies . . . . .	3

Three of the four following seminars (see concentration requirements for selections):

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

Seminar Requirements for Concentrations:

- Social Science and Resource Management:  
INT 349, INT 369, and INT 339 or INT 359.
- Arts and Humanities Administration:  
INT 339, INT 349, and INT 359 or INT 369.

**Total for Section I, B . . . . . 24**

## II. Concentration Areas

### A. Social Science Concentration

In addition to the general education requirements and the Integrative and Professional Studies Core requirements, students must take 39 credit hours of social science distributed as follows:

#### Lower-Division Social Sciences . . . . minimum of 12 credits

At least one course in each of the following focus areas (see adviser for courses not listed):

##### History

ANTH 202, HIST 101, HIST 102, HIST 105, HIST 106, HIST 217, HIST 247

##### Culture and Society

ANTH 101, ANTH 201, GEOG 106, HUM 101, SOC 101, SOC/ANTH 205, WMST 101

##### Individuals and Institutions

CRJ 270, ECON 102, ECON 103, HDFS 201, PSC 103, PSC 231, PSY 101, SW 220

#### Upper-Division Social Sciences . . . . minimum of 24 credits

At least two courses in each of the following focus areas are required:

##### History and Archaeology

ANTH	440A	Archaeology of North America	
ANTH	380	Archaeology of Ancient Civilizations	
ANTH	448A	Field School in Archaeology	
ANTH	449C	Laboratory Methods in Archaeology	
ANTH	446	Archaeological Methods	
HIST	413	United States: Jacksonian Era and Civil War	
HIST	414A	United States: The National Period 1815-1860	
HIST	416B	Contemporary America— The U.S. Since 1945	
HIST	417C	The West as National Experience	

##### Culture and Society

ANTH	400A	Indians of North America	
ANTH	400B	Indians of the Great Basin	
ANTH	329	Language Study	
ANTH	400G	Contemporary Native Americans	
ANTH	455	Archaeological Theory	
ECON	307	Environmental Economics	
HIST	441	American Environmental History	
PSY	460	Social Psychology	
SOC	342	Social Stratification	
SOC	416	Sociology of Work and Occupations	
SOC	433	Juvenile Delinquency	
SW	310	Human Behavior and the Social Environment I	
SW	311	Human Behavior and the Social Environment II	

**Individuals and Institutions**

ECON	317	Economics of Taxation
ECON	431	Economic Decision Models
HIST	401	American Constitutional and Legal History
PSC	403C	Environmental Policy
PSC	403K	Problems in American Public Policy
PSY	307	Principles of Educational Psychology
PSY	441	Abnormal Psychology

**Upper-Division Social Science Electives . at least 6 credits**

Any course listed in the above three focus areas which is not already being counted as fulfilling that area requirement may be counted as a Social Science elective. In addition, INT 349 may be taken a second time and counted as a Social Science elective — provided that the topic differs from the seminar topic that was taken the first time.

**Additional Upper- or Lower-Division**

**Social Science elective . . . . . at least 3 credits**

This may be any course in any of the above area lists that is not already being counted as a requirement in that area.

**Total for Section II, A . . . . . at least 39 credits**

**Minimum Total Credits . . . . . 120**

**SUGGESTED COURSE SEQUENCE  
BAIPS—Social Science Concentration**

FALL—1st Semester	Credits	
INT 100	0.5	<input checked="" type="checkbox"/>
ENG 100 or ENG101	3	<input type="checkbox"/>
HIST 101	3	<input type="checkbox"/>
PSC 103 or ECON 103	3	<input type="checkbox"/>
FINE ARTS*	3	<input type="checkbox"/>
SOCIAL SCIENCE**	3	<input type="checkbox"/>
MATH (If needed)**		
<b>TOTAL</b>	<b>15.5</b>	

SPRING—2nd Semester	Credits	
ENG 102	3	<input type="checkbox"/>
HIST 102	3	<input type="checkbox"/>
PSY 101	3	<input type="checkbox"/>
ANTH 101 or SOC 101 or GEOG 106	3	<input type="checkbox"/>
SCIENCE	3-4	<input type="checkbox"/>
MATH (If needed)**		
<b>TOTAL</b>	<b>15-16</b>	

FALL—3rd Semester	Credits	
MATH 120 or MATH 126	3	<input type="checkbox"/>
SCIENCE	3-4	<input type="checkbox"/>
HUMANITIES**	3	<input type="checkbox"/>
ELECTIVES**	6	<input type="checkbox"/>
<b>TOTAL</b>	<b>16</b>	

SPRING—4th Semester	Credits	
STAT 152	3	<input type="checkbox"/>
COM 113 or THTR 221	3	<input type="checkbox"/>
GIS 103	3	<input type="checkbox"/>
ELECTIVES**	6	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

Required: Obtain AS or AA degree (or equivalent)

FALL—5th Semester	Credits	
INT 301	3	<input type="checkbox"/>
ECON 311 or PHIL 311	3	<input type="checkbox"/>
INT 349	3	<input type="checkbox"/>
Upper-Division Individuals and Institutions**	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>12</b>	

SPRING—6th Semester	Credits	
ENG 325, or ENG 327, or ENG 329	3	<input type="checkbox"/>
INT 369	3	<input type="checkbox"/>
Upper-Division Culture and Society**	3	<input type="checkbox"/>
Upper-Division History and Archeology**	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

Summer or Fall of 4th year: INT 400 3-6 credits

FALL—7th Semester	Credits	
INT 339 or INT 359	3	<input type="checkbox"/>
Upper-Division History and Archeology**	3	<input type="checkbox"/>
Upper-Division Culture and Society**	3	<input type="checkbox"/>
Upper-Division Social Science**	6	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

SPRING—8th Semester	Credits	
INT 496	3	<input type="checkbox"/>
Upper-Division Individuals and Institutions**	3	<input type="checkbox"/>
Upper-Division Social Science**	6	<input type="checkbox"/>
Social Science Elective**	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

\*Select from page 94.

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

**B. Resource Management Concentration**

In addition to the general education requirements and the Professional Studies Core requirements, students must take additional concentration courses as follows:

**Lower-Division Sciences . . . . . at least 18 credits**

BIOL	190	Introduction to Cell and Molecular Biology and	
BIOL	191	Introduction to Organismal Biology . . . . .	8
GEOL	101	Physical Geology . . . . .	4
CHEM	100	Molecules and Life in the Modern World or	
CHEM	121	General Chemistry I . . . . .	3-4
		Science Elective (select with adviser) . . . . .	3-4

**Upper-Division Course Requirements . . . . . at least 37 credits**

Students must complete courses in two focus areas, natural science and social science.

**Natural Science**

Choose one course from each of the following categories:

**Ecology**

BIOL	341	Principles of Ecology . . . . .	3
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**Botany**

BIOL	331	Plant Taxonomy (includes lab) . . . . .	3
BIOL	410	Plant Physiology . . . . .	3

**Zoology**

BIOL	320	Invertebrate Zoology . . . . .	4
BIOL	434	Mammalogy . . . . .	4

**Biology**

BIOL	300	Principles of Genetics . . . . .	4
BIOL	305	Introduction to Conservation Biology . . . . .	3
BIOL	400	Field School in Biology . . . . .	4

**Geology**

GEOL	334	Geomorphology and Soils . . . . .	4
GEOL	371	Geology of Natural Resources . . . . .	3

**Science Electives . . . . . 6-8**

Choose an additional two courses from above.

**Technology — Choose one of the following:**

GIS	320	Geographic Information Systems in Business and Community . . . . .	3
GRC	319	Advanced Multimedia Design: Typography and Graphics . . . . .	3
CADD	345	Technical Graphics Communication . . . . .	3

**Social Science**

Required upper-division courses

PSC	403C	Environmental Policy . . . . .	3
ENV	422	Environment Regulation and Compliance . . .	3

**Choose at least six credits from the following:**

ANTH	440A	Archaeology of North America . . . . .	3
ANTH	446	Archaeological Methods . . . . .	3
ANTH	448A	Field School in Archaeology (recommended) . . . . .	3-8
ANTH	449C	Laboratory Methods in Archaeology . . . . .	2
HIST	401	American Constitutional and Legal History . . . . .	3
HIST	413	United States: Jacksonian Era and Civil War . . . . .	3
HIST	414A	United States: the National Period 1815-1860 . . . . .	3
HIST	416B	Contemporary America — The U.S. Since 1945 . . . . .	3
HIST	417C	The West as National Experience . . . . .	3
HIST	441	American Environmental History . . . . .	3
ECON	307	Environmental Economics . . . . .	3
ECON	317	Economics of Taxation . . . . .	3
ECON	431	Economic Decision Models . . . . .	3
PSC	403K	Problems in American Public Policy . . . . .	3

**Total for Section II, B . . . . . at least 48 credits**

**Electives**

As many as needed to meet minimum program requirements.

**Total credits**

**(with at least 48 upper-division credits) . . . . . 120 or more**

<b>SUGGESTED COURSE SEQUENCE</b>			
<b>BAIPS—Resource Management Concentration</b>			
<b>FALL—1st Semester</b>		<b>Credits</b>	
INT	100	0.5	<input type="checkbox"/>
ENG	100 or ENG 101	3	<input type="checkbox"/>
BIOL	190	4	<input type="checkbox"/>
PSC	103 or HIST 101 and HIST 102	3	<input type="checkbox"/>
FINE ARTS*		3	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
MATH (If needed)**			<input type="checkbox"/>
<b>TOTAL</b>		<b>16.5</b>	
<b>SPRING—2nd Semester</b>		<b>Credits</b>	
ENG	102	3	<input type="checkbox"/>
BIOL	191	4	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
HUMANITIES*		3	<input type="checkbox"/>
SCIENCE ELECTIVE**		3	<input type="checkbox"/>
MATH (If needed)**			<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	
<b>FALL—3rd Semester</b>		<b>Credits</b>	
MATH	120 or MATH 126***	3	<input type="checkbox"/>
GEOL	101	3	<input type="checkbox"/>
CHEM	100 or CHEM 121	3-4	<input type="checkbox"/>
ELECTIVES**		6	<input type="checkbox"/>
<b>TOTAL</b>		<b>15-16</b>	

<b>SPRING—4th Semester</b>		<b>Credits</b>	
STAT	152	3	<input checked="" type="checkbox"/>
COM	113 or THTR 221	3	<input type="checkbox"/>
GIS	103	3	<input type="checkbox"/>
ELECTIVES**		6	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

\*\*\*Must take MATH 126 or higher for AS degree

**AS** —Suggested lower-division science electives: ANTH 102, ENV 100, GEOG 103, GEOL 102

**AA** —Must take at least three additional credits from each of the following as electives: Any lower-division social science (ANTH (not 102), ECON, HIST, (not 105, 106), PSC, PSY, SOC)

Any lower-division humanities (AM, ART, ENG (not 101, 102), FREN, HUM, MUS (not 101), PHIL, SPAN, THTR, WMST)

Required: Obtain AS or AA degree (or equivalent)

<b>FALL—5th Semester</b>		<b>Credits</b>	
INT	301	3	<input checked="" type="checkbox"/>
ECON	311 or PHIL 311	3	<input type="checkbox"/>
GIS	320 or CADD 345	3	<input type="checkbox"/>
INT	349	3	<input type="checkbox"/>
BIOL	300, BIOL 305, or BIOL 400	3-4	<input type="checkbox"/>
<b>TOTAL</b>		<b>15-16</b>	

<b>SPRING—6th Semester</b>		<b>Credits</b>	
ENG	325, ENG 327, or ENG 329	3	<input checked="" type="checkbox"/>
BIOL	341	3	<input type="checkbox"/>
INT	369	3	<input type="checkbox"/>
BIOL	331 or BIOL 410	3	<input type="checkbox"/>
GEOL	334 or GEOL 371	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

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

<b>FALL—7th Semester</b>		<b>Credits</b>	
INT	339 or INT 359	3	<input checked="" type="checkbox"/>
BIOL	320 or BIOL 434	4	<input type="checkbox"/>
PSC	403C	3	<input type="checkbox"/>
Upper-Division Archeology**		3	<input type="checkbox"/>
ANTH	351, HIST 401, ECON 317, ECON431, PSC 403K, ECON 307, HIST 413, HIST 414A, HIST 416B, HIST 417C, or HIST 441	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	

<b>SPRING—8th Semester</b>		<b>Credits</b>	
INT	496	3	<input checked="" type="checkbox"/>
Upper-Division Science Electives**		6	<input type="checkbox"/>
ENV	422	3	<input type="checkbox"/>
ELECTIVES**		3-6	<input type="checkbox"/>
<b>TOTAL</b>		<b>15-18</b>	

\*Select from page 94.

\*\*Select with adviser.

### C. Arts and Humanities Administration Concentration

In addition to the general education requirements and the Integrative Studies Core requirements, students must take specific courses listed below:

#### Lower-Division Requirements . . . . . at least 24 credits

GRC	119	Computer Graphics/Digital Media . . . . .	3
MGT	229	Public Relations . . . . .	3
		Fine Arts (select with adviser) . . . . .	9
		Humanities (select with adviser, should include ENG 203 or 223) . . . . .	9

#### Recommended:

ACC	201	Financial Accounting . . . . .	3
ACC	202	Managerial Accounting . . . . .	3
ART	103	Ideas and the Creative Process . . . . .	3
ECON	102	Principles of Microeconomics, or	
ECON	103	Principles of Macroeconomics . . . . .	3

#### Upper-Division Requirements . . . . . 30

#### Required Arts and Humanities Administration courses 24

AHA	300	Arts and Humanities Administration . . . . .	3
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Six credits of ECON, FIN, MGT, and/or MKT (no special topics courses) . . . . . 6

Students must complete one of the two following options:

#### Administration Option . . . . . 15

ECON	431	Economic Decision Models . . . . .	3
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	487	Entrepreneurship, or	
MKT	410	Marketing and Sales . . . . .	3

#### Arts/Humanities Option . . . . . 15

The Arts/Humanities option may be selected from any upper-division courses in any of the following: ART, COM, DAN, GRC, MUS, PHIL, or THTR. Special topics courses may not be used. Courses listed as program electives will not fulfill both requirements simultaneously.

**Program Electives . . . . . 6**

One upper-division ART-prefix course not included previously.

AHA	450	Gallery Practices and Curation
		Any AHA-prefix course(s) not included above
CADD	345	Technical Graphics Communication, or
GIS	320	Geographic Information Systems in Business and Community
IS	301	Management Information Systems
GRC	319	Advanced Multimedia Design: Typography and Graphics
INT	339	Integrative Humanities Seminar

Seminar topics must differ from the one used to satisfy the INT 339 requirement.

THTR	306	Advanced Acting
THTR	380	Stage Management

**Upper-Division Foreign Language . . . . . 3**

Special topics courses may not be used.

Electives: As many credits as are needed (lower- or upper-division) to meet the minimum credit requirement for the degree.

**Total for Section II C . . . . . at least 54**

**Total credits (with at least 48 upper-division credits) . . . . . 120 or more**

**SUGGESTED COURSE SEQUENCE  
BAIPS—Arts and Humanities Concentration  
Administration Option**

FALL—1st Semester	Credits	
INT 100	0.5	<input type="checkbox"/>
ENG 100 or ENG 101	3	<input type="checkbox"/>
SOCIAL SCIENCE*		<input type="checkbox"/>
HUMANITIES*	3	<input type="checkbox"/>
SCIENCE*	3-4	<input type="checkbox"/>
FINE ARTS*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15.5-16.5</b>	

SPRING—2nd Semester	Credits	
ENG 102	3	<input type="checkbox"/>
BIOL 190 or BIOL 191	4	<input type="checkbox"/>
HIST 101/102 or PSC 103	3	<input type="checkbox"/>
SOCIAL SCIENCE*	3	<input type="checkbox"/>
HUMANITIES ELECTIVE	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>16</b>	

FALL—3rd Semester	Credits	
MATH 120 or MATH 126	3	<input type="checkbox"/>
COM 113 or THTR 221	3	<input type="checkbox"/>
ENG 203 or ENG 223	3	<input type="checkbox"/>
FINE ARTS ELECTIVES*	3	<input type="checkbox"/>
SOCIAL SCIENCE*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

SPRING—4th Semester	Credits	
STAT 152	3	<input type="checkbox"/>
GRC 119	3	<input type="checkbox"/>
MGT 229	3	<input type="checkbox"/>
FINE ARTS ELECTIVES*	3	<input type="checkbox"/>
FREE ELECTIVES**	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

AA credit total 61.5 or more upper-division sequence.

FALL—5th Semester	Credits	
ENG 325 ENG 327, or ENG 329	3	<input type="checkbox"/>
GRC 319	3	<input type="checkbox"/>
INT 339	3	<input type="checkbox"/>
MGT 310	3	<input type="checkbox"/>
ECON 311	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

SPRING—6th Semester	Credits	
AHA 300	3	<input type="checkbox"/>
BIOL 341	3	<input type="checkbox"/>
INT 349	3	<input type="checkbox"/>
FIN 310	3	<input type="checkbox"/>
MGT 323 or MKT 367	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

Third year, summer, or fourth year fall: INT 400 3 credits

FALL—7th Semester	Credits	
INT 301	3	<input type="checkbox"/>
AHA 444	3	<input type="checkbox"/>
IS 301	3	<input type="checkbox"/>
ECON 431	3	<input type="checkbox"/>
MGT 487 or MKT 410	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

SPRING—8th Semester	Credits	
INT 359 or INT 369	3	<input type="checkbox"/>
AHA Program Elective**	6	<input type="checkbox"/>
ELECTIVES**	3-6	<input type="checkbox"/>
INT 496	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15-18</b>	

\*Select from page 94.  
\*\*Select with adviser.



# Bachelor of Applied Science

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## Student Learning Outcomes

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

- Explain the social, economic, and legal contexts within which businesses operate. Understand that this context is global, demonstrating an appreciation of opportunities and perspectives associated with other cultures.
- Demonstrate theoretical and practical understanding of concepts, models and techniques associated with effective management.
- Interact effectively with others in situations requiring team building, leadership, change, and negotiation.
- Access information and interpret, summarize, synthesize, and convey this information to others using state-of-the-art technology retrieval, analysis, and presentation software and equipment.
- Effectively communicate ideas, observations, analyses, conclusions, and recommendations to others in a variety of professional contexts.
- Appropriately use the frameworks from relevant business functional areas to interpret and analyze business situations and identify and solve problems.
- Assess customer needs and develop effective approaches to customer service.
- Understand the social responsibilities as members of a community, and ethical values which are integral to personal, social, and professional success.

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Bachelor of Applied Science degree program, 775.753.2125.

### **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.

### **About the Program**

#### ***Allows Greater Access***

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: Agriculture Management, Digital Information Technology, Instrumentation, Management in Technology, and Land Surveying/Geomatics. These are particularly attractive to employers of the region's mining industry 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 students' associate's degree curricula, work experience, and maturity, providing them with communication and problem solving skills, management and organizational theories and practice, technical and mathematical competencies, and a broad, liberal arts view of the world and the workplace. This training will prepare students for employment in demanding management positions of many career fields, if they select that emphasis. The emphasis in the curriculum on the values of lifelong learning and positive human relation skills will be especially beneficial to graduates of this program.

#### ***Is a Collaborative Effort***

This program allows students with two-year degrees to obtain a baccalaureate degree at Great Basin College. Graduates can then pursue a Master's in Business Administration from the University of Nevada, Reno which is also offered on the GBC campus. This collaboration allows students to continue their education from high school through the graduate level without leaving Elko.

## **Program Strengths**

This degree program addresses many of the widely acknowledged deficiencies of the traditional academic business education. It represents a shift away from a narrow-focused, strictly business faculty taught regimen to a best practices approach of business 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 management practices 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 managerial training program whose graduates are sought out because:

1. GBC's program design is more reflective of the ideal business manager's educational philosophy, a broad liberal arts exposure.
2. The program creates within GBC's students convictions which encourage making tough management decisions.
3. The program supplies students with a unifying operational and practical framework for problem-solving; thus, stakeholder value is enhanced and a position of distinctiveness in management education in this region is achieved.

GBC's academic approach to the delivery of management training will help students become innovative leaders and practitioners in learning organizations—those businesses that value continuous organizational renewal in their culture and management approach. This gives our graduates a significant, distinct, comparative advantage in their chosen career fields.

An innovative leader is one who exercises responsibility, detects opportunity, assumes risk borne out of conviction, and marshals resources to convert the opportunity into reality. To achieve these outcomes an ideal BAS curriculum addresses four managerial and cognitive components/issues. The first involves themes which develop an understanding of the conceptual foundations of business/social responsibility and ethical reasoning skills; the second includes critical thinking, a global perspective, creativity, and whole-brain problem-framing; the third involves notions of self-awareness, path finding, and risk-taking tolerances; the fourth includes an understanding of the management theory and practices used by learning organizations and such skills as team participation, leadership determination, negotiation and persuasion, problem-solving and mature judgment, and, finally, organizational and political savvy. Achieving these attributes, graduates will create partnerships with cross-campus units and acquire unique abilities in problem-framing/solving while developing plausible managerial solutions.

## **Admission to the Program**

Students will be admitted to the program in a Full Admission status when all admission requirements have been completed and accepted by the Committee. Students who do not maintain good standing, as defined, will be placed on Probationary Status. Students on probationary status are not allowed to continue toward completion of the program until they have removed all restrictions. The manner for reinstatement to good standing will be determined by the Committee on a case-by-case basis.

To be officially admitted to the Bachelor of Applied Science Program, students should do the following.

### **STEP 1: Inquiries**

As soon as practical, applicants should meet with a faculty program adviser to outline a proposed course of study.

### **STEP 2: Application Process**

Students must present evidence of completion of one of the following associate's degree patterns:

1. An Associate of Applied Science degree from an accredited college.
2. An Associate of Science or Associate of Arts degree, plus three years of related job experience in the emphasis area the student is to pursue. (Letters from previous employers or copies of federal income tax forms could be used to document this work history.)
3. Any associate's degree that is not an AAS, if it is from an accredited college and includes more than 50% technical/vocational courses (as determined by your adviser).

Acceptable evidence would be the diploma and/or official transcripts. Students should submit transcripts indicating an overall grade-point average (GPA) equal to or greater than 2.0, as calculated by Great Basin College formulas. Students should submit a program application to the Committee before completion of 30 credits in the program. The deadline for submitting this application will be September 1 of each year for the Fall Semester and February 1 for the Spring Semester. Students should have completed the requirements for an associate's degree prior to making application.

### **STEP 3: Follow Up**

Students have the responsibility to ensure that official transcripts and any other requirements are actually received by the Director of Admissions and Registrar of Great Basin College. These should be received by the application deadlines in order to receive Full Admission to the BAS Degree Program.

**NOTE:** Evaluation of the entrance criteria will be made by the Committee. This processing takes approximately five to six weeks. Students will be notified by letter from the Director of Admissions and Registrar upon acceptance/ denial.

**Pre-admission Information**

Some emphases of the program may have their own special admission requirements. At present this includes the Instrumentation and the Land Surveying/Geomatics emphasis areas. Completion of an approved electrical program is required before official admission to the Instrumentation program can occur. For details on entrance requirements, for the Land Surveying/Geomatics emphasis refer to page 86.

Students may complete up to 30 credits beyond an associate's degree of required coursework toward the BAS degree. These credits may be applied toward the BAS degree, if they are completed with a satisfactory grade as required by the program. This is contingent upon the student meeting the prerequisites for each course. Exceptions will be considered on a case-by-case basis by the BAS Committee and your faculty adviser.

**Maintaining Good Standing**

Students who have been admitted to the Bachelor of Applied Science Program will maintain their status as students in good standing, and be allowed to graduate, if they meet the following requirements:

- Maintain an overall 2.0 GPA.
- Receive no lower than a C- in all program requirements.

**Total Minimum Credits for BAS . . . . . 120**  
**Total Minimum Upper-Division Credits . . . . . 51**

**I. General Education (beyond those required for AAS)**

COM	113	Fundamentals of Speech, or	
THTR	221	Oral Interpretation . . . . .	3
ENG	333	Professional Communications . . . . .	3
AMS	310	Mathematical Systems Applied to Technology, 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, or	
PHIL	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 (or 25-27)**

**II. Applied Science Core**

FIN	310	Applied Accounting and Finance . . . . .	3
MGT	310	Foundations of Management Theory and Practice . . . . .	3
MGT	323	Organization and Interpersonal Behavior, or	
MGT	367	Human Resource Management . . . . .	3
AMS	320	Science and Engineering in Technology, or	
PHYS	180/ 180L	Physics for Scientists and Engineers I . . .	3-4
MGT	441	Operational Quality Control and Problem Solving . . . . .	3

**Total Credits for Section II . . . . . 15**

Note: The General Education Requirements to the Applied Science Core vary for the Land Surveying/Geomatics Program Emphasis. See the Land Surveying/Geomatics Program Map on page 86.

### III. Emphasis Requirements

#### A. Agriculture Management Emphasis

Select 24 credit hours from the following:

AGR 416	Internship	3
AGR 490	Ag Capstone	3
ANSC 412	Beef and Sheep Production	3
BIOL 341	Principles of Ecology, or	
BIOL 410	Plant Physiology, or	
NRES 304	Hydrology of Natural Resources	3
ENV 422	Environmental Regulations and Compliance	3
GIS 205	GIS Extensions	3
NRES 310	Livestock, Wildlife and Range Plant Behavior, or	
ANSC 413	Range-Land Interaction	3
NRES 451	Remote Sensing of Natural Resources	3

**Total Credits for III A** ..... 24

#### B. Digital Information Technology Emphasis

CIT 301	Network Management Essentials, or	
CIT 302	Programming and Web Development Essentials, or	
COT 301	Database Management Essentials, or	
GIS 301	Geographic Information Systems Essentials, or	
GRC 301	Graphic Communication Management Essentials	3

Since students in this emphasis come from a variety of AAS computing areas, they will need upper-division recaps outside their AAS emphasis. Select with instructor's approval three of the above one-credit courses that are outside of AAS specialization.

GRC 319	Advanced Multimedia Design: Typography and Graphics, or	
GRC 383	Advanced Multi-media Design: Video and Audio	3
CIT 454	eCommerce	3
IS 301	Management Information Systems, or	
CIT 480	SQL Database Design and Implementation	3
GIS 320	GIS in Business and Community, or	
CADD 345	Technical Graphics Communication	3
CIT 361	TCP/IP: Managing Network Resources, or	
CIT 417	Managing Network and Data Security	3
COT 490	Digital Communications (Capstone)	3

**Total Credits for III B** ..... 21

Out-of-state transfer student must also complete either PSC 103 for three credits or have an instructor's approval and take PSC 100 for one credit to graduate.

### SUGGESTED COURSE SEQUENCE BAS—Agriculture Management

FALL—1st Semester		Credits	
GIS 205		3	<input checked="" type="checkbox"/>
ENG 333		3	<input type="checkbox"/>
MGT 310		3	<input type="checkbox"/>
ECON 311	or PHIL 311	3	<input type="checkbox"/>
MATH 181	or AMS 310	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

SPRING—2nd Semester		Credits	
AGR 416		3	<input checked="" type="checkbox"/>
BIOL 331		3	<input type="checkbox"/>
COM 113	or THTR 221	3	<input type="checkbox"/>
INT 349		3	<input type="checkbox"/>
INT 359		3	<input type="checkbox"/>
MGT 323	or MGT 367	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>18</b>	

FALL—3rd Semester		Credits	
ANSC 412		3	<input checked="" type="checkbox"/>
ANSC 413	or NRES 310	3	<input type="checkbox"/>
ENV 422		3	<input type="checkbox"/>
INT 339		3	<input type="checkbox"/>
INT 369		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

SPRING—4th Semester		Credits	
MGT 441		3	<input checked="" type="checkbox"/>
FIN 310		3	<input type="checkbox"/>
BIOL 341	or BIOL 410 or NRES 304	3	<input type="checkbox"/>
NRES 451		3	<input type="checkbox"/>
AGR 490		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

\*\*Select with Adviser

### SUGGESTED COURSE SEQUENCE BAS—Digital Information Technology

FALL—1st Semester		Credits	
Three of the following: CIT 301, or COT 301, or CIT 302, or GIS 301, or GRC 301**		3	<input checked="" type="checkbox"/>
ENG 333		3	<input type="checkbox"/>
MGT 310		3	<input type="checkbox"/>
ECON 311		3	<input type="checkbox"/>
AMS 310		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

SPRING—2nd Semester		Credits	
AMS 320		3	<input checked="" type="checkbox"/>
COM 113	or THTR 221	3	<input type="checkbox"/>
GRC 319	or GRC 383	3	<input type="checkbox"/>
MGT 323	or MGT 367	3	<input type="checkbox"/>
INT 349	or INT 359	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

FALL—3rd Semester		Credits	
GIS 320	or CADD 345	3	<input checked="" type="checkbox"/>
IS 301	or CIT 480	3	<input type="checkbox"/>
CIT 361	or CIT 417	3	<input type="checkbox"/>
CIT 454		3	<input type="checkbox"/>
INT 339	or INT 369	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

SPRING—4th Semester		Credits	
MGT 441		3	<input checked="" type="checkbox"/>
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"/>
<b>TOTAL</b>		<b>15</b>	

\*\*Select with Adviser

**C. Instrumentation Emphasis**

EIT	233	Introduction to Instrumentation . . . . .	4
EIT	315	Pressure/Level/Flow Measurement and Control . . . . .	4
EIT	323	Installation and Configuration . . . . .	3
EIT	333	Process (Piping) and Instrument Diagrams (P&IDs) . . . . .	2
EIT	336	Valves, Actuators, Regulators— Characteristics and Applications . . . . .	2
EIT	348	Temperature Measurement and Control . . . . .	3
EIT	368	Measurement Systems Analysis . . . . .	2
EIT	437	Computer Analog Control . . . . .	3
EIT	438	Electronic Devices in Instrumentation . . . . .	2
EIT	468	(Capstone ) Advanced Control Systems . . . . .	3
<b>Total Credits for Section III C . . . . .</b>			<b>28</b>

**D. Management in Technology Emphasis**

IS	301	Management Information Systems . . . . .	3
MKT	410	Marketing and Sales . . . . .	3
FIN	405	Case Problems in Managerial Finance or	
ECON	431	Economic Decision Models . . . . .	3
MGT	496	(Capstone) Strategic Management and Policy . . . . .	3
Upper-division Elective* . . . . .			3
Elective . . . . .			3
Elective . . . . .			3
<b>Total Credits for Section III D . . . . .</b>			<b>21</b>

\* At least three of the elective credits must be from GIS 320, GIS in Business and Community; CADD 345, Technical Graphics Communication; MGT 480, International Management; MGT 487, Entrepreneurship; BUS 325, Legal Environment of Business; ECON 307, Environmental Economics; or ECON 317, Economics of Taxation.

**SUGGESTED COURSE SEQUENCE  
BAS—Instrumentation**

<b>FALL—1st Semester</b>	<b>Credits</b>	
EIT 233	4	<input checked="" type="checkbox"/>
EIT 315	4	<input type="checkbox"/>
EIT 323	3	<input type="checkbox"/>
EIT 333	2	<input type="checkbox"/>
COM 113 or THTR 221	3	<input type="checkbox"/>
PSC 100 or PSC 103	1-3	<input type="checkbox"/>
INT 339 or INT 369	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>20-22</b>	

<b>SPRING—2nd Semester</b>	<b>Credits</b>	
EIT 348	3	<input checked="" type="checkbox"/>
EIT 336	2	<input type="checkbox"/>
EIT 368	2	<input type="checkbox"/>
EIT 437	3	<input type="checkbox"/>
EIT 438	2	<input type="checkbox"/>
EIT 468	3	<input type="checkbox"/>
MGT 441	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>18</b>	

<b>FALL—3rd Semester</b>	<b>Credits</b>	
MGT 310	3	<input checked="" type="checkbox"/>
ENG 333	3	<input type="checkbox"/>
ECON 311	3	<input type="checkbox"/>
INT 349 or INT 359	3	<input type="checkbox"/>
AMS 310 or MATH 181	3-4	<input type="checkbox"/>
<b>TOTAL</b>	<b>15-16</b>	

<b>SPRING—4th Semester</b>	<b>Credits</b>	
MGT 323 or MGT 367	3	<input checked="" type="checkbox"/>
FIN 310	3	<input type="checkbox"/>
INT 349 or INT 369	3	<input type="checkbox"/>
INT 339 or INT 359	3	<input type="checkbox"/>
AMS 320 or PHYS 180	3-4	<input type="checkbox"/>
<b>TOTAL</b>	<b>15-16</b>	

**SUGGESTED COURSE SEQUENCE  
BAS—Management in Technology**

<b>FALL—1st Semester</b>	<b>Credits</b>	
MGT 310	3	<input checked="" type="checkbox"/>
ENG 333	3	<input type="checkbox"/>
ECON 311	3	<input type="checkbox"/>
PSC 100 or PSC 103 (for transfer students only)	1-3	<input type="checkbox"/>
AMS 310 or MATH 181	3-4	<input type="checkbox"/>
<b>TOTAL</b>	<b>12-16</b>	

<b>SPRING—2nd Semester</b>	<b>Credits</b>	
FIN 310	3	<input checked="" type="checkbox"/>
MGT 323 or MGT 367	3	<input type="checkbox"/>
COM 113 or THTR 221	3	<input type="checkbox"/>
INT 349 or INT 359	3	<input type="checkbox"/>
AMS 320 or PHYS 180	3-4	<input type="checkbox"/>
<b>TOTAL</b>	<b>15-16</b>	

<b>FALL—3rd Semester</b>	<b>Credits</b>	
MKT 410	3	<input checked="" type="checkbox"/>
IS 301	3	<input type="checkbox"/>
FIN 405 or ECON 431	3	<input type="checkbox"/>
INT 339 or INT 369	3	<input type="checkbox"/>
LOWER DIVISION ELECTIVES** (if necessary)	0-6	<input type="checkbox"/>
<b>TOTAL</b>	<b>12-18</b>	

<b>SPRING—4th Semester</b>	<b>Credits</b>	
MGT 441	3	<input checked="" type="checkbox"/>
UPPER DIVISION ELECTIVE**	3	<input type="checkbox"/>
MGT 496	3	<input type="checkbox"/>
INT 359 or INT 369	3	<input type="checkbox"/>
INT 339 or INT 349	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

\*\*Select with Adviser

**E. Land Surveying/Geomatics Emphasis**

**Lower-Division Prerequisites**

The following courses or equivalent are prerequisites for completion of the upper-division emphasis requirements.

CADD	100	Introduction to Computer-Aided Drafting and
CADD	105	Intermediate Computer-Aided Drafting or equivalent courses, or a demonstrated facilities with a computer-aided drafting software package.
STAT	152	Introduction to Statistics
MATH	127	Precalculus II or
MATH	128	Precalculus and Trigonometry
GIS	109	Fundamentals of Geographic Information Systems
PHYS	151/151L and PHYS 152/152L	General Physics I and II or
PHYS	180/180L and PHYS 181/181L	Physics for Scientists and Engineers I and II
SUR	280	Fundamentals of Geomatics I or an elementary surveying course approved for transfer by the Land Surveying/Geomatics Program Coordinator
SUR	281	Fundamentals of Geomatics II or an elementary surveying course approved for transfer by the Land Surveying/Geomatics Program Coordinator
SUR	290	Introduction to Urban Development or courses containing the basic elements of construction surveying, land development, and subdivision design practice approved for transfer by the Land Surveying/Geomatics Program Coordinator.

**Emphasis Requirements**

COM	113	Fundamentals of Speech Communication, 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
MGT	310	Foundations of Management Theory and Practice . . . . .	3
MGT	323	Organizational and Interpersonal Behavior or,	
MGT	367	Human Resource Management . . . . .	3
SUR	320	GIS for Surveyors . . . . .	3
SUR	330	Introduction to Least Squares Adjustment . . . . .	3
SUR	340	Photogrammetry . . . . .	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	495	Land Surveying/Geomatics Capstone . . . . .	3
SUR	460	Advanced Boundary Analysis . . . . .	3
MATH	181	Calculus I . . . . .	4
MATH	182	Calculus II . . . . .	4

**Total Credits BAS Land Surveying/Geomatics . . . . . 62**

Students admitted to the BAS Program with an earned AAS Degree in Land Surveying/Geomatics or the equivalent must complete INT 339 and INT 349 increasing the BAS Degree total credits to 65 for graduation.

Note: All students graduating from Nevada institutions of higher education must satisfy the U.S. and Nevada Constitutions requirement with PSC 103 and PSC 100.

**SUGGESTED COURSE SEQUENCE  
BAS—Land Surveying/Geomatics**

FALL—1st Semester		Credits	
ENG	333	3	<input checked="" type="checkbox"/>
MATH	181	4	<input type="checkbox"/>
INT	339 or INT 349	3	<input type="checkbox"/>
SUR	320	3	<input type="checkbox"/>
SUR	360	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	
SPRING—2nd Semester		Credits	
COM	113 or THTR 221	3	<input checked="" type="checkbox"/>
MATH	182	4	<input type="checkbox"/>
SUR	330	3	<input type="checkbox"/>
SUR	340	3	<input type="checkbox"/>
SUR	365	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	
FALL—3rd Semester		Credits	
INT	359 or INT 369	3	<input checked="" type="checkbox"/>
ECON	311	3	<input type="checkbox"/>
MGT	310	3	<input type="checkbox"/>
SUR	440	3	<input type="checkbox"/>
SUR	460	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
SPRING—4th Semester		Credits	
FIN	310	3	<input checked="" type="checkbox"/>
MGT	323	3	<input type="checkbox"/>
MGT	367	3	<input type="checkbox"/>
SUR	450 or SUR 455	3	<input type="checkbox"/>
SUR	495	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

# Bachelor of Science in Nursing

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## Student Learning Outcomes

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

- Utilize theory and research-based knowledge in the direct, indirect and collaborative management of complex health care needs of diverse patients (e.g., individuals, families, groups or communities) in a variety of rural health care delivery settings.
- Apply methods of scientific inquiry in nursing practice as a means of improving health care delivery.
- Collaborate with consumers, other health care professionals and agencies in the planning, coordination, and delivery of comprehensive, cost-effective health care.
- Serve as leaders and change agents in the assessment and improvement of health care delivery within the rural setting.
- Understand, value, and promote the professional role of nursing including accepting responsibility and accountability for individual nursing practice and for continued personal and professional growth.

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Bachelor of Science in Nursing, 775.753.2301.

### Accreditation Status

Approved by the Northwest Commission on Colleges and Universities. Great Basin College's BSN Program will seek full accreditation by the National League for Nursing Accrediting Commission (NLNAC) Fall 2006.

### Mission Statement

The mission of Great Basin College's BSN Program is to provide a high-quality, innovative educational experience that prepares the undergraduate RN student for enhanced practice and leadership learning opportunities within a variety of health care settings.

### Program Description

The Great Basin College Bachelor of Science in Nursing degree is a Registered Nurse-to-Bachelor of Science in Nursing (BSN) degree program for Nevada licensed registered nurses who have graduated from a National League for Nursing Accreditation Commission (NLNAC) accredited and/or State Board of Nursing approved associate's degree program. The BSN program provides relevant theoretical content and clinical experiences designed to address determinants of health and health care delivery within the rural geographic setting.

The BSN program is the first health care-related baccalaureate degree program offered at Great Basin College. The BSN program is independent of Great Basin College's Associate of Applied Science Degree in Nursing program, but builds upon this program's lower-division general education and nursing core course requirements. The BSN program also integrates additional lower-division and upper-division general education courses consistent with Great Basin College's Bachelor of Arts degrees. Finally, the program includes upper-division nursing core courses whose theoretical content and clinical application

incorporate principles relevant to rural nursing and rural health care delivery.

### Program Requirements

All Nevada licensed (active status) registered nurses and/or individuals eligible for active Nevada state licensure who have graduated from an NLNAC accredited and/or State Board of Nursing approved associate of applied science degree in nursing program, or equivalent program, are eligible to apply for admission. **Admission to the BSN Program is a separate process from admission to Great Basin College. In order to be considered for admission to the BSN program, all students must meet the requirements for formal admission to Great Basin College.** College level courses of equivalent semester hour credit and content may be transferred by direct credit from other accredited institutions. Transcript evaluation might be necessary and may require supporting information such as course syllabi and books. Transcript(s) should be sent to the Director of Admissions and Registrar, Great Basin College, for evaluation.

### Application Process

Prior to submitting an application for the BSN Program, all students are required to schedule an advisement meeting with the Nursing Program Director. Unofficial copies of college transcripts and application criteria are reviewed at this time. All students applying for the BSN Program must meet the following minimum criteria:

1. Have graduated from an NLNAC accredited and/or State Board of Nursing approved associate of applied science degree in nursing program, or equivalent program.
2. Possess an active status, "good standing" registered nursing license issued by the Nevada State Board of Registered Nursing.

Once minimum criteria have been met, interested RNs must submit the following information to GBC's Admissions and Records no later than 5 p.m., April 1 in order to meet the fall application deadline:

1. Evidence of completion of a National League for Nursing accredited and/or State Board of Nursing approved associate degree nursing program. Transcripts should reflect 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 (i.e., less than 2.0) in any required AAS program courses 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 cumulative GPA of 3.0 or better in all coursework during his/her first semester in the program in order to continue in the program).
2. Portfolio documents (outlined below).
3. Completed application for admission to the BSN program.
4. Completed application for admission to GBC (unless student has previously attended GBC).
5. Verification of advisement with Nursing Program Director.

**Academic Progression**

Upon admission to the BSN Program, students can begin coursework toward completion of program requirements on a full- or part-time basis. Note: The amount of time from entrance into and completion of the program should not exceed ten years.

The BSN Program consists of completion of an NLNAC accredited and/or State Board of Nursing approved Associate of Applied Science Degree in Nursing or equivalent degree, and a total of 71 credits of upper-division nursing courses and lower- and upper-division general education courses.

**General Education Curriculum**

COM	113	Fundamentals of Speech or	
THTR	221	Oral Interpretation . . . . .	3
INT	339	Integrative Humanities Seminar or	
INT	349	Integrative Social Science Seminar . . . . .	3
INT	359	Integrative Mathematics Seminar or	
INT	369	Integrative Science Seminar . . . . .	3
		Humanities and/or Fine Arts Elective . . . . .	3-6
		Capstone (See NURS 440)	
<b>Total</b>			<b>12-15</b>

**Program Requirements**

CHEM	121	General Chemistry I . . . . .	4
CHEM	220	Introductory Organic Chemistry . . . . .	4
ENG	333	Professional Communications . . . . .	3
INT	301	Integrative Research Methodolgy . . . . .	3
MATH	126	Precalculus . . . . .	3
STAT	152	Introduction to Statistics . . . . .	3
<b>Total</b>			<b>20</b>

**Nursing Curriculum**

NURS	302	Portfolio Examination . . . . .	12
NURS	303	Health and Physical Assessment . . . . .	3
NURS	335	Concepts in Professional Nursing Practice . . . . .	3
NURS	336	Acute Health Nursing (Pathophysiology) . . . . .	4
NURS	338	Acute Health Nursing (Pathophysiology) Practicum . . . . .	5
NURS	434	Community Health in the Rural Setting . . . . .	4
NURS	436	Community Health in the Rural Setting Practicum . . . . .	5
NURS	440	Nursing Leadership in the 21st Century (Capstone) . . . . .	3
<b>Total</b>			<b>27</b>

(Note: All BSN students must satisfy the U.S. and Nevada Constitution requirement. If it was not completed in their AAS degree program, it must be completed before graduation from the BSN Program).

**Maintaining Good Standing**

Students who have been admitted to the BSN Program must maintain their status as students in good standing based on specific criteria in the Bachelor of Science in Nursing Student Handbook. Failure to do so could result in dismissal from the program. It is the student's responsibility to immediately notify the BSN Program Director in writing of any changes in licensure, insurance, certification, and/or health status.



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**SUGGESTED COURSE SEQUENCE**  
**Bachelor of Science in Nursing**

<b>FALL—1st Semester</b>	<b>Credit</b>	✓
NURS 302	12	<input type="checkbox"/>
NURS 335	3	<input type="checkbox"/>
MATH 126	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>18</b>	
<b>SPRING—2nd Semester</b>	<b>Credit</b>	✓
NURS 336	4	<input type="checkbox"/>
COM 113 or THTR 221	3	<input type="checkbox"/>
STAT 152	3	<input type="checkbox"/>
INT 339 or INT 349	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>13</b>	
<b>LATE SPRING—2nd Semester</b>	<b>Credits</b>	✓
NURS 303	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>3</b>	
<b>FALL—3rd Semester</b>	<b>Credits</b>	✓
NURS 338	5	<input type="checkbox"/>
CHEM 121	4	<input type="checkbox"/>
ENG 333	3	<input type="checkbox"/>
Humanities and/or Fine Arts Elective*	3-6	<input type="checkbox"/>
<b>TOTAL</b>	<b>15-18</b>	
<b>SPRING—4th Semester</b>	<b>Credits</b>	✓
NURS 434	4	<input type="checkbox"/>
CHEM 220	4	<input type="checkbox"/>
INT 359 or INT 369	3	<input type="checkbox"/>
INT 301	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>14</b>	
<b>LATE SPRING—4th Semester</b>	<b>Credits</b>	✓
NURS 436	5	<input type="checkbox"/>
<b>TOTAL</b>	<b>5</b>	
<b>FALL—5th Semester</b>	<b>Credits</b>	✓
NURS 440	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>3</b>	

\*\*Select with Adviser

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# **Bachelor of Social Work (BSW)**

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

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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.

### **Accreditation**

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 for entry-level generalist practice. 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 adviser. 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 adviser; 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 adviser. 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 adviser 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. Please contact the UNR coordinator at 775.738.7659 for details.

Students must apply for admission to UNR by February 1 for the following fall semester. Admission materials are available at the UNR School of Social Work, 775.784.6542 or at [www.unr.edu/hcs/ssw](http://www.unr.edu/hcs/ssw). Admission material is also available at the Elko campus in the Social Science Department, Lundberg Hall, or at the branch campuses.

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 GPA in the last 30 credits of study; complete SW 220, SW 310, and SW 321 with a "B-" grade or higher in each course; have completed or be enrolled in SW 311; submit a formal application; submit essays described on the application; submit a resume 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 Degree Audit Report (DARS) or your up-to-date transcripts from all institutions attended.

Requirements for graduation with a social work degree include completion of at least 128 credits with an overall GPA of 2.75 or higher and completion of all required social work courses with a "B-" 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 adviser.

### English — 3-8 credits

ENG	100	English—Enhanced, or	
ENG	101	Composition I	3-5
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	176	Introductory Calculus for Applications in Business and Social Sciences	3
MATH	181	Calculus I	3

### Natural Sciences — 6-7 credits

BIOL	100	General Biology for Non-majors	4
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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	100	Earthquakes, Volcanoes, and Natural Disasters	4
GEOL	101	Geology: Exploring Planet Earth and	3
GEOL	101L	Geology: Exploring Planet Earth Lab	1
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 options:

ART	100	Visual Foundations	3
ART	160	Art Appreciation	3
ART	260	Survey of Art History I	3
ART	261	Survey of Art History II	3
DAN	101	Dance Appreciation	3
HUM	101	Introduction to Humanities I	3
MUS	121	Music Appreciation	3

THTR	100	Introduction to Theatre	3
THTR	105	Introduction to Acting I	3
THTR	221	Oral Interpretation	3

### Core Humanities — 9-12 credits

#### Core Humanities I – choose one:

ENG	231	World Literature I	3
HIST	105	European Civilization I—To 1648	3
PHIL	200	The Judeo-Christian Tradition	3

#### Core Humanities II — choose one:

ENG	232	World Literature II	3
HIST	106	European Civilization to Present	3
PHIL	207	Introduction to Social and Political Philosophy	3

#### Core Humanities III — choose one:

PSC	103	Principles of American Constitutional Government	3
HIST	101	U.S. History to 1865 and	
HIST	102	U.S. History 1865 to Present	6
HIST	101	U.S. History to 1865 and	
HIST	217	Nevada History	6
HIST	101	U.S. History to 1865 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.

# 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 441	Abnormal Psychology . . . . .	3

## Social Work —12 credits

SW 220	Introduction to Social Work . . . . .	3
SW 310	Human Behavior and the Social Environment I . . . . .	3
SW 311	Human Behavior and Social Environment II . . . . .	3
SW 321	Foundations of Social Work Practice . . . . .	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 adviser for more information.

## Offered through UNR

### Social Work — 33 credits

SW 420	Methods of Social Work I . . . . .	3
SW 421	Methods of Social Work II . . . . .	3
SW 440	Introduction to Social Work Research . . . . .	3
SW 441	Data Analysis for Social Workers . . . . .	3
SW 450	Social Welfare Policy . . . . .	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

One capstone course must be taken outside Social Work.

## Electives — 33-38 credits

Consult a social work adviser for appropriate courses.

**Total Minimum Credits . . . . . 128**

## SUGGESTED COURSE SEQUENCE

### BSW—UNR/GBC 3+1 Social Work

FALL—1st Semester		Credits	
INT 100		0.5	<input checked="" type="checkbox"/>
ENG 100 or ENG 101		3	<input type="checkbox"/>
MATH**		3	<input type="checkbox"/>
PSY 101		3	<input type="checkbox"/>
ELECTIVES**		6	<input type="checkbox"/>
<b>TOTAL</b>		<b>15.5</b>	

SPRING—2nd Semester		Credits	
ENG 102		3	<input checked="" type="checkbox"/>
SOC 101		3	<input type="checkbox"/>
BIOL 100		4	<input type="checkbox"/>
ENG 231 or HIST 105 or PHIL 202		3	<input type="checkbox"/>
ELECTIVES**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	

FALL—3rd Semester		Credits	
ANTH 101		3	<input checked="" type="checkbox"/>
ENG 232 or HIST 106 or PHIL 207		3	<input type="checkbox"/>
SCIENCE**		3-4	<input type="checkbox"/>
FINE ARTS**		3	<input type="checkbox"/>
ELECTIVE**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15-16</b>	

SPRING—4th Semester		Credits	
PSC 103 or HIST 101 and 102 or HIST 101 and 217 or HIST 101 and PSC 100		3-6	<input type="checkbox"/>
ECON 102 or ECON 103		3	<input type="checkbox"/>
SW 220		3	<input type="checkbox"/>
ELECTIVES**		6	<input type="checkbox"/>
<b>TOTAL</b>		<b>15-18</b>	

FALL—5th Semester		Credits	
SW 310		3	<input checked="" type="checkbox"/>
SW 321		3	<input type="checkbox"/>
PSY 441		3	<input type="checkbox"/>
CORE DIVERSITY**		3	<input type="checkbox"/>
ELECTIVES**		3-4	<input type="checkbox"/>
<b>TOTAL</b>		<b>15-16</b>	

SPRING—6th Semester		Credits	
SW 311		3	<input checked="" type="checkbox"/>
DIVERSITY UPPER-DIVISION**		3	<input type="checkbox"/>
ELECTIVES**		6	<input type="checkbox"/>
SOCIAL WORK ELECTIVES**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

FALL—7th Semester		Credits	
SW 420		3	<input checked="" type="checkbox"/>
SW 440		3	<input type="checkbox"/>
SW 450		3	<input type="checkbox"/>
SW 480		6	<input type="checkbox"/>
CORE CAPSTONE**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>18</b>	

SPRING—8th Semester		Credits	
SW 421		3	<input checked="" type="checkbox"/>
SW 441		3	<input type="checkbox"/>
SW 481		6	<input type="checkbox"/>
ELECTIVE**		3	<input type="checkbox"/>
CORE CAPSTONE**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>18</b>	

\*\*Select with adviser

# ASSOCIATE'S DEGREES

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## 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 GBC catalog at the time of your initial enrollment, or the program description contained in the current catalog. Whichever catalog is used, it cannot be more than six years old at the time of graduation. You may not use year-to-year catalog combinations nor programs described in the in-between years. If you have had major interruptions in completing your program, you should follow the current catalog.
- You must have a cumulative grade-point average of at least 2.0 on a 4.0 scale. Your GPA is based on the total credits you have taken at Great Basin College. Your grade-point average can be determined by combining the points received for all your GBC courses and dividing that total by the total number of credits.
- You must complete at least 15 semester credits at GBC. Thus, if you transfer to GBC and are pursuing a degree or a certificate of achievement, you must complete 15 semester credits regardless of the number of semester hours completed elsewhere. You cannot count challenge exam credit, non-traditional credit, or developmental courses (courses numbered below 100) as a part of the residency requirement. The 15 credits must be selected from regularly scheduled GBC courses. Credits transferred from other institutions will not be used for academic achievement designation. Students must complete 45 credits at GBC to be able to have honors designation.
- The college may accept up to 45 credits earned from the following: credits transferred to GBC, challenge examinations, military schooling, P.O.S.T., work experience, and internships. See page 21 for further details.
- You must file an application for graduation by October 15 or March 15 of the semester in which you wish to graduate. See page 51 for further details.
- For associate's degrees a minimum of 60 credits is required (30 credits for certificate of achievement).
- Students receiving a Certificate of Completion do not receive a diploma and do not participate in the graduation ceremony. Certificates of Completion are awarded at the department level.

### Earning Two Associate's Degrees

You may earn two degrees provided all specified requirements for both degrees are fully satisfied. The courses taken for the second degree must include a minimum of 15 (not including developmental and community service courses) credits earned in residence beyond the requirement for the first degree.

All career and technical education courses must be completed during the catalog year in which you begin your second degree.

## Associate of Arts Degree

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

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

### Courses Having an "A" "B," "C," or "Z" Affix

Courses numbered 001-299 having a "B" affix indicates that the course will not presently transfer to Nevada's two universities, but this does not necessarily mean that it cannot transfer to other colleges and universities. "B" courses will not fulfill requirements for an Associate of Arts or Science degree. The "C" or "Z" affix indicates a community service course which is not meant for transfer.

## Associate of Arts Requirements Summary

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

## Associate of Science Degree

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

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

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

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

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

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

### Courses Having an “A” “B,” “C,” or “Z” Affix

Courses numbered 001-299 having a “B” affix indicates that the course will not presently transfer to Nevada’s two universities, but this does not necessarily mean that it cannot transfer to other colleges and universities. “B” courses will not fulfill requirements for an Associate of Arts or Science degree. The “C” or “Z” affix indicates a community service course which is not meant for transfer.

## Associate of Science Requirements Summary

	Credits
GBC Orientation . . . . .	0.5
INT 100	
English/Communications . . . . .	6
ENG 102 (prerequisite: ENG 100 or 101 or equivalent)	
Mathematics . . . . .	6
At the level of MATH 126 or higher (Includes STAT 152)	
Science more than . . . . .	12
At least 3 credits from: BIOL 190, CHEM 100, 121, GEOL 101, PHYS 100, 151	
Select an additional three credits from above or from: ANTH 102, AST 101, BIOL 100, ENV 100, GEOG 103, NUTR 121	
Select additional credits for a total of more than 12 science credits from any 3 or 4 credit BIOL, CHEM, GEOL, or PHYS (with a lab component), and complete 4 or more science courses.	
Social Science . . . . .	9
Select from the following, with at least 3 credits from U.S. and Nevada Constitutions: U.S. and Nevada Constitutions: PSC 103, or HIST 101 and 102	
<b>And:</b> ANTH 101, ECON 103, GEOG 106, HIST 101, 102, PSC 103, PSY 101, SOC 101	
Humanities . . . . .	3
ART 160, 260, ENG 203, 223, FIS 100, FREN 111, 112, HIST 105, 106, HUM 101, MUS 121, 125, PHIL 102, SPAN 112, 211, or THTR 100	
Fine Arts . . . . .	3
ART 100, 101, MUS 101, or THTR 105	
Technology . . . . .	3
COT 210, GIS 109, GRC 119, or IS 101	
Electives	
A minimum of 60 total credits is required. See an adviser 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 100 or ENG 101, ENG 102, ENG 107, ENG 108, COM 113	
U.S. and Nevada Constitutions . . . . .	3
PSC 103 or HIST 101 and HIST 102	
Science . . . . .	3
Mathematics . . . . .	3
MATH 116 or higher (Includes STAT 152)	
Social Sciences . . . . .	3
Humanities . . . . .	3
Emphasis/Additional Program Requirements . . . . .	39
Minimum Credits . . . . .	60.5

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

## Associate of Applied Science Degree

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

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

## Associate of Applied Science Requirements Summary

	Credits
GBC Orientation . . . . .	0.5
INT 100	
English/Communications . . . . .	6
ENG 100, 107, 108, 101, 102	
Mathematics . . . . .	3
MATH 116, 120, 126 or higher (Includes STAT 152)	
Science . . . . .	6
At least 3 credits from: BIOL 100, BIOL 190, 223, 224, 251, CHEM 100, 121, ENV 100, GEOG 103, GEOL 100, 101, 132, PHYS 100, 107B, 151, NUTR 121	
Select an additional three credits from above or from: EIT 233, ELM 112B, IT 208B, MTL 150B	
Social Science . . . . .	6
3 credits: PSC 103 (U.S. and Nevada Constitutions requirement) or substitute HIST 101 and 102	
3 credits: BUS 110B, MGT 283, PSY 208 (Human Relations)	
Humanities and Fine Arts . . . . .	3
3 credits from: ART 100, 101, 160, 260, ENG 203, 223, FIS 100, FREN 111, 112, HIST 105, 106, HUM 101, MUS 101, 121, 125, PHIL 102, SPAN 112, 211, THTR 100, 105	
Technology . . . . .	3
3 credits from: COT 210, DT 101B, EIT 233, ELM 120, GIS 109, GRC 119, IS 101, IT 210B, MTL 110B, 212, 213	

### Electives

A minimum of 60 total credits is required. Most programs require more. See an adviser to select appropriate courses.

## Certificate of Achievement

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

If you complete a certificate of achievement, you may also choose to complete an AAS. The following General Education Requirements (see also page 54) must be fulfilled.

### Applied Science Certificate of Achievement Requirements Summary

	Credits
GBC Orientation (recommended) . . . . .	(0.5)
English/Communications . . . . .	3-6
Mathematics . . . . .	3
TA 108B, MATH 116, 120, 126 or higher	
Certificate Requirements . . . . .	26-43
Human Relations . . . . .	1-3



# Teaching

## Associate of Arts (Pattern of Study)

### Student Learning Outcomes

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

- Demonstrate knowledge of the major concepts in the areas of reading, writing, math, science, and social studies.
- Recognize how the learner's cognitive, social, emotional, moral, and physical development influences learning.
- Identify instruction that meets learner's 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.

The Associate of Arts in Teaching is designed for students who are planning to enter the education field as either a teacher or paraprofessional. An AA in Teaching will allow a paraprofessional to be considered "Highly Qualified" as determined by No Child Left Behind. Students who earn an AA in Teaching will fulfill the lower-division general education requirements for a bachelor's degree in education.

A student who is considering a bachelor's degree in education needs to meet with an adviser immediately to determine the requirements that will fulfill his/her endorsement 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.

Students who are considering entering the education field should also take 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 100 or ENG 101 and ENG 102)	6
<input type="checkbox"/> Mathematics (MATH 120 or six credits of MATH 126 or higher; including STAT 152)	3-6
<input type="checkbox"/> Science (BIOL 190/PHYS 100)	7
<input type="checkbox"/> Social Science (HIST 101/102) (PSY 101 and HDFS 201 recommended)	12
<input type="checkbox"/> Humanities (ENG 250 recommended)	6
<input type="checkbox"/> Fine Arts	3
<input type="checkbox"/> Technology (COT 210)	3

List of courses fulfilling general education requirements is on page 94.

Emphasis Courses		Credits
<input type="checkbox"/> EDU 250	Foundations of Education	3
<input type="checkbox"/> EDU 251*	Elementary Clinical/Field Experience I	1
<input type="checkbox"/> EDU 303	Education Seminar I	3
<input type="checkbox"/> EDU 252*	Elementary Clinical/Field Experience II	1
<input type="checkbox"/> EDU 304	Education Seminar II	3
<input type="checkbox"/> EDU 305	Education of the Exceptional Child	3
ELECTIVES		6

\*Nevada Highway Patrol and FBI background check required.

#### SUGGESTED COURSE SEQUENCE AA—Teaching

<b>FALL—1st Semester</b>		<b>Credits</b>	✓
INT 100		0.5	<input type="checkbox"/>
ENG 100 or 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"/>
<b>TOTAL</b>		<b>15.5</b>	<input type="checkbox"/>
<b>SPRING—2nd Semester</b>		<b>Credits</b>	✓
ENG 102		3	<input type="checkbox"/>
HDFS 201		3	<input type="checkbox"/>
EDU 250		3	<input type="checkbox"/>
EDU 251		1	<input type="checkbox"/>
COT 210		3	<input type="checkbox"/>
ELECTIVE**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	<input type="checkbox"/>
<b>FALL—3rd Semester</b>		<b>Credits</b>	✓
HIST 101		3	<input type="checkbox"/>
PHYS 100		3	<input type="checkbox"/>
EDU 303		3	<input type="checkbox"/>
EDU 252		1	<input type="checkbox"/>
ENG 250		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>13</b>	<input type="checkbox"/>
<b>SPRING—4th Semester</b>		<b>Credits</b>	✓
HIST 102		3	<input type="checkbox"/>
BIOL 190		4	<input type="checkbox"/>
EDU 304		3	<input type="checkbox"/>
EDU 305		3	<input type="checkbox"/>
ELECTIVE**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	<input type="checkbox"/>

\*Select from page 94.

\*\*Select with adviser.

**Minimum Credits: 62.5**

# Agriculture

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## Student Learning Outcomes Overview

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

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

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

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

# Agriculture

## Associate of Arts (Pattern of Study)

### Student Learning Outcomes

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

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

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

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation . . . . .	0.5
<input type="checkbox"/> English/Communications . . . . .	6
<input type="checkbox"/> Mathematics or STAT 152 . . . . .	3-6
<input type="checkbox"/> Science . . . . .	7
CHEM 100 and BIOL 100 (recommended emphasis)	
<input type="checkbox"/> Social Science . . . . .	12
<input type="checkbox"/> Humanities . . . . .	6
<input type="checkbox"/> Fine Arts . . . . .	3
<input type="checkbox"/> Technology . . . . .	3

List of courses fulfilling general education requirements is on page 94.

Emphasis Courses	Credits
<input type="checkbox"/> AGR 100 Agriculture Orientation . . . . .	0.5
<input type="checkbox"/> AGR 101 Fundamentals of Agricultural Economics . . . . .	3
<input type="checkbox"/> AGR 210 Agriculture Issues . . . . .	3
<input type="checkbox"/> ANSC 209 Physiology of Reproduction . . . . .	3
<input type="checkbox"/> ANSC 275 Animal Health and Sanitation . . . . .	3
<input type="checkbox"/> NRES 150 Fundamentals of Plant Science . . . . .	3
<input type="checkbox"/> NRES 222 Soils . . . . .	3
<input type="checkbox"/> NRES 223 Soils Laboratory . . . . .	1
<input type="checkbox"/> NRES 241 Principles of Range Science . . . . .	3
<input type="checkbox"/> Elective . . . . .	3

### SUGGESTED COURSE SEQUENCE AA—Agriculture

<b>FALL—1st Semester</b>		<b>Credits</b>	✓
INT 100		0.5	<input type="checkbox"/>
AGR 100		0.5	<input type="checkbox"/>
BIOL 100		4	<input type="checkbox"/>
ENG 100 or ENG 101		3	<input type="checkbox"/>
MATH 120		3	<input type="checkbox"/>
NRES 222		3	<input type="checkbox"/>
NRES 223		1	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>18</b>	
<b>SPRING—2nd Semester</b>		<b>Credits</b>	✓
ENG 102		3	<input type="checkbox"/>
NRES 241		3	<input type="checkbox"/>
NRES 150		3	<input type="checkbox"/>
HUMANITIES*		3	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
<b>FALL—3rd Semester</b>		<b>Credits</b>	✓
AGR 101		3	<input type="checkbox"/>
ANSC 275		3	<input type="checkbox"/>
ANSC 209		3	<input type="checkbox"/>
CHEM 100		3	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
ELECTIVE**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>18</b>	
<b>SPRING—4th Semester</b>		<b>Credits</b>	✓
AGR 210		3	<input type="checkbox"/>
FINE ARTS*		3	<input type="checkbox"/>
HUMANITIES*		3	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
TECHNOLOGY*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

\*Select from page 94.

\*\*Select with adviser.

**Minimum Credits: 66**

# Agriculture

## Associate of Science (Pattern of Study)

### Student Learning Outcomes

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

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

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

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation . . . . .	0.5
<input type="checkbox"/> English/Communications . . . . .	6
<input type="checkbox"/> Mathematics . . . . .	6
MATH 126, STAT 152 (recommended emphasis)	
<input type="checkbox"/> Science . . . . .	6
BIOL 190, BIOL 191, CHEM 121, and CHEM 122 (recommended emphasis)	
<input type="checkbox"/> Social Science . . . . .	9
<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 95.

Emphasis Courses	Credits
<input type="checkbox"/> AGR 100 Agriculture Orientation . . . . .	0.5
<input type="checkbox"/> ANSC 209 Physiology of Reproduction . . . . .	3
<input type="checkbox"/> ANSC 211 Fundamentals of Animal Nutrition . . . . .	3
<input type="checkbox"/> NRES 150 Fundamentals of Plant Science . . . . .	3
<input type="checkbox"/> NRES 222 Soils . . . . .	3
<input type="checkbox"/> NRES 223 Soils Laboratory . . . . .	1
<input type="checkbox"/> NRES 241 Principles of Range Science . . . . .	3

### SUGGESTED COURSE SEQUENCE

#### AS—Agriculture

<b>FALL—1st Semester</b>		<b>Credits</b>	✓
AGR 100		0.5	<input type="checkbox"/>
BIOL 190		4	<input type="checkbox"/>
ENG 100 or ENG 101		3	<input type="checkbox"/>
INT 100		0.5	<input type="checkbox"/>
MATH 126		3	<input type="checkbox"/>
NRES 222		3	<input type="checkbox"/>
NRES 223		1	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
<b>SPRING—2nd Semester</b>		<b>Credits</b>	✓
BIOL 191		4	<input type="checkbox"/>
ENG 102		3	<input type="checkbox"/>
NRES 241		3	<input type="checkbox"/>
NRES 150		3	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	
<b>FALL—3rd Semester</b>		<b>Credits</b>	✓
ANSC 209		3	<input type="checkbox"/>
CHEM 121		4	<input type="checkbox"/>
FINE ARTS*		3	<input type="checkbox"/>
STAT 152		3	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	
<b>SPRING—4th Semester</b>		<b>Credits</b>	✓
ANSC 211		3	<input type="checkbox"/>
CHEM 122		4	<input type="checkbox"/>
HUMANITIES*		3	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
TECHNOLOGY*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	

\*Select from page 95.

\*\*Select with adviser.

**Minimum Credits: 63**

# Agriculture

## Associate of Applied Science

### Student Learning Outcomes

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

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

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

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation	0.5
<input type="checkbox"/> English/Communications	6
<input type="checkbox"/> Mathematics or STAT 152	3
<input type="checkbox"/> Science	7
<input type="checkbox"/> Social Science	3
<input type="checkbox"/> Human Relations	3
<input type="checkbox"/> Humanities and Fine Arts	3
<input type="checkbox"/> Technology	3

List of courses fulfilling general education requirements is on page 96.

Emphasis Courses	Credits
<input type="checkbox"/> AGR 100 Agriculture Orientation	0.5
<input type="checkbox"/> AGR 101 Fundamentals of Agricultural Economics	3
<input type="checkbox"/> AGR 210 Agricultural Issues	3
<input type="checkbox"/> AGR 290 Cooperative Work Experience	3-6
<input type="checkbox"/> ANSC 100 Elements of Livestock Production	3
<input type="checkbox"/> ANSC 105 Livestock Production System	3
<input type="checkbox"/> ANSC 209 Physiology of Reproduction	3
<input type="checkbox"/> ANSC 211 Fundamentals of Animal Nutrition	3
<input type="checkbox"/> ANSC 275 Animal Health and Sanitation	3
<input type="checkbox"/> NRES 150 Fundamentals of Plant Science	3
<input type="checkbox"/> NRES 215 Principles of Rangeland Management and Monitoring	3
<input type="checkbox"/> NRES 222 Soils	3
<input type="checkbox"/> NRES 223 Soils Laboratory	1
<input type="checkbox"/> NRES 241 Principles of Range Science	3

### SUGGESTED COURSE SEQUENCE AAS—Agriculture

FALL—1st Semester	Credits	✓
AGR 100	0.5	<input type="checkbox"/>
ANSC 100	3	<input type="checkbox"/>
ENGLISH*	3	<input type="checkbox"/>
INT 100	0.5	<input type="checkbox"/>
MATH*	3	<input type="checkbox"/>
NRES 222	3	<input type="checkbox"/>
NRES 223	1	<input type="checkbox"/>
SCIENCE*	4	<input type="checkbox"/>
<b>TOTAL</b>	<b>18</b>	
SPRING—2nd Semester	Credits	✓
ANSC 105	3	<input type="checkbox"/>
ENGLISH*	3	<input type="checkbox"/>
NRES 241	3	<input type="checkbox"/>
NRES 150	3	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
FALL—3rd Semester	Credits	✓
AGR 101	3	<input type="checkbox"/>
ANSC 275	3	<input type="checkbox"/>
ANSC 209	3	<input type="checkbox"/>
HUMANITIES/FINE ARTS*	3	<input type="checkbox"/>
SOCIAL SCIENCE*	3	<input type="checkbox"/>
TECHNOLOGY*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>18</b>	
SPRING—4th Semester	Credits	✓
AGR 210	3	<input type="checkbox"/>
AGR 290	3-6	<input type="checkbox"/>
ANSC 211	3	<input type="checkbox"/>
NRES 215	3	<input type="checkbox"/>
SOCIAL SCIENCE*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15-18</b>	

\*Select from page 96. \*\*Select with adviser.

**Minimum Credits: 66**

# **Business Administration**

## **Associate of Applied Science**

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You have a choice of two tracks in GBC's two-year Business Administration Program. First, you can choose a traditional two-year transfer program in business and pursue an Associate of Arts degree. The AA degree provides a combination of introductory courses in business as well as courses in the arts and sciences, and it leads to a four-year degree in one or more of the BAIPS concentration areas at GBC. Or, if you transfer to a university, you could then specialize in a variety of areas within business, such as accounting, economics, finance, management, or marketing. Whether you stay at GBC or transfer to a university, this AA transfer option will get you well underway toward a career as a well-rounded business professional. (See the BAIPS section, page 74, of this catalog for the emphases in that program.)

If you are more interested in immediate applied skills, a second option may suit you best at GBC. You can choose one of two emphases in the Associate of Applied Science degree: General Business or Entrepreneurship. These focus on the everyday operations of the small business enterprise. You'll learn business law, sales, and marketing, economic reasoning, and bookkeeping or accounting. You'll learn about opportunities and pitfalls in small business, and how to do market research so you can interpret what people will buy, and why they buy. You'll also learn to analyze investments, and you'll get a good introduction to computer applications in business. Either of these emphases in the AAS degree lead directly into the Bachelor of Applied Science degree with an emphasis in Management in Technology. (See the BAS section, page 81, of this catalog for details on the BAS program.)

# Business Administration

## Associate of Applied Science—General Business Emphasis

### Student Learning Outcomes

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

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

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

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation . . . . .	0.5
<input type="checkbox"/> English/Communications . . . . .	6
<input type="checkbox"/> Mathematics or STAT 152 . . . . .	3
(MATH 120 preferred)	
<input type="checkbox"/> Science . . . . .	6
<input type="checkbox"/> Social Science . . . . .	3
<input type="checkbox"/> Human Relations . . . . .	3
MGT 283	
<input type="checkbox"/> Humanities and Fine Arts . . . . .	3
<input type="checkbox"/> Technology . . . . .	3
IS 101	

List of courses fulfilling general education requirements is on page 96.

Emphasis Courses	Credits
<input type="checkbox"/> ACC 201 Financial Accounting (or ACC 135B) . . . . .	3
<input type="checkbox"/> ACC 202 Managerial Accounting (or ACC 136B) . . . . .	3
<input type="checkbox"/> BUS 101 Introduction to Business, or	
<input type="checkbox"/> MGT 103 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

Elective (select with department adviser) . . . . . 3

#### SUGGESTED COURSE SEQUENCE AAS—Business Administration General Business Emphasis

<b>FALL—1st Semester</b>		<b>Credits</b>	✓
ACC 201	3		<input type="checkbox"/>
BUS 101 or MGT 103	3		<input type="checkbox"/>
ENG 100, or ENG 101, or ENG 107	3		<input type="checkbox"/>
FIN 101	3		<input type="checkbox"/>
INT 100	0.5		<input type="checkbox"/>
MATH 120 or higher	3		<input type="checkbox"/>
<b>TOTAL</b>	<b>15.5</b>		
<b>SPRING—2nd Semester</b>		<b>Credits</b>	✓
ACC 202	3		<input type="checkbox"/>
ECON 102 or ECON 103	3		<input type="checkbox"/>
ENG 102 or ENG 108	3		<input type="checkbox"/>
PSC 103 or HIST 101 and HIST 102	3-6		<input type="checkbox"/>
SCIENCE*	3		<input type="checkbox"/>
<b>TOTAL</b>	<b>15-18</b>		
<b>FALL—3rd Semester</b>		<b>Credits</b>	✓
ECON 104	3		<input type="checkbox"/>
IS 101	3		<input type="checkbox"/>
MGT 283	3		<input type="checkbox"/>
MKT 210	3		<input type="checkbox"/>
ELECTIVE**	3		<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>		
<b>SPRING—4th Semester</b>		<b>Credits</b>	✓
BUS 273	3		<input type="checkbox"/>
IS 201	3		<input type="checkbox"/>
HUMANITIES*	3		<input type="checkbox"/>
MKT 127 or MKT 211	3		<input type="checkbox"/>
SCIENCE*	3		<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>		

\*Select from page 96. \*\*Select with adviser.

**Minimum Credits: 60.5**

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

*Graduates will be eligible to participate in GBC's incubator program and may receive business consulting services from GBC's Small Business Development Center.*

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation . . . . .	0.5
<input type="checkbox"/> English/Communications . . . . .	6
<input type="checkbox"/> Mathematics or STAT 152 . . . . .	3
(MATH 120 preferred)	
<input type="checkbox"/> Science . . . . .	6
<input type="checkbox"/> Social Science . . . . .	3
<input type="checkbox"/> Human Relations . . . . .	3
MGT 283	
<input type="checkbox"/> Humanities and Fine Arts . . . . .	3
<input type="checkbox"/> Technology . . . . .	3
IS 101	

List of courses fulfilling general education requirements is on page 96.

Emphasis Courses	Credits
<input type="checkbox"/> ACC 201 Financial Accounting (or ACC 135B) . . . . .	3
<input type="checkbox"/> BUS 101 Introduction to Business . . . . .	3
<input type="checkbox"/> BUS 102B Introduction to Entrepreneurship . . . . .	3
<input type="checkbox"/> BUS 201 Entrepreneurship II . . . . .	3
<input type="checkbox"/> BUS 290B Internship in Business . . . . .	4
<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 Small Business Management . . . . .	3
<input type="checkbox"/> MKT 210 Marketing Principles . . . . .	3

### SUGGESTED COURSE SEQUENCE

#### AAS—Business Administration Entrepreneurship Emphasis

<b>FALL—1st Semester</b>		<b>Credits</b>	✓
BUS 101		3	<input type="checkbox"/>
ENG 101 or ENG 107		3	<input type="checkbox"/>
INT 100		0.5	<input type="checkbox"/>
MGT 103		3	<input type="checkbox"/>
PSC 103		3	<input type="checkbox"/>
SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15.5</b>	
<b>SPRING—2nd Semester</b>		<b>Credits</b>	✓
BUS 102B		3	<input type="checkbox"/>
ECON 102		3	<input type="checkbox"/>
ENG 102, or ENG 108		3	<input type="checkbox"/>
FIN 101		3	<input type="checkbox"/>
MATH 120 or higher		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
<b>FALL—3rd Semester</b>		<b>Credits</b>	✓
ACC 201		3	<input type="checkbox"/>
BUS 201		3	<input type="checkbox"/>
IS 101		3	<input type="checkbox"/>
MGT 283		3	<input type="checkbox"/>
SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
<b>SPRING—4th Semester</b>		<b>Credits</b>	✓
BUS 273		3	<input type="checkbox"/>
BUS 290		4	<input type="checkbox"/>
HUMANITIES*		3	<input type="checkbox"/>
IS 201		3	<input type="checkbox"/>
MKT 210		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	

\*Select from page 96. \*\*Select with adviser.

**Minimum Credits: 61.5**



# Business Administration

## Certificate of Achievement

### Student Learning Outcomes

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

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

- Determine the wants and needs of customers, and understand how to take action to fill those needs within the constraints of the business organization and of the broader society.

This certificate of achievement is the first step toward award of the AAS degree in Business Administration.

Great Basin College offers a certificate program that is an abbreviated form of the associate's degree. Students, with the assistance of their adviser, select from business and marketing electives, focusing on specific interest areas.

#### Certificate of Achievement Requirements . . . . . Credits

- INT 100 GBC Orientation . . . . . 0.5

#### Electives

- Business, Management, Finance, Economics, or Marketing Electives . . . . . 15
- General Electives (select with adviser) . . . . . 6

#### Communications

- ENG 101 Composition I, or  
ENG 100 Composition—Enhanced, or
- ENG 107 Technical Communications I . . . . . 3
- ENG 102 Composition II, or
- ENG 108 Technical Communications II, or
- COM 113 Fundamentals of Speech . . . . . 3

#### Computation

- MATH 116 or higher or STAT 152  
(MATH 120 preferred) . . . . . 3

#### Human Relations

Choose one of the following:

- BUS 110B Human Relations for Employment . . . 1-3
- MGT 283 Personnel Administration . . . . . 3
- PSY 208 Psychology of Human Relations . . . . . 3

### SUGGESTED COURSE SEQUENCE

#### Certificate of Achievement—Business Administration

FALL—1st Semester	Credits	✓
BUSINESS ELECTIVE**	9	<input type="checkbox"/>
INT 100	0.5	<input type="checkbox"/>
ENG 100, or ENG 101, or ENG 107	3	<input type="checkbox"/>
HUMAN RELATIONS**	1-3	<input type="checkbox"/>
MATH 116 or higher	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>16.5-18.5</b>	
SPRING—2nd Semester	Credits	✓
ENG 102, or ENG 108, or COM 113	3	<input type="checkbox"/>
BUSINESS ELECTIVE**	6	<input type="checkbox"/>
GENERAL ELECTIVE**	6	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

\*Select from page 96.    \*\*Select with adviser.    **Minimum Credits: 31.5**

### Nevada Rural Electric Cooperatives

#### Education Program in Business Essentials

This Recognition of Achievement is the first step toward the Business Administration Certificate of Achievement.

Business Skills	Credits
<input type="checkbox"/> BUS 101 Introduction to Business . . . . .	3
ECON 102 Principles of Microeconomics, or	
<input type="checkbox"/> ECON 103 Principles of Macroeconomics . . . . .	3
<input type="checkbox"/> MKT 210 Marketing Principles . . . . .	3
ENG 107 Technical Communications I, or	
<input type="checkbox"/> ENG 108 Technical Communications II, . . . . .	3
COM 113 Fundamentals of Speech, or	
<input type="checkbox"/> BUS 107 Business Speech/Communications . . . . .	3
<b>Total Credits</b> . . . . .	<b>15</b>

# Entrepreneurship

## Certificate of Achievement

### Student Learning Outcomes

Recipients of the certificate of achievement program in Entrepreneurship will have the knowledge of:

- Business fundamentals
- Market research and analysis
- Marketing strategies

and skills to:

- Create a workable business, marketing, and organizational plan
- Understand budgets and financial statements
- Raise venture capital
- Start and grow a new venture

This certificate of achievement is the first step toward award of the AAS degree in Business Administration—Entrepreneurship Emphasis.

#### Core Requirements Credits

	BUS	107	Business Speech/Communication, or	
<input type="checkbox"/>	COM	113	Fundamentals of Speech . . . . .	3
	BUS	117B	Applied Business Mathematics, or	
<input type="checkbox"/>	MATH	116	Technical Math I (or higher or STAT 152) . . . . .	3
	ENG	107	Technical Communications I, or	
<input type="checkbox"/>	ENG	101	Composition I . . . . .	3
	IS	101	Introduction to Information Systems, or	
<input type="checkbox"/>	IS	201	Computer Applications . . . . .	3

#### Emphasis Courses Credits

	BUS	101	Introduction to Business, or	
<input type="checkbox"/>	FIN	101	Personal Finance . . . . .	3
<input type="checkbox"/>	BUS	102	Entrepreneurship I . . . . .	3
<input type="checkbox"/>	BUS	201	Entrepreneurship II . . . . .	3
<input type="checkbox"/>	BUS	290B	Internship in Business . . . . .	2-4
	MGT	201	Principles of Management, or	
<input type="checkbox"/>	PSY	208	Psychology of Human Relations . . . . .	3
<input type="checkbox"/>	MGT	103	Small Business Management . . . . .	3
	MKT	210	Marketing Principles, or	
<input type="checkbox"/>	BUS	265	Consumer Behavior . . . . .	3

#### SUGGESTED COURSE SEQUENCE

##### Certificate of Achievement—Entrepreneurship

FALL—1st Semester	Credits	
BUS 102	3	<input checked="" type="checkbox"/>
ENG 107 or ENG 101	3	<input type="checkbox"/>
IS 101 or IS 201	3	<input type="checkbox"/>
MGT 103	3	<input type="checkbox"/>
MGT 201 or PSY 208	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
SPRING—2nd Semester	Credits	
BUS 101 or FIN 101	3	<input checked="" type="checkbox"/>
BUS 107 or COM 113	3	<input type="checkbox"/>
BUS 117 or MATH 116 or higher	3	<input type="checkbox"/>
BUS 201	3	<input type="checkbox"/>
MKT 210 or BUS 265	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
SUMMER—3rd Semester	Credits	
BUS 290B	2-4	<input checked="" type="checkbox"/>
<b>TOTAL</b>	<b>2-4</b>	<input type="checkbox"/>

\*Select from page 96.    \*\*Select with adviser.    **Minimum Credits: 32**

#### Entrepreneurship Recognition of Achievement

This Recognition of Achievement is the first step toward the Certificate of Achievement in Entrepreneurship.

#### Business Skills Credits

	BUS	102B	Introduction to Entrepreneurship . . . . .	3
<input type="checkbox"/>	BUS	201	Entrepreneurship II . . . . .	3
<input type="checkbox"/>	BUS	290B	Internship in Business . . . . .	2-4
<input type="checkbox"/>	MGT	103	Small Business Management . . . . .	3
<b>Total Credits . . . . .</b>				<b>11-13</b>

# Retail Management

## Certificate of Achievement

### Student Learning Outcomes

This Western Association of Food Chains certificate of achievement's curriculum was developed out of a collaborative effort between several food industry and college professionals and encompasses several business essentials, including the "soft skills" of management and communication required for career success in the retail industry. GBC's program is fully endorsed by the WAFC.

Graduates of this certificate program will have the knowledge and technical skills of competence in several areas related to retail management. This program has three general levels of training and will assist in the development of retail clerks by:

- Helping prepare current and future food industry employees for the fast-paced challenges prevalent in the retail industry.
- Helping students develop a sense of the scope of the retail manager's job and an understanding of the basic requirements for success in the future.

- Allowing students to complete the certificate of achievement program while working part- or full-time, with courses offered during the day and evening through traditional or distance education methods (interactive video or Internet).

**LEVEL ONE**

Business Essentials, Business Writing, Business Calculations, Microcomputer Applications, Business Speech/Communication

**LEVEL TWO**

Intermediate Skills, Supervisory Management, Bookkeeping/Accounting, Introduction to Marketing Principles

**LEVEL THREE**

Advanced Knowledge/Skills, Introduction to Retailing Human Relations/Leadership, Personnel Administration

**Core Requirements**

					<b>Credits</b>
	ACC	201	Financial Accounting, or		
<input type="checkbox"/>	ACC	135B	Bookkeeping I	.....	3
<input type="checkbox"/>	BUS	110B	Human Relations for Employment	.....	3
<input type="checkbox"/>	BUS	117B	Business Calculations and Methods	...	3
<input type="checkbox"/>	ENG	107	Technical Communications I	.....	3
	IS	201	Computer Applications, or		
<input type="checkbox"/>	IS	101	Introduction to Information Systems	...	3
<input type="checkbox"/>	MGT	201	Principles of Management	.....	3
	MKT	210	Marketing Principles, or		
<input type="checkbox"/>	BUS	265	Consumer Behavior	.....	3

**Emphasis Courses**

					<b>Credits</b>
<input type="checkbox"/>	BUS	107	Business Speech/Communications	.....	3
<input type="checkbox"/>	MGT	283	Personnel Administration	.....	3
<input type="checkbox"/>	MKT	127	Introduction to Retailing	.....	3

**SUGGESTED COURSE SEQUENCE**

**Certificate of Achievement—Retail Management**

<b>FALL—1st Semester</b>					
	BUS	110B		3	<input checked="" type="checkbox"/>
	BUS	117B		3	<input type="checkbox"/>
	ENG	107		3	<input type="checkbox"/>
	MGT	171		3	<input type="checkbox"/>
	MKT	127		3	<input type="checkbox"/>
<b>TOTAL</b>				<b>15</b>	

<b>SPRING—2nd Semester</b>					
	ACC	201 or ACC 135B		3	<input checked="" type="checkbox"/>
	BUS	107		3	<input type="checkbox"/>
	MGT	283		3	<input type="checkbox"/>
	IS	201 or IS 101		3	<input type="checkbox"/>
	MKT	210 or BUS 265		3	<input type="checkbox"/>
<b>TOTAL</b>				<b>15</b>	

\*Select from page 96.

\*\*Select with adviser.

**Minimum Credits: 30**

**Business Essentials**

**Recognition of Achievement**

This Recognition of Achievement is the first step toward the Certificate of Achievement in Retail Management, a cooperative effort between Great Basin College and WAFC.

**Business Skills — Level I**

					<b>Credits</b>
<input type="checkbox"/>	ENG	107	Technical Communications I	.....	3
<input type="checkbox"/>	BUS	117B	Business Calculations and Methods	...	3
<input type="checkbox"/>	BUS	107	Business Speech/Communications	.....	3
	IS	201	Computer Applications, or		
<input type="checkbox"/>	IS	101	Introduction to Information Systems	...	3

**Business Skills — Level II**

					<b>Credits</b>
Choose one of the following three-credit courses:					
	MGT	201	Principles of Management,		
	ACC	201	Financial Accounting,		
	ACC	135B	Bookkeeping I,		
	MKT	210	Marketing Principles, or		
<input type="checkbox"/>	BUS	265	Consumer Behavior	.....	3
<b>Total Credits</b>					<b>15</b>

# Spanish Interpreter/Translator

## Certificate of Achievement

### Student Learning Outcomes

Recipients of the Certificate of Achievement program in Spanish Interpreter/Translator will have the knowledge and skills to:

- Read and write at the advanced level in both Spanish and English.
- Speak and communicate at the advanced level in both Spanish and English.
- Interpret or translate higher level and technical language.

- Gain experience working in their field in a local business or community service organization.
- Use a marketable skill they may already possess.

**Upper-Division Requirements:** Students will have to perform an oral interview before entering Spanish 400. English 107 and 108 must be completed by this time.

Core Requirements	Credits
<input type="checkbox"/> ENG 107 Technical Communications I . . . . .	3
<input type="checkbox"/> ENG 108 Technical Communications II . . . . .	3
<input type="checkbox"/> MATH 116 Technical Mathematics I or	
<input type="checkbox"/> MATH 120 Fundamentals of College Mathematics . 3	
<input type="checkbox"/> INT 100 GBC Orientation . . . . .	3
<input type="checkbox"/> MGT 283 Personnel Administration . . . . .	3
<input type="checkbox"/> SPAN 112 First Year Spanish II . . . . .	3
<input type="checkbox"/> SPAN 211 Second Year Spanish I . . . . .	3

Emphasis Courses	Credits
<input type="checkbox"/> SPAN 111 First Year Spanish I . . . . .	3
<input type="checkbox"/> SPAN 212 Second Year Spanish II . . . . .	3
<input type="checkbox"/> SPAN 305 Spanish Composition . . . . .	3
<input type="checkbox"/> SPAN 400 Practicum in Spanish in the Community 2	
<input type="checkbox"/> BUS 110B Human Relations for Employment or	
<input type="checkbox"/> PSY 208 Psychology of Human Relations . . . . 1-3	
<input type="checkbox"/> IS 101 Introduction to Information Systems . . . 3	

### SUGGESTED COURSE SEQUENCE

#### Certificate of Achievement

#### Spanish Interpreter/Translator

<b>FALL—1st Semester</b>		<b>Credits</b>	✓
INT	100	.5	□
ENG	107	3	□
SPAN	111	3	□
MGT	283, BUS 110B or PSY 208	3	□
<b>TOTAL</b>		<b>12.5</b>	
<b>SPRING—2nd Semester</b>		<b>Credits</b>	✓
ENG	108	3	□
SPAN	112	3	□
IS	101	3	□
<b>TOTAL</b>		<b>9</b>	
<b>FALL—3rd Semester</b>		<b>Credits</b>	✓
MATH	116 or MATH 120	3	□
SPAN	211	3	□
<b>TOTAL</b>		<b>6</b>	
<b>SPRING—4th Semester Credits</b>		<b>Credits</b>	✓
SPAN	212	3	□
SPAN	305	3	□
SPAN	400	2	□
<b>TOTAL</b>		<b>8</b>	

\*Select from page 96.      \*\*Select with adviser.      **Minimum Credits: 35.5**

# Accounting Technician

## Certificate of Achievement

### Student Learning Outcomes

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

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

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

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

#### Certificate of Achievement Requirements Credits

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

#### Communications

<input type="checkbox"/>	ENG 101	Composition I, or	
<input type="checkbox"/>	ENG 100	Composition—Enhanced, or	
<input type="checkbox"/>	ENG 107	Technical Communications I . . . . .	3
<input type="checkbox"/>	ENG 102	Composition II, or	
<input type="checkbox"/>	ENG 108	Technical Communications II, or	
<input type="checkbox"/>	COM 113	Fundamentals of Speech . . . . .	3

#### Computations

<input type="checkbox"/>	MATH 116 or higher or STAT 152	(MATH 120 preferred) . . . . .	3
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#### Human Relations

Choose one of the following:

<input type="checkbox"/>	BUS 110B	Human Relations for Employment,	
<input type="checkbox"/>	MGT 283	Personnel Administration, or	
<input type="checkbox"/>	PSY 208	Psychology of Human Relations . . . . .	1-3

#### SUGGESTED COURSE SEQUENCE

##### Accounting Technician Certificate of Achievement Program

FALL—1st Semester	Credits	
INT 100	0.5	<input checked="" type="checkbox"/>
ENG 100 or ENG 101, or ENG 107	3	<input type="checkbox"/>
BUS 101 or MGT 103	3	<input type="checkbox"/>
ACC 201	3	<input type="checkbox"/>
MATH 116 or higher	3	<input type="checkbox"/>
HUMAN RELATIONS**	1-3	<input type="checkbox"/>
<b>TOTAL</b>	<b>13.5-15.5</b>	
SPRING—2nd Semester	Credits	
ENG 102 or ENG 108 or COM 113	3	<input checked="" type="checkbox"/>
ACC 202	3	<input type="checkbox"/>
ECON 102 or ECON 103 or BUS 273	3	<input type="checkbox"/>
IS 201	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>12</b>	
FALL—3rd Semester	Credits	
ECON 104	3	<input checked="" type="checkbox"/>
ACC 220	3	<input type="checkbox"/>
ELECTIVE**	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>9</b>	

\*Select from page 96.    \*\*Select with adviser.    **Minimum Credits: 34.5**

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

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

Accounting Skills	Credits
<input type="checkbox"/> BUS 117B Business Calculations and Methods . . .	3
<input type="checkbox"/> ACC 201 Financial Accounting, or	
<input type="checkbox"/> ACC 135B Bookkeeping I . . . . .	3
<input type="checkbox"/> ACC 202 Managerial Accounting, or	
<input type="checkbox"/> ACC 136B Bookkeeping II . . . . .	3
<input type="checkbox"/> ACC 220 Microcomputer Accounting Systems . . .	3
<input type="checkbox"/> MGT 283 Personnel Administration, or	
<input type="checkbox"/> PSY 208 Psychology of Human Relations . . . . .	3
<b>Total</b> . . . . .	<b>15</b>

# Computer Office Technology

## Associate of Applied Science

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### Mission Statement

The Computer Office Technology 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, community, 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 degree 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. 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 a programming language.
- Demonstrate completion of a course of study in a COT emphasis area of choice.

# Computer Office Technology

## Associate of Applied Science—CADD/GIS Emphasis

### CADD Emphasis

## Student Learning Outcomes

The Computer-Aided Drafting and Design (CADD) and Geographic Information Systems (GIS) Emphasis provides an opportunity to develop skills in computer technical applications to enhance job placement and continued career growth. Often employees must integrate MS Office productivity software, graphic packages, CAD software, and GIS when analyzing information to create reports or presentations. Some jobs available for graduates include Technical Applications Specialist, CADD/GIS Technician, and Cartographic Technician.

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

- Use a variety of computer applications for problem solving in technical fields.
- Build and link relational database tables in technical software.
- Transfer and link data from different applications (AutoCAD, GIS, MS Office, and more).
- Research the use of different operating systems for running technical applications in a networked environment.
- Use the most popular technical software for the desktop (now AutoCAD and ArcGIS) to create aesthetically pleasing, standardized technical visual presentations.
- Use basic customization features of technical software.

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation . . . . .	0.5
<input type="checkbox"/> English/Communications . . . . .	6
ENG 100 or ENG 101 and ENG 102 (recommended)	
<input type="checkbox"/> Mathematics . . . . .	3
MATH 116, 120, or higher, or STAT 152	
<input type="checkbox"/> Science . . . . .	6
<input type="checkbox"/> Social Science . . . . .	3
<input type="checkbox"/> Human Relations . . . . .	3
PSY 208 (recommended)	
<input type="checkbox"/> Humanities and Fine Arts . . . . .	3
<input type="checkbox"/> Technology . . . . .	3
GIS 109	

List of courses fulfilling general education requirements is on page 96.

Core Courses	Credits
<input type="checkbox"/> CADD 100 Introduction to Computer-Aided Drafting	3
<input type="checkbox"/> CIT 211 Microsoft Networking I, or	
<input type="checkbox"/> COT 204 Using Windows . . . . .	3
<input type="checkbox"/> CIT 129 Introduction to Programming . . . . .	3
<input type="checkbox"/> IS 201 Computer Applications . . . . .	3

CADD Emphasis Courses	Credits
<input type="checkbox"/> CADD 105 Intermediate Computer-Aided Drafting . . .	3
<input type="checkbox"/> CADD 200 Advanced Computer-Aided Drafting . . .	3
<input type="checkbox"/> CADD 299B Capstone Assessment or	
<input type="checkbox"/> CADD 290B Internship in Drafting . . . . .	3
<input type="checkbox"/> DFT 100 Basic Drafting Principles . . . . .	3
<input type="checkbox"/> CADD 230B Civil Drafting I . . . . .	3
<input type="checkbox"/> CADD 255 CADD Customization I . . . . .	3
<input type="checkbox"/> CADD Elective** . . . . .	3

### SUGGESTED COURSE SEQUENCE

#### AAS—Computer Office Technology

#### CADD/GIS Emphasis

#### CADD Emphasis

<b>FALL—1st Semester</b>		<b>Credits</b>	✓
INT 100		0.5	<input type="checkbox"/>
CADD 100		3	<input type="checkbox"/>
CIT 211 or COT 204		3	<input type="checkbox"/>
DFT 100		3	<input type="checkbox"/>
ENG 100 or ENG 107 or ENG 101		3	<input type="checkbox"/>
MATH 116 or MATH 120 or higher		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15.5</b>	
<b>SPRING—2nd Semester</b>		<b>Credits</b>	✓
CADD 105		3	<input type="checkbox"/>
ENG 108 or ENG 102		3	<input type="checkbox"/>
GIS 109		3	<input type="checkbox"/>
IS 201		3	<input type="checkbox"/>
SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
<b>FALL—3rd Semester</b>		<b>Credits</b>	✓
CADD 200		3	<input type="checkbox"/>
CADD 230B		3	<input type="checkbox"/>
CIT 129		3	<input type="checkbox"/>
PSC 103		3	<input type="checkbox"/>
SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
<b>SPRING—4th Semester</b>		<b>Credits</b>	✓
CADD 299B or CADD 290B		3	<input type="checkbox"/>
CADD 255		3	<input type="checkbox"/>
HUMANITIES*		3	<input type="checkbox"/>
PSY 208		3	<input type="checkbox"/>
CADD Elective**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

\*Select from page 96.    \*\*Select with adviser.    **Minimum Credits: 60.5**

\*\*Students must meet with GIS/CADD instructor to select an elective.

# Computer Office Technology

## Associate of Applied Science—CADD/GIS Emphasis

### GIS Emphasis

## Student Learning Outcomes

The Computer-Aided Drafting and Design (CADD) and Geographic Information Systems (GIS) Emphasis provides an opportunity to develop skills in computer technical applications to enhance job placement and continued career growth. Often employees must integrate MS Office productivity software, graphic packages, CAD software, and GIS when analyzing information to create reports or presentations. Some jobs available for graduates include Technical Applications Specialist, CADD/GIS Technician, and Cartographic Technician.

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

- Use a variety of computer applications for problem solving in technical fields.
- Build and link relational database tables in technical software.
- Transfer and link data from different applications (AutoCAD, GIS, MS Office, and more).
- Research the use of different operating systems for running technical applications in a networked environment.
- Use the most popular technical software for the desktop (now AutoCAD and ArcGIS) to create aesthetically pleasing, standardized technical visual presentations.
- Use basic customization features of technical software.

### General Education Requirements Credits

- |   |     |
|---|-----|
| <input type="checkbox"/> GBC Orientation . . . . .          | 0.5 |
| <input type="checkbox"/> English/Communications . . . . .   | 6   |
| ENG 100 or ENG 101 and ENG 102 (recommended)                |     |
| <input type="checkbox"/> Mathematics . . . . .              | 3   |
| MATH 116, 120, or higher, or STAT 152                       |     |
| <input type="checkbox"/> Science . . . . .                  | 6   |
| <input type="checkbox"/> Social Science . . . . .           | 3   |
| <input type="checkbox"/> Human Relations . . . . .          | 3   |
| PSY 208 (recommended)                                       |     |
| <input type="checkbox"/> Humanities and Fine Arts . . . . . | 3   |
| <input type="checkbox"/> Technology . . . . .               | 3   |
| GIS 109   |     |

List of courses fulfilling general education requirements is on page 96.

### Core Courses Credits

- |                                   |  |   |
|-----------------------------------|--|---|
| <input type="checkbox"/> CADD 100 | Introduction to Computer-Aided Drafting . . . . .  | 3 |
| <input type="checkbox"/> CIT 211  | Microsoft Networking I, or Using Windows . . . . . | 3 |
| <input type="checkbox"/> COT 204  | Introduction to Programming . . . . .              | 3 |
| <input type="checkbox"/> CIT 129  | Introduction to Programming . . . . .              | 3 |
| <input type="checkbox"/> IS 201   | Computer Applications . . . . .                    | 3 |

### GIS Emphasis Courses Credits

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> GIS 110         | Principles of Cartography . . . . .      | 3 |
| <input type="checkbox"/> GIS 111         | Introduction to Remote Sensing . . . . . | 3 |
| <input type="checkbox"/> GIS 205         | GIS Applications . . . . .               | 3 |
| <input type="checkbox"/> GIS 212         | Intermediate ArcInfo . . . . .           | 3 |
| <input type="checkbox"/> GIS 270         | GIS Extensions . . . . .                 | 3 |
| <input type="checkbox"/> GIS 290         | Portfolios in GIS . . . . .              | 3 |
| <input type="checkbox"/> GIS Electives** | . . . . .                                | 3 |

### SUGGESTED COURSE SEQUENCE

#### AAS—Computer Office Technology

#### CADD/GIS Emphasis

#### GIS Emphasis

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
CADD 100	3	<input type="checkbox"/>
CIT 211 or COT 204	3	<input type="checkbox"/>
ENG 100 or ENG 107 or ENG 101	3	<input type="checkbox"/>
GIS 109	3	<input type="checkbox"/>
MATH 116 or MATH 120 or higher	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15.5</b>	
SPRING—2nd Semester	Credits	✓
ENG 108 or ENG 102	3	<input type="checkbox"/>
GIS 110	3	<input type="checkbox"/>
GIS 111	3	<input type="checkbox"/>
GIS 205	3	<input type="checkbox"/>
IS 201	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
FALL—3rd Semester	Credits	✓
CIT 129	3	<input type="checkbox"/>
GIS 270	3	<input type="checkbox"/>
PSC 103	3	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
GIS ELECTIVE**	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
SPRING—4th Semester	Credits	✓
GIS 212	3	<input type="checkbox"/>
GIS 290	3	<input type="checkbox"/>
HUMANITIES*	3	<input type="checkbox"/>
PSY 208	3	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

\*Select from page 96.      \*\*Select with adviser.      **Minimum Credits: 60.5**

\*\*Students must meet with GIS/CADD instructor to select an elective.



# Computer Office Technology

## 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 completed activities using a programming language.
- Identify, discuss, and apply elements and principles of design using tools ranging from traditional pen-and-paper to cutting-edge technology.
- Design professional-quality products for use in commercial 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 100 or ENG 101 and ENG 102 (recommended)	
<input type="checkbox"/> Mathematics . . . . .	3
MATH 116, 120 or higher or STAT 152	
<input type="checkbox"/> Science . . . . .	6
<input type="checkbox"/> Social Science . . . . .	3
<input type="checkbox"/> Human Relations . . . . .	3
<input type="checkbox"/> Humanities and Fine Arts . . . . .	3
ART 100 (recommended)	
<input type="checkbox"/> Technology . . . . .	3
GRC 119	

List of courses fulfilling general education requirements is on page 96.

Core Courses	Credits
CIT 211 Microsoft Networking I, or	
<input type="checkbox"/> COT 204 Using Windows . . . . .	3
<input type="checkbox"/> COT 151 Introduction to Microsoft Word . . . . .	3
<input type="checkbox"/> GRC 103 Introduction to Computer Graphics . . . . .	3
<input type="checkbox"/> GRC 156 Computer Illustration . . . . .	3

Emphasis Courses	Credits
<input type="checkbox"/> ART 101 Drawing I . . . . .	3
<input type="checkbox"/> ART 141 Introduction to Digital Photography . . . . .	3
<input type="checkbox"/> CIT 151 Beginning Web Development . . . . .	3
<input type="checkbox"/> COT 222 Desktop Publishing Using a Word Processing Program . . . . .	3
<input type="checkbox"/> GRC 101 Introduction to Graphic Communications . . . . .	3
<input type="checkbox"/> GRC 183 Electronic Imaging . . . . .	3
<input type="checkbox"/> GRC 256 Computer Illustration II . . . . .	3

### SUGGESTED COURSE SEQUENCE AAS—Computer Office Technology Graphic Communications Emphasis

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
CIT 211 or COT 204	3	<input type="checkbox"/>
COT 151	3	<input type="checkbox"/>
GRC 103	3	<input type="checkbox"/>
GRC 101	3	<input type="checkbox"/>
GRC 156	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15.5</b>	
SPRING—2nd Semester	Credits	✓
ART 141	3	<input type="checkbox"/>
CIT 151	3	<input type="checkbox"/>
GRC 119	3	<input type="checkbox"/>
GRC 183	3	<input type="checkbox"/>
GRC 256	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
FALL—3rd Semester	Credits	✓
ART 101	3	<input type="checkbox"/>
COT 222	3	<input type="checkbox"/>
ENG 107 or ENG 100 or ENG 101	3	<input type="checkbox"/>
MATH 116 or MATH 120 or higher	3	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
SPRING—4th Semester	Credits	✓
ART 100	3	<input type="checkbox"/>
ENG 108 or ENG 102	3	<input type="checkbox"/>
HUMAN RELATIONS*	3	<input type="checkbox"/>
PSC 103 or HIST 101 and HIST 102	3	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

\*Select from page 96.    \*\*Select with adviser.    **Minimum Credits: 60.5**

# Computer Office Technology

## Associate of Applied Science—Information Specialist Emphasis

### Student Learning Outcomes

Job titles: Database Administrator, Applications Programmer, Information System Manager.

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

- Effectively manage business data in its many different forms.
- Build interactive web applications showing good design.
- Use Visual Basic to build effective programs to handle data.

- Build effective workbooks and databases to solve business-oriented problems.
- Use GIS software to handle and display data.
- Handle hardware upgrades and problems in a business setting.
- Use computer networks and operation 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
<input type="checkbox"/> Mathematics . . . . .	3
MATH 116, 120 or higher or STAT 152	
<input type="checkbox"/> Science . . . . .	6
<input type="checkbox"/> Social Science . . . . .	3
<input type="checkbox"/> Human Relations . . . . .	3
<input type="checkbox"/> Humanities and Fine Arts . . . . .	3
<input type="checkbox"/> Technology . . . . .	3
IS 101 or GRC 119	

List of courses fulfilling general education requirements is on page 96.

Core Courses	Credits
<input type="checkbox"/> CIT 151 Beginning Web Development . . . . .	3
<input type="checkbox"/> CIT 211 Microsoft Networking I, or	
<input type="checkbox"/> COT 204 Using Windows . . . . .	3
<input type="checkbox"/> IS 201 Computer Applications . . . . .	3

Emphasis Courses	Credits
<input type="checkbox"/> CIT 110 A+ Hardware . . . . .	3
<input type="checkbox"/> CIT 112B Network + . . . . .	3
<input type="checkbox"/> CIT 129 Introduction to Programming . . . . .	3
<input type="checkbox"/> CIT 202B Excel Certification Preparation . . . . .	3
<input type="checkbox"/> CIT 203B Access Certification Preparation . . . . .	3
<input type="checkbox"/> CIT 261 VBA Programming for Microsoft Office . . . . .	3
<input type="checkbox"/> GIS 109 Fundamentals of GIS . . . . .	3
<input type="checkbox"/> Electives (select with department adviser) . . . . .	3

### SUGGESTED COURSE SEQUENCE

#### AAS—Computer Office Technology

#### Information Specialist Emphasis

<b>FALL—1st Semester</b>		<b>Credits</b>	✓
IS 101 or GRC 119	3		<input type="checkbox"/>
IS 201	3		<input type="checkbox"/>
CIT 112B	3		<input type="checkbox"/>
INT 100	0.5		<input type="checkbox"/>
ENG 107 or ENG 100 or ENG 101	3		<input type="checkbox"/>
SCIENCE*	3		<input type="checkbox"/>
<b>TOTAL</b>	<b>15.5</b>		
<b>SPRING—2nd Semester</b>		<b>Credits</b>	✓
COT 204 or CIT 211	3		<input type="checkbox"/>
CIT 110	3		<input type="checkbox"/>
ENG 108 or ENG 102	3		<input type="checkbox"/>
SCIENCE*	3		<input type="checkbox"/>
HUMANITIES*	3		<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>		
<b>FALL—3rd Semester</b>		<b>Credits</b>	✓
CIT 151	3		<input type="checkbox"/>
CIT 202B	3		<input type="checkbox"/>
CIT 129	3		<input type="checkbox"/>
PSC 103 or HIST 101 and HIST 102	3		<input type="checkbox"/>
MATH 116 or MATH 120 or higher	3		<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>		
<b>SPRING—4th Semester</b>		<b>Credits</b>	✓
GIS 109	3		<input type="checkbox"/>
CIT 203B	3		<input type="checkbox"/>
CIT 261	3		<input type="checkbox"/>
COMPUTER ELECTIVE**	3		<input type="checkbox"/>
HUMAN RELATIONS*	3		<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>		

\*Select from page 96.      \*\*Select with adviser.      **Minimum Credits: 60.5**

# Computer Office Technology

## 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 100 or 101 and ENG 102 (recommended)	
<input type="checkbox"/> Mathematics . . . . .	3
MATH 120 (recommended)	
<input type="checkbox"/> Science . . . . .	6
CHEM 100 and PHYS 151 (recommended)	
<input type="checkbox"/> Social Science . . . . .	3
<input type="checkbox"/> Human Relations . . . . .	3
BUS 110B (recommended)	
<input type="checkbox"/> Humanities and Fine Arts . . . . .	3
MUS 121 (recommended)	
<input type="checkbox"/> Technology . . . . .	3
IS 101 or GRC 119	

List of courses fulfilling general education requirements is on page 96.

Core Courses	Credits
<input type="checkbox"/> IS 201 Computer Applications . . . . .	3
<input type="checkbox"/> CIT 151 Beginning Web Development, or	
<input type="checkbox"/> CIT 129 Introduction to Programming . . . . .	3
<input type="checkbox"/> CIT 211 Microsoft Networking I . . . . .	3

Emphasis Courses	Credits
<input type="checkbox"/> CIT 112B Network + . . . . .	3
<input type="checkbox"/> CIT 212 Microsoft Networking II . . . . .	3
<input type="checkbox"/> CIT 213 Microsoft Networking III . . . . .	5
<input type="checkbox"/> CIT 214 Microsoft Networking IV . . . . .	4

#### Electives

Selection to be approved by CIT adviser. Must complete 8-10 credits.

<input type="checkbox"/> CIT 215* Microsoft Networking V . . . . .	3-5
--	-----

\*May be repeated up to four times with different topics and applied toward degree.

### SUGGESTED COURSE SEQUENCE AAS—Computer Office Technology Network Specialist Emphasis

<b>FALL—1st Semester</b>		<b>Credits</b>	✓
INT	100	0.5	<input type="checkbox"/>
CIT	112B	3	<input type="checkbox"/>
CIT	211	3	<input type="checkbox"/>
CIT	212	3	<input type="checkbox"/>
ENG	100 or ENG 101	3	<input type="checkbox"/>
MATH	120	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15.5</b>	
<b>SPRING—2nd Semester</b>		<b>Credits</b>	✓
CIT	213	5	<input type="checkbox"/>
CIT	214	4	<input type="checkbox"/>
CIT	215	3-5	<input type="checkbox"/>
ENG	102	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15-17</b>	
<b>FALL—3rd Semester</b>		<b>Credits</b>	✓
CIT	215	3-5	<input type="checkbox"/>
CIT	151 or CIT 129	3	<input type="checkbox"/>
IS	101 or GRC 119	3	<input type="checkbox"/>
PHYS	151	4	<input type="checkbox"/>
PSC	103	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16-18</b>	
<b>SPRING—4th Semester</b>		<b>Credits</b>	✓
CIT	215	3-5	<input type="checkbox"/>
BUS	110B	3	<input type="checkbox"/>
IS	201	3	<input type="checkbox"/>
CHEM	100	3	<input type="checkbox"/>
MUS	121	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15-17</b>	

\*Select from page 96.

\*\*Select with adviser.

**Minimum Credits: 61.5**

# Computer Office Technology

## Associate of Applied Science—Office Technology Emphasis

### Student Learning Outcomes

Job Titles: Office Administrator, Bookkeeper, Receptionist, Data Entry, Transcriptionist, Secretary, Clerk, and Word Processor.

- Understand bookkeeping and accounting principles.
- Confidently run an office.
- Be fluent in current technology and computer software programs.

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

- Use word processing, spreadsheets, and databases fluently.
- Use basic programming commands.

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation . . . . .	0.5
<input type="checkbox"/> English/Communications . . . . .	6
ENG 100 or ENG 101 and ENG 102 (recommended)	
<input type="checkbox"/> Mathematics . . . . .	3
MATH 116, MATH 120 or higher or STAT 152	
<input type="checkbox"/> Science . . . . .	6
<input type="checkbox"/> Social Science . . . . .	3
<input type="checkbox"/> Human Relations . . . . .	3
<input type="checkbox"/> Humanities and Fine Arts . . . . .	3
<input type="checkbox"/> Technology . . . . .	3
IS 101 or GRC 119	

List of courses fulfilling general education requirements is on page 96.

Core Courses	Credits
CIT 211 Microsoft Networking I, or	
<input type="checkbox"/> COT 204 Using Windows . . . . .	3
<input type="checkbox"/> IS 201 Computer Applications . . . . .	3
CIT 151 Beginning Web Development, or	
<input type="checkbox"/> CIT 129 Introduction to Programming . . . . .	3

Emphasis Courses	Credits
ACC 135B Bookkeeping I, or	
<input type="checkbox"/> ACC 201 Financial Accounting . . . . .	3
<input type="checkbox"/> CIT 201B Word Certification Preparation . . . . .	3
<input type="checkbox"/> CIT 202B Excel Certification Preparation . . . . .	3
<input type="checkbox"/> CIT 203B Access Certification Preparation . . . . .	3
<input type="checkbox"/> COT 102 Computer Keyboarding II . . . . .	3
COT 111 Transcribing Machines, or	
COT 122 Medical Typing and Transcription, or	
<input type="checkbox"/> COT 123 Legal Typing and Transcription . . . . .	3
<input type="checkbox"/> COT 151 Introduction to Microsoft Word . . . . .	3
<input type="checkbox"/> COT 240 Executive Office Procedures . . . . .	3

COT 222 Desktop Publishing Using a Word Processing Program, or	
<input type="checkbox"/> CADD 100 Introduction to Computer-Aided Drafting . . . . .	1-4

### SUGGESTED COURSE SEQUENCE AAS—Computer Office Technology Office Technology

<b>FALL—1st Semester</b>	<b>Credits</b>	✓
INT 100	0.5	<input type="checkbox"/>
COT 102	3	<input type="checkbox"/>
COT 151	3	<input type="checkbox"/>
COT 240	3	<input type="checkbox"/>
IS 101 or GRC 119	3	<input type="checkbox"/>
IS 201	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15.5</b>	
<b>SPRING—2nd Semester</b>	<b>Credits</b>	✓
ACC 135B or ACC 201	3	<input type="checkbox"/>
CIT 201B	3	<input type="checkbox"/>
CIT 203B	3	<input type="checkbox"/>
CIT 211 or COT 204	3	<input type="checkbox"/>
ENG 107 or ENG 100 or ENG 101	3	<input type="checkbox"/>
HUMANITIES*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>18</b>	
<b>FALL—3rd Semester</b>	<b>Credits</b>	✓
CIT 202B	3	<input type="checkbox"/>
COT 111 or COT122 or COT 123	3	<input type="checkbox"/>
COT 222 or CADD 100	1-4	<input type="checkbox"/>
ENG 108 or ENG 102	3	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>13.5-16</b>	
<b>SPRING—4th Semester</b>	<b>Credits</b>	✓
CIT 151 or CIT 129	3	<input type="checkbox"/>
HUMAN RELATIONS*	3	<input type="checkbox"/>
MATH 116 or MATH 120 or higher	3	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
PSC 103	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

\*Select from page 96.    \*\*Select with adviser.    **Minimum Credits: 63.5**

# Computer Office Technology

## Associate of Applied Science—Web Specialist Emphasis

### Student Learning Outcomes

Job Titles: Web Designer, Webmaster

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

- Build interactive web applications showing good design.
- Use Visual Basic to build programs handling data.
- Build and maintain databases.
- Build web pages using PHP and MySQL to process form data.
- Build eCommerce web sites.
- Maintain Internet services.
- Design and implement graphical page elements.

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation . . . . .	0.5
<input type="checkbox"/> English/Communications . . . . .	6
ENG 100 or ENG 101 and ENG 102 (recommended)	
<input type="checkbox"/> Mathematics . . . . .	3
MATH 116, MATH 120 or higher or STAT 152	
<input type="checkbox"/> Science . . . . .	6
<input type="checkbox"/> Social Science . . . . .	3
<input type="checkbox"/> Human Relations . . . . .	3
<input type="checkbox"/> Humanities and Fine Arts . . . . .	3
<input type="checkbox"/> Technology . . . . .	3
IS 101 or GRC 119	

List of courses fulfilling general education requirements is on page 96.

Core Courses	Credits
<input type="checkbox"/> CIT 151 Beginning Web Development . . . . .	3
<input type="checkbox"/> IS 201 Computer Applications . . . . .	3

Emphasis Courses	Credits
<input type="checkbox"/> CIT 112B Network + . . . . .	3
<input type="checkbox"/> CIT 129 Introduction to Programming . . . . .	3
<input type="checkbox"/> CIT 152 Web Script Language Programming . . . . .	3
<input type="checkbox"/> CIT 174 Linux System Administration . . . . .	3
<input type="checkbox"/> CIT 203B Access Certification Preparation . . . . .	3
<input type="checkbox"/> CIT 211 Microsoft Networking I, or	
<input type="checkbox"/> COT 204 Using Windows . . . . .	3
<input type="checkbox"/> CIT 252 Web Database Development . . . . .	3
<input type="checkbox"/> GRC 119 Computer Graphics/Digital Multimedia . . . . .	3
<input type="checkbox"/> GRC 183 Electronic Imaging . . . . .	3

### SUGGESTED COURSE SEQUENCE

#### AAS—Computer Office Technology

#### Web Specialist Emphasis

<b>FALL—1st Semester</b>		<b>Credits</b>	✓
IS 101	3		<input type="checkbox"/>
IS 201	3		<input type="checkbox"/>
CIT 151	3		<input type="checkbox"/>
CIT 129	3		<input type="checkbox"/>
INT 100	0.5		<input type="checkbox"/>
MATH 116 or MATH 120 or higher	3		<input type="checkbox"/>
ENG 107 or ENG 100 or ENG 101	3		<input type="checkbox"/>
<b>TOTAL</b>	<b>18.5</b>		
<b>SPRING—2nd Semester</b>		<b>Credits</b>	✓
CIT 152	3		<input type="checkbox"/>
CIT 203B	3		<input type="checkbox"/>
GRC 119	3		<input type="checkbox"/>
ENG 108 or ENG 102	3		<input type="checkbox"/>
HUMANITIES*	3		<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>		
<b>FALL—3rd Semester</b>		<b>Credits</b>	✓
CIT 112B	3		<input type="checkbox"/>
CIT 211 or COT 204	3		<input type="checkbox"/>
CIT 252	3		<input type="checkbox"/>
SCIENCE*	3		<input type="checkbox"/>
SOCIAL SCIENCES*	3		<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>		
<b>SPRING—4th Semester</b>		<b>Credits</b>	✓
CIT 174	3		<input type="checkbox"/>
GRC 183	3		<input type="checkbox"/>
HUMAN RELATIONS*	3		<input type="checkbox"/>
SCIENCE*	3		<input type="checkbox"/>
<b>TOTAL</b>	<b>12</b>		

\*Select from page 96.    \*\*Select with adviser.    **Minimum Credits: 60.5**

# Criminal Justice

## Associate of Applied Science—Corrections Emphasis

### Student Learning Outcomes

The purpose of GBC's Criminal Justice Program is to assist students in the understanding of the intersection of biography and history within social structures related to the criminal justice system, as well as how to be a reflective, proficient, and active agent within these systems.

Graduates of the AAS in Criminal Justice Corrections degree program will have the knowledge and skills to:

- Identify and analyze the major components of the American criminal justice system.
- Describe and analyze the legal framework within which the criminal justice system is embedded.
- Critically analyze factors involved in the relationships among justice system professionals, the clientele of the justice system, and the public.
- Describe and evaluate the historical factors affecting the structure of the criminal justice system.
- Understand supervision theories of rehabilitation and retribution and their application to offenders.
- Understand and apply state and federal law to corrections situations.

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation .....	0.5
<input type="checkbox"/> English/Communications .....	6
ENG 100 or ENG 101 and ENG 102 (recommended)	
<input type="checkbox"/> Mathematics .....	3
MATH 116, MATH 120 or higher or STAT 152	
<input type="checkbox"/> Science .....	6
BIOL 190, ANTH 102, BIOL, CHEM (recommended)	
<input type="checkbox"/> Social Science .....	3
<input type="checkbox"/> Human Relations .....	3
PSY 208 or MGT 283	
<input type="checkbox"/> Humanities and Fine Arts .....	3
<input type="checkbox"/> Technology .....	3
GIS 109, GRC 119 or IS 101	

List of courses fulfilling general education requirements is on page 96.

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 215 Probation and Parole .....	3
CRJ 226 Prevention and Control of Delinquency, or	
<input type="checkbox"/> SOC 433 Juvenile Delinquency .....	3
<input type="checkbox"/> Related Area Electives (select with adviser) .....	12

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 205, INT 301, ECON 311, PHIL 311, PSY 101, PSY 441, PSY 460, SOC 101, SOC 205, (or higher), SPAN 112 (or higher)

#### SUGGESTED COURSE SEQUENCE AAS—Criminal Justice, Corrections Emphasis

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
BIOL 190	4	<input type="checkbox"/>
CRJ 104	3	<input type="checkbox"/>
CRJ 164	3	<input type="checkbox"/>
ENG 100 or ENG 101	3	<input type="checkbox"/>
MATH 116 or MATH 120 or higher	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>16.5</b>	

SPRING—2nd Semester	Credits	✓
CRJ 106	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"/>
<b>TOTAL</b>	<b>15</b>	

FALL—3rd Semester	Credits	✓
CRJ 215	3	<input type="checkbox"/>
CRJ 230	3	<input type="checkbox"/>
PSC 103	3	<input type="checkbox"/>
ANTH 102, CHEM, BIOL	3-4	<input type="checkbox"/>
ELECTIVE**	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15-16</b>	

SPRING—4th Semester	Credits	✓
CRJ 226 or SOC 433	3	<input type="checkbox"/>
CRJ 270	3	<input type="checkbox"/>
HUMANITIES*	3	<input type="checkbox"/>
PSY 208 or MGT 283	3	<input type="checkbox"/>
ELECTIVE**	6	<input type="checkbox"/>
<b>TOTAL</b>	<b>18</b>	

\*Select from page 96. \*\*Select with adviser. **Minimum Credits: 63.5**

# Criminal Justice

## Associate of Applied Science—Law Enforcement Emphasis

### Student Learning Outcomes

The purpose of GBC's Criminal Justice Program is to assist students in the understanding of the intersection of biography and history within social structures related to the criminal justice system, as well as how to be a reflective, proficient, and active agent within these systems.

Graduates of the AAS in Criminal Justice Law Enforcement degree program will have the knowledge and skills to:

- Critically analyze factors involved in the causation of crime.
- Describe and demonstrate proficiency in basic investigative techniques.
- Understand the application of state and federal law to law enforcement situations.
- Describe the application of state proficiency in basic policing skills.
- Identify and analyze the major components of the American criminal justice system.
- Analyze the relationships between biology, the physical environment, and anti-social human behavior.
- Critically analyze factors involved in the relationships among justice system professionals, the clientele of the justice system, and the public.

#### General Education Requirements Credits

- GBC Orientation . . . . . 0.5
- English/Communications . . . . . 6  
ENG 100 or ENG 101 and ENG 102 (recommended)
- Mathematics . . . . . 3  
MATH 116, 120 or higher or STAT 152
- Science . . . . . 6  
BIOL 190, ANTH 102, BIOL, CHEM  
(recommended)
- Social Science . . . . . 3
- Human Relations . . . . . 3  
PSY 208 or MGT 283
- Humanities and Fine Arts . . . . . 3
- Technology . . . . . 3  
GIS 109, GRC 119 or IS 101

List of courses fulfilling general education requirements is on page 96.

#### Core Courses Credits

- CRJ 104 Introduction to Administration of Justice . . . . . 3
- CRJ 164 Introduction to Criminal Investigation . . . 3
- CRJ 220 Criminal Procedures . . . . . 3
- CRJ 230 Criminal Law . . . . . 3
- CRJ 270 Introduction to Criminology . . . . . 3

#### Emphasis Courses Credits

- CRJ 120 Community Relations . . . . . 3
- CRJ 211 Police in America . . . . . 3
- CRJ 214 Principles of Police Patrol Techniques . . 3
- CRJ 265 Introduction to Physical Evidence . . . . . 3
- Related Area Electives (select with adviser) . . . . . 9

Any two of the following courses (if NOT used to satisfy other requirements for the AAS degree) may be used to satisfy three semester credit hours of area related electives for the Law Enforcement Emphasis:

ANTH 205, INT 301, ECON 311, PHIL 311, PSY 101, PSY 441, SOC 101, SOC 205, SPAN 112 (or higher)

#### SUGGESTED COURSE SEQUENCE

##### AAS—Criminal Justice, Law Enforcement Emphasis

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
BIOL 190	4	<input type="checkbox"/>
CRJ 104	3	<input type="checkbox"/>
CRJ 164	3	<input type="checkbox"/>
ENG 100 or ENG 101	3	<input type="checkbox"/>
MATH 116 or MATH 120 or higher	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>16.5</b>	

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"/>
<b>TOTAL</b>	<b>15</b>	

FALL—3rd Semester	Credits	✓
CRJ 211	3	<input type="checkbox"/>
CRJ 230	3	<input type="checkbox"/>
PSC 103	3	<input type="checkbox"/>
ANTH 102, CHEM, BIOL	3-4	<input type="checkbox"/>
ELECTIVE**	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15-16</b>	

SPRING—4th Semester	Credits	✓
CRJ 214	3	<input type="checkbox"/>
CRJ 265	3	<input type="checkbox"/>
CRJ 270	3	<input type="checkbox"/>
HUMANITIES*	3	<input type="checkbox"/>
PSY 208 or MGT 283	3	<input type="checkbox"/>
ELECTIVE**	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>18</b>	

\*Select from page 96.    \*\*Select with adviser.    **Minimum Credits: 63.5**

# Diesel Technology

## Associate of Applied Science

### Student Learning Outcomes

Diesel Technology is a complex field and demands highly skilled technicians. Completion of the program prepares students with specialized training in the repairing, maintaining, troubleshooting, reconditioning, and rebuilding of diesel vehicles and equipment. GBC's program includes extensive classroom lecture and laboratory training on state-of-the-art equipment, as well as training in customer service and report writing.

Graduates of the AAS in Diesel Technology Program will have the knowledge and skills to:

- Analyze and solve problems related to heavy equipment operation.
- Identify diesel engine design and maintain, repair, and troubleshoot them.
- Demonstrate proper use of tools related to the repair and maintenance of heavy equipment.
- Identify, repair, and maintain mobile equipment with hydraulic systems.

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation	0.5
<input type="checkbox"/> English/Communications	6
<input type="checkbox"/> Mathematics	3
MATH 116, 120 or higher or STAT 152	
<input type="checkbox"/> Science	8.5
CHEM 100, ENV 100, PHYS 100, or PHYS 107B IT 208B (required, 5.5 credits)	
<input type="checkbox"/> Social Science	3
PSC 103, or HIST 101 and HIST 102	
<input type="checkbox"/> Human Relations	3
<input type="checkbox"/> Humanities and Fine Arts	3
<input type="checkbox"/> Technology	3
DT 101B, MTL 212, or MTL 213	

List of courses fulfilling general education requirements is on page 96.

Emphasis Courses	Credits
<input type="checkbox"/> DT 100B Shop Practices	1.5
<input type="checkbox"/> DT 101B Basic Diesel Engines	4
<input type="checkbox"/> DT 102B Basic Vehicle Electronics	6.5
<input type="checkbox"/> DT 105B Mobile Air Conditioning	2.5
<input type="checkbox"/> DT 106B Heavy Equipment Transmission and Power Train	5.5
<input type="checkbox"/> DT 201B Diesel Brakes and Pneumatics	2.5
<input type="checkbox"/> DT 202B Diesel Fuel Systems and Troubleshooting	5.5
<input type="checkbox"/> DT 203B Diesel Shop Management	1.5
<input type="checkbox"/> DT 210B Advanced Diesel Engines	4
<input type="checkbox"/> DT 215B Electronic Diesel Engines	5.5
<input type="checkbox"/> MTL 212 Welding I	3
<input type="checkbox"/> MTL 213 Welding II	3
<input type="checkbox"/> IT 209B Principles of Rigging	2
(Not required but recommended)	

### SUGGESTED COURSE SEQUENCE AAS—Diesel Technology

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
DT 100B	1.5	<input type="checkbox"/>
DT 102B	6.5	<input type="checkbox"/>
DT 201B	2.5	<input type="checkbox"/>
DT 203B	1.5	<input type="checkbox"/>
ENGLISH*	3	<input type="checkbox"/>
MATH 116 or higher	3	<input type="checkbox"/>
PSC 103 or HIST 101 and HIST 102	3	<input type="checkbox"/>
HUMAN RELATIONS*	3	<input type="checkbox"/>
IT 208B	5.5	<input type="checkbox"/>
MTL 212	3	<input type="checkbox"/>
HUMANITIES*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>36-41</b>	
SPRING—2nd Semester	Credits	✓
DT 101B	4	<input type="checkbox"/>
DT 202B	5.5	<input type="checkbox"/>
DT 215B	5.5	<input type="checkbox"/>
DT 105B	2.5	<input type="checkbox"/>
DT 210B	4	<input type="checkbox"/>
DT 106B	5.5	<input type="checkbox"/>
ENGLISH*	3	<input type="checkbox"/>
MTL 213	3	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>36</b>	

\*Select from page 96.

\*\*Select with adviser.

**Minimum Credits: 72**

This program follows a 48-week, non-traditional schedule. Classes are scheduled from August, 2006 through June, 2007.



# Diesel Technology

## Certificate of Achievement Program

### Student Learning Outcomes

The Diesel-Technical Arts Certificate of Achievement Program is designed for the student who desires a highly technical, 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.

#### Certificate of Achievement Requirements Credits

<input type="checkbox"/>	INT	100	Orientation . . . . .	0.5
<input type="checkbox"/>	DT	100B	Shop Practices . . . . .	1.5
<input type="checkbox"/>	DT	101B	Basic Diesel Engines . . . . .	4
<input type="checkbox"/>	DT	102B	Basic Vehicle Electronics . . . . .	6.5
<input type="checkbox"/>	DT	105B	Mobile Air Conditioning . . . . .	2.5
<input type="checkbox"/>	DT	106B	Heavy Equipment Transmission and Power Train . . . . .	5.5
<input type="checkbox"/>	DT	201B	Diesel Brakes and Pneumatics . . . . .	2.5
<input type="checkbox"/>	DT	202B	Diesel Fuel Systems and Troubleshooting . . . . .	5.5
<input type="checkbox"/>	DT	203B	Diesel Shop Management . . . . .	1.5
<input type="checkbox"/>	DT	210B	Advanced Diesel Engines . . . . .	4
<input type="checkbox"/>	DT	215B	Electronic Diesel Engines . . . . .	5.5
<input type="checkbox"/>	IT	208B	Fluid Power . . . . .	5.5
<input type="checkbox"/>	MTL	212	Welding I . . . . .	3
<input type="checkbox"/>	MTL	213	Welding II . . . . .	3

#### Communications

- English-Communications. Determined by placement testing . . . . . 3  
 ENG 107, ENG 108, COM 113, or ENG 100 or 101.

#### Computation

- TA 108B Applied Math for Technicians . . . . . 3  
 (or determined by placement test)

#### Human Relations

Choose one of the following:

- BUS 110B Human Relations for Employment,  
 PSY 208 Psychology of Human Relations, or  
 MGT 283 Personnel Administration, . . . . . 1-3

#### SUGGESTED COURSE SEQUENCE Certificate of Achievement —Diesel Technology

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
DT 100B	1.5	<input type="checkbox"/>
DT 102B	6.5	<input type="checkbox"/>
DT 201B	2.5	<input type="checkbox"/>
DT 203B	1.5	<input type="checkbox"/>
COMPUTATION**	3	<input type="checkbox"/>
ENGLISH*	3	<input type="checkbox"/>
HUMAN RELATIONS*	1-3	<input type="checkbox"/>
IT 208B	5.5	<input type="checkbox"/>
MTL 212	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>28-32</b>	
SPRING—2nd Semester	Credits	✓
DT 101B	4	<input type="checkbox"/>
DT 105B	2.5	<input type="checkbox"/>
DT 106B	5.5	<input type="checkbox"/>
DT 202B	5.5	<input type="checkbox"/>
DT 210B	4	<input type="checkbox"/>
DT 215B	5.5	<input type="checkbox"/>
MTL 213	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>30</b>	

\*Select from page 96.

\*\*Select with adviser.

**Minimum Credits: 58**

# Early Childhood Education

## Associate of Applied Science

### Student Learning Outcomes

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

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

Graduates of the AAS degree in Early Childhood Education will have the knowledge and skills 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.

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 (MATH 120 preferred)	
<input type="checkbox"/> Science (Not PHYS 107) . . . . .	6
<input type="checkbox"/> Social Science . . . . .	3
<input type="checkbox"/> Human Relations (MGT 283 or PSY 208) . . . . .	3
<input type="checkbox"/> Humanities and Fine Arts . . . . .	3
<input type="checkbox"/> Technology (COT 210) . . . . .	3

List of courses fulfilling general education requirements is on page 96.

Emphasis Courses	Credits
<input type="checkbox"/> ECE 123 Health and Nutrition for Young Children	1
<input type="checkbox"/> ECE 131 Introduction to Teaching the Young Child . . . . .	3
<input type="checkbox"/> ECE 167 Child Abuse and Neglect . . . . .	1
<input type="checkbox"/> ECE 168 Infectious Disease and First Aid in Child Care . . . . .	1
<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 240 Administration of the Preschool . . . . .	3
<input type="checkbox"/> ECE 251 Curriculum in Early Childhood Education . . . . .	3
<input type="checkbox"/> ECE 262 Early Childhood and Literacy Development . . . . .	3

\*Four credits per semester

Additional Program Requirements	
<input type="checkbox"/> HDFS 201 Lifespan Human Development . . . . .	3
<input type="checkbox"/> HDFS 232 Diversity in Children . . . . .	3
<input type="checkbox"/> Electives (select with adviser) . . . . .	1

Recommended Course	
<input type="checkbox"/> NUTR 121 Human Nutrition . . . . .	3

**Select one from the following:**

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

#### SUGGESTED COURSE SEQUENCE AAS—Early Childhood Education

FALL—1st Semester	Credits	
INT 100	0.5	<input checked="" type="checkbox"/>
ECE 131	3	<input type="checkbox"/>
ECE 204	3	<input type="checkbox"/>
HUMANITIES*	3	<input type="checkbox"/>
ENGLISH*	3	<input type="checkbox"/>
COT 210	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15.5</b>	

SPRING—2nd Semester	Credits	
ECE 123	1	<input checked="" type="checkbox"/>
ECE 251	3	<input type="checkbox"/>
ECE 200	3	<input type="checkbox"/>
ENGLISH*	3	<input type="checkbox"/>
MATHEMATICS*	3	<input type="checkbox"/>
COT 151 or IS 101	3	<input type="checkbox"/>
ELECTIVE**	1	<input type="checkbox"/>
<b>TOTAL</b>	<b>17</b>	

FALL—3rd Semester	Credits	
HDFS 201	3	<input checked="" type="checkbox"/>
ECE 231	3	<input type="checkbox"/>
HDFS 232	3	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
MGT 283 or PSY 208	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

SPRING—4th Semester	Credits	
ECE 167	1	<input checked="" type="checkbox"/>
ECE 168	1	<input type="checkbox"/>
ECE 231	3	<input type="checkbox"/>
ECE 240	3	<input type="checkbox"/>
ECE 262	3	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
PSC 103 or HIST 101 and HIST 102	3-6	<input type="checkbox"/>
<b>TOTAL</b>	<b>17-20</b>	

\*Select from page 96.    \*\*Select with adviser.    **Minimum Credits: 64.5**

# Early Childhood Education

## Certificate of Achievement Program

### 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

- INT 100 Orientation (recommended) . . . . . 0.5
- ECE 131 Introduction to Teaching the Young Child . . . . . 3
- ECE 167 Child Abuse and Neglect . . . . . 1
- ECE 168 Infectious Diseases and First Aid in Child Care . . . . . 1
- ECE 200 The Exceptional Child . . . . . 3
- ECE 204 Principles of Child Guidance . . . . . 3
- ECE 231 Preschool Practicum: Early Childhood Lab (Field Experience) . . . . . 3
- ECE 251 Curriculum in Early Childhood Education . . . . . 3
- HDFS 201 Lifespan Human Development . . . . . 3
- HDFS 232 Diversity in Children . . . . . 3

#### Communications

- ENG 100 Composition—Enhanced, or
- ENG 101 Composition I . . . . . 3
- ENG 102 Composition II . . . . . 3

#### Computation

- MATH 116 or higher or STAT 152 (MATH 120 preferred) . . . . . 3

#### Human Relations

Choose one of the following:

- PSY 208 Psychology of Human Relations, or
- MGT 283 Personnel Administration . . . . . 3

#### Technology

- IS 101 Introduction to Information Systems . . . . . 3

### SUGGESTED COURSE SEQUENCE

#### Certificate of Achievement Program

#### Early Childhood Education

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
ECE 131	3	<input type="checkbox"/>
ECE 204	3	<input type="checkbox"/>
ENG 100 or ENG 101	3	<input type="checkbox"/>
IS 101	3	<input type="checkbox"/>
PSY 208 or MGT 283	3	<input type="checkbox"/>
MATH 116 or higher	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>18.5</b>	

SPRING—2nd Semester	Credits	✓
ECE 167	1	<input type="checkbox"/>
ECE 168	1	<input type="checkbox"/>
ECE 200	3	<input type="checkbox"/>
ECE 251	3	<input type="checkbox"/>
ECE 231	3	<input type="checkbox"/>
ENG 102	3	<input type="checkbox"/>
HDFS 201	3	<input type="checkbox"/>
HDFS 232	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>20</b>	

\*Select from page 96.    \*\*Select with adviser.    **Minimum Credits: 38.5**

# Electrical Systems/Instrumentation Technology Programs

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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.

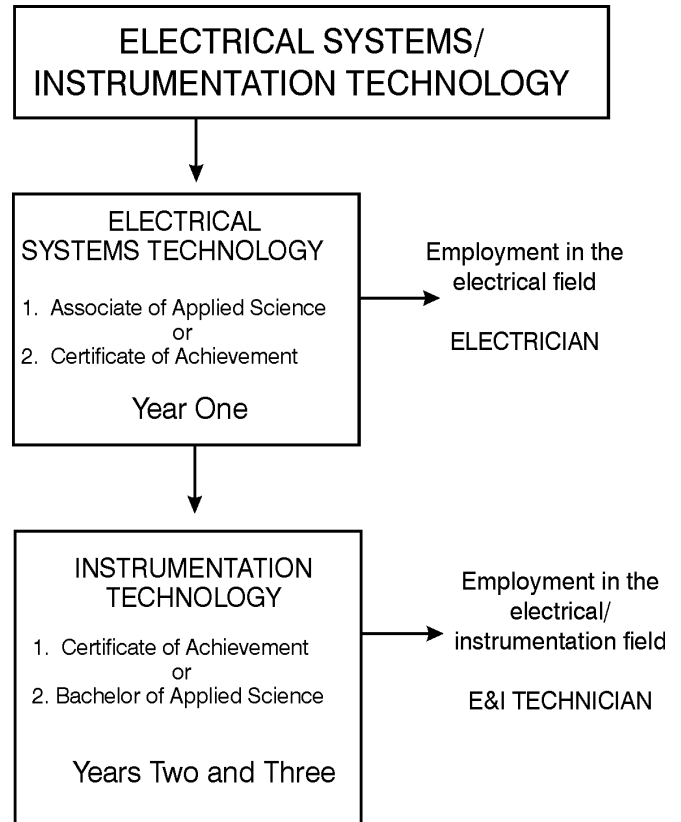
Preparation of learning outcomes in our department include a thorough study of industry requirements for the trade (particularly with ISA, Instrumentation Systems and Process Automation). This organization is the default standard in instrumentation for the country and most of the industrialized world. 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 110B or PSY 208
3. ENG 100 or 101, ENG 107, or ENG 108  
determined by placement testing

## Industrial Energy Efficiency

Upon approval by the NSHE Board of Regents (expected in the summer of 2006), Great Basin College will offer a two-year program leading to an Associate of Applied Science Degree in Industrial Energy Efficiency. For more information, contact the Dean of Applied Sciences, 775.753.2217.



# Electrical Systems Technology

## Associate of Applied Science

### Student Learning Outcomes

This program prepares graduates to work in diverse industries including mining, manufacturing, power plants, power distribution, construction, sales, machine control, water resource management, and gaming.

Graduates of the Electrical Systems Technology AAS degree program will have the knowledge and skills to:

- Analyze and interpret graphical information found on schematics, blueprints, and diagrams.

- Identify, use, and maintain motor and computer-based control systems.
- Have a firm understanding of theories that apply to the electrical trade.
- Interpret and apply the National Electrical Code to electrical installations.
- Demonstrate the proper use of tools used in the electrical field and industry.
- Design, construct, and troubleshoot various electrical systems used in commercial and industrial settings.

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 . . . . .	7
PHYS 100 (3 credits) and ELM 112B (4 credits)	
<input type="checkbox"/> Social Science . . . . .	3
<input type="checkbox"/> Human Relations . . . . .	3
<input type="checkbox"/> Humanities and Fine Arts . . . . .	3
<input type="checkbox"/> Technology . . . . .	3
ELM 120	

List of courses fulfilling general education requirements is on page 96.

Emphasis Courses	Credits
<input type="checkbox"/> ELM 120 Low Voltage Systems . . . . .	3
<input type="checkbox"/> ELM 121B Circuit Design . . . . .	2.5
<input type="checkbox"/> ELM 122B AC Theory . . . . .	4
<input type="checkbox"/> ELM 123B Solid State . . . . .	2.5
<input type="checkbox"/> ELM 124B DC Generators, Motors, and Controls . . . . .	2
<input type="checkbox"/> ELM 125B AC Motors and Alternators . . . . .	2
<input type="checkbox"/> ELM 126B Motor Maintenance . . . . .	2
<input type="checkbox"/> ELM 127B Introduction to AC Controls . . . . .	2.5
<input type="checkbox"/> ELM 128B Transformers and Industrial Lighting . . . . .	4
<input type="checkbox"/> ELM 131B National Electric Code . . . . .	2.5
<input type="checkbox"/> ELM 132B Digital Concepts . . . . .	2.5
<input type="checkbox"/> ELM 133B Advanced AC Controls . . . . .	4
<input type="checkbox"/> ELM 134B Introduction to Programmable Logic Controllers . . . . .	2.5
<input type="checkbox"/> ELM 135B National Electric Code 430 . . . . .	1
<input type="checkbox"/> ELM 136B Programmable Controllers Applications . . . . .	2.5

<input type="checkbox"/> ELM 141B Blueprint Reading . . . . .	2
<input type="checkbox"/> ELM 142B Raceways . . . . .	2.5
<input type="checkbox"/> ELM 143B Wiring Techniques . . . . .	4

### SUGGESTED COURSE SEQUENCE AAS—Electrical Systems Technology

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
ELM 112B	4	<input type="checkbox"/>
ELM 121B	2.5	<input type="checkbox"/>
ELM 122B	4	<input type="checkbox"/>
ELM 142B	2.5	<input type="checkbox"/>
ELM 120	3	<input type="checkbox"/>
ELM 123B	2.5	<input type="checkbox"/>
ELM 128B	4	<input type="checkbox"/>
ELM 132B	2.5	<input type="checkbox"/>
ELM 141B	2	<input type="checkbox"/>
ENGLISH**	3	<input type="checkbox"/>
PSC 103 or HIST 101 and HIST 102	3	<input type="checkbox"/>
HUMAN RELATIONS*	3	<input type="checkbox"/>
HUMANITIES*	3	<input type="checkbox"/>
MATH 116 or higher	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>42.5</b>	
SPRING—2nd Semester	Credits	✓
ELM 131B	2.5	<input type="checkbox"/>
ELM 127B	2.5	<input type="checkbox"/>
ELM 124B	2	<input type="checkbox"/>
ELM 133B	4	<input type="checkbox"/>
ELM 125B	2	<input type="checkbox"/>
ELM 135B	1	<input type="checkbox"/>
ELM 134B	2.5	<input type="checkbox"/>
ELM 136B	2.5	<input type="checkbox"/>
ELM 143B	4	<input type="checkbox"/>
ELM 126B	2	<input type="checkbox"/>
ENGLISH**	3	<input type="checkbox"/>
PHYS 100	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>31</b>	

\*Select from page 96.      \*\*Select with adviser.      **Minimum Credits: 73.5**

This program follows a 48-week, non-traditional schedule. Classes are scheduled from August, 2006 through June, 2007.

# Electrical Systems Technology

## Certificate of Achievement

### Student Learning Outcomes

The Electrical Systems Technology Certificate of Achievement Program is designed for the 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.

#### Certificate of Achievement Requirements

#### Credits

- |                          |          |  |     |
|--------------------------|----------|--|-----|
| <input type="checkbox"/> | ELM 112B | Electrical Theory, DC                          | 4   |
| <input type="checkbox"/> | ELM 120  | Low Voltage Systems                            | 3   |
| <input type="checkbox"/> | ELM 121B | Circuit Design                                 | 2.5 |
| <input type="checkbox"/> | ELM 122B | AC Theory                                      | 4   |
| <input type="checkbox"/> | ELM 123B | Solid State                                    | 2.5 |
| <input type="checkbox"/> | ELM 124B | DC Generators, Motors, and Controls            | 2   |
| <input type="checkbox"/> | ELM 125B | AC Motors and Alternators                      | 2   |
| <input type="checkbox"/> | ELM 126B | Motor Maintenance                              | 2   |
| <input type="checkbox"/> | ELM 127B | Introduction to AC Controls                    | 2.5 |
| <input type="checkbox"/> | ELM 128B | Transformers and Industrial Lighting           | 4   |
| <input type="checkbox"/> | ELM 131B | National Electric Code                         | 2.5 |
| <input type="checkbox"/> | ELM 132B | Digital Concepts                               | 2.5 |
| <input type="checkbox"/> | ELM 133B | Advanced AC Controls                           | 4   |
| <input type="checkbox"/> | ELM 134B | Introduction to Programmable Logic Controllers | 2.5 |
| <input type="checkbox"/> | ELM 135B | National Electric Code 430                     | 1   |
| <input type="checkbox"/> | ELM 136B | Programmable Controllers Applications          | 2.5 |
| <input type="checkbox"/> | ELM 141B | Blueprint Reading                              | 2   |
| <input type="checkbox"/> | ELM 142B | Raceways                                       | 2.5 |
| <input type="checkbox"/> | ELM 143B | Wiring Techniques                              | 4   |
| <input type="checkbox"/> | INT 100  | GBC Orientation                                | 0.5 |

#### Communications

- English-Communications. Determined by placement testing . . . . . 3  
 ENG 107, ENG 108, ENG 100 or 101, or COM 113.

#### Computation

- TA 108B Applied Math for Technicians . . . . . 3  
 (or determined by placement test)

#### Human Relations

Choose one of the following:

- |                          |          |                                    |     |
|--------------------------|----------|------------------------------------|-----|
| <input type="checkbox"/> | BUS 110B | Human Relations for Employment,    |     |
| <input type="checkbox"/> | PSY 208  | Psychology for Human Relations, or |     |
| <input type="checkbox"/> | MGT 283  | Personnel Administration           | 1-3 |

### SUGGESTED COURSE SEQUENCE

#### Certificate of Achievement Electrical Systems Technology

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
ELM 112B	4	<input type="checkbox"/>
ELM 120	3	<input type="checkbox"/>
ELM 121B	2.5	<input type="checkbox"/>
ELM 122B	4	<input type="checkbox"/>
ELM 142B	2.5	<input type="checkbox"/>
ELM 123B	2.5	<input type="checkbox"/>
ELM 128B	4	<input type="checkbox"/>
ELM 132B	2.5	<input type="checkbox"/>
ELM 141B	2	<input type="checkbox"/>
ENGLISH**	3	<input type="checkbox"/>
COMPUTATION**	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>33.5</b>	
SPRING—2nd Semester	Credits	✓
ELM 124B	2	<input type="checkbox"/>
ELM 125B	2	<input type="checkbox"/>
ELM 126B	2	<input type="checkbox"/>
ELM 127B	2.5	<input type="checkbox"/>
ELM 131B	2.5	<input type="checkbox"/>
ELM 133B	4	<input type="checkbox"/>
ELM 134B	2.5	<input type="checkbox"/>
ELM 135B	1	<input type="checkbox"/>
ELM 136B	2.5	<input type="checkbox"/>
ELM 143B	4	<input type="checkbox"/>
HUMAN RELATIONS**	1-3	<input type="checkbox"/>
<b>TOTAL</b>	<b>26-28</b>	

\*Select from page 96.    \*\*Select with adviser.    **Minimum Credits: 59.5**

# Instrumentation Technology

## Certificate of Achievement

### Student Learning Outcomes

The knowledge and skills taught in the Instrumentation Technology Certificate of Achievement Program were developed through a study of industry requirements for the trade, particularly with the association, Instrumentation Systems and Process Automation. Additional input was given by the advisory board, and members of local industries, mines, and government agencies.

Graduates of the Instrumentation Certificate Program will have the knowledge and skills to:

- Understand the role of measurement and control in industrial processes.
- Interpret measurement and control terminology.
- Compare the methods of devices used in temperature, pressure, level, flow, and analytical measurement.
- Understand the operation and components of a feedback control loop.
- Apply ISA standards to interpret symbols and documentation.
- Connect, calibrate, and operate various measurement and testing devices.
- Interpret manufacturer's instructions to correctly install and maintain pneumatic instruments.
- Build and tune a feedback control loop and apply the concepts of PID control.
- Calibrate and align pressure and temperature transmitters, calculating span and range values for various applications.

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 110B or PSY 208
3. ENG 100 or ENG 101, ENG 107, ENG 108, or COM 113, determined by placement testing.

Non-traditional credit or credit by examination may be possible. See an adviser for more information.

Certificate of Achievement Requirements	Credits
<input type="checkbox"/> EIT 233 Introduction to Instrumentation . . . . .	4
<input type="checkbox"/> EIT 315 Pressure, Level, Flow Measurement and Control . . . . .	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 Valves, Actuators, Regulators—Characteristic and Applications . . . . .	2
<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 438 Electronic Devices in Instrumentation . . . . .	2
<input type="checkbox"/> EIT 468 Advanced Control Systems . . . . .	3
<input type="checkbox"/> MGT 441 Operational Quality Control and Problem Solving . . . . .	3

#### Communications

- English-Communications. Determined by placement testing . . . . . 3
- ENG 107, ENG 108, ENG 100 or 101, or COM 113.

#### Computation

- TA 108B Applied Math for Technicians . . . . . 3
- (or determined by placement test)

#### Human Relations

- Choose one of the following:
- BUS 110B Human Relations for Employment,
  - PSY 208 Psychology for Human Relations, or
  - MGT 283 Personnel Administration . . . . . 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 336	2	<input type="checkbox"/>
ENGLISH**	3	<input type="checkbox"/>
COMPUTATION**	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15-21</b>	
SPRING—2nd Semester	Credits	✓
EIT 348	3	<input type="checkbox"/>
EIT 368	2	<input type="checkbox"/>
EIT 437	3	<input type="checkbox"/>
EIT 438	2	<input type="checkbox"/>
EIT 468	3	<input type="checkbox"/>
MGT 441	3	<input type="checkbox"/>
HUMAN RELATIONS*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>16-19</b>	

\*Select from page 96.      \*\*Select with adviser.      **Minimum Credits: 31-40**

# Industrial Plant Mechanics

## Associate of Applied Science

### Student Learning Outcomes

Upon successful completion of the Industrial Plant Mechanics Program, the student will have the skills to:

- Operate a lathe and mill-machine to produce simple machine parts.
- Read and interpret standard blueprints and drawings of industrial equipment.
- Align shafts to within + or - 0.001" using three different methods of alignment.
- Identify and correct cavitation in fluid handling pumps.
- Set up a preventative maintenance schedule for industrial equipment.
- Rebuild and replace components in fluid and air handling systems.
- Replace bearings and seals in a non-destructive manner.

- Take electrical measurements on single- and three-phase power equipment.
- Replace defective components in a fluid power system.
- Identify failure causes in industrial equipment using vibration analysis and the root cause analysis tree.
- Identify and correct unbalance in rotating equipment.
- Rebuild industrial gear trains.
- Remove and replace standard industrial couplings.
- Identify metals according to standard hardness test.
- Complete precision hole-location using hand layout and DRO methods.

The Industrial Plant Mechanics Program prepares a student for an exciting entry-level career as an industrial mechanic in manufacturing, mining, construction, and the service industry. The student receives technical training in mechanical operations, fluid power, machine tool operation, preventive/predictive maintenance, electrical theory, welding processes, and industrial heating and cooling.

Upon successful completion of the Industrial Plant Mechanics Program the student will possess the skills necessary to be able to diagnose and repair mechanical, electrical, fluid and air handling systems found in most industrial, agricultural, mining, construction, and service industries. A graduate can work in all locations that use machinery to produce a product or service including steel mills, paper mills, mining operations, gravel quarries, universities, schools, textile mills, food processing plants, automotive plants, shipyards, power plants, hospitals, aerospace industry, and office buildings/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, MATH 120 or higher or STAT 152	
<input type="checkbox"/> Science	8.5
PHYS 100 (3 credits) and IT 208B (5.5 credits)	
<input type="checkbox"/> Social Science	3
<input type="checkbox"/> Human Relations	3
<input type="checkbox"/> Humanities and Fine Arts	3
<input type="checkbox"/> Technology	4
IT 210B	

List of courses fulfilling general education requirements is on page 96.

Emphasis Courses	Credits
<input type="checkbox"/> IT 103B Mill Pump Technology	4
<input type="checkbox"/> IT 105B Mechanical Power Transmission	4
<input type="checkbox"/> IT 208B Fluid Power	5.5
<input type="checkbox"/> IT 210B Failure Analysis and Predictive/ Preventive Maintenance	4

<input type="checkbox"/> IT 211B Heating/Cooling and Boiler Operation and Maintenance	4
<input type="checkbox"/> IT 212B Inventory and Planning	2
<input type="checkbox"/> IT 214B Basic Electrical Theory for Industrial Mechanics	4
<input type="checkbox"/> IT 216B Basic Metallurgy	4
<input type="checkbox"/> MTL 101B Basic Machine Shop I	4
<input type="checkbox"/> MTL 102B Basic Machine Shop II	4
<input type="checkbox"/> MTL 212 Welding I	3
<input type="checkbox"/> MTL 213 Welding II	3
<input type="checkbox"/> MTL 296B AWS Code Certification	3

#### Additional Program Requirements

<input type="checkbox"/> TA 100B Shop Practices	4
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### SUGGESTED COURSE SEQUENCE AAS—Industrial Plant Mechanics

FALL—1st Semester	Credits	
INT 100	0.5	<input checked="" type="checkbox"/>
TA 100B	4	<input type="checkbox"/>
IT 216B	4	<input type="checkbox"/>
IT 105B	4	<input type="checkbox"/>
IT 208B	5.5	<input type="checkbox"/>
MTL 101B	4	<input type="checkbox"/>
MTL 212	3	<input type="checkbox"/>
ENGLISH*	3	<input type="checkbox"/>
MATHEMATICS*	3	<input type="checkbox"/>
HUMANITIES*	3	<input type="checkbox"/>
SOCIAL SCIENCE*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>37</b>	

SPRING—2nd Semester	Credit	
IT 214B	4	<input type="checkbox"/>
IT 211B	4	<input type="checkbox"/>
IT 210B	4	<input type="checkbox"/>
IT 212B	2	<input type="checkbox"/>
IT 103B	4	<input type="checkbox"/>
ENGLISH**	3	<input type="checkbox"/>
PHYS 100	3	<input type="checkbox"/>
BUS 110B	3	<input type="checkbox"/>
MTL 102B	4	<input type="checkbox"/>
MTL 213	3	<input type="checkbox"/>
MTL 296B	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>37</b>	

\*Select from page 96. \*\*Select with adviser.

Minimum Credits: 74



# Industrial Plant Mechanics

## Certificate of Achievement

### Student Learning Outcomes

Upon successful completion of the Industrial Plant Mechanics Program, the student will have the skills to:

- Operate a lathe and mill-machine to produce simple machine parts.
- Read and interpret standard blueprints and drawings of industrial equipment.
- Align shafts to within + or - 0.001" using three different methods of alignment.
- Identify and correct cavitation in fluid handling pumps.
- Set up a preventative maintenance schedule for industrial equipment.
- Rebuild and replace components in fluid and air handling systems.
- Replace bearings and seals in a non-destructive manner.
- Take electrical measurements on single-and three-phase power equipment.
- Replace defective components in a fluid power system.
- Identify failure causes in industrial equipment using vibration analysis and the root cause analysis tree.
- Identify and correct unbalance in rotating equipment.
- Rebuild industrial gear trains.
- Remove and replace standard industrial couplings.
- Identify metals according to standard hardness test.
- Complete precision hole-location using hand layout and DRO methods.

The Industrial Plant Mechanics Program prepares a student for an exciting entry-level career as an industrial mechanic in manufacturing, mining, construction, and the service industry. The student receives technical training in mechanical operations, fluid power, machine tool operation, preventative/predictive maintenance, electrical theory, welding processes, and industrial heating and cooling.

Upon successful completion of the Industrial Plant Mechanics Program the student will possess the skills necessary to be able to diagnose and repair mechanical, electrical, fluid and air handling systems found in most industrial, agricultural, mining, construction, and service industries. A graduate can work in all locations that use machinery to produce a product or service including steel mills, paper mills, mining operations, gravel quarries, universities, schools, textile mills, food processing plants, automotive plants, shipyards, power plants, hospitals, aerospace industry, and office buildings/complexes.

<b>Emphasis Courses</b>		<b>Credits</b>
<input type="checkbox"/>	INT 100 Orientation .....	0.5
<input type="checkbox"/>	IT 103B Mill Pump Technology .....	4
<input type="checkbox"/>	IT 210B Failure Analysis and Predictive/ Preventative Maintenance .....	4
<input type="checkbox"/>	IT 211B Heating/Cooling and Boiler Operation and Maintenance .....	4
<input type="checkbox"/>	IT 212B Inventory and Planning .....	2
<input type="checkbox"/>	IT 214B Basic Electrical Theory for Industrial Mechanics .....	4
<input type="checkbox"/>	IT 216B Basic Metallurgy .....	4
<input type="checkbox"/>	IT 208B Fluid Power .....	5.5
<input type="checkbox"/>	IT 105B Mechanical Power Transmission .....	4
<input type="checkbox"/>	MTL 101B Basic Machine Shop I .....	4
<input type="checkbox"/>	MTL 102B Basic Machine Shop II .....	4
<input type="checkbox"/>	MTL 212 Welding I .....	3
<input type="checkbox"/>	MTL 213 Welding II .....	3
<input type="checkbox"/>	MTL 296B AWS Code Certification .....	3
<input type="checkbox"/>	TA 100B Shop Practices .....	4

#### Communications

- English-Communications. Determined by placement testing ..... 3  
ENG 107, ENG 108, ENG 100 or 101, or COM 113.

#### Computation

- TA 108B Applied Math for Technicians ..... 3  
(or determined by placement test)

#### Human Relations

- Choose one of the following:  
 BUS 110B Human Relations for Employment,  
 PSY 208 Psychology for Human Relations, or  
 MGT 283 Personnel Administration ..... 1-3

### SUGGESTED COURSE SEQUENCE

#### Certificate of Achievement Industrial Plant Mechanics

<b>FALL—1st Semester</b>	<b>Credits</b>	
ENGLISH**	3	<input type="checkbox"/>
INT 100	0.5	<input type="checkbox"/>
IT 216B	4	<input type="checkbox"/>
IT 105B	4	<input type="checkbox"/>
IT 208B	5.5	<input type="checkbox"/>
TA 100B	4	<input type="checkbox"/>
MTL 101B	4	<input type="checkbox"/>
MTL 212	3	<input type="checkbox"/>
TA 108B	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>31</b>	
<b>SPRING—2nd Semester</b>	<b>Credits</b>	
IT 212B	2	<input type="checkbox"/>
IT 214B	4	<input type="checkbox"/>
IT 211B	4	<input type="checkbox"/>
IT 210B	4	<input type="checkbox"/>
IT 103B	4	<input type="checkbox"/>
HUMAN RELATIONS**	1-3	<input type="checkbox"/>
MTL 102B	4	<input type="checkbox"/>
MTL 213	3	<input type="checkbox"/>
MTL 296B	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>29-31</b>	

Select from page 96. \*\*Select with adviser. **Minimum Credits: 60**

# Nursing

## Associate of Applied Science

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### Student Learning Outcomes

Upon complete of the AAS Degree program students are expected to:

- Demonstrate critical thinking skills in assisting the individual, family, or group to identify and meet basic health needs in a wide variety of settings across the continuum of care.
- Provide individual, family or group-based education in a variety of settings to promote, maintain, and restore health from birth through death.
- Promote a caring environment in which culturally appropriate learning activities and effective use of resources and current technology exist.
- Work collaboratively with all members of the health care team to achieve cost-effective, quality care that is customer focused and in keeping with the organizational goals and mission of the settings in which that care is provided.
- Be accountable for the ethical, legal, and professional responsibilities related to nursing practice.
- Promote a climate in which individuals, families, or groups may act in their own interest, including accessing available resources, and intervene when they are unable to act in their own interest.

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Great Basin College offers a two-year program leading to an Associate of Applied Science Degree in Nursing. The program is fully accredited by the Nevada State Board of Nursing, the National League for Nursing Accrediting Commission (NLNAC), and the Northwest Commission on Colleges and Universities (NWCCU)

The curriculum integrates courses in nursing with general education requirements. Laboratory and clinical experience are offered at the college, the hospital, a long-term care center, and other community health facilities.

To obtain the degree, the student will successfully complete four semesters of courses. 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 courses completed, grades, current work experience in the health care field, certifications, and scores obtained on the required entrance exam which measures mathematics and reading comprehension skills.

Licensed practical nurses who have been certified previously, either at GBC or elsewhere, may apply for the second year after meeting the admission requirements which include a nursing admission exam. The exam consists of five subject areas: medical, surgical, obstetrics, pediatrics, and mental health nursing. Students entering the second year of the program are considered advanced placement students. Selection is made on a "space available" basis. Applicants will be required to demonstrate competency in nursing skills listed in the student's Skills Checklist Handbook.

The Associate of Applied Science degree requires mathematics, technology, and human relations. This content is met within the nursing curriculum. Although a mathematics class is not included in the curriculum, students are required to have the necessary skills to accurately calculate medication dosages. The mathematics placement exam is used to assist the student in determining his/her mathematics level. A student must test above the MATH 120 or MATH 126 level on the placement test or complete MATH 120 or MATH 126 prior to admission into the program. The clinical nursing courses include a mathematics calculation exam each semester which the student must pass with a minimum grade of 100% to continue in the Nursing Program. Theory and clinical portions of the nursing courses are combined. A one- to three-hour ratio exists between the classroom and clinical hours.

Non-nursing and pre-nursing students may not take any of the courses that begin with the NURS designation prior to admission to the nursing program, with the exception of NURS 130B (Nursing Assistant) and NURS 140 (Medical Terminology). Students taking the prerequisite and other non-nursing courses are designated as "pre-nursing students." Students who have applied for and been accepted into the Nursing Program are designated "nursing students."

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 and writing sample prompts are available at the Admission Advising and Career Center. For more information, call 775.753.2272. Tests are free and may be taken any weekday prior to 3 p.m.

Year of admission to the Associate's Degree Nursing Program determines catalog year and course requirements.

Graduation from an accredited program is only one of the requirements and does not mean automatic licensure as a nurse.

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	100*	General Biology for Non-majors, or	
	BIOL	190	Introduction to Cell and Molecular Biology . . . . .	4
<input type="checkbox"/>	BIOL	223	Human Anatomy and Physiology I . . . . .	4
<input type="checkbox"/>	BIOL	224	Human Anatomy and Physiology II . . . . .	4
<input type="checkbox"/>	BIOL	251	General Microbiology . . . . .	4
<input type="checkbox"/>	MATH	120**	Fundamentals of College Mathematics or	
<input type="checkbox"/>	MATH	126	Precalculus I . . . . .	3

**Please note: Effective Fall 2007, applicants must have a current nursing aide certification.**

\*Take prior to or concurrently with BIOL 223.  
 \*\*Not required if placement test score is above MATH 120 or MATH 126 level.

Questions about the Associate's Degree Nursing Program or the application process can be directed to the Nursing Department 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 available from the Nursing Department. Applications are available in January and must be submitted by April 1 for the Fall Semester.
- 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. Previous Nursing courses are evaluated on an individual basis.

At the successful completion of the four-semester program, graduates will have earned an Associate of Applied Science degree in Nursing. Nursing program graduates are eligible to apply for licensure in the state of their choice. It is the student's responsibility to contact the state of their choice to ascertain eligibility requirements.

To protect the public and to comply with the American Disabilities Act, the following questions must be answered when applying for the NCLEX-RN national licensing examination in the State of Nevada. If you answer "Yes" to any of the following questions, contact the GBC Nursing Program Director or the Nevada State Board of Nursing and 702.486.5800 or 1.888.590.6726 (toll free).

- Has your license, registration, or certificate in any state ever been denied, revoked, suspended, reprimanded, fined, surrendered, restricted, limited, or placed on probation, or is there an investigation, complaint, or action pending?
- Have you ever had a criminal conviction, including a misdemeanor or felony, or had a civil judgment rendered against you?
- Do you currently use chemical substances in any way which impairs or limits your ability to practice the full scope of nursing?
- Are you currently in recovery for chemical dependency, chemical abuse, or addiction?
- Do you currently have a medical or psychiatric/mental health condition which in any way impairs or limits your ability to practice the full scope of nursing?

Note: Questions are taken verbatim from the Nevada State Board of Nursing Application for License form as of February, 2006.

**Nursing Program Requirements**

Student must provide evidence of a satisfactory physical examination within the six preceding months, validating the following psychomotor requirements:

1. Assess clients through auscultation, percussion, palpation, and other diagnostic maneuvers.
2. Manipulate equipment necessary to assist the individual, family and/or group to desired outcomes.
3. Lift and move individuals and/or groups of individuals to provide safe care and emergency treatment.
4. Perform cardiopulmonary resuscitation.
5. Perform independently of others.
6. Possess cognitive abilities of measure, calculate dosages, reason, analyze and synthesize.

**Additional Fees**

Nursing students follow the fee schedule and refund policy described on pages 40-41. 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 . . . . .	\$800.00
Uniforms, shoes, equipment and supplies . . . . .	300.00
Student Background Check (required for clinical rotation) — estimated . . . . .	39.00
Immunizations . . . . .	165.00
Testing fee (NCLEX Testing Center) . . . . .	200.00
Nevada State Board of Nursing licensing fee . . . . .	100.00
FBI background check and fingerprints . . . . .	50.00
Physical examination . . . . .	Individual amount
Health insurance . . . . .	Individual amount
Nursing school pin . . . . .	Individual amount
Watch with a second hand . . . . .	Individual amount
Travel to clinical facilities . . . . .	Individual amount

For additional information regarding the program, contact the following:

**National League for Nursing Accrediting Commission**

61 Broadway-33rd Floor  
 New York, New York 10006  
 1.800.669.1656 or www.nlnac.org

**Requirements for Application:**

- GPA of 2.5 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 after April 1. The cost is approximately \$15.00.

**Requirements for Licensed Practical Nurses entering the ADN program:**

- Must have graduated from an accredited program with a GPA of 2.5 or higher.
- Must hold a current Nevada PN license.
- Must provide the Nursing Department with a transcript of PN education and apply for admission to GBC by April 1. A personal interview may be required.
- Completion of the PN level admission exam. This exam is administered after April 1. The cost is approximately \$20.00.

**ADN Course Requirements:**

Student selection and admission is completed one time per year. Qualified applicants are selected first from the GBC service area, other Nevada residents are considered next, and, if positions are still available, out-of-state applicants are considered. 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.

In order to maintain good standing in the Associate of Applied Science Degree in Nursing, 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 Handbook.
- Attain a minimum grade of “C” in any non-nursing course applied to the Associate of Applied Science in Nursing program.

**General Education Requirements:**

The Nursing Program has slightly different general education requirements than the other GBC AAS degrees as stated on pages 96. Please note the following differences:

PHIL 102 is strongly recommended to fulfill the Humanities requirement. Human Relations, Fine Arts, and Technology courses are not required.

General Education Requirements		Credits
<input type="checkbox"/>	INT 100	GBC Orientation . . . . . 0.5
<input type="checkbox"/>	BIOL 100	General Biology for Non-majors or
<input type="checkbox"/>	BIOL 190	Introduction to Cell and Molecular
		Biology . . . . . 4
<input type="checkbox"/>	BIOL 223	Human Anatomy and Physiology I . . . . 4
<input type="checkbox"/>	BIOL 224	Human Anatomy and Physiology II . . . 4
<input type="checkbox"/>	BIOL 251	General Microbiology . . . . . 4
<input type="checkbox"/>	ENG 101	Composition I . . . . . 3
<input type="checkbox"/>	ENG 102	Composition II . . . . . 3
<input type="checkbox"/>	MATH 120	Fundamentals of College Mathematics or
<input type="checkbox"/>	MATH 126	Precalculus I . . . . . 3
<input type="checkbox"/>	PSY 101	General Psychology . . . . . 3
<input type="checkbox"/>	PSC 103	Principles of American Constitutional
		Government . . . . . 3
<input type="checkbox"/>		Humanities Elective . . . . . 3
		Technology (imbedded)

Emphasis Courses		Credits
<input type="checkbox"/>	HDFS 201	Lifespan Human Development . . . . . 3
<input type="checkbox"/>	NURS 135	Introduction to the Nursing
		Process . . . . . 8
<input type="checkbox"/>	NURS 143	Nursing Process in Drug Therapy . . . . 2
<input type="checkbox"/>	NURS 157	Nursing Process Throughout the
		Lifespan I . . . . . 4
<input type="checkbox"/>	NURS 158	Nursing Process Throughout the
		Lifespan II . . . . . 5
<input type="checkbox"/>	NURS 205B	*Introduction to Associate Degree
		Nursing . . . . . 2
<input type="checkbox"/>	NURS 241	Nursing Process in Mental Health . . . . 3
<input type="checkbox"/>	NURS 257	Nursing Process Throughout the
		Lifespan III . . . . . 6
<input type="checkbox"/>	NURS 258	Nursing Process Throughout the
		Lifespan IV . . . . . 4
<input type="checkbox"/>	NURS 261	Nursing Trends . . . . . 1
<input type="checkbox"/>	NURS 273	Role of the ADN Manager . . . . . 3
<input type="checkbox"/>	NUTR 223	Principles of Nutrition . . . . . 3

\*NURS 205 (Introduction to Associate Degree Nursing, two credits) is required for LPNs entering the second year of the program. It is not a requirement for students continuing from the first to the second year

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**SUGGESTED COURSE SEQUENCE**  
**Associate of Applied Science**  
**Nursing**

<b>FALL—1st Semester</b>		<b>Credits</b>	✓
NURS	135	3	<input type="checkbox"/>
NURS	143	2	<input type="checkbox"/>
PSY	101	3	<input type="checkbox"/>
ENG	101	3	<input type="checkbox"/>
<b>SPRING—2nd Semester</b>		<b>Credits</b>	✓
NURS	157	4	<input type="checkbox"/>
NURS	158	5	<input type="checkbox"/>
HDFS	201	3	<input type="checkbox"/>
ENG	102	3	<input type="checkbox"/>
<b>FALL—3rd Semester</b>		<b>Credits</b>	✓
NURS	205	2	<input type="checkbox"/>
NURS	241	3	<input type="checkbox"/>
NURS	257	6	<input type="checkbox"/>
NUTR	223	3	<input type="checkbox"/>
<b>SPRING—4th Semester</b>		<b>Credits</b>	✓
NURS	258	4	<input type="checkbox"/>
NURS	261	1	<input type="checkbox"/>
NURS	273	3	<input type="checkbox"/>
PSC	103	3	<input type="checkbox"/>
HUMANITIES ELECTIVE**		3	<input type="checkbox"/>

Select from page 96. \*\*Select with adviser.

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# **Radiology Technology—Registered**

## **Associate of Applied Science**

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Upon approval by the NSHE Board of Regents (expected in the summer of 2006), Great Basin College will offer a two-year program leading to an Associate of Applied Science Degree in Radiology Technology. Enrollment into the program will be limited and should begin in Fall Semester of 2006. For more information, contact Radiology Technology Instructor, 775.753.2463.

# Welding Technology

## Associate of Applied Science

### Student Learning Outcomes

Graduates of the Welding Technology Associate of Applied Science Degree Program will have the knowledge and skills to:

- Make satisfactory welds in all positions using the following welding types:
  - Shielded Metal Arc Welding (SMAC)
  - Gas Metal Arc Welding (GMAW)
  - Flux Cored Arc Welding (FCAW)
  - Gas Tungsten Arc Welding (GTAW)

- Make satisfactory cuts with 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.

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 Northern 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 775.753.2303.

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 . . . . .	6
PHYS 107B (recommended) and MTL 150B (required)	
<input type="checkbox"/> Social Science . . . . .	3
<input type="checkbox"/> Human Relations . . . . .	3
<input type="checkbox"/> Humanities and Fine Arts . . . . .	3
<input type="checkbox"/> Technology . . . . .	3
MTL 110B	

List of courses fulfilling general education requirements is on page 96.

Emphasis Courses	Credits
<input type="checkbox"/> MTL 105B Drawing and Weld Symbol Interpretation . . . . .	3
<input type="checkbox"/> MTL 110B* Basic Arc Welding Principles and Practices . . . . .	5.5
<input type="checkbox"/> MTL 160B Welding Design/Layout and Pipefitting . . . . .	5.5

<input type="checkbox"/> MTL 210B Advanced Welding Principles and Practices . . . . .	5.5
<input type="checkbox"/> MTL 220B Gas Metal (GMAW) and Flux Cored Arc Welding (FCAW) . . . . .	11
<input type="checkbox"/> MTL 224B Welding Projects . . . . .	4
<input type="checkbox"/> MTL 240B Gas Tungsten Arc Welding (GTAW) . . . . .	8
<input type="checkbox"/> MTL 260B Pipe Welding . . . . .	8

#### SUGGESTED COURSE SEQUENCE AAS—Welding Technology

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
ENGLISH**	3	<input type="checkbox"/>
HUMAN RELATIONS*	3	<input type="checkbox"/>
MATH 116, MATH 120 or higher	3	<input type="checkbox"/>
HUMANITIES*	3	<input type="checkbox"/>
SOCIAL SCIENCE	3	<input type="checkbox"/>
MTL 105B	3	<input type="checkbox"/>
MTL 110B	5.5	<input type="checkbox"/>
MTL 210B	5.5	<input type="checkbox"/>
MTL 260B	8	<input type="checkbox"/>
<b>TOTAL</b>	<b>37.5</b>	
SPRING—2nd Semester	Credits	✓
ENGLISH**	3	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
MTL 150B	3	<input type="checkbox"/>
MTL 160B	5.5	<input type="checkbox"/>
MTL 220B	11	<input type="checkbox"/>
MTL 224B	4	<input type="checkbox"/>
MTL 240B	8	<input type="checkbox"/>
<b>TOTAL</b>	<b>37.5</b>	

Select from page 96.    \*\*Select with adviser.    **Minimum Credits: 75**

This program follows a 48-week, non-traditional schedule. Classes are scheduled from August, 2006 through June, 2007.

\*Tech Prep students who receive three credits for MTL 110B are required to complete MTL 299B, Welding Theory for Tech Prep (2.5 credits).

# Welding Technology

## Certificate of Achievement

### Student Learning Outcomes

Graduates of the Welding Technology Certificate of Achievement Program will have the knowledge and skills to:

- Make satisfactory welds in all positions using the following welding types:
  - Shielded Metal Arc Welding (SMAC)
  - Gas Metal Arc Welding (GMAW)
  - Flux Cored Arc Welding (FCAW)
  - Gas Tungsten Arc Welding (GTAW)

- Make satisfactory cuts with 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.

<b>Certificate of Achievement Requirements</b>			<b>Credits</b>
<input type="checkbox"/>	INT 100	GBC Orientation . . . . .	0.5
<input type="checkbox"/>	MTL 105B	Drawing and Weld Symbol Interpretation . . . . .	3
<input type="checkbox"/>	MTL 110B*	Basic Arc Welding Principles and Practices . . . . .	5.5
<input type="checkbox"/>	MTL 150B	Metallurgy Fundamentals for Welding . . . . .	3
<input type="checkbox"/>	MTL 160B	Welding Design/Layout and Pipefitting . . . . .	5.5
<input type="checkbox"/>	MTL 210B	Advanced Welding Principles and Practices . . . . .	5.5
<input type="checkbox"/>	MTL 220B	Gas Metal (GMAW) and Flux Cored Arc Welding (FCAW) . . . . .	11
<input type="checkbox"/>	MTL 224B	Welding Projects . . . . .	4
<input type="checkbox"/>	MTL 240B	Gas Tungsten Arc Welding (GTAW) . . . . .	8
<input type="checkbox"/>	MTL 260B	Pipe Welding . . . . .	8

**Communications**

- English-Communications. Determined by placement testing . . . . . 3  
ENG 107, ENG 108, COM 113, or ENG 100 or 101.

**Computation**

- TA 108B Applied Math for Technicians . . . . . 3  
(or determined by placement test)

**Human Relations**

Choose one of the following:

- BUS 110B Human Relations for Employment, or
- PSY 208 Psychology of Human Relations, or
- MGT 283 Personnel Administration . . . . . 1-3

### SUGGESTED COURSE SEQUENCE

#### Certificate of Achievement Welding Technology

<b>FALL—1st Semester</b>		<b>Credits</b>	
INT 100		0.5	✓
ENGLISH**		3	□
COMPUTATION**		3	□
HUMAN RELATIONS*		1-3	□
MTL 105B		3	□
MTL 110B		5.5	□
MTL 210B		5.5	□
MTL 260B		8	□
<b>TOTAL</b>		<b>29.5-31.5</b>	
<b>SPRING—2nd Semester</b>		<b>Credits</b>	
MTL 150B		3	✓
MTL 160B		5.5	□
MTL 220B		11	□
MTL 224B		4	□
MTL 240B		8	□
<b>TOTAL</b>		<b>31.5</b>	

Select from page 96.    \*\*Select with adviser.    **Minimum Credits: 61**

\*Tech Prep students who receive three credits for MTL 110B are required to complete MTL 299B, Welding Theory for Tech Prep (2.5 credits).



# Special Programs

## Licensure, Recognition, and Skills Preparation

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### Real Estate Licensure Courses

Great Basin College offers the following courses for the Nevada Real Estate Sales or Broker Licenses. Specific requirements for these licenses should be obtained from the following:

#### Nevada Real Estate Division

Department of Business and Industry  
 788 Fairview Drive, Suite 200  
 Carson City, NV 89710-5453  
 775.687.4280

Semester		Credits
RE 101	Real Estate Principles . . . . .	3
RE 103	Real Estate Law and Practice . . . . .	3

### Recognition of Achievement Programs

Student who successfully complete the course of study in the specialized field as outlined in this catalog may be given an award titled Recognition of Achievement. Students receiving a Recognition of Achievement do not receive a diploma and do not participate in the graduation ceremony.

See Recognition of Achievement Programs on the following pages:

Nevada Rural Electric Cooperative Education Program in Business Essentials . . . . . page105

Entrepreneurship . . . . . page106

Business Essentials . . . . . page 107

Nevada Rural Electric Cooperatives Education Program in Accounting . . . . . page109

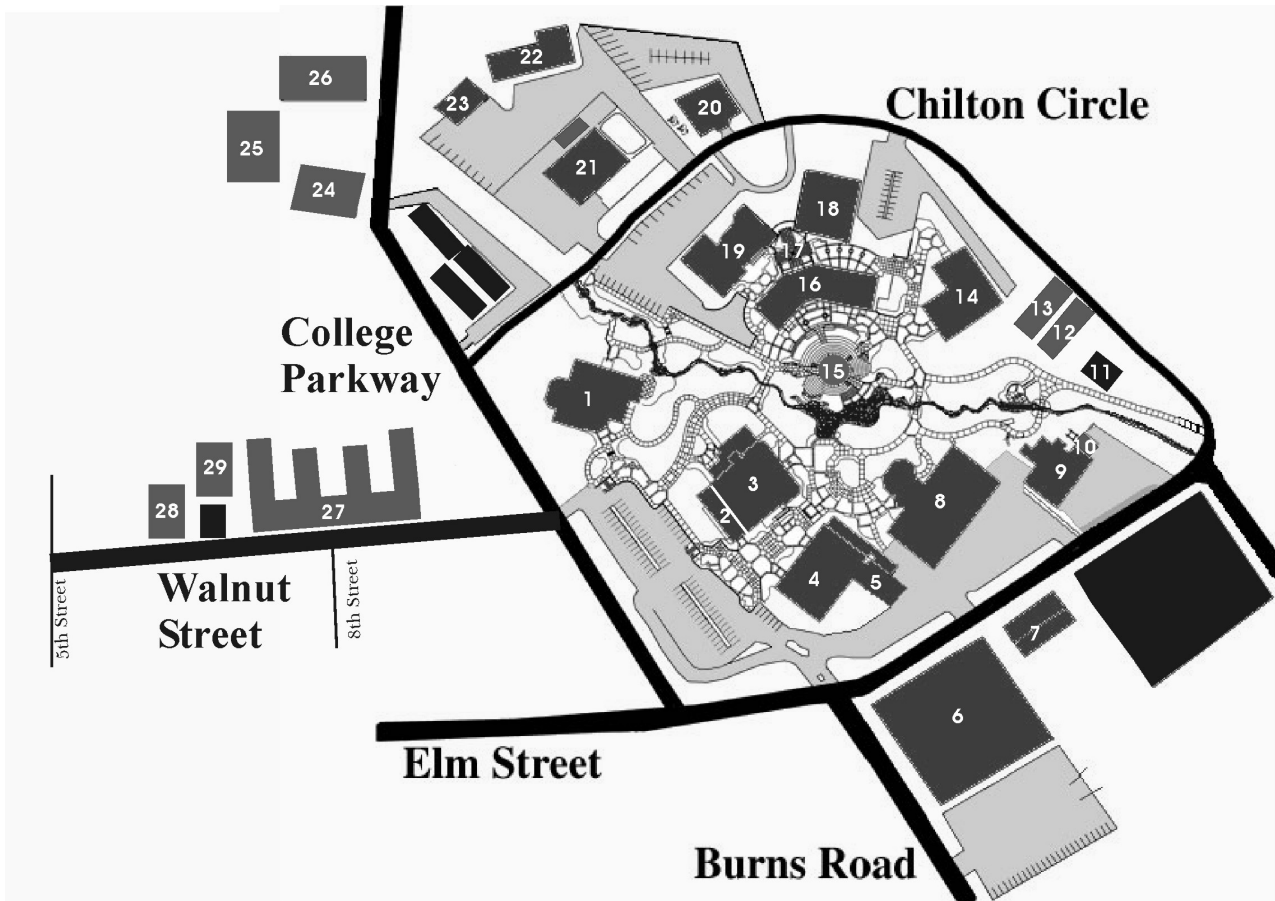
### Employment Skills Preparation

The Employment Skills Preparation (ESP) program is an intensive, 12-week program designed with input from local employers to enable students to become employable in a short period of time. Students attend classes three times per week and explore the following workplace skills:

Program Requirements		Credits
ACC 135B	Bookkeeping I for ESP . . . . .	3
BUS 110B	Human Relations for Employment for ESP . . . . .	1
CIT 106B	Introduction to Spreadsheets . . . . .	1
COT 198B	Microsoft Word for ESP . . . . .	1
COT 198B	Windows Basics for ESP . . . . .	1
COT 240	Executive Office Procedures for ESP . . . . .	3

### Choose from the following:

COT 101	Computer Keyboarding I for ESP . . . . .	3
COT 102	Computer Keyboarding II for ESP . . . . .	3
COT 103B	Keyboarding Review and Speed for ESP . . . . .	1



# GREAT BASIN COLLEGE CAMPUS

- 1. Berg Hall (BH)**  
 ABE/ESL  
 Academic Affairs  
 Admission Advising and Career Center  
 Admissions and Records Office  
 Administrative Offices  
 Conference Room  
 Controller's Office  
 Counseling  
 Human Resources  
 SIS Operations  
 Student Employment Services  
 Student Financial Services  
 Switchboard
- 2. McMullen Hall Annex (MH)**  
 Elementary Education Faculty Offices  
 English Faculty Offices
- 3. McMullen Hall (MH)**  
 Academic Success Center  
 Adjunct Faculty Work Room/  
 Classified Break Room  
 Classrooms  
 Computer Lab Tutor Office  
 Faculty Offices  
 Grant Writer  
 Library
- 4. Lundberg Hall (LH)**  
 Academic Computing Center  
 Classrooms  
 Faculty Offices  
 Humanities/Social Sciences  
 Life Sciences Laboratory  
 Media Services  
 Physical Sciences Laboratory
- 5. Welding Shop**
- 6. High Tech Center (HTC)**  
 Chemistry Lab  
 Computer Classrooms  
 Computer Lab Tutor  
 Distance Education Classrooms  
 Elementary Education Resource Center  
 Faculty Offices  
 IAV Center  
 Interactive Learning Center

- Microbiology Lab  
 Microsoft Training Center  
 Webmaster Office
- 7. Adult Learning Center**
- 8. Greenhaw Technical Arts Building (GTA)**  
 Art Classroom  
 Auto/Diesel Shops  
 Career and Technical Education  
 Classrooms  
 Computing Classroom  
 Faculty Offices  
 Great Basin Gallery
- 9. Industrial Plant Mechanics (MILL)**  
 Classrooms  
 Faculty Offices  
 Laboratories
- 10. Buildings and Grounds**
- 11. Animal Disease Laboratory**  
 Brand Inspector
- 12. Adult Learning Center II**
- 13. Tech Prep**
- 14. Dorothy S. Gallagher Health Sciences Building (HSCI)**  
 Classrooms  
 Continuing Education/  
 Community Service  
 Faculty Offices  
 Nursing Faculty Offices
- 15. Amphitheatre**
- 16. College Community Center (CCC)**  
 Big Horn Activity Center  
 Bookstore  
 Food Service  
 Foundation Offices  
 Game/Recreation Room  
 Marketing/Public Information  
 Retention and Student Life  
 Social Room

- Student Government Association  
 Student Recruitment  
 Welcome Center
- 17. Solarium**
- 18. Fitness Center**  
 Gym/Weight Room
- 19. GBC Theatre**  
 Green Room  
 Stage  
 Theatre
- 20. KENV Television Studio**  
 Great Basin Native American Archives  
 Faculty Offices
- 21. Mark H. Dawson Child and Family Center**  
 The House Tom and Jack Built
- 22. Arts Annex**  
 Ceramic Lab
- 23. Music Annex**  
 PBS Television (K15EE)  
 KNCC Radio  
 Storage
- 24. Placer Dome/Cortez Hall**  
 1691 College Parkway
- 25. Newmont Hall**  
 1691 College Parkway
- 26. 12-Unit Single Apartment Complex**  
 1691 College Parkway
- 27. Elizabeth "Beth" Griswold Hall**  
 735 Walnut Street  
 EMS  
 Security  
 Student Housing/Residential Halls

- 701 Walnut Street**  
 AHEC (Area Health Education Center) Office of Rural Health  
 CEHSO (Center for Education and Health Services Outreach)  
 Cooperative Extension, University of Nevada, Elko Office of Continuing Education
- 28. 12-Unit Married Housing Apartment Complex**  
 611 Walnut Street
- 29. Theodore Laibly Hall**  
 611 Walnut Street  
 6-unit married housing
- ADDITIONAL ELKO OFF-CAMPUS SITES**
- STEP Building**  
 276 11th Street  
 Photography  
 Transport Technology
- GBC Annex**  
 1031 Railroad Street  
 Electrical Systems Program  
 Instrumentation Program
- Small Business Development Center**  
 723 Railroad Street  
 Elko, NV 89801  
 775.753.2245

# Course Offerings

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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 adviser 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 adviser 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. Transfer status of GBC courses to UNLV may be obtained at the following Internet address: <http://www.unlv.edu/admissions/trcontacts.html>.

The transfer status of GBC courses to UNR may be obtained at the following Internet address: <http://www.unr.edu/stsv/trcenter>.

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 an "A" "B," "C," or "Z" Affix**

Courses numbered 001-299 having a "B" affix indicates that the course will not presently transfer to Nevada's two universities, but this does not necessarily mean that it cannot transfer to other colleges and universities. "B" courses will not fulfill requirements for an Associate of Arts, Associate of Science, or a Bachelor of Arts degree. The "C" or "Z" affix indicates a community service course which is not meant for transfer.

Courses numbered 300 and above with an any affixes are transferrable to University of Nevada, Reno and University of Nevada, Las Vegas and Nevada State College.

## **Core Courses**

Courses that fulfill general education objectives or core requirements are indicated in the matrix on page 54. 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 adviser or the department.

## **Courses with [P/W]**

Courses with this designation indicate a pass/withdraw course and will not be graded. The courses do not negatively or positively affect the grade-point average.

## Accounting (ACC)

### ACC 105 Taxation for Individuals (3)

An introduction to federal income taxation emphasizing the preparation of personal tax returns. Fundamentals of income, exclusions, deductions, credits, and tax minimization strategies.

### ACC 135B Bookkeeping I (3)

An introduction to the basic procedures of accounting for the financial activity of a business enterprise. Debits and credits, the accounting cycle, journals, ledgers, bank reconciliations, payroll, and the preparation of simple financial statements.

### ACC 136B Bookkeeping II (3)

Continuation of ACC 135B. Acquisition, depreciation, and disposal of fixed assets, inventory, receivables, accounting for long-term debt, and an introduction to partnership and corporate accounting. Prerequisite: ACC 135B.

### ACC 198B Special Topics in Accounting (1-3)

Consideration of special topics and issues in accounting. Selection will depend upon current interests and needs.

### 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: 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: 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: 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: ACC 135B or ACC 201.

## Agricultural Mechanics (AGM)

### AGM 110 Fundamentals of Agriculture Mechanics (3)

A basic course in agricultural shop safety, hand tools, power tools, surveying, leveling, and construction. Also includes additional agricultural mechanical applications. Fundamentals of Agriculture Mechanics is an application level course. [N]

### AGM 212 Principles of Ag Metals and Welding (3)

A basic course in welding using oxy-acetylene torches and electric arc welding equipment emphasizing the development of skills and knowledge to safety and effectively accomplish practical repairs and fabrication in agricultural applications. Metallurgy will be a component with this course. [N]

## Agriculture (AGR)

### AGR 100 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, *Agricultural Orientation*)

### AGR 101 Fundamentals of Agricultural Economics (3)

Introduction to economics as a field of study and how it is useful in daily lives, with special emphasis placed on agriculture's role in our general economy. Students will develop a basic understanding and appreciation for the role of macroeconomics in agriculture. Prerequisite: None. (Formerly AGR 101, *Introduction to Agriculture Economics*) (Formerly, AGR 101, *Fundamentals of Agriculture Economics*)

### AGR 105 Agriculture Communications 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.

### AGR 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*) (Formerly AGR 110, *Principles of Agriculture Management*)

### AGR 210 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. Prerequisite: AGR 110.

### AGR 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 adviser to design an appropriate supervised, on-the-job, educationally directed work experience. Prerequisite: AGR 110.

### AGR 416 Internship (1-3)

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. Prerequisite: Instructors approval. [N] (*Pending CCN approval*)

**AGR 490 Agriculture Education Capstone (3)**  
Designed to serve as an opportunity for the pre-service Agriculture Career and Technical Education (CTE) teacher to reflect on and demonstrate understanding of the attributes of a successful teacher. The course will review instructional methods appropriate for CTE student success in classroom, laboratory, and job-placement settings; aspects of curriculum for developing students' competence in subject matter and skills for various technical career skills; instruction based on knowledge of various CTE pedagogy; CTE program successes based on community industry and strengths as well as regional state and national employability skills; state and national CTE standards with incorporation of contextual instruction of academic standards and student assessments; features and benefits of CTE and agriculture professional organization. Course will include completion and assessment of the professional portfolio and a research-based project. [N]

## **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: 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: 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: AM 147.

**AM 295B Drill and Practice in American Sign Language (.5-4)**  
Practice and drill in American Sign Language.

## **Animal Science (ANSC)**

**ANSC 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 ANS 100, *Introduction to Animal Science*) (Formerly ANS 100, *Elements of Livestock Production*)

**ANSC 105 Livestock Production System (3)**  
Designed to instruct students in the various essential production systems in animal agriculture. These systems will include all aspects of production to include reproduction, nutrition, animal preventative maintenance, and treatment delivery systems of animal health, and environment. Consumer related issues will be discussed, as they relate to the production of animal agriculture. Prerequisite: ANSC 100. (Formerly ANS 101, *Livestock Production Systems*) (Formerly ANSC 101, *Livestock Production Systems*)

**ANSC 122B Intercollegiate Rodeo (2)**  
Course designed for men and women interested in rodeo as a knowledgeable spectator, producer, or participant. Lecture includes rodeo history, current rules, equipment use, and physical and mental conditioning. (Formerly BUCK 101B, *Beginning Rodeo*)

**ANSC 123B Advanced Intercollegiate Rodeo (2)**  
A continuation of ANSC 122B with an emphasis on production of a collegiate rodeo. All aspects of rodeo production will be covered. Lecture topics include budget development, fund raising, advertising, concession management, stock contracting, and volunteer management. (Formerly BUCK 102B, *Intermediate Rodeo*)

**ANSC 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 ANS 205, *Rudimentary Farrier*)

**ANSC 209 Physiology of 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.). A field trip component of this course will focus on professional A.I. techniques. (Formerly ANS 215, *Livestock Reproduction Physiology*)

**ANSC 211 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 ANS 211, *Fundamentals of Animal Nutrition*)

**ANSC 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 ANS 207, *Animal Health and Sanitation*)

**ANSC 412 Beef and Sheep Production (3)**  
Principles of beef and sheep production and the applications of breeding, physiology, and nutrition to their production under western ranch and farm environments. [N] (*Pending CCN approval*)

**ANSC 413 Range-Land 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. [N] (*Pending CCN approval*)

## Anthropology

(ANTH)

Anthropology is a broad social science that studies all aspects of human behavior throughout our species' deep history and in today's world. The discipline studies human evolution, the development of culture and language, how people lived in the past, and how the variety of people living today adapt to their environments and one another. Anthropology is a global discipline that seeks to understand and explain human diversity in the past and present.

The GBC Anthropology Program offers courses that fulfill requirements in the associate degree programs. It also offers upper-division courses in archaeology and cultural anthropology that fulfill requirements and electives in the bachelor's programs. Upper-division courses provide students with research and writing skills, a base of knowledge about living and past societies, a base of knowledge (and in some cases hands-on experience) about how studies in archaeology and cultural anthropology are conducted, and the broad cross-cultural perspective that is so important in our society.

### **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. Prerequisite: Placement in ENG 101.

### **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. Prerequisite: Placement in ENG 101.

### **ANTH 198B Special Topics in Anthropology (.5-6)**

Various short courses and experimental classes covering a variety of subjects. This will be a variable credit course ranging from .5 to 6 credits depending on course content and number of hours required. May be repeated up to nine credits. [N]

### **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. Prerequisite: Placement in ENG 101. Satisfies diversity requirement at UNR.

### **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. Prerequisite: Placement in ENG 101.

### **ANTH 205 Ethnic Groups in Contemporary Societies (3)**

A survey of ethnic relations in the United States and other culturally and racially pluralistic societies illustrating problems and processes of social interaction. Also available as SOC 205.

### **ANTH 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. Prerequisite: ENG 102 with one of the following: one literature course at the 200-level, or ANTH 101, SOC 101, or GEOG 106. Also available as ENG 329.

### **ANTH 350 Archaeology of Nevada (3)**

Survey of the spectacular prehistoric and historic archaeology of Nevada and the Great Basin, including such topics as environmental change, the peopling of the Great Basin, the rise of full-scale hunting and gathering, the migration of farmers into the region, and sites such as Lovelock Cave and Lost City. Prerequisite: ANTH 202 or instructor's approval. [N]

### **ANTH 380 Archaeology of Ancient Civilizations (3)**

Comparison of the origins, development, and character of civilizations in the Old and New Worlds including such peoples as those found in Europe, Africa, Mesoamerica, and South America. Prerequisite: ANTH 202 or instructor's approval. [N]

### **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 (Diversity course at UNR). Prerequisite: ANTH 101, ANTH 201, or instructor's approval. (Formerly ANTH 301, *Indians of North America*)

### **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: ANTH 101, ANTH 201, or instructor's approval. [N]

### **ANTH 400G Contemporary Native Americans (3)**

Study of contemporary U.S. Indian social, economic, and political conditions, both on and off reservations and in urban areas. Covers historical development of the present situation as well as current events. Emphasizes development of research skills. Prerequisite: One of the following: ANTH 101, SOC 101, GEOG 106, ANTH 301, or HIST 101 and HIST 102, or instructor's approval. (Formerly ANTH 421, *Contemporary Native Americans*)

### **ANTH 425 Applied Anthropology (3)**

The use of anthropological concepts and techniques for the resolution of real world problems including such areas as medicine; education; social work; ethnic advocacy; economic development; and cultural, linguistic, and archaeological preservation, among others. Prerequisites: ANTH 101, ANTH 201, ANTH 202, ANTH 205, or instructor's approval. [N]

### **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: ANTH 101, ANTH 201 or instructor's approval. [N]

### **ANTH 440A Archaeology of North America (3)**

Survey of the archaeology of North America from the peopling of the continent more than 11,000 years ago to European colonization of North America. Course examines the diverse prehistoric lifeways of various regions including the Puebloan farmers, the Mississippian mound-builders, hunter-gatherer archaeology in the West, and the Euroamericans. Prerequisite: ANTH 202 or instructor's approval. (Formerly, ANTH 311, *Archaeology of North America*)

### **ANTH 446 Archaeological Methods (3)**

Course focuses on the relationship between field and laboratory techniques and archaeological theory. Emphasizes the development and applications of research designs, sampling strategies, and data analysis. Students are also introduced to issues related to federal land management regulations requiring cultural resources investigations. Prerequisite: ANTH 202 or instructor's approval. (Formerly ANTH 408, *Archaeological Methods*)

**ANTH 448A**                    **Field School in Archaeology**                    (3-8)  
Students will participate in archaeological survey and/or excavation. Students will work on archaeological sites in the vicinity of Elko, Nevada, in the heart of the Great Basin, to learn how archaeologists do field work and what principles underlie different types of field strategies. Students must apply for enrollment in this course. Form available from the Social Science Department Office, LUND 109. May be repeated up to 10 credits. (Formerly ANTH 400, *Field School in Archaeology*)

**ANTH 449C**                    **Laboratory Methods in Archaeology**                    (2)  
Course introduces students to major classes of material culture and the analytical and data retrieval techniques used to understand prehistoric technologies such as flaked stone and projectile points, ground stone, and basketry as well as techniques used to prepare archaeological collections for curation at museums. Prerequisite: ANTH 202 or instructor approval. (Formerly ANTH 402, *Laboratory Methods in Archaeology*)

**ANTH 455**                    **Archaeology Theory**                    (3)  
Past and current theories in archaeological interpretation and practice, including such approaches as culture history, evolutionary ecology, processual, post-processual, gender, and ethnoarchaeology. Prerequisite: ANTH 202 or instructor's approval.

**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: ANTH 202 or instructor's approval. [N]

## **Applied Mathematics and Science (AMS)**

**AMS 310**                    **Mathematical Systems Applied to Technology**                    (3)  
An introduction to the application of mathematical systems to technology. Topics include complex numbers, systems of linear equations, matrices, functions (including polynomials, exponential, and logarithmic), applications of inequalities and absolute values, specific topics in trigonometry and statistics. Prerequisite: MATH 116, or higher.

**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. Prerequisite: Completion of an associate's degree and AMS 310.

## **Art (ART)**

**ART 090**                    **Special Arts—Ceramics**                    (1-3)  
Explores basic handbuilding and wheelthrowing techniques with clay, as well as glazing and surface design. Students will participate in the GBC Art Show. The course is open to all students, but recommended for students with special needs.

**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.

**ART 101**                    **Drawing I**                    (3)  
A disciplined foundation in drawing concepts based on visual observation skills.

**ART 102**                    **Drawing II**                    (3)  
A continuation of ART 101. Prerequisite: ART 101 or instructor's approval.

**ART 103**                    **Ideas and the Creative Process**                    (3)  
Explores the creative thinking process with various media. A thorough investigation of right/left hemispheric brain theory. Applicable for art, school curriculum, or business plan development.

**ART 106**                    **Jewelry I**                    (3)  
Techniques of various metal construction for jewelry. Emphasis on design and craftsmanship.

**ART 107**                    **Design Fundamentals I (2-D)**                    (3)  
Explores the fundamentals of design using various media focusing on 2-D design.

**ART 108**                    **Design Fundamentals II (3-D)**                    (3)  
Creative design with emphasis on volume and space relationships in a variety of materials.

**ART 110**                    **Stained Glass**                    (3)  
Introduction to creating stained glass.

**ART 111**                    **Beginning Ceramics**                    (3)  
Introductory and intermediate course in beginning ceramics. May repeat course up to six credits.

**ART 114**                    **Beginning Crafts**                    (3)  
Explore craft techniques and concepts utilizing a variety of media.

**ART 115**                    **Beginning Clay Sculpture**                    (3)  
Introduction to design and creation of sculpture with clay.

**ART 124**                    **Introduction to Printmaking**                    (3)  
Introduction to the traditional printmaking processes.

**ART 127**                    **Watercolor I**                    (3)  
Introduction to watercolor techniques and concepts. Requires three hours of studio practice weekly.

**ART 135**                    **Photography I**                    (3)  
Analytical and critical approaches to the creative possibilities of photography including basic photographic techniques and materials.

**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. (Formerly ART 180, *Digital Photography*)

**ART 160**                    **Art Appreciation**                    (3)  
Introduction to the visual arts, illustrating the place of art in its social and cultural setting.

**ART 201**                    **Life Drawing I**                    (3)  
Introduction to drawing from live models. Prerequisite: ART 101 or instructor's approval.

**ART 206**                    **Jewelry II**                    (3)  
Continued exploration of creating jewelry using various techniques.

**ART 211**                    **Ceramics I**                    (3)  
A beginning studio course in construction and decoration of clay. Slab, coil, and wheel-thrown techniques will be taught.

**ART 212**                    **Ceramics II**                    (3)  
Continuation of ART 111 with emphasis on development of individual expression in clay.

**ART 216**                    **Sculpture I**                    (3)  
Introduction to sculpting techniques and concepts.

<b>ART 217</b>	<b>Sculpture II</b>	<b>(3)</b>
A continuation of sculpting techniques and concepts. Prerequisite: ART 216, ART 108, or instructor's approval. [N]		
<b>ART 218</b>	<b>Alternative Sculpture</b>	<b>(3)</b>
Exploration of non-traditional sculpting techniques.		
<b>ART 227</b>	<b>Watercolor II</b>	<b>(3)</b>
Continued exploration of watercolor techniques and concepts. [N]		
<b>ART 231</b>	<b>Painting I</b>	<b>(3)</b>
Exploration of various painting media and concepts.		
<b>ART 232</b>	<b>Painting II</b>	<b>(3)</b>
Continuation of exploration of painting techniques and concepts. Prerequisite: ART 231.		
<b>ART 235</b>	<b>Photography II</b>	<b>(3)</b>
Lecture/study with emphasis on improving basic and intermediate skills. Explores the use of photography as a personal expression. Prerequisite: ART 135.		
<b>ART 236</b>	<b>Photography III</b>	<b>(3)</b>
Investigation and practice in creative photography.		
<b>ART 243</b>	<b>Digital Imaging I</b>	<b>(3)</b>
Introduction to computer based imaging. Also available as GRC 183.		
<b>ART 260</b>	<b>Survey of Art History I</b>	<b>(3)</b>
Presentation of the historical context of major and minor works of art from the ancient world to the Renaissance, art analysis, and criticism.		
<b>ART 261</b>	<b>Survey of Art History II</b>	<b>(3)</b>
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.		
<b>ART 297</b>	<b>Field Study</b>	<b>(1-3)</b>
A study of art in its cultural and historical setting. May repeat course up to six credits.		
<b>ART 299</b>	<b>Special Topics in Studio Art</b>	<b>(.5-3)</b>
Consideration of special topics and issues in art. Selection will depend upon current interests and needs. May repeat course up to 12 credits. [P/W]		
<b>ART 306</b>	<b>Art Education: Elementary School</b>	<b>(3)</b>
Art education in the elementary schools. Meets state licensing requirements. Prerequisite: ENG 102, MATH 120 and EDU 250 or instructor's approval.		
<b>ART 338</b>	<b>Advanced Photography I</b>	<b>(3)</b>
Course offers a guideline of direction for the serious photographic student. The work is designed to assist the individual in becoming an independent artist capable of producing meaningful, professional photography. Prerequisite: ART 236.		
<b>ART 392</b>	<b>Art and Healing</b>	<b>(3)</b>
A guide to self-knowledge and spiritual fulfillment through creativity. Course will consist of applications of the transformational power of art. The history of art and healing and the physiology of the healing process will be emphasized. Students will explore the expressive arts for personal, relational, institutional, and ecological healing.		

For FIS 100—*Introduction to Film*, refer to the course heading Film, page 162.

## **Arts and Humanities Administration (AHA)**

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<b>AHA 300</b>	<b>Arts and Humanities Administration</b>	<b>(3)</b>
An overview of the requirements to administrate organizations, primarily non-profit, that support and display the arts and humanities. Includes consideration of funding, accounting, organizational structure, management, physical facilities, and relationships with the public, government, and private entities. Stresses the importance of acting strategically and identifying and solving problems. [N]		
<b>AHA 444</b>	<b>Grant Writing and Administration</b>	<b>(3)</b>
The process of researching and evaluating grant funding sources, then using appropriate styles and strategies to write effective grant proposals. Also investigates how to develop cooperative partnerships to increase the likelihood of funding. Covers proper administration of grants and associated budgets once grants are received. Prerequisites: ENG 102, AHA 300, and FIN 310. [N]		
<b>AHA 450</b>	<b>Gallery Practices and Curation</b>	<b>(3)</b>
Principles of operating practices for a variety of gallery types and styles. Includes techniques of curation and exhibit preparation with strategies for gallery management. Prerequisite: Admission to the AHA program. [N]		

## **Astronomy (AST)**

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<b>AST 101</b>	<b>General Astronomy</b>	<b>(3)</b>
An introductory examination of the solar system, stellar systems, and stellar and galactic evolution according to currently accepted concepts. Introduces astronomical instruments. Prerequisite: MATH 096 or higher. (Formerly AST 101, <i>Introductory Astronomy</i> )		

## **Automotive (AUTO)**

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<b>AUTO 130B</b>	<b>Engine Reconditioning</b>	<b>(2-3)</b>
Disassembly, inspection, measurement of blocks, pistons, bearings, crank-shafts, camshafts, cylinder heads, valves, and lubricating system. Skill will be developed in the use of cylinder and valve machining tools, micrometers, dial indicators, and various other measuring tools. Course is repeatable. (Formerly AUTO 251B, <i>Engine Rebuilding</i> )		
<b>AUTO 155B</b>	<b>Steering and Suspension</b>	<b>(1-4)</b>
Study of light duty and heavy duty steering and suspension systems as related to on highway vehicles. Emphasis is placed on theory and laboratory work for front and rear suspensions. [N]		
<b>AUTO 220B</b>	<b>Engine Performance</b>	<b>(1-4)</b>
Designed to teach the fundamentals of gasoline engine tune-up and the theory related to basic engine performance. Topics include carburetion, fuel injection, breaker point ignition systems, electronic ignition systems, basic engine diagnosis, and OBD I and II. [N]		

## **Aviation (AV)**

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<b>AV 110B</b>	<b>Private Pilot Ground School</b>	<b>(3-6)</b>
Federal air regulations, aerial navigation, radio, general service, and safety practices. (Formerly, AERO 101B, <i>Basic Ground School for Pilots</i> )		



## Biology

(BIOL)

### BIOL 100 General Biology for Non-majors (4)

The biological aspects of the human species: human anatomy, physiology, genetics, ecology, and evolution. No prerequisite. Strongly suggested for allied health majors and the non-science majors. Corequisite: Corresponding lab class.

### BIOL 124 Northeastern Nevada Plants (2)

Study of plant identification, structure, floral adaptations, and plant ecology of native plants in northeastern Nevada. (Formerly BIOL 120, *Spring Flora of 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. No prerequisite. Required for biology majors. Corequisite: Corresponding lab class.

### 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. Corequisite: Corresponding lab class.

### BIOL 208 Introduction to Human Genetics (3)

The concepts of genetics as applied to man and his environment. Topics include genetic engineering, hereditary patterns, genetic diseases, cancer, and social implications. Suggested for allied health majors and other interested persons. (Formerly BIOL 208, *Human Genetics*)

### BIOL 210 Biological Principles of Conservation (2)

A study of the biodiversity of life, both globally and locally. Includes the ethics, methodology, and importance of sensitive, threatened, and endangered species of wildlife. No prerequisite.

### 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. Prerequisite or corequisite: BIOL 100 or 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. Prerequisite: BIOL 223. Corequisite: Corresponding lab class.

### 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: BIOL 190 or equivalent. Corequisite: Corresponding lab class.

### BIOL 299 Special Topics in Biology (1-4)

Topics of interest emphasizing the natural history of the Great Basin including winter bird watching, hawk watching in the Goshutes, small mammal ecology, and the flowers of the Ruby Mountains. Includes field trips.

### BIOL 300 Principles of Genetics (4)

Study of the basic principles of transmission of traits from one generation to the next. Topics include Mendelian, population, and molecular genetics with an emphasis on gene regulation. Both eukaryotic and prokaryotic systems will be described. Three hours of lecture with three hours of laboratory. Prerequisite: BIOL 190 or CHEM 121. Corequisite: Corresponding lab class.

### 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: BIOL 190 or BIOL 191.

### BIOL 315 Introduction to Cell Biology (3)

Cell structure and function at the molecular level. Prerequisites: BIOL 190 and BIOL 191 [N]

### 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. Prerequisite: BIOL 190 or 191. Corequisite: Corresponding lab class.

### 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: BIOL 190 and BIOL 191 or instructor's approval.

### BIOL 341 Principles of Ecology (3)

The fundamentals of ecology studied at the levels of population, community, and ecosystems. Includes applications in natural resource management and conservation biology. Prerequisite: BIOL 190 or equivalent science.

### 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: BIOL 190 or 191 or instructor's approval.

### 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. Prerequisites: BIOL 190, BIOL 191, and CHEM 121, or instructor's approval.

### 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: BIOL 190 or 191. Corequisite: Corresponding lab class. (Formerly BIOL 378, *Mammalogy*)

### 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. A maximum of three topics may be selected for a total of six credits. Prerequisites: BIOL 190, BIOL 191, and instructor's approval. (Formerly BIOL 496, *Special Topics*)

## Building Technology (BT)

### BT 161 Elementary Surveying (3)

Beginning course designed to introduce students to modern techniques in land surveying. Prerequisite: MATH 096. [N]

### BT 162B Advanced Surveying (3)

Continuing curriculum of BT 161, but with increased difficulty and responsibility. Prerequisite: BT 161.

**BT 261B Legal Aspects of Surveying (3)**  
Course covers legal terminology relating to land surveying, writing and interpreting legal descriptions, deeds, and title research. It also gives an introduction to state laws relating to surveying and mapping.

## **Business (BUS)**

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**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 102B Introduction to Entrepreneurship (3)**  
Introduces techniques, principles, and challenges facing today's aspiring entrepreneurs using practical examples which concentrate on 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. (Formerly BUS 102, *Entrepreneurship I*) (Formerly, BUS 102, *Introduction to Entrepreneurship*)

**BUS 107 Business Speech/Communications (3)**  
Covers the basic elements of effective communications in a business setting, interviewing, interpersonal relationships, small group, and one-on-one situations. Also discusses presentation skills, small group meeting planning and conducting, and the development of listening and nonverbal skills.

**BUS 110B 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.

**BUS 117B Business Calculations and Methods (3)**  
Fundamental arithmetic processes applied to business activities and applications. Including discounts, markups, payroll, interest, annuities, present value of money, depreciation, tax computations, business statistics, and general application of mathematics for planning and problem solving using algebraic equations/graphics and other basic forecasting techniques. (Formerly BUS 117, *Applied Business Mathematics*) (Formerly BUS 117, *Business Calculations and Methods*)

**BUS 198B Special Topics in Business (1-3)**  
Selected business topics offered for general interest and the business community. Not a required course. (Formerly BUS 299B, *Special Topics in Business*)

**BUS 201 Entrepreneurship II (3)**  
A capstone course in entrepreneurship that involves running a business in a virtual business environment, making business decisions, financial and managerial, while maintaining a viable enterprise and conducting day-to-day operations. Recommended prerequisite: BUS 102 or MGT 103.

**BUS 265 Consumer Behavior (3)**  
Covers the nature of the consumer decision-making process. Focuses on activities directly involved in obtaining, consuming, and disposing of products and services in retailing, wholesaling, and eCommerce. Topics covered include individual information processing, the consumer motivation and decision processes, situational and cultural influences on the buying process, and development of managerial marketing strategies. Prerequisite: completion of SOC 101, or PSY 101 and MKT 211, or MKT 210, or instructor's approval.

**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: BUS 273.

**BUS 290B Internship in Business (1-8)**  
Students may earn college credit for work experience related to their college major and/or occupational goals. Students should meet with the business department chair and a faculty member to design an appropriate supervised, on-the-job, educationally directed work experience. Students may repeat this course up to a total of four (4) credits (1 credit requires 60 work hours per semester, 2 credits require 120 hours; 3 credits require 180 hours; 4 credits would require a total of 240 hours on the job during one semester. Students would normally enroll in two credits for two consecutive semesters.) (Formerly BUS 290B, *Entrepreneurship Co-op Experience*)

**BUS 292 Phi Beta Lambda (1-3)**  
**(Business Students' Organization)**  
Designed for students interested in pursuing a business or business-related career. Prepares them for leadership positions on the college campus and includes communication, leadership roles, proper administration of Robert's Rules of Order, delegation, responsibility, time management, evaluation, and goal setting. Students may repeat this course up to a total of six credits. [PW]

**BUS 325 Legal Environment of Business (3)**  
Covers the essential topics of contracts, torts, labor relations and criminal law, and also those legal issues of vital concern to business managers including consumer protection, administrative regulations, the interaction of business organizations with the branches of government, and an overview of the legal environment in which business takes place in our society. Prerequisite: Completion of the associate's degree or instructor's approval. (Formerly BUS 373, *Legal Environment of Business*)

## **Chemistry (CHEM)**

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**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: MATH 096 or higher.

**CHEM 121 General Chemistry I (3)**  
Fundamentals of chemistry including reaction stoichiometry, atomic structure, chemical bonding, molecular structure, states of matter, and thermochemistry. Prerequisite: MATH 126 or higher.

**CHEM 122 General Chemistry II (4)**  
Fundamentals of chemistry including solutions, kinetics, equilibria, thermodynamics, electrochemistry, nuclear chemistry, and properties of inorganic and organic compounds. Also, introduction to qualitative analysis. Prerequisite: CHEM 121.

**CHEM 220 Introductory Organic Chemistry (3-4)**  
Principles of carbon chemistry. If taken for four credits, the course includes laboratory component as described by CHEM 220L. Prerequisite: CHEM 121. Laboratory corequisite: CHEM 220L.

**CHEM 220L Introductory Organic Chemistry Lab (1)**  
Techniques employed in the preparation, separation, and identification of organic compounds. Corequisite: CHEM 220.

## **Communication (COM)**

### **COM 113 Fundamentals of Speech Communications (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*)

### **COM 250 News Gathering and Writing I (3)**

Principles of news writing with practical experience in gathering news, writing and editing, photojournalism, advertising sales, along with newspaper layout and graphics. (Formerly JOUR 221, *News Gathering and Writing*)

## **Computer-Aided Drafting and Design (CADD)**

### **CADD 100 Introduction to Computer-Aided Drafting (1-4)**

Introduction to the basic capabilities of a computer-aided drafting (CAD) system. Includes appropriate hardware, software, and applicable commands. Formerly CADD 125.

### **CADD 105 Intermediate Computer-Aided Drafting (1-4)**

A course in 2D and 3D drafting covers the intermediate features of computer-aided drafting and design including layers, attributes, and 3D. Prerequisite: CADD 100. (Formerly CADD 133.) (Formerly CADD 105, *Intermediate Computer-Aided 2D and 3D Drafting*)

### **CADD 140 Technical Drafting I (3)**

Builds upon the knowledge gained in DFT 100 to manufacturing industry-type situations. Applies industry standards to advanced drafting problems using computer-aided drafting techniques. Focus will be on mechanical drafting problems. Prerequisite: DFT 100 and CADD 100 or instructor's approval. [N]

### **CADD 198B Special Topics in CADD (1-4)**

Topics include mining, architectural, and version updates. Selection will depend upon current interests and needs. Courses scheduled on a demand basis.

### **CADD 200 Advanced Computer-Aided Drafting (1-4)**

Course continues development of three-dimensional construction, modification, and rendering. New features explored through exercises to embed URLs and use drawing web format. The SQL database environment is introduced. Customize environments by changing variables in Preferences, make new toolbar buttons and toolbars. Other advanced features introduced include menu structure, AutoLISP, and OLE. Prerequisite: CADD 105 or instructor's approval.

### **CADD 210B CADD Project (1-4)**

Special project application offering instruction and practical experience applying CADD principle to industry. Prerequisite: CADD 105 or instructor's approval.

### **CADD 230B Civil Drafting I (1-4)**

An introduction to the terminology, symbols, and procedures used in the civil engineering field. Prerequisite: DFT 100 or instructor's approval.

### **CADD 255 CADD Customization I (3)**

A basic course in customizing AutoCAD software. By using lecture as well as hands-on exercises, students will learn how to make AutoCAD more efficient and productive. A large part of the course will focus on programming in AutoLISP, the customization language for AutoDesk products. Prerequisite: CADD 105 and CIT 129. [N]

### **CADD 290B Internship in Drafting (1-4)**

On-the-job practical experience reinforces previous CADD instruction to provide an enhanced learning situation. Prerequisite: CADD 200 or instructor's approval.

### **CADD 299B Capstone/Assessment (3)**

An individualized project to apply the skills taught in the CADD/GIS emphasis area. The intent is for the student to assimilate and integrate the content of the program. A final professional presentation is created that can serve as an assessment portfolio for employers and the college. (Formerly CADD 299, *CADD/GIS Capstone Project*)

### **CADD 345 Technical Graphics Communication (3)**

This course for technology managers teaches the principles and importance of visual presentation for communicating detailed, comprehensive, and accurate information about designs and processes. Basic drafting and CADD techniques necessary for modeling and visualizing graphic objects. Published standards and conventions when managing people and resources during the design process. Prerequisite: CADD 100 or instructor's approval.

## **Computer and Information Technology (CIT)**

### **CIT 106B Introduction to Spreadsheets (1-3)**

An introduction to building spreadsheets, formulas, built-in functions, charts, printing, formatting, and database functions using Windows-based software. Students, depending on the results, may need to spend one or two hours per week in the Academic Success Center. (Formerly COT 134B, *Introduction to Spreadsheets*)

### **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. Prerequisite: IS 201 or instructor's approval. (Formerly COT 282B, *Repair and Upgrade of the PC*)

### **CIT 112B Network + (3)**

Course covers computer network infrastructure, network uses, and basic network management issues. CIT 112B 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. (Formerly CIT 112, *Network +*)

### **CIT 129 Introduction to Programming (3)**

A first course in programming. Offers a language-independent, introductory course on computer program design and development. Emphasizes identification and solution of business problems through various design tools. Prerequisite: IS 201 or instructor's approval.

### **CIT 132 Beginning Visual Basic (3)**

In-depth study of BASIC programming language using Visual Basic. This beginning programming class covers how to design programs including building and debugging code. Prerequisite: IS 201 or instructor's approval.

### **CIT 133 Beginning C++ (3)**

An introductory course in the "C" programming language. Topics covered include computer organization, language and data structures, and technical computer applications. Prerequisite: IS 201 or instructor's approval.

### **CIT 151 Beginning Web Development (3)**

Create and maintain web pages using HTML and Javascript. Build interactive web pages using dynamics HTML and Javascript. Topics include images, tables, frames, CSS, styles, frames, forms, FTP, and site maintenance. Prerequisite: IS 201 or instructor's approval.

<b>CIT 152</b>	<b>Web Script Language Programming</b>	<b>(3)</b>	<b>CIT 252</b>	<b>Web Database Development</b>	<b>(3)</b>
A continuation of CIT 151, Beginning Web Development. This programming class creates interactive web pages using technologies such as Javascript, SQL, and server-side programming language. Prerequisite: CIT 151. [N]			Interactive web pages will be built to accomplish a shopping cart application. This will use HTML, ASP, VBScript, SQL Server, FTP and SQL technologies. A shopping cart application with product display, shopping cart, check out, and confirmation web pages along with several databases, will be created as a class project. Prerequisite: IS 201, CIT 151, CIT 132, CIT 202B, CIT 203B or instructor's approval.		
<b>CIT 173</b>	<b>Linux Installation and Configuration</b>	<b>(3)</b>	<b>CIT 261</b>	<b>VBA Programming for Microsoft Office</b>	<b>(3)</b>
Course covers Linux installation, configuration, and workstation operating system concepts.			The next logical step in Visual Basic programming and involves programming inside the production software: Word, Excel, PowerPoint, and Access. This is probably the most common type of programming in today's work world. The programming creates more interactivity in the office software. Prerequisite: CIT 132, CIT 202B, CIT 203B, or instructor's approval. (Formerly CIT 263, <i>VBA Programming for Microsoft Office</i> )		
<b>CIT 174</b>	<b>Linux System Administration</b>	<b>(3)</b>	<b>CIT 264B</b>	<b>Operating System Security</b>	<b>(3)</b>
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.			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. [N]		
<b>CIT 201B</b>	<b>Word Certification Preparation</b>	<b>(3)</b>	<b>CIT 265B</b>	<b>Infrastructure Security</b>	<b>(3)</b>
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, <i>Word Certification Preparation</i> )			Covers proper design, construction, and implementation of security computer network infrastructures. Includes the correct use of network devices such as firewalls and their roles in the network, and use of security zones within network topologies. Intrusion detection, response, and prevention will also be covered. [N]		
<b>CIT 202B</b>	<b>Excel Certification Preparation</b>	<b>(3)</b>	<b>CIT 301</b>	<b>Network Management Essentials</b>	<b>(1)</b>
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. Prerequisite: IS 201 or instructor's approval. (Formerly CIT 202, <i>Excel Certification Preparation</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. Prerequisite: GBC AAS in COT with one of the following CADD/GIS, Information Specialist, Graphics Communications, Office Technology, or Web Specialist Emphasis; or equivalent degree from another community college.		
<b>CIT 203B</b>	<b>Access Certification Preparation</b>	<b>(3)</b>	<b>CIT 302</b>	<b>Programming and Web Development Essentials</b>	<b>(1)</b>
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. Prerequisite: IS 201 or instructor's approval. (Formerly CIT 203, <i>Access Certification Preparation</i> )			An overview of programming, including HTML, Javascript, and Visual Basic. Programming examples will be used to create interactive web pages and interactive MS Office documents. Students will start work on individual portfolios of their achievements during this degree program. Prerequisite: A GBC AAS in COT with either CADD/GIS, Graphic Communications, Information Specialist, Network Specialist, or Office Technology Emphasis, or equivalent degree from another community college. [N]		
<b>CIT 211</b>	<b>Microsoft Networking I</b>	<b>(3)</b>	<b>CIT 361</b>	<b>TCP/IP: Managing Network Resources</b>	<b>(3)</b>
Course covers MS Windows workstation/client operating systems concepts in both a network and stand alone environment. (Formerly CIT 211, MCSE I)			Course provides in-depth coverage of TCP/IP concepts, protocols, and programming including IPv6. Prerequisite: CIT 112 or CIT 301 and MATH 116 or higher.		
<b>CIT 212</b>	<b>Microsoft Networking II</b>	<b>(3)</b>	<b>CIT 417</b>	<b>Managing Network and Data Security</b>	<b>(3)</b>
Introduces students to computer network server administration and management using MS Windows Server products. Prerequisite: None, however, CIT 211 or an advanced understanding of a windows desktop environment is recommended. (Formerly, CIT 212, <i>MCSE II</i> )			Course provides an in-depth understanding of the risks, threats, and vulnerabilities to network data storage and network communications. Security options and configurations that can help mitigate security threats will be studied. Ethical issues and government regulations concerning data security and enterprise data policy will also be covered. Prerequisite: CIT 217 or CIT 301. [N]		
<b>CIT 213</b>	<b>Microsoft Networking III</b>	<b>(5)</b>	<b>CIT 454</b>	<b>eCommerce</b>	<b>(3)</b>
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. Prerequisite: CIT 212 or instructor's approval. (Formerly CIT 213, <i>MCSE III</i> )			eCommerce examples will be explored, along with concepts of this modern selling environment. A working eCommerce site will be developed on the Internet. Prerequisite: A Web Specialist emphasis, or COT 301, and CIT 302. [N]		
<b>CIT 214</b>	<b>Microsoft Networking IV</b>	<b>(5)</b>			
Course covers computer network directory services using Microsoft's Active Directory Services. Prerequisite: CIT 212 or instructor's approval. (Formerly CIT 214, <i>MCSE IV</i> )					
<b>CIT 215</b>	<b>Microsoft Networking V</b>	<b>(3-5)</b>			
Various topics in networking using Microsoft products aimed at the less common MCSE electives. Prerequisite: CIT 214 or instructor's approval. (Formerly CIT 215, <i>MCSE Elective</i> )					
<b>CIT 217</b>	<b>Security +</b>	<b>(3)</b>			
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 480 SQL Database Design and Implementation (3)**  
Covers concepts required to design and implement a database management system for use in a modern organization. The emphasis will be on database structures, logical and physical data organization, the relational database model, query facilities, and experience with microcomputer database systems. Prerequisite: COT 135B, CIT 203B, or COT 301. [N]

## **Computer Office Technology (COT)**

**COT 060 Computer Basics (.5)**  
Designed for those who have very little (or no) computer experience. A gentle introduction to computers, the instructor will inspire confidence, and encourage further computer use. Learn how to work with several different programs within the Windows environment. [P/W]

**COT 061 Introduction to Windows (.5-1)**  
A course for those with no previous computer knowledge, focusing on basic Windows skills. [P/W]

**COT 062 Introduction to Word (.5-1)**  
A beginning course for those with no previous word processing knowledge and an introduction to Microsoft Word. [P/W]

**COT 063 Introduction to Excel (.5-1)**  
A beginning course for those with no previous spreadsheet knowledge and an introduction to Microsoft Excel. [P/W]

**COT 064 Introduction to PowerPoint (.5-1)**  
A beginning course for those with no previous presentation knowledge using Microsoft PowerPoint 2002. [P/W]

**COT 101 Computer Keyboarding I (3)**  
Learn the keyboard by touch using computers. Course covers alphabet keys, number keys, and symbol keys. Emphasis on keyboarding techniques, speed, and accuracy.

**COT 102 Computer Keyboarding II (3)**  
Designed to further increase keyboard speed and accuracy on the computer and to build skill to a marketable level. Includes formatting of letters, memos, reports, and tables. Recommend: COT 101 or 30 word per minute keyboarding skill.

**COT 103B Keyboarding Review and Speed (1)**  
Designed to increase the student's keyboard speed and accuracy skill to employable levels. [P/W]

**COT 111 Transcribing Machines (3)**  
Practice in transcribing information from audiocassettes. The program emphasizes spelling, punctuation, capitalization, formatting, and proofreading. Prerequisite: COT 101 or 30 words per minute keyboarding skill.

**COT 122 Medical Typing and Transcription (3)**  
Reviews medical terminology and develops the skill of listening to cassette tapes containing recorded medical case histories and records, and transcribing the material into accurate form on a computer using word processing software. Prerequisite: COT 101 or 30 words per minute keyboarding skill.

**COT 123 Legal Typing and Transcription (3)**  
Reviews legal terminology and develops the skill of listening to cassette tapes containing recorded legal documents and transcribing the material into accurate form on a computer using word processing software. Prerequisite: COT 101 or 30 words per minute keyboarding skill.

**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. Recommend: COT 101 or 30 word per minute keyboarding skill.

**COT 198B Special Topics: 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. [P/W]

**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 210 Technology and Media in Education (3)**  
A beginning computer course for classroom teachers. Topics include word processing, spreadsheets, databases, email, Internet, educational software, computer use in the classroom, and impact in education.

**COT 222 Desktop Publishing Using a Word Processing Program (3)**  
A hands-on course combining word processing skills and graphics. Topics include imaging and creation of newsletters, fancy labels, certificates, books, brochures, flyers, and magazine layouts.

**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. A proof-reading test will be given. Students, depending on the results, may need to spend one or two hours per week in the Academic Success Center.

**COT 299B Independent Study (1-6)**  
Individual projects involving the analysis and design of a computer system and/or special projects in programming. May be used to satisfy COT major requirements for a second semester of programming language. Prerequisite: Written permission of a COT adviser.

**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. Prerequisite: a GBC AAS in COT with either of the following CADD/GIS, Graphic Communications, Network Specialist, Office Technology, or Web Specialist Emphasis; or equivalent degree from another community college.

**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: Senior standing or instructor's approval. [N]

## **Construction (CONS)**

### **CONS 101 Introduction to Construction Technology (3)**

Designed to introduce students to the construction industry. Safety is a fundamental part of this course as well as basic math, hand and power tool identification, and their safe usage.

### **CONS 102B Blue Print Reading and Specifications (3)**

Technical and practical interpretation of prints. Construction relationships between architectural, structural, electrical, and mechanical drawings are studied using complete sets of working drawings. [N]

## **Cooperative Education (CE)**

Cooperative education programs are designed for elective credit in limited degree programs. See your adviser for details.

## **Counseling and Guidance Personnel Services (CAPS)**

### **CAPS 122 How to Succeed in College (1-3)**

Knowledge and skills enabling students to successfully reach their goals. A basic understanding of self in relation to career/life planning. Development of an educational plan using the catalog and campus services. Effective study aids to assist student motivation include the planning and use of time, effective textbook study, outlining and taking notes, using the library, and preparing for an examination.

### **CAPS 123 Career Development (1-3)**

Examines career and life choices through planning, decision making, and occupational testing and information.

### **CAPS 124B Developing Your Potential (1-3)**

Development of potential through self-exploration and goal setting.

## **Counseling and Personal Development (CPD)**

### **CPD 116 Substance Abuse: (3)**

#### **Fundamental Facts and Insights**

An introduction to various issues relating to alcohol, tobacco, and other drugs in our society. Students will gain knowledge of the physical and health affects of various drugs of abuse. Sociological, cultural, family impact, and preventive issues will be addressed. No prerequisite.

### **CPD 117B Introduction to Counseling (3)**

A foundation in the helping relationship, this course is designed to provide a working knowledge and understanding of basic communication skills and counseling skills. Emphasis will be placed on ethics and confidentiality issues critical to the counseling profession.

## **Crafts (CR)**

### **CR 132 Interior Decorating (3)**

Major focus on color choices, painting techniques, arrangement of furniture, wallpaper selection and application, use of appropriate furniture style, drapery and carpet selection and care, and home lighting.

## **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 105B Corrections Operations and Jail Management (3)**

Administration and management of the jail or prison. Psychological impact of the jail or prison on both the inmate and the corrections officer. Investigation into court structures, constructive and punishment oriented prison programs, and correctional officer's roles. Discussion of incarceration, adjustment, and ways in which jail climate can be enhanced. Prerequisites may apply. [N]

### **CRJ 106 Introduction to Corrections (3)**

History and development of corrections. Current practices and problems of the correctional system.

### **CRJ 110B 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. Prerequisites may apply. [N]

### **CRJ 111B Firearms I (3)**

Laws of arrest, search, and seizure; moral, legal, and ethical aspects of the use of deadly force; firearm handling and safety, range nomenclature, marksmanship, and qualification. Prerequisites may apply. [N]

### **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. Prerequisites may apply. [N]

### **CRJ 114B Firearms II (2)**

Continuation of CRJ 111B. Course includes advanced range qualification, precision marksmanship, defensive measures, counter ambush procedures, combat shooting, robbery in progress, building searches, and shotgun use. Prerequisites may apply. [N]

### **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.

### **CRJ 121B Public Safety Dispatching (3)**

Introduction to the history and development of public safety dispatching, as well as the ethics and liability of the profession. Includes interpersonal communications; organization and function of dispatch; telephone techniques; local, state, and national crime computer systems; and telephone call/report processing procedures.

### **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. Prerequisites may apply. [N]

### **CRJ 150B Principles of Drug Abuse (3)**

Legal, social, and economic problems arising from narcotic addiction and drug abuse and their impact on the community. Recognition of physical symptoms. Discussion of the police role in drug control, investigative techniques, court preparation, and specific narcotic and drug laws.

**CRJ 155 The 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.

**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. (Formerly CRJ 164, *Principles of Investigation*)

**CRJ 170B 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. Prerequisites may apply. [N]

**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. Prerequisites may apply. [N]

**CRJ 198B Selected Topics in Criminal Justice (1-6)**  
Consideration of special topics and issues in criminal justice. Selection will depend upon current interests and needs.

**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. Prerequisites may apply. [N]

**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.

**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. (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. (Formerly CRJ 215, *Probation and Parole I*)

**CRJ 219B 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. Prerequisites may apply. [N]

**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.

**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.

**CRJ 229B Defensive Tactics (3)**  
Protection against persons armed with dangerous and/or deadly weapons. Demonstration and drill in a number of holds, come alongs, restraints, and baton use. Prerequisites may apply. [N]

**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.

**CRJ 232 Principles of Correctional Administration (3)**  
A study of budgeting, staff operations, recruitment, public relations, and decision making in correctional institutions. Explores current trends in supervision and management within the correctional field. Prerequisites may apply. [N]

**CRJ 233B 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. Prerequisites may apply. [N]

**CRJ 252B The Classification Process in Corrections (3)**  
Diagnostic classification of inmates and the relationship to treatment strategies, policies, and standards governing the diagnostic unit. Prerequisites may apply. [N]

**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.

**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.

**CRJ 290 Internship in Criminal Justice (1-6)**  
Students may earn college credit for work experience related to their college major and/or occupational goals. See your adviser. (Formerly CRJ 290B, *Internship in Criminal Justice*)

## **Curriculum Teaching and Learning (CTL)**

**CTL 355 Career and Technical Education Program Management (3)**  
Develop and manage programs in areas of CTE as related to agriculture, auto technicians, manufacturing technology, electrical/electronic technology, and trade and industrial. This course includes program development through needs assessments, surveys, and business/industry involvement. The creation and management of student organization and cooperative education are areas emphasized in this course. Prerequisite: Junior Standing. [N]

**CTL 435 Capstone Seminar CTE (3)**  
An interdisciplinary integration of CTE as it relates to teacher education in professional occupations. Topics covered include CTE Law, modern issues in CTE, administration and supervision of programs, and CTE career guidance. Prerequisite: Acceptance into supervised internship. [N]

**CTL 492 Career Education for Students with Disabilities (3)**  
Consideration and design of career educational programs for students with disabilities in professional occupations. Transition and adult programs discussed. This course is a substitution for EDU 440 in the core education area. [N]

## **Dance (DAN)**

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**DAN 101 Dance Appreciation (3)**  
Experience dance as an art form in the theatre setting. Focus given to a variety of dance styles and dance artists, providing students with an understanding and appreciation of the form.

**DAN 188 Choreography I: Improvisation for Composition (2)**  
An introduction to the creative process of dance making using improvisation. Prerequisite: Previous dance experience. [N]

## **Diesel Technology (DT)**

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**DT 100B Shop Practices (1.5-4)**  
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 100B.

**DT 101B Basic Diesel Engines (4)**  
A lecture and laboratory course emphasizing basic diesel engine theory. Instruction includes history, development, design characteristics, and principles of operation.

**DT 102B Basic Vehicle Electronics (1-7)**  
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 control systems are covered in detail.

**DT 105B 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.

**DT 106B Heavy Duty Transmission and Power Train (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. (Formerly DT 208B, *Diesel Heavy Equipment Power Train*)

**DT 201B 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.

**DT 202B 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.

**DT 203B 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.

**DT 210B Advanced Diesel Engines (4)**  
Students will learn engine troubleshooting through the use of an engine dynamometer. Course emphasis is on engine operation, diagnosis, and failure analysis.

**DT 215B Electronic Diesel Engines (1-6)**  
Designed to give individuals knowledge of electronic diesel engine controls as they apply to Caterpillar, Cummins, and Detroit Diesel engines. Emphasis is placed on engine sensors, electronic injectors, and system operation. No prerequisite but students having experience with diesel engines and basic electronics will find it helpful.

**DT 340 Seminar in Fluid Power (3)**  
A theory and hands-on course in advance hydraulics. Hydraulic system design, component operation, troubleshooting, and advanced hydraulic calculations are all part of this course. The study of hydraulic applications as related to industry and mobile equipment is a major component of this in-depth study of hydraulics. Prerequisite: IT 208B. [N]

## **Drafting (DFT)**

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**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. (Formerly CADD 100.) (Formerly DFT 100, *Drafting Fundamentals*)

## **Early Childhood Education (ECE)**

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**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 122 Observation Skills (1)**  
Parents and teachers provide various formal and informal methods to enhance their observation and recording skills.

**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 127 The Role of Play for Infants/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 128 Self-help Skill for Infants/Toddlers (1-3)**  
Explores ideas that promote self-help skills in the infant and toddler. Emphasis is placed on developing materials and activities for use in the home and child care setting which enhance the development of self-help skills in children from birth to three years.

**ECE 129 Environments for Infants and Toddlers (1)**  
Helps students choose equipment and materials to create a physical environment which is responsive to the infant/toddler total development. Staff considerations and time schedules will be explored.



- ECE 131 Introduction to Teaching the Young Child (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.
- ECE 134 Guiding Infants/Toddlers (1)**  
A guidance and discipline course based on a variety of positive teaching and parenting approaches used to handle behaviors of young children. The student will gain and demonstrate a working knowledge for coping with and guiding the young child. (Formerly ECE 134, *Guiding the Young Child*)
- 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 153 Language Development in the Preschool (1)**  
Studies development of language in preschool. Emphasizes activities and materials for fostering development of receptive and expressive language skills 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 155 Literacy and the Young Child (1)**  
Activities and materials for developing auditory and visual perception and other reading readiness skills in the preschool child.
- 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 159 After-School Activities (1)**  
The primary objectives of this workshop are to provide a learning experience in the development of programs for children in after-school programs and develop methods and hands-on training in dealing with groups and individuals in after-school programs.
- 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 198B Special Topics: Early Childhood Education (.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. Class may be repeated up to a total of six credits.
- 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 (3-6) (Field Experience)**  
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. Prerequisite: ECE 131, ECE 204, ECE 251, HDFS 201 or instructor's approval. The law requires a TB test prior to enrollment.
- 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: Limited to declared ECE majors in infant/toddler and departmental approval.
- ECE 235 Adapting Curricula for Young Children with Special Needs (3)**  
The study of educational procedures used to work with young children with special needs and their families. Validated teaching procedures will be introduced to the students including identification and referral, program planning, organizing the learning environment, promoting behavior change, and curriculum domains. Prerequisite: ECE 251 and HDFS 201 or ECE 131. (Formerly ECE 235, *Curricula for Young Children with Special Needs*)
- ECE 240 Administration of the Preschool (3)**  
Areas covered include organizational structure, budgeting, personnel policies and practices, records, statistics, reporting, relationship with community resources, licensing regulation, safety, nutrition, and health issues. Prerequisite: ECE 131, ECE 200, ECE 204, and ECE 251. (Formerly ECE 240, *Principles and Practices of Preschool and Child Care Organization and Administration*)
- 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. Prerequisite: ECE 131 or instructor's approval. (Formerly ECE 251, *Preschool Curriculum*)

**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: ECE 131 and ECE 251.

## **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 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, differing public policy issues. Prerequisite: Completion of an associate's degree or instructor's approval. (Formerly ECON 307, *Economics of the Environment*)

**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: ENG 108 or ENG 102 and completion of lower-division general education requirements. Also available as PHIL 311.

**ECON 317 Economics of Taxation (3)**  
An examination of common economic and moral justifications for, and effects of, binary intervention in the economy; specific forms of taxation; the incidence of taxation; progressive, flat, regressive, and head-tax schemes; canons of justice in taxation; costs of tax collection; distribution of tax burden; non-monetary (implicit) forms of taxation; and taxation as a tool of social engineering. Prerequisite: Completion of an associate's degree or instructor's approval.

**ECON 431 Economic Decision Models (3)**  
A detailed examination of the alternative approaches to decision making from a financial perspective. Special emphasis is on using the mathematical tools associated with the time value of money in decision making related to profitability of business organizations. Prerequisite: Completion of an associate's degree and FIN 310. (Formerly ECON 431, *Economic Decision Methods*)

## **Education (EDU)**

**EDU 103 Basic Foundation of Education (2)**  
Introduction to the basic philosophical, sociological, and psychological foundations of professional education. Not required as part of the Education Program.

**EDU 109 Learning Difficulties of the Student (2)**  
An overview of influences and conditions which inhibit learning. Learning theories emphasizing the practical application of the theory. Not an Education Program requirement.

**EDU 172 Introduction to Special Education (2-3)**  
Services and professional opportunities in the education of exceptional children. Includes field trips to public schools and instructional settings. Not required as part of the Education Program.

**EDU 205 Human Relations for Teachers (3)**  
Awareness for the value of positive relationships among teachers, students, parents, and the community. The course will also explain child behavior and methods which can be employed to modify that behavior. Not required as part of the Education Program.

**EDU 210 Nevada School Law (1)**  
Historical development of paramount issues in contemporary education. Emphasizes legal aspects of emerging educational patterns. Meets state licensure requirements in Nevada School Law.

**EDU 226 The Tutoring Process (1)**  
Provides training and understanding of the tutor's role and responsibilities. Topics include tutoring strategies, tutoring options, role modeling, interpersonal communications, questioning skills, and active listening skills. Students also participate in supervised tutorials. Not required as part of the Education Program. [P/W]

**EDU 227 Tutoring Methods (1)**  
Provides advanced application of learning theories relating to one-to-one tutorials. Emphasis is placed on philosophies, procedures, and practices that have proven effective in teaching children in diverse populations. Not required as part of the Education Program. [P/W]

**EDU 229 Tutoring Practicum (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. [P/W]

**EDU 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.

**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: ENG 101. Corequisite: EDU 251, EDU 252, EDU 253, or EDU 254.

**EDU 251 Elementary Clinical/Field Experience I (1)**  
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. Corequisite: EDU 250. [P/W]

- EDU 252 Elementary Clinical/Field Experience II (1)**  
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. Corequisite: EDU 250 or EDU 303. May be taken two different semesters. [P/W]
- EDU 253 Secondary Clinical/Field Experience I (1)**  
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. Corequisite: EDU 250.
- EDU 254 Secondary Clinical/Field Experience II (1)**  
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. Corequisite: EDU 250 or EDU 303.
- EDU 282 Strategies for Effective Substitute Teaching (1-3)**  
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.
- EDU 295 Special Topics in Education (1-6)**  
Special topics in education. [P/W]
- EDU 302 Elementary Clinical/Field Experience III (1-2)**  
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. Prerequisite: Admission to the Teacher Education Program. Corequisite: A methods course or Seminar I taken concurrently (EDU 303, EDU 321, EDU 322, EDU 323, EDU 342, EDU 355, and EDU 362). [P/W]
- EDU 303 Education Seminar I (3)**  
Includes planning for learning-centered environments, preparing lesson plans, preparing a professional portfolio, and understanding the Nevada standards. Prerequisite: EDU 250. Corequisite: EDU 252 or EDU 254.
- EDU 304 Education Seminar II (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: EDU 250.
- EDU 305 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: ENG 102 and EDU 250 or instructor's approval.
- EDU 310 Teaching Physical Education in the Elementary Schools (3)**  
Course covers the importance of providing a developmentally appropriate physical education foundation for all children so they may lead a life-long healthy lifestyle. Covers health-related fitness and the components that are needed to incorporate physical education into the classroom setting. This course will help students gain the foundation of knowledge they need to teach physical education effectively. Students will learn how to plan a physical education curriculum, get and stay organized for teaching, and manage classes effectively along with instructional techniques, methods of assessment, and ways to continue learning and refining teaching methods. The course will add a new dimension to the total curriculum package. Prerequisite: None.
- EDU 321 Literacy and Language Arts, Grades K-4 (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. Field experiences are included to synthesize theory and practice. Prerequisite: Admission to the Teacher Education Program, EDU 303, and EDU 304. Corequisite: EDU 302.
- EDU 322 Literacy and Language Arts, Grades 5-8 (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: Admission to the Teacher Education Program, EDU 303, and EDU 304. Corequisite: EDU 302.
- EDU 323 Teaching Reading, Grades K-8 (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. Field-based experiences are included for the application of content to teaching practices. Required for all students who seek certification to teach in elementary schools. Prerequisite: Admission to the Teacher Education Program, EDU 303, and EDU 304. Corequisite: EDU 302.
- EDU 334 Theatre in the Elementary Classroom (3)**  
Techniques for using theatre and selecting and directing plays for children in the classroom and beyond. Background in drama, creative dramatics, children's theatre and creative learning, using interpretive theatre, story drama, performance art, puppetry, masks, and other tools. Prerequisite: Admission to the Teacher Education Program.
- EDU 342 Teaching Social Studies in the Elementary Grades (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: Admission to the Teacher Education Program, EDU 303, and EDU 304. Corequisite: EDU 302.
- EDU 350 Secondary Clinical/Field Experience III (1)**  
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. Prerequisite: EDU 250 and Admission to the Teacher Education Program. Corequisite: EDU 461 or EDU 463 or EDU 464 or EDU 465 (Secondary Methods).

- EDU 355 Teaching Math, Grades K-8 (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: Admission to the Teacher Education Program, EDU 303, and EDU 304. Corequisite: EDU 302.
- EDU 362 Teaching Science, Grades K-8 (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: Admission to the Teacher Education Program, BIOL 190, COT 210, EDU 303, and EDU 304. Corequisite: EDU 302.
- EDU 403 Special Education Clinical Field Experience (1)**  
The second in a sequence of clinical field experiences for special education teachers. Students will spend 30 hours observing and teaching in a special education setting in the public schools. Prerequisite: EDU 305 and admission to the Education Program. Corequisite: EDU 410.
- EDU 406 Student Teaching Internship (14)**  
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. Prerequisite: Admission to the Student Teaching Internship Program and senior standing. Corequisite: EDU 408.
- EDU 408 Capstone Seminar (3)**  
Designed to serve as an opportunity for the pre-service elementary teacher to reflect on and demonstrate understanding of the attributes of a successful teacher. The course will review: 1) methods of supporting individual student learning through a knowledge of development, learning styles, and motivation; 2) aspects of curriculum for developing students' competence in subject matter and skills for various developmental levels; 3) instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community; 4) formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of each elementary student; and 5) the practices and behaviors that identify and develop the competence of a professional career teacher. Course will include completion and assessment of the professional portfolio and a research-based project. Corequisite: EDU 406.
- EDU 410 Characteristics and Inclusive Strategies for Students with Mild to Moderate Disabilities (3)**  
Special instructional methods for students with mild to moderate disorders. Includes instruction in IEP goals and objectives. Prerequisite: EDU 305 and admission to the Teacher Education Program. Corequisite: EDU 403. (Formerly EDU 410, *Special Education Curriculum General Methods*)
- EDU 414 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: EDU 305.
- EDU 423 Special Education Clinical/Field Experience Elementary (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. Prerequisite: EDU 305. Corequisite: EDU 427.
- EDU 424 Special Education Clinical/Field Experience Secondary (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. Prerequisite: EDU 305. Corequisite: EDU 429.
- EDU 427 Special Education Curriculum/General Methods (3)**  
Special instructional methods for students with mild to moderate disorders. Includes instruction in IEP goals and objectives. Prerequisite: EDU 305. Corequisite: EDU 423.
- EDU 429 Program and Behavior Management in Special Education (3)**  
Course will present principles of applied behavior analysis that can be utilized to manage the behaviors of students with disabilities in the classroom and in other settings. The identification of target behaviors, data collections, selection of experimental designs, arranging of antecedents, arranging of consequences, and generalization of behavioral change will be presented. Prerequisite: EDU 305 and Admission to the Teacher Education Program. Corequisite: EDU 424.
- EDU 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.
- EDU 431 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: Admission to the Teacher Education Program and EDU 305. (Formerly EDU 471, *Assessment for Special Education Teachers*)
- EDU 440 Essential Skills Across the Curriculum (3)**  
Examines the relationship between literacy skills and learning the content 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. Prerequisite: Admission to the Teacher Education Program.
- EDU 445 Teaching the ESL Student in the K-12 Classroom (3)**  
Course will explore first and second language acquisition, English language structure, learning styles, the effects of culture on learning, and ways to make content comprehensible to the ESL students in the regular classroom. Prerequisite: ENG 102.
- EDU 446 Language Acquisition, Development and Structure (3)**  
Course will address first and second language acquisition; language development universals and differences; English language structure and its particular challenges for the sound language learner; English phonology (sounds), morphology (word formation), syntax (sentence formation), semantics (word meaning), and pragmatics (word choice); grammatical instruction and error analysis; and the writing process for English Language Learners. Prerequisite: EDU 445.



**EIT 368 Measurement Systems Analysis (2)**  
A study of how measurement systems must be treated to minimize error and variability not resulting from the product or process. Prerequisite: Completion of an Associate of Applied Science, Certificate in Electrical Systems Technology, or approved Electrical Systems Technology program 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.

**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. Prerequisites: ELM 134B, ELM 136B, EIT 233, EIT 315, EIT 323, EIT 333, or instructor's approval. [N]

**EIT 438 Electronic Devices in Instrumentation (2)**  
Theory and operation of electrical and electronics devices used in instrumentation. Prerequisite: Completion of an Associate of Applied Science, Certificate in Electrical Systems Technology, or approved Electrical Systems Technology program and EIT 368.

**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: Completion of an Associate of Applied Science, Certificate in Electrical Systems Technology, or approved Electrical Systems Technology program and EIT 348.

## **Electrical Technology (ELM)**

**ELM 112B Electrical Theory, DC (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.

**ELM 120 Low Voltage Systems (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). Prerequisite: None

**ELM 121B Circuit Design (2.5)**  
Developing and drawing electrical diagrams and graphs using standard electrical and JIC symbols. Prerequisite: ELM 112B.

**ELM 122B 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: ELM 112B.

**ELM 123B Solid State (2.5)**  
Study of the theory and operation of such solid-state devices as diodes, transistors, diacs, triacs, and SCRs. Prerequisite: ELM 122B.

**ELM 124B 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: ELM 122B.

**ELM 125B 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: ELM 124B.

**ELM 126B 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: ELM 125B.

**ELM 127B 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: ELM 125B.

**ELM 128B 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: ELM 122B.

**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 media systems), communications (telephone, fax, modem, networks, and public address systems), life safety (access control, alarm systems, and video surveillance), environmental control (HVAC and energy management), and automation controls (residential and commercial buildings). Topics covered include network cabling, cabling for wireless networks, testing of voice, video and data wiring, and fiber optic systems. Prerequisite: ELM 120.

**ELM 131B National Electric Code (2.5)**  
Survey of the National Electric Code and its application to the safe installation of electrical conductors and equipment. Prerequisite: ELM 122B.

**ELM 132B Digital Concepts (2.5)**  
Introduction to digital electronics including numbering systems, binary codes, Boolean algebra, and logic hardware. Prerequisite: ELM 123B.

**ELM 133B 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: ELM 127B.

**ELM 134B Introduction to Programmable Logic Controllers (2.5)**  
Introduction to programmable controller hardware, numbering systems, memory organization, and peripheral devices. Prerequisite: ELM 132B and ELM 127B.

**ELM 135B 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: ELM 133B.

**ELM 136B 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: ELM 133B and ELM 134B.

**ELM 141B Blueprint Reading (2)**

Focus on electrical prints, drawings, symbols, and specifications for construction and electrical plans. Prerequisite: ELM 121B and ELM 128B.

**ELM 142B 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.

**ELM 143B Wiring Techniques (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: ELM 128B, 131B, 141B, and 142B.

**ELM 144B Special Circuits (3)**

Practical applications in developing complex electrical process control systems.

**ELM 155 Ultra High Frequency and Microwave (3)**

Review of basic principles of electromagnetic radiation. History of RADAR development during WWII Introduction to simple microwave theory and techniques, propagation, and waveguides. Introduction to the Smith Chart, directional couplers and hybrids, power dividers and combiners, ferrite components and circulators. Discussion of microwave generating devices, operation and application of microwave and millimeter-wave vacuum tubes, klystrons, traveling-wave tubes, and magnetrons. Fundamental oscillatory theory and design using GaAs type transistors, tunnel diodes, IMPATTs, and Gunn diodes. Practical uses of microwaves in manufacturing and communications industries. Discuss of Doppler RADAR for meteorology applications. [N]

**ELM 290B Cooperative Work Experience (1-6)**

Actual experience working within some aspect of the industry. Prerequisite: Must be enrolled in the Maintenance Electrician Training Program.

**ELM 342 Seminar in Electrical Systems (3)**

A comprehensive survey of various electrical systems found in residential, commercial, and industrial buildings. The student will become familiar with the operation of electrical systems and their applications in industry. System topics include power, lighting, distribution, and low voltage (voice, video, and data). Understanding is reinforced through hands-on lab activities. Prerequisite: ELM 112B. [N]

**Electronics (ET)****ET 270 Electronic Bench Service 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. [N]

**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. [N]

**Emergency Medical Services (EMS)****EMS 108B EMT—Basic (7)**

Provides students with knowledge and skills to perform lay emergency care from the first time the victim is seen, through transportation and delivery, to the care of a physician, including control at the scene of the accident. Content areas include access and light extrication of victims from automobiles; initial care and appraisal of first aid care; communications between the scene and the emergency traffic authorities, dispatcher, and emergency department; rendering continuing care while enroute; the transmittal of records and reports to medical and other authorities. Prerequisite: Current CPR card. (Currently EMS 108B, *Emergency Medical Technician Training*)

**EMS 109B EMT Basic Refresher (1.5)**

Reviews and updates knowledge and skills in Emergency Medical Services for those who have been certified as emergency medical technicians. [P/W] (Formerly EMS 109B, *Emergency Medical Services Refresher Course*)

**EMS 112B EMT Enhanced—Intermediate (4)**

The intermediate EMT course follows the National Standard Curriculum and provides the student with knowledge and clinical skills to make the transition from a basic provider of emergency care to a "partnership role" with the hospital or institution providing medical control. Prerequisite: Practicing EMT affiliated with an ambulance service and pre-approved by the Nevada Division of Emergency Medical Services. Ten hours of clinical required. (Formerly EMS 115B, *Emergency Medical Technician Intermediate*) (Formerly EMS 112B, *Emergency Medical Technician Enhanced*)

**EMS 113B First Responder Training Course (3)**

Provides training in emergency medical care for professionals in a public service organization such as police or fire, a volunteer performing as part of a community's emergency system, a school bus driver, or for those needing such training in private industry.

**EMS 114B First Responder Refresher (1)**

A 16-hour refresher course in emergency medical care. [P/W]

**English (ENG)****ENG 074 Writing on the Job (1 or 3)**

Focuses on the first principle of business communications: clarity. Explores the writing situation, techniques for writing effective sentences and paragraphs, revision, style, and tone.

**ENG 080 ESL Bridge to College English (3)**

Course begins with an emphasis on writing complete sentences. Students will examine the parts of speech that make a complete sentence, practice writing sentences, and then move into paragraph structure and organization. Attention will be given to locating and identifying ESL trouble spots in grammar and usage, vocabulary expansion, and accurate communication at the sentence and paragraph level.

**ENG 095 Basic Writing II (3)**

Serves as a preparation course for ENG 101. This class requires students to write essays using a variety of different topics and organizational formats. The course stresses the process of revision, writing from a thesis, and introduces students to basic citation formats. Students will have additional Academic Success Center requirements. Prerequisite: Placement test and writing sample or equivalent ACT/SAT score. Internet sections of ENG 100, 101, 102, 107, and 108 require strong writing skills, computer skills, and a commitment to self-discipline. (Formerly ENG 095, *Effective Writing*)

<p><b>ENG 100</b>                      <b>Composition—Enhanced</b>                      (5)</p> <p>A course that allows students to fulfill their first semester of English while completing the remediation process. Designed for students who did not place into ENG 101 on the placement test/writing sample, but did not score so low that they need ENG 095. Allows a student to refine specific skill deficiencies while completing the first semester of freshman composition (ENG 100 is equivalent to ENG 101). Although it is a five-credit course, it does not replace ENG 102. After successful completion of ENG 100, a student must take ENG 102, Composition II, to complete the general education requirement. Academic Success Center requirement: One hour per week. Prerequisite: Placement test, writing sample, and instructor's approval.</p>	<p><b>ENG 232</b>                      <b>World Literature II</b>                      (3)</p> <p>A general survey of major European works and authors from Molière to Sartre, designed to broaden our knowledge of our literary heritage. Prerequisite: ENG 102 or instructor's approval.</p>
<p><b>ENG 101</b>                      <b>Composition I</b>                      (3)</p> <p>Critical reading and writing of the expository essay. Emphasizes pre-writing, strategies for organization, and revision. Prerequisite: ENG 095 completed with a letter grade of A, B, or C; placement test; or equivalent ACT/SAT score.</p>	<p><b>ENG 235</b>                      <b>Survey of English Literature I</b>                      (3)</p> <p>Selected major British writers from the Anglo-Saxon period through Swift. Prerequisite: ENG 102 or instructor's approval.</p>
<p><b>ENG 102</b>                      <b>Composition II</b>                      (3)</p> <p>Continuation of English 101. Emphasizes writing from sources, argument, the investigative paper, and research techniques. Prerequisite: ENG 100 or ENG 101.</p>	<p><b>ENG 236</b>                      <b>Survey of English Literature II</b>                      (3)</p> <p>Selected major British writers from late eighteenth century to present. Prerequisite: ENG 102 or instructor's approval.</p>
<p><b>ENG 107</b>                      <b>Technical Communications I</b>                      (3)</p> <p>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: ENG 074 or ENG 095 completed with an A, B, or C; satisfactory score on placement test; or equivalent ACT/SAT score.</p>	<p><b>ENG 241</b>                      <b>Survey of American Literature I</b>                      (3)</p> <p>Reading and discussion of major American writers from the Colonial Period through the mid-nineteenth century. Prerequisite: ENG 102 or instructor's approval.</p>
<p><b>ENG 108</b>                      <b>Technical Communications II</b>                      (3)</p> <p>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: ENG 100, ENG 101, or ENG 107.</p>	<p><b>ENG 242</b>                      <b>Survey of American Literature II</b>                      (3)</p> <p>Reading and discussion of major American writers from the Civil War to the Contemporary Period. Prerequisite: ENG 102 or instructor's approval.</p>
<p><b>ENG 181</b>                      <b>Vocabulary and Meaning</b>                      (2-3)</p> <p>Problems of meaning, word derivation, and word formation investigated with a view to enlarging and refining a working English vocabulary.</p>	<p><b>ENG 243</b>                      <b>Introduction to the Short Story</b>                      (3)</p> <p>Study of a variety of important short story authors and their styles, and an introduction to literary analysis of short fiction. Prerequisite: ENG 102 or instructor's approval.</p>
<p><b>ENG 190</b>                      <b>Science Fiction/Fantasy Literature</b>                      (3)</p> <p>Contributions of several authors to the changing subject matter and world vision of science fiction/fantasy as "serious fiction." Prerequisite: ENG 100, ENG 101, or instructor's approval.</p>	<p><b>ENG 250</b>                      <b>Introduction to Children's Literature</b>                      (3)</p> <p>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. Prerequisite: ENG 102 or instructor's approval.</p>
<p><b>ENG 200</b>                      <b>Novels into Film</b>                      (3)</p> <p>Examination of selected major novels and their translation into film, designed to explore ways in which each art form is similar and different in structure and meaning. Prerequisite: ENG 102 or instructor's approval.</p>	<p><b>ENG 252</b>                      <b>Introduction to Drama</b>                      (2-3)</p> <p>Reading and reviewing of a variety of plays from ancient Greek comedy and tragedy to post-modern, experimental theatre, with attention to the special characteristics of drama. Prerequisite: ENG 102 or instructor's approval.</p>
<p><b>ENG 203</b>                      <b>Introduction to Literary Study</b>                      (3)</p> <p>Introduction to the elements of fiction, poetry, and drama used in the analysis of literature. Prerequisite: ENG 102 or instructor's approval.</p>	<p><b>ENG 258</b>                      <b>Shakespeare Theatre Festival</b>                      (1)</p> <p>A tour to one of the summer festivals to view and study Shakespearean theatre in performance. Prerequisite: ENG 102 or instructor's approval.</p>
<p><b>ENG 221</b>                      <b>Writing Fiction</b>                      (3)</p> <p>The writing of fiction in a workshop setting. Students are required to produce several works of short fiction. Prerequisite: ENG 100, ENG 101, or instructor's approval.</p>	<p><b>ENG 261</b>                      <b>Introduction to Poetry</b>                      (3)</p> <p>Study of a variety of poets and their techniques. Prerequisite: ENG 102 or instructor's approval.</p>
<p><b>ENG 223</b>                      <b>Themes of Literature</b>                      (3)</p> <p>Themes and ideas significant in literature. Prerequisite: ENG 102 or instructor's approval.</p>	<p><b>ENG 264</b>                      <b>Psychology and Literature</b>                      (3)</p> <p>Examination of major works of literature to discover the correlation between their universal themes and the theories of psychology as they relate to human experience. Prerequisite: ENG 102 or instructor's approval.</p>
<p><b>ENG 231</b>                      <b>World Literature I</b>                      (3)</p> <p>A general survey of major European works and authors from Homer's <i>Iliad</i> to Cervantes' <i>Don Quixote</i>. Designed to broaden our knowledge of Western literary heritage. Prerequisite: ENG 102 or instructor's approval.</p>	<p><b>ENG 267</b>                      <b>Introduction to Women in Literature</b>                      (3)</p> <p>Study of a variety of important women authors. In some semesters, offered as a study of important female characters taken from famous plays and novels, both of European and American background. Prerequisite: ENG 102 or instructor's approval.</p>
	<p><b>ENG 271</b>                      <b>Introduction to Shakespeare</b>                      (3)</p> <p>Shakespeare's principal plays read for their social interest and their literary excellence. Prerequisite: ENG 102 or instructor's approval.</p>
	<p><b>ENG 275</b>                      <b>Contemporary Literature</b>                      (3)</p> <p>Contemporary literature readings of a variety of living novelists and poets for understanding and appreciation. Emphasis on American and British authors. Prerequisite: ENG 102 or instructor's approval.</p>
	<p><b>ENG 299</b>                      <b>Special Topics in English</b>                      (1-3)</p> <p>Consideration of special topics and issues in English. Selection will depend upon current interests and needs. No prerequisite.</p>



**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. Prerequisite: ENG 100, ENG 101, ENG 102, and one literature course at the 200-level.

**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: ENG 100 or ENG 101, ENG 102, and a 200-level literature course, or instructor's approval.

**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. Prerequisite: ENG 102 with one of the following: one literature course at the 200-level, ANTH 101, SOC 101, or GEOG 106. Also available as ANTH 329.

**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: ENG 108 or ENG 102.

**ENG 408B**                      **Tutoring Student Writers**                      (3)  
This course is required for all English-secondary education majors. Students serve an internship in the GBC Academic Success Center learning strategies for helping students improve their writing skills, organizational skills, and grammar skills in one-on-one writing conferences. Prerequisite: ENG 102 and instructor's approval. (Formerly ENG 416C, *Special Problems in English*)

**ENG 411B**                      **Principles of Modern Grammar**                      (3)  
Principles of modern grammar and usage. Designed for students seeking certification in secondary English. Prerequisites: ENG 102 and ENG 329.

**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: ENG 102.

**ENG 426B**                      **Mythology**                      (3)  
Study of the mythologies of certain societies within the Western culture. Prerequisites: ENG 100, ENG 101, and ENG 102; ENG 203, ENG 223, or ENG 250. [N]

**ENG 451A**                      **American Literature I**                      (3)  
Designed for students who are familiar with basic elements of literature. Students will examine major figures and movements from the beginnings of the Civil War. Students will read and analyze works of fiction, poetry, and drama; they will also write several essays. This course fulfills the American literature requirement for secondary education certification in English. Prerequisites: ENG 100 or ENG 101, ENG 102, and a 200-level literature course or instructor's approval. (Formerly ENG 470, *American Literature I*)

## **English as a Second Language**                      **(ESL)**

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**ESL 011**                      **Basic English as a Second Language**                      (1-3)  
An introductory writing course for the intermediate to advanced ESL student, concentrating on reading, writing, and conversation used in everyday situations. [P/W]

**ESL 120**                      **English as a Second Language III**                      (3)  
An intermediate level course in the acquisition of academic English language skills for non-native speakers. Covers reading, writing, listening, and speaking.

**ESL 121**                      **English as a Second Language IV**                      (3)  
An advanced level course in the acquisition of academic English language skills for non-native speakers. Covers reading, writing, listening, and speaking. [P/W]

## **Environmental Studies**                      **(ENV)**

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**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.

**ENV 109**                      **Winter Survival**                      (2)  
Designed for people who use and enjoy the winter outdoors including cross-country skiers, snowmobilers, hunters, and winter hikers. Prepares students for emergencies that might occur in winter weather and teach ways to survive until help arrives.

**ENV 115**                      **Wilderness Survival**                      (3)  
This course will provide students the opportunity to explore the new wilderness areas of northeastern Nevada. Topics covered include map reading, finding shelter and food, safe travel skills, natural history, and wilderness literature and art. Field trips required.

**ENV 130**                      **Fundamentals of Environmental Pollution: Concepts and Methods**                      (3)  
Introduction to pollution control methods beginning with water-borne diseases and sanitation. Progresses to mass balance concepts and development of pollution control measures designed to improve air and water quality and minimize risk of exposure to hazardous waste. No prerequisite. (Formerly ENV 130, *Control of Environmental Pollution*)

**ENV 201**                      **Environmental Toxicology and Risk Management**                      (3)  
A study of the basic principles of toxicology, including routes of exposure, dose response, and target organ effects using environmental toxicants as primary examples. No prerequisite.

**ENV 202**                      **Environmental Regulations**                      (3)  
A review of federal and state regulations for air, water, and land quality, hazardous and toxic wastes, surface disturbance, and reclamation. Also available as MINE 253.

**ENV 210**                      **Land Use Management**                      (3)  
Planning, implementation, and evaluation of land use concerning both urban and rural areas. The emphasis will be on sustainable use and conservation of terrestrial resources such as reclamation of disturbed lands due to mining.

**ENV 220 Introduction to Ecological Principles (3)**  
An introduction to the major ecological principles at work in our environment. The living and non-living processes that underlie these principles will also be studied. No prerequisite.

**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.

## **Finance (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 in public or private organizations. Topics include the time value of money, the mathematics of finance, production and cash budgets, and capital budgeting.

**FIN 307 Investments (3)**  
Introduction to the basic concepts of investments. Evaluation of risk and return, characteristics, valuation, and selection of various securities. Survey of fundamental investment principles and techniques used by individuals and institutions. Use of asset allocation, risk analysis, and security valuation to manage investment portfolios. Prerequisite: MATH 120. (Formerly FIN 317, *Investments*)

**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: Completion of an associate's degree. (Formerly FIN 322, *Applied Accounting and Finance*)

**FIN 399 Special Topics in Finance (3)**  
The course will examine the problems, techniques, and policies of financial decisions.

**FIN 405 Case Problems in Managerial Finance (3)**  
Analysis of financial problems encountered by various types of business organizations using a case-study approach. Topics include interpreting financial statements, evaluation of financial performance, financial forecasting, growth management, financial instruments and markets, risk analysis, business valuation, and capital budgeting. Prerequisite: FIN 310.

## **Film (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.

## **Fire Science/Fire Technology (FS/FT)**

**FT 101B Introduction to Fire Protection (3)**  
Explores the history of fire protection; history of loss of life and property by fire; review of municipal fire defenses; study of the organization and function of federal, state, county, and private fire protection agencies; and survey of professional fire protection career opportunities. No prerequisite. [N] (Formerly FS 101B, *Introduction to Fire Protection*)

**FS 103B Fundamentals of Fire Protection (3)**  
Introduction to basic modern firefighting techniques.

**FS 105B Introduction to Fire Suppression (3)**  
Fire suppression organization including equipment, characteristics of fire behavior, fire hazard properties of ordinary materials, building design and construction, extinguishing agents, basic fire-fighting tactics, and public relations.

**FT 110B Basic Wildland Fire Fighting (4)**  
Addresses the basic elements of wildland fire protection, fire behavior, department organization, apparatus and equipment, fire safety, and incident command organization. Field work is required. Satisfies Wildland Training Series for S-11, S-190, and S-214. Satisfactory completion qualifies the student for National Wildland Fire Certification (Red Card). (Formerly FS 110B, *Introduction to Wildland Fire Fighting*)

**FS 125B Building Construction for Fire Protection (3)**  
The fundamentals of building construction and design with emphasis on fire resistance of building materials, assemblies, exposures, and related data. Related codes and statutes and basic blueprint reading will also be covered.

**FT 131B Hazardous Materials I (3)**  
A review of basic properties of solids, liquids and gases, and the storage, handling, laws and standards, and fire-fighting practices pertaining to hazardous materials. (Formerly FS 131B, *Hazardous Materials*)

**FT 243B Fire-Fighting Tactics and Strategy (3)**  
Review of fire chemistry, equipment and manpower, basic fire-fighting tactics and strategy, methods of attack, pre-planning fire problems, and company fire-fighting capability. (Formerly FS 243B, *Fire-Fighting Tactics and Strategy*)

**FT 204B Fire-Fighter I (6)**  
General rules and regulations, use and explanation of forcible entry, protective breathing apparatus, first-aid, ropes, salvage, fire hoses, nozzles and appliances, fire streams, ladders, ventilation, inspection, rescue, sprinklers, fire alarms and communications, safety, and fire behavior. (Formerly FS 250B, *Fire-Fighter I Certification*)

**FS 285B Selected Topics in Fire Science (1-6)**  
Elective course in which subjects will vary and cover critical and current issues in fire science.

**FS 290B Work Experience (2-6)**  
Earn college credit for work experience related to fire science. See your faculty adviser for application.

## **Food Service Technology (FST)**

**FST 218B Food Service Sanitation (1)**  
Provides information about proper food handling and sanitation to prevent food-borne illness. Students will learn about common food-borne illnesses, their symptoms, and foods implicated. Prevention of contamination and cross-contamination of foods will be examined. Instruction will also include an overview of Nevada Administrative Code Chapter 446, Food and Drink Establishment Regulation.

## **French (FREN)**

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### **FREN 101B Conversational French I (3)**

Develops a working knowledge of French, listening and speaking skills, and practice in reading and writing.

### **FREN 102B Conversational French II (3)**

A continuation of FREN 101B, 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: FREN 101B.

### **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.

### **FREN 112 First Year French II (3-4)**

A continuation of FREN 111. Language practice required. Prerequisite: 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. Prerequisite: FREN 112. (Formerly FREN 203, *Second Year French I*)

### **FREN 212 Second Year French II (3)**

Continuation of FREN 211. Prerequisite: FREN 211. (Formerly FREN 204, *Second Year French II*)

## **Geographic Information Systems (GIS)**

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### **GIS 109 Fundamentals of GIS (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. (Formerly GIS 103, *Fundamentals of GIS*)

### **GIS 110 Principles of Cartography (3)**

The basics of analog and digital cartography (map making). Students will be exposed to different types of maps, scales, symbols, and projections and learn how cartography and geographic information systems interact. Prerequisite: MATH 116 or instructor's approval.

### **GIS 111 Introduction to Remote Sensing (3)**

Introduces basic remote sensing, aerial photograph interpretation, basic photogrammetry, and satellite image processing. Students will learn the basic techniques of remote sensing and learn how to integrate remote sensing information with GIS techniques and databases. Prerequisite: None. [N]

### **GIS 198B Special Topics in GIS (1-4)**

Topics include GPS and other special interest subjects. Selection will depend upon current interests and needs. Courses scheduled on a demand basis.

### **GIS 205 GIS Applications (3)**

This course in Geographic Information Systems concepts covers map components (including a brief discussion of coordinate systems), spatial relationships, and management of relationships description through tabular data. There will be extensive work using spatial and spatial data using ArcView. A knowledge of Windows will be advantageous. Prerequisite: None, but students are advised to take GIS 109 if not familiar with technical programs and Windows operating systems.

### **GIS 212 Intermediate ArcInfo (3)**

Offers students exposure to and experience with macro designs, the Arc Macro language, managing tabular data, scripting in ArcGIS, including ArcObjects, and knowledge of various ArcInfo modules. Prerequisite: GIS 205 and CIT 129 or instructor's approval. [N]

### **GIS 250 GIS Database (3)**

Emphasis on creating, using, editing, and managing spatial and attribute data stored in a geodatabase. Lectures and hands-on will emphasize loading data into the geodatabase, defining domains, subtypes, and relationship classes. Applications of geodatabases and geodatabase management will be explored. Prerequisite: GIS 205.

### **GIS 270 GIS Extensions (3)**

Advanced ArcGIS is a course designed for those proficient in ArcGIS and wanting to improve its functionality. Areas of study include the major extensions used in ArcGIS including ArcGIS, Spatial Analyst, 3-D Analyst, and Network Analyst as well as others. Both raster and vector data will be used. Emphasis will be on GIS as a decision making tool. Prerequisite: a working knowledge of ArcGIS and Windows operating system skills. Prerequisite: GIS 205.

### **GIS 290 Portfolios in GIS (3)**

Students will focus on job opportunities and career fields in GIS. Current trends and uses of GIS in the workplace will be explored. Students will also create a portfolio of GIS work illustrating their broad understanding of the program including database management, spatial analysis, cartography, and customization of the program. Prerequisite: Completion of at least two semesters of GIS curriculum. [N]

### **GIS 301 Geographic Information Systems Essentials (1)**

This course is designed for non-CADD/GIS majors and covers essential concepts in database management required for a manager of digital technology systems. Students will start work on individual portfolios of their achievements during this degree program. Prerequisite: a GBC AAS in COT with either Graphic Communications, Information Specialist, Network Specialist, Office Technology, or Web Specialist Emphasis; or equivalent degree from another community college. [N]

### **GIS 320 Geographic Information Systems 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: GIS 109 or instructor's approval.

## **Geography (GEOG)**

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### **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*)

### **GEOG 106 Introduction to Cultural Geography (3)**

Systematic consideration of the spatial aspects of human culture. Major themes include spatial history and morphology, society-land relations, and economic development and resource utilization.

## 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. If taken for four credits, includes laboratory component as described by GEOL 101L. (Formerly GEOL 101, *Physical Geology*)

**GEOL 101L**                    **Geology: Exploring Planet Earth Lab**                    (1)  
Experimental and analytical work illustrating fundamental principles of geosciences, including collection and interpretation of data using the scientific method. Prerequisite or corequisite: GEOL 101. (Formerly GEOL 103, *Physical Geology Laboratory*)

**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: 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. Prerequisite: Elementary chemistry and trigonometry recommended. (Formerly GEOL 211, *Mineralogy and Crystallography*)

**GEOL 299**                    **Special Topics in Geology**                    (1-5)  
To be offered on a variety of geological topics as opportunity and demand dictate. Prerequisite: Variable with topic. (Formerly GEOL 299B, *Special Topics in Geology*)

**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: GEOL 101, GEOG 101D, or instructor's approval. (Formerly GEOL 341, *Geomorphology and Soils*)

**GEOL 371**                    **Geology of Natural Resources**                    (3)  
Study of the occurrence and the economic and environmental aspects of geological resources extracted from the earth, including metallic minerals, industrial minerals, hydrocarbons, and water. Includes a required field trip. Prerequisite: GEOL 101 or GEOL 132.

## German (GER)

**GER 101B**                    **Conversational German I**                    (3)  
Learn language skills through practice in listening, speaking, reading, writing, and structural analysis. Language practice required.

**GER 102B**                    **Conversational German II**                    (3)  
A continuation of learning language skills through practice in listening, speaking, reading, writing, and structural analysis. Language practice required. Prerequisite: GER 101B.

## 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. [N]

**GRC 103**                    **Introduction to Computer Graphics**                    (3)  
Introduction to the computer as a graphic communications tool using software programs on an IBM-compatible system. Software literacy, computer graphics terminology, design application, and production are stressed. (Formerly GRC 106, *Basic Computer Graphics*) [N]

**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 computer software with an emphasis on corporate identity. Covers graphic design methodology, layout, typography, symbols, logos, and logo systems developed from thumbnails through comprehensive. (Formerly GRC 170, *Graphic 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. Also available as ART 243. (Formerly GRC 183, *Digital Imaging*)

**GRC 198B**                    **Special Topics in Graphic Communications**                    (.5-6)  
Consideration of special topics related to graphic communication. [P/W]

**GRC 256**                    **Computer Illustration II**                    (3)  
Advanced two-dimensional illustration techniques using vector-based graphics software. Graphic projects are solutions are created with elements of design and application of principles of design.

**GRC 301**                    **Graphic Communication 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. Prerequisite: a GBC AAS in COT with either CADD/GIS, Information Specialist, Network Specialist, Office Technology, or Web Specialist Emphasis; or equivalent degree from another community college.

**GRC 319**                    **Advanced Multimedia Design: Typography and Graphics**                    (3)  
Planning, design, and development of digital, interactive multimedia products which emphasize typography and graphics. Class addresses elements and principles of design, topography, raster and vector graphics, layout, and simple animation as they pertain to digital media. Prerequisite: GRC 119 or GRC 301. [N]

**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: GRC 119 or GRC 301.

## Health Education (HE)

### HE 205 Sexually Transmitted Diseases and AIDS (2-3)

Provides students with a fundamental understanding of sexually transmitted diseases and the evolution of epidemics from a global perspective. The history, etiology, epidemiology, biology, and intervention strategies related to STDs will be studied. In addition, an analysis of the efforts made by today's society to control the many STD pandemics will be explored.

## Health Information Technology (HIT)

### HIT 100B 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. Prerequisite: NURS 140.

### HIT 101B 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. Prerequisite: NURS 140.

### HIT 299B Selected Topics in Health Information Technology (0.5-6)

An introduction to varying aspects of health insurance coverage and its impact on health care reimbursement. Designed to allow the learner to develop an understanding of the basic types of medical insurance programs available in today's health care system. (Formerly HIT 198B, Special Topics: Health Information Technology) (Formerly HIT 299B, *Special Topics in Health Information Technology*)

## Health Science (HESC)

### HESC 100B Personal and Consumer Health (1)

A variety of health-related topics of current interest to the consumer.

## Heating, Ventilation, and Air Conditioning (HVAC)

### HVAC 101B 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.

### HVAC 102B Basics of Heating (5)

A lecture, demonstration, and laboratory course introducing the basics of warm air and hot water heating, automatic controls for control, operation and safety of units used for heating. Troubleshooting of heating units will be covered. This course will lead directly into HVAC 103B and may have shared components.

### HVAC 103B Basics of Air Conditioning and Refrigeration (5)

A lecture, demonstration, and laboratory course introducing the basics of air conditioning and refrigeration, automatic controls for control, operation, and safety of units used for air conditioning and refrigeration. Troubleshooting of air conditioning will be covered. This course will lead to HVAC 104B and may have shared components.

### HVAC 104B EPA Section 608 Certification Class (3)

A lecture, demonstration, and laboratory course leading to the taking of the EPA Certification Exam. This course will cover all of the information that air conditioning and refrigeration service personnel will need to successfully become certified as a Universal Technician under EPA Section 608 of the Clear Air Act.

## History (HIST)

### HIST 101 U.S. History to 1865 (3)

Survey of U.S. political, social, economic, diplomatic, and cultural development from Colonial Times to Reconstruction. When taken with HIST 102 or 217, class satisfies the United States Constitution requirement. Prerequisite: ENG 101 reading level.

### HIST 102 U.S. History 1865 to Present (3)

Survey of U.S. political, social, economic, diplomatic, and cultural development from Reconstruction to the present. Includes examination of Nevada Constitution and, when taken with HIST 101, satisfies the U.S. and Nevada Constitution requirement. Prerequisite: ENG 101 reading level.

### HIST 105 European Civilization I—To 1648 (3)

Survey of the development of Western civilization from the dawn of human history to 1648. Prerequisite: ENG 101 reading level.

### HIST 106 European Civilization to Present (3)

Survey of the development of Western civilization from 1648 to the present. Prerequisite: ENG 101 reading level.

### HIST 209 World History II (3)

A review of the principle elements in world history since 1600, including scientific and technological revolutions, social revolutions, nationalism, immigration, colonialism, world wars, decolonization, modernization, democracy, and dictatorships. Prerequisite: ENG 101 reading level.

### 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. Prerequisite: ENG 101 reading level.

### HIST 225 Introduction to the Vietnam War (3)

Survey of U.S. involvement in Vietnam from 1954 to U.S. withdrawal in 1975.

### 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. Prerequisite: ENG 101 reading level.

### HIST 275 The Wild West—Myth and Reality (3)

A study of the frontier and its meaning in American life from Colonial Times to the present. Prerequisite: ENG 101 reading level.

### HIST 295 Special Topics in History (1-3)

Course may utilize special emphasis topics/instructors or be offered as an individualized study format with directed readings. Classes will usually mirror offerings at other NSHE institutions.

### HIST 401 American Constitutional and Legal History (3)

The origin and growth of the constitutional system. Prerequisite: PSC 103, or HIST 101 and HIST 102, or instructor's approval.

**HIST 413** **United States:** (3)  
**Jacksonian Era and Civil War, 1815-1877**

Political, social, and cultural developments of the Jacksonian Era, westward expansion and sectional conflict, causes and impact of the Civil War and Reconstruction. Prerequisite: HIST 101 and HIST 102, or instructor's approval.

**HIST 414A** **United States:** (3)  
**The National Period, 1815-1860**

Analyzes and interprets the Early National Periods, starting with the consensus of the Era of Good Feelings and progressing through the Age of Jackson, problems of expansion, growing controversy over slavery, and finally, the ultimate failure to compromise with the secession of South Carolina in December, 1860. Prerequisite: ENG 102.

**HIST 416B** **Contemporary America—The U.S. Since 1945** (3)

The American Half Century. Study of how World War II catapulted the nation into Superpower status and right into Cold War battles like Korea and Vietnam. The rise of social protest movements like the Civil Rights Movement, the changing economic structure of the nation, new cultural values, and the modern political climate will also be highlighted. Prerequisite: ENG 102.

**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: ENG 102.

**HIST 441** **American Environmental History** (3)

Explores the relationships between human beings and the physical environment on the North American continent. Examines how different cultural groups have used and transformed the continent. Examines the ebb and flow of environmental consciousness from its roots in the nineteenth century to the rise of environmentalism in the twentieth century. Prerequisite: HIST 101 or HIST 102 and ENG 102 or instructor's approval.

**HIST 498** **Advanced Historical Studies** (1-3)

Course may utilize special emphasis topics or be offered as an individualized study format with directed readings. Class may be repeated for up to nine credits.

**Home Economics** (HEC)

**HEC 122B** **Creative Cooking** (1-3)

From sourdough to haute cuisine to regional cooking and crepes suzette, class combines good nutrition and economical shopping tips with a variety of cooking techniques and recipes.

**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 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*)

**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. Prerequisite: ENG 101 reading level.

**HUM 232** **War and Western Civilization** (3)

Survey of war and its effects on our civilization from chariot and spear to nuclear strategy. Prerequisite: ENG 101 reading level.

**Industrial Management** (IM)

**IM 101** **Introduction to Industrial Management** (3)

An introduction to leadership awareness and ability, emphasizing technological, sociological, and managerial aspects of modern industry. [N]

**Industrial Plant Mechanics** (IT)

**IT 101B** **Bulk Material Handling** (4)

A laboratory and lecture course emphasizing the maintenance and repair of conveyors and industrial power transmission devices, including belting, feed and discharge devices, and preventative maintenance of bulk handling systems.

**IT 102B** **Pipefitting Principles** (4)

A laboratory and lecture course in construction techniques with various kinds of industrial pipes and valves. Includes valve maintenance and repair, threading, joining, and bending of pipe.

**IT 103B** **Mill Pump Technology** (4)

A laboratory and lecture course covering various industrial pumps with emphasis on centrifugal pump maintenance and repair, and introduction to hydraulic engineering concepts that pertain to centrifugal pumps. Pump seals, packing techniques, and bearings are also included.

**IT 104B** **Lubrication Technology** (2)

Principles of proper selection and use of oils and grease in the maintenance of industrial machinery. Theory and laboratory work in lubricating principles such as viscosity, including troubleshooting many mechanical problems with oil samples.

**IT 105B** **Mechanical Power Transmission** (4)

A three-credit lecture, demonstration, and laboratory course in the study in the application of gears, shafts, bearings, and fluids in the transmission of power for industrial processes.

**IT 107B** **Centrifugal Pumps, Pipefitting, and Valves I** (4)

A three-credit lecture, laboratory, and demonstration course in the operation, maintenance, and construction of pumps; and valves and piping systems used in an industrial setting.

**IT 205B** **Millwright Practices** (5.5)

Theory and laboratory work on shaft alignment, installation and maintenance of bearings, and installation of machinery with background on structural connections.

**IT 206B Mechanical Troubleshooting (4)**  
Designed to teach systematic and effective methods of identifying the causes of mechanical failure. Includes strategies for information gathering, chart reading, effective communication, and recordkeeping. Attention given to planned maintenance programs, vibration analysis, and infrared thermography.

**IT 208B Fluid Power (5.5)**  
A review of fluid power mechanics with an emphasis on symbology, circuit operation and design, hydraulic component operation, and terminology.

**IT 209B Principles of Rigging (2)**  
Principles of material and object handling emphasizing the use of winches, hoists, and cranes.

**IT 210B Failure Analysis and Predictive/ Preventive Maintenance (4)**  
A three-credit lecture, demonstration, and laboratory course in the study of maintenance organization and procedures emphasizing prevention of maintenance problems through predictive methods.

**IT 211B Heating/Cooling and Boiler Operation and Maintenance (4)**  
A three-credit lecture, demonstration, and laboratory course in the basic operation and maintenance of cooling and heating devices found in most industrial settings. Emphasis is placed on safety and risk management in operation and maintenance of this equipment.

**IT 212B Inventory and Planning (1-2)**  
A one- to two-credit lecture course in the inventory control in the planning process. Emphasis is placed on the Quality Assurance concept.

**IT 214B Basic Electrical Theory for Industrial Mechanics (4)**  
A three-credit lecture, demonstration, and laboratory course designed to instruct the student in risk free diagnosis of common electrical problems associated with industrial equipment. The course covers basic electrical theory, electrical motors maintenance, motor control, and uses of electrical tools for troubleshooting.

**IT 215B Welding Processes for Industrial Mechanics (4)**  
A three-credit lecture, demonstration, and laboratory course designed to instruct the student in the welding procedures used to build-up metal surfaces for the machining processes in the rebuilding of industrial equipment.

**IT 216B Basic Metallurgy (4)**  
A three-credit lecture, demonstration, and laboratory course which emphasizes the practical approach to the basic principles of metallurgy. The course explores the behavior of metals subjected to metallurgical processes and explains how desired material properties are attained.

## **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: Completion of an associate's degree or instructor's approval. (Formerly CIT 310, *Management Information Systems*)

## **Integrative Studies (INT)**

**INT 100 GBC Orientation (.5)**  
An introduction to GBC and its programs and services. The goal of the course is to achieve student success. No prerequisite. [P/W]

**INT 301 Integrative Research Methodology (3)**  
An interdisciplinary integration of research methods in the natural sciences, social sciences, and history. The course is writing intensive and includes an introduction to portfolio development. Prerequisite: 40 or more total credits including ENG 102 or ENG 333, and MATH 120 or higher, AMS 310, or STAT 152. (Formerly INT 301, *Research Methods in the Social and Natural Sciences*)

**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: 40 or more total credits including ENG 102 or ENG 333, and MATH 116 (or any mathematics course numbered 126 or higher, including 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: 40 or more total credits including ENG 102 or ENG 333, and MATH 116 (or any mathematics course numbered 126 or higher, including AMS 310 or STAT 152).

**INT 359 Integrative Mathematics Seminar (3)**  
An integrative seminar on topics in mathematics. The topics will vary to address needs and interests of programs. May be repeated once for credit if the topics are different. Prerequisite: 40 or more total credits including ENG 102 or ENG 333, and MATH 120 (or any mathematics course numbered 126 or higher, including AMS 310 or STAT 152).

**INT 369 Integrative Science Seminar (3)**  
An integrative seminar on topics in science. The topics will vary to address needs and interests of programs. Course fulfills the upper-division integrative science general education requirements. May be repeated once for credit if the topics are different. Prerequisite: 40 or more total credits including ENG 102 or ENG 333, and MATH 120 (or any mathematics course numbered 126 or higher, including AMS 310 or STAT 152).

**INT 400 Internship in Integrative Studies (3-6)**  
A semester placement within a student's concentration (emphasis) area. The internship requires an integration of work experience and a course of study in a specific emphasis area. May be taken for credit more than once, but no more than a total of six credit hours of INT 400 may be counted toward the BA degree. Prerequisite: Senior level standing in the Bachelor of Arts in Integrative and Professional Studies program, INT 301, and program approval.

**INT 496 Capstone in Integrative Studies (3)**  
An interdisciplinary integration of ideology and praxis. The topic of the course varies but emphasis is on the major concepts and analytical frameworks that draw on field experience and previous coursework. The course is writing intensive and includes development of a portfolio. Prerequisite: Senior level standing in the Bachelor of Arts in Integrative and Professional Studies, INT 400.

Note: INT 339, 349, 359, 369 must have a specific title following the general title. For example: INT 369, *Integrative Science Seminar: Revolutions in Science*; or INT 349, *Integrative Social Sciences Seminar: Vietnam*. Expanded title is required in order for students to be able to repeat course for credit and demonstrate different topics.

## **Journalism (JOUR)**

**JOUR 101 Critical Analysis of the Mass Media (3)**  
History of American newspapers; laws affecting journalism; effects of advertising; and newspapers, radio, and television production. (Formerly JOUR 101, *Introduction to Mass Communication*)

**JOUR 105 Publications Workshop I (2)**  
Course designed to qualify students to produce the college newspaper, literary magazine, or any other student publication. Combination of graphics and journalism in one class period which will familiarize students with the total makeup of the newspaper assembly procedures. (Formerly JOUR 120B, *Publications Workshop I*) (Formerly JOUR 105, *Publications Production I*)

**JOUR 106 Publications Workshop II (2)**  
A continuation of JOUR 105. (Formerly JOUR 121B, *Publications Workshop II*) (Formerly JOUR 106, *Publications Production II*)

**JOUR 250 News Gathering and Writing I (3)**  
Principles of news writing with practical experience in gathering news, writing and editing, photojournalism, advertising sales, along with newspaper layout and graphics. (Formerly JOUR 221, *News Gathering and Writing*)

**JOUR 290 Internship in Journalism (1-3)**  
Limited to students interested in a career in broadcast journalism. To participate, students must fill out an internship application, meet with an intern adviser, and interview with internship sponsor and instructors. Interns will not be compensated and hours will be determined by enrollment credits.

## **Land Surveying/Geomatics (SUR)**

**SUR 280 Fundamentals of Geomatics I (4)**  
A comprehensive study of angle measurement systems, taping, the traverse, differential leveling, profile leveling, plan and profile sheet, the circular curve, the vertical curve, the USGS 7.5 minute map, and elementary topographic mapping. The application of statistics to surveying, the assumptions underlying surveying on the plane, and reference surfaces are stressed in this course. In the laboratory portion of the course, students will make survey measurements, maintain a field book, and adjust survey data as appropriate. Weekly laboratory reports using the measured data to compute a survey product are required. Lecture+Lab: 3+3. Four semester hours. Prerequisite: Math 127 or equivalent. Corequisite: STAT 152 and CADD 100.

**SUR 281 Fundamentals of Geomatics II (4)**  
A comprehensive study of the construction and calibration of the modern total station, instrument errors, face positions, survey astronomy, control leveling, calibration of the EDM, large-scale topographic mapping, and the use of the data collector. In the laboratory portion of this course, students will apply the fundamental principles underlying total station instrument errors, EDM calibration, astronomic observations for azimuth and large-scale topographic mapping. Weekly laboratory reports using measured data to compute a survey product are required. Lecture+Lab: 3+3. Four semester hours. Prerequisite: SUR 280. Corequisite: CADD 105 or equivalent.

**SUR 290 Introduction to Urban Development (4)**  
An overview of the process of land development including construction layout, subdivisions, and planned unit development design. The laboratory portion of the course provides subdivision design practice and several field construction layout exercises including circular curve layout, layout of a simple road entrance, slope staking a road widening project, and building foundation layout. The student will be expected to complete a layout project using a data collector. Lecture+Lab: 3+3. Four semester hours. Prerequisite: SUR 280. Corequisite: CADD 105 or equivalent.

**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: GIS 103 or other introductory GIS course.

**SUR 330 Introduction to Least Squares 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: Math 181.

**SUR 340 Photogrammetry (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: MATH 127. Corequisite: PHYS 152/152L or instructor's approval.

**SUR 360 Public Land Survey 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: MATH 126 or instructor's approval.

**SUR 365 Legal Descriptions (3)**  
Analysis, interpretation, and writing of legal 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: SUR 360 or instructor's approval.



**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. Prerequisites: SUR 281, SUR 330, MATH 181, and PHYS 152/152L, or instructor's approval.

**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. Prerequisites: SUR 281 and SUR 290 or instructor's approval.

**SUR 455 Mine Surveying (3)**  
Advanced surface and underground surveying techniques specifically applied to mineral exploration and mining operations. Prerequisite: SUR 281 or instructor's approval.

**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: SUR 365 or instructor's approval.

**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. Prerequisites: Final semester of program and permission of Instructor.

## **Legal Assistant (LAW)**

**LAW 252 Family Law (3)**  
Covers the law related to family issues. Includes a discussion of rights and obligations of parties to each other and their offspring. Divorce, custody and support, spousal agreements, termination of parental rights, adoptions, and collection of child support are discussed.

**LAW 260B Employment Law (1)**  
Focus on prominent issues of employment law including Worker's Compensation claims and the Nevada Industrial Insurance Act, public employees and collective bargaining units, job discrimination and the Equal Rights Commission, sexual and other harassment in the workplace, and developments in employment law and wrongful termination. [P/W]

## **Library Science (LIB)**

**LIB 101B 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. [P/W] (Formerly LT 101B, *Library Skills/Research for College Papers*)

**LIB 150B 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*)

**LIB 299B Special Topics in Library and Information Science: Basics of Archives (1)**  
Consideration of special topics in library and information science. [N]

## **Loss Control Management (LCM)**

**LCM 100B Introduction to Loss Control Management (3)**  
An introduction to loss control management principles and techniques, with focuses on administration and programs. Topics include loss control information and analysis, environmental organization, management, and implementation. Process safety management will also be covered.

**LCM 101B Loss Control Engineering and Technology (3)**  
Course focuses on safety and health trends for the twenty-first century, including facility design and safety, building and facility layout, and construction and maintenance of facilities. Workplace exposures and protections will cover industrial sanitation and personnel facilities, occupational medical surveillance, fire protection, and workers with disabilities. Material handling and production operations also covered.

## **Management (MGT)**

**MGT 103 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 229 Public Relations (3)**  
Principles and techniques of public relations practiced in today's society, involved in creating and maintaining a favorable public image.

**MGT 251B Labor Relations (3)**  
A course for first-level exempt supervisors, managers of small companies, or any business person or student interested in legal background of the relationship between employee and employer. (Formerly MGT 251, *Labor Relations*)

**MGT 283 Introduction to 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: Completion of an associate's degree or instructor's approval.

**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: Completion of an associate's degree. Corequisite or prerequisite MGT 310 or instructor's approval.

**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: Completion of an associate's degree. Corequisite or prerequisite MGT 310 or instructor's approval.

**MGT 441 Operational Quality Control and Problem Solving (3)**

Operational quality control and problem solving in the workplace. Prerequisite: Associate of Applied Science or Certificate in Electrical Technology, and completion of AMS 310 or instructor's approval. (Formerly EIT 346/EIM 346)

**MGT 480 International Management (3)**

An overview of the international business environment, conditions affecting firms conducting business overseas, and the effects of a transcultural setting on each of the functional areas of business. Special emphasis on managerial functions and critical elements of the management process in a firm operating under foreign economic, technological, and political, social, and cultural environments. A major focus is on management challenges facing international organizations. Prerequisite: Completion of an Associate Degree and MGT 310, or instructor's approval.

**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: MGT 310, MKT 410, or instructor's approval.

**MGT 496 Strategic Management and Policy (3)**

Considerations of overall long-term decision making involving integration of the functional areas in a business enterprise. Topics include the formulation, development, and implementation of organizational strategies that use knowledge from several areas to further organizational objectives within various constraints. Prerequisite: Senior standing or instructor's approval.

**Marketing (MKT)****MKT 115 Purchasing (3)**

Basic purchasing techniques and practices including purchasing department functions and responsibilities, purchasing tools, forms and procedures, vendor relationships, policies, and centralized versus decentralized purchasing.

**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.

**MKT 410 Marketing and Sales (3)**

An investigation of the objectives and policies of marketing managers as influenced by competitive institutions. Topics include selection of marketing targets, product strategy, distribution channels, pricing, marketing research, advertising, and the interaction with marketing institutions within society. Prerequisite: Completion of an associate's degree and MGT 310, or instructor's approval.

**Mathematics (MATH)**

Mathematics provides the language and concepts in terms of which knowledge is communicated and understood in all science fields and in many other disciplines. Mathematics helps develop both critical thinking and problem-solving skills, in addition to providing a framework for many technical fields. The listed courses are designed to raise students at any level to a college level of mathematical ability and to prepare students for work in government, business, industry, research, and educational institutions. All prerequisite time limits on mathematic courses are strong recommendations.

**MATH 089 Math in the Workplace (1)**

A review of basic mathematics including many vocational applications.

**MATH 091 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 095 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: MATH 091, sufficient score on placement exam, or SAT/ACT score.

**MATH 096 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. Prerequisite: MATH 095—within two years, satisfactory placement exam, or SAT/ACT score.

**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: MATH 095 or placement into MATH 096 or MATH 116.

**MATH 118B Supplementary Technical Mathematics (1-3)**

Course expands on MATH 116 and selected topics in mathematics associated with technical and vocational fields. Prerequisite: 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. Prerequisite: MATH 096—within two years, sufficient placement exam, or SAT/ACT score. Satisfies mathematic requirement for baccalaureate degrees.

**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. Prerequisite: MATH 120—within two years.

**MATH 123 Statistical and Geometrical Concepts for Elementary School Teachers (3)**  
A course for students preparing for elementary school teaching or for those who already hold teaching certificates. Topics include probability, statistics, geometry, constructions, similar figures, trigonometric ratios, areas and volumes, motion geometry, and a variety of applications. Backgrounds for the concepts and preparation of students for teaching the material. Prerequisite: MATH 120 or MATH 122—within two years.

The following courses numbered 126 or higher, except 290B, satisfy the mathematic requirement for baccalaureate degrees.

**MATH 126 Precalculus I (3)**  
A third course in algebra, intended for those who are majoring in a science field, a business-related field, or mathematics; as part of a mathematics endorsement for elementary education; or for students who are going on to calculus. This course stresses functions, including their graphs and applications, polynomial functions, radicals, rational functions, exponential, and logarithmic functions. This is the first half of a two-semester sequence. MATH 126 and MATH 127 together, or MATH 126 and STAT 152 together, satisfy the mathematics requirement for an Associate of Science degree; also see the bachelor's degree requirements. This course satisfies the College Algebra requirement for programs that require College Algebra and Statistics. Prerequisite: MATH 096—within two years, sufficient placement test, or SAT/ACT score.

**MATH 127 Precalculus II (3)**  
A course intended for those majoring in a science field or mathematics, as part of a mathematics endorsement for elementary education, or for students going on to calculus. Topics include circular functions, their graphs, and applications; trigonometric identities and equations; conic sections; complex numbers; matrices; sequences and mathematical induction. This is the second half of a two-semester sequence. The two semesters satisfy the mathematics requirement for a bachelor's degree. The two course sequence, MATH 126 and MATH 127, are equivalent to MATH 128 at UNR or UNLV. Prerequisite: MATH 126, MATH 124 (discontinued GBC course)—within two years or sufficient placement test score.

**MATH 130 Analytic Geometry (3)**  
Course includes planar rectangular coordinate schemes; lines and their representations; conic sections, rational functions, and their graphs; planar polar coordinate schemes; and vector geometry of the plane. Prerequisite: MATH 127 or two years of high school algebra—within three years.

**MATH 152, *Introduction to Statistics***, has been changed to STAT 152. See the Statistics course heading on page 179.

**MATH 176 Introductory Calculus for Applications in Business and Social Sciences (3)**  
Intended for students pursuing degrees in business or the social sciences, the course includes the fundamental ideas of analytic geometry and calculus, functions of one and of several variables, limits, differentiation and partial differentiation, integration, and optimization. Prerequisite: MATH 126 or MATH 128—within two years or sufficient placement test score.

**MATH 181 Calculus I (4)**  
The fundamental concepts of analytic geometry and calculus functions, graphs, limits, derivatives, integrals, and certain applications. Prerequisite: MATH 126 and MATH 127, MATH 128, or three years of high school algebra and trigonometry, or sufficient placement—any combination within two years or sufficient placement test score.

**MATH 182 Calculus II (4)**  
A continuation of MATH 181. The course covers transcendental functions, methods of integration, conic sections, sequences and series, and vectors. Prerequisite: MATH 181.

**MATH 251 Discrete Mathematics I (3)**  
Topics include set operations, Cartesian product relations and functions, equivalence relation, graphs and digraphs, propositional calculus, truth tables, mathematical induction, and elementary combinatorics. Applications are made to probability. Prerequisite: MATH 182—within three years.

**MATH 283 Calculus III (4)**  
A continuation of MATH 182. Topics include infinite sequences and series, vectors, differentiation and integration of vector-valued functions, the calculus of functions of several variables, multiple integrals and applications, line and surface integrals, Green's Theorem, Stokes' Theorem, and the Divergence Theorem. Prerequisite: MATH 182—within 2 years.

**MATH 285 Differential Equations (3)**  
Theory and solving techniques for general ordinary differential equations, first order and second order linear equations, boundary value problems, power series solutions, Laplace transforms, and system of first order equations. Emphasis on real world phenomena. Prerequisite: MATH 283.

**MATH 290B Special Topics in Mathematics (1-4)**  
A special topics course in mathematics considers current problems and conceptual issues in mathematics. The issues selected depend upon the current interest of faculty and students.

**MATH 310 Introduction to Analysis I (3)**  
A re-examination of the calculus of functions of one-variable: real numbers, convergence, continuity, differentiation, and integration. Prerequisite: MATH 283.

**MATH 313 Probability and Combinatorics for Teachers (3)**  
Topics include sets, functions, relations, propositional logic, induction, elementary combinatorics, and elementary graph theory. Prerequisite: MATH 182. [N]

**MATH 330 Linear Algebra (3)**  
An introduction to linear algebra, including matrices and linear transformations, eigenvalues, and eigenvectors. Prerequisite: MATH 182 within three years. (Formerly MATH 253, Linear Algebra)

**MATH 331 Groups, Rings and Fields (3)**  
Elementary structure of groups, rings, and fields. Including homeomorphisms, normal subgroups, and ideals. Prerequisite: MATH 253.



## Mining (MINE)

### MINE 101 Introduction to Mining (1-3)

Introduction to techniques, practices, and problems in the mineral industry. Field trip required.

### MINE 111B Introduction to Underground Mining and Safety (5)

An introduction to the underground mining work environment including completion of certified MSHA 40-hour underground miner safety training. Introductory ideas include underground mining methods and terminology, hazard awareness, communication, ground control principles, ventilation, escape, explosives awareness, and introduction to scaling, among other topics. Prerequisite: Acceptance into the Underground Miner Training Program.

### MINE 121B LHD and Haul Truck Driving (2.5-5)

Instruction in the inspection, maintenance, and safe operation of underground haulage trucks and LHDs. Training will begin on the surface, then move underground for students to acquire skill and proficiency in the operation of typical pieces of hauling equipment. Prerequisite: MINE 111B or equivalent experience.

### MINE 131B Jackleg Drilling, Scaling, and Bolting (2.5-5)

Use of jack-leg drills as an introduction to underground rock drilling and underground work ethic. Includes hole alignment, drilling, bolting, and scaling. Prerequisite: MINE 111B or equivalent experience.

### MINE 141B Skip Tender and Cage Training (2.5)

Safe and proper operation of underground skip cars and cages. Includes exposure to work in shafts and inclines as well as surface and underground work areas in the loading and unloading of muck, workers, equipment, materials, and supplies. Prerequisite: MINE 111B or equivalent experience.

### MINE 142B Top Lander Training (2.5)

Safe and proper operation of top landers in underground mining operations. Includes exposure to work in shafts as well as surface and underground work areas. Prerequisite: MINE 111B or equivalent experience.

### MINE 151B Underground Mechanical Staging (2.5)

Safe and proper setup, inspection, operation, and disassembly of mechanical work staging for underground mining operations. Prerequisite: MINE 111B or equivalent experience.

### MINE 155B Underground Extended Services (2.5)

Installation and maintenance of underground utilities, life support, and safety systems. Includes other services as needed in underground mining operations. Prerequisite: MINE 111B or equivalent experience.

### MINE 161B Shot-crete Plant Operation (2.5)

Safe and proper operation of shot-crete batch plants, providing shot-crete of required content and consistency for the application needed. Prerequisite: MINE 111B or equivalent experience.

### MINE 165B Back-fill Plant Operation (2.5)

Safe and proper operation of back-fill batch plants, providing back-fill of required content and consistency for the needed underground mining application. Prerequisite: MINE 111B or equivalent experience.

### MINE 251 Mining Law (2)

Review of federal and state laws affecting the mineral industry. Pertinent topics will include mineral and land acquisition, ethics, mining, water, environment, and safety.

### MINE 253 Environmental Law (3)

A review of state and federal regulations for air and water quality, hazardous and toxic wastes, surface disturbance and reclamation, and other pertinent topics of an environmental nature as they relate to the mining industry. Equivalent ENV 202.

### MINE 255B Mine Safety and First Aid (2)

A certified mine safety course. Will include hazard recognition, first aid, and other pertinent topics.

### MINE 256B Mine Safety Refresher Course (1)

A certified mine safety annual refresher course. Prerequisite: MINE 255B or other certified mine safety indoctrination.

### MINE 290B Mining Internship—Work Experience (1-4)

Actual experience working within some aspect of the mineral industry or a related field. Prerequisite: Must be enrolled in the final year of the Manpower Training Cooperative Program.

## 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*)

### 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. (Formerly MUS 113, *Class Vocal Instruction*)

### MUS 104 Voice Class II (2)

A continuation of MUS 103 introducing the Italian art song. (Formerly MUS 154B, *Intermediate Class Vocal Instruction*)

### 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, *Concert Choir*) (Formerly MUS 111, *Piano I*)

### MUS 121 Music Appreciation (3)

The historical and cultural background of music and origins to the twentieth century.

### MUS 125 History of Rock Music (3)

The history and stylistic development of rock from its origins, through transitions, and subsequent revolutions.

### MUS 203 Music Theory I (4)

Counterpoint and harmony (written and keyboard). Prerequisite: MUS 101 or instructor's approval. (Formerly MUS 201, *Music Theory I*)

### MUS 204 Music Theory II (4)

A continuation of MUS 203. Prerequisite: MUS 203. (Formerly MUS 202, *Music Theory II*)

### MUS 299B Special Topics in Music (.5-6)

Consideration of special topics in issues and music.

### 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. Prerequisite: MUS 203 and 204. (Formerly MUS 203, *Music Theory III*)

## **Music Applied (MUSA)**

**MUSA 145 Voice—Lower Division (1)**  
Private vocal instruction. (Formerly MUS 153, *Voice*)

## **Music Education (MUSE)**

**MUSE 101 Concert Choir (1-2)**  
Performance of representative choral music of all periods. (Formerly MUS 111, *Concert Choir*)

**MUSE 108 Concert Singers (1)**  
Performance of representative choral music of all periods. (Formerly MUS 112, *College Singers*)

## **Natural Resource and Environmental Science (NRES)**

**NRES 150 Fundamentals of Plant Science (3)**  
Designed to provide the student with a working knowledge of the fundamental structures and processes of plants. Principles to be applied cover plant structures, physiology, heredity, environmental relationship to growth, adaptation, and management of crops. Techniques of research, exploration of plant growth, and identification of economical crops will be included. (Formerly NRS 150, *Fundamentals of Plant Science*)

**NRES 215 Principles of Rangeland Management and Monitoring (3)**  
Instruction in livestock and plant management on rangelands. The course will instruct in the most common and acceptable rangeland monitoring systems. Students will participate in actual rangeland monitoring and plan/data collection. Prerequisite: NRES 241. (Formerly NRS 215, *Principle of Rangeland Management and Monitoring*)

**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 manage perspective. Corequisite: NRES 223. (Formerly NRS 101, *Introduction to Soil Science*) (Formerly NRS 101, *Fundamentals of Soil Science*)

**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. Corequisite: NRES 222.

**NRES 241 Principles of Range Science (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*) (Formerly NRS 100, *Principles of Range Science*)

**NRES 304 Hydrology for Natural Resource Management (3)**  
Principles and methods of managing range and forest land in terms of water quantity, quality, and timing. [N] (*Pending CCN Approval*)

**NRES 310 Livestock, Wildlife, and Range Plant Behavior (3)**  
Through lectures, discussions, field exercises, and field trips we explore functional relationships among soils, plants, herbivores, and people as they pertain to managing ecosystems. We highlight behavioral principles and processes, explore avenues for research, and discuss implications for agricultural production. [N] (*Pending CCN Approval*)

**NRES 451 Remote Sensing of Natural Resources (3)**  
Measurements and interpretation of aerial photography and other remotely sensed data. Conventional and digital mapping techniques for land measurements. [N] (*Pending CCN Approval*)

## **Nursing (NURS)**

**NURS 130 Nursing Assistant (3-6)**  
Provides students with classroom, laboratory, and clinical experience which fulfills requirements for eligibility to take the Nevada State Certified Nursing Assistant examination. Prerequisite: Proof of a current TB test and Professional CPR certification. Contact the Nursing Department at 775.753. 2301. (Formerly NURS 130B, *Nursing Assistant*)

**NURS 135 Introduction to the Nursing Process (8)**  
Introductory course designed to provide a foundation for future courses in nursing. The nursing process is used as the framework to develop scientific understanding and basic skills necessary to meet the basic biopsychosocial needs of patients through the lifespan. Five credits theory, three credits clinical. Offered Fall Semester only. Prerequisite: Admission 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 143 Nursing Process in Drug Therapy (2)**  
Introduction to pharmacological concepts that are integrated throughout the nursing curriculum. Nursing process is emphasized as the framework for administering medications. Two credits theory. Offered Fall Semester only. Prerequisite: Admission to the Nursing Program.

**NURS 157 Nursing Process Throughout the Lifespan I (4)**  
Uses the nursing process to develop knowledge and nursing skills needed to promote basic biopsychosocial adaptation of the patient and family during the childbearing experience. Three credits theory, one credit clinical. Offered Spring Semester only. Prerequisite: Admission to the Nursing Program.

**NURS 158 Nursing Process Throughout the Lifespan II (5)**  
Emphasis on meeting biopsychosocial needs of patients throughout the lifespan with common, well-defined health problems utilizing the nursing process. Three credits theory, two credits clinical. Offered Spring Semester only. Prerequisite: Admission to the Nursing Program.

**NURS 205 Introduction to Associate Degree Nursing (2)**  
Exploration of roles and functions of Associate Degree nursing. The course is designed to introduce the student to the profession of nursing and to assist transition from the technical PN role to that of the registered professional nurse. Prerequisite: Admission to the Nursing Program. (Formerly NURS 205B, *Introduction to Associate Degree Nursing*)

**NURS 241 Nursing Process in Mental Health (3)**  
A combination lecture/web-based class that focuses on the concepts of mental health illness, epidemiology of mental disorders, the development of therapeutic relationships through the clinical interview and communication skills, and intervention modalities consistent with mental health nursing. Two credits theory, one credit clinical. Offered Fall Semester only. Prerequisite: Admission to the Nursing Program.

**NURS 257 Nursing Process Throughout the Lifespan III (6)**  
Emphasis is on meeting biopsychosocial needs of patients throughout the lifespan requiring more complex care of common, well-defined problems utilizing the nursing process. Three credits theory, three credits clinical. Offered Fall Semester only. Prerequisite: Admission to the Nursing Program.

**NURS 258 Nursing Process Throughout the Lifespan IV (4)**  
Emphasis is on meeting the biopsychosocial needs of patients throughout the lifespan requiring more complex care of well-defined health problems utilizing the nursing process. Two credits theory, two credits clinical. Offered Spring Semester only. Prerequisite: Admission to the Nursing Program.

**NURS 261 Nursing Trends (1)**  
Focuses on transition from student to registered nurse and the role of the associate-degree nurse as a member of the nursing profession. Legal and ethical aspects will be discussed as well as present and future trends in nursing service and education. One credit theory. Offered Spring Semester only. Prerequisite: Admission to the Nursing Program.

**NURS 273 Role of the ADN Manager (3)**  
The nursing management process as it relates to AD nursing will be introduced and utilized within the nursing process. One credit theory and two credits clinical which includes a preceptorship. Offered Spring Semester only. Prerequisite: Admission to the Nursing Program.

**NURS 285 Selected Topics in Nursing (1-3)**  
Selected nursing topics offered for general interest and nursing continuing education. Not a required course. No prerequisite. (Formerly NURS 285B, *Selected Topics in Nursing*)

**NURS 302 Portfolio Examination (12)**  
Acknowledges the additional curricular requirements of associate degree nursing programs as well as the ongoing professional educational and competency requirements associated with beginning and ongoing RN licensure. Course provides students with the opportunity to demonstrate self-leadership strategies in order to achieve individual learning goals and objectives. Prerequisite: Acceptance into the BSN program.

**NURS 303 Health and Physical Assessment (3)**  
Application of strategies and skills associated with history taking, physical examination, and psychosocial evaluation to assess the health care needs of individuals across the lifespan. Prerequisite: Acceptance into the BSN program or instructor's approval.

**NURS 335 Concepts in Professional Nursing Practice (3)**  
Examination of the historical, theoretical, economic, legal/ethical, cultural, and technological issues related to clinical nursing practice, professionalism, nursing education, and nursing research. Prerequisite: Acceptance into the BSN program or instructor's approval.

**NURS 336 Acute Health Nursing (Pathophysiology) (4)**  
Systematic exploration of normal and pathophysiological responses to states of health and illness. Examines internal and external defense systems, balance and regulation of body systems, and integration of these concepts in the assessment and management of patient problems. Prerequisite: Acceptance into the BSN program or instructor's approval.

**NURS 338 Acute Health Nursing (Pathophysiology) Practicum (5)**  
Companion course to NURS 336. Application of theory, knowledge, and skills in assessing human functioning, pathophysiology, pharmacology, psychosocial, cultural variation, health care resources, and person-environment relationships with respect to select nursing strategies for acutely ill individuals of all ages in variety of rural acute care settings. Prerequisites: Acceptance into the BSN Program, NURS 302, NURS 303, NURS 335, and NURS 336.

**NURS 434 Community Health Nursing in the Rural Setting (4)**  
Explores population-focused nursing in the context of promotion, protection, and improvement of health for individuals, families, and communities. Determinants of health and operations of the health care system will be discussed with an emphasis on social, cultural, and environmental factors specifically operating within the rural environment. Prerequisites: Acceptance into the BSN Program, NURS 302, NURS 303, NURS 335, NURS 336 and NURS 338.

**NURS 436 Community Health Nursing in the Rural Setting Practicum (5)**  
Companion course to NURS 434. Application course in which population-focused theory, knowledge, and skills to provide care for individuals, families, and groups are utilized in the rural community setting. Emphasis is on interpersonal and clinical therapies, coordination of community resources, and exploring the community as client. Prerequisites: Admission to the BSN program, NURS 302, NURS 303, NURS 335, NURS 336; NURS 338, and NURS 434.

**NURS 440 Nursing Leadership in the 21st Century (Capstone) (3)**  
A writing intensive course which requires the integration and synthesis of previously learned theory, knowledge, and skills with contemporary leadership and management principles and theories, enabling learners to critically analyze a variety of societal, economic, political, and professional issues that influence nurses and nursing. Prerequisites: Completion of all upper-division nursing courses.

## **Nutrition (NUTR)**

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**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. Prerequisites: MATH 120 or MATH 126 or higher.

**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.

## **Occupational Safety and Health (OSH)**

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**OSH 101 Introduction to Occupational Safety and Health (3)**  
Provides students with information and skills necessary to understand and ensure safety and health in a variety of work locations. Specific attention to the Occupational Safety and Health Act of 1970, NRS Chapter 618, the Mine Safety and Health Act of 1977, 30 CFR 1.1 (Code of Federal Regulations). Covers the OSHA and MSHA responsibilities of employers and employees, inspection procedures, complaint procedures, citations, and maximum mandatory penalties. Mandated training and accident reporting procedures will be covered. [N]

**OSH 102 Introduction to Industrial Hygiene (3)**  
A review of different types of potentially hazardous environmental health problems known today, including noise, indoor air quality, chemical exposures, dust, and more. Routes of entry, bodily reactions, general testing techniques, and acceptable control measures are discussed. [N]

**OSH 104B Theory and Practice of Accident Investigation (3)**

A comprehensive study of all types of industrial accident investigations. Skill development in all areas including accident scene preservation and controls, interviewing and obtaining statements, identification of basic and underlying causes, report writing, and control measures. Includes unique requirements of Occupational Safety and Health Act (OSHA) and the Mine Safety and Health Administration (MSHA).

**OSH 105B Inspection Methods (3)**

Introduction to inspection techniques and inspection check sheets. Supervisor inspections, safety committee utilizations, hazard identifications, and corrections. Inspection reports, follow-up field trips, and actual inspection practice are included. Addresses remedial action-tracking systems as follow up.

**OSH 130B Introduction to Hazardous Materials Management (3)**

Provides an overview of hazardous materials identification, principles of toxicology, risk assessment, analytical methods, waste treatment storage and disposal, laws and regulations, and environmental impacts.

**OSH 198B Special Topics: Occupational Safety and Health (1-6)**

Various short courses covering a variety of subjects. May be repeated for up to six credits.

**OSH 204B Safety, Motivation, and Training (2)**

Topics may include banners, posters, and incentives for promoting concepts, identifying employee training needs, establishing employee training programs, and evaluating the quality of existing training programs.

**OSH 206B Safety Program Management (3)**

In-depth review of various types of comprehensive safety management programs. Emphasis placed on differing needs for diverse industries and individual corporate cultures. Class participants are required to develop a Workplace Safety Program.

**OSH 222B General Industry Safety (3)**

Acquaints students with the federal and state safety statutes, how to use the OSHA Code Book to understand the laws and requirements, preparation for on-site OSHA inspections, and the laws governing general industry. Discussion will include penalties, fines, and punishment for non-compliance with OSHA laws. Equivalents: OSH 223B or OSH 224B.

**OSH 223B Hazardous Waste Site Safety (3)**

Focuses on proper health and safety procedures and personnel protection during work operations at hazardous waste sites and in the workplace. Includes hazard identification and control, safety planning, site control, personal protective equipment, site monitoring, emergency and incident response operations, and decontamination processes. Mandated by OSHA 29 CFR 1910.120.

**OSH 224B Construction Safety (3)**

Acquaints students with the federal and state safety statutes, how to use the OSHA Code Book to understand the laws and requirements, preparation for onsite OSHA inspections, and the laws governing various trades and crafts. Discussion will include penalties, fines, and punishment for non-compliance with OSHA laws.

**Philosophy (PHIL)**

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**PHIL 101 Introduction to Philosophy (3)**

Basic problems in different areas of philosophy such as ethics, political theory, metaphysics, and epistemology. (Formerly PHIL 101, *Survey of Philosophy*)

**PHIL 102 Critical Thinking and Reasoning (3)**

Covers nonsymbolic introduction to logical thinking in everyday life, law, politics, science, advertising; common fallacies; and the uses of language, including techniques of persuasion.

**PHIL 114 Introduction to Symbolic Logic (3)**

Methods and principles of correct reasoning and argumentation with application to the various sciences.

**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.

**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. (Formerly PHIL 202, *The Judeo-Christian Tradition*)

**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*)

**PHIL 210 World Religions (3)**

The moral and religious views of world religions including Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and Taoism.

**PHIL 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: Completion of an associate's degree program or instructor's approval. Also available as ECON 311.

**Physical Education and Exercise (PEX)**

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**PEX 100 Aquacise Aerobics (1)**

Active participation in chest deep water. Includes an active warm-up, cardiovascular session, toning of the lower and upper body, abdominal work, and a stretching section. Activities can be adapted to either high or low activity levels. Students will increase muscle strength, cardiovascular strength, and flexibility. (Formerly PEX 100, *Aqua Exercise*) [P/W]

**PEX 103 Canoeing (1)**

Topics include canoes, paddles, gear, trip preparation, canoe transport, safety, capsizes, rescue, paddle strokes, and canoeing maneuvers. Methods of instruction will include lectures, videos, demonstrations, and class canoeing. [P/W]



**PEX 107** **Swimming** (1)  
Designed to inform and teach proper swimming techniques for use in fitness swimming. Some swimming skills are required. Students can expect to develop strength and endurance and learn how to create their own workouts. [P/W]

**PEX 110** **Badminton** (1)  
An introduction to the basic rules, skills, and strategies of badminton. The development of various grips, strokes, and strategies will be fostered through drill and game experience.

**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.

**PEX 117** **Golf** (1)  
Designed to teach the student a variety of important aspects within the game of golf, including technical skills and how to play the game. Subjects include grip, stance, alignment, swing, putting, chipping, etiquette, and the rules. [P/W]

**PEX 127** **Tennis** (1)  
Tennis is available with basic instruction of skills to an intermediate level of competition. Proper grip, different strokes, and footwork techniques are introduced and technical application of these techniques are developed in the intermediate level. Experienced players will have the opportunity to hone their individual strengths and skills during challenging drills and competitive matches. [P/W]

**PEX 129** **Volleyball** (1)  
An introduction to the basic rules, skills, and strategies of volleyball. The individual skills of passing, setting, hitting, blocking, and serving will be taught through drill and game experience. Perimeter and rotation defenses will be covered.

**PEX 134** **Rock Climbing** (1)  
Introduces students to the basic skills of rock climbing with individual instruction regarding rope techniques, knot tying, belay techniques, gym and outdoor climbing, and hand and foot techniques. Students will learn about the potential hazards involved in rock climbing. Safety and enjoyment in all aspects of climbing are the goals of this class. Certified students can move into the more advanced rock climbing classes where repelling, anchor systems, and rope management skills are developed. [P/W]

**PEX 135** **Skiing** (1)  
An introductory course which may focus on the basics of downhill or cross country skiing. Upon completion of this course, the student will have gained the necessary skills to confidently negotiate a variety of snow terrains using Nordic skis. [P/W]

**PEX 142** **Judo** (1)  
An activity course designed to develop and enhance overall movement skills and mental toughness through an ancient Japanese martial art. Students will learn a variety of techniques including throws, rolls, and falls. [P/W] (Formerly RPED 112B.) (Formerly PEX 142, *Judo/Jujitsu*)

**PEX 143** **Karate** (1)  
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. (Formerly RPED 152, *Karate.*) [P/W]

**PEX 148** **Tai Chi** (1)  
Tai Chi is a set of effective self-practicing exercises for prevention and treatment of pain in the shoulders, waist, neck, and legs. The student will learn the fundamentals of posture, balance, breath control, stretching, moving, and meditation. Each section has its own specific purpose in order to achieve the goal of the recovery of the functional activities of the whole organism and the strengthening of the physique on the basis of improvement of local pathological changes. [P/W]

**PEX 167** **Table Tennis** (1)  
Focuses on many aspects of this Olympic sport and fun pastime. Rules, serving techniques, defensive and offensive strategies, and the competitive aspects of the game. [P/W]

**PEX 169** **Yoga** (1)  
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. [P/W]

**PEX 170** **Aerobics** (1-2)  
This course involves participating in physical activities where 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. [P/W]

**PEX 172** **Body Contouring and Conditioning** (1-2)  
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. [P/W]

**PEX 180** **Strength Training** (1-2)  
This class provides safe and effective conditioning of the body through muscular fitness training. This is often done with weight lifting, but can be accomplished through a variety of exercises such as Pilates. [P/W]

**PEX 183** **Weight Training** (3)  
The proper form and techniques of a lifting exercise will be taught in the beginning class section. The student will learn how to implement the different programs and methods to help them achieve their goals. Spotting techniques to enhance safety will be addressed. Additional sections are offered to help the student develop a stronger and improved physique. (Formerly PEX 183, *Weight Lifting*) [P/W]

**PEX 199** **Special Topics in Recreation** (1-2)  
Selection will depend on current interests and needs. *Student Open Workout*, *Relaxation Techniques*, and *New Year's Resolution* are some examples of selections in this category. Descriptions of individual Special Topics in Recreation will be found in the current class schedule. (Formerly PEX 199B, *Special Topics in Recreation*) [P/W]

**PEX 207** **Slimnastics and Weight Control** (2)  
Active participation in exercise, class activities, and class assignments designed to provide basic exercise knowledge, increase physical fitness, and aid in body composition control.

**PEX 351** **Teaching Physical Education in Elementary Schools** (2)  
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. [P/W]

## Physics (PHYS)

### PHYS 100 Introductory Physics (3)

A concise treatment of the basic principles of physics. Includes mechanics, matter, electricity, magnetism, heat, sound, light, relativity, and nuclear physics. Prerequisite: MATH 096 or higher or equivalent.

### PHYS 107 Technical Physics I (3)

Investigates traditional topics of physics as they apply to mechanical, hydraulic, electrical, and thermal systems. This course provides a basic understanding of how physical systems are related and their technical applications. Hands-on activities, demonstrations, and calculations are an integral part of the course. Prerequisite: MATH 096 or higher or equivalent. (Formerly PHYS 107B, *Technical Physics I*)

### PHYS 151/151L General Physics I (4)

Primarily for students in arts and science. Topics include kinematics, energy and momentum conservation, rotational dynamics, thermodynamics, harmonic motion, and sound. Includes a full lab component in these topics. Prerequisite: MATH 126 or higher or equivalent.

### PHYS 152/152L General Physics II (4)

A continuation of PHYS 151. Topics include fluids, electricity, magnetism, electromagnetic waves, optics, relativity, quantum physics, and nuclear physics. Includes a full lab component in these topics. Prerequisite: PHYS 151.

### PHYS 180/180L Physics for Scientists and Engineers I (4)

Calculus-based investigation of vectors, rectilinear and plane motion, particle dynamics, work and energy, momentum, rotational mechanics, oscillations, gravitation, elastic waves, and sound. Prerequisite: MATH 181. (Formerly PHYS 180/180L, *Engineering Physics I*)

### PHYS 181/181L Physics for Scientists and Engineers II (4)

Calculus-based investigation of electric charge, field, potential, current, dielectrics, circuit elements, magnetic fields and materials, electromagnetic oscillations, light, reflection, optical system, interference, diffraction, and polarization. Prerequisite: PHYS 180. (Formerly PHYS 181/181L, *Engineering Physics II*)

## 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 103 Principles of American Constitutional Government (3)

Constitutions of the United States and Nevada with additional attention to various principles and current problems of government. Satisfies United States and Nevada Constitution requirement.

### PSC 231 World Politics (3)

Introduction to the study of international relations that stresses a systematic approach to world politics. Prerequisite: ENG 101 reading level.

### PSC 285 Selected Readings on the Presidency (3)

Seminar or individualized study course on various topics related to the Presidency. During presidential election years, course may be offered Spring, Summer, and Fall Semesters and will be directly related to an analysis of the primaries, the presidential campaign, and the election. May be repeated for up to six credits. Prerequisite: ENG 101 reading level.

### 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. Prerequisite: ENG 101 reading level. [P/W]

### 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. Prerequisite: Nine credit hours of 100-200 level social sciences courses and six credit hours of 100-200 level science courses, or instructor's approval. (Formerly PSC 421, *Environmental Policy*) (Formerly PSC 403C, *American Public Policy*)

### 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: PSC 103 or HIST 101 and HIST 102, or instructor's approval. (Formerly PSC 320, *Issues in American Public Policy*)

## Psychology (PSY)

### PSY 101 General Psychology (3)

Survey of the discipline introducing psychological theories, research methods, and principles of behavior. Prerequisite: ENG 101 reading level.

### 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. Prerequisite: ENG 101 reading level.

### 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. Prerequisite: PSY 101.

### PSY 271 Nature and Condition of Mental Retardation (3)

Survey of the principle syndromes, etiology, and developmental factors associated with mental retardation.

**PSY 276 Aging in Modern American Society (3)**  
The psychological and sociological development and the changes attendant to the process of aging in society. The course presents theory and research in the field, implications for social policy, and discusses perspectives on death and dying. Also available as SOC 276.

**PSY 290 Special Topics in Psychology (1-4)**  
Selected problems and conceptual issues in psychology. Issues selected will depend upon current interest of staff and students. (Formerly PSY 290B, *Special Topics in Psychology*)

**PSY 307 Principles of Educational Psychology (3)**  
Introduction to the science of education; application of methods and results of experimental psychology to the classroom. The course will emphasize the use of statistics in the classroom. Prerequisite: ENG 102 and sophomore standing or a minimum of 30 credit hours.

**PSY 441 Abnormal Psychology (3)**  
Psychology of abnormal behavior with emphasis on symptomology, etiology, diagnosis, treatment, and prevention. Prerequisite: PSY 101 or instructor's approval.

**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: PSY 101 or SOC 101 or instructor's approval.

## **Radiology (RAD)**

**RAD 090 Exploration of Radiology (.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 the student determine if this is the right career choice for them. No prerequisites.

## **Reading (READ)**

**READ 135 College Reading Strategies (3)**  
Course focuses on developing essential reading strategies for academic texts. Students will learn to create effective reading environments; utilize before, during, and after reading strategies; and improve/expand their working vocabulary. (Formerly READ 070, *College Reading Strategies*)

## **Real Estate (RE)**

GBC offers the following courses for the Nevada Real Estate Sales or Broker Licenses. Specific requirements for these licenses should be obtained from the following:

**Nevada Real Estate Division**  
Department of Business and Industry  
788 Fairview Drive, Suite 200  
Carson City, NV 89710-5453  
775.687.4280

**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.

**RE 104 Real Estate Law and Conveyancing (3)**  
A law course specifically designed for the fields of real estate including agency, contracts, deeds, instruments, easements, estates in land, zoning, restrictions, tenance, liens, foreclosures, transfers of title, leases, and court decisions.

**RE 206 Real Estate Appraising (3)**  
Basic principles and economic trends, nature of appraisals, and the appraisal process; neighborhood and site analysis; site valuation; residential style and functional utility; the use of the cost, income capitalization, and market approaches to value; and the correlation of the data in order to arrive at a value estimate. Course will satisfy one-half of the requirement for Real Estate Appraisal licensing in Nevada.

## **Social Work (SW)**

**SW 220 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.

**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: SW 220, ANTH 101, BIOL 100, PSY 101, SOC 101, ECON 102 or 103 and courses meeting the U.S. and Nevada Constitutions requirement. [N]

**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: SW 310.

**SW 321 Foundations of Social Work Practice (3)**  
Designed to prepare students for beginning social work practice. The course provides the foundation for interviewing and counseling that will be used in future methods courses (SW 420 and SW 421) and it prepares students with their first "hands-on" community-based experience as a component of social work education. This course teaches students to use the "best practices" in observation, communication, decision making, and recordkeeping. There is a strong emphasis on cross-cultural sensitivity and rapport building. Attention is given to the influence of age, gender, sexual orientation, geographic origins, disability, and other factors on communication in general. Prerequisite: SW 220, PSY 101, and SOC 101. [N]

## **Sociology (SOC)**

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- 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 205 Ethnic Groups in Contemporary Societies (3)**  
A survey of ethnic relations in the United States and other culturally and racially pluralistic societies illustrating problems and processes of social interaction. Also available as ANTH 205.
- SOC 250 Criminal Process and Community Relations (3)**  
A review of the criminal justice process including arrest of a suspect, procedures and theory to point of incarceration, and the commitment of the community institutions to the rehabilitation of the internee.
- 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.
- SOC 298 Special Topics in Sociology (1-3)**  
Consideration of selected current research problems and conceptual issues in sociology. (Formerly SOC 299B, *Special Topics in Sociology*)
- SOC 342 Social Stratification (3)**  
Course provides an analysis of major theories of stratification and inequality. Includes historical development of systems of stratification with emphasis upon structure of class system in the United States, including the effects of wealth, power, and prestige. Inequalities of race, gender, ethnicity, and age will also be considered. Prerequisites: SOC 101 or instructor's approval. Also available as ANTH 351.
- SOC 416 Sociology of Work and Occupations (3)**  
Comparative examination of work in industrial society. Topics analyzed include labor markets, the structure of labor-management relations, job satisfaction, the work ethic, occupational choice, workplace cultures, and the relationship of work to other domains of life. Prerequisite: SOC 101 or instructor's approval.
- SOC 433 Juvenile Delinquency (3)**  
The social context of delinquent behavior, including causes and patterns of anti-social activity, youth subcultures, and analysis of gangs. Evaluation of the methods used by the justice system to prevent and control status offenses and delinquent behavior. Prerequisite: 30 credits and any two of the following courses: ANTH 101, CRJ 101, HIST 102, PSC 103, PSY 101, SOC 101, or instructor's approval. (Formerly SOC 352, *Juvenile Delinquency*)

## **Spanish (SPAN)**

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- SPAN 101B 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*)

- SPAN 102B Basics of Spanish II (3)**  
A second semester of Conversational Spanish, designed to continue and improve the skills learned in the first semester. Prerequisite: SPAN 101B or instructor's approval. (Formerly SPAN 102B, *Spanish, Conversational II*)
- SPAN 111 First Year Spanish I (3)**  
Development of language skills through practice in listening, speaking, reading, writing, and structural analysis. Language practice required.
- SPAN 112 First Year Spanish II (3)**  
A continuation of SPAN 111. Language practice required. Prerequisite: SPAN 111.
- SPAN 199B Special Topics: Advanced Spanish Conversation and Literature (3)**  
Course 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.
- SPAN 211 Second Year Spanish I (3)**  
Considers structural review, conversation and writing, and readings in modern literature. Prerequisite: SPAN 112 or equivalent. (Formerly SPAN 203)
- SPAN 212 Second Year Spanish II (3)**  
A continuation of SPAN 211. Prerequisite: SPAN 111, 112, and SPAN 211. (Formerly SPAN 204)
- SPAN 305 Spanish Composition (3)**  
The advanced student of Spanish will be exposed to a free-writing approach in the composition of essays in Spanish. Auxiliary activities will include vocabulary development and grammatical refinement as well as a grounding in and further review of Spanish grammar and the use of idiomatic speech. Prerequisite: SPAN 212. Corequisite: SPAN 401.
- SPAN 400 Practicum in Spanish in the Community (2)**  
Supervised experience as an interpreter or translator using Spanish for local agencies or schools. Prerequisite: SPAN 212. Corequisite: SPAN 305. (Formerly SPAN 401, *Spanish Practicum in the Community*)

## **Statistics (STAT)**

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- STAT 152 Introduction to Statistics (3)**  
Includes descriptive statistics, probability models, random variables, statistical estimation and hypothesis testing, linear regression analysis, and other topics. Designed to show the dependence of statistics on probability. Prerequisite: AMS 310, MATH 120, MATH 126 or higher—within two years or sufficient placement test score. (Formerly MATH 152.)

**Surveying — See Land Surveying**

## **Technical Arts (TA)**

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- TA 100B Shop Practices (1-4)**  
An introduction to hand tool identification and proper use, shop safety, and other topics including screw thread, hydraulic hose, fitting identification, and measuring devices. Also available as DM 100B.

**TA 108B Applied Math for Technicians (3)**

Emphasizes the ability to understand and apply math to solve problems in society and the workplace. Topics include a review of whole numbers, fractions, mixed numbers, decimals and percentages, plus geometry, and formulae, basic right angle trigonometry, elementary statistics, probability, linear equations, and measurement methods. This course employs lecture, small group collaboration, and hands-on lab activities relating to student's major emphasis.

**TA 299B Special Topics in Technical Arts (1-5)**

Consideration of special topics and issues in technical arts. Selection will depend upon current interests and needs.

**Theatre (THTR)**

The GBC Theatre Program offers classes in acting, oral interpretation, public speaking, voice, speech, technical theatre, and play production. Committed to offering diverse, innovative, and provocative experiences of the theatre arts, GBC Theatre productions combine the talents of many departments including music, art, welding, and industrial plant mechanics. The theatre is an excellent opportunity for students from every discipline to experience the performing arts. For more information regarding theatre arts at GBC, call 775.753.2340.

**THTR 100 Introduction to Theatre (3)**

A survey of the basic principles, facts, and theories providing an understanding of the art of theatre. Course also includes a special focus on the practical technical aspects of the theatre and on live theatre experiences. (Formerly THTR 200, *Appreciation of Theatre*)

**THTR 105 Introduction to Acting I (3)**

Examines acting fundamentals and focuses on development of vocal, physical, and creative tools to be used on stage.

**THTR 113, *Fundamentals of Speech*** has changed to COM 113. See the Communication course heading on page 147.

**THTR 198 Special Topics (1-3)**

Consideration of special topics and issues in speech. Selection will depend upon current interests and needs. An additional emphasis provides for a responsive class which allows student actors from GBC, area high schools, and community theatres to work together on particular theatrical challenges. (Formerly THA 299B, *Special Topics in Theatre*) (Formerly THTR 299B, *Special Topics in Theatre*)

**THTR 205 Introduction to Acting II (3)**

Continuation of THTR 105. Prerequisite: THTR 105 or instructor's approval.

**THTR 209 Theatre Practicum (1-6)**

Performance and production of plays for GBC's Little Theatre season.

**THTR 221 Oral Interpretation (3)**

Introduction to and practice of oral interpretation of literary and dramatic works from Shakespeare to contemporary writers and poets.

**THTR 380 Stage Management (3)**

Study and practice of the art of stage management. Hands-on participation in department productions will be integral to the course. Prerequisite: COM 113. [N]

**THTR 306 Advanced Acting (3)**

Offers an advanced approach to acting with an emphasis on character work, character analysis, rehearsal process, performance proficiency and ensemble work. Students will continue development of technical skill, awareness and fundamental understanding of acting through scenework, monologues and specified techniques. Prerequisite: THTR 105. [N] (Formerly THTR 385, *Theatre Design*)

**Transport Technology (TT)****TT 101B CDL Pre-program (1)**

Course is designed to help students obtain the testing and the Commercial Drivers License learner's permit that is required by the State of Nevada.

**TT 109B Basic Driver Education (2)**

Introduction to the laws, concepts, and practices of safe driving in Nevada. This course should lead to the student's ability to pass the Nevada Driver Written Examination. This is a classroom course without a driving component. Prerequisite: Must be 15 years of age or older.

**TT 200B B Class Commercial Driver's License Training (5)**

Course will review basic knowledge of bus/"B Class" straight-truck operation, proper maintenance and operation of motor cargo/passenger equipment, theory of routine vehicle inspections, review of the rules and regulations of the Department of Transportation and other federal and state agencies, start and operation of a vehicle, park and secure the vehicle under normal conditions, and safety procedures as defined by the Occupational Safety and Health Act. Course prepares student as a bus/"B Class" straight-truck operation. Prerequisite: Instructor's approval.

**TT 201B Commercial Driver's License Training (10)**

Course will review basic knowledge of tractor/semi-trailer operation, proper maintenance and operation of motor cargo equipment, theory of routine vehicle inspections, review of the Rules and Regulations of the Department of Transportation and other federal and state regulatory agencies, start and operation of a vehicle, couple and uncouple of units, park and secure the vehicle under normal conditions, and safety procedures as defined by the Occupational Safety and Health Act. Course prepares student as a Tractor/Trailer Operator. [P/W]

**Women's Studies (WMST)****WMST 101 Introduction to Women's Studies (3)**

Introduces the methods and concerns of women's studies drawing from history, psychology, sociology, law, and language. (Formerly WS 101, *Introduction to Women's Studies*)

**Woodworking (WOOD)****WOOD 197B Beginning Woodworking (3)**

Tool identification and uses, tools and machine safety, project design and construction, gluing, laminating, mechanical drawings, and sketches of three views.

**WOOD 221B 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: WOOD 197B or equivalent.

# College Board Advanced Placement Examination (CBAPE)\*

Upon receipt of an official score report from the College Board and a satisfactory essay when required, 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
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
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	4 or 5	English 101 and 203	6
Environmental Science	4 or 5	Environmental Studies 100	3
French Language	3, 4, or 5	French 111 and 112	6
French Literature	3, 4, or 5	French 111, 112, 203, and 204	12
History — American	3	History 101 and History 102	3
	4 or 5	History 101 and 102	6
History — European	3	History 106	3
	4 or 5	History 106 plus 3 elective credits	6
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
Physics B	4 or 5	Physics 151 and 152	6
Physics C (Mechanics)	4 or 5	Physics 180	3
Physics C (Electricity and Magnetism)	4 or 5	Physics 181	3
American Government	3, 4, or 5	Political Science 103	3
Psychology	3, 4 or 5	Psychology 101	3

\*This grid is subject to change. Please check with Admissions and Records for the most recent version.

## TITLE 2 - Nevada System of Higher Education CODE

### CHAPTER 6

#### RULES AND DISCIPLINARY PROCEDURES FOR MEMBERS OF THE UNIVERSITY COMMUNITY, EXCEPT DRI (B/R 12/05)

##### Section 6.1 Scope of the Chapter

**6.1.1 Applicability of Procedures and Sanctions.** The procedures and sanctions established in this chapter are applicable to the resolution and determination of charges against members of the community of the Nevada System of Higher Education for allegedly engaging in conduct prohibited by the Nevada System of Higher Education Code or by other applicable stated policies, procedures, rules, regulations or bylaws of the System institutions. Except as otherwise provided in this chapter, the University of Nevada School of Medicine may also establish written policies, procedures and sanctions for the discipline of its students which may be used in lieu of the policies, procedures and sanctions of this chapter, subject to the prior review by the Executive Vice Chancellor & Chief Counsel and to the approval of the president of the institution in which the School of Medicine is based. (B/R 2/05)

**6.1.2 Proceedings Concurrent.** Action under the procedures established by this chapter shall go forward regardless of other possible or pending administrative, civil or criminal proceedings arising out of the same or other events.

##### Section 6.2 Cause

**6.2.1 Prohibited Activity - Faculty Only.** The following conduct, being incompatible with the purposes of an academic community, is prohibited for all members of the faculty of the System, shall constitute cause for discipline and may lead to the procedures and disciplinary sanctions established in Section 6.3 of the Nevada System of Higher Education Code.

- (a) Failure to perform the duties for which the faculty member is employed.
- (b) Failure to maintain a required level of performance as provided in Section 5.12 of the Nevada System of Higher Education Code.
- (c) Incompetence or inefficiency in performing the duties for which the faculty member is employed.
- (d) Insubordination.
- (e) Falsification of employment applications or documents submitted to the System, its member institutions or its special units, or making other false or fraudulent representations in securing employment.
- (f) Dishonesty.
- (g) Conviction of any criminal act involving moral turpitude.
- (h) Being under the influence of intoxicants, or, without a valid medical excuse, being under the influence of controlled substances as defined in the Nevada Revised Statutes, while on duty, due consideration being given to NRS 284.379.
- (i) Unauthorized absence from duty or abuse of leave privileges.
- (j) Personal or professional conduct which shows that the faculty member is unfit to remain in the faculty member's employment position or which has an ascertainable harmful or adverse effect on the efficiency of the faculty member's administrative unit.

**6.2.2 Prohibited Activity - System Community.** The following conduct, being incompatible with the purposes of an academic community, is prohibited for all members of the community of the System, including but not limited to the faculty and students, shall constitute cause for discipline and may lead to the procedures and disciplinary sanctions established in Section 6.3 of the Nevada System of Higher Education Code. Students enrolled in the University of Nevada School of Medicine are also subject to the prohibitions contained in this subsection under the procedures and disciplinary sanctions which may be established by the School of Medicine as authorized by Subsection 6.1.1 of the Nevada System of Higher Education Code. (B/R 5/92)

- (a) Commission of any of the acts specified in Subsection 2.1.4 of the Nevada System of Higher Education Code.
- (b) The use of, or threat to use, force or violence against any member or guest of the System community, except when lawfully permissible.
- (c) Interference by force, threat or duress with the lawful freedom of movement of persons or vehicles on the premises of the System.
- (d) The intentional disruption or unauthorized interruption of functions of the System, including but not limited to classes, convocations, lectures, meetings, recruiting interviews and social events, on or off premises of the System.

(e) Willful damage, destruction, defacement, theft or misappropriation of equipment or property belonging to, in the possession of or on premises occupied by, the System.

(f) Knowing possession on any premises of the System of any firearms, explosives, dangerous chemicals or other instruments of destruction, or other dangerous weapons as defined by the laws of the State of Nevada, without the written authorization of the president of any System institution or the president's authorized agent, unless such possession reasonably relates to duly recognized System functions by appropriate members of the faculty, other employees or students.

(g) Continued occupation of buildings, structures, grounds or premises belonging to, or occupied by, the System after having been ordered to leave by the president of a System institution or the president's designee.

(h) Forgery, alteration, falsification or destruction of System documents or furnishing false information in documents submitted to the Nevada System of Higher Education.

(i) Making an accusation which is intentionally false or is made with reckless disregard for the truth against any member of the System community by filing a complaint or charges under this Nevada System of Higher Education Code or under any applicable established grievance procedures in the System.

(j) The repeated use of obscene or abusive language in a classroom or public meeting of the System where such usage is beyond the bounds of generally accepted good taste and which, if occurring in a class, is not significantly related to the teaching of the subject matter.

(k) Willful incitement of persons to commit any of the acts herein prohibited.

(l) Disorderly, lewd or indecent conduct occurring on System premises or at a System sponsored function on or off such premises.

(m) Any act prohibited by local, state or federal law which occurs on System premises or at a System sponsored function on or off such premises.

(n) The use of threats of violence against a faculty member or the faculty member's family in order to secure preferential treatment for grades, loans, employment or other service or privilege accorded by the System.

(o) Any act of unlawful discrimination based on race, creed, color, sex, age, handicap or national origin or any act of employment or educational retaliation against any person who has made a complaint about such discrimination. (B/R 6/92)

(p) Any act of sexual harassment when submission to a request or demand of a sexual nature is either an explicit or implicit term or condition of employment or of academic study or grading, or where verbal or physical conduct of a sexual nature has the effect of creating an intimidating, offensive or hostile work or educational environment. (B/R 5/92)

(q) Acts of academic dishonesty, including but not limited to cheating, plagiarism, falsifying research data or results, or assisting others to do the same.

(r) Willfully destroying, damaging, tampering, altering, stealing, misappropriating, or using without permission any system, program or file of the Nevada System of Higher Education.

(s) Acts of hazing. Hazing is defined as any method of initiation into or affiliation with the university or community college community, a student organization, a sports team, an academic association, or other group engaged in by an individual that intentionally or recklessly endangers another individual.

(t) Any other conduct which violates applicable stated prohibitions, policies, procedures, rules, regulations or bylaws of the Board of Regents or a System institution.

**6.2.3 Mental or Physical Incapacity.** The inability or incapacity to perform the duties for which the faculty member is employed due to mental or physical reasons may lead to suspension or termination of employment as provided in Subsections 6.3.6(b) and 6.3.7(b) of the Nevada System of Higher Education Code, due consideration being given to the provisions of NRS 284.379.

##### 6.2.4 Sexual Harassment.

(a) The Board of Regents deems the sexual harassment of students and employees to be unacceptable and prohibited.

1. Because of the particularly offensive and degrading nature of sexual harassment, the danger of academic or employment retaliation for accusations of sexual harassment and the difficult and tense academic or employment environment which can result while allegations of sexual harassment are investigated or heard, it is the policy of the Board of Regents that, pending the

completion of an investigation and/or disciplinary hearing into the allegations of sexual harassment, and only to the extent deemed necessary by the facts of each case, contacts between the complainant(s) and the person accused of sexual harassment shall be kept to a minimum or eliminated altogether by physical separation, assignment to other duties or classes or placement on administrative leave.

2. Such action shall be deemed to be without prejudice to any person involved or determination of the truth or falsity of the allegations.

3. Any such action shall be taken or maintained in such manner as to afford the least possible disruption to the day-to-day activities of the institution but the ease of reassigning students or employee subordinates in place of instructors or supervisors shall not be a factor in taking such action.  
(B/R 3/93)

(b) An alleged victim of sexual harassment shall have the opportunity to select an independent advisor for assistance, support and advice. The alleged victim 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 to utilize or not utilize the independent advisor. The independent advisor may be brought into the process at any time at the request of the alleged victim. The institutional affirmative action officer or the administrative officer shall advise the alleged victim 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/R 3/93)

### Section 6.3 Disciplinary Sanctions

The following sanctions are applicable to members of the community of the Nevada System of Higher Education for conduct prohibited by Section 6.2 of the Nevada System of Higher Education Code. Depending on the seriousness of the misconduct, these sanctions may be imposed in any order.

**6.3.1 Warning.** Notice, oral or written, that continuation or repetition of prohibited conduct may be the cause for more severe disciplinary action.

**6.3.2 Reprimand.** A formal censure or severe reproof administered in writing to a person engaging in prohibited conduct.

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

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

**6.3.5 Reduction in Pay.** A reduction in pay may be imposed at any time during the term of an employment contract upon compliance with the procedures established in this chapter.

#### 6.3.6 Suspension.

(a) For Students Only:

1. Exclusion for a definite period of time from attending classes and from participating in other activities of the System, as set forth in a written notice to the student. The official transcript of the student shall be marked "DISCIPLINARY SUSPENSION EFFECTIVE \_\_\_\_ TO \_\_\_\_." Parents or legal guardians of minor students shall be notified of the action.

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

(b) For Employees Only. Exclusion from assigned duties for one or more workweeks without pay, as set forth in a written notice to the employee. The phrase "workweek" has the meaning ascribed to it in Section 7(a) of the Fair Labor Standards Act; 29 U.S.C. § 207(a). (B/R 10/93)

#### 6.3.7 Expulsion or Termination.

(a) For Students Only. Termination of student registration and status for an indefinite period of time. Permission of the president shall be required for readmission. The official transcript of the student shall be marked "DISCIPLINARY EXPULSION EFFECTIVE \_\_\_\_\_." The parents or legal guardians of minor students shall be notified of the action.

(b) For Employees Only. Termination of employment for cause. A hearing held under the procedures established in Section 6.12 and other applicable provisions of

this chapter shall be required before the employment of an employee may be terminated for cause.

### Section 6.4 Authority of the President

**6.4.1 Exercise of Authority.** The president shall exercise authority in disciplinary actions in accordance with the procedures established in this chapter and other laws and regulations as are applicable.

**6.4.2 President Has Final Decision-Making Authority.** All determinations and findings made within the System institutions are in the nature of recommendations to the president who shall have the final decision making authority, except as otherwise provided in the Nevada System of Higher Education Code.

**6.4.3 Designation of Hearing Officers.** The designation of hearing officers and decisions on the challenges of any hearing officer for cause, as provided in this chapter, shall be made by the president or the president's designee.

**6.4.4 Delegation of Authority.** The functions of the president, as prescribed in this chapter, may be delegated by the president to individual designees who are members of the staff of the System institution and such designees shall exercise these functions in the president's name. All references in the procedures established by this chapter to the president include such designees.

### Section 6.5 Administrative Leave (B/R 5/92)

**6.5.1 President to Order Administrative Leave.** The president of each System institution may order any member of the System community to be placed on administrative leave for the interim period pending a disciplinary hearing whenever the president determines that administrative leave is required in order: (B/R 5/92)

(a) To protect life, limb or property;

(b) To ensure the maintenance of order; or

(c) To remove a person from the University of Nevada System community when an act of sexual harassment has been alleged against such person and the accused or the accused person cannot be assigned to other duties or classes or placed elsewhere in the System institution apart from each other pending the completion of an investigation and/or disciplinary hearing into the allegation. (B/R 5/92)

**6.5.2 Hearing.** Any person placed on such administrative leave shall be afforded an opportunity to a hearing with respect to the issue of the leave. The hearing on the administrative leave will be held no later than 10 college working days of the leave, unless the person placed on leave agrees to delay the hearing to a later time. The hearing shall be held under the hearing procedures established in Section 6.9 of the Nevada System of Higher Education Code, so far as can be made applicable, and by a general hearing officer as established in Section 6.10 of the Nevada System of Higher Education Code. The president's decision upon the hearing officer's recommendation shall be final. The issue shall be limited to whether the continued administrative leave of the individual involved pending the outcome of a disciplinary hearing is warranted. (B/R 5/92)

**6.5.3 Expulsion from Premises.** Administrative leave under this section will be coupled with a withdrawal of consent by the System for the individual involved to remain on System premises whenever there is reasonable cause to believe that life, limb, property or the maintenance of order are in danger. (B/R 5/92)

**6.5.4 Administrative Officer's Duties.** The administrative officer, as established in Section 6.7 of the Code, shall be responsible for presenting evidence that the administrative leave, withdrawal of consent to remain on System premises, or both, should be continued.  
(B/R 5/92)

**6.5.5 Administrative Leave With Pay.** Administrative leave under this section shall be with pay and other benefits. (B/R 5/92)

### Section 6.6 Disciplinary Sanctions for Professional Employees

**6.6.1 Authority of Administrators to Discipline.** Vice presidents, deans, directors and persons in equivalent positions shall have the authority to issue reprimands or warnings (as defined under 6.3.1 and 6.3.2) to faculty members and other professional employees under procedures stated in 6.6 of the NSHE Code. Procedures under 6.6 differ from procedures established in Sections 6.7 to 6.14 of the NSHE Code. Code 6.6 procedures are to be used whenever possible, as an alternative to those in 6.7 to 6.14. (B/R 06/99)

**6.6.2 Right to Notice.** Before issuing a warning or reprimand, a person proposing to issue the disciplinary sanction shall notify the person whom it is proposed to so discipline in writing of the charges involved. The notice shall also schedule a meeting between the person charged and the person proposing to issue the disciplinary sanction for the purpose of discussing the charges. At least fifteen (15) working days before issuing a warning or reprimand, the vice president or dean, director or persons in equivalent positions proposing to issue the disciplinary sanction shall notify the affected person in writing of the charges involved and the proposed action. The notice shall:



1. Include all materials and documentation to support the charges;
2. Clearly state that it activates the processes set forth in 6.6 of the NSHE Code, and also state the alternatives available under 6.6.3 to the affected person; and
3. Advise the affected person of his or her rights according to 6.6.6.

After the person proposing the disciplinary action has sent the notification, ten (10) working days must elapse before section 6.6.3 is implemented, during which time no documentation of the proposed action may be placed in the affected person's personnel file. (B/R 06/99)

**6.6.3 Choice of Response.** The person affected by the proposed disciplinary action shall have:

1. the right to mediation as outlined in 6.6.4, or through 6.6.8.
2. the right to accept the reprimand or warning or to respond, in writing to the warning or reprimand and to have that response immediately placed in his or her personnel file.
3. The right to grieve the warning or reprimand unless mediation is selected. If the affected person elects to grieve the warning or reprimand, mediation may not be used.

Choice of mediation shall delay the filing of any warning or reprimand in the affected person's file until after the mediation proceeding is concluded and a final decision rendered:

**6.6.4 Use of Mediation.** If the person affected by the proposed decision to reprimand or warn chooses to select mediation procedures outlined below, he or she must notify, in writing, the vice president or dean within ten (10) working days of receiving notification of the intent to reprimand or warn. The mediator will be selected within fifteen (15) working days following request for mediation using a procedure jointly developed by the campus administration and Faculty Senate. All materials relevant to the proposed disciplinary sanction shall be delivered to the mediator within five (5) working days of the appointment of the mediator. All parties may view all materials deposited with the mediator.

**6.6.5 Mediation.** The mediator will call a meeting of both parties to facilitate an informal resolution of the matter. Both parties must participate in good faith in the mediation procedures. The meeting will take place within fifteen (15) working days after the appointment of the mediator. The mediator shall conduct the meeting with attention to fairness and due process, and shall seek to preserve the rights of all affected parties. The mediator shall have the right to call witnesses if deemed necessary by the mediator.

**6.6.6 Rights of the Affected Person When Mediation has Been Chosen.** The person shall have:

1. the right to access all materials and documents relevant to the proposed disciplinary action at least (10) working days prior to the meeting with the mediator;
2. the right to have a colleague present, and the right to introduce materials in response to the proposed warning or reprimand; and
3. the right to appeal any decision to the president.  
(B/R 6/99)

**6.6.7 Burden of Proof.** The burden of proof rests with the administrator or the person issuing the charges.

**6.6.8 Decision.** Any agreement reached by the affected person and the administrator through the mediation process shall be placed in the affected persons' personnel file. This agreement may not be appealed through any grievance process. If there is not an agreement between the parties, the mediator will submit a written report within fifteen (15) working days to the immediate supervisor of the administrator bringing the charges. A copy of the mediator's report shall also be given to the administrator bringing the charges and the affected person. The immediate supervisor must make a decision within ten (10) working days about whether the warning or reprimand will be issued. If the decision is to warn or reprimand the affected person the affected person may appeal to the president. The affected person may file a written appeal with the president within 15 working days. The written appeal shall contain the reasons, arguments and documentation supporting the appeal. The president shall reach a decision within a reasonable time after receipt of the written appeal. The president may uphold, modify or reverse the disciplinary sanction. The president's decision shall be final and cannot be grieved. (B/R 6/99)

## Section 6.7 Administrative Officer

**6.7.1 Appointment of Administrative Officer.** The president of each System institution shall appoint, on either an ad hoc or a continuing basis, a person who shall have the authority to perform the duties established for the administrative officer in this chapter. The president may assign either a staff member of the System institution, or alternatively, may engage the services of an attorney who has been a member of the State Bar of Nevada at least five years or who is otherwise qualified by professional experience in administrative law. The person so assigned to these duties shall serve in this assignment at the pleasure of the president.

It is the intent of the Board that this position shall not be used to create the basis for an on-campus staff attorney appointment that will report directly or indirectly to the institutional president. In order to assure an appropriate separation of responsibilities, the job description of the person appointed as administrative officer must be approved by the Executive Vice Chancellor & Chief Counsel prior to appointment. The person appointed to perform the duties of administrative officer shall not represent the System institution nor engage in the practice of law of behalf of the System institution, including, but not limited to, the rendering of legal advice or opinions. (B/R 2/05)

**6.7.2 Titles.** Although termed the "administrative officer" for the purposes of this chapter, the person selected as administrative officer may use such local, administrative title as the president may determine.

**6.7.3 Assistants.** All references in this chapter to the administrative officer shall include other persons who are authorized by the president to assist the administrative officer and to act in the administrative officer's name.

**6.7.4 Combined Duties.** The president may combine the duties of the administrative officer with those of any other person employed by the System institution, but may not combine such administrative officer duties with those performed by hearing officers or hearing committee members under the procedures of this chapter.

## Section 6.8 Decision to Hold Hearings

**6.8.1 Complaints.** Except as may be provided in Section 6.6 of the Nevada System of Higher Education Code, all complaints alleging conduct prohibited by Section 6.2 of the Nevada System of Higher Education Code or by applicable stated prohibitions, policies, procedures, rules, regulations or bylaws of the System institutions shall be filed with the administrative officer. The complaint shall be in writing, shall be signed by the complainant and shall, to the extent reasonably possible, specify the date, time, place, person or persons involved and the circumstances of the alleged prohibited conduct, including the name or names of persons who may have witnessed the alleged prohibited conduct.

### 6.8.2 Investigation, Informal Resolution or Recommendation for Hearing.

(a) The administrative officer shall investigate complaints with the purpose of clarifying the facts and the positions taken by the parties. The investigation shall be completed within 60 calendar days after the receipt of the complaint. (B/R 5/92)

(b) The administrative officer shall present a charging letter to the person charged who may present a written answer within 7 college working days after receipt thereof. At a minimum, the charging letter shall contain the information specified in Subsection 6.8.1 of the Nevada System of Higher Education Code. The administrative officer shall inform the person charged in writing that, although the person charged is free to make a written reply, there is no requirement or compulsion to do so.

(c) If deemed appropriate to do so, the administrative officer, with the approval of the president, may informally resolve the complaint by conciliating with the parties, by permitting the complainant to voluntarily drop the complaint or by permitting the person charged to voluntarily accept disciplinary sanctions.

(d) Within 7 college working days of the completion of the investigation, and if the complaint cannot be informally resolved, the administrative officer shall make a recommendation to the president as to whether or not the complaint should proceed to a hearing and, if a hearing is recommended, the administrative officer shall recommend the type of hearing which may be held, as specified in Subsection 6.8.3 of the Nevada System of Higher Education Code. (B/R 5/92)

(e) A hearing shall be held whenever the president accepts the administrative officer's recommendation to that effect or does not accept a contrary recommendation from the administrative officer. The president shall decide the kind of hearing to be held, as authorized in Subsection 6.8.3 of the Nevada System of Higher Education Code. The president shall make this decision within 7 college working days after receipt of the administrative officer's recommendation. Within the above-referenced time, the president shall inform the administrative officer of the president's decision and, if deciding to hold a hearing under Section 6.12 of the University and Community College System Code, shall also inform the faculty senate chair of the decision. If the hearing is to be held under Section 6.12 of the University and Community College System Code on a charge or charges of sexual harassment under Subsection 6.2.2(p) of the University and Community College System Code, the president shall also inform the president of the appropriate student government within the above-referenced time period if a student or graduate student is involved in the charge as an alleged victim. (B/R 8/92)

(f) If it is determined by the president that the matter should not proceed to a hearing, then unless new evidence, sufficient in the opinion of the president to reopen the case, is subsequently discovered, the complaint shall be dismissed and the disciplinary procedure shall be considered closed. All documents relating to the case shall be deposited with the president's office where they shall be retained for a period of one year, after which time they shall be released to the person charged, if requested by that person, or shall be destroyed unless destroyed sooner pursuant to regulations, policies or procedures established by the System institution.

**6.8.3 Types of Hearings.** Except as mandated by Subsections 6.3.7(b) and 6.5.2 of the Nevada System of Higher Education Code, based upon the recommendation of the administrative officer and such other considerations as may be pertinent, the president shall decide whether a disciplinary hearing shall be held:

1. By a general hearing officer, in an office hearing as provided in Section 6.10 of the Nevada System of Higher Education Code;

2. For students only, where judicial councils exist, by an institutional hearing committee as provided in Section 6.11 of the Nevada System of Higher Education Code; or

3. By a special hearing officer and special hearing committee, as provided in Section 6.12 of the Nevada System of Higher Education Code.

**6.8.4 Notice to Parents or Legal Guardians of Minor Students.** If the proposed action against the person charged may lead, in the opinion of the administrative officer, to suspension or expulsion and the person charged is a minor, the parents or legal guardians shall be notified of the charges and of the proposed hearing at least 7 calendar days prior to the pending hearing by certified or registered mail, return receipt requested, sent to the parents' or legal guardian's last known address posted on the records of the registrar of the member institution involved.

**6.8.5 Factors to be Considered.** In making a recommendation or decision to hold a type of hearing, the administrative officer or the president, respectively, may consider as nonbinding factors the wishes of the person charged, the degree of apparent complexity of the facts or issues and the seriousness of the offense.

**6.8.6 Waiver of Hearing.** The person charged may waive a hearing and accept a disciplinary sanction recommended by the administrative officer and approved by the president as provided in Subsection 6.8.2 of the Nevada System of Higher Education Code .

## Section 6.9 Provisions Applicable to Hearings

**6.9.1 Applicable Provisions.** The provisions of this section shall be applicable to hearings held pursuant to Sections 6.10 through 6.12 of the Nevada System of Higher Education Code.

**6.9.2 Hearing Arrangements.** The administrative officer shall make physical and scheduling arrangements for hearings required by Sections 6.10 through 6.12 of the Nevada System of Higher Education Code.

### 6.9.3 Notice.

(a) The person charged must receive, at least 10 college working days before the hearing, written notice from the administrative officer containing:

1. The date, time and place of the hearing;
2. Specification of the misconduct charged by citing the applicable provision of the Nevada System of Higher Education Code or the applicable stated policy, prohibition, procedure, rule, regulation or bylaw of a System institution which has been alleged to have been violated;
3. Specification, to the extent reasonably possible, of the time, place, person or persons involved and the circumstances of the alleged prohibited conduct, including the name or names of persons who may have witnessed the alleged prohibited conduct;
4. Notification that the person charged may be accompanied by an advisor of the charged person's choice, and of the time within which the person charged must inform the administrative officer of the name and address of the advisor, if any, and whether the advisor is an attorney, or else forfeit the right to have an advisor present, as provided in Subsection 6.9.6 of the Nevada System of Higher Education Code; and
5. Such other information as the administrative officer may wish to include.

(b) The administrative officer shall be responsible for preparing and delivering notices required by this section. Notices shall be either personally delivered to the person charged or shall be sent to the person charged by certified or registered mail, return receipt requested. Notice delivered by mail shall be considered delivered when sent, provided that 3 additional college working days shall be added to the time period set forth for minimum notice. A copy of the applicable disciplinary hearing procedures shall accompany each notice.

### 6.9.4 Evidence.

Evidence shall be admitted if it possesses reasonably probative value, materiality and relevancy. No evidence other than that received at the hearing shall be considered in the decision. Upon request, the person charged, the person's advisor, if any, and the administrative officer shall have the right to examine, at least 5 college working days prior to the hearing during reasonable business hours, any documentary evidence to be presented at the hearing. The parties shall also have the right to present, challenge or rebut evidence and to question or cross-examine witnesses. Formal rules of evidence shall not apply, but irrelevant or unduly repetitious evidence shall be excluded.

### 6.9.5 Administrative Officer's Duties.

The administrative officer shall marshal and present the evidence against the person charged.

### 6.9.6 Advisors, Attorneys.

(a) The person charged may be accompanied by one advisor of the person's choice, who may act on the charged person's behalf. The person charged must give written notice of the name and address of the advisor, and whether the advisor is an attorney, to the administrative officer no later than 5 college working days before the time set for the hearing. An advisor will not be permitted at the hearing without such notice.

(b) Should a person charged advise that the person will be accompanied by an attorney as advisor, the administrative officer may advise the Executive Vice Chancellor & Chief Counsel so that an attorney may be present at the hearing to act as advisor for the administrative officer. (B/R 2/05)

**6.9.7 Technical Errors.** Technical departures from or errors in following the procedures established in the Nevada System of Higher Education Code or in any applicable stated prohibition, policy, procedure, rule, regulation or bylaw of a System institution under which disciplinary procedures are being invoked shall not be grounds to withhold disciplinary action unless, in the opinion of the president, the technical departures or errors were such as to have prevented a fair and just determination of the charges.

**6.9.8 Closed Hearings.** The hearing shall be closed unless the person charged requests an open hearing. Only the person charged and one advisor, the administrative officer and one advisor, the person or persons conducting the hearing, a person designated to record a hearing, as may be provided in this chapter, and witnesses while such witnesses are presenting evidence may be present for a closed hearing. When a hearing is held on a charge made under Subsection 6.2.2(o) of the Nevada System of Higher Education Code , the institution's affirmative action officer may also be present for a closed hearing. When a hearing is held on a charge made under Subsection 6.2.2(p) of the Nevada System of Higher Education Code , the institution's affirmative action officer may also be present for a closed hearing, and any person who alleges to be the victim of an act of sexual harassment may have a non-attorney supporter present for a closed hearing during the person's testimony only. (B/R 6/92)

### 6.9.9 Consolidated Hearings.

(a) When more than one person is charged with prohibited conduct arising out of a single occurrence, or out of multiple occurrences, a single hearing may be held for all of the persons so charged. Such persons may request that their cases be consolidated with others or separated from others. The administrative officer shall make determinations regarding consolidation. All such determinations shall be subject to revision by the general hearing officer, institutional hearing committee or special hearing officer, as the case may be. In the event of such revision, all cases affected shall be rescheduled for hearing.

(b) The separation of one or more cases from a group of cases previously set for a consolidated hearing shall not be considered to affect the consolidation of the remaining cases in the group.

**6.9.10 Absence of the Person Charged.** If the person charged does not appear, either personally or through an advisor, at a hearing without satisfactory explanation for the absence having been made at the earliest opportunity, or should the person charged leave the hearing before its conclusion, the hearing shall proceed without the person charged and the general hearing officer, institutional hearing committee or the special hearing officer and special hearing committee, as the case may be, shall make findings of fact, recommendations or a report, as the case may be, on the available evidence. The fact that an administrative hearing or a civil or criminal trial for the person charged is pending shall not be considered a satisfactory explanation for absence unless the actual hearing or trial date conflicts with a date for a hearing held under this chapter, or unless it is physically impossible for the person charged, through no fault of that person, to attend a hearing held under this chapter.

**6.9.11 Subpoena.** The president shall issue subpoenas to compel the attendance of persons and the presentation of documents at all hearings established under this chapter upon the request of the person charged or of the administrative officer. Such subpoena authority shall be exercised under the authority conferred by NRS 396.323.

### 6.9.12 Waiver or Extension of Time.

(a) Matters preliminary to hearings shall be decided, hearings conducted and cases determined under these procedures as quickly as is reasonably feasible, consistent with reasonable notice.

(b) With the approval of the administrative officer only, a person charged may waive all time limits established in this chapter, except the time limits stated in Subsections 6.10.2 and 6.12.7 of the Nevada System of Higher Education Code. (B/R 5/92)

(c) Extension of time for hearings shall be authorized by general hearing officers, institutional hearing committee chairs or special hearing officers only upon good and compelling reasons. The possibility or pendency of administrative, civil or criminal proceedings against the person charged is not such a good and compelling reason for extension of time unless the hearing or trial of such is scheduled for the same date as a hearing to be held under this chapter, or unless it is physically impossible for the person charged, through no fault of that person, to attend a hearing to be held under this chapter.

**6.9.13 Repetition of Hearing.** A hearing may not be held more than once on the basis of any specific complaint after a hearing process has been completed except as may be provided in this chapter.

#### **Section 6.10 General Hearing Officer**

**6.10.1 Appointment.** The president shall designate one or more general hearing officers who shall serve for terms as determined by the president.

**6.10.2 Office Hearings by a General Hearing Officer.** Office hearings by a general hearing officer shall be informal in nature and subject to such procedures as the president may determine. A hearing shall be held and a recommendation made to the president as soon as is reasonably possible, but no later than 6 months after the filing of the complaint with the administrative officer. (B/R 5/92)

**6.10.3 Findings and Recommendations.** Findings of fact and recommendations of the general hearing officer shall be made in writing to the president within a reasonable time after the close of the hearing with copies to the person charged and to the administrative officer. The full range of sanctions established by Section 6.3 of the Nevada System of Higher Education Code is available, except as may be limited therein. (B/R 5/92)

#### **Section 6.11 Institutional Hearing Committee for Students Only**

**6.11.1 Special Intended Use.** This section is intended to be used as an alternate means of hearing disciplinary matters by those member institutions whose student governments may utilize judicial councils to hear student disciplinary matters.

**6.11.2 Selection of the Committee.** The president shall establish procedures for selecting an institutional hearing committee on either an ad hoc or continuing basis which shall be composed of such students and faculty as the president may determine. Judicial councils of the member institutions as may be instituted prior to the enactment of these procedures shall be considered appropriate bodies to comprise institutional hearing committees at the president's direction. The members of the committee shall serve for terms designated by the president.

**6.11.3 Duties of the Chair of the Committee.** The chair of the institutional hearing committee shall:

1. Make all rulings on matters relating to the conduct of the hearing, including the admission of evidence;
2. Maintain order and may exclude anyone who refuses to be orderly;
3. Recognize witnesses for the purpose of giving testimony;
4. Make such rulings on procedure deemed appropriate so long as not inconsistent with the applicable procedures established in this chapter.

**6.11.4 Challenges.** The person charged may challenge a member of the institutional hearing committee for cause for the following reasons:

1. The challenged member was a participant in the event out of which the alleged prohibited conduct arose; or
2. The challenged member bears a relationship to some party to the proceedings which may prejudice the charged person's ability to obtain a fair and impartial hearing and decision.

The party charged shall submit a written statement setting forth the allegations underlying the challenge to the president, with a copy to the person challenged. The president or the president's designee shall determine whether the facts present grounds for disqualification of the committee member. The decision of the president shall be final. A hearing shall not be held until the challenge is decided by the president. A member of the institutional hearing committee may be disqualified on the committee member's own motion. Replacements for disqualified committee members shall be made under procedures established by the president.

**6.11.5 Findings and Recommendations.** Findings of fact and recommendations of the institutional hearing committee shall be made in writing to the president within a reasonable time after the close of the hearing with copies to the person charged and to the administrative officer. The full range of sanctions established by Section 6.3 of the Nevada System of Higher Education Code is available.

#### **Section 6.12 Special Hearing Officer and Special Hearing Committee**

##### **6.12.1 Appointment of Special Hearing Officer.**

(a) Within 5 college working days after making a decision to hold a hearing before a special hearing officer and a special hearing committee, the president shall select a special hearing officer and, within the above-referenced time period, shall inform the person charged and the administrative officer of the identity of the special hearing officer. (B/R 5/92)

(b) Special hearing officers shall be attorneys who have been members of the State Bar of Nevada for at least 5 years or who are otherwise qualified by professional experience in presiding at judicial or quasi-judicial adversary proceedings. They will not hold any employment or other contractual relationship with any System institution during the period of their service.

**6.12.2 Duties of the Special Hearing Officer.** The function of the special hearing officer shall be that of presiding officer of a special hearing committee during a hearing with the following authority:

- (a) To make all rulings on matters relating to the conduct of the hearing, including the admission of evidence;
- (b) To maintain order, and the special hearing officer may exclude anyone who refuses to be orderly;
- (c) To recognize witnesses for the purpose of giving testimony during which the special hearing officer may also question witnesses;
- (d) To make such rulings on procedure deemed appropriate so long as not inconsistent with the applicable procedures established in this chapter;
- (e) To act as general advisor to the special hearing committee, but shall have no voting authority;
- (f) To prepare, at the conclusion of the hearing, a written report which shall contain, as to the person charged, the following:

1. Findings of fact as determined by the special hearing officer together with a determination that the person charged did or did not commit the act or acts charged.
2. A finding that the act or acts did or did not constitute one or more of the causes for discipline or suspension or termination for cause established in this Code or other applicable stated prohibition, policy, procedure, rule, regulation or bylaw of a System institution.
3. Such further information as the special hearing officer may consider appropriate.

The special hearing officer's report shall be prepared and submitted to the president, with copies to each member of the special hearing committee, the person charged and the administrative officer, within a reasonable time after the conclusion of the hearing.

##### **6.12.3 Appointment of the Special Hearing Committee.**

(a) A faculty-hearing panel, composed of at least fifteen faculty members, shall be selected by the faculty senate of each System institution. Both academic faculty and administrators shall be eligible to serve. The members of the faculty-hearing panel shall serve one-year terms and upon agreeing to serve shall commit themselves in writing to serve on a special hearing committee when needed. System institution administrators are obligated by the provisions of this subsection to grant special hearing committee members administrative leave or other assistance necessary to enable them to fulfill their responsibilities as members of special hearing committees. This might require providing teaching assistance from classes or other administrative relief from assigned duties. (B/R 8/92)

(b) Except as provided in subparagraph (c) below, within 5 college working days after receipt from the president of notice of the president's decision to hold a hearing under Section 6.12 of the Nevada System of Higher Education Code, the faculty senate chair shall select the names of nine persons from among the faculty hearing panel, the selection to be made by lot, to serve on a special hearing committee and the faculty senate chair, within the above-referenced time period, shall inform the person charged and the administrative officer of the names of the persons selected. (B/R 8/92)

(c) If a hearing is to be held on a charge or charges of sexual harassment under Subsection 6.2.2(p) of the Nevada System of Higher Education Code and if a student or graduate student is involved in the charge as an alleged victim, within 5 college working days after receipt of notice of the president's decision to hold a hearing under Section 6.12 of the Nevada System of Higher Education Code, the faculty senate chair shall select the names of eight persons from among the faculty hearing panel, the selection to be made by lot, and the appropriate student government president shall nominate three students, to serve on a special hearing committee and the faculty senate chair and the appropriate student government president, within the above-referenced time period, shall inform the person charged and the administrative officer of the names of the persons selected or nominated. (B/R 8/92)

**6.12.4 Duties of the Special Hearing Committee.** The function of the special hearing committee shall be:

- (a) Together with the special hearing officer, to hear evidence presented at a hearing held under this chapter during which the committee members may also question witnesses; and
- (b) To make recommendations, after reviewing the report of the special hearing officer, to the president at the conclusion of a hearing for dismissal of charges or imposition of a sanction or sanctions. Such recommendations shall be in writing and shall be made by the committee within a reasonable time after reviewing the special hearing officer's report with copies sent to the person charged and the administrative officer. The full range of sanctions established by Section 6.3 of the Nevada System of Higher Education Code is available.

**6.12.5 Hearings to be Recorded.** A tape recording will be made of the hearing and kept in the president's office for at least one year before being destroyed, unless the matter is brought before the courts during which time the recording will be kept until the matter is decided in the courts. Except as provided herein or for

purposes of appeal, a tape recording of a closed hearing shall be confidential. The person charged, on request of and at the charged person's expense may have or, under supervision may make, a copy of such recording. No tape recording by the person charged or by other persons at the hearing will be permitted. The person charged may, at the charged person's expense, provide for a certified court reporter. A copy of the court reporter's transcript shall also be made available to the president upon the president's request and at the System institution's expense.

#### 6.12.6 Challenges.

(a) Within 7 college working days after the faculty senate chair, and the appropriate student government president under Subsection 6.12.3(c) of the Nevada System of Higher Education Code, has informed the person charged and the administrative officer of the identities of the persons selected from the faculty hearing panel or nominated by the student government president, the administrative officer and the person charged or the adviser of the person charged shall meet in person or by telephone to exercise, in alternate order, the peremptory challenges provided in subparagraph (c) of this subsection. The person charged or the adviser shall exercise the first peremptory challenge. Peremptory challenges not exercised at this time shall be waived. At this time, the person charged or the adviser shall also submit written challenges for cause, as provided in subparagraph (b) of this subsection. No challenge for cause may be exercised after this date. (B/R 8/92)

(b) The person charged may challenge the special hearing officer or the members of the special hearing committee for cause for the following reasons: (B/R 5/92)

1. The person challenged was a participant in the event out of which the alleged prohibited conduct arose; or
2. The person challenged bears a relationship to some party to the proceedings which may prejudice the charged person's ability to obtain a fair and impartial hearing and decision.

The person charged shall submit a written statement setting forth the allegations underlying the challenge to the administrative officer. The administrative officer shall send the written challenge to the president the same day it is received, with a copy to the person challenged. Within 7 college working days after receipt of the written challenge, the president or the president's designee shall determine whether the facts present grounds for disqualification. The decision of the president shall be final. A hearing shall not be held until the challenge is decided by the president. The special hearing officer or special hearing committee members may be disqualified on their own motions. (B/R 5/92)

(c) The administrative officer and the person charged each shall have the right to challenge: (B/R 8/92)

1. In the case of a hearing to be held to hear a charge of sexual harassment under Subsection 6.2.2(p) of the Nevada System of Higher Education Code in which a student or graduate student is an alleged victim, no more than two members of the faculty hearing panel selected by lot and no more than one student government nominee without cause; (B/R 8/92)
2. In all other cases, no more than two members of the faculty hearing panel selected by lot without cause. (B/R 8/92)

(d) In cases of consolidated hearings, the persons charged shall be limited to a total of the number of challenges without cause appropriate under either subparagraph (c)(1) or (c)(2) above. (B/R 8/92)

(e) Replacements for disqualified special hearing officers shall be made by the president within 3 college working days after the president's decision on a challenge for cause. Replacements for disqualified special hearing committee members shall be made by lot from the faculty hearing panel or shall be nominated by the appropriate student government president as the case may be within 3 college working days after the president's decision on a challenge for cause. No further challenges for cause of either a special hearing officer or members of a special hearing committee shall be permitted. (B/R 8/92)

(f) The special hearing committee shall consist of five members. In the event a member is unable to serve due to unavoidable reasons, the administrative officer may choose to have the vacancy filled by the procedure stated in subparagraph (e) of this subsection or proceed to a hearing with the remainder of the special hearing committee, provided that the special hearing committee shall consist of no fewer than three members. (B/R 8/92)

**6.12.7 Hearing and Recommendation.** A hearing shall be held and a recommendation made to the president no later than 6 months after the filing of the complaint with the administrative officer. (B/R 5/92)

**6.12.8 Summary of Time Limits.** For the sake of convenience, the time limits for procedures specified throughout this section are summarized as follows:

- (a) The complaint is filed.
- (b) Within 60 calendar days after receipt of the complaint, the administrative officer completes the investigation. During that time period, the administrative officer shall issue a charging letter to the person charged who then has 7 college working days after receipt of the charging letter to respond to it, if desired.
- (c) Within 7 college working days after the completion of the investigation, the administrative officer makes a recommendation to the president on whether to hold a hearing or not.

(d) Within 7 college working days after receipt of the administrative officer's recommendation, the president makes a decision on whether to hold a hearing or not and informs the administrative officer and faculty senate chair of the decision.

(e) Within 5 college working days after notification of the president's decision, the president shall choose a special hearing officer and the faculty senate chair shall choose nine names from the faculty hearing panel and each shall forward the names to the person charged and the administrative officer.

(f) Within 7 college working days after the president and the faculty senate chair have forwarded the name of the special hearing officer and the names chosen from the faculty hearing panel, the administrative officer and the person charged or the adviser of the person charged meet to exercise peremptory challenges and to transmit challenges for cause.

(g) The same day that challenges for cause are received by the administrative hearing officer, the administrative hearing officer shall send such challenges to the president.

(h) Within 7 college working days after receipt of challenges with cause, the president shall make a decision on the challenges.

(i) Within 3 college working days after the president's decision on challenges for cause, vacancies in the appointments of special hearing officer or members of a special hearing committee shall be filled.

(j) Within six months after the filing of the complaint with the administrative officer, the hearing shall be held and a recommendation made to the president for action. (B/R 8/92)

### Section 6.13 President's Decision

**6.13.1 Options Available.** The president shall review the findings of fact and recommendations of the general hearing officer or the institutional hearing committee or, in cases heard before a special hearing officer and special hearing committee, the report of the special hearing officer and the recommendations of the special hearing committee. The president may:

- (a) Dismiss the charge;
- (b) Affirm the recommended sanction;
- (c) Impose a lesser sanction than recommended;
- (d) Impose a greater sanction than recommended; or
- (e) Order a new hearing. (B/R 5/92)

**6.13.2 Decision and Notification.** The president shall reach a written decision within a reasonable time after receipt of findings of fact and recommendations from the general hearing officer or institutional hearing committee or after receipt of reports and recommendations from the special hearing officer and the special hearing committee. The president shall notify the person charged and the administrative officer of the decision. If the action taken is reduction in pay, suspension, expulsion or termination, the person charged shall either be notified by personal delivery of the decision or shall be notified by certified or registered mail, return receipt requested. If a minor student is suspended or expelled, the minor's parents or legal guardian shall be notified of the action by certified or registered mail, return receipt requested, sent to the parents' or legal guardian's last known address posted on the records of the registrar of the member institution involved. If there is no appeal, the president's decision is final.

### Section 6.14 Appeals

#### 6.14.1 Requirements for Appeals.

(a) Appeals from the decision of the president must be filed by the person charged within 10 college working days of the receipt of the decision. The appeal must be in writing and shall be directed to the administrative officer.

(b) The facts set forth in the appeal must reasonably establish that:

1. The procedures under which the person was charged are invalid or were not followed;
2. The person charged did not have adequate opportunity to prepare and present a defense to the charges;
3. The evidence presented at the hearing was not substantial enough to justify the decision; or
4. The sanction imposed was not in keeping with the gravity of the violation.

#### 6.14.2 Decision on Appeal.

(a) Within 7 college working days after receipt, the administrative officer shall direct the appeal, together with any reply the administrative officer deems necessary provided a copy of the reply is sent to the person charged, to:

1. The president for reconsideration when the sanction imposed is suspension or reduction in pay or a lesser sanction.

2. To the Board of Regents for action when the sanction imposed is expulsion or termination.

(b) A decision on the appeal shall be made within a reasonable time after receipt of the appeal by the president or within a reasonable time after the next Board of Regents meeting during which the appeal was considered. For applicable appeals, the appeal shall be placed on the meeting agenda of the Board of Regents as soon as is legally possible under Nevada law after receipt of the appeal. The president or the Board of Regents, as the case may be, shall give notification of the decision in the same manner as is provided in Subsection 6.13.2 of the Nevada System of Higher Education Code.

(c) The president or the chair of the Board of Regents, as the case may be, may request a personal appearance of the person charged if the president or the chair of the Board of Regents, as the case may be, is of the opinion that justice will be served by such appearance. The appearance of the person charged shall be limited to the issues raised by the appeal as provided in Subsection 6.14.1 of the Nevada System of Higher Education Code. The person charged must be informed that an appearance is not compulsory and a nonappearance will not prejudice the appeal.

(d) The president or the Board of Regents, as the case may be, may:

1. Dismiss the charge;
2. Affirm the charge;
3. Impose a lesser sanction; or
4. Order a new hearing.

#### Section 6.15 Records

All reports and decision reached after hearings or appeals held under this chapter are declared to be public records subject to the provisions or exclusions of the public records laws of the Nevada Revised Statutes as they may be interpreted by the courts. (B/R 5/92)

#### Section 6.16 Dismissed Charges

Whenever charges against a person are dismissed, all documents relating to the case will be deposited with the president where they shall be retained for a period of one year, after which time they shall be released to the person who was charged if requested by that person, or shall be destroyed unless destroyed sooner pursuant to regulations, policies or procedures established by the System institution.

#### Section 6.17 Classified Employees and Research Technologists

(a) Employees of the System who are in the classified service of the State of Nevada shall be disciplined only under the procedures established by the Nevada Revised Statutes and the State Personnel Division Rules for Personnel Administration.

(b) Research technologists of the Desert Research Institute shall be disciplined only under the procedures established in the DRI Personnel Manual for Research Technologists, as authorized by the Board of Regents.

#### Section 6.18 Lie Detector Tests

Lie detector tests shall not be required in conjunction with System personnel proceedings nor in relation to System personnel matters.

#### Section 6.19 Applicability to Others

In the event any person who is not a member of the System community should engage in conduct prohibited by this chapter, the president or the president's designee shall inform that person that the person is not authorized to remain on the premises owned or occupied by the System and shall direct such person to leave the premises. In the event such person fails to leave the premises after being ordered to do so, the president or the president's designee may cause such person to be ejected. Nothing herein shall be so construed as to authorize or prohibit the presence of any such person prior to such violation nor to affect such person's liability for trespass or loitering as prescribed by law.

### Section 13 NSHE Policy Against Sexual Harassment and Complaint Procedure

#### A. 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. Where sexual harassment is found to have occurred, the NSHE will act to stop the harassment, to prevent its recurrence, and to discipline those responsible in accordance with the NSHE Code or, in the case of classified employees, the Nevada Administrative Code. Sexual harassment 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.

#### B. 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, in the case of classified employees, the Nevada Administrative Code. Other, lesser sanctions may be imposed, depending on the circumstances.

This policy is not intended to and does not infringe upon academic freedom in teaching or research as established in the NSHE Code, Ch. 2.

#### C. Training.

All employees shall be given a copy of this policy and each institution's Human Resources Office shall maintain documentation that each employee received the policy. New employees shall be given a copy of this policy at the time of hire and each institution's Human Resources Office shall maintain documentation that each new employee received the policy.

Each institution shall include this policy and complaint procedure in its general catalog.

Each institution shall have an on-going sexual harassment training program for employees.

#### D. Sexual Harassment Defined.

Under this policy, unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status;
2. submission to or rejection of the conduct is used as a basis for academic or employment decisions or evaluations, or permission to participate in an activity; or
3. the conduct has the purpose or effect of substantially interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive environment in which to work or learn.

Sexual harassment may take many forms—subtle and indirect, or blatant and overt. For example,

- It may occur between individuals of the opposite sex or of the same sex.
- It may occur between students, between peers and/or co-workers, or between individuals in an unequal power relationship.
- 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 assault.

Determining what constitutes sexual harassment 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 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 nature that may constitute sexual harassment may, but do not necessarily, include, and are not limited to:

- physical assault;
- sexually explicit statements, comments, questions, jokes, innuendos, anecdotes, or gestures;
- unnecessary touching, patting, hugging, or 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; 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 usually constitute sexual harassment.

#### **E. GBC Procedure.**

Each president shall designate no fewer than two administrators to receive reports of complaints of alleged sexual harassment. For GBC, the two designated administrators will be the Administration Officer (Vice President for Student Services) or the Affirmative Action Officer (Director of Human Resources). If the Administrative Officer or Affirmative Action Officer is not the individual who initially receives the complaint of alleged sexual harassment, then the individual receiving the complaint must immediately forward the complaint to either the Administrative Officer or the Affirmative Action Officer.

An individual filing a complaint of alleged 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 Director of Human Resources who is the Affirmative Action Officer, or by their designee. It shall be the choice of the individual filing the complaint to utilize or not utilize the independent adviser. The independent adviser may be brought into the process at any time at the request of the alleged victim. The means and manner by which an independent adviser shall be made available shall be determined by each institution or unit.

**Supervisors' Responsibilities:** Every supervisor has responsibility to take reasonable steps intended to prevent acts of sexual harassment, which include, but are not limited to:

- Monitoring the work and school environment for signs that harassment may be occurring;
- Refraining from participation in, or encouragement of actions that could be perceived as harassment (verbal or otherwise);
- Stopping any observed acts that may be considered harassment, and taking appropriate steps to intervene, whether or not the involved individuals are within his/her line of supervision; and
- Taking immediate action to minimize or eliminate the work and/or school contact between the two individuals where there has been a complaint of harassment, pending investigation.

If a supervisor receives a complaint of alleged sexual harassment, or observes or becomes aware of conduct that may constitute sexual harassment, the supervisor must immediately contact any 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 harassment may be grounds for disciplinary action.

Complaints of sexual harassment must be filed within one hundred eighty (180) calendar days after the discovery of the alleged act of sexual harassment 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. Complaints of prohibited conduct, including sexual harassment, filed with an institution's administrative officer pursuant to NSHE Code Chapter 6, Section 6.8.1, are not subject to this 180 day filing requirement.

#### **1. Employees.**

- a. An employee who believes that he or she has been subjected to sexual harassment by anyone is encouraged—but it is neither necessary nor required—to promptly tell the person that the conduct is unwelcome and ask the person to stop the conduct. A person who receives such a request must immediately comply with it and must not retaliate against the employee for rejecting the conduct.
- b. The employee may also choose to file a 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 report complaint of an incident of alleged sexual harassment, whether or not the complaint is in writing, 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 are not supervised by that supervisor.

#### **2. Students.**

- a. A student who believes that he or she has been subjected to sexual harassment by anyone is encouraged—but it is neither necessary nor required—to promptly tell the person that the conduct is unwelcome and ask the person to stop the conduct. A person who receives such a request must immediately comply with it and must not retaliate against the student for rejecting the conduct.
- b. The student may also choose to file a complaint with his or her major department chair, 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, the student should feel free to bypass the chair and file a complaint with one of the above officials or to any chair or dean, who will in turn immediately contact one of the officials listed above to forward the complaint, whether or not the complaint is in writing, to discuss it and/or to report the action taken. The chair or dean has a responsibility to act even if the individuals are not supervised by that chair or dean.

#### **3. Non-employees and Non-students.**

Individuals who are neither NSHE employees nor NSHE students and who believe they have been subjected to sexual harassment by an NSHE employee during the employee's work hours or by an NSHE student on campus or at an NSHE—sponsored event may utilize any of the complaint processes set forth above in this section.

#### **4. Investigation and Resolution.**

- a. After receiving a complaint of the incident or behavior, an investigation by one of the above listed officials will be initiated to gather information about the incident. Each institution may set guidelines for the manner in which an investigation shall be conducted.
- b. At the completion of the investigation, a recommendation will be made to the appropriate management regarding the resolution of the matter. The recommendation is advisory only.
- c. After the recommendation has been made, a determination will be made by appropriate management regarding the resolution of the matter. If warranted, disciplinary action up to and including involuntary termination or expulsion will be taken. Any such disciplinary action shall be taken in accordance with NSHE Code Chapter 6, or, in the case of classified employees, NAC Chapter 284. Other appropriate actions will be taken to correct problems, if any, caused by or contributing to the conduct. If proceedings are initiated under Chapter 6, the investigation conducted pursuant to this policy may be used as the Chapter 6 investigation. The administrative officer, in his or her discretion, may also supplement the sexual harassment investigation with additional investigation.
- d. After the appropriate management has made a determination regarding the resolution of the matter, and depending on the circumstances, both parties may be informed of the resolution. Certain actions made confidential under NSHE Code Chapters 5 and 6 or NAC Chapter 284 shall remain confidential.

#### **F. Prompt Attention.**

Complaints of sexual harassment are taken seriously and will be dealt with promptly. Where sexual harassment is found to have occurred, the NSHE institution or unit where it occurred will act to stop the harassment, to prevent its recurrence, and to discipline those responsible.

#### **G. 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 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.

#### **H. Retaliation.**

Retaliation against an individual who in good faith reports complaints of alleged 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 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.

**I. 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. 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.

# Faculty and Administration

<b>Anderson, Pat</b> ..... 2001 Director, Safety and Security AA — Diablo Valley College BS — University of California, Davis	<b>Byram, Robert</b> ..... 1996 Electrical Technology Professor	<b>Diekhans, Carl</b> ..... 1980 Vice President, Administrative Services BS — College of Great Falls MS — Montana State University
<b>Avent, Gary</b> ..... 1996 Reference Librarian BA — Central State College MLS — University of Oklahoma	<b>Byrnes, Julie</b> ..... 2000 Director, Enrollment Management ADA Officer BS — Boise State University MCOUN — Idaho State University	<b>Doucette, Mary</b> ..... 2006 Radiology Technology Instructor RT — Marlan Health Center School of Radiology Technology CBRPA — Weber State University
<b>Bagley, Peter</b> ..... 1996 Life Sciences Professor BS — University of Maryland MS — University of Kentucky	<b>Cavanaugh, Norman</b> ..... 2005 Director, Great Basin Archives BA — Boise State University MPH — University of California, Berkeley	<b>Du, Xunming</b> ..... 2003 Mathematics Instructor BS — Hubei University MA — Tongji Medical University MS — Ohio University
<b>Baker, Sandy</b> ..... 2005 Coordinator, Foundation Services BA — Arizona State University MED — Arizona State University	<b>Chaffin, Amy</b> ..... 2005 BSN and ADN Instructor BS — Arizona State University MS — University of California, San Francisco PhD — University of Nevada, Reno	<b>Elithorp, James</b> ..... 2005 Land Surveying/Geomatics Instructor AA — San Joaquin Delta Junior College BA — Sacramento State College MPA — California State University, Sacramento BS — Oregon Institute of Technology MS, PhD — Purdue University
<b>Baker, Stephen</b> ..... 2004 Criminal Justice Instructor AA — Mesa Community College BA, MPA, PhD — Arizona State University	<b>Charlebois, Wendy</b> ..... 2006 Social Work Instructor BS — University of Maryland University College MSW — University of Nevada, Reno	<b>Ellefsen, David</b> ..... 2004 Reference Librarian BS — University of Utah MED — University of Utah MLS — Emporia State University
<b>Barton, Richard</b> ..... 1995 Welding Professor AAS — Northwest Community College	<b>Collins, Pat</b> ..... 1989 Director, Career Center BA — University of South Dakota MA — University of Nevada, Reno	<b>Elliott, Betty</b> ..... 1996 Life Sciences Professor BS, MS, EdD — University of Nevada, Reno
<b>Bentley, Susanne</b> ..... 2004 English Instructor MA — University of Nevada Reno	<b>Costa Campbell, Lisa</b> ..... 2005 Student Adviser BS — Santa Clara University MA — Santa Clara University	<b>Elmore, Diane</b> ..... 2004 BSN and ADN Instructor ADN — Great Basin College BSN — Graceland College MSN — University of Nevada, Las Vegas
<b>Billington, Bailey</b> ..... 2005 Recruiter BA — Northern Arizona University	<b>Cox, Jeffery</b> ..... 1995 Director, Computer Services BS — Utah State University	<b>Emerson, Judy</b> ..... 1996 Coordinator, Nevada Small Business Development Center BS, MBA — University of Nevada, Reno
<b>Bodily, Deanne</b> ..... 2002 Child Care Coordinator BS — Brigham Young University	<b>Crum, Tawny</b> ..... 2003 Student Financial Services Specialist	<b>Estes, Heather</b> ..... 2000 Director, Winnemucca Branch Campus BS — Colorado State University MBA — University of Nevada, Reno
<b>Bolinder, Dale</b> ..... 2003 Diesel Instructor Certification — Denver Automotive and Diesel College	<b>Daniels, Frank</b> ..... 1995 Mathematics/Computing/Science Professor BS, MS, PhD — University of Florida	<b>Fisk, Walter</b> ..... 2000 Computer Services Technician AAS — Ricks College
<b>Borino, Dick</b> ..... 1995 Diesel Technology Professor Diploma — Wyoming Technical Institute AA — Great Basin College	<b>Dannehl, Karen</b> ..... 1999 Interim Director, Library BA — University of Nevada, Reno MLS — University of Southern Mississippi JD — University of San Francisco	<b>Ford, Carol</b> ..... 2000 Director, Child and Family Center BA — San Jose State MS Education — University of Nevada, Reno
<b>Branscomb, Blaine</b> ..... 2001 Associate Facilities Manager BS — Western Washington University	<b>Dean, Phyllis Jo</b> ..... 2005 Coordinator, Nursing Assistant Program AAS — Metropolitan State College, Denver	
<b>Broadway, Thomas</b> ..... 2005 Diesel Technology Instructor	<b>DeLong, Trent</b> ..... 2005 Theatre Arts Instructor MFA — University of California, San Diego	
<b>Bruno, Caroline</b> ..... 2005 Earth/Physical Sciences Instructor BA — Franklin and Marshall College MS — Oregon State University		



- 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
- Friez, Dorinda** ..... 2005  
Assistant to the Vice President for  
Administrative Services  
AAS — Great Basin College  
Certificate — Great Basin College
- Garcia, Steve** ..... 1994  
Electrical Technology Professor  
AS — Dixie College  
BS, MVE — Northern Arizona University
- Goicoechea, Genie** ..... 1983  
English Professor  
BA — University of Utah  
MAT — Northwestern University
- Gonzales, Danny** ..... 1999  
Deputy to the President  
BA, MPA, PhD — University of Nevada, Reno
- Hammons, Russell** ..... 1997  
Facilities Manager
- Hanington, Gary** ..... 2000  
Chemistry/Physics Professor  
AS — State University Agriculture and  
Technical College  
BS/MS — SUNY at Stony Brook  
PhD — University of California, San Diego
- Heberer, Garry** ..... 1998  
Dean of Institutional Effectiveness  
BA — William Penn College  
MA — University of South Dakota  
PhD — Ohio University
- Heise, Lisa** ..... 2002  
Controller, Foundation  
BBA — University Oklahoma
- Hennefer, Scott** ..... 2005  
Instrumentation Instructor  
BS — Brigham Young University
- Hiles, Dwaine** ..... 2004  
Computer Technician  
Certificate — DeVry University
- Hofland, Bonnie** ..... 2002  
Elementary Education Instructor  
BA — University of Montana  
MS — Montana State University
- Hogan, Douglas** ..... 2002  
Biology/Chemistry Instructor  
BS, MS — California State Polytechnic  
College
- Howell, Mary Teresa** ..... 2004  
English Instructor  
BA/MA — University of North Dakota
- Hunter, Mari** ..... 2004  
BSN and ADN Instructor  
BS — Western New Mexico University  
AND/BSN — Regents College  
MSN/FNP — Western University of Health  
Sciences
- Hyslop, Cindy** ..... 2004  
Computer Office Technology Instructor  
BS — Western Montana College  
MS — Boise State University
- Hyslop, Larry** ..... 1991  
Computer Office Technology Professor  
BA, MA — University of Montana
- Johnson, Laura** ..... 2006  
Computer Office Technology Instructor  
BS — Virginia Tech  
MS — Virginia Tech
- Johnston, Joseph** ..... 2004  
Housing Coordinator  
BA — Sierra Nevada College
- Jones, Daniel** ..... 2002  
Manager, Fitness Center  
BS — Western Oregon University  
BS — Lewis-Clark State College  
MS — Western Washington University
- Jones, Patricia** ..... 2003  
Manager, Planned/Annual Giving  
AS, AA — Great Basin College
- Kampf, Richard** ..... 1991  
Mathematics Professor  
BS, MS — New Mexico Institute of Mining and  
Technology
- Kempster, Janice** ..... 1999  
Director, Learning Center  
Developmental English Professor  
BS — Lewis-Clark State College  
MA — Northern Arizona University
- Killpatrick, Paul** ..... 2002  
President  
BS, PhD — Oregon State University  
MS — Western Oregon State University
- Kincaid, Anna** ..... 2004  
Tech Prep Coordinator  
BFA — California College of the Arts
- King, Janice** ..... 2001  
Director of Admissions and Registrar  
BA — University of California, Los Angeles  
MA — California State University, San Diego
- Klem, Peter** ..... 2004  
Social Science Instructor  
BA — Nazareth College of Rochester  
MA, PhD — State University of New York,  
Buffalo
- Kuhl, Marilee** ..... 1989  
BSN and ADN Professor  
BSN — South Dakota State University  
MSN — Idaho State University
- Larson, E. Jay** ..... 2001  
Management Professor  
BS/PhD — University of Idaho  
MBA — St. Mary's University
- LaSalle, Meachell** ..... 2000  
ABE/ESL Workplace Literacy Director  
BA — University of Idaho  
MA — University of Texas
- Laxalt, Kevin Marie** ..... 2004  
Education/English Instructor  
Student Adviser  
BS — Arizona State University  
MA/EdD — Northern Arizona University
- Lewis, Lucina** ..... 2005  
Interim Director, Human Resources
- Licht, Jon** ..... 1997  
Welding Technology Professor  
BS — Northern Montana College
- Lundberg, Michael** ..... 2006  
Diesel Technology Instructor  
AS/BS — Montana State University Northern
- Macfarlan, Lynette** ..... 2000  
Education Professor  
AA — Great Basin College  
BA — Sierra Nevada College  
MS — Walden University
- Mahlberg, Lynn** ..... 1991  
Vice President, Student Services  
Administrative Officer  
AA — Yuba Community College  
BS — California State University, Chico  
MBA — Golden Gate University,  
San Francisco
- Martin, Karen** ..... 1975  
Social Sciences Professor  
AA — Rick's College  
BS — Utah State University  
MS — Oregon State University
- McCarty, Lora** ..... 2004  
Manager, SIS Operations  
BS — California State Polytechnic  
University, Pomona
- McFarlane, Michael** ..... 1983  
Vice President, Academic Affairs  
AB — Humboldt State University  
MS, PhD — University of Nevada, Reno
- McMullen, Cyd** ..... 1983  
English/History Professor  
BA — University of Colorado  
MA — University of Utah  
PhD — University of Nevada, Reno

**McNally, Richard** ..... 1987  
English Professor  
BA, MA — University of Nevada, Las Vegas

**Miller, Kara** ..... 2004  
Lab Manager  
AS/AAS — John A. Logan College  
BA — Southern Illinois University at Carbondale

**Mitchel, Charlene** ..... 1996  
Coordinator, Battle Mountain Satellite Center  
BS — Colorado State University  
MEd — Leslie University

**Molyneux, Greg** ..... 2000  
Computer Services Technician  
Certified Novell Engineer  
A+ Certified Service Technician

**Moore, Dorothy** ..... 2004  
Elementary Education Instructor  
BS — University of Nevada, Reno  
MA — Lesley College  
PhD — University of Nevada, Reno

**Moore, Janie** ..... 2005  
Assistant to the Vice President for Academic Affairs

**Mowrey, Karen** ..... 2002  
Nursing Professor  
AA, AAS — Great Basin College  
BS — University of New York State  
MS — Idaho State University

**Murphy, Bret** ..... 1984  
Dean of Applied Sciences  
BT — Northern Montana College  
MEd — University of Nevada, Reno

**Myrhow, Michael** ..... 1996  
Computer Office Technology Professor  
BA — University of Montana  
MS — Kansas State University

**Negrete, Sarah C.** ..... 2004  
Elementary Education Instructor  
MA — University of Phoenix

**Newman, John** ..... 2005  
Secondary Education Instructor  
BS, MEd — University of Nevada, Reno

**Nickel, Ed** 1989  
Computer Office Technology Professor  
BA — Kansas State University  
MLS — Emporia State University

**Nielsen, Scott** ..... 2000  
Director, Student Financial Services and Veterans Affairs  
BS — Brigham Young University  
MBA — University of Nevada, Reno

**O'Hanahan, Patrick** ..... 2000  
Computer Office Technology Professor  
Certificate — Technical Trades Institute  
MCSE Certification

**Owens, Lynne** ..... 1997  
Mathematics Professor  
BS, MS — Montana State University

**Ports, Mark** ..... 1983  
Life Sciences Professor  
BS — Oklahoma State University  
MS — Ft. Hays State University

**Pryor, John** ..... 1980  
Business Administration Professor  
BA — Williams College  
MBA — Babson Institute

**Puccinelli, Margaret A.** ..... 2004  
Director, Nursing  
BSN, MSN — University of California, San Francisco  
PhD — Capella University

**Rademacher, Craig** ..... 2006  
Instructional Designer and Trainer  
BA — Eastern Washington University  
MS/PhD — University of Utah

**Rice, John** ..... 1996  
Director, Institutional Advancement  
BA — Viterbo College (WI)  
MFA — University of Wisconsin, Milwaukee

**Robinson, Tammy** ..... 2000  
Recruitment Coordinator  
AAS — Great Basin College  
BBA — Boise State University  
MBA — University of Nevada, Reno

**Rosenthal, Jeannie** ..... 2001  
Grant Writer/Manager  
BA — Eastern Oregon University

**Schwandt, Katherine** ..... 1996  
Computer Office Technology Professor  
BA/MEd — University of Nevada, Reno

**Shaw, Joyce** ..... 1991  
Graphic Designer/Editor  
Manager, Media Services  
BS — University of Nevada, Reno

**Sibert, Sonja** ..... 2005  
Assistant Controller  
BS — University of Nevada, Las Vegas  
MBA — University of Nevada, Reno

**Siler, Ralph** ..... 1989  
Industrial Plant Mechanics Technology Professor  
AA — San Bernadino Valley College  
BA — Fresno State University

**Skivington, Gretchen** ..... 2002  
Romance Languages Instructor  
BA — University of California, Berkeley  
MA — University of Nevada, Reno  
PhD — University of California, Davis

**Smith, David** ..... 2001  
Computer Services Technician

**Smith, Jack** ..... 1991  
Humanities/Social Sciences Professor  
BA, MA, PhD — University of Utah

**Smith, Julie** ..... 2000  
Student Advocate/Development Coordinator  
BS, MEd Admin — University of Nevada, Reno

**Smith, Laura** ..... 2000  
DARS Specialist  
AA, AAS — Great Basin College  
BA — Sierra Nevada College

**Smith, Phil** ..... 1991  
Career and Admission Counselor  
BS — Indiana State University  
MA — Ball State University

**Stevenson, John "Steve"** ..... 2000  
Commercial Drivers License Instructor

**Sundseth, Gary** ..... 2002  
Agriculture Instructor  
BS, MS — Oregon State University

**Sutherland, Yvonne** ..... 2005  
Assistant to the Vice President for Student Services  
BA — University of Nevada, Reno

**Swetich, Mary** ..... 1994  
Director, Ely Branch Campus  
BS — Colorado State University

**Tenney, Glen** ..... 1990  
Accounting/Economics Professor  
BS — Arizona State University  
MS — Western International University  
PhD — Touro University International

**Thompson, Sean** ..... 2000  
Webmaster  
AAS — Great Basin College  
BS — Excelsior College

**Thomson, Star** ..... 1999  
Controller  
BS — Fort Lewis College  
MBA — University of Nevada, Reno

**Uhlenkott, Linda** ..... 2001  
English Professor  
BS — Lewis-Clark State College  
MA — University of Nevada, Las Vegas  
PhD — University of Nevada, Reno

**Wallace, Beatrice** ..... 2004  
Accounting/Business Instructor  
BSBA — Our Lady of the Lake University  
MBA — The University of Texas, San Antonio

**Walsh, Laurie** ..... 2005  
Anthropology Instructor  
BA — Washington State University, Pullman  
MA/PhD — University of Nevada, Reno

**Walsh, Patricia** . . . . . **2006**

Nursing Instructor  
BSN, MEd — Rhode Island College

**Warren, Pat** . . . . . **1986**

Director, Continuing Education  
BS — California State Polytechnic University,  
San Luis Obispo  
MEd — University of Nevada, Reno

**Webb, Lisa** . . . . . **2003**

Preschool Classroom Teacher  
AA/BA — Great Basin College

**Wilkins, Mardell** . . . . . **2003**

Assistant to the President

**EMERITUS**

**Aiazzi, Stan Vice** . . . . **President Emeritus**

Student Services  
BS, MA — University of Nevada, Reno

**Berg, William\*** . . . . . **President Emeritus**

BS, MS — University of Wisconsin  
EdD — University of Arizona

**Call, Dorothy** . . . . . **Emeritus**

Office Administration  
BS — Indiana State University

**Day, Delna** . . . . . **Emeritus**

Nursing  
Diploma — Salt Lake City Hospital  
AGS — Great Basin College

**Emerson, Amy** . . . . . **Emeritus**

Mathematics  
BA — University of South Dakota  
MATM — University of Nevada, Reno

**Greenhaw, Charles** . . . . . **Dean Emeritus**

BA, MA — University of North Texas  
PhD — University of Nevada, Reno

**Holland, Ruth** . . . . . **Emeritus**

Nursing  
BS — University of Cincinnati  
MSN — University of Utah

**Popeck, Stan\*** . . . . . **Emeritus**

Director, Occupational Education  
BS — University of Wyoming

\*Deceased

# Adjunct Faculty

Year Degree Received		
<b>Alderman, Minnis</b> . . . . . 1960	<b>Bovee, Richard A.</b> . . . . . 1968	<b>Davis, Susan W.</b> . . . . . 1980
Psychology	Mathematics	Education Administration
MA — Murray State College	BA — University of South Dakota	MA — University of Nevada, Reno
<b>Altenburg, Catherine M.</b> . . . . . 1986	<b>Boyle, Patrick C.</b> . . . . . 1994	<b>De Arrieta, Barbara A.</b> . . . . . 1985
Education	Vocational Education	Curriculum and Instruction
BS — North Dakota State University	MEd — University of Nevada, Las Vegas	ME — University of Nevada, Reno
<b>Anttila, Robert</b> . . . . . 1978	<b>Branginton, Bruce L.</b> . . . . . 1982	<b>Delaney, Cynthia A.</b> . . . . . 1993
Education in School Psychology	Geology	Art
MS — University of Wisconsin	BS — University of Nevada Reno	BA — University of Alaska
<b>Armstrong-Nelson, Jenni</b> . . . . . 1996	<b>Breitrick, John</b> . . . . . 1977	<b>DeLong, Jana B.</b> . . . . . 1995
General Studies	Soil Science	Wellness Management
BA — University of Nevada, Reno	BS — University of Nevada, Reno	BA — Black Hill State University
<b>Baird, Mary R.</b> . . . . . 1975	<b>Buerkle, Linda A.</b> . . . . . 1996	<b>Dondero, Joann E.</b> . . . . . 1998
Geology	Curriculum and Instruction	Special Education
MS — Ohio State University	MEd — Lesley College	MA — University of Nevada, Reno
<b>Baker, Carrie L.</b> . . . . . 2003	<b>Burt, Trudy J.</b> . . . . . 2005	<b>Doughty, Carole A.</b> . . . . . 1962
Physical Therapy	Computer Information Specialist	Education
MSPT — University of Nevada, Las Vegas	AS — Great Basin College	BA — University of Nevada, Reno
<b>Bell, Kristine L.</b> . . . . . 1974	<b>Buschert, Ryan A.</b> . . . . . 1996	<b>Drennon, David C.</b> . . . . . 1975
Education	Mathematics	Management
BA — California Polytechnic State University	BS — University of Idaho	BA — Murray State College
<b>Beneder-Dann, Dietlinde</b> . . . . . 1985	<b>Cavanaugh, Norman</b> . . . . . 1979	<b>Dusoleil, Daniel L.</b> . . . . . 2005
Agriculture	Public Health	Integrative Studies
BS — Universitaet Gesamthoch Schule, Paderborn	MA — University of California, Berkley	BAIPS — Great Basin College
<b>Berg, Becky A.</b> . . . . . 1999	<b>Cheney, Melvin D.</b> . . . . . 1966	<b>Eardley, Ross P.</b> . . . . . 1952
Education Technology	Agronomy	Law
MS — Boise State University	BS — Brigham Young University	JD — Stanford University
<b>Blanchard, Johnny L.</b> . . . . . 1979	<b>Cobian, Olivia D.</b> . . . . . 2003	<b>Edwards, Jan E.</b> . . . . . 1999
Automotive	Education	Human Development and Family Studies
Certification — Wyoming Technical Institute	ME — Southern Utah University	MS — University of Nevada, Reno
<b>Blanchard, Keely R.</b> . . . . . 1999	<b>Cohen, Shayne Del</b> . . . . . 1988	<b>Ekburg, Charles E.</b> . . . . . 1976
Business Education	International Law	Geology
BA — Idaho State University	PhD — Columbia Pacific University	BS — Fort Lewis College
<b>Bollacker, Linell K.</b> . . . . . 1999	<b>Costa Campbell, Lisa L.</b> . . . . . 1994	<b>Ferguson, Barbara J.</b> . . . . . 1984
Secondary Education	Counseling	Education
MEd — University of Nevada, Reno	MA — Santa Clara University	MEd — University of Nevada, Reno
<b>Book, William A.</b> . . . . . 1996	<b>Covert, Terri L</b>	<b>Figuroa, Maria S.</b> . . . . . 1980
Criminal Justice	Program Specialist	Physical Education
Criminal Justice Department Program Specialist	<b>Cozby, Norma S.</b> . . . . . 1987	Escuela Nacional De Maestros
<b>Boskie, Lionel M.</b> . . . . . 1978	Nursing	<b>Finn, William L.</b> . . . . . 2003
Physical Science	AS — University of New York	English
MS — Northern Arizona University	<b>Criswell, Bobby G.</b> . . . . . 1980	BA — Southern Oregon University
	History — Education	<b>Fujiwara, Koni M.</b> . . . . . 1987
	BA — University of Nevada, Reno	Sculpture
	<b>Cunningham, Virginia</b> . . . . . 1999	MFA — University of Chicago
	Education	
	ME — University of Nevada, Reno	

**Galvin, William A.** ..... 1973  
Political Science  
BA — University of California, Los Angeles

**Gardner, Ketra D.** ..... 2004  
Literacy Studies  
MS — University of Nevada, Reno

**Gilboy, James M.** ..... 2000  
Education  
ME — Lesley College

**Gingrich, Mark K.** ..... 1986  
Geology  
BS — California State University, Sacramento

**Gonzales, Julie K.** ..... 1997  
Mathematics  
ME — Montana State University

**Gurr, Lee R.**  
Legal Secretary  
Durham Business College

**Hardy, Terry** ..... 1990  
Computer Science  
AA — Casper College

**Hillewaert, Diana J.** ..... 1999  
Law  
JD — J. Reuben Clark Law School/Brigham Young University

**Hladek, Kenneth L.** ..... 1961  
Engineering  
BS — University of Wyoming

**Hoem, Duane A.** ..... 1977  
Psychology  
MA — University of Northern Colorado

**Holzel, Dee A.** ..... 1994  
Education  
BS — University of Dayton

**Horton, Louis E.** ..... 1967  
Agriculture—Economics  
MA — California State Polytechnic College

**Hritz, Terry M.** ..... 1990  
Broadcasting—Journalism  
Truckee Meadows Community College

**Jones, Colby**  
Program Specialist

**Jones, Duane H.** ..... 1973  
Business Administration  
BS — University of Nevada, Reno

**Jones, Michael B.** ..... 1974  
Geology  
PhD — Oregon State University

**Kaiser, Linda D.** ..... 1971  
High School

**Kearns, Jackie** ..... 1963  
History—Philosophy  
MA — University of San Francisco

**Killon, Brandy R.** ..... 2005  
Network—Information Specialist  
AAS — Great Basin College

**Killon, Marlene D.** ..... 1975  
Home Economics  
MS — University of Nevada, Reno

**Kimber, Gary M.** ..... 2000  
Education  
ME — Lesley College

**Kistler, Lynne J.** ..... 1981  
Art  
MA — University of Nevada, Reno

**Krall, Karlen R.** ..... 1978  
Geophysics  
BS — University of Utah

**Kurka, Mira T.** ..... 1997  
Geology  
PhD — University of Oregon

**Lane, Charles A.** ..... 1976  
Geology  
MS — University of Missouri

**Lopez, Raul** ..... 1998  
Elementary Education  
AA — Great Basin College

**Lords, Kenneth H.** ..... 1971  
Counseling  
MA — Brigham Young University

**Lords, Kevin D.** ..... 1999  
Education  
ME — University of Nevada, Reno

**Lords, Paul O.** ..... 2003  
Counseling—Educational .Psychology  
MS — University of Nevada, Reno

**Lowe, Rob** ..... 1988  
Law  
JD — University of Santa Clara

**Mahlberg, Norman W.** ..... 1994  
Educational Leadership  
MED — University of Nevada, Reno

**Marchio, Robert P.** ..... 1975  
Forest and Resource Management  
BS — University of California, Berkley

**Marrs, Kathleen P.**  
Program Specialist

**Maynard, Jr. Kenneth**  
Program Specialist

**McCombs, Edith A.** ..... 1972  
Mathematics  
MAT — Washington State University

**McDermott, Joseph**  
Program Specialist

**McFarlane, Deborah N.** ..... 1981  
Geology  
MS — University of Nevada, Reno

**McGibbon, Gael M.** ..... 1986  
Business  
MBA — University of Nevada, Reno

**McGinty, Robert D.** ..... 1971  
English  
BA — University of Nevada, Reno

**McLean, Sharon S.** ..... 1997  
Education  
ME — Lesley College

**Miller, Jayme A.** ..... 1999  
General Studies  
AGS — Great Basin College

**Miller, Mary A.** ..... 1977  
Music Education  
MA — University of Arizona

**Mitchel, Charlene M.** ..... 1999  
Curriculum and Instruction  
ME — Lesley College

**Moore, Laura E.** ..... 2002  
Ceramics—Art  
BFA — Utah State University

**Morris, Lester B.**  
Program Specialist  
AAS — Great Basin College

**Moss, Barbra F.** ..... 1973  
English  
BA — Brigham Young University

**Murphy, Kathryn M.** ..... 1984  
Business Administration  
BA — Northern Montana College

**Murphy, Linda M.** ..... 1995  
Education  
ME — Lesley College

**Noakes-Whalen, Mona D.** ..... 1975  
Nursing  
AS — Northern Nevada Community College

**O’Gara-Moe, Charlene L.** ..... 1986  
Speech Pathology—Audiology  
MS — University of Montana

**Oliphant, Jackie D.** ..... 1999  
Curriculum and Instruction  
MA — Lesley College

**Orr, John R.** ..... 1972  
Agriculture  
BS — University of Nevada, Reno

**Orr, Kristen** ..... 1973  
Journalism  
BA — University of Nevada, Reno

**O'Shea-Hockett, Regina** ..... 1994  
Nutrition  
MS — University of Nevada, Reno

**Page, Kimra L.** ..... 2004  
Management in Technology  
BS — Great Basin College

**Parks, Ben C.** ..... 1990  
Sculpture and Ceramics  
MFA — Claremont Graduate University

**Parks, Elaine E.** ..... 1999  
Ceramics  
MFA — California State University, Los Angeles

**Pendley, Gretchen K.** ..... 2001  
Biology  
MS — Sul Ross State University

**Perkins, Peggy M.** ..... 1992  
Health Care Information  
AS — Community College of Southern Nevada

**Pike, Laura** ..... 1985  
Computer Science  
BS — South Dakota School of Mines and Technology

**Pinneo, Robert** ..... 1973  
Science Education  
PhD — Oregon State University

**Pitts, Sean** ..... 1989  
History  
MA — Utah State University

**Pitts, Shemayne S.** ..... 1984  
Child Development and Family Relations  
BS — Brigham Young University

**Plager, Heather C.** ..... 1995  
Psychology  
BS — Boise State University

**Plocher, Annilee** ..... 1972  
Education  
BS — University of Nevada, Las Vegas

**Poppystone, Xali** ..... 1993  
Music  
BA — University of Utah

**Potter, Stephanie A.** ..... 1994  
Mathematics  
BA — Jamestown College

**Pratt, Yong N.** ..... 1997  
Health Education  
BS — University of Nevada, Reno

**Prokosch, Adrienne R.** ..... 2002  
Mathematics  
BS — University of California, Davis

**Pyatt, Cheryl M.** ..... 1976  
French—Spanish  
MA — University of Nevada, Reno

**Rademacher, John A.** ..... 2004  
Landscape Ecology  
MS — University of Toledo

**Raynor, Wendy A.** ..... 2002  
Counseling and Educational Psychology  
MS — University of Nevada, Reno

**Redfern, Joy A.** ..... 1978  
English  
BA — University of Colorado, Boulder

**Rensvold, Andrea H.**  
Program Specialist

**Richardson, Betty L.**  
Program Specialist

**Ricketts, Jeff**  
Business Administration  
BA — University of Nevada, Las Vegas

**Rinaldi, Jr. John** ..... 1976  
Horticulture  
California Poly State University

**Rojas de la Cruz, Ylen**  
Program Specialist

**Rouyer, Bernadette A.** ..... 1965  
Business  
AS — Ecole du Attaches der Direction

**Rust, Kimberly A.** ..... 1998  
Art History  
MA — California State University

**Rynearson, Jon L.** ..... 1976  
Law Enforcement  
Idaho State Post Council

**Sanders, Susan L.** ..... 1970  
Elementary Education  
BS — University of Colorado

**Sandoval, David A.** ..... 1985  
Welding Technology  
Truckee Meadows Community College

**Sherve, Jon D.** ..... 1998  
Hydrology—Hydrogeology  
MA — University of Nevada, Reno

**Smith, Dennis G.** ..... 1986  
Law  
JD — University of North Dakota School of Law

**Smith, Michelle L.** ..... 1996  
Geological Engineering  
BS — University of Nevada, Reno

**Supp, Lisa A.** ..... 1992  
English  
BA — Western Montana College

**Sutherland, Sharon F.** ..... 1978  
Nursing  
BS — University of Nevada, Reno

**Swecker, Theodocia W.** ..... 1972  
Art  
BA — University of Nevada, Reno

**Voytenko, Nataliya** ..... 1991  
Mathematics—Physics  
BS — Kiev Teacher's University

**Welch, Christy H.** ..... 2001  
Nursing  
AS — Great Basin College

**Wickersham, Colette L.** ..... 1994  
School Psychology  
MA — Northern Arizona University

**Wickersham, Tim P.** ..... 1997  
History  
MA — Northern Arizona University

**Williams, Gerald L.** ..... 1972  
Administration  
MEd — University of Nevada, Reno

**Willis, Kim E.** ..... 1997  
Curriculum and Instruction  
MA — Lesley University

**Winch, John C.** ..... 1985  
English  
MA — San Francisco State University

**Wright, Ann M.** ..... 1977  
Mathematics  
BS — University of Utah

**Young, Veneta M.** ..... 1967  
Education  
BA — Brigham Young University

**Zeller, Constance V.** ..... 2002  
Elementary Education  
BA — University of Alaska

**Zillich, John F.** ..... 1989  
Education  
BA — University of Nevada, Las Vegas

**Zumwalt, Don D.** ..... 2003  
Business Management  
BAS — Great Basin College

# A GBC Quick Reference Guide

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**Academic Affairs**

Berg Hall, 775.753.2187

**Academic Records**

Admissions and Records Office,  
Berg Hall, 775.753.2102

**Academic Success Center**

McMullen Hall, 103, 775.753.2149 or  
775.753.2144

**Activities**

(Student Organizations)  
College Community Center,  
775.753.2304/2343

**Adding and Dropping Classes**

(Information only)  
Admissions and Records Office,  
Berg Hall, 775.753.2102

**Admission Advising and Career Center**

Berg Hall, 775.753.2168

**Administrative Services**

Berg Hall, 775.753.2227

**Admission Information**

Admission Advising and Career Center  
Berg Hall, 775.753.2168

**Adult Basic Education (ABE)**

Adult Learning Center,  
1020 Elm Street, 775.753.2230  
Berg Hall, 775.753.2126 or 775.753.2109

**Adult High School Diploma Program**

Adult Learning Center,  
1020 Elm Street, 775.753.2233

**Affirmative Action**

Berg Hall, 775.753.2282

**Area Health Education Center/  
UNSOM Outreach**

AHEC, Elizabeth Griswold Hall, 701 Walnut  
775.738.3828

**Audio-visual Equipment**

GBC Library, 775.753.2172

**Battle Mountain Center**

835 N. Second Street  
Battle Mountain, NV 89820  
775.635.2318

**Books/Periodicals/Reference**

GBC Library, 775.753.2222

**Bookstore**

College Community Center, 775.753.2270

**Building and Grounds**

Construction Trades, 775.753.2316

**Business and Industry**

Greenhaw Technical Arts, 775.753.2235 or  
775.753.2175

**Campus Tours**

College Community Center, 775.753.2201

**Career and Technical Education**

Greenhaw Technical Arts, 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

**Channel 15 (PBS)**

Media Services, Lundberg Hall, 775.753.2103

**Mark H. Dawson Child and Family Center  
and the House that Tom and Jack Built**

775.753.2225 or 775.753.2224

**Community Service Courses**

Dorothy S. Gallagher Health Sciences  
Building,  
775.753.2231

**Computer Services**

Lundberg Hall, 775.753.2298

**Continuing Education**

Dorothy S. Gallagher Health Sciences  
Building, 775.753.2231

**Controller's Office**

Berg Hall, 775.753.2110

**Cooperative Education**

Greenhaw Technical Arts, 775.753.2175

**Copy Machines**

Media Services, Lundberg Hall 775.777.8864  
Evenings: GBC Library 775.753.2222  
Minimal charge for students

**Counseling and Advising Services**

Berg Hall, 775.753.2279

**Deferred Registration Payments**

Student Financial Services,  
Berg Hall, 775.753.2399

**Degree Audit Reporting System (DARS)**

Admissions and Records Office,  
Berg Hall, 775.753.2273

**Distance Education**

Berg Hall, 775.753.2213

**Dorms—See Student Housing****Education Department**

McMullen Hall, 775.753.2177

**Ely Branch Campus**

2115 Bobcat Drive  
Ely, NV 89301  
775.289.3589

**English**

Lundberg Hall, 775.753.2244

**English as a Second Language**

Adult Learning Center, 775.753.2230  
Berg Hall, 775.753.2126 or 775.753.2109

**Facility Scheduling**

Berg Hall, 775.753.2101

**Faculty Offices**

Switchboard, Berg Hall,  
775.738.8493

**Financial Aid Information**

Student Financial Services,  
Berg Hall, 775.753.2399

**Fine Arts**

Lundberg Hall, 775.753.2278

**Fitness Center**

775.753.2113

**Food Service**

Cafe X, Community Center, 775.753.2261

**Foundation Office**

College Community Center, 775.753.2246

**GED Testing**

Admissions and Records Office, 775.753.2102  
Adult Learning Center, 775.753.2233

**Grants**

McMullen Hall, 775.753.2317

**History**

Lundberg Hall, 775.753.2244

**Housing Program—See Student Housing****Humanities**

Lundberg Hall, 775.753.2278

**Human Resources**

Berg Hall, 775.753.2263

**Individualized Study**

Berg Hall, 775.753.2271

**Information Desk**

Berg Hall, 775.738.8493

**Institutional Research and Assessment**

Berg Hall, 775.753.2213

**Inter-library Loan**

GBC Library, McMullen Hall,  
775.753.2222, FAX 775.753.2296

**Internet Classes**

High Tech Center, 775.753.2306

**Jobs (On and Off Campus)**

Berg Hall, 775.753.2243

**KENV—TV Station, NBC Affiliate**

775.777.8500

**KNCC—Radio Station**

High Tech Center, 775.753.2154  
Lundberg Hall, 775.753.2252

**Library**

McMullen Hall, 775.753.2222

**Life Sciences**

Lundberg Hall, 775.753.2278

**Lost and Found**

Security, Griswold Hall, 775.753.2293

**Mailing Address**

1500 College Parkway  
Elko, NV 89801

**Manpower Training Cooperative—MTC**

Greenhaw Technical Arts,  
775.753.2175 or 775.738.2217

**Marketing**

College Community Center, 775.753.2260

**Mathematics**

Lundberg Hall, 775.753.2278

**Media Services**

Lundberg Hall, 775.777.8864

**Microsoft Training and Certification**

High Tech Center, 775.753.2241

**Music**

Music Annex, 775.753.2120 or 775.753.2210

**Nursing Department**

Dorothy S. Gallagher Health Sciences  
Building, 775.753.2301

**Off-Campus Programs**

Berg Hall, 775.753.2113

**Orientation**

Lundberg Hall, 775.753.2102

**Pahrump Valley Center**

551 East Calvada Blvd.  
Pahrump, NV 89048  
775.537.2701

**Parking Permits (Students with Disabilities)**

Student Services, Berg Hall, 775.753.2271

**Periodicals**

GBC Library, McMullen Hall, 775.753.2222

**Personnel**

Berg Hall, 775.753.2263

**Phi Beta Lambda**

Greenhaw Technical Arts, 775.753.2125

**Phi Theta Kappa**

High Tech Center, 775.753.2154

**Physical Science**

Lundberg Hall, 775.753.2278

**Placement Testing**

Berg Hall, 775.753.2272

**Public Information**

College Community Center, 775.753.2260

**President's Office**

Berg Hall, 775.753.2265

**Recruitment Department**

Community Center  
775.753.2201 or 753.2255

**Refunds**

Controller's Office,  
Berg Hall, 775.753.2110

**Registration Information**

Admissions and Records Office,  
Berg Hall, 775.753.2102

**Retention and Student Life**

College Community Center, 775.753.2304 or  
775.753.2343

**Room/Facility Requests**

Berg Hall, 775.753.2101

**SIS Operations**

Berg Hall, 775.753.2211

**Scholarships**

Student Financial Services,  
Berg Hall, 775.753.2399

**Security**

Griswold Hall,  
775.934.4923 or 775.753.2293

**Services for Students with Disabilities**

Student Services, Berg Hall, 775.753.2271

**Sexual Harassment**

Berg Hall, 775.753.2282

**Short Term Employment Program—STEP**

Greenhaw Technical Arts, 775.753.2175

**Small Business Development Center**

Elko County Economic Diversification  
Authority  
723 Railroad Street  
Elko, NV 89801  
775.753.2245

**Social Sciences**

Lundberg Hall, 775.753.2244

**Special Programs**

Berg Hall, 775.753.2231

**Student Employment Services/Job Placement**

Berg Hall, 775.753.2168

**Student Financial Services**

Berg Hall, 775.753.2399

**Student Government Association**

College Community Center,  
775.753.2256 or 775.753.2234

**Student Housing**

Griswold Hall, 775.753.2360

**Student Recruitment**

College Community Center, 775.753.2201

**Student Services**

Berg Hall, 775.753.2184

**Tech Prep**

JOIN Trailer, 775.753.2217 or 775.753.2303

**Telecourses**

Greenhaw Technical Arts, 775.753.2235

**Testing**

Admissions and Records Office,  
Berg Hall, 775.753.2272

**Theatre Arts**

McMullen Hall, 775.753.2340

**Transcript Request**

Admissions and Records Office,  
Berg Hall, 775.753.2102

**Transfer Center**

Counseling Office, Berg Hall,  
775.753.2279

**Tutoring**

Academic Success Center, 775.753.2144 or  
775.753.2149  
Counselor, Berg Hall, 775.753.2279

**Veterans Affairs**

Student Financial Services,  
Berg Hall, 775.753.2399



**Web Address**  
www.gbcnv.edu

**Winnemucca Branch Campus**  
5490 Klunzy Canyon Road  
Winnemucca, NV 89445  
775.623.4824

**Youth Programs**  
Berg Hall, 775.753.2299

**Zero Credit Courses**  
Health Sciences, 775.753.2231

## **FAX Directory**

**Academic Affairs Office**  
775.753.2186

**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

**DARS**  
775.884.0148

**Electrical Technology**  
775.753.3509

**Ely Branch Campus**  
775.289.3599

**Employment Services**  
775.753.2163

**Follett Bookstore**  
775.753.2277

**Foundation, Elko**  
775.738.9321

**Greenhaw Technical Arts**  
775.753.2322

**Health Sciences**  
775.753.2151

**High Tech Center**  
775.753.2160

**Housing**  
775.753.3697

**Human Resources**  
775.753.5428

**Interactive Video**  
775.753.2160

**GBC Library**  
775.753.2296

**Lundberg Hall**  
775.738.8771

**President's Office**  
775.778.9358

**Student Life and Retention and SGA**  
775.753.2182

**Security**  
775.753.3697

**Small Business Development Center**  
775.753.2242

**Winnemucca Branch Campus**  
775.623.1812

## **Off-Campus Fax Directory**

**Battle Mountain Center**  
775.635.0340

**Eureka District Office**  
775.237.5014

**Jackpot**  
775.755.2291

**McDermitt**  
775.532.8017

**Owyhee**  
775.757.3025

**Pahrump Valley Center**  
775.537.2712

**Wells Center**  
775.752.3590

**Wendover**  
775.644.3944

# A GBC Glossary of Terms

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Words and acronyms used in this catalog and other college publications are unique to GBC and postsecondary education. Some of the more frequently used terms are explained to help you understand us better.

## **Academic Adviser**

A faculty member who is responsible for providing guidance to students in course or college program issues.

## **Academic Affairs**

Issues that relate to instruction and administered by the Office of Academic Affairs.

## **AA—Associate of Arts**

A two-year degree program for individuals who intend to transfer to a four-year institution.

## **AAS—Associate of Applied Science**

A two-year degree program which emphasizes career and technical education preparation.

## **ABE—Adult Basic Education**

An instructional program in basic skills for undereducated adults who need to become literate to function as citizens in American society.

## **AGS—Associate of General Studies**

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

## **AS—Associate of Science**

A two-year degree program emphasizing the sciences for individuals who intend to transfer to a four-year institution.

## **Adult Diploma Program**

A diploma program, operated at GBC by the Elko County School District, for students who are legally out of secondary school but who want to obtain a high school diploma.

## **Audit**

Enrolling in and participating in a course without the expectation of receiving a grade or credit.

## **BA—Bachelor of Arts**

A degree program consisting of four years of required study in the liberal arts and humanities.

## **BAS—Bachelor of Applied Science**

A degree program consisting of four years of required study in the applied sciences. Concurrently, two emphases are available: Management in Technology and Instrumentation.

## **BAIPS—Bachelor of Arts in Integrative and Professional Studies**

A degree program consisting of four years of required study. The program consists of three concentration areas: Social Sciences, Resource Management, and Arts and Humanities.

## **BSN—Bachelor of Science in Nursing**

A degree program for Nevada licensed registered nurses who have graduated from a National League for Nursing Accreditation Commission (NLNAC) accredited and/or State Board of Nursing approved associated degree program.

## **Campus**

From the Latin word for "field." The word is usually associated with college buildings and grounds.

## **CEHSO—Center for Education and Health Services Outreach**

Includes the services of the Area Health Education Center, which analyzes needs for health education programs and schedules continuing education for health professionals, and the Office of Rural Health. Located on the GBC campus in Elizabeth Griswold Hall.

## **Certificate of Achievement**

An award given to a student who successfully completes a one-year program of study in a specialized field as outlined in this catalog.

## **Corequisite**

Concurrent enrollment in an additional class required.

## **Credits/Credit Hour**

A standard measure of instructional time required to complete a course. For example, ENG 101, Composition I, is a three-credit-hour course, which usually means that it will meet three hours each week over a semester. A two-credit-hour course usually meets two hours weekly for a semester.

## **Curriculum**

A set of courses focused in a particular field of study (e.g., early childhood education curriculum, nursing curriculum).

## **Degree Audit Reporting System—DARS**

An automated process that tracks a student's academic progress toward completing a degree or certificate. Request for progress reports are available at Admissions and Records Office in Berg Hall, through your adviser, or at [www.gbcnv.edu](http://www.gbcnv.edu).

## **Department Chair**

The faculty member elected by peers and approved by the GBC administration to oversee a department.

## **Departments**

The college organizational pattern from the point of view of instruction. At GBC, these include mathematics, science, business and computing; humanities and social sciences; career and technical education; health science; and community education.

## **ESL**

English as a Second Language is an instructional program operated by GBC for the benefit of people with limited ability in speaking, reading, and writing the English language.

## **FTE**

Full-time equated student, statistically speaking. One full-time equated student is equal to 15 semester credit hours. For many purposes, however, an actual full-time student may be enrolled for as few as 12 semester credit hours or as many as 21 in certain cases.

## **Full-Time Student**

A student enrolled in minimum of 12 credits for fall/spring semesters or 6 credits for summer semester.

## **GED**

General Educational Development. The term refers to instruction which prepares students to take the tests for General Educational Development. Successful completion of the GED tests is often equated with high school equivalency preparation.

## **General Education Requirements**

A prescribed set of courses required for completion of a degree or certificate program. Includes selections from English/Communications, U.S. and Nevada Constitutions, Mathematics, Science, Social Sciences, Arts/Fine Arts, Human Relations, and Emphasis Requirements.

**Good Standing**

Students formally accepted to the Bachelor's degree programs at GBC must maintain Good Standing with the program in order to continue to progress toward obtaining their degree. For more information, refer to each program's application handbook or call the Admissions and Records Office at 775.753.2361.

**IAV**

Interactive video. Some GBC classes are offered through IAV. Courses originate in one location and are broadcast to another. Students interact with an instructor through live compressed video on television screens.

**Independent Study**

A non-lecture class. A course of study is outlined between student and instructor and a contract for a grade is established.

**Library**

The Library includes not only books but audio-visual materials. In fact, the Library has all materials which support instruction, including periodicals, microfiche, electronic resources, and more.

**Lower-Division Courses**

Course numbers 100-299.

**LiveNet Course [LIVENET]**

A synchronous online classroom in which the instructor and students meet through the Internet at a specific time for course discussions using a microphone headset. Students may participate in course discussion on their computer at home or from Great Basin College's computer lab. A 56K or higher Internet connection is required.

**MTC**

The College's Manpower Training Cooperative Program which includes sponsored programs in diesel, electrical systems, welding, and industrial plant mechanics technology.

**Off-Campus Centers**

All GBC service area sites offering classes outside the Elko Main Campus.

**Part-Time Student**

An individual who is enrolled for fewer than twelve credits in a semester.

**Prerequisite**

A skill or course required before a student is permitted to enter a class or program.

**Phi Beta Lambda**

Phi Beta Lambda is the Future Business Leaders of America organization for colleges. For more information, call 753.2125.

**Recognition of Achievement**

An award given to a student who successfully completes the course of study in the specialized field as outlined in this catalog. Students receiving a Recognition of Achievement do not receive a diploma and do not participate in the graduation ceremony.

**Retention and Student Life**

The Retention and Student Life Department is located in the College Community Center. The department is across the hallway from Cafe X and next to the Recruitment Department. Within this area, students will find the student development coordinator, student advocate, student peer mentors, and GBC student leaders. First-year student programs and assisting clubs and organizations with student activities are priorities in this department. Retention and Student Life's goal is to empower all students to accomplish their academic goals, facilitate their success, and attain their individual potential. Contact Retention and Student Life at 775.753. 2304/2343 or by email at StudentC@gwmail.gbcnv.edu.

**Sexual Harassment**

Includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication. See page 31 for more details.

**SGA—Student Government Association**

An organization composed of all registered students and governed by elected officers who make up student government.

**Syllabus**

The outline which the instructor furnishes you at the beginning of a course and which contains the main points of study. Includes, where appropriate, a description of the course of study, course goals, a schedule of completion, the method of testing, the grading standard, reading list, and a description of supplementary activity.

**Telecourse**

Alternative delivery of classes. Students use a series of video or audio-tapes as instruction material.

**NSHE**

The Nevada System of Higher Education, which is made up of four community colleges, two state universities, Nevada State College, and the Desert Research Institute.

**Upper-Division Courses**

Course numbers 300-499.

**Skills USA/VICA**

Vocational Industrial Clubs of America, a group which perpetuates career and technical education and is active at GBC.

# Index

## A

AA/EO, 2  
AAS—Associate of Applied Science, 202  
AA—Associate of Arts, 202  
ABE Program Director, 37  
ABE—Adult Basic Education, 202  
Absences from Classes to Observe Religious Holidays, 48  
Academic Advisement, 35, 56, 202  
Academic Affairs, 199, 202  
Academic Calendar, 5  
Academic Computing, 36  
Academic Freedom and Tenure, 14  
Academic Progress, 46  
Academic Records, 199  
Academic Standards, 48  
    Academic Standing and Your GPA, 50  
    Auditing a Course, 48  
    Change of Name, Address, Program of Study, 49  
    Dropping a Course, 49  
    GBC General Education Objectives, 51  
    Grade Appeals or Professional Conduct, 50  
    Grade Report Policy, 49  
    Grading, 49  
    Graduating With Honors, 51  
    Graduation Requirements, 51  
    Late Enrollment and Excessive Absences, 48  
    Making the Dean's List, 51  
    Maximum Course Load, 48  
    Repeating a Course, 49  
    Rules About the "I" Grade Report, 49  
    Student Absences from Classes to Observe Religious Holidays, 48  
    United States and Nevada Constitutions Requirement, 48  
    What the "P" Grade Report Means, 49  
    What the "W" Grade Report Means, 49  
    Withdrawing from College, 48  
Academic Standing, 50  
Academic Success Center, 37, 199  
ACT, 17  
Activities, 199  
ADA, 34  
ADA Classroom, 33  
Adding and Dropping Classes, 199  
Adjunct Faculty, 196  
Administrative Services, 199  
Admission, 17  
Admission Advising and Career Center, 34, 199  
Admission Information, 17, 199  
Admission to the Teacher Education Program, 56  
Adult Basic Education, 199, 202  
Adult High School Diploma Program, 21, 199, 202  
Adult Learning Center, 21, 37  
Adviser, 22  
Advisory Board, 8  
Affirmative Action, 199  
Affirmative Action/Equal Opportunity, 2  
Agricultural Education Endorsement, 68, 98  
Agriculture Management Emphasis, 84  
Agriculture Student Organization, 39  
AGS—Associate of General Studies, 202  
Alcohol and other Drug Abuse, 2, 32

American College Test, 17  
American Welding Society, 13, 38  
Americans with Disabilities Act, 34  
AP Examinations, 21  
Appeal, 30  
Application, 17  
Application for Graduation, 51, 57  
Applied Science Certificate of Achievement Requirements Summary, 96  
Apply for Federal Financial Aid, 44  
Area Health Education Center/UNSOM Outreach, 199  
Arts and Humanities Administration Concentration, 79  
Arts Annex, 12  
Associate Degrees, 93  
Associate of Applied Science Requirements Summary, 9, 95, 96  
    Agriculture, 101  
    Business Administration, 102  
    Corrections Emphasis, 118  
    Diesel Technology, 120  
    Early Childhood Education, 122  
    Electrical Systems Technology, 125  
    Entrepreneurship Emphasis, 104  
    General Business Emphasis, 103  
    Graphic Communications Emphasis, 113  
    Industrial Energy Efficiency, 124  
    Industrial Plant Mechanics, 128  
    Information Specialist Emphasis, 114  
    Law Enforcement Emphasis, 119  
    Network Specialist Emphasis, 115  
    Nursing, 130  
    Office Technology Emphasis, 116  
    Radiology Technology—Registered, 133  
    Web Specialist Emphasis, 117  
    Welding Technology, 135  
Associate of Arts Requirements Summary, 9, 93, 94, 97  
    Agriculture, 99  
    Teaching, 97  
Associate of General Studies Degree, 9, 95  
Associate of Science Requirements Summary, 9, 94, 95  
    Agriculture, 100  
AS—Associate of Science, 202  
Audiovisual Equipment, 199  
Auditing a Course, 48  
Automotive Service Excellence, 13  
Automotive Service Technology Endorsement, 69

## B

Bachelor Degrees, 55  
    College-wide Graduation Requirements, 55  
    Maintaining Good Standing, 55  
    Second Undergraduate Degree, 55  
Bachelor of Applied Science Degree, 9, 81  
Bachelor of Arts Degrees, 9  
Bachelor of Arts in Elementary Education, 9, 56

Bachelor of Arts in Integrative and Professional Studies, 9, 74  
    Arts and Humanities Administration, 74  
    Resource Management, 74  
    Social Sciences, 74  
Bachelor of Arts in Secondary Education, 9  
    Biological Science, 62, 63  
    Career and Technical Education, 62, 67  
    Mathematics, 62, 64  
    Social Sciences, 62, 66  
    Special Education (Generalist K12), 62, 73  
    Teaching English as a Second Language, 62, 73  
Bachelor of Science in Nursing Degree, 9, 87  
Bachelor of Social Work (BSW), 9, 90  
BAIPS—Bachelor of Arts in Integrative and Professional Studies, 202  
BAS—Bachelor of Applied Science, 202  
Battle Mountain Center, 12, 199  
BA—Bachelor of Arts, 202  
Berg Hall, 138  
Biological Science Endorsement, 63  
Books/Periodicals/Reference, 199  
Bookstore, 199  
BSN—Bachelor of Science in Nursing, 87, 202  
BSW Major Requirements, 92  
Buildings and Grounds, 138, 199  
Business Administration, 103  
Business and Industry, 199

## C

CADD Emphasis, 111  
Cafe X, 39  
Calendar, 5, 6  
Campus, 202  
Campus Disciplinary Sanctions, 32  
Campus Map, 138  
Campus Security Act, 2, 32  
Campus Tours, 34, 199  
Career and Academic Advising, 35  
Career and Technical Education, 67, 199  
Career and Technical Education Department, 38  
Career Center, 35  
Career Resources, 35  
CEHSO—Center for Education and Health Services Outreach, 202  
Certificate of Achievement, 9, 96, 105, 202  
    Accounting Technician, 109  
    Business Administration, 105  
    Diesel Technology, 121  
    Early Childhood Education, 123  
    Electrical Systems Technology, 126  
    Entrepreneurship, 106  
    Industrial Plant Mechanics, 129  
    Instrumentation Technology, 127  
    Retail Management, 107  
    Spanish Interpreter/Translator, 108  
    Welding Technology, 136  
Challenge examination Fee, 41  
Challenge Examinations, 22, 199  
Chancellor's Office, 8  
Change of Name, Address, Program of Study, 49, 199  
Channel 15, 199

Cheating, 28  
Class Schedules, 2  
Classified Staff, 13  
CLEP, 20, 21, 41  
College Board Advanced Placement Examination (CBAPE), 21, 182  
College Community Center, 12  
College Work Study, 44  
College-Level Examination Program, 20, 21  
Community Service Course Fees, 41  
Community Service Courses, 199  
Complaints Concerning Faculty, 33  
Computer Lab, 36  
Computer Lab Policies, 36  
Computer Office Technology, 110-117  
Computer Services, 199  
Computer Training, 38  
Conduct Policy, 27  
Constitution Requirement, 48  
Continuing Education, 199  
Controller's Office, 199  
Cooperative Education, 21, 199  
Copy Machines, 199  
Co-requisite, 202  
Costs at GBC, 43  
Counseling and Advising Services, 199  
Courses with [P/W], 139  
Course Load, 48  
Course Offerings, 139  
    Accounting, 140  
    Additional Information [N], 139  
    Agricultural Mechanics, 140  
    Agriculture, 140  
    American Sign Language, 141  
    Animal Science, 141  
    Anthropology, 142  
    Applied Mathematics and Science, 143  
    Art, 143  
    Arts and Humanities Administration, 144  
    Astronomy, 144  
    Automotive, 144  
    Biology, 145  
    Building Technology, 145  
    Business, 146  
    Chemistry, 146  
    Communication, 147  
    Computer and Information Technology, 147  
    Computer Office Technology, 149  
    Computer-Aided Drafting and Design, 147  
    Construction, 150  
    Cooperative Education, 150  
    Core Courses, 139  
    Counseling and Guidance Personnel Services, 150  
    Counseling and Personal Development, 150  
    Courses Having an "A" "B," "C," or "Z" Affix, 139  
    Courses Numbered 001099, 139  
    Courses Numbered 100499, 139  
    Crafts, 150  
    Criminal Justice, 150  
    Curriculum Teaching and Learning, 151  
    Dance, 152  
    Diesel Technology, 152  
    Drafting, 152  
    Early Childhood Education, 152  
    Economics, 154  
    Education, 154  
    Electrical Instrumentation Technology, 157  
    Electrical Technology, 158  
    Electronics, 159  
    Emergency Medical Services, 159  
    English, 159  
    English as a Second Language, 161  
    Environmental Studies, 161  
    Film, 162  
    Finance, 162  
    Fire Science/Fire Technology, 162  
    Food Service Technology, 162  
    French, 163  
    Geographic Information Systems, 163  
    Geography, 163  
    Geology, 164  
    German, 164  
    Graphic Communications, 164  
    Health Education, 165  
    Health Information Technology, 165  
    Health Science, 165  
    Heating, Ventilation, and Air Conditioning, 165  
    History, 165  
    Home Economics, 166  
    Human Development and Family Studies, 166  
    Humanities, 166  
    Industrial Management, 166  
    Industrial Plant Mechanics, 166  
    Information Systems, 167  
    Integrative Studies, 167  
    Journalism, 168  
    Land Surveying/Geomatics, 168  
    Legal Assistant, 169  
    Library Science, 169  
    Loss Control Management, 169  
    Management, 169  
    Marketing, 170  
    Mathematics, 170  
    Metals, 172  
    Mining, 173  
    Music, 173  
    Music Applied, 174  
    Music Education, 174  
    Natural Resource and Environmental Science, 174  
    Nursing, 174  
    Nutrition, 175  
    Occupational Safety and Health, 175  
    Philosophy, 176  
    Physical Education and Exercise, 176  
    Physics, 178  
    Political Science, 178  
    Psychology, 178  
    Radiology, 179  
    Reading, 179  
    Real Estate, 179  
    Social Work, 179  
    Sociology, 180  
    Spanish, 180  
    Statistics, 180  
    Technical Arts, 180  
    Theatre, 181  
    Transport Technology, 181  
    Women's Studies, 181  
    Woodworking, 181  
Course Sequence, 60  
    AAS—Agriculture, 101  
    AAS—Computer Office Technology Graphic Communications Emphasis, 113  
    AAS—Computer Office Technology Information Specialist Emphasis, 114  
    AAS—Computer Office Technology Web Specialist Emphasis, 117  
    AAS—Computer Office Technology Network Specialist Emphasis, 115  
    AAS—Computer Office Technology Office Technology, 116  
    AAS—Criminal Justice, Corrections Emphasis, 118  
    AAS—Diesel Technology, 120  
    AAS—Early Childhood Education, 122  
    AAS—Electrical Systems Technology, 125  
    AAS—Industrial Plant Mechanics, 128  
    AAS—Welding Technology, 135  
    AA—Agriculture, 99  
    AA—Teaching, 97  
Accounting Technician Certificate of Achievement Program, 109  
AS—Agriculture, 100  
Automotive Service Technology, 69  
Bachelor of Science in Nursing, 89  
BAIPS—Arts and Humanities Concentration, 80  
BAIPS—Resource Management Concentration, 78  
BAIPS—Social Science Concentration, 77  
BAS—Agriculture Management, 84  
BAS—Digital Information Technology, 84  
BAS—Instrumentation, 85  
BAS—Land Surveying/Geomatics, 86  
BA—Elementary Education, 60  
BA—Secondary Education Agricultural Education, 68  
BA—Secondary Education Biological Science, 64  
BA—Secondary Education Mathematics, 65  
BA—Secondary Education Social Science, 67  
BSW—UNR/GBC 3+1 Social Work, 92  
CADD Emphasis, 111  
Certificate of Achievement Electrical Systems Technology, 126  
Certificate of Achievement Industrial Plant Mechanics, 129, 133  
Certificate of Achievement Instrumentation Technology, 127  
Certificate of Achievement Program Early Childhood Education, 123  
Certificate of Achievement Spanish Interpreter/Translator, 108  
Certificate of Achievement Welding Technology, 136  
Certificate of Achievement—Diesel Technology, 121  
Certificate of Achievement—Business Administration, 105  
Certificate of Achievement—Entrepreneurship, 106  
Certificate of Achievement—Retail Management, 107  
Electronic Technology, 70  
General Business Emphasis, 103  
GIS Emphasis, 112  
Industrial Arts Education, 71  
Manufacturing Technology, 72  
Nursing, 133  
Courses Numbered 00-299, 93  
Credit for Your Knowledge, 21  
Credits/Credit Hour, 202  
Crime Report, 32  
Criminal Justice, 118  
Cum Laude, 51  
Curriculum, 202  
Customized computer training, 38

## D

DARS, 26, 33, 34, 57, 199, 202  
Dean's List, 2, 51  
Deferred Registration Payments, 41, 199  
Degree Audit Reporting System—DARS, 26, 33, 34, 57, 199, 202  
Department Chair, 202  
Department of Veterans Affairs, 41  
Departments, 202  
Diesel Technology Program, 38

Digital Information Technology Emphasis, 84  
Director of Admissions and Registrar, 34  
Directory Information, 2  
Disciplinary Proceedings Procedure, 28  
Disciplinary Sanctions, 30  
Disclosure of Student Education Records and  
Directory Information, 2  
Discrimination, 32  
Distance Education, 36, 199  
Distance Education Tuition, 40  
Distance Learning Program, 36  
Donald W. Reynolds Foundation, 12  
Dorothy S. Gallagher Health Sciences Building,  
12  
Dropped from Classes, 33  
Dropping a Course, 49  
Drugs, 32  
Education Department, 199

## E

Education Record, 2  
Electrical Systems/Instrumentation Technology  
Programs, 124  
Electronic Technology Endorsement, 70  
Elko, 12  
Elko Main Campus, 1  
Ely Branch Campus, 1, 12, 199  
Email Accounts, 37  
Emeritus, 195  
Employment Skills Preparation, 137  
Endorsement Areas, 57  
English, 199  
English as a Second Language (ESL), 37, 199,  
202  
Eureka, 12  
Excessive Absences, 48  
Expulsion or Termination, 31

## F

Facilities, 27  
Facility Scheduling, 199  
Faculty Adviser, 22  
Faculty and Administration, 192  
Faculty Offices, 199  
FAFSA, 35, 44, 45  
Family Educational Rights and Privacy Act, 2  
FAX Directory, 201  
Federal Depository System, 36  
Federal Programs, 45  
Federal Tax Incentives, 46  
Fees and Financial Aid, 40, 42  
    Appeal Procedures, 47  
    Community Service Course Fees, 41  
    Deferred Payment, 41  
    Distance Education, 40  
    Estimated Annual Costs at GBC for a Full-  
    Time Student, 43  
    Fee Schedule, 40  
    Financial Aid, 44  
    Financial Aid and Academic Progress, 46  
    Financial Aid Programs, 45  
    Good Neighbor, 40  
    How Do You Apply for Federal Financial  
    Aid?, 44  
    If You are 62 or Older, 41  
    Information for Veterans, 47  
    Millennium Scholarship, 43  
    Nevada Residency Status, 40

Other Federal Tax Incentives, 46  
Probation, Suspension, and Reinstatement,  
46  
Refund Policy, 41  
Scholarships, 42  
Student Housing, 43  
Veterans' Standard of Progress, 47  
What Type of Aid Is Available?, 45  
WUE/WICHE, 40  
FERPA, 2, 26, 37  
Financial Aid, 44, 46, 199  
Fine Arts, 199  
Fitness Center, 12, 39, 199  
Fitness Memberships, 39  
Food Service, 199  
Foundation, 38, 199  
Free Application for Federal Student Aid, 35  
From the President, 4  
FTE, 202  
Full-Time Student, 202

## G

GBC Degree and Certificate Programs, 9  
GBC Disciplinary Proceedings Procedure, 28  
GBC Emergency Loan and Health Emergency  
Loan Funds, 46  
GBC Mission and Philosophy, 15  
    Career and Technical Education, 15  
    Community Services, 16  
    Continuing Education, 16  
    Developmental Education, 16  
    General Education, 15  
GBC Quick Reference Guide, 199  
GED, 21, 26, 37, 202  
GED Testing, 199  
General Education, 52  
    General Education Objectives, 52  
    General Education Outcomes, 53  
    Requirements, 54  
General Education Objectives, 51  
    Communication Skills, 52  
    Critical Thinking, 52  
    Personal Wellness, 52  
    Personal/cultural Awareness, 52  
    Technological Understanding, 52  
General Education Outcomes, 53  
    Assessing Information, 53  
    Communication Skills, 53  
    Critical Thinking, 53  
    Personal and Cultural Awareness, 53  
    Personal Wellness, 53  
    Reading Skills, 53  
    Technological Understanding, 53  
General Education Requirements, 54, 202  
Getting Started, 17  
    Admission to Our "Open Door" College, 17  
    College Credit by Examination, 21  
    Cooperative Education/Work Experience, 21  
    GBC Class Wait List Policy, 18  
    High School Students, 18  
    How to Apply for Admission, 17  
    How to Obtain Credit for Your Knowledge  
    and Experience, 21  
    International Student Admission, 18  
    Nondegree Students, 18  
    NSHE Institution Responsibilities, 25  
    Orientation to GBC, 22  
    Placement in Mathematics Classes, 19  
    Placement Tests to Validate Your  
    Mathematics and English Skill, 19  
    Student Responsibilities, 24  
    Student Rights, 24

Taxpayer Relief Act, 18  
Tech Prep, 19  
The College Year, 17  
The GED High School Equivalency/Adult  
High School Diploma, 21  
Transfer Center, 22  
Transferring with an Associate Degree, 24  
Transferring within the Nevada System of  
Higher Education, 23  
Transferring Your Credits from GBC, 23  
Transferring Your Credits to GBC, 23  
Use of Social Security Numbers, 18  
You and Your Faculty Adviser, 22  
Your Responsibilities as a GBC Student, 17  
GIS Emphasis, 112  
Glossary of Terms, 202  
Good Neighbor, 40  
Good Standing, 88, 203  
GPA, 50  
Grade Appeals, 33, 50  
Grade Mailer, 50  
Grade Report Policy, 49  
Grade-Point Average, 50  
Grading, 49  
Graduating With Honors, 51  
Graduation fee, 26, 27, 41  
Graduation Requirements, 51, 55, 93  
Grants, 45, 199  
Grants-in-Aid, 45  
Greenhaw Technical Arts, 12, 138  
Griswold Hall, 43  
Guide to Assist in Referring Student Questions  
and Concerns, 33  
Guided Tours, 12

## H

Hazing, 2, 28  
Health Emergency Loan Funds, 46  
High School Students, 18  
High Tech Center, 12, 138  
History, 199  
Hope Tax Credit, 46  
Housing, 12  
Housing Application, 44  
Housing Coordinator, 44  
Humanities, 199

## I

IAV, 203  
Instate Fees, 40  
Incompletes, 50  
Independent Study, 203  
Individualized Study, 200  
Industrial Arts Education Endorsement, 71  
Industrial Energy Efficiency, 9, 124  
Information Desk, 200  
Institutional Research and Assessment, 200  
Instrumentation Emphasis, 85  
Interlibrary Loan, 200  
International Student Admission, 18  
Internet (Online) Courses, 35  
Internet Enhanced, 35

## J

Jackpot, 12  
Job Listings, 35, 200

## K

K15EE, 12  
KENV—TV Station, NBC Affiliate, 12, 200  
KNCC—Radio Station, 12, 200

## L

Lab Fees, 41  
Land Surveying/Geomatics Emphasis, 86  
Late Enrollment, 48  
Late Fee, 41  
LEAP, 44  
Leave of Absence Policy, 42  
Library, 36, 200, 203  
Licensure with the Nevada Department of Education, 57  
Life Sciences, 200  
Lifetime Learning tax credit, 18, 46  
LiveNet, 35, 203  
Loans, 45  
Lost and Found, 200  
Lower-Division Courses, 203  
Lundberg Hall, 12, 138

## M

Magna Cum Laude, 51  
Mailing Address, 200  
Maintaining Good Standing, 57, 62, 75, 83, 88  
Manpower Training Cooperative—MTC, 200  
Map, 10, 138  
Mark H. Dawson Child and Family Center, 12, 199  
Marketing, 200  
Married and Family Housing Apartments, 12, 44  
Mathematics, 20, 200  
Mathematics Placement Test, 20  
McDermitt, 12  
McMullen Hall, 12, 138  
Media Services, 200  
Microsoft Training and Certification, 200  
Millennium Scholarship, 43  
Mine Safety and Health Administration, 13  
Misconduct, 27  
MTC, 203  
Music, 200  
Music Annex, 12, 138  
Myers-Briggs Type Indicator, 35

## N

NBC Affiliate KENV, 12  
Nevada Career Information Systems, 35  
Nevada Commission on Professional Standards in Education, 23  
Nevada Department of Education License Requirements, 57  
Nevada Financial Aid Grant and the Student Access Grant, 44

Nevada Small Business Development, 38  
Nevada State Board of Education, 57, 62  
Nevada System of Higher Education, 23  
Nevada Substitute Teaching Credential, 16  
NLNAC, 13, 88  
Non-Degree Students, 18  
Non-Resident Tuition, 40  
Non-Traditional Credit, 21  
Northwest Commission on Colleges and Universities, 13  
Notices, 2  
NSHE, 7, 8, 203  
NSHE Code, 28  
NSHE Policy Against Sexual Harassment and Complaint Procedure, 189  
NSHE System, Board of Regents, 2  
Nursing Accrediting Commission, 13  
Nurses Association, 39  
Nursing Department, 200

## O

Off-Campus Programs, 200, 203  
Office for Civil Rights, 32  
Official Transcript, 34  
Open Door, 17  
Opt Out Form, 2, 26  
Orientation, 22, 35  
Orientation, 200  
Owyhee, 12

## P

Pahrump Valley Center, 1, 12, 13, 200  
Parking Permits (Students with Disabilities), 200  
Part-Time Student, 203  
Peace Officers Standard Training, 21  
Periodicals, 200  
Personnel, 200  
Phi Beta Lambda, 39, 200, 203  
Phi Theta Kappa, 200  
Physical Science, 200  
Physician's Front Office Assistant, 38  
Placement Testing, 200  
Placement Tests, 19-20  
Plagiarism, 28  
P.O.S.T., 21  
Prerequisite, 203  
President's Office, 200  
Probation, 47  
Professional Conduct, 50  
Public Information, 200  
Publicity Regulations, 27

## R

Radiology Technology, 9  
Real Estate Licensure Courses, 137  
Recognition of Achievement, 105, 203  
    Business Essentials, 107  
    Entrepreneurship, 106  
    Nevada Rural Electric Cooperatives  
        Education Program in Accounting, 109  
    Nevada Rural Electric Cooperatives  
        Education Program in Business, 105  
Recruitment, 17, 34, 200  
Refund Policy, 33, 41

Refunds, 200  
Regents Award Program—RAP, 45  
Registration Information, 200  
Rehabilitation Act, 34  
Reinstatement Fee, 33, 41  
Religious Holidays, 48  
Repeating a Course, 49  
Request Your Grade Mailer, 50  
Residency Status, 40  
Resident Suites, 12  
Resident Suites and Apartments Features, 43  
Resource Management Concentration, 78  
Resources and Services, 34  
    Academic Computing, 36  
    Academic Success Center, 37  
    Classes for Business and Industry, 38  
    Computer Lab Policies for Establishing an Account, 36  
    DARS (Degree Audit Reporting System) Reports, 34  
    Distance Education, 35  
    English as a Second Language, 37  
    Fitness Center, 39  
    GBC's Adult Learning Centers, 37  
    Recruitment Department, 34  
    Retention and Student Life, 34  
    Self-Directed Learning, 36  
    Services for Students with Disabilities, 34  
    Short Term Employment Program—STEP, 38  
    Small Business Development Center, 38  
    Student Government Association, 39  
    The Admission Advising and Career Center, 34  
    The GBC Foundation, 38  
    The GBC Library, 36  
    Unofficial Transcripts, 34  
    What Student Services Does for You, 34  
    When You Need an Official Transcript, 34  
    Workplace Literacy, 37  
Retention and Student Life, 34, 200, 203  
Room/Facility Requests, 200  
Rotaract, 39

## S

SAT, 17  
Satellite Centers  
    Ely, 12  
    Winnemucca, 13  
SBDC, 38  
Scholarships, 42, 200  
Scholastic Aptitude Test, 17  
Secondary Mathematics Program, 65  
Security, 200  
Self-Directed Learning, 36  
Seniors, 41  
SEOG, 44  
Service Area Map, 10  
Services for Students with Disabilities, 200  
Serving the Public, 11  
Sexual Harassment, 2, 31, 189, 200, 203  
SGA—Student Government Association, 39, 203  
Short Term Employment Program—STEP, 38, 200  
Single Student Resident Suites, 43  
SIS Operations, 200  
Skills USA/VICA, 39, 203  
Small Business Development Center, 200  
Social Science Concentration, 66, 76  
Social Sciences, 200  
Social Security Numbers, 18  
Special Education (Generalist, K12), 59, 73  
Special Programs, 137, 200

Stafford and PLUS, 44  
 Stafford Loan, 45  
 State Board of Education, 13  
 State Board of Nursing, 88  
 STEP, 38  
 Student Access/Onetime Monies, 45  
 Student Ambassador Program, 39  
 Student Clubs Activities, 39  
 Student Email Accounts, 37  
 Student Employment Services, 35, 48  
 Student Employment Services/Job Placement, 200  
 Student Government Association, 39, 200  
 Student Housing, 12, 43, 199, 200  
 Student Learning Outcomes, 56, 61, 74, 87, 97-101, 103-105, 107-109, 111, 113-118, 120-123, 125-130, 135, 136  
 Student Life, 39, 201, 203  
 Student Nurses Association, 39  
 Student Questions, 33  
 Student Recruitment, 200  
 Student Services, 200  
 Student Sex Offender Notification, 31  
 Study Skills, 35  
 Substance Abuse, 32  
 Summa Cum Laude, 51  
 Supplemental Education Opportunity and Leveraging Educational As, 44  
 Suspension, 31, 47  
 Syllabus, 203

## T

3+1 Collaborative Program between Great Basin College and the University of Nevada, Reno, 90  
 Taxpayer Relief Act, 18  
 Teacher Education Program Application Deadline, 61  
 Teacher Certification, 56, 61  
 Teacher Education Committee, 57  
 Teacher Education Program Mission Statement, 56  
 Tech Prep, 19, 200  
 Technology Fee, 40  
 Telecourses, 41, 35, 200, 203  
 TESL (Teaching English as a Second Language), 57, 62, 73  
 Test of English as a Foreign Language, 18  
 Testing, 200  
 The House Tom and Jack Built, 12, 138  
 The Nevada System of Higher Education—Board of Regents, 7, 8  
 Theatre Arts Program, 12, 200  
 Title 2., 28, 30, 183, 189  
 Title IV, 26  
 Title IV, 2  
 Title IX, 31  
 Tobacco Free, 2, 31  
 TOEFL, 18  
 Tours, 12  
 Transcript, 34  
 Transcript Request, 200  
 Transfer Center, 22, 200  
 Tuition Fees, 40  
 Tuition Planner, 35  
 Tutoring, 37, 200

## U

U.S. Department of Education Office for Civil Rights, 26  
 Unexcused Absences, 48  
 Upper-Division Courses, 203

## V

Veterans, 47  
 Veterans Affairs, 200

## W

Wait List Policy, 18  
 Web Address, 201  
 WebCT, 37  
 Welcome Center, 34  
 Welcome to GBC, 11  
     A Community College, 11  
     Branch Campuses, 12  
     College Profile, 11  
     GBC's History at a Glance, 11  
     Satellite Centers, 12  
     Serving the Public, 11  
     The Campus, 12  
     What Is Academic Freedom and Responsibility?, 14  
     Who Accredits Us?, 13  
     Who Are the Classified Staff?, 13  
     Who Teaches at GBC?, 13  
 Welding/Manufacturing Technology Endorsement, 72  
 Wells, 12  
 Western Interstate Commission for Higher Education, 40  
 Western Undergraduate Exchange, 40  
 Winnemucca Branch Campus, 1, 12, 13, 201  
 Withdrawing from College, 48  
 Work Experience, 21  
 Work Study, 45  
 Writing Classes, 19  
 WUE/WICHE Tuition Fee, 40

## Y

You Should Know..., 26  
 Affirmative Action Policy, 26  
 Assistance with Substance Abuse, 32  
 Campus Security Act, 32  
 Family Educational Rights and Privacy Act, 26  
 Publicity Regulations, 27  
 Retention and Disposition of Student Records, 26  
 Sexual Harassment, 31  
 Student Conduct Policy, 27  
 Student Right-to-Know, 26  
 Student Sex Offender Notification, 31  
 Title IX, 31  
 Tobacco Free GBC, 31  
 Use of College Facilities, 27  
 Zero Credit Courses, 201  
 "B" designator, 23  
 "C" designator, 23  
 "I" Grade Report, 49  
 "N", 18  
 "P" Grade Report Means, 49  
 "W" Grade Report Means, 49  
 "Z" designator, 23