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 BRANCH CAMPUS

551 E. Calvada Blvd.
Pahrump, NV 89048
775.727.2000

WINNEMUCCA BRANCH CAMPUS

5490 Kluncy Canyon Road
Winnemucca, NV 89445
775.623.4824

www.gbcnv.edu

Published April, 2009

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 official with legitimate educational interest which may inlcude a person employed by the college in an administrative, supervisory, academic or research, or support staff position (including security personnel)
- Authorized representative which may include contractors, consultants, volunteers, and other outside parties used to conduct institutional services or functions for which the institution would otherwise use its own employees.
- A person serving on the Advisory Board.
- A student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- 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, electronic personal identifiers (only when used with other authentication known only to the user), 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. GBC defines directory information as: name, address, email address, dates of attendance, full-time/part-time status, degree awarded, major field and date of graduation.

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.

In accordance with institutional policy and the U.S. Family Education Rights and Privacy Act of 1974 (FERPA), Great Basin College vigorously protects the privacy of student education records. The institution does not release private records of individual students, such as grades and class schedules, without prior written consent of the student.

As permitted under federal law, the sole exception to the above practice is the release of "directory"information considered to be public in nature and not generally deemed to be an invasion of privacy. At Great Basin College the following categories are defined as "directory" information: name, address, email address, dates of attendance, full-time/part-time status, degree awarded, major field and date of graduation.

Students have the right to request non-disclosure of directory information. If they do not restrict release of this information, it is probable that the information will be released or disclosed. Great Basin College uses directory information for non-commercial, educational purposes, such as to mail notices to students about changes in policies, services, or opportunities. Directory information may also be provided for commercial purposes to businesses affiliated with the institution, honor societies, the alumni association and foundation, or other individuals for purposes that may be beneficial to students. The institution exercises discretion in responding to requests for directory information and may or may not provide such information when requested, depending on the intended purpose of the request. The institution does not sell or rent student information for a fee.

It is important to consider carefully the potential consequences of restricting the release of directory information. If a student restricts release for non-commercial educational purposes, the institution will be unable to place the student's name in publications such as honors and graduation programs; to confirm graduation and dates of attendance to potential employers; to verify enrollment with organizations such as insurance companies; or to send notifications about specialized scholarships without the express written authorization of the student.

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 is published in the academic calendar. This directive will apply permanently to your record until you choose to reverse it by submitting a written authorization.

☐ Remove my name from directory information for commercial purposes. Commercial purposes"commercial purposes" in defined as the use of directory information by any person, including, without limitation, corporation or other business, outside the NSHE to solicit or provide facilities, goods, or services in exchange for payment of any purchase price, fee, contribution, donation, or other valuable consideration.

☐ Remove my name from directory information for non-commercial purposes. Non-commercial educational purposes may include, but are not limited to, placing the student's name in publications, such as honors and graduation programs; confirming graduation and dates of attendance to potential employers; verifying enrollment with organizations such as insurance companies; or sending notifications about specialized scholarships without the express written authorization of the student.

☐ Remove my name from directory information for both commercial and non-commercial 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.**

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NOTICES

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

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

The Student Assistance General Provisions of Public Law 101-542 requires all institutions that participate in student financial assistance programs as authorized by Title IV of the Higher Education Act of 1965 and Higher Education Technical Amendments of 1991, Public Law 102-26, to disclose the graduation rate and/or persistence rate of all full-time, degree-seeking or certificate-seeking undergraduate students. Information and statistics are available on page 28 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.

From the President

Dear Students, Parents, and Community Members,
Welcome to Great Basin College. For more than four decades, this institution has served rural Nevada by providing training and education in career and technical programs, providing a skilled workforce to support our regional industries. In addition, we provide academic programs that prepare teachers, nurses, and other professionals to educate, care for, and support the lives of all rural Nevadans. Our graduates improve the lives of our youngest children, our distinguished senior citizens, and everyone in between.

Great Basin College currently enrolls over three thousand students, many of whom, because of obligations to their families and their family enterprises, cannot seek higher educational opportunities in distant cities. Additionally, Great Basin College has an economic impact of over $70 million dollars annually in its service area.

Great Basin College, along with the state of Nevada, our nation, and indeed the world, has been responding to considerable economic challenges. Still, our faculty members are committed to excellence in teaching. They are professional scholars, and they excel in the classroom and as educators, mentors, and role models; they, along with our students, embody the identity of our college.

Our mission statement says that “Treating everyone we encounter with dignity and respect,” we will provide “superior, student centered post secondary education to rural Nevada.” We’ve designed a curriculum that celebrates and enhances life in rural Nevada. We can provide several options to fit into the busy life-style many rural Nevadans enjoy. Classes are offered during the day or in the evening, and because we engage students using state-of- the-art distance learning technologies, students can receive the training and knowledge they need for a promising future in every community in rural Nevada.

On behalf of the entire institution, thank you for considering Great Basin College. Take a moment to view our catalog and explore our website. Both are 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 both satisfying and rewarding.

Sincerely,

Carl Diekhans
President

2009–2010 Academic Calendar

Fall Term—2009

Consult Class Schedule . . . . . Testing/Advisement/ Orientation
Consult Class Schedule . . . . . Registration
August 10. . . . . CTE Faculty Return
August 10. . . . . CTE Housing Check-Ins Begin
August 13-14. . . . . CTE Orientation
August 17. . . . . CTE Instruction Begins
August 20. . . . . Faculty Return
August 24. . . . . Regular Housing Check-Ins Begin
August 24-28. . . . . Faculty In-service
August 29. . . . . Instruction Begins
September 7. . . . . Labor Day Holiday
October 10. . . . . Disclosure of Student Record Opt Out Deadline
October 12. . . . . Alternate Semester Begins
October 15. . . . . Fall Graduation Application Deadline
October 30. . . . . Nevada Day Holiday
November 11. . . . . Veterans' Day Holiday
November 25. . . . . CTE Instruction Ends
November 26-27. . . . . Thanksgiving Recess
November 27. . . . . Official Course Drop Deadline
December 11. . . . . Instruction Ends
December 14-18. . . . . Final Exam Week
December 18. . . . . Alternate Semester Ends
December 18. . . . . Fall Graduation
December 22. . . . . Grades Due

Spring Term—2010

Consult Class Schedule . . . . . Testing/Advisement/ Orientation
Consult Class Schedule. . . . . Registration
December 28. . . . . CTE Housing Check-Ins Begin
January 1. . . . . New Years Day Holiday
January 4. . . . . Early Spring Classes Begin
January 4. . . . . CTE Faculty Return
January 4. . . . . CTE Instruction Begins
January 11. . . . . Regular Housing Check-Ins Begin
January 13. . . . . Faculty Return
January 18. . . . . Martin Luther King Holiday
January 19-22. . . . . Faculty In-service
January 23. . . . . Instruction Begins
February 15. . . . . Presidents' Day Holiday
March 6. . . . . Disclosure of Student Record Opt Out Deadline
March 8. . . . . Spring Alternate Semester
March 15. . . . . Graduation Application Deadline
March 22-27. . . . . Spring Recess
April 30. . . . . Official Course Drop Deadline
May 14. . . . . Instruction Ends
May 17-21. . . . . Final Exam Week
May 21. . . . . Spring Alternate Semester Ends
May [illegible]. . . . . Graduation
May 24. . . . . Spring Mini-Term Begins
May 25. . . . . Grades Due
May 31. . . . . Memorial Day Holiday
June 4. . . . . CTE Instruction Ends
June 26. . . . . Late Spring Mini-Term Ends

Summer Term—2010

July 5. . . . . Independence Day Holiday
July 6-August 6. . . . . Summer Instruction

Reference Calendar

2009

JANUARY 2009

SUN	M	T	W	Th	F	SAT
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FEBRUARY 2009

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MARCH 2009

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APRIL 2009

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MAY 2009

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JUNE 2009

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JULY 2009

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AUGUST 2009

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SEPTEMBER 2009

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OCTOBER 2009

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NOVEMBER 2009

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DECEMBER 2009

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2010

JANUARY 2010

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FEBRUARY 2010

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MARCH 2010

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APRIL 2010

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AUGUST 2010

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SEPTEMBER 2010

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OCTOBER 2010

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NOVEMBER 2010

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DECEMBER 2010

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NSHE

The Nevada System of Higher Education—Board of Regents

MICHAEL WIXOM, CHAIR
District 6—Clark County
908 Evening Dew Dr.
Las Vegas, NV 89110
702.437.1738
Email: michael_wixom@nshe.nevada.edu

JASON GEDDES, PhD, VICE CHAIR
District 11 — Washoe County
750 Putnam Dr.
Reno, NV 89503
Phone: 775.750.2402
Email: jgeddes@sbcglobal.net

MARK ALDEN
District 4—Clark County
3711 Canary Palm
Las Vegas, Nevada 89121
Phone: 702.454.4999
Fax: 702.735.0285
Email: malden@nevada.edu

STAVROS S. ANTHONY, PhD
District 12—Clark County
9104 Terrace Ridge Court
Las Vegas, NV 89129
Phone: 702.254.2035
Fax: 702.254.2035
Email: stavros_anthony@nshe.nevada.edu

ROBERT J. BLAKELY
District 2—Clark County
1200 S. Torrey Pines Dr. #97
Las Vegas, NV 89146
Phone: 702.403.7041
FAX: 702.889.8492
Email: robert_blakely@nshe.nevada.edu

WILLIAM G. COBB
District 10—Washoe County
P. O. Box 3559
Reno, NV 89505
Phone: 775.786.3930
Fax: 775.786.4160
Email: william_cobb@nshe.nevada.edu

CEDRIC CREAR
District 1 — Clark County
720 South 4th Street
Las Vegas, NV 89101
Phone: 702.731.0546
Fax: 702.731.0271
Email: Cedric_Crear@nshe.nevada.edu

DOROTHY SEWELL GALLAGHER
District 8—Churchill, Elko, Esmeralda, Eureka, Humboldt, Lander, Lincoln, Mineral, Nye, Pershing, and White Pine Counties
627 Court Street
Elko, NV 89801
Phone: 775.738.5230
Fax: 775.753.8708

RON KNECHT
District 9 — Carson City, Douglas, Lyon Storey and Washoe Counties
1009 Spencer Street
Carson City, NV 89703
Phone: 775.882.2935
Fax: 775.882.6348
Email: RonKnecht@aol.com

JAMES DEAN LEAVITT
District 13—Clark County
200 Hoover Street, Suite 150
Las Vegas, NV 89101
Phone: 702.384.0909
Fax: 702.598.0510
Email: regentjamesdean@aol.com

KEVIN J. PAGE
District 3—Clark County
3300 W. Sahara Avenue, Suite 400
Las Vegas, NV 89102
Phone: 702.765.3201
Fax: 702.765.3206
Email: kevin_j_page@nshe.nevada.edu

DR. RAYMOND (RAY) RAWSON
District 7—Clark County
2217 Scarlet Rose Drive
Las Vegas, NV 89134
Phone: 702.290.2121
FAX: 702.838.4563
Email: raymond_rawson@nshe.nevada.edu

JACK LUND SCHOFIELD, PhD
District 5—Clark County
1308 S. 8th Street
Las Vegas, NV 89104
Phone: 702.382.9638
Fax: 702.382.3733
Email: jackschofield@hotmail.com

Chancellor's Office

James E. Rogers, Chancellor

Daniel Klaich, Executive Vice Chancellor

Dr. Kenneth McCollum, Associate Vice Chancellor for Information Technology

Dr. Jane Nichols, Vice Chancellor for Academic and Student Affairs

Bart Patterson, Chief Counsel

Jo Ann Prevetti, Executive Director of Chancellor's Affairs

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

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Vacant, Ely

GBC Degree and Certificate Programs

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 59
Post Baccalaureate Elementary Program

Bachelor of Arts in Secondary Education 66
Biological Science 68
Business Education 69
English 71
Mathematics 72
Social Science 74
Career and Technical Education 75
Agriculture Education 76
Automotive Service Technology 77
Electronic Technology 78
Industrial Arts Education 79
Welding/Manufacturing Technology 80
Post Baccalaureate Secondary Program 81

Bachelor of Arts in Integrative Studies 83
Resource Management Emphasis 85
Social Science Emphasis 87

Bachelor of Applied Science Degree 90
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
Agriculture Management 93
Digital Information Technology 93
Instrumentation 94
Land Surveying/Geomatics 95
Management in Technology 94

Bachelor of Science in Nursing Degree 96

Bachelor of Social Work (BSW) 99
3+1 Collaborative Program between Great Basin College and the University of Nevada, Reno

Associate of Arts Degree 108, 111, 119
Sixty credits of general education and other coursework designed to transfer into four-year programs in fields such as Agriculture, Anthropology, Art, Business, Early Childhood Education, Elementary Education, English, History, Psychology, and Sociology.

Associate of Science Degree 109, 117, 118
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 105
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 120
A minimum of 60 credits of general and program requirements within an applied field of study. GBC offers the following majors:

Agriculture 110
Broadcast Technology
News Emphasis 120
Production Emphasis 122
Business Administration
Accounting 125
Entrepreneurship Emphasis 120
General Business Emphasis 127
Computer Office Technology
GIS Emphasis 133
Graphic Communications Emphasis 134
Information Specialist Emphasis 135
Network Specialist Emphasis 136
Office Technology Emphasis 137
Web Specialist Emphasis 138
Criminal Justice
Corrections Emphasis 139
Law Enforcement Emphasis 140
Diesel Technology 141
Early Childhood Education
Early Childhood Emphasis 112
Infant/Toddler Education Emphasis 115
Electrical Systems Technology 144
Fire Science Management 147
Human Services 150
Industrial Energy Efficiency 153
Industrial Millwright Technology 154
Nursing 157
Radiology Technology 161
Welding Technology 164

Certificate of Achievement Programs

Accounting Technician 126

Broadcast Technology 121, 123
Business Administration 128
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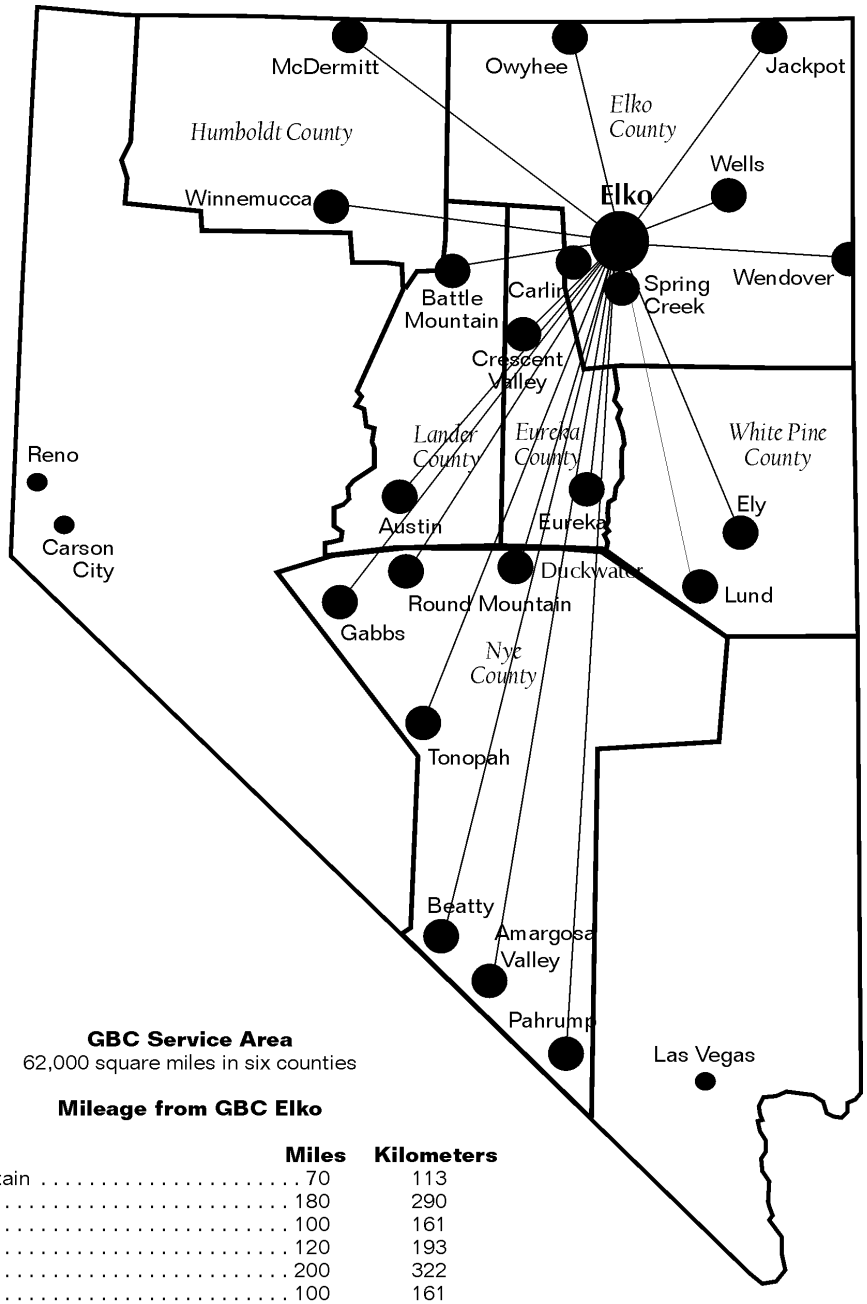
Pending approval by the NSHE Academic Affairs Council, expected in Summer 2009, Great Basin College will offer a fifteen month Certificate of Achievement in Diagnostic Medical Sonography. The program is anticipated to begin Fall Semester 2009. An associates degree is required for admission. For more information and program advising, contact Cherie Jaques at 775.753.2019 or by email: cheriej@gwmail.gbcnv.edu.

Service Area Map



GBC Service Area
62,000 square miles in six counties

Mileage from GBC Elko

	Miles	Kilometers
To Battle Mountain	70	113
to Ely	180	290
to Eureka	100	161
to Jackpot	120	193
to McDermitt	200	322
to Owyhee	100	161
to Pahrump	430	690
to Wells	50	84
to Wendover	100	161
to Winnemucca	120	193

Welcome to GBC

A Community College

Four 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 sciences/human services; and community education. Full-time faculty members, part-time instructors, and support personnel are mentors, friends, and advisers of the 5,600 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 40 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 Millwright Technology, and Welding Technology, became important offerings, as did the college transfer programs.

The 1990s were 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.

During February 2006, the NSHE Board of Regents unanimously voted to place Nye County under the sponsorship of and separate the county's ties to CCSN.

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 Agriculture Management, Digital Information, Elementary Education, Secondary 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 accounting, agriculture, broadcast technology, business administration, computer technology, criminal justice, diesel mechanics, early childhood education, electrical systems technology, entrepreneurship, fire science management, geographic information systems, human services, industrial energy efficiency, industrial millwright technology, medical transcription, nursing, radiology technology, retail management, Spanish interpreter/translator, substance abuse counselor training, and welding.

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 Foundation, Library, faculty offices, 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 Division of Continuing Education/Community Service, the Retention Office, the Controller's Office, the Admissions and Records Office, Student Financial Services, the Admission Advising and Career Center, On- and 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), normally houses the GBC, a bookstore, the Bighorn Activity Center, Student Life, and food service. However, in 2009-2010 the center will undergo renovation, and Student Life facilities will be temporarily housed in Griswold Hall.

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 Department of Health Sciences and Human Services. The building houses two lecture halls, classrooms, and faculty offices. The Annex (1999) houses the PBS, K15EE, Television System; the PBS, KNCC (KUNR translator), radio system; and storage and testing facility. The Arts Annex (2000) provides a facility for ceramics and theatre classes. The Electrical Industrial Technology Building (2008) provides classrooms and labs for the electrical and instrumentation Career and Technical Education students. The building also houses the Academic Success Center, Café Xceteria, and faculty offices.

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 46 and 47.

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 GBC's Office of Distance Education, 775.753.2306, for current information.

Ely Branch Campus

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.

Pahrump Valley Branch Campus

Pahrump, 436 miles south of Elko, is the home of GBC's newest campus the Pahrump Valley Branch Campus (PVC). The PVC is the center for GBC's offerings in Beatty, Gabbs, Round Mountain, Tonopah and other communities throughout Nye County. The PVC currently utilizes a building located on the campus of the Pahrump High School and is a joint use high tech center. During the day, high school classes and college classes use the classrooms in the building. When the high school day ends, GBC's college classes take over all the classrooms. The PVC also utilizes the Basin Learning Center, 1541 East Basin.

A new 14,000 square foot building to be located on the North edge of Pahrump is in the planning phase with a "hoped for" completion of Fall 2010. The completion of the new building with its additional laboratory facilities will enable GBC to begin offering additional health and technical courses and degree programs.

The current Pahrump Valley Branch Campus staff include a Director and three office staff, two full-time faculty members and over 30 adjunct faculty to coordinate and teach courses and degree programs. The full-time PVC staff is supplemented by nearly 20 part-time computer lab aids, interactive video facilitators, and student tutors, plus rotating GBC staff to help with student advising during busy seasons.

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

For more information, call the Pahrump Valley Branch Campus at 775.727.2000.

Winnemucca Branch

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 Branch Campus facility was completed in 1995 and is located at 5490 Kluncy 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.

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

The Radiology Technology program is recognized by the American Registry of Radiology Technology (ARRT).

Who Teaches at GBC?

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

Who Are the Classified Staff?

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

Who Attends GBC?

Great Basin College's service area has more than 120,000 residents, and approximately 3,300 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

Treating everyone we encounter with dignity and respect, Great Basin College provides superior, student-centered, post-secondary education in rural Nevada.

Commitment Statement:

As an institution of the Nevada System of Higher Education, Great Basin College is committed to responding to the programmatic needs of our service area by providing opportunities in university transfer, applied science and technology, business and industry partnerships, developmental education, community service and student support service in associate and baccalaureate programs. We do so by:

- Effectively addressing the ever-evolving and often disparate needs of our students — career seeking/enhancing, degree seeking, and casual — by means of innovative practices, services, and technologies, resourcefulness, insight, and foresight, both inside and outside the classroom.
- Promoting the mutual enrichment, ongoing development, and collegiality of our faculty, staff, and administration toward the pursuit of excellence, while maintaining the personal, accessible presence of a real community college.
- Attuning with and anticipating the needs of business, industry, and government entities in our service area and tailoring our academic programs to serve them well both now and in the future by matriculating students who are competent and confident, able and willing to enter the workforce, step up in the workforce, or pursue a higher degree.
- Continually seeking improved methods and technologies for delivering education at a distance, across our rural 62,000 square mile service area.
- Celebrating the rich and unique history of our region and its indigenous peoples while also cultivating appreciation of the diversity among us, in the region and the world, during the present day, so that after they complete their time with us, our students are prepared to actively participate as members of the global community.
- Fostering awareness of our physical, natural environment for the benefit, enrichment, and edification of future generations.
- Offering cultural enrichment opportunities — performances, lectures, concerts, exhibits, and the like — for communities in our service area.
- Making responsible, resourceful, and worthwhile use of our funding and honoring the objectives and intentions of its sources.

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 Education

Community Education 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

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 Office for Prospective Students 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 Office for Prospective Students. Admission to GBC involves a minimum of red tape. If you have any unanswered questions or concerns, please contact:

Admissions and Records Office or
Office for Prospective Students
1500 College Parkway
Elko, Nevada, 89801

775.753.2102 (Admissions and Records Office)
775.753.2201 (Office for Prospective Students)
775.753.2311 (FAX)
www.gbcnv.edu/admissions
recruitment@gwmail.gbcnv.edu

Admission to Our "Open Door" College

Great Basin College is an "open door" college which creates an opening to opportunity; it means that no one is excluded from the chance to succeed in college. However, admission to the College does not mean that you have unrestricted entry to a particular course or program. The Department of Health Sciences and Human Services, for example, has special or additional admission requirements than does the College in general. Students who need basic skills instruction may spend a semester or two in developmental classes before enrolling in 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 age, disability, ethnicity, gender, national origin, race, religion, or sexual orientation.

GBC will admit students who are at least 18 years old, or who are high school graduates or who have high school equivalency certification. If you are still in high school (see page 19), you may be admitted if you qualify under the special rules. GBC will also admit qualified international students. See International Student Admission, page 19.

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 polices 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 52 through 53 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/academics/dualcredit. 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 Studies, Bachelor of Social Work, Bachelor of Science in Nursing and the Associate of Applied Science in Nursing Degrees have special admission requirements. Consult Degrees Offered (pages 59-164) for details or visit our Internet site at www.gbcnv.edu/academics.

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 housing, 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 twelve months of admission: 500 on the paper-based exam, 173 on the computer-based exam, or 61 on the Internet-based exam.

- Adequate proof of financial responsibility or sponsorship by a reputable United States citizen or organization for all obligations while attending the College.

- If you want courses transferred to Great Basin College from a college or university outside of the United States, you must have the transcript evaluated by an approved evaluation agency. Please see Transferring Your Credits to GBC on pages 24-27 for further information.

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

Director of Admissions and Registrar
Great Basin College
1500 College Parkway
Elko, Nevada 89801
775.753.2361
775.753.2311 (FAX)

Non-degree Students

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

As a non-degree student, you may take classes for credit or choose to audit classes for personal enrichment. Many non-degree students discover eventually that they have completed enough credits for GBC's Associate in General Studies Degree, which is described on page 105.

High School Students

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

Qualified juniors and seniors may register for courses each semester or during a summer session. High school students below the junior level 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.

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

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

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

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

Tech Prep Credit

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 in these counties 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 Accounting, Agriculture, Business Administration, Retail Management, Computer Office Technology (Graphic Communication, GIS, Information Specialist, Office Technology, and Web Specialist), Diesel Technology, Education, Electrical Technology, 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.

Placement Tests to Validate Your Mathematics and English Skills

Great Basin College provides assistance to its students as follows:

Placement in Writing Classes

GBC conducts the following five courses in writing:

ENG 095 Basic Writing II
ENG 107 Technical Communications I
ENG 108 Technical Communications II
ENG 101 Composition I
ENG 102 Composition II

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

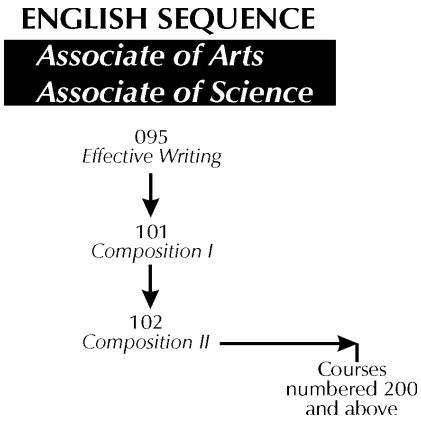
If you present a score of 18–29 on the English section of the ACT, or 440–670 on the SAT, or make an equivalent score on the Accuplacer sentence skills test, you may enroll in English 101 or 107, depending upon your program. The placement test is a prediction of your potential for success in writing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

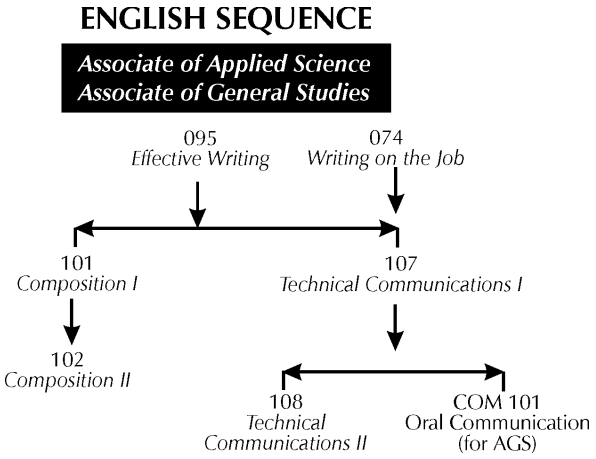
How to Select an English Course

ACT	*SAT	ACCUPLACER Sentence	ACCUPLACER Reading	CLASS
<18	<440	<85	N/A	ENG 095
18-29	440-670	≥ 85	N/A	ENG 101 and ENG 107
30-36	680-800	N/A	N/A	ENG 102
<18	<440		<85	READ 135

ACT scores below 18, SAT scores below 440, or Accuplacer sentence skills score below 85 require placement in ENG 095.

Acuplacer tests are available free at the Elko Campus or at your local branch campus/center. For more information, call 775.753.2272.





Many GBC courses require an English 101 reading level. To meet this requirement, the student must have at least one of the following scores:

- ≥ **85 on the Reading portion of the Accuplacer**
- ≥ **18 on English portion of the ACT**
- ≥ **440 on the Critical Reading portion of the SAT**

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

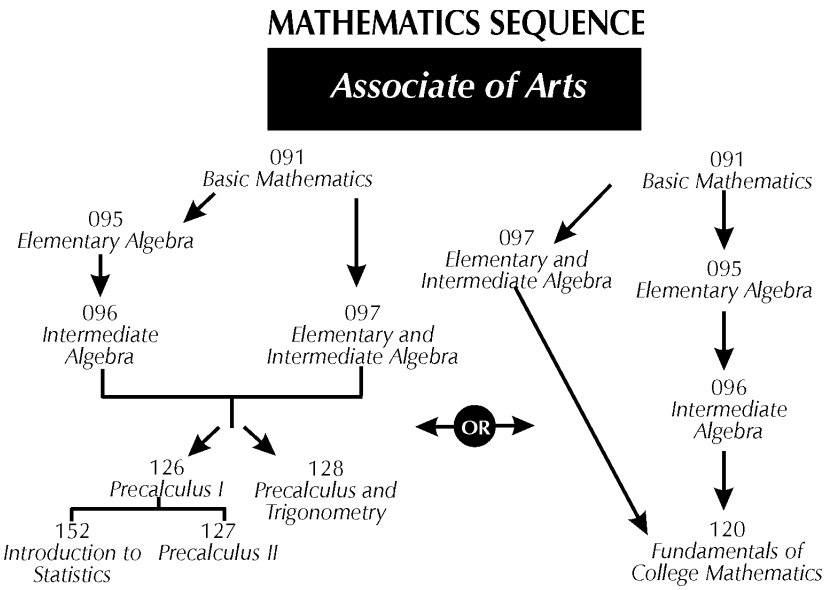
If a student has placed into READ 135 and wants to enrolled in a course requiring an ENG 101 reading level, he/she will be required to enroll in READ 135 as a corequisite. This includes most lower-division courses in ANTH, BIOI, CRJ, GEOG, HIST, HUM, PSC, PSY, and SOC.

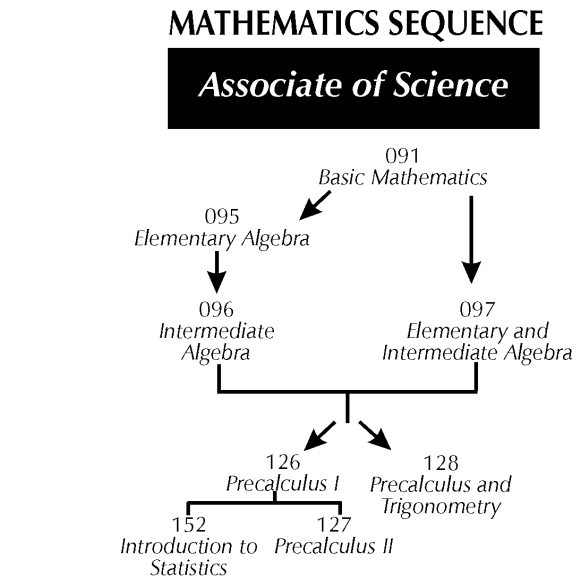
Placement in Mathematics Classes

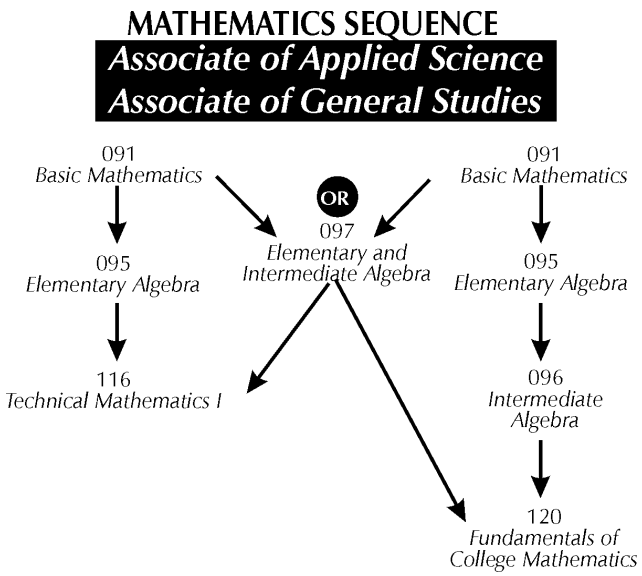
If you wish to take a mathematics course you may be asked to take the mathematics placement test. Students presenting a score of 19 or higher on the mathematics subsection of the ACT or 470 or higher on the SAT, may enroll in any mathematics course up to and including MATH 096 and MATH 116 without taking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

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

The mathematics requirement may also be satisfied by a student who earns credit through the CLEP (College-Level Examination Program) tests, or transfers equivalent credits to GBC. Placement tests are available at the Admission Advising and Career Center in Berg Hall and at your local branch campus/center.







How to Select a Mathematics Course

ACT	*SAT	Accuplacer	Accuplacer	CLASS
		ARTH.	ELEM AG.	
≤16	<400	<86		MATH 091
17-18	400-465	≥86	≤62.9	MATH 095 or MATH 097
19-20	470-500	≥86	63-82.9	MATH 096/ MATH 116
21	≥510	≥86	83-120	MATH 120
22-24	≥520	≥86	83-120	MATH 126 or MATH 128
≥25	≥560			MATH 127 or higher requires discussion with mathematics faculty.

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

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

Rev. 11/04/08

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

The GED High School Equivalency/ Adult High School Diploma

The Nevada Department of Education and the American Council on Education have authorized GBC in Elko as an official testing agency for the General Educational Development Tests (GED). The five-battery test is administered one to two times per month. You may schedule an appointment to take the test upon payment of the test fee of $60.00. To schedule a GED test, call Admissions and Records at 775.753.2272. If you aren't sure you're ready, the staff in the Adult Learning Center administers a shorter test that can accurately predict GED test outcomes and will pinpoint areas where you need review and study. The Center is well-equipped with basic skills study materials and with highly trained tutors in mathematics, reading, and English.

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

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

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

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

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

College Credit by Examination

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

College-Level Examination Program (CLEP)

The College-Level Examination Program (CLEP) helps you gain recognition for what you know and can do, no matter how or where you learned it. You may test in numerous subject areas which require a score of 50 for three credits. Normally CLEP exams should be completed prior to the second semester. Each test is $70.00 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 students who have taken Advanced Placement courses in high school. Please contact Admissions and Records for more information. Refer to page 217 for the College Board Advanced Placement Examination course grid.

Challenge Examinations

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

- Each student is responsible for obtaining a Petition for Credit by Examination, seeking approval(s), arranging to complete the challenge examination, and requesting the official score be posted on the petition and sent to the Admissions and Records Office.

- A maximum of 15 credits in a single subject area may be

obtained through challenge examinations.
- Courses cannot be challenged if a student has taken a more advanced course in the same area.
- Challenge examinations do not apply toward the 15-credit residency requirement for graduation.
- Challenge examinations do not count as part of a student's credit load for any given semester.
- Challenge exam credits cannot be used for financial aid credit load standing.
- Challenge examinations are not usually transferable and in many cases, will not count for licensing agencies.
- Successful challenge examinations are posted as a "P" (Pass) on the student's transcript.
- Students must complete the challenge during the same semester in which the request was made.
- Great Basin College reserves the right to deny any petition for credit by examination.

You and Your Faculty 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.

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
- 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. Visit the center for career exploration leading to a major, for transfer to a university, and for professional goal and educational plan guidance. For more information visit the Transfer Center in Berg Hall or call 775.753.2279.

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

If students are transferring with a bachelor's degree from any regionally accredited college or university, all general education requirements (lower- and upper-division) are considered to be met. These students are not required to take Integrative Seminars (INT 339, INT 349, INT 359, INT 369) if they already have a bachelor's degree, unless the INT seminar is a specific program requirement.

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

Transferring Your Credits from GBC

Students may plan to transfer from GBC to upper-division study at other colleges. Transferring students should plan to complete a program of classes they know will become a part of a baccalaureate degree because they have studied the university catalog, talked with 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 Non 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 300-499
(Upper-division courses with any affixes are transferrable to UNR, UNLV, NSC)

University graduate courses 500-799

GBC schedules always indicate NSHE course transfer status with these designations. Naturally, "transfer" courses do not all transfer the same way. Some transfer as equivalents, some as departmental electives, and others as general electives. This catalog provides the information you will need, but even with this printed guide, you should meet with your 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 www.unr.edu/stsv/trcenter/how/GreatBasinCollege.asp, or the UNLV website at http://www.unlv.edu/admissions/frTrGBC.html.

Reverse Transfer Agreement

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

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

Transferring with an Associate's Degree

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

Student Rights

Students have the right to:

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

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...

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 age, disability, ethnicity, gender, national origin, race, religion, or sexual orientation. 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.

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

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

   A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the records(s) the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

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

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

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

3. The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. (See page 2 for a full description of this right and the disclosure opt out form).

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

Retention and Disposition of Student Records

The following records are retained permanently:

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

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

- 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 2004-2005 school year and for whom 150% of the normal time to completion has elapsed.

During the Fall Semester 2004, 125 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, 2007), 29% of these students had graduated from our institution or completed their programs.

In the Fall Semester of 2001, the following rates reflect the graduation and completion status of students who enrolled during the 2001-2002 school year, seeking a Bachelor's degree, and for whom 150% of the normal time-to-completion has elapsed.

During the Fall Semester of 2001, eight first-time, Bachelor's degree-seeking undergraduate students entered GBC. After six years (i.e., as of May 31, 2007), 12% of these students had graduated from GBC with a Bachelor's degree.

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.

GBC Cares — A Guide to Engaged Learning

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

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

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

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

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

Student Conduct Policy

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

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

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

(a) Commission of any act interfering with academic freedom.

(b) Use of, or threat to use, force or violence against any member or guest of the System community, except when lawfully permitted.

(c) Interference by force, threat or duress with the lawful freedom of movement of persons or vehicles on the premises of the System.

(d) Intentional disruption or unauthorized interruption of the functions of the System, including but not limited to classes, convocations, lectures, meetings, recruiting interviews, and social events, on or off premises of the System.

(e) Willful damage, destruction, defacement, theft, or misappropriation of equipment or property belonging to, in the possession of or on premises occupied by the System.

(f) Knowing possession on any premises of the System of any firearms, explosives, dangerous chemicals or other dangerous weapons as defined by the laws of the State of Nevada, without the written authorization of the president of any System institution or the president's authorized agent, unless such possession reasonably relates to duly recognized System functions by appropriate members of the faculty, other employees, or students.

(g) Continued occupation of buildings, structures, grounds or premises belonging to, or occupied by, the System after having been ordered to leave by the president of a System institution or the president's designee.

(h) Forgery, alteration, falsification or destruction of System documents or furnishing false information in documents submitted to the System.

(i) Making an accusation, which is intentionally false or is made with reckless disregard for the truth against any member of the System community by filing a complaint or charges under this code or under any applicable established grievance procedures in the System.

(j) Repeated use of obscene or abusive language in a classroom or public meeting of the System where usage is beyond the bounds of generally accepted good taste and which, if occurring in a class, is not significantly related to the teaching of the subject matter.

(k) Willful incitement of persons to commit any of the acts herein prohibited.

(l) Disorderly, lewd, or indecent conduct occurring on System premises or at a System sponsored function on or off such premises.

(m) Any act prohibited by local, state, or federal law that occurs on System premises or at a System sponsored function on or off premises. For example, a hate crime listed under NRS 193.1675 or NRS 207.185 against another person which is motivated by virtue of the victim's actual or perceived race, color, religion, national origin, physical or mental disability or sexual orientation. Security will notify the police department immediately and the administrative officer will begin campus administrative procedures.

(n) Use of threats of violence against a faculty member or the faculty member's family in order to secure preferential treatment for grades, loans, employment or other service or privilege accorded by the System.

(o) Any act of unlawful discrimination based on race, creed, sex, age, disability, national origin or any act of employment or educational retaliation against any person who has made a complaint about such discrimination.

(p) Any act of sexual harassment when submission to a request or demand of a sexual nature is either an explicit or implicit term or condition of employment or of academic grading, or where verbal or physical conduct of a sexual nature has the effect of creating an intimidating, offensive, or hostile work or classroom environment.

(q) Acts of academic dishonesty, including but not limited to cheating, plagiarism, falsifying research data or results, or assisting others to do the same.

(r) Willfully destroying, damaging, tampering with, altering, stealing, misappropriating, or using without permission any system program or file of the University and Community College System of Nevada.

(s) Acts of hazing, which are defined as any method of initiation into or affiliation with the university or community college community, a student organization, a sports team, an academic association, or other group engaged in by an individual that intentionally or recklessly endangers another individual.

(t) Any other conduct, which violates applicable stated prohibitions, policies, procedures, rules, regulations, or bylaws of the Board of Regents or a System institution.

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

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

All complaints of alleged misconduct (Section 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 lynnm@gwmail.gbcnv.edu.

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

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

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

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

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

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

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

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

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

Academic Honesty

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

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

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

Cheating

Some examples of cheating are:

- recycling (using material generated for one class in another class).
- Using electronic devices inappropriately.
- Using unapproved notes.
- Unapproved discussion between classmates.
- Having others represent you in class—attend class for you, do work in your place, take exams.
- Having others do your work.

GBC Disciplinary Proceedings Procedure

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

Immediacy Clause

The President of the College may impose upon the accused student an administrative leave from GBC premises when it is determined that the action is required to protect life, limb, or property, maintain order, or investigate a sexual harassment charge (Section 6.5.1). An administrative leave from GBC premises is an interim action, designed to prohibit the presence of an individual on any GBC campuses for an interim period of time. A hearing with regard to the administrative leave will be held within 10 college working days of the leave, unless the person placed on leave agrees to delay the hearing to a later time (Section 6.5.2). This hearing will determine if the administrative leave should remain in effect until a disciplinary hearing on the allegation may be held. The accused has the right to have one 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 5 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.

Formal Proceedings

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

Hearing Procedures

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

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

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

- The date, time, and place of the hearing;
- Specification of the misconduct charge;
- To the extent reasonably possible, specifications of the misconduct, including names of witnesses, circumstances of incident, time and place of the incident, and names of any person(s) involved;
- Notification that the person charged may be accompanied by an 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 6.8) or appoint a hearing committee). Hearings are conducted in the following manner:

- Evidence shall be admitted if it possesses reasonably probative value, materiality and relevance. No evidence other than that received at the hearing shall be considered in the decision. Upon request, the person charged, the person's adviser, 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 have the right to present, challenge or rebut evidence and to question or cross-examine witnesses. Formal rules of evidence shall not apply, but irrelevant or unduly repetitious evidence shall be excluded (Section 6.9.4).
- The administrative officer shall marshal and provide a summary record of the case.
- The committee (or hearing officer) shall discuss (or review) the issues, hear testimony, ask questions of the parties involved and witnesses, and consider all available evidence pertaining to the charge.
- The parties shall have the right to present statements, testimony, evidence, and witnesses. The accused student has the right to have an 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 hearing officer shall submit its findings of fact and recommend no action or one of the disciplinary sanctions to the administrative officer and the president.
- The hearing shall be closed to the public unless the student charged requests an open hearing (Section 6.9.8). Only the student charged and one 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, 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 to the administrative officer. The appeal must reasonably establish that:

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

- evidence presented at the hearing was not substantial enough to justify the decision; or,

- sanction imposed was not in keeping with the gravity of the violation.

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

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

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

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

Sex Offender Notification

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

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

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

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

Tobacco Free GBC

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

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

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

Sexual Harassment

Great Basin College will not tolerate sexual harassment of students, faculty, and staff. Victims of sexual harassment can feel hurt, frustrated, and helpless. As a member institution of the NSHE, GBC adheres to the policies and disciplinary sanctions set forth by the Board of Regents. The President has designated the Administrative Officer or the Affirmative Action Officer as the officials responsible for receiving and investigating complaints of sexual harassment. Any administrator, employee, or supervisor who is aware of an alleged incident of sexual harassment will take immediate action to bring the matter to the attention of the Administrative Officer (Vice President for Student Services) or the 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 225, visit the Administrative Officer, who is the Vice President for Student Services, 775.753.2282, Berg Hall 160 or the Affirmative Action Officer located in Chilton Circle Modular.

Hate Crime Policy

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

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

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

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 by October 1 or before October, Great Basin College files a crime report with the U. S. Department of Education. This report may be reviewed by anyone seeking this information on file at the following website: http://www.ope.ed.gov/security/InstList.asp

GBC regularly updates the following: Campus Safety and Security Procedures, Emergency Procedures, Pandemic and Communicable Disease Plan, and the Crisis Communication Plan. Procedures for reporting crimes, emergency contact numbers, and policies as noted above are available at: http://www.gbcnv.edu/security/

For additional information about campus safety and security, contact the Director of Environmental Health, Safety, and Security, at 775.753.2115 or an on duty security officer may be contacted at 775.934.4923.

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

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

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

Campus Tours and Visits . . . Office for Prospective Students 775.753.2201

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

Acceptance of transfer credit . . . . . Admissions and Records 775.753.2273

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 775.753.2361

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 . . . . . Students with Disabilities Officer 775.753.2271

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

Intervention Team Contact 775.753.2184

Security 775.934.4923

Resources and Services

What Student Services Does for You

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

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

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

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

Services for Students with Disabilities

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Students with Disabilities Office, 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.

Safety Services

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

When You Need an Official Transcript

A transcript is your official grade report. It is stamped with the official GBC seal and signed by the Director of Admissions and Registrar. If you want a copy of your transcript for yourself or to be mailed to another school or a prospective employer, you may make a request in person or by writing to the Admissions and Records Office. 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. 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/admissions/forms.html.

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/academics/dars.html. Contact the Admissions and Records Office at 775.753.2102 for more information.

Student Life

The mission of the Student Life Department is to support student success by developing and coordinating programs that improve and support academic learning and the social integration necessary to enhance the quality of the college experience.

The Student Life Department normally housed in the College Community Center, has temporarily relocated due to renovation to Griswold Hall. Within this area, students will find the Director of Student Life/SGA, Student Advocate, and GBC Student Leaders. Assisting clubs and organizations with events and student activities are priorities in this department.

Student Life works closely with the Student Government Association to encourage student participation. The Student Life Department recommends and supports student involvement at all campus sites. Actively pursuing leadership development can be one of the most rewarding experiences of a college career.

Students may participate in a host of activities throughout the

school year. Student Life's Friday Follies, intramural-type activities, and Student Union Night are examples of the college experience. For more information contact the Student Life Department at 775.753.2343/2105 or email julies@gwmail.gbcnv.edu.

Student Retention Services

Student Retention Services, located in Berg Hall, houses and consists of Peer Mentors who are available to answer any questions students may have regarding their college experience. The Retention program seeks to help students have a successful educational experience by providing information on available resources, assessing individual student strengths, and acting as a support system for students. Students are encouraged to visit with the Peer Mentor by calling 775.753.2271, stopping by their office in Berg Hall, or by emailing retention@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, Academic Placement Assessment and Career Assessment, 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 NCIS (Nevada Career Information Systems). Two computerized assessments are also available through the Career Center: The Strong Interest Inventory and The Myers-Briggs Type Indicator. Tests are administered at a cost of $15.00. For more information call 775.753.2168.

Tuition Planning

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

Student Employment Services

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

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

Distance Education

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

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

Internet (WebCampus) courses are the most popular type of distance education and are often referred to as asynchronous,

meaning that students and faculty don't have to be on the Internet at the same time. Internet courses require students to use a computer with Internet access to retrieve and send their coursework to the instructor. Students are expected to do most of their work on a computer and to communicate with faculty and other students through the computer.

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, DSL or cable modem is high recommended.

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

Self-Directed Learning

In addition to our Distance Learning Program, GBC has two types of self-directed learning available—self-paced courses and independent study. For more information, consult your faculty 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, a fireplace conversation/reading area, and coffee bar. Public computers are Internet accessible. Distance education students may obtain a library card and library books through the Interlibrary Loan system (ILL). View the library web page at www.gbcnv.edu/library. Choose the heading Library Services, then choose Distance Students for the electronic card application form and support; choose Interlibrary Loan Form to borrow a book. For more information about Interlibrary Loans email kathyc@gwmail.gbcnv.edu and for more information, call 775.753.2183. 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 WebCampus (online) courses.

Computer Lab Policies for Establishing an Account

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

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

Open Computer Lab

The Elko High Tech Center 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.

Open computer labs are available at the Ely, Battle Mountain, Pahrump, and Winnemucca campuses. See days and times

posted at these locations.

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/computing/email.html and follow the instructions shown.

Academic Success Center (ASC)

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

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

GBC's Adult Learning Centers

GBC's Adult Learning Centers in Battle Mountain, Elko, 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 22-23 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 Kluncy Canyon Road

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

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

English as a Second Language

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

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 millwright technology short courses have been presented at many mine sites.

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

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

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

Small Business Development Center

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

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

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

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

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

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

Fitness Center

The Fitness Center is available to enhance your 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: Agriculture Student Organization (Aggies), Art Club, Campus Crusade for Christ, Colleges Against Cancer (CAC), GBC Democrats, Housing Central, Intervarsity Christian Fellowship (IVCF), LDS Student Association (LDSSA), Native American Club, Newman Club (Catholic organization), Phi Beta Lambda (Future Business Leaders of America), Phi Theta Kappa (PTK) (Honor Society), Rotaract (Community Service), Student Ambassadors, Student Government Association (SGA), Student's Organizations and Leaders (SOL/Programming Board), Student Nurses Organization (SNO), Social Work Association (USSWA), and Skills USA (Formerly Vocational Industrial Club of America (VICA)).

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.

From Spring 2009 to Fall 2010 the College Community Center will undergo a major renovation that expands and updates the facility. During this time, the Student Government Association Office, the Bighorn Activity Center, and Student Life will be housed in Griswold Hall. The college bookstore will remain in the Community Center.

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

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

The President, Vice President, Secretary, and Treasurer are elected by students at all campuses in the Spring Semester and serve through the summer until the following spring. Some Senators are elected 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 term. Contact the SGA at 775.753.2256, 775.753.2234, julies@gwmail.gbcnv.edu, or learn more at www.gbcnv.edu/sga.

Fees and Financial Aid

Nevada Residency Status

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

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

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

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

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

WUE/WICHE

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.

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:

Note: **Fees, tuition and other charges subject to change without further notice.** Notwithstanding currently posted tuition and fees, all fees, tuition or other charges which students are required to pay each semester are subject to increase by action of the Board of Regents at any time before or, if necessary (primarily due to budgetary shortfalls), during the semester. The amount you are charged at the time of registration is not a final bill and may be increased. You will receive a supplemental invoice for any additional amounts which the Board of Regents may impose.

Technology Fee
Applies to all GBC courses—$5.50 per credit.

In-state Fees
$60.00 per credit for lower-division courses.
(Course numbers of 299 and below)
$98.25 per credit for upper-division courses.
(Course numbers of 300 or above)

Distance Education for High School Students
Nevada high school students only pay $25.00 per interactive video or Internet course, plus lab fees if applicable.

Non-resident Tuition
Students enrolling in less than seven credits:
$66.00 per credit tuition charge plus the
$60.00 per credit fee for lower-division courses.
$108.00 per credit tuition charge plus the
$98.25 per credit fee for upper-division courses.

Enrollment in seven or more credits:
$3,094.00 out-of-state tuition plus $60.00 per credit fee for lower-division courses.
$3,094.00 out-of-state tuition plus $98.25 per credit fee for upper-division courses.

Good Neighbor Tuition

$36.00 per credit plus the $60.00 per credit fee for lower-division courses.
$59.00 per credit plus the $98.25 per credit fee for upper-division courses.

Distance Education Tuition
Non-resident Students Only
$30.00 per credit plus the $60.00 per credit fee for lower- division courses.
$49.25 per credit plus the $98.25 per credit fee for upper-division courses.

WUE/WICHE Tuition Fee
$30.00 per credit plus the $60.00 per credit fee for lower-division courses.
$49.13 per credit plus the $98.25 per credit fee for upper-division courses.

Other Fees

Application for admission	$ 10.00
Graduation fee	20.00
Graduation late fee	5.00
Challenge examination fee	25.00
CLEP Tests	70.00
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 Education Course Fees

Registration fees for community education 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 Education classes unless the college cancels the class. A student who drops a community education 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 education non-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

Nevada residents 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. Deferred payment are authorized 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 in person at the GBC Controller's Office, at any of our branch campus offices, or by accessing the GBC website at www.gbcnv.edu/webreg (See instructions at www.gbcnv.edu/admissions/payment.html); however, students wishing to receive veterans benefits must contact the Student Financial Services Office at the time of registration. For more information call 775.753.2399.

Refund Policy

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 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 Education classes unless the college cancels the class. A student who drops a community education 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 775.753.2231 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
Daniel and William Ahern Memorial
Joyce Allison Memorial
Anonymous Family (4)
Beta Sigma Phi
Barrick Gold of North America
Helen Close Foundation
Delta Kappa Gamma
Jessie Dewar Art
Valerie Caccese Easterly Memorial
Elko County Bar Association
Elko County Chapter of the Nevada Archaeological Association
Elko County Retired School Employees
Elko Kiwanis Club
Elko Lions Club (2)
Elko Masonic Lodge/Eastern Star
Elko-opoly Scholarship Fund/XI Alpha Omicron
Elko Police Officers
Elko Rotary Club
Follett Bookstore
Dorothy S. Gallagher Nursing
GBC Foundation/Winnemucca (4)
GBCF BSN
Raymond and Sally Gardner Memorial
Vera and Arthur Gaufin
Barbara J. Giles Memorial
Bessie Gilmer Endowment (3)
Good Morning Furniture
Elizabeth Griswold (20)
Paul Hanna Memorial
Hanington Corporation
Hyslop Technology
Insurance Agents and Brokers of Nevada
Knights of Pythias

Ted Laibly Memorial
Theodore Laibly Student Teacher Education Award
Lamoille Women's Club
Neddenriep Family Boys and Girls Club of Elko
Paul Laxalt
Robert L. Mecum Endowment
Margaret MacBeth Endowment
Glen McDaniel Memorial
Hugh McMullen Memorial
Samuel and Joyce McMullen Memorial
Mt. Wheeler Power
Joseph W. Murray Memorial (four-year scholarship)
NE Nevada Regional Hospital Auxiliary
Nevada Energy
Nevada State Society of CPAs
Newmont Mining Corporation (16)
Newmont Mining Corporation "Full-Ride"
Plank Family Scholarship
Stan Popeck Memorial
Mary Raduziner Memorial
Greg Roberts Radiology Technology
Ruth Roseberry Nursing
John Ross Memorial
Tony Jo Salvatierra Memorial Academic
Lee Smith Memorial
Tricon (2)
Tomera Brothers
Grace vanDalfsen
Veterans of Foreign Wars/Women's Auxiliary
Warde Dixon
David White Memorial
Rose Zipperer Memorial

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

Millennium Scholarship

A State of Nevada legislative initiative created a trust fund from tobacco company settlement monies to provide scholarships for Nevada high school graduates. 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 2009-2010

Resident
$1,800.00 per year (lower division, 30 credits)
$2,947.50 per year (upper division, 30 credits)

Non-resident
$6,188.00 per year plus
$60.00 lower division (per credit)

$6,188.00 per year (non-resident) plus
$98.25 upper division (per credit)

Technology Fee
$5.50 per credit

Books and Supplies
$1,400.00 (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. Housing students must be enrolled in nine or more credits. The resident suites are located across the street from the main campus. Griswold Hall and the apartments for married and family housing are located just two blocks away from the main campus.

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

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

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 card 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 Suite Application.

COST
Regular Semester
(includes all utilities except telephone and cable TV):
Private Room . . . . . $1,650.00 per semester

Extended Semester: Career and Technical Students
Private Room . . . . . $1,925.00 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 a meal card is available for Café X through the Controller's Office. 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 . . . . . $1,650.00 per semester
Double Room . . . . . $1,045.00 per semester

Extended Semester: Career and Technical Students
Guaranteed private room . . . . . $1,925.00 per semester
Double occupancy . . . . . $1,265.00 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 $575.00
Three-bedroom apartment $625.00

On-Campus Housing Application Process
Step 1:
Request an application agreement by mail, telephone, email [from the Housing Coordinator (see below)], or download the agreement from the GBC website.

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: $200.00—Griswold Hall, $300—resident suites and $300.00—married/family.

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

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

Financial Aid

What is Financial Aid?
Financial Aid is intended to help students pay for their education after high school. **A student enrolled in elementary or secondary school is not eligible for aid from the Federal Student Aid programs even if he/she is simultaneously enrolled in an eligible postsecondary program.** A student is considered to be enrolled in a secondary school if she is pursing a high school diploma. A student who has completed the diploma requirements but has not yet received a diploma is still considered to be enrolled in secondary school if he/she is taking postsecondary coursework for which the high school gives credit. A student who has completed but not received a diploma is also considered to be enrolled in secondary school if the high school granting the diploma still considers the student to be enrolled at that high school. The aid available at GBC includes grants, loans, employment, and scholarships. Don't let finances prevent you from attending GBC. Stop by the Student Financial Services Office, Berg Hall, or call 775.753.2399, and discuss the assistance programs available to you.

How Do You Apply for Federal Financial Aid?

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

The Federal Financial Aid funds directly associated with the completion of the FAFSA include the Pell, Academic Competitiveness Grant (ACG), National Science and Mathematics Access to Retain Talent Grant (SMART), Supplemental Education Opportunity Grant (SEOG) and Leveraging Educational Assistance Partnership (LEAP) 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 gathered from the completion of the FAFSA, include the Nevada Financial Aid Grant and the Student Access Grant.

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

Eligibility Criteria

In general, to receive federal financial aid you must:

- Demonstrate financial need which is determined by completing the Free Application for Federal Student Aid (FAFSA).
- Be enrolled in a degree or other program leading to a recognized educational credential.

- Be a U.S. citizen, national, or a permanent resident of the United States, a permanent resident of Northern Mariana Islands or the Trust Territory of the Pacific Islands or Guam, or other eligible non-citizen.
- Maintain satisfactory academic progress toward a degree or certificate.
- Not be in default on any Title IV loans (Stafford, PLUS) or owe a repayment on any Title IV grant (Pell or SEOG).
- Present a valid social security number.
- Have a high school diploma, its recognized equivalent, or pass the Accuplacer—an ability to benefit test.
- Have not been convicted for the possession or sale of illegal drugs for an offense that occurred while you were receiving federal student aid.

If you are a male born after 1960, you will also have to show proof of registration with the Selective Service.

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

Student Financial Services Office
Great Basin College
1500 College Parkway
Elko, Nevada, NV 89801
775.753.2399
gbcfinaid@gbcnv.edu or www.gbcnv.edu/financial

What Type of Aid Is Available?

Federal Programs

Grants

The Pell Grant, funded by the federal government, serves as the base for a financial aid "package" and is awarded to eligible undergraduate students who have not yet received a baccalaureate degree.

The Academic Competitiveness Grant (ACG) is available to students who are Pell Grant eligible, a U.S. citizen, a graduate from high school after January 1, 2005, have completed a rigorous secondary school program, a 3.0 college GPA, and be enrolled full-time.

The Science and Mathematics Access to Retain Talent Grant (SMART) is available to students who are a third or fourth-year student in a four-year degree program, a U.S. citizen, a Pell Grant recipient for the same period, a 3.0 cumulative GPA, and be enrolled as a full-time student in an eligible major according to the Classification of Instruction Program Code (CIP). 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: $3,500 per year for the first year of undergraduate study, $4,500 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 775.753.2399.

Work Study

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

Financial Aid Programs

Regents Services Program—RSP

RSP is a state-funded program created to provide paid internship or employment placements which emphasize service through learning in the workplace. It also provides eligible students with the opportunity to perform work or service in on- or off-campus placements that are consistent with the student's major, career or service objective, degree objective, or academic area of interest. Examples might include research assistant, peer counselor, tutor, mentor, literacy program assistant, and 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, "One-Time" monies are awarded to students who are Nevada residents attending GBC. These financial assistance funds are made available to students who have completed the Free Application for Federal Student Aid (FAFSA) and have exhibited "financial need" according to the (federal) methodology (90%). These funds may be awarded as direct grants or as student employment.

Grants-in-Aid

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

GBC Emergency Loan and Helth Emergency Loan Funds

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

Student Employment

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

Other Federal Tax Incentives

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

- The Hope tax credit, worth up to $1,500 per student, is available for first- and second-year students enrolled at least half time.

- The Lifetime Learning tax credit is a tax benefit equal to 20% of a family's tuition expenses, up to $10,000, for virtually any postsecondary education and training, including subsequent undergraduate years, graduate and professional schools, and even less-than-half-time study.

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

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

Financial Aid 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	84	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/fnancial. 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 veterans' benefits are required to declare a degree objective and payments will be awarded for credits applicable to that degree. It is also required that students receiving veterans' benefits meet with the GBC Veterans' Affairs representative each semester to ensure their selected credits are certified to the VA Muskogee, Oklahoma, office.

Should credits be certified and the student fails to complete the courses, repayment of funds may be required unless evidence of extenuating circumstances is presented to the Veterans' Administration.

You can visit the veterans' 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

United States and Nevada Constitutions Requirement

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

Late Enrollment and Excessive Absences

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

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

Student Absences from Classes to Observe Religious Holidays

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

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

Maximum Course Load

If you enroll for 12 or more credit hours, you are considered a full-time student. The normal load is 15 credit hours. GBC considers 18 credit hours a heavy load. You will need special permission from the Director of Admissions and Registrar, an adviser, 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 or credit status to audit status, you must do so in person in the Admissions and Records Office by the end of the thirteenth week of instruction. You must obtain the Audit to Credit/Credit to Audit form from the Admissions and Records Office, have it signed by the instructor, and then return it to the Admissions and Records Office.

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/webreg. To change your degree objective, 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/webreg. 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.

1. Click: Registration, then WEB-REG.

2. Click Continue.

3. Choose a semester from the drop down menu.

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:

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

If you repeat a course, the highest grade you received determines your cumulative average. 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 Questions of Professional Conduct

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

These are the steps that must be taken:

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

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

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

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

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. The 12-credit requirement cannot include pass/withdraw, developmental, community education, or audited courses. Students who receive any incomplete grades at the end of the semester will not be considered for the Dean's List.

Graduation Requirements

- You must file an application for graduation. File your application, submit the $20.00 fee, and the processing will begin.
- Applications for Fall graduation are due October 15. At the time of application, the student should be enrolled in all necessary courses for completion of the degree or certificate of achievement. Fall graduates are eligible to walk in the May graduation ceremonies of the following semester.
- Applications for Spring or Summer 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 during Spring Semester, in which case a diploma indicating a May graduation date will be ordered; or (2) his/her courses will be completed during the Summer Semester, in which case a diploma indicating an August graduation date will be ordered; or (3) his/her final course will be completed by the end of the upcoming Fall Semester, in which case a diploma will not be ordered until Fall Semester and will display a December graduation date.
- Students receiving a certificate of completion do not receive a diploma and do participate in the graduation ceremony. Certificates of completion are awarded at the departmental level.
- If a student does not complete the courses by the time indicated on the application, he/she will be required to submit a new application and pay an additional $20.00 fee.
- Failure to apply before the application deadline may prevent you from attending graduation ceremonies and delay receiving your diploma. A $5.00 late fee will apply.
- You must clear your financial obligations with the GBC Library and the Controller's Office.
- Under no circumstances will a degree be posted on the 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

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 disciple.

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/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
GBC ORIENTATION	**0.5 Credits:** INT 100	**0.5 Credits:** INT 100	–0–	**0.5 Credits:** INT 100	–0–
ENGLISH/ COMMUNICATIONS	**6 Credits:** ENG 102 (Prerequisite: ENG 101 (3 credits) or equivalent test score)	**6 Credits:** ENG 102 (Prerequisite: ENG 101 (3 credits) or equivalent test score)	**6 Credits:** ENG 102 COM 101 or THTR 221	**6 Credits:** ENG 101, 102; ENG 107, 108	**6 Credits (in addition to AAS credits):** ENG 333 COM 101 or THTR 221
MATHEMATICS	**3-5 Credits:** MATH 120 or 5 credits at the level of MATH 126 or higher (Includes STAT 152)	**5 Credits:** 5 credits at the level of MATH 126 or higher. (Includes STAT 152)	**MATHEMATICS:** **3 Credits:** MATH 120, 126, or higher (Includes STAT 152) **SCIENCE:** **6 Credits:** 6 credits of lower-division general education Science. **INTEGRATIVE SEMINAR:** **3 Credits:** INT 359 (Mathematics) or INT 369 (Science)	**3 Credits:** MATH 116, 120, 126,or higher (Includes STAT 152)	**6 Credits (in addition to AAS credits):** AMS 310 or MATH 181 INT 359
SCIENCE *includes: any 3 or 4 credit BIOL, CHEM, GEOL, and PHYS containing a lab component	**6 Credits:** 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, ANSC 100, AST 101, BIOL 100, ENV 100, GEOG 103, NUTR 121	**More than12 Credits:** 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, ANSC 100, AST 101, BIOL 100, ENV 100, GEOG 103, NUTR 121 Select additional credits for a total of more than12 credits of science*, and 4 or more science courses.		**6 Credits:** Select at least 3 credits from: ANTH 102 ANSC 100 AST 101 BIOL 100, 190, 223, 224, 251 CHEM 100, 121 ENV 100 GEOG 103 GEOL 101, 132 NUTR 121 PHYS 100, 107, 151 3 credits may be from: EIT 233, ELM 112B, IT 208B WELD 150B	**3 Credits (in addition to AAS credits):** INT 369
SOCIAL SCIENCE (Fulfills U.S. and Nevada Constitutions requirement.) *includes: ANTH (not 102), CRJ, ECON, HDFS 201, HIST(not 105,106), PSC, PSY, SOC, and WMST	**12 Credits:** U.S. and Nevada Constitutions: PSC 101 or HIST 101 and 102 are required. 9 credits: ANTH 101, CRJ 104, ECON 103, GEOG 106, HIST 101, 102, HMS 200, PSC 101, 210; PSY 101, SOC 101 Select at least 3 additional credits of any social science.*	**9 Credits:** U.S. and Nevada Constitutions: PSC 101 or HIST 101 and 102 are required. 9 credits: ANTH 101, CRJ 104, ECON 103, GEOG 106, HIST 101, 102, HMS 200, PSC 101, 210; PSY 101, SOC 101	**SOCIAL SCIENCE:** **9 Credits:** 9 credits of lower-division general education Social Science (must fulfill U.S. and Nevada Constitutions requirements). **HUMANITIES:** **3 Credits:** 3 credits of lower-division general education Humanities **INTEGRATIVE SEMINAR:** **3 Credits:** INT 339 (Humanities) or INT 349 (Social Science)	**6 Credits:** 3 credits (U.S. and Nevada Constitutions): PSC 101 (or substitute: HIST 101 and 102) 3 credits (Human Relations): BUS 110B HMS 200, MGT 283 PSY 208	**6 Credits (in addition to AAS credits):** (U.S. and Nevada Constitution requirements must be fulfilled) ECON 311 INT 349
HUMANITIES *includes: AM; ART 103, 160, 260, 261, 297; ENG (not 101,102); FREN; HIST 105,106; HUM; MUS 121, 125; PHIL; SPAN;THTR 221	**6 Credits:** 3 credits: ART 160, 260, 261 ENG 203, 223 FIS 100 FREN 111, 112 HIST 105, 106 HUM 101 MUS 121, 125 PHIL 102, 129, SPAN 111, 112, SPAN 211, THTR 100 Select at least 3 additional credits of any humanities.*	**3 Credits:** 3 credits: ART 160, 260, 261 ENG 203, 223 FIS 100 FREN 111, 112 HIST 105, 106 HUM 101 MUS 121, 125 PHIL 102, 129, SPAN 111, 112, SPAN 211, THTR 100		**3 Credits:** ART 100, 101,107, 160, 260, 261 ENG 203, 223 FIS 100 FREN 111, 112 HIST 105, 106 HUM 101 MUS 101, 121, 125 PHIL 102, 129 SPAN 111, 112, 211 THTR 100, 105	**3 Credits (in addition to AAS credits):** INT 339
FINE ARTS	**3 Credits:** ART 100, 101, 107 MUS 101, THTR 105	**3 Credits:** ART 100, 101, 107 MUS 101, THTR 105	**3 Credits:** 3 credits of lower-division general education Fine Arts		
TECHNOLOGY	**3 Credits:** EDU 214, GIS 109, GRC 119, IS 101	**3 Credits:** EDU 214, GIS 109, GRC 119, IS 101	**3 Credits:** 3 credits of lower-division general education Technology	**3 Credits:** EDU 214, DT 101B, EIT 233, ELM 120, GIS 109, GRC 119, IS 101, IT 210B, WELD 110B, 211, 221	**3 Credits:** 3 credits of approved lower-division.
CAPSTONE	–0–	–0–	**3 Credits:** As determined by program.	–0–	**3 Credits:** As determined by program.
ELECTIVES AND PROGRAM REQUIREMENTS Select with 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 48 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

Maintaining Good Standing
You must maintain a minimum cumulative grade-point average of 2.0 for the Bachelor of Applied Science, the Bachelor of Science in Nursing, and the Bachelor of Arts in Integrative Studies or 2.50 for the Bachelor of Arts in Elementary Education, and the Bachelor of Arts in Secondary Education in order to progress satisfactorily toward a baccalaureate degree.

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

College-Wide Graduation Requirements
To graduate with a baccalaureate degree, you must adhere to the following requirements:

- You must complete all courses in the prescribed degree program. You may elect to graduate under the catalog of the year of acceptance into a baccalaureate-level program or the year of graduation. Whichever catalog is used, it cannot be more than 10 years old at the time of graduation. In the case of NSHE transfer students, any exceptions to this policy will be handled by the Transfer Center and the transfer agreement contract process.

- To graduate, you must attain the baccalaureate program-specific, cumulative grade-point average, as well as earn no lower than a C- in all program requirements 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 pursing 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 55 for further details.

Earn Two Bachelor's Degrees
You may earn two bachelor's degrees provided all specified requirements for both degrees are fully satisfied. You should declare your intention to pursue a second degree in the Office of Admissions and Records.

The courses taken for the second degree must include a minimum of 32 (not including developmental and community service) credits earned in residence beyond the requirement for the first degree.

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

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

Bachelor of Arts in Elementary Education

Student Learning Outcomes

The graduates of this program will consistently display the following skills in accordance with the INTASC 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 develop cooperative partnerships in support of student learning and well being.

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

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 Education Department, 775.753.2177, to schedule an appointment with your adviser.

Admission to the Teacher Education Program
Application Deadline
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 typically apply for admission into the Teaching Education Program. 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.
- Completion of ENG 101, ENG 102, MATH 120, and EDU 250 with a grade of C- or higher before acceptance.
- A GPA of 2.75 or higher, based on the student's most recent 40 credits.
- Official transcripts from all other colleges sent to GBC's Admissions and Records Office.
- Technology and Education courses completed within the last eight years.

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.

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

- English
- Mathematics
- Social Studies
- Science
- Special Education (Generalist K-12)
- TESL (Teaching English as a Second Language)
- Early Childhood Education

Additional Costs
Fingerprint cards must be submitted for background checks prior to enrolling in your first field experience class. There is a $51.25 processing fee, and there may be additional charges for the fingerprinting.

Maintaining Good Standing
Once in the program, students will adhere to the rules of the current Teacher Education Program Handbook. Students who have been admitted to the 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 cumulative 2.5 GPA at GBC.
- Receive no lower than a B- in all upper-division education courses, and no lower than a C- in all additional baccalaureate program and emphasis requirements.
- Maintain an ethical and professional standard of behavior.

Student Teaching Internship
Applications for the student teaching internships must be completed during the last semester of coursework. Students who plan to student teach in the Fall Semester must submit an application by February 15. Students who plan to student teach in the Spring Semester must submit an application by September 15.

Students must hold a current substitute license, have maintained a 2.5 cumulative GPA at GBC, and be registered for the Praxis II.

During the student teaching internship semester, students are required to take the capstone seminar (EDEL 491) and may be permitted to take one additional three-credit course if approved by the Teacher Education Committee.

Students must complete at least 15 education credits, to include at least two credits in field experience classes at GBC in order to student teach.

Portfolio
Students will be required to complete a LiveText electronic portfolio. An introduction to the process will take place in EDU 214 and development will continue throughout the program with workshops during each field experience class (EDEL 313 and EDEL 315). Students will complete the portfolio during the student teaching internship and capstone seminar. Presentations of the portfolios take place immediately following the internship.

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

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 emphasis area.)

Communications:

ENG	102*	Composition II	3
THTR	221	Oral Interpretation (preferred) or	
COM	101	Oral Communication	3

Mathematics:

MATH	120*	Fundamentals of College Mathematics	3
MATH	122	Number Concepts for Elementary School Teachers	3
MATH	123	Statistical and Geometrical Concepts for Elementary School Teachers	3

Science:

BIOL	190	Introduction to Cell and Molecular Biology	4
PHYS	100	Introductory Physics	3

Social Science:

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

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

Humanities:

ENG	250	Introduction to Children's Literature	3

And choose from ART 160, ART 260, or ART 261; ENG 203 or ENG 223; FIS 100, FREN 111, 112; HIST 105 or HIST 106, HUM 101; MUS 121 or MUS 125; PHIL 102; SPAN 111, 112, 211; or THTR 100 3

Fine Arts:

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

Technology:

EDU	214	Preparing Teachers to Use Technology	3

Education:

EDU	250*	Foundations of Education	3
EDEL	311	Elementary Methods Practicum I, or	
EDEL	313	Elementary Methods Practicum II (see an adviser)	1

If you are interested in an Associate of Arts degree (60.5 credits), consult with an adviser.

*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

EDEL	491	Elementary Education Capstone Seminar	3

Total Credits for Section I, B 9

II. Program Requirements
(See an adviser regarding these courses)

ENG	250	Introduction to Children's Literature	3
EPY	330	Principles of Educational Psychology	3
MATH	122	Number Concepts for Elementary School Teachers	3
MATH	123	Statistical and Geometrical Concepts for Elementary School Teachers	3
BIOL	190	Introduction to Cell and Molecular Biology*	(4)
PHYS	100	Introductory Physics*	(3)
HIST	101	U.S. History to 1877 and	
HIST	102	U.S. History Since 1877**	(6)
EDU	214	Preparing Teachers to Use Technology***	(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

EDEL	311	Elementary Methods Practicum I, or	
EDEL	313	Elementary Methods Practicum II, or	
EDEL	315	Elementary Methods Practicum Experience III	3-6
EDSP	301	Education of the Exceptional Child	3
EDU	250	Foundations of Education	3
EDUC	323	Teaching and Learning Education	3
EDUC	406	Curriculum and Assessment Education	3

Total Credits for Section III, A 16-18

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

B. Methods Courses

EDEL	433	Teaching Elementary School Mathematics	3
EDEL	443	Teaching Elementary School Science	3
EDEL	453	Teaching Elementary School Social Studies	3
EDRL	442	Literacy Instruction I	3
EDRL	443	Literacy Instruction II	3
EDRL	437	Teaching Reading	3

Total Credits for Section III, B 18

C. Teaching Internship

EDEL	483	Elementary Supervised Teaching Internship	14

Total Credits for Section III, C 14

IV. Emphasis Areas

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

English

ENG 102, ENG 250, ENG 327, and ENG 411B
ENG 203 or ENG 223
THTR 221
INT 339

Mathematics

MATH 120, MATH 122, MATH 123
MATH 126 and MATH 127, or MATH 128
INT 359

Science

Choose an option below:

Lower Division

Option A	Option B	Option C	Option D
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

Note:

- ***Upper Division***—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 101, PSY 101, SOC 101

Upper Division

INT 349 and select two upper-division Social Science electives (may not include EPY 330). At least one of the two upper-division social science electives should be taken at GBC. Students must take at least one class in each of three different social science disciplines.

ECE (Early Childhood Education)

This endorsement prepares elementary school teachers for teaching preschool through second grade with vast and valuable information regarding the growth and development of the children they will be teaching. The endorsement will qualify students for such employment as teachers and directors in public and private elementary schools, and preschools. Students could also see employment at Head Start Programs, and public and/or private education institutions.

ECE, 250, ECE, 251, ECE, 262, ECE 480, EDEL 483, HDFS 232

TESL (Teaching English as a Second Language)

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

EDRL 477, EDRL 471, EDRL 474, EDRL 475 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, FREN 211, FREN 212, HIST 247, 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, EPY 330
EDRL 437, EDEL 433
EDSP 301, EDSP 441, EDSP 434, EDSP 443, EDSP 453
EDSP 452, EDSC 407
EDSP 484 Special Education Practicum: Elementary Level
EDSP 485 Special Education Practicum: Secondary Level
EDSP 495 Student Teaching Internship in Special Education

V. Electives

Recommended electives:
EDEL 337
EDEL 331
EDU 210
HDFS 201
PEX 351
or additional courses within the Endorsement area. A minimum of 51 credits of upper-division coursework is required:

Total credits for Section V 12-18

Minimum Total Credits 128

SUGGESTED COURSE SEQUENCE***
BA—Elementary Education

FALL—1st Semester		**Credits**	✓
INT	100	0.5	☐
BIOL	190	4	☐
ENG	101	3	☐
HIST	101	3	☐
MATH	120	3	☐
PSY	101 or SS GEN ED	3	☐
TOTAL		**16.5**	

SPRING—2nd Semester		**Credits**	✓
EDU	214	3	☐
EDU	250 and	3	☐
EDEL	311 or EDEL 313	1	☐
ENG	102	3	☐
HIST	102	3	☐
PHYS	100	3	☐
THTR	221 or COM 101	3	☐
TOTAL		**19**	

Second Semester. Take PPST Exam and submit fingerprints.

FALL—3rd Semester		**Credits**	✓
EDU	210	2	☐
EDUC	323 and	3	☐
EDEL	313	1	☐
ENG	250	3	☐
MATH	122	3	☐
ELECTIVE**		3	☐
FINE ARTS		3	☐
TOTAL		**18**	

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.

SPRING—4th Semester		**Credits**	✓
EDUC	406	3	☐
MATH	123	3	☐
EPY	330	3	☐
ELECTIVES**		3	☐
HUMANITIES**		3	☐
TOTAL		**15**	

Fourth Semester: Apply for admission to the Teacher Education Program before March 1.

FALL—5th Semester		**Credits**	✓
EDRL	442 and	3	☐
EDEL	315	1	☐
INT	339 or INT 349 or		
INT	359 or INT 369	3	☐
EDEL	433	3	☐
ELECTIVES**		6	☐
TOTAL		**16**	

SPRING—6th Semester		**Credits**	✓
EDRL	443 and	3	☐
EDEL	315	1	☐
EDEL	443	3	☐
INT	339 or INT 349 or		
INT	359 or INT 369	3	☐
ELECTIVES**		6	☐
TOTAL		**16**	

FALL—7th Semester		**Credits**	✓
EDRL	437 and	3	☐
EDEL	315	1	☐
EDEL	453	3	☐
EDSP	301	3	☐
ELECTIVES**		3	☐
TOTAL		**13**	

SPRING—8th Semester		**Credits**	✓
Only one other class can be taken with the EDU classes specified below.			
EDEL	483	14	☐
EDEL	491	3	☐
TOTAL		**17**	

**Select with adviser.
***See page 59.

Post-Baccalaureate Teacher Certificate in Elementary Education

The post-baccalaureate teacher certification program at GBC enables students who have completed an undergraduate degree in a field other than elementary education to become eligible for licensure to teach in Nevada.

In order to apply to the program, a student must have already completed a baccalaureate degree from a regionally accredited institution. It is imperative that students seek advising from the education department personnel.

Once in the program, students will adhere to the rules of the current Teacher Education Program Handbook.

Application
To apply to the education program at GBC as a post-baccalaureate, students must:

- Complete an application by
  October 1 for admission in the Spring Semester
  March 1 for admission in the Fall Semester

  In addition to the application, applicants must:

  1) submit copies of passing scores on the PPST or CBEST,

  2) or hold a master's degree or higher,

  3) or have taken the Graduate Record Examinations (GRE) and received the following minimum scores: a) GRE Verbal: 420, b) GRE Quantitative: 460, and c) GRE Analytical: 430, **and** completed the undergraduate degree with a GPA of not less than 3.0.

- Complete fingerprinting and background checks

- Provide official transcripts to Great Basin College Admissions and Records Office, 1500 College Parkway, Elko, NV 89801.

Required Education Coursework

The following education courses must be completed with no lower than a B-.

EDEL	311	Elementary Methods Practicum I	1
EDEL	313	Elementary Methods Practicum II	1
EDEL	315	Elementary Methods Practicum III	3-6
EDEL	433	Teaching Elementary School Mathematics	3
EDEL	443	Teaching Elementary School Science	3
EDEL	453	Teaching Elementary School Social Studies	3
EDEL	483	Elementary Supervised Teaching Internship	14
EDEL	491	Elementary Education Capstone Seminar	3
EDRL	437	Teaching Reading	3
EDRL	442	Literacy Instruction I	3
EDRL	443	Literacy Instruction II	3
EDSP	301	Education of the Exceptional Child	3
EDU	214	Preparing Teachers to Use Technology	3
EDU	250	Foundations of Education	3
EDUC	323	Teaching and Learning Education	3
EDUC	406	Curriculum and Assessment Education	3
Total Credits			**56-58**

Constitution and Law Requirements for Nevada Licensure

- U.S. Constitution and Nevada Constitution

  HIST 101 and HIST 102 or PSC 101 will fulfill the U.S. Constitution and Nevada Constitution testing requirement.

  PSC 100 (1 credit) or HIST 217 (3 credits) will fulfill the Nevada Constitution Requirement.

- Nevada School Law

  An optional course, EDU 120 or EDU 210, will fulfill the Nevada School Law testing requirement or appropriate examination.

- Praxis I (PPST)

- Appropriate Praxis II Examination

Student Teaching Internship
Applications for the student teaching internships must be completed during the last semester of coursework. Students who plan to student teach in the Fall Semester must submit an application by February 15. Students who plan to student teach in the Spring Semester must submit an application by September 15.

Students must hold a current substitute license, have maintained a 2.5 cumulative GPA at GBC. and be registered for the Praxis II.

During the student teaching internship semester, students are required to take the capstone seminar (EDEL 491) and may be permitted to take one additional three credit course if approved by the Teacher Education Committee.
Students must complete at least 15 education credits, to include at least two credits in field experience classes at GBC in order to student teach.

Portfolio
Students will be required to complete a LiveText electronic portfolio. An introduction to the process will take place in EDU 214 and development will continue throughout the program with workshops during each field experience class (EDEL 313 and EDEL 315). Students will complete the portfolio during the student teaching internship and capstone seminar. Presentations of the portfolios take place immediately following the internship.

Bachelor of Arts in Secondary Education

Student Learning Outcomes

The graduates of this program will consistently display the following skills in accordance with the INTASC 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 facilitate 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 develop cooperative partnerships in support of student learning and well being.

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

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 Education Department 775.753.2177, to schedule an appointment with your adviser.

Admission to the Teacher Education Program
Application Deadline
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 typically apply for admission into the Teacher Education Program. 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.
- Completion of ENG 101, ENG 102, MATH 120, and EDU 250 with a grade of C- or higher before acceptance.
- A GPA of 2.75 or higher, based on the student's most recent 40 credits.
- Official transcripts from all other colleges sent to GBC's Admissions and Records Office.
- Technology and Education courses completed within the last eight years.

Admission Criteria
The Teacher Education Committee will admit a limited number of students to the Teacher Education Program each semester. Admission is on a competitive basis. When there are more qualified applicants than there are available spaces in the program, preference will be given to those with the highest qualifications. Meeting minimum application criteria does not guarantee admission to the program. Those students who meet or exceed the minimum criteria but who are not admitted may reapply in future semesters.

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

- Biological Science
- Business Education
- English
- Mathematics
- Social Sciences
- Career and Technical Education with endorsements in:
  - Agricultural Education, including two years of experience
  - Automotive Service Technology
  - Electronic Technology
  - Industrial Arts Education
  - Welding/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 $51.25 processing fee, and there may be additional charges for the fingerprinting.

Maintaining Good Standing
Once in the program, students will adhere to the rules of the current Teacher Education Program Handbook. Students who have been admitted to the 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 cumulative 2.5 GPA at GBC.
- Receive no lower than a B- in all upper-division education courses, and no lower than a C- in all additional baccalaureate program and emphasis requirements.
- Maintain an ethical/professional standard of behavior.

Student Teaching Internship
Applications for the student teaching internships must be completed during the last semester of coursework. Students who plan to student teach in the Fall Semester must submit an application by February 15. Students who plan to student teach in the Spring Semester must submit an application by September 15.

Students must hold a current substitute license, have maintained a 2.5 cumulative GPA at GBC, and be registered for the Praxis II.

During the student teaching internship semester, students are required to take the capstone seminar (EDSC 491) and may be permitted to take one additional three-credit course if approved by the Teacher Education Committee. Students must complete at least 15 education credits, to include at least two credits in field experience classes at GBC in order to student teach.

Portfolio
Students will be required to complete a LiveText electronic portfolio. An introduction to the process will take place in EDU 214 and development will continue throughout the program with workshops during each field experience class (EDSC 313 and EDSC 315). Students will complete the portfolio during the student teaching internship and capstone seminar. Presentations of the portfolios take place immediately following the internship.

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

BIOL	190	Introduction to Cell and Molecular Biology	4
COM	101	Oral Communication, or	
THTR	221	Oral Interpretation	3
ENG	101	Composition I	3
ENG	102	Composition II	3
GEOL	101	Geology: Exploring Planet Earth	4
INT	100	GBC Orientation	0.5
MATH	126	Precalculus I	3
STAT	152	Introduction to Statistics	3
Fine Arts General Education			3
Humanities General Education (PHIL 102 recommended)			3
Social Science General Education			9

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

Total for Section I A 38.5-44.5

B. Lower-Division Secondary Education Core Requirements

EDU	214	Preparing Teachers to Use Technology	3
EDU	250	Foundations of Education	3

Total for Section I B 6

C. Upper-Division Secondary Education Core Requirements

EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDSC	407	Interdisciplinary Integrated Curriculum Secondary Education	3
EDSC	463	Teaching Secondary Science	3
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDSP	301	Education of the Exceptional Child	3
EDUC	323	Teaching and Learning Education	3
EDUC	406	Curriculum and Assessment Education	3
INT	339	Integrative Humanities Seminar, or	
INT	349	Integrative Social Science Seminar	3
INT	369	Integrative Science Seminar	3
EPY	330	Principles of Educational Psychology	3

Total for Section I C 44

Total for Section I 88.5

II. Content-Area Requirements Biological Science Program

A. Lower-Division 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

BIOL	300	Principles of Genetics	4
BIOL	315	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
GIS	320	GIS in Business and Community	3

Total for Section II B 20

Total for Section II A 20

Total for Section I 88.5

Total for All Sections 128.5

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

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
BIOL	190	4	☐
CHEM	121	4	☐
COM	101 or THTR 221	3	☐
ENG	101	3	☐
PSC	101	3	☐
TOTAL		**17.5**	

SPRING—2nd Semester		Credits	✓
BIOL	191	4	☐
CHEM	122	4	☐
ENG	102	3	☐
FINE ARTS*		3	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**17**	

FALL—3rd Semester		Credits	✓
CHEM	220	3	☐
CHEM	220L	1	☐
EDSC	311	1	☐
EDU	250	3	☐
GEOL	101	4	☐
MATH	126	3	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**18**	

SPRING—4th Semester		Credits	✓
EDSC	313	1	☐
EDU	214	3	☐
EDUC	323	3	☐
PHIL	102	3	☐
PHYS	151	4	☐
STAT	152	3	☐
TOTAL		**17**	

FALL—5th Semester		Credits	✓
BIOL	300	4	☐
BIOL	320 or BIOL 434	4	☐
EDUC	406	3	☐
EPY	330	3	☐
GIS	109	3	☐
TOTAL		**17**	

SPRING—6th Semester		Credits	✓
BIOL	341	3	☐
BIOL	331 or BIOL 410	3	☐
EDSP	301	3	☐
GIS	320	3	☐
INT	339 or INT 349	3	☐
TOTAL		**15**	

FALL—7th Semester		Credits	✓
BIOL	315	3	☐
EDSC	315	1	☐
EDSC	407	3	☐
EDSC	463	3	☐
INT	369	3	☐
TOTAL		**13**	

SPRING—8th Semester		Credits	✓
EDSC	483	14	☐
EDSC	491	3	☐
TOTAL		**17**	

*Select from page 58.
**Select with adviser.
***See Page 59.

Business Education Endorsement

I. General Education and Program Core Requirements

A. Lower-Division General Education Requirements

COM	101	Oral Communication, or	
THTR	221	Oral Interpretation	3
ENG	101	Composition I	3
ENG	102	Composition II	3
INT	100	GBC Orientation	0.5
Fine Arts General Education			3
Humanities General Education			3
Mathematics General Education*			3-6
Science General Education			6
Social Science General Education			9

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

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

Total for Section I A 33.5-36.5

B. Lower-Division Secondary Education Core Requirements

EDU	214	Preparing Teachers to Use Technology	3
EDU	250	Foundations of Education	3

Total for Section I B 6

C. Upper-Division Secondary Education Core Requirements

EDCT	463	Teaching Secondary Business Education	3
EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDSC	407	Interdisciplinary Integrated Curriculum Secondary Education	3
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDSP	301	Education of the Exceptional Child	3
EDUC	323	Teaching and Learning Education	3
EDUC	406	Curriculum and Assessment Education	3
EPY	330	Principles of Educational Psychology	3
INT	339	Integrative Humanities Seminar, or	
INT	349	Integrative Social Science Seminar	3
INT	359	Integrative Mathematics Seminar, or	
INT	369	Integrative Science Seminar	3

Total for Section I C 44

Total for Section I 83.5-86.5

II. Content-Area Requirements
Business Education

A. Lower-Division Requirements

ACC	201	Financial Accounting	3
ACC	202	Managerial Accounting	3
BUS	102B	Introduction to Entrepreneurship, or	
MGT	103	Introduction to Small Business Management	3
IS	201	Computer Applications	3
ECON	102	Principles of Microeconomics, or	
ECON	103	Principles of Macroeconomics, or	
ECON	104	Current Economic Issues	3
MKT	210	Marketing Principles	3
MGT	201	Principles of Management, or	
MGT	283	Introduction to Human Resource Management	3
BUS	273	Business Law I	3

Total Unduplicated Lower-Division Requirements 24

B. Upper-Division Requirements

ECON	311	Professional Ethics	3
FIN	310	Applied Accounting and Finance	3
MKT	410	Marketing and Sales	3
MGT	310	Foundations of Management Theory and Practice	3

Total Upper-Division Requirements 12

C. Selective Courses

Choose one of the following:

BUS	325	Legal Environment of Business	3
FIN	405	Case Problems in Managerial Finance	3
IS	301	Management Information Systems	3
MGT	480	International Management	3
MGT	487	Entrepreneurship	3

Total Section II C 3-9

Total for Section I 83.5-86.5

Total for Section II 39-45

Total for All Sections 122.5-131.5

SUGGESTED COURSE SEQUENCE***
BA—Secondary Education
Business

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
COM	101 or THTR 221	3	☐
ECON	102, 103, or 104	3	☐
ENG	101	3	☐
HIST	101	3	☐
MATH	120	3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		Credits	✓
BUS	273	3	☐
EDU	214	3	☐
ENG	102	3	☐
HIST	102	3	☐
SCIENCE*		3	☐
TOTAL		**15**	

FALL—3rd Semester		Credits	✓
ACC	201	3	☐
BUS	102B or MGT 103	3	☐
EDSC	311	1	☐
EDU	250	3	☐
HUMANITIES*		3	☐
SCIENCE*		3	☐
TOTAL		**16**	

SPRING—4th Semester		Credits	✓
ACC	202	3	☐
EDSC	313	1	☐
EDUC	323	3	☐
IS	201	3	☐
MKT	210	3	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**16**	

FALL—5th Semester		Credits	✓
ECON	311	3	☐
EDSP	301	3	☐
INT	339 or INT 349	3	☐
MGT	201 or MGT 283	3	☐
MGT	310	3	☐
TOTAL		**15**	

SPRING—6th Semester		Credits	✓
BUSINESS ELECTIVE**		3	☐
EDUC	406	3	☐
EPY	330	3	☐
FIN	310	3	☐
INT	359 or INT 369	3	☐
TOTAL		**15**	

FALL—7th Semester		Credits	✓
BUSINESS ELECTIVE**		3	☐
EDCT	463	3	☐
EDSC	315	1	☐
EDSC	407	3	☐
FINE ARTS*		3	☐
MKT	410	3	☐
TOTAL		**16**	

SPRING—8th Semester		Credits	✓
EDSC	483	14	☐
EDSC	491	3	☐
TOTAL		**17**	

*Select from page 58.
**Select with adviser
***See page 59.

English Endorsement

I. General Education and Program Core Requirements

A. Lower-Division General Education Requirements

COM	101	Oral Communication, or	
THTR	221	Oral Interpretation	3
ENG	101	Composition I	3
ENG	102	Composition II	3
INT	100	GBC Orientation	0.5
Fine Arts General Education			3
Humanities General Education* (ENG 203 or ENG 223)			3
Mathematics General Education**			3-6
Science General Education			6
Social Science General Education			9

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

*Can be used towards the student's English endorsement
**Either MATH 120 or two MATH courses at 126 level or higher.

Total for Section I A 33.5-36.5

B. Lower-Division Secondary Education Core Requirements

EDU	214	Preparing Teachers to Use Technology	3
EDU	250	Foundations of Education	3

Total for Section I B 6

C. Upper-Division Secondary Education Core Requirements

EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDSC	407	Interdisciplinary Integrated Curriculum Secondary Education	3
EDSC	433	Teaching Secondary English	3
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDSP	301	Education of the Exceptional Child	3
EDUC	323	Teaching and Learning Education	3
EDUC	406	Curriculum and Assessment Education	3
EPY	330	Principles of Educational Psychology	3
INT	339	Integrative Humanities Seminar	3
INT	359	Integrative Mathematics Seminar, or	
INT	369	Integrative Science Seminar	3

Total for Section I C 44

Total for Section I 83.5-86.5

II. Content-Area Requirements
English

A. Lower-Division Requirements

COM	101	Oral Communication, or	
THTR	221	Oral Interpretation	(3)
ENG	203	Introduction to Literary Study, or	
ENG	223	Themes of Literature	(3)
JOUR	102	News Reporting and Writing	3

( ) Indicates Section 1A requirement.

B. Upper-Division Requirements

ENG	325	Advanced Literary Study	3
ENG	327	Composition III	3
ENG	329	Language Study	3
ENG	408B	Tutoring Student Writers	3
ENG	411B	Principles of Modern Grammar	3
ENG	417B	Teaching English as a Second Language	3
ENG	418A	Advanced English — Reading Strategies	3
ENG	433A	Shakespeare: Tragedies and Histories	3
ENG	449A	British Literature I, or	
ENG	449B	British Literature II	3
ENG	451A	American Literature I, or	
ENG	451B	American Literature II	3
ENG	497A	Topics in Multicultural Literature	3

Total for Section I 83.5-86.5

Total for Section II 36

Total for All Sections 119.5-122.5

(120 credits required for BA)

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

FALL—1st Semester		**Credits**	✓
EDU	214	3	☐
ENG	101	3	☐
FINE ARTS*		3	☐
INT	100	0.5	☐
SOCIAL SCIENCE*		3	☐
THTR	221	3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		**Credits**	✓
ENG	102	3	☐
MATH	120	3	☐
PSC	101	3	☐
SCIENCE*		3	☐
TOTAL		**12**	

FALL—3rd Semester		**Credits**	✓
EDSC	311	1	☐
EDU	250	3	☐
ENG	203 or ENG 223	3	☐
HIST	101 or HIST 102	3	☐
SCIENCE*		3	☐
TOTAL		**13**	

SPRING—4th Semester		**Credits**	✓
ENG	325	3	☐
ENG	327	3	☐
ENG	408B	3	☐
ENG	451A or ENG 451B	3	☐
EDSC	313	1	☐
EDUC	323	3	☐
TOTAL		**16**	

FALL—5th Semester		**Credits**	✓
JOUR	102	3	☐
EDUC	406	3	☐
ENG	329	3	☐
ENG	497A	3	☐
EPY	330	3	☐
TOTAL		**15**	

SPRING—6th Semester		**Credits**	✓
ENG	417B	3	☐
ENG	418A	3	☐
ENG	449A or ENG 449B	3	☐
EDSP	301	3	☐
INT	359 or INT 369	3	☐
TOTAL		**15**	

FALL—7th Semester		**Credits**	✓
EDSC	315	1	☐
EDSC	407	3	☐
EDSC	433	3	☐
ENG	411B	3	☐
ENG	433A	3	☐
INT	339***	3	☐
TOTAL		**16**	

SPRING—8th Semester		**Credits**	✓
EDSC	483	14	☐
EDSC	491	3	☐
TOTAL		**17**	

*Select from page 58.
**Select with adviser
***Mythology.
****See page 59.

Mathematics Endorsement

I. General Education and Program Core Requirements

A. Lower-Division General Education Requirements

COM	101	Oral Communication, or	
THTR	221	Oral Interpretation	3
ENG	101	Composition I	3
ENG	102	Composition II	3
INT	100	GBC Orientation	0.5
Fine Arts General Education			3
Humanities General Education			3
Mathematics General Education*			(6)
Science General Education			6
Social Science General Education			9

(Included in the nine credits is the constitution requirement of PSC 101 or HIST 101 and HIST 102)

*Met by mathematics endorsement courses.

Total for Section I A 30.5

B. Lower-Division Secondary Education Core Requirements

EDU	214	Preparing Teachers to Use Technology	3
EDU	250	Foundations of Education	3

Total for Section I B 6

C. Upper-Division Secondary Education Core Requirements

EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDSC	407	Interdisciplinary Integrated Curriculum Secondary Education	3
EDSC	453	Teaching Secondary Mathematics	3
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDSP	301	Education of the Exceptional Child	3
EDUC	323	Teaching and Learning Education	3
EDUC	406	Curriculum and Assessment Education	3
EPY	330	Principles of Educational Psychology	3
INT	339	Integrative Humanities Seminar, or	
INT	349	Integrative Social Science Seminar	3
INT	359	Integrative Mathematics Seminar	3

Total for Section I C 44

Total for Section I 80.5

II. Content-Area Requirements
Secondary Mathematics Program

A. Lower-Division Requirements*

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

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

Total Unduplicated Lower-Division Requirements 21

B. Upper-Division Requirements

MATH	330	Linear Algebra	3
MATH	331	Groups, Rings, and Fields	3
MATH	333	Number Theory for Secondary School Teachers	3
MATH	475	Euclidean and Non-Euclidean Geometry	3

Mathematics Elective, to be chosen from MATH 285, MATH 314, or MATH 310 3

Total for Section II B 15

Total for Section II A 21

Total for Section I 80.5

Total for All Sections 116.5

(120 credits required for BA)

SUGGESTED COURSE SEQUENCE***
BA—Secondary Education
Mathematics

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
EDU	214	3	☐
ENG	101	3	☐
FINE ARTS*		3	☐
MATH	126	3	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		Credits	✓
ENG	102	3	☐
MATH	127	3	☐
SCIENCE*		3	☐
SOCIAL SCIENCE*		3	☐
STAT	152	3	☐
TOTAL		**15**	

FALL—3rd Semester		Credits	✓
EDU	250	3	☐
EDSC	311	1	☐
IS	101	3	☐
MATH	181	4	☐
MATH	251	3	☐
SCIENCE*		3	☐
TOTAL		**17**	

SPRING—4th Semester		Credits	✓
EDSC	313	1	☐
EDUC	323	3	☐
HUMANITIES*		3	☐
MATH	182	3	☐
MATH	330	3	☐
PSC	101	3	☐
TOTAL		**16**	

FALL—5th Semester		Credits	✓
COM	101 or THTR 221	3	☐
EDUC	406	3	☐
EPY	330	3	☐
MATH	283	4	☐
MATH	331	3	☐
TOTAL		**16**	

SPRING—6th Semester		Credits	✓
INT	359	3	☐
EDSP	301	3	☐
MATH	333	3	☐
MATH	475	3	☐
ELECTIVE**		3	☐
TOTAL		**15**	

FALL—7th Semester		Credits	✓
EDSC	315	1	☐
EDSC	407	3	☐
EDSC	453	3	☐
INT	339 or INT 349	3	☐
MATH ELECTIVE**		3	☐
TOTAL		**13**	

SPRING—8th Semester		Credits	✓
EDSC	483	14	☐
EDSC	491	3	☐
TOTAL		**17**	

*Select from page 58.
**Select with adviser.
***See page 59.

Social Sciences Endorsement

I. General Education and Program Core Requirements

A. Lower-Division General Education Requirements

COM	101	Oral Communication, or	
THTR	221	Oral Interpretation	3
ENG	101	Composition I	3
ENG	102	Composition II	3
GEOG	106	Introduction to Cultural Geography	3
HIST	101	U.S. History to 1877	3
HIST	102	U.S. History Since 1877	3
INT	100	GBC Orientation	0.5
STAT	152	Introduction to Statistics	3
Fine Arts General Education			3
Humanities General Education			3
Mathematics General Education			3
Science General Education			6

Total for Section I A 36.5

B. Lower-Division Secondary Education Core Requirements

EDU	214	Preparing Teachers to Use Technology	3
EDU	250	Foundations of Education	3

Total for Section I B 6

C. Upper-Division Secondary Education Core Requirements

EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDSC	407	Interdisciplinary Integrated Curriculum Secondary Education	3
EDSC	473	Teaching Secondary Social Sciences	3
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDSP	301	Education of the Exceptional Child	3
EDUC	323	Teaching and Learning Education	3
EDUC	406	Curriculum and Assessment Education	3
EPY	330	Principles of Educational Psychology	3
INT	301	Integrative Research Methodology	3
INT	359	Integrative Mathematics Seminar, or	
INT	369	Integrative Science Seminar	3
INT	349	Integrative Social Science Seminar	3

Total for Section I C 47

Total for Section I 89.5

II. Content-Area Requirements

A. Lower-Division Requirements*

- Students must have 36 semester hours of credit in the social sciences, which must include at least 3 semester hours in each of the areas listed below, 24 of which must be in subject areas 5, 6, and 7.
- Within these 36 credits, at least 9 credits must be upper division; 6 of these 9 credits must be in History.
- Principles of Educational Psychology 330 may not be used toward this total; History 101 and HIST102 may be used.

1. Economics—Recommended: ECON 102 or 103. Other Acceptable Courses: ECON 104

2. Geography—Required: GEOG 106.

3. Psychology or Sociology—Recommended: PSY 101 or SOC 101. Other Acceptable Courses: PSY 102, 130, 208, 234, 271, 441, 460, SOC 205, 342

4. Ethnic Studies—Recommended: SOC 205 or ANTH 400A.

5. Political Science—Recommended PSC 403K. Other Acceptable Courses: PSC 101, 210, 403C.

6. U.S. History —Required HIST 101 and HIST 102. Other Acceptable Courses: HIST 217, 225, 401, 412, 413, 414A, 415A, 416A, 416B, 417A, 417C, 441, 498.

7. History of the World—Recommended: HIST 105,106, 247. Other Acceptable Courses: HIST 209.

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

Total Unduplicated Lower-Division Requirements 18

B. Upper-Division Requirements

Social Science Elective, to be chosen from SOC 342, ANTH 400A, ANTH 400B, ANTH 400G, PSC 403C, PSC 403K, PSY 441, or PSY 460 3

History Elective, to be chosen from HIST 401, HIST 412, HIST 413, HIST 414A, HIST 415C, HIST 416A, HIST 416B, HIST 417A, HIST 417C, HIST 441, or HIST 498 6

Total for Section II B 9
Total for Section II A 18
Total for Section I 89.5
Total for All Sections 116.5
(120 credits required for BA)

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

FALL—1st Semester		**Credits**	✓
INT	100	0.5	☐
COM	101 or THTR 221	3	☐
ENG	101	3	☐
FINE ARTS*		3	☐
HIST	101	3	☐
MATH	120 or MATH 126	3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		**Credits**	✓
EDU	214	3	☐
ENG	102	3	☐
HIST	102	3	☐
SCIENCE*		3	☐
STAT	152	3	☐
ELECTIVE**		3	☐
TOTAL		**18**	

FALL—3rd Semester		**Credits**	✓
EDSC	311	1	☐
EDU	250	3	☐
GEOG	106	3	☐
GIS	109	3	☐
HUMANITIES*		3	☐
SCIENCE*		3	☐
TOTAL		**16**	

SPRING—4th Semester		**Credits**	✓
EDSC	313	1	☐
EDUC	323	3	☐
INT	301	3	☐
SOCIAL SCIENCE**		9	☐
TOTAL		**16**	

FALL—5th Semester		**Credits**	✓
EDUC	406	3	☐
EPY	330	3	☐
SOCIAL SCIENCE**		9	☐
TOTAL		**15**	

SPRING—6th Semester		**Credits**	✓
EDSP	301	3	☐
INT	359 or INT 369	3	☐
SOCIAL SCIENCE**		9	☐
TOTAL		**15**	

FALL—7th Semester		**Credits**	✓
EDSC	315	1	☐
EDSC	407	3	☐
EDSC	473	3	☐
INT	349	3	☐
ELECTIVE**		3	☐
TOTAL		**13**	

SPRING—8th Semester		**Credits**	✓
EDSC	483	14	☐
EDSC	491	3	☐
TOTAL		**17**	

*Select from page 58.
**Select with adviser.
***See page 59.

Career and Technical Education

I. General Education and Program Core Requirements

A. Lower-Division General Education Requirements

COM	101	Oral Communication, or	
THTR	221	Oral Interpretation	3
ENG	101	Composition I	3
ENG	102	Composition II	3
INT	100	GBC Orientation	0.5
Fine Arts General Education			3
Humanities General Education			3
Mathematics General Education*			3-6
Science General Education			6
Social Science General Education			9

(Included in the nine credits is the constitution requirement of PSC 101 or HIST 101 and HIST 102)

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

Total for Section I A 33.5-36.5

B. Lower-Division Secondary Education Core Requirements

EDU	214	Preparing Teachers to Use Technology	3
EDU	250	Foundations of Education	3

Total for Section I B 6

C. Upper-Division Secondary Education Core Requirements

EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDCT	439	General Methods of Teaching Career and Technical Education	3
EDUC	323	Teaching and Learning Education	3
EDUC	406	Curriculum and Assessment Education	3
EPY	330	Principles of Educational Psychology	3
INT	339	Integrative Humanities Seminar, or	
INT	349	Integrative Social Science Seminar	3
INT	359	Integrative Mathematics Seminar, or	
INT	369	Integrative Science Seminar	3

Total for Section I C 38

Total for Section I 77.5-80.5

Agricultural Education Endorsement

Two years of agriculture experience required.

II. Content-Area Requirements

A. Lower-Division Requirements

AGM	110	Fundamentals of Ag Mechanics, or	
IT	208B	Fluid Power, or	
DT	101B	Basic Diesel Engines	3
AGR	110	Introduction to Agriculture Management	3
AGR	210	Agricultural Issues	3
AGR	211	Farm and Ranch Business Analysis	3
ANSC	209	Physiology of Livestock 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
NRES	223	Soils Laboratory	1
WELD	211	Welding I	3

Agriculture Education Total 34

B. Upper-Division Requirements

AGR	496	Agriculture Capstone	3

Choose 3 credits from the following:

AMS	320	Science and Engineering in Technology	3
DT	340	Seminar in Fluid Power	3
ELM	342	Seminar in Electrical Systems	3
WELD	345	Seminar in Welding Technology	3
CADD	345	Technical Graphics Communication	3
EIT		Any EIT upper-division course	3

Cooperative Occupational Education

EDCT	355	Career and Technical Education Program Management	3
EDCT	435	Capstone Seminar Career and Technical Education	3
EDCT	492	Career Education for Students with Disabilities, or	
EDSP	301	Education of the Exceptional Child	3

Total for Section II B 15

Total for Section II A 34

Total for Section I 77.5-80.5

Total for All Sections 126.5-129.5

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

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
AGR	110	3	☐
ENG	101	3	☐
HUMANITIES*		3	☐
MATH	120	3	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		Credits	✓
AGR	211	3	☐
EDU	214	3	☐
ENG	102	3	☐
NRES	241	3	☐
SCIENCE*		3	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**18**	

FALL—3rd Semester		Credits	✓
ANSC	209	3	☐
EDSC	311	1	☐
EDU	250	3	☐
FINE ARTS*		3	☐
NRES	222	3	☐
NRES	223	1	☐
SCIENCE*		3	☐
TOTAL		**17**	

SPRING—4th Semester		Credits	✓
AGM	110 or		
IT	208B or DT 101B	3	☐
ANSC	275	3	☐
EDSC	313	1	☐
EDUC	323	3	☐
PSC	101	3	☐
ELECTIVE**		3	☐
TOTAL		**16**	

FALL—5th Semester		Credits	✓
ANSC	211	3	☐
COM	101 or THTR 221	3	☐
EDUC	406	3	☐
EPY	330	3	☐
NRES	150	3	☐
ELECTIVE**		3	☐
TOTAL		**18**	

SPRING—6th Semester		Credits	✓
AGR	210	3	☐
AGR	496	3	☐
EDCT	492 or EDSP 301	3	☐
INT	359 or INT 369	3	☐
WELD	211	3	☐
TOTAL		**15**	

FALL—7th Semester		Credits	✓
EDCT	355	3	☐
EDCT	435	3	☐
EDCT	439	3	☐
EDSC	315	1	☐
INT	339 or INT 349	3	☐
ELECTIVE**		3	☐
TOTAL		**16**	

SPRING—8th Semester		Credits	✓
EDSC	483	14	☐
EDSC	491	3	☐
TOTAL		**17**	

*Select from page 58.
**Select with adviser.
***See page 59.

Automotive Service Technology Endorsement

II. Content-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

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	Heavy Duty Transmission and 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

Choose 3 credits from the following:

AMS	320	Science and Engineering in Technology	3
ELM	342	Seminar in Electrical Systems	3
WELD	345	Seminar in Welding Technology	3
CADD	345	Technical Graphics Communication	3
AGR	496	Agriculture Capstone	3
EIT		Any EIT upper-division course	3

Cooperative Occupational Education

EDCT	355	Career and Technical Education Program Management	3
EDCT	435	Capstone Seminar Career and Technical Education	3
EDCT	492	Career Education for Students with Disabilities, or	
EDSP	301	Education of the Exceptional Child	3

Total for Section II B 15

Total for Section II A 33

Total for Section I 77.5-80.5

Total for All Sections 125.5-128.5

SUGGESTED COURSE SEQUENCE***
BA—Secondary Education
Career and Technical—
Automotive Service Technology

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
DT	100B	1.5	☐
ENG	101	3	☐
MATH	120	3	☐
HUMANITIES*		3	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**14**	

SPRING—2nd Semester		Credits	✓
DT	101B	4	☐
EDU	214	3	☐
ENG	102	3	☐
SCIENCE*		3	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**16**	

FALL—3rd Semester		Credits	✓
DT	102B	5	☐
DT	105B	2	☐
EDSC	311	1	☐
EDU	250	3	☐
FINE ARTS*		3	☐
SCIENCE*		3	☐
TOTAL		**17**	

SPRING—4th Semester		Credits	✓
AUTO	155B	3	☐
DT	201B	2.5	☐
EDSC	313	1	☐
EDUC	323	3	☐
PSC	101	3	☐
TOTAL		**12.5**	

FALL—5th Semester		Credits	✓
AUTO	220B	3	☐
COM	101 or THTR 221	3	☐
DT	202B	3	☐
EDUC	406	3	☐
EPY	330	3	☐
TOTAL		**15**	

SPRING—6th Semester		Credits	✓
DT	106B	4	☐
DT	215B	5	☐
DT	340	3	☐
EDCT	492 or EDSP 301	3	☐
INT	359 or INT 369	3	☐
TOTAL		**18**	

FALL—7th Semester		Credits	✓
CTE UPPER DIVISION CORE**		3	☐
EDCT	355	3	☐
EDCT	435	3	☐
EDCT	439	3	☐
EDSC	315	1	☐
INT	339 or INT 349	3	☐
TOTAL		**16**	

SPRING—8th Semester		Credits	✓
EDSC	483	14	☐
EDSC	491	3	☐
TOTAL		**17**	

*Select from page 58.
**Select with adviser.
***See page 59.

Electronic Technology Endorsement

II. Content-Area Requirements

A. Lower-Division Requirements

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	270B	Electronic Bench Service Technician	4
ET	280B	Digital Electronics	4

Total Electronic Technology 36

B. Upper-Division Requirements

Choose 6 credits from the following:

AMS	320	Science and Engineering in Technology	3
DT	340	Seminar in Fluid Power	3
ELM	342	Seminar in Electrical Systems	3
WELD	345	Seminar in Welding Technology	3
CADD	345	Technical Graphics Communication	3
AGR	496	Agriculture Capstone	3
EIT		Any EIT upper-division course	3

Cooperative Occupational Education

EDCT	355	Career and Technical Education Program Management	3
EDCT	435	Capstone Seminar Career and Technical Education	3
EDCT	492	Career Education for Students with Disabilities, or	
EDSP	301	Education of the Exceptional Child	3

Total for Section II B 15

Total for Section II A 36

Total for Section I 77.5-80.5

Total for All Sections 128.5-131.5

SUGGEST COURSE SEQUENCE***
BA—Secondary Education
Career and Technical—
Electronic Technology

FALL—1st Semester		Credits	✓
INT	100	.5	☐
ELM	112B	4	☐
ENG	101	3	☐
HUMANITIES*		3	☐
MATH	120	3	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**16.5**	

SPRING—2nd Semester		Credits	✓
EDU	214	3	☐
ELM	120	3	☐
ENG	102	3	☐
SCIENCE GEN*		3	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**15**	

FALL—3rd Semester		Credits	✓
EDSC	311	1	☐
EDU	250	3	☐
ELM	122B	4	☐
ELM	123B	2.5	☐
FINE ARTS*		3	☐
SCIENCE*		3	☐
TOTAL		**16.5**	

SPRING—4th Semester		Credits	✓
COM	101 or THTR 221	3	☐
EDSC	313	1	☐
EDUC	323	3	☐
ELM	127B	2.5	☐
ET	270B	4	☐
PSC	101	3	☐
TOTAL		**16.5**	

FALL—5th Semester		Credits	✓
EDUC	406	3	☐
ELM	128B	4	☐
ELM	132B	2.5	☐
ELM	134B	2.5	☐
EPY	330	3	☐
TOTAL		**15**	

SPRING—6th Semester		Credits	✓
CTE UPPER-DIVISION CORE**		3	☐
EDCT	492 or EDSP 301	3	☐
ELM	155	3	☐
ET	280B	4	☐
INT	359 or INT 369	3	☐
TOTAL		**16**	

FALL—7th Semester		Credits	✓
CTE UPPER-DIVISION CORE**		3	☐
EDCT	355	3	☐
EDCT	435	3	☐
EDSC	315	1	☐
EDCT	439	3	☐
INT	339 or INT 349	3	☐
TOTAL		**16**	

SPRING—8th Semester		Credits	✓
EDSC	483	14	☐
EDSC	491	3	☐
TOTAL		**17**	

*Select from page 58.
**Select with adviser.
***See page 59.

Industrial Arts Education Endorsement

II. Content-Area Requirements

A. Lower-Division Requirements

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
WELD	211	Welding I	3
WELD	221	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 following:

AMS	320	Science and Engineering in Technology	3
AGR	496	Agriculture Capstone	3
CADD	345	Technical Graphics Communication	3
DT	340	Seminar in Fluid Power	3
EIT		Any EIT upper-division course	3
ELM	342	Seminar in Electrical Systems	3
WELD	345	Seminar in Welding Technology	3

Cooperative Occupational Education

EDCT	355	Career and Technical Education Program Management	3
EDCT	435	Capstone Seminar Career and Technical Education	3
EDCT	492	Career Education for Students with Disabilities, or	
EDSP	301	Education of the Exceptional Child	3

Total for Section II B 15

Total for Section II A 33

Total for Section I 77.5-80.5

Total for All Sections 125.5-128.5

SUGGESTED COURSE SEQUENCE***
BA—Secondary Education
Career and Technical—
Industrial Arts Education

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
CONS	101	3	☐
ENG	101	3	☐
MATH	120	3	☐
HUMANITIES*		3	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		Credits	✓
CONS	102B	3	☐
EDU	214	3	☐
ENG	102	3	☐
SCIENCE*		3	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**15**	

FALL—3rd Semester		Credits	✓
EDSC	311	1	☐
EDU	250	3	☐
ELM	112B	4	☐
FINE ARTS*		3	☐
SCIENCE*		3	☐
WELD	211	3	☐
TOTAL		**17**	

SPRING—4th Semester		Credits	✓
CADD	100	3	☐
DT	101B	4	☐
EDSC	313	1	☐
EDUC	323	3	☐
HUMANITIES*		3	☐
PSC	101	3	☐
TOTAL		**17**	

FALL—5th Semester		Credits	✓
CADD	105	3	☐
COM	101 or THTR 221	3	☐
EDUC	406	3	☐
EPY	330	3	☐
WOOD	197B	3	☐
TOTAL		**15**	

SPRING—6th Semester		Credits	✓
CTE UPPER-DIVISION CORE**		3	☐
EDCT	492 or EDSP 301	3	☐
INT	359 or INT 369	3	☐
MTL	101B	4	☐
WELD	221	3	☐
TOTAL		**16**	

FALL—7th Semester		Credits	✓
CTE UPPER-DIVISION CORE**		3	☐
EDCT	355	3	☐
EDCT	435	3	☐
EDCT	439	3	☐
EDSC	315	1	☐
INT	339 or INT 349	3	☐
TOTAL		**16**	

SPRING—8th Semester		Credits	✓
EDSC	483	14	☐
EDSC	491	3	☐
TOTAL		**17**	

*Select from page 58.
**Select with adviser.
***See page 59.

Welding/Manufacturing Technology Endorsement

II. Content-Area Requirements

A. Lower-Division Requirements

DT	100B	Shop Practices	2.5
MTL	101B	Basic Machine Shop I	4
WELD	105B	Drawing and Weld Symbol Interpretation	3
WELD	115B	Welding Inspection and Testing Principles	3
WELD	150B	Metallurgy Fundamentals for Welding	3
WELD	160B	Welding Design/Layout and Pipefitting	5.5
WELD	211	Welding I	3
WELD	221	Welding II	3
WELD	231	Welding III: Gas Metal and Flux Cored Arc Welding	3
WELD	241B	Welding IV: Gas Tungsten Arch Welding	3

Total Manufacturing Technology 33

B. Upper-Division Requirements

WELD	345	Seminar in Welding Technology	3

Choose 3 credits from the following:

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 Communication	3
AGR	496	Agriculture Capstone	3
EIT		Any EIT upper-division course	3

Cooperative Occupational Education

EDCT	355	Career and Technical Education Program Management	3
EDCT	435	Capstone Seminar Career and Technical Education	3
EDCT	492	Career Education for Students with Disabilities, or	
EDSP	301	Education of the Exceptional Child	3

Total for Section II B 15

Total for Section II A 33

Total for Section I 77.5-80.5

Total for All Sections 125.5-128.5

SUGGESTED COURSE SEQUENCE***
BA—Secondary Education
Career and Technical—
Welding/Manufacturing Technology

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
DT	100B	2.5	☐
ENG	101	3	☐
HUMANITIES*		3	☐
MATH	120	3	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**15**	

SPRING—2nd Semester		Credits	✓
EDU	214	3	☐
ENG	102	3	☐
MTL	101B	4	☐
SCIENCE*		3	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**16**	

FALL—3rd Semester		Credits	✓
EDSC	311	1	☐
EDU	250	3	☐
FINE ARTS*		3	☐
SCIENCE*		3	☐
WELD	105B	3	☐
WELD	211	3	☐
TOTAL		**16**	

SPRING—4th Semester		Credits	✓
EDSC	313	1	☐
EDUC	323	3	☐
PSC	101	3	☐
WELD	150B	3	☐
WELD	160B	5.5	☐
TOTAL		**15.5**	

FALL—5th Semester		Credits	✓
COM	101 or THTR 221	3	☐
EDUC	406	3	☐
EPY	330	3	☐
WELD	115B	3	☐
WELD	221	3	☐
TOTAL		**15**	

SPRING—6th Semester		Credits	✓
EDCT	492 or EDSP 301	3	☐
INT	359 or INT 369	3	☐
WELD	231	3	☐
WELD	241B	3	☐
WELD	345	3	☐
TOTAL		**15**	

FALL—7th Semester		Credits	✓
CTE	UPPER-DIVISION CORE**	3	☐
EDCT	355	3	☐
EDCT	435	3	☐
EDCT	439	3	☐
EDSC	315	1	☐
INT	339 or INT 349	3	☐
TOTAL		**16**	

SPRING—8th Semester		Credits	✓
EDSC	483	14	☐
EDSC	491	3	☐
TOTAL		**17**	

*Select from page 58.
**Select with adviser.
***See page 59.

TESL—Teaching English as a Second Language

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

EDRL 471, EDRL 474, EDRL 475, EDRL 477, 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, FREN 211, FREN 212, HIST 247, 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, EPY 330
EDEL 433 or EDRL 437
EDSP 301, EDSP 441, EDSP 434, EDSP 443, EDSP 453
EDSP 452, EDSC 407
EDSP 484 (*Special Education Practicum: Elementary Level*)
EDSP 485 (*Special Education Practicum: Secondary Level*)
EDSP 495 (*Student Teaching Internship in Special Education*)

Post-Baccalaureate Teacher Certificate in Secondary Education

The post-baccalaureate teacher certification program at GBC enables students who have completed an undergraduate degree in a field other than secondary education to become eligible for licensure to teach in Nevada. GBC currently offers programs in mathematics, science, social science, English, career and technical education, and business education.

In order to apply to the program, a student must have already completed a baccalaureate degree from a regionally accredited institution. The teaching major's required content coursework and the required education courses may be completed concurrently; however, the content coursework must be completed prior to taking the required education methods course. Because the major coursework must comply with the state licensure requirements, coursework needed to complete the teaching major may differ from that required for the original bachelor's degree. It is imperative that students seek advising from education department personnel. Once in the program students will adhere to the rules of the current Teacher Education Program Handbook.

Application

To apply to the education program at GBC as a post-baccalaureate, students must

- Complete an application by
  October 1 for admission in the Spring Semester
  March 1 for admission in the Fall Semester

  In addition to the application, applicants must

  1) submit copies of passing scores on the PPST or CBEST,

  2) or hold a master's degree or higher

  3) or have taken the Graduate Record Examinations (GRE) and received the following minimum scores: a) GRE Verbal: 420, b) GRE Quantitative: 460, and c) GRE Analytical: 430, and completed the undergraduate degree with a GPA of not less than 3.0.

- Complete fingerprinting and background checks

- Provide official transcripts to Great Basin College Admissions and Records Office, 1500 College Parkway, Elko, NV 89801.

Required Education Coursework

The following education courses must be completed with not less than a B-.

EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDSC	407	Interdisciplinary Integrated Curriculum in Secondary Education	3
EDSC	433	Methods of Teaching English,	
EDSC	453	Teaching Secondary Mathematics,	
EDSC	463	Teaching Secondary Science,	
EDSC	473	Teaching Secondary Social Sciences, or	
EDCT	463	Teaching Secondary Business Education	3
EDCT	439	General Methods of Teaching Career and Technical Education	3
EDSC	483	Secondary Supervised Student Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDSP	301	Education of the Exceptional Child	3
EDU	214	Preparing Teachers to Use Technology	3
EDU	250	Foundations of Education	3
EDUC	323	Teaching and Learning Education	3
EDUC	406	Curriculum and Assessment Education	3

Constitution and Law Requirements for Nevada Licensure

- U.S. Constitution and Nevada Constitution

  HIST 101 and HIST 102 or PSC 101 will fulfill the U.S. Constitution and Nevada Constitution testing requirement.

  PSC 100 (1 credit) or HIST 217 (3 credits) will fulfill the Nevada Constitution Requirement.

- Nevada School Law

  An optional course, EDU 210 or EDU 120, will fulfill the Nevada School Law testing requirement or appropriate examination.

- Praxis I (PPST)

- Appropriate Praxis II Examination

Student Teaching Internship
Applications for the student teaching internships must be completed during the last semester of coursework. Students who plan to student teach in the Fall Semester must submit an application by February 15. Students who plan to student teach in the Spring Semester must submit an application by September 15.

Students must hold a current substitute license, maintain a cumulative 2.5 GPA at GBC, and be registered for the Praxis II.

During the student teaching internship semester, students are required to take the capstone seminar (EDSC 491) and may be permitted to take one additional three-credit course if approved by the Teacher Education Committee.

Students must complete at least 15 education credits, to include at least two credits in field experience classes at GBC, in order to student teach.

Portfolio
Students will be required to complete a LiveText electronic portfolio. An introduction to the process will take place in EDU 214 and development will continue throughout the program with workshops during each field experience class (EDSC 313 and EDSC 315). Students will complete the portfolio during the student teaching internship and capstone seminar. Presentations of the portfolios take place immediately following the internship.

Bachelor of Arts in Integrative Studies

Student Learning Outcomes

Student Learning Outcomes
Graduates of this BAIS program will have the knowledge and skills to:

- Comprehend and analyze the various foundations for global systems, including human social systems, biological systems, and the physical environment.
- Comprehend and analyze the interconnectedness of biological (human and other living organisms), human social systems, and the physical environment through time and space.
- Acquire, organize, analyze, and interpret information and data to make informed, reasoned, and equitable decisions.
- Possess the knowledge to apply, and to continue to learn, modern information technology.
- Effectively communicate in oral and written form.

Mission Statement
The mission of the Bachelor of Arts in Integrative Studies (BAIS) is to fulfill and extend the mission and philosophy of Great Basin College. The BAIS program provides a broad interdisciplinary knowledge base and professional experience. This course of study is designed to instill abilities in critical thinking, writing, presentation, and research skills as well as build an interdisciplinary knowledge base. There are two areas of emphasis in the BAIS:

- The Resource Management emphasis provides knowledge that describes and explains natural resources in Nevada and the Intermountain West.
- The Social Science emphasis provides knowledge that describes and explains human social behavior, and the various histories of societies across the world.

Accreditation
GBC's Bachelor of Arts in Integrative Studies was approved by the NSHE Board of Regents in Spring 2001. The program and its emphasis areas were subsequently submitted to and accepted by the Northwest Commission on Colleges and Universities.

Contact Information
Information and an application can be found at www.gbcnv.edu. Go to Academics and then to BAIS.

Doug Hogan, Program Supervisor Resource Management
Winnemucca Branch Campus
775.623.1809
dough@gwmail.gbcnv.edu

Dr. Laurie A. Walsh, Program Supervisor Social Science
Elko Campus, EIT 123
775.753.2331
lauriew@gwmail.gbcnv.edu

Marsha Holford, BAIS Program Administrative Assistant
Elko Campus, EIT 105
775.753.2244
marshah@gwmail.gbcnv.edu

Advisement
The following faculty are BAIS Advisers:

Elko
Peter Bagley, Science Department 775.753.2229
Carrie Bruno, Science Department 775.753.2204
Lisa Frazier, Distance Education 775.753.2147
Danny Gonzales, Social Science Department . . 775.753.2114
Jan King, Admissions and Records Director . . . 775.753.2361
Pete Klem, Social Science Department 775.753.2128
Tracy Shane, Science Department 775.753.2344

Ely
Frank Daniels, Math Department 775.289.3589

Pahrump
Greg Schmaltz, Science Department 775.727.2005

Admission to Program
After applying to GBC, students are required to formally apply for admission to the BAIS program using the application form available on the GBC Website or in the Social Science Department Office, EIT 105, Elko Campus. New students are required to maintain a 2.0 GPA to maintain good standing in the program, and those having 40 credit hours must have a 2.0 GPA and maintain that average. Transfer students must provide official transcripts from all other accredited institutions attended. Once the application is processed, students are assigned a personal faculty adviser, and an advisement session arranged.

Program Requirements
The Bachelor of Arts in Integrative Studies requires a total of 120 credit hours, with at least 54 upper-division credits. While the BAIS does not require an Associate's degree for completion, it is strongly recommended that students complete an Associate's as they work toward completing the Bachelor's degree.

Maintaining Good Standing

- Students must maintain a GPA of 2.0 to remain in good standing in the program.
- A student must earn a C- or above in upper-division course requirements.
- Students must make progress toward the degree with no lapses exceeding three semesters.
- Students not meeting the above criteria may be dismissed from the program.

Resource Management Emphasis

The BAIS Resource Management program prepares students to meet the challenges of resource management in the twenty-first century. The integrated curriculum gives students the required perspective to develop and implement resource utilization policies. Students may select coursework from the curriculum that best supports their specific career goals.

1. Lower-Division Requirements

A. General Requirements

COM	101	Oral Communication or	
THTR	221	Oral Interpretation	3
ENG	102	Composition II	3
MATH	126	Precalculus I	3
STAT	152	Introduction to Statistics	3
GIS	109	Fundamentals of GIS	3

See the General Education grid page 58 for course options for the following:

Fine Arts	3
Humanities	3
Social Science (ANTH 202 and ECON 103 highly recommended)	9

The U.S. and Nevada Constitution requirement can be met with either PSC 101 or the HIST 101 and 102 sequence.

B. Core Science Requirements (19 credits required for BAIS Resource Management)

BIOL	190*	Introduction to Cell and Molecular Biology	4
BIOL	191*	Introduction to Organismal Biology	4
CHEM	121*	General Chemistry I	4
ENV	100	Humans and the Environment	3
GEOL	101*	Geology: Exploring Planet Earth	4

*These courses are prerequisites for required upper-division courses.

C. Lower Division Electives (variable credits, used to meet the 60-credit requirement for lower-division courses). Use this category to fulfill prerequisites for upper-division science core areas.

GEOG	103	Physical Geography
ANSC	211	Fundamentals of Animal Nutrition
ANTH	202	Introduction to Archaeology
BIOL	112	Animal Behavior
CHEM	122	General Chemistry II
CHEM	220	Introductory Organic Chemistry
NRES	150	Fundamentals of Plant Science
NRES	222	Soils
NRES	223	Soils Laboratory
NRES	241	Principles of Range Science
NRES	251	Rangeland Measurements and Monitoring
BIOL	299	Special Topics in Biology (may be taken for credit only once)
NRES 299		Special Topics in Natural Resources (may be taken for credit only once)

Other courses may be substituted with approval of Program Supervisor in consultation with Resource Management faculty.

Total Credits for Section 1: 60

2. Upper-Division General Requirements

A. General Courses (15 credits)

ENG	333	Professional Communications (strongly recommended) or	
ENG	327	Composition III	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

B. Integrative Seminars (6 credits)

INT	349	Integrative Social Science Seminar	3
INT	369	Integrative Science Seminar	3

Total Credits for Section 2: 21

3. Upper-Division Core Science Requirements (19-21 credits required)

Check course listing for number of credits per course. Choose one course from each core discipline:

A. Biology (3-4 credits)

BIOL	300	Principles of Genetics
BIOL	305	Introduction to Conservation Biology
BIOL	481	Animal Behavior
NRES	310	Wildlife Ecology and Management

B. Botany (3 credits)

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

C. Geology (3-4 credits)

GEOL	334	Geomorphology and Soils
GEOL	371	Geology of Natural Resources

D. Zoology (4 credits)

BIOL	320	Invertebrate Zoology
BIOL	434	Mammalogy

E. Ecology (3 credits)

BIOL	341	Principles of Ecology

F. Law and Regulation (3 credits)

ENV	422	Environmental Regulation and Compliance

Total Credits Section 3: 19-21

4. Upper-Division Social Science Core Requirements (each

course is 3 credits)

A. Anthropology (Choose one course from the following list.)

ANTH	400A	Indians of North America
ANTH	400B	Indians of the Great Basin
ANTH	440A	Archaeology of North America
ANTH	440B	Archaeology of the Great Basin

B. Economics, History, Political Science (Choose one course from the following list.)

ECON	307	Environmental Economics
HIST	417A	Nevada and the West
HIST	417C	The West as National Experience
HIST	441	American Environmental History
PSC	403C	Environmental Policy

Total Credits Section 4: 6

5. Upper-Division Electives (15 credits)

Check course listing for number of credits per course. Choose courses from the core areas above in sections 3 or 4 OR the following list.

BIOL	400	Field School in Biology
ANSC	413	Range-Livestock Interaction
ANTH	448A	Field School in Archaeology
NRES	330	Rangeland Plant ID
NRES	375	Rangeland Watershed Management
NRES	451	Remote Sensing of Natural Resources

Other courses may be substituted with approval of Program Supervisor in consultation with Resource Management faculty.

Total Credits Section 5: 15
Total Credits for Upper-Division Requirements: 61
Minimum Total Credits: 121

BAIS Resource Management Emphasis Suggested General Course Sequencing.

The following courses are **highly** recommended for your first semester of upper-division coursework. These courses will help you succeed in other upper-division courses.

STAT 152
INT 301
ENG 333/ENG 327

To maximize your success, make an appointment with a BAIS adviser.

Or call Doug Hogan, 775. 623.1809, for assistance.

SUGGESTED COURSE SEQUENCE***
BAIS—Resource Management Emphasis

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
BIOL	190	4	☐
ENG	101	3	☐
FINE ARTS*		3	☐
PSC	101 or HIST 101 and HIST 102	3	☐
SOCIAL SCIENCE*		3	☐
MATH (If needed)**			
TOTAL		**16.5**	

SPRING—2nd Semester		Credits	✓
BIOL	191	4	☐
ENG	102	3	☐
HUMANITIES*		3	☐
ENV	100	3	☐
SOCIAL SCIENCE*		3	☐
MATH (If needed)**			
TOTAL		**16**	

FALL—3rd Semester		Credits	✓
CHEM	121	4	☐
GIS	109	3	☐
MATH	120 or MATH 126***	3	☐
ELECTIVES**		6	☐
TOTAL		**16**	

SPRING—4th Semester		Credits	✓
COM	101 or THTR 221	3	☐
GEOL	101	3-4	☐
STAT	152	3	☐
ELECTIVES**		6	☐
TOTAL		**15-16**	

FALL—5th Semester		Credits	✓
BIOL	300, or BIOL 305, or BIOL 481, or NRES 310	3-4	☐
ECON	311 or PHIL 311	3	☐
GEOL	334 or GEOL 371	3-4	☐
INT	301	3	☐
INT	369	3	☐
TOTAL		**15-17**	

SPRING—6th Semester		Credits	✓
BIOL	331 or BIOL 410	3	☐
BIOL	341	3	☐
ENG	333 or ENG 327	3	☐
Upper-Division Elective**		3	☐
INT	349	3	☐
TOTAL		**15**	

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

FALL—7th Semester		Credits	✓
BIOL	320 or BIOL 434	4	☐
Upper-Division Social Science Core Requirements		6	☐
Upper-Division Electives**		6	☐
TOTAL		**16**	

SPRING—8th Semester		Credits	✓
ENV	422	3	☐
INT	496	3	☐
Upper-Division Electives**		6	☐
TOTAL		**12**	

*Select from page 58.
**Select with adviser (with at least 48 upper-division credits)
***See page 59.

Social Science Emphasis

The BAIS Social Science emphasis provides an integrated view of the human social world. BAIS social science faculty have expertise in four core disciplines—anthropology, history, political science, and psychology. These, and other social science disciplines, describe and analyze human behavior in different ways. Yet there is considerable overlap between these fields of study. For example, each area examines how human political systems are enacted, and how these meet the needs of a population or society in terms of survival and well-being of social groups and individuals. Overlap between the disciplines indicates that some areas of human behavior are so important these are examined in different ways. These diverse understandings of social processes provide a global, generalist perspective on human behavior in addition to understandings that derive from each subject area.

The human social world is complex, and unlike that of any other species. Coming to understand the human social world can provide a pathway to a career or empower an existing career, and such knowledge provides the foundation on which to build lifelong learning and personal enrichment.

1. Lower-Division Requirements

A. General Requirements

COM	101	Oral Communication or	
THTR	221	Oral Interpretation	3
ENG	102	Composition II	3
STAT	152	Introduction to Statistics	3

See the General Education grid on page 58 for course options for the following:

Fine Arts	3
Humanities	3
Technology	3
Science	6

B. Core Social Science Requirements (12 credits required for BAIS Social Science). The U.S. and Nevada Constitution requirement can be met with either PSC 101 or the HIST 101 and 102 sequence. Choose at least one course from each core discipline:

Anthropology (3 credits)
ANTH 101*, 201, or 202*

History (3 credits)
HIST 101*, 102*, 105, 106, 209, 217, 225, 247, 275, or 295

Political Science (3 credits)
PSC 101*, 210*, 231, 285, or 295

Psychology (3 credits)
PSY 101*, 102, 130, 208, 233, 234, 271, 276, or 290

*These courses are prerequisites for required upper-division courses.

C. Lower-Division Electives (variable credits, use to meet the 60-credit requirement for lower-division course). Use this category to fulfill prerequisites for upper-division social science core areas including ANTH 101 and 202, HIST 101 and 102, PSC 101, and PSY 101 or SOC 101.

Total Credits for Section 1A: 60

2. Upper-Division General Requirements

A. General Courses (15 credits)

ENG	333	Professional Communications (strongly recommended) or	
ENG	327	Composition III	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

B. Integrative Seminars (9 credits)

INT	349	Integrative Social Science Seminar	3
INT	369	Integrative Science Seminar	3
INT	339	Integrative Humanities Seminar or	
INT	359	Integrative Math Seminar	3

Total Credits for Section 2: 24

3. Upper-Division Core Social Science Requirements (24 credits required)

Each course is three credits. Choose at least two courses from each core discipline:

A. Anthropology (6 credits)

ANTH	380	Archaeology of Ancient Civilizations
ANTH	400A	Indians of North America
ANTH	400B	Indians of the Great Basin*
ANTH	400G	Contemporary Native Americans
ANTH	439	Selected Topics in Cultural Anthropology (can be used twice with different topics)
ANTH	440A	Archaeology of North America
ANTH	440B	Archaeology of the Great Basin*
ANTH	455	Archaeological Theory
ANTH	459	Selected Topics in Archaeology (can be used twice with different topics)

*These courses are offered regularly; others are infrequent.

B. History (6 credits)

HIST	401	American Constitutional and Legal History
HIST	412	U.S.: Revolution and the New Republic
HIST	413	U.S.: Jacksonian Era and Civil War, 1815-1877
HIST	415C	History of the United States, 1877-1929
HIST	416A	Recent America: Era of Franklin D. Roosevelt, 1920-1945
HIST	416B	Contemporary America—The U.S. Since 1945
HIST	417A	Nevada and the West

HIST 417C		The West as National Experience
HIST 441		American Environmental History
HIST 498		Advanced Historical Studies (can be used twice with different topics)

C. Political Science (6 credits)

PSC	304	The Legislative Process
PSC	305	The American Presidency
PSC	312	Political Parties and Interest Groups
PSC	401F	Public Opinion and Political Behavior
PSC	403C	Environmental Policy
PSC	403K	Problems in American Public Policy
PSC	401Z	Special Topics in American Government (can be used twice with different topics)

D. Psychology (6 credits)

EPY	330	Principles of Educational Psychology
PSY	441	Abnormal Psychology
PSY	460	Social Psychology
PSY	499	Advanced Special Topics (can be used twice with different topics)

Total Credits Section 3: 24

4. Electives (12 credits)

A. Upper-Division Electives (6 credits). Check course listing for the number of credits per course. Choose from the core areas above in Section 3 OR from the following list:

ANTH	446	Archaeological Methods
ANTH	448A	Field School in Archaeology
ANTH	449C	Laboratory Methods in Archaeology
BIOL	341	Principles of Ecology
ECON	307	Environmental Economics
ECON	317	Economics of Taxation
ECON	365	Labor Economics
ENG	325	Advanced Literary Study
ENG	327	Composition III (if not used for English requirement in section 2A)
ENG	329	Language Study
ENG	333	Professional Communications (if not used for English requirement in section 2A)
ENG	426B	Mythology
ENG	433A	Shakespeare: Tragedies and Histories
ENG	449A	British Literature I
ENG	449B	British Literature II
ENG	451A	American Literature I
ENG	451B	American Literature II
ENG	497A	Topics in Multicultural Literature
ENV	422	Environmental Regulation and Compliance
GEOL	334	Geomorphology and Soils
MATH	352	Probability and Statistics
SOC	342	Social Stratification
SW	310	Human Behavior and the Social Environment I
SW	311	Human Behavior and the Social Environment II

(Other courses may be substituted with approval of Program Supervisor in consultation with Social Science faculty.)

B. Lower- and/or Upper-Division Electives (6 lower- and/or upper-division credits). For upper-division courses, choose from Section 3 and/or 4A. The lower-division category can be used to fill in lower-division prerequisites for upper-division courses in the social science core areas, and/or the student can choose any lower-division courses. It is *strongly* recommended these electives be used to fill in any needed prerequisites for upper-division core areas:

- Anthropology (ANTH 101 and 202 required for upper-division anthropology coursework)
- History (HIST 101 and 102 are required for upper-division history coursework)
- Political Science (PSC 101 is required for upper-division political science coursework)
- Psychology (PSY 101 or SOC 101 is required for upper-division psychology coursework)

Total Credits Section 4: 12

Total Credits for Upper-Division Requirements: 60

Minimum Total Credits: 120

BAIS Social Science Emphasis Suggested General Course Sequencing

The following courses are HIGHLY recommended for your first semester of upper-division coursework. These courses will help you succeed in other upper-division courses.

INT 301
ENG 333/ENG 327

To maximize your success, make an appointment with a BAIS adviser.

Or call Dr. Laurie Walsh, 775. 753.2331, for assistance.

SUGGESTED COURSE SEQUENCE***
BAIS—Social Science Emphasis

FALL—1st Semester		**Credits**	✓
INT	100	0.5	☐
ENG	101	3	☐
FINE ARTS*		3	☐
HIST	101	3	☐
PSC	101 or ECON 103	3	☐
SOCIAL SCIENCE**		3	☐
MATH (If needed)**			
TOTAL		**15.5**	

SPRING—2nd Semester		**Credits**	✓
ANTH	101, or SOC 101, or GEOG 106	3	☐
ENG	102	3	☐
HIST	102	3	☐
PSY	101	3	☐
SCIENCE		3-4	☐
MATH (If needed)**			
TOTAL		**15-16**	

FALL—3rd Semester		**Credits**	✓
HUMANITIES*		3	☐
MATH	120 or MATH 126*	3	☐
SCIENCE		3-4	☐
ELECTIVES		6	☐
TOTAL		**15-16**	

SPRING—4th Semester		**Credits**	✓
COM	101 or THTR 221	3	☐
GIS	109	3	☐
STAT	152	3	☐
ELECTIVES		6	☐
TOTAL		**15**	

FALL—5th Semester		**Credits**	✓
INT	301	3	☐
ENG	327 or ENG 333	3	☐
INT	349	3	☐
Upper-Division Core Social Science**		6	☐
TOTAL		**15**	

SPRING—6th Semester		**Credits**	✓
ECON	311 or PHIL 311	3	☐
INT	369	3	☐
Upper-Division Core Social Science**		6	☐
TOTAL		**12**	

Summer or Fall of 4th year			
INT	400	3-6	☐
TOTAL		**3-6**	

FALL—7th Semester		**Credits**	✓
INT	339 or INT 359	3	☐
Upper-Division Core Social Science**		6	☐
Upper-Division Electives*		6	☐
TOTAL		**15**	

SPRING—8th Semester		**Credits**	✓
INT	496	3	☐
Upper-Division Core Social Science**		6	☐
Lower -/Upper-Division Electives**		6	☐
TOTAL		**15**	

*Select from page 58.
**Select with adviser. (With at least 48 upper-division credits)
***See page 59.

Bachelor of Applied Science

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.

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.

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 Digital Information Technology, Instrumentation, and the Land Surveying/Geomatics emphases:

- Students interested in the Agricultural Management emphasis should have an associate's degree in Agriculture. If not, see page 93 for a list of required lower-division courses.

- A prerequisite for all students to be admitted to the Digital Technology emphasis in an AAS with an emphasis in GIS, Graphic Communications, Information Specialist, Network Specialist, Office Technology, or Web Specialist from Great Basin College or an equivalent AAS from another community college.

- Completion of an approved electrical program is required before official admission to the Instrumentation program can occur.

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	101	Oral Communication, 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	Organizational and Interpersonal Behavior, or	
MGT	367	Human Resource Management	3
AMS	320	Science and Engineering in Technology, or	
PHYS	180	Physics for Scientists and Engineers I	3-4
MGT	441	Operational Quality Control and Problem Solving	3

Total Credits for Section II 15

Note: The General Education Requirements and the Applied Science Core vary for the Land Surveying/Geomatics Program Emphasis. See the Land Surveying/Geomatics Program Map on page 95.

III. Emphasis Requirements

A. Agriculture Management Emphasis

Lower-division requirements for students who do not have an associate's degree in Agriculture Management: ANSC 100, NRES 150, NRES 222, NRES 241, and NRES, 251.

Select 24 credit hours from the following:

BIOL	300	Principles of Genetics, or	
BIOL	305	Introduction to Conservation Biology, or	
BIOL	331	Plant Taxonomy, or	
BIOL	341	Principles of Ecology, or	
BIOL	410	Plant Physiology, or	
NRES	375	Rangeland Watershed Management	3-4

Select with an adviser two of the above upper-division science courses as electives.

AGR	416	Agriculture Internship	3
AGR	496	Agriculture Capstone	3
ANSC	418	Beef Cattle Management	3
ANSC	413	Range-Livestock Interaction	3
ENV	422	Environmental Regulation and Compliance	3
GIS	205	GIS Applications	3

Total Credits for III A 24-25

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 refresher courses outside their AAS emphasis. Select with instructor's approval three of the above one-credit courses that are outside of AAS specialization.

CIT	361	TCP/IP: Managing Network Resources, or	
IS	470	Computer Security, Controls and Information Assurance	3
CIT	454	eCommerce	3
COT	490	Digital Communications (Capstone)	3
IS	301	Management Information Systems, or	
CIT	480	SQL Database Design and Implementation	3
GIS	320	GIS in Business and Community	3
GRC	319	Advanced Multimedia Design: Typography and Graphics, or	
GRC	383	Advanced Multimedia Design: Video and Audio	3

Total Credits for III B 21

Out-of-state transfer students must also complete either PSC 101 for three credits or have an instructor's approval and take PSC 100 for one credit in order to graduate.

SUGGESTED COURSE SEQUENCE***
BAS—Agriculture Management

FALL—1st Semester		Credits	✓
AMS	310 or MATH181	3	☐
ECON	311 or PHIL 311	3	☐
ENG	333	3	☐
GIS	205	3	☐
MGT	310	3	☐
TOTAL		**15**	

SPRING—2nd Semester		Credits	✓
AMS	320 or PHYS 180	3	☐
ANSC	413	3	☐
COM	101 or THTR 221	3	☐
INT	349	3	☐
INT	359	3	☐
MGT	323 or MGT 367	3	☐
TOTAL		**18**	

FALL—3rd Semester		Credits	✓
AGR	416	3	☐
ANSC	418	3	☐
INT	339	3	☐
INT	369	3	☐
Upper-Division Science Elective		3-4	☐
TOTAL		**15-16**	

SPRING—4th Semester		Credits	✓
AGR	496	3	☐
ENV	422	3	☐
FIN	310	3	☐
MGT	441	3	☐
Upper-Division Science Elective		3-4	☐
TOTAL		**15-16**	

***See page 59.

SUGGESTED COURSE SEQUENCE***
BAS—Digital Information Technology

FALL—1st Semester		Credits	✓
Three of the following: CIT 301, COT 301, CIT 302, GIS 301,GRC 301**		3	☐
AMS	310	3	☐
ECON	311	3	☐
ENG	333	3	☐
MGT	310	3	☐
TOTAL		**15**	

SPRING—2nd Semester		Credits	✓
AMS	320	3	☐
COM	101 or THTR 221	3	☐
GRC	319 or GRC 383	3	☐
INT	349 or INT 359	3	☐
MGT	323 or MGT 367	3	☐
TOTAL		**15**	

FALL—3rd Semester		Credits	✓
CIT	361 or IS 470	3	☐
CIT	454	3	☐
GIS	320	3	☐
INT	339 or INT 369	3	☐
IS	301 or CIT 480	3	☐
TOTAL		**15**	

SPRING—4th Semester		Credits	✓
COT	490	3	☐
FIN	310	3	☐
INT	339 or INT 349	3	☐
INT	359 or INT 369	3	☐
MGT	441	3	☐
TOTAL		**15**	

**Select with Adviser
***See page 59.

C. Instrumentation Emphasis

EIT	233	Introduction to Instrumentation	4
EIT	240	Advanced Topics in Instrumentation	2
EIT	315	Pressure, Level, Flow Measurement	4
EIT	323	Installation and Configuration	3
EIT	333	Process (Piping) and Instrument Diagrams (P&IDs)	2
EIT	336	Control Valves and Regulators	4
EIT	348	Temperature Measurement and Control	3
EIT	368	Measurement Systems Analysis	2
EIT	437	Computer Analog Control	3
EIT	468	Advanced Control Systems (Capstone)	3

Total Credits for Section III C 30

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	365	Labor Economics	3
MGT	496	Strategic Management and Policy (Capstone)	3
Upper-Division Elective*			3
Elective			3
Elective			3

Total Credits for Section III D 21

* At least three of the elective credits must be from GIS 320, *GIS in Business and Community*; CADD 345, *Technical Graphics Communication*; MGT 480, *International Management*; MGT 487, *Entrepreneurship*; BUS 325, *Legal Environment of Business*; ECON 307, *Environmental Economics*; or ECON 317, *Economics of Taxation*.

SUGGESTED COURSE SEQUENCE*
BAS—Instrumentation

FALL—1st Semester		Credits	✓
AMS	310 or MATH 181	3-4	☐
EIT	233	4	☐
EIT	315	4	☐
EIT	323	3	☐
EIT	333	2	☐
INT	339 or INT 369	3	☐
PSC	100 or PSC 101	1-3	☐
TOTAL		**20-23**	

SPRING—2nd Semester		Credits	✓
AMS	320 or PHYS 180	3-4	☐
EIT	240	2	☐
EIT	348	3	☐
EIT	336	4	☐
EIT	368	2	☐
EIT	437	3	☐
EIT	468	3	☐
TOTAL		**20-21**	

FALL—3rd Semester		Credits	✓
COM	101 or THTR 221	3	☐
ENG	333	3	☐
ECON	311 or PHIL 311	3	☐
INT	349 or INT 359	3	☐
MGT	310	3	☐
TOTAL		**15**	

SPRING—4th Semester		Credits	✓
FIN	310	3	☐
INT	349 or INT 369	3	☐
INT	339 or INT 359	3	☐
MGT	323 or MGT 367	3	☐
MGT	441	3	☐
TOTAL		**15**	

***See page 59.

SUGGESTED COURSE SEQUENCE***
BAS—Management in Technology

FALL—1st Semester		Credits	✓
AMS	310 or MATH 181	3-4	☐
ENG	333	3	☐
ECON	311	3	☐
MGT	310	3	☐
PSC	100 or PSC 101 (for transfer students only)	1-3	☐
TOTAL		**13-16**	

SPRING—2nd Semester		Credits	✓
AMS	320 or PHYS 180	3-4	☐
COM	101 or THTR 221	3	☐
FIN	310	3	☐
INT	349 or INT 359	3	☐
MGT	323 or MGT 367	3	☐
TOTAL		**15-16**	

FALL—3rd Semester		Credits	✓
FIN	405 or ECON 365	3	☐
INT	339 or INT 369	3	☐
IS	301	3	☐
MKT	410	3	☐
Lower-Division Electives** (if necessary)		0-6	☐
TOTAL		**12-18**	

SPRING—4th Semester		Credits	✓
INT	359 or INT 369	3	☐
INT	339 or INT 349	3	☐
MGT	441	3	☐
MGT	496	3	☐
Upper-Division Elective**		3	☐
TOTAL		**15**	

**Select with Adviser
***See page 59.

E. Land Surveying/Geomatics Emphasis

Entrance to the Land Surveying/Geomatics Emphasis requires an earned Associate Degree and the completion of a college-level trigonometry course.

Lower-Division Prerequisites
The following courses or equivalent are prerequisites for completion of the upper-division emphasis requirements:

CADD	100	Introduction to Computer-Aided Drafting and
CADD	105	Intermediate Computer-Aided Drafting, or
CADD	121	CAD for Land Surveyors, or a demonstrated facility with a computer-aided drafting software package.
MATH	127	Precalculus II, or
MATH	128	Precalculus and Trigonometry
GIS	109	Fundamentals of Geographic Information Systems
PHYS	151	General Physics I and
PHYS	152	General Physics II, or
PHYS	180	Physics for Scientists and Engineers I and
PHYS	181	Physics for Scientists and Engineers II
STAT	152	Introduction to Statistics
SUR	280	Fundamentals of Geomatics I, or an 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
The following list combines the General Education, Applied Science Core, and Land Survey/Geomatics Emphasis courses.

COM	101	Oral Communication, or	
THTR	221	Oral Interpretation	3
ECON	311	Professional Ethics	3
ENG	333	Professional Communications	3
FIN	310	Applied Accounting and Finance	3
INT	339	Integrative Humanities Seminar, or	
INT	349	Integrative Social Science Seminar	3
INT	359	Integrative Mathematics Seminar, or	
INT	369	Integrative Science Seminar	3
MATH	181	Calculus I	4
MATH	182	Calculus II	4
MGT	310	Foundations of Management Theory and Practice	3
MGT	323	Organizational and Interpersonal Behavior, or	
MGT	367	Human Resource Management	3
MGT	441	Operational Quality Control and Problem Solving	3
SUR	320	GIS for Surveyors	3
SUR	330	Introduction to Least Squares Adjustment	3
SUR	340	Photogrammetry	3
SUR	360	Public Land Survey System	3
SUR	365	Legal Descriptions	3
SUR	440	Geodetic and GPS Surveying	3
SUR	450	Construction Surveying, or	
SUR	455	Mine Surveying	3
SUR	460	Advanced Boundary Analysis	3
SUR	495	Land Surveying/Geomatics Capstone	3

Total Credits 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 101 or PSC 100.

SUGGESTED COURSE SEQUENCE*
BAS—Land Surveying/Geomatics

FALL—1st Semester		Credits	✓
ENG	333	3	☐
MATH	181	4	☐
SUR	320	3	☐
SUR	340	3	☐
SUR	360	3	☐
TOTAL		**16**	

SPRING—2nd Semester		Credits	✓
COM	101 or THTR 221	3	☐
INT	339 or INT 349	3	☐
MATH	182	4	☐
SUR	330	3	☐
SUR	365	3	☐
TOTAL		**16**	

FALL—3rd Semester		Credits	✓
ECON	311	3	☐
INT	359 or INT 369	3	☐
MGT	310	3	☐
SUR	440	3	☐
SUR	460	3	☐
TOTAL		**15**	

SPRING—4th Semester		Credits	✓
FIN	310	3	☐
MGT	323 or MGT 367	3	☐
MGT	441	3	☐
SUR	450 or SUR 455	3	☐
SUR	495	3	☐
TOTAL		**15**	

*See page 59.

Bachelor of Science in Nursing

Student Learning Outcomes

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

- Utilize theory and research-based knowledge in the direct, indirect, management of complex health care needs of culturally diverse patients (families, groups, and 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.

Bachelor of Science in Nursing, 775.753.2301.

Accreditation
The BSN Program is approved by the Northwest Commission on Colleges and Universities and the National League for Nursing Accrediting Commission (NLNAC). Inquiries regarding the BSN Program can be directed to:

NLNAC
61 Broadway 33rd Floor
New York, NY 10006
212.363.5555, Ext. 153
212.812.0390 (FAX)
www.nln.org/nlnac

Mission Statement
The mission of GBC's Bachelor of Science in Nursing Degree Program is to provide a superior, innovative post-secondary educational experience that is highly responsive to the undergraduate RN student by preparing them for enhanced practice and leadership opportunities in a variety of health-care settings in central and northeastern Nevada.

Program Description
The BSN Program purpose is to prepare associate degree registered nurses living and working in central and northeastern Nevada for enhanced professional opportunities through their successful completion of a bachelor's degree in nursing. 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 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 in which 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 BSN 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.

Note: Spring 2010 and beyond graduates of GBC's Associate of Applied Science Degree in Nursing Program will automatically be admitted pending proof of a current Nevada RN license.

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. Official transcripts should be sent to Admissions and Records. Students must have a grade-point average of 3.0 or higher, based on the student's most recent 40 credits, and have no final grade lower than a C- in any required AAS or BSN program courses. (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. Completed application for admission to the BSN program.
3. Completed application for admission to GBC (unless student has previously attended GBC).
4. 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	101	Oral Communication, 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
Fine Arts General Education			3
Humanities General Education			3
Capstone (See NURS 440)			
Total Credits			**15**

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
Total Credits			**20**

Nursing Curriculum

NURS	303	Health and Physical Assessment	3
NURS	315	Self-Leadership and Professional Role Transition	4
NURS	335	Concepts in Professional Nursing Practice	4
NURS	336	Acute Health Nursing (Pathophysiology)	5
NURS	338	Acute Health Nursing (Pathophysiology) Practicum	7
NURS	434	Community Health Nursing in the Rural Setting*	5
NURS	436	Community Health in the Rural Setting Practicum*	7
NURS	440	Nursing Leadership in the 21st Century (Capstone)*	4
Total Credits			**39**

*Credit approval pending.

(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.

SUGGESTED COURSE SEQUENCE***
Bachelor of Science in Nursing

FALL—1st Semester		**Credit**	✓
MATH	126	3	☐
NURS	315	4	☐
NURS	335	4	☐
TOTAL		**11**	

SPRING—2nd Semester		**Credit**	✓
COM	101 or THTR 221	3	☐
INT	339 or INT 349	3	☐
NURS	336	5	☐
STAT	152	3	☐
TOTAL		**14**	

LATE SPRING—2nd Semester		**Credits**	✓
NURS	303	3	☐
TOTAL		**3**	

FALL—3rd Semester		**Credits**	✓
CHEM	121	4	☐
ENG	333	3	☐
Humanities and/or Fine Arts Elective**		3-6	☐
NURS	338	*7	☐
TOTAL		**17-20**	

SPRING—4th Semester		**Credits**	✓
CHEM	220	4	☐
INT	359 or INT 369	3	☐
INT	301	3	☐
NURS	434	*5	☐
TOTAL		**15**	

LATE SPRING—4th Semester		**Credits**	✓
NURS	436	*7	☐
TOTAL		**7**	

FALL—5th Semester		**Credits**	✓
NURS	440	*4	☐
TOTAL		**4**	

*Credit change approval pending.
**Select with Adviser
***See page 59.

Bachelor of Social Work (BSW)

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

Great Basin College is offering courses which meet the prerequisites for application to the University of Nevada, Reno (UNR) Bachelor of Social Work degree program. Students accepted into UNR's social work major may complete up to 96 credits at GBC. At least 32 upper-division credits must be completed through the University of Nevada, Reno. Senior level courses leading to the BSW degree will be provided by UNR's School of Social Work to the GBC service area.

Accreditation
This program has been approved by the Council on Social Work Education.

Mission Statement
Social work education is based upon a specific body of knowledge, values, and professional skills. The baccalaureate program offers coursework and field studies that prepare individuals committed to the elimination of poverty, oppression, and injustice. The goal of professional social work practice is to enhance the functional capabilities of individuals, families, groups, organizations, and communities by building on each system's unique strengths.

Program Description
The Bachelor of Social Work degree includes course and field work that prepare students for entry-level professional social work practice. Students gain knowledge of the theories, skills, and professional values that enable them to become social workers in a variety of programs, such as child welfare, community development, corrections, delinquency, employee assistance, health settings, mental health, mental retardation, planning and administration, public assistance, and services to the aged. The degree also prepares students for admission to graduate school.

Program Requirements
The student is required to complete 45 social work credits. Of these 45 credits, 39 are in required courses and the remaining six credits are electives and should be selected in consultation with an 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.

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. Admission material is also available at the Elko campus in the Social Science Department, Electrical Industrial Technology Building, 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 "C" 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 resumé depicting employment history and any volunteer experiences you have completed; provide satisfactory references from persons who can discuss your suitability for social work; and submit a copy of your current 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	101	Composition I	3
ENG	102	Composition II	3

Mathematics — 3-6 credits

Choose one of the following options:

MATH	120	Fundamentals of College Mathematics	3
MATH	126	Precalculus I and	
MATH	127	Precalculus II, or	
STAT	152	Introduction to Statistics	6
MATH	181	Calculus I	3

Natural Sciences — 6-7 credits

BIOL	100	General Biology for Non-majors	3

Choose one of the following options:

ANTH	102	Physical Anthropology	3
BIOL	190	Introduction to Cell and Molecular Biology	4
BIOL	191	Introduction to Organismal Biology	4
CHEM	100	Molecules and Life in the Modern World	3
CHEM	121	General Chemistry I	4
CHEM	122	General Chemistry II	4
ENV	100	Humans and the Environment	3
GEOG	103	Physical Geography	3
GEOL	101	Geology: Exploring Planet Earth	4
GEOL	102	Earth and Life through Time	4
NUTR	121	Human Nutrition	3
PHYS	100	Introductory Physics	3
PHYS	151	General Physics I	4
PHYS	152	General Physics II	4
PHYS	180	Physics for Scientists and Engineers I	4
PHYS	181	Physics for Scientists and Engineers II	4

Social Sciences — 3 credits

SOC	101	Principles of Sociology	3

Fine Arts — 3 credits

Choose one of the following:

ART	100	Visual Foundations	3
ART	160	Art Appreciation	3
ART	260	Survey of Art History I	3
ART	261	Survey of Art History II	3
DAN	101	Dance Appreciation	3
HUM	101	Introduction to Humanities I	3
MUS	121	Music Appreciation	3
THTR	100	Introduction to Theatre	3
THTR	105	Introduction to Acting I	3
THTR	221	Oral Interpretation	3

Core Humanities — 9-12 credits

Core Humanities I

Choose one of the following:

HIST	105	European Civilization I—To 1648	3
PHIL	200	The Judeo-Christian Tradition	3

Core Humanities II

Choose one of the following:

HIST	106	European Civilization to Present	3
PHIL	207	Introduction to Social and Political Philosophy	3

Core Humanities III

Choose one of the following:

PSC	101	Introduction to American Politics	3
HIST	101	U.S. History to 1877 and	
HIST	102	U.S. History Since 1877	6
HIST	101	U.S. History to 1877 and	
HIST	217	Nevada History	6
HIST	101	U.S. History to 1877 and	
PSC	100	The Nevada Constitution	4

Core Diversity — 3 credits

Recommended:

ANTH	400A	Indians of North America	3
ANTH	400B	Indians of the Great Basin	3
ANTH	400G	Contemporary Native Americans	3

This course will meet both the Core Diversity requirement and the Social Work upper-division Cultural Diversity requirement. Other approved GBC courses that meet UNR's Core Diversity requirement, but not the SW diversity requirement, are ANTH 201, ANTH 205, HIST 247, PHIL 210, and PSY 276/SOC 276.

BSW Major Requirements

Available at GBC

Anthropology — 3 credits

ANTH 101 Introduction to Cultural Anthropology 3

Economics — 3 credits

ECON 102 Principles of Microeconomics or
ECON 103 Principles of Macroeconomics 3

Psychology — 6 credits

PSY 101 General Psychology 3
PSY 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	☐
ENG	101	3	☐
MATH**		3	☐
PSY	101	3	☐
ELECTIVES**		6	☐
TOTAL		**15.5**	

SPRING—2nd Semester		Credits	✓
BIOL	100	3	☐
ENG	102	3	☐
ENG	231 or HIST 105 or PHIL 202	3	☐
SOC	101	3	☐
ELECTIVES**		3	☐
TOTAL		**15**	

FALL—3rd Semester		Credits	✓
ANTH	101	3	☐
ENG	232 or HIST 106 or PHIL 207	3	☐
FINE ARTS**		3	☐
SCIENCE**		3-4	☐
ELECTIVE**		3	☐
TOTAL		**15-16**	

SPRING—4th Semester		Credits	✓
ECON	102 or ECON 103	3	☐
PSC	101, or HIST 101 and 102, or		
HIST	101 and 217, or HIST 101 and		
PSC	100	3-6	☐
SW	220	3	☐
ELECTIVES**		6	☐
TOTAL		**15-18**	

FALL—5th Semester		Credits	✓
CORE DIVERSITY**		3	☐
PSY	441	3	☐
SW	310	3	☐
SW	321	3	☐
ELECTIVES**		3-4	☐
TOTAL		**15-16**	

SPRING—6th Semester		Credits	✓
SW	311	3	☐
DIVERSITY UPPER-DIVISION**		3	☐
ELECTIVES**		6	☐
SOCIAL WORK ELECTIVES**		3	☐
TOTAL		**15**	

FALL—7th Semester		Credits	✓
SW	420	3	☐
SW	440	3	☐
SW	450	3	☐
SW	480	6	☐
CORE CAPSTONE**		3	☐
TOTAL		**18**	

SPRING—8th Semester		Credits	✓
CORE CAPSTONE**		3	☐
SW	421	3	☐
SW	441	3	☐
SW	481	6	☐
ELECTIVE**		3	☐
TOTAL		**18**	

**Select with adviser
***See page 59.

Associate's Degrees

Associate's Degree/Certificate of Achievement Requirements at GBC

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

Graduation Requirements

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

- You must complete all courses in a prescribed associate's degree or certificate of achievement program. You may select the program described in the catalog year in which you were initially enrolled, the catalog year in which you officially declare a program of study, or the catalog year in which you will complete the requirements for the associate's degree or certificate of achievement. Whichever catalog is used, it cannot be more than six years old at the time of graduation. If you have had major interruptions in completing your program, you should follow the current catalog.
- You must have a cumulative grade-point average of at least 2.0 on a 4.0 scale. Your GPA is based on the total credits you have taken at Great Basin College. Your grade-point average can be determined by combining the points received for all your GBC courses and dividing that total by the total number of credits.
- You must complete at least 15 semester credits at GBC. Thus, if you transfer to GBC and are pursuing a degree or a certificate of achievement, you must complete 15 semester credits regardless of the number of semester hours completed elsewhere. You cannot count challenge exam credit, non-traditional credit, or developmental courses (courses numbered below 100) as a part of the residency requirement. The 15 credits must be selected from regularly scheduled GBC courses. Credits transferred from other institutions will not be used for academic achievement designation. Students must complete 45 credits at GBC to be able to have honors designation.
- The college may accept up to 45 credits earned from the following: credits transferred to GBC, challenge examinations, military schooling, P.O.S.T., work experience, and internships. See page 23 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 55 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 associate's degrees provided all specified requirements for both degrees are fully satisfied. You should declare your intention to pursue a second degree in the Office of Admissions and Records.

The courses taken for the second degree must include a minimum of 15 (not including developmental and community service) credits earned in residence beyond the requirement for the first degree.

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

Suggested Course Sequence

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

Associate of Arts Degree

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

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

Courses Having a "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 "B" designator does not appear on transcripts.

The "C" or "Z" affix indicates a community education 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 101 or equivalent)

Mathematics 3-5
MATH 120 (3 credits), or 5 credits at level of MATH 126 or higher (Includes STAT 152)

Science 6
At least 3 credits from: BIOL 190; CHEM 100, 121; GEOL 101; PHYS 100, 151

Select an additional three credits from the above or from: ANSC 100, ANTH 102, AST 101, BIOL 100, ENV 100, GEOG 103, NUTR 121

Social Science 12
9 credits must come from the following two groups: U.S. and Nevada Constitutions: PSC 101, or HIST 101 and 102

And: ANTH 101; CRJ 104; ECON 103; GEOG 106; HIST 101, 102; HMS 200; PSC 101, 210; PSY 101; SOC 101

Select at least 3 additional credits of any social science 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, 261; ENG 203, 223; FIS 100; FREN 111, 112; HIST 105, 106; HUM 101; MUS 121, 125; PHIL 102, 129; SPAN 111, 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, 107; MUS 101; or THTR 105

Technology 3
EDU 214, 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 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 "B" designator does not appear on transcripts. The "C" or "Z" affix indicates a community education course which is not meant for transfer.

Associate of Science Requirements Summary

	Credits
GBC Orientation INT 100	0.5
English/Communications ENG 102 (prerequisite: ENG 101 or equivalent)	6
Mathematics At the level of MATH 126 or higher (Includes STAT 152)	5
Science more than At least 3 credits from: BIOL 190; CHEM 100, 121; GEOL 101; PHYS 100, 151 Select an additional three credits from the above or from: ANSC 100, 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.	12
Social Science Select from the following, with at least 3 credits from U.S. and Nevada Constitutions: U.S. and Nevada Constitutions: PSC 101, or HIST 101 and 102 **And:** ANTH 101; CRJ 104; ECON 103; GEOG 106; HIST 101, 102; HMS 200; PSC 101, 210; PSY 101; SOC 101	9
Humanities ART 160, 260, 261; ENG 203, 223; FIS 100; FREN 111, 112; HIST 105, 106; HUM 101; MUS 121, 125; PHIL 102, 129; SPAN 111, 112, 211; or THTR 100	3
Fine Arts ART 100, 101, 107; MUS 101; or THTR 105	3
Technology EDU 214, GIS 109, GRC 119, or IS 101	3
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 ENG 101,102, 107, 108; COM 101	6
U.S. and Nevada Constitutions PSC 101 or HIST 101 and HIST 102	3
Science	3
Mathematics MATH 116 or higher (Includes STAT 152)	3
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 "B" designator does not appear on transcripts. The career and technical education programs do provide a generous component of liberal education coursework which is meant to develop intellectual curiosity and which promotes creative thought. The general education courses are also university transfer courses.

Associate of Applied Science Requirements Summary

	Credits
GBC Orientation INT 100	0.5
English/Communications ENG 107, 108, 101, 102	6
Mathematics MATH 116, 120, 126 or higher (Includes STAT 152)	3
Science At least 3 credits from: ANSC 100, BIOL 100, 190, 223, 224, 251; CHEM 100, 121; ENV 100; GEOG 103, 100, 101, 132; PHYS 100, 107B, 151; NUTR 121 Select an additional three credits from the above or from: EIT 233, ELM 112B, IT 208B, WELD 150B	6
Social Science 3 credits: PSC 101 (U.S. and Nevada Constitutions requirement) or substitute HIST 101 and 102 3 credits: BUS 110B, HMS 200, MGT 283, PSY 208 (Human Relations)	6
Humanities and Fine Arts 3 credits from: ART 100, 101, 160, 170, 260, 261; ENG 203, 223; FIS 100; FREN 111, 112; HIST 105, 106; HUM 101; MUS 101, 121, 125; PHIL 102, 129; SPAN 111, 112, 211; THTR 100, 105	3
Technology 3 credits from: EDU 214, DT 101B, EIT 233, ELM 120, GIS 109, GRC 119, IS 101, IT 210B, WELD 110B, 211, 221	3
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 58) must be fulfilled.

Applied Science Certificate of Achievement Requirements Summary

	Credits
GBC Orientation (recommended)	(0.5)
English/Communications	3-6
Mathematics TA 108B, BUS 110B (if taken as a 3-credit course) MATH 116, 120, 126 or higher	3
Minimum Certificate Requirements (See program for specific requirements)	23
Human Relations	1-3

Suggested Course Sequence

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

Agriculture

Student Learning Outcomes Overview

Upon completion of these curricula, students will able to:

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

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

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

Agriculture

Associate of Arts (Pattern of Study)

Student Learning Outcomes

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

- Understand that modern agriculture is a business and science as well as a way of life.
- Continue their agriculture education by successfully transferring to another college or university.
- Successfully communicate agricultural thoughts, ideas, tasks, and operational processes to other agriculturalists and non-agriculturalists.

General Education Requirements	Credits
☐ GBC Orientation	0.5
☐ English/Communications	6
☐ Mathematics or STAT 152	3-6
☐ Science	6
CHEM 100 and BIOL 100 (recommended emphasis)	
☐ Social Science	12
☐ Humanities	6
☐ Fine Arts	3
☐ Technology	3

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses			Credits
☐ AGR	100	Agriculture Orientation	0.5
☐ AGR	211	Farm and Ranch Business Analysis	3
☐ AGR	210	Agricultural Issues	3
☐ ANSC	209	Physiology of Livestock Reproduction	3
☐ ANSC	275	Animal Health and Sanitation	3
☐ NRES	150	Fundamentals of Plant Science	3
☐ NRES	222	Soils	3
☐ NRES	223	Soils Laboratory	1
☐ NRES	241	Principles of Range Science	3
☐ Elective			3

SUGGESTED COURSE SEQUENCE
AA—Agriculture***

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
AGR	100	0.5	☐
BIOL	100	3	☐
ENG	101	3	☐
MATH	120	3	☐
NRES	222	3	☐
NRES	223	1	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**17**	

SPRING—2nd Semester		Credits	✓
ENG	102	3	☐
NRES	241	3	☐
NRES	150	3	☐
HUMANITIES*		3	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**15**	

FALL—3rd Semester		Credits	✓
ANSC	209	3	☐
CHEM	100	3	☐
FINE ARTS*		3	☐
SOCIAL SCIENCE*		3	☐
ELECTIVE**		3	☐
TECHNOLOGY*		3	☐
TOTAL		**18**	

SPRING—4th Semester		Credits	✓
AGR	210	3	☐
AGR	211	3	☐
ANSC	275	3	☐
HUMANITIES*		3	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**15**	

*Select from page 58. **Select with adviser. **Minimum Credits: 65**
***See page 102.

Agriculture

Associate of Science (Pattern of Study)

Student Learning Outcomes

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

- Understand that modern agriculture is a business and science as well as a way of life.
- Successfully communicate agricultural thoughts, ideas, tasks, and operational processes to other agriculturalists and non-agriculturalists.
- Continue their agriculture education by successfully transferring to another college or university.

General Education Requirements	Credits
☐ GBC Orientation	0.5
☐ English (ENG 101 and ENG 102)	6
☐ Mathematics MATH 126, MATH 127 (recommended emphasis)	6
☐ Science ANSC 100, BIOL 190, BIOL 191, and CHEM 121 (recommended emphasis)	13-16
☐ Social Science (PSC 101, ECON 103 recommended)	9
☐ Humanities	3
☐ Fine Arts	3
☐ Technology (GIS 109 recommended)	3

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses				Credits
☐	AGR	100	Agriculture Orientation	0.5
☐	ANSC	100	Elements of Livestock Production	3
☐	ANSC	209	Physiology of Livestock Reproduction	3
☐	ANSC	210	Livestock Reproduction Lab	1
☐	ANSC	211	Fundamentals of Animal Nutrition	3
☐	NRES	150	Fundamentals of Plant Science	3
☐	NRES	222	Soils	3
☐	NRES	223	Soils Laboratory	1
☐	NRES	241	Principles of Range Science	3

SUGGESTED COURSE SEQUENCE***
AS—Agriculture

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
AGR	100	0.5	☐
ANSC	100	3	☐
BIOL	190	4	☐
ENG	101	3	☐
GIS	109	3	☐
MATH	126	3	☐
TOTAL		**17**	

SPRING—2nd Semester		Credits	✓
BIOL	191	4	☐
ENG	102	3	☐
MATH	127	3	☐
NRES	241	3	☐
PSC	101	3	☐
TOTAL		**16**	

FALL—3rd Semester		Credits	✓
ANSC	209	3	☐
ANSC	210	1	☐
ANSC	211	3	☐
CHEM	121	4	☐
NRES	222	3	☐
NRES	223	1	☐
TOTAL		**15**	

SPRING—4th Semester		Credits	✓
ECON	103	3	☐
FINE ARTS		3	☐
HUMANITIES*		3	☐
NRES	150	3	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**15**	

*Select from page 58.
***See page 102.

Minimum Credits: 63

2+2 Agreement with the University of Nevada, Reno

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

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

For more information, contact the GBC Agriculture Department at 775.753.2344 or 775.753.2235.

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**

☐	GBC Orientation	0.5
☐	English/Communications	6
☐	Mathematics or STAT 152	3
☐	Science (ANSC 100 and BIOL 190 recommended)	6-7
☐	Social Science (PSC 101 recommended)	3
☐	Human Relations	3
☐	Humanities and Fine Arts	3
☐	Technology (GIS 109 recommended)	3

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses **Credits**

☐	AGR	100	Agriculture Orientation	0.5
☐	AGR	210	Agricultural Issues	3
	AGR	211	Farm and Ranch Business Analysis or	
☐	ACC	201	Financial Accounting	3
☐	AGR	290	Cooperative Work Experience	3
☐	ANSC	100	Elements of Livestock Production	3
	ANSC	105	Livestock Production System, or	
☐	AGR	110	Introduction to Agriculture Management	3
☐	ANSC	209	Physiology of Livestock Reproduction	3
☐	ANSC	210	Livestock Reproduction Lab	1
☐	ANSC	211	Fundamentals of Animal Nutrition	3
☐	ANSC	275	Animal Health and Sanitation	3
☐	NRES	150	Fundamentals of Plant Science	3
☐	NRES	222	Soils	3
☐	NRES	223	Soils Laboratory	1
☐	NRES	241	Principles of Range Science	3
☐	NRES	251	Rangeland Measurements and Monitoring	4

SUGGESTED COURSE SEQUENCE***
AAS—Agriculture

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
AGR	100	0.5	☐
ANSC	100	3	☐
BIOL	190	4	☐
ENGLISH*		3	☐
NRES	222	3	☐
NRES	223	1	☐
TOTAL		**15**	

SPRING—2nd Semester		Credits	✓
ANSC	105 OR AGR 110**	3	☐
ENGLISH*		3	☐
MATH*		3	☐
NRES	241	3	☐
NRES	150	3	☐
TOTAL		**15**	

FALL—3rd Semester		Credits	✓
AGR	211 or ACC 201	3	☐
ANSC	209	3	☐
ANSC	210	1	☐
ANSC	211	3	☐
GIS	109	3	☐
NRES	251	4	☐
TOTAL		**17**	

SPRING—4th Semester		Credits	✓
AGR	210	3	☐
AGR	290	3	☐
ANSC	275	3	☐
HUMANITIES/FINE ARTS*		3	☐
HUMAN RELATIONS*		3	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**18**	

*Select from page 58. **Select with adviser. **Minimum Credits: 65**
***See page 102.

Early Childhood Education

Associate of Arts (Pattern of Study)

Student Learning Outcomes

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

- Demonstrate knowledge of the major concepts in the areas of reading, writing, math, science, and social studies.
- Recognize that learners' cognitive, social, emotional, language, and physical development influences learning.
- Identify instruction that meets learners' current needs (developmentally appropriate practice).
- Create a learning community in which individual differences are respected.
- Utilize strategies, techniques, and delivery methods of instruction including technology.
- Use proactive management strategies to engage learners.
- Model effective verbal, nonverbal, and written communication.
- Utilize reflection and feedback to continually refine professional practices.

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

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

General Education Requirements	**Credits**
☐ GBC Orientation	0.5
☐ English/Communications	6
☐ Mathematics	3-6
MATH 120 or 6 credits of MATH 126 or higher	
☐ Science (BIOL 190, PHYS 100)	7
☐ Social Science (HDFS 201, HIST 101, HIST 102, and PSY 101 (recommended)	12
☐ Humanities (ENG 250)	6
☐ Fine Arts	3
☐ Technology (EDU 214)	3

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses			**Credits**
☐	ECE	250 Introduction to Early Childhood Education	3
☐	ECE	251 Curriculum in Early Childhood Education	3
☐	ECE	262 Early Childhood and Literacy Development	3
☐	ECE	480 Preschool Supervised Teaching Internship	6
☐	HDFS	232 Diversity in Children	3
☐	Electives (select with adviser)***		2

***Choose from: ECE 121, ECE 167, ECE 204, PSY 208

Nevada Highway Patrol and FBI background check required.

SUGGESTED COURSE SEQUENCE***
AA—Early Childhood Education

FALL—1st Semester		**Credits**	✓
INT	100	0.5	☐
ECE	250	3	☐
ENG	101	3	☐
HUMANITIES*		3	☐
MATH	120	3	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		**Credits**	✓
ECE	251	3	☐
ECE	262	3	☐
EDU	214	3	☐
ENG	102	3	☐
FINE ARTS*		3	☐
TOTAL		**15**	

FALL—3rd Semester		**Credits**	✓
BIOL	190	4	☐
ENG	250	3	☐
HDFS	232	3	☐
HIST	101	3	☐
ECE ELECTIVE**		2	☐
TOTAL		**15**	

SPRING—4th Semester		**Credits**	✓
ECE	480	6	☐
HDFS	201	3	☐
HIST	102	3	☐
PHYS	100	3	☐
TOTAL		**15**	

*Select from page 58. **Select with adviser. **Minimum Credits: 60.5**
***See page 102.

Early Childhood Education
Associate of Applied Science—Early Childhood Education

Student Learning Outcomes

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

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

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

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

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

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

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

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

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

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

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

Early Childhood Education

Associate of Applied Science—Early Childhood Emphasis

General Education Requirements	Credits
☐ GBC Orientation	0.5
☐ English/Communications	6
☐ Mathematics	3
MATH 116, or higher, or MATH 120 preferred	
☐ Science (Not PHYS 107)	6
☐ Social Science	3
☐ Human Relations (PSY 208)	3
☐ Humanities and Fine Arts	3
☐ Technology (EDU 214)	3

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses				Credits
☐	ECE	200	The Exceptional Child	3
☐	ECE	204	Principles of Child Guidance	3
☐	ECE	231	Preschool Practicum: Early Childhood Lab (Field Experience)	6
☐	ECE	190B	Professionalism in Early Care and Education	2
☐	ECE	250	Introduction to Early Childhood Education	3
☐	ECE	251	Curriculum in Early Childhood Education	3
☐	ECE	262	Early Language and Literacy Development	3

Additional Program Requirements

☐	HDFS	201	Lifespan Human Development	3
☐	HDFS	232	Diversity in Children	3
☐	Electives			3

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

Select one from the following:

	COT	151	Introduction to Microsoft Word, or	
☐	IS	101	Introduction to Information Systems	3

SUGGESTED COURSE SEQUENCE***
AAS—Early Childhood Education
Early Childhood Emphasis

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
ECE	204	3	☐
ECE	250	3	☐
EDU	214	3	☐
ENGLISH*		3	☐
HUMANITIES*		3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		Credits	✓
COT	151 or IS 101	3	☐
ECE	251	3	☐
ECE	200	3	☐
ENGLISH*		3	☐
MATHEMATICS*		3	☐
ELECTIVE**		1	☐
TOTAL		**16**	

FALL—3rd Semester		Credits	✓
ECE	231	6	☐
HDFS	201	3	☐
HDFS	232	3	☐
PSY	208	3	☐
SCIENCE*		3	☐
TOTAL		**18**	

SPRING—4th Semester		Credits	✓
ECE	190B		2☐
ECE	262	3	☐
PSC	101 or HIST 101 and HIST 102	3-6	☐
SCIENCE*		3	☐
ELECTIVE**		2	☐
TOTAL		**13-16**	

*Select from page 58. **Select with adviser. **Minimum Credits: 62.5**
***See page 102.

Early Childhood Education

Certificate of Achievement

Student Learning Outcomes

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

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

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

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

Certificate of Achievement Emphasis **Credits**

☐	INT	100	Orientation (recommended)	0.5
☐	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	250	Introduction to Early Childhood Education	3
☐	ECE	251	Curriculum in Early Childhood Education	3
☐	HDFS	201	Lifespan Human Development	3
☐	HDFS	232	Diversity in Children	3

Communications

☐	ENG	101	Composition I	3
☐	ENG	102	Composition II	3

Computation

☐	MATH	116 or higher or STAT 152 (MATH 120 preferred)		3

Human Relations

☐	PSY	208	Psychology of Human Relations,	3

Technology

☐	IS	101	Introduction to Information Systems	3

SUGGESTED COURSE SEQUENCE***
Certificate of Achievement
Early Childhood Education

FALL—1st Semester		**Credits**	✓
INT	100	0.5	☐
ECE	204	3	☐
ECE	250	3	☐
ENG	101	3	☐
IS	101	3	☐
PSY	208	3	☐
MATH	116 or higher	3	☐
TOTAL		**18.5**	

SPRING—2nd Semester		**Credits**	✓
ECE	167	1	☐
ECE	168	1	☐
ECE	200	3	☐
ECE	251	3	☐
ECE	231	3	☐
ENG	102	3	☐
HDFS	201	3	☐
HDFS	232	3	☐
TOTAL		**20**	

*Select from page 58. **Select with adviser. **Minimum Credits: 38.5**
***See page 102.

Early Childhood Education

Associate of Applied Science—Infant/Toddler Education

Student Learning Outcomes

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

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

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

Human Growth and Development

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

Positive Interaction and Guidance

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

Observation and Assessment

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

Environment and Curriculum

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

Health, Safety, and Nutrition

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

Family and Community Relationships

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

Leadership and Professional Development

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

Management and Administration

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

Early Childhood Education

Associate of Applied Science—Infant/Toddler Emphasis

General Education Requirements **Credits**

- ☐ GBC Orientation 0.5
- ☐ English/Communications 6
- ☐ Mathematics 3
  MATH 116, or higher, or MATH 120 preferred
- ☐ Science (Not PHYS 107) 6
- ☐ Social Science 3
- ☐ Human Relations (PSY 208) 3
- ☐ Humanities and Fine Arts 3
- ☐ Technology (EDU 214) 3

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses **Credits**

- ☐ ECE 126 Social/Emotional Development for Infants and Toddlers 3
- ☐ ECE 127 Role of Play for Infants and Toddlers . . . 3
- ☐ ECE 130 Infancy 3
- ☐ ECE 200 The Exceptional Child 3
- ☐ ECE 204 Principles of Child Guidance 3
- ☐ ECE 232 Practicum: Infant and Toddler 3
- ☐ ECE 250 Introduction to Early Childhood Education 3
- ☐ ECE 252B Infant/Toddler Curriculum 3

Additional Program Requirements

- ☐ HDFS 201 Lifespan Human Development 3
- ☐ HDFS 232 Diversity in Children 3
- ☐ Electives 3

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

Select one from the following:

- COT 151 Introduction to Microsoft Word, or
- ☐ IS 101 Introduction to Information Systems . . . 3

SUGGESTED COURSE SEQUENCE***
AAS—Early Childhood Education
Infant/Toddler Emphasis

FALL—1st Semester		**Credits**	✓
ECE	126	3	☐
ECE	204	3	☐
ECE	250	3	☐
ENGLISH*		3	☐
HUMANITIES*		3	☐
INT	100	0.5	☐
TOTAL		**15.5**	

SPRING—2nd Semester		**Credits**	✓
COT	151 or IS 101	3	☐
ECE	127	3	☐
ECE	200	3	☐
ENGLISH*		3	☐
MATHEMATICS*		3	☐
ELECTIVES*		2	☐
TOTAL		**17**	

FALL—3rd Semester		**Credits**	✓
ECE	130	3	☐
EDU	214	3	☐
HDFS	201	3	☐
HDFS	232	3	☐
PSY	208	3	☐
SCIENCE*		3	☐
TOTAL		**18**	

SPRING—4th Semester		**Credits**	✓
ECE	232	3	☐
ECE	252B		3☐
PSC	101 or HIST 101 and HIST 102	3-6	☐
SCIENCE*		3	☐
ELECTIVE**		1	☐
TOTAL		**13-16**	

*Select from page 58. **Select with adviser. **Minimum Credits: 64.5**
***See page 102.

Engineering Science

Associate of Science (Pattern of Study)

Student Learning Outcomes

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

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

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

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

General Education Requirements	Credits
☐ GBC Orientation	0.5
☐ English/Communications	6
ENG 102 (prerequisite: ENG 101 or equivalent)	
☐ Mathematics	6
MATH 181 and MATH 182	
☐ Science	12
☐ Social Science	9
ECON 103	
☐ Humanities	3
☐ Fine Arts	3
☐ Technology	3

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses			Credits
☐ CHEM	121	General Chemistry I	4
☐ CHEM	122	General Chemistry II	4
☐ MATH	283	Calculus III	3
☐ MATH	285	Differential Equations	3
☐ PHYS	180	Physics for Scientists and Engineers I	4
☐ PHYS	181	Physics for Scientists and Engineers II	4
☐ Electives (select with adviser)			6

Recommended electives: AMS 320, CHEM 220, GEOL 132, GEOL 210, and PHYS 117.

SUGGESTED COURSE SEQUENCE***
AS—Engineering Science
(Beginning with Calculus)

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
ENG	101	3	☐
MATH	181	4	☐
PHYS	180	4	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**14.5**	

SPRING—2nd Semester		Credits	✓
ENG	102	3	☐
FINE ARTS*		3	☐
MATH	182	4	☐
PHYS	181	4	☐
SCIENCE*		3	☐
TOTAL		**17**	

FALL—3rd Semester		Credits	✓
CHEM	121	4	☐
HUMANITIES*		3	☐
MATH	283	4	☐
PSC	101	3	☐
ELECTIVE**		3	☐
TOTAL		**17**	

SPRING—4th Semester		Credits	✓
CHEM	122	4	☐
ECON	103	3	☐
MATH	285	3	☐
TECHNOLOGY**		3	☐
ELECTIVE**		3	☐
TOTAL		**16**	

*Select from page 58. **Select with adviser. **Minimum Credits: 64.5**
***See page 102.

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

Engineering Science

Associate of Science (Pattern of Study)

Student Learning Outcomes

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

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

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

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

General Education Requirements	Credits
☐ GBC Orientation	0.5
☐ English/Communications	6
ENG 102 (prerequisite: ENG 101 or equivalent)	
☐ Mathematics	6
MATH126 and MATH 127	
☐ Science	12
☐ Social Science	9
ECON 103	
☐ Humanities	3
☐ Fine Arts	3
☐ Technology	3

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses			Credits
☐ CHEM	121	General Chemistry I	4
☐ CHEM	122	General Chemistry II	4
☐ MATH	181	Calculus I	4
☐ MATH	182	Calculus II	4
☐ PHYS	180	Physics for Scientists and Engineers I	4
☐ PHYS	181	Physics for Scientists and Engineers II	4
☐ Electives (select with adviser)			6

Recommended electives: AMS 320, CHEM 220, GEOL 132, GEOL 210, and PHYS 117.

SUGGESTED COURSE SEQUENCE***
AS—Engineering Science
(Beginning with Precalculus)

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
ENG	101	3	☐
FINE ARTS*		3	☐
HUMANITIES*		3	☐
MATH	126	3	☐
PSC	101	3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		Credits	✓
ECON	103	3	☐
ENG	102	3	☐
MATH	127	3	☐
SCIENCE*		3	☐
SOCIAL SCIENCE*		3	☐
TECHNOLOGY**		3	☐
TOTAL		**18**	

FALL—3rd Semester		Credits	✓
CHEM	121	4	☐
MATH	181	4	☐
PHYS	180	4	☐
ELECTIVE**		3	☐
TOTAL		**15**	

SPRING—4th Semester		Credits	✓
CHEM	122	4	☐
MATH	182	4	☐
PHYS	181	4	☐
ELECTIVE**		3	☐
TOTAL		**15**	

*Select from page 58. **Select with adviser. **Minimum Credits: 63.5**
***See page 102.

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

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.

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

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 emphasis areas and/or his/her degree. Also the student needs to be aware of the application requirements to the education program.

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

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

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses			**Credits**
	EDEL 311*	Elementary Methods Practicum I, or	
☐	EDSC 311*	Secondary Methods Practicum I	1
	EDEL 313*	Elementary Methods Practicum II, or	
☐	EDSC 313*	Secondary Methods Practicum II	1
☐	EDSP 301	Education of the Exceptional Child	3
☐	EDU 250	Foundations of Education	3
☐	EDUC 323	Teaching and Learning Education	3
☐	EDUC 406	Curriculum and Assessment Education	3
☐	Electives (select with adviser)		6

*Nevada Highway Patrol and FBI background check required.

SUGGESTED COURSE SEQUENCE***
AA—Teaching

FALL—1st Semester		**Credits**	✓
INT	100	0.5	☐
ENG	101	3	☐
MATH	120	3	☐
PSY	101	3	☐
FINE ARTS*		3	☐
HUMANITIES*		3	☐
TOTAL		**15.5**	

SPRING— 2nd Semester		**Credits**	✓
EDEL	311 or EDSC 311	1	☐
EDU	214	3	☐
EDU	250	3	☐
ENG	102	3	☐
HDFS	201	3	☐
ELECTIVE**		3	☐
TOTAL		**16**	

FALL—3rd Semester		**Credits**	✓
EDEL	313 or EDSC 313	1	☐
EDUC	323	3	☐
ENG	250	3	☐
HIST	101	3	☐
PHYS	100	3	☐
TOTAL		**13**	

SPRING—4th Semester		**Credits**	✓
BIOL	190	4	☐
EDSP	301	3	☐
EDUC	406	3	☐
HIST	102	3	☐
ELECTIVE**		3	☐
TOTAL		**16**	

*Select from page 58. **Select with adviser. **Minimum Credits: 60.5**
***See page 102.

Broadcast Technology

Associate of Applied Science—News Emphasis

Student Learning Outcomes

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

- Perform the pre-production, production, and post-production processes in television studio production, video field production, television news production and radio/audio production.
- Utilize a highly developed sense of aesthetics for the television medium that cooperatively functions within established broadcast standards.
- Conduct research and evaluate information by methods appropriate to professional journalism organizations and demonstrate an understanding of professional ethical principles in journalism.
- Craft concepts for media messages that target a specific desired audience and audience response.
- Effectively and creatively write for various forms of electronic media using proper terminology, style, and format.
- Demonstrate an understanding of broadcast industry media through which entertainment and information messages are delivered, including their development, regulation, economics, social impact, functions, structures, supports, and influences.
- Explain how programming practices in broadcast and cable systems relate to advertising, public relations, and journalistic issues.
- Demonstrate media literacy with an enhanced ability to respond critically to messages presented by the media.

LATEST PROGRAM UPDATES:
www.gbcnv.edu/academics/programs/aas-bt-n.html

General Education Requirements	**Credits**
☐ GBC Orientation	0.5
☐ English/Communications	6
☐ Mathematics MATH 116, 120 or higher	3
☐ Science	6-8
☐ Social Science	3-6
☐ Human Relations MGT 283 or PSY 208	3
☐ Humanities and Fine Arts	3
☐ Technology	3

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses			**Credits**
☐	COM	101 Oral Communication	3
☐	COM	159 Writing for Radio and Television	3
☐	JOUR	102 News Writing and Reporting	3
☐	JOUR	120 Introduction to Broadcasting	3
☐	JOUR	121 Radio Production	3
☐	JOUR	122 Radio and Television Announcing	3
☐	JOUR	124 Introduction to Broadcast News and Production	3
☐	JOUR	125 Electronic News Gathering and Video Editing	3
☐	JOUR	201 Television Studio Production I	3
☐	Electives	(Select with adviser)	6

SUGGESTED COURSE SEQUENCE***
AAS—Broadcast Technology
News Emphasis

FALL—1st Semester		**Credits**	✓
INT	100	0.5	☐
ENG	101 or ENG 107	3	☐
JOUR	120	3	☐
JOUR	121	3	☐
MATH	116 or MATH 120 higher	3	☐
SCIENCE*		3-4	☐
TOTAL		**15.5-16.5**	

SPRING—2nd Semester		**Credits**	✓
COM	101	3	☐
ENG	102 or ENG 108	3	☐
JOUR	201	3	☐
HUMANITIES/FINE ARTS**		3	☐
TECHNOLOGY**		3	☐
TOTAL		**15**	

FALL—3rd Semester		**Credits**	✓
COM	159		3☐
JOUR	102	3	☐
JOUR	124	3	☐
SCIENCE**		3-4	☐
ELECTIVE**		3	☐
TOTAL		**15-16**	

SPRING—4th Semester		**Credits**	✓
JOUR	122	3	☐
JOUR	125	3	☐
HUMAN RELATIONS*		3	☐
SOCIAL SCIENCE*		3-6	☐
ELECTIVE**		3	☐
TOTAL		**15-18**	

*Select from page 58. **Select with adviser. **Minimum Credits: 60.5**
***See page 102.

Broadcast Technology

Certificate of Achievement—News Emphasis

Student Learning Outcomes

Graduates of the Certificate degree program in Broadcast Technology will have the knowledge and skills to:

- Perform the pre-production, production, and post-production processes in television studio production, video field production, television news production and radio/audio production.
- Utilize a highly developed sense of aesthetics for the television medium that cooperatively functions within established broadcast standards.
- Conduct research and evaluate information by methods appropriate to professional journalism organizations and demonstrate an understanding of professional ethical principles in journalism.
- Craft concepts for media messages that target a specific desired audience and audience response.
- Effectively and creatively write for various forms of electronic media using proper terminology, style, and format.
- Demonstrate an understanding of broadcast industry media through which entertainment and information messages are delivered, including their development, regulation, economics, social impact, functions, structures, supports, and influences.
- Explain how programming practices in broadcast and cable systems relate to advertising, public relations, and journalistic issues.
- Demonstrate media literacy with an enhanced ability to respond critically to messages presented by the media.

LATEST PROGRAM UPDATES:
www.gbcnv.edu/academics/programs/ca-bt-n.html

General Education Requirements	**Credits**
☐ GBC Orientation	0.5
☐ English/Communications	3
☐ Human Relations PSY 208 recommended	3
☐ Mathematics MATH 116, MATH 120 or higher	3

Emphasis Courses			**Credits**
☐ JOUR	102	News Reporting and Writing	3
☐ JOUR	120	Introduction to Broadcasting	3
☐ JOUR	121	Radio Production	3
☐ JOUR	124	Introduction to Broadcast News and Production	3
☐ JOUR	125	Electronic News Gathering and Video Editing	3
☐ JOUR	201	Television Studio Production I	3
☐ Elective		(Select with adviser)	3

SUGGESTED COURSE SEQUENCE***
Certificate of Achievement—Broadcast Technology
News Emphasis

FALL—1st Semester		**Credits**	✓
INT	100	0.5	☐
ENG	101 or ENG 107	3	☐
JOUR	120	3	☐
JOUR	121	3	☐
JOUR	201	3	☐
MATH	116 or MATH 120 higher	3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		**Credits**	✓
JOUR	102	3	☐
JOUR	124	3	☐
JOUR	125	3	☐
PSY	208	3	☐
ELECTIVE**		3	☐
TOTAL		**15**	

*Select from page 58. **Select with adviser. **Minimum Credits: 30.5**
***See page 102.

Broadcast Technology

Associate of Applied Science—Production Emphasis

Student Learning Outcomes

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

- Perform the pre-production, production, and post-production processes in television studio production, video field production, television news production and radio/audio production.
- Utilize a highly developed sense of aesthetics for the television medium that cooperatively functions within established broadcast standards.
- Conduct research and evaluate information by methods appropriate to professional journalism organizations and demonstrate an understanding of professional ethical principles in journalism.
- Craft concepts for media messages that target a specific desired audience and audience response.
- Effectively and creatively write for various forms of electronic media using proper terminology, style, and format.
- Demonstrate an understanding of broadcast industry media through which entertainment and information messages are delivered, including their development, regulation, economics, social impact, functions, structures, supports, and influences.
- Explain how programming practices in broadcast and cable systems relate to advertising, public relations, and journalistic issues.
- Demonstrate media literacy with an enhanced ability to respond critically to messages presented by the media.

LATEST PROGRAM UPDATES:
www.gbcnv.edu/academics/programs/aas-bt-p.html

General Education Requirements	**Credits**
☐ GBC Orientation	0.5
☐ English/Communications	6
☐ Mathematics MATH 116 or higher	3
☐ Science	6-8
☐ Social Science	3-6
☐ Human Relations MGT 283 or PSY 208	3
☐ Humanities and Fine Arts	3
☐ Technology	3

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses				**Credits**
☐	COM	101	Oral Communication	3
☐	COM	159	Writing for Radio and Television	3
☐	GRC	103	Introduction to Computer Graphics	3
☐	JOUR	120	Introduction to Broadcasting	3
☐	JOUR	121	Radio Production	3
☐	JOUR	201	Television Studio Production I	3
☐	JOUR	205	Television Field Production I	3
☐	JOUR	220	Fundamentals of Applied Media Aesthetics	3
☐	JOUR	298	Advanced Video Production and Editing	3
☐	Electives		(Select with adviser)	6

SUGGESTED COURSE SEQUENCE***
AAS—Broadcast Technology
Production Emphasis

FALL—1st Semester		**Credits**	✓
INT	100	0.5	☐
ENG	101 or ENG 107	3	☐
JOUR	120	3	☐
JOUR	121	3	☐
MATH	116 or higher	3	☐
SCIENCE*		3-4	☐
TOTAL		**15.5-16.5**	

SPRING—2nd Semester		**Credits**	✓
COM	101	3	☐
ENG	102 or ENG 108	3	☐
JOUR	201	3	☐
HUMANITIES/FINE ARTS**		3	☐
TECHNOLOGY**		3	☐
TOTAL		**15**	

FALL—3rd Semester		**Credits**	✓
COM	159		3☐
GRC	103	3	☐
JOUR	205	3	☐
SCIENCE**		3-4	☐
ELECTIVE**		3	☐
TOTAL		**15-16**	

SPRING—4th Semester		**Credits**	✓
JOUR	220	3	☐
JOUR	298	3	☐
MGT	283 or PSY 208	3	☐
SOCIAL SCIENCE*		3	☐
ELECTIVE**		3-6	☐
TOTAL		**15-18**	

*Select from page 58. **Select with adviser. **Minimum Credits: 60.5**
***See page 102.

Broadcast Technology

Certificate of Achievement—Production Emphasis

Student Learning Outcomes

Graduates of the Certificate degree program in Broadcast Technology will have the knowledge and skills to:

- Perform the pre-production, production, and post-production processes in television studio production, video field production, television news production and radio/audio production.
- Utilize a highly developed sense of aesthetics for the television medium that cooperatively functions within established broadcast standards.
- Conduct research and evaluate information by methods appropriate to professional journalism organizations and demonstrate an understanding of professional ethical principles in journalism.
- Craft concepts for media messages that target a specific desired audience and audience response.
- Effectively and creatively write for various forms of electronic media using proper terminology, style, and format.
- Demonstrate an understanding of broadcast industry media through which entertainment and information messages are delivered, including their development, regulation, economics, social impact, functions, structures, supports, and influences.
- Explain how programming practices in broadcast and cable systems relate to advertising, public relations, and journalistic issues.
- Demonstrate media literacy with an enhanced ability to respond critically to messages presented by the media.

LATEST PROGRAM UPDATES:
www.gbcnv.edu/academics/programs/ca-bt-p.html

General Education Requirements	**Credits**
☐ GBC Orientation	0.5
☐ English/Communications	3
☐ Human Relations	3
PSY 208 recommended	
☐ Mathematics	3
MATH 116 or higher	

Emphasis Courses			**Credits**
☐ GRC	103	Introduction to Computer Graphics	3
☐ JOUR	120	Introduction to Broadcasting	3
☐ JOUR	121	Radio Production	3
☐ JOUR	201	Television Studio Production I	3
☐ JOUR	205	Television Field Production I	3
☐ JOUR	220	Fundamentals of Applied Media Aesthetics	3
☐ Elective		(Select with adviser)	3

SUGGESTED COURSE SEQUENCE***
Certificate of Achievement—Broadcast Technology
Production Emphasis

FALL—1st Semester		**Credits**	✓
INT	100	0.5	☐
ENG	101 or ENG 107	3	☐
JOUR	120	3	☐
JOUR	121	3	☐
JOUR	205	3	☐
MATH	116 or 120 or higher	3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		**Credits**	✓
GRC	103	3	☐
JOUR	201	3	☐
JOUR	220	3	☐
PSY	208	3	☐
ELECTIVE**		3	☐
TOTAL		**15**	

*Select from page 58. **Select with adviser. ***See page 102.

Minimum Credits: 30.5

Business Administration

Associate of Applied Science

You have a choice of two tracks in GBC's two-year Business Administration Program. First, you can choose a traditional two-year transfer program in business and pursue an Associate of Arts degree. The AA degree provides a combination of introductory courses in business as well as courses in the arts and sciences, and it leads to a four-year degree in one or more of the BAIS concentration areas at GBC. Or, if you transfer to a university, you could then specialize in a variety of areas within business, such as accounting, economics, finance, management, or marketing. Whether you stay at GBC or transfer to a university, this AA transfer option will get you well underway toward a career as a well-rounded business professional. (See the BAIS section, page 83, of this catalog for the emphases in that program.)

If you are more interested in immediate applied skills, a second option may suit you best at GBC. You can choose one of three emphases in the Associate of Applied Science degree: General Business, Entrepreneurship, or Accounting. These focus on the everyday operations of the small business enterprise. You'll learn business law, sales, and marketing, economic reasoning, and bookkeeping or accounting. You'll learn about opportunities and pitfalls in small business, and how to do market research so you can interpret what people will buy, and why they buy. You'll also learn to analyze investments, and you'll get a good introduction to computer applications in business. Either of these emphases in the AAS degree lead directly into the Bachelor of Applied Science degree with an emphasis in Management in Technology. (See the BAS section, page 90, of this catalog for details on the program.)

Business Administration

Associate of Applied Science—Accounting Emphasis

Student Learning Outcomes

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

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

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

General Education Requirements	Credits
☐ GBC Orientation	0.5
☐ English/Communications (ENG 107/ENG 108)	6
☐ Mathematics MATH 120 preferred	3
☐ Science	6
☐ Social Science	3
☐ Human Relations MGT 283	3
☐ Humanities and Fine Arts	3
☐ Technology IS 101	3

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses				Credits
☐	ACC	105	Taxation for Individuals	3
☐	ACC	201	Financial Accounting	3
☐	ACC	202	Managerial Accounting	3
☐	ACC	203	Intermediate Accounting I	3
☐	ACC	220	Microcomputer Accounting Systems	3
☐	ACC	261	Governmental Accounting	3
☐	BUS MGT	101 103	Introduction to Business or Introduction to Small Business Management	3
☐	BUS	273	Business Law I	3
☐	ECON ECON	102 103	Principles of Microeconomics, Principles of Macroeconomics, or	3
☐	ECON	104	Current Economic Issues	3
☐	FIN	101	Personal Finance	3
☐	IS	201	Computer Applications	3

SUGGESTED COURSE SEQUENCE***
AAS—Business Administration
Accounting Emphasis

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
ACC	201	3	☐
BUS	101 or MGT 103	3	☐
ENG	107	3	☐
FIN	101	3	☐
MATH	120	3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		Credits	✓
ACC	202	3	☐
BUS	273	3	☐
ECON	102, ECON 103, or ECON 104	3	☐
ENG	108	3	☐
IS	101	3	☐
TOTAL		**15**	

FALL—3rd Semester		Credits	✓
ACC	105	3	☐
ACC	203	3	☐
MGT	283	3	☐
PSC	101	3	☐
SCIENCE*		3	☐
TOTAL		**15**	

SPRING—4th Semester		Credits	✓
ACC	220	3	☐
ACC	261	3	☐
HUMANITIES*		3	☐
IS	201	3	☐
SCIENCE*		3	☐
TOTAL		**15**	

*Select from page 58.
***See page 102.

Minimum Credits: 60.5

Accounting Technician

Certificate of Achievement

Student Learning Outcomes

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

- Grasp the importance of financial information as a key ingredient in effective and ethical business decision making.
- Differentiate between the major financial statements with respect to their content and use.
- Understand the rules and conventions in accounting and use journals and ledgers in tracking the financial activity of a business enterprise.
- Be aware of the limitations of historical accounting information for decision making.

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

Certificate of Achievement Requirements **Credits**

	BUS	101	Introduction to Business, or	
☐	MGT	103	Introduction to Small Business Management	3
☐	ACC	201	Financial Accounting	3
☐	ACC	202	Managerial Accounting	3
☐	ACC	220	Microcomputer Accounting Systems	3
☐	INT	100	GBC Orientation	0.5
☐	IS	201	Computer Applications	3
	ECON	102	Principles of Microeconomics, or	
	ECON	103	Principles of Macroeconomics, or	
☐	BUS	273	Business Law I	3
☐	ECON	104	Current Economic Issues	3
☐	Elective (select with adviser)			3

Communications

	ENG	101	Composition I, or	
☐	ENG	107	Technical Communications I	3
	ENG	102	Composition II, or	
☐	ENG	108	Technical Communications II, or	
☐	COM	101	Oral Communication	3

Computations

☐	MATH	116 or higher or STAT 152 (MATH 120 preferred)		3

Human Relations

Choose one of the following:

	BUS	110B	Human Relations for Employment,	
	MGT	283	Introduction to Human Resource Management, or	
☐	PSY	208	Psychology of Human Relations	3

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

FALL—1st Semester		**Credits**	✓
INT	100	0.5	☐
ACC	201	3	☐
BUS	101 or MGT 103	3	☐
ENG	101 or ENG 107	3	☐
HUMAN RELATIONS**		3	☐
MATH	116 or higher	3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		**Credits**	✓
ACC	202	3	☐
ECON	102 or ECON 103 or BUS 273	3	☐
ENG	102 or ENG 108 or COM 101	3	☐
IS	201	3	☐
TOTAL		**12**	

FALL—3rd Semester		**Credits**	✓
ACC	220	3	☐
ECON	104	3	☐
ELECTIVE**		3	☐
TOTAL		**9**	

*Select from page 58. **Select with adviser. **Minimum Credits: 36.5**
***See page 102.

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**

☐	BUS	117B	Business Calculations and Methods	3
	ACC	201	Financial Accounting, or	
☐	ACC	135B	Bookkeeping I	3
	ACC	202	Managerial Accounting, or	
☐	ACC	136B	Bookkeeping II	3
☐	ACC	220	Microcomputer Accounting Systems	3
	MGT	283	Personnel Administration, or	
☐	PSY	208	Psychology of Human Relations	3
Total				**15**

Business Administration

Associate of Applied Science—General Business Emphasis

Student Learning Outcomes

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

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

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

General Education Requirements **Credits**

- ☐ GBC Orientation 0.5
- ☐ English/Communications 6
- ☐ Mathematics or STAT 152 3
  (MATH 120 preferred)
- ☐ Science 6
- ☐ Social Science 3
- ☐ Human Relations 3
  MGT 283
- ☐ Humanities and Fine Arts 3
- ☐ Technology 3
  IS 101

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses **Credits**

- ☐ ACC 201 Financial Accounting (or ACC 135B) 3
- ☐ ACC 202 Managerial Accounting (or ACC 136B) 3
- ☐ BUS 101 Introduction to Business, or
- ☐ MGT 103 Introduction to Small Business Management 3
- ☐ BUS 273 Business Law I 3
- ☐ ECON 102 Principles of Microeconomics, or
- ☐ ECON 103 Principles of Macroeconomics 3
- ☐ ECON 104 Current Economic Issues 3
- ☐ FIN 101 Personal Finance 3
- ☐ IS 201 Computer Applications 3
- ☐ MKT 210 Marketing Principles 3
- ☐ MKT 211 Introduction to Professional Sales, or
- ☐ MKT 127 Introduction to Retailing 3
- ☐ Elective (select with department adviser) 3

SUGGESTED COURSE SEQUENCE***
AAS—Business Administration
General Business Emphasis

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
ACC	201	3	☐
BUS	101 or MGT 103	3	☐
ENG	101 or ENG 107	3	☐
FIN	101	3	☐
MATH	120 or higher	3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		Credits	✓
ACC	202	3	☐
ECON	102 or ECON 103	3	☐
ENG	102 or ENG 108	3	☐
PSC	101 or HIST 101 and HIST 102	3-6	☐
SCIENCE*		3	☐
TOTAL		**15-18**	

FALL—3rd Semester		Credits	✓
ECON	104	3	☐
IS	101	3	☐
MGT	283	3	☐
MKT	210	3	☐
ELECTIVE**		3	☐
TOTAL		**15**	

SPRING—4th Semester		Credits	✓
BUS	273	3	☐
IS	201	3	☐
HUMANITIES*		3	☐
MKT	127 or MKT 211	3	☐
SCIENCE*		3	☐
TOTAL		**15**	

*Select from page 58. **Select with adviser. **Minimum Credits: 60.5**
***See page 102.

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 107 Technical Communications I 3

ENG 102 Composition II, or

☐ ENG 108 Technical Communications II, or

☐ COM 101 Oral Communication 3

Computation

☐ MATH 116 or higher or STAT 152 3
(MATH 120 preferred)

Human Relations

Choose one of the following:

☐ BUS 110B Human Relations for Employment 3

☐ HMS 200 Ethics in Human Services 3

☐ MGT 283 Introduction to Human Resource Management 3

☐ PSY 208 Psychology of Human Relations 3

SUGGESTED COURSE SEQUENCE***
Certificate of Achievement—Business Administration

FALL—1st Semester		**Credits**	✓
INT	100	0.5	☐
BUSINESS ELECTIVE**		9	☐
ENG	101 or ENG 107	3	☐
HUMAN RELATIONS**		3	☐
MATH	116 or higher	3	☐
TOTAL		**18.5**	

SPRING—2nd Semester		**Credits**	✓
ENG	102, or ENG 108, or COM 101	3	☐
BUSINESS ELECTIVE**		6	☐
GENERAL ELECTIVE**		6	☐
TOTAL		**15**	

*Select from page 58. **Select with adviser. **Minimum Credits: 33.5**
***See page 102.

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**

☐ BUS 101 Introduction to Business 3

ECON 102 Principles of Microeconomics, or

☐ ECON 103 Principles of Macroeconomics 3

☐ MKT 210 Marketing Principles 3

ENG 107 Technical Communications I, or

☐ ENG 108 Technical Communications II, ... 3

COM 101 Oral Communication, or

☐ BUS 107 Business Speech/Communications 3

Total Credits 15

Business Administration

Associate of Applied Science—Entrepreneurship Emphasis

Student Learning Outcomes

Starting and operating a new business takes effort and often involves considerable risk. This emphasis provides any potential entrepreneur with an understanding of the startup process and the stages of growing a new venture. Coupled with practical tools, such as the development of business and marketing plans, this knowledge will reduce many of the possible risks. The program is designed to provide business students with mentoring and "real world" experiences of running a business. Particular attention is paid to providing managerial skills that are important for the successful performance and growth of a new venture. Entrepreneurs will become aware of legal issues, financing difficulties, and organizational issues faced when developing a business. Faculty will provide students with research abilities/experiences that will allow them to develop a network of professionals who can provide capital sources and mentoring services. In fact, this curriculum has three levels: 1) individualized assistance in deciding on a specific venture, 2) an opportunity to "try" the business in a virtual small business world environment, and 3) a cooperative education experience working with a small business manager/consultant. This AAS degree is intended to deliver to the students the excitement and fulfillment that goes with starting a new venture while providing them with the tools for its success.

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

- Apply effective human relations and communications skills.
- Develop an idea for a small business into a quality, workable business plan.
- Understand venture capitalization, management issues, and marketing problems related to starting a small business.
- Experience first-hand running a business in a virtual environment.

Graduates may receive business consulting services from GBC's Small Business Development Center.

General Education Requirements	Credits
☐ GBC Orientation	0.5
☐ English/Communications	6
☐ Mathematics or STAT 152 (MATH 120 preferred)	3
☐ Science	6
☐ Social Science	3
☐ Human Relations — MGT 283	3
☐ Humanities and Fine Arts	3
☐ Technology — IS 101	3

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses				Credits
☐	ACC	201	Financial Accounting (or ACC 135B)	3
☐	BUS	101	Introduction to Business	3
☐	BUS	102B	Introduction to Entrepreneurship	3
☐	BUS	201	Entrepreneurship II	3
☐	BUS	290B	Internship in Business	4
☐	BUS	273	Business Law I	3
☐	ECON	102	Principles of Microeconomics	3
☐	FIN	101	Personal Finance	3
☐	IS	201	Computer Applications	3
☐	BUS MGT	296 103	NxLevel Training (Entrepreneurship III), or Introduction to Small Business Management	3
☐	MKT	210	Marketing Principles	3

SUGGESTED COURSE SEQUENCE***
AAS—Business Administration
Entrepreneurship Emphasis

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
BUS	101	3	☐
ENG	101 or ENG 107	3	☐
MGT	103 or BUS 296	3	☐
PSC	101	3	☐
SCIENCE*		3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		Credits	✓
BUS	102B		3☐
ECON	102	3	☐
ENG	102, or ENG 108	3	☐
FIN	101	3	☐
MATH	120 or higher	3	☐
TOTAL		**15**	

FALL—3rd Semester		Credits	✓
ACC	201	3	☐
BUS	201	3	☐
IS	101	3	☐
MGT	283	3	☐
SCIENCE*		3	☐
TOTAL		**15**	

SPRING—4th Semester		Credits	✓
BUS	273	3	☐
BUS	290B		4☐
HUMANITIES*		3	☐
IS	201	3	☐
MKT	210	3	☐
TOTAL		**16**	

*Select from page 58. **Select with adviser. **Minimum Credits: 61.5**
***See page 102.

Entrepreneurship
Certificate of Achievement

Student Learning Outcomes

Recipients of the certificate of achievement program in Entrepreneurship will have the knowledge of:

- Business fundamentals
- Market research and analysis
- Marketing strategies

and skills to:

- Create a workable business, marketing, and organizational plan
- Understand budgets and financial statements
- Raise venture capital
- Start and grow a new venture

This certificate of achievement is the first step toward award of the AAS degree in Business Administration—Entrepreneurship Emphasis.

Core Requirements				Credits
	BUS	107	Business Speech/Communications, or	
☐	COM	101	Oral Communication	3
	BUS	117B	Business Calculations and Methods, or	
☐	MATH	116	Technical Math I (or higher, or STAT 152)	3
	ENG	107	Technical Communications I, or	
☐	ENG	101	Composition I	3
	IS	101	Introduction to Information Systems, or	
☐	IS	201	Computer Applications	3

Emphasis Courses				Credits
	BUS	101	Introduction to Business, or	
☐	FIN	101	Personal Finance	3
☐	BUS	102B	Introduction to Entrepreneurship	3
☐	BUS	201	Entrepreneurship II	3
	BUS	290B	Internship in Business, or	
☐	BUS	296	NxLevel Training (Entrepreneurship III)	2-4
	MGT	201	Principles of Management, or	
☐	PSY	208	Psychology of Human Relations	3
☐	MGT	103	Introduction to Small Business Management	3
	MKT	210	Marketing Principles, or	
☐	MKT	265	Consumer Behavior	3

SUGGESTED COURSE SEQUENCE***
Certificate of Achievement—Entrepreneurship

FALL—1st Semester		Credits	✓
BUS	102B		3☐
ENG	107 or ENG 101	3	☐
IS	101 or IS 201	3	☐
MGT	103	3	☐
MGT	201 or PSY 208	3	☐
TOTAL		**15**	

SPRING—2nd Semester		Credits	✓
BUS	101 or FIN 101	3	☐
BUS	107 or COM 101	3	☐
BUS	117B or MATH 116 or higher	3	☐
BUS	201	3	☐
MKT	210 or MKT 265	3	☐
TOTAL		**15**	

SUMMER—3rd Semester			Credits	✓
BUS	290B	or BUS 296	2-4	☐
TOTAL			**2-4**	

*Select from page 58. **Select with adviser. **Minimum Credits: 32**
See page 102.

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
☐	BUS	201	Entrepreneurship II	3
☐	BUS	290B	Internship in Business	2-4
☐	MGT	103	Introduction to Small Business Management	3
Total Credits				**11-13**

Retail Management
Certificate of Achievement

Student Learning Outcomes

This Western Association of Food Chains certificate of achievement's curriculum was developed out of a collaborative effort between several food industry and college professionals and encompasses several business essentials, including the "soft skills" of management and communication required for career success in the retail industry. GBC's program is fully endorsed by the WAFC.

Graduates of this certificate program will have the knowledge and technical skills of competence in several areas related to retail management. This program has three general levels of training and will assist in the development of retail clerks by:

- Helping prepare current and future food industry employees for the fast-paced challenges prevalent in the retail industry.
- Helping students develop a sense of the scope of the retail manager's job and an understanding of the basic requirements for success in the future.
- Allowing students to complete the certificate of achievement program while working part- or full-time, with courses offered during the day and evening through traditional or distance education methods (interactive video or Internet).

LEVEL ONE
Business Essentials, Business Writing, Business Calculations, Microcomputer Applications, Business Speech/Communication

LEVEL TWO
Intermediate Skills, Supervisory Management, Bookkeeping/Accounting, Introduction to Marketing Principles

LEVEL THREE
Advanced Knowledge/Skills, Introduction to Retailing
Human Relations/Leadership, Personnel Administration

Core Requirements				**Credits**
	ACC	201	Financial Accounting, or	
☐	ACC	135B	Bookkeeping I	3
	BUS	110B	Human Relations for Employment, or	
☐	PSY	208	Psychology of Human Relations	3
☐	BUS	117B	Business Calculations and Methods	3
☐	ENG	107	Technical Communications I	3
	IS	201	Computer Applications, or	
☐	IS	101	Introduction to Information Systems	3
☐	MGT	201	Principles of Management	3
	MKT	210	Marketing Principles, or	
☐	MKT	265	Consumer Behavior	3

Emphasis Courses				**Credits**
☐	BUS	107	Business Speech/Communications	3
☐	MGT	283	Introduction to Human Resource Management	3
☐	MKT	127	Introduction to Retailing	3

SUGGESTED COURSE SEQUENCE***
Certificate of Achievement—Retail Management

FALL—1st Semester			**Credits**	✓
BUS	110B	or PSY 208	3	☐
BUS	117B		3	☐
ENG	107		3	☐
MGT	201		3	☐
MKT	127		3	☐
TOTAL			**15**	

SPRING—2nd Semester		**Credits**	✓
ACC	201 or ACC 135B	3	☐
BUS	107	3	☐
MGT	283	3	☐
IS	201 or IS 101	3	☐
MKT	210 or MKT 265	3	☐
TOTAL		**15**	

*Select from page 58. **Select with adviser. **Minimum Credits: 30**
***See page 102.

Business Essentials
Recognition of Achievement

This Recognition of Achievement is the first step toward the Certificate of Achievement in Retail Management, a cooperative effort between Great Basin College and WAFC.

Business Skills — Level I				**Credits**
☐	BUS	107	Business Speech/Communications	3
☐	BUS	117B	Business Calculations and Methods	3
☐	ENG	107	Technical Communications I	3
	IS	201	Computer Applications, or	
☐	IS	101	Introduction to Information Systems	3

Business Skills — Level II				**Credits**
Choose one of the following three-credit courses:				
	ACC	135B	Bookkeeping I,	
	ACC	201	Financial Accounting,	
	MGT	201	Principles of Management,	
	MKT	210	Marketing Principles, or	
☐	BUS	265	Consumer Behavior	3
Total Credits				**15**

Computer Office Technology
Associate of Applied Science

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 programming concepts.
- Demonstrate completion of a course of study in a COT emphasis area of choice.

Computer Office Technology

Associate of Applied Science—GIS Emphasis

Student Learning Outcomes

The Geographic Information Systems (GIS) Emphasis provides an opportunity to develop skills in computer technical applications to enhance job placement and continued career growth. Often employees must integrate MS Office productivity software, graphic packages, CAD software, and GIS when analyzing information to create reports or presentations. Some jobs available for graduates include Technical Applications Specialist, GIS Technician, and Cartographic Technician.

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

- Use a variety of computer applications for problem solving in technical fields.
- Build and link relational database tables in technical software.
- Transfer and link data from different applications (AutoCAD, GIS, MS Office, and more).
- Research the use of different operating systems for running technical applications in a networked environment.
- Use the most popular technical software for the desktop (now AutoCAD and ArcGIS) to create aesthetically pleasing, standardized technical visual presentations.
- Use basic customization features of technical software.

General Education Requirements	Credits
☐ GBC Orientation	0.5
☐ English/Communications	6
ENG 101 and ENG 102 (recommended)	
☐ Mathematics	3
MATH 116, 120, or higher, or STAT 152	
☐ Science	6
☐ Social Science	3
☐ Human Relations	3
PSY 208 (recommended)	
☐ Humanities and Fine Arts	3
☐ Technology	3
GIS 109	

List of courses fulfilling general education requirements is on page 58.

Core Courses			Credits
☐ CADD	121	CAD for Land Surveyors	3
CIT	211	Microsoft Networking I, or	
☐ COT	204	Using Windows	3
☐ CIT	129	Introduction to Programming	3
☐ IS	201	Computer Applications	3

GIS Emphasis Courses			Credits
☐ GIS	110	Principles of Cartography	3
☐ GIS	111	Introduction to Remote Sensing	3
☐ GIS	205	GIS Applications	3
☐ GIS	212	Intermediate ArcInfo	3
☐ GIS	270	GIS Extensions	3
☐ GIS	290	Portfolios in GIS	3
☐ GIS Electives**			3

SUGGESTED COURSE SEQUENCE***
AAS—Computer Office Technology
GIS Emphasis

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
CADD	121	3	☐
CIT	211 or COT 204	3	☐
ENG	107 or ENG 101	3	☐
GIS	109	3	☐
MATH	116 or MATH 120 or higher	3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		Credits	✓
ENG	108 or ENG 102	3	☐
GIS	110	3	☐
GIS	111	3	☐
GIS	205	3	☐
IS	201	3	☐
TOTAL		**15**	

FALL—3rd Semester		Credits	✓
CIT	129	3	☐
GIS	270	3	☐
PSC	101	3	☐
GIS ELECTIVE**		3	☐
SCIENCE*		3	☐
TOTAL		**15**	

SPRING—4th Semester		Credits	✓
GIS	212	3	☐
GIS	290	3	☐
HUMANITIES*		3	☐
PSY	208	3	☐
SCIENCE*		3	☐
TOTAL		**15**	

*Select from page 58. **Select with adviser. **Minimum Credits: 60.5**
***See page 102.

****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 programming skills.
- Identify, discuss, and apply elements and principles of design using tools ranging from traditional pen-and-paper to cutting-edge technology.
- Design professional-quality products for use in commercial applications.
- Seek entry-level employment in the field of graphic communications.

General Education Requirements **Credits**

- ☐ GBC Orientation 0.5
- ☐ English/Communications 6
  ENG 101 and ENG 102 (recommended)
- ☐ Mathematics 3
  MATH 116, 120 or higher or STAT 152
- ☐ Science 6
- ☐ Social Science 3
- ☐ Human Relations 3
- ☐ Humanities and Fine Arts 3
  ART 100 (recommended)
- ☐ Technology 3
  GRC 119

List of courses fulfilling general education requirements is on page 58.

Core Courses **Credits**

- ☐ CIT 211 Microsoft Networking I, or
- ☐ COT 204 Using Windows 3
- ☐ COT 151 Introduction to Microsoft Word 3
- ☐ GRC 103 Introduction to Computer Graphics 3
- ☐ GRC 156 Computer Illustration 3

Emphasis Courses **Credits**

- ☐ ART 101 Drawing I 3
- ☐ ART 141 Introduction to Digital Photography 3
- ☐ CIT 151 Beginning Web Development 3
- ☐ GRC 101 Introduction to Graphic Communications 3
- ☐ GRC 183 Electronic Imaging 3
- ☐ GRC 188 Web Animation and Interactivity I 3
- ☐ GRC 256 Computer Illustration II 3

SUGGESTED COURSE SEQUENCE***
AAS—Computer Office Technology
Graphic Communications Emphasis

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
ART	100	3	☐
CIT	211 or COT 204	3	☐
ENG	107 or ENG 101	3	☐
GRC	103	3	☐
GRC	101	3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		Credits	✓
ART	141	3	☐
CIT	151	3	☐
ENG	108 or ENG 102	3	☐
GRC	119	3	☐
GRC	183	3	☐
TOTAL		**15**	

FALL—3rd Semester		Credits	✓
ART	101	3	☐
COT	151	3	☐
GRC	156	3	☐
MATH	116 or MATH 120 or higher	3	☐
SCIENCE*		3	☐
TOTAL		**15**	

SPRING—4th Semester		Credits	✓
GRC	188	3	☐
GRC	256	3	☐
HUMAN RELATIONS*		3	☐
PSC	101 or HIST 101 and HIST 102	3	☐
SCIENCE*		3	☐
TOTAL		**15**	

*Select from page 58. **Select with adviser. **Minimum Credits: 60.5**
***See page 102.

Computer Office Technology

Associate of Applied Science—Information 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 Software Specialist, 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 customized office applications.
- 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
☐ GBC Orientation	0.5
☐ English/Communications	6
☐ Mathematics	3
MATH 116, 120 or higher or STAT 152	
☐ Science	6
☐ Social Science	3
☐ Human Relations	3
☐ Humanities and Fine Arts	3
☐ Technology	3
IS 101 or GRC 119	

List of courses fulfilling general education requirements is on page 58.

Core Courses			Credits
☐ CIT	151	Beginning Web Development	3
☐ CIT	211	Microsoft Networking I, or	
☐ COT	204	Using Windows	3
☐ IS	201	Computer Applications	3

Emphasis Courses			Credits
☐ CIT	110	A+ Hardware	3
☐ CIT	112B	Network +	3
☐ CIT	129	Introduction to Programming	3
☐ CIT	202B	Excel Certification Preparation	3
☐ CIT	203B	Access Certification Preparation	3
☐ CIT	261	VBA Programming for Microsoft Office	3
☐ GIS	109	Fundamentals of GIS	3
☐ Electives (select with department adviser)			3

SUGGESTED COURSE SEQUENCE***
AAS—Computer Office Technology
Information Specialist Emphasis

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
IS	101 or GRC 119	3	☐
IS	201	3	☐
CIT	202B		3☐
ENG	107 or ENG 101	3	☐
SCIENCE*		3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		Credits	✓
COT	204 or CIT 211	3	☐
CIT	203B		3☐
ENG	108 or ENG 102	3	☐
SCIENCE*		3	☐
HUMANITIES*		3	☐
TOTAL		**15**	

FALL—3rd Semester		Credits	✓
CIT	151	3	☐
CIT	112B		3☐
CIT	129	3	☐
PSC	101 or HIST 101 and HIST 102	3	☐
MATH	116, or MATH 120, or higher	3	☐
TOTAL		**15**	

SPRING—4th Semester		Credits	✓
GIS	109	3	☐
CIT	110	3	☐
CIT	261	3	☐
COMPUTER ELECTIVE**		3	☐
HUMAN RELATIONS*		3	☐
TOTAL		**15**	

*Select from page 58. **Select with adviser. **Minimum Credits: 60.5**
***See page 102.

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
☐ GBC Orientation	0.5
☐ English/Communications	6
ENG 101 and ENG 102 (recommended)	
☐ Mathematics	3
MATH 120 (recommended)	
☐ Science	6
CHEM 100 and PHYS 151 (recommended)	
☐ Social Science	3
☐ Human Relations	3
BUS 110B (recommended)	
☐ Humanities and Fine Arts	3
MUS 121 (recommended)	
☐ Technology	3
IS 101 or GRC 119	

List of courses fulfilling general education requirements is on page 58.

Core Courses			Credits
☐ IS	201	Computer Applications	3
CIT	151	Beginning Web Development, or	
☐ CIT	129	Introduction to Programming	3
☐ CIT	211	Microsoft Networking I	3

Emphasis Courses			Credits
☐ CIT	112B	Network +	3
☐ CIT	212	Microsoft Networking II	3
☐ CIT	213	Microsoft Networking III	5
☐ CIT	214	Microsoft Networking IV	4

Electives	Credits
Selection to be approved by CIT adviser	8-10
☐ 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

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
CIT	112B		3☐
CIT	211	3	☐
CIT	212	3	☐
ENG	101	3	☐
MATH	120	3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		Credits	✓
CIT	213	5	☐
CIT	214	4	☐
CIT	215	3-5	☐
ENG	102	3	☐
TOTAL		**15-17**	

FALL—3rd Semester		Credits	✓
CIT	215	3-5	☐
CIT	151 or CIT 129	3	☐
IS	101 or GRC 119	3	☐
PHYS	151	4	☐
PSC	101	3	☐
TOTAL		**16-18**	

SPRING—4th Semester		Credits	✓
BUS	110B		3☐
CIT	215	3-5	☐
IS	201	3	☐
CHEM	100	3	☐
MUS	121	3	☐
TOTAL		**15-17**	

*Select from page 58. **Select with adviser. **Minimum Credits: 61.5**
***See page 102.

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.

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

- Use word processing, spreadsheets, and databases fluently.
- Use basic programming commands.
- Understand bookkeeping and accounting principles.
- Confidently run an office.
- Be fluent in current technology and computer software programs.

General Education Requirements	Credits
☐ GBC Orientation	0.5
☐ English/Communications	6
ENG 101 and ENG 102 (recommended)	
☐ Mathematics	3
MATH 116, MATH 120 or higher, or STAT 152	
☐ Science	6
☐ Social Science	3
☐ Human Relations	3
☐ Humanities and Fine Arts	3
☐ Technology	3
IS 101 or GRC 119	

List of courses fulfilling general education requirements is on page 58.

Core Courses				Credits
	CIT	211	Microsoft Networking I, or	
☐	COT	204	Using Windows	3
☐	IS	201	Computer Applications	3
	CIT	151	Beginning Web Development, or	
☐	CIT	129	Introduction to Programming	3

Emphasis Courses				Credits
	ACC	135B	Bookkeeping I, or	
☐	ACC	201	Financial Accounting	3
☐	BUS	117B	Business Calculations and Methods	3
☐	CIT	201B	Word Certification Preparation	3
☐	CIT	202B	Excel Certification Preparation	3
☐	CIT	203B	Access Certification Preparation	3
☐	COT	102	Computer Keyboarding II	3
☐	COT	151	Introduction to Microsoft Word	3
☐	COT	240	Executive Office Procedures	3
☐	COT	222	Desktop Publishing Using a Word Processing Program	3

SUGGESTED COURSE SEQUENCE***
AAS—Computer Office Technology
Office Technology

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
COT	102	3	☐
COT	151	3	☐
COT	240	3	☐
IS	101 or GRC 119	3	☐
IS	201	3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		Credits	✓
ACC	135B or ACC 201	3	☐
CIT	201B		3☐
CIT	203B		3☐
CIT	211 or COT 204	3	☐
ENG	107 or ENG 101	3	☐
HUMANITIES*		3	☐
TOTAL		**18**	

FALL—3rd Semester		Credits	✓
BUS	117B		3☐
CIT	202B		3☐
COT	222	3	☐
ENG	108 or ENG 102	3	☐
SCIENCE*		3	☐
TOTAL		**15**	

SPRING—4th Semester		Credits	✓
CIT	151 or CIT 129	3	☐
HUMAN RELATIONS*		3	☐
MATH	116, or MATH 120, or higher	3	☐
PSC	101	3	☐
SCIENCE*		3	☐
TOTAL		**15**	

*Select from page 58. **Select with adviser. **Minimum Credits: 63.5**
***See page 102.

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 well-designed web applications.
- Use programming languages HTML, JAVAScript, and Flash to create interactive websites.
- Build and maintain databases.
- Build web pages using PHP and MySQL to create data-driven websites.
- Build eCommerce store fronts.
- Maintain Internet services.
- Design and implement graphical page elements.

General Education Requirements	Credits
☐ GBC Orientation	0.5
☐ English/Communications	6
ENG 101 and ENG 102 (recommended)	
☐ Mathematics	3
MATH 116, MATH 120 or higher, or STAT 152	
☐ Science	6
☐ Social Science	3
☐ Human Relations	3
☐ Humanities and Fine Arts	3
☐ Technology	3
IS 101 or GRC 119	

List of courses fulfilling general education requirements is on page 58.

Core Courses				Credits
☐	CIT	151	Beginning Web Development	3
☐	IS	201	Computer Applications	3

Emphasis Courses				Credits
☐	CIT	129	Introduction to Programming	3
☐	CIT	174	Linux System Administration	3
☐	CIT	203B	Access Certification Preparation	3
	CIT	211	Microsoft Networking I, or	
☐	COT	204	Using Windows	3
☐	CIT	252	Web Database Development	3
☐	GRC	103	Introduction to Computer Graphics	3
☐	GRC	119	Computer Graphics/Digital Media	3
☐	GRC	156	Computer Illustration	3
☐	GRC	188	Web Animation and Interactivity I	3

SUGGESTED COURSE SEQUENCE***
AAS—Computer Office Technology
Web Specialist Emphasis

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
ENG	107 or ENG 101	3	☐
IS	101	3	☐
IS	201	3	☐
CIT	151	3	☐
GRC	103	3	☐
MATH	116, or MATH 120, or higher	3	☐
TOTAL		**18.5**	

SPRING—2nd Semester		Credits	✓
CIT	203B		3☐
ENG	108 or ENG 102	3	☐
HUMANITIES*		3	☐
GRC	119	3	☐
SCIENCE*		3	☐
TOTAL		**15**	

FALL—3rd Semester		Credits	✓
CIT	129	3	☐
CIT	211 or COT 204	3	☐
GRC	156	3	☐
SCIENCE*		3	☐
SOCIAL SCIENCES*		3	☐
TOTAL		**15**	

SPRING—4th Semester		Credits	✓
CIT	174	3	☐
CIT	252	3	☐
GRC	188	3	☐
HUMAN RELATIONS*		3	☐
TOTAL		**12**	

*Select from page 58. **Select with adviser. **Minimum Credits: 60.5**
***See page 102.

Criminal Justice

Associate of Applied Science—Corrections Emphasis

Student Learning Outcomes

The purpose of GBC's Criminal Justice Program is to assist students in the understanding of the intersection of biography and history within social structures related to the criminal justice system, as well as how to be a reflective, proficient, and active agent within these systems.

Graduates of the AAS in Criminal Justice Corrections degree program will have the knowledge and skills to:

- Identify and analyze the major components of the American criminal justice system.
- Describe and analyze the legal framework within which the criminal justice system is embedded.
- Critically analyze factors involved in the relationships among justice system professionals, the clientele of the justice system, and the public.
- Describe and evaluate the historical factors affecting the structure of the criminal justice system.
- Understand supervision theories of rehabilitation and retribution and their application to offenders.
- Understand and apply state and federal law to corrections situations.

General Education Requirements	Credits
☐ GBC Orientation	0.5
☐ English/Communications	6
ENG 101 and ENG 102 (recommended)	
☐ Mathematics	3
MATH 116, MATH 120, or higher, or STAT 152	
☐ Science	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 58.

Core Courses			Credits
☐ CRJ	104	Introduction to Administration of Justice	3
☐ CRJ	164	Introduction to Criminal Investigation	3
☐ CRJ	220	Criminal Procedures	3
☐ CRJ	230	Criminal Law	3
☐ CRJ	270	Introduction to Criminology	3

Emphasis Courses			Credits
☐ CRJ	106	Introduction to Corrections	3
☐ CRJ	155	The Juvenile Justice System	3
☐ CRJ	215	Probation and Parole	3
☐ CRJ	226	Prevention and Control of Delinquency	3
☐ Related Area Electives (select with adviser)			9

Any two of the following courses (if NOT used to satisfy other requirements for the AAS degree) may be used to satisfy six semester credit hours of area related electives for the Corrections Emphasis:
ANTH 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	☐
BIOL	190	4	☐
CRJ	104	3	☐
CRJ	164	3	☐
ENG	101	3	☐
MATH	116, or MATH 120, or higher	3	☐
TOTAL		**16.5**	

SPRING—2nd Semester		Credits	✓
CRJ	106	3	☐
CRJ	155	3	☐
ENG	102	3	☐
TECHNOLOGY*		3	☐
ELECTIVE**		3	☐
TOTAL		**15**	

FALL—3rd Semester		Credits	✓
CRJ	215	3	☐
CRJ	230	3	☐
PSC	101	3	☐
ANTH	102, CHEM, BIOL	3-4	☐
ELECTIVE**		3	☐
TOTAL		**15-16**	

SPRING—4th Semester		Credits	✓
CRJ	220	3	☐
CRJ	226	3	☐
CRJ	270	3	☐
HUMANITIES*		3	☐
PSY	208 or MGT 283	3	☐
ELECTIVE**		3	☐
TOTAL		**18**	

*Select from page 58. **Select with adviser. **Minimum Credits: 64.5**
***See page 102.

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 101 and ENG 102 (recommended)	
☐ Mathematics	3
MATH 116, MATH 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 58.

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 six 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	☐
BIOL	190	4	☐
CRJ	104	3	☐
CRJ	164	3	☐
ENG	101	3	☐
MATH	116 or MATH 120 or higher	3	☐
TOTAL		**16.5**	

SPRING—2nd Semester		Credits	✓
CRJ	120	3	☐
CRJ	220	3	☐
ENG	102	3	☐
TECHNOLOGY*		3	☐
ELECTIVE**		3	☐
TOTAL		**15**	

FALL—3rd Semester		Credits	✓
ANTH	102, CHEM, BIOL	3-4	☐
CRJ	211	3	☐
CRJ	230	3	☐
PSC	101	3	☐
ELECTIVE**		3	☐
TOTAL		**15-16**	

SPRING—4th Semester		Credits	✓
CRJ	214	3	☐
CRJ	265	3	☐
CRJ	270	3	☐
HUMANITIES*		3	☐
PSY	208 or MGT 283	3	☐
ELECTIVE**		3	☐
TOTAL		**18**	

*Select from page 58. **Select with adviser. **Minimum Credits: 64.5**
***See page 102.

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
☐ GBC Orientation	0.5
☐ English/Communications	6
☐ Mathematics MATH 116, MATH 120, or higher, or STAT 152	3
☐ Science CHEM 100, ENV 100, PHYS 100, or PHYS 107B (recommended) IT 208B (required, 5.5 credits)	8.5
☐ Social Science PSC 101, or HIST 101 and HIST 102	3
☐ Human Relations	3
☐ Humanities and Fine Arts	3
☐ Technology DT 101B, WELD 211, or WELD 221	3

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses				Credits
☐	DT	100B	Shop Practices	1.5
☐	DT	101B	Basic Diesel Engines	4
☐	DT	102B	Basic Vehicle Electronics	6.5
☐	DT	105B	Mobile Air Conditioning	2.5
☐	DT	106B	Heavy Duty Transmission and Power Train	5.5
☐	DT	201B	Diesel Brakes and Pneumatics	2.5
☐	DT	202B	Diesel Fuel Systems and Troubleshooting	5.5
☐	DT	203B	Diesel Shop Management	1.5
☐	DT	210B	Advanced Diesel Engines	4
☐	DT	215B	Electronic Diesel Engines	5.5
☐	WELD	211	Welding I	3
☐	WELD	221	Welding II	3

SUGGESTED COURSE SEQUENCE***
AAS—Diesel Technology

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
DT	100B		1.5☐
DT	102B		6.5☐
DT	201B		2.5☐
DT	203B		1.5☐
ENGLISH*		3	☐
IT	208B		5.5☐
MATH	116 or higher	3	☐
PSC	101 or HIST 101 and HIST 102	3	☐
WELD	211	3	☐
HUMAN RELATIONS*		3	☐
HUMANITIES*		3	☐
TOTAL		**36-41**	

SPRING—2nd Semester		Credits	✓
DT	101B		4☐
DT	202B		5.5☐
DT	215B		5.5☐
DT	105B		2.5☐
DT	210B		4☐
DT	106B		5.5☐
ENGLISH*		3	☐
SCIENCE*		3	☐
WELD	221	3	☐
TOTAL		**36**	

*Select from page 58. **Select with adviser. **Minimum Credits: 72**
***See page 102.

This program follows a 48-week, non-traditional schedule. Classes are scheduled from August, 2009 through June, 2010.

Diesel Technology

Certificate of Achievement Program

Student Learning Outcomes

The Diesel Technology Certificate of Achievement Program is designed for the student who desires a highly technical and challenging field.

Because of the intensity of the program, students will be very close to AAS degree completion and are encouraged to pursue the degree.

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

- Analyze and solve problems related to heavy equipment operation.
- Identify diesel engine design and maintain, repair, and troubleshoot them.
- Demonstrate proper use of tools related to the repair and maintenance of heavy equipment.
- Identify, repair, and maintain mobile equipment with hydraulic systems.

Certificate of Achievement Requirements **Credits**

☐	INT	100	Orientation	0.5
☐	DT	100B	Shop Practices	1.5
☐	DT	101B	Basic Diesel Engines	4
☐	DT	102B	Basic Vehicle Electronics	6.5
☐	DT	105B	Mobile Air Conditioning	2.5
☐	DT	106B	Heavy Equipment Transmission and Power Train	5.5
☐	DT	201B	Diesel Brakes and Pneumatics	2.5
☐	DT	202B	Diesel Fuel Systems and Troubleshooting	5.5
☐	DT	203B	Diesel Shop Management	1.5
☐	DT	210B	Advanced Diesel Engines	4
☐	DT	215B	Electronic Diesel Engines	5.5
☐	IT	208B	Fluid Power	5.5
☐	WELD	211	Welding I	3
☐	WELD	221	Welding II	3

Communications

☐ English-Communications. Determined by placement testing 3
ENG 107, ENG 108, COM 101, or ENG 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 Introduction to Human Resource Management 1-3

SUGGESTED COURSE SEQUENCE***
Certificate of Achievement —Diesel Technology

FALL—1st Semester		**Credits**	✓
INT	100	0.5	☐
DT	100B		1.5☐
DT	102B		6.5☐
DT	201B		2.5☐
DT	203B		1.5☐
IT	208B		5.5☐
WELD	211	3	☐
COMPUTATION**		3	☐
ENGLISH*		3	☐
HUMAN RELATIONS*		1-3	☐
TOTAL		**28-30**	

SPRING—2nd Semester		**Credits**	✓
DT	101B		4☐
DT	105B		2.5☐
DT	106B		5.5☐
DT	202B		5.5☐
DT	210B		4☐
DT	215B		5.5☐
WELD	221	3	☐
TOTAL		**30**	

*Select from page 58. **Select with adviser. **Minimum Credits: 58**
***See page 102.

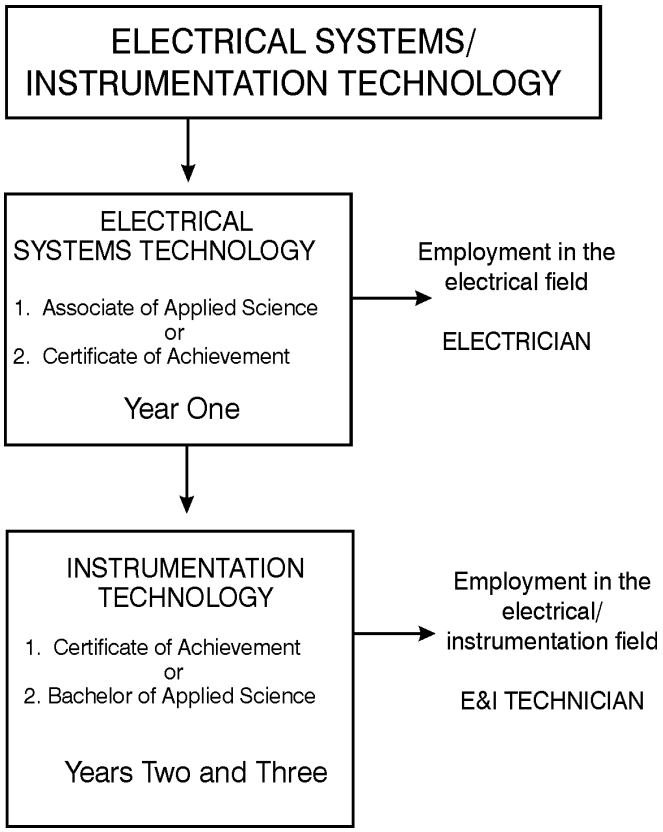
Electrical Systems/Instrumentation Technology Programs

Great Basin College has programs that specialize in training students for entry-level employment in Electrical Systems and Instrumentation fields. Each program by itself meets important industry demands. However, the unique combination—E&I, Electrical and Instrumentation Technology—provides entry into one of the most promising and least crowded fields in technology today.

Preparation of learning outcomes in our department include a thorough study of industry requirements for the trade (particularly with ISA, Instrumentation Systems and Process Automation). This organization is the default standard in instrumentation for the country and most of the industrialized world. Additionally, we listened to our advisery 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 101, ENG 107, or ENG 108
   determined by placement testing



Industrial Energy Efficiency

Great Basin College offers 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. See page 153.

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**

- ☐ GBC Orientation 0.5
- ☐ English/Communications 6
- ☐ Mathematics 3
  MATH 116, MATH 120 or higher, or STAT 152
- ☐ Science 7
  PHYS 107 (3 credits) recommended and
  ELM 112B (4 credits) required
- ☐ Social Science 3
- ☐ Human Relations 3
- ☐ Humanities and Fine Arts 3
- ☐ Technology (ELM 120) 3

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses **Credits**

- ☐ ELM 120 Low Voltage Systems 3
- ☐ ELM 121B Circuit Design 2.5
- ☐ ELM 122B AC Theory 4
- ☐ ELM 123B Solid State 2.5
- ☐ ELM 124B DC Generators, Motors, and Controls 2
- ☐ ELM 125B AC Motors and Alternators 2
- ☐ ELM 126B Motor Maintenance 2
- ☐ ELM 127B Introduction to AC Controls 2.5
- ☐ ELM 128B Transformers and Industrial Lighting 4
- ☐ ELM 131B National Electric Code 2.5
- ☐ ELM 132B Digital Concepts 2.5
- ☐ ELM 133B Advanced AC Controls 4
- ☐ ELM 134B Introduction to Programmable Logic Controllers 2.5
- ☐ ELM 135B National Electric Code 430 1
- ☐ ELM 136B Programmable Controllers Applications 2.5
- ☐ ELM 141B Blueprint Reading 2
- ☐ ELM 142B Raceways 2.5
- ☐ ELM 143B Wiring Techniques 4

SUGGESTED COURSE SEQUENCE***
AAS—Electrical Systems Technology

FALL—1st Semester		Credits	✓
INT	100	.5	☐
ELM	112B		4☐
ELM	121B		2.5☐
ELM	122B		4☐
ELM	142B		2.5☐
ELM	120	3	☐
ELM	123B		2.5☐
ELM	128B		4☐
ELM	132B		2.5☐
ELM	141B		2☐
ENGLISH**		3	☐
PSC	101 or HIST 101 and HIST 102	3	☐
HUMAN RELATIONS*		3	☐
HUMANITIES*		3	☐
MATH	116 or higher	3	☐
TOTAL		**42.5**	

SPRING—2nd Semester		Credits	✓
ELM	131B		2.5☐
ELM	127B		2.5☐
ELM	124B		2☐
ELM	133B		4☐
ELM	125B		2☐
ELM	135B		1☐
ELM	134B		2.5☐
ELM	136B		2.5☐
ELM	143B		4☐
ELM	126B		2☐
ENGLISH**		3	☐
PHYS	107	3	☐
TOTAL		**31**	

*Select from page 58. **Select with adviser. **Minimum Credits: 73.5**
***See page 102.

This program follows a 48-week, non-traditional schedule. Classes are scheduled from August, 2009 through June, 2010.

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**

☐	ELM	112B	Electrical Theory, DC	4
☐	ELM	120	Low Voltage Systems	3
☐	ELM	121B	Circuit Design	2.5
☐	ELM	122B	AC Theory	4
☐	ELM	123B	Solid State	2.5
☐	ELM	124B	DC Generators, Motors, and Controls	2
☐	ELM	125B	AC Motors and Alternators	2
☐	ELM	126B	Motor Maintenance	2
☐	ELM	127B	Introduction to AC Controls	2.5
☐	ELM	128B	Transformers and Industrial Lighting	4
☐	ELM	131B	National Electric Code	2.5
☐	ELM	132B	Digital Concepts	2.5
☐	ELM	133B	Advanced AC Controls	4
☐	ELM	134B	Introduction to Programmable Logic Controllers	2.5
☐	ELM	135B	National Electric Code 430	1
☐	ELM	136B	Programmable Controllers Applications	2.5
☐	ELM	141B	Blueprint Reading	2
☐	ELM	142B	Raceways	2.5
☐	ELM	143B	Wiring Techniques	4
☐	INT	100	GBC Orientation	0.5

Communications

☐ English-Communications. 3
Determined by placement testing.
ENG 107, ENG 108, or 101, or COM 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 for Human Relations, or	
☐	MGT	283	Introduction to Human Resource Management	1-3

SUGGESTED COURSE SEQUENCE***
Certificate of Achievement
Electrical Systems Technology

FALL—1st Semester		**Credits**	✓
INT	100	0.5	☐
ELM	112B		4☐
ELM	120	3	☐
ELM	121B		2.5☐
ELM	122B		4☐
ELM	142B		2.5☐
ELM	123B		2.5☐
ELM	128B		4☐
ELM	132B		2.5☐
ELM	141B		2☐
ENGLISH**		3	☐
COMPUTATION**		3	☐
TOTAL		**33.5**	

SPRING—2nd Semester		**Credits**	✓
ELM	124B		2☐
ELM	125B		2☐
ELM	126B		2☐
ELM	127B		2.5☐
ELM	131B		2.5☐
ELM	133B		4☐
ELM	134B		2.5☐
ELM	135B		1☐
ELM	136B		2.5☐
ELM	143B		4☐
HUMAN RELATIONS**		1-3	☐
TOTAL		**26-28**	

*Select from page 58. **Select with adviser. **Minimum Credits: 59.5**
***See page 102.

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 advisery 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 101, ENG 107, ENG 108, or COM 101, 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**

BUS 102B Introduction to Entrepreneurship, or
☐ MGT 103 Introduction to Small Business Management 3
☐ EIT 233 Introduction to Instrumentation 4
☐ EIT 240 Advanced Topics in Instrumentation 2
☐ EIT 315 Pressure, Level, Flow Measurement 4
☐ EIT 323 Installation and Configuration 3
☐ EIT 333 Process (Piping) and Instrument Diagrams (P&IDs) 2
☐ EIT 336 Control Valves and Regulators 4
☐ EIT 348 Temperature Measurement and Control 3
☐ EIT 368 Measurement Systems Analysis 2
☐ EIT 437 Computer Analog Control 3
☐ EIT 468 Advanced Control Systems 3

Communications

☐ English-Communications. 3
Determined by placement testing.
ENG 107, ENG 108, or ENG 101, or COM 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 for Human Relations, or
☐ MGT 283 Introduction to Human Resource Management 3

SUGGESTED COURSE SEQUENCE***
Certificate of Achievement
Instrumentation Technology

FALL—1st Semester		**Credits**	✓
EIT	233	4	☐
EIT	315	4	☐
EIT	323	3	☐
EIT	333	2	☐
EIT	368	2	☐
ENGLISH**		3	☐
COMPUTATION**		3	☐
TOTAL		**15-21**	

SPRING—2nd Semester		**Credits**	✓
EIT	240	2	☐
EIT	336	4	☐
EIT	348	3	☐
EIT	437	3	☐
EIT	468	3	☐
BUS	102B or MGT 103	3	☐
HUMAN RELATIONS*		3	☐
TOTAL		**18-21**	

*Select from page 58. **Select with adviser. **Minimum Credits: 33-42**
***See page 102.

Fire Science Management

Associate of Applied Science

Student Learning Outcomes

This program prepares graduates for a career in the wildland fire service and is based on the requirements set forth by the National Wildfire Cooperative Group (NWCG). Graduates of this AAS degree will have met the classroom requirements to obtain a "single resource boss level" within the wildland fire service. Additional practical skills are required for full certification.

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

- Demonstrate critical thinking skills in the management of wildland fires.
- Understand fire behavior in a wildland setting.
- Recognize and assess the inherent risks in the wildland fire service.
- Understand the Incident Command System structure used to manage wildland fire fighting.
- Understand the interrelationships between the following areas; ecosystem, economic, private property owners, legal and political, as related to wildland fires.
- Know the effects of topography, weather, and fuel types in the safe management of a wildland fire.
- Apply for a single resource boss-level position within the Wildland Fire service.

General Education Requirements **Credits**

- ☐ GBC Orientation 0.5
- ☐ English/Communications 6
  ENG 101, ENG 102 or ENG 107, ENG 108
- ☐ Mathematics 3
  MATH 116, MATH 120, MATH 126 or higher
- ☐ Science 6
  CHEM 121, CHEM 122, PHYS 100, PHYS 107
- ☐ Social Science 3-6
  PSC 101, or HIST 101 and HIST 102 (Must fulfill U.S. and Nevada Constitution)
- ☐ Human Relations 3
  BUS 110B, MGT 283, or PSY 208
- ☐ Humanities and Fine Arts 3
- ☐ Technology — GIS 109 3

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses **Credits**

- ☐ EMS 113B First Responder Training Course 3
- ☐ FS 114B Incident Command System I-200 1
- ☐ FT 109B Internship in Fire Service 1-6
- ☐ FT 101B Introduction to Fire Protection 3
- ☐ FT 110B Basic Wildland Firefighting S-110, S-130, S-190, L-180 4
- ☐ FT 111B Portable Pumps, S-211 1
- ☐ FT 112B Power Saws, S-212 2
- ☐ FT 113B Basic Air Operations S-270 1
- ☐ FT 115B Crew Boss, S-230 2
- ☐ FT 116B Engine Boss, S-231 1
- ☐ FT 117B Dozer Boss, S-232 2
- ☐ FT 118B Firing Methods, S-234 2
- ☐ FT 131B Hazardous Materials I 3
- ☐ FT 212B Fire and Ecology 3
- ☐ FT 218B Intermediate Fire Behavior, S-290, S-390 . . . 2
- ☐ WF 205 Fire Operations in the Urban Interface S-215 2
- ☐ WF 260 Fire Business Management Principles S-260 1
- ☐ WF 280 Fire Service Leadership L-280 2

SUGGESTED COURSE SEQUENCE***
AAS—Fire Science Management

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
EMS	113B		3☐
ENG	101	3	☐
FT	110B		4☐
FT	111B		1☐
MATH		3	☐
WF	260	1	☐
TOTAL		**15.5**	

SPRING—2nd Semester		Credits	✓
ENG	102	3	☐
FS	114B		1☐
FT	101B		3☐
FT	112B		2☐
FT	113B		1☐
FT	212B		3☐
FT	218B		2☐
SCIENCE		3	☐
TOTAL		**18**	

FALL—3rd Semester		Credits	✓
FT	115B		2☐
FT	118B		2☐
HUMAN RELATIONS		3	☐
SCIENCE		3	☐
SOCIAL SCIENCE		3	☐
WF	205	2	☐
TOTAL		**15**	

SPRING—4th Semester		Credits	✓
FT	109B		1-6☐
FT	116B		1☐
FT	117B		2☐
FT	131B		3☐
FINE ARTS*		3	☐
GIS	109	3	☐
WF	280	2	☐
TOTAL		**15-20**	

*Select from page 58. **Select with adviser. **Minimum Credits: 63.5**
***See page 102.

60 credits minimum for Associate Degree.

Fire Science Management

Certificate of Achievement

Student Learning Outcomes

This program prepares graduates for a career in the wildland fire service, and is based on the requirements set forth by the National Wildfire Cooperative Group (NWCG).

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

- Understand fire behavior in a wildland setting.
- Recognize and assess the inherent risks in the wildland fire service.
- Understand the Incident Command System structure used to manage wildland fire fighting.
- Understand the interrelationships between the following areas; ecosystem, economic, private property owners, legal and political, as related to wildland fires.
- Know the effects of topography, weather, and fuel types in the safe management of a wildland fire.
- Apply for a single resource boss-level position within the Wildland Fire service.

General Education Requirements	Credits
☐ GBC Orientation	0.5
☐ English/Communications ENG 101, ENG 102 or ENG 107, ENG 108	3-6
☐ Mathematics TA 108B, MATH 116, MATH 120, MATH 126 or higher (MATH 120 or higher recommended)	3
☐ Human Relations BUS 110B, MGT 283, or PSY 208	1-3

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses			Credits
☐	EMS 113B	First Responder Training Course	3
☐	FS 114B	Incident Command System I-200	1
☐	FT 109B	Internship in Fire Service	1-6
☐	FT 101B	Introduction to Fire Protection	3
☐	FT 110B	Basic Wildland Firefighting S-110, S-130, S-190, L-180	4
☐	FT 111B	Portable Pumps, S-211	1
☐	FT 112B	Power Saws, S-212	2
☐	FT 113B	Basic Air Operations S-270	1
☐	FT 115B	Crew Boss, S-230	2
☐	FT 116B	Engine Boss, S-231	1
☐	FT 117B	Dozer Boss, S-232	1
☐	FT 118B	Firing Methods, S-234	2
☐	FT 212B	Fire and Ecology	3
☐	FT 218B	Intermediate Fire Behavior, S-290, S-390	2
☐	WF 205	Fire Operations in the Urban Interface S-215	2
☐	WF 260	Fire Business Management Principles S-260	1
☐	WF 280	Fire Service Leadership L-280	2

SUGGESTED COURSE SEQUENCE**
Certificate of Achievement
Fire Science Management

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
EMS	113B		3☐
ENG	101	3	☐
FT	110B		4☐
FT	111B		1☐
WF	260	1	☐
TOTAL		**12.5**	

SPRING—2nd Semester		Credits	✓
FS	114B		1☐
FT	101B		3☐
FT	112B		2☐
FT	113B		1☐
FT	212B		3☐
HUMAN RELATIONS*		1	☐
MATH*		3	☐
WF	205	2	☐
TOTAL		**16**	

FALL—3rd Semester		Credits	✓
FT	109B		1-6☐
FT	115B		2☐
FT	116B		1☐
FT	117B		1☐
FT	118B		2☐
FT	218B		2☐
WF	280	2	☐
TOTAL		**11-16**	

*Select with adviser.
**See page 102.

Minimum Credits: 42.5

Human Services

Associate of Applied Science

Student Learning Outcomes

The Human Services AAS degree and certificate of achievement programs share a common core, so that students may easily complete course requirements for more than one course of study. Human services programs offer a generalist overview of human services work, an opportunity for personal enrichment, and practical opportunities for human relationship skills development. The substance abuse counselor training certificate program contains academic coursework and instruction in the application of specific counseling and communication skills necessary for students interested in preparing for work in the education, prevention, and treatment of addictions.

The human services programs are designed to prepare students for employment in social service agencies, mental health centers, correctional institutions, substance abuse treatment facilities, community health education organizations, and other work settings where effective, ethical client interactions are essential.

The Human Services AAS degree program courses offer opportunities for the practical application of learning through job shadowing, and intensive community field experiences within local human services organizations.

Coursework may be used as electives, or for continuing education by students or professionals in such areas as education, social work, substance abuse treatment, counseling, nursing, radiology, emergency medical care, and business. Entry-level courses have no prerequisites. Students may begin at any time by registering for classes. However, academic advising prior to starting any course of study is highly encouraged. Some coursework may be completed online, through interactive video, and/or by independent study on a case-by-case basis.

Upon successful completion of the degree program students will:

- Perform client-centered, social services assessments and interventions.
- Provide client services that reflect cultural competence, respect for social diversity, and the universal application of the principles of the Human Services Code of Ethics.
- Demonstrate leadership, collaborative, and problem-solving skills.
- Apply the principals of human services based on knowledge of human development and functioning throughout the lifespan.
- Identify current trends, topics, and issues in the human services profession.
- Engage in personal reflection as related to human services skills, professional effectiveness, and stress management.

Human Services

Associate of Applied Science

General Education Requirements	Credits
☐ GBC Orientation	0.5
☐ English/Communications	6-8
ENG 101 and ENG 102, or	
ENG 107 and ENG 108**	
☐ Mathematics	3
MATH 116, MATH 120 or higher**	
☐ Science	6
NUTR 121 and BIOL 100 (recommended)	
☐ Social Science	3-6
PSC 101 or HIST 101 and HIST 102	
☐ Human Relations	3
HMS 200	
☐ Humanities and Fine Arts	3
☐ Technology (IS 101 recommended)	3

**ENG 102 and MATH 120 are recommended, as they are required for the social work, nursing, radiology and other degree programs. Credit for prior coursework at other institutions may be considered per GBC policy and guidelines.

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses			Credits
☐ HMS	101	Introduction to Human Services	3
☐ HMS	102	Introduction to Counseling	3
☐ HMS	106	Human Services Practicum I	5
☐ HMS	206	Human Services Practicum II	5
☐ HMS	200	Ethics in Human Service	3
☐ HMS	107	Small Group Interaction Techniques	3
☐ HMS	250	Human Services Seminar	3

Additional Program Requirements			Credits
☐ CPD	116	Substance Abuse: Fundamental Facts and Insights	3
☐ HDFS	201	Lifespan Human Development	3
☐ NUTR	121	Human Nutrition	3
☐ PSY	101	General Psychology	3
☐ PSY	208	Psychology of Human Relations	3
☐ SOC	101	Principles of Sociology	3

SUGGESTED COURSE SEQUENCE***
AAS—Human Services

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
CPD	116	3	☐
ENG	101 or ENG 107*	3	☐
MATH	116 or MATH 120 or higher**	3	☐
HMS	101	3	☐
HMS	102	3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		Credits	✓
ENG	102 or ENG 108	3	☐
HMS	106	5	☐
HMS	200	3	☐
PHIL	102	3	☐
PSY	101	3	☐
TOTAL		**17**	

FALL—3rd Semester		Credits	✓
BIOL	100	3	☐
HMS	107	3	☐
HMS	206	5	☐
IS	101	3	☐
SOC	101	3	☐
TOTAL		**17**	

SPRING—4th Semester		Credits	✓
HDFS	201	3	☐
HMS	250	3	☐
NUTR	121	3	☐
PSC	101	3	☐
PSY	208	3	☐
TOTAL		**15**	

*Select from page 58. **Select with adviser. **Minimum Credits: 64.5**
***See page 102.

Human Services

Certificate of Achievement

Student Learning Outcomes

The certificate program in Human Services is designed to prepare students for employment in social service agencies, mental health centers, correctional institutions, community health education organizations, and other work settings where effective, ethical client interaction is valued.

Coursework may be used as electives, or for continuing education by students or professionals, in such areas as education, social work, counseling, nursing, radiology, emergency medical care, or business.

The Human Services programs share a common core, so that students may easily complete course requirements for more than one course of study, or to meet the AAS degree requirements. The certificate program offers a generalist overview of human services work, and an opportunity for personal enrichment, and hands-on opportunities for human relationship skills development with clients. The human services certificate program offers practical opportunities for job-shadowing in selected preceptorships within local community human services organizations.

Entry-level courses have no prerequisites. However, academic advising prior to beginning any course of study is highly encouraged. Some coursework may be completed online, through interactive video, and/or by independent study on a case-by-case basis.

Upon successful completion of the degree program students will:

- Perform client-centered, social services assessments and interventions.
- Provide client services that reflect cultural competence, respect for social diversity, and the universal application of the principles of the Human Services Code of Ethics.
- Demonstrate leadership, collaborative and problem-solving skills.
- Apply the principals of human services based on knowledge of human development and functioning throughout the lifespan.
- Engage in personal reflection as related to human services skills, professional effectiveness, and stress management.

General Education Requirements — **Credits**

- ☐ GBC Orientation 0.5
- ☐ English/Communications 3
  ENG 101 recommended**
- ☐ Mathematics 3
  MATH 116, MATH 120 or higher**
- ☐ Human Relations 3
  HMS 200
- ☐ Technology 3

Emphasis Courses — **Credits**

- ☐ HMS 101 Introduction to Human Services 3
- ☐ HMS 102 Introduction to Counseling 3
- ☐ HMS 106 Human Services Practicum I 5
- ☐ HMS 200 Ethics in Human Service 3

Additional Program Requirements — **Credits**

- ☐ CPD 116 Substance Abuse: Fundamental Facts and Insights 3
- ☐ IS 101 Introduction to Information Systems . . . 3
- ☐ PSY 101 General Psychology 3
- ☐ SOC 101 Principles of Sociology 3

**ENG 101 and MATH 120 are recommended, as they are required for the social work, nursing, radiology and other degree programs.

SUGGESTED COURSE SEQUENCE***
Certificate of Achievement—Human Services

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
CPD	116	3	☐
ENG	101 or ENG 107*	3	☐
HMS	101	3	☐
HMS	102	3	☐
PSY	101	3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		Credits	✓
HMS	106	5	☐
HMS	200	3	☐
IS	101	3	☐
MATH	116 or MATH 120 or higher**	3	☐
SOC	101	3	☐
TOTAL		**17**	

*Select from page 58. **Select with adviser. **Minimum Credits: 32.5**
***See page 102.

Substance Abuse Counselor Training

Certificate of Achievement

Student Learning Outcomes

The substance abuse counselor training certificate program is designed to prepare students for employment in social services agencies, mental health centers, correctional institutions, rehabilitation facilities, community health education organizations, and other setting which involve substance abuse/addiction education, prevention, and/or intervention and treatment. Coursework may be used as electives or for continuing education by students or professionals in education, corrections, law enforcement, and the justice system, addictions counseling and treatment, social work, nursing, radiology, or emergency medical care.

Each of the human services programs share a common core, so that students may easily complete course requirements for more than one course of study or for the AAS degree in human services. Entry-level courses have no prerequisites. Students may begin at any time by registering for courses. However, academic advising prior to beginning any course of study is highly encouraged. Some coursework may be completed online, through interactive video, and/or by independent study on a case-by-case basis.

Upon successful completion of the degree program students will:

- Perform client-centered, social services assessments and interventions.
- Provide client services that reflect cultural competence, respect for social diversity, and the universal application of the principles of the Human Services Code of Ethics, and standards of practice for substance abuse counselors.
- Demonstrate leadership, collaborative and problem-solving skills.
- Apply the principals of human services and addiction treatment based on knowledge of human development and functioning throughout the lifespan.
- Engage in personal reflection as related to skills, professional effectiveness, and stress management.

General Education Requirements			Credits
☐	GBC Orientation		0.5
☐	English/Communications		3
	ENG 101 recommended**		
☐	Mathematics		3
	MATH 116, MATH 120 or higher**		
☐	Human Relations		3
	HMS 200		

Emphasis Courses				Credits
☐	CPD	116	Substance Abuse: Fundamental Facts and Insights	3
☐	HMS	101	Introduction to Human Services	3
☐	HMS	102	Introduction to Counseling	3
☐	HMS	105	Substance Abuse Counseling Methods	3
☐	HMS	107	Small Group Interaction Techniques	3
☐	HMS	200	Ethics in Human Service	3
☐	PSY	101	General Psychology	3

Additional Program Requirements				Credits
☐	IS	101	Introduction to Information Systems	3

**ENG 101 and MATH 120 are recommended, as they are required for the social work, nursing, radiology and other degree programs.

Important Notice: Please check with the Nevada Board of Examiners for Alcohol, Drug, and Gambling Counselors or counselor licensing/certificate boards in Nevada, or in other states, if applicable, about the acceptability of academic courses **prior** to beginning any course, as individual, or state licensing and/or certification requirements may vary.

SUGGESTED COURSE SEQUENCE***
Certificate of Achievement—
Substance Abuse Counselor Training

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
CPD	116	3	☐
ENG	101 or ENG 107*	3	☐
HMS	101	3	☐
HMS	102	3	☐
PSY	101	3	☐
TOTAL		**15.5**	

SPRING—2nd Semester		Credits	✓
HMS	105	3	☐
HMS	107	3	☐
HMS	200	3	☐
IS	101	3	☐
MATH	116, MATH 120 or higher	3	☐
TOTAL		**15**	

*Select from page 58. **Select with adviser. **Minimum Credits: 30.5**
***See page 102.

Industrial Energy Efficiency

Associate of Applied Science

Student Learning Outcomes

The IEE AAS program prepares students for careers as energy efficiency technicians related to manufacturing, mining, energy service, energy consulting, and the power/utility industry. At the completion of this program, students will develop the necessary skills to effectively manage energy efficiency through reductions in energy consumption and costs. The IEE Program will provide students with an Associate of Applied Science Degree and is structured to provide students and industry with an educational program that is flexible and competency-driven.

Graduates of Industrial Energy Efficiency Program will have the knowledge and skills to:

- Understand the basics of thermodynamics and the principles and function of the equipment used in an industrial facility.
- Understand the types of mechanisms for delivery of the various types of industrial energy sources with an emphasis on electricity, natural gas, fuel oil, and renewable energy sources.
- Apply knowledge gained to assess and manage compressed air system faults and be able to assess the financial impact of these faults.
- Recognize and evaluate renewable energy alternatives in the industrial work place with emphasis on financial and environmental gains.
- Understand the supply and demand side of steam systems and determine facility steam needs and proper water treatment.

General Education Requirements **Credits**

- ☐ GBC Orientation 0.5
- ☐ English/Communications 6
- ☐ Mathematics 3
  MATH 116, MATH 120 or higher, or STAT 152
- ☐ Science 8.5
  PHYS 100 (3 credits) and IT 208B (5.5 credits)
- ☐ Social Science 3
- ☐ Human Relations 3
- ☐ Humanities and Fine Arts 3
- ☐ Technology 3
  EIT 233

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses **Credits**

- ☐ AIT 120 Basic Electrical for Technology 3
- ☐ ECON 102 Principles of Microeconomics 3
- ☐ EIT 233 Introduction to Instrumentation 3
- ☐ ELM 141B Blueprint Reading 2
- ☐ ELM 127B Introduction to AC Controls 2.5
- ☐ ELM 133B Advanced AC Controls 4
- ☐ HVAC 101B Introduction to Heating, Ventilation and AC 3
- ☐ IEE 201 Compressed Air System Fundamentals . 3
- ☐ IEE 203 Industrial Processes 2
- ☐ IEE 205 Energy Assessment Methodology 2
- ☐ IEE 207 Energy Systems Measures 2
- ☐ IEE 209 Energy Supply and Market Fundamentals 2
- ☐ IEE 211 Utility Supply Fundamentals 2
- ☐ IEE 213 Steam System Fundamentals 2
- ☐ IEE 215 Energy Efficient Building Systems 2
- ☐ IT 208B Fluid Power 5.5
- ☐ OSH 102 Introduction to Industrial Hygiene 3

SUGGESTED COURSE SEQUENCE***
AAS—Industrial Energy Efficiency

FALL—1st Semester		Credits	✓
AIT	120	3	☐
INT	100	0.5	☐
ELM	141B		2☐
ENG	107	3	☐
IT	208B	5.5	☐
MATH	116	3	☐
TOTAL		**17**	

SPRING—2nd Semester		Credits	✓
ECON	102	3	☐
ELM	127B		2.5☐
ELM	133B		4☐
ENG	108	3	☐
OSH	102	3	☐
PHYS	100	3	☐
TOTAL		**18.5**	

FALL—3rd Semester		Credits	✓
EIT	233	3	☐
IEE	201	3	☐
IEE	203	2	☐
IEE	209	2	☐
HVAC	101B		3☐
PSC	101	3	☐
TOTAL		**16**	

SPRING—4th Semester		Credits	✓
BUS	110B		3☐
IEE	205	2	☐
IEE	207	2	☐
IEE	211	2	☐
IEE	213	2	☐
IEE	215	2	☐
HUMANITIES*		3	☐
TOTAL		**16**	

*Select from page 58. **Select with adviser. **Minimum Credits: 67.5**
***See page 102.

Industrial Millwright Technology

Associate of Applied Science

Student Learning Outcomes

Upon successful completion of the Industrial Millwright Technology Program, the student will have the skills to:

- Read and interpret standard blueprints and drawings of industrial equipment.
- Align shafts to within + or - 0.001" using three different methods of alignment.
- Identify and correct cavitation in fluid handling pumps.
- Set up a preventative maintenance schedule for industrial equipment.
- Rebuild and replace components in fluid and air handling systems.
- Replace bearings and seals in a non-destructive manner.
- Take electrical measurements on single- and three-phase power equipment.
- Replace defective components in a fluid power system.
- Identify failure causes in industrial equipment using vibration analysis and the root cause analysis tree.
- Identify and correct unbalance in rotating equipment.
- Rebuild industrial gear trains.
- Remove and replace standard industrial couplings.
- Identify metals according to standard hardness test.
- Complete precision hole location using hand layout and DRO methods.

The Industrial Millwright Technology Program prepares a student for an exciting entry-level career as an industrial mechanic in manufacturing, mining, construction, and the service industry. The student receives technical training in mechanical operations, fluid power, machine tool operation, preventive/ predictive maintenance, electrical theory, welding processes, and industrial heating and cooling.

Upon successful complection of the Industrial Millwright Technology Program the student will possess the skills necessary to diagnose and repair mechanical, electrical, fluid and air handling systems found in most industrial, agricultural, mining, construction, and service industries. A graduate can work in all locations that use machinery to produce a product or service including steel mills, paper mills, mining operations, gravel quarries, universities, schools, textile mills, food processing plants, automotive plants, shipyards, power plants, hospitals, aerospace industry facilities, and office buildings/complexes.

General Education Requirements — **Credits**

- ☐ GBC Orientation 0.5
- ☐ English/Communications 6
- ☐ Mathematics 3
  MATH 116, MATH 120 or higher, or STAT 152
- ☐ Science 8.5
  PHYS 100 (3 credits) recommended and IT 208B (5.5 credits)
- ☐ Social Science 3
- ☐ Human Relations 3
- ☐ Humanities and Fine Arts 3
- ☐ Technology — IT 210B 4

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses — **Credits**

- ☐ IT 103B Industrial Pump Technology 4
- ☐ IT 105B Mechanical Power Transmission 4
- ☐ IT 106B Millwright and Process Terminology . . . 1.5
- ☐ IT 207B Boiler, Conveyor, and Pneumatic Systems 5.5
- ☐ IT 208B Fluid Power 5.5
- ☐ IT 210B Failure Analysis and Predictive/ Preventive Maintenance 4
- ☐ IT 212B Inventory and Planning 2
- ☐ IT 214B Basic Electrical Theory for Industrial Mechanics 4
- ☐ IT 216B Basic Metallurgy 4
- ☐ IT 220B Alignment Principles 4
- ☐ WELD 211 Welding I 3
- ☐ WELD 221 Welding II 3
- ☐ WELD 250B Welding Certification 3

Additional Program Requirements

- ☐ TA 100B Shop Practices 4

SUGGESTED COURSE SEQUENCE***
AAS—Industrial Millwright Technology

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
TA	100B	4	☐
IT	105B	4	☐
IT	106B	1.5	☐
IT	208B	5.5	☐
IT	210B	4	☐
WELD	211	3	☐
ENGLISH*		3	☐
MATHEMATICS*		3	☐
HUMANITIES*		3	☐
SOCIAL SCIENCE*		3	☐
TOTAL		**34.5**	

SPRING—2nd Semester		Credit	✓
IT	103B	4	☐
IT	207B	5.5	☐
IT	212B	2	☐
IT	214B	4	☐
IT	216B	4	☐
IT	220B	4	☐
ENGLISH**		3	☐
PHYS	100	3	☐
BUS	110B	3	☐
WELD	221	3	☐
WELD	250B	3	☐
TOTAL		**38.5**	

*Select from page 58. **Select with adviser. ***See page 102.

Minimum Credits: 73

Industrial Millwright Technology

Certificate of Achievement

Student Learning Outcomes

Upon successful completion of the Industrial Millwright Technology Program, the student will have the skills to:

- Read and interpret standard blueprints and drawings of industrial equipment.
- Align shafts to within + or - 0.001" using three different methods of alignment.
- Identify and correct cavitation in fluid handling pumps.
- Set up a preventative maintenance schedule for industrial equipment.
- Rebuild and replace components in fluid and air handling systems.
- Replace bearings and seals in a non-destructive manner.
- Take electrical measurements on single- and three-phase power equipment.
- Replace defective components in a fluid power system.
- Identify failure causes in industrial equipment using vibration analysis and the root cause analysis tree.
- Identify and correct unbalance in rotating equipment.
- Rebuild industrial gear trains.
- Remove and replace standard industrial couplings.
- Identify metals according to standard hardness test.
- Complete precision hole location using hand layout and DRO methods.

The Industrial Millwright Technology Program prepares a student for an exciting entry-level career as an industrial mechanic in manufacturing, mining, construction, and the service industry. The student receives technical training in mechanical operations, fluid power, machine tool operation, preventive/ predictive maintenance, electrical theory, welding processes, and industrial heating and cooling.

Upon successful complection of the Industrial Millwright Technology Program the student will possess the skills necessary to be able to diagnose and repair mechanical, electrical, fluid and air handling systems found in most industrial, agricultural, mining, construction, and service industries. A graduate can work in all locations that use machinery to produce a product or service including steel mills, paper mills, mining operations, gravel quarries, universities, schools, textile mills, food processing plants, automotive plants, shipyards, power plants, hospitals, aerospace industry facilities, and office buildings/complexes.

Emphasis Courses — **Credits**

- ☐ INT 100 Orientation 0.5
- ☐ IT 103B Industrial Pump Technology 4
- ☐ IT 105B Mechanical Power Transmission 4
- ☐ IT 106B Millwright and Process Terminology . . . 1.5
- ☐ IT 207B Boiler, Conveyor, and Pneumatic Systems 5.5
- ☐ IT 208B Fluid Power 5.5
- ☐ IT 210B Failure Analysis and Predictive/ Preventative Maintenance 4
- ☐ IT 212B Inventory and Planning 2
- ☐ IT 214B Basic Electrical Theory for Industrial Mechanics 4
- ☐ IT 216B Basic Metallurgy 4
- ☐ IT 220B Alignment Principles 4
- ☐ TA 100B Shop Practices 4
- ☐ WELD 211 Welding I 3
- ☐ WELD 221 Welding II 3
- ☐ WELD 250B Welding Certification 3

Communications

☐ English-Communications 3
Determined by placement testing.
ENG 107, ENG 108, ENG 101, or COM 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 for Human Relations, or
☐ MGT 283 Introduction to Human Resource Management 1-3

SUGGESTED COURSE SEQUENCE***
Certificate of Achievement
Industrial Millwright Technology

FALL—1st Semester		**Credits**	✓
ENGLISH**		3	☐
INT	100	0.5	☐
IT	105B	4	☐
IT	106B	1.5	☐
IT	208B	5.5	☐
IT	210B	4	☐
TA	100B	4	☐
TA	108B	3	☐
WELD	211	3	☐
TOTAL		**28.5**	

SPRING—2nd Semester		**Credits**	✓
IT	103B	4	☐
IT	207B	5.5	☐
IT	212B	2	☐
IT	214B	4	☐
IT	216B	4	☐
IT	220B	4	☐
HUMAN RELATIONS**		1-3	☐
WELD	221	3	☐
WELD	250B	3	☐
TOTAL		**30.5-32.5**	

Select from page 58. **Select with adviser. ***See page 102.

Minimum Credits: 59

Medical Transcriptionist

Certificate of Achievement

Student Learning Outcomes

The Certificate of Achievement in Medical Transcriptionist is a new field of study offered by GBC. In response to an identified need for medical transcriptionists nationwide, the program is designed to develop medical language specialists who are highly skilled in transcribing medical dictation detailing a patient's health care. Medical transcriptionists (MTs) work in hospitals, clinics, and physician's offices. In the past few years, a large percentage of MTs have worked from home through Medical Transcription contractors or as entrepreneurs with their own home-based businesses. A registered transcriptionist can live in an isolated rural area and transcribe for a physician in New York City.

The Certificate of Achievement program contains general education requirements comprised of existing GBC courses in English and Human Relations. The emphasis coursework includes didactic instruction in the theory and practice of medical transcription including knowledge of human anatomy and disease processes, pharmacology, medical terminology, and advanced medical language. Practical lab time will be used to develop skills necessary in transcribing digital medical dictation using the latest equipment accurately at a high rate of speed. Upon successful completion of the Certificate of Achievement in Medical Transcriptionist, students will have met the learning outcomes for the American Association of Medical Transcriptionists and will be prepared to take the certificate exam to become a Certified Medical Transcriptionist (CMT). Instructor's permission required.

Upon completion of the certificate program, students are expected to:

- Demonstrate knowledge of medical language and its structure, including prefixes, suffixes, combining forms, root words, plurals, abbreviations, acronyms, eponyms, homonyms, antonyms, synonyms, and commonly used foreign words and phrases.
- Demonstrate a general knowledge of word processing computers, dictation and transcription equipment, and related technologies.
- Apply correct English usage, including the rules of proper grammar, punctuation, and style, and use of correct spelling and logical sentence structure.
- Meet demanding medical transcription accuracy and productivity standards.
- Demonstrate proper use of medical transcription equipment.
- Meet progressively demanding medical transcription accuracy and productivity standards.
- Recognize, evaluate, and interpret inconsistencies, discrepancies, and inaccuracies in healthcare dictation and appropriately edit, revise, and clarify them while transcribing, without altering the meaning of the dictation or changing the author's style.

General Education Requirements **Credits**

- ☐ GBC Orientation 0.5
- ☐ English/Communications 3
  ENG 101, ENG 102 or ENG 107, ENG 108
- ☐ Human Relations 3
  BUS 110B (three-credit course includes a computation component)

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses **Credits**

- ☐ MTRN 110B Introduction to Online Medical Transcription 3
- ☐ MTRN 120B Medical Terminology for Online Medical Transcription 5
- ☐ MTRN 130B Anatomy and Physiology for Online Medical Transcription 3
- ☐ MTRN 140B Medical Specialities for Online Medical Transcription 3
- ☐ MTRN 200 Editing and Proofreading 3
- ☐ MTRN 220 Intermediate Medical Transcription 5
- ☐ MTRN 230 Advanced Medical Transcription 6

SUGGESTED COURSE SEQUENCE***
Certificate of Achievement
Medical Transcriptionist

FALL—1st Semester		Credits	✓
INT	100	0.5	☐
ENG	101 or ENG 107	3	☐
MTRN	110B		3☐
MTRN	120B		5☐
MTRN	130B		3☐
MTRN	140B		3☐
TOTAL		**17.5**	

SPRING—2nd Semester		Credits	✓
BUS	110B		3☐
MTRN	200	3	☐
MTRN	220	5	☐
MTRN	230	6	☐
TOTAL		**17**	

*Select with adviser.
***See page 102.

Minimum Credits: 34.5

Nursing
Associate of Applied Science

Student Learning Outcomes

Upon completion 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 across the continuum of care.
- Establish a safe, caring, patient centered environment in which culturally appropriate activities and evidence-based practice are utilized.
- Work collaboratively with all disciplines to achieve cost-effective, quality care that is customer focused and incorporates effective use of resources and current information and technologies.
- Through use of effective therapeutic and interpersonal communication techniques, provide individual, family or group-based health education in a variety of settings which promotes informed decision making, achieves positive outcomes, and supports self-care activities.
- Through self-regulation and self-management be accountable for the ethical, legal, and professional responsibilities that comprise nursing practice.
- Advocate on behalf of the individuals, families, or groups so that they may act in their own interest, including accessing available resources, and intervene when they are unable to do so.

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 mission of Great Basin College's Associate of Applied Science Nursing Program is to provide superior, student-centered, post-secondary educational experience that prepares the undergraduate nursing student for beginning practice in a variety of health care settings in central and northeastern Nevada.

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.

Enrollment in the program is limited, and students are admitted only in the Fall Semester. Selection is made using a point system. Points are given for GPA in prerequisite and general education courses, general education courses completed and reading, mathematics, and critical thinking scores obtained on the required nursing entrance exam.

Licensed practical nurses must have graduated from an accredited nursing program, have completed an IV certificate course, and be currently licensed as an LPN in the State of Nevada. Licensed practical nurses may apply for the second year after meeting admission requirements which includes completion of AAS degree prerequisite nursing and general education courses, a nurse entrance examination, and assessment of first-year AAS degree knowledge and skills. Selection is made on a "space available" basis.

Non-nursing and pre-nursing students may not take any of the courses that begin with the NURS designation prior to admission to the AAS degree in nursing program, with the exception of NURS 130 (Nursing Assistant), NURS 285 (Special Topics in Nursing), and NURS 140 (Medical Terminology). Students taking the prerequisite and other non-nursing courses are designated as "pre-nursing students." Students who have applied for and been accepted into the Associate of Applied Science in Nursing Program are designated "nursing students."

Students who 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 Degree Nursing Program determines
catalog year and course requirements.

Prerequisites to be completed prior to or during the semester in which application is made to the Associate's Degree Nursing Program include:

Prerequisite Courses			Credits
☐ INT	100	GBC Orientation	0.5
☐ BIOL	190*	Introduction to Cell and Molecular Biology	4
☐ BIOL	223	Human Anatomy and Physiology I	4
☐ BIOL	224	Human Anatomy and Physiology II	4
☐ BIOL	251	General Microbiology	4
MATH	120	Fundamentals of College Mathematics, or	
☐ MATH	126	Precalculus I	3
☐ Current Nursing Aide Certification			

Please note: Effective Fall 2007, applicants must have a current nursing aide certification.

*Biology Department requirement to be taken prior to or concurrently with BIOL 223.

Questions about the AAS Degree in Nursing Program or the application process can be directed to the Department of Health Sciences and Human Services at 775.753.2301.

Admission to Associate of Applied Science Degree in Nursing
Special application and admission requirements exist for nursing. Prospective students should:

- Apply for admission by completing the Application for Admission available online. Applications are available in January and must be submitted by April 1 at 5 p.m. for the Fall Semester.

- Return completed forms to:

  Admissions and Records
  Great Basin College
  1500 College Parkway
  Elko, NV 89801

College courses will be evaluated by the Admissions and Records Office for transfer and acceptance. Previous nursing courses are evaluated on an individual basis. All courses must have been completed at an accredited institution of higher education. All previous coursework must be submitted from the institution where it was completed as an official transcript. Transcript copies are not accepted.

At the successful completion of the program, graduates will have earned an Associate of Applied Science degree in Nursing. Nursing program graduates are eligible to apply for registered nursing licensure in the state of their choice. It is the student's responsibility to contact the state of their choice to ascertain eligibility requirements.

Graduation from an accredited program is only one of the requirements and does not mean automatic licensure as a nurse.

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 702.486.5803 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.

AAS Degree in Nursing Program Requirements
Student must provide evidence of a satisfactory physical examination within the preceding six months, validating the following psychomotor requirements:

1. Assess clients through auscultation, percussion, palpation, and other diagnostic maneuvers.
2. Manipulate equipment necessary to assist the individual, family, and/or group to desired outcomes.
3. Lift and move individuals and/or groups of individuals to provide safe care and emergency treatment.
4. Perform cardiopulmonary resuscitation.
5. Perform independently of others.
6. Possess cognitive abilities of measure, calculate dosages, reason, analyze, and synthesize.

Additional Fees

Nursing students follow the fee schedule and refund policy described on pages 43-44. 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	$1,500.00
Uniforms, shoes, equipment, and supplies	300.00
Student Background Check (required for clinical rotation) — minimum	39.00
Immunizations	300.00
Testing fee (NCLEX Testing Center)	200.00
Nevada State Board of Nursing licensing fee	105.00
FBI background check and fingerprints	51.25
Physical examination	Individual amount
Health insurance	Individual amount
Nursing school pin	40.00-160.00
Watch with a second hand	Individual amount
Travel to clinical facilities	Individual amount
Graduation uniform	30.00-50.00

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 $20.00.

Requirements for Licensed Practical Nurses entering the AAS degree in nursing 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 Admissions and Records Office with a transcript of PN education and apply for admission to GBC by April 1. A personal interview may be required.
- Must hold certification in IV Therapy.
- Completion of the nurse entrance test. This test is administered after April 1. The cost is approximately $20.00.
- Completion of the PN level competency exam. This exam is administered after April 1. The cost is approximately $35.00.

AAS Degree in Nursing 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 AAS Degree in Nursing Program, a student must:

- Maintain a minimum grade of "C" (e.g., 76% or better) in all nursing courses
- Comply with requirements set forth in the Associate of Applied Science Nursing Program Handbook.
- Attain a minimum grade of "C" in any non-nursing course applied to the Associate of Applied Science Nursing program.

General Education Requirements
The Nursing Program has slightly different general education requirements than the other GBC AAS degrees as stated on page 58. 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
☐	INT	100	GBC Orientation	0.5
☐	BIOL	190	Introduction to Cell and Molecular Biology	4
☐	BIOL	223	Human Anatomy and Physiology I	4
☐	BIOL	224	Human Anatomy and Physiology II	4
☐	BIOL	251	General Microbiology	4
☐	ENG	101	Composition I	3
☐	ENG	102	Composition II	3
	MATH	120	Fundamentals of College Mathematics, or	
☐	MATH	126	Precalculus I	3
☐	PSY	101	General Psychology	3
☐	PSC	101	Introduction to American Politics	3
☐	Humanities Elective			3

Emphasis Courses				Credits
☐	HDFS	201	Lifespan Human Development	3
☐	NURS	135	Introduction to the Nursing Process	8
☐	NURS	143	Nursing Process in Drug Therapy	2
☐	NURS	157	Nursing Process Throughout the Lifespan I	4
☐	NURS	158	Nursing Process Throughout the Lifespan II	5
☐	NURS	205	*Introduction to Associate Degree Nursing	2
☐	NURS	241	Nursing Process in Mental Health	3
☐	NURS	257	Nursing Process Throughout the Lifespan III	6
☐	NURS	258	Nursing Process Throughout the Lifespan IV	4
☐	NURS	261	Nursing Trends	1
☐	NURS	273	Role of the ADN Manager	3
☐	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

SUGGESTED COURSE SEQUENCE***
Associate of Applied Science
Nursing

FALL—1st Semester		**Credits**	✓
ENG	101	3	☐
NURS	135	8	☐
NURS	143	2	☐
PSY	101	3	☐
SPRING—2nd Semester		**Credits**	✓
ENG	102	3	☐
HDFS	201	3	☐
NURS	157	4	☐
NURS	158	5	☐
FALL—3rd Semester		**Credits**	✓
NURS	205	2	☐
NURS	241	3	☐
NURS	257	6	☐
NUTR	223	3	☐
SPRING—4th Semester		**Credits**	✓
NURS	258	4	☐
NURS	261	1	☐
NURS	273	3	☐
PSC	101	3	☐
HUMANITIES ELECTIVE**		3	☐

Select from page 58. **Select with adviser.
***See page 102.

Radiology Technology

Associate of Applied Science

Student Learning Outcomes

Upon completion, students will:

- Use oral and written medical communication skills.
- Demonstrate knowledge of human anatomy and physiology.
- Identify radiographic pathology.
- Anticipate and provide basic patient care and comfort.
- Operate radiographic imaging equipment and accessory devices.
- Position the patient and imaging system to perform radiographic examinations and procedures.
- Modify standard procedures to accommodate for patient condition and other variables.
- Determine and adapt exposure factors to obtain diagnostic quality radiographs with minimum radiation exposure.
- Practice radiation protection to the ALARA standards.
- Demonstrate knowledge and skills relating to radiology quality management.
- Exercise independent judgment and critical thinking in relation to the performance of medical imaging procedures.

Great Basin College offers a two-year, five-semester program leading to an Associate of Applied Science in Radiology Technology. The program is accredited by the Northwest Commission on Colleges and Universities (NWCCU) and recognized by the American Registry of Radiology Technology (ARRT).

The curriculum integrates courses in radiology technology with general education requirements. Clinical experiences are offered at the college and affiliated hospitals.

To obtain the degree, the student will successfully complete five 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 completed courses, grades, and current work experience in the health-care field. Year of admission to the Associate of Applied Science Degree in Radiology Technology program determines catalog year and course requirements.

Students who have not completed the English and mathematics requirements must complete the English/Mathematics Placement Test. There is no charge for the placement test, and it must be taken prior to enrolling in prerequisite courses. Placement tests are available at the 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. Students must place into English 101 at the start of the program, if not already completed.

A “C” or better grade in each class must be maintained throughout the program. It is up to the students to provide for housing and travel expenses for clinical rotation. These sites are located throughout northern Nevada.

Certified Nursing Assistant is a prerequisite for the program.

Admission Process

Admission to the AAS degree in Radiology Technology Program is a separate process from admission to Great Basin College and enrollment to the program is limited. Special application and admission requirements exist for Radiology Technology.

Qualified applicants are selected from the Great Basin College service area, first. If there are still positions opened, residents from Nevada and then out-of-state applicants will be considered. Students who have applied for and been accepted into the radiology program are designated radiology technology students. Only radiology technology students can enroll in courses with the RAD designation (with the exception of RAD 090B) unless previously approved by radiology technology instructor.

Application Process

- Apply for admission by completing the Application for Admission available from the Radiology Technology department. Applications must be submitted by May 1 for the Fall Semester.

- It is recommended the student review the selection criteria available in the application packet online.

Return completed forms to:

Admissions and Records
Great Basin College
1500 College Parkway
Elko, NV 89801

- College courses will be evaluated by the Admissions and Records Office for transfer and acceptance. The application and transcripts will be reviewed the Radiology Technology Program Committee for acceptance into the program.

At the successful completion of the five-semester program, graduates will have earned an Associate of Applied Science degree in Radiology Technology. Radiology Technology students are eligible to apply for the registry with American Registry of Radiologic Technologists (ARRT). It is the student's responsibility to contact the ARRT to schedule a testing application and time. To apply for registry with the ARRT, students must declare previous felony or misdemeanor convictions and academic sanctions. Students who have previous convictions and who wish to apply to the program are encouraged to contact the ARRT at 651.687.0048 to establish eligibility status.

Estimated Additional Fees

Textbooks	$1,000.00
Uniforms, shoes, equipment (ordered during Spring Semester of first year)	300.00
Student Background Check (required for clinical rotations)	39.00
Lab fees	200.00
Physical Examination	Individual amount
Immunizations	Individual amount
Health Insurance	Individual amount
Travel and living expenses at clinical sites:	Individual amount
ARRT Board Application	200.00

Scholarships and financial aid opportunities are available to all eligible GBC students. Please contact the Student Financial Services Office for more details.

Prerequisites			**Credits**
☐ INT	100	GBC Orientation	0.5
☐ BIOL	223	Human Anatomy and Physiology I	4
☐ BIOL	224	Human Anatomy and Physiology II	4
☐ MATH	120	Fundamentals of College Mathematics	3
☐ NURS	130	Nursing Assistant	6
☐ RAD	090B	Exploration of Radiology	0.5

Must be able to place into ENG 101 if accepted into the program.

General Education Requirements	**Credits**
☐ GBC Orientation	0.5
☐ English/Communications	6
☐ Mathematics MATH 120 or higher	3
☐ Science BIOL 223, BIOL 224	8
☐ Social Science PSC 101	3
☐ Human Relations PSY 208	3
☐ Humanities and Fine Arts PHIL 102 (Recommended, not required)	3

Technology requirement is met with Radiology Technology program requirements.

Note: Some of the above courses meet both prerequisite and general education requirements.

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses			**Credits**
☐ RAD	112B	Patient Care/Medical Terminology	2
☐ RAD	115B	Medical Ethics	1
☐ RAD	116B	Radiography I	3
☐ RAD	118B	Electrical and Radiation Physics	3
☐ RAD	124B	Radiographic Photography and Techniques	3
☐ RAD	126B	Radiology Procedures II	3
☐ RAD	128B	Imaging Equipment	3
☐ RAD	225B	Clinical Radiology I	7
☐ RAD	226B	Clinical Radiology II	7
☐ RT	227B	Clinical Radiology III	14
☐ RAD	238B	Radiation Safety and Protection	2
☐ RAD	242B	Radiography Quality Management	1

SUGGESTED COURSE SEQUENCE***
AAS—Radiology Technology

FALL—1st Semester		**Credits**	✓
ENG	101	3	☐
PSC	101	3	☐
RAD	112B	2	☐
RAD	115B	1	☐
RAD	116B	3	☐
RAD	118B	3	☐
TOTAL		**15**	

SPRING—2nd Semester		**Credits**	✓
ENG	102	3	☐
PHIL	102	3	☐
RAD	124B	3	☐
RAD	126B	3	☐
RAD	128B	3	☐
TOTAL		**15**	

FALL—3rd Semester		**Credits**	✓
PSY	208	3	☐
RAD	226B	7	☐
RAD	238B	2	☐
RAD	242B	1	☐
RAD	225B	7	☐
TOTAL		**20**	

SPRING—4th Semester		**Credits**	✓
RAD	227B	14	☐
TOTAL		**14**	

*Early Fall
***See page 102.

Certificate of Achievement in Diagnostic Medical Sonography

Pending approval by the NSHE Academic Affairs Council, expected in Summer 2009, Great Basin College will offer a fifteen month Certificate of Achievement in Diagnostic Medical Sonography. The program is anticipated to begin Fall Semester 2009. An associates degree is required for admission. For more information and program advising, contact Cherie Jaques at 775.753.2019 or by email: cheriej@gwmail.gbcnv.edu.

Spanish Interpreter/Translator

Certificate of Achievement

Student Learning Outcomes

Recipients of the Certificate of Achievement program for Spanish Interpreter/Translator will have the knowledge and skills to:

- Read and write at the advanced level in both Spanish and English.
- Speak and communicate at the advanced level in both Spanish and English.
- Interpret or translate higher level and technical language.
- Gain experience working in their field in a local business or community service organization.
- Use a marketable skill they may already possess.

Upper-Division Requirements: Students will have to perform an oral interview before entering Spanish 400. English 107 and 108 must be completed by this time.

Core Requirements				Credits
☐	ENG	107	Technical Communications I	3
☐	ENG	108	Technical Communications II	3
	MATH	116	Technical Mathematics I, or	
☐	MATH	120	Fundamentals of College Mathematics	3
☐	INT	100	GBC Orientation	0.5
☐	MGT	283	Introduction to Human Resource Management	3
☐	SPAN	112	First Year Spanish II	3
☐	SPAN	211	Second Year Spanish I	3

Emphasis Courses				Credits
☐	SPAN	111	First Year Spanish I	3
☐	SPAN	212	Second Year Spanish II	3
☐	SPAN	305	Spanish Composition	3
☐	SPAN	400	Practicum in Spanish in the Community	2
	BUS	110B	Human Relations for Employment, or	
☐	PSY	208	Psychology of Human Relations	3
☐	IS	101	Introduction to Information Systems	3

SUGGESTED COURSE SEQUENCE***
Certificate of Achievement
Spanish Interpreter/Translator

FALL—1st Semester		Credits	✓
INT	100	.5	☐
ENG	107	3	☐
SPAN	111	3	☐
MGT	283	3	☐
TOTAL		**9.5**	

SPRING—2nd Semester		Credits	✓
ENG	108	3	☐
SPAN	112	3	☐
IS	101	3	☐
TOTAL		**9**	

FALL—3rd Semester		Credits	✓
BUS	110B or PSY 208	3	☐
MATH	116 or MATH 120	3	☐
SPAN	211	3	☐
TOTAL		**9**	

SPRING—4th Semester		Credits	✓
SPAN	212	3	☐
SPAN	305	3	☐
SPAN	400	2	☐
TOTAL		**8**	

*Select from page 58. **Select with adviser. **Minimum Credits: 35.5**
***See page 102.

Welding Technology

Associate of Applied Science

Student Learning Outcomes

Graduates of the Welding Technology Associate of Applied Science Degree Program will have the knowledge and skills to:

- Make satisfactory welds in all positions using the following welding processes:
  - Shielded Metal Arc Welding (SMAW)
  - Gas Metal Arc Welding (GMAW)
  - Flux Cored Arc Welding (FCAW)
  - Gas Tungsten Arc Welding (GTAW)
- Make satisfactory cuts with the following processes:
  - Oxygen Fuel Cutting (OFC)
  - Plasma Arc Cutting (PAC)
  - Air Carbon Arc Cutting (ACC)
- Interpret welding blueprints and welding symbols.
- Perform pipe layouts.
- Utilize basic welding metallurgy.

Welding is a necessary skill for today's technicians and field mechanics as well as for those who want to develop a career in metal fabrication. The College's Welding Department has become the center for welding technologies in Northeastern Nevada. With highly qualified instructors, GBC provides the opportunity to learn the standard methods of Shielded Metal Arc Welding (SMAW), Flux Cored Arc Welding (FCAW), Gas Metal Arc Welding (GMAW), and Gas Tungsten Arc Welding (GTAW), as well as Oxyfuel, Air Carbon Arc, and Plasma Arc Cutting. For more information, call 775.753.2175.

Great Basin College has Certified Welding Inspectors on staff so students can earn an AWS certification.

General Education Requirements	**Credits**
☐ GBC Orientation	0.5
☐ English/Communications	6
☐ Mathematics MATH 116, MATH 120 or higher or STAT 152	3
☐ Science PHYS 107 (recommended) and WELD 150B (required)	6
☐ Social Science	3
☐ Human Relations	3
☐ Humanities and Fine Arts	3
☐ Technology WELD 110B	3

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses			**Credits**
☐	WELD 105B	Drawing and Weld Symbol Interpretation	3
☐	WELD 110B*	Basic Arc Welding Principles and Practices	5.5
☐	WELD 160B	Welding Design/Layout and Pipefitting	5.5
☐	WELD 210B	Advanced Welding Principles and Practices	5.5
☐	WELD 220B	Gas Metal (GMAW) and Flux Cored Arc Welding (FCAW)	11
☐	WELD 224B	Welding Projects	4
☐	WELD 240B	Gas Tungsten Arc Welding (GTAW)	8
☐	WELD 260B	Pipe Welding	8

SUGGESTED COURSE SEQUENCE***
AAS— Welding Technology

FALL—1st Semester	**Credits**	✓
INT 100	0.5	☐
ENGLISH**	3	☐
HUMAN RELATIONS*	3	☐
MATH 116, MATH 120 or higher	3	☐
HUMANITIES*	3	☐
SOCIAL SCIENCE	3	☐
WELD 105B	3	☐
WELD 110B	5.5	☐
WELD 210B	5.5	☐
WELD 260B	8	☐
TOTAL	**37.5**	

SPRING—2nd Semester	**Credits**	✓
ENGLISH**	3	☐
SCIENCE*	3	☐
WELD 150B	3	☐
WELD 160B	5.5	☐
WELD 220B	11	☐
WELD 224B	4	☐
WELD 240B	8	☐
TOTAL	**37.5**	

Select from page 58. **Select with adviser. **Minimum Credits: 75**
***See page 102.

This program follows a 48-week, non-traditional schedule. Classes are scheduled from August, 2009 through June, 2010.

*Students who have Tech Prep credits should contact their GBC adviser.

Welding Technology
Certificate of Achievement

Student Learning Outcomes

Graduates of the Welding Technology Certificate of Achievement Program will have the knowledge and skills to:

- Make satisfactory welds in all positions using the following welding processes:
  - Shielded Metal Arc Welding (SMAW)
  - Gas Metal Arc Welding (GMAW)
  - Flux Cored Arc Welding (FCAW)
  - Gas Tungsten Arc Welding (GTAW)
- Make satisfactory cuts with the following processes:
  - Oxygen Fuel Cutting (OFC)
  - Plasma Arc Cutting (PAC)
  - Air Carbon Arc Cutting (ACC)
- Interpret welding blueprints and welding symbols.
- Perform pipe layouts.
- Utilize basic welding metallurgy.

Certificate of Achievement Requirements **Credits**

☐	INT	100	GBC Orientation	0.5
☐	WELD	105B	Drawing and Weld Symbol Interpretation	3
☐	WELD	110B*	Basic Arc Welding Principles and Practices	5.5
☐	WELD	150B	Metallurgy Fundamentals for Welding	3
☐	WELD	160B	Welding Design/Layout and Pipefitting	5.5
☐	WELD	210B	Advanced Welding Principles and Practices	5.5
☐	WELD	220B	Gas Metal (GMAW) and Flux Cored Arc Welding (FCAW)	11
☐	WELD	224B	Welding Projects	4
☐	WELD	240B	Gas Tungsten Arc Welding (GTAW)	8
☐	WELD	260B	Pipe Welding	8

Communications

☐ English-Communications. 3
Determined by placement testing.
ENG 107, ENG 108, COM 101, or ENG 101.

Computation

☐	TA	108B	Applied Math for Technicians (or determined by placement test)	3

Human Relations

Choose one of the following:

	BUS	110B	Human Relations for Employment, or	
	PSY	208	Psychology of Human Relations, or	
☐	MGT	283	Introduction to Human Resource Management	1-3

SUGGESTED COURSE SEQUENCE***
Certificate of Achievement
Welding Technology

FALL—1st Semester		**Credits**	✓
INT	100	0.5	☐
ENGLISH**		3	☐
COMPUTATION**		3	☐
HUMAN RELATIONS*		1-3	☐
WELD	105B	3	☐
WELD	110B	5.5	☐
WELD	210B	5.5	☐
WELD	260B	8	☐
TOTAL		**29.5-31.5**	

SPRING—2nd Semester		**Credits**	✓
WELD	150B	3	☐
WELD	160B	5.5	☐
WELD	220B	11	☐
WELD	224B	4	☐
WELD	240B	8	☐
TOTAL		**31.5**	

*Select from page 58. **Select with adviser. **Minimum Credits: 61**
***See page 102.

*Students who have Tech Prep credits should contact their GBC adviser.

Special Programs
Licensure, Recognition, and Skills Preparation

Real Estate Licensure Courses

Great Basin College offers the following courses for the Nevada Real Estate Sales or Broker Licenses. Specific requirements for these licenses should be obtained from the following:

Nevada Real Estate Division
Department of Business and Industry
788 Fairview Drive, Suite 200
Carson City, NV 89710-5453
775.687.4280

Semester			Credits
RE	101	Real Estate Principles	3
RE	103	Real Estate Law and Practice	3

Recognition of Achievement Programs
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 Cooperatives Education Program in Accounting . . . . . page 126

Nevada Rural Electric Cooperative Education Program in Business Essentials . . . . . page 128

Entrepreneurship . . . . . page 130

Business Essentials . . . . . page 131

Employment Skills Preparation (15 credits)

The Employment Skills Preparation (ESP) program is an intensive, 16-week program designed with input from local employers to enable students to become employable in a short period of time. Students attend classes and explore the following workplace skills:

Program Requirements			Credits
ACC	135B	Bookkeeping I	3
BUS	110B	Human Relations for Employment	3
COT	240	Executive Office Procedures	3

Take all three one-credit or the one three-credit of the following:

CIT	106B	Introduction to Spreadsheets	1
COT	198B	Microsoft Word	1
COT	198B	Windows Basics	1

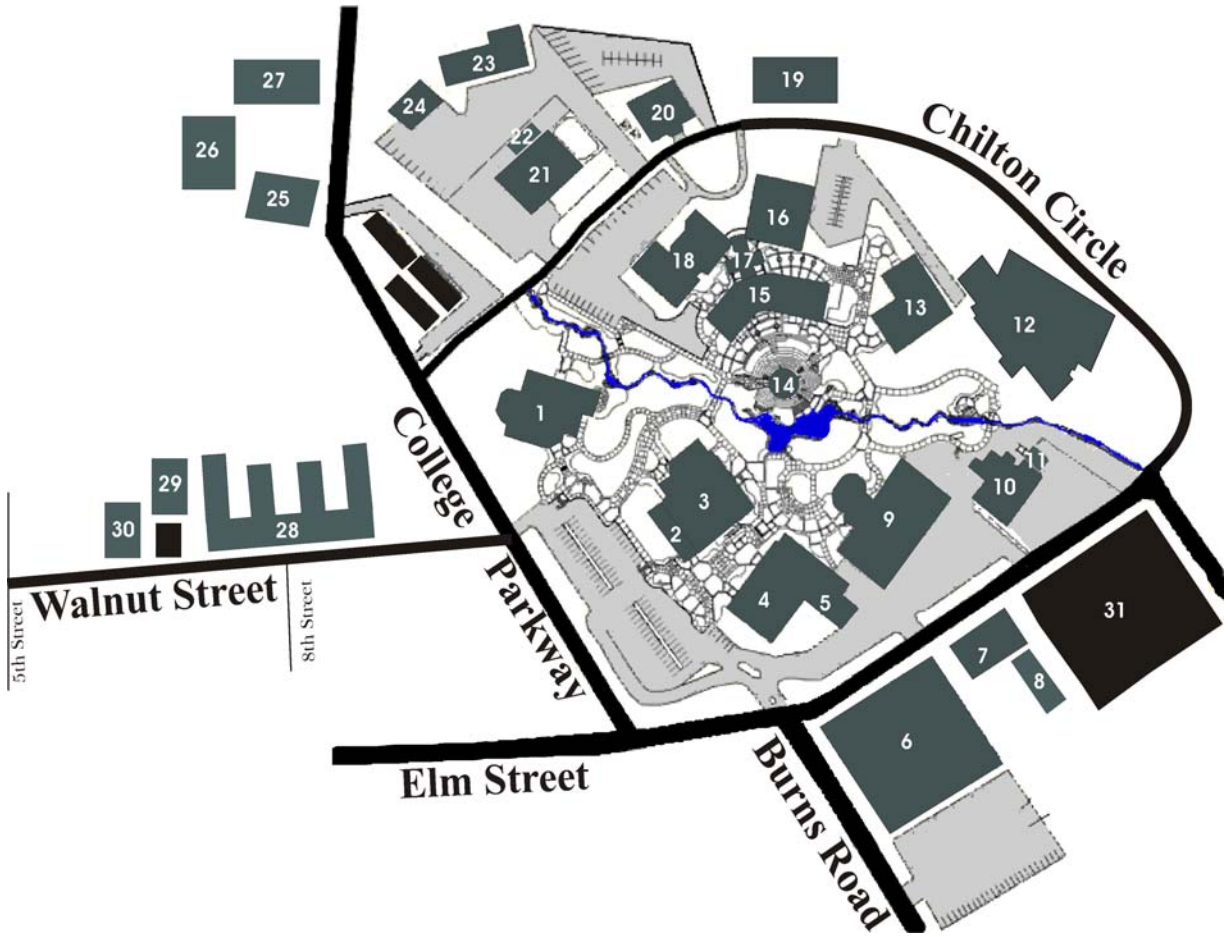
or

IS	201	Computer Applications	3

Choose from the following:

COT	101	Computer Keyboarding I	3
COT	102	Computer Keyboarding II	3

GREAT BASIN COLLEGE ELKO CAMPUS



1. **Berg Hall (BH)**
   Academic Affairs
   Admission Advising and Career Center
   Admissions and Records Office
   Administrative Offices
   Conference Room
   Continuing Education/Community Service
   Controller's Office
   Counseling
   Retention
   SIS Operations
   Student Employment Services
   Student Financial Services
   Webmaster Office
   Welcome Center

2. **McMullen Hall Annex 9 (MH)**
   Faculty Offices
   Fine Arts and Humanities
   English Faculty Offices

3. **McMullen Hall (MH)**
   Adjunct Faculty Work Room/ Classified Break Room
   Classrooms
   Faculty Offices
   Foundation Offices
   Grant Writer
   Library

4. **Lundberg Hall (LH)**
   Academic Computing Center
   Classrooms
   Faculty Offices
   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

7. **Adult Learning Center**

8. **ABE/ESL Classrooms**

9. **Greenhaw Technical Arts** Center (GTA)
   Art Classroom
   Auto/Diesel Shops
   Classrooms
   Computing Classroom
   Faculty Offices
   Great Basin Gallery

10. **Shipping and Receiving**

11. **Buildings and Grounds**

12. **Electrical/Industrial/ Technology Building (EIT)**
    Academic Success Center
    Computer Labs
    Conference Room
    Café Xcetera
    Education Faculty Offices
    Electrical Technology
    Faculty Offices
    Instrumentation Lab
    Low Voltage Lab
    Millwright Technology
    Social Sciences
    Surveying
    Tech Prep
    Testing Center

13. **Dorothy S. Gallagher Health Sciences Building (HSCI)**
    Classrooms
    Faculty Offices
    Health Sciences and Human Services
    Faculty Offices

14. **Amphitheatre**

15. **College Community Center (CCC)**
    Bookstore
    During renovation, the following have relocated to Griswold Hall
    Big Horn Activity Center
    Game/Recreation Room
    Office of Student Recruitment
    Student Life
    Social Room
    Student Government Association

16. **Fitness Center**
    Gym/Weight Room

17. **Solarium**

18. **GBC Theatre**
    Green Room
    Stage
    Theatre

19. **Chilton Circle Modular**
    ABE/ESL
    Human Resources
    Faculty Offices
    Security

20. **KENV Television Studio**

21. **Mark H. Dawson Child and Family Center**

22. **The House Tom and Jack Built**

23. **Arts Annex**
    Ceramic Lab
    Jewelry Classes

24. **Storage/Testing Facility**

25. **Placer Dome/Cortez Hall**
    1691 College Parkway

26. **Newmont Hall**
    1691 College Parkway

27. **12-Unit Single Apartment Complex**
    1691 College Parkway

28. **Elizabeth "Beth" Griswold Hall**
    735 Walnut Street
    EMS
    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

29. **12-Unit Married Housing Apartment Complex**
    611 Walnut Street

30. **Theodore Laibly Hall**
    1375 13th Street
    6-unit married housing

31. **Armory Classrooms**
    611 Walnut Street
    Speciality Training Classrooms

ADDITIONAL ELKO OFF-CAMPUS SITE

Small Business Development Authority
723 Railroad Street

Course Offerings

This catalog will provide information you will need to complete your educational goals. But, even with all this printed guidance, you should meet with your 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 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 "B" designator does not appear on transcripts. The "C" or "Z" affix indicates a community education course which is not meant for transfer.

Courses numbered 300 and above with any affixes are transferrable to University of Nevada, Reno and University of Nevada, Las Vegas and Nevada State College.

Courses Having an [F], [H], [F*], or [H*] Affix . . . . . .
Courses with the [F] designation are Fine Arts Courses, and courses with an [H] designation are Humanities Courses. Courses with [F*] or [H*] designation qualify as general education requirements. See page 58.

Core Courses
Courses that fulfill general education objectives or core requirements are indicated in the matrix on page 58. 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. May be repeated once for credit if the topics are different.

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. Prerequisites: 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. Prerequisites: 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.

ACC 261 Governmental Accounting (3)
An introduction to accounting and financial reporting for governmental and not-for-profit entities. Includes a study of fund and budget accounts for state and local governmental units, revenues, appropriations, disbursements, assessments, university, hospital, and other fund applications. Prerequisite: ACC 136B or ACC 202.

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 resumé, 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 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, *Principles of Agriculture Management)*

AGR 198 Special Topics in Agriculture (1-6)
Selected agricultural topics offered for general interest in the agricultural community. Not a program requirement. No prerequisite. Repeatable to a maximum of nine credits.

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 211 Farm and Ranch Business Analysis (3)
Designed for students with fundamental knowledge and skills in farm and ranch records, accounts, and budgets, and their use in planning and analyzing farm and ranch business functions, including investments analysis and capital budgeting. (Formerly AGR 101.)

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 Agriculture Internship (1-6)
Coordinated work study programs in industry or government under the direction of a faculty member. Written progress reports are prepared periodically and at the conclusion of the internship. May be repeated up to six credits. Prerequisite: Instructor's approval.

AGR 496 Agriculture Capstone (3)
Advanced study in specialized area of agriculture management. Interdisciplinary topics within an emphasis area will be selected by student and academic adviser. Students will also produce a comprehensive portfolio. Prerequisite: Senior level standing in the Bachelor of Applied Science in Agriculture Management emphasis area.

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]

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. Repeatable up to four credits.

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.

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, 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.

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 163 Horsemanship (2)
Course will lay the foundation for good, basic, and effective horsemanship that can later be developed into more specialized riding. Topics include safety, handling, grooming, saddling, stabling, feeding, health, exercise, and riding. All levels of ability welcome as lab assignments are tailored to the skill levels of both student and horse.

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.

ANSC 209 Physiology of Livestock Reproduction (3)
Designed to provide students with an understanding of the process of reproduction in cattle, sheep, swine, and horses. This course will provide information covering both the physical mechanics of reproduction as well as the endocrine system controlling livestock reproductive process. Various mating systems will be discussed with an emphasis placed on artificial insemination (A.I.) and embryo transfer (E.T.). Prerequisite: Qualifying ACT, SAT, or Accuplacer reading score or completion of ENG 101 or corequisite READ 135. Corequisite: ANSC 210.

ANSC 210 Livestock Reproduction Lab (1)
Provides an understanding of the reproductive technologies in cattle, horses, and swine. Pregnancy detection and semen handling labs provide students with livestock experience. Various mating systems discussed with an emphasis on artificial insemination (A.I.) and embryo transfer (E.T.). A field trip component of the course focuses on A.I. techniques.

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.

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.

ANSC 413 Range-Livestock Interaction (3)
Emphasis on species and breed selection, physiological considerations, and alleviating detrimental effects on livestock with a review of interactions among livestock, wildlife, and plant communities. [N]

ANSC 418 Beef Cattle Management (3)
Study of the major management topics in all major phases of beef cattle production, including, but not exclusive to, cow-calf operations, breeding animal development, backgrounding, finishing, and marketing. [N]
Corequisite: ANSC 100 or ANSC 211

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's 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: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

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: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

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. Prerequisite: Qualifying ACT, SAT, or Accuplacer reading score or completion of ENG 101 or corequisite READ 135.

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: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

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: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

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 226 Archaeological Field Methods: Excavation (0.5-3)
Course provides the student with introductory training in basic archaeological field excavation techniques. Repeatable up to six credits. Prerequisite: Instructor's approval required.

ANTH 290 Internship (1-8)
Supervised para-professional work experience in one or more areas of anthropology under the guidance of an anthropologist or a related profession. Students will apply knowledge and skills to real on-the-job situations designed by a faculty adviser and an official from a public agency, academic institution, or business. Prerequisite: Instructor's approval.

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: 40 or more credits including ANTH 202 or instructor's approval.

ANTH 400A Indians of North America (3)
Ethnographic survey of the wide variety of societies found in native North America, including regions such as the Plains, the Arctic, the Southwest, and the Southeast, among others. Course provides an overview of social institutions (i.e., religion, food getting and settlement, kinship, etc.) and changes resultant of European contact and colonization. Satisfies the diversity requirement at UNR. Prerequisite: 40 or more credits including ANTH 101, ANTH 201, or instructor's approval.

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: 40 or more credits including ANTH 101, ANTH 201, or instructor's approval.

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. Satisfies diversity requirement at UNR. Prerequisite: 40 or more credits including ANTH 101, ANTH 201, or instructor's approval.

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: 40 or more credits including ANTH 101, ANTH 201, or instructor's approval.

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: 40 or more credits including ANTH 202 or instructor's approval.

ANTH 440B Archaeology of the Great Basin (3)
Examines the prehistory of the Great Basin region, including the Paleoindian, Archaic periods, and later prehistoric occupations. Explores what kinds of data archaeologists use to construct culture histories and the environmental and social factors that influenced prehistoric patterns. Prerequisite: 40 credits or more including ANTH 202 or instructor's approval. (Formerly ANTH 350, *Archeology of Nevada*)

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: 40 or more credits including ANTH 202 or instructor's approval.

ANTH 448A Field School in Archaeology (3-8)
Students will participate in archaeological survey and/or excavation. Students will work on archaeological sites in the vicinity of Elko, Nevada, in the heart of the Great Basin, to learn how archaeologists do field work and what principles underlie different types of field strategies. Students must apply for enrollment in this course. Form available from the Social Science Department Office, EIT building. May be repeated up to 10 credits. Prerequisite: 40 or more credits including ANTH 202 or instructor's approval.

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. Repeatable up to six credits. Prerequisite: 40 or more credits including ANTH 202 or instructor's approval.

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: 40 or more credits including 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. [N] Prerequisite: 40 or more credits including ANTH 202 or instructor's approval.

Applied Industrial Technologies (AIT)

AIT 120 Basic Electrical for Technology (1-3)
Develop a basic understanding of DC and AC electricity in theory, and as it applies to Welding, Diesel, Industrial Millwright Technology, and Electrical Systems Technology.

Applied Mathematics and Science (AMS)

AMS 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. Excel spreadsheets will be used extensively. Prerequisites: 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. Repeatable up to three credits.

ART 100 Visual Foundations (3)
A beginning art class that includes a survey of art and the basic components of design. The class explores visual concepts as they relate to the history of art through class presentations, discussions, and a variety of media. Students should plan for three hours of studio work outside the class. [F*]

ART 101 Drawing I (3)
A disciplined foundation in drawing concepts based on visual observation skills. [F*]

ART 102 Drawing II (3)
A continuation of ART 101. [F] Prerequisite: 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. [H]

ART 106 Jewelry I (3)
Techniques of various metal construction for jewelry. Emphasis on design and craftsmanship. [F]

ART 107 Design Fundamentals I (2-D) (3)
Explores the fundamentals of design using various media focusing on 2-D design. [F]

ART 108 Design Fundamentals II (3-D) (3)
Creative design with emphasis on volume and space relationships in a variety of materials. [F]

ART 110 Stained Glass (3)
Introduction to creating stained glass. [F]

ART 111 Beginning Ceramics (3)
Introductory and intermediate course in beginning ceramics. May repeat course up to six credits. [F]

ART 114 Beginning Crafts (3)
Explore craft techniques and concepts utilizing a variety of media. [F]

ART 115 Beginning Clay Sculpture (3)
Introduction to design and creation of sculpture with clay. [F]

ART 124 Introduction to Printmaking (3)
Introduction to the traditional printmaking processes. [F]

ART 127 Watercolor I (3)
Introduction to watercolor techniques and concepts. Requires three hours of studio practice weekly. [F]

ART 135 Photography I (3)
Analytical and critical approaches to the creative possibilities of photography including basic photographic techniques and materials. [F]

ART 141 Introduction to Digital Photography (3)
An introduction to the aspects of digital photography. Explores how to improve photographic skills and integration of photography and the digital media. [F]

ART 142 Introduction to Digital Photography II (3)

A continuation of Digital Photography. Employs further investigation of the digital media and current version of Photoshop. Repeatable up to six credits. [F] Prerequisite: ART 141 or ART 180.

ART 160 Art Appreciation (3)
Introduction to the visual arts, illustrating the place of art in its social and cultural setting. [H*]

ART 201 Life Drawing I (3)
Introduction to drawing from live models. [F] Prerequisite: ART 101 or instructor's approval.

ART 206 Jewelry II (3)
Continued exploration of creating jewelry using various techniques. [F]

ART 211 Ceramics I (3)
A beginning studio course in construction and decoration of clay. Slab, coil, and wheel-thrown techniques will be taught. [F]

ART 212 Ceramics II (3)
Continuation of ART 111 with emphasis on development of individual expression in clay. [F]

ART 216 Sculpture I (3)
Introduction to sculpting techniques and concepts. [F]

ART 217 Sculpture II (3)
A continuation of sculpting techniques and concepts. [N] [F] Prerequisite: ART 216, ART 108, or instructor's approval.

ART 218 Alternative Sculpture (3)
Exploration of non-traditional sculpting techniques. [F]

ART 227 Watercolor II (3)
Continued exploration of watercolor techniques and concepts. [N] [F]

ART 231 Painting I (3)
Exploration of various painting media and concepts. [F]

ART 232 Painting II (3)
Continuation of exploration of painting techniques and concepts. [F] Prerequisite: ART 231.

ART 235 Photography II (3)
Lecture/study with emphasis on improving basic and intermediate skills. Explores the use of photography as a personal expression. [F] Prerequisite: ART 135.

ART 236 Photography III (3)
Investigation and practice in creative photography. [F]

ART 243 Digital Imaging I (3)
Introduction to computer based imaging. Also available as GRC 183. [F]

ART 260 Survey of Art History I (3)
Presentation of the historical context of major and minor works of art from the ancient world to the Renaissance, art analysis, and criticism. [H*]

ART 261 Survey of Art History II (3)
A continuation of Survey of Art History I presenting major and minor works of art from the Renaissance to the present, art analysis, and criticism. [H]

ART 297 Field Study (1-3)
A study of art in its cultural and historical setting. May repeat course up to six credits. [H]

ART 299 Special Topics in Studio Art (.5-3)
Consideration of special topics and issues in art. Selection will depend upon current interests and needs. May repeat course up to 12 credits. [P/W]

ART 338 Advanced Photography I (3)
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. Repeatable up to six credits. [F] Prerequisite: ART 236.

ART 392 Art and Healing (3)
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 193.

Arts and Humanities Administration (AHA)

AHA 300 Arts and Humanities Administration (3)
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] Prerequisite: ENG 102.

AHA 444 Grant Writing and Administration (3)
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. [N] Prerequisites: ENG 102, AHA 300, and FIN 310.

AHA 450 Gallery Practices and Curation (3)
Principles of operating practices for a variety of gallery types and styles. Includes techniques of curation and exhibit preparation with strategies for gallery management. [N] Prerequisite: Admission to the AHA program.

Astronomy (AST)

AST 101 General Astronomy (3)
An introductory examination of the solar system, stellar systems, and stellar and galactic evolution according to currently accepted concepts. Introduces astronomical instruments and light theory. (Formerly AST 101, *Introductory Astronomy*) Prerequisite: MATH 096 or higher.

Automotive (AUTO)

AUTO 101B Introduction to Auto Mechanics (3)
Entry-level course designed to provide instruction in automotive design, construction, repair, and operation. Students are taught in sequence various automotive systems and how they operate. The skill and knowledge gained will be general in nature and will relate to all components of the automobile. Unlimited repeatability.

AUTO 111B Automotive Electricity (3)
Study and practice of DC electrical applications to the automobile. Includes the theory of operation and service procedures of cranking motors, solenoids, charging systems including system-integrated generators (alternators), electronic components, chassis, and electrical systems on current model vehicles. Use of test equipment for diagnosis of electrical systems, reading of wiring diagrams, repairing procedures, and actual hands-on shop experience. Safety is emphasized.

AUTO 130B Engine Reconditioning (2-3)
Disassembly, inspection, measurement of blocks, pistons, bearings, crankshafts, 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.

AUTO 155B Steering and Suspension (1-4)
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.

AUTO 220B Engine Performance (1-4)
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.

Aviation (AV)

AV 110B Private Pilot Ground School (3-6)
Federal air regulations, aerial navigation, radio, general service, and safety practices. Repeatable up to six credits.

Biology (BIOL)

BIOL 100 General Biology for Non-majors (3)
Basic biological concepts, interpretation and application of scientific methods, and effects of biological advances on society. Core curriculum science course; cannot be used for credit toward field of concentration in biology. Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

BIOL 112 Animal Behavior (3)
Introduction to invertebrate and vertebrate animal behavior, its description, role, genetic and evolutionary basis, and methods of study. Designed as a general education, non-majors course. [N]

BIOL 124 Northeastern Nevada Plants (2)
Study of plant identification, structure, floral adaptations, and plant ecology of native plants in northeastern Nevada.

BIOL 190 Introduction to Cell and Molecular Biology (4)
Structure and function of cells. Major molecules of life; composition and physiology of cellular organelles; cell metabolism, reproduction, motility, and gene function of both plant and animal cells. Required for biology majors. Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135; MATH 096 within the last two years, or sufficient placement exam for MATH 120, or SAT/ACT score adequate for MATH 120. 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 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 Cell Biology (3)
Cell structure and function at the molecular level. Prerequisite: BIOL 190.

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. Prerequisites: 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.

BIOL 481 Animal Behavior (3)
Evolutionary analysis of vertebrate and invertebrate behavior. Prerequisite: BIOL 191 or instructor's approval or one course in biology or one in psychology.

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. (Formerly BIOL 496, *Special Topics*) Prerequisites: BIOL 190, BIOL 191, and instructor's approval.

Business (BUS)

BUS 101 Introduction to Business (3)
A one-semester survey course covering business organization, operation, and management, designed to orient the student to the field of business.

BUS 102B Introduction to Entrepreneurship (3)
Course serves as the foundation for the GBC Associate of Applied Science–Entrepreneurship Emphasis degree program. Introduces techniques, principles, and challenges facing today's entrepreneurs using practical examples. Formerly BUS 102, *Entrepreneurship I*) (Formerly, BUS 102, *Introduction to Entrepreneurship*)

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. Three-credit course includes a computation component.

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. May be repeated once for credit if topics are different.

BUS 201 Entrepreneurship II (3)
Extends techniques, principles, and challenges facing today's aspiring entrepreneurs using practical examples. The major project for the course is the preparation of a useful business plan, instructions on acquiring financing, and explanations of other business startup activities, especially, setting up marketing programs and strategic/tactical plans. Recommended prerequisite: BUS 102B or MGT 103.

BUS 273 Business Law I (3)
A study of the origin, philosophy, and nature of law and procedures including court systems, contracts, agency, partnerships, sales, criminal law, and torts.

BUS 274 Business Law II (3)
A continuation of BUS 273. Includes a study of corporation law, property, secured transactions, negotiable instruments, insurance, and bankruptcy. Prerequisite: 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 eight credits: (one credit requires 60 work hours per semester; two credits require 120 hours; three credits require 180 hours; four credits would require a total of 240 hours on the job during one semester. Students may enroll in two-to-four credits for two consecutive semesters.) (Formerly BUS 290B, *Entrepreneurship Co-op Experience*)

BUS 292 Phi Beta Lambda (1-3)
(Business Student's 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 296 NxLevel Training (Entrepreneurship III) (3)
Serves as the foundation for the GBC AAS degree. It guides students through

the process of developing a business plan related to their technical skills and interests. Follows the NxLevel curriculum developed by the Colorado Center for Community Development at the University of Colorado, Denver. Topics include *Becoming and Entrepreneur; Planning Your Business; Business Startup Options; Legal Structure of the Business; Managing, Marketing, and Financing Your Business; and Turning Ideas into Action*. Prerequisite: BUS 101 and BUS 102B or instructor's approval Prerequisites: BUS 101 and BUS 102B or instructor's approval

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.

Chemistry (CHEM)

CHEM 100 Molecules and Life in the Modern World (3)
Introduction to chemistry in its many forms and applications, physical and organic, with consideration of environmental and social issues. Includes laboratory activities. Prerequisite: MATH 096 or higher.

CHEM 121 General Chemistry I (4)
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 220L Introductory Organic Chemistry Lab (1)
Techniques employed in the preparation, separation, and identification of organic compounds. Corequisite: CHEM 220.

CHEM 220 Introductory Organic Chemistry (3-4)
Principles of carbon chemistry. Covering covalent bonding, alkanes, alkenes and alkynes, chirality, alcohols, ethers, benzene, amines, carboxylic acids, polymers, and carbohydrates. Prerequisite: CHEM 121, CHEM 122 recommended.

Communication (COM)

COM 101 Oral Communication (3)
Introduction to the fundamentals of effective speaking. Develops the vocal and intellectual skills required for effective and powerful speaking in conversation and before an audience. (Formerly THTR 113, *Fundamentals of Speech I*) (Formerly COM 113, *Fundamentals of Speech Communications*)

COM 159 Writing for Radio and Television (3)
An introduction to basic script formats, terminology, style, and writing techniques for radio, television, and other electronic media. Topics include commercials, promotions, public relations, instruction/training, corporate video, and teleplays. Develops the ability to write aurally as well as visually.

COM 196 Internship (3)
A work-based learning experience in television production and television news at the campus-based NBC affiliate, KENV-TV. Students will be mentored by professional staff members and assist in the production of news broadcasts, commercials, and public service announcements. Must contact instructor before registering. Prerequisite: JOUR 201.

Comprehensive Medical Imaging (CMI)

CMI 376 Sectional Anatomy in Medical Imaging (3)
Transverse, coronal, and sagittal anatomy of the head, neck, thorax, abdomen, pelvis, and extremities. Areas of discussion include skeletal, muscular, circulatory, respiratory, nervous, lymphatic, and visceral anatomic relationships. Prerequisite: BIOL 224.

Computer-Aided Drafting and Design (CADD)

CADD 100 Introduction to Computer-Aided Drafting (1-4)
Introduction to the basic capabilities of a computer-aided drafting (CAD) system. Includes appropriate hardware, software, and applicable commands.

CADD 105 Intermediate Computer-Aided Drafting (1-4)
A course in 2D and 3D drafting covers the intermediate features of computer-aided drafting and design including layers, attributes, and 3D. (Formerly CADD 105, *Intermediate Computer-Aided 2D and 3D Drafting*) Prerequisite: CADD 100.

CADD 121 CAD for Land Surveyors (3)
The use of computer-aided drafting (CAD) software to create survey plats and topographic maps. The first ten weeks of instruction will focus on learning basic CAD commands. The remaining five weeks will focus on the production of typical survey plats and topographic maps.

CADD 200 Advanced Computer-Aided Drafting (1-4)
Course continues development of three-dimensional construction, modification, and rendering. New features explored through exercises to embed URLs and use drawing web format. The SQL database environment is introduced. Customize environments by changing variables in Preferences, make new toolbar buttons and toolbars. Other advanced features introduced include menu structure, AutoLISP, and OLE. Prerequisite: 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 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. Prerequisites: CADD 105 and CIT 129.

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.

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 117 Wireless Network Security (3)
Prepares professionals who want to master wireless local area and network security. A basic knowledge of computers and networks is all that is required for this course.

CIT 129 Introduction to Programming (3)
A first course in programming. Offers an introductory course on computer program design and development. Emphasizes identification and solution of business problems through various design tools such as Javascript and Visual Basic applications. 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. Build interactive web pages using dynamic HTML. Topics include images, tables, frames, CSS styles, forms, FTP, and site maintenance. Prerequisite: IS 201 or instructor's approval.

CIT 152 Web Script Language Programming (3)
A continuation of CIT 151, Beginning Web Development. This programming class creates interactive web pages using technologies such as Javascript, SQL, and server-side programming language. [N] Prerequisites: CIT 129 and 151.

CIT 173 Linux Installation and Configuration (3)
Course covers Linux installation, configuration, and workstation operating system concepts.

CIT 174 Linux System Administration (3)
Covers concepts required for Linux server system administration and common networking services configuration, operation, and management. There is no formal prerequisite, however, CIT 173 or a basic understanding of either the UNIX or Linux workstation environment is recommended.

CIT 201B Word Certification Preparation (3)
A hands-on course building on the foundation laid in COT 151 and continuing on to sophisticated manipulation of word processing software. Topics include tables, graphic boxes, clip art, desktop publishing, fonts, macros, styles, and spreadsheets. Recommend: COT 151. (Formerly CIT 201, *Word Certification Preparation*)

CIT 202B Excel Certification Preparation (3)
In-depth exploration of Excel spreadsheets. Topics include advanced functions, importing and exporting data, multiple tables and workbooks, pivot tables, macros, and VBA. Team and student projects are conducted. (Formerly CIT 202, *Excel Certification Preparation*) Prerequisite: IS 201 or instructor's approval.

CIT 203B Access Certification Preparation (3)
In-depth exploration of Access database management. Topics include tables, relationships, queries, forms, and reports. Macros, VBA modules, and web pages are created. Team and student projects are conducted in building and maintaining a database. Access 2007 required.(Formerly CIT 203, *Access Certification Preparation*) Prerequisite: IS 201 or instructor's approval.

CIT 211 Microsoft Networking I (3)
Course covers MS Windows workstation/client operating systems concepts in both a network and stand alone environment. (Formerly CIT 211, *MCSE I*)

CIT 212 Microsoft Networking II (3)
Introduces students to computer network server administration and management using MS*MCSE II*) Prerequisite: None, however, CIT 211 or an advanced understanding of a Windows desktop environment is recommended.

CIT 213 Microsoft Networking III (5)
Teaches strategies and tactics for implementing, administering, and troubleshooting information systems that incorporate Windows NT Server or Windows 2000 Server in an enterprise computing environment. (Formerly CIT 213, *MCSE III*) Prerequisite: CIT 212 or instructor's approval.

CIT 214 Microsoft Networking IV (5)
Course covers computer network directory services using Microsoft's Active Directory Services. (Formerly CIT 214, *MCSE IV*) Prerequisite: CIT 212 or instructor's approval.

CIT 215 Microsoft Networking V (3-5)
Various topics in networking using Microsoft products aimed at the less common MCSE electives. Unlimited repeatability. (Formerly CIT 215, *MCSE Elective*) Prerequisite: CIT 213 or instructor's approval.

CIT 217 Security + (3)
Prepares professionals with some networking experience and who possess a thorough knowledge of TCP/IP to take and pass the CompTIA Security + certification exam. Topics will include general security basics of cryptography and operational/ organizational security. Working knowledge and network servers or associated certifications would be considered essential.

CIT 252 Web Database Development (3)
Interactive web pages will be built to accomplish store front applications. Storefront software will be used to produce shopping cart applications with product display, shopping cart, check out, and confirmation web pages along with several databases. Prerequisite: IS 201, CIT 151, CIT 129, CIT 203B, GRC 188, or instructor's approval.

CIT 261 VBA Programming for Microsoft Office (3)
Visual Basic for applications involves programming inside Microsoft Office, Word, Excel, and Access. This is the most common type of programming in today's work world and creates more interactivity in the office software.

Prerequisite: CIT 129, CIT 202B, CIT 203B, or instructor's approval.

CIT 264B Operating System Security (3)
Covers a full range of security concepts, techniques, and applications as required by server operating systems and networks. This will include VPNs, authentication, encryption, and patching. It will culminate in discussions of monitoring, auditing, and disaster recovery. Recommended prerequisite: CIT 212 or CIT 173.

CIT 265B Infrastructure Security (3)
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]

CIT 301 Network Management Essentials (1)
Designed for non-graphic majors. Covers essential concepts in graphic communications required for a manager of digital technology systems. Students will start work on individual portfolios of their achievements during this degree program. 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.

CIT 302 Programming and Web Development Essentials (1)
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. [N] 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.

CIT 361 TCP/IP: Managing Network Resources (3)
Course provides in-depth coverage of TCP/IP concepts, protocols, and programming including IPv6. Prerequisites: CIT 112 or CIT 301 and MATH 116 or higher.

CIT 454 eCommerce (3)
eCommerce concepts and topics will be examined. Working eCommerce sites will be developed on the Internet. Prerequisites: A Web Specialist emphasis, or COT 301, and CIT 302.

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. [N] Prerequisite: COT 135B, CIT 203B, or COT 301.

Computer Office Technology (COT)

COT 060 Computer Basics (.5-1)
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. Recommended: COT 101 or 30 words 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.

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 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 CADD/GIS, Graphic Communications, Network Specialist, Office Technology, or Web Specialist Emphasis; or equivalent degree from another community college. [P/W]

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.

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: Fundamental Facts and Insights (3)
An introduction to various issues relating to alcohol, tobacco, and other drugs in our society. Students will gain knowledge of the physical and health effects of various drugs of abuse. Sociological, cultural, family impact, and preventive issues will be addressed. No prerequisite.

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. Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

CRJ 105B Corrections Operations and Jail Management (3)
Investigations will be made into the court structures, constructive and punishment-oriented correctional institution programs, and the present day correctional officers roles. Jail and prison life and adjustment will be discussed along with ways in which the correctional institution climate can be enhanced. Prerequisite: Employment in Criminal Justice Agency or instructor's approval.

CRJ 106 Introduction to Corrections (3)
History and development of corrections. Current practices and problems of the correctional system. Recommend: CRJ 104.

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. Prerequisite: Employment in Criminal Justice Agency or instructor's approval.

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. Prerequisite: Employment in Criminal Justice Agency or instructor's approval.

CRJ 112 Criminal Justice Organization and Administration (3)
Theory of management and motivation, bureaucracy, labor laws and relations, financial administration, and criminal justice agency administration. An in-depth study of the goals, policies, and functions of the criminal justice agency. Recommend: CRJ 104.

CRJ 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. Prerequisite: Employment in Criminal Justice Agency or instructor's approval.

CRJ 120 Community Relations (3)
Analyzes the reasons and techniques for developing communication and understanding between the criminal justice system and various segments of the community. Recommend: CRJ 104.

CRJ 140 Elements of Supervision (3)
An introduction to supervisory roles in criminal justice agencies, selection process for supervisors, models for decision making, and leadership styles. Addresses current trends in contemporary supervision within the criminal justice field. Covers the rights, obligations, and duties of line supervisors. Assesses the first-line supervisor's role within the law enforcement agency. Prerequisite: Employment in Criminal Justice Agency or instructor's approval.

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. Recommend: CRJ 104.

CRJ 164 Introduction to Criminal Investigation (3)
Fundamentals of investigation, crime scene search and recording, collection and presentation of physical evidence, scientific aids, sources of information, case preparation, interviews and interrogations, and follow-up. Recommend: CRJ 104. (Formerly CRJ 164, *Principles of Investigation*)

CRJ 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. Prerequisite: Employment in Criminal Justice Agency or instructor's approval.

CRJ 180 Introduction to Security (3)
History and development of security services function, interrelationship to the legal process, career roles, and operational processes in various types of security organizations. Recommend: CRJ 104.

CRJ 201 Women in the Criminal Justice System (3)
Overall view of both sides and the roles in which women participate in the Criminal Justice System. The main concentration of the course will be in the following areas: theories of female criminality, extent of female crime, women as victims, women as offenders, women as defendants and prisoners, and women as practitioners and professionals, i.e., police, courts, and corrections. Prerequisite: CRJ 104.

CRJ 211 Police in America (3)
Course includes policy history and organization, the personal side of policing, police operations, critical issues in policing, specific police problems, women and minorities in policing, and becoming a police officer. Designed to help students develop their own philosophy of law enforcement. Critical thinking and discussion of ideas and opinions essential. Recommend: CRJ 104.

CRJ 214 Principles of Police Patrol Techniques (3)
Identification of community problems which require prevention, suppression, or control through the basic methods and techniques of police patrol. The responsibilities of officers in patrol situations including foot beats, one-man cars and/or tactical units, techniques of observation and perception, recognition of hazards, evaluation, and proper police patrol action. Recommend: CRJ 104. (Formerly CRJ 214, *Principles of Police Patrol*)

CRJ 215 Probation and Parole (3)
Survey of the probation and parole systems of the United States including different systems within the United States; executive clemency; parole; rights of prisoners, probationers, and parolees; treatment strategies; and administrative aspects. Includes correctional and professional aspects of the parole and probation officers: the role, preparation of a probation summary, a day in court with a probation officer, and time with a parole officer. Recommend: CRJ 104. (Formerly CRJ 215*, Probation and Parole I*)

CRJ 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. Prerequisite: Employment in Criminal Justice Agency or instructor's approval.

CRJ 220 Criminal Procedures (3)
Origin, development, and rationale of the structural and procedural aspects of America's criminal justice system. Emphasis on arrest, search and seizure, confessions, and related legal issues. Prerequisite: CRJ 104.

CRJ 226 Prevention and Control of Delinquency (3)
An introduction to major types of delinquent behavior, psychology of the delinquent, and factors contributing to the production of criminality or

delinquency. Discussion of methods used by the criminal justice system to control delinquent behavior. Recommend: CRJ 104.

CRJ 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. Prerequisite: Employment in Criminal Justice Agency or instructor's approval.

CRJ 230 Criminal Law (3)
Substantive criminal law including elements of crime, intent, attempts, search and seizure, and the laws of arrest. Relation of criminal law to working police officer and rights and duties of both citizen and officer under criminal law. Prerequisite: CRJ 104.

CRJ 232 Principles of Correctional Administration (3)
Principles of staff operation within the correction process; administration setting, budgeting and financial control, recruitment and development of staff, public relations, and decision making; information concerning the offender, why they classify in a certain manner, and varied strategies available. Prerequisite: CRJ 104.

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. Prerequisite: Employment in Criminal Justice Agency or instructor's approval.

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. Prerequisite: Employment in Criminal Justice Agency or instructor's approval.

CRJ 265 Introduction to Physical Evidence (3)
Surveys the forensic sciences to show their role in the use of physical evidence in matters of criminal and/or civil law. Focus on the value of modern scientific investigation. Prerequisite: CRJ 104.

CRJ 270 Introduction to Criminology (3)
Examines how society interacts with crime and delinquency through the use of the criminal justice system. Studies effective interaction and communication between the general public and members of the criminal justice system. Emphasizes the understanding of criminal behavior from a sociological and psychological perspective. Prerequisite: CRJ 104 or instructor approval.

CRJ 285B Selected Topics in Criminal Justice (1-6)
Consideration of special topics and issues in criminal justice. Selection will depend upon current interests and needs. Unlimited repeatability. (Formerly CRJ 198B, *Special Topics in Criminal Justice*)

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*) Prerequisite: CRJ 104 or instructor's approval.

Dance (DAN)

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. [F]

DAN 188 Choreography I: Improvisation for Composition (2)
An introduction to the creative process of dance making using improvisation. Unlimited repeatability. [F] Prerequisite: Previous dance experience.

Diesel Technology (DT)

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.

DT 113B Hydraulics I (3)
Introduces basic hydraulic systems through component recognition, circuit reading, and practical application focused on hazard recognition.

DT 114B Hydraulics II (3)
Explains the function, operation, and application of components in a hydraulic system.

DT 115B Hydraulics III (1.5)
Explains the testing and troubleshooting of hydraulic system components using leak path analysis.

DT 116B Hydraulics IV (1.5)
Hydraulics IV will explain the testing and troubleshooting of the components in a hydraulic system in circuit using leak path analysis.

DT 118B Electrics I (3)
An introductory course. The first in a series of courses to study electricity as related to mobile heavy equipment. Basic DC and AC electricity is covered in theory and reinforced with laboratory experiments. Ohm's Law, magnetism, and electrical component and system identification are covered. Electrical safety and hazard recognition are emphasized.

DT 119B Electrics II (3)
The second in a series of electrical courses emphasizing mobile heavy

equipment electrical systems. Electrical component disassembly, testing, and maintenance are covered. Lighting, relays, circuit breakers, wiring diagrams, and battery testing are discussed and reinforced through laboratory work. Electrical safety and hazard recognition are also covered.

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. [N] Prerequisite: IT 208B.

Drafting (DFT)

DFT 100 Basic Drafting Principles (1-4)
An introduction to manual drafting procedures including lettering; geometric constructions; orthographic projection; dimensioning sections; auxiliary views; and metric, architectural, and engineering techniques.

Early Childhood Education (ECE)

ECE 101B Introduction to Child Care (3)
A preparatory course for students entering the field of Early Childhood Education. Focuses on specific content that support the field of Early Childhood Education: Overview of the growth and development of infants, toddlers, and preschoolers; concepts of play; working with families; the learning environment; observation skills; and preparing for a two-year degree program through academic and professional development.

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. Prerequisite: ECE 250.

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 126 Social and Emotional Development for Infants and Toddlers (3)
Study of effective development in infancy and toddlerhood. Emphasis is placed on experiences and techniques or use in the home and child care setting which will foster self-concept and social interactions for children from birth to three years of age.

ECE 127 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 130 Infancy (3)
Course studies social, emotional, language, and sensorimotor development in infancy. Emphasis is placed on facilitating optimum infant and toddler development.

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 154 Literature for Preschool Children (1)
Survey of books for use with preschool children. Techniques of storytelling and reading to children. (Formerly ECE 154, *Literature in the Preschool*)

ECE 156 Music in the Preschool Curriculum (1)
Activities and materials for teaching music in the preschool. Songs, dances, and rhythm activities for use with preschool children.

ECE 157 Art in the Preschool Curriculum (1)
Activities and materials for teaching art in the preschool. Emphasis on developing creativity and enjoyment of art through a wide range of materials and activities.

ECE 158 Activities for Physical Development in Young Child (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 190B Professionalism in Early Care and Education (2)
Focuses on professional issues in Early Childhood Education including ethical guidelines and other professional guidelines and standards related to practice; professional organizations and activities; principles of effective leadership and advocacy for young children and for the profession; and relevant public policy at the local, state, and national levels. Prerequisite: ECE 130.

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. Unlimited repeatability.

ECE 200 The Exceptional Child (3)
The characteristics, training, and educational needs of disabled and gifted children. Explores the existing educational agencies, programs, and instructional methods designed for the disabled and the gifted. Prerequisite: ECE 250.

ECE 204 Principles of Child Guidance (3)
A study of effective communication with children in guiding behavior. Emphasis will be placed on techniques which help children build positive self-concepts and individual strengths within the context of appropriate limits and discipline. The study includes uses of direct and indirect guidance techniques as well as introduction to guidance systems.

ECE 231 Preschool Practicum: Early Childhood Lab (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. Prerequisites: ECE 250, ECE 251, ECE 262, and HDFS 232. 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. Prerequisites: Limited to declared ECE majors in infant/toddler and departmental approval.

ECE 235 Adapting Curricula for Young Children with (3)
with Special Needs
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. (Formerly ECE 235, *Curricula for Young Children with Special Needs*) Prerequisites: ECE 251 and HDFS 201 or ECE 250.

ECE 240 Administration of the Preschool (3)
Areas covered include organizational structure, budgeting, personnel policies and practices, records, statistics, reporting, relationship with community resources, licensing regulation, safety, nutrition, and health issues. (Formerly ECE 240, *Principles and Practices of Preschool and Child Care Organization and Administration*) Prerequisites: ECE 200, ECE 204, ECE 250, and ECE 251.

ECE 250 Introduction to Early Childhood Education (3)
Introduces students to early childhood education. Course deals with the total preschool program including types, objectives, philosophy, curriculum, physical plant, and equipment, as these aspects of the program relate to the needs and interests of the preschool child. (Formerly ECE 131, *Introduction to Teaching the Young Child*) Prerequisite: ENG 101.

ECE 251 Curriculum in Early Childhood Education (3)
This course will consist of methods of planning and teaching curriculum for children three to five years old. Included will be curriculum development, children's play, lesson planning, and daily scheduling. Emphasis on art, science, literature, music, language, blocks, dramatic play, etc. (Formerly ECE 151, *Preschool Curriculum*) Prerequisite: ECE 250 or instructor's approval.

ECE 252B Infant-Toddler Curriculum (3)
Students will learn a variety of theories and apply them to the design of curriculum appropriate for infants and toddlers up to three years old, taking into account stages of physical, social, emotional, cognitive, and language development. Students will learn and utilize best practice in the curriculum planning to include routines, individualized curriculum, and care giving relationships. Prerequisites: ECE 126, ECE 127, and ECE 130.

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. Prerequisites: ECE 250 and ECE 251.

ECE 480 Preschool Supervised Teaching Internship (1-12)
Student interns will work in a preschool setting with young children under the supervision of a master teacher while practicing and applying the methodologies gained throughout their Early Childhood coursework. Students will write comprehensive lesson plans based on a literacy project approach support by the Nevada Preschool Standards. These plans will be implemented as each student gradually assumes the role of lead teacher. Prerequisites: ECE 250, ECE 251, ECE 262, and HDFS 232 or instructor's approval.

Economics (ECON)

ECON 102 Principles of Microeconomics (3)
Study of the causes and effects of individuals' choices among alternative uses of scarce resources. Topics include supply and demand analysis, price determination, theories of various market structures, competition and coordination, labor, the role of profit and interest, and government involvement in the economy.

ECON 103 Principles of Macroeconomics (3)
Basic price and quantity relationships, study of monetary systems and policy, inflation, production and growth, recession, unemployment, fiscal policy, supply and demand perspectives, international exchange, and governmental-market relationships. Formerly ECON 101.

ECON 104 Current Economic Issues (3)
Analysis of current economic issues and their relevance to individuals in their roles as consumers, workers, businessmen, and voters. Economic theories and concepts are utilized in explaining important social interaction relating to such topics as medical care, anti-trust policy, price controls, drug prohibition, environmentalism, tax policy, public debt, and income distribution. (Formerly ECON 104, *Economics Issues*)

ECON 295 Special Topics in Economics (1-3)
Various short courses and workshops covering a variety of topics. This course will be variable credit of one-to-three credits depending on the course content and number of hours required. The course may be repeated for up to six credits.

ECON 307 Environmental Economics (3)
An application of the principles of marginal analysis and economic reasoning to the environment. Differing perspectives on issues relating to ownership, property rights, preservation incentives under different scenarios, the Coase theorem, trade-offs among human values, distributional effects of varying uses of scarce resources, and differing public policy issues. Formerly ECON 307, *Economics of the Environment*) Prerequisite: Completion of an associate's degree or instructor's approval.

ECON 311 Professional Ethics (3)
A study of the nature of ethical thinking and its application to judgments about actions of people that make up society. Topics to be considered include ethical relativism, moral virtues and vices, foundations of morality, alternative theoretical perspectives on moral judgment, egoism, altruism, and legal and regulatory perspectives related to ethics in business. Also available as PHIL 311. Prerequisites: ENG 108 or ENG 102 and completion of lower-division general education requirements.

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 365 Labor Economics (3)
An application of economic theory relating to labor issues. Topics include determination of wage and employment levels, worker cartels, fringe benefits, subsistence wages, minimum wage laws, living wage laws, unemployment compensation, fairness in wage distribution, the division of labor, and tenure systems. Prerequisite: An associate 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. (Formerly ECON 431, *Economic Decision Methods*) Prerequisites: Completion of an associate degree and FIN 310.

Education

(EDCT—Career and Technical Education, EDEL—Education Elementary, EDRL—Education, EDSC—Education Secondary, EDSP—Special Education, EDU—Education, EDUC—Education, EPD—Education Professional Development, EPY—Educational Leadership and Psychology, PED—Health and Physical Education)

EDCT 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.

EDCT 435 Capstone Seminar Career and Technical Education (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: Junior standing.

EDCT 439 General Methods of Teaching Career and Technical Education (3)
Designed for direct involvement in solving teaching and learning problems in career and technology education and occupational-vocational education. Emphasis is placed upon developing appropriate strategies for managing the classroom and occupational/industrial laboratory environment. Prerequisite: Admission to Teacher Education Program. Corequisites: EDSC 315, or Business and Industry Endorsement.

EDCT 463 Teaching Secondary Business Education (3)
Designed for students who intend to pursue a career in teaching business subjects at the high school level. The major purpose of the course is to familiarize the student with the curriculum materials and teaching strategies which are unique to teaching business subjects. Business education is explored through the development of curricular materials and instruction procedures, including assessment and evaluation procedures. Prerequisite: Admission to Teacher Education Program. Corequisite: EDSC 315.

EDCT 471 Career and Technical Student Organizations (3)
Designed for students who intend to pursue a career teaching in the field of career and technical education at the middle/high school level. Familiarizes students with the benefits of student organizations and how to organize and manage a student organization in their particular field. Satisfies one of the requirements for the business and industry endorsement.

EDCT 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. (Formerly CTL 492, *Career Education for Students with Disabilities*) [N]

EDEL 311 Elementary Methods Practicum 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. [P/W] Corequisite: EDU 250.

EDEL 313 Elementary Methods Practicum II (1-2)
The second in a sequence of clinical and field experiences. Students will spend approximately 25 hours observing in the public schools. The portfolio and admission process is explained. May be taken two different semesters. May be repeated up to two credits. [P/W] Corequisite: EDU 250 or EDUC 323.

EDEL 315 Elementary Methods Practicum 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. [P/W] Prerequisite: Admission to the Teacher Education Program. Corequisites: A methods course or Seminar I taken concurrently (EDUC 323, EDRL 442, EDRL 443, EDRL 437, EDEL 453, EDEL 433, and EDEL 443).

EDEL 331 Teaching Elementary School Art (3)
Art education in the elementary schools. Meets state licensing requirements. Prerequisites: ENG 102, MATH 120 and EDU 250 or instructor's approval.

EDEL 337 Teaching Elementary School Theatre (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, marks, and other tools.

EDEL 433 Teaching Elementary School Mathematics (3)
Course prepares prospective elementary teachers in the area of mathematics education. Students in this course will explore cognitive theories of development, methods, materials, and content of mathematics in the elementary grades. Curriculum changes that have taken place and current research in the area of mathematics education will be explored. Prerequisite: Admission to the Teacher Education Program. Corequisite: EDEL 315.

EDEL 443 Teaching Elementary School Science (3)
Course provides pre-service teachers with the theory, research, and best classroom practice related to science education. Students will be introduced to some of the materials, methods, and reasons for helping elementary children understand, perform, and appreciate science. Students will analyze the behavior of model teachers in elementary school classrooms and apply their acquired knowledge and skills by teaching elementary age students. Prerequisites: Admission to the Teacher Education Program, BIOL 190 and EDU 204. Corequisite: EDEL 315.

EDEL 453 Teaching Elementary School Social Studies (3)
Course focuses on integrating a number of subject areas into the curriculum. Explores the scope and sequences of understandings, attitudes, and skills taught in elementary social studies programs. Examines various methodologies used. A variety of teaching strategies will be explained and demonstrated for work with a diverse array of students in society. Prerequisite: Admission to the Teacher Education Program. Corequisite: EDEL 315.

EDEL 483 Elementary Supervised Teaching Internship (1-16)
A semester teaching experience approved by the Teacher Education Committee. Each student will have a placement for 16 weeks. Policies and procedures are detailed in the Student Teaching Handbook. (Formerly EDU 406, *Student Teaching Internship*) Prerequisite: Admission to the Student Teaching Internship Program. Corequisite: EDEL 491.

EDEL 491 Elementary Education Capstone Seminar (1-3)
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. Prerequisite: Admission to Student Teaching Internship Program. Corequisite: EDEL 483 or EDSP 495.

EDRL 437 Teaching Reading (3)
A concentration on the developmental aspects of reading and language arts programs from kindergarten to eighth grade. Involves theoretical and research knowledge pertinent to child growth and development and also to fundamental skills appropriate for the teaching of reading and language arts, especially reading skills and phonetic skills. 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. Corequisite: EDEL 315.

EDRL 442 Literacy Instruction I (3)
Designed to help pre-service teachers view reading, writing, listening, and speaking from a holistic, integrated perspective. The course emphasizes content, teaching methods, and strategies specifically related to analyzing the language acquisition and development of children. The relationship between literacy, language arts, and other curricular areas will be explored. Field experiences are included to synthesize theory and practice. Prerequisite: Admission to the Teacher Education Program. Corequisite: EDEL 315.

EDRL 443 Literacy Instruction II (3)
Designed to help pre-service elementary teachers understand and apply current research and best practices in teaching reading, writing, listening, and speaking from a holistic, integrated perspective. The course emphasizes the relationship between literacy, language arts, and other curricular areas, as well as teaching methods and strategies specifically related to language arts. Content area reading, selection and use of appropriate materials, resources, and technologies will be addressed. Prerequisite: Admission to the Teacher Education Program. Corequisite: EDEL 315.

EDRL 471 Language Acquisition, Development, and Learning (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: ENG 102.

EDRL 474 Methods for English Language Learners (3)
Covers competing theories and models of ESL instruction, curriculum development and the methods and materials to deliver instruction, and the role of the ESL specialist in the school. Prerequisite: ENG 102.

EDRL 475 Assessment and Evaluation of English Language Learners (3)
This course will have two primary functions. The first is to consider practical

applications of Language Acquisition Theory as they relate to informal evaluations and formal assessment of Limited English Proficient students; models for language acquisition by Jim Cummins and Stephen Krashen will be presented as a format to explore student progress and teacher practices. The class will analyze evaluation methods and assessment tools to identify, place, and qualify students relevant to local, state, and federal laws and guidelines, including, the No Child Left Behind requirements. The second emphasis of this course is to provide a framework of local, state, and federal laws and guidelines to evaluate ESL programs. Particular emphasis will be placed on Northern Nevada and Hispanic resources and demographics. Prerequisite: ENG 102.

EDRL 477 Curriculum Development English Language Learners (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.

EDSC 311 Secondary Methods Practicum 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. Class may repeated up to a total of three credits. [P/W] Corequisite: EDU 250 or EDUC 323.

EDSC 313 Secondary Methods Practicum II (1-2)
Second in a sequence of field and clinical experience courses in a secondary classroom. Students will observe approximately 25 hours of the middle-level or high school classrooms. The portfolio and admission process is explained. Class may be repeated up to a total of two credits. [P/W] Corequisite: EDU 250 or EDUC 323.

EDSC 315 Secondary Methods Practicum III (1-3)
The third and final course in a sequence of field and clinical experience courses. Students will spend 30-60 hours at the middle-level or high school classroom. Students will be expected to work toward completion of the requirements for their portfolio project. Taken in conjunction with content area methods course. Class may be repeated up to a total of three credits. [P/W] Prerequisite: Admission to the Teacher Education Program. Corequisite: EDSC 473, EDSC 463, EDSC 453 EDSC 433, EDCT 463, or EDCT 439 (Secondary Methods).

EDSC 407 Interdisciplinary Integrated Curriculum: Secondary Education (3)
Examines the relationship between literacy skills and learning the context area. Students will focus on developing literacy skills to promote better learning in the content area as well as guide students to better interpret, analyze, evaluate, and communicate in the world around them. Ideas and literacy, mathematics, the process of reading and writing, and specific pedagogical strategies will be considered. The course will also include problem-solving approaches, planning curriculum, and analyzing techniques to evaluate a variety of content area resources. The course will ask students to analyze and reflect upon personal experience as a reader, a writer, and a problem solver. (Formerly EDU 440, *Essential Skills Across the Curriculum*) Prerequisites: EDUC 323 and EDUC 406.

EDSC 433 Teaching Secondary English (3)
Designed to prepare students to teach English at the 7-12 grade levels. The course will consist of three hours of lecture and a one hour lab each week. Course objectives are aligned to the INTASC teaching standards. The course is premised upon the assumption that effective teachers combine an awareness of theory with ongoing research into effective practices, as well as continual reflection upon their own teaching. Students will also design objectives which reflect the Nevada State English standards and which integrate the various components of the Language Arts Curriculum. Students will develop and implement lessons and effective assessments based upon those objectives. Prerequisite: Admission to the Teacher Education Program. Corequisite: EDSC 315.

EDSC 453 Teaching Secondary Mathematics (3)
Course examines the methods, materials, teaching techniques, and strategies unique to mathematics education. Emphasis is placed on the pre-algebra, algebra, and geometry curriculum; classroom organization; test construction and evaluation; use of audio-visual materials and equipment. Prerequisite: Admission to Teacher Education Program. Corequisite: EDSC 315.

EDSC 463 Teaching Secondary Science (3)
Course will give students a broad perspective on science education from its historical development to current issues and trends, and will introduce methods of curriculum design, assessment techniques, instructional strategies, and other areas important in equipping successful science teachers. Practical material will be developed that may be used as resources in future science teaching situations. Prerequisite: Admission to Teacher Education Program. Corequisite: EDSC 315.

EDSC 473 Teaching Secondary Social Sciences (3)
Designed to provide undergraduate students in secondary education with an overview of the methods, assessment techniques, materials, curriculum, and activities used to teach social studies. The course is intended to help students acquire a repertoire of planning and instructional skills necessary for teaching social studies. Prerequisite: Admission to Teacher Education Program. Corequisite: EDSC 315.

EDSC 483 Secondary Supervised Teaching Internship (1-16)
The Supervised Internship provides the student with the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extracurricular activities, working with special school personnel, and utilizing school and community resources in the instructional program. Prerequisite: Admission to Student Teaching Internship. Corequisite: EDSC 491.

EDSC 491 Secondary Education Capstone Seminar (3)
A seminar in the integration of educational philosophy, teaching strategies, and instructional technology in the classroom setting. Prerequisite: Admission to Student Teaching Internship. Corequisite: EDSC 483.

EDSP 301 Education of the Exceptional Child (3)
A survey of the special education area for majors and non-majors, designed to acquaint the student with the special needs of learners categorized under all areas of exceptionality. Introduces methods for identifying, planning, and working effectively with exceptional children in the regular classroom. Emphasis on etiology, physical, and educational characteristics. The pre-service teacher is taught to recognize and refer exceptional learners for assessment, as well as design and implement individualized programs, instructional strategies, and classroom management strategies. Prerequisites: ENG 102 and EDU 250 or instructor's approval.

EDSP 434 Community and Family Integration for the Transition of Individuals with Special Needs (3)
The purpose of the course is to provide students with the understanding of

theory, principles, procedures, and legal requirements for working toward collaborative partnerships among families, professionals, students, and other stakeholders to meet the transitional needs of the individual student with a disability. Also focuses on the importance of parent involvement with the individual student. Prerequisite: EDSP 301.

EDSP 441 Characteristics and Inclusive Strategies for Students with Mild to Moderate Disabilities (3)
Provides an overview of educational laws/practices that influence the identification, placement, and instruction of students with mild to moderate disabilities. Instructional practices will include academic accommodations, social skills, and classroom management. Prerequisite: EDSP 301.

EDSP 443 Special Education Curriculum: General Methods (3)
Special instructional methods for students with mild to moderate disorders. Includes instruction in IEP goals and objectives. Prerequisite: EDSP 301. Corequisite: EDSP 484.

EDSP 452 Assessment for Special Education Teachers (3)
Formal and informal methods of assessing students with disabilities: academic, language, motor, perception, and social skills. Interpretation of assessment and application to program needs. Prerequisite: EDSP 301.

EDSP 453 Behavior Management Techniques for Students with Disabilities (3)
Course will present principles of applied behavior analysis that can be utilized to manage the behaviors of students with disabilities in the classroom and in other settings. The identification of target behaviors, data collections, selection of experimental designs, arranging of antecedents, arranging of consequences, and generalization of behavioral change will be presented. Prerequisite: EDSP 301. Corequisite: EDSP 485.

EDSP 484 Special Education Practicum: Elementary Level (1)
Clinical and Field Experience in an elementary special education setting. Students will spend approximately 25 hours observing and in a special education setting in the public schools. [P/W] Prerequisite: EDSP 301. Corequisite: EDSP 443.

EDSP 485 Special Education Practicum: Secondary Level (1)
Clinical and Field Experience in a secondary special education setting. Students will spend approximately 25 hours observing and teaching in a special education setting in the public schools. [P/W] Prerequisite: EDSP 301. Corequisite: EDSP 453.

EDSP 495 Student Teaching Internship in Special Education (8-14)
Student Teaching Internship. Prerequisite: Admission to the Student Teaching Internship Program. Corequisite: EDEL 491.

EDU 120 School Law in Nevada (1)
Designed to acquaint prospective teachers with the legal aspects of the school setting in Nevada and examines historical development of paramount issues in contemporary education. Also emphasizes legal aspects of emerging educational patterns and meets state licensing requirements. [P/W]

EDU 203 Introduction to Special Education (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 210 Nevada School Law (2)
Historical development of paramount issues in contemporary education. Emphasizes legal aspects of emerging educational patterns. Meets state licensure requirements in Nevada School Law.

EDU 214 Preparing Teachers to Use Technology (3)
Lab course on advanced skills and strategies for integrating technology into the K-12 classroom. Computer experience is required in word processing, basic spreadsheet design, and file management.

EDU 250 Foundations of Education (3)
A foundations course in education and introduction to the philosophy, history, and sociology of modern education. Emphasis is placed on current trends in education. Prerequisite: ENG 101. Corequisite: EDEL 311 or EDEL 313, EDSC 311 or EDSC 313.

EDU 282 Strategies for Effective Substitute Teaching (1)
Specialized instruction designed to develop understanding of a current aspect of education. Maximum of three credits which may be applied as elective credit hours toward a degree.

EDU 295 Special Topics: Subtitle Varies (1-6)
Special topics in education. Unlimited repeatability. [P/W]

EDUC 323 Teaching and Learning Education (3)
Includes planning for learning-centered environments, preparing lesson plans, preparing a professional portfolio, and understanding the Nevada standards. Prerequisite: EDU 250. Corequisite: EDEL 313 or EDSC 313.

EDUC 406 Curriculum and Assessment Education (3)
Course covers the range of assessments used in elementary schools. Students learn to administer and interpret standardized or norm referenced tests, create appropriate criterion-referenced assessments, portfolios, performance tasks with data-collection, and record-keeping strategies for reporting student academic progress. Nevada Curriculum Standards and state testing instruments will be studied. Prerequisite: EDU 250.

EDUC 497 Education Workshop/Project: Subtitle Varies (1-3)
Specialized instruction designed to develop in-depth understanding of current/emerging aspect in education. Unlimited repeatability.

EPD 162B PPST/Praxis I Reading Review (1)
Designed to prepare prospective teacher education students for the Pre-Professional Skills Test. Organized around the knowledge and skills addressed on the test, this course offers participants opportunity to review and learn the knowledge and skill related to reading comprehension. [P/W]

EPD 163B PPST/Praxis I Writing Review (1)
Designed to prepare prospective teacher education students for the Pre-Professional Skills test. Organized around the knowledge and skills addressed on the test, this course offers participants opportunity to review and learn the knowledge and skills related to the kinds of writing tested that will be assessed on the Praxis I. [P/W]

EPD 164B PPST/Praxis I Math Review (1)
Designed to prepare prospective teacher education students for the Pre-Professional Skills Test. Organized around the knowledge and skills addressed on the test, the course offers participants opportunity to review and learn the knowledge and skills related to the mathematics tested on the Praxis I. [P/W]

EPD 226 The Tutoring Process (1)
Provides training and understanding of the tutor's role and responsibilities. Topics include tutoring strategies, tutoring options, role modeling, interpersonal communications, questioning skills, and active listening skills. Students also participate in supervised tutorials. Not required as part of the Education Program. [P/W]

EPD 227 Tutoring Methods (1)

Provides advanced application of learning theories relating to one-to-one tutorials. Emphasis is placed on philosophies, procedures, and practices that have proven effective in teaching children in diverse populations. Not required as part of the Education Program. [P/W]

EPD 229 Tutoring Practicum (1-4)
Provides supervised instruction of students in one-to-one tutorials. Students tutor in local schools approximately 15 hours per month and participate in special workshops as required. Not required as part of the Education Program. Class may be repeated up a total of four credits. [P/W]

EPD 230 Passing the ParaPro (1)
Designed to prepare prospective and practicing para-professionals for the ParaPro exam. Organized around the knowledge and skills addressed on the test, this course offers the participant opportunity to collaborate with one another as they learn and review knowledge and skills related to elementary reading, mathematics, and writing. Also addressed are the ways reading, mathematics, and writing skills and knowledge are applied to the paraprofessional as she/he assists in the classroom instruction. [P/W]

EPD 430 Passing the Praxis II (1)
Designed to prepare prospective and current elementary school teachers for the Praxis II examination. Organized around the specifications addressed on the test, this workshop offers participants the opportunity to collaborate with one another as they review pertinent topics related to child development, learning theories, curriculum components, general principles of instruction, classroom management, student assessment, and professional growth. [P/W]

EPD 480 Coaching and Mentoring Student Interns (1-6)
Course is designed to provide support for lead teachers who have volunteered to serve as a cooperating teacher for student interns. Explains and demonstrates different observation models, communication techniques, and evaluation skills. May repeat the course up to six credits. [P/W] Prerequisites: Placement with a student intern and instructor permission.

EPY 330 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. Prerequisites: ENG 102 and sophomore standing or a minimum of 30 credit hours.

Electrical Instrumentation Technology (EIT)

EIT 233 Introduction to Instrumentation (3-4)
Successful completion of this course will provide the student with an understanding of the concepts of instrumentation as used in industry and why the accompanying skills are an exciting and highly sought after trade. Common pneumatic and electronic instruments that are used to control processes in refineries, power plants, mines, and most manufacturing facilities will be discussed.

EIT 240 Advanced Topics in Instrumentation (2)
Focuses on some of the more specialized instrumentation systems found in industry such as analyzers, weight scales, and wireless systems. Analyzer applications for pH, CO, CO2, NOx, SO2, HCN, and conductivity are becoming more critical to plant processes for environmental reasons. Weight scales are necessary for raw material accounting and inventory. Wireless systems are increasingly demonstrating their usefulness in low cost installations as security issues are resolved. Prerequisite: EIT 223.

EIT 315 Pressure, Level, Flow Measurement (4)
Exploration of the physics of pressure, level, and flow. Calculations are derived from formulas that pertain to fluids and solids and used to configure instruments for the purpose of process control. The types of instruments that are presented in this course are found in every industry that produces or manufactures a product. Labs will consist of configuring and calibrating instrumentation to precise standards based on the theory learned in the class lecture. (Formerly EIT 315, *Pressure/Level/Flow Measurement and Control*) Prerequisite: EIT 233 or instructor's approval.

EIT 323 Installation and Configuration (3)
Provides students with an understanding and practical application of safe and efficient methods of installation and maintenance of process instrumentation. Includes instrument piping, electrical wiring, and mechanical structures as related to physical, chemical, electrical, hydraulic, and pneumatic processes. Configuration of control loop elements is included with detailed exercises on "live" trainers.

EIT 333 Process (Piping) and Instrument Diagrams (P&IDs) (2)
P&ID drawings are integral to understanding how manufacturing process works. P&IDs are the prelude to loop diagrams and other various schematics. All of these drawings are used by technicians for troubleshooting, wiring, and tubing. Prerequisite: EIT 233 or instructor's approval.

EIT 336 Control Valves and Regulators (4)
The theory and operation of valves and associated pneumatic and hydraulic devices used in the control of gasses and fluids. Prerequisite: EIT 223, EIT 315, EIT 323, EIT 333, EIT 368, or instructor's approval.

EIT 348 Temperature Measurement and Control (3)
The measurement and control of industrial heat and temperature processes. Prerequisites: Completion of an Associate of Applied Science, Certificate in Electrical Systems Technology, or approved Electrical Systems Technology program and EIT 315.

EIT 368 Measurement Systems Analysis (2)
Designed to demonstrate the importance of accurate and reliable measurements in process control systems. Covers how to deal practically with inaccuracies and the methods to minimize the downside effects of inadequate measurement systems. Prerequisites: EIT 233 and EIT 315 or instructor's approval.

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. Prerequisite: ELM 134B, ELM 136B, EIT 233, EIT 315, EIT 323, EIT 333, or instructor's approval.

EIT 468 Advanced Control Systems (3)
An applications-oriented conclusion to the Instrumentation Program, including an individualized lab project with selected advanced instrumentation topics. Prerequisites: 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 101 Electrical Workforce Training I (1-7)
The first of eight courses offered in the Electrical Workforce Training Program. Offers the student a planned educational experience in the electrical field by providing online electrical craft training, related laboratory experiences, and supervised performance task completion assessment. May be repeated for up to seven credits. Corequisite: Employment in the electrical industry.

ELM 102 Electrical Workforce Training II (1-7)
The second of eight courses offered in the Electrical Workforce Training Program. Offers the student a planned educational experience in the electrical field by providing online electrical craft training, related laboratory experiences, and supervised performance task completion assessment. May be repeated for up to seven credits. Prerequisite: None. Corequisite: Employment in the electrical industry.

ELM 103 Electrical Workforce Training III (1-7)
The third of eight courses offered in the Electrical Workforce Training Program. Offers the student a planned educational experience in the electrical field by providing online electrical craft training, related laboratory experiences, and supervised performance task completion assessment. Prerequisite: None Corequisite: Employment in the electrical industry.

ELM 104 Electrical Workforce Training IV (1-7)
The fourth of eight courses offered in the Electrical Workforce Training Program. Offers the student a planned educational experience in the electrical field by providing online electrical craft training, related laboratory experiences, and supervised performance task completion assessment. Corequisite: Employment in the Electrical Industry.

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 medial systems), communications (telephone, fax, modem, networks, and public address systems), life safety (access control, alarm systems, and video surveillance), environmental control (HVAC and energy management), and automation controls (residential and commercial buildings). Topics covered include network cabling, cabling for wireless networks, testing of voice, video and data wiring, and fiber optic systems. Prerequisite: 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. Prerequisites: 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. Prerequisites: ELM 133B and ELM 134B.

ELM 141B Blueprint Reading (2)
Focus on electrical prints, drawings, symbols, and specifications for construction and electrical plans. Prerequisites: 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. Prerequisites: 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 comminations 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. [N] Prerequisite: ELM 112B.

Electronics (ET)

ET 114B Introduction to Robotics (3-6)
This course will take the student through most of the different technologies required to create all forms of robotic technology. A basic start will introduce the student to the basics of electronics, schematic reading, part recognition, electronic measurements and measuring devices, electronic tools, motor (DC and AC), generators (DC and AC), pneumatics and hydraulics, data acquisition (sensoric devices), data handling (reading and controlling data), servo and synchro devices, and robotic design and construction.

ET 270B 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.

ET 280B 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.

Emergency Medical Services (EMS)

EMS 108B EMT—Basic (7)
Designed for individuals who anticipate working with an ambulance service, fire department, police department, mining industry or other occupational fields where medical emergencies are common. Upon successful completion of the course, the student will be eligible to take the National Registry of Emergency Medical Technicians (NREMT) examination. (Formerly EMS 108B, *Emergency Medical Technician Training*) Prerequisites: Current Healthcare Provider CPR card and proof of health insurance. Must be 18 years of age by the time the course is completed. Immunizations: MMR, TD, TB skin test, and at least the second Hepatitis B immunization must be submitted the week of class.

EMS 109B EMT Basic Refresher (2)
The EMT, 30-hour Refresher Course is offered for individuals who wish to renew their EMT-Basic or Intermediate certification for a two-year period. Each student must complete six online assignments and six tests (passing with a 70% average) prior to scheduling CPR and skills evaluation. Unlimited repeatability. (Formerly EMS 109B, *Emergency Medical Services Refresher Course*) [P/W] Prerequisite: Current certification as an EMT.

EMS 110B EMS Instructor Course (3)
Trains instructors to teach the U.S. Department of Transportation Basic Training program for Emergency Medical Technician—Basic. Emphasizes the development of teaching skills, rather than emergency care skills. Includes components of the learning process, methods of teaching, preparation and use of various media/materials, and purpose and methods of evaluation. Upon successful completion of the course, the student will have a minimum of 10 hours under the supervision of a currently certified EMS Instruction and be for Nevada EMS Instructor certification. Prerequisites: Current Nevada EMT—Basic certification and instructor approval.

EMS 112B EMT—Intermediate/85 (3-5)
Instructs students to the level of Emergency Medical Technician Intermediate/85 who serve as a vital link in the chain of the health care team. It is recognized that the majority of pre-hospital emergency medical care will be provided by the EMT Intermediate/85. This includes all skills necessary for the individual to provide emergency medical care at an intermediate life support level with an ambulance service or other specialized service. (Formerly EMS 112B, *Emergency Medical Technician—Enhanced*) Prerequisite: Current EMT certification.

EMS 113B First Responder Training Course (3)
Emphasizes development of student skills in patient assessment and emergency care procedures including life-threatening emergencies, injuries to various body parts, emergency childbirth, techniques of moving patients, and more. This course offers a certificate by the State of Nevada Bureau of Licensure and a Certificate as a Nevada Emergency Medical Services First Responder. A certificate will allow students to volunteer with various fire and rescue agencies.

EMS 114B First Responder Refresher (1)
A 16-hour refresher course in emergency medical care. [P/W]

EMS 198B Special Topics in Emergency Medical Service (.5-3)
Selected emergency medical technician topics offered for general interest. No prerequisites.

EMS 200B Fundamentals of Paramedic Medicine (1.5)
Provides information that defines the roles and responsibilities of the paramedic and the importance of scene safety and wellness when practicing in the field. Also provides information on injury prevention and the use of protective equipment needed to protect the paramedic in the field. Provides the student with an understanding of the medical-legal and ethical issues which will impact them in their career. At the completion of this course, the EMT-Basic and Intermediate skills will be assessed and reviewed. Prerequisite: Admission to the program.

EMS 206B Principles of Pharmacology/Medication Administration and Venous Access for Paramedics (5)
Course prepares the student to understand and be able to integrate the principles of pathophysiological pharmacology and the assessment findings to formulate a field impression and implement a pharmacologic management plan for patients in the pre-hospital environment. (30 hours lecture; 45 hours lab) Prerequisites: Admission to the program and EMS 205B.

English (ENG)

ENG 074 Writing on the Job (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. [P/W]

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 085 Spelling and Grammar (3)
Develops skills needed to master English grammar, usage, and spelling. Builds competence through systematic practice and application to writing. [P/W]

ENG 095 Basic Writing II (3)
Designed to develop writing skills. Focuses on the review of grammatical relationships, sentence patterns, punctuation, and usage, with concentration on writing expository paragraphs and essays. Students will have additional Academic Success Center requirements. Upon successful completion of the course, the student may move directly into ENG 101. May be repeated for a maximum of six credits. (Formerly ENG 095, *Effective Writing*)

Internet sections of ENG 101, ENG 102, ENG 107, and ENG 108 require computer skills and commitment to self-discipline.

ENG 101 Composition I (3)
Critical reading and writing of the expository essay. Emphasizes pre-writing, strategies for organization, and revision. Prerequisite: Successful completion of ENG 095, satisfactory score on placement test, or equivalent ACT/SAT score.

ENG 102 Composition II (3)
Continuation of English 101. Emphasizes writing from sources, argument, the investigative paper, and research techniques. Prerequisite: ENG 101.

ENG 107 Technical Communications I (3)
Basic skills necessary for successful on-the-job communications including improved letter and report writing, persuasion, interviewing, process, mechanism description, and business and technical grammar. Prerequisite: ENG 074 or ENG 095 completed with an A, B, or C; satisfactory score on placement test; or equivalent ACT/SAT score.

ENG 108 Technical Communications II (3)
Advanced letter and report writing techniques including proper word choice, tone, and structure. Business letters, memorandums, formal and informal reports, process, and mechanism descriptions. Prerequisite: ENG 101 or ENG 107.

ENG 181 Vocabulary and Meaning (2-3)
Problems of meaning, word derivation, and word formation investigated with a view to enlarging and refining a working English vocabulary. [H]

ENG 190 Science Fiction/Fantasy Literature (3)
Contributions of several authors to the changing subject matter and world vision of science fiction/fantasy as "serious fiction." [H] Prerequisite: ENG 101 or instructor's approval.

ENG 200 Novels into Film (3)
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. [H] Prerequisite: ENG 102 or instructor's approval.

ENG 203 Introduction to Literary Study (3)
Introduction to the elements of fiction, poetry, and drama used in the analysis of literature. [H*] Prerequisite: ENG 102 or instructor's approval.

ENG 221 Writing Fiction (3)
The writing of fiction in a workshop setting. Students are required to produce several works of short fiction. [F] Prerequisite: ENG 101 or instructor's approval.

ENG 223 Themes of Literature (3)
Themes and ideas significant in literature. [H*] Prerequisite: ENG 102 or instructor's approval.

ENG 231 World Literature I (3)
A general survey of major European works and authors from Homer's *Iliad* to Cervantes' *Don Quixote*. Designed to broaden our knowledge of Western literary heritage. [H] Prerequisite: ENG 102 or instructor's approval.

ENG 232 World Literature II (3)
A general survey of major European works and authors from Molière to Sartre, designed to broaden our knowledge of our literary heritage. [H] Prerequisite: ENG 102 or instructor's approval.

ENG 250 Introduction to Children's Literature (3)
Study of outstanding children's books to promote ways in which the books can be used to enhance the lives and skills of children, teachers, and parents. [H] Prerequisite: ENG 102 or instructor's approval.

ENG 252 Introduction to Drama (2-3)
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. [H] Prerequisite: ENG 102 or instructor's approval.

ENG 258 Shakespeare Theatre Festival (1)
A tour to one of the summer festivals to view and study Shakespearean theatre in performance. [H] Prerequisite: ENG 102 or instructor's approval.

ENG 261 Introduction to Poetry (3)
Study of a variety of poets and their techniques. [H] Prerequisite: ENG 102 or instructor's approval.

ENG 264 Psychology and Literature (3)
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. [H] Prerequisite: ENG 102 or instructor's approval.

ENG 267 Introduction to Women in Literature (3)
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. [H] Prerequisite: ENG 102 or instructor's approval.

ENG 275 Contemporary Literature (3)
Contemporary literature readings of a variety of living novelists and poets for understanding and appreciation. Emphasis on American and British authors. [H] Prerequisite: ENG 102 or instructor's approval.

ENG 299 Special Topics in English (1-3)
Consideration of special topics and issues in English. Selection will depend

upon current interests and needs. No prerequisite.

ENG 325 Advanced Literary Study (3)
Designed for students who are familiar with basic elements of literature and who have some experience with literary interpretation. Students will examine the major critical approaches to literature and learn to apply these approaches. Students will read and analyze works of fiction, poetry, and drama; write several essays; and one longer paper. [H] Prerequisites: 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. Prerequisites: 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. [H] Prerequisite: ENG 102 with one of the following: one literature course at the 200-level, ANTH 101, SOC 101, or GEOG 106.

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. Prerequisites: ENG 102 and instructor's approval.

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 416C Special Problems in English (1-6)
Workshops in language, literature, and composition. May be repeated up to two times. (Formerly ENG 429, *Special Topics in English*) Prerequisite: Instructor's approval.

ENG 417B Teaching English as a Second Language (3)
Current methods and materials in ESL with emphasis on curriculum models and applications. Class observation at secondary levels of instruction. (Grades 7 through 12). Prerequisite: ENG 102.

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. [H] Prerequisites: ENG 101 and ENG 102; ENG 203, ENG 223, or ENG 250.

ENG 433A Shakespeare: Tragedies and Histories (3)
An examination of some of Shakespeare's major tragedies and histories. [H] Prerequisites: ENG 102 and one literature course at the 200 or above level.

ENG 449A British Literature I (3)
Major authors and works in British literature from the beginning through the eighteenth century. The course includes reading and analysis of works of prose, poetry, and drama. This course fulfills the British literature requirement for secondary education majors. [H] Prerequisites: ENG 101, ENG 102, and a 200-level literature course or instructor's approval.

ENG 449B British Literature II (3)
Reading and discussion of major British authors from the Romantic Movement to the present. This course fulfills the British literature requirement for secondary education certification in English. [H] Prerequisites: ENG 102 and a 200- level literature course or instructor's approval.

ENG 451A American Literature I (3)
Major figures and movements from the beginnings of the Civil War. Fulfills the American literature requirement for secondary education certification in English. [H] Prerequisites: ENG 101, ENG 102, and a 200-level literature course or instructor's approval.

ENG 451B American Literature II (3)
Major figures and movements from the Civil War to the present. Fulfills the American literature requirement for secondary certification in English. [H*] Prerequisites: ENG 101, ENG 102 and a 200-level literature course or instructor's approval.

ENG 497A Topics in Multi-Cultural Literature (3)
Reading and analysis of works of fiction, non-fiction, and drama by Asian American, Latin American, Native American, and/or African American writers. This course fulfills the multi-cultural literature requirement for secondary education certification in English. Prerequisites: ENG 101, ENG 102, and a 200-level literature course or instruction's approval.

English as a Second Language (ESL)

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)

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.

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. [H*]

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.

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.

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.

Fire Science (FS)

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.

FS 114B Incident Command System (1)
Provides information about the Incident Management System (IMS) as related to the wildland fire service. Emphasis is placed on functionality of the Incident Command System (ICS) as related to personal positions and the role they play in a wildland fire incident. Meets or exceeds (NWCG I-200). [N]

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 covered.

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.

Fire Technology (FT)

FT 101B Introduction to Fire Protection (3)
Introduces the student to the many areas of fire protection. Primarily intended for the person who wishes to become a firefighter. Introduces concept of the systems approach to fire protection by presenting the system components of modern fire department responsibility including suppression, prevention, public education, emergency medical service, hazardous materials response, and urban search and rescue. Throughout the course, safety and professionalism are stressed. Other concepts emphasized include incident effectiveness, customer service physical fitness, training, and fire prevention. Prerequisite: None.

FT 109B Internship in Fire Service (1-6)
A course designed wherein the students will apply knowledge to real on-the-job situations in a program designed by a company official and a faculty adviser to maximize learning experiences. Available to students who have completed all major requirements and have at least a 2.5 GPA. Contact program instructor for an application, screening, and required skills evaluation. Up to eight semester hour credits may be earned on the basis of 100 hours of internship for one credit. Course may be repeated up to eight credits. [N]

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*)

FT 111B Portable Pumps (1)
Portable Pumps and Water Use is a combined self-paced/field exercise course providing training for a portable water pump operator consisting of three instructional units: (1) Supply of Water, (2) Delivery of Water, and (3) Application of Water. [N]

FT 112B Power Saws (2)
Designed to instruct the student on how to use and handle chain saws; identify safe and correct procedures for felling, bucking, and slashing; and identify correct chain saw troubleshooting and repair procedures. [N] Prerequisites: Basic first aid and current CPR certification.

FT 113B Basic Air Operations (1)
Designed to meet training requirements in the command, operations, and planning sections of the Incident Command System (ICS). The student is introduced to a survey of aircrafts and theirs uses in wildland fire suppression activities with an emphasis in hazard recognition while working around aircraft. Meets or exceeds NWCG S-270. [N]

FT 115B Crew Boss (2)
Upon completion the student will be able to identify the crew boss's responsibilities prior to and during mobilization, incident activities and demobilization, and describe the required training and certification process which must be fulfilled prior to becoming a qualified crew boss (Single Resource). [N] Prerequisite: FT 218B.

FT 116B Engine Boss (1)
Engine Boss (Single Resource) is a skill course to produce trainee proficiency in the performance of all duties associated with the Single Resource Engine Boss. Instructional topics cover tactical use and safety precautions required to establish an effective engine operation on a large incident. [N] Prerequisite: FT 115B.

FT 117B Dozer Boss (1)
Dozer Boss (Single Resource) is a skill course to produce trainee proficiency in the performance of all duties associated with the single resource Dozer Boss. Primary considerations in this course are tactical use and safety precautions required to establish and maintain an effective dozer operation. [N] Prerequisite: FT 110B.

FT 118B Firing Methods (2)
Designed to train qualified squad and single resource bosses (and higher) with a definite "need to know" regarding firing techniques and related devices used in wildfire suppression. Topics covered in this course are firing boss duties and responsibilities, firing equipment, firing methods, and evaluation of the on-going and completed firing operation. [N] Prerequisite: FT 218B or S-290.

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.

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.

FT 212B Fire and Ecology (3)
Fire Ecology and Ecosystem Management. A a study of the science of ecosystem management and the effects of fire on ecosystem. In addition the course studies the past and future of fire as a tool in ecosystem management as well as the social, economic, legal, and political considerations. [N]

FT 218B Intermediate Fire Behavior (2)
Firing Methods and Procedures. Designed to train qualified squad and single resource bosses (and higher) with a definite "need to know" regarding firing techniques and related devices used in wildfire suppression. Topics covered in this course are firing boss duties and responsibilities, firing equipment, firing methods and evaluation of the on-going and completed firing operation. Meets or exceeds NWCG S-290 & 390). [N] Prerequisite: FT 110B.

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 capability.

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)

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. [H*]

FREN 112 First Year French II (3-4)
A continuation of FREN 111. Language practice required. [H*] 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. [H] Prerequisite: FREN 112.

FREN 212 Second Year French II (3)
Continuation of FREN 211. [H] Prerequisite: FREN 211.

Geographic Information Systems (GIS)

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.

GIS 110 Principles of Cartography (3)
The basics of analog and digital cartography (map making). Students will be exposed to different types of maps, scales, symbols, and projections and learn how cartography and geographic information systems interact.

GIS 111 Introduction to Remote Sensing (3)
Introduces basic remote sensing, aerial photograph interpretation, basic photogrammetry, and satellite image processing. Students will learn the basic techniques of remote sensing and learn how to integrate remote sensing information with GIS techniques and databases. Prerequisite: None.

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. Unlimited repeatability.

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. Prerequisites: 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. Prerequisites: GIS 205 and CIT 129 or instructor's approval.

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 geodatatbase 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: 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. [N] Prerequisite: GIS 110 and GIS 205.

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. [N] 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.

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)

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 theses include spatial history and morphology, society-land relations, and economic development and resource utilization. Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

Geology (GEOL)

GEOL 101 Geology: Exploring Planet Earth (3-4)
Fundamental principles of geology including tectonic and surficial processes, oceans, atmosphere, environmental applications, and resources. Includes a laboratory component. (Formerly GEOL 101, *Physical Geology*)

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. Prerequisites: Elementary chemistry and trigonometry recommended.

GEOL 299 Special Topics in Geology (1-5)
To be offered on a variety of geological topics as opportunity and demand dictate. (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 imagining and the study of soils. Includes field trips. Prerequisite: GEOL 101, GEOG 103, or instructor's approval.

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.

GRC 103 Introduction to Computer Graphics (3)
Introduction to the computer as a graphic communications tool using image editing and page layout software. Software literacy, computer graphics terminology, design application, and production are stressed. [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 vector-based software with an emphasis on corporate identity. Covers graphic design methodology, layout, typography, symbols, logos, and logo systems developed from thumbnails through final design.

GRC 183 Electronic Imaging (3)
Introduction to digital imagery as a source for creating new images, scanning, and image manipulation. Explores visual communication through technical and conceptual methods. Recommended prerequisite: GRC 103. Also available as ART 243.

GRC 188 Web Animation and Interactivity I (3)
Introduction to animations and interactivity for the Web and CD-ROM using Flash. Focuses on planning, design, and production. Topics covered include information architecture, navigational systems, tweens, audio, video, ActionScript, object properties, components, conditional actions, and publishing options. Prerequisites: GRC 103 and ART 107 or approval if instructor.

GRC 198B Special Topics in Graphic Communications (.5-6)
Consideration of special topics related to graphic communication. Unlimited repeatability. [P/W]

GRC 256 Computer Illustration II (3)
Advanced two-dimensional illustration techniques using vector-based graphics software. Graphic projects are created with elements of design and application of principles of design. Recommended prerequisite: GRC 156.

GRC 301 Graphic 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, typography, vector and bitmap graphics, layout, and simple animation as they pertain to digital media. Prerequisite: GRC 119 or GRC 301.

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: Junior standing and GRC 119 or GRC 301.

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.

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.

History (HIST)

HIST 101 U.S. History to 1877 (3)
Survey of U.S. political, social, economic, diplomatic, and cultural development from Colonial Times through Reconstruction. When taken with HIST 102 or 217, class satisfies the United States Constitution requirement. (Formerly HIST 101, *U.S. Histry to 1865*) Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

HIST 102 U.S. History since 1877 (3)
Survey of U.S. political, social, economic, diplomatic, and cultural development from 1877 to the present. Includes examination of Nevada Constitution and, when taken with HIST 101, satisfies the U.S. and Nevada Constitution requirement. (Formerly HIST 102, *U.S. History 1865 to Present*) Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

HIST 105 European Civilization I—To 1648 (3)
Survey of the development of Western civilization from the dawn of human history to 1648. [H*] Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

HIST 106 European Civilization to Present (3)
Survey of the development of Western civilization from 1648 to the present. [H*] Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

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: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

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: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

HIST 225 Introduction to the Vietnam War (3)
Survey of U.S. involvement in Vietnam from 1954 to U.S. withdrawal in 1975. Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

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: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

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: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

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. Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

HIST 401 American Constitutional and Legal History (3)
The origin and growth of the constitutional system. Prerequisites: 40 or more credits including HIST 101 and HIST 102, or PSC 101, or instructor's approval.

HIST 412 United States: Revolution and the New Republic (3)
Examines the course and the impact of the American Revolution; the adoption of the Constitution; and the political, diplomatic, and economic developments during the early national period. Prerequisites: 40 or more credits including HIST 101 and HIST 102, or PSC 101, or instructor's approval.

HIST 413 United States: Jacksonian Era and Civil War, 1815-1877 (3)
Political, social, and cultural developments of the Jacksonian Era, westward expansion and sectional conflict, causes and impact of the Civil War and Reconstruction. Prerequisites: 40 or more credits including HIST 101 and HIST 102, or PSC 101, or instructor's approval.

HIST 414A United States: The National Period, 1815-1860 (3)
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. Prerequisites: 40 or more credits including HIST 101 and HIST 102, or PSC 101, or instructor's approval.

HIST 415C History of the United States: 1877-1929 (3)
An analysis of the foundations of 20th century United States. Includes the pre-eminence of big business, subordination of politics, reform movements and the organization of labor, the impact of urbanization and immigration, agriculture and the completion of Manifest Destiny, cultural and intellectual trends, foreign affairs, the Progressive Movement, international affairs and World War I, and economic and social trends of the twenties. Prerequisites: 40 or more credits including HIST 101 and HIST 102, or PSC 101, or instructor's approval.

HIST 416A Recent America: Era of Franklin D. Roosevelt, 1920-1945 (3)
Examinations of social, economic, and political trends in the 1920s and of the transition from inflated prosperity to the Great Depression of the 1930s. Special attention to F.D.R.'s presidential role, to the New Deal and concurrent domestic problems, and to foreign policy issues. Coverage includes U.S. entrance and role in World War II. Prerequisites: 40 or more credits including HIST 101 and HIST 102, or PSC 101, or instructor's approval.

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. [N] Prerequisites: 40 or more credits including HIST 101 and HIST 102, or PSC 101, or instructor's approval.

HIST 417A Nevada and the West (3)
Examines Nevada's history in relation to issues of regional and national significance, e.g., mining, transportation, conservation, and development of water resources, and tourism. Prerequisites: 40 or more credits including HIST 101 and HIST 102, or PSC 101, or instructor's approval.

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. Prerequisites: 40 or more credits including HIST 101 and HIST 102, or PSC 101, or instructor's approval.

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. Prerequisites: 40 or more credits including HIST 101 and HIST 102, or PSC 101, 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. Prerequisites: 40 or more credits including HIST 101 and HIST 102, or PSC 101, or instructor's approval.

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. Unlimited repeatability.

Humanities (HUM)

HUM 101 Introduction to Humanities I (3)
An introduction to humanities through a study of seven major arts including film, drama, music, literature, painting, sculpture, and architecture. Each of these arts is considered from the perspective of historical development, the elements used in creating works of art, meaning and form, and criticism and critical evaluation. [H*] Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

HUM 232 War and Western Civilization (3)
Survey of war and its effects on our civilization from chariot and spear to nuclear strategy. [H] Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

Human Development and Family Studies (HDFS)

HDFS 201 Lifespan Human Development (3)
Individual development, roles, and interrelationships within the family system through the lifespan.

HDFS 202 Introduction to Families (3)
Study the dynamics of development, interaction, and intimacy for primary relationships in contextual and theoretical frameworks. Review societal issues and choices facing diverse family systems and individuals living within families. Prerequisite: ECE 250.

HDFS 232 Diversity in Children (3)
The course considers the development of young children from the prenatal period through age eight, focusing in particular on diversity among children. Diversity will be explored in the terms of cultural, ethnic, and linguistic variations as well as differences in ability and typical and atypical development. (Formerly HDFS 232, *Diversity and the Young Child*) Prerequisite: ECE 250.

Human Services (HMS)

HMS 101 Introduction to Human Services (3)
Overview of human services as a profession, including the exploration of the history of the helping relationship, the human services movement, current influences of technology, managed care, and models of service delivery. Emphasis is on discovering employment in the human services, self-assessment activities, and development of interpersonal skills common to social services providers. Prerequisite: None.

HMS 102 Introduction to Counseling (3)
Assessment, interviewing, intervention, referral, and documentation skills related to human services client communications are emphasized. Students receive HIPPA training in basic client/patient confidentiality. Course is required for HMS 106, *Human Services Practicum*. Prerequisite: None.

HMS 105 Substance Abuse Counseling Methods (3)

Addiction counseling theory and application methods for addiction counselors, social services/human services/health sciences students, or for anyone interested in developing skills specific to assisting individuals, couples, and families with substance abuse issues. Prior completion of HMS 102, or the equivalent, is highly recommended. Prerequisite: None.

HMS 106 Human Services Practicum I (5)
Students observe and participate in selected human services experiences within community-based agencies. An opportunity for the application and development of therapeutic oral and written communications skills directly with clients/patients, their support systems, and human services workers. Includes one lecture contact hour and 12 clinical practice hours per week. Prerequisites: HMS 101 and HMS 102, or permission of the instructor.

HMS 107 Small Group Interaction Techniques (3)
Theory and methods of group dynamics and group interaction applications in social/human services settings are explored. Group counseling approaches related to addiction treatment, relapse prevention, grief and loss adjustment, and personal development are emphasized. Prerequisite: None.

HMS 200 Ethics in Human Services (3)
"Real life" applications of personal and professional boundaries, beliefs, ethics, values, morals, and codes of conduct in human relationships using ethical decision-making, problem-solving, and critical-thinking activities for interacting with potential clients, customers, patients, students, subordinates, co-workers, and supervisors. This course may be repeated up to three times for continuing education credit. Prerequisite: None.

HMS 206 Human Services Practicum II (5)
Advanced human services skills development through interaction with clients, client support systems, and other human service professionals within community agencies. Includes one lecture contact hour and twelve clinical practicum hours per week. Prerequisites: HMS 101, HMS 102, and HMS 106, or instructor's approval.

HMS 250 Human Services Seminar (3)
Explores emerging issues and current trends in human services employment as they relate to the student's goals, interests, and abilities. This course is required for students seeking an AAS degree in Human Services but is open to any student who is or desires to be involved in human services work. Students create a career plan; develop a resumé based on skills training, employment experiences, and current job opportunities; and practice job interviewing techniques. Prerequisite: HMS 101, HMS 102, or instructor's approval.

Industrial Energy Efficiency (IEE)

IEE 201 Compressed Air System Fundamentals (3)
The supply and demand side of compressed air systems with an emphasis on controlling energy related costs. Students will participate in an assessment of an industrial air compressor system and gain experience in determining facility compressed air needs, proper air treatment, storage and distribution. Practical applications provided throughout. [Text required from the college bookstore] [N]

IEE 203 Industrial Processes (2)
Provides an overview of the fundamentals of energy principles and industrial processes for persons working in the field of energy efficiency. Students will gain a basic understanding of thermodynamics and the principles and function of the equipment used in an industrial facility. [N]

IEE 205 Energy Assessment Methodology (2)
Provides an overview of energy assessment methods in industrial and commercial buildings. Students will participate in the assessment of an industrial facility and gain experience in assessment preparation, assessment performances, and subsequent report writing techniques. Practical applications provided throughout. [N]

IEE 207 Energy Systems Measures (2)
Provides an overview of the types of energy management opportunities that can be found in industrial facilities, including opportunities concerning compressed air systems, motor systems, steam systems and lighting. [N]

IEE 209 Energy Supply and Market Fundamentals (2)
The types and mechanisms for delivery of the various types of industrial energy sources with an emphasis on electricity, natural gas, fuel oil, and renewable energy sources. Also covers utility bills and methods to reduce utility costs. Practical applications provided throughout. [N]

IEE 211 Utility Supply Fundamentals (2)
Overview of utility supply issues pertaining to industrial facilities, including rate schedules, energy supply options, and common cost saving opportunities. [N]

IEE 213 Steam System Fundamentals (2)
The supply and demand side of steam systems with an emphasis on controlling energy related costs. Students will gain an understanding of how steam system components (e.g., boilers, steam traps, de-aerators) function and will participate in an assessment of a steam system to identify and quantify cost saving measures. Students will also gain experience in determining facility steam needs and proper water treatment. [N]

IEE 215 Energy Efficient Building Systems (2)
Provides an overview of HVAC and lighting systems in industrial and commercial buildings. Students will gain experience in blueprint and schematic reading and a basic understanding of possible energy efficiency opportunity in HVAC and lighting systems. Practical applications provided throughout. [N]

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 Millwright Technology (IT)

IT 103B Industrial Pump Technology (1-4)
A one-to-four-credit laboratory and lecture course covering various industrial pumps. Emphasis is on centrifugal pump maintenance and repair and introductory hydraulic engineering concepts that pertain to centrifugal pumps. Pump seals, packing techniques, and bearings are also discussed. (Formerly IT 103B, *Mill Pump Technology*)

IT 105B Mechanical Power Transmission (1-4)
A one-to-four-credit lecture, demonstration, and laboratory course in the study and application of bearings, belt and mechanical drives, chain and chain drives, couplings, clutches, gears, and fluids in the transmission of power used in the industrial processes.

IT 106B Millwright and Process Terminology (1.5)
An introduction to millwright and process terminology. Students will learn

basic terminology and functions of primary process equipment and their sub-components. This will include Ag mills, Sag mills, autoclaves, roasters, crushers, conveyors, and power plant components. Material flow within process plants will also be covered.

IT 207B Boiler, Conveyer, and Pneumatic Systems (1-5.5)
A one-to-five point, five-credit lecture, demonstration, and laboratory course in the study and application of boiler, conveyer, and pneumatic systems. The course will cover operation, maintenance, and repair of boiler, conveyer, and pneumatic systems. Safety is emphasized.

IT 208B Fluid Power (1-5.5)
A review of fluid power mechanics with an emphasis on symbology, circuit operation and design, hydraulic component operation, and terminology.

IT 210B Failure Analysis and Predictive/ Preventive Maintenance (4)
A four-credit lecture, demonstration, and laboratory course in the study of predictive and preventive maintenance techniques. Emphasis will be placed on root cause analysis, vibration analysis, and the proper use of lubrication to prevent failures. Prevention of maintenance problems through predictive methods will be emphasized.

IT 212B Inventory and Planning (1-2)
A one-to-two-credit lecture designed to acquaint the student with the principles of planned maintenance and inventory control as it relates industrial maintenance.

IT 214B Basic Electrical Theory for Industrial Mechanics (4)
A four-credit lecture, demonstration, and laboratory course in the diagnosis of common electrical problems associated with industrial equipment. The course covers basic AC/DC electrical theory, electrical motor maintenance, motor control, and uses of electrical tools for troubleshooting.

IT 216B Basic Metallurgy (4)
A four-credit lecture, demonstration, and laboratory course which emphasizes the practical approach to the basic principles of metallurgy. The course explores the behavior of metals subjected to metallurgical processes and explains how desired material properties are attained.

IT 220B Alignment Principles (1-4)
Study and practice and shaft and gear alignments using the four-step method to align and correct misalignments as a procedure to extend the life of bearings, couplings, and seals, and to reduce vibration in equipment and components and gears. Tools and equipment used in the course include dial indicators, and electronic and laser measuring devices. Safety is emphasized.

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. Prerequisites: 40 or more total credits including ENG 102 or ENG 333, and MATH 120 or higher, AMS 310, or STAT 152.

IS 470 Computer Security, Controls, and Information Assurance (3)
Provides an in-depth understanding of the risks, threats, and vulnerabilities to network data storage and network communications. Security options and configurations that can help mitigate security threats will be studied. Ethical issues and government regulations concerning data security and enterprise data policy will also be covered. (Formerly CIT 471, *Managing Network and Security*) Prerequisite: CIT 217 or CIT 301.

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 105 Volunteering in Your Community (0.5)
Provides the student with an opportunity to perform several hours of community service and to then reflect on both the personal experience of giving of oneself and on volunteerism in general. Repeatable up to four times. [P/W]

INT 106 Job Search and Resumé Preparation (0.5)
Exploration of job search techniques, determination of the most effective resumé format, and preparation of an appropriate resumé and cover letter for a prospective career. [P/W]

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

INT 301 Integrative Research Methodology (3)
An interdisciplinary integration of research methods in the natural sciences, social sciences, and history. The course is writing intensive and includes an introduction to portfolio development. Prerequisites: 40 or more total credits including ENG 102 or ENG 333, and MATH 120 or higher, AMS 310, or STAT 152.

INT 339 Integrative Humanities Seminar (3)
An integrative seminar on topics in the humanities. The topics will vary to address needs and interests of programs. Course fulfills the upper-division integrative humanities general education requirements. May be repeated once for credit if the topics are different. Prerequisites: 40 or more total credits including ENG 102 or ENG 333, and MATH 116 or MATH 120 (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. Prerequisites: 40 or more total credits including ENG 102 or ENG 333, and MATH 116 or MATH 120 (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. Prerequisites: 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. Prerequisites: 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. Prerequisites: Senior-level standing in the Bachelor of Arts in Integrative Studies program and INT 301.

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 Studies and INT 400.

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 102 News Reporting and Writing (3)
Principles of researching news stories, gathering information in the appropriate arenas and writing clear and accurate articles in accordance with journalistic standards established by the Associated Press. Explores the roles and responsibilities of a reporter for a news organization in keeping the public informed as well as acting as a watchdog. Examines ethical concerns in journalism and legal issues that influence media coverage. (Formerly COM 250, *News Gathering and Writing I*)

JOUR 105 News Production I (3)
Course designed to qualify students to produce the college newspaper, literary magazine, or any other student publication. Combination of graphics and journalism in one class period which will familiarize students with the total makeup of the newspaper assembly procedures. (Formerly JOUR 105, *Publications Workshop I*)

JOUR 106 News Production II (3)
A continuation of JOUR 105. (Formerly JOUR 106, *Publications Workshop II*)

JOUR 120 Introduction to Broadcasting (3)
A survey of the principles and trends involved in radio and television broadcasting, cable, and other electronic media, including history, regulation, programming, and business practices. Examines communication theories, legal, ethical, and socio-cultural issues as well as career potential in the present and future electronic cultures. (Formerly COM 120, *Introduction to Broadcasting*)

JOUR 121 Radio Production (3)
Study and practice of the use of audio and radio broadcast equipment, production methods, programming concepts, and announcing techniques. Production of commercials, news, and promotional spots. Fundamental audio processing and an introduction to digital audio editing.

JOUR 122 Radio and Televison Announcing (3)
A study of the principles of developing effective voice presentation for radio and television. Fine tunes announcing skills including voice quality, articulation, enunciation, and pronunciation. Includes preparation for opportunities in announcing employment fields such as news, sports, disc-jockey, and voice talent. Current methods in the broadcasting industries are analyzed. [N]

JOUR 124 Introduction to Broadcast News and Production (3)
Techniques of gathering, writing, editing, and producing news for radio and television. Topics include broadcast style, working with wire services, codes of ethics, legal considerations, and news applications of audio and video technology. Students experience all aspects of studio newscast production from producing to anchoring. [N]

JOUR 125 Electronic News Gathering and Video Editing (3)
An introduction to all elements involved in field reporting for television news. Topics include contacting and selecting the most appropriate sources, interviewing techniques, selecting sound-bites, visual storytelling, developing on-camera, as well as as behind-the-camera skills, and ethical and legal considerations. Students will create voice-overs and packages using non-linear digital video editing equipment. [N]

JOUR 201 Television Studio Production I (3)
Study and hands-on training in basic television studio and control room operations for live and live-to-tape multi-camera productions. Students experience all positions in a production crew including producing, directing, camera, audio, lighting, switching, and learning the underlying principles of video technology. (Formerly COM 201, *Television Production*)

JOUR 205 Television Field Production I (3)
Techniques of shooting video and television programs and segments single-camera-film style, on location, rather than in a multi-camera studio. Students learn the necessary preproduction planning steps including location scouting, storyboarding, and budgeting, then progress to digital video field production including camera, audio, and lighting practices. Projects will be edited using *Adobe Creative Suite Production Premium* non-linear editing software.

JOUR 220 Fundamentals of Applied Media Aesthetics (3)
Survey of the various uses of visual communication. Study of visual literacy including perception, cognition, aesthetics, design principles, creativity, critical evaluation, and ethics related to visuals in all forms of media. Discover why some images are remembered, while most are not.

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.

JOUR 298 Advanced Video Production and Editing (3)
Advanced techniques in pre-production, production, and post-production for single-camera-film-style digital video and television short program creation. Topics include field camera operations, audio set-up, and lighting techniques for unusual or adverse conditions, troubleshooting, and continuity shooting. Students learn complex editing techniques and digital audio and video special effects. [N] Prerequisite: JOUR 205.

Land Surveying/Geomatics (SUR)

SUR 280 Fundamentals of Geomatics I (4)
A comprehensive study of angle measurement systems, taping, the traverse, differential leveling, profile leveling, plan and profile sheet, the circular curve, the vertical curve, the USGS 7.5 minute map, and elementary topographic mapping. The application of statistics to surveying, the assumptions underlying surveying on the plane, and reference surfaces are stressed in this course. In the laboratory portion of the course, students will make survey measurements, maintain a field book, and adjust survey data as appropriate. Weekly laboratory reports using the measured data to compute a survey product are required. Lecture+Lab: 3+3. Four semester hours. Prerequisite: MATH 127 or equivalent. Corequisites: STAT 152 and CADD 121.

SUR 281 Fundamentals of Geomatics II (4)
A comprehensive study of the construction and calibration of the modern total station, instrument errors, face positions, survey astronomy, control leveling, calibration of the EDMI, 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, EDMI 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.

SUR 290 Introduction to Urban Development (4)
An introduction to the process of land development and construction layout. An emphasis is placed on those Nevada State Statutes that define the duties of the Professional Land Surveyor in the subdivision of land. The laboratory portion of the course provides practical exercises involving Topographic Mapping, ALTA/ACSM Title Surveys, Standards of Practice, Elevation Certificates, and Subdivision Design. Lecture+Lab: 3+3. Four semester hours. Prerequisite: CADD 121 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 109 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. (Formerly LT 101B, *Library Skills/Research for College Papers*) [P/W]

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 (1)
Consideration of special topics in library and information science.

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 Introduction to 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 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: 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: 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. Prerequisites: Associate of Applied Science or Certificate in Electrical Technology, and completion of AMS 310 or instructor's approval.

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. Prerequisites: MGT 310 and sophomore standing.

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 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. (Formerly Bus 265, *Consumer Behavior) Prerequisites: Completion of SOC 101, or PSY 101 and MKT 211, or MKT 210 or instructor's approval.*

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. Prerequisites: 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 097 Elementary and Intermediate Algebra (5.0)
A one-semester course equivalent to the combination of MATH 095 and MATH 096. Topics include solving linear equations in one variable, polynomials, integer exponents, factoring, rational expressions and equations, graphic linear equations in two variables, inequalities, systems of linear equations, radicals and rational exponents, and quadratic equations. Prerequisite: MATH 091, suitable placement test score, or suitable ACT/SAT scores.

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 120 Fundamentals of College Mathematics (3)
Includes real numbers, consumer mathematics, variation, functions, relations, graphs, geometry, probability, and statistics. Course is broad in scope, emphasizing applications. Fulfills the lower-division mathematics requirement for a Bachelor of Arts Degree. Satisfies mathematics requirement for baccalaureate degrees. Prerequisite: MATH 096—within two years, sufficient placement exam, or SAT/ACT score.

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 mathematics 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—within two years or sufficient placement test score.

MATH 128 Precalculus and Trigonometry (5)
Includes equations, relations, functions, graphing; polynomial, rational, exponential, logarithmic, and circular functions with applications; coordinate geometry of lines and conics; analytic trigonometry; matrices and determinants; and binomial theorem. Prerequisite: MATH 096 within two years or sufficient placement test or SAT/ACT 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 181 Calculus I (4)
The fundamental concepts of analytic geometry and calculus functions, graphs, limits, derivatives, integrals, and certain applications. Prerequisites: 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 two 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. Repeatable up to six credits.

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 314 History of Mathematics (3)
Evolution of mathematics from ancient numeral systems to twentieth-century mathematics. The effects of culture on mathematics and the impact of mathematics on cultures also considered. Prerequisite: MATH 330.

MATH 330 Linear Algebra (3)
An introduction to linear algebra, including matrices and linear transformations, eigenvalues, and eigenvectors. Prerequisite: MATH 182 within three years.

MATH 331 Groups, Rings, and Fields (3)
Elementary structure of groups, rings, and fields. Including homeomorphisms, normal subgroups, and ideals. Prerequisite: MATH 330.

MATH 333 Number Theory for Secondary School Teachers (3)
Examines in detail the structure of number systems and polynomials over these number systems, and teaches the careful art of mathematical reasoning. The course is designed for those who will make the transition from techniques courses to conceptual mathematics. Designed for prospective high school teachers but is open to other students. Prerequisite: MATH 182.

MATH 352 Probability and Statistics (3)
Probability experiments; sample spaces, discrete and continuous random variables and distributions; mathematical expectation, central limit theorem; hypothesis testing, and linear regression. Prerequisites: MATH 181 and MATH 182

MATH 475 Euclidean and Non-Euclidean Geometry (3)
Axiom systems, models, independence, consistency; incidence, distance betweenness, congruence, convexity, inequalities, parallels, perpendiculars, the Klein mode; Saccheri quadrilaterals, limit triangles, and the non-Euclidean geometry of Bolyai-Lobatchevsky. Prerequisite: MATH 333.

Medical Transcriptionist (MTRN)

MTRN 110B Introduction to Online Medical Transcription (3)
Designed to increase speed, efficiency, and accuracy on the keyboard. An introduction to the grammar style and formatting guidelines for use in online medical transcription. Course must be taken in continuous sequence and completed within a one-year period.

MTRN 120B Medical Terminology for Online Medical Transcription (5)
Introduction to prefixes, suffixes, and root words used in medicine. Designed to build an effective vocabulary of new medical terms, how they are spelled, and to be able to recognize them when spoken in transcription units. Course must be taken in continuous sequence and completed within a one-year period.

MTRN 130B Anatomy and Physiology for Online Medical Transcription (3)
Overview of human anatomy, major bone, muscle, arterial, nervous system, organs, and how they function. Symptoms and diseases that commonly affect various physiological systems are covered. Course must be taken in continuous sequence and completed within a one-year period.

MTRN 140B Medical Specialties for Online Medical Transcription (3)
Diseases, operations, instruments, and symptoms unique to specialized medical fields are covered. An introduction to the most common abbreviations used in medical transcription as well detail on rules and usage of abbreviations in medical reports. Course must be taken in continuous sequence and completed within a one-year period.

MTRN 200 Editing and Proofreading (3)
A medical transcriptionist is responsible not only for creating a document but also for making sure it is accurate and returned to the healthcare facility in its final polished form. This means first-rate editing and proofreading skills are a

must. The editing and proofreading course provides practice in fine-tuning reports and taking them from rough draft to finished quality. Techniques to proofread and edit for spelling, grammar, and punctuation errors are covered with extensive hands-on practice. Prerequisites: MTRN 110, 120, 130, and 140.

MTRN 220 Intermediate Medical Transcription (5)
Students will begin transcribing acute medical records in order to provide a foundation of experience. All types of inpatient and emergency room medical records such as radiology, pathology, discharge summaries, operative reports, emergency room reports, progress notes, physical therapy reports, cardiac catheterizations, EEGs, and all other hospital-generated records are included. Additional topics include procedures used for transcribing clinic notes, techniques for following physicians' technical instructions, practice downloading audio, and learning how to compare transcriptions. Prerequisites: MTRN 110, 120, 130, and 140.

MTRN 230 Advanced Medical Transcription (6)
Transcription of more challenging, authentic, physician-dictated reports organized by medical specialty. Emphasis on development of accuracy, speed, and medical knowledge for transcription of history and physical examination reports, consultations, emergency room reports, discharge summaries, operative reports, diagnostic studies, radiology and pathology reports. Emphasizes using reference materials and other resources efficiently. Prerequisites: MTRN 110, 120, 130, and 140.

Metals (Also see Welding) (MTL)

MTL 101B Basic Machine Shop I (4)
Learn the basics of work setup, machine operation, turning, threading, broaching, and boring operations. Students will also learn interpretation of and uses of formulas and charts associated with the machine trades.

MTL 102B Basic Machine Shop II (4)
A four-credit lecture, demonstration, and laboratory course in the study of machine operations used in the reconstruction and repair of industrial equipment.

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. Also available as 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, *usic Fundamentals*

and Ear Training) [F*]

MUS 103 Voice Class I (1)
Fundamentals of tone production, breath control, pronunciation, and practical techniques for interpreting songs. May be repeated for a total of four credits. [F]

MUS 104 Voice Class II (2)
A continuation of MUS 103 introducing the Italian art song. [F]

MUS 111 Piano Class I (2-3)
Beginning piano class. Music reading and keyboard techniques from beginning through early intermediate levels. No previous musical training required. (Formerly MUS 111, *Piano I*) [F]

MUS 121 Music Appreciation (3)
The historical and cultural background of music and origins to the twentieth century. [H*]

MUS 125 History of Rock Music (3)
The history and stylistic development of rock from its origins, through transitions, and subsequent revolutions. [H*]

MUS 175 Rock Jazz Ensemble (3)
Ensemble members will perform a variety of music, ranging from early jazz styles and standards to contemporary fusion. There will be considerable opportunity for reading music and ad-lib soloing, to increase exposure and the skill level of the performers. The ensemble will vary each semester depending on instrumentalists enrolled and may provide opportunities for vocalists. Some music theory and notation will be studied. Repeatable up to six credits. Prerequisites: At least intermediate command of an instrument, including a minimal ability to read music as written in standard notation for that instrument.

MUS 203 Music Theory I (4)
Counterpoint and harmony (written and keyboard). [F] Prerequisite: MUS 101 or instructor's approval.

MUS 204 Music Theory II (4)
A continuation of MUS 203. [F] Prerequisite: MUS 203.

MUS 299B Special Topics in Music (.5-6)
Consideration of special topics in issues and music. Unlimited repeatability.

MUS 301 Music Theory III (3)
An advanced class in tonal theory which includes the study of enriched harmonic resources of the eighteenth and nineteenth centuries as well as an introduction to counterpoint and large musical forms. [F] Prerequisites: MUS 203 and 204.

Music Applied (MUSA)

MUSA 145 Voice—Lower Division (1)
Private vocal instruction. (Formerly MUS 153, *Voice*) [F]

Music Education (MUSE)

MUSE 101 Concert Choir (1-2)
Performance of representative choral music of all periods. [F]

MUSE 108 Concert Singers (1)
Performance of representative choral music of all periods. [F]

Natural Resource and Environmental Science (NRES)

NRES 150 Fundamentals of Plant Science (3)
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.

NRES 222 Soils (3)
Introductory course providing an understanding of soils structures, properties, formations, and composition as it relates to plants and other environmental aspects. Emphasis will be placed on study soils from a land use and management perspective. (Formerly NRS 101, *Introduction to Soil Science*) Prerequisites: Introductory course providing an understanding of soils structures, properties, formations, and composition as it relates to plants and other environmental aspects. Corequisite: NRES 223.

NRES 223 Soils Laboratory (1)
Designed to complement NRES 222 lecture course. This one-credit hour course is presented to provide students with hands-on laboratory and field experiences to better understand the science and management of soils. Designed to complement NRES 222 lecture course. 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*)

NRES 251 Rangeland Measurements and Monitoring (4)
Designed to instruct students in livestock and plan management on rangelands. Provides instruction in the most common and acceptable rangeland monitoring systems. Students will participate in actual rangeland monitoring and plant/data collection. (Formerly NRES 215, *Principles of Rangeland Management and Monitoring*)

NRES 299 Special Topics in Natural Resources (1-6)
Various short courses (one-to-six credits) covering a variety of subjects in natural resources. May be repeated up to nine credits.

NRES 304 Principles of Hydrology (3)
Principles and methods of managing range and forest land in terms of water quantity, quality, and timing. [N] Prerequisite: MATH 127.

NRES 310 Wildlife Ecology and Management (4)
Wildlife ecology is the study of interactions between organisms and their environment. Wildlife management is the practice of balancing the needs of wildlife and other factors that have an adverse impact on these species. Explores many aspects of what wildlife managers do to help insure the long term success of wildlife. Prerequisite: BIOL 190 or BIOL 191.

NRES 330 Rangeland Plant ID (1-6)
Designed to provide students with the skills and knowledge to identify, collect

and mount native and cultivated plants found in the rangelands of Northeastern Nevada. Students learn and demonstrate appropriate plant mounting protocol. This is a student self-paced course. May be repeated up to six credits. Prerequisite: NRES 150, NRES, 222, NRES 241 or instructor's approval.

NRES 375 Rangeland Watershed Management (3)
Advanced course investigating the study of rangeland watershed management. Includes soils, plant diversity and inventory, rangeland conditions, range site verification, archeology, hydrology, wildlife, and livestock management as these pertain to a watershed and watershed management. Prerequisite: NRES 150, NRES 222, NRES 241 or instructor's 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 (6)
Provides students with classroom, laboratory, and clinical experience. Successful completion fulfills requirements for eligibility to take the Nevada State Certified Nursing Assistant examination. Contact the Department of Health Sciences and Human Services at 775.753.2301. Prerequisites: Proof of a current two-step TB test and Professional CPR certification.

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. (Formerly NURS 205B, Introduction to Associate Degree Nursing) Prerequisite: Admission to the Nursing Program.

NURS 209 Principles of Intravenous Therapeutics a Intravenous Therapy (2)
Directed toward establishing acceptable standards so the student is able to delineate and perform the beginning skills and knowledge needed to administer and manage intravenous therapy. Content includes background information, legal aspects of intravenous therapy, fluid and electrolyte balance, procedure for venipuncture, prevention and assessment of complications, principles of related pharmacology, and practice and demonstration of required skills. Unlimited repeatability. [P/W] Prerequisites: Active LPN or RN and instructor's approval. Corequisite: Nevada License.

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. Unlimited repeatability. Formerly NURS 285B, *Selected Topics in Nursing*)

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 315 Self-Leadership and Professional Role Transition (4)
Focus is on strategies and reflective analysis related to establishing goals, managing time, setting priorities, dealing with stress, and utilizing human and material resources that support successful and timely completion of all BSN coursework requirements. Will assist the learner to integrate self-leadership strategies into their professional nursing practice. Prerequisite: Acceptance into the BSN Program.

NURS 335 Concepts in Professional Nursing Practice (4)
Examination of the historical, theoretical, economic, legal/ethical, cultural, and technological issues related to clinical nursing practice, professionalism, nursing education, and nursing research. Prerequisite: Acceptance into the BSN program.

NURS 336 Acute Health Nursing (5)
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 (Pathosphysiology) Practicum (7)

Theory 5.5 credits, Clinical 1.5 credits

An application of theory, knowledge, and skills in assessing human functioning, pathophysiology, pharmacology, psychosocial, cultural variation, health-care resources, and person-environment relationships with respect to select nursing strategies for acutely ill individuals of all ages in variety of rural acute care settings. Prerequisites: Admission to the BSN Program; NURS 302, NURS 303, NURS 335, NURS 336 seven credits. Offered fall semester.

NURS 434 Community Health Nursing in the Rural Setting (5)

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. Credit change approval pending. Prerequisites: Completion of NURS 315, NURS 335, NURS 336, and NURS 338.

NURS 436 Community Health Nursing in the Rural Setting Practicum (7)

Practicum Theory 5.5 credits, Clinical 1.5 credits

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. Credit change approval pending. Prerequisites: Completion of NURS 315, NURS 335, NURS 336, NURS 303, NURS 338, and NURS 434.

NURS 440 Nursing Leadership in the 21st Century (Capstone) (4)

A writing intensive course which requires the integration and synthesis of previously learned theory, knowledge, and skills with contemporary leadership and management principles and theories, enabling learners to critically analyze a variety of societal, economic, political, and professional issues that influence nurses and nursing. Credit change approval pending. Prerequisites: Completion of NURS 315, NURS 335, NURS 336, NURS 303, NURS 434, and NURS 436.

Nutrition (NUTR)

NUTR 121 Human Nutrition (3)

An introductory nutrition course for the beginning student. Course will center on the major nutrients and their roles in maintaining good health. Students will learn to recognize well-balanced diets and acquire shopping tips and preparation techniques for optimum utilization of food dollars. Class includes four required labs. Prerequisite: 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)

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 measurers. 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 statues, 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)

PHIL 101 Introduction to Philosophy (3)
Basic problems in different areas of philosophy such as ethics, political theory, metaphysics, and epistemology. [H]

PHIL 102 Critical Thinking and Reasoning (3)
Covers nonsymbolic introduction to logical thinking in everyday life, law, politics, science, advertising; common fallacies; and the uses of language, including techniques of persuasion. [H*]

PHIL 129 Introduction to the New Testament (3)
Surveys New Testament books and related literature from a nondenominational perspective. Textual and literary criticism will be practiced, and the historical background of the authors and their writings will be considered.

PHIL 145 Religion in American Life (3)
History and organization of major religious groups in America, with special attention given to the relationships between religious convictions and social issues such as minority rights, welfare, sexual mores, and political affiliation. [H]

PHIL 200 The Judeo-Christian Tradition (3)
The philosophy of Biblical religion in the Old and New Testaments. Includes Israelitic cosmology, monotheism, the prophets, the parables of Jesus, and the letters of Paul. [H]

PHIL 207 Introduction to Social and Political Philosophy (3)
Readings and discussion of theories concerning the nature of society and political structure from classical and contemporary philosophers. (Formerly PHIL 207, *Social and Political Philosophy*) [H]

PHIL 210 World Religions (3)
The moral and religious views of world religions including Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and Taoism. [H]

PHIL 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. [H] Prerequisite: Completion of an associate's degree program or instructor's approval.

Physical Education and Exercise (PEX)

Each PEX course may be taken for credit up to a maximum of three times.

PEX 100 Aquacise Aerobics (1)
Active participation in chest deep water. Includes an active warm-up, cardiovascular session, toning of the lower and upper body, abdominal work, and a stretching section. Activities can be adapted to either high or low activity levels. Students will increase muscle strength, cardiovascular strength, and flexibility. May be repeated 3 times. (Formerly PEX 100, *Aqua Exercise*) [P/W]

PEX 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. May be repeated three times. [P/W]

PEX 107 Swimming (1)
Designed to inform and teach proper swimming techniques for use in fitness swimming. Some swimming skills are required. Students can expect to develop strength and endurance and learn how to create their own workouts. May be repeated three times. [P/W]

PEX 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. May be repeated three times.

PEX 113 Basketball (1)
Drill work and scrimmages provide opportunity to strengthen passing, shooting, and rebounding skills. Offensive plays and defensive strategies will also be presented. May be repeated three times.

PEX 117 Golf (1)
Designed to teach the student a variety of important aspects within the game of golf, including technical skills and how to play the game. Subjects include grip, stance, alignment, swing, putting, chipping, etiquette, and the rules. May be repeated three times. [P/W]

PEX 127 Tennis (1)
Tennis is available with basic instruction of skills to an intermediate level of competition. Proper grip, different strokes, and footwork techniques are introduced and technical application of these techniques are developed in the intermediate level. Experienced players will have the opportunity to hone their individual strengths and skills during challenging drills and competitive matches. May be repeated three times. [P/W]

PEX 129 Volleyball (1)
An introduction to the basic rules, skills, and strategies of volleyball. The individual skills of passing, setting, hitting, blocking, and serving will be taught through drill and game experience. Perimeter and rotation defenses will be covered. May be repeated three times.

PEX 134 Rock Climbing (1)
Beginning rock climbing class: students will demonstrate safe and proper technique for belaying, including knots and basic anchor setup. Intermediate class students: are expected to have knowledge of basic skill, so that they will be able to demonstrate safe, proper sport climbing, multi-pitch commands, repelling skills and proper anchor setup in climbing with a partner/s. [P/W]

Each PEX course may be taken for credit up to a maximum of three times.

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. May be repeated three times. [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. May be repeated three times. (Formerly RPED 112B) (Formerly PEX 142, *Judo/Jujitsu*) [P/W]

PEX 143 Karate (1-2)
An introduction to martial arts for beginners and a continuation of training for more advanced students. Students will learn martial art skills through the practice of basics, forms, and sparring. Together, with the self-defense aspect, the student will develop a sense of well being through the self-confidence produced by disciplined training. May be repeated three times. (Formerly RPED 152, *Karate*) [P/W]

PEX 148 Tai Chi (2)
Tai Chi is an internal martial art and a set of self-practicing exercises. Because it is an internal martial art, it is used solely for self defense. It is comprised of four parts: mediation, warm-up exercises, Tai Chi Ch'uan movements, and cool-down exercises. By integrating these four parts, the student learns to combine each part of the body into a whole unit, exercising every muscle, joint, tendon, ligament, and especially the mind. Tai Chi can be used as a wellness program, an exercise program, and a relaxation program, all rolled into one. No special equipment required except for flat-bottomed shoes. Can be performed anywhere. Tai Chi teaches the student to live in harmony with oneself and nature. It is an art and is often called "poetry in motion." [P/W]

PEX 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. May be repeated three times. [P/W]

PEX 169 Yoga (1-2)
Participation in the various class offerings will increase the student's overall flexibility, enhance physical strength and stamina, increase heart and lung function, and nurture the health and well-being of beginning and experienced yoga practitioners. Correct structural alignment will be emphasized as well as linking movement with breath; effort with relaxation; and the mind, body, and spirit. May be repeated three times. [P/W]

PEX 170 Aerobics (1-2)
This course involves participating in physical activities in which each individual can achieve the benefits of realistic fitness goals through activities such as Hi/Low impact sessions, Kickboxing, and Interval and Circuit training. Class can be modified for most fitness levels and conditions and is a great fat burner. May be repeated three times. [P/W]

PEX 172 Body Contouring and Conditioning (2)
Intended to enhance physical activity to improve overall health and quality of life. Students will learn knowledge of muscle groups, target heart rate, and the potential benefits of regular exercise which includes improved cardiovascular endurance, body composition, flexibility, muscular strength and improved body contour. Students will participate in Aerobic activities, calisthenics and sculpting-isometric exercise, sports, conditioning, and flexibility training. May be repeated three times. [P/W]

Each PEX course may be taken for credit up to a maximum of three times.

PEX 180 Strength Training (2)
This class provides safe and effective conditioning of the body through muscular fitness training. This is often done with weight lifting, but can be accomplished through a variety of exercises such as Pilates. May be repeated three times. [P/W]

PEX 183 Weight Training (3)
The proper form and techniques of a lifting exercise will be taught in the beginning class section. The student will learn how to implement the different programs and methods to help them achieve their goals. Spotting techniques to enhance safety will be addressed. Additional sections are offered to help the student develop a stronger and improved physique. May be repeated three times. (Formerly PEX 183, *Weight Lifting*) [P/W]

PEX 199 Special Topics in Recreation (1-2)
Selection will depend on current interests and needs. *Student Open Workout, Relaxation Techniques,* and *New Year's Resolution* are some examples of selections in this category. Descriptions of individual Special Topics in Recreation will be found in the current class schedule. May be repeated three times. (Formerly PEX 199B, *Special Topics in Recreation*) [P/W]

PEX 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. May be repeated three times.

PEX 351 Teaching Physical Education in Elementary Schools (3)
Designed for elementary education majors and those in related fields. Emphasis is placed on the teaching and spotting of basic gymnastics and tumbling skills. Foundational concepts of balance, flexibility, spatial awareness, motor learning, and risk management will be covered. [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. Topics include mechanics, electricity, basic solid state components, optics, gases, hydraulics, fluids, and thermodynamics. This course provides a basic understanding of how physical systems are related and their technical applications. Hands-on labs, demonstrations, and calculations are an integral part of the course. (Formerly PHYS 107B, *Technical Physics I*) Prerequisite: MATH096 or higher or equivalent.

PHYS 117 Meteorology (3)
Description of the behavior of the atmosphere with special emphasis on the physical processes involved in the weather.

PHYS 151 General Physics I (4)
Primarily for students in arts and science. Topics include kinematics, energy and momentum conservation, rotational dynamics, thermodynamics, fluids, harmonic motion, and sound. Laboratory experiments illustrate many of these fundamental principles. Prerequisite: MATH 127 or MATH 128.

PHYS 152 General Physics II (4)
A continuation of PHYS151. Topics include electrostatics, circuits, magnetism, induction, AC circuits, electronics, light, optics, special relativity, introduction to quantum theory. Lab included. Prerequisite: PHYS 151.

PHYS 180 Physics for Scientists and Engineers I (4)
A comprehensive calculus based physics course designed for advanced

science and engineering students. Consists of intensive word problem solving covering topics of kinematics, vectors, forces, energy, momentum, rotation, angular momentum, equilibrium, elasticity, gravity, fluids and oscillations. Lab included (Formerly PHYS 180/180L, Engineering Physics I) Prerequisite: MATH 181.

PHYS 181 Physics for Scientists and Engineers II (4)
A calculus-based investigation of thermodynamic laws, kinetic theory, electric charge, field, potential, current, dielectrics, circuit elements, magnetic fields and materials, electromagnetic oscillations. Lab included. (Formerly PHYS 181/181L, *Engineering Physics II*) Prerequisite: PHYS 180.

Political Science (PSC)

PSC 100 The Nevada Constitution (1)
An introduction to the political history of Nevada through an in-depth examination of the basic law of the state, the Nevada Constitution as originally written and subsequently amended. Self-paced reading program. Course satisfies the Nevada Constitution requirement for out-of-state students who have already satisfied the three-credit U.S. Constitution requirement and are transferring into a GBC program.

PSC 101 Introduction to American Politics (3)
A survey of United States, national, state, and local governments with emphasis on the cultural aspects of the governing process. Satisfies the legislative requirement for the United States and Nevada Constitutions. (Formerly PSC 103, *Principles of American Constitutional Government*) Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

PSC 210 American Public Policy (3)
Analysis of the interplay of forces involved in policy making at all levels of American government. Study of the impact of policy on individuals and institutions. Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

PSC 231 World Politics (3)
Introduction to the study of international relations that stresses a systematic approach to world politics. Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

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: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

PSC 295 Special Topics in Political Science (1-3)
Course may utilize special emphasis topics/instructors or be offered as an individualized study format with directed readings. Classes will usually mirror offerings at other NSHE institutions. Unlimited repeatability. [P/W] Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

PSC 304 The Legislative Process (3)
Examines the legislative process with special emphasis on the U.S. Congress. Topics covered include internal distribution of power (parties and committees), external influences (the electorate, the executive, interest groups), and current problems (ethics, accountability, and campaign financing). Satisfies the U.S. constitution requirement. [N] Prerequisite: 40 or more credits including PSC 101 or instructor approval.

PSC 305 The American Presidency (3)
Focuses on the historical evolution of the office of the President of the United States from 1787 to the present. During the 200+ years, it has been changed dramatically by popular incumbents. Examines the balance of power between the other two branches of government and political institutions involved in the public policy making process. [N] Prerequisite: 40 or more credits including PSC 101 or instructor approval.

PSC 312 Political Parties and Interest Groups (3)
Examines major political parties from a historical perspective, with focus on their differing platforms, memberships, and strategies. Interest groups and their impact on the policy-making process are also analyzed. [N] Prerequisite: 40 or more credits including PSC 101 or instructor approval.

PSC 401F Public Opinion and Political Behavior (3)
Studies factors that shape basic political attitudes, circumstances resulting in different kinds of political behavior, and psychological aspects of American government and politics in relation to public opinion in electoral politics, governance, and democratic theory. [N] Prerequisite: 40 or more credits including PSC 101 or instructor approval.

PSC 401Z Special Topics in American Government (3)
Analysis of selected research and topical issues of political systems. May be repeated for a maximum of 12 credits. [N] Prerequisite: PSC 103 or instructor's approval.

PSC 403C Environmental Policy (3)
An examination of environmental policy and environmental law including issues in policy formulation and implementation, the basic statutory and regulatory framework, and judicial interpretation of the law. Formerly PSC 421, *Environmental Policy*) Prerequisite: 40 or more credits including PSC 101 or instructor's approval.

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: 40 or more credits including PSC 101 or instructor's approval. *Environmental Policy*) (Formerly PSC 403C, *American Public Policy*)

Psychology (PSY)

PSY 101 General Psychology (3)
Survey of the discipline introducing psychological theories, research methods, and principles of behavior. Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

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. Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

PSY 130 Human Sexuality (3)
Provides a practical, informational approach to this subject. Surveys the biological, cultural, and ethical aspects of human sexuality. Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

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: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

PSY 271 Nature and Condition of Mental Retardation (3)
Survey of the principle syndromes, etiology, and developmental factors associated with mental retardation. Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

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 441 Abnormal Psychology (3)
Psychology of abnormal behavior with emphasis on symptomology, etiology, diagnosis, treatment, and prevention. Prerequisite: 40 or more credits including 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: 40 credits or more including PSY 101, SOC 101, or instructor's approval.

PSY 499 Advanced Special Topics (1-6)
Exploration of special topics of current interest. May be repeated up to six credits. [N] Prerequisite: 40 credits or more including PSY 101 or instructor's approval.

Radiology (RAD)

RAD 090B 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 students determine if this is the right career choice for them. No prerequisites.

RAD 112B Patient Care/Medical Terminology (2)
Covers procedures and practices related to radiological technology with an emphasis in patient care, patient safety, and communication. Aseptic techniques and procedures used to maintain a sterile field is explained. The use of prefixes, suffices, roots, and medical terms will be covered. Previous Medical Terminology course is recommended but not required. Prerequisite: Admission to the Radiology Technology Program.

RAD 115B Medical Ethics (1)
Introduction to the medical profession regarding ethics and medical legal responsibilities. Provides the student with respect for interpersonal relationships, along with moral and ethical responsibilities to increase effective communication and empathy for the patient. Also discusses cultural diversity. Prerequisite: Admission to the Radiology Technology Program.

RAD 116B Radiography I (3)
Learn radiology positioning and anatomy. Identify the anatomic structures that will be on an x-ray examination, pathology noted, and radiation safety measures that should be used. Prerequisite: Admission to the Radiology Technology Program.

RAD 118B Electrical and Radiation Physics (3)
Provides knowledge of x-ray terminology and structure of x-ray circuitry, radiation production, radiation characteristics, and the photon interactions. Prerequisite: Admission to the Radiology Technology Program.

RAD 124B Radiographic Photography and Techniques (3)
Covers processing of the radiographic image, from darkroom to computerized radiography. The principles and practices with manipulation of exposure factors to obtain acceptable image quality will be discussed at length. Prerequisites: Admission to the Radiology Technology Program and enrollment into all the concurrent semester program courses.

RAD 126B Radiology Procedures II (3)
A continuation of RAD 116B. Reviews advanced radiology procedures, pathology noted on images, radio-pharmacology, and film critique. Prerequisites: Admission to the Radiology Technology Program and enrollment into all the concurrent semester program courses.

RAD 128B Imaging Equipment (3)
Review all the radiographic equipment used in imaging departments and the equipment works. Prerequisites: Admission to the Radiology Technology Program and enrollment into all the concurrent semester program courses.

RAD 198B Special Topics in Radiology (.5-6)
Covers limited radiology technology procedures and practices related to radiology technology with an emphasis on improving quality, radiation safety, and patient positioning. Designed for students who work with radiology equipment and want to enhance their skills. Prerequisite: None.

RAD 225B Clinical Radiology I (7)
A planned clinical experience. Gives the student the opportunity to apply didactic education to work-related examinations under the supervision of a registered technologist. The student must demonstrate clinical competency to continue in the program. Prerequisites: Admission to the Radiology Technology Program and enrollment into all the concurrent semester II program courses.

RAD 226B Clinical Radiology II (7)
A continuation of RAD 225B. The student will continue to apply knowledge gained in the classroom to work experience. Prerequisites: Admission to the Radiology Technology Program and enrollment into all the concurrent semester II program courses.

RAD 227B Clinical Radiology III (14)
A continuation of RAD 226B. Further clinical experiences will take place in order to achieve required competency. Prerequisites: Admission to the Radiology Technology Program and enrollment into all the concurrent semester II program courses.

RAD 238B Radiation Safety and Protection (2)
Course covers the ALARA (as low as reasonable achievable) concept. It also includes the definitions and significance of radiation protection and the biological effects of radiation. National and state requirements will be discussed. Prerequisites: Admission to the Radiology Technology Program and enrollment into all the concurrent semester II program courses.

RAD 242B Radiography Quality Management (1)
A study of quality control methods pertaining to equipment and quality issues in the radiology department. Covers performance improvement studies and quality assurance programs in relationship to current health-care trends. Prerequisites: Admission to the Radiology Technology Program and enrollment into all the concurrent semester II program courses.

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.

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 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. 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 230 **Crisis Intervention** **(3)**
Analysis of crisis theories, definition of crisis, what can cause crisis, effects of crisis, and resources for crisis, and resources for crisis intervention. Prerequisite: PSY 101.

SW 310 **Human Behavior and the Social Environment I** **(3)**
Examines human development from conception through young adulthood from an ecological-systems approach using a biopsychosocial perspective. Theories related to typical and atypical biological, psychological, cognitive, and social development will be explored. In addition, theories regarding small groups, communities, and social organizations will be presented to focus on the interaction among the social, political, economic, biological, cultural, and environmental forces that come to bear on the growth and development of all individuals including minority groups, women, gays and lesbians, and other oppressed groups. Prerequisites: SW 220, ANTH 101, BIOL 100, PSY 101, SOC 101, ECON 102 or 103, and courses meeting the U.S. and Nevada Constitutions requirement.

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. [N] Prerequisites: SW 220, PSY 101, and SOC 101.

Sociology (SOC)

SOC 101 **Principles of Sociology** **(3)**
Sociological principles underlying the development, structure, and function of culture including society, human groups, personality formation, and social change. Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

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 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. Prerequisite: Qualifying ACT, SAT, or Accuplacer Reading score or completion of ENG 101 or corequisite of READ 135.

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.

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. Prerequisite: 40 or more credits including SOC 101 or instructor's approval.

Spanish (SPAN)

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. (Formerly SPAN 102B, *Spanish, Conversational II*) Prerequisite: SPAN 101B or instructor's approval.

SPAN 111 First Year Spanish I (3)
Development of language skills through practice in listening, speaking, reading, writing, and structural analysis. Language practice required. [H]

SPAN 112 First Year Spanish II (3)
A continuation of SPAN 111. Language practice required. [H*] Prerequisite: SPAN 111.

SPAN 199B Special Topics: (3)
Advanced Spanish Conversation and Literature
Emphasizes intermediate to advanced speaking, reading, writing, and grammar skills in Spanish. Advanced-level Spanish will focus on reading literature excerpts with discussion in Spanish, with a continued review of previously learned grammar and vocabulary. Emphasis will be placed on grammatically correct usage, pronunciation, and communication, with expanded vocabulary usage. Unlimited repeatability.

SPAN 211 Second Year Spanish I (3)
Considers structural review, conversation and writing, and readings in modern literature. [H*] Prerequisite: SPAN 112 or equivalent.

SPAN 212 Second Year Spanish II (3)
A continuation of SPAN 211. [H] Prerequisites: SPAN 111, 112, and SPAN 211.

SPAN 305 Spanish Composition (3)
The advanced student of Spanish will be exposed to a free-writing approach in the composition of essays in Spanish. Auxiliary activities will include vocabulary development and grammatical refinement as well as a grounding in and further review of Spanish grammar and the use of idiomatic speech. [H] Prerequisite: SPAN 212. Corequisite: SPAN 400.

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.

Statistics (STAT)

STAT 152 Introduction to Statistics (3)
Includes descriptive statistics, probability models, random variables, statistical estimation and hypothesis testing, linear regression analysis, and other topics. Designed to show the dependence of statistics on probability. Prerequisite: AMS 310, MATH 120, MATH 126 or higher—within two years or sufficient placement test score.

Surveying — See Land Surveying

Technical Arts (TA)

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 DT 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)

THTR 100 Introduction to Theatre (3)
A survey of the basic principles, facts, and theories providing an understanding of the art of theatre. Course also includes a special focus on the practical technical aspects of the theatre and on live theatre experiences. [H*]

THTR 105 Introduction to Acting I (3)
Examines acting fundamentals and focuses on development of vocal, physical, and creative tools to be used on stage. Unlimited repeatability. [F*]

THTR 198 Special Topics (1-3)
Consideration of special topics and issues in speech. Selection will depend upon current interests and needs. An additional emphasis provides for a responsive class which allows student actors from GBC, area high schools, and community theatres to work together on particular theatrical challenges. Unlimited repeatability.

THTR 205 Introduction to Acting II (3)
Continuation of THTR 105. [F] Prerequisite: THTR 105 or instructor's approval.

THTR 209 Theatre Practicum (1-6)
Performance and production of plays for GBC's Little Theatre season. [F]

THTR 221 Oral Interpretation (3)
Introduction to and practice of oral interpretation of literary and dramatic works from Shakespeare to contemporary writers and poets. [H]

THTR 306 Advanced Acting (3)

Offers an advanced approach to acting with an emphasis on character work, character analysis, rehearsal process, performance proficiency, and ensemble work. Students will continue development of technical skill, awareness, and fundamental understanding of acting through scenework, monologues, and specified techniques. Repeatable up to six credits. [F] Prerequisite: THTR 105 or THTR 205.

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 ad defined by the Occupational Safety and Health Act. Course prepares student as a bus/"B Class" straight-truck operator. 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]

Welding (Also see Metals) (WELD)

WELD 105B Drawing and Weld Symbol Interpretation (3)
An introduction to the interpretation of basic elements of blueprints, sketches, and interpretation of welding symbols.

WELD 110B Basic Arc Welding Principles and Practices (2.5-5.5)
Course provides students with the basic knowledge and understanding to complete fillet and groove welds in the 1G and 1F positions using the shielded metal arc welding (SMAW) process on plain carbon steel. (15 contact hours per credit)

WELD 115B Welding Inspection and Testing Principles (3)
Course will allow students to examine cut surfaces and edges of prepared base metal parts, examine tack, intermediate layers, and completed welds. Students will also study nondestructive testing examination (NDE) methods such as Magnetic Particle (MT), Liquid Penetrate (PT), Ultrasonic (UT), and Radiographic (RT) testing methods. (15 contact hours per credit)

WELD 150B Metallurgy Fundamentals for Welding (3)
Explore the basic scientific theory as well as the practical side of metallurgy as it pertains to the welding field.

WELD 160B Welding Design/Layout and Pipefitting (5.5)
A laboratory and lecture course in the design, layout, and construction of plate, pipe, and structural beams used in the fabrication and welding industries.

WELD 198B Special Topics in Welding (1-6)
Consideration of special topics and issues in welding. Selection will depend upon current interests and courses may include pipefitting techniques, blacksmithing, ornamental iron work, other welding projects, and Tech Prep related theory.

WELD 210B Advanced Welding Principles and Practices (5.5)
Course provides students with the advanced knowledge to produce high quality welds in all positions on plain carbon steel, using the shielded metal arc welding (SMAW) process. Requires passing a 2G-3G limited thickness qualification test on plain carbon steel. (15 contact hours per credit) Prerequisite: WELD 110B.

WELD 211 Welding I (3)
Introduction to shielded metal arc welding (SMAW). Also includes oxy-fuel cutting. Shop safety is emphasized.

WELD 220B Gas Metal (GMAW) (11)
Flux Cored Arc Welding (FCAW)
Course provides students with the knowledge to produce high quality welds in all positions on plain carbon steel, using the gas metal arc welding (GMAW) short circuit transfer mode and flux cored arc welding (FCAW) processes. Also requires use of the spray transfer mode for the 1F-2F and 1G positions on plain carbon steel. (15 contact hours per credit)

WELD 221 Welding II (3)
A continuation of WELD 211 with emphasis on developing welding skills for arc welding in overhead, horizontal, and vertical positions. Does not include pipe welding. Prerequisite: WELD 211 or instructor's approval.

WELD 224B Welding Projects (1-6)
Layout, fit up, and fabrication. Class provides an opportunity to use welding skills to produce any number of different projects. (15 contact hours per credit)

WELD 231 Welding III: Gas Metal and (3)
Flux Cored Arc Welding
Provides training and hands-on welding experience in the welding process of Gas Metal (GMAW) and Flux Cored Arc Welding (FCAW).

WELD 240B Gas Tungsten Arc Welding (8)
Course provides students with the knowledge to produce high quality welds in all positions on plain carbon steel, aluminum, and stainless steel using the gas tungsten arc welding (GTAW) process. (15 contact hours per credit)

WELD 241B Welding IV: Gas Tungsten Arc Welding (3)
Provides training and hands-on welding experience in the welding process of Gas Tungsten Arc Welding (GTAW). [N]

WELD 250B Welding Certification (1-6)
Through instruction and practice, this course prepares the student to pass one or more of the American Welding Society certification tests. Prerequisite: WELD 210B, WELD 221, or instructor's approval.

WELD 260B Pipe Welding (8)
Course provides students with the knowledge of pipe welding principles using shielded metal arc welding processes. (15 contact hours per credit) Prerequisite: MTL 210B or instructor's approval.

WELD 345 Seminar in Welding Technology (3)

An overview of welding procedures and processes. The use of structure welding code (ANSI/AWS D1.1) will be emphasized. Students will study fabrication and layout as it relates to industrial welding. Theory and hands-on instruction are essential parts of this seminar. Prerequisite: WELD 221 or WELD 210B.

Wildland Fire (WF)

WF 205 Fire Operations in the Urban Interface (2)
Designed to assist structure and wildland firefighters who will be making tactical decisions when confronting wildland fire that threatens life, property, and improvements in the wildland/urban interface. [N] Prerequisite: FT 110B.

WF 244 Field Observer (2)
Skilled in the use of maps, making map calculations, and utilizing hand held weather/survey instruments. Field Observer is designed to provide the skills needed to perform tasks 7 through 21 in the Field Observers Job Task Book. Topics covered include mapping from aircraft; observing field conditions; reporting hazardous situations; maintaining field maps; calculating, measuring, identifying, and estimating fire behavior; safety in field observations; transmitting field data; and collecting and analyzing data. Prerequisites: Suppression qualified as any single resource boss and prescribed fire-qualified as firefighter (FFT2).

WF 260 Fire Business Management Principles (1)
Designed to provide the student with an understanding of interagency incident business management requirements. Students will learn about ethics in incident support, classifications, pay provisions, timekeeping/recording, commissary, injury compensation, travel, and more. Successful completion of this course results in NWCG certification for S-260 (Interagency Incident Business Management).

WF 280 Fire Service Leadership (2)
Designed as a self-assessment opportunity for individuals preparing to step into a leadership role. Topics include leadership values and principles, transition challenges for new leaders, situational leadership, team cohesion factors, and ethical decision making. [N] Prerequisite: FT 110B.

Women's Studies (WMST)

WMST 101 Introduction to Women's Studies (3)
Introduces the methods and concerns of women's studies drawing from history, psychology, sociology, law, and language.

Woodworking (WOOD)

WOOD 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. [P/W] 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
Art			
History	3, 4, or 5	Art Elective	3
Studio Art	3, 4, or 5	Art Elective	3
Biology	3	Biology 190	3
	4 or 5	Biology 190 and 191	6
Chemistry	3	Chemistry 121	3
	4 or 5	Chemistry 121 and 122	6
Computer Science			
Computer Science A	3, 4, or 5	CIT Elective	3
Computer Science AB	3	CIT Elective	3
	4 or 5	CIT Elective	6
Economics			
Microeconomics	3, 4, or 5	Economics 102	3
Macroeconomics	3, 4, or 5	Economics 103	3
English Language and Composition	3	English 101	3
	4 or 5	English 101 and 102	6
English Literature and Composition	3	English 101	3
	4 or 5	English 101 and 203	6
Environmental Science	4 or 5	Environmental Studies 100	3
French			
French Language	4 or 5	French 111 and 112	6
French Literature	4 or 5	French 111, 112, 211, and 212	12
Geography, Human	4 or 5	Geography 106	3
History			
American	4 or 5	History 101 and History Elective**	6
European	4 or 5	History 105 and 106	6
World	3, 4, or 5	History Elective	3

Mathematics			
Calculus A, B	3, 4, or 5	Math 181	4
Calculus B, C	3, 4, or 5	Math 181 and 182	8
Statistics	3, 4, or 5	Statistics 152	3
Music Theory	3, 4, or 5	Music Elective	3
Physics			
Physics B	3, 4, or 5	Physics 151 and 152	6
Physics C (Mechanics)	3, 4, or 5	Physics 180	3
Physics C (Electricity and Magnetism)	3, 4, or 5	Physics 181	3
Political Science			
US Government and Politics	3, 4, or 5	Political Science***	3
Comparative Government and Politics	3, 4, or 5	Political Science Elective	3
Psychology	3, 4 or 5	Psychology 101	3
Spanish			
Spanish Language	4 or 5	Spanish 111 and 112	6
Spanish Literature	4 or 5	Spanish 111, 112, 211, and 212	12

*This grid is subject to change. Please check with Admissions and Records for the most recent version.
**By taking PSC 100, you may receive credit for History 102.
***By taking PSC 100, you may receive credit for PSC 101.

CHAPTER 6

RULES AND DISCIPLINARY PROCEDURES FOR MEMBERS OF THE UNIVERSITY COMMUNITY, EXCEPT DRI Rev. 234 (06/08)

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Section 6.1 Scope of the Chapter

6.1.1 Applicability of Procedures and Sanctions. The procedures and sanctions established in this chapter are applicable to the resolution and determination of charges against members of the community of the Nevada System of Higher Education for allegedly engaging in conduct prohibited by the Nevada System of Higher Education Code or by other applicable stated policies, procedures, rules, regulations or bylaws of the System institutions. Except as otherwise provided in this chapter, the NSHE institutions and professional schools may establish written policies, procedures and sanctions for the discipline of its students that may be used in lieu of the policies, procedures and sanctions of this chapter, including but not limited to the establishment of student judicial councils, subject to the prior review by the Chief Counsel and to the approval of the president of the institution. (B/R 1/07)

6.1.2 Proceedings Concurrent. Action under the procedures established by this chapter shall go forward regardless of other possible or pending administrative, civil or criminal proceedings arising out of the same or other events.

Section 6.2 Cause

6.2.1 Prohibited Activity - Faculty Only. The following conduct, being incompatible with the purposes of an academic community, is prohibited for all members of the faculty of the System, shall constitute cause for discipline and may lead to the procedures and disciplinary sanctions established in Section 6.3 of the Nevada System of Higher Education Code.

(a) Failure to perform the duties for which the faculty member is employed.
(b) Failure to maintain a required level of performance as provided in Section 5.12 of the Nevada System of Higher Education Code.
(c) Incompetence or inefficiency in performing the duties for which the faculty member is employed.
(d) Insubordination.
(e) Falsification of employment applications or documents submitted to the System, its member institutions or its special units, or making other false or fraudulent representations in securing employment.
(f) Dishonesty.
(g) Conviction of any criminal act involving moral turpitude.
(h) Being under the influence of intoxicants, or, without a valid medical excuse, being under the influence of controlled substances as defined in the Nevada Revised Statutes, while on duty, due consideration being given to NRS 284.379.
(i) Unauthorized absence from duty or abuse of leave privileges.
(j) Personal or professional conduct which shows that the faculty member is unfit to remain in the faculty member's employment position or which has an ascertainable harmful or adverse effect on the efficiency of the faculty member's administrative unit.

6.2.2 Standards of Conduct. The following conduct, being incompatible with the purposes of an academic community, is prohibited for all members of the community of the System, including but not limited to the faculty and students, shall constitute cause for discipline and may lead to the procedures and disciplinary sanctions established in Section 6.3 of this chapter. Students are also subject to the prohibitions contained in this subsection under the procedures and disciplinary sanctions that may be established by the institution or professional school as authorized by Section 6.1.1 of the Nevada System of Higher Education Code.

Specific acts of misconduct include, but are not limited to:

(a) Commission of any of the acts specified in Subsection 2.1.4 of the Nevada System of Higher Education Code;
(b) The use of, or threat to use, force or violence against any member or guest of the System community, except when lawfully permissible;
(c) Interference by force, threat or duress with the lawful freedom of movement of persons or vehicles on the premises of the System;
(d) The intentional disruption or unauthorized interruption of functions of the System, including but not limited to classes, convocations, lectures, meetings, recruiting interviews and social events, on or off premises of the System;
(e) Willful damage, destruction, defacement, theft or misappropriation of equipment or property belonging to, in the possession of or on premises occupied by, the System;
(f) Knowing possession on any premises of the System of any firearms, explosives, dangerous chemicals or other instruments of destruction, or other dangerous weapons as defined by the laws of the State of Nevada, without the written authorization of the president of any System institution or the president's authorized agent, unless such possession reasonably relates to duly recognized System functions by appropriate members of the faculty, other employees or students;
(g) Continued occupation of buildings, structures, grounds or premises belonging to, or occupied by, the System after having been ordered to leave by the president of a System institution or the president's designee;
(h) Forgery, alteration, falsification or destruction of System documents or furnishing false information in documents submitted to the Nevada System of Higher Education;
(i) Making an accusation which is intentionally false or is made with reckless disregard for the truth against any member of the System community by filing a complaint or charges under this Nevada System of Higher Education Code or under any applicable established grievance procedures in the System;
(j) The repeated use of obscene or abusive language in a classroom or public meeting of the System where such usage is beyond the bounds of generally accepted good taste and which, if occurring in a class, is not significantly related to the teaching of the subject matter;
(k) Willful incitement of persons to commit any of the acts herein prohibited;
(l) Disorderly, lewd or indecent conduct occurring on System premises or at a System sponsored function on or off such premises;
(m) Any act prohibited by local, state or federal law which occurs on System premises or at a System sponsored function on or off such premises;
(n) The use of threats of violence against a faculty member or the faculty member's family in order to secure preferential treatment for grades, loans, employment or other service or privilege accorded by the System;
(o) Any act of unlawful discrimination based on race, creed, color, sex, age, handicap or national origin or any act of employment or educational retaliation against any person who has made a complaint about such discrimination;
(p) Any act of sexual harassment when submission to a request or demand of a sexual nature is either an explicit or implicit term or condition of employment or of academic study or grading, or where verbal or physical conduct of a sexual nature has the effect of creating an intimidating, offensive or hostile work or educational environment;
(q) Acts of academic dishonesty, including but not limited to cheating, plagiarism, falsifying research data or results, or assisting others to do the same;
(r) Willfully destroying, damaging, tampering, altering, stealing, misappropriating, or using without permission any system, program or file of the Nevada System of Higher Education;
(s) Acts of hazing. Hazing is defined as any method of initiation into or affiliation with the university or community college community, a student organization, a sports team, an academic association, or other group engaged in by an individual that intentionally or recklessly endangers another individual; and
(t) Any other conduct which violates applicable stated prohibitions, policies, procedures, rules, regulations or bylaws of the Board of Regents or a System institution.

6.2.3 Disciplinary Actions.

(a) Individuals charged with investigating or reviewing acts of misconduct at an NSHE institution or professional school must receive training approved by NSHE legal counsel.

(b) Any final action resulting from a disciplinary proceeding shall become part of the student's disciplinary record.

(c) In the absence of institutional or professional school policies and procedures authorized under Section 6.1.1, the provisions of this chapter apply to the investigation and resolution of charges of student misconduct. (B/R 1/07)

6.2.4 Mental or Physical Incapacity. The inability or incapacity to perform the duties for which the faculty member is employed due to mental or physical reasons may lead to suspension or termination of employment as provided in Subsections 6.3.6(b) and 6.3.7(b) of the Nevada System of Higher Education Code, due consideration being given to the provisions of NRS 284.379. (B/R 1/07)

6.2.5 Sexual Harassment.

(a) The Board of Regents deems the sexual harassment of students and employees to be unacceptable and prohibited.

1. Because of the particularly offensive and degrading nature of sexual harassment, the danger of academic or employment retaliation for accusations of sexual harassment and the difficult and tense academic or employment environment which can result while allegations of sexual harassment are investigated or heard, it is the policy of the Board of Regents that, pending the completion of an investigation and/or disciplinary hearing into the allegations of sexual harassment, and only to the extent deemed necessary by the facts of each case, contacts between the complainant(s) and the person accused of sexual harassment shall be kept to a minimum or eliminated altogether by physical separation, assignment to other duties or classes or placement on administrative leave.
2. Such action shall be deemed to be without prejudice to any person involved or determination of the truth or falsity of the allegations.
3. Any such action shall be taken or maintained in such manner as to afford the least possible disruption to the day-to-day activities of the institution but the ease of reassigning students or employee subordinates in place of instructors or supervisors shall not be a factor in taking such action. (B/R 3/93)

(b) An alleged victim of sexual harassment shall have the opportunity to select an independent adviser 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 adviser and it shall become the choice of the alleged victim 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 institutional affirmative action officer or the administrative officer shall advise the alleged victim of this right. The means and manner by which an independent adviser shall be made available shall be determined by each institution or unit. (B/R 1/07)

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. Rev. 234 (06/08)

6.3.6 Suspension.

(a) For Students Only:

1. Exclusion for a definite period of time from attending classes and from participating in other activities of the System, as set forth in a written notice to the student. The official transcript of the student shall be marked "DISCIPLINARY SUSPENSION EFFECTIVE ____ TO _____." Parents or legal guardians of minor students shall be notified of the action.
2. A student who is enrolled in his or her last semester before graduation or is not currently enrolled in the System and who was not registered during the previous semester or who graduated at the end of the previous semester may request that the notation of the disciplinary suspension be removed from the official transcript when two years have elapsed since the expiration of the student's suspension. Such request must be submitted in writing to the president or his designee in accordance with 6.3.8. If the request is not granted, the student at yearly intervals thereafter may submit a request for removal of the notation.

(b) For Employees Only. Exclusion from assigned duties for one or more workweeks without pay, as set forth in a written notice to the employee. The phrase "workweek" has the meaning ascribed to it in the Fair Labor Standards Act; 29 U.S.C. § 207(a). (B/R 4/08)

6.3.7 Expulsion or Termination.

(a) For Students Only. Termination of student registration and status for an indefinite period of time. Permission of the president shall be required for readmission. The official transcript of the student shall be marked "DISCIPLINARY EXPULSION EFFECTIVE _____." The parents or legal guardians of minor students shall be notified of the action.

A student who is enrolled in his or her last semester before graduation or is not currently enrolled in the System and who was not registered during the previous semester or who graduated at the end of the previous semester may request that the notation of the disciplinary expulsion or termination be removed from the official transcript when four years have elapsed since the expiration of the student's expulsion or termination. Such request must be submitted in writing to the President or designee in accordance with 6.3.8. If the request is not granted, the student at yearly intervals thereafter may submit a request for removal of the notation.

(b) For Employees Only. Termination of employment for cause. A hearing held under the procedures established in Section 6.9 and other applicable provisions of this chapter shall be required before the employment of an employee may be terminated for cause. (B/R 4/08)

6.3.8 Expunging of Student Disciplinary Records. Records of disciplinary actions resulting in a student's suspension, expulsion, or termination shall be maintained for a period of at least six years from the date of the disciplinary action unless, pursuant to a written request, an official order to expunge a specific disciplinary record and remove from the student's transcript is issued by the President or designee as prescribed in 6.3.6 and 6.3.7.

A student may request that his or her disciplinary record be expunged and any such notation be removed from the student's transcript during the student's last semester before graduation or any time following graduation. The burden demonstrating reasonable cause for considering the expunging of a disciplinary record lies with the student. In considering such requests, the institution may consider the:
(a) Stated reason for request and circumstances surrounding request;

(b) Date and seriousness of the violation;

(c) Student's behavior and disciplinary record since the violation, including successful completion of any imposed sanctions;

(d) The impact, if any, on the public that failure to give such notice may cause; and

(e) Consequences of denying request.

The grant or denial of a request to expunge a student's disciplinary record shall rest solely within the discretion of the institution, and the enumeration of the foregoing factors shall not in any way imply a duty on the institution to grant such a request by means of a balancing or other test. If a request is not granted, the student at yearly intervals thereafter may request that his or her disciplinary record be expunged. The denial of a request to expunge is not appealable. (B/R 1/07)

6.3.9 Revocation of a Degree
(a) The Board and its institutions reserve the right to withdraw academic degrees in the event that a case is brought after graduation for material academic misconduct that impacts the reputation of the institution, including misrepresentation of academic credentials or material falsification in an application, if the act occurred before graduation and during the time the student applied to, or was enrolled at an NSHE institution, but a complaint had not been filed prior to graduation. Institutions who are investigating acts of misconduct prior to a student graduating may postpone the awarding of a degree pending the outcome of the investigation and imposing of appropriate disciplinary sanctions.

(b) Upon receipt of a complaint that a degree was conferred to a student accused of academic misconduct under subsection (a), the institution shall commence an investigation under Section 6.8. The purpose of the investigation is for the administrative officer to make a recommendation to the President whether the charges are warranted, and if so, whether the violation is of such severity to warrant revocation of degree.

(c) If the President determines that the charges are warranted and the violation, if proven, is of sufficient severity to warrant revocation of degree, then a special hearing committee and special hearing officer shall be appointed in accordance with Section 6.11.

(d) The charged party shall receive all due process required by this Chapter in the investigation and hearing.

(e) The President may consider alternatives to revocation of degree, depending on the severity of the offense.

(f) After receiving the recommendation of the special hearing officer and special hearing committee, if it is determined that revocation of the degree is warranted, the President may revoke the degree. The charged party shall have an opportunity to appeal to the Board of Regents based on the procedure and grounds for appeal specified in Section 6.13.

(g) On appeal, the Board may take such action as specified in Section 6.13.2(d).

(h) The fact of degree revocation will appear permanently on the student's transcript.

(i) Events of misconduct discovered more than 7 years following graduation from an NSHE institution are not subject to the provisions of this section.

(j) NSHE institutions shall appropriately inform students of the Board's degree revocation policy. (B/R 4/08)

Section 6.4 Authority of the President
6.4.1 Exercise of Authority. The president shall exercise authority in disciplinary actions in accordance with the procedures established in this chapter and other laws and regulations as are applicable.

6.4.2 President Has Final Decision-Making Authority. All determinations and findings made within the System institutions are in the nature of recommendations to the president who shall have the final decision making authority, except as otherwise provided in the Nevada System of Higher Education Code.

6.4.3 Designation of Hearing Officers. The designation of hearing officers and decisions on the challenges of any hearing officer for cause, as provided in this chapter, shall be made by the president or the president's designee.

6.4.4 Delegation of Authority. The functions of the president, as prescribed in this chapter, may be delegated by the president to individual designees who are members of the staff of the System institution and such designees shall exercise these functions in the president's name. All references in the procedures established by this chapter to the president include such designees.

Section 6.5 Administrative Leave (B/R 5/92)
6.5.1 President to Order Administrative Leave. The president of each System institution may order any member of the System community to be placed on administrative leave for the interim period pending a disciplinary hearing whenever the president determines that administrative leave is required in order: (B/R 5/92)
(a) To protect life, limb or property;
(b) To ensure the maintenance of order; or
(c) To remove a person from the University of Nevada System community when an act of sexual harassment has been alleged against such person and the accuser or the accused person cannot be assigned to other duties or classes or placed elsewhere in the System institution apart from each other pending the completion of an investigation and/or disciplinary hearing into the allegation. (B/R 5/92)

6.5.2 Hearing. Any person placed on such administrative leave shall be afforded an opportunity to a hearing with respect to the issue of the leave. The hearing on the administrative leave will be held no later than 10 college working days of the leave, unless the person placed on leave agrees to delay the hearing to a later time. The hearing shall be held under the hearing procedures established in Section 6.9 of the Nevada System of Higher Education Code, so far as can be made applicable, and by a general hearing officer as established in Section 6.10 of the Nevada System of Higher Education Code. The president's decision upon the hearing officer's recommendation shall be final. The issue shall be limited to whether the continued administrative leave of the individual involved pending the outcome of a disciplinary hearing is warranted. (B/R 5/92)

6.5.3 Expulsion from Premises. Administrative leave under this section will be coupled with a withdrawal of consent by the System for the individual involved to remain on System premises whenever there is reasonable cause to believe that life, limb, property or the maintenance of order are in danger. (B/R 5/92)

6.5.4 Administrative Officer's Duties. The administrative officer, as established in Section 6.7 of the Code, shall be responsible for presenting evidence that the administrative leave, withdrawal of consent to remain on System premises, or both, should be continued. (B/R 5/92)

6.5.5 Administrative Leave With Pay. Administrative leave under this section shall be with pay and other benefits. (B/R 5/92)

Section 6.6 Disciplinary Sanctions for Professional Employees
6.6.1 Authority of Administrators to Discipline. Vice presidents, deans, directors and persons in equivalent positions shall have the authority to issue reprimands or warnings (as defined under 6.3.1 and 6.3.2) to faculty members and other professional employees under procedures stated in 6.6 of the NSHE Code. Procedures under 6.6 differ from procedures established in Sections 6.7 to 6.14 of the NSHE Code. Code 6.6 procedures are to be used whenever possible, as an alternative to those in 6.7 to 6.14. (B/R 06/99)

6.6.2 Right to Notice. Before issuing a warning or reprimand, a person proposing to issue the disciplinary sanction shall notify the person whom it is proposed to so discipline in writing of the charges involved. The notice shall also schedule a meeting between the person charged and the person proposing to issue the disciplinary sanction for the purpose of discussing the charges. At least fifteen (15) working days before issuing a warning or reprimand, the vice president or dean, director or persons in equivalent positions proposing to issue the disciplinary sanction shall notify the affected person in writing of the charges involved and the proposed action. The notice shall: Include all materials and documentation to support the charges;

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

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: the right to mediation as outlined in 6.6.4, or through 6.6.8. 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. 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; the right to have a colleague present, and the right to introduce materials in response to the proposed warning or reprimand; and the right to appeal any decision to the president. (B/R 6/99)

6.6.7 Burden of Proof. The burden of proof rests with the administrator or the person issuing the charges.

6.6.8 Decision. Any agreement reached by the affected person and the administrator through the mediation process shall be placed in the affected persons' personnel file. This agreement may not be appealed through any grievance process. If there is not an agreement between the parties, the mediator will submit a written report within fifteen (15) working days to the immediate supervisor of the administrator bringing the charges. A copy of the mediator's report shall also be given to the administrator bringing the charges and the affected person. The immediate supervisor must make a decision within ten (10) working days about whether the warning or reprimand will be issued. If the decision is to warn or reprimand the affected person the affected person may appeal to the president. The affected person may file a written appeal with the president within 15 working days. The written appeal shall contain the reasons, arguments and documentation supporting the appeal. The president shall reach a decision within a reasonable time after receipt of the written appeal. The president may uphold, modify or reverse the disciplinary sanction. The president's decision shall be final and cannot be grieved. (B/R 6/99)

Section 6.7 Administrative Officer

6.7.1 Appointment of Administrative Officer. The president of each System institution shall appoint, on either an ad hoc or a continuing basis, a person who shall have the authority to perform the duties established for the administrative officer in this chapter. The president may assign either a staff member of the System institution, or alternatively, may engage the services of an attorney who has been a member of the State Bar of Nevada at least five years or who is otherwise qualified by professional experience in administrative law. The person so assigned to these duties shall serve in this assignment at the pleasure of the president. It is the intent of the Board that this position shall not be used to create the basis for an on-campus staff attorney appointment that will report directly or indirectly to the institutional president. In order to assure an appropriate separation of responsibilities, the job description of the person appointed as administrative officer must be approved by the Executive Vice Chancellor & Chief Counsel prior to appointment. The person appointed to perform the duties of administrative officer shall not represent the System institution nor engage in the practice of law on behalf of the System institution, including, but not limited to, the rendering of legal advice or opinions.

6.7.2 Titles. Although termed the "administrative officer" for the purposes of this chapter, the person selected as administrative officer may use such local, administrative title as the president may determine.

6.7.3 Assistants. All references in this chapter to the administrative officer shall include other persons who are authorized by the president to assist the administrative officer and to act in the administrative officer's name.

6.7.4 Combined Duties. The president may combine the duties of the administrative officer with those of any other person employed by the System institution, but may not combine such administrative officer duties with those performed by hearing officers or hearing committee members under the procedures of this chapter. (B/R 4/08)

Section 6.8 Decision to Hold Hearings

6.8.1 Complaints. Except as may be provided in Section 6.6 of the Nevada System of Higher Education Code, all complaints alleging conduct prohibited by Section 6.2 of the Nevada System of Higher Education Code or by applicable stated prohibitions, policies, procedures, rules, regulations or bylaws of the System institutions shall be filed with the administrative officer. The complaint shall be in writing, shall be signed by the complainant and shall, to the extent reasonably possible, specify the date, time, place, person or persons involved and the circumstances of the alleged prohibited conduct, including the name or names of persons who may have witnessed the alleged prohibited conduct.

6.8.2 Investigation, Informal Resolution or Recommendation for Hearing.

(a) The administrative officer shall investigate complaints with the purpose of clarifying the facts and the positions taken by the parties. The investigation shall be completed within 60 calendar days after the receipt of the complaint. (B/R 5/92)

(b) The administrative officer shall present a charging letter to the person charged who may present a written answer within 7 college working days after receipt thereof. At a minimum, the charging letter shall contain the information specified in Subsection 6.8.1 of the Nevada System of Higher Education Code. The administrative officer shall inform the person charged in writing that, although the person charged is free to make a written reply, there is no requirement or compulsion to do so.

(c) If deemed appropriate to do so, the administrative officer, with the approval of the president, may informally resolve the complaint by conciliating with the parties, by permitting the complainant to voluntarily drop the complaint or by permitting the person charged to voluntarily accept disciplinary sanctions.

(d) Within 7 college working days of the completion of the investigation, and if the complaint cannot be informally resolved, the administrative officer shall make a recommendation to the president as to whether or not the complaint should proceed to a hearing and, if a hearing is recommended, the administrative officer shall recommend the type of hearing which may be held, as specified in Subsection 6.8.3 of the Nevada System of Higher Education Code. (B/R 5/92)

(e) A hearing shall be held whenever the president accepts the administrative officer's recommendation to that effect or does not accept a contrary recommendation from the administrative officer. The president shall decide the kind of hearing to be held, as authorized in Subsection 6.8.3 of the Nevada System of Higher Education Code. The president shall make this decision within 7 college working days after receipt of the administrative officer's recommendation. Within the above-referenced time, the president shall inform the administrative officer of the president's decision and, if deciding to hold a hearing under Section 6.9 of the Nevada System of Higher Education Code, shall also inform the faculty senate chair of the decision. If the hearing is to be held under Section 6.9 of the Nevada System of Higher Education Code on a charge or charges of sexual harassment under Subsection 6.2.2(p) of the Nevada System of Higher Education Code, 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 4/08)

(f) If it is determined by the president that the matter should not proceed to a hearing, then unless new evidence, sufficient in the opinion of the president to reopen the case, is subsequently discovered, the complaint shall be dismissed and the disciplinary procedure shall be considered closed. All documents relating to the case shall be deposited with the president's office where they shall be retained for a period of one year, after which time they shall be released to the person charged, if requested by that person, or shall be destroyed unless destroyed sooner pursuant to regulations, policies or procedures established by the System institution.

6.8.3 Types of Hearings. Except as mandated by Subsections 6.3.7(b) and 6.5.2 of the Nevada System of Higher Education Code, based upon the recommendation of the administrative officer and such other considerations as may be pertinent, the president shall decide whether a disciplinary hearing shall be held:

1. By a general hearing officer, in an office hearing as provided in Section 6.10 of the Nevada System of Higher Education Code; or
2. By a special hearing officer and special hearing committee, as provided in Section 6.11 of the Nevada System of Higher Education Code. (B/R 4/08)

6.8.4 Notice to Parents or Legal Guardians of Minor Students. If the proposed action against the person charged may lead, in the opinion of the administrative officer, to suspension or expulsion and the person charged is a minor, the parents or legal guardians shall be notified of the charges and of the proposed hearing at least 7 calendar days prior to the pending hearing by certified or registered mail, return receipt requested, sent to the parents' or legal guardian's last known address posted on the records of the registrar of the member institution involved.

6.8.5 Factors to be Considered. In making a recommendation or decision to hold a type of hearing, the administrative officer or the president, respectively, may consider as nonbinding factors the wishes of the person charged, the degree of apparent complexity of the facts or issues and the seriousness of the offense.

6.8.6 Waiver of Hearing. The person charged may waive a hearing and accept a disciplinary sanction recommended by the administrative officer and approved by the president as provided in Subsection 6.8.2 of the Nevada System of Higher Education Code.

Section 6.9 Provisions Applicable to Hearings

6.9.1 Applicable Provisions. The provisions of this section shall be applicable to hearings held pursuant to Sections 6.9 through 6.11 of the Nevada System of Higher Education Code.

6.9.2 Hearing Arrangements. The administrative officer shall make physical and scheduling arrangements for hearings required by Sections 6.9 through 6.11 of the Nevada System of Higher Education Code. (B/R 4/08)

6.9.3 Notice. (a) The person charged must receive, at least 10 college working days before the hearing, written notice from the administrative officer containing:

1. The date, time and place of the hearing;
2. Specification of the misconduct charged by citing the applicable provision of the Nevada System of Higher Education Code or the applicable stated policy, prohibition, procedure, rule, regulation or

bylaw of a System institution which has been alleged to have been violated;

3. Specification, to the extent reasonably possible, of the time, place, person or persons involved and the circumstances of the alleged prohibited conduct, including the name or names of persons who may have witnessed the alleged prohibited conduct;
4. Notification that the person charged may be accompanied by an adviser 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 adviser, if any, and whether the adviser is an attorney, or else forfeit the right to have an adviser 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 adviser, 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 Advisers, Attorneys.

(a) The person charged may be accompanied by one adviser of the person's choice, who may represent and advise the person and may present the evidence on the person's behalf. The person charged must give written notice of the name and address of the adviser, and whether the adviser is an attorney, to the administrative officer no later than 5 college working days before the time set for the hearing. An adviser will not be permitted at the hearing without such notice. (B/R 1/06)

(b) Should a person charged advise that the person will be accompanied by an attorney as adviser, the administrative officer shall advise the Executive Vice Chancellor & Chief Counsel so that an attorney will be present at the hearing to represent and advise the administrative officer and to present the evidence on behalf of the administrative officer. (B/R 1/06)

6.9.7 Technical Errors. Technical departures from or errors in following the procedures established in the Nevada System of Higher Education Code or in any applicable stated prohibition, policy, procedure, rule, regulation or bylaw of a System institution under which disciplinary procedures are being invoked shall not be grounds to withhold disciplinary action unless, in the opinion of the president, the technical departures or errors were such as to have prevented a fair and just determination of the charges.

6.9.8 Closed Hearings. The hearing shall be closed unless the person charged requests an open hearing. Only the person charged and one adviser, the administrative officer and one adviser, 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 adviser, at a hearing without satisfactory explanation for the absence having been made at the earliest opportunity, or should the person charged leave the hearing before its conclusion, the hearing shall proceed without the person charged and the general hearing officer, institutional hearing committee or the special hearing officer and special hearing committee, as the case may be, shall make findings of fact, recommendations or a report, as the case may be, on the available evidence. The fact that an administrative hearing or a civil or criminal trial for the person charged is pending shall not be considered a satisfactory explanation for absence unless the actual hearing or trial date conflicts with a date for a hearing held under this chapter, or unless it is physically impossible for the person charged, through no fault of that person, to attend a hearing held under this chapter.

6.9.11 Subpoena. The president shall issue subpoenas to compel the attendance of persons and the presentation of documents at all hearings established under this chapter upon the request of the person charged or of the administrative officer. Such subpoena authority shall be exercised under the authority conferred by NRS 396.323.

6.9.12 Waiver or Extension of Time.

(a) Matters preliminary to hearings shall be decided, hearings conducted and cases determined under these procedures as quickly as is reasonably feasible, consistent with reasonable notice.

(b) With the approval of the administrative officer only, a person charged may waive all time limits established in this chapter, except the time limits stated in Subsections 6.10.2 and 6.11.7 of the Nevada System of Higher Education Code.

(c) Extension of time for hearings shall be authorized by general hearing officers, institutional hearing committee chairs or special hearing officers only upon good and compelling reasons. The possibility or pendency of administrative, civil or criminal proceedings against the person charged is not such a good and compelling reason for extension of time unless the hearing or trial of such is scheduled for the same date as a hearing to be held under this chapter, or unless it is physically impossible for the person charged, through no fault of that person, to attend a hearing to be held under this chapter.

6.9.13 Repetition of Hearing. A hearing may not be held more than once on the basis of any specific complaint after a hearing process has been completed except as may be provided in this chapter.
(B/R 4/08)

Section 6.10 General Hearing Officer

6.10.1 Appointment. The president shall designate one or more general hearing officers who shall serve for terms as determined by the president.

6.10.2 Office Hearings by a General Hearing Officer. Office hearings by a general hearing officer shall be informal in nature and subject to such procedures as the president may determine. A hearing shall be held and a recommendation made to the president as soon as is reasonably possible, but no later than 6 months after the filing of the complaint with the administrative officer. (B/R 5/92)

6.10.3 Findings and Recommendations. Findings of fact and recommendations of the general hearing officer shall be made in writing to the president within a reasonable time after the close of the hearing with copies to the person charged and to the administrative officer. The full range of sanctions established by Section 6.3 of the Nevada System of Higher Education Code is available, except as may be limited therein. (B/R 5/92)

Section 6.11 Special Hearing Officer and Special Hearing Committee

6.11.1 Appointment of Special Hearing Officer.

(a) Within 5 college working days after making a decision to hold a hearing before a special hearing officer and a special hearing committee, the president shall select a special hearing officer and, within the above-referenced time period, shall inform the person charged and the administrative officer of the identity of the special hearing officer. (B/R 5/92)

(b) Special hearing officers shall be attorneys who have been members of the State Bar of Nevada for at least 5 years or who are otherwise qualified by professional experience in presiding at judicial or quasi-judicial adversary proceedings. They will not hold any employment or other contractual relationship with any System institution during the period of their service.

6.11.2 Duties of the Special Hearing Officer. The function of the special hearing officer shall be that of presiding officer of a special hearing committee during a hearing with the following authority:

(a) To make all rulings on matters relating to the conduct of the hearing, including the admission of evidence;

(b) To maintain order, and the special hearing officer may exclude anyone who refuses to be orderly;

(c) To recognize witnesses for the purpose of giving testimony during which the special hearing officer may also question witnesses;

(d) To make such rulings on procedure deemed appropriate so long as not inconsistent with the applicable procedures established in this chapter;

(e) To act as general adviser to the special hearing committee, but shall have no voting authority;

(f) To prepare, at the conclusion of the hearing, a written report which shall contain, as to the person charged, the following:

1. Findings of fact as determined by the special hearing officer together with a determination that the person charged did or did not commit the act or acts charged.
2. A finding that the act or acts did or did not constitute one or more of the causes for discipline or suspension or termination for cause established in this Code or other applicable stated prohibition, policy, procedure, rule, regulation or bylaw of a System institution.
3. Such further information as the special hearing officer may consider appropriate.

The special hearing officer's report shall be prepared and submitted to the president, with copies to each member of the special hearing committee, the person charged and the administrative officer, within a reasonable time after the conclusion of the hearing.

6.11.3 Appointment of the Special Hearing Committee.

(a) A faculty-hearing panel, composed of at least fifteen faculty members, shall be selected by the faculty senate of each System institution. Both academic faculty and administrators shall be eligible to serve. The members of the faculty-hearing panel shall serve one-year terms and upon agreeing to serve shall commit themselves in writing to serve on a special hearing committee when needed. System institution administrators are obligated by the provisions of this subsection to grant special hearing committee members administrative leave or other assistance necessary to enable them to fulfill their responsibilities as members of special hearing committees. This might require providing teaching assistance from classes or other administrative relief from assigned duties. (B/R 8/92)

(b) Except as provided in subparagraph (c) below, within 5 college working days after receipt from the president of notice of the president's decision to hold a hearing under Section 6.12 of the Nevada System of Higher Education Code, the faculty senate chair shall select the names of nine persons from among the faculty hearing panel, the selection to be made by lot, to serve on a special hearing committee and the faculty senate chair, within the above-referenced time period, shall inform the person charged and the administrative officer of the names of the persons selected. (B/R 8/92)

© If a hearing is to be held on a charge or charges of sexual harassment under Subsection 6.2.2(p) of the Nevada System of Higher Education Code and if a student or graduate student is involved in the charge as an alleged victim, within 5 college working days after receipt of notice of the president's decision to hold a hearing under Section 6.8.3 of the Nevada System of Higher Education Code, 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 4/08)

6.11.4 Duties of the Special Hearing Committee. The function of the special hearing committee shall be:

(a) Together with the special hearing officer, to hear evidence presented at a hearing held under this chapter during which the committee members may also question witnesses; and

(b) To make recommendations, after reviewing the report of the special hearing officer, to the president at the conclusion of a hearing for dismissal of charges or imposition of a sanction or sanctions. Such recommendations shall be in writing and shall be made by the committee within a reasonable time after reviewing the special hearing officer's report with copies sent to the person charged and the administrative officer. The full range of sanctions established by Section 6.3 of the Nevada System of Higher Education Code is available.

6.11.5 Hearings to be Recorded. A tape recording will be made of the hearing and kept in the president's office for at least one year before being destroyed, unless the matter is brought before the courts during which time the recording will be kept until the matter is decided in the courts. Except as provided herein or for purposes of appeal, a tape recording of a closed hearing shall be confidential. The person charged, on request of and at the charged person's expense may have or, under supervision may make, a copy of such recording. No tape recording by the person charged or by other persons at the hearing will be permitted. The person charged may, at the charged person's expense, provide for a certified court reporter. A copy of the court reporter's transcript shall also be made available to the president upon the president's request and at the System institution's expense.

6.11.6 Challenges.

(a) Within 7 college working days after the faculty senate chair, and the appropriate student government president under Subsection 6.11.3(c) of the Nevada System of Higher Education Code, has informed the person charged and the administrative officer of the identities of the persons selected from the faculty hearing panel or nominated by the student government president, the administrative officer and the person charged or the adviser of the person charged shall meet in person or by telephone to exercise, in alternate order, the peremptory challenges provided in subparagraph (c) of this subsection. The person charged or the adviser shall exercise the first peremptory challenge. Peremptory challenges not exercised at this time shall be waived. At this time, the person charged or the adviser shall also submit written challenges for cause, as provided in subparagraph (b) of this subsection. No challenge for cause may be exercised after this date.

(b) The person charged may challenge the special hearing officer or the members of the special hearing committee for cause for the following reasons: (B/R 5/92)

1. The person challenged was a participant in the event out of which the alleged prohibited conduct arose; or
2. The person challenged bears a relationship to some party to the proceedings which may prejudice the charged person's ability to obtain a fair and impartial hearing and decision. The person charged shall submit a written statement setting forth the allegations underlying the challenge to the administrative officer. The administrative officer shall send the written challenge to the president the same day it is received, with a copy to the person challenged. Within 7 college working days after receipt of the written challenge, the president or the president's designee shall determine whether the facts present grounds for disqualification. The decision of the president shall be final. A hearing shall not be held until the challenge is decided by the president. The special hearing officer or special hearing committee members may be disqualified on their own motions. (B/R 5/92)

(c) The administrative officer and the person charged each shall have the right to challenge: (B/R 8/92)

1. In the case of a hearing to be held to hear a charge of sexual harassment under Subsection 6.2.2(p) of the Nevada System of Higher Education Code in which a student or graduate student is an alleged victim, no more than two members of the faculty hearing panel selected by lot and no more than one student government nominee without cause; (B/R 8/92)
2. In all other cases, no more than two members of the faculty hearing panel selected by lot without cause. (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 4/08)

6.11.7 Hearing and Recommendation. A hearing shall be held and a recommendation made to the president no later than 6 months after the filing of the complaint with the administrative officer. (B/R 5/92)

6.11.8 Summary of Time Limits. For the sake of convenience, the time limits for procedures specified throughout this section are summarized as follows:

(a) The complaint is filed.

(b) Within 60 calendar days after receipt of the complaint, the administrative officer completes the investigation. During that time period, the administrative officer shall issue a charging letter to the person charged who then has 7 college working days after receipt of the charging letter to respond to it, if desired.

(c) Within 7 college working days after the completion of the investigation, the administrative officer makes a recommendation to the president on whether to hold a hearing or not.

(d) Within 7 college working days after receipt of the administrative officer's recommendation, the president makes a decision on whether to hold a hearing or not and informs the administrative officer and faculty senate chair of the decision.

(e) Within 5 college working days after notification of the president's decision, the president shall choose a special hearing officer and the faculty senate chair shall choose nine names from the faculty hearing panel and each shall forward the names to the person charged and the administrative officer.

(f) Within 7 college working days after the president and the faculty senate chair have forwarded the name of the special hearing officer and the names chosen from the faculty hearing panel, the administrative officer and the person charged or the adviser of the person charged meet to exercise peremptory challenges and to transmit challenges for cause.

(g) The same day that challenges for cause are received by the administrative hearing officer, the administrative hearing officer shall send such challenges to the president.

(h) Within 7 college working days after receipt of challenges with cause, the president shall make a decision on the challenges.

(i) Within 3 college working days after the president's decision on challenges for cause, vacancies in the appointments of special hearing officer or members of a special hearing committee shall be filled.

(j) Within six months after the filing of the complaint with the administrative officer, the hearing shall be held and a recommendation made to the president for action. (B/R 1/07)

Section 6.12 President's Decision

6.12.1 Options Available. The president shall review the findings of fact and recommendations of the general hearing officer or the institutional hearing committee or, in cases heard before a special hearing officer and special hearing committee, the report of the special hearing officer and the recommendations of the special hearing committee. The president may:

(a) Dismiss the charge;

(b) Affirm the recommended sanction;

(c) Impose a lesser sanction than recommended;

(d) Impose a greater sanction than recommended; or

(e) Order a new hearing.

6.12.2 Decision and Notification. The president shall reach a written decision within a reasonable time after receipt of findings of fact and recommendations from the general hearing officer or institutional hearing committee or after receipt of reports and recommendations from the special hearing officer and the special hearing committee. The president shall notify the person charged and the administrative officer of the decision. If the action taken is reduction in pay, suspension, expulsion or termination, the person charged shall either be notified by personal delivery of the decision or shall be notified by certified or registered mail, return receipt requested. If a minor student is suspended or expelled, the minor's parents or legal guardian shall be notified of the action by certified or

registered mail, return receipt requested, sent to the parents' or legal guardian's last known address posted on the records of the registrar of the member institution involved. If there is no appeal, the president's decision is final. (B/R 1/07)

Section 6.13 Appeals

6.13.1 Requirements for Appeals.

(a) Appeals from the decision of the president must be filed by the person charged within 10 college working days of the receipt of the decision. The appeal must be in writing and shall be directed to the administrative officer.

(b) The facts set forth in the appeal must reasonably establish that:
   1. The procedures under which the person was charged are invalid or were not followed;
   2. The person charged did not have adequate opportunity to prepare and present a defense to the charges;
   3. The evidence presented at the hearing was not substantial enough to justify the decision; or
   4. The sanction imposed was not in keeping with the gravity of the violation.

6.13.2 Decision on Appeal.

(a) Within 7 college working days after receipt, the administrative officer shall direct the appeal, together with any reply the administrative officer deems necessary provided a copy of the reply is sent to the person charged, to:
   1. The president for reconsideration when the sanction imposed is suspension or reduction in pay or a lesser sanction.
   2. To the Board of Regents for action when the sanction imposed is expulsion or termination.

(b) A decision on the appeal shall be made within a reasonable time after receipt of the appeal by the president or within a reasonable time after the next Board of Regents meeting during which the appeal was considered. For applicable appeals, the appeal shall be placed on the meeting agenda of the Board of Regents as soon as is legally possible under Nevada law after receipt of the appeal. The president or the Board of Regents, as the case may be, shall give notification of the decision in the same manner as is provided in Subsection 6.12.2 of the Nevada System of Higher Education Code.

(c) The president or the chair of the Board of Regents, as the case may be, may request a personal appearance of the person charged if the president or the chair of the Board of Regents, as the case may be, is of the opinion that justice will be served by such appearance. The appearance of the person charged shall be limited to the issues raised by the appeal as provided in Subsection 6.13.1 of the Nevada System of Higher Education Code. The person charged must be informed that an appearance is not compulsory and a nonappearance will not prejudice the appeal.

(d) The president or the Board of Regents, as the case may be, may:
   1. Dismiss the charge;
   2. Affirm the charge;
   3. Impose a lesser sanction; or
   4. Order a new hearing. (B/R 2/08)

Section 6.14 Records

All reports and decision reached after hearings or appeals held under this chapter are declared to be public records subject to the provisions or exclusions of the public records laws of the Nevada Revised Statutes as they may be interpreted by the courts.(B/R 1/07)

Section 6.15 Dismissed Charges

Whenever charges against a person are dismissed, all documents relating to the case will be deposited with the president where they shall be retained for a period of one year, after which time they shall be released to the person who was charged if requested by that person, or shall be destroyed unless destroyed sooner pursuant to regulations, policies or procedures established by the System institution.
(B/R 1/07)

Section 6.16 Classified Employees and Research Technologists

(a) Employees of the System who are in the classified service of the State of Nevada shall be disciplined only under the procedures established by the Nevada Revised Statutes and the State Personnel Division Rules for Personnel Administration

(b) Research technologists of the Desert Research Institute shall be disciplined only under the procedures established in the DRI Technologists Manual, as authorized by the Board of Regents. (B/R 6/08)

Section 6.17 Lie Detector Tests

Lie detector tests shall not be required in conjunction with System personnel proceedings nor in relation to System personnel matters. (B/R 1/07)

Section 6.18 Applicability to Others

In the event any person who is not a member of the System community should engage in conduct prohibited by this chapter, the president or the president's designee shall inform that person that the person is not authorized to remain on the premises owned or occupied by the System and shall direct such person to leave the premises. In the event such person fails to leave the premises after being ordered to do so, the president or the president's designee may cause such person to be ejected. Nothing herein shall be so construed as to authorize or prohibit the presence of any such person prior to such violation nor to affect such person's liability for trespass or loitering as prescribed by law. (B/R 1/07)

CHAPTER 8

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 ofa 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 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 adviser 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 sexualharassment, 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 advisery 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 complains 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

Anderson, Pat **2001**
Director, Environmental Health, Safety, Security, and Facilities Planning
AA — Diablo Valley College
BS — University of California, Davis
MS—Columbia Southern University

Bagley, Peter **1996**
Life Sciences Professor
BS — University of Maryland
MS — University of Kentucky

Baker, Stephen **2004**
Criminal Justice Professor
AA — Mesa Community College
BA — Arizona State University
MPA — Arizona State University
PhD — Arizona State University

Barton, Richard **1995**
Welding Professor
AAS — Northwest Community College

Bentley, Susanne **2004**
English Professor
AA—Lake Tahoe Community College
BGS—Indiana University
MA — University of Nevada Reno

Bilbao, Kris **2006**
Child Care Teacher/Facilitator
AAS — Great Basin College

Bolinder, Dale **2003**
Diesel Professor
Certification — Denver Automotive and Diesel College

Borino, Dick **1995**
Diesel Technology Professor
Diploma — Wyoming Technical Institute
AA — Great Basin College

Bruno, Caroline **2005**
Earth/Physical Sciences Professor
BA — Franklin and Marshall College
MS — Oregon State University

Bruns, Thomas **2008**
Millwright Instructor

Byram, Robert **1996**
Electrical Technology Professor

Byrnes, Julie **2000**
Director, Enrollment Management
ADA Officer
BS — Boise State University
MCOUN — Idaho State University
MA—Idaho State University

Campbell, Lisa **2005**
Director, Winnemucca Branch Campus
BS — Santa Clara University
MA — Santa Clara University

Cashell, John **2006**
Diesel Technology Instructor
AAS — Great Basin College

Cavanaugh, Norman **2005**
Director, Fitness Center/
Director, Great Basin Archives
BA — Boise State University
MPH — University of California, Berkeley

Charlebois, Wendy **2006**
Social Work Professor
BS — University of Maryland University College
MSW — University of Nevada, Reno

Collins, Pat **1989**
Director, Career Center
BA — University of South Dakota
MA — University of Nevada, Reno

Cox, Jeffery 1995
Director, Computer Services
BS — Utah State University

Crum, Tawny **2003**
Student Financial Services Specialist

Daniels, Frank **1995**
Mathematics/Computing Professor
BS — University of Florida
MS — University of Florida
PhD — University of Florida

Dannehl, Karen **1999**
Reference Librarian
BA — University of Nevada, Reno
MLS — University of Southern Mississippi
JD — University of San Francisco

Dean, Phyllis Jo **2005**
Coordinator/Instructor,
Nursing Assistant Program
BSN — Great Basin College
AAS — Metropolitan State College, Denver

deBraga, Angie **2007**
Director, Continuing Education and Community Outreach
BS —University of Nevada, Reno
MEd—University of Nevada, Reno

Diekhans, Carl **1980**
President
BS — College of Great Falls
MS — Montana State University

Donnelli, Amber **2006**
BSN and ADN Instructor
BSN — University of Phoenix
MSN — University of Phoenix

Dorr, Susanna **2007**
Webmaster
BA — Fresno State College
MA — Fresno State College

Doucette, Mary **2006**
Radiology Technology Instructor
RT — Marlan Health Center School of Radiology Technology
CBRPA — Weber State University
BS—Weber State University

Du, Xunming **2003**
Mathematics Professor
BS — Hubei University
MA — Tongji Medical University
MS — Ohio University

Elithorp, James **2005**
Land Surveying/Geomatics Professor
AA — San Joaquin Delta Junior College
BA — Sacramento State College
MPA — California State University, Sacramento
BS — Oregon Institute of Technology
MS — Purdue University
PhD — Purdue University

Ellefsen, David **2004**
Director, Library
BS — University of Utah
MEd — University of Utah
MLS — Emporia State University

Elmore, Diane **2003**
BSN and ADN Professor
ADN — Great Basin College
BSN — Graceland College
MSN — University of Nevada, Las Vegas

Emerson, Judy **1996**
Coordinator, Nevada
Small Business Development Center
BS — University of Nevada, Reno
MBA — University of Nevada, Reno

Fox, Patricia **1991**
Art Professor
BFA — University of Nevada, Las Vegas
MFA — Utah State University

Frazier, Lisa **2000**
Director, Curriculum Development
BA — Utah State University
ME — Leslie College

Freistroffer, David **2007**
Life Sciences Instructor

BS — California State Polytechnic University, San Luis Obispo
PhD — Uppsala University-Sweden

Friez, Dorinda 2005
Assistant to the Vice President for Administrative Services
Certificate — Great Basin College
AAS — Great Basin College

Gailey, Tami 2007
BSN and ADN Instructor
BSN—University of Wyoming
MSN—University of Phoenix

Garcia, Steve 1994
Electrical Technology Professor
AS — Dixie College
BS — Northern Arizona University
MVE — Northern Arizona University

Gonzales, Danny 1999
Political Science Instructor
BA — University of Nevada, Reno
MPA — University of Nevada, Reno
PhD — University of Nevada, Reno

Gregersen, Cheryl 2006
Assistant Director, Pahrump Campus
AAS — Community College of Southern Nevada

Griffith, Dale 2006
English Professor
MA — University of Nevada, Reno
MA — University of Nevada, Las Vegas
Candidatus Theologie in Philosophy and Theology from Institut de Theologie Orthodoxe (St Serge), Paris, France
PhD—University of Nevada, Las Vegas

Hammons, Russell 1997
Director, Buildings and Grounds

Hanington, Gary 2000
Chemistry/Physics Professor
AS — SUNY at Farmingdale
BS — SUNY at Stony Brook
MS — SUNY at Stony Brook
PhD — University of California, San Diego

Hannu, Robert 2006
Interactive Video Coordinator/Technician
BS — University of Wisconsin, Platteville

Heise, Lisa 2002
Facilities Coordinator/Foundation Controller
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 Professor
BA — University of Montana
MS — Montana State University

Hogan, Douglas 2002
Biology/Chemistry Professor
BS — California State Polytechnic College
MS — California State Polytechnic College

Howell, Mary Teresa 2004
English Professor
BA — University of North Dakota
MA — University of North Dakota

Hyslop, Cindy 2004
Computer Office Technology Professor
BS — Western Montana College
MS — Boise State University

Hyslop, Larry 1991
Computer Office Technology Professor
BA — University of Montana
MA — University of Montana

Jaques, Cherie 2007
Medical Imaging Instructor
AAS—Oregon Institute of Technology
BS—Concordia University

Jones, Patricia 2003
Manager, Planned/Annual Giving
AS — Great Basin College
AA — Great Basin College

Kampf, Richard 1991
Mathematics Professor
BS, MS — New Mexico Institute of Mining and Technology

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 Professor
BA — Nazareth College of Rochester
MA — State University of New York, Buffalo
PhD — State University of New York, Buffalo

Larson, E. Jay 2001
Management Professor
BS — University of Idaho
MBA — St. Mary's University
PhD — University of Idaho

LaSalle, Meachell 2000
Director, ABE/ESL Workplace Literacy
BA — University of Idaho
MA — University of Texas

Laxalt, Kevin Marie 2004
Education/English Professor
BS — Arizona State University
MA — Northern Arizona University
EdD — Northern Arizona University

Lewis, Lucina 2005
Interim Director, Human Resources

Licht, Jon 1997
Welding Technology Professor
BS — Northern Montana College

Macfarlan, Lynette 2000
Education Professor
AA — Great Basin College
BA — Sierra Nevada College
MS — Walden University

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

McCoy, Heather 2000
Adviser
BS — Colorado State University
MBA — University of Nevada, Reno

McFarlane, Michael 1983
Vice President, Academic Affairs
AB — Humboldt State University
MS — University of Nevada, Reno
PhD — University of Nevada, Reno

McMullen, Cyd 1983
History/Humanities Professor
BA — University of Colorado
MA — University of Utah
PhD — University of Nevada, Reno

McNally, Richard 1987
English Professor
BA — University of Nevada, Las Vegas
MA — University of Nevada, Las Vegas

Mendez, Adriana 2006
Recruiter
BS — Westminster College

Miller, Kara 2004
Lab Manager
AS — John A. Logan College
AAS — John A. Logan College
BA — Southern Illinois University, Carbondale

Mitchel, Charlene 1996
Coordinator, Battle Mountain Satellite Center
BS — Colorado State University
ME— Leslie University

Molyneux, Greg 2000
Computer Services Technician

Certified Novell Engineer
A+ Certified Service Technician

Moore, Janie 2005
Assistant to the Vice President for Academic Affairs

Moss, Barbra 2007
Interim Director, Academic Success Center
BA—Brigham Young University

Mowrey, Karen 2002
Nursing/EMS Professor
AA — Great Basin College
AAS — Great Basin College
BS — University of New York State
MS — Idaho State University

Murphy, Bret 1984
Dean of Academic Support, Applied Science
BT — Northern Montana College
MEd — University of Nevada, Reno

Negrete, Sarah C. 2004
Elementary Education Professor
BS—Montana State University, Billings
MA — University of Phoenix

Newman, John 2005
Mathematics Professor
BS — University of Nevada, Reno
MEd — University of Nevada, Reno
PhD — 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 — Montana State University
MS — Montana State University

Plumb, Brian 2007
Instructional Support Specialist

Pope, Ken 2007
CDL Instructor

Ports, Mark 1983
Life Sciences Professor
BS — Oklahoma State University
MS — Ft. Hays State University

Potter, Stacie 2006
Coordinator, Housing

Puccinelli, Margaret A. 2004
Dean of Academic Support, Health Sciences and Human Services
BSN — University of California, San Francisco
MSN — University of California, San Francisco
PhD — Capella University

Ray, Mary 2007
Health and Human Services Instructor
AA, AS — St. Petersburg College, Florida
BS — Excelsior College, New York
MS — Nova Southeastern University, Florida

Reagan, Tom 2007
Secondary Education Instructor
BS—Idaho State University
MS—Rensselaer Polytechnic Institute

Rice, John 1996
Director, Institutional Advancement
BA — Viterbo College (WI)
MFA — University of Wisconsin, Milwaukee
PhD — Capella University

Rodriguez, Machismo 2006
Associate Facilities Manager

Rosenthal, Jeannie 2001
Grant Writer/Manager
BA — Eastern Oregon University
MBA—University of Nevada, Reno

Rossett, Wyoming 2007
Broadcast Technology Instructor
BA — State University of New York, Buffalo
MA — University of Texas

Schmaltz, Gregory 2007
Biology Instructor
BS—University of Quebec, Montreal
MS—Concordia University
PhD—McMaster University

Schwandt, Katherine 1996
Computer Office Technology Professor
BA — University of Nevada, Reno
MEd — University of Nevada, Reno

Seymore, Jon 2009
Millwright Technology Instructor

Shane, Tracy 2007
Agriculture Instructor
BS — University of Nevada, Reno
MS — University of Nevada, Reno

Shanks, Bobbi 2008
BSN and ADN Instructor
BSN—University of Nevada, Reno
MS—California University of Pennsylvania

Shaw, Joyce 1991
Graphic Designer/Editor
Manager, Media Services
BS — University of Nevada, Reno

Skivington, Gretchen 2002
Romance Languages Professor
BA — University of California, Berkeley
MA — University of Nevada, Reno
PhD — University of California, Davis

Smith, David 2001
Computer Services Technician

Smith, Julie 2000
Student Advocate/Development Coordinator
BS — University of Nevada, Reno
MEd — University of Nevada, Reno

Smith, Laura 2000
DARS Specialist
AA — Great Basin College
AAS — Great Basin College
BA — Sierra Nevada College

Smith, Phil 1991
Career and Admission Counselor
BS — Indiana State University
MA — Ball State University

Southard, Richard 2006
Diesel Technology Instructor
Certification, Diesel Technology — Universal Technical Institute

Steel, Heather 2008
AAS — Great Basin College
BA — Great Basin College

Sutherland, Sharon F. 2007
BSN and ADN Instructor
BSN – University of Nevada, Reno
MSN — University of New Mexico

Sutherland, Yvonne 2005
Assistant to the Vice President for Student Services
BA – University of Nevada, Reno

Swetich, Mary 1994
Director, Ely Branch Campus
BS — Colorado State University

Taylor, Mac 2007
Controller
BS—Southern Illinois University
MBA—Boise State University
ME—University of Illinois, Urbana-Champaign

Tenney, Glen 1990
Accounting/Economics Professor
BS — Arizona State University
MS — Western International University
PhD — Touro University International

Trainor, Caroline 2007
Foundation Services Coordinator

Uhlenkott, Linda 2001
English Professor
BS — Lewis-Clark State College
MA — University of Nevada, Las Vegas
PhD — University of Nevada, Reno

Verbek, Bill 2008
Interim Director, Pahrump Valley Branch Campus

BS — University of Nebraska
MS — Kearney State College.

Wallace, Beatrice 2004
Accounting/Business Professor
BSBA — Our Lady of the Lake University
MBA — The University of Texas, San Antonio

Wallace, Squy G., Jr. 2005
Social Sciences Professor
BME — St. Mary's University
MA — Incarnate Word College
PhD — Texas A&M University

Walsh, Eric 2006
Reference Librarian
BS — University of Scranton
MA — University of Kent, Canterbury
MA — University of South Florida

Walsh, Laurie 2005
Anthropology Professor
BA — Washington State University, Pullman
MA — University of Nevada, Reno
PhD — University of Nevada, Reno

Webb, Lisa 2003
Preschool Classroom Teacher
AA — Great Basin College
BA — Great Basin College

Whittaker, Norman 2006
Industrial Millwright Technology Instructor
AAS — Southern Utah University
BS — Southern Utah University

Wilkins, Mardell 2003
Assistant to the President
AAS — Great Basin College

Woodman, Eric 2007
Computer Technician

Zhai, Lijuan 2006
Director, Institutional Research
BS — Shandong Agricultural University
MS — Ohio State University
PhD — Ohio State University

EMERITUS

Aiazzi, Stan . . . Vice President Emeritus
Student Services
BS — University of Nevada, Reno
MA — University of Nevada, Reno

Avent, Gary . . . . . Emeritus
Director, Library
BA — Central State College
MLS — University of Oklahoma

Berg, William* . . . . . President Emeritus
BS, MS — University of Wisconsin
EdD — University of Arizona

Call, Dorothy . . . . . Emeritus
Office Administration Instructor
BS — Indiana State University

Day, Delna . . . . . Emeritus
Nursing Instructor
Diploma — Salt Lake City Hospital
AGS — Great Basin College

Elliott, Betty . . . . . Emeritus
Life Sciences Professor
BS — University of Nevada, Reno
MS — University of Nevada, Reno
EdD — University of Nevada, Reno

Emerson, Amy . . . . . Emeritus
Mathematics
BA — University of South Dakota
MATM — University of Nevada, Reno

Greenhaw, Charles . . . . . Dean Emeritus
BA — University of North Texas
MA — University of North Texas
PhD — University of Nevada, Reno

Hannah, Paul Shelley* . . . . . Emeritus
Social Sciences Professor
PhB — University of North Dakota
MA — University of North Dakota
MA — Texas A & I University
DPL — Oxford University

Heberer, Garry . . . . . Emeritus
Dean of Extended Studies
BA — William Penn College
MA — University of South Dakota
PhD — Ohio University

Holland, Ruth . . . . . Emeritus
Nursing
BS — University of Cincinnati
MSN — University of Utah

Kuhl, Marilee . . . . . Emeritus
Nursing Professor
BSN — South Dakota State University
MSN — Idaho State University

Myrhow, Michael . . . . . Emeritus
Computer Office Technology Professor
BA — University of Montana
MS — Kansas State University

Popeck, Stan* . . . . . Emeritus
Director, Occupational Education
BS — University of Wyoming

Pryor, John . . . . . Emeritus
Business Administration Professor
BA — Williams College
MBA — Babson Institute

Smith, Georgeanna . . . . . Emeritus
Director, Nursing
BSN — Montana State University
BS — Utah State University
MEd — University of Nevada, Reno
MSN — Idaho State University

Smith, Jack . . . . . Emeritus
Humanities/Social Sciences Professor
Ba, MA, PhD — University of Utah

Sweetwater, Sarah . . . . . Emeritus
Art Professor
BS — West Texas State University
MEd — University of Utah

Warren, Pat . . . . . Emeritus
Director, Continuing Education
BS — California State Polytechnic University, San Luis Obispo
MEd — University of Nevada, Reno

*Deceased

Adjunct Faculty

Year Degree Received

Abbott, Lisa M.
High School

Alderman, Minnis A. **1960**
Psychology
MA—Murray State College

Amestoy, John
High School

Anderson, Andrew A. **2005**
Education
MEd—The College of St. Catherine

Arkell, Lisa M. **1979**
Psychology
BA—State University of New York At Geneseo

Baird, Mary R. **1975**
Geology
MS—Ohio State University

Baker, Carrie L. **2003**
Physical Therapy
MS—University of Nevada Las Vegas

Benson, Martin D. **1965**
Physics (Electronic)
BS—San Diego State College

Berg, Becky A. **1999**
Education Technology
MS—Boise State University

Bessett, Doris E. **1991**
Curriculum Instruction and Development
MEd—Eastern Washington University

Bingham, Brett V. **2008**
GIS
MA—University of Redlands

Blair, Sherry **2003**
Education
BA—National University of Cajamarca, Peru

Bond, Lisa E. **2004**
Broker/Salesman Designation
Key Real Estate School

Broxson, Janis A. **2003**
Psychology
MEd—Heritage University

Bruce, Robert A. **1985**
Physical Education
MA—Brigham Young University

Buckman, Thomas W. **2007**
Studio Arts
BFA—Institute if American Indian Arts

Budd, William J. **1968**
Electrical Engineering
BS—University of Missouri

Caristo, Diane **2001**
Education
MA—Grand Canyon University

Carpenter, Karen M. **1991**
Elementary Education
MS—University of Nevada, Reno

Cheney, Melvin D. **1966**
Agronomy
BS—Brigham Young University

Clifton, Beth E. **2002**
Education
AA—Western Nevada Community College

Compton, Alex E.
High School

Covert, Terri L.
High School

Craig, Juanita T.
High School

Davis, Susan W. **1980**
Education Administration
MA—University of Nevada, Reno

Delaney-Varnell, Cynthia A. **1993**
Art
BA—University of Alaska

DeLong, Jana B. **1995**
Wellness Management
BA—Black Hills State University

Derado, Gloria **1978**
Elementary Education
BS—Indiana University

Doyle, Gregory N. **1982**
Geology
BA—California State University

Drussel, Peggy W. **1999**
BSN—Great Basin College
AA—Great Basin College

Eardley, Ross P. **1952**
Law
JD—Stanford University

Elliott, Betty **2002**
Education
PhD—University of Nevada, Reno

Eriksen, Lisa M. **1980**
Botany
BS—Oregon State University

Estes, Harvey J. **1991**
Administration
MEd—University of Nevada, Reno

Fenton, George E. **1961**
Engineering
MSE—University of Michigan

Flanagan, Mary **2003**
Elementary Education
BA—Southern Utah University

Ford, Carol A. **2005**
Literacy Studies
ME—University of Nevada, Reno

Franklin, Irl L. **1940**
Education
ME—University of Southern California

Franzoia, A. T. Anacabe **1977**
Business Education
BA—Boise State University

Frazier, Lisa C. **2000**
Tech. in Education . . . . . .
ME—Lesley College

Fridal, Leslie **2007**
Criminal Justice
MS—Weber State University

Galvin, William A. **1973**
Political Science
BA—University of California, Los Angeles

Gibson, Jonathan L. **1993**
Curriculum Instruction
MA—Boise State University

Gilboy, James M. **2000**
Education
ME—Lesley College

Gourley, James L. **2004**
Welding
AAS—Great Basin College

Haas, Robert S. **1965**
Political Science
MA—St. Joseph College

Hardy, Terry D. **1990**
Computer Science

AA—Casper College

Hecht, Tyler J. **2006**
Business
BA—University of Nevada, Reno

Hennessey, Carin F. **2005**
Special Education
MEd—University of Nevada, Las Vegas

Hicks, William Brandon R.
High School

Hladek, Kenneth L. **1961**
Engineering
BS—University of Wyoming

Hoover, Elise V. **1998**
Civil Engineering
MS—South Dakota School of Mines and Technology

Idler, Nicole D. **2006**
Associates of Arts
AA—Great Basin College

Jackson, Chelsey E. **1993**
Fashion Design
BFA—International Academy of Design and Technology

James, Richard H. **1999**
Business Administration
MBA—University of Nevada Reno

Johnson, Byron E. **1981**
Civil Engineering/Surveying
AS—Texas State Technical College

Jones, Colby L. **2008**
Social Science Studies
BS—University of Nevada Las Vegas

Joyce, Jeanne E. **1983**
Business Education
BS—Black Hills State University

Killion, Marlene D. **1975**
Home Economics
MS—University of Nevada, Reno

Kimber, Gary M. **2000**
Education
ME—Lesley College

Kimble, Jo J. **1983**
Liberal Art
AA—Cochise Community College

King, Mary Susan A. **1974**
Philosophy History
PhD—The University of Chicago

Kistler, Lynne J. **1981**
Art
MA—University of Nevada, Reno

Knutsvig, Ryan S. **2002**
Atmospheric Science
MS—University of North Dakota

Krch, Julie **1997**
Elementary Education
BS—Southwestern Adventist University

Kurka, Mira T. **1997**
Geology
PhD—University of Oregon

Latham, Robert G. **1965**
Christian Education
BA—Midwestern Baptist Seminary

Lopez, Raul **1998**
Elementary Education
AA—Great Basin College

Lords, Kraig K. **1991**
Psychology
MEd—Brigham Young University

Lowe, Robert J. **1988**
Law
JD—University of Santa Clara

Mahlberg, Norman W. **1994**
Educational Leadership
MEd—University of Nevada, Reno

Mansour, Ghattas K. **2003**
Business
BA—Great Basin College

Marrs, Kathleen P.
High School

Martinez, Jacob D.
High School

Maynard Jr., Kenneth H.
High School

Melgar, Carmen L. **2000**
Spanish
MA—Del Valle University

Melgar-Murcia , Julio L. **1999**
Information Systems and Human Resource Management
MS—University Francisco Morroquin

Messina, Jennifer N. **1993**
Art
MA—Northern Arizona University

Miceli, Annie Laurie
High School

Mieras Preston, Leslie **1991**
Counseling/ Psychology
MS—University of Nevada, Reno

Mobley, Robert A. **2000**
History
MA—University of Tulsa

Morris, Alan J. **1976**
Geology
BS—Fort Lewis College

Mothershead, Clint C.
High School

Moyle-Hicks, Deanne M. **1999**
Education
ME—Lesley University

Murphy, Christopher **2001**
Vocational Education
MS—Bemidji State University

Murphy, Kathryn M. **1984**
Business Education
BA—Northern Montana College

Mutton, James O. **1972**
Engineering
PhD—University of California, Los Angeles

Orr, John R. **1972**
Agriculture
BS—University of Nevada, Reno

Orr, Kristen F. **1973**
Journalism
BA—University of Nevada, Reno

O'Shea-Hockett, Regina K. **1994**
Nutrition
MS—University of Nevada, Reno

Oxley, Melanie
High School

Packham, Amy
High School

Pardovich, Juanita D. **2002**
Education
BA—Great Basin College

Paredes, Crystal M.
High School

Pedersen, Michael T. **1992**
Criminal Justice/Law Enforcement
BA—Weber State University

Peek, Michael H. **1993**
Education
PhD—Montana State University

Phillips, Patricia A. **1999**
Computer Information System
AA—Laramie Community College

Pierce, Jennifer A. **2004**
English Literature
BA—Boise State University

Pike, Laura B. **1985**
Computer Science
BS—South Dakota School of Mines and Technology

Pinneo, Robert O. **1973**
Science Education

PhD—Oregon State University

Plager-Heard, Heather C. **1995**
Psychology
BS—Boise State University

Rappa, Gail P.
High School

Ray, Michael D. **1992**
Computer Science
MS—DePaul University

Raynor, Wendy A. **2002**
Counseling and Educational Psychology
MS—University of Nevada, Reno

Reynolds, James B. **1966**
Fishery Biology
PhD—Iowa State University

Rosenthal, Jeannie M. **2007**
Business Administration
MBA—University of Nevada Reno

Rust, Kimberly A. **1998**
Art History
MA—California State University

Rynearson, Jon L. **1976**
Law Enforcement
Idaho State Post Council

Sabori, Andrew **1978**
Fine Arts
BA—University of California, Santa Barbra

Sanders, Susan L. **1970**
Elementary Education
BS—University of Colorado

Sausman, George R. **2005**
Business Administration Accounting
MBA—California Coast University

Sellers, Luke M. **2005**
Education Administration
ME—University of Idaho

Shane, Ryan S. **2008**
Environment Natural Resources
MS—University of Nevada, Reno

Simons, Mason E. **2003**
Law
JD—William S. Boyd School of Law

Smith, Michelle L. **1996**
Geological Engineering
BS—University of Nevada, Reno

Solari, Gloria J. **1969**
Fashion Merchandising
BS—University of Nevada, Reno

Spratling, Blake M. **2000**
Animal Science
MS—Utah State University

Spratling, Boyd M. **1975**
Veterinary Medicine
PhD—Washington State University

Sproul, Jessica A **2004**
Elementary Education
BA—Great Basin College

Stake Jr., Dwight A.
High School

Stefanelli, Angelo E. **1978**
Secondary Education
MA—University of Nevada Las Vegas

Stieger, Jennifer L. **2001**
AA—Great Basin College

Stimac, Paul J. **1994**
Education
BS—University of Idaho

Stocking, Trulee A. **1995**
English
BA—Idaho State University

Stodtmeister, Cheree L. **2005**
Nursing
AS—Great Basin College

Supp, Lisa A. **1992**
English
BA—Western Montana College

Thomas, William D. **1976**
Geology
MS—Utah State University

Tousey, Catherine J. **2006**
Mathematics
BS—Excelsior College

Urrizaga, Deborah L. **1986**
Business Administration
AA—Cypress Junior College

Ward, William A. **2003**
Art
AA—Great Basin College

Whalen, Mona D. **1975**
Nursing
AS—Northern Nevada Community College

Whittle, Liberty L. **1997**
English
BA—Brigham Young University

Whitworth, Jocelyn M. **1990**
Early Childhood Education
MEd—College of Charleston

Wickersham, Timothy P. **1997**
History
MA—Northern Arizona University

Wilk, John J. **1997**
Business
MBA—University of Chicago

Williams, Johanna L. **2004**
Learning and Literacy
ME—University of Utah

Wilson, Mary E. **1989**
Theatre
BA—CSU Fullerton

Wright, Ann M. **1977**
Mathematics
BS—University of Utah

Yarrell, Donna B. **1985**
Fine Arts
M.F.A.—Claremont Graduate University

Young, Veneta M. **1967**
Education
BA—Brigham Young University

Zeiszler, Brian K **2006**
Secondary Education
MEd—Montana State University

Zumwalt, Donnie D. **2003**
Business Management
BS—Great Basin College

Academic Affairs
Berg Hall, 775.753.2187

Academic Records
Admissions and Records Office,
Berg Hall, 775.753.2102

Academic Success Center
Electrical/Industrial/Technology Building,
775.753.2149 or 775.753.2144

Activities
(Student Organizations)
Griswold Hall (during renovation),
775.753.2105/2343

Adding and Dropping Classes
(Information only)
Admissions and Records Office,
Berg Hall, 775.753.2102

Administrative Services
Berg Hall, 775.753.2227

Admission Advising and Career Center
Berg Hall, 775.753.2168

Admission Information
Admission Advising and Career Center
Berg Hall, 775.753.2168

Adult Basic Education (ABE)
Adult Learning Center,
1020 Elm Street, 775.753.2230
Chilton Circle Modular,
775.753.2126 or 775.753.2109

Adult High School Diploma Program
Adult Learning Center,
1020 Elm Street, 775.753.2233

Affirmative Action
Berg Hall, 775.753.2282

Area Health Education Center/
UNSOM Outreach
AHEC, Elizabeth Griswold Hall, 701 Walnut
775.738.3828

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

Broadcast Technology
KENV TV Station, 775.753.2119

Building and Grounds
Construction Trades, 775.753.2316

Business
Greenhaw Technical Arts, 775.753.2235

Campus Tours
Griswold Hall (during renovation),
775.753.2201

Career and Technical Education
Electrical/Industrial/Technology Building,
775.753.2217 or 775.753.2175

Challenge Examinations
Admissions and Records Office,
Berg Hall, 775.753.2273

Change of Name/Address/Major
Admissions and Records Office,
Berg Hall, 775.753.2102

Mark H. Dawson Child and Family Center
and the House that Tom and Jack Built
775.753.2225 or 775.753.2224

Community Education Courses
Berg Hall, 775.753.2231

Computer Services
Lundberg Hall, 775.753.2298

Continuing Education
Berg Hall, 775.753.2231

Controller's Office
Berg Hall, 775.753.2110

Cooperative Education
Electrical/Industrial/Technology Building,
775.753.2175

Copy Machines
Media Services, Lundberg Hall 775.777.8864
Evenings: GBC Library 775.753.2222
Minimal charge for students

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

Department of Health Sciences and Human Services
Dorothy S. Gallagher Health Sciences
Building, 775.753.2301

Distance Education
High Tech Center, 775.753.2306

Dorms—See Student Housing

Education Department
Electrical/Industrial/Technology Building,
775.753.2177

Ely Branch Campus
2115 Bobcat Drive
Ely, NV 89301
775.289.3589

English
McMullen Hall, 775.753.2221

English as a Second Language
Adult Learning Center, 775.753.2230
Chilton Circle Modular
775.753.2126 or 775.753.2109

Facility Scheduling
Berg Hall, 775.753.2101

Faculty Offices
Switchboard, Berg Hall,
775.738.8493

Financial Aid Information
Student Financial Services,
Berg Hall, 775.753.2399

Fine Arts
McMullen Hall, 775.753.2221

Fitness Center
775.753.2113

Food Service
Café X/Café Xcetera, Electrical Industrial
Technology Building (during renovation),
775.753.2261

Foundation Office
College Community Center, 775.753.2246

GED Testing
Admissions and Records Office,
Berg Hall, 775.753.2102
Adult Learning Center, 775.753.2233

Grants
McMullen Hall, 775.753.2317

Health Sciences and Human Services

Dorothy S. Gallagher Health Sciences Building, 775.753.2301

History
Electrical/Industrial/Technology Building, 775.753.2244

Housing Program—See Student Housing

Humanities
McMullen Hall, 775.753.2221

Human Resources
Chilton Circle Modular, 775.753.2263

Individualized Study
Berg Hall, 775.753.2271

Industry
Electrical/Industrial/Technology Building
775.753.2175

Information Desk
Berg Hall, 775.738.8493

Institutional Research and Assessment
Berg Hall, 775.753.2009

Inter-library Loan
GBC Library, McMullen Hall,
775.753.2222, FAX 775.753.2296

Internet Classes
High Tech Center, 775.753.2306

Jobs (On and Off Campus)
Berg Hall, 775.753.2180

KENV—TV Station, NBC Affiliate
775.777.8500

KNCC—Radio Station
Lundberg Hall, 775.753.2252

Library
McMullen Hall, 775.753.2222

Life Sciences
Lundberg Hall, 775.753.2235

Lost and Found
Security, Chilton Circle Modular, 775.753.2293

Mailing Address
1500 College Parkway
Elko, NV 89801

Manpower Training Cooperative—MTC
Electrical/Industrial/Technology Building,
775.753.2175 or 775.738.2217

Marketing
McMullen Hall, 775.753.2260

Mathematics
Electrical/Industrial/Technology Building,
775.753.2244

Media Services
Lundberg Hall, 775.777.8864

Microsoft Training and Certification
High Tech Center, 775.753.2241

Non Credit Courses
Berg Hall, 775.753.2231 or 775.753.2202

Off-Campus Programs
Berg Hall, 775.753.2266

Office for Prospective Students
Griswold Hall (during renovation),
775.753.2201 or 775.753.2255.

Orientation
Berg Hall, 775.753.2102

Pahrump Valley Branch Campus
551 East Calvada Blvd.
Pahrump, NV 89048
775.727.2000

Parking Permits (Students with Disabilities)
Student Services, Berg Hall, 775.753.2271

Periodicals
GBC Library, McMullen Hall, 775.753.2222

Personnel
Chilton Circle Modular, 775.753.2263

Phi Beta Lambda
Greenhaw Technical Arts, 775.753.2125

Phi Theta Kappa
Library, 775.753.2385

Physical Science
Lundberg Hall, 775.753.2235

Placement Testing
Berg Hall, 775.753.2272

Public Information
McMullen Hall, 775.753.2260

President's Office
Berg Hall, 775.753.2265

Refunds
Controller's Office,
Berg Hall, 775.753.2110

Registration Information
Admissions and Records Office,
Berg Hall, 775.753.2102

Retention
Berg Hall, 775.753.2304

Room/Facility Requests
Berg Hall, 775.753.2101

SIS Operations
Berg Hall, 775.753.2211

Scholarships
Student Financial Services,
Berg Hall, 775.753.2399

Security
Chilton Circle Modular,
775.934.4923 or 775.753.2293

Services for Students with Disabilities
Student Services, Berg Hall, 775.753.2271

Sexual Harassment
Berg Hall, 775.753.2282

Small Business Development Center
Elko County Economic Diversification Authority
723 Railroad Street
Elko, NV 89801
775.753.2245

Social Sciences
Electrical/Industrial/Technology Building,
775.753.2244

Special Programs
Berg Hall, 775.753.2231

Student Employment Services/Job Placement
Berg Hall, 775.753.2180

Student Financial Services
Berg Hall, 775.753.2399

Student Government Association
Griswold Hall (during renovation),
775.753.2256 or 775.753.2234

Student Housing
Griswold Hall, 775.753.2360

Student Life
Griswold Hall (during renovation),
775.753.2343 or 775.753.2105

Student Services
Berg Hall, 775.753.2184

Tech Prep
Electrical/Industrial/Technology Building,
775.753.2217 or 775.753.2303

Testing
Admissions and Records Office,
Berg Hall, 775.753.2272

Theatre Arts
High Tech Center, 775.753.2363

Transcript Request
Admissions and Records Office,
Berg Hall, 775.753.2102

Transfer Center
Counseling Office, Berg Hall,
775.753.2279

Tutoring
Academic Success Center,
Electrical/Industrial/Technology Building,
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 Kluncy Canyon Road
Winnemucca, NV 89445
775.623.4824

Youth Programs/Kids College
Berg Hall, 775.753.2231

FAX Directory

Academic Affairs Office
775.753.2186

Admission Advising and Career Center
775.753.2311

Admissions and Records Office
775.753.2311

Buildings and Grounds
775.753.2356

Child and Family Center
775.777.8862

Controller's Office
775.777.1809

DARS
775.884.0148

Department of Health Sciences and Human Services
775.753.2151

Education Department
775.753.7534

Electrical Technology
775.753.3509

English
775.753.2131

Follett Bookstore
775.753.2277

Foundation, Elko
775.738.9321

Grants
775.778.9434

Greenhaw Technical Arts
775.753.2322

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

McMullen Hall Annex
English/Fine Arts/Humanities
775.753.2131

President's Office
775.778.9358

Security
775.753.3697

Small Business Development Center
775.753.2242

Social Sciences
775.753.3509

Student Employment Services
775.753.2311

Student Life and SGA
775.753.2182

Off-Campus Fax Directory

Austin/Battle Mountain Center
775.635.0340

Ely Branch Campus
775.289.3599

Eureka
775.237.6050

McDermitt
775.532.8017

Owyhee
775.757.2290

Pahrump Valley Branch Campus
775.727.2012 / 2014

Wells Center
775.752.3590

Wendover
775.644.2287

Winnemucca Branch Campus
775.623.1812

A GBC Glossary of Terms

Words and acronyms used in this catalog and other college publications are unique to GBC and postsecondary education. Some of the more frequently used terms are explained to help you understand us better.

Academic 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.

BAIS—Bachelor of Arts in Integrative Studies
A degree program consisting of four years of required study. The program consists of two emphasis areas: Social Science and Resource Management.

BAS—Bachelor of Applied Science
A degree program consisting of four years of required study in the applied sciences. Concurrently, five emphases are available: Agriculture Management, Digital Information Technology, Instrumentation, Land Surveying/Geomatics, and Management in Technology.

BSN—Bachelor of Science in Nursing
A degree program for Nevada licensed registered nurses who have graduated from a National League for Nursing Accreditation Commission (NLNAC) accredited and/or State Board of Nursing approved associated degree program.

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/academics/dars.html.

Department Chair
The faculty member elected by peers and approved by the GBC administration to oversee a department.

Departments
The college organizational pattern from the point of view of instruction. At GBC, these include mathematics, science, business and computing; humanities and social sciences; career and technical education; health science; and community education.

ESL
English as a Second Language is an instructional program operated by GBC for the benefit of people with limited ability in speaking, reading, and writing the English language.

FTE
Full-time equivalent student, statistically speaking. One full-time equivalent student is equal to 15 semester credit hours. For many purposes, however, an actual full-time student may be enrolled for as few as 12 semester credit hours or as many as 21 in certain cases.

Full-Time Student
A student enrolled in minimum of 12 credits for fall/spring semesters or 6 credits for summer semester.

GED
General Educational Development. The term refers to instruction which prepares students to take the tests for General Educational Development. Successful completion of the GED tests is often equated with high school equivalency preparation.

General Education Requirements
A prescribed set of courses required for completion of a degree or certificate program. Includes selections from English/ Communications, U.S. and Nevada Constitutions, Mathematics, Science, Social Sciences, Arts/Fine Arts, Human Relations, and Emphasis Requirements.

Good Standing
Students formally accepted to the Bachelor's degree programs at GBC must maintain Good Standing with the program in order to continue to progress toward obtaining their degree. For more information, refer to each program's application handbook or call the Admissions and Records Office at 775.753.2361.

IAV
Interactive video. Some GBC classes are offered through IAV. Courses originate in one location and are broadcast to another. Students interact with an instructor through live compressed video on television screens.

Independent Study
A non-lecture class. A course of study is outlined between student and instructor and a contract for a grade is established.

Library
The Library includes not only books but audio-visual materials. In fact, the Library has all materials which support instruction, including periodicals, microfiche, electronic resources, and more.

LiveNet Course [LIVENET]
A synchronous online classroom in which the instructor and students meet through the Internet at a specific time for course discussions using a microphone headset. Students may participate in course discussion on their computer at home or from Great Basin College's computer lab. A 56K or higher Internet connection is required.

Lower-Division Courses
Course numbers 100-299.

MTC
The College's Manpower Training Cooperative Program which includes sponsored programs in diesel, electrical systems, welding, and industrial millwright technology.

NSHE
The Nevada System of Higher Education, which is made up of four community colleges, two state universities, Nevada State College, and the Desert Research Institute.

Off-Campus Centers
All GBC service area sites offering classes outside the Elko Main Campus.

Part-Time Student
An individual who is enrolled for fewer than twelve credits in a semester.

Phi Beta Lambda
Phi Beta Lambda is the Future Business Leaders of America organization for colleges. For more information, call 753.2125.

Prerequisite
A skill or course required before a student is permitted to enter a class or program.

Recognition of Achievement
An award given to a student who successfully completes the course of study in the specialized field as outlined in this catalog. Students receiving a Recognition of Achievement do not receive a diploma and do not participate in the graduation ceremony.

Retention
Student Retention Services, located in Berg Hall, houses and consists of Peer Mentors who are available to answer any questions students may have regarding their college experience. The Retention program seeks to help students have a successful educational experience by providing information on available resources, assessing individual student strengths, and acting as a support system for students. Students are encouraged to visit with the Peer Mentor by calling 775.753.2271, stopping by their office in Berg Hall, or by emailing retention@gwmail.gbcnv.edu.

Student Life
The Student Life Department, normally located in the College Community Center, is temporarily in Griswold Hall due to renovation. 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. Student Life's goal is to empower all students to accomplish their academic goals, facilitate their success, and attain their individual potential. Contact Student Life at 775.753.2105/ 2343 or by email at julies@gwmail.gbcnv.edu.

SGA—Student Government Association
An organization composed of all registered students and governed by elected officers who make up student government.

Sexual Harassment
Includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication. See page 34 for more details.

Skills USA/VICA
Vocational Industrial Clubs of America, a group which perpetuates career and technical education and is active at GBC.

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

Syllabus
The outline which the instructor furnishes you at the beginning of a course and which contains the main points of study. Includes, where appropriate, a description of the course of study, course goals, a schedule of completion, the method of testing, the grading standard, reading list, and a description of supplementary activity.

Upper-Division Courses
Course numbers 300-499.

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